

NEW EDITION



الجامعة العربية المفتوحة  
Arab Open University

PROGRESSIVE

# Skills

## in English

Level 1 Teacher's Book



Terry Phillips and Anna Phillips

*Garnet*  
EDUCATION



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# Book map

	Theme	Topics & Vocabulary	Listening	Speaking
<b>1</b>	<b>Education</b> 	<ul style="list-style-type: none"> <li>Freshers' week</li> <li>Systems of education</li> <li>Living and working at university</li> <li>A Personal Statement</li> </ul>	<b>Skills:</b> <ul style="list-style-type: none"> <li>understanding definitions</li> </ul> <b>Grammar:</b> <ul style="list-style-type: none"> <li>articles</li> <li>gerunds</li> <li>present simple <i>be</i></li> </ul>	<b>Skills:</b> <ul style="list-style-type: none"> <li>organizing a talk</li> <li>choosing the correct tense</li> </ul> <b>Grammar:</b> <ul style="list-style-type: none"> <li>present vs past tense</li> </ul>
<b>2</b>	<b>Psychology and sociology</b> 	<ul style="list-style-type: none"> <li>Concepts</li> <li>Human behaviour</li> <li>Personality and behaviour</li> <li>Extroverts and introverts</li> </ul>	<b>Skills:</b> <ul style="list-style-type: none"> <li>recognizing time signposts</li> </ul> <b>Grammar:</b> <ul style="list-style-type: none"> <li>past simple regular and irregular verbs</li> <li>prepositions of time</li> </ul>	<b>Skills:</b> <ul style="list-style-type: none"> <li>taking turns: starting and ending a turn</li> <li>expressing advice and possibility</li> <li>giving advice</li> </ul> <b>Grammar:</b> <ul style="list-style-type: none"> <li>modals: <i>can/can't</i></li> <li><i>should/shouldn't</i></li> </ul>
<b>3</b>	<b>Work and business</b> 	<ul style="list-style-type: none"> <li>How to be a good employee</li> <li>Summer jobs</li> <li>Choosing a career</li> <li>The interview process</li> </ul>	<b>Skills:</b> <ul style="list-style-type: none"> <li>hearing and noting important words</li> <li>expressing obligation and necessity</li> </ul> <b>Grammar:</b> <ul style="list-style-type: none"> <li>modals: <i>must/mustn't</i></li> <li><i>have to/don't have to</i></li> </ul>	<b>Skills:</b> <ul style="list-style-type: none"> <li>making a good impression</li> <li>extending a turn</li> <li>expressing wants</li> </ul> <b>Grammar:</b> <ul style="list-style-type: none"> <li><i>yes/no</i> questions</li> <li>expressing wants</li> </ul>
<b>4</b>	<b>Daily life</b> 	<ul style="list-style-type: none"> <li>A time for everything</li> <li>Larks and owls: Sleep patterns</li> <li>Work, rest and play</li> <li>Average people?</li> </ul>	<b>Skills:</b> <ul style="list-style-type: none"> <li>predicting what comes next</li> <li>recognizing introductory phrases</li> </ul> <b>Grammar:</b> <ul style="list-style-type: none"> <li>demonstratives: <i>this, that, these, those</i></li> </ul>	<b>Skills:</b> <ul style="list-style-type: none"> <li>linking research and personal experience</li> </ul> <b>Grammar:</b> <ul style="list-style-type: none"> <li>prepositions</li> </ul>
<b>5</b>	<b>Technology</b> 	<ul style="list-style-type: none"> <li>What is technology?</li> <li>Uses of technology</li> <li>Low-tech technology</li> <li>Technology and the environment</li> </ul>	<b>Skills:</b> <ul style="list-style-type: none"> <li>using signpost words</li> <li>recognizing quantifiers</li> </ul> <b>Grammar:</b> <ul style="list-style-type: none"> <li>quantifiers: <i>many, few, much, less</i>, etc.</li> </ul>	<b>Skills:</b> <ul style="list-style-type: none"> <li>introducing a talk</li> </ul> <b>Grammar:</b> <ul style="list-style-type: none"> <li>choosing the correct verb form</li> <li><i>will</i> and <i>going to</i></li> </ul>

Reading	Writing	Phonology	Everyday English	Portfolio
<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>preparing to read</li> <li>recognizing advice and instructions</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>imperatives and <i>must</i> for advice</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>writing a personal statement</li> <li>organizing information into paragraphs</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li><i>like/enjoy + V + ~ing</i></li> <li><i>want/hope + to + V</i></li> </ul>	<ul style="list-style-type: none"> <li>hearing consonants: /p/ and /b/</li> <li>hearing vowels: /ɪ/ and /i:/</li> </ul>	Asking about words and phrases	Activities and clubs
<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>preparing to read: illustrations</li> <li>the effect of frequency adverbs</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>frequency adverbs</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>gathering and recording information</li> <li>organizing information into paragraphs</li> <li>describing people</li> <li>the basics of essay writing</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>adjectives for describing people</li> <li>linking with <i>and</i></li> <li>omission of repeated subject</li> </ul>	<ul style="list-style-type: none"> <li>hearing and saying vowels: /æ/ and /ɑ:/</li> <li>saying consonants: /n/, /ŋ/, /ŋk/</li> </ul>	Asking for information	What kind of person am I?
<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>dealing with new words</li> <li>preparing to read: section headings</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>identifying noun phrases</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>writing about a process</li> <li>organizing information into a flow chart</li> <li>using chronological markers</li> <li>giving reasons for actions</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li><i>because</i> and <i>so</i> (1)</li> <li>present simple passive</li> </ul>	<ul style="list-style-type: none"> <li>hearing consonants: /g/, /dʒ/, /j/</li> </ul>	Talking about days and times	Jobs
<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>finding and using topic sentences</li> <li>looking for examples</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>introductory phrases</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>writing about results</li> <li>referring to tables and figures</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>past simple passive</li> </ul>	<ul style="list-style-type: none"> <li>hearing consonants: <i>th</i></li> <li>hearing and saying vowels: /e/, /ɜ:/, /ə/</li> </ul>	Offering and requesting; accepting and refusing	Comparing countries
<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>recognizing reasons and results</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li><i>because</i> and <i>so</i> (2)</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>writing topic sentences</li> <li>writing a case study</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>modifying nouns</li> </ul>	<ul style="list-style-type: none"> <li>multi-syllable words</li> <li>saying vowel sounds</li> <li>saying the letter <i>s</i></li> </ul>	Getting around town	Wearable technology

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# Introduction

## The series

This course is part of the multi-level *Progressive Skills in English* series. The series as a whole prepares students to study wholly or partly in English medium at tertiary level, or to join the world of academic English, on the internet and in print.

This new edition has been extensively revised to take into account feedback from both teachers and students. In particular, Themes 4 and 5 are completely new. The accompanying Workbook provides further practice in all the skills areas.

## The themes

In each level of *Progressive Skills in English* there are five themes, covering a wide range of areas of human knowledge.

### Level 1

- Theme 1: Education
- Theme 2: Psychology and sociology
- Theme 3: Work and business
- Theme 4: Daily life
- Theme 5: Technology

## The sections

Within each theme there are four main sections, each dealing with a discrete skill: listening, speaking, reading or writing. A number of related topics are explored within each theme. For example, in Theme 1 the following areas are explored:

- Listening:** welcome talks for students starting at an English-medium university
- Speaking:** systems of education and qualities of good teachers
- Reading:** living and working at university
- Writing:** completing an application form and writing a Personal Statement

The focus in each section is on **one** specific skill. The Methodology notes in this Teacher's Book stress the discrete skills focus and caution against spending too much time on, for example, speaking in a listening

section. This is not because the writers dislike integrated skills. Indeed, each theme ends with a section called Portfolio, which provides detailed guidance on integrated skills activities following the completion of a particular theme. The insistence on the target skill is because the writers believe that both the teacher and the students should focus on improvement in a specific skill in a particular lesson, rather than moving constantly between different skills. However, the key word here is *focus*. More than one skill will, of course, be involved in any particular lesson. For example, in listening lessons there is almost always a speaking output, and in writing lessons there is almost always a reading input.

The commonality of theme across the four skill sections means that, by the end of a theme, students have a much deeper knowledge of both the information and vocabulary that it comprises than is normally achieved in ELT course books.

## The lessons

Each skill section contains two or four main lessons, and each lesson has a clear focus and purpose.

## Additional pages

Every theme contains three additional pages:

### Everyday English

This page is in the speaking section and builds skills in survival language and social English. In Theme 1, for example, this page covers *Asking about words and phrases* and in Theme 2, *Asking for information* in a university or college setting. See the **Methodology** section for more guidance.

### Knowledge quiz or Vocabulary quiz

This page is in the reading section and tests students on their acquisition of common core knowledge and thematic vocabulary from the theme. In Theme 1, for example, this page asks students to remember information about *Education*, including parts of a university campus, social customs in the UK and types of school. See the **Methodology** section for more guidance.

## Portfolio

This section comes at the very end of each theme and provides an opportunity to integrate skills learnt during the course. Students are provided with tasks and research information in additional listening and/or reading texts, and asked to produce talks and/or written texts. In Theme 3, for example, students are asked to research and talk about *Jobs*. See the **Methodology** section for more guidance.

## Approach

### Aims

In *Progressive Skills in English*, students learn to understand the main types of academic spoken language, lectures and tutorials, and the main types of academic written language, journal articles and encyclopedia entries. They also learn to produce the main kinds of student academic language, oral presentations, contributions to a tutorial and written assignments.

### Moving from teaching general to academic English

Many of the teaching techniques and approaches used in general English teaching can be transferred to the teaching of academic English. The differences are more to do with the syllabus and course content. Some of the key differences we have noted include:

#### Grammar

Most general English courses are driven by tense grammar. Since 80 per cent of academic English is in a present tense, the focus needs to move from tenses to syntactic grammar. For more details on this point, see **Syntactic grammar for EAP** on page 9.

#### Skills

A general English course will focus mainly on oral communication. Listening will be extremely varied, from conversations and anecdotes to radio programmes. Reading is often relegated to third place and writing to a very distant fourth. For the academic learner, reading and writing are at least as important as the other skills. For more details, see **Discrete skills or integrated?** below.

#### Content

In EAP, listening to lectures will be more relevant than listening to anecdotes and stories. Academic students need to learn to 'grab' relevant information from a lecture after one listening only. Similarly with reading, required content will mostly be fact or theory or a mixture, rather than fiction and anecdote. Students need to be able to decide

quickly which texts, or parts of texts are relevant to the task and extract the information. Listening and reading texts in general will be much longer in EAP than in a general English course.

### Vocabulary

Students need a wide range of formal language. Academic texts about a single subject tend to use a lot of synonyms for key nouns and verbs, so students need to deepen and broaden their lexical range all the time.

### Topics and themes

Sometimes you find very familiar 'EFL' topics in *Progressive Skills in English*, but then you will see that the approach to that topic is different. For example, in a section on holiday resorts, students are not asked about going on holiday or planning a weekend away, but rather why particular resorts are popular, whether tourism benefits the local economy and how countries can increase tourism to a particular area.

### Critical thinking

Students are encouraged to ask *why* and *how* throughout the course, and to relate information from a particular text to their own selves or their own country/area. They are shown the importance of evaluating information and looking for stance or bias on the part of the speaker or writer.

### Discrete skills or integrated?

In terms of presentation, *Progressive Skills in English* is very definitely a discrete skills course. Research has shown that students need to have a clear focus, with measurable objectives in order to make real progress, and this is only really possible if the skills are initially separated out. However, integration is the norm in the real world and, since the course aims to mimic real-world skills usage, integration is automatic once one moves from presentation. For example, in the receptive skills lessons, as in the real world, students have to make notes from reading and listening and then discuss their findings, thus bringing in writing and speaking to listening and reading lessons. In the productive skills lessons, as in the real world, students have to research before producing, thus bringing in reading and listening skills.

### Receptive skills – listening and reading

Research strongly suggests that listening and reading are based on a continuous interaction between top-down and bottom-up processes. Top-down processes prepare the listener or reader to understand the information in the text. Bottom-up processes ensure

than the listener or reader can decode information in real-time, i.e., as it is actually being heard or read.

### Top-down processes

Before we can understand information, we need to recognize the context. We expect to hear different things in a restaurant, for example, from a lecture room, or to read different things in a novel and a religious text. We use context and co-text clues (pictures, newspaper headlines, diagrams) to **activate schemata** – pictures, we could say, of familiar situations. In the process, the brain makes available to us vocabulary, discourse structures and **background knowledge** of the real world, which help with bottom-up decoding. We start to develop **hypotheses** about the contents of the text, and we continually **predict** the next word, the next phrase, the next discourse point or the next communicative value as we are listening or reading. In *Progressive Skills in English*, students are taught to bring top-down processing to bear on new listening and reading texts. The course works to build schemata and background knowledge which will help students to predict content, in general and in particular. In the academic world, listening and reading normally have a productive by-product – detailed notes. Throughout *Progressive Skills in English*, students are taught to take notes and to use these notes in later activities to prove comprehension of the text.

### Bottom-up processes

Top-down processes enable listeners and readers to get a good general idea of what will be heard or read in a text. However, to get a detailed and accurate understanding, the text must be broken down into meaningful units. In the case of spoken English, this means being able to turn the stream of speech into actual words, which in turn means knowing the phonological code of English. With written English, it is slightly easier if your first language has a similar orthography to English, but will continue to pose problems for students whose L1 is Chinese or Arabic, for example. Research has shown that we use syntax to achieve this breaking into meaningful units (see below on **syntactic grammar**). In *Progressive Skills in English*, students are taught to recognize all the phonemes of English in context and to identify multi-syllable words from the stressed syllable in the stream of speech. They also learn to identify written words from the first two or three letters, a key skill which enables native speakers to understand written text at high speed. Students are also exposed to common syntactic patterns and practise breaking up incoming language into **subject, verb, object / complement and adverbial**.

### Productive skills – speaking and writing

Production in speech and writing in the normal EFL classroom is often more or less spontaneous and personal. Students are asked to speak or write about themselves, their lives, families, opinions, etc., with very little preparation. This mimics real-life conversation and, to some extent, real-life informal letter and email writing. This type of production is rare in *Progressive Skills in English* because it is not the model for production in the academic world.

Production in academia begins with an **assignment** which requires **research**. The research almost always leads to **note-taking**. From these notes, an oral presentation, tutorial contribution or written assignment is produced. There are normally three stages to this production: **drafting, editing and rewriting**. In *Progressive Skills in English*, we teach the idea of the TOWER of writing – thinking, organizing, writing (for the writer), editing, rewriting (for the reader / listener).

### Syntactic grammar for EAP

Grammar in ELT has traditionally been seen as largely a question of verb tense, and that certain tenses are 'easy' and others are 'hard'. Progression through levels conventionally equates to the ability to manipulate different tenses, from present simple of the verb *be* at beginner level to present perfect continuous passive modal at advanced level. Most best-selling courses follow a structural syllabus which is largely a verb tense syllabus. However, English is a *syntactic* language where meaning is carried by word order rather than paradigmatic form. We cannot recover the meaning of a word or its role without a sentence or text context, because English words are not marked in most instances for part of speech or case. Many words can be nouns or verbs depending on context; *like*, to take an extreme example, can be a noun, a verb, a preposition or an adjective. Any noun can be the subject or object of a verb; only pronouns are marked for case, e.g., *He told him*.

Research has shown that native speakers use their knowledge of English syntax, together with their vocabulary, to decode sentences in speech and in writing. They do this in real time. In other words, native speakers are constantly constructing tree diagrams of incoming data which help them to predict the next item and its role in the ongoing sentence.

It is somewhat strange that this key fact seems to have gone unnoticed for so long by ELT practitioners. The reason is probably that most ELT classwork, for many decades, has been based on spoken interaction, often of informal conversation, rather than the individual

interacting with and decoding in real time a formal spoken or written text. Corpus research now shows us that conversation in English has an average phrase length of just over one word, and very short sentences, such as *I went there, She likes him, He's working in a bank*. In short sentences like this, the most salient area of difficulty is the verb form which must be dropped between the subject and the object, complement or adverbial. However, in academic or formal discourse, the average phrase length jumps to eight words. Analysis of this genre shows that noun phrases are particularly long, with pre- and post-modification of the head noun, and subject noun phrases are often preceded themselves by long adverbial phrases, so that a sentence may have a large number of words before the subject and more words before the main verb. For example:

According to research at the University of Reading into the problems experienced by children growing up with a single parent, children from one-parent families in deprived areas have a much greater chance of developing personality disorders.

The native speaker has little problem with this sentence, either in speech or writing, because he/she knows that the phrase *According to* is not the subject and the subject will come along in a while, and that *children* can be post-modified so he/she must wait for this noun phrase to end before encountering the verb, etc. The non-native speaker, trained in decoding simple short utterances, will have considerable difficulty.

Complex tenses are in fact not at all common in academic/formal English. Research shows that the majority of sentences in this genre are in the present simple, including its passive forms, for the obvious reason that most formal English presents facts, theories or states of being, which are rendered in English by this tense. The next most common tense is the past simple, because the genre often contains historical background to current facts, theories or states of being, which in turn is normally rendered in past simple. In one particular corpus study, only one example of the present perfect continuous was found in the whole academic/formal corpus. A student equipped with facility in these two tenses will understand the tense information in around 90 per cent of academic/formal sentences. However, they may not understand the noun phrases and adverbial phrases which surround these 'simple' tenses.

There is a final key issue which applies in general to long texts in the EFL classroom. In the main, when students are exposed to longer texts with a formal structure, they are allowed, even encouraged, to engage in multiple listenings or multiple readings before being asked to complete an after-doing comprehension task such as multiple choice or

true/false. This type of activity has no correlate in the real world, where listening has to be real-time – there is no opportunity for a second or subsequent hearing – and reading should be real-time if it is to be efficient. Comprehension occurs as the sentence is being received. However, real-time comprehension is only possible if the receiver understands the syntactic structures possible in the language and identifies, in real time, the structure being used at a particular time. The listener or reader is then ready for the required components of that structure and predicts their appearance and even the actual words. For example, once a native speaker hears the verb *give*, they will anticipate that a person and a thing will complete the utterance. Even if the 'person' noun phrase contains many words, the receiver will be waiting. For example: *The state gives unemployed people with a large number of children under the age of 18 still in full-time education ...* The native-speaker listener or reader is thinking, 'What? What does it give?' Conversely, the construction of extended formal text in speech and writing also requires a deep understanding of syntax, otherwise it is not possible to construct sentences of the complexity required by the genre.

While writing the syllabus for *Skills in English*, first published by Garnet Education in 2003, we were struck by the points above and began work on the implications for classroom practice. In *Progressive Skills in English*, we feel we have gone some way to presenting a coherent syllabus of relevant practice to build the skills required for real-time comprehension.

### Syntactic grammar at Level 1

By this stage in their studies, students are probably fully familiar with parts of speech and with the most common syntactic patterns (see tables 1 and 2 on page 11). Since we cannot assume this familiarity, however, these points are quickly revised in the first few sections of the course. Thereafter, students are exposed mainly to basic S V O/C/A patterns, with co-ordination. Gradually, the length of the object noun phrase or complement is extended and co-ordination is introduced but with no ellipsis of subject or verb. This should ensure that students begin to get a natural feel for these patterns, can recognize them in real time in listening and reading, and produce them in speech and writing.

Table 1: Sentence roles and parts of speech

Roles in sentences	Possible parts of speech	Notes
Subject	noun, pronoun	extended noun phrase can contain other parts of speech, e.g., <i>a very large piece of research</i>
Object	noun, pronoun	
Complement	noun, adjective, adverb	an object becomes a complement when it has the same reference as the subject, such as in sentences with <i>be</i> and related verbs, e.g., <i>She is a doctor. He was late. They seem tired.</i>
Verb	verb	extended verb phrase can contain adverbs, e.g., <i>They are still waiting.</i>
Adverbial	adverb, prepositional phrase	note that this role in a sentence can be filled by a prepositional phrase as well as by an adverb, e.g., <i>He works hard. She works in a bank.</i>

Table 2: Main sentence patterns in English

We left.	S V
She is a doctor.	S V C
I am cold.	S V C
They were late.	S V A
We have been to the back.	S V A
I gave her the book.	S V O O
They made him president.	S V O C
I told her to leave.	S V O V
We saw them later.	S V O A
Accept responsibility.	V O

### Exercise naming

Many ELT course books give general names to groups of exercises, such as *Presentation* or *Pronunciation*. *Progressive Skills in English* goes much further and names the target activity for each exercise in its heading, e.g., *Activating ideas* or *Predicting the next word*. By this simple means, both teacher and students are informed of the purpose of an exercise. Make sure that your students understand the heading of each exercise so they can see clearly the point which is being presented or practised.

### Exercise types

As is probably clear already, *Progressive Skills in English* contains many original features, but teachers and course leaders need not be concerned that a

wholly new methodology is required to teach the course. On the one hand, exercise naming means that the purpose of new types of exercise is immediately clear. On the other, many traditional types of ELT exercises are used in the course, with only slight changes. The most significant of these changes are shown in Table 3 below.

Table 3: Adaptations to traditional exercise types

Traditional exercise	Progressive Skills version
grammar tables	<ul style="list-style-type: none"> <li>- Parts of sentence are clearly shown with subject, verb, object/complement/adverbial columns.</li> <li>- Parts of speech are clearly shown with colour-coding.                             <ul style="list-style-type: none"> <li>purple = noun</li> <li>red = verb</li> <li>blue = pronoun</li> <li>orange = adjective</li> <li>green = preposition</li> <li>brown = adverb</li> </ul> </li> </ul>
gap fill	In some cases, one part of speech is removed so students can see the various contexts in which, e.g., a pronoun can appear. In other cases, one role in the sentence is removed, e.g., the subject, so students can see the different words which can make up this role.
sentence anagrams	Words are jumbled in a number of sentences in the traditional way, but when students have unscrambled them, all the sentences have the same syntactic structure, e.g., S V O A. Words in a particular phrase are kept together during the jumbling, e.g., <i>in the UK</i> , rather than all being split; this helps students to think in terms of syntactic blocks rather than individual words.
transformation	Traditional transformation, e.g., positive to negative, appears regularly, but in addition, active to passive is introduced early on in the course, because of the relatively high frequency of passives in academic English.
joining sentences	Sentences are joined by co-ordinators from the beginning of <i>Progressive Skills in English</i> , but the second half of the sentence retains all its features, e.g., subject, verb, negation, for most of Level 1. This is because co-ordinated sentences with ellipses hide the kernel syntactic structure with which we want students to become familiar, e.g., <i>Some people do not know about the problem or care</i> . The second half of this sentence is originally: <i>Some people do not care about the problem</i> but with the ellipsis, the subject, the negation and the object disappear.

## Vocabulary lists

Vocabulary is a key part of language learning of any kind but it is even more important for the student of academic English. Students need a huge vocabulary in order to understand or produce the lexical cohesion common to this genre. The reading and writing sections in every theme begin with a vocabulary list in the right-hand column of the first lesson. This list contains items from the skill section which are linked to the theme. The part of speech is given in every case for single items. In addition, there is sometimes information on the precise meaning in the context of the theme, e.g., *area (n) [= location]* (as opposed to field of study, for example).

Most of the items in each list are probably new to the majority of the students in any class. A few of the items are likely to be known, but are so central to the theme that they are included for revision.

Normally, about 40 per cent of the words in the list are presented in the Vocabulary lesson, with some reference made to perhaps another 10 per cent. The remaining words will be encountered in other lessons and either specifically taught or understood in context.

You can use the lists in a number of ways:

- ask students to look at the list before the start of the skill section and tick the words they 'know'; do not test the students this time but encourage them to be honest
- ask students to repeat this activity at the end of the skill section, and again one week and one month later. On these occasions, test the students' knowledge, particularly in the relevant skill, e.g., to check that students can spell the words from a writing section
- get students to mark the stress on each word as they encounter it
- get students to underline or highlight in some way unusual spelling and pronunciation points
- put students into pairs or groups to test each other
- allow students to write a translation beside some or all of the words

Please note: flashcards and detailed notes on using them can be found on the *Progressive Skills in English* website, [www.skillsinenglish.com](http://www.skillsinenglish.com).

## Skills Checks

In every theme, there is at least one Skills Check. The naming of this feature is significant. It is assumed that many if not all students will have heard about the skills points in these boxes, i.e., they are skills *checks* not skills *presentations*. It is the writers' experience that many students who have gone through a modern ELT

course have *heard of* the majority of skills points but cannot make practical use of them. If you feel, in a particular case, that the students have no idea about the point in question, spend considerably longer on a full presentation.

In most cases, the students are given an activity to do before looking at the Skills Check, thus a test-teach-test approach is used. This is quite deliberate. With this approach, there is a good chance that the students will be sensitized to the particular point before being asked to understand it intellectually. This is likely to be more effective than talking about the point and then asking the student to try to apply it. The positioning of the Skills Checks means that the information relevant to an activity or set of activities is available for consultation by the student at any time. Because some students have an inductive learning style (working from example to rule) and some have a deductive style (working from rule to example), the Skills Checks have rules *and* examples.

You can use the Skills Checks in a number of ways:

- ask students to read out the rules and the examples
- get students to give you more examples of each point
- ask students to read the Skills Check and then cover it; read it out with mistakes or with wrong examples of the point being presented
- at the end of the lesson, ask students to tell you the new skill(s) they have encountered, without looking at their Course Books

## Pronunciation Checks

In the speaking section, and occasionally in the listening section, there are Pronunciation Checks. In Level 1, these chiefly focus on phoneme discrimination. For example, in Theme 2 Listening, one Pronunciation Check deals with hearing the two phonemes /æ/ and /ɑː/, while in Theme 2 Speaking, another deals with the actual production of the two phonemes. The examples in these checks are recorded, so you can give students good models of the target point and then drill the items (see **Further speaking practice / drilling** on page 17). Sometimes there is additional practice material to be completed after working through the check.

## Recurrent activities

As mentioned above, all exercises are named. Many of these names appear regularly throughout the course, sometimes with slight changes. This is because these activities are particularly valuable in language learning.

### Activating (background) knowledge / ideas

In line with basic communication theory, the lessons always try to move from the known to the unknown. This activity at the start of a lesson allows students to show that they have knowledge or ideas about the real world before learning new information. It also enables the teacher to gauge what is already known, and build on it if necessary, before moving further into the lesson.

While students are talking about a particular area, they are in effect activating schemata, which means they are more ready for further information in the same area.

### Understanding words in context

Research shows that it is possible to work out the meaning of a small proportion (perhaps ten per cent) of words in a text, if the remaining words and structures are well known. This activity guides students, perhaps through multiple matching, to show understanding of new items.

### Transferring information (to the real world) / Using new skills in a real-world task

It is essential that information is transferable outside of the classroom. This activity tries to make the bridge between information learnt in class and applications in the real world.

### Reviewing key words

Students are often given the opportunity to recall words from the previous lesson(s) of a skill section. This helps students to move information into long-term memory.

### Identifying a new skill

The methodology of *Progressive Skills in English*, as detailed above, is that students are presented with a text in the Real-time lesson which contains some recycled skills points and one or more new skills points. The students are not directed formally to the new point(s) but may notice while they are doing the real-time activity. Then in the next lesson, they are formally directed to the point(s). This is in line with the principle of noticing before learning.

### Predicting content

Listening and reading are real-time skills. The listener must be ahead of the speaker; the reader must be ahead of the text. Activities in this type of exercise help students to get ahead.

### Previewing vocabulary

This is a pre-teaching activity. Sometimes key vocabulary is required in order to complete a task later in a lesson. This key vocabulary is presented and needs to be practised thoroughly so it is fully available to students during the coming lesson.

### Hearing / Understanding / Studying a model / discourse structure

*Progressive Skills in English* follows the principle that students must see or hear what they are later asked to produce in speech or writing. In this exercise, they work with a model in order to recognize key features, such as discourse structure.

### Practising a model

Clearly, once students have seen key points about a model they should be given the opportunity to produce the text.

### Producing a model

This is the third stage, after 'understanding' and 'practising'. Students are given a task which requires the production of a parallel text.

### Producing key patterns

This is related to producing a model, but is at the sentence level.

### Showing comprehension

Comprehension in the real world is a real-time activity and is something which happens in the brain: it is not directly observable. However, it is essential that both teachers and students see that comprehension has taken place. But remember, this sort of activity is a test of comprehension not a sub-skill in comprehension.

### Researching information

*Progressive Skills in English* is not convergent. Students are only sent back to their pre-existing ideas of knowledge at the beginning of lessons, in *Activating knowledge / ideas*. *Progressive Skills* is divergent. Students are sent off to research and bring back information in order to give a talk, take part in a tutorial or produce a written text.

### Developing vocabulary

Students of academic English need constantly to develop their vocabulary knowledge. This exercise extends their existing vocabulary.

### Developing independent learning

Clearly, the ultimate aim of teaching a language is that students become independent learners who do not need a teacher to acquire new linguistic knowledge. This activity gives students a particular sub-skill to aid this process.

### Developing critical thinking

We must take students beyond the 'what' and the 'when' of information. We must get them to react to information and to ask why something happened or why it is important.

### Remembering real-world knowledge

*Progressive Skills in English* is based on the theory that people need a framework of knowledge in order to understand new information as they read or hear it. Therefore, they need to remember real-world knowledge from lessons, not just vocabulary, skills and grammar.

### Using / Applying a key skill

Skills are learnt. Then they need to be applied. This activity always connects directly to *Identifying a new skill* in an earlier lesson in the skill section.

### Making and checking hypotheses

Real-time listening and reading is about making and checking hypotheses. This is what makes it a real-time activity. Students need to learn a wide range of points about discourse, vocabulary and syntax which helps with making hypotheses. They then need to be given the opportunity to check these hypotheses.

## Methodology

### Everyday English

These additional lessons are designed to give university students some survival English for university life. The language and topics are freestanding so the lessons can be done at any time during the skill section or theme, or can be missed out completely should you so wish. The page could last a whole lesson or you could spend a shorter time and only work on two or three of the conversations. The format of all the Everyday English lessons is similar, with between four and six mini-dialogues on a similar topic or with a similar function.

Here are some ways of exploiting each stage of the lesson:

You may wish to highlight the grammar of some of the forms used in the conversations, but in general they can be learnt as phrases without going into too much explanation. Indeed, many of the forms that we often spend a lot of time on in class could probably be better learnt as fixed phrases, since their usage in everyday life is so limited, e.g., *How long have you been learning English?*

Ask students if they think the conversations take place in a formal or informal context. In Theme 1, for example, the conversations are obviously between two students so are more informal. In Theme 2, some of the conversations take place with members of staff, so these conversations are more formal. If conversations are formal, it is always important to remind students to use polite intonation.

Once any tasks set in the Course Book have been completed, and you have checked students understand the conversations, you can use the conversations for intensive pronunciation practice. Use one or more of the following activities:

- Play the audio, pausing after each line for students to listen and repeat, chorally and individually.
- Drill some of the phrases from the conversations, chorally then individually.
- Students practise the conversations in pairs, from the full transcript or from prompts.
- Students practise the conversations again, but substituting their own information, words or phrases where appropriate.
- Students extend the conversation by adding further lines of dialogue.
- Students invent a completely new conversation for the situation, function or photograph.
- Add some drama to the conversations by asking students to act out the conversations with different contexts, relationships or emotions (e.g., one student should act angry and the other student bored).

Monitor and give feedback after paired practice. You may want to focus on:

- intonation of *yes / no* questions
- stressed words in short answers, e.g., *Yes, it is. Yes, it does.*
- accurate use of auxiliary *do* in present simple questions.

### Knowledge / Vocabulary quiz

Although this is an optional part of each theme, the idea behind it is central to the approach of *Progressive Skills in English*. We have found from our work with universities around the world that students often fail to understand a text *not* because the English grammar is above their level, but because they do not have the framework of real-world knowledge or the breadth of topic-specific vocabulary in order to comprehend. This page makes these items central, but revises and tests them in a variety of enjoyable ways. There are several ways in which this page can be used. The Methodology notes for each theme suggest a particular way or ways on each occasion, but broadly the page can be done as:

- a quiz for individuals, pairs or groups where it appears, i.e., at the end of the reading section
- a quiz, but *later* in the course, when students have had a chance to forget some of the knowledge and/or vocabulary
- a quiz, but *before* the students do the theme; keep the answers and see how much they have learnt after doing the theme
- a self-study test; students write their answers and hand them in, or self-mark in a later lesson in class
- a phase of a lesson – the teacher sets the task(s) in the normal way and feeds back orally.

### Portfolio

The main features of the Portfolio lessons are:

- **versatility**  
It is possible to spend anything from part of a single lesson to four lessons on the activities; in addition, some, all or none of the work can be done in class.
- **integrated skills**  
All four skills are included in this lesson, though the focus will shift depending on the activity.
- **academic skills**  
The focus is on researching, digesting and exchanging information, and presenting information orally or in writing.
- **learner independence**  
At all stages from research through to oral or written presentations, the teacher should be in the roles of monitor, guide and, if necessary, manager, and should try to avoid being the 'knower' and 'controller'!

Here are some ways of exploiting each stage of the lesson:

#### Activating ideas

Use the photographs in the book or show your own. Make sure students have the key vocabulary for all the activities.

#### Gathering information

The course provides listening and reading texts. You can suggest extra internet research if you wish. The information is often presented as an information gap, with groups listening to different texts then regrouping in order to exchange information. At first, you may need to suggest the best way to take notes, e.g., in a table with relevant headings. Later, however, you should encourage students to design their own note-taking tables and headings. At all stages, encourage students to help each other with comprehension or any problems, only calling on you as a last resort. The research stages can be done in class or for homework. However, check the research has been done effectively and reasonably thoroughly before moving on to the presentation stages.

### Oral presentations

To start with, these should be no more than a few sentences long. The organization of the presentations is crucial and will depend on how much time you have and the number of students in your class.

- **Formal and teacher-centred**  
Set another activity for the class, or ask another teacher to do something with your class. Remove one student at a time (or one group, if the presentation is a collaboration) to another room so that you can listen to the presentation.
- **Student-centred to some extent**  
Students give presentations to other groups of students in the class. You may have between two and four presentations going on at the same time. Monitor as many as you possibly can. Make a note of students you have listened to and make sure you listen to different students next time round.
- **Student-centred and informal approach, requiring a mature class**  
Students give presentations to their groups as above. However, the 'listening' students give feedback after the talk, rather than you.

It is important that if you have students listening to talks, they are not simply 'passive' listeners. They will switch off and get bored. Wherever possible, therefore, assign tasks. This is relatively easy if students are listening to new information: they can complete notes or write answers to questions. However, if they are listening to talks similar to their own, give the 'listening' students feedback or comment sheets to complete (see below).

Table 4: Example feedback form for group tasks

Did the speaker ...	Always	Sometimes	Never
look up from notes?			
make eye contact?			
speak loudly enough?			
talk at correct speed?			
use good intonation patterns?			
use good visuals / PowerPoint slides?			
give all the important points?			
introduce the talk?			
conclude the talk?			

Please note: many of the above suggestions for oral presentations in the Portfolio lesson, including the feedback form, are also relevant for lessons in the speaking sections.

### Feedback on oral presentations

You can choose between giving formal, written feedback to individual students, and more informal oral feedback to each group or the whole class. Formal written feedback could be based on a checklist of speaking sub-skills such as those provided by IELTS or Cambridge ESOL for the FCE. Alternatively, you may prefer to devise your own checklist with broader headings, e.g.,

- accuracy
- fluency
- pronunciation
- grammar
- vocabulary, etc.

Informal feedback should include some positive and encouraging statements, as well as showing students what they need to work on. With the scaffolding in *Progressive Skills in English*, students should not make a large number of mistakes in producing spoken or written work, so it should be easier than otherwise to focus on a small number of areas for improvement. Make a note of grammar or vocabulary mistakes you hear while monitoring the class. Write the incorrect language on the board. Elicit from the class what the mistake is and how to correct it. Drill the correct sentence. Practise any words, phrases, sentences or questions that you noted were poorly pronounced.

Whichever method of feedback you choose, give the class one or two targets to work on for the next oral presentation, e.g., 'Look up from notes more often.' Even better, ask students to each set themselves a target for next time. Suggest ideas, which can be discrete (such as about the pronunciation of a particular sound) or much broader (such as about making clearer notes). Students should make a note of their target for next time and you can check it if you wish.

### Dealing with writing

In the Portfolio, you can adapt the final activity as you wish. You may like to give further practice of writing a full assignment-type essay, but there are other writing activities that are worth doing:

- notes only, possibly in a table
- PowerPoint slides
- a poster or wall presentation, particularly if you can display these publicly
- a one-paragraph summary

- a complete project on the topic, containing several different articles with accompanying visuals; this can be worked on individually or produced together in a group.

### Giving feedback on writing

*For work set for completion in class:*

Monitor and give some help to individuals. Make a note of common errors, i.e., mistakes that two or more students make. Then give feedback to the whole class. You can use the technique described above for feedback on oral errors; write the incorrect sentences the students have produced on the board and elicit the correct version.

*For work that you collect in:*

It is important not to get bogged down in detailed corrections and/or piles of written work waiting to be marked. For this reason, do not set too much written work as home assignments! You could, of course, ask students to comment on each other's writing in a phase in a later lesson, but this only works with relatively mature classes. Always set the length of the task: 200–400 words is probably enough for Level 1 of this course.

Establish a marking key with the class early on in the course. For example, *sp* = spelling, *p* = punctuation, *gr* = grammar, and use the grading grids provided for each theme's final writing task. This means you are able to highlight the problem areas but leave students to make the corrections.

Focus on only two or three key areas each time you mark. Initially, these may simply be presentation and layout, e.g., using paragraphs, but later could include using more complex noun phrases or more formal language. Later you can focus on sub-skills such as organization and discourse, cohesion, longer sentences, etc.

We have tried to provide model answers wherever possible, even for open-ended activities like the writing and speaking assignments. Always show these to the class and discuss possible variations, in order to avoid the models being too prescriptive. If you have students with good writing skills, ask their permission to show their written work to the class as example answers.

### Listening

'How many times should I play the audio of lectures?' This is a question we are often asked by teachers. On the one hand, we need to train our students to deal with the real-life lecture situation, in which students

will only have the opportunity to hear the information once. On the other hand, students may simply not understand the lecture after only one playing. So what is the solution?

- Firstly, it is important to make sure all the pre-listening activities are carried out effectively so that students can begin to predict the lecture content.
- Next, play the first section of the lecture once only for completion of the exercise or activity; this is a kind of 'test' to find out how well students would perform in the 'real-life' situation. It also trains students to listen for as much information as they can on the first hearing. Check how well students have completed the task and elicit the correct answers.
- Once you have confirmed the correct answers, move on to the next section of the lecture and corresponding exercise. Repeat the above procedure.
- When students have heard all the sections of the lecture, replay the complete lecture, with or without the transcript. This is where learning takes place, because students have the opportunity to see why they missed information or did not fully understand during the first playing.
- Finally, as a follow-up, students should be encouraged to listen to the complete lecture several times on their own at home, both with and without the transcript.

*What other strategies can the teacher use?*

- Remember that the key to comprehension in a foreign language is prediction, so students must have time to assimilate what they have just heard and predict what is coming next. You can pause the lecture any number of times during the first listening if you think your class needs this extra time. But, of course, pause at logical points – certainly the end of sentences and preferably the end of topic points.

*What other strategies can the students use?*

- Nowadays, most lecturers in the real world provide pre-lecture reading lists and notes, PowerPoint slides and visuals, and handouts. Summaries are also often available on the university's portal. There are PowerPoints available for the lectures on the *Progressive Skills in English* website. Students should be made aware of all of these resources and encouraged to use them.

### Further speaking practice / drilling

In the notes for individual speaking lessons, we often say 'practise the sentences with the class'. You can use one or more of the example drilling techniques below. There are many other techniques, but we have just

given a sample below. (The examples are all based on Theme 1 Speaking.)

- **Simple repetition, chorally and individually**  
Highlight the pronunciation area you want to focus on when you model the sentence or question, e.g., showing the intonation pattern with your hand, or using an intonation arrow on the board.
- **Question and answer**  
*When do you take national exams in your country?*  
*We take them at 16 and 18.*  
(Do not simply accept *16 and 18* in a controlled practice phase – encourage a full sentence.)  
Alternatively, you can practise short answers. Tell students if you require *yes* answers or *no* answers:  
*Is a nursery school for young children?*  
*Yes, it is.*  
*Does primary mean 'first'?*  
*Yes, it does.*  
*Do most children leave school at 18?*  
*Yes, they do.*
- **Transformation**  
These examples focus on forms of the present simple tense.  
*Many children begin school at seven.*  
*Sorry, but they don't begin school at seven.* OR  
*Actually, they begin school at five.*
- **Substitution**  
Say a phrase or sentence and ask the class to repeat it. Then give prompts that can be substituted as follows:  
*History is a very important subject at school.*  
*useful*  
*History is a very useful subject at school.*  
*isn't*  
*History isn't a very useful subject at school.*  
*university*  
*History isn't a very useful subject at university.*  
*Drama*  
*Drama isn't a very useful subject at university.*
- **Prompts**  
These can be given orally or they can be written on the board. They are particularly good for practising question forms:  
*Nursery / young children?*  
*Is a nursery school for young children?*  
*When / take / A levels?*  
*When do you take A levels?*

### Setting up tasks

The teaching notes for many activities begin with the word *Set ...*. This single word covers a number of vital functions for the teacher, as follows:

- Refer students to the rubric, or instructions.
- Check that they understand **what** to do: get one or two students to explain the task in their own words.
- Tell the students **how** they are to do the task, if this is not clear in the rubric (as individual work, pairwork, or group work).
- Go through the example, if there is one. If not, make it clear what the **target output** is: full sentences, short answers, notes, etc. Many activities fail in the classroom because students do not know what they are expected to produce.
- Go through one or two of the actual prompts, working with an able student to elicit the required output.

### Use of visuals

There is a large amount of visual material in the book. This should be exploited in a number of ways:

- **before** an activity, to orientate the students; to get them thinking about the situation or the activity and to provide an opportunity for a small amount of pre-teaching of vocabulary
- **during** the activity, to remind students of important language
- **after** the activity, to help with related work or to revise the target language.

### Pronunciation

Only the speaking section of each theme directly focuses on oral production. In this section, you must ensure that all the students in your group have reasonable pronunciation of all target items. Elsewhere, in the other skill sections, it is important that you do not spend too long on oral production. However, do not let students get away with poor production of basic words, even if the focus of the lesson is not speaking.

### Comparing answers in pairs

This activity is suggested on almost every occasion when the students have completed an activity individually. This provides all students with a chance to give and to explain their answers, which is not possible if the teacher immediately goes through the answers with the whole class.

### Monitoring

Pairwork and group work activities are, of course, an opportunity for the students to produce spoken language. This is clearly important in the speaking section but elsewhere, these interactional patterns provide an opportunity for the teacher to check three points:

- that the students are performing the correct task, in the correct way
- that the students understand the language of the task they are performing
- the elements which need to be covered again for the benefit of the whole class, and which points need to be dealt with on an individual basis with particular students.

### Feedback

At the end of every activity there should be a feedback stage, during which the correct answers (or a model answer, in the case of freer activities) is given, alternative correct answers (if any) are accepted, and wrong answers are discussed.

Feedback can be:

- high-speed, whole class, oral – this method is suitable for cases where short answers with no possible variations are required
- individual, oral – this method is suitable where answers are longer and/or where variations are possible
- individual, onto the board – this method is suitable when the teacher will want to look closely at the correct answers to highlight points of interest or confusion.

Remember, learning does not take place, generally speaking, when a student gets something right. Learning usually takes place after a student has got something wrong and begins to understand why it is wrong.

### Confirmation and correction

Many activities benefit from a learning tension, i.e., a period of time when students are not sure whether something is right or wrong. The advantages of this tension are:

- a chance for all students to become involved in an activity before the correct answers are given
- a higher level of concentration from students – tension is quite enjoyable!
- a greater focus on the item as students wait for the correct answer
- a greater involvement in the process – students become committed to their answers and want to know if they are right and if not, why not.

In cases where learning tension of this type is desirable, the detailed teaching notes say *Do not confirm or correct (at this point)*.

### Highlighting grammar

The expression *Highlight the grammar* is often used in the teaching notes. This expression means:

- Focus the students' attention on the grammar point, e.g., *Look at the verb in the first sentence.*
- Write an example of the target grammar on the board.
- Ask a student to read out the sentence/phrase.
- Demonstrate the grammar point in an appropriate way (see below).
- Refer to the board throughout the activity if students are making mistakes.

Ways of dealing with different grammar points:

- for **word order**, show the order of items in the sentence by numbering them, e.g.,  

1	2	3	4
<i>They</i>	<i>often</i>	<i>have</i>	<i>a special party.</i>
- for **paradigms**, show the changes with different persons of the verb, e.g.,  

<i>I</i>	<i>go</i>
<i>He</i>	<i>goes</i>

### Self-checking

On a few occasions during the course, the teaching notes encourage you to ask the students to check their own work. This can be done by referring students to the full transcript at the end of the course. This is an excellent way to develop the students' recognition and correction of error. Listening, in particular, obviously happens inside someone's head, and in the end each student has to understand his/her own error or misunderstanding.

### Gap fill

Filling in missing words or phrases in a sentence or text, or labelling a map or diagram indicates comprehension of both the missing items and the context in which they correctly fit. It is generally better to provide the missing items to ensure that all the required items are available to all the students. In addition, the teacher can vary the approach to gap fills by sometimes going through the activity with the whole class, orally, pens down, then setting the same task individually. Gap fills or labelling activities can be photocopied and set as revision at the end of the unit or later, with or without the missing items box.

In *Progressive Skills in English*, gaps often contain the same kind of word (e.g., nouns) or the same role in a sentence (e.g., the subject) in order to reinforce word class and syntax.

### Two-column activities

This type of activity is generally better than a list of open-ended questions or gap fill with no box of missing items, as it ensures that all the target language is available to the students. However, the activity is only fully effective if the two columns are

dealt with in the following way. Ask students to:

- **guess** the way to complete the phrase, sentence or pair
- **match** the two parts from each column
- cover column 2 and **remember** these parts from the items in column 1
- cover column 1 and **remember** these parts from the items in column 2.

Additional activities are:

- students test each other in pairs
- you read out column 1 – students complete with items from column 2, books closed
- students write as many of the items as they can remember – Course Books closed.

### Ordering

Several different kinds of linguistic elements can be given out of order for students to arrange correctly. The ability to put things in the correct order strongly indicates comprehension of the items. In addition, it reinforces syntactic structure, particularly if:

- you present a number of jumbled sentences together with the same underlying syntax
- you keep elements of each phrase together, e.g., *in the UK* rather than breaking everything down to word level.

This type of activity is sometimes given before students listen or read; the first listening or reading task is then to check the order. To make the exercise more enjoyable, and slightly easier, it is a good idea to photocopy the items and cut them into strips or single words. Students can then physically move the items and try different ordering. The teacher can even make a whiteboard set of sentences and encourage students to arrange or direct the arrangement of the items on the board.

### Tables and charts

Students are often asked to transfer information into a table. This activity is a good way of testing comprehension, as it does not require much linguistic output from the students at a time when they should be concentrating on comprehension. Once the table has been completed, it can form the basis of:

- a checking activity – students compare their tables, note and discuss differences
- a reconstruction activity – students give the information in the table in full, in speech or writing.

### Error correction

It was once thought that showing students an error reinforced the error, and that students would be even more likely to make that error in the future. We now know that recognizing errors is a vital part of language

learning. Rather than reinforcing the error, showing it can serve to highlight the problem much better than any number of explanatory words. Students must be able to recognize errors, principally in their own work, and correct them. For this reason, error recognition and correction activities are occasionally used.



# Theme 1

## Education

- Freshers' week
- Systems of education
- Living and working at university
- A Personal Statement

# Listening: Freshers' week

## 1.1 Real-time listening: A speech of welcome

### Objectives

By the end of the lesson, students should be able to:

- demonstrate understanding of a spoken text using target language and skills from the theme;
- demonstrate understanding of real-world knowledge about key personnel and their roles at universities.

### Methodology note

If this is your first lesson with the class, introduce yourself and spend a few minutes getting to know the students. Make sure they know the timetable and other administrative details for the course.

You might want to spend a few minutes letting students look through the book; you could also explain the organization of the course.

Tell students that academic English is a little different from general English, and explain that the course is designed to help students apply the English they already know to an academic context. It is up to you how much detail you want to go into here regarding the underlying rationale of the course, but you could refer to the Introduction and explain some of the theories outlined there to the class. At the very least you can tell the students that the course will also help them develop their vocabulary, grammar and general knowledge.

### Introduction

Use Exercise A as the introduction for this lesson.

#### A Activating background knowledge

This exercise is really just a fun activity to introduce students to the idea of the different roles or jobs people have at a university.

Students discuss briefly in pairs. Elicit answers.

### Answers

In fact, just about all of these jobs can be found in most universities (some Students' Unions even have hairdressers). People who teach at university and college are not usually called *teachers*, though – *lecturers*, *tutors* or *instructors* would be more common.

#### B Understanding introductions

In this task, as well as gaining practice in a key listening skill, students will learn the job titles and roles of key people in a university.

Exploit the document at the top of the opposite page. Make sure students realize that there are titles, names and one student note on a job. Check the concept by asking for titles, names and actual jobs of people at the institution where the students are studying.

1. Check students understand the task. Elicit ideas but do not confirm or correct at this stage.

2./3. Play the audio 🎧 1.1 Elicit answers.

### Answers

Dean of Education:	Peter Beech	<i>responsible for Fac. of Ed.</i>
Bursar:	Mrs Pearce	<i>deals with money</i>
Head of Year 1:	Pat Pinner	<i>Head of Yr. 1; resp. for schedule</i>
Accommodation Manager:	Bill Heel	<i>in charge of halls of res.</i>
Resource Centre Manager:	Ben Hill	<i>helps you find info.</i>
Head of ISS:	Tim Mills	<i>helps international students</i>

### Transcript

#### Presenter: Track 1.1

Mr Beech: OK. Let's begin. Welcome to the Faculty of Education. My name is Peter Beech. We all hope that you will have a great time here, and learn a lot, too, of course. OK. First, some important information about people. As I said, I'm Peter Beech. I'm the Dean of Education. That means I'm responsible for this faculty, the Faculty of Education. The bursar is Mrs Pearce. She deals with all the money, so she's a very important person! This is Mrs Pinner. She's the Head of Year 1, and she's responsible for the schedule. After this meeting, Mrs Pinner is going to talk to you about your schedule for the first semester. The Accommodation Manager – that's Mr Heel. He's in charge of the halls of residence on the campus. And finally, Mr Ben Hill looks after the Resource Centre. Ben will help you find the information you need. OK, well that's it from me for the moment. Oh, no. I forgot. One more very important person. Mr Mills. He helps international students if they have any problems. OK, well, I will talk to you again later in Freshers' Week. Now I'll hand over to Mrs Pinner ...

### C Understanding words in context

Set the task. Students read the words and definitions. In pairs, students discuss which definitions may be incorrect. Then play the audio 1.2 so that students can check their answers.

Elicit answers.

#### Answers

campus	the university buildings
resources	things to help with studying
fees	money for a course
Welfare Office	place to go if you have problems
JCR	Junior Common Room
SCR	Senior Common Room
hall of residence	accommodation for students on campus
Students' Union (SU)	special place for students

### Transcript

#### Presenter: Track 1.2

Mrs Pinner: Thank you, Mr Beech. Right. You need some information about the campus – the university buildings. Firstly, the Library is near the main entrance. Next to the library there is the Resource Centre. Resources are things to help you with studying. Ben will help you find the information you need. You can do internet research in the Resource Centre.

The Administration Block is opposite the Library. Go there if you have a problem with fees – that means the money for your course. Behind the Admin Block is the Welfare Office. Go there if you have any other problems ... You will also find the Medical Centre behind the Admin Block.

OK. Next to the Admin Block is the JCR and the SCR – that is the Junior Common Room and the Senior Common Room. The common rooms are for the staff, the lecturers. Then on the north of the campus are the halls of residence – in other words, the accommodation for students on campus. We have Hall A, Hall B and Hall C.

Finally, there's the Students' Union – the SU. That's the special place for you. There are lots of facilities for you in the SU. Go and have a look ... OK. Now, as Mr Beech said, I'm going to talk to you about your schedule ...

### D Transferring information

1. Students should cover Exercise C. In pairs, students complete the activity. Then play the audio again 1.2 so that students can check their answers.

2. Elicit one or two example answers, e.g., *You can do research in the Resource Centre.*

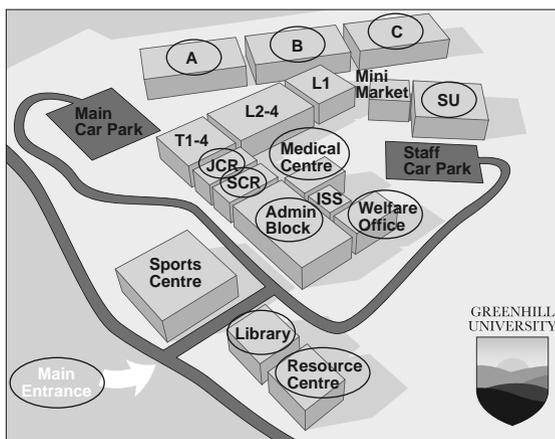
Highlight the verb forms in each sentence.

Students discuss the other places in pairs.

Monitor and give help where necessary.

Check pronunciation of target vocabulary and also check students' understanding of target vocabulary. Students can add extra information from their own knowledge or ideas (see answers below).

#### Answers



Place	What happens?
Library	You can read, do research, find information, study there.
Resource Centre	You can use the internet, do research, work on computers, use the printers.
Administration Block	You can go there if you have a problem with fees, accommodation, parking permits, etc.
Welfare Office	You can go here if you have a personal problem.
Medical Centre	You can go here if you are ill.
JCR, SCR	You can go here if you need to speak to a lecturer.
Halls of residence	This is where students live.
SU (Students' Union)	There are facilities for students: bar, gym, café, clubs, etc.
ISS	This is for international students. Go there if you have a problem with your visa.

### E Remembering real-world knowledge

Set the task and go over the example. There are two or three different ways you could continue, with students working in pairs or in a whole-class activity. The following is one suggestion.

Play 1.3, pausing after each question for students to answer. Elicit correct answers, and practise.

Write the answers on the board, in note form if you like. Then get students to work in pairs, asking and answering the questions they heard on the audio. Students use the answers on the board as prompts for the questions. Monitor and give feedback.

## Transcript

### Presenter: Track 1.3

- Voice:
1. What does a dean do at a British university?
  2. What does a bursar do?
  3. What is a faculty?
  4. What's another phrase for *hall of residence*?
  5. Where are the social facilities for students?

## Answers

1. He/She is responsible for a faculty (at a university).
2. He/She deals with the money.
3. It is a department within a university.
4. Accommodation for students.
5. At the students' union.

## 1.2 Learning new listening skills: Waiting for spoken definitions

### Objectives

By the end of the lesson, students should be able to:

- listen for and understand spoken definitions in short extracts;
- discriminate between the consonants /p/ and /b/;
- discriminate between the vowel sounds /i/ and /i:/.

## Introduction

Use Exercise A as the introduction on this occasion.

Alternatively, play 1.2 again from the previous lesson (in which Mrs Pinner explains about the various places on the campus). Give out copies of the transcript for students to follow while they are listening. This will help students prepare for the 'waiting for definitions' activities in this lesson.

## A Listening for stress

### Methodology note

In the 'stream of speech', a listener will often only hear the stressed syllable of a word, so it is vital that learners begin to develop this skill.

Set the task. Explain to students that they will not hear a complete word, only one syllable from each word. You could also explain why they are doing this activity (see Methodology note above).

Play 1.4 and go over the example. Do another example with the class, if necessary.

Play the rest of 1.4, and students complete individually. Students check their answers in pairs. Monitor to see if further feedback is necessary.

If students found the activity difficult, play the audio again, pausing after each answer so that students can do a final check.

## Answers

schedule	6
union	10
responsible	8
library	5
education	1
bursar	2
resources	11
semester	9
accommodation	7
lecture	4
campus	3
faculty	12

## Transcript

### Presenter: Track 1.4

- Voice:
- |        |         |         |          |
|--------|---------|---------|----------|
| 1. ca  | 4. lec  | 7. da   | 10. u    |
| 2. bur | 5. li   | 8. spon | 11. sour |
| 3. cam | 6. sche | 9. me   | 12. fa   |

## B Hearing plurals

1. Check students understand the task, and go over the two examples. Students complete individually then compare answers.
2. Play 1.5 so that students can check their answers.

## Transcript and answers

### Presenter: Track 1.5

Voice:	1. lectures	X
	2. nurses	✓
	3. degrees	X
	4. books	X
	5. campuses	✓
	6. glasses	✓
	7. secretaries	X
	8. faculties	X
	9. boxes	✓
	10. countries	X
	11. days	X
	12. buses	✓

## C Identifying consonant sounds

Read Pronunciation Check 1, with students following in their books.

Set the task. Students complete the words individually then compare answers in pairs. Play 1.6.

Elicit answers. Briefly practise some of the words. Check students can remember the meanings of some of the words – ask for a definition.

## Transcript and answers

### Presenter: Track 1.6

Voice:	1. both	4. explain	7. responsible	10. personal
	2. campus	5. job	8. bursar	11. place
	3. club	6. pay	9. people	12. problem

## D Identifying vowel sounds

Write the phonemic symbols for the two vowel sounds on the board. Ask students if they can give the sounds. Do not confirm or correct. Ask students to read Pronunciation Check 2. Now refer students back to the board and elicit the sounds.

Set the task. Students complete individually then compare answers.

Play 1.7 so that students can check their answers. Practise some of the words if there is time.

### Answers

	/ɪ/	/i:/
in	✓	
fee		✓
teach		✓
mean		✓
begin	✓	

	/ɪ/	/i:/
free		✓
meet		✓
ill	✓	
it	✓	
give	✓	

## Transcript

### Presenter: Track 1.7

Voice:	1. in	4. mean	7. meet	10. give
	2. fee	5. begin	8. ill	
	3. teach	6. free	9. it	

## E Making negatives with be

1. Set for individual work.

### Answers

1. He isn't a professor.
2. She isn't a student.
3. They aren't lecturers.
4. I'm not at university.
5. We're not in the History department.
6. He's not in the classroom.

2. Set for pairwork checking. Students take turns to ask and answer questions using the statements in Exercise E1.

## F Identifying a new skill (1)

1. Check students understand the task, and go over the example. Students complete individually then compare answers. Play 1.8 so that students can check their ideas. Elicit answers.

2. Ask different students to read out a sentence each aloud from the Skills Check. The rest of the class can follow in their books. Ask one or two questions to check understanding:  
*Why should you listen carefully when you hear a new word?* (because you may hear a definition)

*Is there always a special phrase for a definition?* (no)

3. Ask students to look at the words in Exercise F1 again. Remind students that sometimes there will be no phrase to introduce the word (as in the second example in the Skills Check). Play 1.8 again. Elicit which phrase was used to introduce the definition of each word from Exercise F1.

## Transcript and answers

### Presenter: Track 1.8

Mrs Pinner: OK. As the Dean said, I'm Head of Year 1. That means I'm responsible for the schedule. In Year 1, you have five lectures a week. In two of those lectures, the lecturer will give you an assignment – that is, a piece of work to do on your own. Most assignments have a deadline. That is the time to give it in. The lecturer may

say, for example, 'you have one week for this assignment', or 'you must finish this by next Tuesday'.

Don't leave assignments until the last minute. Start work on them immediately. Sometimes assignments involve research – in other words, you must read some articles from journals, um, academic magazines, by scientists and researchers. There are many journals in the Resource Centre. You can use the internet to do some research, but be careful – we'll talk more about using Wikipedia and so on for research later on.

You have one tutorial each week. A tutorial is a small discussion with your tutor and some other students.

## G Listening for definitions

1. Students read Skills Check 2.
2. Explain the task and go over the example. Check that the students know that they need to listen and take notes. Give them time to read the words. Play  1.9, and students write notes individually. Students can now compare their notes in pairs. Play  1.9 again, if necessary. Elicit answers.

## Transcript and answers

### Presenter: Track 1.9

- Voice:
1. The SU has a food court – a place with lots of different restaurants.
  2. When the food court is closed, you can use one of the vending machines, which are machines with food and drink.
  3. There's a laundrette in the SU. In other words, you can wash your clothes there.
  4. Did you know? There's a crèche every morning in the SU. It's a place to leave your children for a few hours.
  5. Student A: Is there a gym on the campus?  
Student B: Sorry? What's a gym?  
Student A: It's a place to do exercise.  
Student B: No, I don't think so.

### Extra activity

In pairs, and using their notes, students give the word and the definition using one of the phrases from Exercise G2. They do not have to define the word in the exact way as they heard on the audio, e.g.,

*The shopping centre has a food court – that means a place with lots of different restaurants.*

*There's a vending machine outside the sports centre. In other words, a machine with chocolate and sweets.*

## H Identifying a new skill (2)

1. Students should complete individually, then check in pairs.

## Answers

- a. A b. An c. is d. workers
  - e. Resources f. are g. Fees
2. Check students understand the task. Students discuss the question in pairs. Monitor and give help where necessary, but do not confirm or correct at this stage. Keep the listening activity student-centred by getting students to listen and number the photographs in the correct order. Play  1.10 the whole way through without stopping. (This is in preference to playing the audio, pausing and eliciting the answer from the whole class.)  
After the first playing, students can compare their answers in pairs. Elicit answers and replay the audio if necessary.

## Answers

1. a sports centre 2. a librarian
3. a lecture hall 4. a degree 5. a cafeteria
6. a theatre 7. a lab 8. a field trip
9. a projector 10. a graduate

## Transcript

### Presenter: Track 1.10

- Students:
1. It's a place for tennis and squash and football.
  2. It's a person in charge of a library.
  3. It's a place for lectures.
  4. It's a certificate for a university course.
  5. It's a restaurant for students. You usually serve yourself.
  6. It's a place for plays and sometimes music concerts.
  7. It's a place for experiments.
  8. It's work outside the university. You visit a place and do research.
  9. It's a machine for showing slides, from PowerPoint, for example.
  10. It's a person with a degree.

### Extra activity

Although this is a listening lesson, for consolidation you could ask students to give the definitions for the photographs orally. Students could write the definition for each photograph for homework.

## I Identifying a new skill (3)

Set for individual work, then have the students ask and answer in pairs.

- a. What is a crèche?
- b. What are gyms?
- c. What is a food court?
- d. What is a laundrette?
- e. What are fees?

## J Making gerunds

1. Set for individual work, then pairwork checking.

### Answers

- a. learning b. making c. sitting d. writing  
e. revising f. beginning g. feeling  
h. studying i. saying j. buying k. dying  
l. listening

2. Check students understand the task; they must listen and try to remember and complete each definition.

Play  1.11. Then divide the class into pairs. Go over the example question and answer in speech bubbles.

3. Refer students to Skills Check 3. They then ask and answer about the words in the list. Monitor and give feedback.

**Less able classes:** Write prompts on the board for each definition.

### Extra activity

Students can write the definitions either in class or for homework.

## Transcript and answers

### Presenter: Track 1.11

- Students:
- a. Revising: It's going over something again, something you have studied before.
  - b. Contributing: It means taking part in something, like a tutorial. It means giving your ideas or your opinion.
  - c. Parting: It means saying goodbye.
  - d. Graduating: It means getting your degree and leaving university.
  - e. Advising: It is telling someone what to do.
  - f. Disagreeing: It is saying you don't agree.

### Closure

Give students some definitions from this lesson and from Lesson 1.1 Students give you the word being defined, e.g.,

T: *A place where you can wash your clothes.*

Ss: *A launderette.*

T: *The money for your course.*

Ss: *Fees.*

# Workbook answers

## Listening

### Exercise A

1. Answers depend on students.
2. See transcript for Track 2 on page 111 of the Workbook.

### Exercise B

- 1./2. a. academic, b. semester, c. faculty, d. lecturer, e. staff, f. accommodation, g. campus, h. fresher

### Exercise C

1. They're both subjects.
2. They're opposites.
3. A lecturer teaches at a university, but a teacher works in a school.
4. *In charge of* goes with a place or a group of people, whereas *responsible for* goes with an action or a thing.
5. They both mean the manager of something, but *head* is a noun so you can say *the head*.
6. They are both places to live, but *hall of residence* is for students at a college or university.

### Exercise D

1.

R	O	Q	T	F	V	Q	C	J	I	K	I	G	C	N
E	S	V	D	S	L	Q	W	J	B	U	R	S	A	R
P	F	A	U	T	L	O	F	R	L	U	X	I	R	B
Z	E	M	R	A	Q	C	O	U	S	L	R	J	E	L
H	V	D	N	F	T	S	E	L	L	A	J	W	U	T
P	H	A	Z	F	S	Y	R	X	R	I	A	Z	G	C
N	W	W	N	E	P	E	A	B	V	C	P	S	O	K
I	C	X	F	R	K	S	I	V	R	M	E	M	T	A
I	M	O	P	P	X	L	Y	W	E	C	Y	Q	Z	P
H	R	C	H	A	N	C	E	L	L	O	R	Q	I	Z
P	L	G	P	D	R	O	P	T	V	W	D	J	V	N
F	R	E	S	H	E	R	W	A	S	I	C	C	M	R
L	E	C	T	U	R	E	R	F	D	E	D	M	N	A
M	W	J	G	R	A	D	U	A	T	E	C	Y	K	L
K	A	L	H	Y	L	D	E	A	N	K	T	H	Y	I

2. people

3.

O	Oo	Ooo	oOo
dean	bursar	graduate	professor
head	fresher	lecturer	
staff		chancellor	

The word that does not fit is *librarian*.

### Exercise E

1./2.

O	Oo	oO	Ooo	oOo
fees	deadline	degree	article	assignment
	lecture		faculty	projector
	research			semester
	schedule			
	subject			

### Exercise F

- 1./2. a. The first *semester* in my country begins in October.  
 b. Go to the *bursar* to pay your fees.  
 c. I'm doing some *research* to help me with my technology project.  
 d. The *dean* is in charge of the Faculty of Education.  
 e. An *assignment* is a piece of work that students do on their own.  
 f. The *deadline* for the next assignment is on Tuesday.  
 g. Speak to the *librarian* to order your books.  
 h. A *projector* is a machine for showing PowerPoint slides.  
 i. In Britain, the head of a department or faculty is usually a *professor*.

## Practice

### Exercise A

- 1./2. hall of residence / accommodation / campus / resource centre / welfare office / library / food court / gym / crèche / launderette
3. Answers depend on students.
4. a. campus  
 b. launderette  
 c. library  
 d. crèche  
 e. hall of residence

5. a. food court: You can buy your lunch here.  
 b. gym: This is a place to do exercise.  
 c. welfare office: You go here if you have problems.  
 d. resource centre: A place with internet, magazines and printers.  
 e. mini-market: You can buy many different things here.

### Exercise B

1.

noun	verb
accommodation	accommodate
assignment	a. <i>assign</i>
b. <i>contribution</i>	contribute
participation	c. <i>participate</i>
projector	d. <i>project</i>

- 2./3. a. graduate  
 b. staff  
 c. research  
 d. schedule  
 e. lecture

### Exercise C

1. a. He's responsible for the resource centre.  
 b. I'm the head of your faculty.  
 c. In other words, she's in charge of your fees.  
 d. The hall of residence is accommodation for students.
2. Answers depend on students.

### Exercise D

1. A food court subject is verb a place general word  
more information  
 with many different restaurants.
2. a. A dean is a person in charge of a faculty.  
 b. A library is a place with many books and magazines.  
 c. A hall of residence is a place with accommodation for students.  
 d. A medical centre is a place with doctors and nurses.  
 e. A sports centre is a place for tennis and football.  
 f. A graduate is a student / person with a degree.

3. Research      *subject*      means      *verb*      finding      *gerund*

*more information*

information in books or on the internet.

- a. Access means getting into something.
- b. Advising means giving help.
- c. Disagreeing means having a different opinion / means not agreeing.
- d. Participating means doing something with other people.
- e. Predicting means guessing the answer to something / thinking about the answer to something.
- f. Greeting means saying hello to someone.
- g. Socializing means being with other people.

## Extended listening

### Exercise A

- A social distance
- B eye contact
- C handshakes
- D greetings
- E gender equality
- F participation

### Exercise B

Mr Mills is going to talk about living in the UK and British customs.

### Exercise C

Answers depend on students.

### Exercise D

word	definition
greetings	It means / is saying hello to someone.
handshakes	It is a way of greeting someone.
eye contact	It means / is looking at someone when you speak to them.
social distance	It means / is how close you stand to someone.
gender equality	It means that men and women are equal.
participation	It means taking part in something.

# Speaking: Systems of education

## 1.3 Real-time speaking: Education in the UK

### Objectives

By the end of the lesson, students should:

- show an understanding of the discourse structure of a model for a talk on education;
- have practised sentences using correct sentence stress;
- have attempted a brief talk about education in their own country.

### Introduction

Give students, in pairs, one minute to say ten words connected with education. They are not allowed to look in their books! Monitor and practise pronunciation of any problem words.

### A Previewing vocabulary

1. Set the task. Students can discuss the number of syllables in pairs. Play 1.12 so that students can check their answers.
2. Make sure students understand how to mark the stressed syllables. Students complete individually then compare answers in pairs. Write the words on the board. Elicit the stressed syllable for each word and mark it on the board. If there is discussion about which is the stressed syllable, say the word a few times until students agree.
3. Play 1.12 again, pausing after each word so that students can repeat it. Alternatively, put each word into a sentence and drill the complete sentence, e.g.,  
*Please see me after the lesson.*  
*That poor woman has six children.*

### Transcript and answers

Presenter: Track 1.12

Voice: a. 'after b. 'children c. 'level d. 'nursery  
e. 'primary f. 'secondary g. called h. e'xam  
i. school j. sixth

### B Hearing a model

Check students understand the context of the activity – a student giving a talk.

1. Give students time to study the table. Check students understand the phrase *age range*

from the heading. Play 1.13. Students complete the table individually then compare answers. Elicit answers, preferably using an electronic projection.

2. Check students understand the task. Play 1.14. Students complete individually then compare answers in pairs. Once again, use an electronic projection to give feedback on the correct answers.
3. This activity is based on the principle of noticing. Students can only begin to learn something when they have noticed that there is something to learn. Elicit ideas and write on the board. Teach the phrase *chronological order*.  
*Part 1 – general information, chronological order*  
*Part 2 – specific information about her own experience – chronological order*
4. You can elicit the answers by referring students to the information on the board from Exercise B3 above. If students still have no idea, you can either play 1.14 again and ask them to listen for the verbs, or refer them to the extract in Exercise C.

### Answers

2. Table 1: Education in the UK

type of school	age range	exams at the end
nursery	3–5	none
primary ✓	5–11	most = none; a few = 11+
secondary ✓	11–16	GCSEs ✓
sixth form	16–18	A levels ✓

3. The talk moves from the general to the specific. The information is given in chronological order.
4. The present simple tense is used for the first part (general information). The past simple is used for the second part (speaker's own experiences).

### Transcripts

Presenter: Track 1.13

Student: Britain has four kinds of school. They are nursery, primary, secondary and sixth form.

Many British children go to nursery school at three or four. Children do not take exams at nursery school.

At five, they move to primary school. Most primary schools are mixed. They stay there for six years and then they move to secondary school. Most children do not take exams at 11, but a few take the 11+ exam.

Secondary school lasts five years. Most secondary schools are mixed. Children take exams called GCSEs at the age of 16. You can leave school after your GCSEs, but many children stay at school for two more years.

The last two years are called the sixth form. At the end of the sixth form, teenagers take A levels. You can leave school after A levels, but 50 per cent of British teenagers go on to university.

**Presenter: Track 1.14**

Student: I didn't go to nursery school. I started primary school at five. I was good at primary school and I liked the teachers.

I didn't take the 11+ exam. I went to secondary school. I wasn't very good there and I didn't like the teachers. Well, there was one good teacher. I took GCSEs and then A levels.

Then I decided to go to university.

### C Practising a model

#### Methodology note

The words that are stressed in a sentence are fundamental to good pronunciation in English. Students must learn that key words are usually stressed. Stressed words are usually:

- louder
- slower
- higher in intonation

Consequently, other words in the sentence, such as prepositions and articles, are unstressed. This means they are:

- quieter
- faster
- lower in intonation

This is an area of phonology that needs to be practised regularly in speaking lessons. Students may find the concept difficult initially, so they need to be reassured that they will improve over time.

1. Check students understand the task, and go over the example. Elicit what kinds of words have been underlined (nouns and adjectives). What words have NOT been underlined? (prepositions, pronouns, *are*, *and*)

Students continue in pairs. Monitor and give help where necessary.

2. Play **1.15**. Students listen and check their ideas. Elicit answers. There may be some controversy over some of the answers; accept this, since some words may have secondary stress rather than primary.

3. Play **1.15** again, pausing after each line so that students can repeat it. Or if you prefer, you can model each sentence yourself and drill them.

#### Extra activity

Write the key (stressed) words from the talk on the board. In pairs or small groups, students use the key words as prompts to give the talk. Students give a few sentences each and then the next student takes over.

### Transcript and possible answers

**Presenter: Track 1.15**

- Students:
- a. Britain has four kinds of school. They are nursery, primary, secondary and sixth form.
  - b. Children don't take exams at nursery school.
  - c. At four or five, they move to primary school.
  - d. They stay there for six years and then they move to secondary school.
  - e. Secondary school lasts five years.
  - f. Children take exams called GCSEs at the age of 16.
  - g. You can leave school after GCSEs or A levels. However, about 50 per cent of British teenagers go on to university.
  - h. I didn't go to nursery school.
  - i. I was good at primary school and I liked the teachers.
  - j. I went to secondary school.

### D Producing a model

#### Methodology note

In this activity, students should 'have a go' at giving a talk. It is not expected to be perfect, as this is a 'test-teach-test' approach. Encourage students to try to include some of the things they have learnt in this lesson. The important thing is for you to monitor the students' performance, so that you know how much practice students will need in the next few lessons.

1. Students can make notes in a table similar to the one in Exercise B. Monitor and give help where necessary. Make sure students have organized their notes in a sensible way.

Remind students about the following before they give their talks:

- organization of talk;
- correct tenses;
- stressing key words.

2. Students give their talks in small groups. Monitor and give feedback.

## Closure

If your class is multinational, you can briefly discuss some of the differences (or similarities) between the education systems represented. If you teach a monolingual class, you can discuss the main differences (or similarities) between the British education system and the one your students come from.

### Everyday English: Asking about words and phrases

#### Objectives

By the end of the lesson, students should be able to:

- use different ways of asking for meaning in short conversations.

## Introduction

Ask a few questions about the British education system, e.g.,

*When do children start primary school? (at five years old)*

*When do they start secondary school? (at 11 years old)*

*How many 18-year-olds go to university? (50 per cent)*

### A Activating ideas

Students discuss the question in pairs. Elicit a few ideas, but do not confirm or correct. The answers are covered in the rest of the lesson.

### B Studying models

1. Ask students to read out one question each. Then elicit possible ways for the first question to continue, as an example:

*We say 'take an exam'.*

*'Take' is the correct word.*

*We don't use 'make' with 'exam'.*

Students discuss the other questions in pairs.

You could spend a few minutes highlighting the forms of each of the questions, e.g.,

- *Do vs does* (in the first two questions)
  - *What are + plural? vs What is a ...?* (in the last two questions)
  - *What does ... mean? NOT What means ...?*
2. Check students understand the task. Play  **1.16**. Students compare answers. Elicit answers.

## Transcript

### Presenter: Track 1.16

Conversation 1.

Voice A: What's a nursery school?

Voice B: It's a school for young children.

Voice A: How old are they?

Voice B: They're between three and five.

Presenter: Conversation 2.

Voice A: What does GCSE mean?

Voice B: It's an abbreviation.

Voice A: I know. But what does it mean?

Voice B: It means General Certificate of Secondary Education.

Presenter: Conversation 3.

Voice A: Does primary mean 'first'?

Voice B: Yes, it does.

Voice A: So does secondary mean 'second'?

Voice B: That's right.

Presenter: Conversation 4.

Voice A: What are A levels?

Voice B: They're exams in Britain.

Voice A: When do you take them?

Voice B: You take them at 18.

Presenter: Conversation 5.

Voice A: Is sixth form for 17- and 18-year-olds?

Voice B: Yes, it is.

Voice A: Why is it called sixth form?

Voice B: Because it starts with the sixth year of secondary school.

Presenter: Conversation 6.

Voice A: Do you *take* an exam or *make* an exam?

Voice B: We use the verb *take* with exams.

Voice A: And what about assignments?

Voice B: You *do* assignments.

## Answers

1. Answers depend on students.
2. Do you *take* an exam or *make* an exam? 6  
Does *primary* mean 'first'? 3  
Is sixth form for 17- and 18-year-olds? 5  
What does *GCSE* mean? 2  
What are A levels? 4  
What's a nursery school? 1

### C Practising conversations

See notes in the Introduction (page 14) for how to exploit Everyday English activities. In this lesson, you could also remind students about making sure the key words in each conversation are stressed.

### D Real-time speaking

This may be the first time that students have done this kind of information-gap activity, so it will need careful setting up.

Divide the class into pairs and get them to decide which student is A and which is B.

Make sure each student is looking at the correct information. Monitor while students are reading their information, and give help where necessary. You will probably need to give help with pronunciation of some of the words. Ask one pair to demonstrate the activity to the rest of the class, or do it yourself with one of the more able students.

Monitor and make notes on general mistakes and problems while students are practising. Give feedback.

If there is time, students could write one or two of their conversations for consolidation.

#### Answers

Answers depend on students.

### Closure

Play  1.16 once more, with the students following the conversations in their books.

## 1.4 Learning new speaking skills: Giving general and personal information

### Objectives

By the end of the lesson, students should be able to:

- discriminate between and pronounce accurately the vowel sounds /ɪ/ and /i:/;
- demonstrate understanding of the organization of a talk on education;
- demonstrate understanding of the use of present simple and past simple tenses in a talk about education;
- use target language to practise sentences from a talk on education;
- produce sentences to talk about general facts using the present simple;
- produce sentences to talk about past facts using the past simple.

### Introduction

See how much of the talk from Lesson 1.3 students can remember. If you wish, you can play  1.13 and  1.14 again.

### A Saying vowels

1. Write the two phonemic symbols (/ɪ/ and /i:/) on the board and elicit the sounds. Students have done this before (Lesson 1.2) so it should not be too difficult.

Say the first pair of words for the class so that they can hear the difference. Students continue in pairs. Monitor and give feedback. Point out that there are a lot of words with the vowel letter *i* but without either of the target sounds. In other words, the vowel letter *i* makes other common sounds, which are dealt with later in the course.

2. Check students understand the task. Monitor and give help where necessary. Elicit answers, preferably using an electronic projection.

### Transcripts

#### Presenter: Track 1.13

Student: Britain has four kinds of school. They are nursery, primary, secondary and sixth form.

Many British children go to nursery school at three or four. Children do not take exams at nursery school.

At five, they move to primary school. Most primary schools are mixed. They stay there for six years and then they move to secondary school. Most children do not take exams at 11, but a few take the 11+ exam. Secondary school lasts five years. Most secondary schools are mixed. Children take exams called GCSEs at the age of 16. You can leave school after your GCSEs but many children stay at school for two more years.

The last two years are called the sixth form. At the end of the sixth form, teenagers take A levels. You can leave school after A levels, but 50 per cent of British teenagers go on to university.

#### Presenter: Track 1.14

Student: I didn't go to nursery school. I started primary school at five. I was good at primary school and I liked the teachers.

I didn't take the 11+ exam. I went to secondary school. I wasn't very good there and I didn't like the teachers. Well, there was one good teacher. I took GCSEs and then A levels.

Then I decided to go to university.

### B Identifying a new skill (1)

#### Methodology note

This is an important skill for coherence in English. Each language organizes discourse in its own way. This lesson is an introduction to English spoken discourse in one situation.

1. See notes in the Introduction for different ways to exploit the Skills Checks (page 12).

You may like to ask a few extra questions to check understanding:

- *What is the best organization in English?* (general facts then personal experiences)
- *What is the best organization in each paragraph?* (chronological)
- *What does 'chronological' mean?* (earliest to latest)

2. Monitor, then elicit answers.
3. Introduce the topic of drama. Find out if students are studying it or have studied it; or perhaps they belong to a drama group of some sort. Ask students if they think it is a useful subject.

Check students understand the task and go over the example. Students complete individually then compare answers. Elicit answers. Repeat the procedure for 4 and 5.

### Answers

1. General facts then personal experiences.
2. Answers depend on students.
- 3., 4. and 5. (other orders are possible):

G	2	Children learn a lot about themselves in Drama.
G	1	Drama is a very important subject.
P	1	I took Drama for GCSE.
P	5	I got a good pass in the examination.
P	3	I was the main person in one of the plays.
P	4	I wasn't very good, but I had a lot of fun.
G	3	Most secondary schools in Britain have Drama classes.
G	4	Some children take examinations in Drama at GCSE or A level.
P	2	We did a lot of drama games, and we put on a play every term.

Sections in order:

G	1	Drama is a very important subject.
G	2	Children learn a lot about themselves in Drama.
G	3	Most secondary schools in Britain have Drama classes.
G	4	Some children take examinations in Drama at GCSE or A level.
P	1	I took Drama for GCSE.
P	2	We did a lot of drama games, and we put on a play every term.

P	3	I was the main person in one of the plays.
P	4	I wasn't very good, but I had a lot of fun.
P	5	I got a good pass in the examination.

### C Rehearsing a new skill

Practise some of the sentences with the class. Remind students about stressing the important words.

Rather than getting the students to read the talk aloud, it would be better to put prompts on the board (or prepare this as an electronic projection before the lesson) for students to refer to:

*Drama / important*

*Children learn / themselves*

*Secondary schools / Drama classes*

Divide the class into pairs or small groups for the activity. Each student can give the complete talk, if there is time and if they are able enough. Alternatively, students can take it in turns to give a few sentences from the talk each. Monitor and give feedback.

### D Identifying a new skill (2)

1. Ask one or two students to read sections of Skills Check 2 aloud, with the rest of the class following in their books. Ask questions to check understanding:  
*Which tense do we use for general facts?* (present simple)  
*Which tense do we use for events in the past?* (past simple)
2. Check students understand the task. Students complete individually then compare answers in pairs. Give feedback by eliciting which verbs students have underlined and circled.

### E Making general statements

Check students understand the task, and go over the example. Students continue in pairs. Monitor, then elicit some of the answers.

Check students are pronouncing and using the correct forms of the verbs. Practise the answers with the class.

For consolidation, some of the sentences can be written either in class or for homework.

### Answers

Answers depend on students.

### F Making negative general statements

Set for individual work. Elicit answers from the class.

### Answers

1. Children don't take exams at 16.
2. We don't have many types of school.
3. Children don't start school at five.
4. Secondary school doesn't last six years.
5. The school day doesn't end at 4.00 p.m.
6. Some children don't go to nursery school before primary school.

### G Asking questions about general facts

Set for pairwork completion.

#### Answers

1. Do children take exams at 16? When do children take exams?
2. Do you have many types of school? How many types of school do you have?
3. Do children start school at five? When do children start school?
4. Does secondary school last six years? How long does secondary school last?
5. Does the school day end at 4.00 p.m.? When does the school day end?
6. Do some children go to nursery school before primary school? Where do some children go before primary school?

### H Making statements about the past (1)

1. Set for individual completion, then pairwork checking.

#### Answers

1. was 2. was 3. were 4. was
5. were 6. were

2. Students complete individually. Elicit the answers from the class.

#### Answers

1. Was your father a teacher?
2. Was he head of department in a secondary school?
3. Were your parents at the same school as children?
4. Were you often late for school?
5. Were your brothers good at sports?
6. Were they good at Maths?

### I Making statements about the past (2)

Repeat the procedure for Exercise E.

#### Answers

Answers depend on students.

### J Making past tenses

Set for pairwork, then elicit from the class.

#### Answers

1. start	started	✓
2. like	liked	✗
3. want	wanted	✓
4. open	opened	✗
5. listen	listened	✗
6. call	called	✗
7. last	lasted	✓
8. finish	finished	✗
9. stay	stayed	✗
10. try	tried	✗
11. treat	treated	✓
12. marry	married	✗

### Closure

Write this topic on the board: *Popular subjects at school in my country and my favourite subject.*

Elicit a few ideas for possible school subjects. Give students a few minutes to think about their subject and make notes. Remind them about **organization** and **tenses**. Tell students they must have four sentences in each section, so eight sentences in total. If there is no time left in class, students can write the talk as a homework activity. Students give their talks at the start of the next lesson.

Once again, it is probably better not to have one student at the front of the class giving their talk to the rest of the class. Instead, divide the class into pairs or small groups. The 'listening' students should check there are eight sentences in each talk. (This gives them something to do and keeps them engaged.)

Monitor and give feedback.

# Workbook answers

## Speaking

### Exercise A

Answers depend on students.

### Exercise B

1. sit, take
2. compulsory
3. nursery
4. treated

### Exercise C

1. The symbols are phonetic script. They represent how the word is pronounced.
2. it, feet, fill, give  
eat, read, feel, meat/meet

### Exercise D

- 1./2. behaviour, college, degree, dictionary, form, graduate, primary, pupil, reward, semester, set, sit, take, tertiary, tutorial

3./4.

O	Oo	oO	Ooo	oOo
form	college	degree	dictionary	behaviour
set	pupil	reward	graduate	semester
sit			tertiary	
take			primary	

The word that does not fit is: *tutorial*.

### Exercise E

Answers depend on students.

### Exercise F

1. /k/: college                      /s/: certificate
2. /k/: academic                    /s/: residence

3./4.

	/k/	/s/
accommodation	✓	
campus	✓	
centre		✓
certificate		✓
college	✓	
contribute	✓	
cram	✓	
curriculum	✓	
faculty	✓	
lecturer	✓	
participation		✓
residence		✓
secondary	✓	

## Practice

### Exercise A

1. A: How do you (feel)?  
B: I'm (really) ill.
2. A: Did you (eat) the (eel)?  
B: No, I didn't!
3. A: Is (he) his brother?  
B: No, but (she's) his sister.

### Exercise B

Answers depend on students.

### Exercise C

1. is, aren't, weren't, was
2. lasts, liked, stays, kept, sat, socializes
- 3.

subject	verb	complement / object	extra information
Secondary school	is	compulsory	in most countries.
Many children	begin	school	at five.

### Exercise D

- 1./2. a. I took eight GCSEs at secondary school.  
 b. I started school at five.  
 c. School isn't compulsory after 16.  
 d. Children don't take exams at nursery school.  
 e. The exams at 16 were difficult.  
 f. Classes aren't small at secondary school.  
 g. Many children begin school at four or five.  
 h. Many children like their first school.

### Exercise E

Answers depend on students.

## Extended speaking

### Exercise A

Answers depend on students.

### Exercise B

good	bad
keep order (= stop bad behaviour)	not interested in subject (= children become bored)
explain clearly	sarcastic (= make fun of)
show enthusiasm (= like subject, excited about teaching)	belittle children (= make feel small)
praise children (= tell them when their work is good)	unfair (= reward wrong children)
accept children as individuals (know names, personal information)	give punishments (= bad things, wrong children)
sense of humour (make jokes)	
other ideas <ul style="list-style-type: none"> <li>• eye contact</li> <li>• patient</li> <li>• mark work and return it quickly</li> </ul>	other ideas <ul style="list-style-type: none"> <li>• angry, shout</li> <li>• don't return work</li> <li>• don't explain</li> </ul>

### Exercise C

Answers depend on students.

### Exercise D

- 1./2. be'aviour  
 en'thusiasm  
 ex'cited  
 indi'vidual  
 'order  
 'praise  
 'punishment  
 'research  
 re'ward  
 sar'castic  
 'stressed  
 un'fair

# Reading: Living and working at university

## 1.5 Vocabulary for reading: English-English dictionaries

### Objectives

By the end of the lesson, students should be able to:

- show understanding of target vocabulary from the theme in written context;
- use a dictionary to find part of speech and meaning of target vocabulary.

### Introduction

Use Exercise A for the introduction to this lesson.

### A Developing vocabulary

Check students understand the task and go over the example. Students complete individually then compare answers in pairs. Elicit answers, giving further explanations where necessary.

Ask students to close their books or cover the exercise. Say each word, students try to remember the definition. Students can do some of the words in this way in pairs, one student with the book open, the other with it closed.

### Answers

1. <i>domain</i>	a type of website, e.g., .ac = an academic website, probably a university
2. <i>search engine</i>	a program which finds websites and web pages
3. <i>the internet</i>	the way computers in different locations are linked together to share information
4. <i>web page</i>	one page on a website
5. <i>website</i>	a set of web pages on the world wide web
6. <i>portal</i>	an entrance on the internet to a set of resources
7. <i>virus</i>	a program which damages computer documents or programs
8. <i>link</i>	a connection between two internet documents
9. <i>password</i>	a way of protecting your computer or documents on your computer

### B Building background knowledge

#### Methodology note

This text contains essential information about research. It is just as important for the students to understand the knowledge explained here as the vocabulary.

Set the task. Revise the meaning of the word *deadline*. Students complete individually then compare answers in pairs. Elicit answers. Check students have understood the text by asking the following:

*Where can you do research for an assignment?* (On the internet or in the library.)

*What do we call this research?* (Secondary research.)

*What do you find out about?* (The research and ideas of other people.)

*What is primary research?* (It means doing an experiment yourself and writing about it.)

*What do you do with the results of an experiment?* (You analyze the data.)

### Answers

At university, lecturers often give assignments with deadlines, for example: 'You must write 2,000 words on a particular *topic* by next Tuesday.' You must do research for an assignment in the library or on the internet. This is called *secondary* research. You must find out about the research and ideas of other people. However, sometimes you must do *primary* research. This is 'first' research. It means doing an *experiment* yourself and *recording* the results. You must then analyze your *data*.

### C Developing independent learning

#### Methodology note

Since students will probably all have different dictionaries, they may well come up with different answers for Exercise C3. You may need quickly to look at their dictionaries to check. However, the main point here is that words often have multiple meanings, and therefore students need to check they have got the correct meaning for a particular context.

- 1./2. Ask students to discuss the two questions in pairs. Elicit answers. Ask: *How do you know there are two meanings for each definition?* (because of the numbers)  
*What kind of letters (typescript) are used for meanings?* (normal print)  
*What kind of letters are used for examples?* (italics) You may want to teach this word.

Point out that the pronunciation of the two forms of the word *record* is different, with the stress on the second syllable for the verb, and the first syllable when it is a noun.

3. Check students understand the task. Students complete individually then compare answers.  
Elicit answers.

#### Answers

1. (v) = verb, (n) = noun
2. Four in total, two for each part of speech.
3. *save* (v) (this is by far the most common and therefore useful form although it can be used as a noun or a preposition)  
*access* (n) or (v)  
*mark* (n) or (v)  
Number of definitions: this will depend on students' dictionaries, though all these words have many different meanings.

#### Closure

Use the flashcards of words from this lesson for high-speed recognition.

### 1.6 Real-time reading: University life

#### Objectives

By the end of the lesson, students should be able to:

- show understanding of common core knowledge – life at university;
- show understanding of a text containing target vocabulary, grammar and sub-skills from the theme including efficient use of co-text – headings;
- show the ability to transfer information to the real world through reaction to information in the text.

#### Introduction

Use flashcards to revise some of the vocabulary from the previous lesson.

#### A Activating ideas

1. This activity revises vocabulary as well as generating ideas. Students can make lists in pairs; set a time limit of one minute for students to write as many as they can. If they get stuck they can quickly look back at the vocabulary lessons from the theme. Ask one or two students to read out their lists. Write the words on the board. Ask the rest of the class if they can add any more words.
2. Students discuss in pairs. Elicit answers. Ask students why they think their answers are correct.
3. Elicit answers.
4. Students discuss in pairs. Elicit ideas.

#### Answers

1. Answers depend on students, but they could suggest: *accommodation, money, fees, exams, degrees, subjects, research, semester, tutorial, assignments, deadlines, faculty, professor, social life, Students' Union, food court.*
2. Information, advice, rules and possibly explanations.
3. Present simple, imperatives, *you must / should*
4. Answers depend on students.

#### B Making and checking hypotheses

#### Methodology note

Students may not be able to think of a piece of advice for one or more sections. This is fine. The very act of trying to think of something sets up active reading.

- 1./2. Make sure students understand they should read the heading (highlighted in blue) for each section only and not the paragraph. If necessary, get them to use a piece of paper to cover the paragraph. They should move the piece of paper down each time they move to the next section. Students can discuss each heading in pairs before they write their piece of advice in the table.

**Note:** This text is longer than 250 words but much of the vocabulary will be familiar to your students.

**Answers**

S	my advice	in the text
1.	eat sensibly	✓ buy a calendar get enough sleep work hard relax – join social clubs
2.	depends on students	respect flatmates clean kitchen and bathroom
3.	depends on students	two hours' private study for every lecture
4.	depends on students	learn how to listen to lectures, etc.
5.	depends on students	research topics

**C Understanding vocabulary in context**

Check students understand the task, and go over the example. Students complete individually then compare answers in pairs. Elicit answers.

Ask students to close their books or cover the exercise. Say each word, students try to remember the definition. Students can do some of the words in this way in pairs, one student with the book open, the other with it closed. This activity was also done in Lesson 1.5, so students should now get the idea very quickly!

**Answers**

1. sensibly	8	(v) organize or control; <i>They ~ their money very well.</i>
2. extracurricular	5	(n) personal idea or view; <i>In my ~, the library is better than the internet for most research.</i>
3. respect	6	(n) allowing someone to do something; <i>Have you got ~ to be here?</i>
4. efficiently	7	(v) make someone remember something; <i>The lecturer ~ed me to give in the assignment tomorrow.</i>
5. opinion	3	(v) show someone you have a good opinion of them; <i>You should ~ people who are older than you.</i>
6. permission	1	(adv) in a correct or practical way; <i>He does not always behave ~.</i>

7. remind	4	(adv) with no waste of time; <i>If you do this job ~, it will only take a short time.</i>
8. manage	2	(adj) after lectures; <i>There are many ~ activities at this university.</i>

**D Developing critical thinking**

Students discuss the questions in pairs. Elicit some of their ideas.

**Closure**

Write the assignment topic from the text on the board: *Schools are like prisons. Discuss.*

Ask students to think of some reasons why this is true, and some reasons why it is false.

Finally, students can say if they agree or disagree with the statement.

**1.7 Learning new reading skills: Reading advice leaflets**

**Objectives**

By the end of the lesson, students should be able to:

- show understanding of collocated verbs;
- use headings and titles to predict content of texts;
- recognize and show understanding of imperatives used for advice.

**Introduction**

Give students two minutes to look at the text from the previous lesson again, *Life at university*. This will help them with the vocabulary exercise to follow.

**A Reviewing vocabulary**

Check students understand the task, and go over the example. Students complete individually then compare answers in pairs. Elicit answers. Ask students to cover the right-hand column. Say the verb in the left-hand column, students say the collocation.

T: *manage*

Ss: *your life*

This can also be done as a pairwork activity.

### Extra activity

Elicit further examples for each verb, e.g.:  
*manage + a business / your money / a department / your time*  
*eat + well / badly / too much / too little*  
*respect + someone's opinion / your parents / your teachers / someone's property*

### Answers

Answers could include: *manage your life, eat healthily, respect fellow students, do research, miss deadlines, spend time studying, think critically, listen to lectures, participate in tutorials, write essays.*

### B Identifying a new skill (1)

1. Give students a minute to read Skills Check 1. Check understanding, e.g.:  
*What should you do before you read a text?* (read the title or heading)  
*Why is this a good idea?* (it helps you predict the text)  
*Why should you read the introduction or first paragraph?* (you can check your predictions)
2. It would be a practical idea to photocopy the texts and cut them up into sections so that students can move them around. Check students understand the task. Students work in pairs. Explain that they do not have to understand every word in order to complete the task. Monitor and give help where necessary. Elicit answers.
3. Students discuss the question in pairs. Elicit some of their ideas.

### Answers

2.
  - Staff at Greenhill University – Mr Mills ...
  - University Sports Club – Opening hours ...
  - Using the projector – Switch on ...
  - IT Services and Support – Using your own PC laptop ...
  - Important notice – Inspection day ...
3. Answers depend on students.

### C Identifying a new skill (2)

1. Students read Skills Check 2. Remind students of the form of the imperative, though this will be covered fully in the following grammar lesson.
2. Check students understand the task. Students complete individually then compare answers. Elicit answers.

### Answers

#### Staff at Greenhill University

We are delighted to welcome you to the university. We would like to introduce you to some of the staff so you know who to go to if you have any problems.

#### University Sports Club

Do you want to get fit, or just have some fun with friends? Come and join the university's own sports club in the Sports Centre near the main entrance.

#### Using the projector

It is easy to use the projector in each tutorial room if you follow these simple instructions.

#### IT Services and Support

We're here to make sure you stay connected everywhere on the campus.

#### IMPORTANT NOTICE

Portable Electrical Equipment  
In accordance with the Electricity at Work regulations 1990, we must test all electrical equipment for safety.

#### Using your own PC / laptop

All rooms in the halls of residence have internet connections free of charge. Note: This is not wireless. You must buy a cable from the IT Support Office.

#### Inspection day

Please leave all electrical equipment on your desk on the day of the inspection. Each item costs £1.10. The inspector will put a sticker on each safe item.

Mr Mills is in charge of ISS, the International Student Support service. Go to Mr Mills if you want extra help with your English, for example.

#### Opening hours

7.00 a.m.–10.00 p.m. Monday to Friday  
9.00 a.m.–6.00 p.m. Saturday and Sunday

- Switch on the device. (The Power On switch is on the underside.)
- Switch on your laptop.
- Go to PowerPoint on your laptop.

### D Understanding vocabulary in context

Check students understand the task. Students complete individually then compare answers. Elicit answers.

### Answers

1. a projector – 3
2. a cable – 4
3. a laptop – 4
4. a switch – 3
5. a sticker – 5
6. staff – 1

## Closure

Ask students if they can remember any of the advice from the text in the previous lesson, *Life at university*. If necessary, students can look back if they cannot remember.

Note that *must* is used for very strong advice and for instructions in the text, and you may need to point this out. There is more work on *must* in later lessons.

## 1.8 Applying new reading skills: Doing research

### Objectives

By the end of the lesson, students should be able to:

- use co-text to predict content of a text;
- apply all the sub-skills, vocabulary and grammar learnt in the theme to understand the text;
- show understanding of a text giving advice;
- show understanding of common core knowledge regarding research and plagiarism.

### A Using background knowledge

Refer students in particular to the web page. Ask if they know what it shows. (In fact, it shows how plagiarism can be easily detected with modern computer software.) Do not confirm or correct. Say you will return to it at the end of the lesson.

### B Predicting content

#### Methodology note

Remind students how important it is to predict the content of a text. Headings, titles and introductions help us to do this.

1. Make sure students understand that they should not read the complete text yet. If necessary, ask them to cover the main part of the text with a piece of paper. It may be several lessons before students understand the rationale of looking at the co-text first before trying to understand the whole text.

Set the task. Students complete individually then discuss in pairs. Elicit the answer.

2. Elicit one or two ideas as examples, e.g.:  
*Use the library.*  
*Make notes when you read.*

Students discuss in pairs and write a few more notes. Elicit ideas but do not confirm or correct.

3. Set a time limit of one minute to read the section headings, then ask students to cover the text again. In this way you should keep control of the class and prevent them from reading ahead.

Elicit answers and check the meaning of the new vocabulary. However, do not spend too long on this as students will be able to further understand vocabulary from context when they finally read the text.

### Answers

1. The text is about doing research.
2. Answers depend on students, but see below.
3. Go to the library; Use *academic* sources; Use more than one source; Avoid plagiarism.

### C Understanding advice

1. Check students understand the task. Point out the word *site* is short for *website*. Students complete individually then compare answers in pairs. Elicit answers and check the meaning of vocabulary as you go along.
2. Go over the examples. Students can discuss the remaining answers in pairs. Elicit answers.

### Answers

1.

a. Do a lot of research.	✓	
b. Always do research in a library.	✗	Go to the library if possible.
c. Never use the internet.	✗	Use the internet if you can't find good books for your research.
d. Don't read sites with .co.uk or .com.	✓	
e. Don't read private sites.	✓	
f. Don't read sites with .org or .gov.	✗	These are good sites after .ac or .edu.
g. Always start with Wikipedia.	✗	Never use this site.
h. Report information in your own words.	✓	
i. Cut and paste interesting parts of websites.	✗	Always take notes.

2. Possible answers
- (given)
  - (given)
  - Because you can access information when the library is closed or the book you want is out.
  - Because they are commercial, trying to sell you something.
  - Because nobody has checked these sites.
  - Because these are not commercial sites.
  - Because it is not an academic site.
  - Because you must avoid plagiarism.
  - Because you must avoid plagiarism.

### D Present or past?

Explain the task, if possible using an electronic projection for the final paragraph of the text. Remind students of the work they have done on these language areas in previous lessons, the most recent of which was the grammar lesson. Students complete individually then compare answers in pairs. Elicit answers. Discuss the verbs and the tenses used in each sentence.

### Answers

GF	Plagiarism is copying someone's work. The word comes from Latin. It means to 'steal or kidnap'.
PAST	At one time, students stole paragraphs from web pages. Lecturers accepted their work. But in 2001, a lecturer at an American university checked student assignments. He had a new computer program. He found 158 cases of plagiarism. Forty-eight students had to leave the university.
PRES	Nowadays, all university lecturers use computer programs. They find plagiarism easily.
ADV	Don't cut and paste from websites.
GF	Sometimes, the lecturer gives no marks for an assignment with plagiarism. Sometimes, the university asks the student to leave.

### Closure

Ask some comprehension questions to check students have learnt the information from this lesson. If you prefer, you could make these questions into a handout for students to read and answer in class or for homework.

- *Why is the library a good place to do research?* (organized information, checked information, librarian can help)
- *How do you know if a site is commercial?* (the domains will be .co.uk or .com)

- *Why should you use different sources for your information?* (to be accurate and complete and to avoid plagiarism)
- *What does plagiarism mean?* (copying someone else's work)

### Knowledge quiz: Education

#### Objectives

By the end of the lesson, students will have:

- reviewed core knowledge in the area of Education;
- recycled the vocabulary and grammar from the Listening, Speaking and Reading sections.

### Introduction

Write *Education* on the board. Ask students what they remember studying in this theme so far. Elicit answers:

- *What did you listen to?*
- *What did you discuss?*
- *What were the Reading texts about?*

The following procedure is a suggestion. You may choose to run the quiz in a different way.

### Methodology note

During the quiz, keep the focus on knowledge, rather than on grammatical accuracy. Do not stop to correct errors unless they impede communication. As the quiz runs, make a note of grammar and pronunciation errors; you can focus on these at the end of the lesson.

On this first occasion, it is probably best to do the quiz as a teacher-paced whole-class activity.

Divide the class into teams. Set each question with a time limit. Students work in teams to come up with the best possible answer in each case.

Feed back, and award points based on the *knowledge content* of the answers. All students should self-check by looking back at the relevant section.

Do not suggest at any point that you are looking at *form* in this lesson, as it will get in the way of students focusing on knowledge.

### Closure

Do some final high-speed work on things which students missed out or misinterpreted.

# Workbook answers

## Reading

### Exercise A

1.–3. Answers depend on students.

4.

#### Language laboratory

- a. The language laboratory is open for 12 hours every weekday.  T
- b. The laboratory is open on Sundays.  F
- c. You can find the right level by checking the colour tab on the CD.  T

#### Graded readers

- a. The library is closed at weekends.  F
- b. There are only books for beginners and advanced students.  F
- c. You can choose any book you like.  T

#### Reading research cards

- a. There are reading cards for intermediate students.  T
- b. The reading cards are in filing cabinets.  T
- c. There are no reading cards for the *Work and business* theme.  F

#### Writing tutor

- a. The tutor is in the library every day except Sunday.  T
- b. You can see the writing tutor at any time.  F
- c. You don't need to take anything with you.  F

5. Language laboratory

The language laboratory is located on the first floor of C Block. It is open from 9.00 a.m. to 9.00 p.m. every day except Sunday. There are listening texts at all levels, from beginner to advanced.

There is a colour tab on the cover of each CD. Look for the correct colour for your level.

Take the CD to a free booth and listen to the text. Answer the questions. Record your voice and listen to the correct answer. Correct your own answers.

Graded readers

You can find the graded readers in the library. The library is located on the ground floor next to the LRC. It is open on Monday to Saturday from 8.30 a.m. to 6.00 p.m. There are readers for all levels, from beginner to advanced. There is a colour tab on the back of each book. Look for the correct colour for your level. Find an interesting book for you. We have true stories and fiction.

Take the book to the librarian. You can keep the book for one week. There are questions at the back of each book. Write answers to the questions and take your answers to the librarian. He/she will give you a piece of paper with the correct answers.



# Writing: A Personal Statement

## 1.9 Vocabulary for writing: Getting into a university

### Objectives

By the end of the lesson, students should be able to:

- understand the meaning of target vocabulary;
- write target vocabulary in isolation and in context;
- use a dictionary to find the root of words and other parts of speech.

### Introduction

Write the following words on the board and elicit what they have in common: wrong, write, what, knife, night.

Elicit the fact that they all have silent letters. Underline the silent letters as shown.

### A Activating ideas

Check students understand the phrase *get into* in this context. It means 'to enter'.

Students discuss in pairs. Elicit ideas.

### Answers

Answers depend on students, but will probably include ideas such as:

- Get certain qualifications (school-leaving certificate at a particular level).
- Complete a form (when?).
- Complete a form and send it in by a certain date (students may need to send photos and references, copies of certificates, etc., with the form).
- Go for an interview.

### B Understanding new vocabulary

Students will not only understand the target vocabulary after completing this exercise, but will also learn some information about British universities.

Set the task. Students complete individually then compare answers in pairs. Monitor and give help where necessary.

Elicit answers. Go over any words students had difficulty with.

Students' Course Books closed. Use the target vocabulary to elicit the sentence:

T: *apply*

Ss: *You can apply direct to the university of your choice.*

If you have enough time, this could be done as a written exercise. Write each word on the board, then students write the full sentence.

### Answers

1. You can *apply* direct to the university of your choice.
2. You must complete an *application* form, in paper or online.
3. The form asks for personal *details*, such as name and address.
4. These details include *information* about your education and your *qualifications*.
5. You must demonstrate that your language *level* is high enough to take a tertiary course in English.
6. You must also *complete* a Personal Statement.
7. This statement tells the university your reasons for applying for a particular *course*.
8. You must also tell the university about any work *experience*, full-time or part-time.
9. Some admissions officers at university want to know about your *hobbies* and interests.
10. You must supply the name of a *referee* – a teacher in your own country, for example, who can write about your suitability as a university student.

### C Developing independent learning

#### Methodology note

You will probably need to explain the word *root*. This is a technical word in language studies. It means the basic word for a group. For example, *science* is the root word for *scientist* and *scientific*. *Happy* is the root for *unhappy* and *happiness*. It is often the shortest word in the group.

1. Set the task. Elicit the answer.
2. Set the task. Students may already know the answers to some of the questions, in which case they should use the dictionary to check their ideas. Students complete individually then compare answers in pairs. Elicit answers.

### Answers

1. *apply* is the root
2. *deletion, organization, qualify, editor, hobbies*

### Closure

Check the meanings of the words in Exercise C. Students may be able to remember the definitions from when they looked up the forms of the words.

## 1.10 Real-time writing: An application form and a Personal Statement

### Objectives

By the end of the lesson, students should be able to:

- complete a simple application form for a club;
- follow instructions for university application forms;
- show understanding of the purpose and discourse structure of a Personal Statement.

### Introduction

There is quite a lot of work in this lesson for the students, so only do the introduction if you have time.

Show flashcards of ten of the words from Lesson 1.9, Vocabulary for writing. Use the following technique. Show a card for a few seconds with students' pens down. Remove the card. Students write the word. Start with easy, shorter words (*edit, apply*) and build up to longer, more difficult words (*experience, qualification*).

### A Understanding the discourse structure (1)

1. Revise the meaning of the word *application* and elicit the meaning of *application form*. Ask students:

*When do we fill in (complete) application forms? (To join clubs, organizations, universities, etc., and to apply for jobs.)*

*Why has Ricardo completed this form? (He wants to join the university sports club.)*

Check students understand the task and do one answer as an example, preferably using an electronic projection. Students complete individually then compare answers in pairs. Elicit answers, again using an electronic projection if possible. Check understanding of *membership required*.

2. Elicit an example, then students discuss in pairs. Elicit answers.

### Answers

1. See table below.
2. Ricardo has (among other errors):
  - used more than one letter for each space
  - not used black ink
  - written in the last column
  - put crosses in boxes (not ticks) and used more than one box
  - not written the date in the correct format

University Sports Club																	
Application form												Do not write in this space					
Title	Mr Mrs Miss Ms Dr (delete as applicable)																
Sex	M / F (circle as appropriate)																
Please PRINT one letter only in each space Use BLACK ink only.																	
First name(s)	R	i	c	a	r	d	o		G	u	i	l	e	r	m	o	
Surname	M	o	r	e	n	o											
Email address	r	i	k	12	@	h	o	t	m	a	i	l	.	c	o	m	
Membership required	Single <input checked="" type="checkbox"/> Family <input type="checkbox"/> Swim and Gym Only <input checked="" type="checkbox"/> (Tick one)																
Date of birth (DD/MM/YYYY)	20th October 95																

## B Performing a real-world task

Check students understand the task. Monitor and give help where necessary, making sure students are following all the instructions, e.g., one letter for each space, the instruction 'PRINT'. Make a note of common errors. Give feedback on the errors you noted.

### Answers

Answers depend on students.

## C Understanding a discourse structure (2)

### Methodology note

Explain to students that if you want to apply to a British university you must do two things:

- complete an application form;
- write a Personal Statement.

This is also necessary when applying for many jobs; instead of a Personal Statement, you may be asked to write about your previous work experience and why you are applying for the job.

Check students understand the headings on the form. Do not go into too much detail here, however, as the meanings will become clearer when students complete the task.

Do an example with the class, preferably using an electronic projection. Elicit the place and date of birth of the student. Show how this information is added to the Personal Statement.

Students continue individually, then compare answers in pairs. Elicit answers, once again using an electronic projection if possible.

Further check understanding of the Personal Statement, e.g., phrases such as: *BA, obtained, GCSE, I got a B in ..., local youth theatre.*

### Answers

#### Personal Statement

My name is Olivia Amanda Martins and I am *eighteen* years old. I am British. I was born *in London on 15<sup>th</sup> April 1997*. I am *single*. I live in Lymington on the south coast of England.

I am applying for *the BA course in Education*. I want to *study Education* because I enjoy learning about this subject very much. I am particularly

interested in *primary education*. I hope to become a *primary teacher*.

I attended Pennington Primary School from September 2004 to July 2010. I went to Lymington Secondary School *from September 2008 to July 2013*. Then I enrolled at sixth form college.

I am studying at Brockenhurst Sixth Form College now. I *started* in September 2015. I *am taking* English, Psychology and Drama in the sixth form.

At the end of secondary school, I obtained *ten GCSEs* in a wide range of subjects, including Maths, Biology and French. Next year, I hope to get a *B in English and Psychology and a C in Drama*. I am trained in first aid, and I also have a *life-saving certificate*.

At secondary school, I was *the captain of the girls' football team*. Out of school, I go to Guides. I also participate in a *local youth theatre*.

At the moment, I *am working* part-time for a local publishing company. I *am doing* research for a series of books for primary children.

In conclusion, I am a hardworking student. I get on well with people of all kinds. I believe that primary teaching is the career for me because I like working with young children.

## D Producing key patterns

Elicit ideas for some of the answers for D3, D4, D5 and D6. Show what should follow each opening and write on the board as follows:

1. Full name
2. Place and date of birth
3. Names of schools and dates
4. Place of study
5. Subjects and/or exams
6. Hobbies, part time jobs, etc.

Students complete individually. Monitor and give help where necessary. Make a note of common errors; check especially use of capital letters for names of subjects and abbreviations of exams, etc.

### Closure

Ask students to find and circle all the prepositions in the first two or three paragraphs of Olivia's Personal Statement.

For homework, students could repeat the activity with the remaining paragraphs.

## 1.11 Learning new writing skills: Paragraphs from a Personal Statement

### Objectives

By the end of the lesson, students should be able to:

- spell words with the sound /i:/;
- demonstrate understanding of organization of information into paragraphs in a Personal Statement.

### Introduction

Write the word *organize* on the board and check the meaning. You could ask for examples of how a school is organized, and elicit:

*Children are organized into classes.  
The day is organized into lessons.  
Classrooms must be organized.  
A timetable is organized.*

Ask what would happen if the children were not organized into classes (it would be *disorganized*).

Ask students if they are *organized* or *disorganized* people.

Explain that today's lesson is about *organizing* information into paragraphs. But first they are going to do some spelling.

### A Developing vocabulary

Students cover the Skills Check boxes. Read the rubrics aloud, with the students following in their books. Elicit the answer to *What is the sound?* if necessary by referring to the example (/i:/).

Elicit answers to *What is the correct spelling?* Students could suggest *ea*, *ee*, *y*, but do not confirm or correct at this stage.

1. Set the task. Students complete individually then compare answers in pairs. Do not elicit.
2. Students self-correct after reading Skills Check 1.
3. Students work in pairs to write a list of words. Ask some of the pairs to read out their list of words.

### Answers

1. a. increase                      e. details  
b. eighteen                      f. study  
c. faculty                         g. teach  
d. read                              h. mean

### B Identifying a new skill

#### Methodology note

You may find it easier to do Exercise B2 as a 'jigsaw' activity. Photocopy the sentences so that each pair will end up with a set of them. Cut them into strips so that students can organize the sentences into paragraphs.

1. Ask different students to read out a section each of Skills Check 2, with the rest of the class following in their books. Ask a few questions to check understanding.
2. Set for pairwork completion, then elicit answers.
3. Check students understand the task and go over the example. Make sure students understand the information is about a different student called Pablo. Students continue in pairs. Go round and give help where necessary. Elicit answers, preferably using an electronic projection.

### Answers

2. The correct sequence of the paragraphs is: 7. Personal details, 4. Course + reasons, 5. Schools in the past, 2. School now + subjects, 3. Qualifications, 8. Hobbies and interests, 1. Work, 6. Conclusion
3. Answers relate to the paragraph numbers in the list in Exercise B2.

8	I also participate in a small music group.
4	I am applying for the BA course in Engineering.
7	I am married.
2	I am not studying at school now.
4	I am particularly interested in machines.
1	I am working full-time as a sales assistant at the moment.
8	I enjoy playing the guitar and writing music.
4	I believe that engineering is the career for me because I like working with machines.
5	I finished school in July 2015.
7	I live in Madrid.
3	I obtained the International Baccalaureate (IB) in 2015.
5	I studied at the American School of Madrid.
4	I want to become an engineer.
3	I scored 38 points in the IB.
7	My name is Pablo Juarez and I am Spanish.
6	In conclusion, I always try hard in my studies.

### C Writing about yourself

1. Give students time to study the information in Skills Check 3. Highlight the forms following each verb in the following way:  
*like / enjoy + ~ing*  
*want / hope + to + V*  
Leave this information on the board to refer to during the next exercise.
2. Check students understand the task. Students complete individually then compare answers. Elicit correct sentences and write them on the board.
3. Elicit an example and set the task for individual completion. Monitor and give help where necessary; refer to the board again if students are still making errors with the verb forms.

#### Answers

2. a. I like studying science.  
b. I love teaching young children new things.  
c. I enjoy learning mathematics.  
d. I want to do a course in medicine.  
e. I hope to become a doctor.
3. Answers depend on students.

### D Producing key patterns

Elicit ways to complete each sentence, and write the following on the board.

1. *I want to study + course and future job*
2. *I hope to get + exam grades*
3. *I am particularly interested in + subject*
4. *I hope to become + future job*

#### Answers

Answers depend on students.

### Closure

Dictate some of the words from Exercise A.

## 1.12 Applying new writing skills: A Personal Statement

### Objectives

By the end of the lesson, students should be able to:

- show understanding of and use the TOWER approach for writing as a process;
- produce a written Personal Statement using target vocabulary and language from the theme.

### Introduction

On this occasion, use Exercise A for the introduction. Alternatively you can ask students to read the Personal Statement in Lesson 1.10 once more.

### A Reviewing vocabulary

Check students understand the task and make sure they realize that all the answers should be connected with education; *have a bath* is not acceptable, for example.

Students complete individually then compare answers in pairs.

(If you have not got much time, or you think students will struggle with the activity, write the answers on the board in the wrong order.

Students match the answer to the correct verb.)  
Elicit answers, checking spelling as you go along.

#### Answers

1. apply to a university
2. attend a school / university
3. complete a form
4. enrol at a college
5. have a certificate
6. lead a group / club
7. obtain certificates
8. play a sport / musical instrument
9. study a subject
10. take exams

### B Key writing stages

#### Methodology note

The term 'TOWER of writing' has been devised for this course, although the idea follows precisely the well-known 'writing as a process' approach.

Refer to the TOWER box. Check that students can list and explain the five stages.

### C Thinking

Make sure that students don't look at the writing plan on page 34, then do the brainstorming in pairs or small groups. They should make a note of their ideas. Monitor, then elicit.

### D Organizing

Check students understand the task, and elicit one or two example answers. Revise some of the vocabulary if necessary, e.g., *status*.

Students complete individually. Monitor and give help where necessary.

#### Answers

Answers depend on students.

### E Writing

Go over the four points to remember with the class and elicit an example sentence for each, e.g.:

- the present simple for general facts  
– *I participate in many activities.*
- the present continuous for actions happening now – *I am working part-time.*
- the present simple for likes, wants and hopes  
– *I want to be a primary school teacher.*
- the past simple for events in the past – *I was captain of the girls' football team.*

You can also tell students that their statement should not be too short or too long. University administrators will not accept Personal Statements that are more than a page long!

Monitor while students are writing and give help where necessary. Make a note of common errors.

When a reasonable number of students have finished their first draft, give feedback on the errors you noted.

### F Editing

Make sure students understand they should not actually correct each other's work. They should mark it using the abbreviations given in the Course Book. If necessary, write some incorrect sentences on the board and show how they should be marked.

Monitor and give help if it is needed.

### G Rewriting

This can be done in class or for homework. If you are not able to monitor all the work in class, collect it in for marking.

#### Answers

Answers depend on students, but should be similar to the model Personal Statement in Lesson 1.10.

#### Closure

Write the word TOWER on the board, vertically, and see if students can remember what each letter stands for.

#### Portfolio: Activities and clubs

#### Objectives

By the end of the lesson, students should:

- have revised target vocabulary from the theme;
- have used integrated skills to practise language and revise knowledge from the theme.

#### Methodology note

The Portfolio lesson brings together all the elements of the theme through integrated skills and student-centred activities. See Introduction pages 15–16 for further guidance on using the Portfolio activities.

#### Introduction

Briefly discuss with students which (if any) social clubs they belong to. Assist with vocabulary, where necessary. You could also pre-teach/revise some of the words needed for the lesson:

*take place*  
*join*  
*member*  
*meet / meeting*

### A Activating ideas

1. Students discuss in pairs. Elicit ideas but do not confirm or correct at this stage.
2. Students discuss in pairs. Then elicit some of their ideas for general class discussion.

## Answers

chess	public speaking / debates	computing / information technology	aerobics / keep fit
tennis	judo / martial arts	astronomy	graphic design

### B Gathering information (1)

- The questions could be put in the form of a handout (see page 58 for a photocopiable sheet). Discuss with the class what they think happens in an IT club and a debating society, but do not confirm or correct at this stage.
- Divide the class into two groups and set the task. Monitor while students are working and give help where necessary. Make a note of common errors. If necessary, students can replay their audio extract (🎧 1.17 / 1.18), or ask for it to be replayed.

Re-divide the class into pairs, checking that there is one student from Group 1 and one from Group 2. Check students understand the task; basically, they need to exchange information. Practise the questions students need to complete each section (from Exercise B1). Give feedback, preferably using an electronic projection of the completed table.

- Students discuss in pairs. Elicit answers.

## Answers

1./2.

	IT	Debating
for?	anyone interested in computers	1. people who like to speak in public; 2. people who like to listen to ideas
where?	IT Room – next to Room 16	Hall
day?	Wednesday	Thursday
start time?	12.30	4.00
finish time?	1.30	5.00
do?	learn computer games; get help with Word / Excel; learn to program	lead a debate; sit in the audience + choose the best speaker

- Students can join both clubs because they meet at different times.

## Transcripts

### Presenter: Track 1.17

Student: IT stands for *information technology*, so the IT Club is for anyone interested in computers. Do you like playing games on your computer? Do you use Word or Excel? Do you send emails? Would you like to learn how computers work? Then this club is for you.

We meet at 12.30 p.m. on Wednesdays, in the IT Room of course, which is next to Room 16 on the ground floor. The meetings last for one hour, so we finish at 1.30 p.m. There is something for everyone. You don't need to bring your laptop. There are 20 computers in the IT room.

What do we do in the meetings? Well, you can learn the latest computer game, get help with computer applications, like Word and Excel, or you can even learn to program in C++.

### Presenter: Track 1.18

Student: We are looking for new members for the Debating Society. What is the Debating Society? Well, a debate – that's D-E-B-A-T-E – is like a conversation between two people. But in a debate, one person likes something, and the other person doesn't like it. There are two speeches – one from each person. Then the audience, that's the other members of the Debating Society, the audience chooses between the two people.

So who is the Debating Society for? Well, two kinds of people. Firstly, people who like to speak in public, in front of a group of people. Secondly, for people who like to listen to ideas and opinions.

We meet straight after classes in the hall on Thursdays for an hour – so that's from 4.00 p.m. to 5.00 p.m. Each week, there is a debate. You can lead a debate or just sit in the audience and choose the best speaker at the end.

### C Gathering information (2)

- The focus of this activity is reading and note-taking. Once you have divided the class into groups of three, give each student a number – 1, 2 or 3. Allocate the texts as follows:

Student 1: Drama Club  
Student 2: Volleyball Club  
Student 3: Geography Club

Make sure students understand the task, i.e., that they should read and make notes about their club. There is a blank form for you to photocopy for this activity, if you wish, on page 58. Monitor and assist each student. During this stage, refer students back to the text if they have missed key points. Use the model notes (following) and check them against the notes that are emerging from each student.

- The focus now shifts to oral work; students must now ask questions and listen to answers in order to make further notes.

Check students understand the task, i.e., that each student must give the relevant information about his/her club and the other students take notes. Encourage listeners to ask questions if they are not sure of information. Monitor and assist each group. Once again, use the model notes to ensure that the groups are producing good notes of all activities.

Finally, give feedback in two stages: firstly, on students' performance and oral production; secondly, use an electronic projection of the model answers for feedback on the notes. As there are so many notes, you may even wish to copy the notes and distribute them as handouts.

### Answers

#### Model notes

	Drama	Volleyball	Geography
for?	people who like acting	good players or beginners	anyone
where?	Drama Studio	netball courts	Room 24
day?	Tuesday	Friday	Monday
start time?	3.45	12.30	4.30
finish time?	around 6.00	1.30	5.30
do?	work towards putting on plays	good players – with team; beginners – learn game, have fun	help with assignments; games; projects

### D Giving a talk

#### Methodology note

If you are doing this exercise in a different lesson from the preceding exercises, you need to make sure that students have brought all their notes. In case they have not, have copies of the model answers ready for them.

In theory, students can choose from the three texts in the Course Book or the texts they listened to in Exercise B. However, you may prefer to limit their choice to just two or three texts. Alternatively, students can give similar information about a real social club they attend. Students should talk for one or

two minutes only. This would be a good activity to video.

Refer to the TOWER box. Check that students can list and explain the five stages.

You might like to spend a few minutes revising some of the points and Skills Checks from the Speaking lessons before you start this activity. For example, in Lesson 1.3, students practised underlining and then pronouncing key words in each sentence.

When students have chosen a club to speak about, divide the class into groups of students with the same choice. If you do not get roughly equal numbers for each club, ask some students to change group.

Students work individually to start with. Give students time to turn notes into sentences for a talk. Help individual students who are struggling.

Students should underline key words that should be stressed in each sentence when giving their talks.

Now ask students to practise their talks, one sentence at a time, with help from the others in their group. Students should help each other with pronunciation, vocabulary and grammar. Monitor and assist each group.

Re-divide the groups so that there is a mixture of topics to be presented. Students give their talks in turn. Encourage other students to ask questions. Students do not need to write anything down.

Monitor and give feedback on two or three of the following areas:

- fluency
- accuracy (especially present tenses)
- pronunciation of target vocabulary
- pronunciation of target vowel sounds /i/ and /i:/
- stressing key words/phrases in sentences
- successful completion of task.

#### Answers

Answers depend on students.

## **E** Researching

### **Methodology note**

This activity can be set as a homework assignment. If you would prefer to do it in class, you will have to make sure the research information is available either on computers or on leaflets, etc., given by the clubs themselves.

The design of a table, so that it is organized appropriately for the data to be collected, is an important skill in its own right and is essential for academic students to learn and practise.

Spend a few minutes in class discussing what clubs students already know about and any information, e.g., which day they meet, where, what time, and so on.

Elicit ideas for the design of a form – this should be very similar to the ones they have already worked with in class. Students may wish to find out further information, e.g., the cost of the club, special equipment, etc.

If the task is done in class, monitor and give help where necessary. If not, set a deadline for the work to be handed in.

### **Closure**

Discuss why it is important to be able to add membership of social clubs to a Personal Statement. For example, membership of a drama club shows an interviewer that you are confident and speak clearly. Membership of a sports club shows you are good at working in a team, and are committed.

# Workbook answers

## Writing

### Exercise A

1.

verb	noun	adjective
apply	application/applicant	applicable
organize	organization	organized / organizing
delete	deletion	deleted
punctuate	punctuation	punctuated
rewrite	rewrite	rewritten

2. a. deletion  
b. interesting  
c. organized

3./4.

ending	noun	adjective	examples (Possible answers)
...ion	✓		qualification
...ate		✓	accurate
...ary		✓	primary
...able		✓	portable
...ant	✓		applicant
...ment	✓		assignment
...ing		✓	hard working

### Exercise B

At the age of 21, a native speaker of English knows / know about 90,000 words. This is / are the average number for university graduates. So if you are learning / learn English, vocabulary is more important than grammar.

There are / is many different ways you can improve your vocabulary. However, only you can decide / to decide the best way for you. Here is / are some useful advice from teachers and learners.

One important part of remembering / remember new words is repetition. This means / mean that you say the word again and again. That is quite useful, but it is more important that you do / is doing different things with the word. For example say / you say the new word in sentences. You should also read / to read it in sentences or a text. Finally write / writing the word in sentences. A good course book gives / give you lots of repetition in different exercises. You should / remember also test yourself regularly.

Here is a great idea for repetition and testing / is testing of new words. Buy / is a set of index cards. Write the new word in English on one side and a translation on the other side. When you practise / practises the words, put them in two groups. One group will be / to be the words you understand. Put the words you don't / doesn't understand into the second group. You should practise the second group many times.

Finally, remember that your teachers can / could only help and advise but you are responsible for learning / learn.

## Extended writing

### Exercise A

1. Part-time job: scientific researcher.

2.

Dear ~~Mr/Madam~~<sup>S M</sup>

My name is Petros Andreou and at the moment I'm ~~live~~<sup>living</sup> in Nicosia, Cyprus. I'm ~~single~~<sup>single</sup>. I ~~born~~<sup>was</sup> on 10 September 1991 in Paphos, in the west of Cyprus. My cell phone number is 849752, and my email address is petrosand@cyprustele.net.

I attended Paphos ~~primary~~<sup>Primary</sup> School from September 1997 to July 2003, and then I moved to Nicosia and attended Kaimakli ~~Secondary~~<sup>Secondary</sup> School until 2008. I got six IGCSEs in English, Arabic, Maths, Biology, Physics and Geography in 2006, and I ~~graduated at~~<sup>graduated in</sup> 2008 with three 'A' levels: English, Biology and Geography.

Now I'm ~~studying~~<sup>studying</sup> Human ~~Biology~~<sup>B</sup> at the University of Cyprus, and I'm very keen to ~~apply~~<sup>apply</sup> my new ~~knowledge~~<sup>knowledge</sup> in a more practical way. I want to work for your company because I want to learn more about research.

I enjoy keeping busy in my free time. I like ~~play~~<sup>playing</sup> football and tennis, and I'm also interested in the birdlife in Cyprus.

I ~~look~~<sup>look</sup> forward to hearing from you.

Yours faithfully

Petros Andreou

3.

CAPITAL RESEARCH APPLICATION FORM	
Please complete the form in BLOCK CAPITALS.	
<b>Personal details</b>	
Title	Mr <del>Mrs</del> <del>Miss</del> <del>Ms</del> <del>Dr</del> (delete as applicable)
First name(s)	P E T R O S
Surname	A N D R E O U
Status	SINGLE
Place of birth	PAPHOS, CYPRUS
Date of birth (DD/MM/YYYY)	10/09/1991
Nationality	CYPRLOT
Phone	849752
Email	petrosand@cyprustele.net
<b>Education</b>	
Schools	PAPHOS PRIMARY SCHOOL SEPT 1997 – JULY 2003, KAIMAKLI SECONDARY SCHOOL SEPT 2003 – JULY 2008
Current education	UNIVERSITY OF CYPRUS, BSC IN HUMAN BIOLOGY
Qualifications	6 IGCSES: ENGLISH, ARABIC, MATHS, BIOLOGY, PHYSICS AND GEOGRAPHY (2006), 3 A LEVELS: ENGLISH, BIOLOGY AND GEOGRAPHY (2008)
Interests	PLAYING FOOTBALL AND TENNIS, BIRDLIFE

4. Answers depend on students.

**Handout for Exercise B**

Questions	IT Club	Debating Society
Who is the club for?		
Where do the meetings take place?		
When do they take place?		
When do they start?		
When do they finish?		
What do people do at the club?		

**Handout for Exercise C**

Questions	Drama	Volleyball	Geography
Who is the club for?			
Where do the meetings take place?			
When do they take place?			
When do they start?			
When do they finish?			
What do people do at the club?			



# Theme 2

## Psychology and sociology

- **Concepts**
- **Human behaviour**
- **Personality and behaviour**
- **Extroverts and introverts**

# Listening: Concepts

## 2.1 Real-time listening: An introduction to sociology

### Objectives

By the end of the lesson, students should be able to:

- show understanding of common core knowledge – key ideas and people in Sociology;
- show understanding of a spoken text containing target vocabulary, grammar and sub-skills from Theme 2;
- use previously learnt listening sub-skills in order to understand a Sociology lecture.

### Methodology note

Remember that this is a 'deep-end' lesson. Students must do their best with the text using their existing skills and knowledge. New sub-skills will be focused on later.

### Introduction

Exploit the visuals. Ask students to say how the people in the two photographs are feeling, who they might be and what might be happening in each situation.

#### A Activating ideas

Go through the questions and check that students understand them. Elicit one or two ideas for the first question. Then put students into small groups to discuss.

#### Answers

Answers depend on the students. Here are some suggestions:

1. Humans have always lived in groups.
2. People live in groups to bring up children, to protect each other from danger, through friendship, because of a common interest, to farm/produce goods.
3. Students may suggest: peaceful protests, religious gatherings, family events, etc.

4. Groups of people behave badly because the members of the group feel they can hide their individual identity behind the group's overall identity, and so escape being accused of bad behaviour personally. Groups also behave badly because individuals feel stronger – and so more able to act – when they are in a group of people with similar ideas to their own.

#### B Predicting content

Go through the lecture title and content in the first slide on page 41. Tell them to ignore the pictures and gapped texts below it for the moment. Check that students understand the lecture title and content.

Elicit ideas for the first item, *a man called*. This might be used by the lecturer because lecturers often talk about famous people in the history of a discipline.

Set the task for pairwork. During feedback time, elicit why the lecturer might use each phrase.

#### Answers

1. a man called ✓
2. at that time ✓
3. he said ✓
4. he wrote a famous book ✓
5. human behaviour ✓
6. in mathematics
7. in the 14<sup>th</sup> century ✓
8. in the future
9. in the past ✓
10. next year

#### C Showing comprehension

Give students time to read all of the sentence heads and tails. Clarify any difficulties and ensure students understand that the lecture is in five parts, and that there is a sentence to complete for each part.

Set the task for individual work. Play  2.1 right through. Put students into pairs to check answers. Give feedback orally.

#### Answers

- Part 1: a  
Part 2: c  
Part 3: a  
Part 4: b  
Part 5: c

## Transcript

### Presenter: Track 2.1

#### Part 1

Lecturer: In this lecture, I'm going to talk about sociology. Now, firstly, I'm going to mention the aims of the science. Secondly, I will give a little bit of history – some key names and quotes from each person. Finally, I'm going to talk about sociology today.

#### Part 2

Lecturer: So, first. Sociology has three main aims. Firstly, sociologists *study* human behaviour in groups. They ask the question: *How do people behave in groups?* Secondly, they try to understand human behaviour in groups. They ask the question: *Why do they behave in those ways?* Finally, they try to predict human behaviour in groups. They ask the question: *How will people behave in groups in certain situations?*

#### Part 3

Lecturer: In 1838, a Frenchman called Auguste Comte used the word *sociology* for the first time. Today, Comte is often called 'The Father of Sociology'. He said: 'Human behaviour has rules and patterns.' So the name *sociology* is quite new, but interest in human behaviour is very, very old. For example, in the 4<sup>th</sup> century BCE, Plato had ideas about people and groups. He said: 'People live in groups for friendship. They also live in groups for safety. Groups must have rules of behaviour.'

Nearly two thousand years later, in the 14<sup>th</sup> century, in Tunisia, a man called Ibn Khaldun wrote about people in groups. He said: 'Groups are like animals. They are born, they grow and then they die. This happens to all groups.'

#### Part 4

Lecturer: In the 19<sup>th</sup> century, Auguste Comte used the term *sociology*. Perhaps you did not know the name of Comte. But I'm sure you know the name of the next man. In 1848, Karl Marx, a German, wrote a famous book. At that time, there was a lot of unrest in many countries. Poor people were unhappy. They started to fight for their rights. Marx wrote about this situation. He said: 'People from different groups must fight each other.' In 1904, another German, Max Weber, said: 'There are three important things for groups. They are religion, work and money.'

#### Part 5

Lecturer: In the past, we called people like Plato and Ibn Khaldun philosophers. These days, we call them sociologists. In the 1960s, sociology became an important subject. Today, pupils even study sociology at secondary school. They look at the ideas of modern sociologists like Anthony Giddens. He wrote a famous book in 1984. He says: 'People make groups ... but then the groups make people.' The relationship between the individual and the group works in both directions.

## D Remembering real-world knowledge

1. Give students time to read through the information on page 41. Clarify any difficulties.

Elicit the answers for the first one or two text gaps. Students should be able to complete the text gap in the lecture title slide easily from the answers to Exercise C.

Set the task for pairwork or small group work. Monitor and assist as necessary, but do not confirm or correct answers.

2. Play  2.1 again. Then put students in pairs once more to compare their ideas. Give feedback to the class as a whole.

## Answers

- Aims: 'To study, understand and predict human behaviour in groups.'
- Comte: 1838 'Human behaviour has rules and patterns.'
- Plato: 4<sup>th</sup> century BCE 'People live in groups for friendship and safety.' 'Groups must have rules of behaviour.'
- Ibn Khaldun: 14<sup>th</sup> century 'Groups are like animals. They are born, they grow and then they die. This happens to all groups.'
- Marx: 1848 'People from different groups must fight each other.'
- Weber: 1904 'There are three important things for groups. They are religion, work and money.'
- Giddens: 1984 'People make society ... then society makes people.' (Also, 'People make groups, then groups make people.')

## E Developing critical thinking

Point out to students that opinions and knowledge in Sociology have changed a lot over the years, and continue to change. Disagreement is an important part of science, as it promotes new thinking and research.

Elicit ideas from the Auguste Comte quotation. Accept all ideas and encourage students to give reasons for their opinions.

Put students into groups of three or four to discuss the quotations.

Monitor and assist as necessary.

Give feedback briefly to the class as a whole.

## Closure

1. Ask volunteers whether they know of any sociologists from their country or region, and what those people are famous for. You could set this question as a research task for the next lesson.
2. Use the completed text gaps as a dictation. This can be either a traditional dictation or one of the more 'communicative' types.

OR

3. Play 2.1 again and set further comprehension questions.

## 2.2 Learning new listening skills: Recognizing time signposts

### Objectives

By the end of the lesson, students should be able to:

- recognize time signpost expressions in speech;
- demonstrate understanding of the language used for marking past time in speech;
- discriminate between the two vowel sounds /æ/ and /ɑ:/.

### Methodology note

Remember that this is a 'bottom-up' lesson where the focus is on the 'building blocks', or discrete items. Students are asked to deploy a range of skills, including identifying phonemes in context and focusing on spoken descriptions.

## Introduction

Ask some high-speed review questions about the Sociology lecture from the previous lesson. Do not worry about the grammatical accuracy of students' answers in this exercise – it is more important that they try to remember the information.

### A Reviewing key words

1. Elicit the pronunciation of the first word in the list, *sociology*. Tell students to work in pairs. Ask them to try to remember the pronunciation of the other words in the

table. Do not confirm or correct their answers at this stage.

2. Make sure that students understand that they will hear a sentence with one of the words in it, in each case. Explain that they will not hear isolated words. Play the recording of the first sentences in 2.2 as a demonstration.

Set the task for individual work and pairwork checking. Provide feedback on the board, using an electronic projection, if possible.

Drill all the words in the table.

## Transcript

### Presenter: Track 2.2

- Voice:
- a. Nowadays we call the study of groups *sociology*.
  - b. We are all part of the human race.
  - c. Sociologists study human behaviour.
  - d. People lived together for friendship.
  - e. They also wanted to feel safe.
  - f. Would you like to study sociology?
  - g. What are the main aims of the course?
  - h. What did the people say?
  - i. There was a lot of unrest about rights.
  - j. According to Plato, groups must have rules of behaviour.

## Answers

a. sociology ✓	sociologists
b. man	human ✓
c. behave	behaviour ✓
d. friends	friendship ✓
e. safe ✓	safety
f. study ✓	student
g. aims ✓	names
h. pupils	people ✓
i. rights ✓	right
j. most	must ✓

### B Identifying vowel sounds

This task is designed so that students attempt it *before* they read about the pronunciation point.

1. Set the task for pairwork. Monitor and assist as necessary, but do not confirm answers yet. As feedback, ask students how many different sounds of the letter *a* they found in the underlined words.
2. Go through the Pronunciation Check with the class. Drill the two sounds, /æ/ and /ɑ:/.
3. Ask students to write next to each sentence the symbol that they think represents the

underlined *a*. If you prefer, they could simply write *short* for /æ/ or *long* for /ɑ:/.

Set the task for individual work and pairwork checking.

Elicit the answers on the board using a copy of the sentences on an electronic projection. Play  2.3. Drill all the sentences.

### Methodology note

The term *RP* (*received pronunciation*) or *BBC English* describes an accent of southeast England, which has traditionally been considered the prestige accent in the UK. In this accent, the letter *a* is pronounced as the long /ɑ:/ in stressed syllables before /f/, /s/, /θ/ (unvoiced *th*) and *n* + consonant. Other accents use the short /æ/ here.

Examples:

*bath, path*  
*staff, laugh, after*  
*pass, last, ask*  
*answer, stance*

In an international context, however, it does not matter which pronunciation your students use. Teach them the one you are most comfortable with yourself.

The pronunciation exercises in *Progressive Skills in English* contain examples where only one pronunciation is possible in UK English. Note that recorded lectures may contain a variety of accents.

### Optional activity

Write on the board familiar words that contain the sounds /æ/ and /ɑ:/, for example *black* and *car*.

Elicit and add to the board other examples of each sound: *can, match, perhaps; large, calm, mark*.

Set a race in which students must find as many words as possible to add to the lists in two minutes, using their own knowledge, their dictionaries, or the word lists in the Course Book lessons.

### Transcript

**Presenter:** Track 2.3

Voice: a. Do you all have a book?  
b. Let me start with ...  
c. It's an important part of the topic.  
d. He's called 'The Father of Sociology'.

e. He began writing in 1957.  
f. It's important to understand this.

### Answers

- /æ/
- /ɑ:/
- /ɑ:/
- /ɑ:/
- /æ/
- /æ/

### C Identifying a new skill

- Work through the Skills Check activity with the class.
- Tell students to read the transcript of  2.1. Elicit one or two time signposts. Students then work individually to underline more time signposts, and they then compare these in pairs.  
Provide feedback using an electronic projection of the transcript, if possible.

### Answers

#### Part 1

Lecturer: In this lecture, I'm going to talk about sociology. Now, firstly, I'm going to mention the aims of the science. Secondly, I will give a little bit of history – some key names and quotes from each person. Finally, I'm going to talk about sociology today.

#### Part 2

Lecturer: So, first. Sociology has three main aims. Firstly, sociologists *study* human behaviour in groups. They ask the question: *How do people behave in groups?* Secondly, they try to understand human behaviour in groups. They ask the question: *Why do they behave in those ways?* Finally, they try to predict human behaviour in groups. They ask the question: *How will people behave in groups in certain situations?*

#### Part 3

Lecturer: In 1838, a Frenchman called Auguste Comte used the word *sociology* for the first time. Today, Comte is often called 'The Father of Sociology'. He said: 'Human behaviour has rules and patterns.' So the name *sociology* is quite new, but interest in human behaviour is very, very old. For example, in the 4<sup>th</sup> century BCE, Plato had ideas about people and groups. He said: 'People live in groups for friendship. They also live in groups for safety. Groups must have rules of behaviour.'

Nearly two thousand years later, in the 14<sup>th</sup> century, in Tunisia, a man called Ibn Khaldun wrote about people in groups. He said: 'Groups are like animals. They are born, they grow and then they die. This happens to all groups.'

#### Part 4

Lecturer: In the 19<sup>th</sup> century, Auguste Comte used the term *sociology*. Perhaps you did not know the name of Comte. But I'm sure you know the name of the next man. In 1848, Karl Marx, a German, wrote a famous book. At that time, there was a lot of unrest in many

countries. Poor people were unhappy. They started to fight for their rights. Marx wrote about this situation. He said: 'People from different groups must fight each other.' In 1904, another German, Max Weber, said: 'There are three important things for groups. They are religion, work and money.'

**Part 5**

Lecturer: In the past, we called people like Plato and Ibn Khaldun philosophers. These days, we call them sociologists. In the 1960s, sociology became an important subject. Today, pupils even study sociology at secondary school. They look at the ideas of modern sociologists like Anthony Giddens. He wrote a famous book in 1984. He says: 'People make groups ... but then the groups make people.' The relationship between the individual and the group works in both directions.

**D Recognizing time signposts**

Explain that students are going to hear sentences from different Sociology lectures. Play 2.4. Go through the example with the class using the first sentence in the audio. Set the task for individual work and pairwork checking. Write feedback on the board.

**Transcript**

**Presenter: Track 2.4**

- Voice:
- In 1789, there were a lot of changes in France.
  - In the 1970s, there was a lot of research into sociology.
  - At one time, people thought the mind was in the heart.
  - Later, scientists found that the brain controlled the body.
  - Nowadays, a lot of sociologists talk about the philosopher Confucius.
  - Today, university students study philosophers from Ancient Greece.
  - In the 19<sup>th</sup> century, the term *gender studies* didn't exist.
  - In 1904, Weber wrote a famous book.

**Answers**

	present	past
1.		✓
2.		✓
3.		✓
4.		✓
5.	✓	
6.	✓	
7.		✓
8.		✓

**E Predicting time with time phrases**

Check students understand the task and go over the example. Students complete individually then compare answers. Elicit answers.

**Extra activity**

Students write a sentence using each time phrase, in class or for homework.

**Answers**

	present	past
At one time,		✓
At that time,		✓
At the moment,	✓	
At the present time,	✓	
Currently,	✓	
In her childhood,		✓
In the 20 <sup>th</sup> century,		✓
Last week,		✓
Now,	✓	
Nowadays,	✓	
Then,		✓
Yesterday,		✓

**F Recognizing time from verb form**

- Set the task. Students must simply say their answer. Use the first verb to demonstrate. Play 2.5, pausing after each item to elicit ideas.

If you have students who are likely to shout out the answers without giving others a chance to speak, you may prefer to play the recording straight through: students note down their answers and share ideas at the end.

**Transcript**

**Presenter: Track 2.5**

- Voice:
- |           |         |          |
|-----------|---------|----------|
| 1. are    | 5. go   | 9. had   |
| 2. were   | 6. went | 10. have |
| 3. became | 7. grew |          |
| 4. become | 8. grow |          |

**Answers**

- present
- past
- past
- present
- present

6. past
7. past
8. present
9. past
10. present

2. As above, use the first sentence to demonstrate the activity.

Again, choose whether you want to pause after each sentence and elicit answers, or play all ten sentences and get students to note down their answers.

Give feedback orally. If you wish, replay  2.6 as students follow the transcript.

### Transcript

#### Presenter: Track 2.6

- Voice:
1. He's a sociologist.
  2. He was a psychologist.
  3. They knew the answer.
  4. We know the reason.
  5. I made a mistake.
  6. They thought about important questions.
  7. People say sociology is not a real science.
  8. Most of the students take two main subjects.
  9. The assignment was difficult.
  10. He did experiments to check his ideas.

### Answers

1. present
2. past
3. past
4. present
5. past
6. past
7. present
8. present
9. past
10. past

3. Use the same procedure as for Part 1 above. Play  2.7.

### Transcript

#### Presenter: Track 2.7

- Voice:
- |               |                |              |
|---------------|----------------|--------------|
| 1. predict    | 6. deleted     | 11. collect  |
| 2. predicted  | 7. contributed | 12. graduate |
| 3. contribute | 8. record      | 13. edit     |
| 4. graduated  | 9. delete      | 14. recorded |
| 5. collected  | 10. edited     |              |

### Answers

1. present
2. past
3. present
4. past
5. past
6. past

7. past
8. present
9. present
10. past
11. present
12. present
13. present
14. past

4. Again, repeat the same procedure. Play  2.8.

### Transcript

#### Presenter: Track 2.8

- Voice:
1. We predicted the results.
  2. I contribute to tutorials.
  3. They graduate in the summer.
  4. We collected a lot of data.
  5. The scientists record their results in a table.
  6. I edited my work.

### Answers

1. past
2. present
3. present
4. past
5. present
6. past

## G

### Recognizing time from time expressions

1. Set the task for individual work. Play  2.9.

This time do not give feedback after each sentence, but tell students to write down all their answers and then to compare them with a partner.

As feedback, elicit one or two answers but do not confirm or correct them at this stage. In fact, most are impossible to discriminate between present and past because of their assimilation with the next sound.

### Transcript

#### Presenter: Track 2.9

- Voice:
1. They called these people philosophers.
  2. The problems happened lots of times.
  3. Scientists analyze data.
  4. Some students drop Geography.
  5. They managed three shops.
  6. Many students plagiarize the articles on Wikipedia.

### Answers

Answers depend on students; do not confirm or correct.

2. Set the task again for individual work. Make sure students understand that they are going to hear the same sentences, but with added time expressions. They must listen and change their answers to the previous exercise if they wish. Play **2.10**.

Pairs compare answers. Give feedback orally.

### Transcript

#### Presenter: Track 2.10

- Voice: 1. At one time, they called these people philosophers.  
 2. In the past, the problems happened lots of times.  
 3. Nowadays, scientists analyze data.  
 4. Every year, some students drop Geography.  
 5. In the 1990s, they managed three shops.  
 6. Today, many students plagiarize the articles on Wikipedia.

#### Answers

1. past
2. past
3. present
4. present
5. past
6. present

#### Extra activity

Ask students to prepare some verbs and/or sentences of their own for either the class or a partner.

Give them time to write one or two sentences with present or past time forms. Monitor and assist.

When they are ready, students work in pairs. One student reads a verb or sentence aloud. The partner says *past* or *present*.

As feedback, ask some students to read their verbs/sentences for the class.

### H Using prepositions of time

Students complete individually, then check in pairs.

#### Answers

1. In 2. on; in; at 3. at 4. In 5. In

### I Making irregular verbs

Students complete individually. Briefly elicit answers from the class.

#### Answers

1. brought 2. bought 3. came 4. did  
 5. went 6. had 7. left 8. made 9. saw  
 10. taught 11. thought 12. wrote

### J Making sentences negative

Students complete individually, then check in pairs.

#### Answers

1. I didn't see him.
2. They didn't tell me.
3. She didn't feel ill.
4. He didn't get a good mark.
5. They didn't lose the game.
6. I didn't lend him my book.

### K Asking Yes / No questions

Students complete individually. Elicit answers from the class.

#### Answers

1. Did you see him?
2. Did they tell you?
3. Did she feel ill?
4. Did he get a good mark?
5. Did they lose the game?
6. Did you lend him your book?

#### Methodology note

The first verb in each *yes / no* question is usually unstressed. The vowel sound is therefore slightly reduced and is sometimes pronounced with the *schwa* sound. This is especially true of *Are you ...* and *Were you ...*

The verbs in the short answers, however, are usually stressed so the vowels are not reduced. Nevertheless, there are sometimes differences in vowel pronunciation between the positive and negative answers, e.g.:

Yes, I *do*. /u:/                      No, I *don't*. /əʊ/  
 Yes, I *can*. /æ/                      No, I *can't*. /ɑ:/

### L Answering yes / no questions

Set the task and ask students to listen to **2.11** especially for the first word in each question. Play the first question on the audio, pause and elicit possible answers. Repeat the procedure with the remaining questions. Practise some of the short answers (see Methodology note above).

### Optional activity

If your students need to revise questions forms, then play 2.11 again, once more pausing after each question. Elicit questions, and if necessary remind students of some of the forms needed to make the questions:

*do* + infinitive  
*can* + infinitive  
*would you like* + *to* + infinitive  
*did* + infinitive  
*has / have* + *been*

Drill some of the questions if you have time.

Now ask students to ask and answer the questions. If students still have difficulty in remembering the ten questions, then you can put extra words on the board to help them, e.g., *university job*, etc.

Monitor and give feedback.

6. Were they in the same class at school?  
Yes, they were.
7. Have you got a car?  
Yes, I have.

### Closure

1. Elicit other forms of some of the words in Exercise A. Examples:  
*man* – *men*  
*behave* – *behaves* – *behaved* – *behaving*  
*friend* – *friendly* – *unfriendly*  
*safe* – *safely* – *safety*  
*study* – *studies* – *studied* – *studying*  
*pupils* – *pupil*  
*people* – *person* – *personal*
2. Ask students to think of more words in which the letter *a* is pronounced the same as *all*, *what*, *name*, *many*. Examples:  
*all*: *small*, *always*, *fall*  
*what*: *want*, *wash*  
*name*: *same*, *famous*  
*many*: *any*

### Transcript

#### Presenter: Track 2.11

- Voice:
1. Do you go to university?
  2. Have you got a job?
  3. Can you drive a car?
  4. Would you like to work in a bank?
  5. Did you go out last night?
  6. Are you a student?
  7. Were you late for class today?
  8. Have you been to another country?
  9. Can you ride a horse?
  10. Do you live in a flat?

### M Giving short answers

Set for individual completion, then students practise in pairs.

#### Answers

1. Are you English?  
No, I'm not.
2. Do you like ice-cream?  
Yes, I do.
3. Did he speak to you yesterday?  
Yes, he did.
4. Was she late last week?  
Yes, she was.
5. Can we meet at 10.00 tomorrow?  
No, we can't.

# Workbook answers

## Listening

### Exercise A

1. friends    2. neighbourhood    3. club    4. family

### Exercise B

1. Social circles.  
 2. Psychologists, mind, human, relationships, Sociology, form, behave, separate, different, linked, Sociologists, primary

For complete text see transcript for Track 16 on page 113 of the Workbook.

### Exercise C

2. a. sociologist  
 b. psychology  
 c. primary school  
 d. brain  
 e. human race  
 f. individual

### Exercise D

Answers depend on students.

### Exercise E

1.

R	E	I	P	S	Y	C	H	O	L	O	G	Y	V	X
E	H	D	C	I	Q	G	L	A	H	V	M	G	S	Q
L	F	E	G	E	F	U	P	C	R	T	Y	P	O	F
A	Z	N	J	T	C	V	H	U	S	R	W	H	C	I
T	Q	T	E	X	F	B	O	I	O	E	V	A	I	N
I	I	I	W	X	Y	I	G	F	R	L	L	X	O	D
O	K	T	W	C	V	O	C	U	E	A	Y	Z	L	I
N	O	Y	P	A	L	J	O	G	K	T	Y	A	O	V
S	U	U	H	O	T	B	L	I	C	I	J	C	G	I
T	S	E	I	H	H	N	L	B	I	O	L	W	Y	D
X	B	C	J	G	N	A	E	V	Q	N	U	C	G	U
M	O	J	I	Y	L	W	A	F	T	S	Y	N	F	A
S	O	E	G	P	S	A	G	F	B	H	T	H	H	L
T	N	R	Z	U	R	E	U	V	Z	I	D	C	K	G
N	K	R	R	Q	I	F	E	S	M	P	V	V	A	I

2. people and things

3./4.

oOo	oOoo	ooOoo
behaviour	relationship	individual
relations	psychology	sociologist
	identity	sociology

The words that do not fit are *colleague* and *neighbour*.

### Exercise F

1.

a. brain	race	make	/eɪ/
b. form	draw	your	/ɔː/
c. mind	primary	identity	/aɪ/
d. human	group	rule	/uː/
e. separate	different	diagram	<i>first-syllable stress</i>
f. behave	control	belong	<i>second-syllable stress</i>

2./3. Answers depend on students.

### Exercise G

	behave	7	individual
3	behaviour	2	mind
1	brain		neighbour
	colleague		primary
10	control		psychology
	different		race
	draw		relations
	form	4	relationship
	group	9	separate
8	human		sociologist
5	identity	6	sociology

## Practice

### Exercise A

1.

behaviour	✓
brain	
mind	✓
century	✓
colleague	
friend	
friendship	✓
human	
identity	✓
sociology	✓
sociologist	
memory	✓
relationship	✓
relation	

2./3.

a. sociology	sociologist
b. psychology	psychologist
c. science	scientist
d. philosophy	philosopher
e. language	linguist
f. medicine	doctor
g. education	teacher / lecturer, etc.
h. history	historian
i. music	musician

### Exercise B

	noun	verb
1. act		✓
2. aim	✓	
3. control	✓	
4. form	✓	
5. group		✓
6. start	✓	
7. study	✓	
8. work		✓
9. dream		✓
10. touch		✓

### Exercise C

1. He acted in a very strange way yesterday.
2. The aim of the lecture wasn't very clear.
3. She lost control of the car and went off the road.
4. What's the correct form of this verb?
5. Let's group these words together.
6. The start of the lecture was boring but it got better.
7. We've just bought a new desk for the study.
8. People usually work better in a quiet place.
9. Can you dream when you're awake?
10. You can't touch your mind.

### Exercise D

1.
  - a. This semester, we have two Psychology lectures a week.
  - b. I write about 30 emails every day.
  - c. My tutor always says 'well done' to me at university.
  - d. I never think about my problems nowadays.
  - e. She has a lot of friends these days.
  - f. He knows a lot of facts about science now.
  - g. The office manager always keeps the keys in the desk.
  - h. This year, the students take exams at the end of every semester.
2.
  - a. Last semester, we had two Psychology lectures a week.
  - b. Yesterday / Last week I wrote about 30 emails.
  - c. At university / Last semester my tutor always said 'well done' to me.
  - d. In those days / In the past / At one time I never thought about my problems.
  - e. In the past / In the 1990s she had a lot of friends.
  - f. In the past, he knew a lot of facts about science.
  - g. At one time / Last year, the office manager always kept the keys in the desk.
  - h. Last year / In 2009 the students took exams at the end of every semester.

## Extended listening

### Exercise A

Psych. = ...	<i>study of mind</i>
Psych. ≠ ...	<i>study of brain</i>
Psych. = understand: the way ... the things ... the things ...	<i>we think</i> <i>we say</i> <i>we do</i>

### Exercise B

1.

A long time ago ...	Aristotle – first book: <i>Para Psyche</i>
In the 17 <sup>th</sup> century	Locke + Descartes – ‘mind and body?’
In 1879	Wundt – psychology school
At the end of the 19 <sup>th</sup> century	Pavlov – ‘How do people learn?’
In the early 1900s	Sigmund Freud – dreams
At the same time	Watson – ‘only study behaviour’
In 1967	Neisser – ‘must study mind’ = cognitive psychology

2. Loftus: She *is* / was interested in learning. She works / worked with the police.  
Pinker: He *is* / was a psychology teacher. He does / did research into language and the mind.  
Spelke: She described / describes new ideas about babies. She teaches / taught Psychology in the USA.

### Exercise C

1. The study of the mind.
2. Because the mind is not a physical thing.
3. Greek.
4. Ivan Pavlov.
5. 1967.
6. Elizabeth Loftus.
7. Stephen Pinker.
8. Sigmund Freud.
9. Because if we understand the mind, then we can understand the way we think, the things we say and the things we do.
10. Answers depend on students.

### Exercise D

1. human behaviour
2. modern sociologists
3. important people
4. twentieth century
5. main aims
6. famous book
7. people in groups
8. in the past



# Speaking: Human behaviour

## 2.3 Real-time speaking: Personality vs behaviour

### Objectives

By the end of the lesson, students should be able to:

- show an understanding of the discourse structure of a study group discussion;
- produce better sentences using sense units;
- hold a brief discussion about personality and behaviour.

### Introduction

Ask students some questions about their personality and behaviour. See if they can think of answers.

Example:

T: *Do you like being on your own?*

Ss: *It depends. Sometimes I like being with other people.*

### A Previewing vocabulary

1. Use a word familiar to students on the board to make sure they understand how to mark the stressed syllables (i.e., with a vertical line before the stressed syllable). Students discuss in pairs the stress on the words in the exercise.

Play  2.12. Students work individually, then compare answers in pairs. Write the words on the board. Elicit the stressed syllable for each word and mark it. If there is disagreement, repeat the word a few times until students agree.

2. Play  2.12 again, pausing after each word so that students can repeat it. Make sure students hear and produce the two syllables, as opposed to three, in *diff/rence*.

As reinforcement, you could put each word into a sentence and drill the complete sentence, e.g.:

*Your family is an important primary group.  
I'm a very friendly person.*

### Transcript

**Presenter: Track 2.12**

Voice: a. behaviour e. difference i. personality  
b. changes f. friendly j. situation  
c. completely g. important  
d. depend h. influences

### Answers

- a. be'haviour
- b. 'changes
- c. com'pletely
- d. de'pend
- e. 'difference (two syllables)
- f. 'friendly
- g. im'portant
- h. 'influences
- i. perso'nality
- j. situ'ation

### B Studying a model

Exploit the visual. Elicit the fact that the people in the picture are students in an informal situation, and ask your students for suggestions as to what they might be discussing – social events, friends, studies, personal interests, etc.

Check that students understand they are going to listen to a group of students in a similar situation.

1. Ask students to look at the assignment and to discuss in pairs what the students are going to do in their group.
2. Go through the four opinions in the box with the class. Ensure that students understand that they will hear four students, and each student holds one of these opinions. Students must mark 1 for the first speaker, 2 for the second, and so on.

Set the task for individual work. Play  2.13. Pairs compare ideas. Write feedback on the board.

### Transcript

**Presenter: Track 2.13**

Student 1: I think behaviour and personality are the same thing. You can say 'He is a very happy person' or you can say 'He smiles a lot', and it's the same thing. There is no difference between personality and behaviour ... I think ...

Student 2: Well, I read that behaviour and personality are two completely different things. Behaviour changes depending on your situation. But your personality is always the same. You like some things but you don't like other things.

Student 3: But I found an article. It says ... um ... I've got a quote here. 'Personality influences behaviour. An aggressive person acts in one way in a situation. In the same situation, a friendly person acts in a different way.' So your personality is more important. What do you think?

Student 4: OK, but, no, I think your behaviour is much more important, because you learn good behaviour when you're a child. But your personality changes all the time. Your personality depends on your friends, the places you go, and so on.

### Answers

1. The students are going to discuss ideas about whether personality and behaviour are the same or different, before they each write the assignment.

Behaviour is more important than personality.	4
Personality is more important than behaviour.	3
Personality and behaviour are the same.	1
Personality and behaviour are different.	2

### Methodology note

Speaking in 'sense units' helps fluency greatly. These 'sense units' are phrases and short coherent units of speech forming small, complete ideas. If a speaker breaks one of these units by stopping to think or take a breath, pressure is put on the listener. All work on finding, rehearsing and speaking in sense units will help fluency.

### C Practising a model

1. This exercise type may be new to students. Take time to set it up carefully.

Go through the example with the class. Write it on the board and elicit the fact that some divisions of the sentences make more sense than others.

Set the task for pairwork. Monitor and assist. Place feedback on the board, ideally using an electronic projection.

Note: Exactly where some sense units lie is often subject to a feeling of cohesion, so opinions may differ. Accept reasonable suggestions where students make them.

Example:

*An aggressive person acts / in one way* OR  
*An aggressive person / acts in one way.*

Do not use strictly grammatical divisions of the sentences.

2. Put students into pairs to read the sentences aloud to each other. Or, you may wish to ask students to read them quietly to themselves. Encourage them to stop briefly only where there is a mark. Monitor and assist.

Put the sentences, without the division marks (/) on the board using an electronic projection. Drill all the sentences with the whole class, insisting on sense units with very brief pauses between them. Finally, put the students back into pairs to say the sentences to each other again – this time using the sentences on the board, not the ones in the Course Book.

### Answers

- An aggressive person / acts / in one way.
- Behaviour changes / for each situation.
- In the same situation / a friendly person / acts in a different way / from an aggressive person.
- You learn / good behaviour / when you're a child.
- Your personality / depends on your friends, / the places you go, / and so on.

### D Speaking accurately

- Set the task for individual completion and pairwork checking.
- Set for pairwork or put the students into small groups. Elicit some examples in class feedback.

### Answers

- Psychology and sociology ~~they~~ both predict human behaviour.
  - An aggressive person *acts* in a different way from a friendly person.
  - My friend and I *are studying* the same subject.
  - Your happiness partly depends ~~with~~ on your family.
- Answers depend on students.

### E Developing critical thinking

Hold a class discussion.

## Closure

1. Hold a general discussion on whether informal study groups like the one they listened to in this lesson are useful.

Note: As usual, accept all reasoned arguments from the students. Clarify that study groups are a common feature of college and university studies, and are generally seen as very productive.

2. Drill the pronunciation of key vocabulary from the lesson.

## Everyday English: Asking for information

### Objectives

By the end of the lesson, students should be able to:

- use different ways of asking for information in short conversations.

## Introduction

Use Exercise A as the Introduction.

### A Activating ideas

Students discuss the pictures in pairs. Elicit the students' ideas as a class.

#### Answers

library: author, title, borrow, lend, out, card, form, passport photo, (assistant), librarian, copy

bookshop: student discount, author, title, buy, price, in stock, card, assistant, cashier, copy

### B Understanding conversations

1. Ask students to cover the conversations. Get students to say each sentence, then to think of possible sentences before or after.
2. Play the conversations in  2.14. Pause after each one for students to number, but do not let them have feedback at this point. When you have played all the conversations, let the students check in pairs. Then allow them to uncover the conversations to self-check.

## Transcript and answers

### Presenter: Track 2.14

#### Conversation 1.

Voice A: Is this the way to the bookshop?  
Voice B: Yes. I'm going that way too.  
Voice A: Do you mind if I go with you?  
Voice B: No, not at all.

#### Presenter: Conversation 2.

Voice A: Excuse me. Where's the library?  
Voice B: It's in the other building.  
Voice A: Thanks. Which floor is it on?  
Voice B: The second.

#### Presenter: Conversation 3.

Voice A: Do you give a student discount?  
Voice B: Yes, with a student ID card. It's 10 per cent.  
Voice A: Oh, great. Can I pay for these books then?  
Voice B: Certainly.

#### Presenter: Conversation 4.

Voice A: When does the library tour start?  
Voice B: Ten o'clock, I think.  
Voice A: How long does it last?  
Voice B: An hour.

#### Presenter: Conversation 5.

Voice A: How do you reserve a book?  
Voice B: You have to fill in a form.  
Voice A: OK. Sorry. Where are the forms?  
Voice B: They're next to the index.

#### Presenter: Conversation 6.

Voice A: How much does this book cost?  
Voice B: It's on the back.  
Voice A: Oh, yes. Thank you.  
Voice B: No problem.

### C Practising conversations

See the notes in the Introduction for how to exploit Everyday English activities. In this lesson, you could also remind students about making sure that related words (sense groups) in each conversation are said together.

### D Real-time speaking

Divide the class into pairs. Students take it in turns to ask for the information.

Monitor and make notes on general mistakes and problems while students are practising. Give feedback.

If there is time, students could write one or two conversations of their own for consolidation – preferably, they should be real conversations asking for information they have either had or think they might need.

## Closure

Play  2.14 once more, with the students following the conversations in their books.

## 2.4 Learning new speaking skills: Taking turns

### Objectives

By the end of the lesson, students should be able to:

- pronounce accurately the consonant sounds /n/, /ŋ/ and /ŋk/;
- pronounce accurately the vowel sounds /æ/ and /ɑː/;
- start a turn in a discussion appropriately;
- recognize the end of the previous speaker's turn;
- produce positive and negative sentences, as well as questions, to talk about ability and possibility using the modal *can*;
- give and ask for advice using the modal *should*.

### Introduction

Have a race. Students are in pairs. Student A must say in 30 seconds as many words as possible containing the spelling *-in-* (e.g., *think, finish*). Student B counts them. Then, again in 30 seconds, Student B must say as many words as possible containing the spelling *-ar-* (e.g., *card, are*). The one who says the most words is the winner.

### Methodology note

Exercises A and B follow a pattern that is often used in *Progressive Skills in English*. It obliges students to produce individual sounds accurately.

#### A Saying consonants

1. Write the phonemic symbols on the board with one example for each, e.g., *nine* /n/, *long* /ŋ/ and *pink* /ŋk/. Highlight the target sounds.

Go through Pronunciation Check 1 with the class. Clarify any difficulties and drill the example words, focusing on the three target sounds.

Set the task. Demonstrate the first set of words for the class so that they can hear the difference. Students continue in pairs. Monitor and assist. As feedback, drill the words.

2. Set the task, emphasizing that students must choose one word per set, and must not show anyone else the words they circle.
3. Put the list of words on the board, ideally using an electronic projection. Demonstrate by reading out a word that you have secretly circled; students must say which it is. Tick the word on the board.

Set the task. Students continue in pairs, saying and ticking words they hear from their partner. Monitor and assist as necessary.

#### B Saying vowels

These sounds were worked on in Lesson 2.2, so students should find this exercise fairly straightforward.

1. As before, work through Pronunciation Check 2 and drill the example words.
- 2./3. Run the sequence of two tasks as for Exercise A.

#### C Identifying a new skill (1)

1. Go through Skills Check 1 with the class. Then cover the Skills Check and elicit the ways of starting a turn. Students may be able to suggest others of their own.

Refer students to the transcript for **2.13** (pages 194–195 of the Course Book) for Real-time speaking. Tell them to underline the expressions that the speakers used to start their turns (*I think, Well, But, OK*).

2. Give students time to read through the sentences. Play the example sentence on **2.15**.

Set the task for individual work and pairwork checking. Give feedback orally.

Drill all the sentences.

### Methodology note

Skills Check 1 refers to turn-taking in *English-speaking cultures*. This is, of course, a generalization, but it remains the case that interrupting, talking over other people, and not allowing others a turn to contribute to the discussion is considered undesirable in the context of academic discussion. Students must realize this and conform to it.

## Transcript and answers

### Presenter: Track 2.15

- Voice:
- I found a good article in the library.
  - I think we should discuss sociology first.
  - Well, what is the difference between them?
  - I read that a lot of psychologists are women.
  - OK, and what about old people?
  - I found a quote about that on the internet.
  - Yes, but that's not a new idea.
  - I heard that it's an interesting website.

### Methodology note

There are several ways to recognize the end of a turn in English and when you can therefore start your turn. The speaker's voice may become quieter; he/she may simply stop and look around the group for a response, or even ask a question like *What do you think?* These are easy for students to spot.

Falling intonation is less obvious. We must make students aware of it so that they can participate effectively in discussions, and help discussions to run smoothly.

### D Identifying a new skill (2)

- Work through Skills Check 2 with the class. As before, elicit how you can recognize the end of a turn. Drill the example sentences, focusing on the falling intonation. Elicit other ways that they can tell when another speaker has finished and they can take their turn (see Methodology note above).
- Make sure that everyone understands the task. Ask students to write down numbers one to five, and to write good or bad for each item on the recording. Play 2.16, pausing after each item so that students can discuss their answers briefly in pairs. As feedback, play the recording again and elicit ideas.

## Transcript

### Presenter: Track 2.16

#### Example 1.

- Student A: Well, I've seen a –  
Student B: I've got a good quote here from the article.

#### Presenter: Example 2.

- Student C: ... and that's all really. That's all I wanted to say. Yes, that's all.  
Student D: Hmm. OK. I think it's an interesting idea.

#### Presenter: Example 3.

- Student E: I read that psychologists and sociologists don't help in our everyday life.  
Student F: Well, I read something different. I have it here.

#### Presenter: Example 4.

- Student G: There is one more thing that I found. It was on the internet.  
Student H: I looked on the internet too. I saw an article there.

#### Presenter: Example 5.

- Student I: So maybe we should work in pairs to find the information. What do you think?  
Student J: I think that's a good idea.

## Answers

- bad – B does not wait for A to finish the sentence
- good – A has finished and has no further ideas
- good – B hears A's voice go down
- bad – B does not wait for A to express all ideas
- good – B waits for *What do you think?* and responds

### Extra activity

Refer students to the transcript of 2.16 for Exercise D. They must use the sentences to prepare conversations like the ones in Exercise D, demonstrating good and bad turn-taking.

Examples:

A: *I think it's best to discuss sociology first. Do you agree?*

B: *Yes. Good idea.*

A: *I read that a lot of psychologists ...*

B: *I saw a picture of a famous psychologist.*

Set the task for pairwork, and give time for pairs to rehearse their conversations. Monitor and assist. Remind them of the ways to finish a turn.

When they are ready, ask pairs to perform their dialogues either in groups of four or to the class. The other students must say whether the turn-taking was good or bad.

### E Expressing ability and possibility

- Work through Skills Check 3 with the class. Remind students of the difference in the pronunciation of can /kən/ (weak form /kən/) and can't /kɑːnt/. Check understanding of the difference between ability and possibility. Set for individual completion. Elicit answers from the class.

### Answers

- a. He can't play tennis.
- b. She can't use Excel.
- c. They can't come this evening.
- d. I can't do the assignment later.
- e. We can't ask the lecturer.
- f. She can't speak German.

2. Students complete individually. Elicit answers from the class.

### Answers

- a. Can he play tennis?
- b. Can she use Excel?
- c. Can they come this evening?
- d. Can you do the assignment later?
- e. Can you ask the lecturer?
- f. Can she speak German?

3. Set for individual work and pairwork checking. Elicit answers and display them, preferably using an electronic projection.

### Answers

- a. When can babies talk?
- b. Why can't people fly?
- c. Where can you buy stamps?
- d. How can you make an omelette?
- e. What can you buy from a vending machine?
- f. When can a person drive a car in Britain?
- g. Who can help you with personal problems at university?
- h. How fast can a person walk?

## F

### Giving advice

1. Work through Skills Check 4 with the class. Elicit one or two more examples to check understanding. Students complete in pairs. Elicit answers and display them, preferably using an electronic projection.

### Answers

- a. Students *should* make notes during lectures.
- b. You *shouldn't* make fun of people.
- c. Young *people should* try to understand old people.
- d. *Should I* take this job?

- e. Should *parents give* young children mobile phones?
- f. Where *should we* meet?
- g. How should students *do* research?

2. Set as pairwork. Elicit answers and display them, preferably using an electronic projection.

### Answers

- a. She should study more.
- b. She should ask her tutor for help.
- c. She shouldn't go out every evening.
- d. She should talk to the other students.
- e. She should go to all the lectures.
- f. She shouldn't give her assignments in late.
- g. She should revise for exams.
- h. She shouldn't use Wikipedia all the time

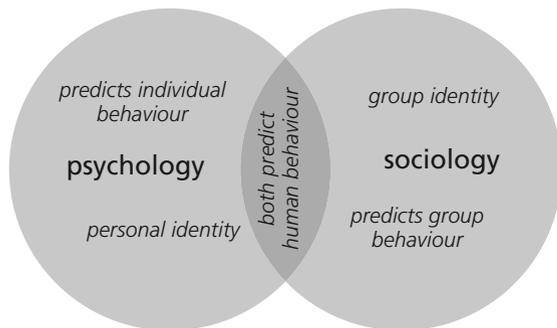
### Closure

1. You may wish to point out – or elicit, if possible – the two uses of the word *you*. In Exercise E3e, the question form contains *you* with the meaning *anybody*. This meaning is very common because the impersonal pronoun *one* has largely been lost. Only the Queen nowadays is likely to say *Can one predict behaviour?*
2. Ask students about the conventions for taking turns in their own culture(s). Students may never have thought about this but it might provoke an interesting discussion. Encourage it. This is, after all, the Speaking section.

# Workbook answers

## Speaking

### Exercise A



### Exercise B

1. own, depends
2. personality, influences
3. personality, similar
4. change, completely

For full answers see the transcript for Track 27 on page 115 of the Workbook.

### Exercise C

Answers depend on students.

### Exercise D

Answers depend on students.

### Exercise E

1.
  - a. There's not much difference *between* psychology and philosophy.
  - b. The meaning of the verb *act* is similar *to* *behave*.
  - c. Sometimes I enjoy being *on* my own.
  - d. The economy of my country depends *on* tourism.
  - e. I don't like being *with* young children.
  - f. Famous people have a strong influence *on* my life.
  - g. *In* the last few months, my situation has changed.
  - h. Good teachers often smile *at* the children in their class.
  - i. In my class, I often have interesting discussions *with* other students.
2. Answers depend on students.



## Exercise B

- 1 A: I think we need psychologists and sociologists in our society. They have **the same / same** importance. You **can't** say one is more useful **than / as** the other.  
B: Yes, **that's** true. They **two / both** study human behaviour. **And** they can **make / to make** the world a better place.  
A: So in some ways, there is no **difference / different** between them.
- 2 C: Well, some people say that sociology is **much / more** useful than psychology.  
D: Really? Why is **that**?  
C: Because humans do not live alone. So we must **understand** group behaviour. Psychologists **can / can't** predict group behaviour.
- 3 E: I agree that sociology is different **with / to** psychology. It looks at people in a different **sort / way**.  
F: Yes, but I think we must also study the human mind. Do **psychologists / psychology** have a big influence on sociologists?  
E: **That's** a **hard** question! I think they **can / can't** **to**.
- 4 G: **Can you explain / You can** explain the difference between *behaviour* and *personality*?  
H: Well, I **think / am thinking** I **can**. Your behaviour can change but your *personality* **always is / is always** the same.  
G: OK. I think I **understand**.

## Exercise C

1. **Word 1**
- I can't get into my flat. I can't find my *key*.
  - There's an answer *key* at the back of the book.
  - I just want to *key* this into my computer.
  - The *key* part of the lesson was on passive verbs.
- Word 2**
- Psychology is about the study of the human *mind*.
  - Do you *mind* if I sit here?
  - I can't make up my *mind* about the flat.
  - I can't get that film out of my *mind*.
  - I don't *mind* a pizza or some pasta.
- Word 3**
- The mind *controls* human behaviour.
  - The car went out of *control* and hit a tree.
  - We must *control* the amount of energy we use in the home.
  - The government is in *control* of the situation.
- Word 4**
- Why do people *form* groups?
  - There are different *forms* of transport.
  - I really don't like filling in *forms*.
  - Freud's ideas *form* the basis of psychoanalysis.
  - Perhaps our personality is *formed* when we are children.

### Word 5

- a. Primary groups are usually *linked* in some way.
- b. There is a clear *link* between smoking and cancer.
- c. You can *link* your iPod to the car stereo.
- d. The chain is too long. We need to take out one of the *links*.

### Word 6

- a. Did you see the news on TV *last* night?
- b. I didn't stay for the *last* part of the lecture.
- c. The hot weather *lasts* for only a few days.
- d. He's always the *last* to arrive for tutorials.
- e. Put the eggs in the bag *last*.

### Exercise D

Answers depend on students.

## Extended speaking

### Exercises A, B and C

Answers depend on students.

### Exercise D

Note: In the first sentence, the first syllable in *aggressive* is unstressed, and therefore the letter is pronounced as *schwa*. /ə/

- a. An aggressive person acts in one way. /æ/
- b. It's hard to understand the mind. /ɑ:/, /æ/
- c. Your personality depends on many things. /æ/
- d. How long does this lecture last?
- e. The question has two parts. /æ/, /ɑ:/

### Exercise E

2 syllables	3 syllables	4 syllables
('useful) 'human be'tween 'knowledge	(im'portant) to'gether be'haviour under'stand	(psy'chologist) indi'vidual psy'chology

### Exercise F

1./2. Answers depend on students.

# Reading: Personality and behaviour

## 2.5 Vocabulary for reading: Describing personality

### Objectives

By the end of the lesson, students should be able to:

- understand target vocabulary for the Reading section;
- identify vocabulary in its written form.

### Introduction

Lead into Exercise A by reviewing vocabulary from the theme so far using flashcards. Make sure that you really 'flash' the words, i.e., hold them up for a maximum of two or three seconds, to put the brain under pressure, rather than holding them up until someone reads them successfully.

As a variation, use a blank piece of card to hide the middle of each word.

### A Reviewing vocabulary

Students cover the exercise. Explain the task and why this is an important skill. Use the example *alone*. Write *al\_\_e* on the board and elicit the word *alone*. Set the task for pairwork. Then elicit answers orally.

Give students time in pairs to write the complete words in order to consolidate spelling. Elicit answers, write on the board, and check the meaning of each one.

#### Answers

1. alone
2. human
3. family
4. belong
5. colleague
6. behaviour
7. religion
8. individual
9. relationship
10. neighbourhood

### Methodology note

When leading Exercise B, do not assume that all students will be comfortable with grammatical concepts, even if you know they have come across them before. Review them often, as students will not remember them the first time. There is an additional problem: confusion is caused by the fact that even simple concepts are often partly, but not completely, different from one language to another.

Use example words that are very familiar to students, and simple questions and explanations.

Example:

*Is table a noun?* (Yes) *Is Gabriel a noun?* (Yes)  
*Is idea a noun?* (Yes)

### B Recognizing patterns

1. Look at the example with the class. Ensure students understand that they must write the grammatical *kind* of word that goes in each gap, not a particular vocabulary item. Set the task for individual work and pairwork checking.

Feed back on the board.

Review the ideas *noun, singular, plural, adjective, verb, adverb, frequency adverb*.

2. Cover the exercise. Go through the example with the class. Ask students how they know that the answer must be *teenagers / bullies or rude / stupid / miserable / kind / unkind / normal* (see Answers below).

Set the task for individual work. Emphasize that only one word must be used in each gap. Encourage them to use their knowledge of English sentence structure – grammar and word order – to help them. Monitor and assist.

When students are ready, elicit answers for sentence b. Again, ask students how they knew which word to use. Put students into pairs to compare ideas. Remind them that there is more than one possible word for each gap. They should explain and discuss their choices.

Elicit answers on the board using an electronic projection, and discuss the students' reasons as you go along.

## Answers

- They are *plural noun*.
  - She is *adverb or frequency adverb* happy.
  - Noun – singular or plural* came late.
  - He is a very *adjective* person.
  - What is your *noun*?
  - Do you *verb* a lot?
- Explanations take account of the fact that in this exercise a single word must be used in each gap.
  - They are teenagers or rude / miserable / kind / unkind.*  
*They* is plural; *are* is a verb. Either a plural noun or an adjective – no plural form – must follow. Note: could also be an adverb, e.g., *here*, but there are no words of this sort in the list.
  - She is *usually / rarely* happy.  
Before an adjective and after the verb *be*, the only option is an adverb.
  - Everybody / Nobody* came late.  
The verb must have a subject before it.
  - He is a very *rude / miserable / kind* person.  
After *very* and before a noun, the only option is an adjective.
  - What is your *height / weight*?  
The possessive adjective must be followed by a noun.
  - Do you *worry* a lot?  
The subject, *you*, must be followed by a verb.

## C Developing vocabulary

Check that students understand the word *connection* in the rubric. Go through the example. Emphasize that the connection between the two items will not always be the same.

Set the task for individual work and pairwork checking.

Give feedback orally.

## Answers

- kind / unkind – opposites
- always / never – opposites
- usually / often – similar meaning
- everybody / no one – opposites
- everyone / everybody – similar meaning
- height / weight – connected with the body
- physical / mental – connected with body functions

## Extra activity

As usual, ask students to tick the words that they have studied in this lesson. If you wish, set a homework task for them to look up some, or all, of the other words from the page.

## Closure

- Use sentences from Exercise B2 for dictation.
- Write some words on the board with the middle section missing. Students must tell you the words.  
Example:  
You write: *Mis\_\_\_\_\_ble*.  
Students say: *Miserable*.

## 2.6 Real-time reading: Why do people like you?

### Objectives

By the end of the lesson, students should be able to:

- show understanding of common core knowledge – the relationship between body, mind, behaviour and personality;
- show understanding of a text containing target vocabulary, grammar and sub-skills from the theme, including making and checking hypotheses;
- use previously learnt reading sub-skills to prepare to read.

## Introduction

Revise vocabulary from the previous lesson.

Write the words on the board with some spelling mistakes. Students must say which are spelt wrong.

Alternatively, ask students to tell you, for example:

- A noun that means the same as *everybody* (*everyone*).
- The opposite of *everybody* (*no one / nobody*).
- Five adjectives to describe people (*rude, happy, miserable, kind, unkind*).
- Five adverbs of frequency (*always, usually, often, rarely, never*).

### Methodology note

It is not usual in day-to-day reading to cover the body of a text while we study the title or first paragraph. However, for reading skills development, students must learn to focus on these first parts of a text for information, which will improve their understanding of the text as a whole.

### A Activating ideas

1. Cover the article in the Course Book, page 51, leaving only the title visible. Elicit one or two ideas in answer to the question in the title. In pairs, students discuss briefly. Give feedback orally.
2. Go through the words and check that students understand them all. Elicit one or two ideas, and then put students into pairs to discuss. Feed back using the board. Give praise for all reasoned suggestions. In particular, students might suggest *ideas* and *opinions*. Clarify the real answers.
3. If you have an able group, ask pairs to discuss the question. Alternatively, prompt the class by giving some common facts and advice, for example about the local area and what to do there, and asking them to notice what tenses you use.  
Example:  
*It's a nice town. There are a lot of shops. Visit the market if you can, but don't take a lot of money with you.*  
Do not worry if they cannot give you the term *imperative* for advice. The important thing is that they notice the forms you use.

#### Answers

1. Answers depend on the students.
2. The text gives *facts* and *advice*.
3. present tense – often used for facts; imperatives – often used for advice.

### Methodology note

Make sure that you give students enough time to read. Allow them to read silently, individually. Do not insist that they write full grammatical sentences when noting down their answers: the task here is to understand the text and develop the habit of using short note forms when doing tasks like this.

### B Making and checking hypotheses

1. Cover the text again, now leaving only the first paragraph visible. Set the task for individual work and pairwork checking. Give feedback orally.
2. Remind students of the four areas of the person; refer them to the illustration at the top of the text. Elicit one or two ideas. Then put students into pairs or small groups to discuss the question. Monitor and assist as necessary.  
Give feedback to the whole class. Encourage students to give reasons for their ideas.
3. Check that students understand questions a–c. The wording of the questions, and the italics, are important.  
Set the task for individual work. When students are ready, they can compare answers in pairs. Give feedback orally.

#### Answers

1. The text will answer the question at the end of the first paragraph: *Which part of a person is the most important?*
2. Answers depend on the students.
3. a. Personality and behaviour.  
b. *I don't like my hair (or my mouth, or my ears, etc.). I'm stupid because I can't do maths (or remember names, or understand science, etc).*  
c. *He is a kind person. She is always happy. He often helps people. She never says bad things about people.*

### C Understanding vocabulary in context

Go through the definitions and clarify any difficulties.

Remind the students that it is a key skill to work out the meaning of words from their context.

Set the task for individual work and pairwork checking.

Provide feedback onto a copy of the table on the board.

#### Answers

See the following table.

1. personality	7	not intelligent
2. normal	6	there are other examples
3. combination	9	not very often
4. worry	2	usual, happening all the time
5. like	5	for example / enjoy
6. etc.	3	joining together
7. stupid	8	the things you do all the time
8. behaviour	10	most of the time
9. rarely	1	the way you look at life
10. usually	4	think about in a bad way

### D Developing critical thinking

Remind students of the importance of using their knowledge to use and interpret the data they come across.

1. This task consolidates the core knowledge from the lesson.

Set the task for individual work. Students must work from memory. When they are ready, students can compare the diagrams in pairs and with the one in the text.

2. Set the task for pairwork. If you wish, help the students by giving them the first line of the explanation, e.g., *a person is made of four parts*.

### Closure

1. Further exploit the text with straightforward comprehension questions, e.g.,  
*What advice does the text give?* (do not worry about your body and brain)  
*What do people usually think about when they think about themselves?* (the body and the brain)
2. Set a research task to do for the next lesson: students must ask ten people some questions.  
Example:
  - *Which part of you is the most important – the body, the brain, the personality or the behaviour?*
  - *Which part of other people is the most important for you?*

## 2.7 Learning new reading skills: Predicting content from illustrations

### Objectives

By the end of the lesson, students should be able to:

- use illustrations to predict information before reading the text;
- use the beginnings of words to predict the whole word;
- understand the form and meaning of frequency adverbs;
- understand the effect on the overall meaning when using frequency adverbs.

### Introduction

Revise the meaning of the intersecting circles from the previous lesson. Highlight the idea that there is a lot of information in illustrations which helps us to understand a text.

### A Reviewing key vocabulary

Go through the example with the class.

Set the task for pairwork, or for individual work and pairwork checking. Monitor and assist as necessary.

Write feedback on the board.

### Answers

1. pers	on / onality
2. beha	ve / viour
3. norm	al / ally
4. usu	al / ally
5. combi	nation
6. wor	ry
7. wei	ght
8. hei	ght
9. some	times
10. rar	ely

### B Identifying a new skill

1. Work through the Skills Check with the students. Elicit two points: *When should you look at illustrations?* (before reading); *What kind of illustrations do you find with*

texts? (photos, drawings, graphs, among others).

- Refer students back to the illustration in the text in the previous lesson. Set the task for individual work and pairwork checking. Give feedback orally.

### Answers

a. You have a body, a personality, a brain and behaviour.	✓
b. There is a link between your body and your brain.	✓
c. There is a link between your brain and your personality.	✓
d. There is no link between your personality and your behaviour.	✗
e. You are a combination of three things.	✗

### C Using a new skill

- Elicit one or two ideas. Set the task for pairwork discussion. Monitor and assist as necessary. Give feedback orally.
- Give students time to read through the sentences without writing anything. Do the first item with the class as an example. Set the task for individual work and pairwork checking. Offer feedback onto a copy of the sentences on the board. Encourage students to give reasons for their answers.

### Answers

- Answers depend on the students, but here are some suggestions:  
*Figure from Text 1.* The text will talk about how these three groups exist independently but overlap: there is an area of life – the triangular area at the centre of the illustration – where all three exist together. The three circles represent the three groups of people.  
*Figure from Text 2.* The text will say that the neighbourhood is the largest group; inside it lives your family, and you live inside the family. The three circles represent the three groups of people.  
*Figure from Text 3.* The text will say that it is the interaction of events and your personality that decides your behaviour. The left-hand circle represents your personality; the right-hand circle represents the daily events that you are involved in. The area where the two circles overlap represents your behaviour.

- |   |   |
|---|---|
| a. People behave in a certain way because they have a particular personality. | 3 |
| b. You are at the centre of a set of primary groups.                          | 2 |
| c. Some friends are also colleagues.  | 1 |
| d. It is a combination of two things.   | 3 |
| e. Your local area includes you, your family and your neighbours.             | 2 |
| f. Most of your neighbours are not your friends.                              | 1 |
| g. There is a link between the two things.                                    | 3 |

### D Recognizing frequency adverbs

- 1./2. Elicit ideas from the class.

### Answers

- The meanings of the most common frequency adverbs.
- Because *always* means *100% of the time*.

### E Recognizing the effect of frequency adverbs (1)

Cover Figure 4 in the Course Book. Tell the class to uncover the first pair of sentences only and read them. Count to five and tell students to cover the sentences again.

Elicit the difference between the two sentences.

Explain that for each of the other sentences you will say *Now!*, and they should uncover Figure 4 and read the pair of sentences while you count to five. You will say *Stop!* and they must cover Figure 4 again.

After each one, elicit the difference.

At the end of the task, students should uncover Figure 4 and reread all the sentences for consolidation.

### Answers

In all cases, the use of frequency adverbs is different between the two sentences.

### F Recognizing the effect of frequency adverbs (2)

This exercise not only reviews the meaning of frequency adverbs in context, but also requires students to use the important skill

of thinking critically about what they are reading.

Discuss the first pair of sentences as a class. Elicit the answer, *True*. Students mark *T* in the gap. Students continue individually. Monitor and assist as necessary. When students are ready, they compare answers. Elicit answers onto a copy of the table on the board, using an electronic projection.

Note: Adverbs of frequency are not exact synonyms or antonyms, so there will probably be some disagreement over the answers, e.g., in 5, *rarely* is not the exact opposite of *usually*; in 8, some students may think that *once or twice a week* is not *often*. Encourage discussion and get students to explain their reasoning.

#### Answers

1. T
2. T
3. F
4. T
5. T
6. F
7. T
8. T

#### **G** Consolidation

Set for individual work, and feed back as a class.

#### Answers

Answers depend on students.

#### Closure

1. Books closed. Show flashcards of the frequency adverbs. Students must shout the 'percentage' frequency from Figure 4.
2. Say some sentences from the lesson. Put the adverb in the wrong place in some sentences. Students must say whether the sentence is correct or not.  
Example:  
T: *We have always English on Mondays.*  
Ss: *Wrong!*  
T: *They are always on time.*  
Ss: *Right!*

## 2.8 Applying new reading skills: You can't change YOU!

### Objectives

By the end of the lesson, students should have:

- used illustrations to predict the content of the text;
- used the first paragraph of a text to predict content;
- worked out the meaning of key vocabulary in context.

### Introduction

Revise some of the vocabulary from the text in 'Real-time reading: Why do people like you?' (Lesson 2.6), by giving definitions from Exercise C in that lesson. Students must tell you the word.

Example:

T: *joining together*

Ss: *combination*

T: *the way you look at life*

Ss: *personality*

#### **A** Reviewing vocabulary

Look at the example with the class. Make sure all students can see that the three words are connected with height. Elicit one or two ideas for the fourth point, *body*, to show that the words do not necessarily have to be adjectives. Put students into pairs to complete the task. Write feedback on the board. Accept all reasoned suggestions.

#### Answers

1. height – tall, short, medium
2. weight – *thin, fat, slim, medium*
3. personality – *happy, sad, angry, etc.*
4. body – *hair, nose, eyes, etc.*
5. behaviour – *coming late / early, saying bad things, being nice*
6. brain – *mind, clever, stupid, personality*

#### **B** Applying a new skill (1)

Remind students of the prediction work they did in Lesson 2.7. Tell the students to cover the text.

Give students time to read through tasks 1–4 and clarify any problems.

Uncover the title and illustration. Elicit one or two ideas for the first question, and then set the task for pairwork discussion. Monitor and assist where necessary.

Give feedback orally, if possible using an electronic projection of the illustration and the first part of the text.

Note: For question 3, do not confirm or correct students' ideas at this stage, as the text will give more details about *background*.

### Answers

1. There are four circles. Each circle shows a part of a person: the body, the brain, social groups that the person lives in, and the person's background. The illustration shows that the four areas are all linked to each other. The combination of all four makes the person who he/she is.
2. Family, friends, clubs, neighbours, school, nation.
3. Answers depend on the students – do not confirm or correct at this point.
4. a. T  
b. F (social groups and background are different)  
c. F (all four are linked)  
d. T

### C Applying a new skill (2)

Tell students to uncover the first paragraph only. Give them time to read it.

Elicit ideas for the first sentence. Then set the task for individual work and pairwork checking.

Monitor and assist. Give feedback orally.

Encourage students to give reasons for their ideas, but do not confirm or correct until after Exercise D, when the students read the whole text.

### Answers

Answers depend on the students. Confirm after Exercise D, below. The real answers are as follows.

1. Yes
2. Yes
3. No
4. Yes
5. No
6. Yes
7. No
8. Yes

### D Showing comprehension

Again, allow students to read through the questions, and clarify any problems with vocabulary. Set the task for individual work and pairwork checking.

Give feedback orally.

After feedback, go back and confirm with students the answers to Exercise C.

### Answers

1. a. They make fun of people because of their height, weight, forgetfulness, or the fact that they wear glasses.  
b. Shorty, Fatty, Four Eyes, stupid.  
c. They are concerned about body and brain.
2. a. They use a rude word, or make comments about a person's race, colour, religion, nationality.  
b. About poor people or people from a particular place.  
c. They are concerned about social groups and background.
3. a. Physical and mental.  
b. He or she hits the other person.  
c. He or she makes jokes about the other person.

### E Developing critical thinking

This exercise has two aims: it develops students' critical thinking skills, and also revises the core knowledge of the theme for the Knowledge quiz in the next lesson and the Writing section.

Review briefly what areas of knowledge students have covered in Theme 2 by asking them to look quickly at the Listening, Speaking and Reading sections.

1./2. Elicit a few ideas for question 1 from the class. Then set the task for pairwork discussion, and monitor and assist as necessary.

Give feedback orally. Encourage students to give reasons for their ideas and opinions.

Develop students' ideas into a general class discussion. Encourage good-natured disagreement.

## Closure

1. Exploit the text for a vocabulary focus.  
Example:  
*Find a word in the second paragraph that means don't remember (forget).*  
*Find two phrases in the last paragraph that mean laugh at (make jokes about; make fun of).*  
*Find a word in the first paragraph that means the city you are from (hometown).*
2. Ask students to suggest characteristics of themselves for each of the four circles in the illustration in the text.  
Example:  
Student 1: *I'm tall.*  
Student 2: *I'm not good at maths!*  
Student 3: *I am in the college swimming club.*  
Student 4: *I come from a very big city.*

## Knowledge quiz: Sociology and psychology

### Objectives

By the end of the lesson, students should have:

- reviewed core knowledge in the area of sociology and psychology;
- recycled the vocabulary and grammar from the Listening, Speaking and Reading sections.

## Introduction

Write *Sociology and psychology* on the board. Ask students what they remember studying in this theme so far. Elicit answers:

*What did you listen to? What did you discuss? What were the Reading texts about?*

The following procedure is a suggestion. You may choose to run the quiz in a different way.

### Methodology note

During the quiz, keep the focus on knowledge, rather than on grammatical accuracy. Do not stop to correct errors unless they impede communication. As the quiz runs, make a note of grammar and pronunciation errors – you can focus on these at the end of the lesson.

1. Students reviewed the theme at the end of the previous lesson. Give them further time now to look back at the core knowledge in more detail – either individually or in pairs.  
Books closed. Divide the class into teams. Each team has a sheet of paper with letters A–D written down the side.  
Read the questions. Teams discuss and then write down their answers.  
When you have answered all four questions, teams exchange sheets and mark each other's as you elicit the correct answers.  
Emphasize that the 'scores' are only for fun – this is *not* a formal assessment.

### Answers

- a. Human mind and individual behaviour
  - b. People in groups; the relationships between people
  - c. Hurting someone by making fun of them or hitting them
  - d. Behaviour is actions; personality is attitude
2. Set this section for individual work. Tell students whether or not they are allowed to refer to the Course Book. Give feedback orally.

### Answers

'There are three important things for groups. They are religion, work and money.'	Max Weber
'People make society ... then society makes people.'	Anthony Giddens
'People from different groups must fight each other.'	Karl Marx
'Groups are like animals. They are born, they grow and then they die.'	Ibn Khaldun
'Groups must have rules of behaviour.'	Plato

3. In this section, students may choose to represent their ideas in different ways. This is perfectly acceptable – the important thing is that the diagram shows clearly what they want it to show.
- Set the task for individual work. Monitor and assist where necessary. When they are ready, students compare in pairs and judge each other's diagrams on their clarity: if their partner can easily see what is represented in their diagram, it is a successful diagram.
- Invite volunteers to draw their diagrams on the board.

### Answers

Answers depend on students.

### Closure

Discuss and clarify any areas of knowledge which students were unsure about.

## Workbook answers

### Reading

#### Exercise A

- |  |   |   |
|--|---|---|
| <p>1. (1) the same<br/>(2) often join<br/>(3) because<br/>(4) can sometimes kill<br/>(5) can also often help<br/>(6) Groups often make<br/>(7) are always very<br/>(8) rarely<br/>(9) can't<br/>(10) must choose</p> | <p>2. form (V)<br/>socialize (V)<br/>purpose (N)<br/>Social (A)<br/>Psychology (N)<br/>encouragement (N)<br/>support (V)<br/>powerful (A)</p> | <p>copy (V)<br/>leader (N)<br/>status (N)<br/>image (N)<br/>creativity (N)<br/>powerful (A)<br/>violent (A)</p> |
|--|---|---|
3. form  
socialize  
purpose  
encouragement  
support  
powerful  
copy  
leader  
status  
image  
creativity  
violent
1. start or develop something  
2. meet people  
3. reason  
4. something that gives someone hope or confidence  
5. give active help  
6. strong or great  
7. do exactly the same as another person  
8. someone who people follow, someone who directs other people  
9. position or importance of someone in a group  
10. an opinion people have of a person or group  
11. your ability to think of new ideas or produce something new  
12. when a person wants to hurt or kill someone
4. make music, make us lazy, make decisions, make rules, make sure, make the most of
5. a. My older brother always made fun ~~at~~ of me.  
c. Crowds of people make ~~my~~ me feel uncomfortable.  
g. I haven't ~~made~~ done my assignment yet.  
l. Nobody can make you ~~to~~ go to the gym.

## Practice

### Exercise A

1.

<i>un~</i>	adjective
	aggressive
	clever
✓	educated
✓	friendly
✓	happy
✓	helpful
✓	intelligent
✓	kind
✓	likeable
	miserable
	rude
✓	truthful

2.

adjective	abstract noun
aggressive	aggression
educated	education
friendly	friendship
happy	happiness
helpful	helpfulness
intelligent	intelligence
kind	kindness
rude	rudeness
truthful	truthfulness

3. a. I am afraid of him because he's always so angry and *aggressive*.  
b. I don't enjoy going to that shop because the assistants are so *unhelpful*.  
c. I don't believe politicians. There is very little *truthfulness* in their statements.  
d. Tim and I were in the same tutor group at university. Our *friendship* began then.  
e. Anne is very *intelligent*. She passes all her exams easily.  
f. She's *miserable* these days because she's got a lot of problems.  
g. Carlos is a very *likeable* person, so he's got lots of friends.  
h. In Britain, a university *education* is getting more expensive.  
i. The receptionist is so *unfriendly*. She never smiles or says 'hello'.  
j. The word *sad* is similar in meaning to *unhappy*.

# Writing: Extroverts and introverts

## 2.9 Vocabulary for writing: Personality types

### Objectives

By the end of the lesson, students should be able to:

- understand and spell target vocabulary;
- demonstrate understanding of common core knowledge about the theories of Carl Jung and Timothy Leary.

### Introduction

Divide the class into pairs. Ask students if they know which letter can be doubled in the spelling of English words. In pairs, they discuss this question and make a list.

#### Answer

vowels: e and o

consonants: b, c, d, f, g, k, l, m, n, p, r, s, t, z

### A Reviewing vocabulary

Check students understand the task. You can tell them that the doubled letters are consonants except for one (*degree*). Students complete the exercise individually, then compare their answers. Elicit answers by getting students to spell out each word. Encourage them to say *double 'l'*, etc., instead of saying the individual letters twice. Revise the meanings of the words if necessary.

#### Answers

1. usually
2. colleague
3. aggressive
4. accommodation
5. degree
6. curriculum

### B Recognizing paragraph structure

#### Methodology note

During this activity you may need to help students with the pronunciation of the target vocabulary in order that they can answer questions about it. However, since the objective of this lesson is writing, do not spend too much time on this. Simply do enough so that the words are intelligible to you and the class.

Find out how much students already know about Carl Jung and Timothy Leary, if anything. Exploit Figure 1 and teach/ elicit the meanings of *introvert* and *extrovert*. Much more work will be done on these two concepts during the theme, so students only need a general understanding of the two words for now. Also check *extreme*.

Ask students to read and complete up to *strangers* only, which is about Carl Jung. Students work individually, then compare their answers in pairs. Elicit answers and check understanding of the meaning of target questions by asking further questions, for example:

- Who was Carl Jung? (a Swiss psychiatrist)
- What does *extrovert* mean literally? ('turn outside' – from the Latin)
- What does *introvert* mean literally? ('turn inside')
- What do extroverts do? (look outside themselves and get energy from other people)
- Are most people extroverts or introverts? (they are a mixture of the two)
- When do some people change from one personality to another? (in different situations)

Now ask students to discuss in pairs: *Where do you fit on the line?*

#### Methodology note

In the original research and figure for Leary's interpersonal circle, the word *polite* is not used. The original words were conceptually rather more difficult: *trusting*, *deferential*. We have therefore simplified the information by using the word *polite* in the sense of *respectful*. If you feel your class needs the original vocabulary for their studies, and if they are of a sufficiently high level, you can of course teach these original words.

Briefly exploit Figure 2 but do not explain the vocabulary. Ask: *How many extreme personality types does this diagram show?* (four)

Students can now read and complete the rest of the text, about Timothy Leary. Although it is shorter, it is possibly more difficult. Elicit answers. Ask further questions to check understanding of vocabulary and concepts, e.g., *What does a **competitive** person want to be?* (successful, better than others, first, etc.)

In pairs, students discuss the question: *Where do you fit on the circle?*

This could turn into an interesting class discussion but do not force the issue if students are not comfortable with the topic.

### Answers

According to the Swiss psychiatrist, Carl Jung, there are two basic personality types. *The two types are **introvert** and **extrovert**.* The words mean 'turn inside' and 'turn outside'. Introverts look inside themselves and get energy from their own thoughts. *Extroverts look outside themselves and get energy from other people.* However, very few people are complete introverts or extroverts. Most people are a mixture of the two extremes. In addition, some people change from one personality type to another in different situations. For example, you may be an extrovert with your family but an introvert with a group of strangers. *Where do you fit on the line (Figure 1)?* The American sociologist, Timothy Leary, put personality types in a circle. People can be strong or weak. *This is similar to **extrovert** and **introvert**.* They can also be sociable or aggressive. A sociable, weak person is warm or polite. *An aggressive, strong person is cold or competitive.*

### C Understanding vocabulary in context

Check students understand the task. Students can complete the exercise individually or in pairs. Elicit answers.

### D Developing vocabulary

1. Set as pairwork. Do not feed back yet.
2. Discuss again in pairs, then feed back as a class. Encourage discussion.
3. Set for individual work, then elicit some examples to put up on the board.

### Closure

Build up pairs of phrases on the board, including opposites from the text in Exercise B.

Ask students, *What sort of person are you?* Ask them to choose one adjective or expression of the pair for themselves.

<i>extrovert</i>	<i>introvert</i>
<i>optimistic</i>	<i>pessimistic</i>
<i>show your feelings</i>	<i>hide your feelings</i>
<i>lose your temper</i>	<i>stay calm</i>
<i>think before you act</i>	<i>act on impulse</i>
<i>friendly</i>	<i>unfriendly, hostile</i>
<i>unsociable</i>	<i>sociable</i>
<i>shy</i>	<i>confident</i>
<i>warm</i>	<i>cold</i>
<i>competitive</i>	<i>uncompetitive</i>

## 2.10 Real-time writing: Extroverts

### Objectives

By the end of the lesson, students should:

- have demonstrated understanding of further knowledge regarding personality types;
- have demonstrated understanding of a model for writing an essay about the extrovert personality type;
- have attempted to write sentences using target language and vocabulary from the theme.

### Introduction

Revise vocabulary and concepts from the previous lesson. You could use the table of adjectives suggested for the closure of Lesson 2.9 if you did not have time to do it before.

### A Activating ideas

Check students understand the task and go over the example. The answers can be discussed in pairs first, before students write their answers. Check or teach the meaning of *attitude*.

Elicit some ideas but do not confirm or correct any at this stage.

### Answers

See Exercise B.

## B Understanding a type of text (1)

Preferably using an electronic projection of the spidergram on Course Book page 59, show where the answer to the first question from Exercise A can be found.

Students continue checking their answers individually and can then compare their answers in pairs.

Elicit answers. Go over any vocabulary in the diagram which is new, or which students may have forgotten from previous lessons, e.g., *sociable*, *aggressive*.

### Answers

1. Extroverts prefer to be in groups.
2. Extroverts often have many friends.
3. Extroverts do not like reading.
4. They are good learners but forget quickly.
5. They like exciting sports.
6. They act on impulse and lose their temper.
7. They are optimistic.
8. They are often actors, managers or criminals!

## C Understanding a type of text (2)

Set the task. Students complete the questions individually, then compare their answers in pairs. Elicit answers and check students understand the verb *trust* in the first paragraph and the phrase *centre of attention* in the second paragraph.

Ask a few comprehension questions to further check understanding and to consolidate the knowledge that students should accumulate from this lesson. For example:

- *Why do extroverts need to talk to people?* (because they get their energy from other people)
- *What are friendly extroverts like?* (*sociable*, enjoy interacting)
- *What are aggressive extroverts like?* (*cold*, mistrust people)
- *Why do extroverts like large groups?* (they want to be the centre of attention, they are friendly and enjoy talking)

### Answers

What are extroverts?

Extroverts are one of the basic personality types identified by Carl Jung. Extroverts need to talk to people. They talk a lot. They get their energy from other people. They can be friendly or hostile. Friendly extroverts are sociable. They want to interact with people. Aggressive extroverts are cold. They do not trust other people.

Extroverts like large groups. They want to be the centre of attention. They like people and they talk to them easily. They have many friends.

Extroverts need activity all the time. They also need excitement. They like exciting rides in adventure parks and like doing exciting sports. They do not like reading.

Extroverts are optimistic about the future. They are emotional. In other words, they show their feelings. They act on impulse and they lose their tempers easily.

Extroverts do not like studying alone. They learn quickly, but they forget a lot. Extroverts often become actors or managers. Sometimes, extroverts become criminals.

## D Understanding section topics

Set for pairwork completion. Feed back as a class, using an electronic projection, if possible.

### Model answer

Extroverts are one of the basic personality types identified by Carl Jung. Extroverts need to talk to people<sup>1</sup> They talk a lot. They get their energy from other people<sup>1</sup> They can be friendly or hostile. Friendly extroverts are sociable.<sup>3</sup> They want to interact with people.<sup>4</sup> Aggressive extroverts are cold. They do not

trust other people.

Extroverts like large groups. They want to be the centre of attention. They like people and they talk to them easily. They have many friends.

Extroverts need activity all the time. They also need excitement. They like exciting rides in adventure parks and like doing exciting sports. They do not like reading.

Extroverts are optimistic about the future. They are emotional. In other words, they show their feelings. They act on impulse and they lose their tempers easily.

Extroverts do not like studying alone. They learn quickly, but they forget a lot. Extroverts often become actors or managers. Sometimes, extroverts become criminals.

### E Concluding an essay section

Set for pairwork discussion. Feed back as a class.

#### Answer

- Famous people who can be classified as extroverts include Oprah Winfrey and Cristiano Ronaldo.

### Closure

End the lesson by seeing if students can volunteer other famous examples of extroverts. Encourage them to explain their choices.

## 2.11 Learning new writing skills: Organizing ideas

### Objectives

By the end of the lesson, students should be able to:

- spell words containing the sound /ɑː/;
- make notes in a spidergram;
- organize information into paragraphs;
- write present simple sentences to describe likes, wants and needs, to describe a character type and write about general facts;
- produce longer present simple sentences using *and*.

### Introduction

You can use Exercise A as the introduction to this lesson.

### A Developing vocabulary

- Either set the task for pairwork, or elicit answers from the class and write them up on the board.
- Go through the Pronunciation Check with the class before students check their answers individually.
- Set for pairwork, then feed back on to the board.

### Answers

- article
  - mark
  - pass
  - part
  - hard
  - ask
  - answer
  - past
  - last
  - class
- Answers depend on students.

### B Identifying a new skill

- Students read Skills Checks 1 and 2. Ask a couple of questions to check understanding:
  - What is another word for *gathering*? (*collecting* or, perhaps, *getting*)
  - How can you record information? (in a spidergram)
  - What goes in the middle of the spidergram? (the topic)
  - What information goes around the topic? (the sub-topics)
- Refer students back to the text in Lesson 2.10. Ask them to read one paragraph at a time and elicit the sub-topic(s).

### Answers

paragraph	sub-topics
1	general, types
2	friends, groups
3	activities
4	behaviour
5	learning, occupations

### C Practising a new skill

1. If necessary, refer students to the Personal Statement and other information in the Course Book Theme 1 Writing lessons. Give students time to read through everything again. Set the task for individual completion and pairwork checking.
2. Remind students of the other spidergrams they have created.

#### Answers

Answers depend on students.

### D Describing people (1)

Check students understand the task and go over the example. Students complete sentences individually, then compare their answers in pairs. Elicit answers.

#### Answers

Suggested answers:

1. Good teachers are interested in their subjects.
2. They *are* enthusiastic about teaching.
3. They *treat* the children as individuals.
4. They *are* excited about teaching.
5. They *keep* order in the classroom.
6. They *don't* make fun of children.
7. They *give* rewards to the right children.
8. They *have* a good sense of humour.
9. They *like* teaching.
10. They *want* to know about the children.

### E Describing people (2)

Check students understand the task and go over the example sentence. Elicit some ideas for further possible sentences.

Students write sentences individually. Monitor and give help where necessary.

If you have a less able class, you can write the elicited sentences on the board with the main verb missing. Ask students to copy and complete the sentences.

#### Answers

Answers depend on students.

### F Producing sentences with *and*

Work through Skills Check 3 with the class. Draw attention to the third example where using *and* to join two separate sentences means there is no need to repeat the subject *they*. Check students understand the task; elicit an example and write it on the board. Ideally, students should rewrite the sentences in full. But if you are short of time students can simply match and cross out the word *they*.

Elicit answers and write them on the board.

#### Answers

Bad teachers are sarcastic and make fun of children.

Bad teachers are unfair and give punishments to the wrong children.

Good teachers have a sense of humour and make jokes.

Good teachers know the names of their students and know personal facts about them.

Good teachers like their subject and are excited about teaching it.

#### Closure

Write the following groups of people on the board:

- teenagers
- children
- elderly people
- psychologists
- sociologists

Ask students to make general statements about each one using *and*, preferably in writing. This can be done from their own knowledge (or students can look back through the theme for ideas on what to write about for some of the groups).

The activity could be done orally if you are short of time, or perhaps set for homework.

## 2.12 Applying new writing skills: Introverts

### Objectives

By the end of the lesson, students should be able to:

- organize notes into a spidergram;
- use a spidergram to organize paragraphs;
- write an explanation of a personality type using target vocabulary, grammar and sub-skills from the theme.

## Introduction

Use Exercise A as the introduction on this occasion.

### A Reviewing vocabulary

1. Check students understand the task and go over the example. Students discuss the rest of the phrases in pairs and write in their answers. Elicit answers.

If you have a less able class, elicit all the answers with students' pens down. When all the answers have been discussed, students then try to remember them and write them down.

2. Repeat the above procedure, but students can write the answers in their notebooks. Some of the answers depend on the students, so during feedback accept any reasonable response. Do not go into too much detail here as many of the phrases will be covered in more depth during the lesson.

### Answers

Suggested answers:

1.	a. show	your feelings
	b. lose	your temper
	c. study	alone
	d. learn	quickly
	e. have	many friends
	f. need	excitement
	g. interact	with people
	h. act	on impulse
	i. get	energy from other people

2. a. hide your feelings  
b. stay calm  
c. study with others / friends / in groups  
d. learn slowly / forget a lot  
e. have few friends  
f. need quietness / calm  
g. need to be alone  
h. think before you act  
i. get energy from inside

### Methodology note

1. Before starting Exercise B, remind students about the TOWER procedure for writing from Theme 1 Writing. You will need to photocopy and cut up the pieces of information (see page 100).
2. There are eight pieces of information in total, so you can either have large groups of eight students, or have smaller groups with students having more than one piece of information.

### B Thinking

Spend a minute or two revising what Carl Jung said about introverts (see Lesson 2.9). Find out what else students know about this personality type.

1. See if students can remember the sub-topics they learnt about in Lesson 2.10, for example *attitude, behaviour*, etc.

Remind students how to draw a spidergram, if necessary referring once again back to Lesson 2.11). Make sure students use a reasonably large sheet of paper so that they can get all the information in easily. Students should check they have one 'bubble' in the spidergram for each sub-topic.

2. Divide the class into groups if you have not already done so (see Methodology note above). Give out pieces of information to each student. Check students understand that they must exchange information WITHOUT showing each other their pieces of paper. Students should ask questions if the spoken information is not clear. As students listen to each piece of information, they should decide which sub-heading (general, types, friends, groups, activities, attitude, behaviour, learning, and occupations) is relevant for it on the spidergram (Course Book page 59) and then add notes under it. Elicit answers using an electronic projection of the completed spidergram to help you.

## Answers

Answers depend on students.

Introverts ... <ul style="list-style-type: none"><li>• quiet;</li><li>• like to think before they speak.</li></ul>
Introverts ... <ul style="list-style-type: none"><li>• like to be alone;</li><li>• get their energy from within themselves.</li></ul>
Introverts ... <ul style="list-style-type: none"><li>• don't like large groups;</li><li>• prefer a few trusted friends;</li><li>• need to get to know someone well.</li></ul>
Introverts ... <ul style="list-style-type: none"><li>• don't need excitement;</li><li>• prefer calm activities – reading;</li><li>• like sports they can do alone – fishing, hiking.</li></ul>
Introverts ... <ul style="list-style-type: none"><li>• can appear unfriendly;</li><li>• don't show feelings easily;</li><li>• friends find them loyal.</li></ul>
Introverts ... <ul style="list-style-type: none"><li>• don't act on impulse;</li><li>• think carefully.</li></ul>
Introverts ... <ul style="list-style-type: none"><li>• like ideas;</li><li>• spend time thinking;</li><li>• study alone;</li><li>• creative.</li></ul>
Introverts ... <ul style="list-style-type: none"><li>• 'ideas' people – philosophers, mathematicians, inventors;</li><li>• creative – artists, writers, composers.</li></ul>

### C Organizing

Check students understand the task. If students are not sure, they can look back at Lessons 2.10 and 2.11. Students discuss in pairs. Elicit ideas.

### D Writing

Go through the Skills Check with the class, as revision. Check students understand the task and refer them to the Writing practice page (page 63). Monitor while students are producing their first draft and give help if necessary. Make a note on common errors. Give feedback on a few students' common errors.

### E Editing

Make sure students understand they should not actually correct each other's work. They should mark it using the symbols and abbreviations introduced in Theme 1 and grade it using the form on page 64 of the Course Book. Remind students what the symbols and abbreviations stand for:

? = not clear

S = Spelling

G = Grammar

P = Punctuation

Monitor and give help where necessary.

### F Rewriting

The rewriting can be done either in class or for homework. At some point, copies of the model answer can be given out for comparison, but students may have different versions that are also correct.

**More able classes:** Students could research other information about introverts and add it to their writing.

**Less able classes:** Give out copies of the model answer before students do their final writing task. Allow them to study it for a few minutes and highlight some of the features for them. Remove the model answers, then ask students to start writing. You could also provide students with prompts to help them with this. After students have produced a rewritten draft, they use the form in the Course Book page 64 to grade each others work. Alternatively you can grade the students' work.

### Model answer

What are introverts?

Introverts are one of the basic personality types identified by Carl Jung. (The other main type is extroverts.) Introverts are often quiet people. They like to think before they speak. Introverts like to be alone. They mainly get their energy from within themselves rather than from other people.

Introverts don't like large groups. They prefer to be with a few, trusted friends. They need to get to know someone well before they become friends. Introverts can appear unfriendly because they don't show their feelings easily. However, their friends find them very loyal.

Introverts don't need excitement, and prefer calm activities like reading. They like sports they can do alone, like fishing and hiking.

Introverts do not usually act on impulse, they think about things carefully. Introverts like ideas and spend a lot of time thinking. They enjoy studying and creating things alone.

Introverts are therefore usually 'ideas' people or creative people. They often become philosophers, mathematicians and inventors, or artists, writers and composers.

### Closure

Discuss some of the similarities and differences between extroverts and introverts. For example: *They can both be warm and friendly. Extroverts like to be with people but introverts prefer to be alone.*

### Portfolio: What kind of person am I?

#### Objectives

By the end of the lesson, students should:

- have revised target vocabulary from the theme;
- have used integrated skills to practise language and revise knowledge from the theme.

### Introduction

On this occasion, use Exercise A as the introduction.

#### A Activating schemata

Set the task and go over the example. Set a time limit of five minutes for students to complete their answers in pairs or small groups. Elicit answers and write them on the board so that students can check the spelling if necessary. Find out which group got the most words with correct spelling.

#### Answers

Answers depend on students.

#### B Gathering information

##### Methodology notes

1. This Portfolio lesson is rather different from the others in the course, in that students do not need to do a typical reading or listening activity for the input. It will probably not take up as much time as the usual Portfolio lessons. Exercise B is an opportunity for further vocabulary work, practising reading skills and discussion.
2. Students can either simply read and answer the Personality quiz questions individually or they can do the quiz in pairs. If you opt for pairwork, make sure students are happy to discuss their personality with a partner. If the students do not know each other very well, they may prefer to answer the questions on their own.

1. Set the task. You may wish to pre-teach some of the vocabulary: *arms folded, hands clasped, legs crossed, smile broadly, etc.*, are quickly and easily taught through demonstration. (Some of this language may be useful in Theme 3, where body language in interviews is discussed.)

Further vocabulary can be discussed in pairs as students answer the quiz, or they can look up words in a dictionary.

2. Make sure students understand how to score their answers. Monitor and give help where necessary.
3. Check students understand which interpretation to read. Monitor and give help with understanding vocabulary as students read. In pairs, students discuss if they agree or disagree with their results.

#### Answers

Answers depend on students.

#### C Writing about personality

If you wish you can use this activity to consolidate the sub-skills and grammar learnt during the Writing section of Theme 2. In this case, you can ask students, for example, to draw a spidergram first in order to organize their notes.

Elicit some possible sentence openers and write them on the board:

*I think I am (very / a little) ...*

*I don't think I am ...*

*I hope I am ...*

*I hope I'm not too ...*

*I like ... so I am probably an introvert / extrovert.*

Monitor and give help while students are writing. Make a note of common errors.

Give feedback on the errors.

### Closure

1. This should only be used for classes that know each other well. Read out some of the paragraphs students have written about themselves anonymously. The rest of the class listens and tries to guess who the paragraph is about.
2. Act out some of the body language phrases from the Personality quiz. Students try to remember the phrases, for example: *arms folded, hands clasped, legs crossed, smile broadly, smile slightly, etc.*

## Workbook answers

### Writing

#### Exercise A

1. Groups are very important for people.
2. Most people join groups in their lives.
3. Some people belong to sports clubs.
4. Other people go to social clubs or theatre societies.
5. Many young people form groups to play music.
6. Groups often help us to grow as people.
7. Groups also help us to develop our abilities.
8. People often work harder in a group.
9. But groups can sometimes be dangerous.
10. Groups can sometimes make bad decisions.
11. People often do not question the decisions of the group.
12. People sometimes do not take personal responsibility for the decisions of the group.

## Extended writing

### Exercise A

- Answers depend on students but see the table below.
- ~ness* (see table below)
- friendliness* = being friendly; feeling of liking towards somebody  
*friendship* = being friendly; friendly relationship

Abstract nouns	Adjectives	Opposite adjectives
calmness	calm	angry, aggressive, violent, bad-tempered
coldness	cold	warm, friendly, sociable
competitiveness	competitive	uncompetitive
friendliness	friendly	cold, unfriendly, unsociable
happiness	happy	unhappy, sad, miserable
helpfulness	helpful	unhelpful
kindness	kind	unkind, unhelpful
politeness	polite	impolite, rude
rudeness	rude	polite, friendly
shyness	shy	confident
truthfulness	truthful	untruthful, dishonest
weakness	weak	strong, confident

### Exercise B

1.

Subject	Verb	Complement / extra information
Good students	<i>are</i>	hard-working.
They	<i>are not</i>	lazy.
They	<i>meet</i>	deadlines.
<i>They</i>	<i>do not hand in</i>	assignments late.

Subject	Main verb	Second verb	Extra information
Good <i>students</i>	<i>like</i>	<i>learning</i>	new information.
They	<i>want</i>	<i>to get</i>	good marks.
They	<i>do not want</i>	<i>to waste</i>	their time at university.

2.
  - a. Good students are enthusiastic about their subject.
  - b. They want to learn more about their subject.
  - c. They are not quiet in group work.
  - d. They do not miss lectures.
  - e. They prepare for lectures.
  - f. They find out the subject of each lecture.
  - g. They study before each lecture.
  - h. They want to get a good job after university.
3. Answers depend on students.

### **Exercise C**

Answers depend on students.



# Theme 3

## Work and business

- How to be a good employee
- Summer jobs
- Choosing a career
- The interview process

# Listening: How to be a good employee

## 3.1 Real-time listening: Behaviour at work

### Objectives

By the end of the lesson, students should be able to:

- show understanding of common core knowledge – a basic code of behaviour for company employees;
- show understanding of a spoken text containing target vocabulary, grammar and sub-skills from Theme 3;
- use previously learnt listening sub-skills in order to understand a talk by a visiting businessman.

### Methodology note

As is customary in Real-time listening lessons, students work on the text using their existing skills and knowledge. New sub-skills will be focused on later.

### Introduction

Exploit the visuals on page 71. Elicit who the people are and what they are doing.

#### A Activating ideas

Go through the questions and check that students understand them. Elicit one or two ideas for the first question. Then put students into small groups to discuss.

Give feedback orally. Accept all reasonable ideas as always. Be careful not to give definitions at this stage of vocabulary that will later come up in Exercise C.

#### Answers

Answers depend on students. Here are some suggestions:

1. At work it's important to be responsible, punctual, hard-working, well dressed and polite. You should use your wages wisely – perhaps save some money in the bank, or use it to buy important things for yourself or your family. You should try to gain knowledge and skills for the future.

University is **different** from work because: it is a place for studying only; you do not have a boss to tell you what to do; you can dress

as you please; you are not paid to go there; you are not expected to contribute to the running of the institution.

2. University and work are **similar** in that: you have responsibilities; you must organize your time effectively; you must interact and cooperate with others; you use computers and research information.

#### B Predicting content

1. Check all students understand the title of the talk. Elicit one or two ideas, then set the task for pairwork. Give feedback orally, but – as before – do not give definitions or explanations of any of the words that come up in Exercise C.
2. Set the task for pairwork discussion. Encourage students to discuss why the topics might, or might not, be included. Give feedback orally.

#### Answers

1. Answers depend on students.
2. The talk consists of *advice*.

#### C Showing comprehension

1. Look at the pictures on page 71 again. Refer students to the example: *every day / phone / sick*. Point out that students should not write full grammatical sentences. There are no right or wrong words to be written under the pictures, but some of the key information should be there. Students should write only single words, although more able students may write short phrases.

Set the example for individual work and pairwork checking. Play **3.1**. Write feedback on the board. Remind students that there is no correct way of completing this exercise.

After feedback, ask students which of the words on the board they had thought of in Exercise B1.

2. This task focuses on comprehension. Tell students they should work from memory. Refer them to the example, and do one further example if you wish. Then set the task for pairwork. Tell students that they do not need to write full grammatical sentences. Monitor and assist as necessary. As feedback, elicit ideas on the board. Accept all reasonable suggestions and tell students they will check their ideas later.

## Transcript

### Presenter: Track 3.1

Businessman: How do you get a good job when you leave university? Well, here's an idea. Start thinking about it NOW! Change the way that you think about university. Think of university as a kind of job – your first real job.

So university should be a job. But what is a job? What do employers want? I'm going to tell you eight important things. I'm talking about *work*, but all of these things are important at *university*, too.

Number one: You must go to work every day. Of course, if you are sick, you can't go. Phone and tell your manager, and stay at home. But you must phone.

Secondly, you must be punctual – that means, you must always be on time. You must be on time for work, for meetings, and when you come back to your desk after lunch. If you are not punctual, people are waiting for you and they get angry. Why? Because you waste their time. In addition, the company loses money.

Number three: You must respect your manager – the person who gives you your tasks, your pieces of work. You must also respect your colleagues – that is, the people who you work with. Finally, you must also respect the customers, in other words, the people who buy things from the company.

Fourthly, you must do all the tasks on time, but fifthly, you must not rush work in order to finish on time. You are responsible for the quality of your work – whether it is good or bad.

Sixthly. Now, this one is a big problem nowadays. You must only use the company's equipment – that is, the phones and computers – for work, and not for personal things. Many companies have software to check your computer usage. If you misuse your computer, your manager will probably find out.

Seven. You must keep your workspace tidy – that means your desk, and any shelves or cupboards that you use.

And, finally, you must also organize your work files sensibly – in alphabetical order, or chronologically – that means by date.

We have heard about a lot of *rules* at work. In the next part of my talk, I will give *reasons* for these rules.

### Answers

1. The following are some suggestions.
  1. go every day / phone / sick
  2. on time / people angry / punctual
  3. respect / people / colleagues
  4. tasks / on time
  5. quality / good or bad
  6. equipment / computers / work / not personal
  7. workspace / tidy / desk / shelves / cupboards
  8. organize / in order / by date

2. The following are some suggestions.

a. punctual	always on time
b. manager	the person who gives you orders
c. colleagues	the people you work with
d. customers	the people who buy things from your company
e. tasks	pieces of work
f. quality	good or bad
g. equipment	phones and computers
h. workspace	desk, shelves, cupboards
i. chronologically	ordered by date

### D Making notes of the main points

1. Go through the notes as a class, clarifying any vocabulary problems. Elicit one or two ideas for the first text gap. Then set the task for pairwork.
2. Play **3.1** again. Give students time to check their answers in pairs. Then put feedback onto a copy of the notes on the board. Drill the phrases.

Ask students whether their definitions in Exercise C2 were correct. If not, elicit revised definitions.

### Answers

#### How to be a good employee

You must:

1. *go* to work every day.
2. *be* punctual.
3. *respect* colleagues and customers.
4. *do* all tasks on time.
5. *do* all tasks well.
6. not *use* computers for personal things.
7. *keep* your workspace tidy.
8. *organize* files sensibly.

### E Listening and reacting

Some of the ideas discussed in Exercise A should arise here.

Discuss the first point, *go to work every day*, as a class. Encourage students to say *why* it is, or is not, important to go to work every day.

Put students into small groups to discuss the other points. Monitor and assist where necessary.

As feedback, elicit ideas. Encourage reasoned disagreement.

### Closure

Elicit what the speaker said about each picture on page 71.

## 3.2 Learning new listening skills: Recognizing sentence stress

### Objectives

By the end of the lesson, students should be able to:

- recognize stressed words in a stream of speech;
- note key words from a talk;
- discriminate between the three consonant sounds /g/, /dʒ/ and /j/;
- recognize positive and negative uses of the modals *must* and *have to* to express obligation;
- identify reasons for statements;
- comment on the connectedness of reasons to the statements.

### Methodology note

Remember that this is a 'bottom-up' lesson where the focus is on the 'building blocks', or discrete items. Students are asked to deploy a range of skills, including identifying phonemes in context and focusing on long units of speech.

### Introduction

Say some sentences about the content of the talk from the previous lesson. Students must say *True* or *False*.

Example:

T: *Your workspace must be tidy.*

Ss: *True.*

T: *You can arrive at work when you want.*

Ss: *False.*

### A Reviewing key words

In the introduction, you activated the ideas and therefore the vocabulary from the last lesson.

Refer students to the example given. Play the first sentence of 3.2. Make sure that they understand the task.

Play 3.2. Encourage participation from all the students. If you have a student who may shout out the answer every time, ask students to write down their answers during the pause of each sentence. They can even compare ideas if you wish. Then pick one student to give the answer.

### Transcript

#### Presenter: Track 3.2

- Voice:
1. Always arrive on time. It's important to be [PAUSE] punctual.
  2. You must keep your shelves, your desk and your cupboards [PAUSE] tidy.
  3. Your files must be in date order or in alphabetical [PAUSE] order.
  4. At university, your tutor gives you instructions. He or she is your [PAUSE] manager.
  5. If your work is bad, it is your fault. You are [PAUSE] responsible.
  6. Do your work on time. Complete all your [PAUSE] tasks.

### Methodology note

The concept of sentence stress is more complex than simply the loudness of key words. Other key features of stressed syllables in a stream of speech are: a higher pitch and a longer core vowel. The prominent words in a sentence are usually those which carry the important information.

The tasks in this lesson are just an introduction to the concept. However, it is important that we train students in the skill of hearing this central feature of spoken English, and that teachers do not forget or ignore it.

### B Identifying a new skill

1. Work through Skills Check 1 with the class. Elicit the answer to the question.
2. Write the example sentence, *Companies want college or university graduates*, on the board. Say the sentence and elicit the fact that the words *companies*, *college* and *university* are louder than the rest. Underline them on the board.

Set the task for individual work and pairwork checking.

Drill all the sentences.

3. Play **3.3**. Students do the task individually and check in pairs. Give feedback.

### Transcript

#### Presenter: Track 3.3

- Voice:
- Companies want college or university graduates.
  - All employers want critical thinking.
  - 'But how can I get work skills?' you might ask.
  - You can learn management skills in university clubs.
  - You must show that you want to learn.
  - You must take responsibility for your mistakes.

### Answers

- The important words in a sentence are louder than the rest.
- 2./3. a. Companies want college or university graduates.  
b. All employers want critical thinking.  
c. 'But how can I get work skills?' you might ask.  
d. You can learn management skills in university clubs.  
e. You must show that you want to learn.  
f. You must take responsibility for your mistakes.

### C Making notes

- Go through Skills Check 2 with the class. Elicit the answer to the question.
- Demonstrate the task by playing the first sentence on **3.4**. Elicit the important words and write them on the board: *How / keep / good job*.

Set the task for individual work and pairwork checking.

Place feedback on the board as with the example.

### Transcript

#### Presenter: Track 3.4

- Voice:
- How do you keep a good job?
  - How old do you need to be?
  - You learn new skills from your colleagues.
  - Your employer will give you orders.
  - Practise your skills to make them better.

### Answers

- You should write down the important words. These are the loud words.
- a. How do you keep a good job?  
b. How old do you need to be?

- You learn new skills from your colleagues.
- Your employer will give you orders.
- Practise your skills to make them better.

### Methodology note

The fields of modality and of those words expressing obligation are complex. The aim here is to identify grammatical features that students can listen out for in order to improve their understanding of aural input: in this case *positiveness* vs *negativeness* of verb structures containing a modal.

### D Recognizing negatives from verb form (1)

- Demonstrate using the verbs: *goes* and *don't tell*. Then play **3.5**. Set the task for individual work and pairwork checking. During feedback, put the verbs on the board and drill them.
- Repeat the process with **3.6**.

### Transcripts

#### Presenter: Track 3.5

- Voice:
- |                 |                 |
|-----------------|-----------------|
| 1. goes         | 6. has          |
| 2. don't tell   | 7. won't make   |
| 3. 'I'll do     | 8. didn't take  |
| 4. see          | 9. 'd like      |
| 5. doesn't like | 10. wouldn't go |

#### Presenter: Track 3.6

- Voice:
- He works in a bank.
  - Managers don't like workers to come late.
  - I'll finish the work tomorrow.
  - The company has a big office.
  - The woman doesn't know the way.
  - The secretary has a lot of experience.
  - They won't buy any new machines.
  - I didn't make a mistake in the letter.
  - They'd like me to work at the weekend.
  - I wouldn't do that. It's dangerous.

### Answers

- |         |      |      |       |      |      |
|---------|------|------|-------|------|------|
| 1. 1. + | 2. - | 3. + | 4. +  | 5. - | 6. + |
| 7. -    | 8. - | 9. + | 10. - |      |      |
| 2. 1. + | 2. - | 3. + | 4. +  | 5. - | 6. + |
| 7. -    | 8. - | 9. + | 10. - |      |      |

### E Recognizing negatives from verb form (2)

- Demonstrate using the first sentence on **3.7**. Then set the task for individual work and pairwork checking. During feedback, put the sentences on the board and drill them.
- Repeat the process with **3.8**.

## Transcripts

### Presenter: Track 3.7

Voice:	1. are	7. isn't
	2. aren't	8. were
	3. can't wear	9. can be
	4. must go	10. mustn't come
	5. shouldn't leave	11. should have
	6. is	12. weren't

### Presenter: Track 3.8

Voice:	1. You can't be rude to customers.
	2. They're important people.
	3. She's the manager.
	4. They weren't late yesterday.
	5. You aren't responsible for the files.
	6. The papers were on your desk.
	7. You must arrive before nine.
	8. Everyone should be in the office now.
	9. I mustn't leave before six.
	10. You shouldn't wear those clothes.
	11. This isn't a difficult problem.
	12. You can be in charge this afternoon.

### Answers

1. 1. + 2. - 3. - 4. + 5. - 6. +  
7. - 8. + 9. + 10. - 11. + 12. -
2. 1. - 2. + 3. + 4. - 5. - 6. +  
7. + 8. + 9. - 10. - 11. - 12. +

## F Identifying consonant sounds

This task is designed so that students attempt it *before* they read about the pronunciation point.

- Set the task for pairwork. Monitor and assist as necessary, but do not confirm answers yet. As feedback, elicit a few ideas.
- Go through the Pronunciation Check with the class. Drill the three sounds, /g/, /dʒ/ and /j/.
- Play 3.9 and give students time to check their answers again.  
Drill all the words. Insist on the correct pronunciation of the target sounds.

## Transcript

### Presenter: Track 3.9

Voice: change, begin, get, job, university, young, wage

## Answers

|                   | /g/  | /dʒ/    | /j/ |
|-------------------|------|---------|-----|
|                   | good | manager | you |
| <u>change</u>     |      | ✓       |     |
| <u>begin</u>      | ✓    |         |     |
| <u>get</u>        | ✓    |         |     |
| <u>job</u>        |      | ✓       |     |
| <u>university</u> |      |         | ✓   |
| <u>young</u>      |      |         | ✓   |
| <u>wage</u>       |      | ✓       |     |

## G Recognizing reasons

- Sentence stress is important here. The word *because* is unstressed in normal speech. Hence the pronunciation is /bɪkəz/ – or, in very casual speech, just /kəz/ (represented as 'cos in very informal written contexts).  
Use the first sentence to demonstrate the task. Play 3.10. Students must only identify the fact that a reason is, or is not, given. They should listen for the phrases *Why? Because ...* or *just because*; or alternatively a pause that indicates a reason.
- This exercise focuses students on the content of the phrase following the statement. Although there is a pause after the first statement in each case, the following phrase may either be a *reason* or a *new point*.  
Set the task as before, and play 3.11. You can ask students to either shout *Reason* or *New point* after each sentence, or to write down their answers – check their answers at the end.
- This task requires students to say why the reason given by the speaker is not logical. They must provide a good reason to replace the one they hear. In this sense, it operates as an exercise in critical thinking.  
Explain the task and use the first sentence to demonstrate. Play each sentence on 3.12 and then give time for small groups or pairs to discuss their ideas.  
Provide feedback at the end. Accept all reasonable answers.

## Transcripts

### Presenter: Track 3.10

- Voice:
1. You must finish on time. Why? Because other people need that information.
  2. We must arrive before eight o'clock; we have lunch at twelve; we finish at five.
  3. You must be responsible for your work ... other people can't do it for you.
  4. Customers must complete a form with their name, address and telephone number.
  5. Office employees must be polite. Rudeness makes people angry.
  6. I must go because I have a meeting at three o'clock.

### Presenter: Track 3.11

- Voice:
1. A new employee must work hard. He or she usually has a lot to learn in his or her new job.
  2. So you must always come on time. Now let's think about wages.
  3. Big companies want diplomas and degrees. They need knowledge.
  4. Employees mustn't waste time. Time is money!
  5. You mustn't take things from the office. Another point is critical thinking.

### Presenter: Track 3.12

- Voice:
1. You mustn't play games on the computers at work because the level is too difficult for you.
  2. You must be polite to colleagues – they will buy lunch for you every day.
  3. You must respect your manager. Why? Because he is taller than you.
  4. You must go to work because it's boring at home.
  5. You mustn't wear shorts to work – you might be cold.
  6. You must be nice to customers. Why? Because they are poor.

## Answers

1. 1. yes 2. no 3. yes 4. no 5. yes  
6. yes
2. 1. reason 2. new point 3. reason  
4. reason 5. new point
3. Answers depend on students.

## H Using *must* and *have*

Work through Skills Check 3 with the students, taking each example sentence in turn. Explain that *must* means a positive obligation. *Mustn't* means a negative obligation – a prohibition. *Have to* has a similar (but not identical) meaning as *must* but explain that *don't have to* means there is no obligation or necessity, so it does not mean the same as *mustn't*. Compare the second and fourth example sentences.

Set for individual work and pairwork checking. Elicit answers and display them, preferably using an electronic projector.

Go through each of the sentences in part 2. Ask students if they are talking about obligation, negative obligation or no necessity

(a. obligation, b. no necessity, c. negative obligation, d. obligation, e. obligation).

## Answers

1. a. must b. have c. must d. have  
e. have f. Must g. must h. have
2. a. Do you have to leave now?  
b. You have to work at lunchtime.  
c. You mustn't wear jeans to work.  
d. You must respect everybody at work.  
e. Must I do the assignment this week?

## Closure

1. Drill some of the sentences from Exercise G1.
2. The modal is studied in this lesson for the features relating to students' listening skills. However, you may wish to go into detail with students on the syntax of *must*. You could highlight the following:
  - *\*don't must* is not possible;
  - two modals cannot operate together, e.g., *\*We can must go*;
  - modals do not have a final *~s* in the third person singular, e.g., *\*She musts wait*;
  - the question form *Must I / we + verb?* is possible but students will not hear it frequently.

You might wish to compare *have to*.

# Workbook answers

## Listening

### Exercise A

1. 1. medical assistant, 2. engineer, 3. businessperson, 4. office worker, 5. waiter, 6. park ranger  
See transcript for Track 30 on page 116 of the Workbook.
2. 3, 4, 1  
2, 5, 6

### Exercise B

|    |             |    |            |
|----|-------------|----|------------|
| 11 | 'colleagues | 7  | 'projects  |
| 4  | 'customers  | 8  | 'punctual  |
| 1  | e'quipment  | 12 | re'spect   |
| 5  | 'finish     | 10 | 'satisfied |
| 6  | 'money      | 3  | 'systems   |
| 2  | in 'order   | 9  | 'workspace |

### Exercise C

Answers depend on students.

### Exercise D

1./2.

|           |          |           |
|-----------|----------|-----------|
| Oo        | Ooo      | oOo       |
| colleague | customer | assistant |
| waiter    | manager  | employer  |
| worker    | punctual |           |

The word that does not fit is *engineer*.

### Exercise E

1./2.

| Verb        | Noun           |
|-------------|----------------|
| a. e'quip   | e'quipment     |
| b. in'volve | in'volvement   |
| c. pay      | 'payment       |
| d. pro'duce | pro'duction    |
| e. pro'vide | pro'vision     |
| f. 'qualify | qualifi'cation |
| g. re'quire | re'quirement   |
| h. re'spect | re'spect       |

### Exercise F

1./2.

|  |             |
|--|-------------|
| a. Always being on time, for meetings, for example.    | punctual    |
| b. A person you work with.                             | colleague   |
| c. The person or company you work for.                 | employer    |
| d. A person who buys something in a shop, for example. | customer    |
| e. Things that you need for a job or work.             | equipment   |
| f. It is very similar to the verb <i>need</i> .        | require     |
| g. Being part of an activity or event.                 | involvement |
| h. A person who helps another person in their work.    | assistant   |
| i. To have a good opinion of someone.                  | respect     |
| j. It is very similar to the verb <i>make</i> .        | produce     |

## Practice

### Exercise A

1./2.

How do you get a good job when you finish your education? Are you beginning to think about this question? If you are not, then you are (1) making a mistake. If you want to get a good job, you must start thinking about it now. Why (2) do you have to start thinking about your future? Because you must (3) make yourself employable. What (4) does employable mean? It means (5) having key skills for the workplace.

In the past, life was much simpler. Schools (6) taught children to read and write. They also taught them some mathematics. Children left school at the age of 14, 15 or 16. Schools did not (7) teach children work skills. Employers (8) did not want school leavers with work skills. They just wanted someone (9) to work hard and learn, on the job.

So you took a low-level job in a company. At first, you earned a low wage. You (10) worked in the same company for 40 years. Every four or five years, you got a small promotion. After 40 years, perhaps you (11) were a manager in the company.

But today, the employment situation (12) is very different. There is higher unemployment and fewer unskilled jobs. So what (13) can you do? Well, first, you need (14) to know the requirements of employers. Your work skills and your personality (15) are as important as paper qualifications. So you must (16) have good communication skills, for example. You must (17) be good at planning and be well organized. You (18) mustn't wait around for your manager's instructions. You (19) must use your initiative.

And my final point is this one. You will probably change your job several times during your lifetime. So you (20) need to plan and organize your career and make yourself employable. You (21) can't leave it to chance.

### Exercise B

- Why do you need key skills for the workplace? *Because employers want them / you must be employable.*
- Why didn't schools teach key skills in the past? *Because employers didn't want them, people learned 'on the job'.*
- Why did people stay in the same job for 40 years? *Because they got a promotion every few years, and the job was secure.*
- Why is the employment situation different today? *Because there is high unemployment and there are few unskilled jobs.*
- Why do you need to plan your career? *Because you will probably change your job several times.*

### Exercise C

|           | g | ɔ |
|-----------|---|---|
| good      | ✓ |   |
| job       |   | ✓ |
| beginning | ✓ |   |
| change    |   | ✓ |
| colleague | ✓ |   |
| engineer  |   | ✓ |
| get       | ✓ |   |
| manager   |   | ✓ |
| organized | ✓ |   |

## Extended listening

### Exercise A

Answers depend on students.

### Exercise B

|                                   |                           |                             |
|-----------------------------------|---------------------------|-----------------------------|
| a. If you are ill and can't work, | stay in bed, but phone. ✓ | do your work at home.       |
| b. The company doesn't want to    | lose money.               | waste money. ✓              |
| c. It's important to respect your | managers and colleagues.  | colleagues and customers. ✓ |
| d. You're responsible for         | your office equipment. ✓  | the quality of your work.   |
| e. Organize your files in         | alphabetical order.       | chronological order. ✓      |
| f. Make sure your workspace is    | tidy and comfortable.     | organized. ✓                |

### Exercise C

1. The speaker is going to talk about the reasons for 'rules' of behaviour at work.
2. Answers depend on students.

### Exercise D

Here are some suggestions:

| You must ...                             | Why?   |
|--|--|
| 1. go to work every day                  | – people rely on you<br>– people need your work                    |
| 2. be punctual                           | – people expect you<br>– people get angry<br>– company loses money |
| 3. respect colleagues and customers      | – work together<br>– customers pay wages                           |
| 4. do all tasks on time                  | – people need information  |
| 5. do all tasks well                     | – customers not satisfied  |
| 6. not use computers for personal things | – wastes time<br>– wastes money                                    |
| 7. keep your workspace tidy              | – mess is rude<br>– colleagues need space                          |
| 8. organize files sensibly               | – so colleagues can find papers                                    |

### Exercise E

Answers depend on students.

# Speaking: Summer jobs

## 3.3 Real-time speaking: Talking about summer jobs

### Objectives

By the end of the lesson, students should:

- be able to pronounce target vocabulary with the sounds /g/ and /dʒ/;
- be able to ask and answer questions about jobs, using target language and vocabulary from the theme;
- have attempted an extended turn in a conversation.

### Introduction

Write the words below on the board. Ask students what they all have in common (elicit the sounds of *g*).

|                  |                 |               |
|------------------|-----------------|---------------|
| <i>colleague</i> | <i>wages</i>    | <i>get</i>    |
| <i>manager</i>   | <i>language</i> | <i>agree</i>  |
| <i>organize</i>  | <i>suggest</i>  | <i>change</i> |

### Methodology note

This may be the first time that students have tried to distinguish the target phonemic symbols in context. You might need to write the full words for *good* and *age* (see the Pronunciation Check) on the board and highlight the target sounds.

### A Developing independent learning

1. Tell students to read the Pronunciation Check and study the dictionary extracts carefully. Students discuss the two questions in pairs. Elicit ideas. Write the following on the board:

Rules for pronunciation of *g*:

|    |   |       |    |      |     |
|----|---|-------|----|------|-----|
| g+ | a | = /g/ | g+ | e    | /g/ |
|    | o |       |    | = or |     |
|    | u |       |    | /dʒ/ |     |
|    | l |       |    |      |     |
|    | r |       |    |      |     |

2. Set the task and make sure students realize they do not need to understand the words. (If you start explaining one, you'll probably end up explaining all of them, so try not to

fall into this trap!) Students work in pairs. Elicit answers.

### Methodology note

The name Julia Greco contains the two target sounds from Exercise A, thus giving students further practice in discriminating between them.

### B Understanding a situation

Ask students to read the rubric for the task, then ask the following questions:  
*Who is Julia Greco?* (a university student)  
*What does she want to do?* (get a summer job)  
*What has she done?* (filled in / completed a website form)

This should also ensure students understand the words *vacation* and *fill in*.

1. Exploit the heading on the website page and the visual. Set the task.
2. Elicit the answer.

### Answers

1. Julia would like:
  - a job in her own country
  - with other people
  - inside
2. a nursery school assistant or a shop assistant

### C Understanding a model

Check students understand the task. Give them time to read the questions and the form.

Play 3.13. Students complete the task individually then compare their answers in pairs. Elicit answers. Replay any sections of 3.13 that students had difficulty with.

### Transcript

#### Presenter: Track 3.13

Carla: Hi, Julia. What are you doing?  
 Julia: I'm using this webpage to help me find a summer job. It says a good summer job for me is ... nursery school assistant or shop assistant. I think that's a stupid suggestion. I don't like working with children and I don't like selling things!  
 Carla: Are you going to get a job in the university holidays?  
 Julia: I'd like to. What about you?  
 Carla: Yes, I think so.  
 Julia: What would you like to do?  
 Carla: I'm not sure.  
 Julia: Would you like to work abroad?

Carla: Yes, I would. I'd love to work in another country.  
 Julia: Do you like working alone or with other people?  
 Carla: With other people, definitely. I don't enjoy working alone. But I would prefer to do something with adults because I have no experience with children.  
 Julia: Do you like working inside or outside?  
 Carla: Mm. Let me think. Inside. No, I'll change that. Outside.  
 Julia: OK. So I just click *Find* and ...  
 Carla: Why are you laughing?  
 Julia: It says ... a good job for you is ... camp counsellor.  
 Carla: Well, I agree. I think that's a good suggestion.  
 Julia: Oh, look at the time. I must go. I'm late for a lecture.

### Answers

|  |   |
|--|---|
| <input type="checkbox"/> in my own country       | <input checked="" type="checkbox"/> abroad            |
| <input type="checkbox"/> alone                   | <input checked="" type="checkbox"/> with other people |
| <input type="checkbox"/> inside                  | <input checked="" type="checkbox"/> outside           |
| -----  |   |
| A good job for you is:<br><i>camp counsellor</i> |   |

### D Studying a model

#### Methodology note

You will have to deal with the difference between *would you* and *do you* here. However, it is exploited fully later in Lesson 3.4 so you do not need to go into too much detail here. The simplest explanations are probably as follows:

*Do you like* = now

*Would you like* = in the future

Point out that the sentence patterns continue in different ways, as follows:

*Do you like* + verb *-ing*

*Would you like* + *to* + verb

Set the task and give students time to read the conversation. You can explain that all the missing words are verbs. Students try to complete the answers before listening. After a few minutes, students can compare answers in pairs.

Play **3.14**. Students rewrite their answers if necessary. Elicit answers.

**Less able classes:** Write the answers on the board in the wrong order. Students choose the correct verb for each space.

### Transcript and answers

#### Presenter: Track 3.14

Carla: Are you going to get a job in the university holidays?  
 Julia: I'd like to. What about you?  
 Carla: Yes, I think so.  
 Julia: What would you like to do?  
 Carla: I'm not sure.  
 Julia: Would you like to work abroad?  
 Carla: Yes, I would. I'd love to work in another country.  
 Julia: Do you like working alone or with other people?  
 Carla: With other people, definitely. I don't enjoy working alone. But I would prefer to do something with adults because I have no experience with children.  
 Julia: Do you like working inside or outside?  
 Carla: Mm. Let me think. Inside. No, I'll change that. Outside.

#### Methodology note

Point out to students that in the conversation, Carla does not reply with simply *yes* or *no*. This discourse feature of a conversation ('extending a turn') is practised further in the following lessons. However, when students practise the conversation in pairs for Exercise E2, encourage them to try to extend their answers as much as possible.

### E Practising a model

1. Drill some of the sentences and phrases from the conversation. Focus on the following pronunciation points:
  - words containing the letter *g*;
  - the correct forms of the verbs (see Methodology notes above);
  - pronunciation of *would you* with the intrusive sound /dʒ/. Students practise in pairs. Monitor and give feedback.
2. Set the task. Elicit ideas for 'true answers' and if necessary demonstrate the conversation yourself using one of the more able students. Students practise in pairs. Monitor and give feedback.

#### Closure

Say the beginnings (up to, and including, the stressed syllable) of some of the multisyllable words from this lesson. Elicit the complete words.

## Everyday English: Talking about days and times

### Objectives

By the end of the lesson, students should be able to:

- use different ways of asking and answering about times and dates, in a range of situations.

### Introduction

Spend a few minutes revising telling the time. One method would be to draw a mixture of analogue clock faces and digital times on the board. Point to each one and elicit the answers.

Alternatively ask questions such as:

*What time does the lesson begin / end?*

*What time is lunch?*

*What time is your favourite TV programme?*

*What time is the football match tonight?*

### A Activating ideas

1. Briefly exploit the pictures and elicit some of the vocabulary, for example, calendar, watch. Set the task; students discuss in pairs. Do not elicit answers at this stage.
2. Play **3.15**. Students discuss answers in pairs. Elicit answers.

### Transcript

#### Presenter: Track 3.15

Conversation 1.

Voice A: Excuse me. Have you got the time?

Voice B: Yes, it's just after three forty.

Voice A: Thank you.

Voice B: That's OK.

Presenter: Conversation 2.

Voice A: Excuse me. What day is our test?

Voice B: Next Monday.

Voice A: What time does it start?

Voice B: At nine thirty.

Presenter: Conversation 3.

Voice A: What's the date today?

Voice B: Let me check. The ninth.

Voice A: So what's the date next Wednesday?

Voice B: The fifteenth.

Presenter: Conversation 4.

Voice A: Hurry up! We're late!

Voice B: What time is it?

Voice A: It's nearly eight fifteen. The bus is at half past.

Voice B: OK. I'll be as quick as I can.

### Answers

a. 3    b. 4    c. 2    d. 1

### B Practising conversations (1)

See notes in the Introduction for how to exploit Everyday English activities. In this lesson – if students have already studied Themes 1 and 2 – you could also remind students about making sure that:

- the key words in each conversation are stressed;
- related words – sense groups – in each conversation are said together.

Focus on, and highlight, a few of the expressions and colloquialisms used:

*just after* + time

*nearly* + time

*the ninth* (not necessary to say the month when it is understood)

### C Practising conversations (2)

Check students understand the task. Students complete the exercise individually, then compare their answers in pairs. Check understanding of the following colloquialisms:

*seven till (until) nine*

*working hours*

*last (v)*

### Answers

1. A: What are the working hours?

B: Seven till nine.

A: Is it the same every day?

B: Every weekday, yes.

2. A: What time is your interview?

B: Three o'clock.

A: How long will it last?

B: About 15 minutes, I think.

### D Real-time speaking

Check students understand the task.

Demonstrate the activity with a more able student, if possible. Students work in pairs. Monitor and give feedback.

## Closure

Select one of the conversations. Give students one minute to study it. Then ask students to close their books and do the conversation in pairs from memory. If you have time, you can repeat the procedure with a different conversation. This time, let the students select the conversation.

### 3.4 Learning new speaking skills: How to be a good interviewee

#### Objectives

By the end of the lesson, students should be able to:

- discriminate between, and produce accurately, the consonant sounds /g/ and /dʒ/;
- understand how to make a good impression at an interview;
- demonstrate understanding of taking an extended turn in an interview or a conversation;
- answer mixed-tense *yes / no* questions accurately;
- answer *yes / no* questions with a choice;
- discriminate between the forms of questions, using *would you like + to do* and *do you like + ~ing*.

## Introduction

Briefly discuss the role of a careers advisor in a college or university. Every secondary school and college in the UK has a careers advisor. Ask students if they have careers advisors in their country/countries.

Explain to students that careers advisors can help people not only with their main career choice but also with:

- part-time/temporary work
- gap years
- further education and courses
- writing their CV and application forms
- where to go for more information about jobs and careers
- advising them on what skills/exams/grades, etc., they will need for a particular course or job
- how to improve their skills, e.g., taking a computer course.

#### Methodology note

Do not worry if students find it difficult to reproduce the /dʒ/ sounds in the *would you* and *d'you* phrases at this stage. As long as the students are intelligible and they recognize the phrase when they hear it, that is satisfactory.

#### A Saying consonants

Check students understand the task and go over the example. Students discuss the remaining questions in pairs.

Play 3.13 again for students to check their ideas. You may need to replay it and explain the /dʒ/ sound in question f. Practise some of the phrases with the class.

#### Answers

- a. /j/ /dʒ/, b. /j/ /g/ /g/ /dʒ/, c. /w/ /dʒ/,  
d. /dʒ/, e. /dʒ/ /j/, f. /dʒ/

#### B Identifying a key skill (1)

1. Check understanding of the phrases *good impression*, *careers advisor* and the difference between *interview*, *interviewee* and *interviewer*. Only a general understanding is required at this point as the meanings will become clearer during the exercise.

Set the task and play 3.16. Elicit answers.

#### Extra activity

Ask students if they can remember what questions the interviewer asked.

2. Set the task and play 3.17. After listening to it, students discuss the questions in pairs. Elicit answers but do not confirm or correct any of them at this stage.
3. Ask students to read Skills Check 1. Discuss any other ideas students had.

Play the two interviews again, preferably with students following the transcripts.

#### Extra activity

Students practise and role-play the second interview.

## Answers

1. The interviewee does not make a good impression because:
  - she gives short answers; these make her sound rude/impolite/uninterested
  - her answers are not helpful.
- 2./3. The interviewee gives a good impression because:
  - he gives full answers and adds extra useful, relevant information
  - he asks the interviewer a relevant question.

## Transcripts

### Presenter: Track 3.16

- Careers advisor: What sort of summer job would you like?  
Female student: I'm not sure.  
Careers advisor: Well, for example, do you like working with people?  
Female student: Mm, yes.  
Careers advisor: And how about children?  
Female student: Maybe.  
Careers advisor: OK. I know there is a job at McDonald's. You could apply for that.  
Female student: Oh no, I wouldn't like to work inside.  
Careers advisor: I see. Well, let me have a look what I can find for you out of doors ...

### Presenter: Track 3.17

- Careers advisor: What sort of summer job would you like?  
Male student: Well, I'm doing an education course, so perhaps something with children. Also I have two younger brothers and I like looking after them.  
Careers advisor: That's a good idea. Would you like to work in this country or abroad?  
Male student: I would like to work abroad, if possible. I like travelling.  
Careers advisor: Well, there are lots of jobs in holiday camps for children in the USA.  
Male student: Ah, that sounds interesting. Can you tell me more about them?  
Careers advisor: Yes, of course. And I have some leaflets you can take away with you ...

### Methodology note

Spend a minute or two explaining to students what 'extending a turn' means. In real life, a conversation is more than asking questions and giving short answers. There are 'rules' for conversations just as there are rules for grammar. If you want to make a good impression, you must understand and try to practise the rules for taking part in a conversation. One of these rules is to try and say more than one sentence at a time. This helps to continue the conversation smoothly. In addition, single words or very short answers often sound rude.

## C Identifying a key skill (2)

1. Either refer students to the transcript for 3.17 again, or elicit the extended replies that the interviewee made during the interview. You can point out that the sentences are not difficult, but they are connected logically. Now refer students to the speech bubbles. In pairs, students discuss ways of extending each answer.
2. Refer students to Skills Check 2. Elicit some of their ideas.

## Answers

Possible extended turns:

- A: What sort of summer job would you like?  
B: *I'd really like to work with people. I don't like working on my own.*  
A: Would you like to go abroad?  
B: *No, not really. I have never been abroad so I think I would be frightened.*

## D Practising a key skill

Check students understand the task. Students discuss ideas in pairs. Elicit ideas and practise some of the sentences.

Write some 'interview' questions on the board:

- What are you studying?
- What do you want to be?
- Why do you want to do that?
- What sort of summer job would you like?
- What sort of field would you like to work in?

In pairs, students ask and answer the questions, using the sentences they have written.

## Answers

Answers depend on students.

## E Using *would*

Set as pairwork, then elicit answers from the class.

## Answers

1. I would like a job in an office.
2. I wouldn't like a job in a factory.
3. I would like to work with children.
4. I wouldn't like to be a manager.
5. Would you like to travel?
6. What sort of job would you like to do?

## F Answering questions (1)

This is a slightly different way to do the activity. Divide the class into pairs. Number each student 1 or 2. Play **3.18**, pausing after each question. S1 turns to his/her partner and repeats the question. S2 gives a true answer.

You can also teach the phrase *I don't mind* for students who have no preference.

After five questions, students swap roles, so that S2 asks the questions heard on the audio and S1 gives true answers.

**Extra practice:** Write prompts on the board for each question:

- *Russia / America?*
- *manual job / clerical job?*
- *city / village?* etc.

Redivide the class into different pairs. Students ask and answer the questions. Monitor and give feedback.

## Transcript

### Presenter: Track 3.18

- Voice:
1. Would you like to visit Russia or America?
  2. Would you like to have a manual job or a clerical job?
  3. Would you prefer to live in a city or in a village?
  4. Would you prefer to eat Chinese food or Indian food?
  5. Would you like to travel in your job or stay in one place?
  6. Would you prefer to work with children or adults?
  7. Would you like to live in a flat or a house?
  8. Would you prefer to work in the daytime or at night?
  9. Would you like to be a manager or a worker?
  10. Would you like to have your own desk or share a desk?

## G Answering questions (2)

Set for individual work and pairwork checking.

1. outside?
2. a motorbike?
3. college?
4. coffee?
5. tomorrow?
6. late?
7. Spanish?
8. orange?
9. cold?
10. stay in?

## H Asking and answering questions

Write two example questions on the board. Remind students of the forms of each question by highlighting the key points:

*Would you like to work abroad?*

*Do you like working alone or with other people?*

Elicit the possible answers for each question. Ask students to look at another box from the flow chart. Elicit possible questions and answers. Drill the elicited question and answers.

Students continue in pairs. Monitor and give feedback.

## Closure

Briefly discuss with the class what jobs were suggested for them in Exercise H, and if they agreed or disagreed with them.

You could ask students some more questions in different ways and check that students can answer them correctly. Use the same patterns to ask about other things, for example:

*Do you like working with computers?*

*Would you like to work in a factory?*

*Would you like to work in a big company or a small company?*

# Workbook answers

## Speaking

### Exercise A

Answers depend on students. Possible adjectives include:

|              |                   |
|--------------|-------------------|
| calm         | kind              |
| competitive  | optimistic        |
| efficient    | organized         |
| energetic    | polite            |
| excited      | punctual          |
| extrovert    | reliable          |
| friendly     | responsible       |
| hard-working | sensible          |
| helpful      | sociable          |
| honest       | trusting          |
| intelligent  | warm (= friendly) |

### Exercise B

1. smart, recruitment, interview
2. advertisement, job title, assistant, part-time
3. company, clerical, outside, manual, pay

For full script see transcript for Track 39 on page 118 of the Workbook.

### Exercise C

2./3.

| Nouns          | Verbs      |
|----------------|------------|
| ad'vertisement | 'advertise |
| ad'visor       | ad'vise    |
| im'pression    | im'press   |
| organi'zation  | 'organize  |
| prepa'ration   | pre'pare   |
| re'cruitment   | re'cruit   |

### Exercise D

1.-3.

| Adjective      | 'Opposite'      | Nouns                                      |
|----------------|-----------------|--|
| a. 'part-time  | full-time       | job / work                                 |
| b. 'manual     | clerical        | job / work                                 |
| c. 'well paid  | badly paid      | job / work                                 |
| d. out'going   | shy             | person / friend, etc.                      |
| e. po'lite     | rude / impolite | shop assistant, etc.                       |
| f. 'outside    | inside          | job / work / café / pool                   |
| g. 'smart      | untidy / casual | person / clothes                           |
| h. 'honest     | dishonest       | person / employee                          |
| i. 'satisfied  | dissatisfied    | customer                                   |
| j. suc'cessful | unsuccessful    | business / company                         |
| k. 'lazy       | hard-working    | employee                                   |
| l. 'high-level | low-level       | job / profession / career / qualifications |

### Exercise E

1. part-time, full-time, well paid, badly paid, hard-working, high-level, low-level
- 2./3.
  - a. His job isn't very *well paid*. He doesn't earn a lot.
  - b. The children were very *well behaved* when you went out this morning.
  - c. The teacher wrote '*well done*' at the bottom of his work.
  - d. In general, British people do not look smart. They are not *well dressed*.
  - e. The garden looks beautiful. It is very *well kept*.
  - f. Bill Gates is very *well known* throughout the world.
  - g. He sold his company for £6 million. Now he's really *well off*.
  - h. My father left school at 16. But he's really *well read*.

## Practice

### Exercise A

Answers depend on students.

## Extended speaking

### Exercise A

Read the advert carefully.

Research the company.

Prepare an answer for the first part of the interview.

Prepare an answer for other common questions.

### Exercise B

Answers depend on students.

### Exercise C

1.–3. A: Now, do you want to be a tour guide?

B: Yes, I do. I want to do the job very much.

A: Why would you like to be a tour guide?

B: Well, I love this city. And I like meeting people.

A: Do you know much about the Big City Tour Company?

B: Yes, I do. A little. I know you have more than 150 branches. And you won a tourist award a few years ago.

A: Have you had any experience in this kind of work before?

B: No, I haven't. But last year, some relatives visited us. I enjoyed showing them around.

A: OK. Did you learn anything useful from that experience?

B: Yes, I did. I think so. You need to be well-prepared. My relatives asked lots of questions!

A: Are you studying Tourism at university?

B: No, I'm not. I'm taking Business Studies. But I can do a Tourism module next year.

A: Can you speak any other languages?

B: Yes, I can. I speak French quite well and a little Spanish.

A: And are you a hard worker?

B: Yes, I am. I prefer to be busy.

## Exercise D

Answers depend on students, but see below for some possible answers by someone who is applying for her first job as a sales assistant.

| Individual questions                    | Tell me about yourself                                    |
|---|---|
| <i>What's your name?</i>                | <i>My name's Josephine Smith.</i>                         |
| <i>How old are you?</i>                 | <i>I'm 18 years old.</i>                                  |
| <i>Where are you from?</i>              | <i>I was born in London but I live in Winchester now.</i> |
| <i>Where are you studying?</i>          | <i>I am studying at Winchester University.</i>            |
| <i>What are you studying?</i>           | <i>I am doing a BA degree course in Psychology.</i>       |
| <i>What qualifications do you have?</i> | <i>I have three A levels and ten GCSEs.</i>               |
| <i>What experience do you have?</i>     | <i>I worked in shops when I was in the sixth form.</i>    |

| Why do you want to work here?  |
|--|
| <i>I understand that the company is quite small and I want to work for a small company when I finish my education.</i> |
| <i>The company has a good reputation in the city. I use the shop myself and I love the food.</i>                       |
| <i>I think people should buy fresh food instead of junk food.</i>  |
| <i>The job looks interesting. I like meeting people.</i>   |

| Why should we hire you?   |
|---|
| <i>I have very good maths skills. I didn't take Maths at A level but I got an A in Maths at GCSE.</i> |
| <i>I use maths a lot because my Psychology course involves a lot of maths work.</i>                   |
| <i>I'm an extrovert person and I have experience of working in a shop.</i>                            |
| <i>I like being tidy so I think the shelf-stacking would be interesting.</i>                          |



# Reading: Choosing a career

## 3.5 Vocabulary for reading: Word building

### Objectives

By the end of the lesson, students should be able to:

- recognize previously learnt words at speed;
- identify the part of speech of a word from context or endings;
- demonstrate understanding of, and identify, target vocabulary in its written form.

### Introduction

Use Exercise A as the introduction.

### Methodology note

Sometimes in active reading, it is possible to predict the next word in a text. More often, it is possible to predict the next part of speech – noun, verb, adjective. This is particularly useful if the next word is unknown. You can at least then search for the correct *kind* of word to fit the space; looking up a word with knowledge of the part of speech it forms can help you choose from alternative meanings.

### A Predicting the next word

Give students a minute or two to study the dictionary extract. Establish that there is one verb, one adjective and three nouns based on the root word.

Check students understand the task and go over the example.

Students complete the activity individually, then compare their answers in pairs. Elicit answers.

Discuss with students how they knew which form of the word to use in each case, for example:

- a noun follows an adjective and goes before a verb
- a plural noun follows any number of two words or higher
- after *would like* you need an infinitive with *to*
- a noun follows a preposition (or an *-ing* verb)
- an adjective follows the verb *be*

Remind students that when they learn a new word, they should make a note of it and add the part of speech. Repeat this point from now on each time you are working on vocabulary.

### Answers

1. A good *employer* looks after all the people in the company. *noun*
2. The company has 200 *employees* in its main office. *noun*
3. We would like to *employ* you to work as a teacher. *verb*
4. What is the length of *employment* in this job? I mean, how long do you want me for? *noun*
5. If you learn many skills at college, you will be *employable* when you leave. *adjective*

### B Building vocabulary

1. Set the task. Students briefly discuss ideas in pairs. Do not elicit ideas at this stage.
2. Remind students about the words *employ*, *employment*. Explain how the noun is formed by adding the *-ment* ending. Tell students they are going to look at some more noun endings. Give students time to read the blue box and check their answers. Elicit the answer for question 1.
3. Set for individual work and pairwork checking.
4. Check students understand the task and do the first answer with the class as an example. Students continue in pairs. Elicit answers.

### Answers

1. All the words are nouns.
3. Example answers: accommodation, permission; nationality; customer, advisor; sociologist, librarian; assignment; kindness; experience; degree.
4. a. advisor – advice  
b. manager – manage  
c. deletion – delete  
d. efficiency – efficient  
e. responsibility – responsible  
f. payee – pay  
g. kindness – kind  
h. requirement – require

### Closure

Ask students if they can think of some more nouns ending in *-tion*, for example: *organization, situation, motivation, application, obligation, preparation*, etc. This is probably the most common noun ending.

### 3.6 Real-time reading: So you want to be a journalist?

#### Objectives

By the end of the lesson, students should be able to:

- show understanding of common core knowledge – job description of a journalist;
- show understanding of a text containing target vocabulary, grammar and sub-skills from the theme, including selecting the correct meaning of new words;
- use previously learnt reading sub-skills in order to deal with co-text and subheadings.

#### Introduction

Use flashcards at speed to practise reading target vocabulary from the previous lesson. Visit [www.skillsinenglish.com](http://www.skillsinenglish.com) for flashcards and for suggestions on how to use them.

#### A Activating ideas

Check students remember the meanings of the vocabulary in the questions, e.g., *qualifications, experience, personality, etc.*

Ask students what job they would like to do when they finish university/their course.

Set the task; students discuss answers in pairs. Elicit one or two of their ideas to round off the activity.

#### Answers

Answers depend on students.

#### Methodology note

If you have done the Reading section of Theme 1, students should also be familiar with the idea of using co-text to predict the content of a text. If not, you will have to spend a few minutes teaching it.

#### B Preparing to read

1. Set the task and do an example with the class if necessary. Students discuss answers in pairs. Elicit answers and write them on the board.
2. Make sure students read all three questions first, then look at the text to find the answers. The answers can be discussed in pairs. Elicit answers.
3. Check students understand the vocabulary in the headings. Set the task. Go over the example. Students complete the activity individually, then compare their answers in pairs. Elicit answers.

#### Answers

1. – any illustration  
– the title OR the heading  
– the introduction OR the first paragraph
2. a. a website  
b. information  
c. job of a journalist
- 3.

|                                     |   |  |
|-------------------------------------|---|--|
| a. Personal qualities and abilities | e | Employers look for people who have contributed to school newspapers or club newsletters. |
| b. Working hours                    | f | Career-entry jobs are low-paid.  |
| c. Workplace                        | a | Journalists must be articulate ...   |
| d. Qualifications                   | d | You need a degree in journalism ...  |
| e. Experience                       | b | There is a lot of weekend work ...   |
| f. Salary and benefits              | c | Some journalists travel all over the world.  |

#### Methodology note

We have deliberately chosen words that the students will probably not know in order to make this a realistic task. It is not necessary for students to learn these words or make a note of them in their notebooks; they are for the purposes of this lesson only. We have also chosen words with two distinct and often unrelated meanings, as this happens quite frequently in English.

### C Selecting the correct meaning

Check students understand the task and go over the example. If students find this difficult, do one or two more answers with the class. Then students complete the activity individually and compare their answers in pairs. Monitor and give help where necessary. Elicit answers.

#### Answers

See table below.

### D Reading and reacting

Set the task. Encourage students to find evidence in the text for their answers, e.g., *I don't have the personality to be a journalist because I'm not very extrovert.*

Students discuss questions in pairs. Elicit some of their ideas.

#### Answers

Answers depend on students.

### Closure

Ask high-speed comprehension questions about the job of a journalist – books closed. Then students open their books to quickly check, e.g.:

*Where does a journalist work? What qualifications does a journalist need?*

## 3.7 Learning new reading skills: Dealing with new words

### Objectives

By the end of the lesson, students should be able to:

- demonstrate understanding of collocations of target vocabulary;
- use a new strategy for dealing with new words in a sentence;
- use section headings to predict the content of a text.

### Introduction

Ask students to re-read the text about journalists from the previous lesson on page 81. Point out that you are going to check some vocabulary points after they have read the text again.

### A Reviewing vocabulary

Check students understand the task and go over the example. Students complete the exercise individually, then compare their answers in pairs. Elicit answers and check understanding.

#### Answers

|                 |   |            |
|-----------------|---|------------|
| 1. freelance    | 7 | technology |
| 2. mass         | 3 | studies    |
| 3. media        | 6 | overtime   |
| 4. company      | 5 | salary     |
| 5. starting     | 1 | journalist |
| 6. unpaid       | 8 | job        |
| 7. information  | 4 | car        |
| 8. career-entry | 2 | media      |

|               |     |                            |       |                                   |
|---------------|-----|----------------------------|-------|-----------------------------------|
| 1. articulate | (v) | speaks                     | (adj) | able to put words together well ✓ |
| 2. issues     | (n) | important points ✓         | (v)   | sends out                         |
| 3. shifts     | (n) | working periods ✓          | (v)   | moves                             |
| 4. field      | (n) | place for animals or crops | (n)   | area, e.g., of work, study ✓      |
| 5. contribute | (v) | give money to              | (v)   | give items to ✓                   |
| 6. cub        | (n) | junior employee ✓          | (n)   | small animal                      |
| 7. rise       | (n) | (an) increase ✓            | (v)   | (to) increase                     |
| 8. perks      | (v) | gets more active           | (n)   | extra benefits ✓                  |

## B Identifying a new skill (1)

1. Tell students this exercise is all about dealing with new words. Check students understand the task. Students discuss sentences a.–e. in pairs. Do not elicit answers at this stage.
2. Ask a few students to read a section each aloud from Skills Check 1. The other students follow in their books. Check understanding and discuss the final question in the box.
3. Students look once more at sentences a.–e. Elicit ideas.

### Answers

1. a. adjective (because comes before noun) = working hard  
b. verb (because comes after *must*) = push  
c. noun (because subject of *is*) = doing things on time  
d. adjective (because comes before noun) = kind of company – with offices all over the world  
e. adjective (or noun) (because comes before noun) = kind of manager

## C Identifying a new skill (2)

### Methodology note

If you prefer, Exercise C2 can be done as a jigsaw reading activity. See the Teacher's Book notes on ordering in the Introduction for further details on this.

1. Take a look at Skills Check 2. Repeat the procedure for Exercise B2 above. Then write the following sentences on the board:  
*Read the section headings.*  
*Predict the information in the section.*  
*Read the section.*  
Ask the students:  
*Is this advice in the Skills Check? (Yes)*  
*Is the advice in the correct order? (Yes)*  
Elicit an answer to the question *What is a section?* If necessary, you can refer students back to the *So you want to be a journalist* text and demonstrate the sections.
2. Check students understand the task and go over the example. Tell students not to worry about new vocabulary at this stage – you will explain this later. In the meantime, they can try out the strategies suggested above in Skills Check 2.

Students complete the task individually, then compare their answers in pairs. Elicit answers and check vocabulary as you go along; for example, *field*, *appropriate*, *sell yourself*, *smart clothes*.

### Answers

|                                    |   |   |
|------------------------------------|---|---|
| 1. Choose the right career for you | 1 | Think about your hobbies and interests.   |
|                                    | 1 | You must be interested in the field.  |
| 2. Get the right qualifications    | 2 | Find out the requirements for a career-entry job.                               |
|                                    | 2 | Research the universities that offer the appropriate degree or diploma courses. |
| 3. Get useful work experience      | 3 | Do summer jobs during your time at university.                                  |
|                                    | 3 | Join university clubs and help to organize events.                              |
| 4. Getting your first job          | 4 | Wear smart clothes and give interesting answers to all the questions.           |
|                                    | 4 | You must sell yourself at the interview.  |
| 5. Being a good employee           | 5 | Always get to work on time.   |
|                                    | 5 | Meet all the work deadlines.  |

### Closure

Discuss with students if they agree with the advice in the exercise above or not.

## 3.8 Applying new reading skills: So you want to be an architect?

### Objectives

By the end of the lesson, students will have:

- learnt some common core knowledge about the career of an architect;
- used co-text and subheadings to predict the content of a text;
- practised dealing with new words with more than one meaning in a text;
- used critical thinking to compare and evaluate two job descriptions.

## Introduction

Write the subheadings on the board from the *So you want to be a journalist* article in Lesson 3.6. Ask students how much information they can remember from each section.

The sections are:

*Personal qualities and abilities*  
*Working hours*  
*Workplace*  
*Qualifications*  
*Experience*  
*Salary and benefits*

Tell students that today they are going to read a job description for an architect. Ask them how much they already know about this job.

### A Reviewing key skills

1. Set the task for pairwork. If students cannot remember the answers, ask them to look back at Lesson 3.6 OR you can put the first letter of each word (see answers below) on the board as a clue. Elicit answers.
2. Set the task with a time limit of one minute so that students do not read the whole text. Elicit answers, finding out how much information students (as a class) have discovered so far.

#### Answers

1. illustrations  
title  
headings  
introduction  
first paragraph

### B Predicting content from section headings

Check students understand the task. Explain that one section will answer two questions. Students complete the task individually, then compare their answers in pairs. Point out once more that one section answers two questions. Elicit answers.

## Answers

| questions                                | section |
|--|---------|
| 1. What can I earn?                      | f       |
| 2. What examinations must I pass?        | d       |
| 3. What must I be able to do?            | a       |
| 4. What sort of personality must I have? | a       |
| 5. What work skills must I have?         | e       |
| 6. When must I work?                     | b       |
| 7. Where must I work?                    | c       |

### Methodology note

Tell students that it is not always necessary to read every word in a text. Sometimes there is not time for this; students should therefore learn to find the information they need as quickly as they can and then move on.

### C Checking predictions

Check students understand the task and go over the example. Set a time limit of four minutes for the completion of the task. Students complete the exercise individually. When the four minutes are up, students can compare their answers in pairs. Elicit answers.

#### Answers

| questions                                | section | answer                                  |
|--|---------|---|
| 1. What can I earn?                      | f       | £32,000 per year                        |
| 2. What examinations must I pass?        | d       | degree in architecture                  |
| 3. What must I be able to do?            | a       | good at mathematics, able to draw, etc. |
| 4. What sort of personality must I have? | a       | listen to clients, etc.                 |
| 5. What work skills must I have?         | e       | background in design                    |
| 6. When must I work?                     | b       | 9 a.m. to 5 p.m. but overtime too       |
| 7. Where must I work?                    | c       | in a large company but also on your own |

### Methodology note

All the words in Exercise D have at least two meanings. This is deliberate so that students practise selecting the appropriate meaning for the context the text is in.

### D Dealing with words in context

Check students understand the task; tell them not to worry about words' meaning too much at this stage (although the part of speech will help students work out the words' meaning). Go over the example. Students complete the table individually and compare their answers in pairs OR if students find this activity difficult, do two or three more answers as examples with the class. Students can continue individually or in pairs. They can refer to a dictionary if necessary. Monitor and give help where needed. Elicit answers, preferably using an electronic projection.

#### Answers

| Words         | Part | How do you know?               | Meaning in context          |
|---------------|------|--------------------------------|-----------------------------|
| 1. centres    | n    | <i>There are</i> + noun phrase | places with a lot of shops  |
| 2. draw       | v    | <i>able to</i> + v             | make pictures               |
| 3. complex    | adj  | v + adj + n                    | hard to use                 |
| 4. carry on   | v    | <i>must</i> + v                | continue                    |
| 5. practice   | n    | after <i>a</i> = n             | company, business           |
| 6. cover      | v    | pronoun + v                    | include                     |
| 7. background | n    | after <i>a</i> = n             | some experience in the past |
| 8. packages   | n    | adj + n                        | programs                    |

### E Developing critical thinking

1.–3. Set all the questions. Students discuss in pairs. Elicit answers.

#### Answers

1. 9 a.m.–5 p.m., like meeting people, can be freelance/own practice
2. a. architect  
b. and c. Answers depend on students.
3. Answers depend on students.

### Closure

Tell students which of the new words from today's lesson you would like them to learn.

### Knowledge quiz: Review

### Objectives

By the end of the lesson, students will have:

- reviewed core knowledge from Themes 1–3;
- recycled the vocabulary from Themes 1–3.

### Methodology note

See Teacher's Book notes from Themes 1–2 and also refer to the Introduction (page 14) for further ideas on how to do the quiz. As usual, the focus should be more on content than using the correct grammar.

### Introduction

Tell students they are going to do a vocabulary quiz on the first three themes of the book. If you like, while you are waiting for everyone in the class to arrive, students can spend a few minutes looking back over Themes 1–3.

1. Divide the class into two teams, 1 and 2. The teams should answer alternate questions. If the team gives an incorrect answer, the other team can have a go. If they get it correct, they get two bonus points. Keep a running score on the board for each team.
2. Decide if you want students to use dictionaries or not. Students complete the vocabulary quiz in pairs. The pair who finish first and with the most correct answers are the winners.

For feedback, focus on the most difficult words only and briefly practise pronunciation if you have time.

3. Divide the class back into the same two teams again. Once more, alternate questions. When students have completed their five words, regroup the class into pairs – one student from Team 1, the other from Team 2. Students 'swap' answers

so that each student finishes with the answers to all ten questions.

For feedback, show an electronic projection of the correct answers.

### Answers

1. See table below.

Note that the final column tells you where the word originally appeared so you can refer students back to that theme and skill.

|  |   |   |                         |
|--|---|---|-------------------------|
| a. What is a <i>campus</i> ?                 | j | They are people you work or study with.                   | 2 Listening             |
| b. What is a <i>graduate</i> ?               | i | People who make fun of something you can't change.        | 2 Reading               |
| c. What is <i>plagiarism</i> ?               | c | Using someone else's work without naming them.            | 1 Reading               |
| d. What is a <i>tutorial</i> ?               | f | The human brain and individual behaviour.                 | 2 Listening             |
| e. What is an <i>assignment</i> ?            | k | People who show their feelings.                           | 2 Writing               |
| f. What does a <i>psychologist</i> study?    | h | The third stage, after secondary.                         | 1 Speaking              |
| g. What does a <i>sociologist</i> study?     | m | Employing someone for a job.                              | 3 Speaking              |
| h. What is <i>tertiary</i> education?        | n | A person who writes for a newspaper or a magazine.        | 3 Reading               |
| i. What are <i>bullies</i> ?                 | o | A person who designs buildings.                           | 3 Reading               |
| j. What are <i>colleagues</i> ?              | l | Payments for work.  | 3 Listening; 3 Speaking |
| k. What are <i>emotional</i> people?         | g | The behaviour of people in groups.                        | 2 Listening             |
| l. What are <i>wages</i> and <i>salary</i> ? | e | A piece of written work, usually homework.                | 1 Listening             |
| m. What is <i>recruitment</i> ?              | d | A discussion in a small group with a tutor about a topic. | 1 Speaking              |
| n. What is a <i>journalist</i> ?             | a | All the buildings of a university or college.             | 1 Listening             |
| o. What is an <i>architect</i> ?             | b | A person with a degree.                                   | 1 Speaking              |

2. No specific reference to theme and skill here as the pairs of words appear in different places.

|                 |   |                     |
|-----------------|---|---------------------|
| a. dominant     | h | in your own country |
| b. mentally     | e | dissatisfied        |
| c. optimistic   | f | with other people   |
| d. punishment   | g | chronological       |
| e. satisfied    | j | clerical            |
| f. alone        | i | part-time           |
| g. alphabetical | b | physically          |
| h. abroad       | d | reward              |
| i. full-time    | a | submissive          |
| j. manual       | c | pessimistic         |

3. No specific reference to theme and skill here as the pairs of words appear in different places.

|              |   |              |
|--------------|---|--------------|
| a. hire      | i | need         |
| b. punctual  | g | outgoing     |
| c. hostile   | d | old          |
| d. ancient   | f | organization |
| e. behave    | h | mind         |
| f. company   | b | on time      |
| g. extrovert | j | sick         |
| h. brain     | a | employ       |
| i. require   | e | act          |
| j. ill       | c | aggressive   |

### Closure

Tell students to learn the information or vocabulary for any of the answers they got wrong in class.



2.

| Verbs      | Nouns         | Adjectives                 |
|------------|---------------|----------------------------|
| advertise  | advertisement |                            |
| advise     | advice        | (in)advisable              |
| comfort    | comfort       | (un)comfortable            |
| contribute | contribution  |                            |
| create     | creation      | (un)creative               |
| describe   | description   |                            |
| equip      | equipment     | (un)equipped               |
| involve    | involvement   | (un)involved               |
| impress    | impression    | (un)impressed / impressive |
| motivate   | motivation    | (un)motivated              |
| organize   | organization  | (dis)organized             |
| qualify    | qualification | (un)qualified              |
| reason     | reason        | (un)reasonable             |
| rely       | reliability   | (un)reliable               |
| satisfy    | satisfaction  | (dis)satisfied             |
| tidy       | tidiness      | (un)tidy                   |

3. a. ~tion/~sion, ~ity, ~er/~or, ~ist/~ian, ~ment, ~ness, ~ance/~ence/~ency, ~ee  
 b. un~ comfortable/creative/equipped/involved/impressed/motivated/qualified/reasonable/reliable/tidy  
 dis~ organized/satisfied  
 in~ advisable

## Extended reading

### Exercise A

1. Answers depend on students.
2. manufacturing (N)  
call centres (N)  
flexible (A)  
self-employed (A)  
guarantee (V)  
team (N)  
self-motivated (A)  
update (V)  
post (N)  
supervisors (N)
3. Answers depend on students.
4. a. job                                      post, position  
b. worker                                  employee, applicant  
c. qualifications                        certificate, GCSEs  
d. increasing                              going up  
e. disappearing                          declining

5.

| <i>Subject</i>                              | <i>Verb</i>          | <i>O/C</i>                             |
|---|----------------------|--|
| a. <i>They</i>                              | <i>cannot expect</i> | <i>a full-time job for life.</i>       |
| b. Most people                              | will change          | their career ...                       |
| c. Qualifications                           | are                  | still important.                       |
| d. Workers                                  | must develop         | key skills ...                         |
| e. These skills                             | are                  | important ...                          |
| f. they                                     | must produce         | high-quality work                      |
| g. Employers                                | are offering         | fewer jobs.                            |
| h. More and more companies today            | rely                 | on self-employed and part-time people. |
| i. the 21 <sup>st</sup> -century job market | is                   | very competitive.                      |

6. Answers depend on students.

# Writing: The interview process

## 3.9 Vocabulary for writing: Selecting people for jobs

### Objectives

By the end of the lesson, students should be able to:

- understand the meaning of target vocabulary;
- write target vocabulary in isolation and in context;
- show understanding of the job description and person selection.

### Introduction

Discuss job descriptions vs person descriptions.

#### A Building knowledge

Explain that students will read a text about choosing a new person for a job. Elicit some of the stages of this process, for example: *advertising, interviewing, selecting, etc.*

Set the task. Students complete the exercise individually, then compare their answers in pairs. Elicit answers and write them on the board so that students can check their spelling. Make sure students have used plurals for *candidates* and *references*. Point out the following:

- noun endings of *appointment, reference* and *selection, etc.*
- the prefix *un~* for *unsuitable*.

Ask a few questions to check their understanding of the text:

- *What is the aim of the selection process?* (To get a large number of candidates and choose the best one.)
- *How does the process begin?* (With a job description.)
- *Why is the job selection process at Acme Engineering bad?* (Because the manager does not take up references and does not conduct interviews.)
- *What is the Munro-Fraser Plan?* (It is a person description.)

You can tell students at this point that Munro and Fraser are the two people who devised this plan.

### Answers

#### Paragraph 1

Selecting a new member of staff is not easy. Many companies have a long selection process with many stages. The aim is to get a large number of candidates for a job and then to choose the best one.

#### Paragraph 2

The process begins with a job description and ends with the appointment of one person. The process often includes references and interviews.

#### Paragraph 3

Acme Engineering does not have a good selection process. When there is a vacancy in any department, the manager puts an advertisement in the local paper. Candidates are asked to write a letter with information about their qualifications and experience. The manager does not take up references from previous employers. She does not conduct interviews. As a result, Acme Engineering has appointed many unsuitable people in the past few years.

#### Paragraph 4

The manager of Acme Engineering has asked a management consultant to design a good selection process for the company. The management consultant has suggested writing a person description for each vacancy. One way to write a person description is the Munro-Fraser Plan (see Table 1).

#### B Understanding new vocabulary

Tell students they are now going to see a person description – the Munro-Fraser Plan. Check students understand the task and go over the example. Students complete the table in pairs. Monitor and give help where necessary. Elicit answers. Check understanding of new vocabulary and encourage discussion of concepts.

### Answers

See table on the following page.

|                         |   |  |
|-------------------------|---|--|
| 1. qualifications       | 6 | wants to become a manager; willing to work long hours to solve problems      |
| 2. experience           | 7 | able to manage a team of people, including some older engineers              |
| 3. appearance           | 2 | at least two years' work in a maintenance department                         |
| 4. attitude             | 5 | able to learn about new products quickly; able to find solutions to problems |
| 5. intelligence         | 4 | friendly, helpful  |
| 6. motivation           | 3 | smart  |
| 7. interpersonal skills | 1 | degree in Engineering  |

### C Developing critical thinking

1. Set the task and elicit one or two ideas.  
Students discuss in pairs. Elicit ideas and write them on the board.
2. Check students understand the task and go over the example. Students discuss in pairs. Elicit ideas.

#### Answers

Possible answers:

|                         |   |
|-------------------------|---|
| 1. qualifications       | – check on the application form<br>– check original documents at the interview    |
| 2. experience           | – check on the application form<br>– check at the interview<br>– ask the referees |
| 3. appearance           | – ask for a photograph<br>– check at the interview                                |
| 4. attitude             | – ask the referees  |
| 5. intelligence         | – check at the interview  |
| 6. motivation           | – ask the referees<br>– check at the interview                                    |
| 7. interpersonal skills | – ask the referees<br>– check at the interview                                    |

#### Closure

Dictate some of the target vocabulary from the lesson.

### 3.10 Real-time writing: A selection process

#### Objectives

By the end of the lesson, students should be able to:

- understand a simple flow chart;
- show understanding of the discourse structure of a selection process;
- know more about the selection process for jobs.

#### Introduction

Find out how much of the Munro-Fraser Plan the students can remember from the previous lesson. One way to do this would be to write the beginning of each heading on the board. Students complete each word, in speech and/or writing.

#### A Reviewing vocabulary

Check students understand the task and go over the example. Students complete the activity individually and then compare their answers in pairs. Elicit answers.

#### Answers

Possible answers (other words may also fit):

|                        |                     |
|------------------------|---------------------|
| 1. write / produce     | a job description   |
| 2. design              | an advertisement    |
| 3. complete / fill in  | an application form |
| 4. make / produce      | a shortlist         |
| 5. take up / follow up | references          |
| 6. conduct             | interviews          |
| 7. interview           | candidates          |
| 8. appoint             | the best candidate  |

#### Methodology note

The flow chart can show what the stages of a selection process are and in what order these stages take place, but it cannot explain why. Therefore questions 4–5 of this exercise are very important.

## B Understanding a discourse structure (1)

Set the task; students discuss the questions in pairs. Elicit answers.

### Answers

|  |  |
|--|--|
| 1. How many stages are there in this selection process?                    | <i>nine</i>  |
| 2. What is the first stage?  | <i>vacancy – some students may say this is not a stage but it begins the process</i> |
| 3. What is the final stage?  | <i>appointment</i>   |
| 4. Why does <b>Job description</b> come before <b>Person description</b> ? | <i>because you must know the job before you know the best person</i>                 |
| 5. Why does <b>References</b> come after <b>Shortlist</b> ?                | <i>because the manager does not want to write to lots of referees</i>                |

## C Understanding a discourse structure (2)

1. Refer students to the assignment under the Skills Check. Go briefly through the Skills Check as a class. Ask students to study the information for Assignment 2. Check understanding of the phrase *human resource management* – this is now the most common way of referring to managing people. People are a *resource* in the same way that computers are a resource.

Ask a few questions:

- *Which faculty has given this assignment?* (Business Studies)
- *What area of Business Studies is the assignment for?* (human resource management: Selecting people)
- *How many main parts to the assignment are there?* (two)

2. Check students understand the task and go over the example. Elicit what tense is used in the example (*present simple*). Remind students to use it to describe the rest of the selection process. This is because the process is something that regularly happens.

Students complete the essay individually, then compare their answers in pairs. Elicit answers, preferably using an electronic projection. Once again, focus on the use of the present simple tense.

3. Students cover the flow chart. Using the essay as a guide, students try to redraw the flow chart.

## Answers

2. The selection process of a suitable candidate for a job has many stages. Firstly, *the manager writes a job description*. The job description gives full details of the job.

Then, *the manager writes a person description*. The person description describes the best person for the job. After that, *the manager designs a job advertisement*. The advertisement contains information from the job description and the person description.

Next, *the manager puts the advertisement in several newspapers* because she wants a large number of people to apply. Candidates contact the company. *The manager sends them an application form*.

The candidates complete the form and return it to the company. Candidates must provide two referees. After studying all the applications, *the manager makes a shortlist of candidates*.

Then, *she takes up the references*. She writes to the referees and she telephones them.

Finally, *the manager conducts interviews with two or three candidates*.

## D Writing about a process

Set for pairwork completion. Feed back as a class, using an electronic projection, if possible.

### Model answer

The selection process of a suitable candidate for a job has many stages. Firstly, the manager writes a job description. The job description gives full details of the job.

Then, the manager writes a person description. The person description describes the best person for the job. After that, the manager designs a job advertisement.

The advertisement contains information from the job description and the person description.

Next, the manager puts the advertisement in several newspapers because she wants a large number of people to apply. Candidates contact the company.

The manager sends them an application form.

The candidates complete the form and return it to the company. Candidates must provide two referees. After studying all the applications, the manager makes a shortlist of candidates. Then, she takes up the references. She writes to the referees and she telephones them. Finally, the manager conducts interviews with two or three candidates.

### E Developing critical thinking

Refer students to the one example of action + reason in the essay, e.g., *Next, the manager puts the advertisement in several newspapers because she wants a large number of people to apply.*

Set the task and elicit ideas. Students then write the reasons in the correct place in the essay beginning with *because*.

#### Answers

Target words in italics. Other ways of expressing the reasons are possible.

1. After studying all the applications, the manager makes a shortlist of candidates *because she does not want to interview all the candidates.*
2. Then, she takes up the references. She writes to the referees and she telephones them *because she wants people to tell the truth about the candidate.*
3. Finally, the manager conducts interviews with two or three candidates *because she must meet the best people face to face.*

#### Closure

You could ask students to have a go at writing the whole essay from their copy of the flow chart.

Set this as a homework task and ask students to print off or email you their answers.

## 3.11 Learning new writing skills: Writing about a process

### Objectives

By the end of the lesson, students should be able to:

- spell words with the sounds /g/ and /dʒ/;
- use imperatives to produce simple flow charts for simple processes;
- demonstrate understanding of the use of chronological time markers in a text about a process;
- produce present simple passive sentences;
- produce sentences using conjunctions *because* and *so*.

**Note:** You may wish to provide students with plain paper, rulers, pencils and erasers for this lesson so that they can draw flow charts.

### Introduction

On this occasion, you can select from the following:

1. Use Exercise A as the introduction.
2. Do one of the flow charts (making a cup of tea or a cheese and tomato sandwich – see Exercise B and Closure respectively) – as a jigsaw activity.
3. Revise the TOWER writing process.

### A Developing vocabulary

1. Students complete the exercise individually and then compare their answers in pairs. Do not elicit answers at this stage.
2. Students read the Pronunciation Check and check their own work. Monitor and go over any problems.

#### Answers

|             |               |
|-------------|---------------|
| a. language | g. engineer   |
| b. manager  | h. wage       |
| c. enjoy    | i. colleague  |
| d. job      | j. aggressive |
| e. suggest  | k. subject    |
| f. June     | l. assignment |

## B Identifying a new skill (1)

### Methodology note

The flow chart explains the method for the very British tradition of making a cup of tea! You may need to point this out to students as different cultures have different ways of producing tea.

1. Ask students to study Skills Check 1. Elicit answers to the question, *What are the rules for drawing a simple flow chart?* Check the meaning of the words *stages*, *process*, *arrow*.
2. Students should be able to work out the meaning of all the vocabulary in the flow chart from context. However, you can check the following verbs: *stir*, *pour*, *boil*, and the noun *kettle*. Mime actions if necessary. Students discuss the question in pairs. Elicit ideas.

The stage 'Remove teabag' is missing and could be placed in two or three different places. Some students may say they leave the teabag in while they are drinking their tea! Students may feel that the instruction 'Leave for two minutes' should also be included.

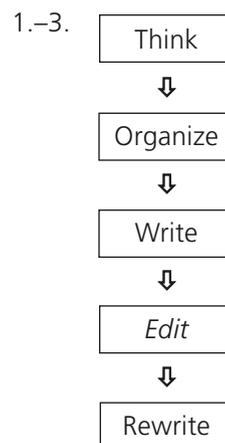
### Methodology note

If your students have studied the Writing sections of the previous themes, they will be familiar with the TOWER process for writing. If not, you may have to explain this to them, or miss out this activity entirely.

## C Practising a new skill

1. Set the task. Students discuss in pairs. Elicit answers.
2. Elicit answer.
3. Check students understand the task. Make sure they all have rulers and pencils. Monitor. Give feedback, preferably using an electronic projection. Highlight the imperative use of only one stage for each box. (For an extra flow chart activity, see Closure below.)

## Answers



### Methodology note

This activity again refers to the TOWER process of writing. However, in this case it does not matter if students have not done the previous Writing sections as the information is actually quite a good introduction to the idea (see Methodology note above).

## D Identifying a new skill (2)

Students read Skills Check 2. Then refer students back to the model text about the job selection process from the previous lesson on page 89. Ask students to find and underline all the chronological markers.

Set the task and go over the example. Students complete the task individually, then compare their answers. Elicit answers, pointing out there is in fact more than one correct answer for sections 2–4. However, students should not repeat the same chronological marker.

Finally, write the word TOWER on the board and elicit what each letter stands for. (This could be an alternative Closure activity.)

## Answers

*Firstly*, the writer thinks about the topic. The writer makes some notes or a spidergram.

*Next*, *I Then*, *I After that*, the writer organizes the information into paragraphs. Each paragraph contains information about one or two sub-topics.

*After that*, *I Then*, *I Next*, the writer produces the first draft of the essay.

*Then*, *I Next*, *I After that*, the writer edits the

first draft. The writer corrects problems with grammar, spelling and punctuation.  
*Finally*, the writer rewrites the essay.

### E Giving reasons

Go through Skills Check 3 with the class. Point out that both *because* and *so* are used to give reasons. The word order is *because* + reason, and reason + *so*.

Set the task and go over the first sentence with the students. With **less able classes** you can also elicit ideas for the remaining sentences.

Students complete the task individually.

Monitor, making a note of common errors.

Give feedback and go over the common errors you noted.

#### Answers

Answers depend on the students but here are some ideas.

1. Managers telephone referees because *they don't like putting bad things in writing*.
2. Architects must be able to listen to clients because *they must understand their needs*.
3. You must go to work every day because *people rely on you*.
4. The news never stops, so *some journalists work shifts*.
5. Journalists meet new people every day, so *they must be outgoing*.
6. Managers cannot interview all candidates, so *a small number is selected*.

### Methodology note

Passives are very important in academic English because readers are often more interested in the action than the person who did it. In some cases, the person who did the action may not even be known to the writer, e.g., *Someone greets the candidates.* = *The candidate is greeted.*

Passives can also make an action sound more impersonal and therefore more academic, e.g., *I asked the candidate ...* = *The candidate was asked ...*

### F Producing passive sentences

Have students read Skills Check 4 and check understanding. Check students understand the

task and go over the example. Students complete the exercise individually. Monitor and give help where necessary. Make a note of any common problems. Students compare their answers in pairs. Elicit answers, preferably using an electronic projection. Go over any common problems.

#### Answers

|   |   |
|---|---|
| 1. The manager writes a person description.                         | <i>A person description is written.</i>           |
| 2. The manager designs a job advertisement.                         | <i>A job advertisement is designed.</i>           |
| 3. <i>The manager puts the advertisement in several newspapers.</i> | The advertisement is put in several newspapers.   |
| 4. <i>The manager sends candidates an application form.</i>         | Candidates are sent an application form.          |
| 5. The candidates complete the form.                                | <i>The form is completed (by the candidates).</i> |

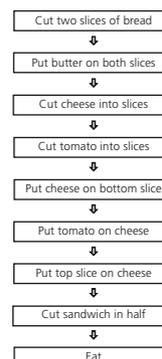
Note that there are always two possible passives with ditransitive verbs such as *send*, e.g., *Candidates are sent an application form* OR *An application form is sent to candidates*. However, it is not necessary to overcomplicate things at this stage.

#### Closure

Students can try another flow chart. Ask them to draw one for making a cheese and tomato sandwich. Here are two possible approaches:

1. Elicit the stages orally. Then students draw the flow chart.
2. Photocopy the stages below and 'jigsaw' them. Students put the pieces of paper into the correct order. Remove the pieces of paper. Students draw the flow chart.  
 (If you prefer, do this straight after Exercise C rather than leaving it until the end of the lesson.)

#### Making a cheese and tomato sandwich



### 3.12 Applying new writing skills: An interview process

#### Objectives

By the end of the lesson, students should be able to:

- draw a flow chart to explain a selection process;
- use target vocabulary and language from the theme to produce a text describing a selection process.

**Note:** Once again, you may want to provide students with plain paper, pencils, erasers and rulers for drawing flow charts.

#### Introduction

As this is quite a long lesson, use Exercise A for the introduction.

#### A Reviewing vocabulary

Check students understand the task and go over the example. Students complete the exercise individually and then compare their answers in pairs. Elicit answers.

#### Answers

Possible answers:

|                         |   |
|-------------------------|---|
| 1. write?               | <i>a job description / person description</i> |
| 2. design?              | <i>an advertisement</i>                       |
| 3. send?                | <i>an application form</i>                    |
| 4. complete and return? | <i>an application form</i>                    |
| 5. make?                | <i>a short list</i>                           |
| 6. take up?             | <i>references</i>                             |
| 7. telephone?           | <i>a referee</i>                              |
| 8. conduct?             | <i>an interview</i>                           |
| 9. interview?           | <i>a candidate</i>                            |
| 10. select?             | <i>the best candidate</i>                     |

#### Methodology note

Try not to let this activity go on for too long, so that you allow enough time for the writing. If necessary, do the jigsaw activity with three groups focusing on the three different stages of the interview, rather than everyone having to put all the stages in order. This would save time.

#### B Thinking and organizing

1. Students' books closed. In pairs or small groups, students brainstorm the interview process. After a few minutes, students can compare their ideas with those presented in the book. Now read the rubrics about the three sections of the interview process aloud with the students following in their books. Set Exercise B1. Students can work on this in pairs.
- 2./3. This activity will be much easier if you do it as a jigsaw activity. Set the task, students complete the exercise in pairs or small groups (depending on how many sets of jigsaw sentences you have). Elicit answers, preferably using an electronic projection. Check understanding of vocabulary. Note that sometimes there is more than one possibility for the order of stages.

#### Answers

Possible answers:

|   |   |  |
|---|---|--|
| D | 7 | Candidate can ask questions                      |
| D | 3 | Check qualifications and experience              |
| B | 3 | Give candidates a personality test               |
| B | 2 | Give candidates tea / coffee / biscuits          |
| A | 1 | Interviewers discuss candidates                  |
| A | 2 | Interviewers make a decision                     |
| D | 1 | Introduce the interviewers                       |
| A | 3 | Manager sends letter to successful candidate     |
| A | 4 | Manager sends letters to unsuccessful candidates |
| B | 1 | Organize interview room                          |
| D | 4 | Question: Tell me about yourself.                |
| D | 5 | Question: Why do you want to work here?          |
| D | 6 | Question: Why should we hire you?                |
| D | 2 | Short conversation, e.g., weather, journey       |
| B | 4 | Take candidates on tour of company               |

### Methodology note

We have given two model answers for the writing task below. One is a simpler version to be used for less able classes, or for students who do not use passive verbs. However, some sentences in the active voice focus on the wrong person – e.g., the secretary, the junior manager – or are clumsy in English because we need to use the phrase *he or she*.

There are many ways to approach this exercise and make use of the two model texts. For example, you could give students the first model answer, which is written in the active voice – perhaps as a gapped text – and then ask students to rewrite it in the passive voice. The second model text would then be handed out for students to check their writing.

### C Making a flow chart

Check students understand the task. Start the flow chart on the board with the first two stages. Remind students about:

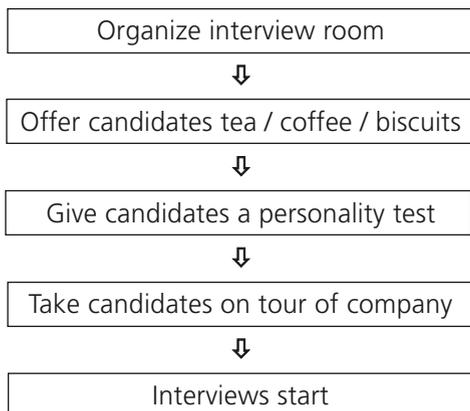
- 1 stage = 1 box
- arrows
- use of imperatives
- allow enough space in box for writing!

Students complete their flow charts individually and then compare them in pairs. Monitor and give help where necessary. Elicit answers using an electronic projection.

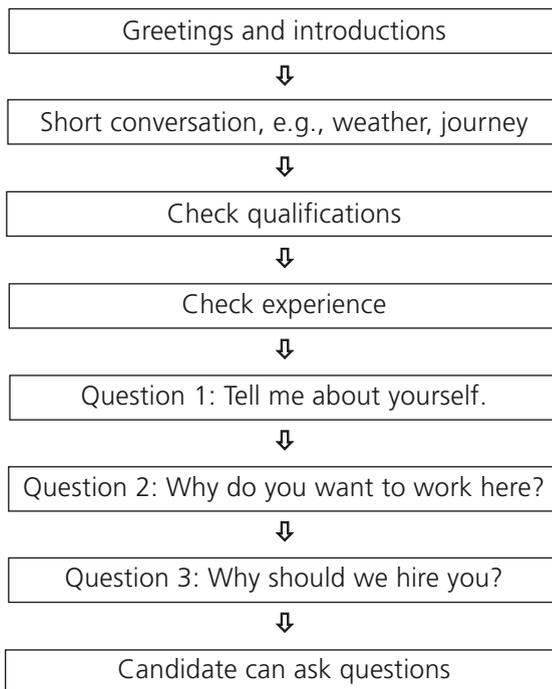
#### Answers

Model flow charts:

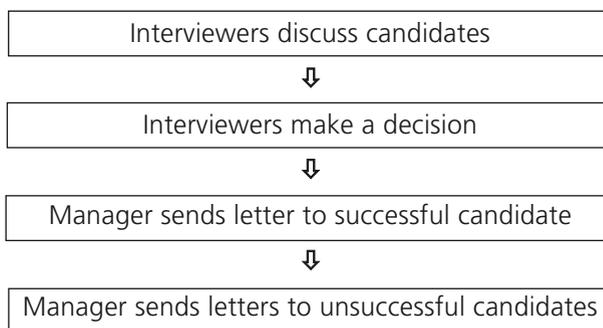
#### Before the interviews:



#### During each interview:



#### After the interviews:



### D Describing a process

Start the writing activity by eliciting and writing the first few sentences of one of the model answers (see page 144 of this book) on the board. Encourage students to think of reasons why some of the stages happen, for example: *Why does the company offer tea and biscuits?* (Because it wants the interviewees to relax / it wants to welcome the interviewees, etc.)

Students then copy the text and continue, using the template on page 93 of the Course Book, or their notepads. Monitor and give help where necessary. Make a note of common errors.

## **E** Editing

Remind students how to mark each other's work using the grid on page 94 of the Course Book. See earlier themes and Introduction to the Teacher's Book. Monitor and give help where necessary. Continue to make a note of errors. Give feedback on errors before students start writing their final drafts.

## **F** Rewriting

As usual, this can be done in class or set for homework. At some point, the model answers can be copied and distributed for comparison.

**Model answer (without passive) with possible extra 'reason' sentences in italics:**

### **Before the interviews**

A secretary organizes the interview room. When the candidates arrive, a junior manager offers them tea or coffee and biscuits *because the company wants to welcome them*. Then the manager gives them a personality test. *The company wants to impress the candidates, so*, after that, the manager takes the candidates on a tour of the company. Finally, the interviews start.

### **During each interview**

One of the interviewers greets each candidate. He or she introduces the candidate to the other interviewers. One interviewer has a short conversation with the candidate about the weather, for example, *because the interviewers want to put the candidate at ease*. Then the interviewers check the qualifications and experience of the candidate. After that, one of the interviewers asks: Tell me about yourself. *The company wants to check the motivation of the candidate so*, next, another interviewer asks: Why do you want to work here? Then the third interviewer asks: Why should we hire you? Finally, the candidate can ask questions.

### **After the interviews**

After interviewing all the candidates, the interviewers discuss them. Then, they make a decision. The manager sends a letter to the successful candidate. He or she also sends letters to the unsuccessful candidates.

**Model answer (with passive) with possible extra 'reason' sentences in italics:**

### **Before the interviews**

The interview room is organized. When the candidates arrive, the candidates are offered tea or coffee and biscuits (by a junior manager) *because the company wants to welcome them*. Then they are given a personality test. *The company wants to impress the candidates, so*, after that, the candidates are taken on a tour of the company. Finally, the interviews start.

### **During each interview**

Each candidate is greeted and introduced to the other interviewers. One interviewer has a short conversation with the candidate, about the weather, for example, *because the interviewers want to put the candidate at ease*. Then the candidate's qualifications and experience are checked. After that, the candidate is asked: Tell me about yourself. *The company wants to check the motivation of the candidate so*, next, the candidate is asked: Why do you want to work here? Then the candidate is asked: Why should we hire you? Finally, the candidate can ask questions.

### **After the interviews**

After interviewing all the candidates, the interviewers discuss them. Then, a decision is made. A letter is sent to the successful candidate. Letters are also sent to the unsuccessful candidates.

## **Closure**

Round off the lesson by telling students in what ways their writing is improving and pointing out to them what they still need to work on.

## Portfolio: Jobs

### Objectives

By the end of the lesson, students should have:

- revised target vocabulary from the theme;
- used integrated skills to practise language and revise knowledge from the theme;
- practised questions to ask for clarification regarding new information;
- used integrated skills in order to talk and write about different jobs;
- learnt more common core knowledge about different jobs and their responsibilities.

### Introduction

Use Exercise A as the introduction on this occasion. Alternatively, revise any of the job descriptions covered in the previous sections of this theme.

#### A Activating ideas

1. Elicit the names of the jobs. Students discuss the question in pairs. Some of the answers are quite hard, some are more obvious.
2. Once again students discuss in pairs. Elicit ideas and encourage students to give reasons:  
*I would hate to be a police officer because ...*

#### B Gathering information (1)

1. The questions could be made into a handout with spaces for students to write notes for the answers. Discuss with the class what they think some of the answers will be for:
  1. a primary school teacher
  2. a solicitorbut do not confirm or correct at this stage. Divide the class into two groups and set the task. Monitor while students are working and give help where necessary. Make a note of common errors. If necessary, students can replay 🎧 3.19 or 🎧 3.20, or ask for them to be replayed.

2. Redivide the class into pairs, checking that there is one student from Group A and one from Group B. Check students understand the task; basically they need to exchange information. Practise the questions. Students need to complete each section (from Exercise B1). Give feedback, preferably using an electronic projection of the completed table on the board.
3. Students discuss in pairs. Elicit answers.

### Answers

Model notes

1.

|  |  |   |
|--|--|---|
| 1. What is the name of the job?            | Primary school teacher   | Solicitor   |
| 2. What does the job involve?              | teaching children between 5 and 11; all subjects, e.g., History, Geography, Science                                    | helping people with legal problems or legal documents, e.g., when you buy or sell a house       |
| 3. What sort of person is good at the job? | patient; likes children  | patient; able to listen; careful  |
| 4. What are the working hours?             | 8 a.m.– 5 p.m., Monday to Friday but work at home preparing lessons, marking homework, writing reports; managing clubs | 37 hours per week, Monday to Friday but may be on call at weekends and during national holidays |
| 5. What are the benefits?                  | average work = 40 weeks per year (but lots of preparation in the holidays)   | can start your own business after some years  |
| 6. What qualifications do you need?        | teaching certificate; one year as a practice teacher   | degree or diploma in law  |
| 7. What experience do you need?            | younger brothers and sisters; summer job at a school   | work experience in solicitor's office   |
| 8. What is the starting salary?            | £18,000 p.a. first year  | £14,000 p.a. first year   |

3. Answers depend on students.

## Transcripts

### Presenter: Track 3.19

Teacher: I'm going to tell you a little bit about my job. I'm a primary school teacher. At primary schools in the UK, we have children between the ages of 5 and 11. After 11, they go on to secondary school. So I teach children between 5 and 11. I teach all the subjects, like History and Geography. At primary schools, we don't have special teachers for Maths or Science.

I think you have to be a special kind of person to be a primary teacher. I don't mean very intelligent. I mean patient. You have to say the same things again and again, and you must not get angry with the children. In fact, you must like children very much.

Primary schools are open from 8.45 a.m. to about 3.45 p.m., but a teacher's day is longer. I work from about 8.00 a.m. to about 5.00 p.m. Schools are open five days a week, Mondays to Fridays. But of course, my work does not finish when I go home. I have to prepare lessons, mark homework, write reports for the school or the government. I also manage an after-school club.

Some people think teachers have an easy life because schools are only open for about 40 weeks each year. But I have to go into the school when the children are on holiday, and there is a lot of preparation for the next term.

You must have a teaching certificate – that takes three years. You must then work as a practice teacher for one year.

The best work experience for this job is having younger brothers and sisters. You learn to be patient. If you don't have brothers or sisters, get a job in a school in the summer holidays. Teachers need a lot of help in the classroom.

A newly qualified teacher can earn about £22,000 per year at first.

### Presenter: Track 3.20

Solicitor: I'm going to tell you a little about my job. I'm a solicitor. A solicitor is a person who helps if you have a legal problem, or if you want to write a legal document. For example, you need a solicitor when you buy or sell your house.

Solicitors must be patient and they must be good at listening. They must listen to their customers' problems and give them advice. They must also be very careful because their advice must be correct, in the law.

Solicitors work a 37-hour week usually, Monday to Fridays. However, you are often on call at night or at the weekend. On call means that people can call you on your mobile and you have to talk to them or even go and see them at any time.

New solicitors usually start with small companies, but they can go on to work with very large companies. Many solicitors start their own companies after some years.

You must have a degree in law or a diploma. A degree takes three years and a diploma takes at least two years.

The best work experience for this job is working with a local solicitor in his or her office. You get a good idea of the different jobs. Some are very interesting, some are quite boring!

A newly qualified solicitor can earn about £25,000 per year at first.

## C Gathering information (2)

1. This activity focuses on reading and note-taking. Divide the class into pairs. Give each student in each pair a number: 1 or 2. Allocate the texts as follows:  
S1 – should read the text about the Advertising executive on page 96;  
S2 – should read the text about the Petroleum engineer on page 97.

Monitor and give help where necessary while students are making notes. The questions from Exercise B should be used as a guide to the note-taking. If you wish, all the notes can go into a table as in the model answers.

During this stage, refer students back to the text if they have missed any key points. Use the model notes at the end of this lesson and check them against the notes which are emerging from each student.

2. The focus shifts to oral work; students must now ask questions and listen to answers in order to make further notes.

Check students understand the task. Each student must give the relevant information of his/her job description while the other student takes notes. Encourage listeners to ask questions if they are not sure of the information given. Monitor and assist each pair. Once again, use the model notes to ensure that the groups are producing good notes for both job descriptions.

Finally, give feedback in two stages: firstly on students' performance and oral work; secondly, use an electronic projection to show the model answers on the board as feedback on the notes. As there are so many notes, you may even wish to copy the notes and distribute them as handouts.

## Answers

### Model notes

|  |   |  |
|--|---|--|
| 1. What is the name of the job?            | Advertising executive   | Petroleum engineer   |
| 2. What does the job involve?              | thinking up new ideas for advertisements; making adverts                          | designing and building refineries; responsible for maintenance, health and safety                                    |
| 3. What sort of person is good at the job? | knowledgeable, creative, passionate about work, determined, not afraid to compete | interested in chem.; good at maths; understands principles of engineering; high standard of comp. literacy, esp. CAD |
| 4. What are the working hours?             | lots of early morning, evening and weekend work                                   | 37–40 hours R and D<br>50–55 inc. evenings / weekend   |
| 5. What are the benefits?                  | sometimes can work in other countries   | exciting!  |
| 6. What qualifications do you need?        | degree but not a particular subject   | degree in Chem. Eng.   |
| 7. What experience do you need?            | some evidence of creativity – paintings, drawings, poetry, other creative writing | computer programs, esp. CAD  |
| 8. What is the starting salary?            | £19,000 p.a. at first but can rise to £40,000                                     | £24,000 = training<br>£35,000 = experienced<br>£80,000 = more qualified  |

### D Giving a talk

Remind students about the pronunciation of some of the target vocabulary and about stressing key words.

When students have chosen a job to speak about, divide the class into groups of students. Students of the same group must have the same choice. If you do not get roughly equal numbers for each job, ask some students to change group.

Students work individually to start with. Give students time to turn notes into sentences for a talk. Help individual students who are struggling.

Now ask students to practise their talks, one sentence at a time, with help from the others in their group. Students should help each other with pronunciation, vocabulary and grammar. Monitor and assist each group. Talks should last no longer than one or two minutes.

Redivide the groups so that there is a mixture of topics to be presented. Students give their talks in turn. Encourage other students to ask questions. Students do not need to write anything down.

Monitor and give feedback on two or three of the following areas:

- Fluency
- Accuracy (especially present tenses – both active and passive, and *must*)
- Pronunciation of target vocabulary
- Pronunciation of target consonant sounds /g/ and /dʒ/
- Stressing key words/phrases in sentences
- Successful completion of task.

### E Writing

Elicit what students already know about the job of a retail manager. Ask them if they have ever worked in a shop.

Set the task. Students should listen and make notes in a similar way to Exercise B. Play **3.21**. Students compare notes in pairs. If necessary, play the audio again.

Students write a job description for the retail manager. Monitor and give help where necessary, making a note of common errors. Give feedback on common errors.

If you prefer, you can set a freer writing activity as follows:

*Choose a job you are interested in. Write a short essay explaining why you would be good at the job. This does not have to be one of the jobs from this lesson, but could be something completely different.*

## Answers

Answers depend on students.

Model note:

|  |   |
|--|---|
| 1. What is the name of the job?            | Retail manager  |
| 2. What does the job involve?              | manage a department, then a complete store; organize the work of the staff; check stock |
| 3. What sort of person is good at the job? | confident; able to deal with people   |
| 4. What are the working hours?             | 9 a.m.–5 p.m., six days a week but lots of overtime (unpaid)                            |
| 5. What are the benefits?                  | discount on purchases from the store  |
| 6. What qualifications do you need?        | any degree but one in business or retail management best                                |
| 7. What experience do you need?            | sales experience in summer holidays   |
| 8. What is the starting salary?            | £12,000–£17,000 depending on the size of the company                                    |

## Transcript

### Presenter: Track 3.21

Voice: The job is Retail manager. *Retail* is another word for 'selling', so a retail manager is in charge of a shop or a store. At first, a retail manager usually manages a department – that is, one small part of the store. He or she manages different departments in the first two or three years and then, finally, manages a complete store.

A retail manager must organize the work of the staff – the people in the department. He or she must also check the stock – the things for sale – and make sure there are enough things for customers to buy. A manager must be confident. A manager must be able to deal with people – staff and customers. The normal working hours are nine to five, six days a week, but there is lots of overtime. This is not paid for in many cases. A manager usually gets discounts on purchases from the store. In other words, a manager can buy things from the store for 10 or 20 per cent less than other customers.

You need a degree for most stores. A degree in Business or Retail management is obviously the best. Stores are looking for people with sales experience. You can get this in the summer holidays or in the evenings and at weekends. The starting salary is quite low – about £20,000 in a small company, perhaps £23,000 in a large company.

# Workbook answers

## Writing

### Exercise A

Answers depend on students.

### Exercise B

- Personal qualities and abilities: good communication skills, punctual and reliable, able to use a computer  
Working hours: variety of shifts / working hours  
Workplace: office  
Job description: taking calls – dealing with customer' enquiries and complaints, taking orders, making calls – telesales and money collection  
Qualifications: degree  
Experience: not necessary – training given  
Salary and benefits: £10,000 – £20,000 per year
- Answers depend on students.

### Exercise C

- |                  |               |
|------------------|---------------|
| a. manger        | manager       |
| b. persun        | person        |
| c. people        | people        |
| d. decription    | description   |
| e. interveiw     | interview     |
| f. advertisement | advertisement |
| g. qalification  | qualification |
| h. experence     | experience    |
| i. refree        | referee       |
| i. aplication    | application   |

- They all have double letters.

## Exercise D

- 1./2. a. We *advertised* (V) the job in the national papers last week.
- b. Over 200 people *applied* (V) for it.
- c. But, of course, we can only *employ* (V) one person.
- d. Many of the *applicants* (N) didn't have the right experience and were *unqualified* (A).
- e. So that's why they didn't *succeed* (V).
- f. The last *interviewee* (N) was a little nervous but I think she will get the job.
- g. She is very *intelligent* (A) and has a great attitude.
- h. I *described* (V) the job to her and she seemed very enthusiastic.
- i. She also has a lot of experience in *training* (V) employees in key skills.
- j. We have given her an *appointment* (N) for a second interview.





# Theme 4

## Daily life

- A time for everything
- Larks and owls: Sleep patterns
- Work, rest and play
- Average people?

# Listening: A time for everything

## 4.1 Real-time listening: Body clocks

### Objectives

By the end of this lesson, students should be able to:

- show understanding of common core knowledge – body clocks;
- show understanding of an explanation containing target vocabulary, grammar and sub-skills from the theme;
- use previously learned Listening sub-skills in order to understand a spoken explanation.

### Methodology note

Remember that the approach taken in this lesson is that of the 'deep-end strategy'. Students are encouraged to do the best they can with the text using their existing linguistic resources – vocabulary, grammar and skills, and their existing knowledge. Once the vocabulary and background knowledge for the section are in place and students have been exposed to the discourse structure of the text, the new sub-skills can be focused on in later lessons.

### Introduction

Ask students to name 20 things in the photographs on pages 100 and 101. Alternatively, ask them to find something beginning with, e.g., b = bed, bean, boy; c = clock, coffee, cup.

### A Predicting content

1. Exploit the visual from the TV listing by asking:  
*Where can you see information like this?* (in a TV magazine or TV page from a newspaper)  
*What time does the programme start?* (9.15)  
*What is the programme about?* (body clocks)  
*Who is Arthur Burns?* (the presenter)  
Then set the two questions for pairwork. Monitor but do not confirm or correct.
2. Set the task and get students to check in pairs.
3. Set for pairwork and elicit an example, e.g., *go to bed / sleep*. Monitor and assist. Feedback, eliciting suitable verb + noun

phrases. The verb 'wake up' is intransitive so cannot be followed by a noun.

4. Continue the pairwork. Elicit some ideas but do not confirm or correct.

### Answers

1. a. The illustration shows a clock in front of a person's face.  
b. It means that there is a clock (a timing system) inside the human body, maybe in the brain, which controls activity.
3. Possible answers:  
1 solve a problem  
2 do work/go to work  
3 go to sleep/to bed  
4 do exercise  
5 learn an instrument  
6 have coffee/drink coffee  
7 have a meal  
8 wake up

### B Making notes of the main points

Play the introduction on 4.1 and check the students answers to Exercise A.

Play Part 1 of the talk. Make sure students understand the task by eliciting the correct answer for the first point – which is in fact Photo 3, e.g., 10 – 11 p.m. *go to bed*.

Play the rest of the talk. Students make notes.

If necessary, pause after each section to allow students to complete their notes.

Give feedback, ideally with a visual medium, to show good notes and where they should go.

If necessary, play Part 2 of the talk again for students to check their notes before feeding back.

Get students to correct their notes – they need them for Exercise C.

Elicit the correct order – in terms of the information in the talk – for the photos.

### Answers

Possible answers:

1. 10–11 a.m. solve a problem
2. 10–11 a.m. do creative work
3. 10–11 p.m. go to bed / sleep
4. 5–7 p.m. do exercise
5. 9 p.m. learn something like music
6. 7–8 a.m. drink coffee, and after lunch

7. 7–8 a.m. have a small meal / 1–2 p.m. have a large meal (not after 7–8 p.m)

8. 7–8 a.m. wake up

The correct order according to the talk is: 3, 8, 6, 1, 2, 7, 4, 5.

## Transcript

### Presenter: Track 4.1

Announcer: You are listening to *Science Today* – our popular science programme where we look at science in our everyday lives. This week, Arthur Burns talks about the body clock.

Arthur Burns: Thanks, and welcome everyone. Now, I'm sure that you have a watch on your wrist. Or maybe you use the clock on your mobile phone. But did you know that you also have a clock inside your body? Your body clock is a timing device inside your body.

Your body clock changes the level of hormones each hour of the day. Hormones are chemicals, of course. And they travel around the body, usually in your blood. They control the different activities in your body. These hormones mean that there is a good time and sometimes a bad time to do your daily activities. Scientists tell us that we must listen to our body clocks more. Then we will be less stressed, much healthier and safer.

Let's start at the end of the day. At 9 p.m., a hormone called melatonin is released into the blood. Melatonin tells the body to get ready for sleep. So between 10 p.m. and 11 p.m. is a good time to go to bed. But it's true that too much light isn't good at bedtime. It decreases melatonin production. So switch off everything, including your phone, if you want a good night's sleep! Between 7 a.m. and 8 a.m., the release of melatonin stops. So the best time to wake up is between 7 a.m. and 8 a.m.

OK. So you have started your day. What should you do first? Have a small meal and a cup of coffee or a cup of tea. Food and caffeine wake up the body. Caffeine is one of the chemicals in coffee and tea. Between 10 a.m. and 11 a.m., the brain is at its highest level of activity. So this time is a good time to solve a problem. For example, you should do your maths homework then. I think that it's also a good time to do some creative work, like painting or writing.

When do you normally have the big meal of the day? Well, according to your body clock, the best time is between 1 p.m. and 2 p.m. Why? Because the body is burning energy quickly at that time. Also, it takes about three hours to digest the food or take the energy from it. So it is bad to have a big meal after 7 p.m. or 8 p.m. Your body is still trying to digest the food at bedtime. And research shows that too many big meals late at night can make you fatter.

OK, so what happens to your body clock in the afternoon, after lunch? At this time, your body's energy goes down because you are digesting your food. Drink a cup of coffee. This kind of drink helps you to get through the afternoon. Of course, you know that in many countries, people have a short sleep, a nap, at this time of day.

The best time to take exercise is between 5 p.m. and 7 p.m., because your lungs are working at the highest

level. Your lungs exchange the oxygen and carbon dioxide in your blood. And finally, we are back to 9 p.m. and the release of melatonin. But strangely, perhaps, 9 p.m. is also a good time to learn something. Studies show that the best time to learn to play a musical instrument is 9 p.m. I believe that it's a good time to study, too.

So how can we use the body clock better in our everyday lives? Let's ... [fade]

## C Reconstructing information from notes

Refer students to their corrected notes and set for pairwork. Model the example conversations with more able students.

Monitor and assist.

Check comprehension by asking about the best times yourself.

### Answers

Answers depend on students.

## D Reviewing key skills: Understanding spoken definitions

Remind students about the importance of understanding spoken definitions in a talk.

Check the pronunciation of the target words, especially the stress. Set for individual work and pairwork checking. Give feedback.

### Answers

|                |   |   |
|----------------|---|---|
| 1. 'hormones   | 2 | A chemical that wakes the body up.                                      |
| 2. 'caffeine   | 3 | A hormone that is released during the night.                            |
| 3. melat'oinin | 1 | Chemicals that are released into the blood mainly.                      |
| 4. 'lungs      | 5 | The power to do work. Your body gets it from food.                      |
| 5. 'energy     | 4 | Parts of the body that exchange oxygen and carbon dioxide in the blood. |
| 6. di'gest     | 6 | Take energy from food.  |

### E Reacting to information

Set for group work. If students get involved in the discussion, allow them to continue. If the discussion does not take off, elicit a few answers from different groups.

### Closure

Get students to close their books. Give the definitions from Exercise D and elicit the correct words, insisting on good pronunciation, especially stress.

## 4.2 Learning new listening skills: Predicting; understanding introductory phrases

### Objectives

By the end of this lesson, students should be able to:

- predict the next word in a talk;
- recognize introductory phrases;
- discriminate between the two consonant sounds of th: /θ/ and /ð/;
- discriminate between the two vowel sounds: /e/ and /ɜː/.

### Methodology note

This is a 'bottom-up' lesson where the focus is on the 'building blocks' or discrete items. In the case of listening, the 'bottom-up' part of the skill involves breaking down the stream of speech into meaningful units and decoding them. In order to be able to do this, students must be able to deploy a range of skills, including identifying phonemes in context and using incoming data to predict the next word.

### Introduction

Revise the talk given by Arthur Burns from the previous lesson. If you prefer, you can give out copies of the transcript. Play 4.1 with the students reading the transcript.

### A Reviewing key words

1. Set for pairwork. Elicit words.
2. Continue with the pairwork. Give feedback, getting the words on the board with the part of speech.

3. Continue with the pairwork. Give feedback, adding the stress marking.

### Answers

1. Students should be able to name, from the talk: *brain* (picture 1); *blood, heart* (picture 2); *lungs* (picture 3); *digestive system* (from *digest* in the talk), (picture 4).

|              |   |
|--------------|---|
| 2./3. 'blood | n |
| 'body        | n |
| 'brain       | n |
| 'burn        | v |
| 'chemical    | n |
| d'i'gest     | v |
| 'heart       | n |
| 'lung        | n |
| re'lease     | v |
| 'wrist       | n |

### B Identifying consonants: /θ/ and /ð/

1. Students read individually. Model the two sounds.
2. Play 4.2. Students complete individually then compare in pairs. Give feedback, getting students to pronounce the key sounds correctly.

### Answers

| /θ/     | /ð/   |
|---------|-------|
| both    | that  |
| maths   | there |
| think   | these |
| third   | they  |
| three   | this  |
| through |       |
| with    |       |

### Transcript

#### Presenter: Track 4.2

Voice: both  
maths  
that  
there  
these  
they  
think  
third  
this  
three  
through  
with

### C Using demonstratives

Point out that these words (demonstratives) use one of the sounds – /ð/.

Students complete the task individually, then check and practise in pairs.

#### Answers

1. These hormones mean that there is a good time to do your daily activities. This time is good to solve a problem.
2. Did you see that television programme last night?
3. These cakes are lovely. Did you make them yourself?
4. I like those dresses!
5. Can I have that file?  
This one?  
No, that one, next to it.
6. Look at this story in the paper.

### D Identifying vowel sounds: /e/ and /ɜ:/

1. Give students time to read all the words. Put students in pairs to answer the question. Do not confirm or correct. Play 4.3.
2. Continue with pairwork. Monitor but do not assist.
3. Set for individual work and pairwork checking. Give feedback. Get students to say all the words with good pronunciation.

Make sure students get one of the basic points that spelling does not equal sound, and, in particular, that the sound /ɜ:/ can be spelt in many different ways.

#### Answers

1. The word *she* is the odd one out because it has the vowel /i:/ whereas all the others, despite the different spellings, have the short vowel /e/.
2. They all have, despite the spelling, the long vowel /ɜ:/.

#### Transcript

##### Presenter: Track 4.3

Voice: when  
men  
head  
then  
many  
again  
she  
any

### E Identifying a new skill (1)

1. Students read then answer the question in pairs.
2. Give students plenty of time to read all the words and phrases. Make sure they understand the task – to number the words in order. Play 4.4.
3. Play 4.5. Students check their own answers. Give feedback.

#### Answers

1. Prediction helps us to listen actively. It makes us ready for new information.

2.

|   |                  |
|---|------------------|
| 2 | body             |
| 4 | burns the energy |
| 3 | chemical         |
| 5 | digests the food |
| 6 | released         |
| 1 | tea              |

#### Transcript

##### Presenter: Track 4.4

- Voice: 1. Have a small meal at 7 or 8 a.m. and a cup of coffee or a cup of ...  
2. Food and caffeine wake up your ...  
3. Caffeine is a ...  
4. The human body uses the energy from food. It ...  
5. How does the body get energy from food? It ...  
6. The energy in the food is ...

#### Transcript

##### Presenter: Track 4.5

- Voice: 1. Have a small meal at 7 or 8 a.m. and a cup of coffee or a cup of tea.  
2. Food and caffeine wake up your body.  
3. Caffeine is a chemical.  
4. The human body uses the energy from food. It burns the energy.  
5. How does the body get energy from food? It digests the food.  
6. The energy in the food is released.

### Methodology note

Students will struggle with this activity if it is the first time they have ever tried to do it. But this struggle simply indicates the weakness of their real-time listening skills. We must try to improve these skills to give them any hope of coping with long stretches of connected text in, e.g., the lecture hall. In fact, this is a true craft skill, i.e., one that gets better with practice.

It may seem strange that students number the words, rather than simply saying them, but this is to give the less able students more processing time to work out what comes next. Clearly, in real life you only have a split second, whereas here you can give them plenty of time. However, if students do not believe it is possible at all, because they never prove to themselves that they can do it, they will never get up to real-world speed.

### F Predicting the next word in a talk

1. Exploit the visuals. Give students a few moments to think and compare ideas in pairs.
- 2./3. Check students understand the task and do the first answer with the class as an example. There are at least two different ways to carry out the activity. A student-centred approach would be to play the audio, pause and ask students to make a note of the missing word. Students could also briefly discuss each answer in pairs. Alternatively, you can take a more teacher-led approach and ask students to give you the answer each time you pause the audio. Do not confirm or correct but write the possible answers given on the board. Set the task and play 4.6.
4. Play 4.7. Pause after each complete sentence so that students can compare their ideas for Exercise F1 with the recording. If you like you could also give out copies of the transcript at this point.

### Transcript

#### Presenter: Track 4.6

- Voice: a. Some people prefer the morning but some people like the ...  
b. According to Dr Louis Ptacek of the University of California, people are either larks or ...  
c. Dr Ptacek points out that larks are early morning ...  
d. Owls come out at ...  
e. Larks have a fast body ...  
f. They like to do things ...  
g. Owls have a slow ...  
h. They like to do things ...

### Transcript and Answers

#### Presenter: Track 4.7

- Voice: a. Some people prefer the morning but some people like the evening.  
b. According to Dr Louis Ptacek of the University of California, people are either larks or owls.  
c. Dr Ptacek points out that larks are early morning birds.  
d. Owls come out at night.  
e. Larks have a fast body clock.  
f. They like to do things early.  
g. Owls have a slow clock.  
h. They like to do things late.

### G Reacting to information

Put students in pairs to discuss the question. Elicit some answers. Insist that students explain by giving an example of their behaviour as a lark or an owl.

### H Identifying a new skill (2)

Students read then check in pairs. Elicit ideas.

#### Answers

Possible answers:

The first one gives you a lot of information about the source of the information which follows.

The second one shows that this information is from a particular person.

### Methodology note

This is another activity based on syntactic grammar. If you have not taught the grammar lessons from the previous themes, it would be useful to look back at the methodology notes on syntactic grammar.

### I Recognizing introductory phrases

Set the task and go over the examples in the Skills Check 2 box. Students discuss each sentence in pairs. Then play 4.8 so that students can check their ideas. Elicit two or three of the sentences again to double-check students have the idea.

Ask students how the word *that* was pronounced in each sentence. Students should notice that the word is unstressed and pronounced /ə/. Play a few sentences again, if necessary, for students to hear the pronunciation.

Students could write the sentences for homework.

### Answers

Answers depend on students.

### Transcript

#### Presenter: Track 4.8

- Voice: 1. Research at the University of California proves that some people are larks and some are owls.  
2. Dr Ptacek's research suggests that most teenagers are owls.  
3. His work indicates that they prefer to wake up late and go to bed late.  
4. But Professor Roenneberg from Ludwig Maximilian University doesn't agree. He doesn't think that body clocks are fixed throughout our lives.  
5. He points out that small children wake very early  
6. He also makes the point that old people wake up early, too.  
7. However, according to Roenneberg, most adults wake up at 7 a.m. or 8 a.m.  
8. The research into sleep patterns shows that children wake up later and later as they grow up.  
9. It seems that females reach the latest point at 19 and a half, and males at 21.  
10. After that, the professor says they start to wake up earlier.

### J Reacting to information

Ask students to identify key points from the presentations in tracks 4.7 (larks and owls) and 4.8 (about Dr Ptacek and Professor Roenneberg's research). Ask some checking questions. *What is the difference between larks and owls? Who believes in the idea that people can be larks or owls? Who believes that people change their body clocks as they get older? What did the research show?*

Get students to use their notes to make example sentences with the introductory phrases. Do this as a whole class activity.

### Answers

Answers depend on students.

### Closure

Ask students to give you some sentences beginning with *I think that ...* and *I don't think that ...* Preferably the sentences should be about body clocks but otherwise they can be about any topic. For example:

*I think that the dollar is rising at the moment.*

*I don't think that scientists do enough research on global warming.*

# Workbook answers

## Listening

### Exercise A

Answers depend on students.

### Exercise B

bodies, time, sleep, energy, researchers, tell, clocks, times, wake up, late, night, sleep, research, sleep, sleep, energy, body

For complete text see transcript for Track 45 on page 119 of the Workbook.

### Exercise C

problem: singular (a first mention, countable noun)

flight: singular (a first mention, countable noun)

clocks: plural (zero article, plural noun not mentioned earlier)

jet lag: (zero article, uncountable noun)

plane: singular (a first mention, countable noun)

weekend: singular (*the*, the weekend is the only one and 'the weekend' is a fixed phrase)

day: singular (*the*, the day is the only one and 'the day' is a fixed phrase)

afternoon: singular (*the*, the afternoon is the only one and 'the day' is a fixed phrase)

lunch: uncountable (zero article, uncountable noun)

### Exercise D

You can use *tell* with all the phrases except *a prayer* (*make/say a prayer*) and *hello* (*say/shout hello*)

## Practice

### Exercise A

I'm a scientist. I have always been interested in (-) science. I loved doing (-) experiments at school. But once I did *an* experiment at home in the kitchen. Unfortunately there was a small explosion. There wasn't much damage but I broke a glass and a cup. My mother heard *the* explosion from the garden. She wasn't angry. She said, '(-) scientists need to start somewhere'.

Today I work for a multinational drugs company with offices all over *the* world. We are developing a new drug for cancer. The results of our experiments are good. So some hospitals will start using *the* new drug next year.

### Exercise B

1. changes
2. travel
3. control
4. tells
5. wake up
6. do
7. burns
8. have
9. takes, get
10. work

### Exercise C

I think that sugar damages teeth.

I don't believe that the research is accurate.

It means that we don't have enough data.

it proves that the hypothesis is correct.

The graph shows us that in summer the average temperature is 17°C.

Scientists tell us we should listen to our body clocks.

### Exercise D

Possible answers:

1. I know that the Earth goes round the Sun.
2. Scientists say that the Earth is getting warmer.
3. Research shows that people have more accidents at nighttime.
4. Experiments prove that blue light from devices keeps you awake at night.

5. It seems that too much coffee is bad for you.
6. I think that many young people are overweight.
7. According to accident statistics, male drivers under 25 cause most car accidents.
8. According to the government, the number of young people without jobs is rising.

### Exercise E

Answers depend on students.

## Extended listening

### Exercise A

Answers depend on students.

### Exercise B

Answers depend on students.

### Exercise C

1. It's a fact that we spend a third of our lives sleeping.
2. It seems that sleep and dreams are very important.
3. According to research from Harvard Medical School, we can divide sleep into two main types.
4. The research into sleep patterns shows that your sleep changes between REM and non-REM stages.
5. Studies show that young people spend about 20% of their sleep time in deep sleep.
6. It's clear that your mind is racing.
7. We now know that non-REM sleep is important for your body.
8. Research has found that REM sleep helps learning and memory.
9. Scientists point out that too much electric light can affect your body clock.
10. A second reason is that we all have busy lifestyles.
11. It's also true that we don't relax, go to bed or wake up with our body clocks either.

## Exercise D

Model answer:

The sleep clock

2 main types of sleep:

1. REM (Rapid Eye Movement)/dreaming sleep
2. Non-REM

At night – change between two types

Non-REM

Heart, breathing, temp. slow down

Less blood → brain

Move from light sleep → very deep sleep

Young people: 20% = deep sleep

8–10 = best sleep

+65 = very little sleep

v. imp for your body

REM

Heart, etc. ↑

Body – not move BUT mind racing

25% REM. 3–5 times per night

v. imp for your brain

Sleep problems

Too much electric light esp. blue light from devices –  
affect body clock – stops melatonin

Busy – don't eat, work, exercise at best times.

## Exercise E

Answers depend on students, but possible answers include:

1. Worries, drinking coffee, eating cheese late at night, outside noise
2. Practice deep breathing or relaxation exercises, see a doctor, go to bed earlier, read a book to distract you, deal with your worry then return to bed, adjust the temperature, the lighting, your bed covers, turn off any electric devices, minimize the effect of outside noise, have a hot bath (a favourite in the UK is to imagine you are a farmer counting sheep).

# Speaking: Larks and owls: Sleep patterns

## 4.3 Real-time speaking: Larks and owls

### Objectives

By the end of this lesson, students should:

- be able to produce sentences from a model;
- have given a short talk about themselves in a personal case study.

### Introduction

Use Exercise A for the Introduction.

#### A Activating ideas

Check students understand the task. Give plenty of time for students to remember ideas from the listening lesson. Elicit ideas.

#### Answers

Students' own ideas, but these photographs are of a lark and an owl as discussed in the listening section. The lark is most active in the morning, and the owl in the evening. This illustrates the idea of a body clock.

#### B Studying a model: A personal case study

1. Give students plenty of time to study the sentences and to think of possible ways to complete each one. Then play **4.9**, pausing if necessary. Give feedback, ideally with a visual medium of the sentences. Get students to repeat the sentences, with good pronunciation and intonation.
2. This is almost a quiz! Put students into groups to see how much of the presentation they can remember. If they are struggling, put some notes on the board, e.g., *According to / larks / owls.*

#### Answers

- a. owls
- b. early, late
- c. think
- d. sister
- e. like, hates
- f. morning
- g. weekend, stays
- h. sleep

### Transcript

#### Presenter: Track 4.9

- a. According to research at Surrey University, there are larks and owls.
- b. Larks like waking up early and owls like going to bed late.
- c. I think that Dr Ptacek's idea is correct.
- d. I am a lark and my sister is an owl.
- e. I like getting up early and going to bed early. She hates getting up early and going to bed early.
- f. The morning is the best time for me. For her, it's the evening.
- g. Even at the weekend, I usually get up before 7 a.m. She stays in bed until 10 or 11!
- h. I usually go to sleep around 10 but she stays up much later.

### Methodology note

Don't expect perfection in the second part of Exercise B. Students will get further practice in giving a talk and describing a diagram in the next few lessons. This is a 'deep-end' strategy, also known as 'Test-Teach-Test', for students to see how well they can do and for you to find out how much further practice they will need.

### Extra activity

Give out copies of the transcript. Students can listen to the recording again and follow the transcript. The transcript could also be used as a basis for further paired practice.

#### C Reviewing vocabulary

Students complete individually then compare in pairs. Monitor and assist. Don't let them get away with just writing numbers – this is a speaking lesson. Make them say the pairs and explain the connection. More pairs may be possible but the students must be able to justify the pairing.

#### Possible answers

Note – here the pairs are opposites or, more accurately, converses.

|            |   |             |
|------------|---|-------------|
| 1. early   | 5 | don't think |
| 2. lark    | 4 | evening     |
| 3. like    | 6 | go to sleep |
| 4. morning | 3 | hate        |
| 5. think   | 1 | late        |
| 6. wake up | 2 | owl         |
| 7. brother | 7 | sister      |
| 8. go      | 8 | stay        |

## D Using a model

Students should be able to make a good attempt at the talk now, with the practice of Suzie's talk as an example of sentence structure, and the pairing exercise for the vocabulary.

With more able students, make this an extended turn, i.e., students have to give an actual presentation of the information. With less able students, allow them to take turns to make sentences.

If students don't have brothers or sisters, they can compare themselves with a friend.

## Closure

Elicit some of the sentences which students have made for Exercise D.

**Everyday English: Offering and requesting; accepting and refusing**

## Objectives

By the end of this lesson, students should be able to:

- produce target language for making offers and requests; and accepting and refusing in a range of situations.

## Introduction

Exploit the visuals generally. Ask students what they can see and what is happening in each picture. Push them to make full sentences and to be quite explicit about the information.

## Answers

Possible answers:

Left: Two people are talking / working on an assignment perhaps.

Centre: A man is talking on his phone. He is looking at his watch. Perhaps he is making an arrangement or perhaps he is late for an appointment.

Right: A woman is buying a drink in a café. Another woman is waiting to order.

## A Understanding functions

Refer students to the title of the lesson at the top of the page: *Offering and requesting; accepting and refusing*. Explain that this lesson focuses on these functions. Set the task. Students work individually. Then feed back with the whole class.

## Answers

Left: Conversation 1

Centre: Conversation 6

Right: Conversation 3

## B Studying models

There are a number of alternative ways of exploiting this activity. For example, you could play the recording and ask questions to check understanding and elicit vocabulary: *Where are the people? What are they doing? Who are the people? etc.*

You could also elicit what students think the people are saying in each scene.

Then play the recording once more, for students to check their ideas. Pause after each scene to elicit answers.

## Answers

In conversation 1, A offers help and B accepts.

In conversation 2, A offers help and B refuses.

In conversation 3, A offers help and B accepts and requests a large coffee.

In conversation 4, A requests help and B refuses.

In conversation 5, A requests help and B accepts.

In conversation 6, A requests help, and B refuses.

## C Practising conversations

See notes in the Introduction for how to exploit Everyday English activities. However, here are some areas to focus on in this particular lesson:

- Highlight the target language used in the dialogues either before students practise them or after.
- Point out that students must use very polite intonation patterns when refusing offers or requests for help. Practise this with the class using the phrases:  
*No, thanks. I can manage.*

Thanks anyway.  
I'm afraid I can't.  
No, sorry. I'm in a hurry.

- Practise the pronunciation of the phrase *would you ...?* /wʊdʒ u:/
- Highlight and explain the use of the polite forms *would* and *could* in the dialogues.

Play 🎧 4.10. As usual, monitor while students are practising the dialogues in pairs. Give feedback.

## Transcript

### Presenter: Track 4.10

1.  
A: Are you OK there?  
B: I don't understand this assignment.  
A: Let me have a look.  
B: Thank you.
2.  
A: Would you like some help with that?  
B: No, thanks. I can manage.  
A: Are you sure?  
B: Yes, I'm fine. Thanks anyway.
3.  
A: Can I help you?  
B: Yes, please. Black coffee, please.  
A: Medium or large?  
B: Mm. Large.
4.  
A: Could you help me with this?  
B: I'm afraid I can't. I haven't finished myself.  
A: OK. Don't worry.  
B: Give me a few minutes.
5.  
A: Could you help me with this?  
B: Of course.  
A: Sorry to trouble you.  
B: It's no trouble.
6.  
A: Have you got a moment?  
B: No, sorry. I'm in a hurry.  
A: OK. That's fine.  
B: Sorry.

## D Real-time speaking

Do an example with the class. Elicit a dialogue for one of the situations and write it on the board. Practise it with the class and then get them to practise it in pairs.

Tell students that when they have chosen their situations from the list, they should decide on the following before they do their role plays:

*Who are the people?* (Are they playing themselves or someone different?)

*Do the two people know each other well?* (This will help students to decide whether to use

formal or informal language, e.g., 'could' or 'can'.)

*Where does the conversation take place?*

Monitor and make notes on general mistakes and problems while students are practising. Give feedback.

If there is time, students could write one or two of their conversations for consolidation.

## Closure

Students' books closed. Play one or two of the conversations from the recordings again with the sound off. Pause the audio after each person has spoken. Elicit what the person said.

## 4.4 Learning new speaking skills: Personal experience

### Objectives

By the end of this lesson, students should be able to:

- pronounce words with the target vowel sounds /e/, /ɜ:/ and /ə/;
- use target language to link research and personal experience.

## Introduction

Write the title of the lesson on the board: *Personal experience*. Remind students about the personal experiences of sleep and daily activity from previous lessons on this theme.

### A Saying vowels: /e/, /ɜ:/, /ə/

1. Check students understand the task. Students complete individually, then briefly compare answers.
2. Play 🎧 4.11 and get students to repeat.
3. Students read Pronunciation Check. Ask a few questions to check understanding:  
*How do we pronounce this word?* (Write the word *bed* on the board.)  
*What's the pronunciation rule for short words with the letter 'e'?*  
*How do we usually pronounce the letters 'er' when they are in the middle of a word?* etc.  
Play 🎧 4.12. Students listen and repeat.

- Set the task. Students discuss in pairs. Use flashcards for feedback, by showing students a flashcard of each word. Elicit correct pronunciation of each word. Note that there are no examples of /ɜː/ here but there are other pronunciations of the letter 'e'.
- Play **4.13** and get students to repeat. If you wish, build up the table from Answers on the board.

### Answers

- When Ben said Yes, we were ready for 'No'.  
Were her first words 'bird' and 'learn'?
- 
- 
- 
- 

| Short vowels |          | Long vowel | Diphthongs |       |      |
|--------------|----------|------------|------------|-------|------|
| /e/          | /ə/      | /iː/       | /ɪə/       | /eə/  | /eɪ/ |
| best         | energy   | these      | here       | there | they |
| chemical     | problem  |            |            |       |      |
| digest       | exercise |            |            |       |      |
| energy       |          |            |            |       |      |
| exercise     |          |            |            |       |      |
| get          |          |            |            |       |      |

### Transcript

#### Presenter: Track 4.11

When Ben said 'Yes', we were ready for 'No'.  
Were her first words 'bird' and 'learn'?

#### Presenter: Track 4.12

bed, then, west  
person, prefer, university  
afternoon, pattern  
later, either, better

#### Presenter: Track 4.13

best, chemical, digest, energy, exercise, get  
here, problem, there, these, they

### **B** Spelling vowel sounds

- Remind students about the issue with /ɜː/: one sound = many spellings. Make sure students realize that they need to say the consonants in each case with the /ɜː/ vowel and then work out how to spell the word.

Give feedback, writing the words on the board with the correct spelling.

Alternatively, get students to come up and try to write the word correctly with the other students helping them.

- Say the words. Then get students to listen and repeat all the words.

### Answers

- burn
- early
- first
- heard
- learn
- person
- third
- work
- world
- worse

### **C** Identifying a new skill

- Give students plenty of time to read then check comprehension. Ask: *What is the best order of information to link research and personal experience?*

### Answers

- refer to research
- give personal opinion
- give personal experience to support opinion.  
Ask: *What information can we give about a piece of research?*

### Answers

- the date
- the researcher
- the place, e.g., a university or a country
- the subject.

Give some examples of each type of information, e.g., 2001, John Smith, University of Oxford, daily activities, and get students to identify the type each time. This is important because it determines the preposition which introduces the information.

- Refer students to the transcript of Suzie's presentation (transcript 4.9). Tell them to follow the instructions.

## Answers

### 2. Referring to research

According to research at Surrey University, there are larks and owls.

Larks like waking up early and owls like going to bed late.

#### Personal opinion

I think that Dr Ptacek's idea is correct.

#### Personal experience

I am a lark and my sister is an owl.

I like getting up early and going to bed early, etc.

### D Rehearsing the model

1. Students complete individually then compare in pairs. Give feedback, getting the phrases onto the board. Practise saying the phrases.
2. Students complete individually then compare in pairs. Get students to practise saying the presentation, perhaps around the class with a small group, or in groups.

## Answers

1. Possible answers:

According to research  
by Professor (Jim) Horne  
in 2006

at Loughborough (pronounced /lʌfbərə/) University OR

at the Sleep Research Centre

about sleep / human sleep / sleep patterns in humans

2. According to *research in 2006*, the human body needs *sleep twice a day*.

We should have a *long sleep* at night and a *short sleep* in the afternoon.

I believe that the idea is correct. I usually have one sleep a day and I *am always tired* in the afternoon.

Sometimes I have a short sleep in the afternoon and I *feel much better*.

### E Extended practice

Students follow the instructions. Remind students that they need to use the pattern:

- refer to research
- give personal opinion
- give personal experience.

Monitor and assist.

You can also put students into two groups, A and B, and get students to produce joint notes in their groups before going into pairs to do the presentations.

## Answers

Answers depend on students.

## Closure

Get two or more students to deliver their presentations at the front of the class.

# Workbook answers

## Speaking

### Exercise A

Answers depend on students.

### Exercise B

A: What animals have the same sleep *habits* as owls?

B: I think some types of mice sleep in the day.

A: Are you sure this information is *correct*?

B: Yes, but I'll check it again.

A: What do you know about *theories* of sleep?

B: Well, I've read quite a lot about this and there are several.

A: When does it get *dark* in London in the winter?

B: Well, in December the sun sets about 4.00 p.m.

A: What does the word *hormone mean*?

B: Right. That's a kind of chemical in your body.

### Exercise C

- a. lark            dark
- b. light           night
- c. sleep           mean
- d. wake           late
- e. get             best
- f. body            clock
- g. true            through
- h. brother       up

### Exercise D

Answers depend on students. A common problem is called 'Non-24' when blind people suffer from lack of light stimulus, and it puts their body clock out of alignment with the patterns of day and night (see the transcript for track 49 on page 120 of the Workbook and below).

### Exercise E

- clocks 4
- few 8
- helpful 10
- helps 12
- light 1
- means 3
- night 2
- other 6
- same 5
- tired 9
- types 11
- wake 7

Blind people often have no sense of light or dark. So they don't know if it is night or day. This means that blind people have no idea of the time. Their body clocks do not work well, either. For example, blind people might go to bed at the same time as other people. But they wake up at 2.00 in the morning. They never sleep for more than a few hours. So they often have short sleeps because they get very tired. For blind people, the radio is very helpful. They can listen to different types of programmes, of course.

But the radio also helps them with the time of day. How? Because certain programmes are often on at the same time of day or night.

## Practice

### Exercises A and B

Answers depend on students.

### Exercise C

You can use the phrase *According to ...* with the following:

According to the Sleep Research Centre, ...

According to Linda Morgan of the University of Surrey, ...

According to an article in the *Science Journal*, ...

According to scientists in the US, ...

According to experiments in the 1960s, ...

According to the latest test results, ...

## Extended speaking

### Exercise A

Tired teens start school after lunch:

introducing, aged, to, get up with, hormones, rest, say, time, heart, concentration

Start school late? Give me a break!:

more, earlier, change, body, find, employees, unreliable, work, in

### Exercises, B, C, D, E and F

Answers depend on students.

# Reading: Work, rest and play

## 4.5 Vocabulary for reading: Daily chores

### Objectives

By the end of this lesson, students should be able to:

- understand target vocabulary for the Reading section;
- identify key vocabulary in context.

### Introduction

Course books closed. Write the title of this section on the board: *Daily chores*. Elicit the meaning of the word *chores* (household tasks). Elicit some examples, then get students to check with the x (horizontal) axis of the graph. Make sure students can say each of the phrases with good pronunciation.

### A Previewing vocabulary

1. Set for pairwork. Make sure students realize that the graph shows information from the USA. Give feedback, eliciting definitions of each.
2. Elicit some more chores.

### Answers

1. Some points:
  - preparation = making, e.g., cutting up vegetables, peeling potatoes, cooking
  - maintenance = keeping in good condition or repairing
  - washing up NOT just washing – used for dishes, crockery
  - doing the garden = planting, weeding, cutting things.
2. Additional chores:
  - looking after babies/children
  - ironing
  - using a vacuum cleaner (hovering/vacuuuming).

### B Using figures to help with comprehension

Set for individual work and pairwork checking. Give feedback, ideally with a visual medium. Then check comprehension with some checking questions.

### Answers

1. 133 minutes
2. 81 minutes
3. food and drink preparation
4. cleaning the house
5. cleaning clothes
6. washing up after meals
7. house maintenance
8. doing the garden

### C Relating information to personal experience

Set for group work. Ask students to give you a couple of differences in their culture.

### Closure

Elicit a few ideas from different groups.

## 4.6 Real-time reading: Time usage

### Objectives

By the end of this lesson, students should be able to:

- show understanding of common core knowledge – breakdown of time usage on daily activities;
- show understanding of a text containing target vocabulary, grammar and sub-skills from the theme, including efficient reading of a pie chart;
- use previously learned Reading sub-skills in order to work out the meaning of vocabulary from its context.

### Introduction

Use Exercise A as an introduction.

### A Activating knowledge

Set both questions for pairwork. Elicit answers.

### Answers

1. 24
2. Answers depend on students.

### Methodology note

The ability to scan is an important reading skill if there are:

- many names (with capital letters) and/or numbers in a text
- headings and subheadings
- figures
- illustrations.

Scanning prepares the reader for reading in detail.

### B Scanning

Make sure students understand *scanning* (looking quickly at the whole text to find names, from the capital letters, and numbers, either in figures or words).

Go through the first statement as an example. Set for individual work and pairwork checking. Do not give students long as the idea is that they scan the text, not read it carefully. The True/False statements can be answered without detailed reading.

Give feedback, ideally with a visual medium of the text to show why the information is true or false in each case.

#### Answers

|  |   |
|--|---|
| 1. The title of the article has five words.                      | F – It has six words.                               |
| 2. There are two photographs of sunrise and sunset.              | T   |
| 3. There is an introductory paragraph.                           | T   |
| 4. There are eight other paragraphs.                             | F – There are five other paragraphs = six in total. |
| 5. Figure 1 is a pie chart.                                      | T   |
| 6. The red part of the pie chart represents sleeping.            | T   |
| 7. The pie chart shows the daily life of US university students. | T   |
| 8. The research is from the Bureau of Labor.                     | T   |

### C Predicting the content of a text

Remind students of the importance of prediction.

Set for individual work then pairwork checking. Elicit ideas and reasons but do not confirm or correct as this is a self-checked activity – see below.

#### Answers

See answers for D.

### D Reading to check information

Students find the correct answers in the text. Check and deal with any confusion.

#### Answers

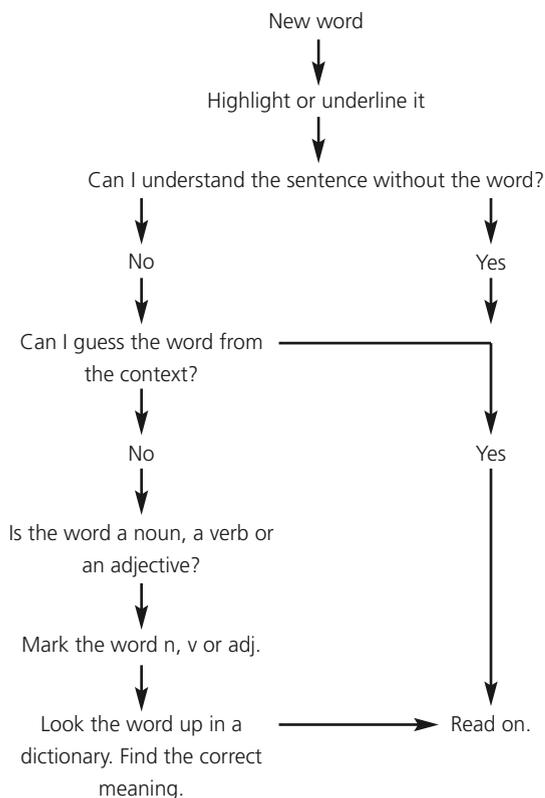
|                        |     |
|------------------------|-----|
| 1. commuting           | 1.5 |
| 2. eating and drinking | 1.0 |
| 3. education           | 3.3 |
| 4. grooming            | 0.8 |
| 5. leisure             | 3.7 |
| 6. other               | 2.3 |
| 7. sleeping            | 8.3 |
| 8. work                | 3.1 |

### E Dealing with new words

Display the *Dealing with new words* flowchart (see page 168) with a visual medium, or elicit it from the class onto the board.

Point out that they will probably need to use the route down the left-hand side of the flowchart for most of the words highlighted in the text.

Set the task for individual work and pairwork checking. Give feedback, getting students to tell you which new words they were able to work out or guess.



### Model answers

Note that the part of speech given is the one in this context.

| Word        | Part of speech | Meaning                                       |
|-------------|----------------|---|
| rest        | n              | not working                                   |
| plenty      | n              | a lot   |
| undone      | adj            | not done                                      |
| commuting   | n              | travelling to work, etc., on a daily basis    |
| grooming    | n              | brushing your hair, cleaning your teeth, etc. |
| on average  | prep phrase    | total divided by the number of items          |
| in addition | prep phrase    | also  |
| tuition     | n              | teaching                                      |
| leisure     | n              | sports, socializing; free-time activities     |
| researchers | n              | people who do research                        |
| usable      | adj            | which can be used                             |
| proportion  | n              | part  |

### F Work it out!

Refer students to the pie chart and identify the 'Other' section – the orange part.

Ask how much this represents of the total.  
Answer = c. 10%

Set for pair or group work. Give feedback, eliciting possibilities. Make sure students don't include daily activities which have already been covered by other sections of the pie chart.

### Answers

Possibilities are:

- household chores since work here means paid work
- doing nothing/thinking
- looking after children/pets.

### G Relating information to personal experience

Remind students about relating research to personal experience.

Set for individual work. Students may need to complete the tasks at home and bring the results back to do part 3 in a later lesson.

### Answers

Answers depend on students.

### Closure

Further exploit the text with straightforward comprehension questions, e.g.:

*Which item takes up the most time on average? (sleeping)*

*What percentage of time is spent on university work? (c. 15%)*

*Why do university students have to work in the States? (because tuition is not free)*

## 4.7 Learning new reading skills: Topic sentences; exemplification

### Objectives

By the end of this lesson, students should be able to:

- find and use topic sentences;
- use examples in a text to clarify the meaning of factual statements;
- practise identifying words from the first few letters.

### Methodology note

As with Listening, this is a 'bottom-up' lesson where the focus is on the discrete skills. In order to be able to break down the text into meaningful units, students must be able to use topic sentences to predict content, and exemplification to clarify meaning.

|        |       |
|--------|-------|
| univer | sity  |
| lei    | sure  |
| aver   | age   |
| exam   | ple   |
| res    | earch |
| ima    | gine  |
| commu  | ting  |
| show   | er    |
| tui    | tion  |

### Methodology note

Research has shown that native speakers identify longer English words in context from, among other things, the first two or three letters. It is worth developing this skill in your students.

### Introduction

To reinforce words from the section, use flashcards and literally flash them for identification, i.e., show for two seconds then hide; ask the students to say the word they saw. You can also cover the last part of each word and flash them again. This is to check that students can use the key skill of recognizing words from the first two or three letters, when they have a context – in this case, a lexical set.

#### A Reviewing vocabulary

Point out the information in the methodology note below.

Set for pairwork. Point out that all the words are from Lesson 4.6: Real-time reading.

When students have written something for each one, get them to find the word in the text in the previous lesson.

Give feedback orally.

#### Answers

Obviously, other endings are possible but that helps to make the point that words are identified this way *in context*.

#### B Identifying a new skill (1)

1. Give students time to read Skills Check 1. Clarify any problems. Build up the following notes on the board:

First paragraph = content of the text

Often the first sentence of each paragraph (topic sentence) = content of the paragraph.

2. Set for individual work then pairwork checking. Give feedback, ideally with a visual medium so that you can highlight the topic sentences.
3. This task reinforces the fact that topic sentences are a gateway into the paragraph. If you understand a topic sentence, you should be able to predict with some accuracy the kind of sentence and the kind of content that will follow. Set the task for pairwork. Give feedback orally, then get students to uncover the text and check their ideas. Note that the answers are not always immediately obvious. You need to think carefully about where the paragraph will go.

## Answers

|   |    |  |
|---|----|--|
| a. Imagine you wake up early in the morning.  | 1. | You think: <i>I have plenty of time ...</i>  |
| b. The Bureau of Labor in the USA has done research into time usage of university students. | 1. | The average student spends 8.3 hours sleeping every day.                                       |
| c. Studying at a US university takes, on average, 3.3 hours each day.                       | 2. | In addition, the average student spends 3.1 hours on paid work.                                |
| d. There are only six hours left in the day.  | 2. | The average US student spends 3.7 hours a day on leisure activities like sport or socializing. |
| e. All of that sleep, work and play leaves 2.3 hours.                                       | 1. | The research calls this 'Other'.   |

### Methodology note

Topic sentences are not always present in real text and, where present, are not always the first sentence. But this feature – first sentence of a paragraph = topic sentence – is so common that it is best to teach it without exception at this stage. It is also a very good pattern for students to get into in the complementary skill of writing.

### C Identifying a new skill (2)

1. Work through Skills Check 2 with the students. Check comprehension by asking, for example: *What do you often find in a text after a statement of fact? What do you often find after the word 'including'?*
2. Refer students back to the article in Lesson 4.6: Real-time reading. Put students into pairs to find the examples. Give feedback, ideally with a visual medium.
3. Read the example with the students. Students use the list they made in Exercise C2 to make sentences. Set for individual work and pairwork checking.

## Answers

1. Examples.
2. grooming, such as cleaning teeth, having a shower and so on  
work: jobs at coffee shops, for example, and hotels  
leisure activities like sport or socializing  
other: it includes chores, such as washing up and cleaning the house
3. Cleaning teeth is an example of grooming. Having a shower is an example of grooming. Jobs at coffee shops and hotels are examples of work.  
Sport is an example of a leisure activity. Socializing is an example of a leisure activity. Chores such as washing up or cleaning the house are examples of other activities.

### D Practising a new skill

Match the first sentence with its example with the class. Set the task for individual work and pairwork checking.

Cover the examples. Read the sentences. What examples do you expect?

Give feedback orally. During feedback, discuss why each match is the only possible combination.

Elicit ideas as to what the content of the paragraph beginning *There are many different jobs at a university ...* might be. Tell pairs to discuss the other six paragraphs in the same way. Give feedback orally.

## Answers

|  |   |   |
|--|---|---|
| 1. There are many different jobs at a university, such as ...                                      | 5 | name, age, nationality, etc.                    |
| 2. We have many different social clubs, including ...  | 7 | <i>always, sometimes and often.</i>             |
| 3. The university maintenance office will check all portable electrical equipment, for example ... | 2 | drama, geography and football.                  |
| 4. Be careful when you use encyclopedia websites, such as ...                                      | 6 | Plato, Comte and Ibn Khaldun.                   |
| 5. Complete the application form with your personal details: ...                                   | 8 | personal qualities, qualifications, experience. |
| 6. We are going to study philosophers and sociologists, for example, ...                           | 3 | radios, tablets and laptop computers.           |
| 7. There are several frequency adverbs in English, including ...                                   | 4 | Wikipedia.                                      |
| 8. Read a job advertisement carefully. You need to understand the requirements –                   | 1 | bursar, dean, librarian ...                     |

### Closure

With students' books closed, say the first half of the sentences in Exercise D. The students must tell you in each case how the sentence was exemplified. Then, give the examples and get students to tell you how the sentence could begin.

## 4.8 Applying new reading skills: Leisure time

### Objectives

By the end of this lesson, students will be able to:

- identify the topic sentences in a text;
- use topic sentences to predict content;
- demonstrate an ability to identify words in context from the first few letters;
- demonstrate understanding of the role of exemplification in a text.

### Introduction

Ask students to define the title of the lesson: *Leisure time*.

They will need to say something like:

*It is time when you are not working, studying or sleeping.*

### Methodology note

Words seem to be stored in the mental lexicon with their converses and synonyms or near-synonyms. They are also stored with the lexical set which they belong to. It is useful for storage and retrieval of vocabulary if students deal with words in such sets where appropriate.

### A Reviewing vocabulary

Set for pairwork. Give feedback orally.

#### Answers

Answers depend on students, but they should find this easy with words from this theme.

### B Recognizing words in context

This is further work on improving reading speed by learning to focus on the first letters of a word.

Work through the first two or three words with the class as an example. Explain that efficient readers can do this easily, even with texts they have not read before, and that it helps you to read quickly.

Set for individual work. Students first read through without writing answers, then pairwork checking. Give feedback orally.

### Answers

According to research, US students spend 8.3 hours sleeping every day on average. They spend another 1.5 hours travelling and nearly two hours on eating, drinking and grooming. Studying takes another 3.3 hours each day. In addition, the average student spends 3.1 hours on paid work. Finally, leisure and 'other' activities account for six hours each day.

### C Using a key skill: Predicting content

This activity brings together all of the 'preparing to read' work. Point out that, to get the most out of this activity, students should follow the instructions and stop after completing each task and discuss the question again.

Set for pairwork. Monitor and assist.

Elicit ideas from individual pairs but do not do a whole-class feedback or confirm/correct yet. Get a feeling for how well the students are applying the new skills.

### D Using a key skill: Examples to help understanding

Ask students to find and underline the five examples first. They should then read the five examples in the '... is an example of ...' column and read the text carefully to do the matching.

Set for individual work and pairwork checking.

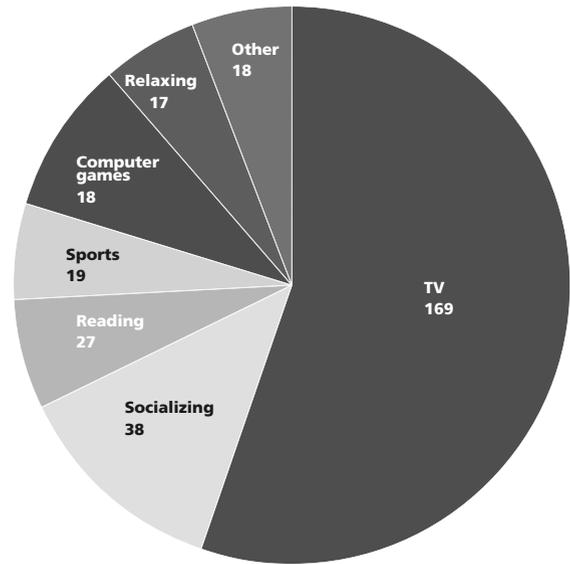
### Answers

|                          |   |                |
|--------------------------|---|----------------|
| 1. sending text messages | 2 | networking     |
| 2. checking Facebook     | 3 | computer games |
| 3. World of Warcraft     | 4 | relaxing       |
| 4. having a short sleep  | 1 | socializing    |
| 5. Kindle                | 5 | reading        |

### E Showing comprehension

Set the task for individual work and pairwork checking. Give feedback orally. During feedback, point out to students the role of the Reading skills work that they have done in this section in their effective completion of this exercise, e.g., using the topic sentences to quickly find where the relevant information will be in the text.

### Answers



### Closure

Choose one or more of the following:

1. Ask: *What could the category 'Other' contain in this case?* Possible answer: creative writing.
2. Further exploit the text with some straightforward comprehension questions.
3. In addition, or alternatively, highlight the topic sentences again. Ask for a summary of the information in each paragraph. As before, don't worry about the formal accuracy of their summaries: remember that this is a Reading section, and the important point is that students have correctly identified the kind of information in each paragraph.

### Vocabulary quiz: Daily life

### Objectives

By the end of the lesson, students will have:

- reviewed core knowledge in the area of Daily life;
- recycled the vocabulary and some of the grammar from the Listening, Speaking and Reading sections.

### Methodology note: Using the quiz

The quiz provides an opportunity to review the core knowledge which students have learned from the theme so far. As ever, you can run the quiz in a number of different ways: as a competition or series of mini-presentations by way of example. Ensure that you:

- give your students plenty of time to look back through the theme and study the Lessons in order to be able to answer the quiz questions;
- give all students a chance to participate – avoid formats where the first student to shout out the answer wins the points.

The Knowledge Quiz is not intended to be used as formal assessment.

Write *Daily life* on the board. Ask students what they remember studying in this theme so far. What did they listen to? What did they discuss? What talk did they give? What were the Reading texts about?

On this occasion, it is probably best for students to do Exercise 1 in pairs and Exercises 2 and 3 individually with pairwork checking.

Alternatively, students could complete individually at home, or in class in groups, and mark their own work as you give the answers. You collect the scores and declare a winner.

### Answers

1.

|       | up | home | teeth | to bed | to sleep | to work | a shower | clothes | the house | exercise | a meal | coffee | the garden |
|-------|----|------|-------|--------|----------|---------|----------|---------|-----------|----------|--------|--------|------------|
| clean |    |      | ✓     |        |          |         |          |         | ✓         |          |        |        |            |
| do    |    |      |       |        |          |         |          |         |           | ✓        |        |        | ✓          |
| get   | ✓  | ✓    |       |        |          | ✓       |          |         |           |          |        |        |            |
| go    |    | ✓    |       | ✓      | ✓        | ✓       |          |         |           |          |        |        |            |
| have  |    |      |       |        |          |         | ✓        |         |           |          | ✓      | ✓      |            |
| wake  | ✓  |      |       |        |          |         |          |         |           |          |        |        |            |
| wash  | ✓  |      |       |        |          |         |          | ✓       |           |          |        |        |            |

2.

|   |    |   |
|---|----|---|
| 1. What is caffeine?                                      | 6  | A watch.  |
| 2. What are hormones?                                     | 5  | It prepares the body for sleep.   |
| 3. What does <i>digest</i> mean?                          | 1  | It's a chemical in coffee.  |
| 4. Where do the lungs do?                                 | 9  | It's looking after something, like a car or the garden.                     |
| 5. What does melatonin do?                                | 7  | It's the timing of activities in the human body.                            |
| 6. What do many people have on their left or right wrist? | 8  | They're jobs you must do every day, like washing up and cleaning the house. |
| 7. What is a body clock?                                  | 2  | They're chemicals, in the blood, mainly.                                    |
| 8. What are household chores?                             | 4  | They exchange carbon dioxide and oxygen in the blood.                       |
| 9. What is maintenance?                                   | 3  | To take energy from food.   |
| 10. Where can you commute to?                             | 10 | Work.   |

3. According to research by Professor Russell Foster at the University of Oxford, teenagers do better in tests in the afternoon. The times accounts for a difference of 9%.

Women do the largest proportion of household chores in the USA. On average, American women spend over two hours a day on chores. In particular, they clean the house and clean clothes much more than men. In addition, they do more of the food and drink preparation, like cooking and making coffee.

## Workbook answers

### Reading

#### Exercise A

1. do
2. doing
3. did, did (or 've done)
4. does
5. do
6. done, done
7. did
8. do
9. does
10. do, do
11. doing
12. done

#### Exercise B

See the chart on page 175.

#### Exercises C and D

Answers depend on students.

### Extended reading

#### Exercise A

2. being overweight, obese
3. Answer depends on students.

#### Exercise B

Paragraph 2: d  
Paragraph 3: c  
Paragraph 4: a  
Paragraph 5: e  
Paragraph 6: b  
Paragraph 7: f

#### Exercise C

physical activity: sports, walking  
junk food: fizzy drinks, sweets  
unhealthy snacks: burgers, pizzas  
leisure activities: watching TV  
TV content: food advertising  
safe places: parks, cycle lanes

#### Exercise D

One hour of TV each day: 12% risk  
Six hours of TV each day: 37% risk

#### Exercise E

Answers depend on students.



# Writing: Average people?

## 4.9 Vocabulary for writing: The average person

### Objectives

By the end of this lesson, students should be able to:

- understand and spell target vocabulary from the theme;
- understand the concept of 'average' in general and 'the average person' in particular.

### Introduction

Write the title of the lesson on the board: *The average person*. Ask students what they think this means. If necessary demonstrate by using either the class height of four students, writing the heights on the board and working out a rough average. Or, if this is a sensitive issue, use imaginary heights: 1.70 m, 1.74 m, 1.76 m, 1.60 m – average height is 1.7 m .

### A Reviewing vocabulary

1. Explain that these are key words from the theme which they have met already.

The focus here is obviously on the spelling of target vocabulary with the emphasis on vowels. Go over the example and set the task for individual completion. Make sure students realize that the only letters missing are vowels.

Students then compare answers in pairs. Rather than giving feedback, you can ask students to check back in the vocabulary boxes from previous lessons in this theme and correct their own work.

2. Check that students understand the task; that they can look back through all the lessons from this theme to find an example sentence or where the item appears. Elicit an example for the first word, *graph*, e.g., *There is a graph in Vocabulary for reading.*

If you are short of time, allocate one or two words only to different pairs of students. Each pair finds an example sentence/location for their word(s). Students then report back to the rest of the class; each pair reads out their example sentence/identifies the location for their word.

### Answers

- a. graph
- b. exercise
- c. minute
- d. research
- e. proportion
- f. leisure

### B Understanding new vocabulary

There are a variety of grammar and other issues here. Set for individual work then pairwork checking. Monitor and assist. Give feedback, ideally with a visual medium to show why the answers are correct.

### Answers

Averages are used / used in a lot of research. Why are they so / too common?

Firstly, the average is a very / so simple number to calculate. Secondly, you can get a general idea from / of a group of people with averages. Thirdly, you can / will compare two sets of statistics, for example, two populations, easily. For example, you can see the average height, weigh / weight and monthly salary of Americans and compare that with the averages for Chinese people.

Of course, people vary / are vary. Some American men are taller or shorter / more short than the average. Some are heavier / heavyer or lighter. Some Americans earn many / much more than the average and some Americans earn far less / fewer. But average heights, weights and so on give a good general idea of Americans.

Some psychologists say that it is / is dangerous to talk about 'the average person' because the average can become / becomes 'the normal'. Then any variation from / to the average is not normal. This is dangerous in society. We are all individuals with your / our own body, brain, personality and behaviour. Some people are tall, some are short and some / any are 'average'. This is normal.

### C Using new vocabulary

Students ask and answer in pairs. Monitor and give feedback.

## Answers

1. The average is 4 because it is 20 (the total of the numbers) divided by 5 (the number of numbers).
2. Answer depends on class size.
3. height
4. money which you earn in a month; (wages are weekly salary in English)
5. in height, weight, hair colour, eye colour, etc.
6. the average = the normal person, therefore it is a dangerous concept to think that anyone shorter, taller, thinner, etc., is not normal

## D Developing critical thinking

Talk about yourself. Are you average height, weight, etc.?

Then put students in pairs to answer the question.

### Answers

Answers depend on students.

## Closure

Do further comprehension work on the text.

## 4.10 Real-time writing: Comparing the USA and China

### Objectives

By the end of this lesson, students should:

- be more familiar with the discourse structure of a research report;
- show understanding of research into averages in the USA and China;
- be able to complete key patterns for writing about research.

## Introduction

Exploit the visual. Ask students what they can see and what it means. Accept any reasonable answers.

## A Using background knowledge

Students complete the activity in pairs. Give feedback, accepting any reasonable answers. Point out that they will find out some of the differences during this lesson.

### Answers

Answers depend on students.

## B Gathering information

Give students one minute to try to find the answers to the three sets of questions. Point out that they have to read tables and a graph quickly. Then they can compare in pairs. Elicit the answers, eventually confirming the correct answer.

### Answers

1. 1.76 m and 1.59 m
2. \$41.00 and \$102.00
3. just over \$4,500 and about \$750

## C Recognizing key writing patterns

1. Set for individual work. Point out that all the sentences are from a research report. Monitor to get an idea of the standard of the students in this area. Do not assist as this is a self-assessment activity.
2. Students self-check with the model answer.
3. Set the question for pairwork. Elicit and confirm or correct.
4. Give students a minute to look at all the sentences again. Then get them to cover the left page but keep the right page open. Point out that this page has information that will help them remember the sentences. Set for pairwork or group work. Monitor and assist. Then allow students to self-check again with the model answer.

### Answers

3. The report is in two sections because the first section explains the method and the second section gives the results.

4.

|   |   |                                   |
|---|---|-----------------------------------|
| a. We did some research into the similarities and differences between ...                   | c | a graph.                          |
| b. We recorded the information for ...  | a | American and Chinese people.      |
| c. We put the research results into tables and ...  | l | China ...                         |
| d. The results are shown in Table 1, Table 2 and ...  | b | each area.                        |
| e. We can see from Table 1 that, on average, there are big physical differences between ... | j | everyday items.                   |
| f. American and Chinese females are similar in ...  | d | Figure 1.                         |
| g. but, on average, American women are ...  | f | height ...                        |
| h. The average American has a much higher salary than ...                                   | g | much heavier.                     |
| i. but average rents in the USA are ...   | i | also higher.                      |
| j. There are some differences in the prices of ...  | h | the average Chinese person ...    |
| k. Table 2 shows that, for example, a cinema ticket is almost the same price in ...         | e | the females of the two countries. |
| l. However, a hamburger is cheaper in ...   | k | the two countries.                |
| m. while jeans are much cheaper in ...  | m | the USA.                          |

### D Developing critical thinking

Allow students to discuss for a few minutes in groups.

#### Answers

Answers depend on students.

### Closure

Elicit some answers from Exercise D.

## 4.11 Learning new writing skills: Writing about results

### Objectives

By the end of this lesson, students should be able to:

- refer to tables and figures in a report;
- choose the correct tense to talk about research methods;
- use the past passive in a research report.

### Introduction

Dictate some of the words from the lessons in this section.

### A Developing vocabulary

Set for pairwork – all the items make noun phrases with noun + noun or adjective + noun.

Allow students to self-check, then elicit the correct phrases. In one case, two answers are possible – *average price* and *average rents*.

#### Answers

|             |   |             |
|-------------|---|-------------|
| 1. same     | 3 | differences |
| 2. average  | 4 | items       |
| 3. physical | 1 | price       |
| 4. everyday | 2 | rents       |
| 5. research | 5 | results     |

**B Identifying a new skill (1)**

- 1./2. Set these two parts for individual work and pairwork checking. Monitor to get an idea of the level of understanding but do not confirm or correct.
3. Refer students to the Skills Check 1 to self-check. Give feedback, dealing with any issues you have noticed during the pairwork.

**Answers**

1. a. above the table  
b. below the figure
2. a. shown  
b. can  
c. figure  
d. shows

**C Referring to tables and figures**

Refer students back to the tables and figure on page 121. Set for individual work.

Monitor and assist.

Give feedback, getting some good answers on the board.

**D Identifying a new skill (2)**

1. Give students a few moments to look at the model answer then elicit the correct answer.
2. Give students plenty of time to follow the instructions. Do not give feedback at this point.
3. Students cover Skills Check 2. Ask them to write the past passive sentences on their own without any further help. Monitor but do not assist at this point.

Remind students that we need the past participle to form the passive – they learnt this in the last theme. Remind them also about the three forms of a verb by building up the following table on the board with the help of the students.

| Verbs            | Infinitive | Past     | Past participle |
|------------------|------------|----------|-----------------|
| <b>Regular</b>   | record     | recorded | recorded        |
| <b>Irregular</b> | do         | did      | done            |
|                  | put        | put      | put             |

Point out that regular verbs have the same form for the past tense and past participle – infinitive + (e)d.

Irregular verbs often have different words, but one set of irregular verbs has the same form for infinitive, past and past participle.

Give students a few moments to check their own work for part 3 then give feedback, getting the correct sentences from the Skills Check.

**E Writing past simple passive sentences**

Go through the main verbs which the students will need for this lesson, eliciting the three forms:

**Regular:**

|         |           |           |
|---------|-----------|-----------|
| collect | collected | collected |
| use     | used      | used      |
| analyze | analyzed  | analyzed  |
| employ  | employed  | employed  |
| save    | saved     | saved     |

**Irregular:**

|      |      |       |
|------|------|-------|
| draw | drew | drawn |
| make | made | made  |
| took | take | taken |
| send | sent | sent  |
| put  | put  | put   |

1. Students complete individually then check in pairs. Give feedback, getting the correct answers on the board. You could get students to come up and write them and, if necessary, correct them under the instructions of the other students. Note the key points in Answers below.
2. Repeat the process.

## Answers

1.

|  | Notes  |
|--|--|
| a. Data was collected <u>from many sources</u> .                   | The prepositional phrase – underlined here – is an adverb. It answers the question <i>where</i> . It is not part of the subject so it goes after the verb. |
| b. <u>Information from websites such as Nationmaster</u> was used. | The subject – underlined here – is very long but it must all go before the verb.   |
| c. The results were analyzed.                                      |  |
| d. Several researchers were employed.                              |  |
| e. The data was saved <u>on flash drives</u> .                     | See the note on <b>a.</b> above; the same situation occurs here.   |

2.

|  |   |
|--|---|
| a. <u>A graph of the information</u> was drawn.                        | long subject before the verb                    |
| b. <u>Tables of the key points</u> were made.                          | as above  |
| c. Information was taken <u>from Nationmaster and other websites</u> . | prepositional phrase = adverb so after the verb |
| d. The research results were sent <u>to university departments</u> .   | as above  |
| e. The results were put <u>on our website</u> .                        | as above  |

### Closure

Deal with some of the issues in Notes in Exercise E.

## 4.12 Applying new writing skills: Comparing Japan and Kenya

### Objectives

By the end of this lesson, students should:

- use the 'TOWER' method to produce a research report about two countries;
- know more about Japan and Kenya.

### Methodology note: Using the quiz

If you think this lesson will be too difficult for your class, you can simplify it in the following ways using the model answers provided at the end of these notes.

- Use the model answer, with or without past passives, as a gap-fill activity by blanking out all the verbs, for example.
- Retype the model answer but delete one or two sentences from each longer section. Give the students the missing sentences separately. Students decide where each sentence should go and then rewrite the experiment.
- Give students the model answer on a handout and give them time to read it through. Check understanding. Then remove the handout and go through the lesson exercises in the Course Book.

### Introduction

Write the title on the board: *Comparing Japan and Kenya*. Make sure students can locate the two countries on a map. Exploit the visuals. Ask students first what they can see, and then ask them which country – Japan or Kenya – each photograph comes from (the top three photographs are from Kenya, the bottom three are from Japan).

### A Developing vocabulary

Point out that these are key phrases that the students will need to complete the writing task. Set for individual work and pairwork checking. Give feedback, building up the phrases on the board, e.g.:

*do research*  
*record information*  
*make tables*  
*draw graphs*  
*earn a salary*  
*pay rent*

### Answers

|           |   |             |
|-----------|---|-------------|
| 1. do     | 5 | a salary    |
| 2. record | 4 | graphs      |
| 3. make   | 2 | information |
| 4. draw   | 6 | rent        |
| 5. earn   | 1 | research    |
| 6. pay    | 3 | tables      |

### B Thinking and organizing

Revise the report from Lesson 4.10 Real-time writing. You could do this either by:

- using a visual medium of the input data on page 121 to elicit sentences;
  - using the model answer on page 160 with gaps for students to complete.
1. Students discuss in pairs. Elicit ideas and, if you can, confirm or correct. If you don't know, write them on the board with a question mark and suggest that students do some research at home.
  2. Refer students to page 124. Go through the example carefully getting several students to say the sentence in the speech bubble. They can use this as the introduction to all the other statements about the data.
  3. Students complete individually. Monitor and assist.
  4. As above. Students can hand-draw or, if it is possible in your classroom, make the graph in Excel or similar.
  5. As above. Then get students to compare their tables and graphs and decide which ones are good and why. You may wish to display some of the good ones.

### Answers

2.

|                                  | Japan   | Kenya    |
|----------------------------------|---------|----------|
| Average male height              | 1.72 m  | 1.71 m   |
| Average female height            | 1.58 m  | 1.59 m   |
| Average male weight              | 67.6 kg | 56.3 kg* |
| Average female weight            | 52.3 kg | 56.3 kg* |
| Average monthly salary after tax | \$2,782 | \$481**  |
| Average monthly rent             | \$1,913 | \$879    |
| Average price of a pair of jeans | \$79.21 | \$41.09  |
| Average price of a cinema ticket | \$17.67 | \$6.00   |
| Average price of a hamburger     | \$6.38  | \$5.94   |

\* Note that actually you cannot really draw conclusions about this because the data is the average for both genders. It is probably quite a good idea to hold this piece of information back and give it at the very end, to show students how they must be very careful how they use researched data.

\*\* Note that average monthly rent is higher than monthly salary after tax. The rent figure is based on a 3-bedroom property in a city centre location. Many people share, or live outside the cities.

### C Writing

Remind students about the writing 'TOWER': **T**hinking, **O**rganizing, **W**riting, **E**ditng and **R**ewriting. Tell students they will be following these stages in their writing today. This exercise starts with the *Thinking* stage.

Refer students to page 126 to complete their writing, but suggest that they do the 'T-O-W' stages first in their notebooks.

### Answers

No answers at this point.

## **D** Editing and rewriting

Students follow the instructions.

1. This is the 'E' stage of the 'TOWER'. Remind students of things to check for: spelling, correct tenses, etc. Monitor and give help where necessary. Students mark each other's work on page 127.
2. This is the 'R' stage and should be done on page 126. The final version can be written in class or for homework. If done in class, monitor and make a note of common errors. Give feedback on students' common writing errors to the whole class.

### Answers

See Model answer.

### Model answer 1

We did some research into the similarities and differences between Japan and Kenya. We collected data from many sources. We used information from websites such as Nationmaster. We analyzed the results. Then we put some of the results into tables and we drew a graph of some of the other results. The results are shown in Table 1, Table 2 and Figure 1.

We can see from Table 1 that, on average, there are some physical differences between the males of the two countries. Japanese and Kenyan males are almost the same average height, but Japanese men are much heavier than Kenyan men. Japanese and Kenyan females are almost the same height, but Japanese women are lighter than Kenyan women. The average Japanese person has a much higher salary than the average Kenyan person (Figure 1), and average rents are much higher in Japan than Kenya. There are some differences in the prices of everyday items. Table 2 shows that, for example, a hamburger is almost the same price in the two countries. However, a pair of jeans is much cheaper in Kenya, while cinema tickets are much more expensive in Japan.

### Model answer 2

Some research was done into the similarities and differences between Japan and Kenya. Data was collected from many sources. Information from websites such as Nationmaster was used. The results were analyzed. Then some of the results were put into tables and a graph was drawn of

other results. The results are shown in Table 1, Table 2 and Figure 1.

We can see from Table 1 that, on average, there are some physical differences between the males of the two countries. Japanese and Kenyan males are almost the same average height, but Japanese men are much heavier than Kenyan men. Japanese and Kenyan females are almost the same height, but Japanese women are lighter than Kenyan women. The average Japanese person has a much higher salary than the average Kenyan person (Figure 1), and average rents are much higher in Japan than Kenya. There are some differences in the prices of everyday items. Table 2 shows that, for example, a hamburger is almost the same price in the two countries. However, a pair of jeans is much cheaper in Kenya while cinema tickets are much more expensive in Japan.

### Closure

Give out copies of the model answer (1 or 2) for students to compare with their own version. If students are finishing the writing at home, then give out the copies at the beginning of the next lesson.

## Portfolio: Comparing countries

### Objectives

By the end of this lesson(s), students should:

- have improved their research and note-taking skills for facts about countries and people;
- be better able to explain new information;
- be better able to ask questions for clarification about new information;
- be able to use integrated skills in order to talk and write about countries;
- learn more common core knowledge about four countries.

### Methodology note

There are many different ways this lesson can be exploited. If you do decide to do all the activities, you will probably need to devote at least two lessons to them, and possibly as many as four. If you are planning to do more than one activity, you will need to remind students to bring all their notes and diagrams to every lesson.

However, you do not need to do every activity. For example, if your students need further listening practice, you could just do Exercise B.

Exercise C is a communication gap activity based mainly on reading and note-taking. However, it also includes listening and speaking. This exercise would also work well as a complete lesson in itself.

### Introduction

Ask students to list as many countries as they can with their English names. You could do this as an alphabet game, i.e., you say a letter and students say countries beginning with the letter until they run out. If they do not suggest a key word with this letter, prompt them.

For a complete list of countries in alphabetical order, see, e.g.:

[http://www.nationsonline.org/oneworld/countries\\_of\\_the\\_world.htm](http://www.nationsonline.org/oneworld/countries_of_the_world.htm)

### A Activating schemata

Exploit the visuals. Ask students to describe the four people.

1. Whole-class discussion. See if the students can reach a consensus. In fact, they are from, left to right, Mozambique, Brazil, Bangladesh, Russia. Make sure students can say the name of each country with English pronunciation including stress.
2. Continue with the whole-class discussion. Do not confirm or correct. Get ideas on the board then ask students to check on a map.
3. Put students into groups to discuss. Monitor. Get some ideas on the board, with a question mark if you are not sure. Ask students to do some research and report back, if they don't find out the answer later in this lesson.
4. Continue the group discussion. Ask students to record their ideas – they will definitely get this information later in the lesson.

### Answers

Answers depend on students.

### B Gathering information (1)

#### Methodology note

This activity is based on the class being divided into two groups. However, both groups listen to the same talk. It is simply that they only need to listen for information about one of the countries in the talk. This is excellent practice in recognizing when a speaker moves from one item to the item being compared, or from one area to a new area.

1. Check that students understand the task. Divide the class into two groups of A and B students. To keep it simple, perhaps just do A = left, B = right.  
Refer students to the table for the notes on page 161.
2. Play **4.14**. Students complete their notes individually.
3. Students compare answers. Monitor and give help where necessary. Replay the recording, if you wish.
4. Divide the class into pairs again, checking that there is one student from Group A and one from Group B. Check students understand the task. Monitor and give help where necessary. Elicit answers, preferably using a visual medium.
5. Ask two students to come to the board and draw the graph. Ask the class if they agree.

### Transcript

#### Presenter: Track 4.14

This is a report of some research into the similarities and differences between Brazilian and Russian people. We recorded the information for each area. We put the research results into tables and graphs. The results are shown in the tables at the back of the research report.

OK, so we can see from Table 1 that, on average, there are small physical differences between the males of the two countries. Brazilians are, on average, 1 metre 70, while Russians are slightly taller at 1 metre 77. Females in the two countries show similar differences. Brazilian women are 1 metre 59, whereas Russian women are 1 metre 64.

So, that's height. What about weight? Well, the average weight of males from the two countries is very similar – Brazilians are 72.7 kilos, while Russians are

71.4 kilos. For the women, well, we got a figure for Brazilian women. It's 62.5 kilos. But I'm afraid we couldn't get a figure for Russian women. I don't know the reason but it just isn't on the web.

So, we've done height and weight. Now, there is quite a big difference in the average monthly salaries in the two countries. Brazilians take home, on average, \$442 a month after tax, whereas Russians get \$568. So are Russians richer on average? Well, no, because the average rent in Brazil is only \$261 a month, while in Russia the average is \$443 – that is almost the same amount as the salary. So clearly, in Russia, most people share accommodation so two or three people are paying the rent.

Finally, the cost of living. There are some differences in the prices of everyday items. Table 2 shows that, for example, a pair of jeans is much more expensive in Russia – the price in Brazil is \$51 against \$66 in Russia. However, a cinema ticket is almost the same price in both countries – Brazil \$5.70 and Russia \$5.40. It's the same story with the price of a hamburger: \$5.50 in Brazil, \$4.90 in Russia.

OK. So let's look closely at this information ...

### Answers

|                          | Brazil  | Russia  |
|--------------------------|---------|---------|
| Average male height      | 1.70 m  | 1.77 m  |
| Average female height    | 1.59 m  | 1.64 m  |
| Average male weight      | 72.7 kg | 71.4 kg |
| Average female weight    | 62.5 kg | n / a   |
| Average monthly salary   | \$422   | \$568   |
| Average monthly rent     | \$261   | \$443   |
| Price of a pair of jeans | \$51    | \$66    |
| Price of a cinema ticket | \$5.70  | \$5.40  |
| Price of a hamburger     | \$5.50  | \$4.90  |

## C Gathering information (2)

### Methodology note

Unless students are allowed access to the internet in class, part 1 of Exercise C will have to be done at home or in the library. Nationmaster is a good source of the required information but students may prefer to use another site or simply to type in the search queries.

1. Students complete the task. Point out that, as with the information about average female weight in the talk, it may not be possible to find some of the data.
2. Put students into groups from the same country if you do have people from different countries in the class. Otherwise, just make groups of about five or six to compare their answers. Note that people may have different answers and they are both 'right' because they come from different sources and the data was collected at different times. However, students should check here for transcription errors – mistakes like a pair of jeans costing \$4,100 when the data should be \$41.00. The 'best' answer here is probably the latest research or the most authoritative, i.e., not a personal blog from someone who says 'I just bought a pair of jeans for \$140!'

## D Gathering information (3)

1. Make sure students understand that they only need to copy across information from somewhere else in this Writing section. They do not need to do original research this time.
2. Students complete individually. As before, students can hand-draw or use a graphing tool. Monitor and assist.

## E Giving a presentation

Follow the usual procedure. Monitor and get some of the best talks presented to the whole class.

## **F** Extended writing

If students have enjoyed the researching and reporting activities in this section, set this task. Otherwise omit.

### **Closure**

This will depend on how many of the exercises you chose to do from the portfolio. Summarize all the activities the students have done and give feedback on their skills work, as well as accuracy in grammar and vocabulary.

Alternatively, you could ask a few questions about the knowledge students have learned about different countries.

# Workbook answers

## Writing

### **Exercise A**

1. analyze
2. behaviour
3. figure
4. gather
5. information
6. normal
7. personality
8. salary
9. similar
10. variation

### **Exercise B**

1. average
2. column
3. difference
4. general
5. height
6. several
7. weight
8. write

### **Exercise C**

1. child
2. expensive
3. row
4. light
5. female
6. less
7. dangerous
8. difference
9. short
10. man

### **Exercise D**

1. We did some research into the similarities and differences between the two countries.
2. We recorded the most important information for each area.
3. We put the research results into tables and graphs.
4. We can see from Table 1 that, on average, there are big physical differences.
5. The average weights of males from the two countries are very similar.
6. There are also some differences in the prices of everyday items.
7. Table 2 shows that, for example, a cinema ticket is almost the same price in the two countries.
8. However, a hamburger is much cheaper in China.
9. Jeans, on the other hand, cost a lot less in the USA.

### **Exercise E**

1. A lot of research was done into everyday activities.
2. A form was made to record the information.
3. More than 100 students were interviewed.
4. They were asked about their daily lives.
5. A lot of interesting information was given.
6. We were told about their work and leisure time.
7. The answers were written down on the form.
8. A graph of the information was drawn.

## Extended writing

### **Exercises A to E**

Answers depend on students.





# Theme 5

## Technology

- What is technology?
- Uses of technology
- Low-tech technology
- Technology and the environment

# Listening: What is technology?

## 5.1 Real-time listening: What is technology?

### Objectives

By the end of the lesson, students should be able to:

- show understanding of common core knowledge – definition of technology, low and high-tech items, technological systems, materials and tools;
- show understanding of a talk containing target vocabulary, grammar and sub-skills from the theme;
- use critical thinking skills to analyze technological items.

### Introduction

Write the question for the section on the board: *What is technology?*

Point out the spelling of the word *technology* and practise the pronunciation.

Ask students if they can think of any other words beginning with *tech~*:

*technologist*  
*technological*  
*technician*  
*technique*  
*technical*  
*technicolour*

### A Problem solving

1. Refer students to the visuals. Ask one or two questions about the photos, for example:  
*When was the telegraph/Biro/canning invented?*  
*Have you ever seen a telegraph transmitter?*  
*Have you ever worn a wet suit?*  
*Which is better – a plastic chair or a wooden one? Why?*  
Now ask students to discuss the question in pairs. After a couple of minutes, elicit ideas.
2. Set the task. Monitor, then elicit answers. Accept any reasonable explanations.

#### Answers

1. They all involve technology – further explanation given in listening activity.
2. Students may have other answers but possible pairs are:  
Wet suit, carpet on a loom/woven fabric = materials, high and low-tech

Telegraph transmitter, mobile phone = messages, communication  
Biro, laptop = writing  
Table, chair = materials/furniture  
Cans, can opener = machines/devices, food technology  
Water pump, tap = system

### B Predicting content

1. Focus students' attention on the notice. Give them a minute or two to read the information. Ask one or two questions to check understanding: *Who is the guest speaker? What's her job? When is the talk?* etc. Students discuss the question in B1 briefly. Elicit answers.
2. Ask students to discuss the question *What is technology?* in pairs. After a couple of minutes, elicit ideas but do not confirm or correct. Hopefully students will begin to realize that technology is not only about computers and mobile phones.

#### Answers

1. Research and development departments are responsible for new ideas in design, products and style. They also improve existing products. They work closely with the marketing department because they must find out about customer needs.
2. Technology is something which solves a problem or makes life easier for us.

### C Understanding signposts

Tell students they are going to listen to a short introduction to Fiona's talk. Give students time to read the items in the box. Set the task. Check students understand they must do two things: select the items, then number them. Play 5.1. Students compare answers in pairs. Elicit answers. Play the introduction again.

#### Answers

|                            |   |
|----------------------------|---|
| big numbers                |   |
| a definition of technology | 1 |
| computers                  |   |
| problems with technology   | 3 |
| technological systems      | 2 |

## Transcript

### Presenter: Track 5.1

Fiona

Maxwell: Let me start with an amazing fact. There are more than one billion computers in the world today. One billion. That is a big number and the number alone shows you the importance of technology nowadays. But technology is not only about computers. In this talk, I'm going to tell you about some of the different and fantastic ways we can use technology. First, I'm going to give you a definition of technology. Next, I will talk about a problem, and I'll explain the system that solves the problem. Systems are very important in technology. Finally, we'll look briefly at a few problems with technology.

### D Checking ideas

1. You might want to pre-teach the following words: *wire, plug, (water) pipe*. Set the task. You could suggest that students tick off the items in the photos as the speaker mentions them. Play **5.2**. Students compare answers in pairs. Elicit answers. Ask students if they can remember the sentence or any information about the item mentioned.
2. Students discuss the task in pairs. Elicit which of the students' previous ideas were correct. If students are not sure or can't remember, play the audio again. Ask the key question again (*What is technology?*) and elicit the answer given for B2 above. Tell students they should remember this answer.

Note: Underlines in Transcript 5.2 refer to suggested closure task.

### Answers

1. mobile phone, tap, water pipe, Biro, laptop, wet suit
2. See answers for A, B, and C above.

## Transcript

### Presenter: Track 5.2

Voice: So, what is technology? Well, as I said, many people think that technology is about electronic equipment, like computers and mobile phones. They think that technology must have a wire and a plug. But in fact, technology is much bigger than that. It is all around us. And, another interesting point, technology is not new.

Technology has many forms, but it always does the same thing. It solves a problem and makes life easier for us. Let's take a simple example – water. We all need water every day. In the past, people went to a river to get water. Sometimes they walked a long way. At the river, it was very hard work. The people had to put buckets into the water and lift the buckets out many, many times. So people spent most of their time on a basic, but necessary, task. There was little time left for anything else. Unfortunately, even today in some developing countries, this same problem continues. But nowadays, in the developed world, we simply turn on a

tap in our kitchen or bathroom and water flows. But how does the water get from the river to the tap?

Firstly, there is a pump. It lifts the water out of the river. Secondly, there are pipes. They carry the water to the houses. There are many pumps in the pipes to move the water uphill. Finally, there is a tap, a tool to control the flow of water from the pipe. The pipes, the pumps, the taps – these are the technology in a water system. This technology makes everyday life a lot better. And gives us more time for work and leisure.

So technology gives us water in our homes, hot water as well as cold nowadays, whenever we want it, wherever we want it. But, of course, technologists improve many other areas of life. They produce wonderful new inventions for work, for studying, for business and also for entertainment and sport. Even our clothes and our food need technology to bring the products to our shops and supermarkets.

Technology gives us tools, from low-tech simple ones, such as a Biro, to the latest high-tech laptop computer. Technology is also responsible for many special materials for clothes such as wet suits, for furniture, for buildings and for cars.

### E Showing comprehension

Set the task. Explain that 'machine' can also be a tool or simple device. Students discuss in pairs. Elicit answers giving help with pronunciation where necessary.

### Answers

A simple machine: a carpet loom, a can opener, a tap, a telegraph transmitter, a Biro  
Part of a system: a water pipe, a tap, a telegraph transmitter  
A material: a plastic chair, a wooden table, a wet suit

### F Transferring information to the real world

Discuss one or two of the items with the class as examples. Give help with language where necessary and put possible phrases on the board for students to use:

*This item / tool / machine / material solves the problem of + ~ing*

*A (laptop) solves (data and communication) problems.*

Alternatively you could allow students to discuss in L1 if you feel the explanations are above their level of English.

Allow students a few minutes to discuss ideas in pairs or groups then elicit ideas. Ask students to write some of the ideas down.

## Answers

Answers depend on students, but here are some examples:

Can opener: this tool solves the problem of opening cans.

Mobile phone: this device solves many communication problems.

Wet suit: this material solves the problem of getting cold in the water.

## G Developing critical thinking

Ask students to give more examples of low-tech machines and systems and write on the board as follows:

*A simple machine: a pair of glasses, a key or lock, a potato peeler*

*Part of a system: an electricity pylon, a road, a printer, etc.*

## Closure

Ask students to look at the transcript on page 203. Play **5.2** again with students following the transcript. Ask students to find and underline words from the vocabulary box (see transcript 5.2 above). Check understanding of a few of the other words, e.g., *task, control, invention*.

## 5.2 Learning new listening skills: Signpost phrases; past or present?

### Objectives

By the end of the lesson, students should be able to:

- use strategies for recognizing multi-syllable words in a talk;
- recognize some common signpost words and phrases;
- understand and recognize a range of quantifiers for countable and uncountable nouns.

## Introduction

Write the question *What is technology?* on the board. Can students remember the answer? (It is something, for example, a machine or system, which solves a problem or makes life easier for us.)

Spend a few minutes revising the vocabulary from the last lesson, especially *low-tech* and *high-tech*. Ask for examples of items in each of these categories.

## A Reviewing vocabulary

1. Focus students on the photos. Elicit some of the vocabulary: earth, pylon, etc. Check pronunciation of some of the words, e.g., plough, /p l əʊ/ scarf, windmill, wardrobe. Check that students understand the task. Use the board to highlight the grammar used in the example:

*a (thing) + is used + for + ~ing*

You don't need to explain that *is used* is a passive verb – encourage students to learn it as a phrase, or 'lexical chunk'.

Drill the example sentence. Elicit one or two more sentences and drill them.

Ask students to think of further sentences in pairs. Monitor and give help with vocabulary where necessary.

Finally ask students to write the sentences for consolidation.

2. Check students understand the task and go over the example. Revise the vocabulary, referring back to the previous lesson if necessary.

Students make further sentences in pairs.

After a few minutes, elicit answers. Drill the sentences. Finally, ask students to write the sentences for consolidation.

### Optional activity

Alternatively, say sentences about the photos. Students must listen and say if it is true or false. Students should correct false sentences, e.g., photo 2:

T: A windmill is a high-tech machine.

Ss: False. A windmill is a simple machine.

Combine the two exercises in the following way in order to give slightly more extended speaking practice.

Students use the two sentence patterns to describe the photos, e.g., *The plough is a simple machine. It is used for turning over the earth.*

This can be done as an oral activity in pairs or set for written work.

## Answers

|                       |                      |                                |
|-----------------------|----------------------|--------------------------------|
| 1. a plough           | a low-tech machine   | turning over the earth         |
| 2. a windmill         | a low-tech machine   | making flour                   |
| 3. a scarf            | a type of material   | keeping you warm               |
| 4. a factory robot    | a high-tech machine  | making, e.g., cars             |
| 5. a wardrobe         | a piece of furniture | storing clothes                |
| 6. electricity supply | a system             | bringing electricity to a town |

### B Applying new vocabulary

Set the task. Students can look back at the items from the previous lesson for ideas or think of their own items to describe. The task can be done orally or in writing.

#### Optional activity

Divide the class into pairs. S1 describes an item using two sentences. S2 guesses the item. Then swap roles.

S1: It's a low-tech machine. It's used for making carpets.

S2: It's a loom.

S1: Yes, that's right.

#### Answers

Answers depend on students.

### C Predicting pronunciation (1)

Note: Avoid practising pronunciation of the words in Exercises A and B until students have completed Exercise D (stressed syllables).

1. Give students time to read through the information in the Pronunciation Check 1 box. Check understanding.
2. Divide the class into pairs and set the task. Students should know all the words in the box but quickly revise them if necessary. Students decide the number of syllables for each word in the box. Say the words for students to check their ideas. Elicit answers.

#### Answers

See Exercise D below.

### D Predicting pronunciation (2)

1. Set the task. Give students time to read the information in the Pronunciation Check 2 box then elicit the answer.
2. Set the task. Students work in pairs. Say the words in the box again so that students can check their answers. Practise pronunciation of each word, making sure students stress the correct syllable each time.

Finally, ask students to recap or summarize the information in the two Pronunciation Check boxes.

#### Optional activity

Write some of the longer words from the talk in the previous lesson on the board in random order. Elicit the number of syllables in each word and the stressed syllable. Ask students to say the words 'in their heads' a few times. Allow a couple of minutes' silence for this.

Play **5.2** again and ask students to listen out for the long words. Ask them to raise their hand as soon as they hear one of the words. Pause the audio and ask students to tell you which one it was.

#### Answers

Number of syllables in brackets, ✓ = word which follows the 80% rule

- communi'cation (5) ✓
- e'quipment (3) ✓
- entert'ainment (4) ✓
- fan'tastic (3) ✓
- im'portance (3) ✓
- in'vention [3] ✓
- ma'terial (4) ✓
- 'necessary (4)
- tech'nologist (4)
- un'fortunately (5)

### E Identifying a new skill (1)

Note: For many students this will be revision so you probably do not need to spend too much time here.

- 1./2. Ask students to discuss the activities in pairs. Do not elicit answers.
3. Elicit answers when students have finished reading Skills Check 1. Summarize the activity by explaining that these phrases will help students to follow the information in a talk. You can also point out that the phrases are also used to organize information in a written text.

## Answers

1. Firstly
2. Secondly
3. Next
4. Finally

### F Identifying a new skill (2)

1. Give students a minute or two to read the question and the phrases in the table, then elicit ideas but do not confirm or correct.
2. Students check their answers by reading Skills Check 2. Elicit the answer to F1 above. Give further explanation of the information in the box if necessary, however the following activities will help deepen students' understanding.
3. Students complete individually, then compare answers in pairs. Elicit answers and tell students they will see further examples in the next activity.

## Answers

- 1./2. They are all signpost phrases which link back to a previous piece of information.
3.

|                  |                         |
|------------------|-------------------------|
| a. In fact       | c. a problem            |
| b. Let's take    | d. a result             |
| c. Unfortunately | b. an example           |
| d. So            | a. an interesting point |
| e. Of course     | e. an obvious result    |

### G Recognizing signpost words

1. Remind students about the talk they listened to in the previous lesson. Ask two or three students to tell you what they learned from the talk. Explain that they are going to listen to the next part of the talk. This is about the advantages and disadvantages of technology. Ask students to read the talk, without completing the spaces.
2. Now ask students to complete the task individually. After a couple of minutes, students compare answers in pairs. Do not elicit.
3. Play  5.3 so that students can check their answers independently. Go over any problem areas.
4. Elicit the advantages and disadvantages and see if students can add any of their own.

## Answers

- 2./3. See underlined words in transcript 5.3.
- 4.

## Advantages

make life better  
share information  
save time  
store data  
more creative

## Disadvantages

lose data  
kills relationships  
lonely  
hacking

## Transcript

### Presenter: Track 5.3

Voice: The aim of technology is to make life better for humans. Let's take communication technology. Firstly, it helps us to share information more easily and save time. Secondly, we can store a large amount of data easily and cheaply. Finally, we can use tools to be more creative, like drawing programs in computers. But unfortunately, technology can also make life worse. For example, it's very easy to lose electronic data. And some people say that over-using technology kills relationships. In fact, it can make people isolated and lonely. And, of course, electronic devices can be hacked. Criminals can get your data or they can get control of your computer. So we don't need less technology to protect people in the information age. We need *more* technology.

### H Identifying a new skill 3

1. Set the task. Students complete individually then discuss in pairs. Elicit answers.
2. Students discuss the question in pairs. Do not elicit.
3. Give students time to read Skills Check 3. Check understanding and, if necessary, quickly revise countable and uncountable nouns.  
Give students two minutes to study the example sentences in the Skills Check box again. Then ask them to cover the box. Elicit the example sentences, insisting on accuracy. Use written prompts on the board if necessary. Drill some of the sentences.

## Answers

1. Finally, we'll look briefly at a *few* problems with technology.
2. *Many* people think that technology is about electronic equipment.
3. But in fact, technology is *much* wider than that.

The connection between the three words is that they are all quantifiers.

## I Using quantifiers

1. Set the task. Students complete individually then compare answers in pairs.
2. Play  5.4 so that students can check their answers. Drill the correct sentences if you wish.

## Transcript and Answers

### Presenter: Track 5.4

- Voice:
- a. Technology has many forms.
  - b. There was little time left for anything else.
  - c. There are many pumps in the pipes.
  - d. This technology makes everyday life a lot better.
  - e. We don't need less technology.
  - f. We need more technology.

### Closure

Try playing a game based on stressed syllables. Say the stressed syllable only of a word from the section. Students say the complete word. For example:

- T: pu /p j uː/  
Ss: computer  
T: ca /k eɪ/  
Ss: communication  
T: no /n ɒ/  
Ss: technology

# Workbook answers

## Listening

### Exercise A

Answers depend on students.

### Exercise B

- a. system
- b. hacked
- c. communication
- d. passwords
- e. cyber
- f. wireless
- g. network
- h. backed up

See also the transcript for Track 51 on pages 120–121 of the Workbook.

### Exercise C

1. Answers depend on students, but possible answers are:
  - a. Equipment is a group of things needed for a purpose. A device is a piece of equipment.
  - b. Electronic means having electric components. Electrical is connected with electricity.
  - c. An invention is the result of an idea.
  - d. A tool is used directly by people. A robot is programmed.
  - e. Information is data that carries a meaning.
  - f. A computer is a type of machine.
  - g. The internet is a network of computers and connections. It is hardware. The web is an information space that can be accessed through the internet.
  - h. To update is to change part of a system or program. To install means putting the program in.
  - i. Software is about programs. Hardware is about machines.
  - j. High-tech involves using modern machines and methods. Low-tech involves more basic ideas.
  - k. Safe means away from harm. Secure means protected in some way.
- 2./3.
  - a. equipment (3), device (2)
  - b. electronic (4), electrical (4)
  - c. invention (3), idea (2)
  - d. tool (1), robot (2)
  - e. information (4), data (2)
  - f. machine (2), computer (3)
  - g. internet (3), web (1)
  - h. update (2), install (2)
  - i. software (2), hardware (2)
  - j. high-tech (2), low-tech (2)
  - k. safe (1), secure (2)

### Exercise D

Answers depend on students.

### Exercise E

has, does, solves, makes, take, need, went, walked, spent, was, continues, turn on, flows, does, get  
See also the transcript for Track 53 on page 121 of the Workbook.

## Practice

### Exercise A

- Answers depend on students.
- |             |               |
|-------------|---------------|
| communicate | communication |
| define      | definition    |
| develop     | development   |
| entertain   | entertainment |
| equip       | equipment     |
| improve     | improvement   |
| inform      | information   |
| invent      | invention     |
| produce     | production    |
| solve       | solution      |
- ~tion, ~ment*

### Exercise B

|               |    |
|---------------|----|
| communication | 10 |
| definition    | 3  |
| development   | 1  |
| entertainment | 2  |
| equipment     | 5  |
| improvement   | 6  |
| information   | 7  |
| invention     | 8  |
| production    | 9  |
| solution      | 4  |

### Exercise C

1.

|   |   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|---|
| A | T | O | T | R | O | P | J | N | W | E | I |
| N | F | E | E | C | C | M | L | O | A | F | M |
| L | E | S | C | F | S | O | I | E | D | F | P |
| J | M | A | H | H | D | T | O | X | V | I | O |
| S | A | F | N | Z | N | D | Y | P | I | C | R |
| W | C | E | O | R | A | O | E | U | C | I | T |
| Q | H | T | L | M | C | Z | L | V | E | E | A |
| Q | I | Y | O | E | V | E | G | O | I | N | N |
| V | N | G | G | M | E | K | Y | W | G | C | C |
| R | E | L | I | A | B | I | L | I | T | Y | E |
| Z | R | F | S | T | O | J | V | E | D | H | Y |
| O | Y | L | T | C | O | M | P | U | T | E | R |

2. *~ology, ~ance, ~ability, ~iency, ~ty, ~ice, ~ogist, ~er*

### Exercise D

Possible answers:

- A road is part of a transport system.
- A wireless mouse is a type of computer device.
- A hammer is a low-tech tool.
- Cotton is a natural material.
- A sari is a piece of clothing.
- Polyurethane is a type of high-tech material.
- A pump is a low-tech machine.
- Secondary schools are a part of the education system.
- A motorbike helmet is a piece of safety equipment.
- A pencil is a type of tool for writing.

### Exercise E

- controlling the cursor on a computer: a wireless mouse
  - making bags for food and other items: polyurethane
  - moving water: a pump
  - protecting your body: a motorbike helmet
  - writing and drawing: a pencil
- umbrella
  - safety goggles
  - flash drive
  - traffic lights
  - thermos flask
- .4. Answers depend on students.

## Extended listening

### Exercise A

Answers depend on students.

### Exercise B

- The Dark World of Cyber Crime
  - Answers depend on students, but 'dark' suggests hidden or bad.
  - Because they all need to work together to beat computer crime.
- 4

### Exercise C

| Topic                           | Notes   |
|---------------------------------|---|
| Hackers                         | <p><i>What?</i> – someone looking for a way into a comp. system</p> <p><i>Why?</i> – test security, fun, protest, to steal money or data</p> <p><i>Type of crimes:</i> – theft of money or data</p>   |
| Reasons for increase in C crime | <p>1. Improvements = slow<br/>criminals = fast</p> <p>2. tech'gists = v. big task<br/>criminals – 1 small way in</p> <p>3. systems = complicated<br/>so criminals = more opportunity</p>  |
| Prevention                      | <p>1. passwords: strongest = 3<br/>random words</p> <p>2. update antivirus software,<br/>install software updates imm'ly</p> <p>3. train staff in safe procedures:<br/>emails, internet, mobile devices</p> <p>4. back up data, dispose old<br/>equipment</p> |

### Exercise D

2. Signpost phrases underlined below.  
Links underlined below.

What is a hacker exactly? It is someone who looks for a way into a computer system or network. Why do hackers do this? A few of them do it for a good reason. They are helping to find a problem with the computer system. Then other people solve it. In this way, they improve the security of a system. But many hackers have very different reasons. Some do it for fun. Some do it to protest about a political idea or a social problem. But actually, a lot do it so that they can steal money or data.

For some people, hackers have a glamorous image. There are even movies about hacking, for example, *The Matrix*, *Mr Robot* and *The Girl with the Dragon Tattoo*. But in fact, most hackers are simply criminals. Sometimes they steal a lot of money from big companies. Unfortunately, they steal from ordinary people and small businesses, too. Firstly, let's look at why hackers are so successful. Unfortunately, improvements in security can be slow. Society has to make improvements as a group. We have to agree the changes and organize them. Sometimes there is also a long legal process. Someone has to pay for the changes and a budget has to be agreed. However, a criminal can just use the new technology. So cyber criminals can respond much more quickly.

Secondly, there is another problem. Technologists have to protect computers from every possible kind of attack. On the other hand, hackers only need to find one small 'door' into the system. And lastly, systems are getting more complicated, and this gives cyber criminals more opportunities. There are more and more doors into each system.

So finally, how can we stop cyber crime? At the moment, organizations respond to attacks, but this is not the best way. In fact, we should try to prevent them. We all need to be responsible for security, and we can all take simple steps. Let's take passwords. In one cyber attack on a system with 38 million users, two million users had the password 123456. Another 150,000 used the word 'password'. And 50,000 used 'iloveyou'. The strongest passwords use three random short words. Other essential actions include updating your antivirus software regularly and, of course, you should also install software updates immediately. What else? Well, businesses and organizations need to train all their staff in safe procedures for emails, internet and mobile devices. They should make sure employees back up data. They should also ensure that old equipment is disposed of securely. I mean, don't just throw it away. Criminals can get passwords from old equipment. And, of course, you should make sure your wireless network is secure, too.

In summary, we all need to make security actions automatic when we're online. That means at home, at school and at work. In this way, we can fight hackers and cyber crime.

3.

|                      |   |
|----------------------|---|
| order of information | firstly, secondly, lastly, finally            |
| an interesting point | but actually, in fact                         |
| an example           | let's look at, let's take                     |
| a problem or result  | however, so, unfortunately, on the other hand |
| an obvious result    | of course                                     |
| a result             | so  |

### Exercise E

- 1./2. Answers depend on students.
3. Possible answers include the fact that cyber crime is anonymous and therefore hard for police to track, and the problem that police are often lagging behind criminals technologically.
4. Answers depend on students but possible answers include using antivirus software, installing updates and using strong passwords

# Speaking: Uses of technology

## 5.3 Real-time speaking: Food technology

### Objectives

By the end of the lesson, students should:

- know more about the work of food technologists;
- have practised a model for a talk on food technology;
- be able to pronounce some key vocabulary for the section.

### Introduction

Ask students to make a list of at least ten technology items in their kitchens. Set a time limit of two minutes. When the time is up, students compare their items in pairs. Ask two or three pairs of students to read out their lists.

Select a couple of items and ask if students know when each was invented and what they were originally made of. It doesn't matter if no one knows the correct answer, but encourage the students to make educated guesses and back them up with a reason, e.g., *I think the potato peeler was probably invented about 100 years ago. Before that, they probably used a knife. People kept cutting themselves so a potato peeler was much safer.*

### A Activating ideas

1. Set the task. Students complete in pairs. After a couple of minutes elicit answers.
2. Elicit answers.  
Elicit sentences about what each invention is used for. For example:  
*A fridge is for keeping food fresh.*  
*A mill is for grinding corn or wheat/making flour.*  
*A net is for catching fish.*  
*A pot/an oven is for cooking/heating food.*
3. Explain that the photos show the modern equivalent of an old invention.  
Set the task and explain that it's fine if students do not know the answers at this stage. Students may be surprised at how old some of the dates are.  
Check students can pronounce the dates correctly.  
You can write some useful phrases for students to use for the activity on the board:  
*I think this invention/item is older/newer.*  
*I (don't) think this was invented in/about ...*

*The date of this item is probably ... or ...*  
Students discuss in pairs. Do not elicit answers.

### Answers

2. They are all examples of food technology/inventions.
3. 1 can 1810  
2 instant coffee 1910  
3 fridge 1913  
4 pot 20,000 BCE  
5 oven 30,000 BCE  
6 (fishing) net 8,000 BCE  
7 (water)mill\* 300 BCE  
\* See note in B2 below.

### B Hearing a model

Focus on the rubrics for the exercise. Ask questions to check students understand the context for the talk:

*What are the students researching?* (Careers in technology)

*What is Andrea going to talk about?* (Careers in food technology)

1. Set the task. Remind students about **signposts** – refer back to the Lesson 5.2, if necessary. Students should listen for the signposts such as *first, then*, etc. This will help them to complete the task. Students should make notes of the answer. If necessary, draw a template on the board for students to copy and complete:

|        |  |
|--------|--|
| Topic: |  |
| 1.     |  |
| 2.     |  |
| 3.     |  |

Play **5.5**. Show the correct answer on the board. Go over any problem areas.

2. Tell students that they will be able to check the dates for the inventions in the photographs. You may need to revise or pre-teach some vocabulary: *grind corn, flour, watermill, refrigeration*.

Play **5.6**, then students discuss the correct answers in pairs. Elicit answers. Go over any problem areas.

Note: For number 7, point out that the photo in the Course Book shows the actual millstone which was invented much earlier. The speaker talks about a watermill – invented in about 300 BCE.

3. Check students understand the task and write the key question on the board. Encourage students to predict some possible answers and add them to the board:

*What do food technologists do today? (Work with food manufacturers; design ready-made meals, frozen food, etc.; make sure food is safe to eat.)*

Play  5.7. Then students compare answers in pairs. Play the audio again, if necessary. Provide correct answers on the board using electronic projection if possible.

Use follow-up questions to further check understanding and give help with the new vocabulary.

### Answers

1. Topic: Food technology
  1. History of food technology
  2. System: fruit–farm–supermarket
  3. Greener food production
2. See Answers to Exercise A3 above.
3. What do food technologists do today?
  1. Help farmers grow more food
  2. Food technologists work with food manufacturers; develop healthy products
  3. Design packaging, help with quality control
  4. Resources, products must be ‘green’

### Transcript

#### Presenter: Track 5.5

Andrea

Meltzer: Did you know that there are nearly 7.5 billion people in the world? And, of course, they all need food! So, I’m going to talk to you about food technology. It can provide food for everyone.

Firstly, I’m going to talk about the history of food technology. Then, I’ll tell you about one important system in food technology. It’s the process of getting fresh fruit from the farm to the supermarket. Finally, I will mention some ways to make food production ‘greener’.

### Transcript

#### Presenter: Track 5.6

Andrea

Meltzer: Some food inventions are very old. For example, people started using ovens in about 30,000 BCE – that’s over 30,000 thousand years ago. Cooking pots were invented about 10,000 years later – that’s about 20,000 BCE. Fishing nets are not quite as old. They appeared in about 8,000 BCE. One very important piece of food technology is the mill. Mills grind corn to make flour. The first was made around 300 BCE. More modern inventions are about keeping food fresh. For example, the invention of the can, in 1810, was very important. Later, in the 20<sup>th</sup> century, refrigeration changed our shopping habits forever. Oh, and I forgot, instant coffee was invented in 1910!

### Transcript

#### Presenter: Track 5.7

Andrea

Meltzer: Today, food technologists are part of every stage of food production. Firstly, they help farmers grow more food. Secondly, food technologists work with food manufacturers. They help them to develop healthy new food products. Next, they design the packaging and help with quality control. Finally, food technologists must think about resources at every stage. The final product must be as green as possible. Manufacturers and supermarkets need to use as little water, fuel, plastic and paper as possible.

### C Practising a model

1. Students read the transcripts for Andrea’s talk. Play  5.5–5.7 at the same time. Select some of the sentences from the talk for repetition and drilling.
2. The level of your class will dictate how you approach this activity. For example, with less able classes, you could simply ask them to practise the introduction to the talk only (Track 5.5). More able students can give longer sections from the talk and add their own ideas and language. With all classes, it is best to avoid simply reading sentences aloud. Students should make notes first, then practise saying the sentences. Finally, students can take turns to give a few sentences from the talk.

### Closure

Write the following questions on the board for students to discuss in pairs:

*What were these items originally made from? (e.g., the can (glass, tin), the fishing net, the fridge, the cooking pot, the oven, the mill)*

*What are they made from today? (e.g., the can – steel, aluminium)*

*What are the (dis)advantages of the modern materials? (e.g., modern materials are usually lighter but often not hardwearing)*

*Were the original materials better in any way? (e.g., they may have lasted longer and not used so many resources)*

*How has computer technology improved some of the items? (e.g., microchips in the fridge control the temperature, warn you if electricity supply goes off, etc.)*

Monitor while students are working and give help with vocabulary, etc. After a few minutes, elicit some of their ideas and give feedback.

This task could also be set as a research assignment, with students reporting back in a later lesson.

## Everyday English: Getting around town

### Objectives

By the end of the lesson, students should be able to:

- produce target language for directions, transport and transactions in a range of situations in public places.

### Introduction

Ask students about getting around their own town:

*How many ways are there of getting around town?*

*What is the best/fastest/cheapest/most convenient way of doing it?*

*When is a good/bad time to travel?*

### A Activating ideas

Exploit the visuals and elicit ideas by asking questions, for example:

*Who are the people?*

*Where are they?*

*What are they doing?*

*What are they saying?*

See if students can suggest any actual questions from the illustrations.

### B Studying models

Make sure the conversations are still covered. Check students understand the task. Play **5.8**, pausing after each dialogue if you wish, and elicit answers. If necessary, play the audio again. Ask the questions in Exercise A again so that students can confirm or change their ideas. Now ask: *Where does each person want to go?* If students can't remember, play the audio again.

### Answers

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

## Transcript

### Presenter: Track 5.8

Voice: 1

A: How much will it be to Malvern Road?

B: About £7.

A: OK. Can you take me there, please?

B: Sure. Hop in.

2

A: Does this one go to the mall?

B: No. You need a 44 or a 45 for the mall.

A: Where can I catch one of those?

B: In the centre, next to the Post Office.

3

A: Could you show me where I am on this map?

B: Let's see ... We're here.

A: And the High Street is this yellow road?

B: Yes. Carry on down here and you'll get to it.

4

A: Excuse me. Where is Woodbine Lane?

B: Which lane?

A: Woodbine Lane. It's W-O-O-D-B-I-N-E.

B: Cross the road at the zebra crossing and then turn left.

### C Practising conversations

See notes in the introduction for how to exploit Everyday English activities. However, here are some areas to focus on during this lesson:

- Highlight the target language used in the dialogues before the students practise.
- Point out that students must use expressions of politeness and polite intonation patterns when asking for help or dealing with members of the public. Practise polite intonations with these phrases:  
*Could you show me where I am on this map?*  
*Excuse me. Where is Woodbine Lane?*  
*Can you take me there, please?*
- Highlight and explain the use of the polite request word *could*. Practise the pronunciation of the phrase *could you ...?* /kʊdʒ uː/

As usual monitor while students are practising in pairs. Give feedback.

### D Real-time speaking

Elicit a dialogue for one of the situations and write it on the board. Practise it with the class and then get them to practise in pairs.

Tell students that they should decide on the following before they do their role plays in pairs:

- Who are the people? (Are they playing themselves or someone different?)
- Do the two people know each other well? (This will help the students decide whether to use formal or informal language, e.g., *could* or *can*.)

- Where does the conversation take place? Monitor and make notes on general mistakes while students are practising. Give feedback. If there is time, students could write one or two of their conversations for consolidation.

### Closure

Ask for volunteers to perform some of the dialogues from Exercise D for the class.

## 5.4 Learning new speaking skills: Introducing a talk

### Objectives

By the end of the lesson, students should:

- be able to recognize and pronounce the sounds /s/ and /z/;
- be aware that the same sound does not equal the same spelling;
- use a 'hook' to introduce a talk;
- be able to give an introduction to a talk using target grammar (*will, going to*).

### Introduction

Write the following words on the board:

*all, cat, talk, dark, late, about, caught.*

Ask students: *What do all the words have in common?*

Elicit that they all contain the letter 'a'.

Elicit the pronunciation of each word. Point out that in English, one letter, in this case a vowel, can have different pronunciations. This lesson is looking at more examples of the different ways letters can be pronounced.

### A Saying vowels

1. Give students time to read Pronunciation Check 1. Ask different students to read out each pair of words. Use the board to highlight the different ways the same sound is spelled. If you wish, you can drill the pairs of words, particularly if any of the sounds are difficult for your students to pronounce. Ask students to suggest more words with the same sounds.

2. Set the task, pointing out that this time the spelling is the **same**, but the sound might be different. Students complete individually then compare answers in pairs. Discuss strategies with students for learning the correct pronunciation of new words such as:
  - Using phonemic script
  - Using a dictionary with phonemic script and/or electronic dictionaries which pronounce the words
  - Grouping words according to sounds in a vocabulary notebook.

### Optional activity

Students refer to a phonemic chart and write the phonemic script for each vowel sound for the words in Exercise A2.

### Answers

2. Pairs with the same sounds

|         |              |   |
|---------|--------------|---|
| walk    | talk         | ✓ |
| food    | good         |   |
| grind   | mill         |   |
| pot     | <u>o</u> ven |   |
| fresh   | next         | ✓ |
| fruit   | building     |   |
| healthy | year         |   |
| flour   | your         |   |

### B Saying consonants

1. Give students time to read Pronunciation Check 2. Elicit the answer. Give students one minute to read the Pronunciation Check again and remember the information. Then ask students to cover the information. In pairs, students tell each other the spelling rules for each sound /s/ and /z/. Monitor and give help where necessary. Practise pronunciation of some of the words from the box.
2. Students work in pairs to complete the task. After a few minutes, draw a table on the board and elicit the correct column for each word (see Answers below). Note that the word *solutions* can go in both columns. Elicit the spelling rule for each word, referring back to Pronunciation Check 2 as necessary. Practise pronunciation of the words.

## Answers

2.

| /s/           | /z/       |
|---------------|-----------|
| carpets       | cans      |
| plastic       | machines  |
| pumps         | materials |
| relationships | solutions |
| solutions     | tools     |
| store         | ways      |
| suit          | wires     |
| supply        |           |
| taps          |           |

### C Identifying a new skill (1)

- Set the two questions for students to discuss in pairs. Elicit one or two ideas but do not confirm or correct.
- After students have read Skills Check 1, elicit further ideas for everyday uses for hooks, e.g., catching fish, in the kitchen for utensils and cups, etc., in the bathroom for towels and clothes.
- Elicit answers. Ask some follow-up questions such as:  
*Which hook is more shocking?*  
*What do both hooks have in common?*  
*How could you follow up each hook?*  
*What other hooks could you use? (e.g., a dramatic photo or video, a graph or chart, etc.)*
- If students can't remember the hook, they can either look at the transcript again on page 203 or you could replay 5.5 (the introduction to her talk) once more. Alternatively write '7.5' on the board as a prompt.
- Set the task. Elicit answers. Drill the complete hook sentences, encouraging the students to use an appropriate intonation pattern to arouse interest in listeners.

#### Answers

- 1./2. Everyday life – Catching fish.  
In the introduction to a talk – Getting attention.
- Answers depend on students.
- Andrea says: 'There are nearly 7.5 billion people in the world. And, of course, they all need food!'
- Let me start with an amazing fact about ...  
Did you know that ...?

### D Understanding 'hooks'

- Set the task. Check students can pronounce the numbers. Play 5.9. Students compare answers in pairs. Play the audio again, if necessary. Elicit answers – these can be one word, for example, 60 billion = emails.
- In pairs, students try to write the full sentence.
- Play the audio again so that students can check their answers.
- Drill the sentences adding one of the hooks from the Skills Check box. For example:  
*Let me start with an amazing fact about emails. Sixty billion are sent every day.*  
Encourage appropriate intonation in order to arouse interest.  
Students practise the hooks again in pairs. Monitor and give feedback.  
Ask students if they can think of a new hook. It doesn't have to be about technology but could be any interesting fact they have learned recently.

#### Answers

- 60 billion emails are sent every day.  
97% of emails are scam.  
350 million Snapchat messages are sent every day.  
5,000 hours playing video games.  
100 hours of video are uploaded onto YouTube.

### Transcript

#### Presenter: Track 5.9

Voice: 60 billion emails are sent every day.  
97% of emails are scam.  
350 million Snapchat messages are sent every day.  
The average 21-year-old has spent 5,000 hours playing video games.  
Every minute, 100 hours of video are uploaded onto YouTube.

### E Identifying a new skill (2)

- Set the task. Give students time to read the information and discuss in pairs. Elicit ideas but do not confirm or correct.
- Ask students to read Skills Check 2. Warn them that after two minutes you will ask them to cover the information and you will test them on it.  
After two minutes students cover the Skills Check box. Elicit the information. Confirm the

correct answers for Exercise E1. Point out alternative verbs for *talk*: tell, describe, explain.

### Answers

- 1./2. The two correct verb forms are:  
I'll (will) talk ...  
I'm going to talk ...

### F Practising a new skill

1. Students complete individually then compare answers in pairs. Do not elicit answers.
2. Play  5.5 for students to check their answers. Play each line twice. Go over any problem areas.

### Answers

1. Did you *know* that there *are* nearly 7.5 billion people in the world?
2. And *of course*, they *all need* food!
3. So I'm going to talk to you *about* food technology.
4. It can ~~to~~ provide ~~the~~ food for everyone.
5. Firstly, I'm going to talk about *the* history of food technology.
6. Then, I'll tell ~~to~~ you about one *important system* in food technology.
7. It's the process of *getting* fresh fruit from the farm to the supermarket.
8. Finally, I *will* mention some ways to make food production 'greener'.

### G Introducing a talk

You will need to allow plenty of time for this activity – perhaps 20 minutes or more depending on the size of your class and their ability.

1. Set the task carefully. First organize the class into groups. If your class is very large, you can have several smaller groups for each letter. Check each group is studying the correct resource, then monitor and give help with vocabulary, etc. where necessary. Students should now help each other to prepare and practise their introductions. You should decide if you want each student to practise exactly the same sentences or if you will allow variations. Monitor and give help once again during this process. Remind students they need to include a 'hook'.

2. Organize the class into their new groups. Monitor as many of the introductions as you can. Make a note of common errors. Give feedback.

### Closure

Use your feedback for the students' introductions in Exercise G.

## Workbook answers

### Speaking

#### Exercise A

Answers depend on students.

#### Exercise B

fruit, markets, fresh, bacteria, multiply, temperatures, refrigeration, store, choice, diets, products, use, invention, history, oven  
See also the transcript for Track 58 on page 122 of the Workbook.

#### Exercise C

- a. fruit, cool
- b. market, last
- c. fresh, health
- d. oven, much
- e. diet, ice
- f. choice, royal
- g. product, not
- h. keep, eat
- i. store, more

See also the transcript for Track 59 on page 122 of the Workbook.

#### Exercise D

|                |             |
|----------------|-------------|
| activity       | 4 syllables |
| bacteria       | 4 syllables |
| 'history       | 2 syllables |
| in'vention     | 3 syllables |
| 'multiply      | 3 syllables |
| refrige'ration | 5 syllables |
| 'temperature   | 3 syllables |

### Exercise E

Adjectives underlined below:

Can you imagine life with no ice cream, fresh fruit or ice-cold drinks? Can you imagine visits to the shops and markets every day for fresh food?

Keeping food fresh has not always been easy. There are bacteria in all food. At room temperature, they multiply very quickly and make the food bad. In cold temperatures, bacterial activity is much slower. So we can keep food fresher for much longer.

During the last 150 years, refrigeration has given us ways to store and cool food. It has changed the way we eat, keeps food fresher for longer and gives us a bigger choice of food to eat. In other words, fridges have improved the diets of millions of people. In the past, people could eat only local food products. They had to buy it fresh and use it every day. Nowadays, we are healthier and also have more free time because of the invention of the fridge.

The Royal Society, the UK's national academy of science, voted it the most important invention in the history of food and drink. It is higher than pasteurized milk, the can and the oven.

### Exercise F

Answers depend on students.

## Practice

### Exercise A

1.

| /s/       | /z/        |
|-----------|------------|
| ice       | cool       |
| century   | bacteria   |
| choice    | can        |
| cyber     | cold       |
| piece     | local      |
| process   | plastic    |
| resources | technology |
| society   | topic      |

2. society, technology

3./4. Answers depend on students.

### Exercise B

- seven billion
- one billion
- 5,000
- 60 billion
- \$700
- 30 million
- 50 million
- four million

See also the transcript for Track 62 on page 123 of the Workbook.

### Exercise C

- Can you imagine a world without colour?
- Let me start with an amazing fact about refrigeration.
- McDonald's food chain employs over 1.5 million people.
- There are about 2,000 different food plants.
- My topic today is the incredible world of bees.
- Around 70 million people per year suffer from food poisoning.
- Did you know that India is the largest producer of bananas in the world?
- Rich countries waste about 1.3 billion tonnes of food each year.

### Exercise D

- Everything would be in black and white.
- The Chinese stored ice more than 2,000 years ago.
- Fast-food customers in the US spend over \$100 billion on fast food every year.
- These include fruit and vegetables and different kinds of cereals, too.
- These insects have a very organized society and are very hard workers.
- About seven million people die ...
- It produces about 22 million tons every year.
- That's about one-third of all the food produced in the world.

### Exercise E

1. I'm going *to* talk to you about food safety at home.
2. Then I *will* tell you about food safety in restaurants and supermarkets.
3. I will explain *to* you some ways to store food.
4. Professor Milton *is* going to describe the experiment in her lecture.
5. First, I'm going to talk about different types of bacteria.
6. I won't talk *about* this slide now, but I will come back to it later.
7. Our topic today is Technology Solutions, and we're going *to discuss* solutions for developing countries.

## Extended speaking

### Exercise A

1. F
2. F
3. T
4. F
5. T
6. F
7. T
8. T
9. F
10. T
11. T
12. F

### Exercise B

2. Did you know that about 70 million people every year get food poisoning?
3.
  1. dangerous bacteria
  2. food sources
  3. food safety

### Exercise C

1./2.

Did you know that, unfortunately, talk, Firstly, These, Then, tell, Finally, explain, It is very important

See also the transcript for Track 64 on page 123 of the Workbook.

### Exercise D

Answers depend on students.

### Exercise E

Answers depend on students.

### Exercise F

Answers depend on students.

# Reading: Low-tech technology

## 5.5 Vocabulary for reading: Technology for the developing world

### Objectives

By the end of the lesson, students should:

- be aware of some key issues regarding the developing world;
- recognize and understand key vocabulary for the Reading section.

### Introduction

Write the title of the section on the board: *Technology for the developing world*.

Teach the meaning of the phrase 'developing world' and elicit some countries or areas of the world which are in this category.

Write the following questions on the board for students to discuss in pairs or small groups:

*What problems do developing countries face?* (e.g., poverty, hunger, disease, unemployment)

*Why do they have these problems?* (e.g., climate and drought, corruption, civil war, poor education, few resources, etc.)

*How can developed countries help them?* (e.g., provide expertise, help with technology, give money, etc.)

After a few minutes, elicit ideas.

### A Activating ideas

Set the task. Students discuss the questions in pairs or small groups. Then elicit ideas.

Summarize by saying if you don't have electricity, most of your time is spent trying to survive. Point out that people in developing countries often have no reliable electricity supply.

### Answers

Answers depend on students but here are some possible ideas:

Cook – collect wood or charcoal for a fire

Store – only store fresh food for a short time

Stay warm – light a fire, wear warm clothes

Stay cool – wear light clothes, stay in the shade, take showers

Have a hot shower – heat water over a fire

Study – with books, pen and paper, by candlelight

Work – office work – same as 'study' above, otherwise all manual or agricultural work has to be done by hand or with the assistance of animals

Play – no computer games or TV! Play sports, traditional board games, etc.

### B Understanding a text

1./2. You may want to pre-teach the following words: *income, disease, shelter, construction*. Check that students understand the activity. Students complete individually then compare answers in pairs. Show the correct answers on the board.

Ask students how they feel about the information in the first paragraph.

Say some statements and ask students if they are true or false:

*About 3.5 billion people live on less than \$2.50 every day.* (True – on the basis that the world population is about 7 billion.)

*The richest people in the world earn about 20% of the world's income.* (False – they earn about 75%.)

*Cholera is a kind of disease.* (True)

*Technology can help poor people build houses.* (True)

### Answers

1. Facts about poverty
2. The problems of poverty
3. Poor people need technology

### C Finding connections

Students discuss the vocabulary items in pairs. After a few minutes, elicit answers.

Ask students to think of two more words for each line.

### Answers

1. money
2. health
3. human needs
4. industries

### D Developing critical thinking

Divide the class into pairs or small groups. Set the task, explaining that there might not be a 'correct' answer. Some of the items chosen are deliberately controversial.

If necessary, elicit ideas about the first item, *computers*, as an example. Perceptive students may realize that there is little point in computers if there is no electricity, and/or no resources if computers go wrong.

At an appropriate point, elicit the students' ideas.

### Answers

Answers depend on students, but here are some suggestions:

Computers – not useful if no electricity supply or resources for repairs

Electricity – useful, but needs to be supplied by solar or wind power rather than expensive resources such as oil

Water pumps – very useful if driven by 'green energy' and with resources for repairs

Farm machines – useful but again, only if they can be repaired easily. Alternative fuel sources need to be considered for the machines.

Powdered baby milk – very controversial.

Mother's breast milk is best and it's free! But if the mother is sick or does not have enough food, the baby may need powdered milk to survive.

Fridges – once again, if there is no electricity or repairs available these are not useful. Alternative ways of keeping food fresh need to be found.

### Closure

Use your feedback from the discussion activity in Exercise D. Or you could ask students to draw a table with notes on the advantages and disadvantages for each piece of technology in developing countries.

## 5.6 Real-time reading: Low-tech water supply

### Objectives

By the end of the lesson, students should be able to:

- use co-text and topic sentences to predict information in a text;
- demonstrate understanding of a text by labelling a diagram.

### Introduction

Ask students how they get water every day.

Presumably, they will say 'from a tap'.

Ask them what happened before we had a water supply to houses. Answer: people got water from a river or a well.

Ask for any problems with the old method. Answer: distance to river/well; dirty water, well/river dried up.

### A Activating ideas

Focus on the photo of the children on a roundabout. Elicit some vocabulary: *roundabout, go round, playground, park*.

Ask students to discuss the questions in pairs.

Elicit answers. Tell students that they do not need to learn all the vocabulary for the playground equipment and so on.

### Answers

1. It might be a developing country.
2. They are playing on a roundabout.
3. The children run and push the outside of the circle. This makes the circle spin around. Then they sit on the roundabout. The rotary motion (centrifugal force) keeps the roundabout spinning for a period of time.
4. Other equipment can include swings, slides, climbing frames and ropes, etc.

### B Preparing to read

Find out how much students already know about South Africa. If possible, display some photos of the country and a map.

Students discuss the meanings of the words in the box in pairs. Elicit answers and give further explanation where necessary.

### Answers

|             |   |
|-------------|---|
| agriculture | farming   |
| equipment   | machines or devices   |
| healthy     | the opposite of sick or unwell  |
| income      | the money that you earn from a job or business                              |
| medical     | the adjective from medicine, the treatment of disease                       |
| pipe        | a pipe moves liquids from one place to another                              |
| poor        | the opposite of rich  |
| population  | the number of people in a town, country or other place                      |
| pump        | a machine for moving water from below ground to the surface                 |
| resources   | water, energy, land, etc. in a country                                      |
| suffer      | to have an illness  |
| tap         | You have a hot water tap and a cold water tap in your kitchen and bathroom. |

### C Predicting information

1. Focus on the title of the reading text. Check understanding of the two phrases that make up the title: *collecting water*, *child's play*. Elicit the meaning of the title, which is a play on words. It means that collecting water is easy. Exploit the photo on the right of the article. Ask questions such as:  
*What's she doing?* (probably collecting/carrying water)  
*Where has she got it from?* (a river, a well, etc.)  
*Where is she taking it to?* (her home, or school)  
*How often does she probably have to do this?* (every day, twice a day)  
Set the task. Students discuss ideas in pairs. After a couple of minutes, elicit ideas but do not confirm or correct.
2. If necessary, remind students what a topic sentence is. Once again, students discuss ideas in pairs. Elicit ideas but do not confirm or correct.
3. Students now read the text and check their ideas. Tell students not to worry about new words, you will deal with them in the next activity. However, you may need to check that students have inferred the meaning of the word *borehole* from the context.

#### Answers

1.  
The problem – of collecting water  
The solution – an easy way to collect water  
Water collection is fun – children enjoy collecting water  
Life is better – ways that life is better  
Simple = better – low-tech technology
2.  
Paragraph 1 – schools in South Africa without water  
Paragraph 2 – the PlayPump  
Paragraph 3 – playground equipment  
Paragraph 4 – the health of the villagers  
Paragraph 5 – low-tech solutions

### D Dealing with new words

Check that students understand the task and explain that these words are all in the text. Students complete individually then compare answers in pairs. Show the correct answers on the board so that students can check their own work. Give further explanations of meanings if necessary.

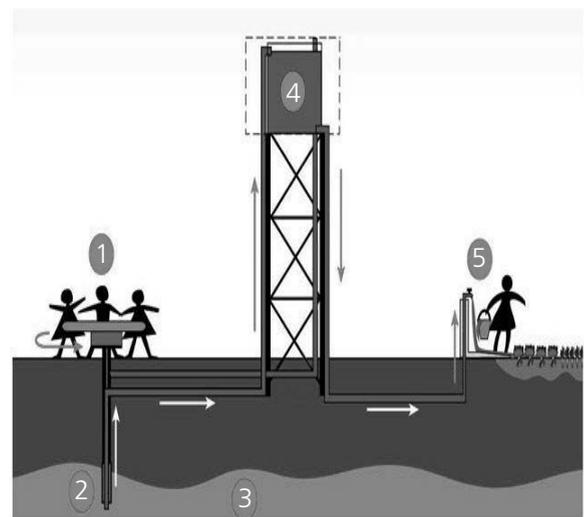
#### Answers

- a. roundabout
- b. attendance
- c. fuel
- d. collect
- e. tank
- f. maintenance
- g. repair
- h. rural
- i. energy
- j. panel
- k. disease
- l. drive

### E Understanding a diagram

1. Set the task – show the diagram on the board to help you. Do the first answer with the class as an example. Students complete individually then compare answers in pairs. Use the diagram on the board to confirm the correct answers.
2. Set the task. Provide the main verb as a prompt for each sentence or clause on the board if necessary:
  1. drives
  2. go round
  - 3 and 4 is pumped
  - 5 can collectElicit sentences. Then students try the activity again in pairs.

#### Answers



## 5.7 Learning new reading skills: Recognizing reasons and results

### Objectives

By the end of the lesson, students should be able to:

- demonstrate understanding of sentences giving reasons and results;
- give reasons for information from a text.

### Introduction

Use Exercise A.

#### A Reviewing vocabulary

1. Set a one-minute time limit for students to complete the task individually. Show the correct answers on the board. Ask students if they can remember the sentence from the text in Lesson 5.6, which each phrase appeared in. If not, ask students to look back and find it.
2. Students discuss answers in pairs. After a few minutes, show the correct answers on the board. Point out examples of common noun endings: *~ment*, *~tion*, *~ance*.

#### Optional activity

Students write a sentence for each noun either in class or for homework.

#### Answers

1.

|               |   |            |
|---------------|---|------------|
| a. water      | c | area       |
| b. clean      | e | equipment  |
| c. rural      | f | solution   |
| d. simple     | a | tanks      |
| e. playground | d | technology |
| f. low-tech   | b | water      |
2.

|               |     |             |
|---------------|-----|-------------|
| a. attend     | v   | attendance  |
| b. collect    | v   | collection  |
| c. dirty      | adj | dirt        |
| d. equip      | v   | equipment   |
| e. maintain   | v   | maintenance |
| f. sick       | adj | sickness    |
| g. solve      | v   | solution    |
| h. successful | adj | success     |

#### B Identifying a new skill (1)

1. Give students time to read Skills Check 1 and think about the answers to the questions. Elicit answers. Tell students that they have one minute to read the Skills Check box again, then you will test them on the information.

After one minute, ask students to cover the Skills Check box. Write some prompt words for each example sentence on the board. For example: *simple, technology, no fuel, other resources*. Elicit the full sentences. For example:

*It's a very simple piece of technology because it uses no fuel or other resources.*

2. Set the task. Students should complete individually and write notes for the answers. After a few minutes, students ask and answer the questions in pairs. Monitor. Make a note of common errors and give feedback.

#### Answers

1. *Because* introduces reasons. *So* introduces a result.
2. a. Because they have to collect water.  
b. Because it uses low-tech technology and no resources.  
c. Because they also enjoy playing on the PlayPump.  
d. Because they have clean water.  
e. Because they have more time for school, they are sick less often.  
f. Because they do not have to walk long distances to collect water.  
g. Because low-tech solutions are more reliable.

#### C Practising a new skill

Students complete individually in writing. Ask some of the students to read out their sentences.

#### Answers

Answers depend on students.

#### D Identifying a new skill (2)

1. Set the task and give students time to read Skills Check 2. Elicit answers.
2. Set the task. Students complete individually then compare answers in pairs. Elicit answers, pointing out that the full stop should be removed and the capital letter should be changed in the second sentence.

## Answers

1. Sometimes the words *because* and *so* are missing from a sentence. The meaning is implied.
2. a. It rained hard so I got wet.  
b. The girls are always tired because they walk 20 kilometres a day.  
c. We stopped watching the programme because it was boring.  
d. I didn't have enough money so I couldn't buy the car.

## E Transferring skills

Set the task and elicit one or two sentences from the class as examples. Encourage students to use a range of tenses in their sentences. If you wish, you could put some phrases on the board for students to complete, for example:  
*I am very tired today so / because ...*  
*I don't like that kind of movie / that restaurant / that car so / because ...*  
*I prefer to walk / drive / catch the bus home so / because ...*  
*I couldn't come to classes / go to work yesterday / last week so / because ...*  
*I won't be in school / see you / be at work tomorrow / next weekend / next week because / so ...*

## Answers

Answers depend on students.

## Closure

Use your feedback from Exercise E.

## 5.8 Applying new reading skills: Low-tech food preservation

### Objectives

By the end of the lesson, students should:

- be able to use co-text to predict content in a text;
- recognize reason and result in a text (*because* and *so*);
- use a diagram to help understand a process in a text.

## Introduction

Teach the meaning of the word *preservation* in this context: to store or to keep food fresh.

Elicit some different methods of food preservation: refrigeration, freezing, canning, bottling, drying, salting, smoking, adding preservatives, vacuum packaging.

## A Activating ideas

Focus students' attention on the photo. Elicit ideas, helping with any new language.

## Answers

Answers depend on students but here are some possibilities:

1. The melons are going bad/rotting. The crop is dying. Maybe it is a problem of too much water – flooding – or too little water.
2. It's a hot country so food can go bad very quickly but the main reason is that the farmers can't store food.

## B Preparing to read

Students discuss the meanings of the words in the box in pairs. Tell them not to worry about meanings they are not sure of. Monitor. Do not elicit answers at this stage.

## C Predicting information

Exploit the heading of the article – note the wordplay on the word *can*.

- 1./2. You may prefer to set the two exercises together. Students complete individually then compare answers. Elicit some of their ideas but do not confirm or correct.
3. Allow enough time for most students to finish reading the text. Then ask students if they got most of their predictions correct or not. Ask them to give you examples.

## Answers

Answers depend on students.

## D Showing comprehension.

Students ask and answer the questions in pairs. Elicit answers.

Ask students to find examples of sentences with *because* and *so* in the text. Elicit which part of each sentence is the reason and which is the result. (See Lesson 5.7 Skills Check 1.)

Ask students if they can find examples of similar sentence relationships to those in Lesson 5.7 Skills Check 2. There are several in the first paragraph:

*In West Africa, most countries can grow enough food to feed their whole population. The crops grow well and the yield can be very high. (because) Stored food starts to go bad. Up to 60% of the crops are lost. (so) They don't plant extra crops. Each farm only produces enough food for a small number of people. (so)*

#### Answers

1. Farmers can grow enough food.
2. They can't store food.
3. Canning is a low-tech solution.
4. It stores food for a long time, but does not need electricity or refrigeration.

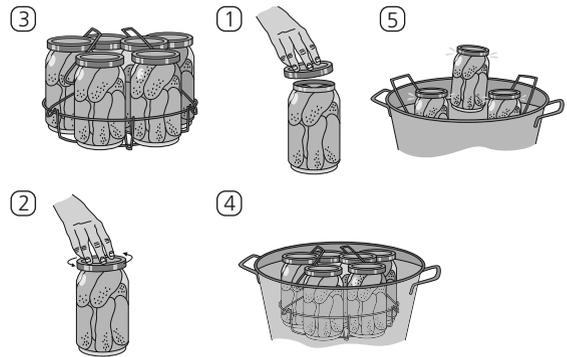
#### E Understanding a diagram

1. Check the vocabulary for the visuals in the diagram. Show the diagram on the board and elicit the words for:  
*a jar, a rack, a lid, a pot.*  
Then ask students to complete the task individually. Elicit answers.
2. Ask students to read the final paragraph again and underline all the verbs. Elicit the verbs used in the description of the process in the text and write them in a list on the board:  
*is put*  
*are sealed*  
*are placed*  
*stops ... from knocking*  
*breaking*  
*is put*  
*is covered*  
*is boiled*  
*expand*  
*escapes*  
*cool*  
*are pulled*  
*is*

Point out that many of the verbs are passive. Check understanding of the words *tight-fitting* and *vacuum*.

Now ask students to cover the text and recall the sentences for the diagram. This can be done orally with students taking turns in pairs to say the sentences. Or you can ask students to write the paragraph, then check with the text.

#### Answers



#### Closure

Ask some comprehension questions on the third paragraph of the text – *The history of canning*. Recap the vocabulary from the lesson.

#### Knowledge quiz: Technology

#### Objectives

By the end of the lesson, students will have:

- reviewed core knowledge in the area of Technology;
- recycled the vocabulary and some of the grammar from the Listening, Speaking and Reading sections.

#### Methodology note

The quiz provides an opportunity to review the core knowledge which students have learned from the theme so far. As ever, you can run the quiz in a number of different ways: as a competition or series of mini-presentations by way of example. Ensure that you:

- give your students plenty of time to look back through the theme and study the lessons in order to be able to answer the quiz questions;
- give all students a chance to participate – avoid formats where the first student to shout out the answer wins the points.

The Knowledge quiz is not intended to be used as formal assessment.

Write *Technology* on the board. Ask students what they remember studying in this theme so far. What did they listen to? What did they discuss? What talk did they give? What were the Reading texts about?

It is probably best for students to do Exercises 1, 2 and 3 individually with pairwork checking.

Alternatively, students could complete individually at home, or in class in groups, and mark their own work as you give the answers. You collect the scores and declare a winner.

1.

|                    |    |   |
|--------------------|----|---|
| a. a plough        | f. | communicating on the move                 |
| b. a windmill      | e. | controlling the flow of, e.g., water, oil |
| c. a factory robot | j. | keeping food cold and therefore safe      |
| d. a can opener    | c. | making, e.g., cars, furniture             |
| e. a tap           | b. | making flour                              |
| f. a mobile phone  | h. | processing and storing information        |
| g. a Biro          | d. | opening cans                              |
| h. a laptop        | i. | travelling very fast through the air      |
| i. a jet plane     | a. | turning over earth                        |
| j. a fridge        | g. | writing with stored ink                   |

2. The plough is the oldest invention, dating back to 6,000 BCE. The laptop was first commercially available in 1973 (robots were earlier – 1954).

3.

| human power | animal power (e.g., horse) | electricity  | oil or petrol | natural (e.g., water, wind, sun) |
|-------------|----------------------------|--------------|---------------|----------------------------------|
| plough      | plough                     | robot        | plough        | windmill                         |
| can opener  |                            | mobile phone | jet plane     |                                  |
| tap         |                            | jet plane    |               |                                  |
| Biro        |                            | fridge       |               |                                  |
|             |                            | laptop       |               |                                  |

4. Answers depend on students.

5. Possible answers:

- The Play Pump: collecting water, used a pump
- Canning: preserving food, uses a vacuum container
- CAD (Computer Assisted Design): time to design documents and other media. Allowed the designer to experiment with software.
- Electricity supply: lack of energy such as heat, light and power. By providing energy for machines and devices.

6. Possible answers:

- hacking: software packages with inadequate security
- crashes: software and hardware overload
- pollution: coal and petrol products, and chemicals from engines and machines entering the atmosphere and earth surface.
- unemployment: new technology replacing jobs

## Workbook answers

### Reading

#### Exercise A

Answers depend on students.

#### Exercise B

1.

Getting water from the sun  
Background

In **rural** Kenya, there is plenty of sunshine, but there isn't much water. There is also a lot of **poverty** and sickness. Women and children often walk **long** distances for water.

But now, technology is helping villagers with a **simple, cheap solution** to their water problem. A **solar pump** takes water from a source 100 metres **underground** and provides families with **clean** water.

How does it work?

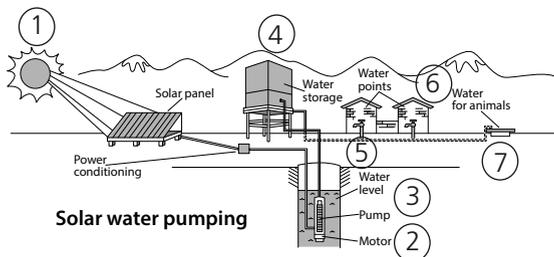
A **solar panel** collects **energy** from the sun. It uses the **solar** energy to power an **electric** motor. The motor **drives** an **underground** pump. The pump can **provide** about 30,000 litres of **clean, fresh** water every day. The water is stored in a **water tank**. There is a system of **pipes** around the village. They connect to pumps and **taps** for the villagers to use. The **system** also provides water for the farm animals in the village.

### Advantages

The system provides many advantages. Firstly, it needs no **expensive** fuel or other **resources**. Secondly, it is **low-maintenance**. Next, the locals can now use **fresh** water without walking **long** distances. All the **villagers** now have more **free** time, so children can go to school. The women can grow vegetables and **earn** money for them at the **local** market. In addition, the villagers don't **suffer from** diseases caused by drinking **dirty** water. This proves that a little technology can go a **long** way.

- nouns: energy, maintenance, panel, pipe, poverty, pump, resource, solution, system, tank, tap, villager  
verbs: drive, earn, provide, suffer from  
adjectives: rural, underground
- See adjectives in bold type in the text above. They describe:  
rural: Kenya  
long: distances, progress  
simple: solution  
cheap: solution  
solar: pump, panel, energy  
electric: motor  
underground: depth, pump  
clean: water  
fresh: water  
expensive: fuel  
maintenance: system  
free: time  
local: market  
dirty: water  
long: way

### Exercise C



### Exercise D

Answers depend on students.

## Extended reading

### Exercise A

Answers depend on students.

### Exercise B

- The dangers of using mobile phones when driving.
- Answers depend on students.
- Paragraph 1: g  
Paragraph 2: h  
Paragraph 3: c  
Paragraph 4: b  
Paragraph 5: e  
Paragraph 6: a  
Paragraph 7: f  
Paragraph 8: d

### Exercise C

- For causing death by dangerous driving.
- Because drivers make simple mistakes.
- Because both driving and using a phone require a lot of thought.
- For the same reasons as driving and using a mobile phone.
- Because you are less aware.
- Because they are an essential part of people's lives.
- Because we can call for help if we break down or if there's an accident.

### Exercise D

Answers depend on students.

### Exercise E

Results in **bold** type, reasons in *italics*.  
Unfortunately, **most accidents happen** because *drivers make simple mistakes*.  
So if you do them both at the same time, *your brain can't do either well*.  
**There's a crash** because *you brake too late or miss road signs*.  
*Drivers are less aware and their reaction times are much slower, so they cause the same problems*.  
An estimated **one in four road crashes** are because *of mobile phone use*.  
Perhaps this is because **mobiles can affect you in three ways**:  
• *Eyes – you are not looking at the road*  
• *Brain – you are not thinking about the road*  
• *Hands – your hands are not on the steering wheel*  
*The number of texts we send every month is growing, so the number of human error traffic accidents is growing, too.*  
*Mobile phones are now an essential part of most peoples lives so it is impossible to ban them from vehicles completely.*  
Thirdly, **mobile phones make us feel safer** because *we can call for help if we break down or if there's an accident*.

# Writing: Technology and the environment

## 5.9 Vocabulary for writing: Wearing green clothes

### Objectives

By the end of the lesson, students should:

- be able to demonstrate target vocabulary from the theme;
- demonstrate understanding of some of the issues with regard to waste and landfill sites.

### Introduction

Ask students to describe what they wearing, including the material it is made of.

Teach the word *property* and elicit what properties their clothes have, for example:

warm  
hard-wearing  
washable  
fashionable  
light  
comfortable, etc.

### A Activating background knowledge

Students discuss the questions in pairs. After a few minutes, elicit ideas. Accept any reasonable answers, but the main point should be that clothes must be fit for purpose and that new technology helps with this.

### Answers

1.–3.

| Photo | Clothes  | Materials  | Properties   |
|-------|--|--|--|
| 1     | suit, shirt, tie   | suit: wool or man-made fabric<br>shirt: cotton or cotton mix<br>tie: silk or polyester | smart<br>natural<br>hard-wearing<br>fashionable<br>does not crease   |
| 2     | helmet/hat<br>jacket,<br>trousers                        | man-made<br>materials, e.g.,<br>polyester  | hard-wearing<br>light<br>warm<br>washable<br>non-iron<br>comfortable |
| 3     | space suit,<br>helmet                                    | man-made,<br>high-tech<br>materials  | hard-wearing<br>light<br>warm<br>very expensive                      |
| 4     | jacket,<br>trousers,<br>helmet,<br>sunglasses,<br>gloves | man-made<br>materials  | hard-wearing<br>light<br>warm<br>washable<br>expensive               |

4. When clothes are finished with, they are usually thrown away and end up on landfill sites.

### B Learning new vocabulary

Exploit the visual by asking questions:

*Which country could the landfill site be in?*

*What is the child doing?*

*Why?*

*How does the photo make you feel?*

*Is this a good system for dealing with waste?*

*Why (not)?*

Set the task. Students make a list of items in pairs. After a few minutes, elicit ideas.

### Answers

Answers depend on students but here are some ideas:

clothes, shoes, etc.  
packaging, boxes  
food  
waste paper  
plastic bags  
plastic bottles  
glass bottles, jars, etc.  
broken toys  
broken equipment and devices  
sports equipment  
furniture  
household items: broken cups, vases, etc.  
materials: carpets, curtains, cushions, etc.  
books, CDs  
newspapers, magazines, brochures.

### C Using new vocabulary

Avoid pre-teaching the vocabulary from the box – it is better to give students the opportunity to try to work out the meanings from the context.

Set the task. Students complete individually then compare answers in pairs. Show the correct answers on the board.

Go over any words students are still not sure about. Make sure students know the part of speech for each of the words in the box:

degrade (v)  
dispose (v)  
environment (n)  
landfill (n)  
pollution (n)  
recycle (v)  
textile (n)  
throw ... away (v)  
waste (v&n)

### Answers

What happens to unwanted clothes and *textiles*? Most of us *throw them away*. We put them in the bin and forget about them. In the end, they probably go to a *landfill* site in your country or sometimes to a developing country far away.

Unfortunately, landfill sites cause *pollution* and damage the *environment*. Many textiles and materials take years to *degrade*, or return to their basic chemicals. Natural materials take a few months or years, but man-made materials often take hundreds or thousands of years. Poor people and children can make money from the *waste* – but do we really want children to do this?

We need to look for alternative ways to *dispose* of things. For example, it is much better if we can reuse or *recycle* clothes. Perhaps, in the future, technologists can invent ways to make clothes degrade more quickly.

### Closure

Ask a few comprehension questions about the text:

*What do most people do with unwanted clothes?*

*What happens to them after that?*

*What are the problems with throwing clothes away?*

*What is the alternative?*

## 5.10 Real-time writing: Smart textiles

### Objectives

By the end of the lesson, students should:

- know more about sustainability and biodegradability of items;
- be aware of the organization of a case study;
- be able to place topic sentences in the correct paragraph;
- produce a short, guided paragraph about degradable plastic bags.

### Introduction

Use Exercise A for your introduction.

### A Preparing to read

Focus on the photos and elicit the word or phrase for each.

Set the task. Students work in pairs. Elicit answers and perhaps draw a timeline on the board.

Ask students to guess how long it takes for each item to degrade. Elicit ideas then give the answers.

Discuss what the implications are for waste and recycling.

### Optional activity

Ask students to research the degradability of other items such as cigarette ends, chewing gum, an aluminium can, a baby's disposable nappy (diaper), orange peel, shoes, a plastic coffee cup, batteries.

### Answers

|                |             |
|----------------|-------------|
| tea bag        | 1 month     |
| banana         | 6 weeks     |
| apple core     | 2 months    |
| woollen hat    | 1 year      |
| plastic bag    | 20 years    |
| magazines      | 50 years    |
| plastic bottle | 450 years   |
| mobile phone   | 1,000 years |

Source: [practicalaction.org/plastics](http://practicalaction.org/plastics) challenge

### B Understanding the discourse structure

1. Allow students to read the heading. Elicit ideas for the meaning of the case study – but remember that this is explained further in the next lesson. Check understanding of the word *sustainability*. Give students a minute or two to guess the answers. Give further letters for each prompt if they are completely stuck.
2. Students check their answers and spelling with the text. Ask students not to read the complete text yet.  
Ask students to predict some of the content for each paragraph.

### Answers

Background  
The problem  
The solutions  
Conclusion

### C Writing topic sentences

Set the task. Point out that the paragraphs in this text are very short, so there are a lot of topic sentences.

Students complete individually. Monitor during this phase and give help where necessary.

Give feedback, preferably using an electronic projection of the answers.

Ask a few comprehension questions to check understanding.

#### Answers

- 7 a. Chemists mix polythene resin with a special additive during the production process.
- 5 b. Finally, waste plastic can pollute the air.
- 9 c. It really is an amazing material.
- 2 d. Plastic is an old product.
- 4 e. Secondly, plastic waste can damage the environment because it litters the countryside.
- 1 f. The average family throws away about 1,000 kilograms of waste every year.
- 8 g. The new material is safe for food packaging.
- 6 h. There are a few solutions to the problems.
- 3 i. There are three main problems with plastic.
- 10 j. This is a big step forward but we must do more.

#### D Adding a paragraph

1. Check students understand the task. Students complete individually. Monitor and give help where necessary. Give feedback, preferably using an electronic projection of the paragraph.

Suggest ways to improve the paragraph by adding 'signposts' and other phrases – see underlined words in answer below.

2. Elicit answers.

#### Answers

1. The new bags are useful for everyone, in homes, businesses and government offices. In addition, they are good quality products because they are very strong.

The bags also come in several sizes and are easy to use.

First, the plastic bags start to degrade from contact with heat, light or pressure.

Finally the plastic is converted into carbon dioxide and water.

2. The paragraph could go in the Solutions paragraph of the text.

#### E Developing critical thinking.

Divide the class into pairs or small groups to discuss the questions. Monitor.

Have a plenary session where some pairs or groups share their ideas with the class.

Finally, ask students to choose three of the sentences and write their opinion giving a reason with *because*. For example:

*I think technologists should worry about the environment because they are responsible for the production of so many everyday objects.*

#### Closure

Use your feedback from Exercise E.

### 5.11 Learning new writing skills: Writing a case study

#### Objectives

By the end of the lesson, students should:

- be able to modify nouns in a range of ways;
- produce guided topic sentences.

#### Introduction

Ask students to spend a few minutes re-reading the text in the previous lesson (5.10).

#### A Developing vocabulary

Set the task. Students complete individually then compare answers in pairs. Elicit answers. Go over any answers students had difficulty with.

#### Answers

- a. The average family throws away *about* 1,000 kilograms of waste every year. *Most* of that waste is plastic. *Even* non-plastic waste is often put into black plastic bags for disposal.
- b. It was invented in 1856, but there are *many* different forms nowadays, including polythene.
- c. Technologists have developed a plastic material that does not damage the environment. It *also* degrades more quickly.
- d. This additive makes the plastic degradable without changing the other properties of the materials, so it is *still* strong and hard-wearing.

- e. The new material is safe for food packaging. It is *already* used for bread bags, freezer bags and food packaging.
- f. This is a *big* step forward but we must do more.

### **B** Identifying a new skill (1)

1. Set the task and give students time to read the examples. Elicit ideas but do not confirm or correct.
2. Students read Skills Check 1. Elicit answers to Exercise B1.
3. Check students understand the task. Elicit answers.

#### Optional activity

Write some nouns on the board for example:

*food*  
*clothes*  
*laptops*  
*music*.

Ask students to modify each noun in four different ways as shown in the Skills Check box.

For example, with the noun *food*:

Restaurant food is usually expensive.

Fresh food is better for you.

The food in Italy is very good.

The food that she cooks is delicious.

#### Answers

Most of the examples of modification in the text are noun + noun and adjective + noun.

1. noun + noun examples include:
  - non-plastic waste
  - food packaging
  - plastic materials
  - waste plastic
  - bread bags
  - freezer bags
  - carbon dioxide
2. adjective + noun examples include:
  - black (plastic) bags
  - traditional (plastic) bags
  - long time
  - dangerous gases
  - the best products
  - amazing material
  - old products
  - tiny amount
3. noun + prepositional phrase examples include:
  - black plastic bags for disposal
  - properties of the materials
  - tiny amount of carbon dioxide and water

problem with many materials

1,000 kilograms of waste

solutions to the problems

4. relative clause examples include:

plastic material that does not damage the environment

make new materials that degrade in a safe way

### **C** Identifying a new skill (2)

1. Give students time to read all the topic sentences. Then elicit ideas but do not confirm or correct.
2. Students read Skills Check 2. Confirm the correct answer.

#### Answer

Topic sentences do not usually give much information.

### **D** Practising a new skill

1. Set the task. Students should either write the same topic sentence as given below the text or they can invent new ones. Students work individually then compare answers in pairs. Monitor and give help where necessary. For some classes, you might need to write prompts on the board for each sentence.
2. Students check their work. Give feedback on common errors.

#### Answers

- 1 f. The average family throws away about 1,000 kilograms of waste every year.
- 2 d. Plastic is an old product.
- 3 i. There are three main problems with plastic.
- 4 e. Secondly, plastic waste can damage the environment because it litters the countryside.
- 5 b. Finally, waste plastic can pollute the air.
- 6 h. There are a few solutions to the problems.
- 7 a. Chemists mix polythene resin with a special additive during the production process.
- 8 g. The new material is safe for food packaging.
- 9 c. It really is an amazing material.
- 10 j. This is a big step forward but we must do more.

### E Identifying a new skill

1. Set the task and elicit answers. If necessary, give the first few letters of each heading.
2. Students discuss in pairs. Elicit answers but do not confirm or correct.
3. Students read Skills Check 3. Ask a few questions to check understanding.

#### Answers

1. Background  
The problem  
The solutions  
Conclusion
2.
  - a. Because the new material is strong, people can reuse the bags many times. (The solutions)
  - b. Companies should not use food packaging that does not degrade quickly. (Conclusion)
  - c. Plastic bags kill millions of animals each year. (The problem)
  - d. Polythene was invented in 1933 by George Feacham. (Background)

### Closure

Give students copies of a previous text (or texts) with several paragraphs from the Course Book or Workbook with the topic sentences removed. Ask them to write a suitable topic sentence for each paragraph.

## 5.12 Applying new writing skills: Recycling materials

### Objectives

By the end of the lesson, students should:

- know more about recycling waste;
- use topic sentences in a case study;
- write a brief case study on recycling using language and vocabulary from the theme.

### Introduction

Use Exercise A.

### A Reviewing vocabulary

Set the task. Students work in pairs. Give feedback, preferably using an electronic projection of the answers. Make sure students correct any errors in spelling.

#### Answers

1. dam age
2. pack aging
3. plas tic
4. deg rade
5. was te
6. recy cle
7. lit ter
8. chem ical
9. land fill
10. poly there

### B A case study: Thinking

- 1./2. Ask the questions in the Course Book and elicit ideas.
3. Set the task. Students discuss in pairs, then elicit ideas.

#### Answers

1. Answers depend on students.
2. Answers depend on students but they could suggest that bottles are recycled in some way.
3. Shows the process of turning plastic bottles into fleeces.

### C A case study: Organizing

1. Elicit the four headings for a case study. If students can't remember, they should look back at the previous lesson, 5.11 Skills Check 3.
2. Ask students to study the notes for the case study in Resources. Check students understand the abbreviations and symbols used in the notes. Making sure students' pens are down, elicit possible sentences for some of the notes. Highlight any passive verbs needed for the sentences, for example, *the bottles are cleaned*.

#### Answers

Background  
Problem  
Solution  
Conclusion

### **D** A case study: writing

Go over the instructions for the writing and add any of your own points for students to remember. Monitor while students are writing and give help where necessary. Make a note of common errors.

### **E** Editing and rewriting

1. Remind students how to mark each other's work – see the introduction to this book. Monitor and give help where necessary. Continue to make notes of errors. Give feedback on errors before students start their final drafts.
2. As usual this can be done in class or for homework. At some point the model answer can be copied and distributed for comparison, but students may have different versions that are also correct. If you are not able to monitor all the work in class, collect it in for marking.

### **Closure**

If you haven't already done so, give out copies of the model answer below for students to compare with their own version.

### **Resources**

#### **Model answer**

**Sustainable technology: A case study**  
From bottles to fleeces

#### **Background**

In the past, most waste was sent to landfill because it was cheap and space was available. However, we are now running out of space so we must find ways to recycle as much as possible. Technology can help us to do this.

#### **The problem**

One of the biggest waste problems is plastic bottles. In the UK, people throw 15 million plastic bottles away every day. That's 275 million kilograms of plastic every year.

Most of the bottles go to landfill sites. In the ground, the bottles take about 100 years to degrade. Soon there will not be enough landfill sites to take all our waste.

#### **The solution**

There are two main solutions. Firstly, companies can collect the waste bottles from bottle banks. Then they can wash them and reuse them.

A second solution is to give the plastic bottles a new 'life'. Modern textile technology can reuse the bottles to make material for clothing. For example, 25 bottles can make one fleece garment. The manufacturing company collects the bottles from bottle banks. Then the bottles go to a processing plant. Here the bottles are cleaned, heated and turned into fibres.

Every 150 fleeces that are made of plastic bottles saves a barrel of oil. Oil is a non-sustainable source of fuel.

#### **Conclusion**

We cannot continue to put plastic bottles into landfill sites. We must do something sustainable with them. We should wash and reuse them or recycle them into new products.

### **Portfolio: Wearable technology**

#### **Objectives**

By the end of the lesson, students should:

- have revised target vocabulary and skills from the theme;
- have improved their research and note-taking skills for technology;
- have used integrated skills in order to talk and write about wearable devices;
- have learned more common core knowledge about technology.

#### **Introduction**

Use Exercise A as the introduction.

#### **A** Activating schemata

Tell students the lesson is about wearable technology. Elicit the meaning of 'wearable' and point out that it's an adjective from the verb *wear*.

1. Set the task. Teach any new vocabulary: *cycling helmet*, *finger monitor*. Students discuss the question in pairs. After a few minutes, elicit ideas.

2. Go through the vocabulary in the question. Students discuss the question in pairs, then elicit ideas. Ask a few questions:  
*In what way could the smart watch be dangerous?* (as a distraction when driving, crossing the road, etc.)  
*What about the dress with LED lights?* (possible effects of light rays, etc. on the body)  
*Are all the devices gimmicks?* (possibly all except the finger monitor)  
*Are smart watches secure?* (some people say they aren't because they use Bluetooth, etc.)

#### Methodology note

You will probably need to teach the meaning of the word *gimmick*: it's an informal word. It is used to describe an unusual product or marketing strategy. Generally these products are not very useful. They are a marketing 'trick' to make you buy them. For example, a toothbrush with bristles that change colour.

#### Answers

- There are many possibilities but here are a few examples:  
 Smart watch: it can be a fitness tracker/receive and make phone calls/receive and send texts or emails/give various alerts/communicate with other devices, etc.  
 Finger monitor: (pulse oximeter) measure amount of oxygen in blood/assess patient's needs/monitor oxygen supply  
 Helmet camera: record your ride/record accidents/protect against dangerous car/lorry drivers  
 Dress with LED lights: make a fashion statement/ use as a marketing strategy
- Answers depend on students.

## B Gathering information (1)

#### Methodology note

If it is not possible to have two groups listening to different listening texts at the same time, you have the following choices:

- While one group listens, set a different task for the non-listening group. They could perhaps go on to Exercise C and read one of the texts.
- Do one or both listening activities with the whole class. Then, in pairs, students compare their notes rather than exchanging information.

- Divide the class into two groups and set the task. You might wish to pre-teach some of the vocabulary if necessary. Check students understand what to do. If you wish, you can provide a blank form for students to fill in – see Answers below for an example of the layout.  
 Play 🎧 5.10 to Group 1 and 🎧 5.11 to Group 2. Monitor while students listen to their talks and check they are completing the task correctly. Help with any new words.
- Redivide the class into pairs. Students exchange information. Make a note of any common errors.  
 Use an electronic projection of the notes in the answers for students to check their ideas. At a suitable point during the above, you may wish to replay the interviews.
- Students discuss the question in pairs then elicit answers.

## Answers

1./2.

| Wearable technology           |   |   |
|-------------------------------|---|---|
|                               | Retail  | Fashion   |
| Devices/<br>materials<br>Uses | Smart watch<br>easier<br>shopping –<br>alerts sales and<br>discounts<br>order, pay for<br>goods | Dress with LED<br>lights<br>fun, interactive,<br>display<br>Dress which<br>tweets<br>Handbag –<br>speakers<br>Cycling helmet<br>– sat nav<br>Jacket – solar<br>panel – charge<br>phone<br>Fabric-change<br>colour –<br>emotions |
| Advantages                    | convenient –<br>on your wrist<br>quicker, easier<br>small screen =<br>less battery<br>power     | colour-change<br>fabric helpful<br>for some<br>groups people,<br>e.g., with<br>Alzheimer's<br>mosquito-<br>repellent fabric<br>fabric with sun<br>protection  |
| Disadvantages                 | small screen<br>(but uses<br>helpful icons )  | some ideas are<br>gimmicks  |

## Transcript

### Presenter: Track 5.10

- Int: Welcome to *Innovations in Technology*. This month, we are talking to technologists about wearable technology. In today's programme, I am talking to Chloe Scott from TechWear about wearable devices for the retail sector. So Chloe, shoppers love wearable devices, don't they?
- Chloe: Yes, they certainly do. Retail is the second biggest sector for wearables and 34% of wearable owners use their device for shopping.
- Int: And what kind of wearable devices are we talking about here? The smart watch?
- Chloe: Yes, exactly. All the major mobile phone companies, including Apple, Sony and Samsung, are producing smart watches.
- Int: So what can smart watches do for you?
- Chloe: Well, they make shopping a lot easier. For example, customers can get alerts, or messages about sales and discounts. They can use their watch to order and pay for goods.
- Int: Can't you do that already with your phone?
- Chloe: Yes, you can. But with a smart watch you don't need to

fish your phone out of a pocket or handbag. It's right there on your wrist. So it's quicker, easier and saves time.

Int: What about the small screen size? Isn't that a problem for some people?

Chloe: Well, not really. The apps use icons and visuals instead of text. And the user responds with voice, or by tapping or swiping, so you don't need to type. And a smaller screen means you use less battery power, too.

Int: But will retailers need to offer something different to smart watch users?

Chloe: Yes, that's true. They can't simply copy phone apps. And they need to give shoppers a more personalized service.

Int: I see.

Chloe: I'm sure that will happen. Sales of smart watches are predicted to grow from ten million in 2015 to 60 million in 2016. And most of those customers will want to use their watches for shopping.

Int: Well, we'll see if those forecasts are correct. Thanks very much, Chloe.

## Transcript

### Presenter: Track 5.11

- Int: Welcome to *Innovations in Technology*. This month, we are talking to technologists about wearable technology. In today's programme, I am talking to Juraj from FashTex about wearable devices for the fashion sector. Welcome, Juraj.
- Juraj: Thanks very much.
- Int: Now, I have seen quite a lot of fashion wearable technology recently. And, to be honest, a lot of it just seems to be a gimmick, or just for fun. For example, I saw a photo the other day of a dress with LED lights that changes colour.
- Juraj: Well, I definitely agree about the fun element. But fashion is fun! I saw that photo too, and there is another dress that can display your tweets! That's really cool! The point is that these clothes are playful, interactive and very visual.
- Int: OK, but what other kinds of wearable technology are there?
- Juraj: Well, one idea I really like is a handbag with Bluetooth speakers inside! And designers have other innovative ideas, too. For example, helmets with built-in sat nav.
- Int: Helmets? Oh I see, for cyclists?
- Juraj: Yes, exactly. Or how about a jacket with a solar panel on the pocket? It can recharge your phone, or smartwatch after two hours of sunshine.
- Int: OK, I can see that might be useful too.
- Juraj: And did you know a textile manufacturer has produced a fabric that can change colour with your emotions?
- Int: Well, that seems fun but pointless to me.
- Juraj: But it is very useful and practical for certain groups of people. For example, Alzheimer's patients can't explain their emotions verbally. So clothes made from this fabric can communicate their feelings.
- Int: That is a really helpful idea. So, what other ways are manufacturers using technology with fabrics?
- Juraj: Yes, this is a really important area. Textile technologists have already produced fabric which is mosquito repellent – this is obviously a very important and useful innovation for travellers – and people who live in areas with malaria. Fabric which protects you from the sun is another development.
- Int: So fashion wearables are not only about smart watches and fitness bands.
- Juraj: No, there's a lot more to them than that.

### **C** Gathering information (2)

Before you set the task, elicit some ideas about wearable devices for:

1. Health
2. Safety.

What kind of devices for each area exist now?

What will there be in the future?

What do the devices do?

Select some vocabulary from each text to pre-teach.

If you wish, you can provide a blank form for students to fill in – see Answers below for an example of the layout. Or you can simply write the questions in the form below on the board.

1. Divide the class into pairs:  
S1 reads the article on Health page 158.  
S2 reads the article on Security page 159.  
Monitor while students are working in pairs and give help where necessary. Use the model notes given below and check them against the ones which are emerging from each student.
2. Students exchange information. If you have given them the form, or written the questions on the board, students can use them in this activity.  
Encourage listeners to ask questions if they are not sure of information. Monitor and assist each pair of students. Once again, use the model notes to ensure that the pairs are producing good notes on both texts.  
Finally, give feedback in two stages: (1) on students' performance and oral production, (2) use an electronic projection for feedback on the notes.

#### **Answers**

See table on page 221.

### **D** Giving a talk about wearable technology

- 1./2. Remind students about the pronunciation of some of the target vocabulary and the importance of stressing key words.

Remind students to use some signpost phrases, if relevant to their talk.

If you wish students to use photos, etc., to illustrate their talks, write some phrases on the board for them to use:

*In this photo you can see ...*

*This photo shows ...*

*Here is a photo of ...*

When students have chosen which device to talk about, divide the class into groups of students with the same choice.

Students work individually to start with. Give students time to turn their notes (from the previous activities above) into sentences for a talk. They also need time to find photos or illustrations if you wish them to do this. Help individual students who are struggling.

Ask students to practise their talks, one sentence at a time, with help from the others in their group. Students should help each other with pronunciation, vocabulary and grammar. Monitor and assist each group. Talks should be no longer than a couple of minutes.

Re-divide the groups so that there is a mixture of topics to be presented. Students give their talks in turn. Encourage other students to ask questions.

Give feedback.

### **E** Writing a case study

Remind students about the purpose of a case study and the four-paragraph structure they learned in the writing section (see page 153).

Students should preferably find a different wearable device from the ones studied in this lesson. However, if this is not possible, they can research one of the devices from the lesson but perhaps go into further detail.

Students should make notes on their research before they start writing the text. The research could be done in pairs or groups, with students exchanging information on the device they have chosen.

#### **Methodology note**

This activity can be done in class or for homework.

If done in class, monitor and assist where necessary.

#### **Answers**

Answers depend on students.

| Wearable devices                      |   |   |
|---------------------------------------|---|---|
|                                       | Health  | Security  |
| What/Where are the devices or apps?   | smart watches, heart monitors, etc.   | in fabric:<br>electronic circuits<br>solar panels<br>headsets:<br>cameras<br>GPS navigation<br>smart glass display<br>sensors:<br>on body<br>in clothes   |
| What specific areas are they used in? | Health and fitness<br>– medical research<br>– age-related illnesses, e.g.,<br>diabetes, dementia  | military<br>police<br>firefighters<br>miners<br>sportspeople  |
| Who uses the device and/or the data?  | cardiologists, doctors, patients,<br>the elderly  | see above + supervisors   |
| What can the devices do?              | 1. provide data for research<br>2. study links between physical activity and heart disease<br>3. monitor patients<br>4. check patients take medicine correctly<br>5. alert doctor | 1. circuits, solar panels more practical power sources<br>2. cameras = provide evidence<br>3. GPS = help firefighters navigate through smoke, etc.<br>4. smart glass = send info to supervisor<br>5. sensors = send alert if sportsperson injured |
| How do they work?                     | sensors collect data on sugar levels, blood pressure, sleep patterns, etc.  | n/a   |
| Why are they necessary?               | 1. ageing population – healthcare systems can't cope<br>2. many conditions, e.g., diabetes, arthritis, heart disease, etc., need regular monitoring                               | dangerous jobs and / or environments  |
| Are there any disadvantages?          | need many tests before governments will use them  | 1. temperature of devices<br>2. metals, synthetic fabrics – cause skin reaction<br>3. possible electric shock and mechanical dangers<br>4. energy efficiency, reliability, sustainability<br>5. risk of lack of privacy                           |

# Workbook answers

## Writing

### Exercise A

| noun 1        | noun 2      |
|---------------|-------------|
| 1. adult      | 6 bag       |
| 2. car        | 5 device    |
| 3. food       | 2 factory   |
| 4. landfill   | 7 materials |
| 5. mobile     | 3 packaging |
| 6. paper      | 8 process   |
| 7. plastic    | 4 site      |
| 8. production | 1 sweater   |

### Exercise B

Possible answers:

|            |  |
|------------|--|
| bag:       | degradable, fashionable, hard-wearing                                      |
| device:    | electronic, smart, safe  |
| factory:   | safe   |
| materials: | woollen, smart, degradable, fashionable, warm, safe, natural, hard-wearing |
| packaging: | degradable, safe, hard-wearing   |
| process:   | electronic, smart, slow, long, safe, natural                               |
| site:      | safe   |
| sweater:   | woollen, smart, fashionable, long, warm, natural, hard-wearing             |

### Exercise C

Answers depend on students.

### Exercise D

1. from Scotland
2. with many features/which is not recyclable
3. near the town/with 10,000 employees
4. near the town
5. which is not recyclable
6. which stops bacteria growing

### Exercise E

1. These old mobile phones are recyclable.
2. These paper plates are disposable.
3. This handwriting is unreadable.
4. He is unlikeable.
5. The weather in London is changeable.
6. This work is unacceptable.
7. It's advisable to speak to your tutor.
8. She is very employable.

### Exercise F

1. One of the world's biggest recycling problems is plastic bottles.
2. Some countries may run out of oil soon.
3. We throw away 140 million mobile phones every year.
4. Man-made materials take a long time to degrade.
5. Millions of plastic bags are sent to landfill sites every day.
6. All mobile phones are made of plastic and other materials.
7. Manufacturers can collect waste paper and recycle it.
8. There are many problems with plastic.

## Extended writing

### Exercise A

1. The verb *reuse* means to give an old product a new use.  
The verb *recycle* means to turn unwanted or waste products into a new item.
2. Answers depend on students.

### Exercise B

Answers depend on students.

### Exercise C

Answers depend on students.

### Exercise D

Answers depend on students.



# Word list

## Theme 1

academic (*adj*)  
access (*v*)  
accommodation (*n*)  
accurate (*adj*)  
address (*n*)  
advise (*v*)  
applicable (*adj*)  
applicant (*n*)  
application (*n*)  
apply (*v*)  
appropriate (*adj*)  
article (*n*)  
assignment (*n*)  
attend (*v*)  
become (*v*)  
behaviour (*n*)  
brainstorm (*v*)  
break (*n*)  
bursar (*n*)  
cable (*n*)  
campus (*n*)  
career (*n*)  
certificate (*n*)  
chancellor (*n*)  
chronological (*adj*)  
college (*n*)  
commercial (*adj*)  
complete (*v*)  
conclusion (*n*)  
contribute (*v*)  
course (*n*)  
cram (*v*)  
crèche (*n*)  
data (*n*)  
deadline (*n*)  
dean (*n*)  
degree (*n*)  
delete (*v*)  
detail (*n*)  
device (*n*)  
dictionary (*n*)  
disagree (*v*)  
discuss (*v*)  
domain (*n*)  
draft (*n*)  
drama (*n*)  
edit (*v*)

efficiently (*adv*)  
electrical (*adj*)  
enrol (*v*)  
enthusiasm (*n*)  
exam (*n*)  
excellent (*adj*)  
excited (*adj*)  
experience (*n*)  
experiment (*n*)  
extra (*adj*)  
extracurricular (*adj*)  
eye contact  
faculty (*n*)  
fees (*n pl*)  
finish (*v*)  
food court  
form (*n*)  
fresher (*n*)  
friend (*n*)  
full-time (*adj*)  
fun (*n*)  
gender equality  
get fit (*v*)  
graduate (*n*)  
greet (*v*)  
gym (*n*)  
hall of residence  
handshake (*n*)  
hard (*adj*)  
hard-working (*adj*)  
head (*n*)  
hobby (*n*)  
in charge of  
individual (*n*)  
information (*n*)  
interesting (*adj*)  
internet (*n*)  
journal (*n*)  
launderette (*n*)  
leave (*v*) [school]  
lecture (*n*)  
lecturer (*n*)  
level (*n*)  
librarian (*n*)  
library (*n*)  
link (*n and v*)  
logical (*adj*)  
manage (*v*)

medical centre  
membership (*n*)  
nationality (*n*)  
note (*n*)  
nursery (*n*)  
obtain (*v*)  
on time  
opinion (*n*)  
order (*n*)  
organization (*n*)  
organize (*v*)  
out (*adj*) [= not in the library]  
participate (*v*)  
participation (*n*)  
particularly (*adv*)  
pass (*n and v*)  
password (*n*)  
permission (*n*)  
plagiarism (*n*)  
play (*n*)  
portable (*adj*)  
portal (*n*)  
praise (*v*)  
predict (*v*)  
prepare (*v*)  
primary (*adj*)  
professor (*n*)  
projector (*n*)  
punctuate (*v*)  
punctuation (*n*)  
punishment (*n*)  
pupil (*n*)  
qualification (*n*)  
question (*n*)  
reason (*n*)  
record (*n and v*)  
referee (*n*)  
regularly (*adv*)  
remind (*v*)  
research (*n and v*)  
resource centre  
respect (*v*)  
responsible for  
review (*v*)  
reward (*n and v*)  
rewrite (*v*)  
sarcastic (*adj*)  
schedule (*n and v*)

score (*v*)  
search engine  
secondary (*adj*)  
semester (*n*)  
sensibly (*adv*)  
set (*v*)  
sit (*v*) [= an exam]  
site (*n*) [= website]  
social distance  
socialize (*v*)  
sports centre  
staff (*n*)  
stay (*v*) [at school]  
stressed (*adj*)  
studies (*n pl*)  
study (*v*)  
subject (*n*)  
surname (*n*)  
switch on (*v*)  
take (*v*) [exams]  
tertiary (*adj*)  
timetable (*n*)  
topic (*n*)  
try (*v*)  
tutorial (*n*)  
unfair (*adj*)  
virus (*n*)  
web page (*n*)  
website (*n*)  
welfare (*n*)  
welfare office

## Theme 2

act (*v*)  
act (*v*) [on impulse]  
activity (*n*)  
aggressive (*adj*)  
aim (*n*)  
angry (*adj*)  
argument (*n*) [= in an essay]  
background (*n*)  
behave (*v*)  
behaviour (*n*)  
between (*prep*)  
body (*n*)  
body (*n*) [= of an essay]  
brain (*n*)  
bullying (*n*)

calm (*adj*)  
century (*n*)  
change (*v*)  
clever (*adj*)  
cold (*adj*)  
colleague (*n*)  
combination (*n*)  
competitive (*adj*)  
completely (*adv*)  
control (*v*)  
copy (*v*)  
creativity (*n*)  
depend [on] (*v*)  
difference (*n*)  
different [from] (*adj*)  
doctor (*n*)  
educated (*adj*)  
education (*n*)  
emotional (*adj*)  
encouragement (*n*)  
energy (*n*)  
enthusiastic (*adj*)  
essay (*n*)  
event (*n*)  
everybody (*n*)  
excitement (*n*)  
explanation (*n*)  
extrovert (*adj*)  
eye (*n*)  
family (*n*)  
fight (*v*)  
form (*v*)  
friend (*n*)  
friendly (*adj*)  
friendship (*n*)  
group (*n*)  
hair (*n*)  
happy (*adj*)  
height (*n*)  
help (*v*)  
helpful (*adj*)  
historian (*n*)  
history (*n*)  
hostile (*adj*)  
human (*n*)  
human race  
idea (*n*)  
identity (*n*)

image (*n*)  
in addition  
individual (*n*)  
influence (*n* and *v*)  
intelligent (*adj*)  
interact (*v*)  
introvert (*adj*)  
joke (*n*)  
kind (*adj*)  
language (*n*)  
leader (*n*)  
likeable (*adj*)  
linguist (*n*)  
link (*n* and *v*)  
local (*adj*)  
make fun of (*v*)  
medicine (*n*)  
memory (*n*)  
mind (*n*)  
miserable (*adj*)  
modern (*adj*)  
month (*n*)  
music (*n*)  
musician (*n*)  
nationality (*n*)  
neighbour (*n*)  
never (*adv*)  
nobody (*n*)  
normal (*adj*)  
nowadays (*adv*)  
often (*adv*)  
optimistic (*adj*)  
own (*pron*)  
personal statement (*n*)  
personality (*n*)  
philosopher (*n*)  
philosophy (*n*)  
polite (*adj*)  
powerful (*adj*)  
predict (*v*)  
present (*n* and *adj*)  
primary (*adj*) [= main]  
psychologist (*n*)  
psychology (*n*)  
punishment (*n*)  
purpose (*n*)  
race (*n*)  
rarely (*adv*)

relation (n)  
relationship (n)  
religion (n)  
reward (n)  
right (n)  
rude (adj)  
rule (n)  
safe (adj)  
safety (n)  
science (n)  
scientist (n)  
sense of humour  
separate (adj)  
shy (adj)  
similar [to] (adj)  
skin (n)  
sociable (adj)  
social (adj)  
socialize (v)  
sociologist (n)  
sociology (n)  
spidergram (n)  
status (n)  
strong (adj)  
stupid (adj)  
summary (n)  
support (v)  
teacher (n)  
teenager (n)  
thesis (n)  
topic (n)  
treat (v)  
trust (v)  
truthful (adj)  
unfair (adj)  
usually (adv)  
violent (adj)  
weak (adj)  
weather (n)  
weight (n)  
worry (v)

### Theme 3

ability (n)  
abroad (adv)  
adult (n)  
advert (n)  
advertisement (n)

advisor (n)  
alone (adv)  
application (n)  
appoint (v)  
appointment (n)  
architect (n)  
articulate (adj)  
assistant (n)  
benefit (n and v)  
business (n)  
call centre (n)  
candidate (n)  
career-entry job  
chronologically (adv)  
clerical (adj)  
colleague (n)  
company (n)  
complex (adj)  
conduct (v)  
conscientious (adj)  
consultant (n)  
contact (v)  
contribute (v)  
conversation (n)  
counsellor (n)  
critical thinking  
customer (n)  
deadline (n)  
definitely (adv)  
description (n)  
design (n)  
discuss (v)  
draft (n)  
drawing (n)  
edit (v)  
efficiency (n)  
employer (n)  
equip (v)  
equipment (n)  
experience (n)  
flexible (adj)  
flow chart (n)  
graduate (n)  
guarantee (v)  
high-level (adj)  
hire (v)  
honest (adj)  
impression (n)

in order (adv + n)  
inside (adv)  
interview (n)  
interviewer (n)  
introduce (v)  
involve (v)  
involvement (n)  
job title  
journalism (n)  
journalist (n)  
journey (n)  
kindness (n)  
lazy (adj)  
line manager (n)  
lose (v) [money]  
manager (n)  
manual (adj)  
manufacturing (n)  
mathematics (n)  
misuse (v)  
money (n)  
motivate (v)  
multinational (adj)  
negative (adj)  
organization (n)  
organize (v)  
outgoing (adj)  
outside (adj and adv)  
overtime (n)  
part-time (adj)  
pay (n and v)  
payee (n)  
payment (n)  
personal (adj)  
phone (v)  
polite (adj)  
position (n)  
positive (adj)  
post (n)  
practice (n)  
preparation (n)  
previous (adj)  
principle (n)  
process (n)  
produce (v)  
production (n)  
program (n) [= computer]  
provide (v)

provision (*v*)  
punctual (*adj*)  
punctuation (*n*)  
qualification (*n*)  
qualify (*v*)  
quality (*n*)  
recruitment (*n*)  
referee (*n*)  
reference (*n*)  
reliability (*n*)  
require (*v*)  
requirement (*n*)  
respect (*n* and *v*)  
return (*v*)  
rewrite (*v*)  
salary (*n*)  
satisfied (*adj*)  
self-employed (*adj*)  
self-motivated (*adj*)  
sensibly (*adv*)  
sent (*v*, *past participle*)  
shift (*n*)  
shortlist (*n*)  
sick (*adj*)  
smart (*adj*)  
stage (*n*)  
successful (*adj*)  
supervisor (*n*)  
system (*n*)  
take responsibility for (*v*)  
task (*n*)  
team (*n*)  
tour (*n*)  
trainee (*n*)  
unpaid (*adj*)  
unsuccessful (*adj*)  
update (*v*)  
usage (*n*)  
vacancy (*n*)  
waste (*v*) [someone's time]  
website (*n*)  
well-paid (*adj*)  
worker (*n*)  
workspace (*n*)  
written (*v*, *past participle*)  
yourself (*pron*)

## Theme 4

according to (*prep*)  
account (for) (*v*)  
activity (*n*)  
almost (*adv*)  
analyze (*v*)  
area (*n*)  
area (*n*) [= type of activity]  
average (*n*)  
bedtime (*n*)  
blood (*n*)  
body (*n*)  
brain (*n*)  
burn (*v*)  
cancer (*n*)  
caption (*n*)  
category (*n*)  
check (*v*)  
chemical (*n*)  
chore (*n*)  
climate (*n*)  
clock (*n*)  
common (*adj*)  
commuting (*v*)  
compare (*v*)  
correct (*adj*)  
cost of living (*n*)  
creative (*adj*)  
crime (*n*)  
damage (*v*)  
dangerous (*adj*)  
dark (*adj*)  
dash (*n*) [= the sign '-']  
difference (*n*)  
digest (*v*)  
do/did/done (*v*)  
draw/drew/drawn (*v*)  
early (*adj*)  
education (*n*)  
energy (*n*)  
environment (*n*)  
even (*adv*)  
everyday (*adj*)  
exchange (*v*)  
exercise (*n*)  
far (*adv*)  
fat (*adj*)  
female (*n*)

figure (*n*) [= e.g., a graph]  
figure (*n*) [= number]  
for instance  
gather (*v*)  
general (*adj*)  
get up (*v*)  
go to bed (*v*)  
go to sleep (*v*)  
good/better/the best (*adj*)  
grooming (*v*)  
habit (*n*)  
health (*n*)  
heart (*n*)  
heavy/ier (*adj*)  
height (*n*)  
high (*adj*)  
highlight (*v*)  
in addition  
including (*prep*)  
information (*n*)  
joke (*n*)  
leisure (*n*)  
less (*adv*)  
lie (*n*)  
light (*adj*)  
like (*prep*)  
location (*n*)  
lung (*n*)  
make/made/made (*v*)  
male (*n*)  
meal (*n*)  
mean (*v*)  
natural resources  
normal (*adj*)  
on average  
paragraph (*n*)  
parent (*n*)  
past participle (*n*) [= verb form]  
pay/paid/paid (*v*)  
physical (*adj*)  
plenty (*adj*)  
population (*n*)  
prayer (*n*)  
proportion (*n*)  
put/put/put (*v*)  
refer (*v*)  
regularly (*adv*)  
relaxing (*v*)

release (*v*)  
religion (*n*)  
rent (*n*)  
research (*n* and *v*)  
researcher (*n*)  
rest (*n*) [= not working]  
result (*n*)  
secret (*n*)  
see/saw/seen (*v*)  
show (*v*) [e.g., a graph]  
show/showed/shown (*v*)  
similar (*adj*)  
sleep (*n* and *v*)  
solve (*v*)  
spend (*v*) [time doing]  
statistic (*n*)  
store (*v*)  
story (*n*)  
sugar (*n*)  
table (*n*) [= columns and rows]  
take part in (*v*)  
tell (*n*)  
theory (*n*)  
time (*n*)  
topic (*n*)  
truth (*n*)  
tuition (*n*)  
twice (*adv*)  
undone (*v*)  
usable (*adj*)  
variation (*n*)  
vary (*v*)  
wake up (*v*)  
weekend (*n*)  
work out (*v*) [= calculate]  
wrist (*n*)

## Theme 5

a high-tech machine  
a low-tech machine  
a part of a system  
a piece of furniture  
a simple machine  
a type of material  
acceptable (*adj*)  
adult (*n*)  
advice (*n*)  
advisable (*adj*)

area (*n*)  
attend (*v*)  
attendance (*n*)  
back up (*v*)  
bacteria (*n*)  
bag (*n*)  
billion (*n*)  
bottle bank (*n*)  
building (*n*)  
can (*n*)  
canning (*n*)  
car (*n*)  
century (*n*)  
choice (*n*)  
clothing (*n*)  
cold (*adj*)  
collect (*v*)  
comfort (*n*)  
communicate (*v*)  
communication (*n*)  
computer (*n*)  
connect (*v*)  
construction (*n*)  
continue (*v*)  
cool (*adj*)  
crop (*n*)  
cyber crime  
damage (*v*)  
dangerous (*adj*)  
data (*n*)  
define (*v*)  
definition (*n*)  
degradable (*adj*)  
degrade (*v*)  
design (*n*)  
develop (*v*)  
developed (*adj*)  
developing (*adj*)  
development (*n*)  
device (*n*)  
diet (*n*)  
disease (*n*)  
dress (*n*)  
drive (*v*)  
earn (*v*)  
efficiency (*n*)  
electrical (*adj*)  
electronic (*adj*)

energy (*n*)  
entertain (*v*)  
entertainment (*n*)  
environment (*n*)  
equip (*v*)  
equipment (*n*)  
expensive (*v*)  
explain (*v*)  
factory (*n*)  
fashion (*n*)  
fashionable (*adj*)  
fibre (*n*)  
fireproof (*adj*)  
flash drive  
fleece (*n*)  
flow (*v*)  
food (*n*)  
forgettable (*adj*)  
freezer (*n*)  
fresh (*adj*)  
fruit (*n*)  
fuel (*n*)  
gas (*n*)  
grind (*v*)  
hack (*v*)  
hard (*adj*)  
hard-wearing (*adj*)  
hardware (*n*)  
healthy (*adj*)  
high-tech (*adj*)  
history (*n*)  
household (*n*)  
ice (*n*)  
idea (*n*)  
importance (*n*)  
improve (*v*)  
improvement (*n*)  
inform (*v*)  
information (*n*)  
install (*v*)  
internet (*n*)  
invent (*v*)  
invention (*n*)  
landfill (*n*)  
light (*adj*)  
likeable (*adj*)  
litter (*n* and *v*)  
local (*adj*)

|                                    |  |                              |
|------------------------------------|--|------------------------------|
| long ( <i>adj</i> )                | resource ( <i>n</i> )                              | turn into ( <i>v</i> )       |
| low-tech ( <i>adj</i> )            | reuse ( <i>v</i> )                                 | umbrella ( <i>n</i> )        |
| machine ( <i>n</i> )               | rich ( <i>adj</i> )                                | underground ( <i>adj</i> )   |
| machinery ( <i>n</i> )             | robot ( <i>n</i> )                                 | unfortunately ( <i>adv</i> ) |
| maintain ( <i>v</i> )              | roundabout ( <i>n</i> )                            | update ( <i>n</i> )          |
| maintenance ( <i>n</i> )           | run out of ( <i>v</i> ) [e.g., money, space, time] | use ( <i>v</i> )             |
| man-made ( <i>adj</i> )            | rural ( <i>adj</i> )                               | video game ( <i>n</i> )      |
| manufacturer ( <i>n</i> )          | safe ( <i>adj</i> )                                | villager ( <i>n</i> )        |
| manufacturing company ( <i>n</i> ) | safety ( <i>n</i> )                                | warm ( <i>adj</i> )          |
| market ( <i>n</i> )                | safety goggles                                     | waste ( <i>n</i> )           |
| material ( <i>n</i> )              | save ( <i>v</i> ) [= not use]                      | waterproof ( <i>adj</i> )    |
| medical care                       | secure ( <i>adj</i> )                              | web ( <i>n</i> )             |
| mobile ( <i>n</i> )                | shelter ( <i>n</i> )                               | wire ( <i>n</i> )            |
| modern ( <i>adj</i> )              | sickness ( <i>n</i> )                              | wireless ( <i>adj</i> )      |
| multiply ( <i>v</i> )              | site ( <i>n</i> )                                  | woollen ( <i>adj</i> )       |
| natural ( <i>adj</i> )             | slow ( <i>adj</i> )                                | yield ( <i>n</i> )           |
| network ( <i>n</i> )               | smart ( <i>adj</i> )                               |                              |
| oven ( <i>n</i> )                  | smartphone ( <i>n</i> )                            |                              |
| packaging ( <i>n</i> )             | society ( <i>n</i> )                               |                              |
| panel ( <i>n</i> )                 | soft ( <i>adj</i> )                                |                              |
| paper ( <i>n</i> )                 | software ( <i>n</i> )                              |                              |
| password ( <i>n</i> )              | solution ( <i>n</i> )                              |                              |
| pest ( <i>n</i> )                  | solve ( <i>v</i> )                                 |                              |
| piece ( <i>n</i> )                 | speed ( <i>n</i> )                                 |                              |
| pipe ( <i>n</i> )                  | stage ( <i>n</i> )                                 |                              |
| plastic ( <i>adj</i> )             | step ( <i>n</i> ) [= advance]                      |                              |
| plastic ( <i>n</i> )               | storage ( <i>n</i> )                               |                              |
| plug ( <i>n</i> )                  | store ( <i>v</i> )                                 |                              |
| pollute ( <i>v</i> )               | strong ( <i>adj</i> )                              |                              |
| polythene ( <i>n</i> )             | successful ( <i>adj</i> )                          |                              |
| poor ( <i>adj</i> )                | suffer from ( <i>v</i> )                           |                              |
| poverty ( <i>n</i> )               | sweater ( <i>n</i> )                               |                              |
| preserve ( <i>v</i> )              | system ( <i>n</i> )                                |                              |
| process ( <i>n</i> )               | tank ( <i>n</i> )                                  |                              |
| processing factory ( <i>n</i> )    | tap ( <i>n</i> )                                   |                              |
| produce ( <i>v</i> )               | technological ( <i>adj</i> )                       |                              |
| product ( <i>n</i> )               | technologist ( <i>n</i> )                          |                              |
| production ( <i>n</i> )            | technology ( <i>n</i> )                            |                              |
| property ( <i>n</i> )              | temperature ( <i>n</i> )                           |                              |
| provide ( <i>v</i> )               | the latest ( <i>adj</i> )                          |                              |
| pump ( <i>n</i> )                  | thermos flask ( <i>n</i> )                         |                              |
| put into ( <i>v</i> )              | throw away ( <i>v</i> )                            |                              |
| rack ( <i>n</i> )                  | tight ( <i>adj</i> )                               |                              |
| read ( <i>v</i> )                  | tiny ( <i>adj</i> )                                |                              |
| recycle ( <i>v</i> )               | tool ( <i>n</i> )                                  |                              |
| refrigeration ( <i>n</i> )         | topic ( <i>n</i> )                                 |                              |
| reliability ( <i>n</i> )           | traditional ( <i>adj</i> )                         |                              |
| repair ( <i>n</i> )                | traffic lights ( <i>n</i> )                        |                              |

# Transcripts

**Presenter:** **Progressive Skills in English. Level 1 Course Book.**  
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**Track 1.1**

Mr Beech: OK. Let's begin. Welcome to the Faculty of Education. My name is Peter Beech. We all hope that you will have a great time here, and learn a lot, too, of course. OK. First, some important information about people. As I said, I'm Peter Beech. I'm the Dean of Education. That means I'm responsible for this faculty, the Faculty of Education. The bursar is Mrs Pearce. She deals with all the money, so she's a very important person! This is Mrs Pinner. She's the Head of Year 1, and she's responsible for the schedule. After this meeting, Mrs Pinner is going to talk to you about your schedule for the first semester. The Accommodation Manager – that's Mr Heel. He's in charge of the halls of residence on the campus. And finally, Mr Ben Hill looks after the Resource Centre. Ben will help you find the information you need. OK, well that's it from me for the moment. Oh, no. I forgot. One more very important person. Mr Mills. He helps international students if they have any problems. OK, well, I will talk to you again later in Freshers' Week. Now I'll hand over to Mrs Pinner ...

**Presenter:** **Track 1.2**

Mrs Pinner: Thank you, Mr Beech. Right. You need some information about the campus – the university buildings. Firstly, the Library is near the main entrance. Next to the library there is the Resource Centre. Resources are things to help you with studying. Ben will help you find the information you need. You can do internet research in the Resource Centre.

The Administration Block is opposite the Library. Go there if you have a problem with fees – that means the money for your course. Behind the Admin block is the Welfare Office. Go there if you have any other problems ... You will also find the Medical Centre behind the Admin block.

OK. Next to the Admin block is the JCR and the SCR – that is the Junior Common Room and the Senior Common Room. The common rooms are for the staff, the lecturers. Then on the north of the campus are the halls of residence – in other words, the accommodation for students on campus. We have Hall A, Hall B and Hall C.

Finally, there's the Students' Union – the SU. That's where you can socialize with other students. There are lots of facilities for you in the SU. Go and have a look ... OK. Now, as Mr Beech said, I'm going to talk to you about your schedule ...

**Presenter:** **Track 1.3**

Voice: 1. What does a dean do at a British university?  
2. What does a bursar do?  
3. What is a faculty?  
4. What's another phrase for *hall of residence*?  
5. Where are the social facilities for students?

**Presenter:** **Track 1.4**

Voice: 1. ca                      4. lec                      7. da                      10. u  
2. bur                      5. li                      8. spon                      11. sour  
3. cam                      6. sche                      9. me                      12. fa

**Presenter:** **Track 1.5**

Voice: 1. lectures  
2. nurses  
3. degrees  
4. books  
5. campuses  
6. glasses  
7. secretaries  
8. faculties  
9. boxes  
10. countries  
11. days  
12. buses

**Presenter:** **Track 1.6**

Voice: 1. both                      4. explain                      7. responsible                      10. personal  
2. campus                      5. job                      8. bursar                      11. place  
3. club                      6. pay                      9. people                      12. problem

**Presenter:** **Track 1.7**

Voice: 1. in                      3. teach                      5. begin                      7. meet                      9. it  
2. fee                      4. mean                      6. free                      8. ill                      10. give

**Presenter: Track 1.8**

Mrs Pinner: OK. As the Dean said, I'm Head of Year 1. That means I'm responsible for the schedule. In Year 1, you have five lectures a week. In two of those lectures, the lecturer will give you an assignment – that is, a piece of work to do on your own. Most assignments have a deadline. That is the time to give it in. The lecturer may say, for example, 'you have one week for this assignment', or 'you must finish this by next Tuesday'.

Don't leave assignments until the last minute. Start work on them immediately. Sometimes assignments involve research – in other words, you must read some articles from journals, um, academic magazines, by scientists and researchers. There are many journals in the Resource Centre. You can use the internet to do some research, but be careful – we'll talk more about using Wikipedia and so on for research later on.

You have one tutorial each week. A tutorial is a small discussion with your tutor and some other students.

**Presenter: Track 1.9**

- Students:
1. The SU has a food court – a place with lots of different restaurants.
  2. When the food court is closed, you can use one of the vending machines, which are machines with food and drink.
  3. There's a laundrette in the SU. In other words, you can wash your clothes there.
  4. Did you know? There's a crèche every morning in the SU. It's a place to leave your children for a few hours.
  5. Student A: Is there a gym on the campus?  
Student B: Sorry? What's a gym?  
Student A: It's a place to do exercise.  
Student B: No, I don't think so.

**Presenter: Track 1.10**

- Students:
1. It's a place for tennis and squash and football.
  2. It's a person in charge of a library.
  3. It's a place for lectures.
  4. It's a certificate for a university course.
  5. It's a restaurant for students. You usually serve yourself.
  6. It's a place for plays and sometimes music concerts.
  7. It's a place for experiments.
  8. It's work outside the university. You visit a place and do research.
  9. It's a machine for showing slides, from PowerPoint, for example.
  10. It's a person with a degree.

**Presenter: Track 1.11**

- Students:
- a. Revising: It's going over something again, something you have studied before.
  - b. Contributing: It means taking part in something, like a tutorial. It means giving your ideas or your opinion.
  - c. Parting: It means saying goodbye.
  - d. Graduating: It means getting your degree and leaving university.
  - e. Advising: It is telling someone what to do.
  - f. Disagreeing: It is saying you don't agree.

**Presenter: Track 1.12**

- Voice:
- |             |            |              |           |           |
|-------------|------------|--------------|-----------|-----------|
| a. after    | c. level   | e. primary   | g. called | i. school |
| b. children | d. nursery | f. secondary | h. exam   | j. sixth  |

**Presenter: Track 1.13**

Student: Britain has four kinds of school. They are nursery, primary, secondary and sixth form.

Many British children go to nursery school at three or four. Children do not take exams at nursery school.

At five, they move to primary school. Most primary schools are mixed. They stay there for six years and then they move to secondary school. Most children do not take exams at 11, but a few take the 11+ exam.

Secondary school lasts five years. Most secondary schools are mixed. Children take exams called GCSEs at the age of 16. You can leave school after your GCSEs, but many children stay at school for two more years.

The last two years are called the sixth form. At the end of the sixth form, teenagers take A levels. You can leave school after A levels, but 50 per cent of British teenagers go on to university.

**Presenter: Track 1.14**

Student: I didn't go to nursery school. I started primary school at five. I was good at primary school and I liked the teachers.

I didn't take the 11+ exam. I went to secondary school. I wasn't very good there and I didn't like the teachers. Well, there was one good teacher. I took GCSEs and then A levels.

Then I decided to go to university.

**Presenter: Track 1.15**

- Student:
- a. Britain has four kinds of school. They are nursery, primary, secondary and sixth form.
  - b. Children don't take exams at nursery school.
  - c. At four or five, they move to primary school.
  - d. They stay there for six years and then they move to secondary school.
  - e. Secondary school lasts five years.
  - f. Children take exams called GCSEs at the age of 16.
  - g. You can leave school after GCSEs or A levels. However, about 50 per cent of British teenagers go on to university.
  - h. I didn't go to nursery school.
  - i. I was good at primary school and I liked the teachers.
  - j. I went to secondary school.

**Presenter: Track 1.16**

**Conversation 1.**

- Voice A: What's a nursery school?  
Voice B: It's a school for young children.  
Voice A: How old are they?  
Voice B: They're between three and five.

**Presenter: Conversation 2.**

- Voice A: What does GCSE mean?  
Voice B: It's an abbreviation.  
Voice A: I know. But what does it mean?  
Voice B: It means General Certificate of Secondary Education.

**Presenter: Conversation 3.**

- Voice A: Does primary mean 'first'?  
Voice B: Yes, it does.  
Voice A: So does secondary mean 'second'?  
Voice B: That's right.

**Presenter: Conversation 4.**

- Voice A: What are A levels?  
Voice B: They're exams in Britain.  
Voice A: When do you take them?  
Voice B: You take them at 18.

**Presenter: Conversation 5.**

- Voice A: Is sixth form for 17- and 18-year olds?  
Voice B: Yes, it is.  
Voice A: Why is it called sixth form?  
Voice B: Because it starts with the sixth year of secondary school.

**Presenter: Conversation 6.**

- Voice A: Do you *take* an exam or *make* an exam?  
Voice B: We use the verb *take* with exams.  
Voice A: And what about assignments?  
Voice B: You *do* assignments.

**Presenter: Track 1.17**

Student: IT stands for *information technology*, so the IT Club is for anyone interested in computers. Do you like playing games on your computer? Do you use Word or Excel? Do you send emails? Would you like to learn how computers work? Then this club is for you.

We meet at 12.30 p.m. on Wednesdays, in the IT Room of course, which is next to Room 16 on the ground floor. The meetings last for one hour, so we finish at 1.30 p.m. There is something for everyone. You don't need to bring your laptop. There are 20 computers in the IT room.

What do we do in the meetings? Well, you can learn the latest computer game, get help with computer applications, like Word and Excel, or you can even learn to program in C++.

**Presenter: Track 1.18**

Student: We are looking for new members for the Debating Society. What is the Debating Society? Well, a debate – that's D-E-B-A-T-E – is like a conversation between two people. But in a debate, one person likes something, and the other person doesn't like it. There are two speeches – one from each person. Then the audience, that's the other members of the Debating Society, the audience chooses between the two people.

So who is the Debating Society for? Well, two kinds of people. Firstly, people who like to speak in public, in front of a group of people. Secondly, for people who like to listen to ideas and opinions.

We meet straight after school in the school hall on Thursdays for an hour – so that's from 4.00 p.m. to 5.00 p.m. Each week, there is a debate. You can lead a debate or just sit in the audience and choose the best speaker at the end.

**Presenter:** **Track 2.1**

**Part 1**

Lecturer: In this lecture, I'm going to talk about sociology. Now, firstly, I'm going to mention the aims of the science. Secondly, I will give a little bit of history – some key names and quotes from each person. Finally, I'm going to talk about sociology today.

**Presenter:** **Part 2**

Lecturer: So, first. Sociology has three main aims. Firstly, sociologists *study* human behaviour in groups. They ask the question: *How do people behave in groups?* Secondly, they try to understand human behaviour in groups. They ask the question: *Why do they behave in those ways?* Finally, they try to predict human behaviour in groups. They ask the question: *How will people behave in groups in certain situations?*

**Presenter:** **Part 3**

Lecturer: In 1838, a Frenchman called Auguste Comte used the word *sociology* for the first time. Today, Comte is often called 'The Father of Sociology'. He said: 'Human behaviour has rules and patterns.' So the name *sociology* is quite new, but interest in human behaviour is very, very old. For example, in the 4<sup>th</sup> century BCE, Plato had ideas about people and groups. He said: 'People live in groups for friendship. They also live in groups for safety. Groups must have rules of behaviour.'

Nearly two thousand years later, in the 14<sup>th</sup> century, in Tunisia, a man called Ibn Khaldun wrote about people in groups. He said: 'Groups are like animals. They are born, they grow and then they die. This happens to all groups.'

**Presenter:** **Part 4**

Lecturer: In the 19<sup>th</sup> century, Auguste Comte used the term *sociology*. Perhaps you did not know the name of Comte. But I'm sure you know the name of the next man. In 1848, Karl Marx, a German, wrote a famous book. At that time, there was a lot of unrest in many countries. Poor people were unhappy. They started to fight for their rights. Marx wrote about this situation. He said: 'People from different groups must fight each other.' In 1904, another German, Max Weber, said: 'There are three important things for groups. They are religion, work and money.'

**Presenter:** **Part 5**

Lecturer: In the past, we called people like Plato and Ibn Khaldun philosophers. These days, we call them sociologists. In the 1960s, sociology became an important subject. Today, pupils even study sociology at secondary school. They look at the ideas of modern sociologists like Anthony Giddens. He wrote a famous book in 1984. He says: 'People make groups ... but then the groups make people.' The relationship between the individual and the group works in both directions.

**Presenter:** **Track 2.2**

- Voice:
- Nowadays we call the study of groups *sociology*.
  - We are all part of the human race.
  - Sociologists study human behaviour.
  - People lived together for friendship.
  - They also wanted to feel safe.
  - Would you like to study sociology?
  - What are the main aims of the course?
  - What did the people say?
  - There was a lot of unrest about rights.
  - According to Plato, groups must have rules of behaviour.

**Presenter:** **Track 2.3**

- Voice:
- Do you all have a book?
  - Let me start with ...
  - It's an important part of the topic.
  - He's called 'The Father of Sociology'.
  - He began writing in 1957.
  - It's important to understand this.

**Presenter:** **Track 2.4**

- Voice:
- In 1789, there were a lot of changes in France.
  - In the 1970s, there was a lot of research into sociology.
  - At one time, people thought the mind was in the heart.
  - Later, scientists found that the brain controlled the body.
  - Nowadays, a lot of sociologists talk about the philosopher Confucius.
  - Today, university students study philosophers from Ancient Greece.
  - In the 19<sup>th</sup> century, the term *gender studies* didn't exist.
  - In 1904, Weber wrote a famous book.

**Presenter: Track 2.5**

Voice: 1. are 3. became 5. go 7. grew 9. had  
2. were 4. become 6. went 8. grow 10. have

**Presenter: Track 2.6**

Voice: 1. He's a sociologist.  
2. He was a psychologist.  
3. They knew the answer.  
4. We know the reason.  
5. I made a mistake.  
6. They thought about important questions.  
7. People say sociology is not a real science.  
8. Most of the students take two main subjects.  
9. The assignment was difficult.  
10. He did experiments to check his ideas.

**Presenter: Track 2.7**

Voice: 1. predict 4. graduated 7. contributed 10. edited 13. edit  
2. predicted 5. collected 8. record 11. collect 14. recorded  
3. contribute 6. deleted 9. delete 12. graduate

**Presenter: Track 2.8**

Voice: 1. We predicted the results.  
2. I contribute to tutorials.  
3. They graduate in the summer.  
4. We collected a lot of data.  
5. The scientists record their results in a table.  
6. I edited my work.

**Presenter: Track 2.9**

Voice: 1. They called these people philosophers.  
2. The problems happened lots of times.  
3. Scientists analyze data.  
4. Some students drop Geography.  
5. They managed three shops.  
6. Many students plagiarize the articles on Wikipedia.

**Presenter: Track 2.10**

Voice: 1. At one time, they called these people philosophers.  
2. In the past, the problems happened lots of times.  
3. Nowadays, scientists analyze data.  
4. Every year, some students drop Geography.  
5. In the 1990s, they managed three shops.  
6. Today, many students plagiarize the articles on Wikipedia.

**Presenter: Track 2.11**

Voice: 1. Do you go to university?  
2. Have you got a job?  
3. Can you drive a car?  
4. Would you like to work in a bank?  
5. Did you go out last night?  
6. Are you a student?  
7. Were you late for class today?  
8. Have you been to another country?  
9. Can you ride a horse?  
10. Do you live in a flat?

**Presenter: Track 2.12**

Voice: a. behaviour c. completely e. difference g. important i. personality  
b. changes d. depend f. friendly h. influences j. situation

**Presenter: Track 2.13**

Student 1: I think behaviour and personality are the same thing. You can say 'He is a very happy person' or you can say 'He smiles a lot', and it's the same thing. There is no difference between personality and behaviour ... I think ...

Student 2: Well, I read that behaviour and personality are two completely different things. Behaviour changes depending on your situation. But your personality is always the same. You like some things but you don't like other things.

Student 3: But I found an article. It says ... um ... I've got a quote here. 'Personality influences behaviour. An aggressive person acts in one way in a situation. In the same situation, a friendly person acts in a different way.' So your personality is more important. What do you think?

Student 4: OK, but, no, I think your behaviour is much more important, because you learn good behaviour when you're a child. But your personality changes all the time. Your personality depends on your friends, the places you go, and so on.

**Presenter: Track 2.14**

**Conversation 1.**

Voice A: Is this the way to the bookshop?

Voice B: Yes. I'm going that way too.

Voice A: Do you mind if I go with you?

Voice B: No, not at all.

**Presenter: Conversation 2.**

Voice A: Excuse me. Where's the library?

Voice B: It's in the other building.

Voice A: Thanks. Which floor is it on?

Voice B: The second.

**Presenter: Conversation 3.**

Voice A: Do you give a student discount?

Voice B: Yes, with a student ID card. It's ten per cent.

Voice A: Oh, great. Can I pay for these books then?

Voice B: Certainly.

**Presenter: Conversation 4.**

Voice A: When does the library tour start?

Voice B: Ten o'clock, I think.

Voice A: How long does it last?

Voice B: An hour.

**Presenter: Conversation 5.**

Voice A: How do you reserve a book?

Voice B: You have to fill in a form.

Voice A: OK. Sorry. Where are the forms.

Voice B: They're next to the index.

**Presenter: Conversation 6.**

Voice A: How much does this book cost?

Voice B: It's on the back.

Voice A: Oh, yes. Thank you.

Voice B: No problem.

**Presenter: Track 2.15**

- Voice:
- a. I found a good article in the library.
  - b. I think we should discuss sociology first.
  - c. Well, what is the difference between them?
  - d. I read that a lot of psychologists are women.
  - e. OK, and what about old people?
  - f. I found a quote about that on the internet.
  - g. Yes, but that's not a new idea.
  - h. I heard that it's an interesting website.

**Presenter: Track 2.16**

**Example 1.**

Student A: Well, I've seen a –

Student B: I've got a good quote here from the article.

**Presenter: Example 2.**

Student C: ... and that's all really. That's all I wanted to say. Yes, that's all.

Student D: Hmm. OK. I think it's an interesting idea.

**Presenter: Example 3.**

Student E: I read that psychologists and sociologists don't help in our everyday life.

Student F: Well, I read something different. I have it here.

**Presenter:** Example 4.

Student G: There is one more thing that I found. It was on the internet.  
Student H: I looked on the internet too. I saw an article there.

**Presenter:** Example 5.

Student I: So maybe we should work in pairs to find the information. What do you think?  
Student J: I think that's a good idea.

**Presenter:** **Track 3.1**

Businessman: How do you get a good job when you leave university? Well, here's an idea. Start thinking about it NOW! Change the way that you think about university. Think of university as a kind of job – your first real job.

So university should be a job. But what is a job? What do employers want? I'm going to tell you eight important things. I'm talking about *work*, but all of these things are important at *university* too.

Number one: You must go to work every day. Of course, if you are sick, you can't go. Phone and tell your manager, and stay at home. But you must phone.

Secondly, you must be punctual – that means, you must always be on time. You must be on time for work, for meetings, and when you come back to your desk after lunch. If you are not punctual, people are waiting for you and they get angry. Why? Because you waste their time. In addition, the company loses money.

Number three: You must respect your manager – the person who gives you your tasks, your pieces of work. You must also respect your colleagues – that is, the people who you work with. Finally, you must also respect the customers, in other words, the people who buy things from the company.

Fourthly, you must do all the tasks on time, but fifthly, you must not rush work in order to finish on time. You are responsible for the quality of your work – whether it is good or bad.

Sixthly. Now, this one is a big problem nowadays. You must only use the company's equipment – that is, the phones and computers – for work, and not for personal things. Many companies have software to check your computer usage. If you misuse your computer, your manager will probably find out.

Seven. You must keep your workspace tidy – that means your desk, and any shelves or cupboards that you use.

And, finally, you must also organize your work files sensibly – in alphabetical order, or chronologically – that means by date.

We have heard about a lot of *rules* at work. In the next part of my talk, I will give *reasons* for these rules.

**Presenter:** **Track 3.2**

Voice:

1. Always arrive on time. It's important to be [PAUSE] punctual.
2. You must keep your shelves, your desk and your cupboards [PAUSE] tidy.
3. Your files must be in date order or in alphabetical [PAUSE] order.
4. At university, your tutor gives you instructions. He or she is your [PAUSE] manager.
5. If your work is bad, it is your fault. You are [PAUSE] responsible.
6. Do your work on time. Complete all your [PAUSE] tasks.

**Presenter:** **Track 3.3**

Voice:

- a. Companies want college or university graduates.
- b. All employers want critical thinking.
- c. 'But how can I get work skills?' you might ask.
- d. You can learn management skills in university clubs.
- e. You must show that you want to learn.
- f. You must take responsibility for your mistakes.

**Presenter:** **Track 3.4**

Voice:

- a. How do you keep a good job?
- b. How old do you need to be?
- c. You learn new skills from your colleagues.
- d. Your employer will give you orders.
- e. Practise your skills to make them better.

**Presenter:** **Track 3.5**

Voice:

|               |           |                 |                |                 |
|---------------|-----------|-----------------|----------------|-----------------|
| 1. goes       | 3. 'll do | 5. doesn't like | 7. won't make  | 9. 'd like      |
| 2. don't tell | 4. see    | 6. has          | 8. didn't take | 10. wouldn't go |

**Presenter: Track 3.6**

- Voice:
1. He works in a bank.
  2. Managers don't like workers to come late.
  3. I'll finish the work tomorrow.
  4. The company has a big office.
  5. The woman doesn't know the way.
  6. The secretary has a lot of experience.
  7. They won't buy any new machines.
  8. I didn't make a mistake in the letter.
  9. They'd like me to work at the weekend.
  10. I wouldn't do that. It's dangerous.

**Presenter: Track 3.7**

- Voice:
- |               |                    |           |                  |
|---------------|--------------------|-----------|------------------|
| 1. are        | 4. must go         | 7. isn't  | 10. mustn't come |
| 2. aren't     | 5. shouldn't leave | 8. were   | 11. should have  |
| 3. can't wear | 6. is              | 9. can be | 12. weren't      |

**Presenter: Track 3.8**

- Voice:
1. You can't be rude to customers.
  2. They're important people.
  3. She's the manager.
  4. They weren't late yesterday.
  5. You aren't responsible for the files.
  6. The papers were on your desk.
  7. You must arrive before nine.
  8. Everyone should be in the office now.
  9. I mustn't leave before six.
  10. You shouldn't wear those clothes.
  11. This isn't a difficult problem.
  12. You can be in charge this afternoon.

**Presenter: Track 3.9**

Voice: change, begin, get, job, university, young, wage

**Presenter: Track 3.10**

- Voice:
1. You must finish on time. Why? Because other people need that information.
  2. We must arrive before eight o'clock; we have lunch at twelve; we finish at five.
  3. You must be responsible for your work ... other people can't do it for you.
  4. Customers must complete a form with their name, address and telephone number.
  5. Office employees must be polite. Rudeness makes people angry.
  6. I must go because I have a meeting at three o'clock.

**Presenter: Track 3.11**

- Voice:
1. A new employee must work hard. He or she usually has a lot to learn in his or her new job.
  2. So you must always come on time. Now let's think about wages.
  3. Big companies want diplomas and degrees. They need knowledge.
  4. Employees mustn't waste time. Time is money!
  5. You mustn't take things from the office. Another point is critical thinking.

**Presenter: Track 3.12**

- Voice:
1. You mustn't play games on the computers at work because the level is too difficult for you.
  2. You must be polite to colleagues – they will buy lunch for you every day.
  3. You must respect your manager. Why? Because he is taller than you.
  4. You must go to work because it's boring at home.
  5. You mustn't wear shorts to work – you might be cold.
  6. You must be nice to customers. Why? Because they are poor.

**Presenter: Track 3.13**

- Carla: Hi, Julia. What are you doing?  
Julia: I'm using this webpage to help me find a summer job. It says a good summer job for me is ... nursery school assistant or shop assistant. I think that's a stupid suggestion. I don't like working with children and I don't like selling things!  
Carla: Are you going to get a job in the university holidays?  
Julia: I'd like to. What about you?  
Carla: Yes, I think so.  
Julia: What would you like to do?  
Carla: I'm not sure.  
Julia: Would you like to work abroad?  
Carla: Yes, I would. I'd love to work in another country.  
Julia: Do you like working alone or with other people?

Carla: With other people, definitely. I don't enjoy working alone. But I would prefer to do something with adults because I have no experience with children.  
Julia: Do you like working inside or outside?  
Carla: Mm. Let me think. Inside. No, I'll change that. Outside.  
Julia: OK. So I just click *Find* and ...  
Carla: Why are you laughing?  
Julia: It says ... a good job for you is ... camp counsellor.  
Carla: Well, I agree. I think that's a good suggestion.  
Julia: Oh, look at the time. I must go. I'm late for a lecture.

**Presenter: Track 3.14**

Carla: Are you going to get a job in the university holidays?  
Julia: I'd like to. What about you?  
Carla: Yes, I think so.  
Julia: What would you like to do?  
Carla: I'm not sure.  
Julia: Would you like to work abroad?  
Carla: Yes, I would. I'd love to work in another country.  
Julia: Do you like working alone or with other people?  
Carla: With other people, definitely. I don't enjoy working alone. But I would prefer to do something with adults because I have no experience with children.  
Julia: Do you like working inside or outside?  
Carla: Mm. Let me think. Inside. No, I'll change that. Outside.

**Presenter: Track 3.15**

**Conversation 1.**

Voice A: Excuse me. Have you got the time?  
Voice B: Yes, it's just after three forty.  
Voice A: Thank you.  
Voice B: That's OK.

**Presenter: Conversation 2.**

Voice A: Excuse me. What day is our test?  
Voice B: Next Monday.  
Voice A: What time does it start?  
Voice B: At nine thirty.

**Presenter: Conversation 3.**

Voice A: What's the date today?  
Voice B: Let me check. The ninth.  
Voice A: So what's the date next Wednesday?  
Voice B: The fifteenth.

**Presenter: Conversation 4.**

Voice A: Hurry up! We're late!  
Voice B: What time is it?  
Voice A: It's nearly eight fifteen. The bus is at half past.  
Voice B: OK. I'll be as quick as I can.

**Presenter: Track 3.16**

Careers advisor: What sort of summer job would you like?  
Female student: I'm not sure.  
Careers advisor: Well, for example, do you like working with people?  
Female student: Mm, yes.  
Careers advisor: And how about children?  
Female student: Maybe.  
Careers advisor: OK. I know there is a job at McDonald's. You could apply for that.  
Female student: Oh no, I wouldn't like to work inside.  
Careers advisor: I see. Well, let me have a look what I can find for you out of doors ...

**Presenter: Track 3.17**

Careers advisor: What sort of summer job would you like?  
Male student: Well, I'm doing an education course, so perhaps something with children. Also I have two younger brothers and I like looking after them.  
Careers advisor: That's a good idea. Would you like to work in this country or abroad?  
Male student: I would like to work abroad, if possible. I like travelling.  
Careers advisor: Well, there are lots of jobs in holiday camps for children in the USA.  
Male student: Ah, that sounds interesting. Can you tell me more about them?  
Careers advisor: Yes, of course. And I have some leaflets you can take away with you ...

**Presenter: Track 3.18**

- Voice:
1. Would you like to visit Russia or America?
  2. Would you like to have a manual job or a clerical job?
  3. Would you prefer to live in a city or in a village?
  4. Would you prefer to eat Chinese food or Indian food?
  5. Would you like to travel in your job or stay in one place?
  6. Would you prefer to work with children or adults?
  7. Would you like to live in a flat or a house?
  8. Would you prefer to work in the daytime or at night?
  9. Would you like to be a manager or a worker?
  10. Would you like to have your own desk or share a desk?

**Presenter: Track 3.19**

Teacher: I'm going to tell you a little bit about my job. I'm a primary school teacher. At primary schools in the UK, we have children between the ages of 5 and 11. After 11, they go on to secondary school. So I teach children between 5 and 11. I teach all the subjects, like History and Geography. At primary schools, we don't have special teachers for Maths or Science.

I think you have to be a special kind of person to be a primary teacher. I don't mean very intelligent. I mean patient. You have to say the same things again and again, and you must not get angry with the children. In fact, you must like children very much.

Primary schools are open from 8.45 a.m. to about 3.45 p.m., but a teacher's day is longer. I work from about 8.00 a.m. to about 5.00 p.m. Schools are open five days a week, Mondays to Fridays. But of course, my work does not finish when I go home. I have to prepare lessons, mark homework, write reports for the school or the government. I also manage an after-school club.

Some people think teachers have an easy life because schools are only open for about 40 weeks each year. But I have to go into the school when the children are on holiday, and there is a lot of preparation for the next term.

You must have a teaching certificate – that takes three years. You must then work as a practice teacher for one year.

The best work experience for this job is having younger brothers and sisters. You learn to be patient. If you don't have brothers or sisters, get a job in a school in the summer holidays. Teachers need a lot of help in the classroom.

A newly qualified teacher can earn about £22,000 per year at first.

**Presenter: Track 3.20**

Solicitor: I'm going to tell you a little about my job. I'm a solicitor. A solicitor is a person who helps if you have a legal problem, or if you want to write a legal document. For example, you need a solicitor when you buy or sell your house.

Solicitors must be patient and they must be good at listening. They must listen to their customers' problems and give them advice. They must also be very careful because their advice must be correct, in the law.

Solicitors work a 37-hour week usually, Monday to Fridays. However, you are often on call at night or at the weekend. On call means that people can call you on your mobile and you have to talk to them or even go and see them at any time.

New solicitors usually start with small companies, but they can go on to work with very large companies. Many solicitors start their own companies after some years.

You must have a degree in law or a diploma. A degree takes three years and a diploma takes at least two years.

The best work experience for this job is working with a local solicitor in his or her office. You get a good idea of the different jobs. Some are very interesting, some are quite boring!

A newly qualified solicitor can earn about £25,000 per year at first.

**Presenter: Track 3.21**

Voice: The job is retail manager. *Retail* is another word for 'selling', so a retail manager is in charge of a shop or a store. At first, a retail manager usually manages a department – that is, one small part of the store. He or she manages different departments in the first two or three years and then, finally, manages a complete store.

A retail manager must organize the work of the staff – the people in the department. He or she must also check the stock – the things for sale – and make sure there are enough things for customers to buy. A manager must be confident. A manager must be able to deal with people – staff and customers. The normal working hours are nine to five, six days a week, but there is lots of overtime. This is not paid for in many cases. A manager usually gets discounts on purchases from the store. In other words, a manager can buy things from the store for 10 or 20 per cent less than other customers.

You need a degree for most stores. A degree in business or retail management is obviously the best. Stores are looking for people with sales experience. You can get this in the summer holidays or in the evenings and at weekends. The starting salary is quite low – about £20,000 in a small company, perhaps £23,000 in a large company.

**Presenter:** **Track 4.1**

Announcer: You are listening to *Science Today* – our popular science programme where we look at science in our everyday lives. This week, Arthur Burns talks about the body clock.

Arthur Burns: Thanks, and welcome everyone. Now, I'm sure that you have a watch on your wrist. Or maybe you use the clock on your mobile phone. But did you know that you also have a clock inside your body? Your body clock is a timing device inside your body.

Your body clock changes the level of hormones each hour of the day. Hormones are chemicals, of course. And they travel around the body, usually in your blood. They control the different activities in your body. These hormones mean that there is a good time and sometimes a bad time to do your daily activities. Scientists tell us that we must listen to our body clocks more. Then we will be less stressed, much healthier and safer.

Let's start at the end of the day. At 9 p.m., a hormone called melatonin is released into the blood. Melatonin tells the body to get ready for sleep. So between 10 p.m. and 11 p.m. is a good time to go to bed. But it's true that too much light isn't good at bedtime. It decreases melatonin production. So switch off everything, including your phone, if you want a good night's sleep! Between 7 a.m. and 8 a.m., the release of melatonin stops. So the best time to wake up is between 7 a.m. and 8 a.m.

OK. So you have started your day. What should you do first? Have a small meal and a cup of coffee or a cup of tea. Food and caffeine wake up the body. Caffeine is one of the chemicals in coffee and tea. Between 10 a.m. and 11 a.m., the brain is at its highest level of activity. So this time is a good time to solve a problem. For example, you should do your maths homework then. I think that it's also a good time to do some creative work, like painting or writing.

When do you normally have the big meal of the day? Well, according to your body clock, the best time is between 1 p.m. and 2 p.m. Why? Because the body is burning energy quickly at that time. Also, it takes about three hours to digest the food or take the energy from it. So it is bad to have a big meal after 7 p.m. or 8 p.m. Your body is still trying to digest the food at bedtime. And research shows that too many big meals late at night can make you fatter.

OK, so what happens to your body clock in the afternoon, after lunch? At this time, your body's energy goes down because you are digesting your food. Drink a cup of coffee. This kind of drink helps you to get through the afternoon. Of course, you know that in many countries, people have a short sleep, a nap, at this time of day.

The best time to take exercise is between 5 p.m. and 7 p.m., because your lungs are working at the highest level. Your lungs exchange the oxygen and carbon dioxide in your blood. And finally, we are back to 9 p.m. and the release of melatonin. But strangely, perhaps, 9 p.m. is also a good time to learn something. Studies show that the best time to learn to play a musical instrument is 9 p.m. I believe that it's a good time to study, too.

So how can we use the body clock better in our everyday lives? Let's ... [fade]

**Presenter:** **Track 4.2**

Voice: both  
maths  
that  
there  
these  
they  
think  
third  
this  
three  
through  
with

**Presenter:** **Track 4.3**

Voice: when  
men  
head  
then  
many  
again  
she  
any

**Presenter:** **Track 4.4**

Arthur Burns: 1. Have a small meal at 7 a.m. or 8 am, and a cup of coffee or a cup of ...  
2. Food and caffeine wake up your ...  
3. Caffeine is a ...  
4. The human body uses the energy from food. It ...  
5. How does the body get energy from food? It ...  
6. The energy in the food is ...

**Presenter: Track 4.5**

- Arthur Burns:
1. Have a small meal at 7 a.m. or 8 am, and a cup of coffee or a cup of tea.
  2. Food and caffeine wake up your body.
  3. Caffeine is a chemical.
  4. The human body uses the energy from food. It burns the energy.
  5. How does the body get energy from food? It digests the food.
  6. The energy in the food is released.

**Presenter: Track 4.6**

- Arthur Burns:
- a. Some people prefer the morning, but some people like the ...
  - b. According to Dr Louis Ptacek of the University of California, people are either larks or ...
  - c. Dr Ptacek points out that larks are early morning ...
  - d. Owls come out at ...
  - e. Larks have a fast body ...
  - f. They like to do things ...
  - g. Owls have a slow ...
  - h. They like to do things ...

**Presenter: Track 4.7**

- Arthur Burns:
- a. Some people prefer the morning, but some people like the evening.
  - b. According to Dr Louis Ptacek of the University of California, people are either larks or owls.
  - c. Dr Ptacek points out that larks are early morning birds.
  - d. Owls come out at night.
  - e. Larks have a fast body clock.
  - f. They like to do things early.
  - g. Owls have a slow clock.
  - h. They like to do things late.

**Presenter: Track 4.8**

- Arthur Burns:
1. Research at the University of Surrey proves that some people are larks and some are owls.
  2. Dr Ptacek's research suggests that most teenagers are owls.
  3. His work indicates that they prefer to wake late and go to bed late.
  4. But Professor Roenneberg from Ludwig Maximilian University doesn't agree. He doesn't think that body clocks are fixed throughout our lives.
  5. He points out that small children wake very early.
  6. He also makes the point that old people wake up early, too.
  7. However, according to Roenneberg, most adults wake up at 7 a.m. or 8 a.m.
  8. The research into sleep patterns shows that children wake up later and later as they grow up.
  9. It seems that females reach the latest point at 19 and a half, and males at 21.
  10. After that, the professor says, they start to wake up earlier.

**Presenter: Track 4.9**

Suzie: a.  
According to research at Surrey University, there are larks and owls.

**Presenter:** b.  
Suzie: Larks like waking up early and owls like going to bed late.

**Presenter:** c.  
Suzie: I think that Dr Ptacek's idea is correct.

**Presenter:** d.  
Suzie: I am a lark and my sister is an owl.

**Presenter:** e.  
Suzie: I like getting up early and going to bed early. She hates getting up early and going to bed early.

**Presenter:** f.  
Suzie: The morning is the best time for me. For her, it's the evening.

**Presenter:** g.  
Suzie: Even at the weekend, I usually get up before 7 a.m. She stays in bed until 10 or 11!

**Presenter:** h.  
Suzie: I usually go to sleep around 10, but she stays up much later.

**Presenter: Track 4.10**

**Conversation 1.**

Voice A (male): Are you OK there?  
Voice B (female): I don't understand this assignment.  
Voice A: Let me have a look.  
Voice B: Thank you.

**Presenter: Conversation 2.**

Voice A: Would you like some help with that?  
Voice B: No, thanks. I can manage.  
Voice A: Are you sure?  
Voice B: Yes, I'm fine. Thanks anyway.

**Presenter: Conversation 3.**

Voice A (female): Can I help you?  
Voice B (female): Yes, please. Black coffee, please.  
Voice A: Medium or large?  
Voice B: Mm. Large.

**Presenter: Conversation 4.**

Voice A: Could you help me with this?  
Voice B: I'm afraid I can't. I haven't finished myself.  
Voice A: OK. Don't worry.  
Voice B: Give me a few minutes.

**Presenter: Conversation 5.**

Voice A: Could you help me with this?  
Voice B: Of course.  
Voice A: Sorry to trouble you.  
Voice B: It's no trouble.

**Presenter: Conversation 6.**

Voice A: Have you got a moment?  
Voice B (male): No, sorry. I'm in a hurry.  
Voice A: OK. That's fine.  
Voice B (male): Sorry.

**Presenter: Track 4.11**

Voice: When Ben said 'Yes', we were ready for 'No'.  
Were her first words 'bird' and 'learn'?

**Presenter: Track 4.12**

Voice: bed          then          west  
         person      prefer      university  
         afternoon   pattern  
         later          either      better

**Presenter: Track 4.13**

Voice: best      chemical      digest      energy      exercise      get  
         here      problem      there      these      they

**Presenter: Track 4.14**

Voice: This is a report of some research into the similarities and differences between Brazilian and Russian people. We recorded the information for each area. We put the research results into tables and graphs. The results are shown in the tables at the back of the research report.

OK, so we can see from Table 1 that, on average, there are small physical differences between the males of the two countries. Brazilians are, on average, 1 metre 70, while Russians are slightly taller, at 1 metre 77. Females in the two countries show similar differences. Brazilian women are 1 metre 59, whereas Russian women are one sixty-four.

So, that's height. What about weight? Well, the average weight of males from the two countries is very similar – Brazilians are 72.7 kilos, while Russians are 71.4 kilos. For the women, well, we got a figure for Brazilian women. It's 62.5 kilos. But I'm afraid we couldn't get a figure for Russian women. I don't know the reason, but it just isn't on the web.

So, we've done height and weight. Now, there is quite a big difference in the average monthly salaries in the two countries. Brazilians take home, on average, \$442 a month, whereas Russians get \$568. So are Russians richer on average? Well, no, because the average rent in Brazil is only \$261 a month, while in Russia, the average is \$443 – that is almost the same amount as the salary. So clearly, in Russia, most people share accommodation so that two or three people are paying the rent.

Finally, the cost of living. There are some differences in the prices of everyday items. Table 2 shows that, for example, a pair of jeans is much more expensive in Russia – the price in Brazil is \$51, against \$66 in Russia. However, a cinema ticket is almost the same price in both countries – Brazil \$5.70 and Russia \$5.40. It's the same story with the price of a hamburger: \$5.50 in Brazil, \$4.90 in Russia.

OK. So let's look closely at this information ...

**Presenter: Track 5.1**

Fiona Maxwell: Let me start with an amazing fact. There are more than one billion computers in the world today. One billion. That is a big number, and the number alone shows you the importance of technology nowadays. But technology is not only about computers. In this talk, I'm going to tell you about some of the different and fantastic ways we can use technology.

First, I'm going to give you a definition of technology. Next, I will talk about a problem, and I'll explain the system that solves the problem. Systems are very important in technology. Finally, we'll look briefly at some problems with technology.

**Presenter: Track 5.2**

Fiona Maxwell: So, what is technology? Well, as I said, many people think that technology is about electronic equipment, like computers and mobile phones. They think that technology must have a wire and a plug. But in fact, technology is much wider than that. It is all around us. And, another interesting point, technology is not new.

Technology has many forms, but it always does the same thing. It solves a problem and makes life easier for us. Let's take a simple example – water. We all need water every day. Many years ago, people went to a river to get water. Sometimes they walked a long way. At the river, it was very hard work. The people had to put buckets into the water and lift the buckets out many, many times. So people spent most of their time on a basic, but necessary, task. There was little time left for anything else. Unfortunately, even today in some developing countries, this same problem continues. But nowadays, in the developed world, we simply turn on a tap in our kitchen or bathroom and water flows. But how does the water get from the river to the tap?

Firstly, there is a pump. It lifts the water out of the river. Secondly, there are pipes. They carry the water to the houses. There are many pumps in the pipes to move the water uphill. Finally, there is a tap, a tool to control the flow of water from the pipe. The pipes, the pumps, the taps – these are the technology in a water system. This technology makes everyday life a lot better. And gives us more time for work and leisure.

So technology gives us water in our homes, hot water as well as cold nowadays, whenever we want it, wherever we want it. But, of course, technologists improve many other areas of life. They produce wonderful new inventions for work, for studying, for business, and also for entertainment and sport. Even our clothes and our food need technology to bring the products to our shops and supermarkets.

Technology gives us tools, from low-tech simple ones, such as a Biro, to the latest high-tech laptop computer. Technology is also responsible for many special materials for clothes such as wet suits, for furniture, for buildings and for cars.

**Presenter: Track 5.3**

Fiona Maxwell: The aim of technology is to make life better for humans. Let's take communication technology. Firstly, it helps us to share information more easily and save time. Secondly, we can store a large amount of data easily and cheaply. Finally, we can use tools to be more creative, like drawing programs in computers. But unfortunately, technology can also make life worse. For example, it's very easy to lose electronic data. And some people say that overusing technology kills relationships. In fact, it can make people isolated and lonely. And, of course, electronic devices can be hacked. Criminals can get your data or they can get control of your computer. So we don't need less technology to protect people in the information age. We need *more* technology.

**Presenter: Track 5.4**

Fiona Maxwell:

- Technology has many forms.
- There was little time left for anything else.
- There are many pumps in the pipes.
- This technology makes everyday life a lot better.
- We don't need less technology.
- We need more technology.

**Presenter: Track 5.5**

Andrea Meltzer: Did you know that there are nearly 7.5 billion people in the world? And of course, they all need food! So I'm going to talk to you about food technology. It can provide food for everyone.

Firstly, I'm going to talk about the history of food technology. Then, I'll tell you about one important system in food technology. It's the process of getting fresh fruit from the farm to the supermarket. Finally, I will mention some ways to make food production 'greener'.

**Presenter: Track 5.6**

Andrea Meltzer: Some food inventions are very old. For example, people started using ovens in about 30,000 BCE – that’s over 30,000 years ago. Cooking pots were invented about 10,000 years later – that’s about 20,000 BCE. Fishing nets are not quite as old. They appeared in about 8,000 BCE. One very important piece of food technology is the mill. Mills grind corn to make flour. The first was made around 300 BCE. More modern inventions are about keeping food fresh. For example, the invention of the can, in 1810, was very important. Later, in the 20<sup>th</sup> century, refrigeration changed our shopping habits forever. Oh, and I forgot. Instant coffee was invented in 1910!

**Presenter: Track 5.7**

Andrea Meltzer: Today, food technologists are part of every stage of food production. Firstly, they help farmers grow more food. Secondly, food technologists work with food manufacturers. They help them to develop healthy new food products. Next, they design the packaging and help with quality control. Finally, food technologists must think about resources at every stage. The final product must be as green as possible. Manufacturers and supermarkets need to use as little water, fuel, plastic and paper as possible.

**Presenter: Track 5.8**

**Conversation 1.**

Voice A (female): How much will it be to Malvern Road?  
Voice B (male): About £7.  
Voice A: OK. Can you take me there, please?  
Voice B: Sure. Hop in.

**Presenter: Conversation 2.**

Voice A (female): Does this one go to the mall?  
Voice B (male): No. You need a 44 or a 45 for the mall.  
Voice A: Where can I catch one of those?  
Voice B: In the centre, next to the Post Office.

**Presenter: Conversation 3.**

Voice A (female): Could you show me where I am on this map?  
Voice B (male): Let’s see ... We’re here.  
Voice A: And the High Street is this yellow road?  
Voice B: Yes. Carry on down here and you’ll get to it.

**Presenter: Conversation 4.**

Voice A (female): Excuse me. Where is Woodbine Lane?  
Voice B (female): Which lane?  
Voice A: Woodbine Lane. It’s W-O-O-D-B-I-N-E.  
Voice B: Cross the road at the zebra crossing and then turn left.

**Presenter: Track 5.9**

Voice: 60 billion emails are sent every day.  
97% of emails are scam.  
350 million Snapchat messages are sent every day  
The average 21-year-old has spent 5,000 hours playing video games.  
Every minute, 100 hours of video are uploaded onto YouTube.

**Presenter: Track 5.10**

Interviewer (male): Welcome to *Innovations in Technology*. This month, we are talking to technologists about wearable technology. In today’s programme, I am talking to Chloe Scott from TechWear about wearable devices for the retail sector. So Chloe, shoppers love wearable devices, don’t they?

Chloe: Yes, they certainly do. Retail is the second biggest sector for wearables, and 34% of wearable owners use their devices for shopping.

Interviewer: And what kind of wearable devices are we talking about here? The smart watch?

Chloe: Yes, exactly. All the major mobile phone companies, including Apple, Sony and Samsung, are producing smart watches.

Interviewer: So what can smart watches do for you?

Chloe: Well, they make shopping a lot easier. For example, customers can get alerts, or messages about sales and discounts. They can use their watch to order and pay for goods.

Interviewer: Can’t you do that already with your phone?

Chloe: Yes, you can. But with a smart watch you don't need to fish your phone out of a pocket or handbag. It's right there on your wrist. So it's quicker, easier and saves time.

Interviewer: What about the small screen size? Isn't that a problem for some people?

Chloe: Well, not really. The apps use icons and visuals instead of text. And the user responds with voice, or by tapping or swiping, so you don't need to type. And a smaller screen means you use less battery power, too.

Interviewer: But will retailers need to offer something different to smart watch users?

Chloe: Yes, that's true. They can't simply copy phone apps. And they need to give shoppers a more personalized service.

Interviewer: I see.

Chloe: I'm sure that will happen. Sales of smart watches are predicted to grow from 10 million in 2015 to 60 million in 2016. And most of those customers will want to use their watches for shopping.

Interviewer: Well, we'll see if those forecasts are correct. Thanks very much, Chloe.

**Presenter: Track 5.11**

Interviewer (male): Welcome to *Innovations in Technology*. This month, we are talking to technologists about wearable technology. In today's program, I am talking to Juraj from *FashTex* about wearable devices for the fashion sector. Welcome, Juraj.

Juraj (male): Thanks very much.

Interviewer: Now, I have seen quite a lot of fashion wearable technology recently. And, to be honest, a lot of it just seems to be a gimmick, or just for fun. For example, I saw a photo the other day of a dress with LED lights that change colour.

Juraj: Well, I definitely agree about the fun element. But fashion is fun! I saw that photo too, and there's another dress that can display your tweets! That's really cool! The point is that these clothes are playful, interactive and very visual.

Interviewer: OK, but what other kinds of wearable technology are there?

Juraj: Well, one idea I really like is a handbag with Bluetooth speakers inside! And designers have other innovative ideas, too. For example, helmets with built-in sat nav.

Interviewer: Helmets? Oh, I see, for cyclists?

Juraj: Yes, exactly. Or how about a jacket with a solar panel on the pocket? It can recharge your phone or a smart watch after two hours of sunshine.

Interviewer: OK, I can see that might be useful, too.

Juraj: And did you know that a textile manufacturer has produced a fabric that can change colour with your emotions?

Interviewer: Well, that seems fun but pointless to me.

Juraj: But it is very useful and practical for certain groups of people. For example, Alzheimer's patients can't explain their emotions verbally. So clothes made from this fabric can communicate their feelings.

Interviewer: That is a really helpful idea. So, what other ways are manufacturers using technology with fabrics?

Juraj: Yes, this is a really important area. Textile technologists have already produced fabric which is mosquito repellent – this is obviously a very important and useful innovation for travellers – and people who live in areas with malaria. Fabric which protects you from the sun is another development.

Interviewer: So fashion wearables are not only about smart watches and fitness bands?

Juraj: No, there's a lot more to them than that.

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