

York

VOCATIONAL ENGLISH

Hospitality and Tourism

TEACHER'S BOOK



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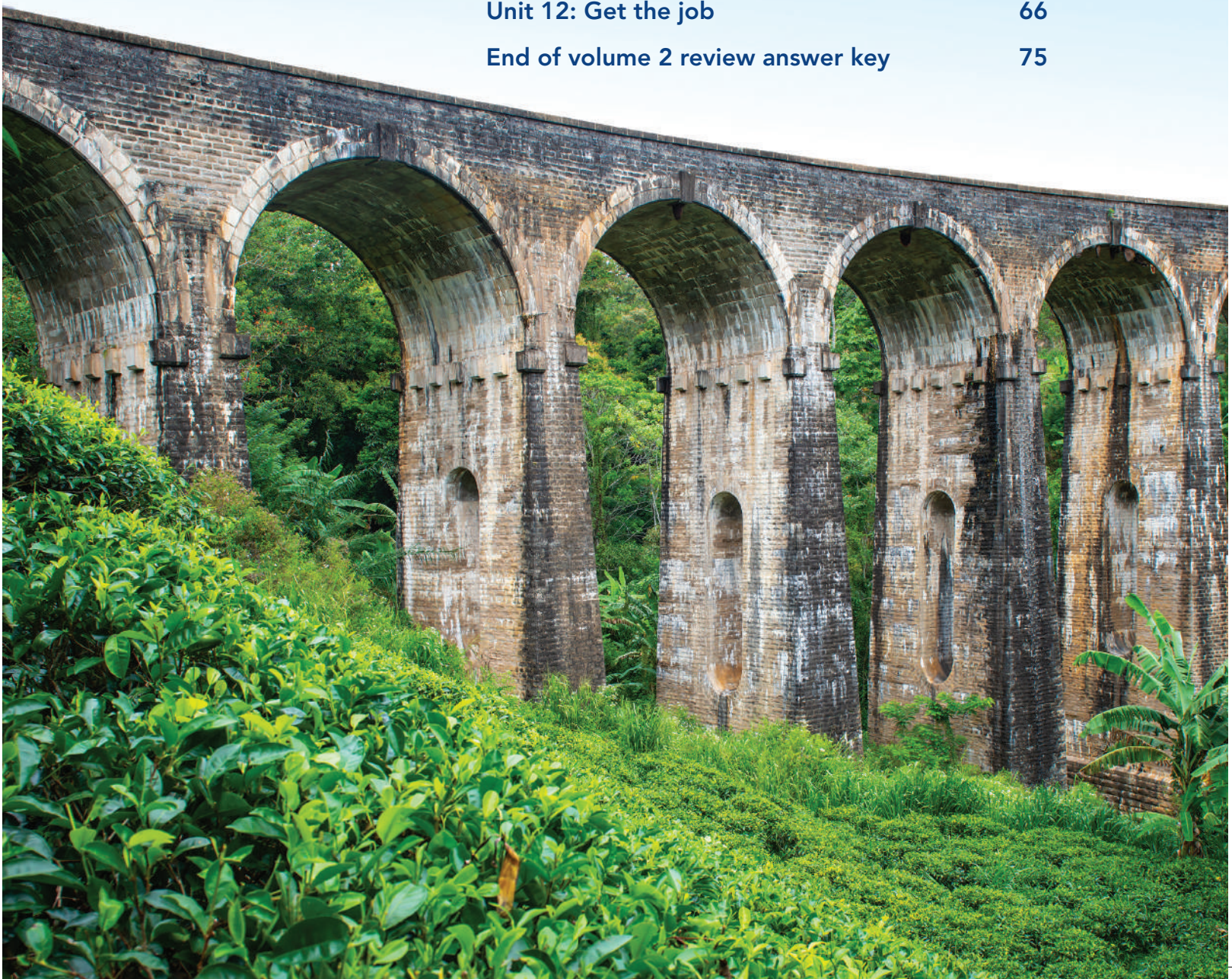
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Student's Book scope and sequence

Unit	Listening and Reading	Vocabulary	Grammar
7 Cultural awareness	Listening: Working internationally Reading: An article about cultural awareness	Body language Cultural attitudes	Modal verbs for rules and advice
8 Effective management	Listening: Workplace conversations Reading: A blog post with management tips	Roles and responsibilities	Reported speech
9 Orders and supplies	Listening: Gift shop supplies Reading: A webpage about <i>Summer Seas</i>	Ordering and delivering supplies Phrasal verbs	Past perfect
10 Digital world	Listening: Presenting a new app Reading: An article about hotels and technology	Technology at work	Making comparisons
11 Destination marketing	Listening: A marketing podcast Reading: An article about creative marketing	Words for advertising Adjectives for describing designs	Gerunds and infinitive forms
12 Get the job	Listening: All about my job Reading: A blog about internships	Finding a job People qualities: prefixes and suffixes	First and second conditionals

End of volume 2 review

Career skills

Writing

Workbook

Give a presentation
Web research: Cultural awareness

A visitor information sheet
Writing tip: Connecting ideas

Vocabulary: Body language;
Cultural attitudes
Grammar: Modal verbs for rules
and advice
Useful language: Managing
questions

Report events and give praise
Web research: Information about
finding an expert

A staff newsletter
Writing tip: Including time phrases

Vocabulary: Roles and
responsibilities
Grammar: Reported speech
Useful language: Praising staff

Place an order by telephone
Web research: Advice about being
polite on the phone

An order request email
Writing tip: Planning before
you write

Vocabulary: Ordering and
delivering supplies; Phrasal verbs
Grammar: Past perfect
Useful language: Telephone phrases

Have an online meeting
Web research: Information about
technology in hospitality and
tourism

A user guide
Writing tip: Being clear

Vocabulary: Technology at work
Grammar: Making comparisons
Useful language: Online meetings

Make an advertising plan
Web research: Information about
enjoyable activities

A reply to a business email
Writing tip: Checking your work

Vocabulary: Words for advertising;
Adjectives for describing designs
Grammar: Gerunds and
infinitive forms
Useful language: Sharing and
responding to ideas

Do a job interview
Web research: Internships in the
hotel industry

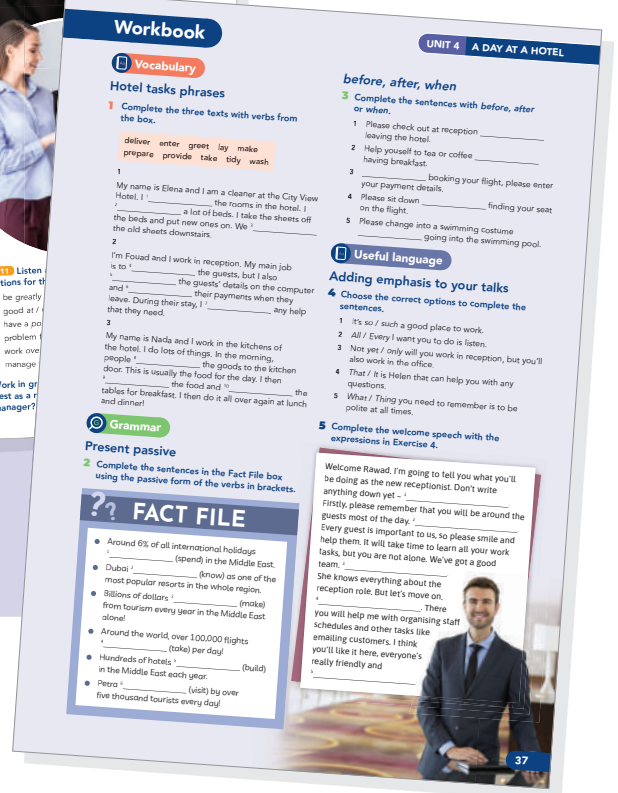
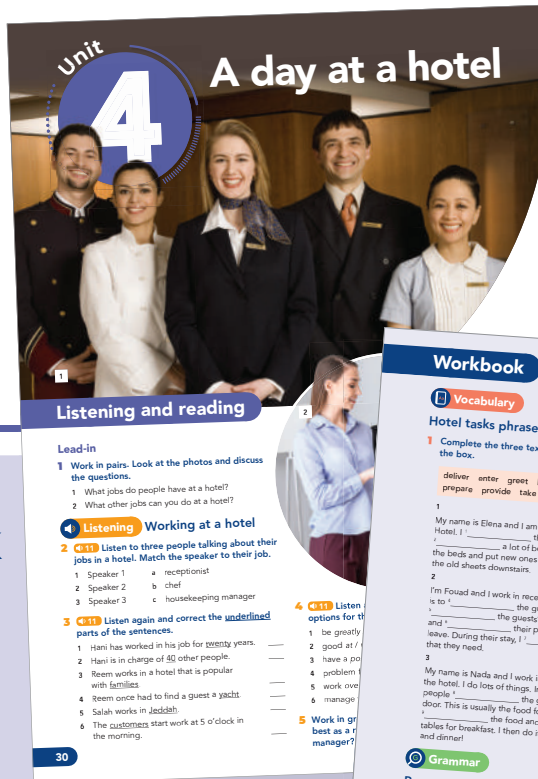
A cover letter
Writing tip: Writing a formal
cover letter

Vocabulary: Finding a job; People
qualities: prefixes and suffixes
Grammar: First and second
conditionals
Useful language: Interview
questions

Overview of course components

STUDENT'S BOOK WITH INTEGRATED WORKBOOK

- Six units with approximately 75 hours of teaching material
- Integrated Workbook page in every unit for extra practice and revision
- Clear, easy-to-teach-from design with high-impact photos
- Audio material for use in the classroom
- Comprehensive language and skills syllabus for the vocational subject
- Speaking and writing tasks that match workplace skills



TEACHER'S BOOK

- Detailed teacher's notes for every unit, with warmers, extra activities and alternative suggestions
- Integrated Student's Book answer key
- Integrated Student's Book audioscripts
- Teaching tips on how to use the material and classroom management
- Extensive introduction on how to teach the course and methodology tips



ONLINE & DIGITAL RESOURCES

CLASS AUDIO

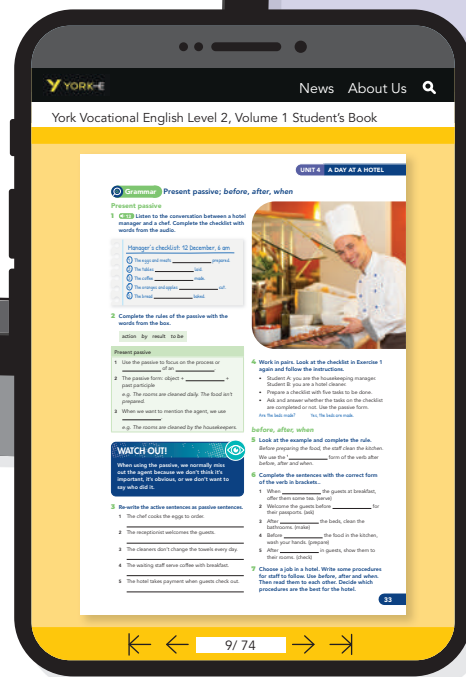
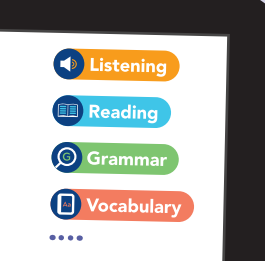
- Downloadable Student's Book audio

ASSESSMENT

- Downloadable unit tests
- Downloadable end of volume tests
- Downloadable end of course tests

DIGITAL RESOURCES

- Interactive whiteboard material
- E-book version of the Student's Book



Student's Book unit overview

Listening and Reading (pages 1–2 of each unit)

Unit 2 Event planning

Listening and reading

Lead-in

1 Work in pairs. Look at the photo and discuss the questions.

- 1 What celebration can you see in the photo? Where is it?
- 2 What kinds of celebrations do you have in your country?
- 3 Talk about the last celebration you went to. What was it like?

2 Listening Choosing a venue

2 Listen to a hotel events manager talking to a customer. Choose 😊 or 😞 to show how the customer feels about each place.

the entrance 😊 / 😞 the dance floor 😊 / 😞
the restaurants 😊 / 😞 the garden 😊 / 😞

3 Work in pairs. Decide if the customer will choose the venue. Why? / Why not?

4 Listen again and tick (✓) the reasons why the hotel is a good wedding venue. You should tick (✓) only the reasons that are mentioned.

- 1 It's good value for money.
- 2 The decoration is beautiful.
- 3 It has excellent facilities.
- 4 The staff are friendly.
- 5 It's next to the beach.
- 6 There is a lot of outdoor space.

5 Work in pairs. Discuss the following questions.

- 1 What things do you need to plan for a big celebration?
- 2 How important is the role of an events planner?

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Each unit opens with a dynamic and thought-provoking image with warmer questions related to the unit topic.

Colour-coded skills headings are designed to help students and teachers navigate through the unit.

The audio material has been carefully graded for the course and features a range of different scenarios such as lectures, monologues and conversations.

Students complete a series of listening activities designed to improve their listening sub-skills.

Each Listening page finishes with a follow-up discussion or activity based on the content of the audio.

UNIT 2 EVENT PLANNING

Reading An article about a wedding planner

1 Work in pairs. Discuss the questions.

- 1 What makes a wedding special?
- 2 Have you been to a wedding? Describe it to your partner.

2 Read the interview below. Match the questions (1–4) to (a–d) in the article.

- 1 What questions do customers ask about different venues?
- 2 Do you have a favourite venue?
- 3 What skills do you need to be a wedding planner?
- 4 What questions do you ask your customers?

3 Match the words in bold in the interview with the definitions (1–7).

- 1 the way people behave toward each other: _____
- 2 an amount of money to spend: _____
- 3 the people at a hotel or event: _____
- 4 an area outside a building: _____
- 5 the place where a public event or meeting happens: _____
- 6 people in the same family: _____
- 7 right or acceptable: _____

4 Read the interview again. Complete the sentences with one or two words from the article.

- 1 Roula says that _____ to the customer is the most important skill.
- 2 Some people have a small _____ so they can't have a big wedding.
- 3 Most customers are interested in looking at the venue's _____.
- 4 Roula asks about the special _____ of different guests to help her choose a good venue.
- 5 Roula's favourite wedding venue has a _____, which makes guests feel relaxed.

5 Work in groups. Choose a venue in your area that's suitable for a wedding. Describe it and discuss why it would make a good wedding venue.

The Twelve Palms hotel is a good wedding venue because it's got great outdoor space...

DID YOU KNOW?

The UAE is the most popular wedding destination in the Middle East. Abu Dhabi has more five-star hotels than any other city in the world!

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Every Reading page starts with a lead-in activity to get the students thinking about the topic.

The reading texts have been carefully graded for the course. They feature a range of different genres such as websites, articles and excerpts from textbooks.

Students complete a series of activities designed to improve their reading sub-skills.

Each Reading page finishes with a follow-up discussion or activity based on the theme of the reading text.

Regular *Did you know?* boxes throughout the course focus on interesting or unusual facts.

Vocabulary and Grammar (pages 3–4 of each unit)

Every Vocabulary page includes a discussion to get the students talking.

The vocabulary is presented and contextualised in a reading text, listening text or through photos.

Students complete controlled practice activities designed to improve their accuracy.

High-frequency lexical sets, phrases, collocations, phrasal verbs and idioms are featured in the topic-based vocabulary.

Language focus

Vocabulary **Event planning**

- Work in pairs. Look at the photo and discuss the questions.
 - What is happening in the photo?
 - When does this event usually happen?
 - Why does this event happen?
- Listen to the conversation between Salwa and her event planner, Noha. What event does it describe?

- Choose the correct verb to complete the sentences. Then listen again and check your answers.
 - First, to book the venue, we should buy / pay a deposit.
 - Let's choose / welcome a nice blue colour scheme.
 - We need to choose / send the invitations to people.
 - Then, we should arrange / serve transport for the guests.
 - When we know who is coming, we should buy / create a seating plan.
 - We need someone to send / serve the snacks.
 - Remember to create / welcome the guests when they arrive.

4 Work individually. Imagine you are planning an event.

- Choose the event and venue.
- Write the questions in the notes below.
- Decide who would be the best people in your class for the different tasks.

Event name: _____

Venue: _____

Who:

① Who / seating plan?
Who is going to create the seating plan?


② Who / invitations?
Salwa

③ Who / colour scheme?

④ Who / snacks?

⑤ Who / guests?

5 Work in pairs. Ask and answer the questions in Exercise 4. Did you choose the same or different people for the tasks?



Each Vocabulary page finishes with a freer activity to practise and personalise the vocabulary.

The grammar is presented and contextualised in a reading or listening text.

Students take a guided-discovery approach in order to work out the grammatical rules and meaning for themselves.

UNIT 2 EVENT PLANNING

Grammar **Defining and non-defining relative clauses**

- Read the sentences about events. Match the beginnings (1–4) with the endings (a–d) and choose a relative pronoun (which, where, who, that) to complete them.

1 We want a venue with a dance floor _____	a could be a beach or a five-star hotel in Dubai.
2 It's important to use an events planner _____	b we celebrated my mother's birthday.
3 Some customers want a luxury destination, _____	c is big enough for a hundred people.
4 This is the restaurant _____	d understands your ideas.
- Complete the rules in the table with the correct pronoun.

Relative pronouns	
We use 1 _____ with things. e.g. dance floor, menu	
We use 2 _____ with people. e.g. event planner, guests	
We use 3 _____ with places. e.g. hotel, beach	

Defining relative clauses

They give us information **which is necessary** to explain or identify a thing, person or place. *This is the hotel that we stayed in for my brother's wedding.*

We want a venue *where everyone can feel relaxed*.

For defining relative clauses, we can also use 4 _____ for places, people or things.

Non-defining relative clauses

They give **extra information** about something. We put a 5 _____ before the extra information.

I'd like to show you the swimming pool, which is on the hotel roof.

There are some islands off the coast, which you can see from the balcony.
- Put the words in the right order to complete the sentences and add a relative pronoun. Remember to include commas for non-defining relative clauses.
 - Here's a picture of the hotel had / last year / my / we / graduation.
Here's a picture of the hotel where we had my graduation last year.
 - There is a spa on the second floor open / will / this year
 - This hotel has a video games room teenagers / popular / is / very / with
 - Event Leader is the company our / used / conference / we / for
 - This resort is a place celebrations / celebrities / have
 - Ayman was the events planner my / everything / parents' / arranged / party / for / anniversary
- Think of a family event. Use the ideas in the box to help you. Write some sentences about the event, the place and the people using relative clauses.


anniversary graduation new job / house new baby passing a test wedding

My cousin, who lives in Doha, got married last year.

We went to the wedding party, which was in an amazing hotel.

We stayed in a room that had a view of the sea.

I liked the burger restaurant, which was on the top floor.
- Work in pairs. Ask and answer questions about your events.



Students complete controlled practice activities designed to improve their accuracy.

Each Grammar page finishes with a freer activity to practise and personalise the grammar.

Student's Book unit overview

Career skills (pages 5–6 of each unit)

The Career skills pages culminate in a speaking task for students to perform a real-life business scenario.

Before students are asked to complete a *Speaking task*, they are presented with a *Task model* and *Task preparation exercises*.

The *Useful language* section features typical functional language used in the workplace.

The *Task preparation* section carefully scaffolds the activities to prepare students to perform the *Speaking task*.

Students perform the task in the *Speaking task* section either in pairs or groups.

The *Task model* features the *Useful language* and provides a clear example for the students to refer to when they prepare for the *Speaking task*.

The *Web research* task is designed to develop learner independence and encourage students to research facts and concepts to use in the *Speaking task*.

The *Career skills* are based on the Cambridge Employability Skills Framework and are designed for students to participate effectively in the workplace. They focus on the social, cognitive and emotional skills required for the 21st century workplace.

The *Feedback* section allows students to reflect on their own and their peers' performance in the *Speaking task*.

Career skills Plan an event

Task model

1 Work in pairs. Discuss the questions.

- How do you celebrate the end of a school year?
- Do you ever go out for special dinners? Why? / Why not?

2 **4.7** Listen to the conversation in a restaurant between an event planner and a customer. Tick (✓) the topics they talk about.

1 The restaurant opening times <input type="checkbox"/>	5 The choice of drinks <input type="checkbox"/>
2 The areas in the restaurant <input type="checkbox"/>	6 The price of the menu <input type="checkbox"/>
3 The type of food they serve <input type="checkbox"/>	7 The ways to book <input type="checkbox"/>
4 The date of the event <input type="checkbox"/>	

Useful language Presenting and explaining venues


3 **4.7** Listen again and choose the correct options in the sentences.

- I'm going to show you around / give you a tour.
- First, we're going to see the dining room / look at the space.
- Let's start with the entrance / main dining room.
- One of the special things about this restaurant is the amazing garden / the great view.
- Notice that there are lots of plants and trees / there is lots of space.
- Let's move on to the next area / the menu.
- It's possible to have sharing dishes / book the whole restaurant.
- Would you like me to email you the menus / reserve this area?
- Do you have any ideas / questions?

4 Imagine you are showing someone around your school or home.

- Complete the phrases in the box with your own ideas.
- Take turns to practise your tour with a partner.

1 I'm going to show you around... _____	6 Let's move on to... _____
2 First, we're going to see... _____	7 It's possible to have... _____
3 Let's start with... _____	8 Would you like me to...? _____
4 One of the special things about... _____	9 Do you have any...? _____
5 Notice that there are... _____	



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UNIT 2 EVENT PLANNING

Task preparation

5 You are going to plan an end-of-school-year dinner for your friends. Which restaurant would you choose for this event? Why?



6 Work in pairs. Student A is the customer and Student B is the events planner in the restaurant. Complete the Web research task and make notes for your role below.

Student A: Customer

Type of celebration: _____

Number of people: _____

Date of the event: _____

Type of food and drink you want: _____

Special things you want: _____

Questions to ask the events planner: _____

Student B: Events planner

Venue / Location: _____

Type of food / different menus: _____

Different areas in the restaurant: _____

Special things about the restaurant: _____

Price of food and drink: _____

Questions to ask the customer: _____

WEB RESEARCH

Go online and find out about a restaurant you would like to talk about. You can put the name directly in a search engine, or find a restaurant by typing 'best restaurant near me' or 'Chinese restaurant near me'.

CAREER SKILLS: Personal development

When you present to people, remember to:

- be confident and smile
- be positive about the subject you are talking about
- find out what the audience needs
- answer questions clearly and politely.

8 Practise your role play. Then swap roles and prepare and repeat the role play.

Feedback

9 Work in pairs or groups. Discuss the questions. Then report back to the class.

- Was it easy to present the venue to the customer? Why? / Why not?
- Did the events planner use the Useful language phrases?
- Did the customer ask any questions?
- Would you book the restaurant for your celebration meal?

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Writing and Workbook (pages 7–8 of each unit)

The Writing page features a real-life business writing task.

A clear writing model is provided and is graded for the level of the course. The model is analysed for its language, organisation and discourse features through a series of activities.

The writing model is analysed for its language, organisation and discourse features through a series of activities.

The *Writing tip* box provides information about punctuation, spelling, writing sub-skills and typical learner errors.

Writing
Instructions for an events planner

1 Work in pairs. Look at the list of instructions for events planners. Put the list in order of importance for you and give reasons.

Be positive about the venue.	<input type="checkbox"/>	Give the customer many options.	<input type="checkbox"/>
Show the customer the prices.	<input type="checkbox"/>	Write down all the information for the customer.	<input type="checkbox"/>
Remember to show them the kitchen.	<input type="checkbox"/>	Ask them about their budget.	<input type="checkbox"/>
Don't show them negative reviews.	<input type="checkbox"/>	Make sure you give the customer your business card.	<input type="checkbox"/>

2 Farah is an events planner in a hotel. Read the notes she has made for a new member of the hotel's events team. What else do you think is important? Complete phrases 6–8 with your own ideas.

WELCOME TO THE TEAM!

Here at The Silver Bay Towers, we always put the customer first. Try to remember the following when you are helping plan an event.

- ¹ Ask lots of questions. It is important to find out as many details from the customer as you can.
- ² Ask if any guests have special needs. For example, are there any foods that they cannot eat?
- ³ Make sure that you talk about the budget. You cannot start planning until you know this information.
- ⁴ Don't forget to write everything down – I use my tablet, but you could use a notebook.
- ⁵ Check that the customer agrees before you order anything, especially the flowers!
- Don't ⁶ _____
- Remember to ⁷ _____
- Think about ⁸ _____

3 Match the phrases (1–5) in the notes in Exercise 2 to the correct forms (a–d).

a imperative verb + that _____

b imperative verb + infinitive verb _____

c imperative verb + if _____

d imperative verb + noun _____

4 Choose the correct options to complete the sentences.

- Always check that / what the customer knows how much everything costs.
- Don't forget to show / showing all the facilities of every venue to your customers.
- Remember if / that each customer has very different ideas about what they want.
- Make sure that you discuss / are discussing the colour scheme when you visit a venue.
- Ask that / if the customer wants a special menu for children.

5 You are the manager of the events team at a large restaurant. Think about what is important for events in your restaurant. Write some notes for new employees.

Make sure _____ ✓

Remember _____

Check _____

Ask _____

Don't _____ ✗

Don't _____

Don't _____

Complete the Can-do checklist with your own score. (1 = not good, 3 = OK, 5 = very good)

I CAN...

- use vocabulary to describe event planning.
- use defining and non-defining relative clauses.
- plan an event.
- write instructions for an events planner.

A clear, achievable writing task is provided with a suggested word count.

The Writing page finishes with an *I Can...* self-assessment checklist.

Every unit finishes with an integrated Workbook page.

The Workbook page features activities to revise and consolidate understanding of each unit's vocabulary, grammar and *Useful language* sections.

Workbook
UNIT 2 EVENT PLANNING

Vocabulary

Event planning

1 Choose the correct option (a, b or c) to complete the text.

There are lots of things to think about when you plan an event. Firstly, you need to _____ a deposit for the venue, then you need to _____ invitations to people and _____ a seating plan. It's important to _____ a good colour scheme and _____ flowers on the day of the event. Also make sure there is food! The venue staff will often _____ the snacks. This means the host can _____ the guests.

1 a buy b pay c create
 2 a send b serve c choose
 3 a create b welcome c pay
 4 a welcome b create c choose
 5 a create b buy c pay
 6 a send b serve c choose
 7 a serve b create c welcome

Grammar

Defining and non-defining relative clauses

2 Correct the underlined relative pronouns in the sentences. Two relative pronouns are possible in two of the sentences.

- These are the people which are coming to the company party next week.
- To get to the gym, take the lift, where is next to the reception desk.
- You should contact Dima, that is the manager of the restaurant.
- There are various packages, where you can see on our website.
- The hotel who I want to show you around is located by a lake.
- Our most popular restaurant is Lombok, where is on the second floor.

Useful language

Presenting and explaining venues

4 Complete the text with the phrases from the box.

any questions going to move on notice that possible to show you around special things

Hi. My name is Hadi and I'm going to _____ the restaurant. This room is for special events and it holds 50 people. _____ there are big windows that look out to the gardens. This room has a lot of light. One of the _____ about our restaurant is the location. It's a great space with the most beautiful gardens in the city. Let's _____ to look at the menus. I'm _____ show you three options we have for special events. This first menu is \$45 per person, then there is a \$68 menu and this last one is \$110. It's also _____ have the normal restaurant menu, so people can choose whatever they want. Do you have _____?

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The Workbook page can be taught as a standard lesson, used for homework or set as an extra test.

Introduction to the Teacher's Book

Overview

The *York Vocational English* series offers many subjects in English for specific purposes (ESP).

Each subject comprises the following:

- three course levels (Levels 1–3)
- two volumes for each course level (Volume 1 and Volume 2)
- six units in each volume.

The courses use a content-based approach whereby the language is organised around the subject being covered. Students will learn about subject-specific topics through the reading and listening texts, then use their new knowledge to complete practical and relevant work-based speaking and writing tasks. These tasks have been designed to introduce students to typical situations they may encounter in their working lives.

Grammar

The *York Vocational English* courses teach grammar in context. First, students are passively introduced to the grammar structures through the reading and listening texts. Then, the grammar lessons use a guided-discovery approach followed by meaningful practice to make sure students understand, and are able to use, the new structures.

Teaching grammar in context is important for several reasons. It allows students to see how the grammar is used in speech, and it provides a clear model for them to follow later. It also provides an opportunity for students to process meaning more effectively, as they can use the surrounding language (co-text) and the situational context (e.g. type of text, location, etc.) to help them infer meaning.

Once students have been exposed to the grammar, the guided-discovery method helps them to work out the rules from the examples they have seen. This is thought to reflect the way we learn our first languages. First, we are exposed to the language, and later we apply meaning and begin to understand the rules. Teaching grammar in this way encourages students to participate more actively in the learning process; they have to focus on the language in order to work out the rules. This extra effort results in deeper comprehension of the language point and better long-term retention of the grammar rules.

The guided-discovery approach

The guided-discovery approach aims to help students become more independent learners, but it is important for them to be led in the right direction. For this reason, the books provide step-by-step activities that lead students first to noticing the language, then to completing the rules. *Noticing* is what happens when a particular language feature comes to a student's attention. The books facilitate this by highlighting the language features and posing questions and activities such as: *Look at the tenses in bold. Decide which are the past simple and which are the present perfect.*

Although the books lay out a clear pathway to guided discovery, the role of the teacher is still very important. Asking concept-checking questions (CCQs) can help direct students' attention to the correct language features (e.g. *Are there any auxiliary verbs? What form does the verb take?*) or meaning (e.g. *Does this refer to a finished or an unfinished period of time?*). It is also vital to check that students draw the correct conclusions about the rules by checking answers clearly and eliciting, or providing, further examples.

When students have seen the grammar in context, noticed the language feature and worked out the rules through guided discovery, the next step is for them to practise the language. The *York Vocational English* courses provide plentiful and meaningful grammar practice activities to help students gain as much confidence and agility with the new structures as possible.

Practice activities

The practice starts with more controlled activities where students have the opportunity to work on and repeat the form of the grammar structure being studied. Although these first practice activities are more mechanical in nature, they still require students to understand the meaning of the language point in order to complete them, thus making them meaningful practice. Examples of these activities include: completing sentences with the correct form of the words in brackets, putting words in the correct order and adding any necessary punctuation, circling the correct options to complete a sentence, etc.

Following on from the more controlled practice, students are given freer practice activities, which provide opportunities for meaningful communication. They are introduced as pair or group-work activities, but the Teacher's Book often provides an alternative way of staging them to ensure there is an appropriate option for any class. In order to make the practice activities as meaningful as possible, the final, freer activities are usually personalised so that students have the opportunity to use the new language as naturally as possible.

Some examples of the freer, meaningful practice activities in the Student's Book include: discussion questions, ask and answer questions, role plays and class surveys with follow-up questions.

With any of the practice activities, the teacher can make them more controlled if they feel it is necessary by conducting them as an open class activity, rather than as pair work or group work. This allows for more focus on accuracy, as the teacher is able to hear and correct all errors in the moment.

Alternative grammar presentations

For classes that benefit more from teacher-centred grammar presentations, the Teacher's Book provides alternative grammar presentation ideas to be carried out on the board. They outline questions the teacher can ask in order to guide students toward the correct grammar rules.

An example of this is:

Alternative activity

Write on the board: *Have you been on holiday yet?* Elicit the tense (*present perfect*). Ask students the following questions: *Is the speaker asking about the past? (yes), Does the question have a connection to the present? (Yes. It's an unfinished time period.)*

Write on the board: *I booked my holiday last week.* Elicit the tense (*past simple*). Ask the same questions: *Is the speaker asking about the past? (yes), Does the sentence have a connection to the present? (No. It's the past – last week.)*

Write on the board: *They have emailed me.* Elicit the negative form (*They haven't emailed me.*). Write on the board: *He hasn't replied.* Elicit the affirmative form (*He has replied.*). Remind students of the contracted forms of the auxiliary verb *have*.

Vocabulary

The courses feature lexical sets consisting of high-frequency words, phrases and collocations that focus on the course topics, and which are useful and relevant in a work context. As with grammar, the vocabulary is taught in context to allow students to see how it is used in realistic scenarios and to help them process the meanings.

Vocabulary is vital in language learning, and especially in courses teaching vocational English. The more vocabulary a student has at their disposal, the more effectively they will be able to communicate. When selecting the vocabulary for a course such as this, it is important to refer to corpus data in order to identify the highest-frequency items, and therefore most useful, words and phrases.

How to learn vocabulary effectively

Learning vocabulary is a detailed process. In order to really know a word, students must know how it sounds, how it is spelt, what it means, how it is used, which words it collocates with, what register it is, and what social connotations it may have. Students may not know a certain word or phrase initially, such as *eat in*, but they will have knowledge of restaurants and dining options, so this knowledge can be exploited by the teacher to help them work out the meaning. In this way, teachers can help and guide students to use their existing knowledge of the world in order to process and classify new vocabulary. Students must be actively involved in the learning process in order for it to be effective.

Collocations and fixed phrases

One effective way to help students learn how new vocabulary is used, is to use chunks. Chunks are groups of words that usually go together. This includes fixed phrases and common collocations, e.g. if teaching the word *successful*, you might elicit collocations such as *successful company* or *successful career*, or you might write on the board *X has had a very successful career. He's now the managing director of the company.* By doing this, rather than simply writing the isolated word, you are giving the student a context for meaning, examples of how they can use the word and the situation in which they may expect to hear it.

Word building

Word building also plays an important role when studying new vocabulary. This refers to the process of looking at how the word is formed, how it can be transformed and the parts of speech, e.g. for *successful*, we know it is an adjective formed from the noun *success*. It can be transformed using the prefix *un-* to make the adjective *unsuccessful*. It can also be transformed to make the verb *succeed* or with *-ly* to make the adverb *successfully*. By working on word building in this way, students are able to expand their vocabulary much more quickly than if they focus only on one word and one meaning.

Productive knowledge of vocabulary

Part of the process of learning new vocabulary for students is moving from having a receptive knowledge of the words and phrases, to having a productive knowledge. Students not only need to understand the vocabulary; they need to be able to use it. By providing plenty of meaningful and communicative practice activities, the books aim to support and guide students towards having this productive knowledge.

Recycling

Recycling plays an important role in being able to remember and use new vocabulary. This refers to looking again at words that have already been studied, but in different contexts. In order to make receptive knowledge productive, a lot of repetition is necessary. To help with this, students should be encouraged to use the vocabulary they learn throughout the course, not only in the specific vocabulary lessons.

Memorising and recording vocabulary

Teachers may want to start a vocabulary box for their class. To do this, each time you teach a word or phrase, you write it on a small piece of paper and put it into a box. This vocabulary box can then be used for games and activities at any point throughout future lessons, e.g. at the start of a lesson you could pull out papers and say definitions so students respond with the correct words. You could give small piles of papers to groups and have them describe or act out the words for each other. Students could work in pairs and take turns to make sentences with the words on their papers, or each student could have a word they must use during the lesson. There are many different options, but any repetition will help students to remember the vocabulary they study.

Note-taking is also vital for retention. Students should be encouraged to keep detailed vocabulary notebooks, where they make notes, not of translations, but of any information they have to help them remember and be able to use the new word or phrase. This should include pronunciation notes, correct spelling, meaning, chunks (including common uses and collocations), plus any other details personal to them that help them remember it. Students could write their own example sentences, but these must be checked. It's a good to elicit an example from the class and write it on the board for them to copy.

Speaking

The speaking tasks in the *York Vocational English* courses are designed to provide students with speaking practice to replicate what they might say in real-life work situations. As these are vocational English courses, the focus is always on making the tasks as practical and relevant to the context as possible.

By including a wide variety of different speaking tasks, the books aim to equip students with the skills they need to handle many different real-life work situations. Examples of these tasks include, but are not limited to: role plays, problem solving and presentations. In addition, the Teacher's Book provides alternative staging for the activities and ideas to extend them to ensure there is a useful and appropriate option for any class.

Speaking models for tasks

In order to prepare students well for the speaking tasks, the books provide clear examples and scaffolding to help them reach the point where they are ready to speak. They are presented with functional language in context, conduct an online research task and then study career skills relevant to the task and context in question.

Having a good model for a speaking task is important for students, as it gives them a clear idea of what they are aiming for. This is motivational and can help with student engagement and participation. The speaking lessons in these courses begin with a listening text that models the tasks the students are expected to complete. Within these listening texts, students hear the functional language in a context that they will then study for the first time.

Functional language

Functional language is, quite simply, language that completes a function. These functions can include: asking for information, responding to suggestions, presenting, complaining, making suggestions or requests, etc. Functional language is usually taught as phrases, or chunks, and helps students gain fluency and sound more natural – something that is especially desirable in business communication. Take *making suggestions*, for example. The functional language could include phrases such as *Why don't you try...?*, *How about...?*, *Would you like to...?* Once equipped with these functional phrases, students have the starting blocks for effective communication.

The functional language taught on these courses features in the *Career skills* spread under the heading *Useful language*. It includes both interactional and transactional language. Interactional language is language that is primarily used to maintain social relationships. In a work context, this could include generating good customer relations or making small talk. Transactional language, on the other hand, is primarily about exchanging information. It often takes the form of a question and an answer, e.g. *What time does the restaurant open? It opens at 6 p.m.* This type of exchange is very common in a business setting where often the emphasis is on getting things done.

Web research

The *Web research* tasks are included as an important part of the preparation stage in the speaking lessons. They help students to develop independence and add an element of personalisation to the speaking tasks. By searching for their own ideas, students are more likely to be invested in the outcome of the task and, therefore, more engaged and participative. In addition to these benefits, being able to conduct online research in English is a valuable 21st century skill that will benefit students in both their personal and professional lives.

Career skills

All the *Career skills* featured in the course are based on the Cambridge Employability Skills Framework, which aims to develop the skills required to effectively participate in the workplace and help fulfil students' potential in their future careers. They are integrated to be part of the preparation and output for the speaking tasks. They focus on eight different competencies required for the 21st century workplace:

- 1 Collaboration and Teamwork
- 2 Communication
- 3 Innovation and Problem Solving
- 4 Critical Thinking and Decision Making
- 5 Leadership and Global Citizenship
- 6 Personal Development and Management
- 7 Emotional Intelligence
- 8 Digital Literacy

Feedback

The final part of the speaking task is the feedback. Feedback is an essential part of most classroom speaking tasks, as it allows students to reflect on how effectively they have communicated, what they have done well and what could be improved. This helps them to become more engaged and invested in the process and provides clear guidance on how they can improve. To help develop this skill of self-assessment, the books include a feedback session to be completed in groups at the end of each speaking task.

Reading

Reading plays an important role in vocational English courses. Specialised reading can motivate students to develop their vocabulary and to increase their knowledge about their subject area, or in this case, field of work. Today, more than ever before, reading is an essential skill as the internet and digital communication has meant that a lot of communication involves reading in most working environments.

The inclusion of engaging reading texts is beneficial to vocational English courses, as the texts act as a way of introducing rich, content-based material and stimulating topics that become springboards for language instruction and discussions. The texts included on the *York Vocational English* courses primarily cover content relevant to the MENA region, which makes them more interesting and accessible for the students.

Graded texts

Although it is important for students to read and study authentic texts, in some cases this is neither possible nor appropriate and it is necessary to adapt or grade them. An authentic text is a text that has not been adapted for learners in any way and uses natural language. An example of an authentic text would be a newspaper article or a research paper. Grading is what happens when the language in a text is simplified to be more in line with the level of the learners. Where texts have been graded, or adapted in these books, they are still faithful in terms of content and style. A wide variety of genres has been included in the texts on these courses. These genres aim to reflect the types of texts students will encounter in the workplace, and they include: articles, online chats, emails, interviews, guides, reports, reviews, etc.

Developing reading sub-skills

The reading lessons on these courses are designed to practise and develop several different reading sub-skills and strategies. There are a variety of different activities that combine to help students access and understand a wide range of reading texts.

Prediction activities give students some initial information, such as a headline, context or picture, and ask them to use this information to predict the content of a text. This type of activity is useful for several reasons. Such activities can serve to activate a student's schemata, i.e. their existing knowledge of the topic (linguistic or otherwise), which can help with overall comprehension later. They can also give students a purpose for reading the text (to check their answers). This is motivational, as they are checking their own predictions which adds a personalisation element to the task.

Skimming and scanning are skills almost all students will be able to transfer from their first language, and they are useful introduction activities when students are faced with a new text. They help students to get an idea of the whole text from the start and discourage the tendency to focus on each word one at a time. These skills can also help lower-level learners access information in authentic reading material, such as texts they may encounter in a work context.

Skimming refers to reading a text quickly to get the main ideas. It is also called reading for gist. Skimming activities give students a chance to become familiar with the text without the pressure of understanding everything right from the start. *Scanning* is similar in that students do not need to understand the whole text. Rather, they must scan the text for specific information, e.g. opening times, data or prices.

Once students have been introduced to a text, they need time to read it in detail. This is when they should focus on the whole text, how the paragraphs link together, what is being communicated, what the writer is trying to convey, etc. Students' overall comprehension of the text is checked on these courses with activities such as answering questions (e.g. short answer or True / False), or discussing their opinions in small groups.

As mentioned at the start of this section, reading can be particularly important on ESP courses, as it is a way to introduce new topic-specific language. For this reason, particular attention is given in the books to developing the skill of inferring meaning from context. This is where students work out the meaning of new vocabulary items by taking into account the context and looking at the surrounding language (co-text). Developing this skill also encourages students to notice new language in any further reading texts they encounter.

Listening

Listening plays a large part in these courses and there are abundant listening texts throughout. As with reading texts, listening texts in vocational English courses are a valuable source of topic-specific information and language. The topics chosen for these books are stimulating and interesting, and are often from the perspective of people working within a particular business or industry, thus offering further insight into jobs and businesses.

The listening texts offer rich opportunities for language development and act as springboards for further classroom discussion. They often provide the context for new grammar and vocabulary and also act as models for many of the speaking activities.

There is a clear link between listening and speaking. A student who can speak, but who has poor listening comprehension, will not be an effective communicator. For this reason, it is essential to develop strong listening skills in order to create students who are proficient English speakers. Through studying listening, students begin to understand and appreciate how words sound; they learn to recognise features of connected speech, and they begin to see how intonation is used in natural speech to impact meaning. Once these characteristics of spoken English have been identified, it becomes easier for students to replicate them.

Despite its importance, many students panic at the idea of listening, and this is understandable. Compared to reading, it is much more difficult for learners to comprehend meaning, as they do not have a visual reference of the text. They cannot see the words or spaces between them. They cannot go back and listen to a certain phrase or sentence again. The listening happens in real time and must be processed quickly.

Processing listening texts

There are thought to be two ways in which we process information as we listen. One is called top-down processing. This is where we use information that we already have about the world and the context of the text in order to understand it. The other is called bottom-up processing. This is where the listener relies on individual words and sounds to understand the text. Effective listening combines the two processes, and the books encourage this by including a range of activities to develop and exploit these skills. To encourage top-down processing, students may be asked to predict the content of a text from looking at a picture. For bottom-up, they might match speakers to their opinions.

Developing listening sub-skills

As with reading, there are different ways we can listen. We can listen for gist, which means we are listening only to get a general idea of what is being said. We might also identify who is speaking, and why. We can also listen for specific information. This is selective listening, where we disregard everything except the exact pieces of information we need, such as our gate number at the airport, or what platform our train will leave from. Finally, we have listening for detail. This is what we do when we do not know what specific information we need, so we must listen to everything.

These three different types of listening are practised extensively through the *York Vocational English* courses. Activities such as identifying the main ideas, attitudes or relationship between speakers practise listening for gist. Answering simple questions about opening times, locations or activities help students develop the skill of listening for specific information. For these introductory activities, ideally the audio will be played only once. In order to practise listening for detail, students are encouraged to answer questions based on the text and discuss their ideas. For these activities, students may need to listen to the audio more than once.

Writing

The *York Vocational English* courses offer a wide range of writing models and tasks to reflect the type of writing tasks students may encounter in the workplace. In addition to being good language practice, these writing tasks have been designed to help develop students' professional prospects, as they gain knowledge and skills across a variety of genres of writing.

Process writing

These courses use the process approach to writing. As the name suggests, this approach focuses on the creative process of writing as the starting point, rather than on the end result. It follows the idea that writing is a form of interaction, not simply a linguistic exercise. Therefore, students are encouraged to keep their reader and communicative aim in mind as they write, e.g. Who is the intended reader?, Do they want to inform / convince / describe?

The planning stage

The first step in the process is the pre-writing, or planning stage. During this stage, the focus is on the content, and students think about what they want to say. They may brainstorm ideas, make notes or even have small group discussions. Once they have their ideas, they then begin to organise them into a coherent order. The books facilitate these steps by providing clear writing models for students to analyse, and questions and activities that help them formulate their ideas. This planning stage means students are more likely to write concise, coherent texts than if they simply begin writing without going through a planning process.

Writing tips

As an additional feature of the planning stage, the books include regular *Writing tip* boxes which provide clear, useful and relevant advice, and focus on writing sub-skills that students can apply to the writing task at hand and also take forward into their professional lives.

WRITING TIP: Blog posts



Explain to students that using personal pronouns like *I* and *you* makes the reader feel like the writer is speaking directly to them.

The writing stage

The next step is the writing stage. Once students know what they want to say, they can begin to write. To fully make the most of the process approach, students should be given the time and opportunity to write more than one draft of their text. (Sadly, this is not always possible during class due to time constraints.) The first draft should focus on communicating the main ideas in a coherent way. Following drafts can include more focus on linguistic accuracy. It is especially beneficial if a feedback stage can be included in between drafts.

Feedback between drafts could come from the teacher, but could equally be peer-assessed. This means students check each other's writing and highlight, or underline, any errors they think they find. Peer-assessment is a useful tool for several reasons. It encourages students to be more critical and accurate when they write, and it helps them notice typical errors which means they are less likely to make them in the future. It also helps foster a supportive and collaborative learning environment.

Once the final writing task is complete, teachers may collect and mark the writing. Again, time can be a constraint here, but it has been proven that students who receive their final texts marked and then do not make the corrections, are less likely to improve than students who are given the opportunity to act on their feedback. Where possible, students should be encouraged to make the corrections the teacher suggests and produce a final, accurate piece of writing. It is really beneficial for students to understand that what they put on paper can be changed up until the point it is made available to

its intended audience. At that point, their words stand alone, so they should be as clear as possible.

Pronunciation

Always bring in opportunities to introduce and consolidate pronunciation practice where possible. To facilitate this, the Teacher's Book has regular additional activities to help include pronunciation in the lessons. These additional activities cover various aspects of pronunciation, such as word stress, sentence stress and intonation, that students should practise and be made aware of.

Individual and choral drilling

Drilling should be regularly included in your lessons, especially after introducing new language. Drilling is the repetitive oral practice of a language item. Having looked at the past simple, a teacher might drill the pronunciation of *-ed* endings: *started, wanted, ended*, etc. The aim of drilling is to encourage accuracy and develop automaticity, the ability to do something automatically. If new vocabulary is drilled when it is introduced, students are more likely to remember the correct pronunciation. Equally, drilling can be used to help students recognise and become more confident with them. It's a good idea to use a mixture of individual and choral drilling in your lessons.

Word and sentence stress

In pronunciation, *stress* means emphasising a sound by increasing its volume, length or pitch. In word stress, individual syllables are stressed. In sentence stress, words are stressed. It is helpful for students to pay attention to word stress when they learn new vocabulary, as placing the stress in the wrong place can change the meaning of the word or make it very difficult to understand.

Examples of this would be verbs and nouns where the spelling is the same but the pronunciation is different, such as the word *present*. As a noun, the first syllable is stressed; as a verb, the second syllable is stressed.

In sentence stress, the stress is associated with meaning. Consider how the meaning of the following sentence changes depending on which word is stressed: *I bought a new car last week*. Without any context, it is difficult to know where to place the stress; however, it is usually placed on the word or words that give important, new or contrasting information. For example, in the sentence *I bought a new car last week* the stress is likely to be on the word *car* as, without additional context, it is the most important piece of information.

Intonation

Intonation is connected to stress and rhythm and is the pitch of our voices as we speak. In other words, it is how our voices rise and fall. Intonation is sometimes forgotten by students who are concentrating so hard on speaking accurately that they forget to speak naturally, e.g. during a role play, a student might say *That's a great idea*, but their intonation might convey a very different message. It should be an enthusiastic exclamation, but without the intonation to convey that, it could sound almost sarcastic. Intonation helps differentiate questions from statements and express attitudes.

Connected speech

Another important aspect of pronunciation is how words change when they are put together in connected speech. Not understanding the features of connected speech is one of the main reasons why so many students struggle when listening and talking to competent (and therefore likely fast) speakers. By spending a little time familiarising students with the following features, teachers equip their students with the tools they need to start decoding connected speech.

Elision is what happens when sounds are omitted because they are followed by other similar sounds, e.g. in the sentence *I talked to him*, *talked to* would become /tɔ:k tə/, as it flows more easily.

Assimilation is when a sound changes to accommodate the following sound, e.g. *ten biscuits* becomes /tɛnbɪskɪts/ with the /n/ sound changing to /m/ to accommodate the following /b/ sound.

Intrusion refers to the addition of an extra sound, usually /r/, /j/ or /w/, between two words to make them easier to say, e.g. *go on* is pronounced /gəʊwɒn/ with an extra /w/ added between the two vowel sounds.

Catenation, or *linking*, is when the final consonant sound of one word is linked to the first sound of the following word. This can make *an apple* sound more like *a napple*, or *ice cream* sound like *I scream*.

Students are not expected to replicate natural connected speech at these levels, but it is important for them to become aware of these features in order to improve their listening comprehension. As their fluency increases, certain features of connected speech will develop naturally. Some teachers may want to spend time working with a phonemic chart to help students get used to the different sounds present in English.

Teaching at B1 level

Students with a CEFR English level of B1 are considered to be independent users of the language. This means they are able to communicate with fluent speakers without either party needing to make a considerable effort. They are able to justify opinions, explain plans and discuss events, experiences, hopes and wishes. A student with a B1 level of English is likely to be able to communicate effectively on a trip to an English-speaking country. They are able to understand the main points in texts that are on familiar topics and can produce simple, coherent texts on topics they know or are interested in. Motivation can become an issue at this level as progress slows down following the initial burst of progress in the beginner levels. It takes longer to progress to the next level as an intermediate learner.

Tips and strategies

Here are some top tips and strategies for teaching at this level.

- Speak at a normal pace – students should be getting used to faster, more natural speech at this level.
- Avoid using idiomatic phrases and expressions, particularly when explaining tasks and activities.
- Go into more detail when teaching vocabulary. Students should now be able to include word-building and other more in-depth vocabulary strategies.
- Expect and encourage accuracy. Listen attentively and offer corrections often.
- Explain aims and intentions. Tell students what type of feedback you will give and why, or why you want to do activities in certain ways.
- Make sure they answer in full sentences. They should be getting used to adding more detail when they speak at this level.
- Encourage students to explain their answers or opinions. They should also ask each other for this information.
- Add challenge to keep motivation high – students should feel as though they are being pushed without being overwhelmed.
- Change groups and pairs regularly. This is important at all levels in order to maintain a fair and productive classroom atmosphere.
- Encourage students to ask questions. Make sure they know you welcome any and all questions, and allow time (at an appropriate moment) to respond.
- Make space for quieter students to have their say. At this level some students may start to dominate in class discussions. Consider nominating students to speak so that everyone has a turn.
- For confident groups, encourage more whole-class discussions. This could be a chat at the beginning of class, or an extension to an activity.
- For quieter groups, put students into pairs or small groups to discuss their ideas before having volunteers share their ideas with the class.
- Play games and have fun. Games are useful for learning / reviewing language, changing the class dynamic and generating a positive atmosphere.
- Drill pronunciation. Do this first as a whole class, then by nominating individual students.
- Spend time cultivating a classroom environment in which students are not afraid to make mistakes.
- Start using peer-correction. This could be done by writing overheard mistakes on the board and having the class make the corrections themselves as a discussion.
- Make sure students know what is required to reach the next level. You could play clips of B2-level speakers talking, or have *can do* statements up in the room. It can help students to know what they are aiming for.

Unit 7

Cultural awareness

UNIT OVERVIEW

Learning outcomes

Students can...

- use vocabulary to talk about body language and cultural attitudes.
- use modal verbs for rules and advice.
- give a presentation.
- write a visitor information sheet.

Listening

Working internationally

Reading

An article about cultural awareness

Vocabulary

Body language
Cultural attitudes

Grammar

Modal verbs for rules and advice

Career skills

Useful language: Managing questions

Speaking task: Give a presentation about customs in a country

Career skills: Speaking with confidence and fluency

Writing

A visitor information sheet

Writing tip: Connecting ideas

Workbook

Vocabulary: Body language; Cultural attitudes

Grammar: Modal verbs for rules and advice

Useful language: Managing questions

Listening and reading

Warmer

Discuss cultural awareness as a class. Say: *Imagine you are going to study in another country. What will you need to think about in order to integrate? (e.g. How and when people eat, how people greet each other, etc.)* Write ideas on the board. Students then work in small groups to discuss examples for each topic. Ask them to share their ideas with the class.


Lead-in

- 1 Students answer the questions in pairs. Nominate one or two pairs to share their answers with the class.

Answers:

Students' own answers

Listening Working internationally

- 2  2 Play the audio for students to do the activity. Check answers as a class.

Answers:


Students tick: 2

Audioscript: Track 2

André: My name is André and I work as a flight attendant for an international airline. I travel all around the world, but mainly to the USA and Canada, so I think I can answer this question well. Honestly, the only real difference I can think of is food. Some nationalities bring their own food to eat on planes, and others don't. The other differences are not connected to nationality. Some people are very polite and always say *please* and *thank you*, but other people don't do that. Also, most people sit still during take-off and landing, but some will get up and walk around. People who think they don't have to follow the rules are probably the most difficult customers.

Sakura: My name is Sakura and I work in the reception of an international hotel. The big difference I see between cultures is how people greet each other. Some people shake hands, some don't touch at all and some bow. I'm from Japan and we always bow. But now that I work in Oman, I see lots of different ways to greet people. The guests at the hotel are from lots of different places, but generally they behave in a similar way. My role is to make everyone feel welcome. I always use people's surnames to greet them, and I always smile.

Amir: I'm Amir and I run tours in Egypt. I think there are big differences between people from certain countries, or regions. Some nationalities are really loud and will ask me lots of questions and chat with me, but others are very quiet – even when I ask them questions, they don't say much. Also, there's a big difference with tips. People don't have to tip, but people from some countries will give me a lot of extra money for my tours, while others never give anything extra.

- 3  2 Ask students to read the sentences before listening to the audio. Put students into pairs to compare their answers, then check answers as a class.


Extra support

If your students need extra help, have them underline key words in the sentences before listening.

If your students need an extra challenge, have them correct the false sentences.

Answers:

- 1 F (They make different food choices.)
- 2 F (People who think they don't have to follow the rules are probably the most difficult customers.)
- 3 T
- 4 F (She always uses people's surnames to greet them, and she always smiles.)
- 5 T
- 6 F (He says that some nationalities are really loud and ask him lots of questions and chat with him, but others are very quiet.)

- 4  2 Students do the activity from memory. Play the audio for them to check and complete their answers. Ask volunteers to call out the answers.

Alternative activity

Students listen to the audio and make notes of the key information (not complete sentences). They then work in pairs and complete the table from their notes. Join pairs to make groups of four to check and compare answers, before checking as a whole class.

Teaching tip

By asking students to listen and make notes of key information, without providing headings, you encourage them to listen in more detail, rather than listening only for specific information. This is an important study skill that can help them notice key information in any listening text.

Answers:

Speaker's name	Speaker's job	Countries they mention	Cultural differences they mention (topics)
André	flight attendant	USA, Canada	food; politeness
Sakura	receptionist	Japan, Oman	greetings
Amir	runs tours / tour guide	Egypt	speech, i.e. how loudly some people speak and how much they say; money, specifically tips

- 5 Students discuss the questions in groups. Encourage all students to participate equally and to give examples. Ask groups to share any interesting answers with the class.

Alternative activity

Do Exercise 5 as a class mingle. Ask students to speak to as many different people as possible in a set time. When the time is up, ask volunteers to share any interesting information they found out with the class.

Answers:

Students' own answers

 Reading

An article about cultural awareness

Warmer

Write the topics from Exercise 1 on the board (*food, health, hobbies, last weekend, sport, the news, work*). Do a class mingle. Tell students to imagine they do not know each other. Have them walk around the room. When you shout out one of the words on the board (e.g. *hobbies*), students stop and hold a one-minute conversation on that topic with the person closest to them. Use a timer. Repeat until you have used all seven topics.

- 1 Students discuss the questions in pairs. Encourage them to add their own ideas to the topics given. Open the discussion up to the whole class and add your own examples where possible.

Answers:

Students' own answers

- 2 Ask students if they have to read the article quickly or slowly (quickly). Have students read the article and do the activity. Check the answer as a class.

Alternative activity

Write the correct title on the board (*A little cultural knowledge can help a lot*). Put students into groups to predict the content of the article, then write their ideas on the board. Have students read the article quickly to check their predictions.

Answers:

3

- 3 Students read the article and do the activity individually. Check answers as a class.

Extra support

If your students need extra help, ask them to underline the words in the text that explain each person's problem, before having them do the activity. If your students need an extra challenge, ask them to write their own sentence to summarise each problem.

Answers:

1 language 2 office behaviour 3 a social situation

- 4 Check students know what a synonym is by writing *like, dislike, enjoy* on the board and asking: *Which two words are synonyms? (like, enjoy)* Ask: *What is a synonym? (a word or phrase that has the same or nearly the same meaning as another word or phrase)* Students do the activity individually, then compare answers in pairs. Check answers as a class. Drill the pronunciation of the new words chorally and individually.

Teaching tip

When teaching synonyms, it is important to point out that, although the words have very similar meanings, there are often still some important differences to consider. One difference is with collocation, e.g. We describe clothes as *casual*, not *relaxed*. Another difference is with register, one word may be more formal than another, e.g. *impolite* is more formal than *rude*. Finally, students should consider the connotations of the word chosen, e.g. *cheap* means inexpensive, but has a negative implication about quality. Explain that students can find this information in good dictionaries and should include it in their notes when they learn new words.

Answers:

1 satisfied 2 interact 3 co-worker 4 rude
5 behaviour 6 casual

- 5 Students do the activity individually. Check answers by nominating students to read aloud the correct sentences.

Answers:

1 cultures 2 more 3 difficult 4 Australian
5 informal 6 formal

DID YOU KNOW?



You can provide students with extra facts about foreign workers in the UAE. Explain that there are more foreign nationals living and working in the UAE than there are UAE nationals. The largest foreign community is Indian, and the smallest is made up of people from countries in Africa. Foreign workers are employed in many industries, but the majority are in construction, agriculture and hospitality. Ask students to consider why people move to the UAE, and what benefits and challenges there may be for them. Elicit ideas from the class.

- 6 Ask the question to a confident student. Then put students into groups to do the activity and encourage them to use the vocabulary from Exercise 4 where possible. Monitor and help with language and ideas as needed. Have groups share their favourite piece of advice with the class.

Extension activity

Have groups write their advice in leaflets that could be given to new arrivals in the country. Display the leaflets around the room. Students walk around reading them, then hold a class vote for the best three. Discuss what makes them stand out.

Answers:

Students' own answers

Vocabulary

Body language; Cultural attitudes

Warmer

Write: *Body language* on the board. Ask: *What is body language? (the way we communicate without using words)*. Elicit some examples of body language. Students can either describe or act out their suggestions. Put students into groups to discuss what they know about body language in other countries. Ask groups to share any interesting information from their discussions with the class.

Body language

- Students do the activity individually, then check answers as a class. Write the following three phrases on the board. Elicit where the stress goes in each phrase and underline the stressed words (**nod** your head, **shake** your head and shake **hands**). Model and drill the pronunciation of the new words and phrases chorally and individually.

Extension activity

Write the words and phrases from Exercise 1 on the board. Quickly act out each one as an example. Split the class into two teams and have two students from each team come up to the front. Shout out one of the words. The first pair to do the correct action, wins a point for their team. If both pairs do it at the same time, they both win a point. Change students and repeat the game.

Answers:

1 shake hands 2 bow 3 nod your head 4 wave
5 point 6 shake your head

- Students do the activity individually, then discuss their answers in pairs. Check answers as a class.

Answers:

1 b 2 b 3 a 4 a 5 b 6 a

Cultural attitudes

- Check that students understand *attitude (a feeling or opinion about something or someone, or a way of behaving that is caused by this)*. Students do the activity individually, then compare answers in pairs. Ask volunteers to read aloud the correct sentences.

Extra support

If your students need extra help, allow them to use dictionaries to complete the activity.

If your students need an extra challenge, ask them to write their own definitions for the new words in their notebooks.

Extension activity

The text in Exercise 3 recommends learning about other cultures' body language. Put students into teams and give them a quiz. Read aloud the following statements and have them decide if they are true or false. Check answers after each statement. After the quiz, ask each team to write three true or false statements about their own country that they could ask someone from a different country.

In Bulgaria, shaking your head means yes. (true)

In the UK, it is rude to sit cross-legged on the floor. (false)

In Thailand, it is very rude to touch a person's head. (true)

In India, it is rude to eat with your hands. (false)

In Europe, a strong handshake is considered aggressive. (false)

In the UK, tapping the side of your nose means something is a secret. (true)

Answers:

1 respect 2 customs 3 comfortable 4 sensitive
5 rude 6 hurt

- Students discuss the questions in pairs. Monitor and take notes on good and incorrect language use. After the activity, ask pairs to share their answers in a whole-class feedback session and give your feedback on language use.

Alternative activity

Do Exercise 4 as a class mingle. Students should speak to a different person for each question. They do not need to ask the questions in the correct order. Encourage them to add as much detail to their answers as possible. Consider setting a time limit for the activity. If students finish their five questions too quickly, they can repeat them as each new partner will give a different response.

Teaching tip

Doing delayed feedback can encourage more fluency during discussion activities. It is important to tell students that this is your intention so they know you are paying attention and they will receive the help they need at the end. When giving the feedback, try to cover the most common errors and also mention some positive points.

Answers:

Students' own answers

 Grammar

Modal verbs for rules and advice

Warmer

Elicit some examples of modal verbs and write them on the board. Put students into groups and ask them to write a list of as many of their school's rules as they can think of. Set a five-minute time limit. The group with the longest list wins. Have groups read aloud their rules using the modal verbs and encourage a class discussion.

- 1 Students do the activity individually, then check answers as a class. Ask: *What form does the verb take after a modal verb? (infinitive) Which word is contracted? (not)*

Teaching tip

Asking questions that encourage students to notice language helps them to contextualise the information they are given. It helps them to focus on the language around them and pay more attention to how it is used. This, in time, can make them more attentive and autonomous learners.

Answers:

must, don't need to, should, mustn't

- 2 Students do the activity individually, then compare answers in pairs. Check answers as a class and elicit an example sentence for each modal verb.

Alternative activity

Write the nine modal verbs on the board in a random order (*don't have to, mustn't, should, must, have to, ought to, don't need to, be supposed to, need to*).

Ask the following questions and write the answers on the board:

Which modal verbs do we use to say you are required to do something? (have to, need to, must)

*Which modal verbs do we use to say you are required **not** to do something? (mustn't)*

Which modal verbs do we use to say it is not necessary to do something? (don't have to, don't need to)

Which modal verbs do we use to give advice? (ought to, should, be supposed to)

Answers:

1 must 2 don't need to 3 mustn't 4 should

WATCH OUT!



Read the information in the box aloud. Then write the following sentences on the board:

1 *Parent: You ___ turn off the TV when you eat. (must)*

2 *Child: I ___ turn off the TV when I eat. (have to)*

Ask: Who decides it is necessary for the child to turn off the TV? (the parent)

Elicit the correct modal verb for each sentence, then elicit further examples of people that decide rules for others (*boss, teacher, parent, etc.*).

Write the following sentences on the board:

1 *I must send an email to Zeina.*

2 *I have to send an email to Zeina.*

Ask: In which sentence does the speaker decide it is necessary? (sentence 1)

In which sentence does someone else think it is necessary to send the email? (sentence 2)

- 3 Students do the activity individually, then compare answers in pairs by acting out the conversation. Check answers as a class.

Answers:

1 have to 2 should 3 have to 4 don't need to
5 should 6 need to 7 am not supposed to 8 have to

- 4 Elicit an answer for sentence 1 as an example. Students work in pairs to do the activity. Call on pairs to read aloud their sentences. Encourage the class to say if they agree or not.

Answers:

Students' own answers

- 5 Demonstrate the activity by talking for one minute about your own job. Put students into mixed-ability groups to do the activity. Monitor and make notes on incorrect use of model verbs. Hold a whole-class feedback session to present and correct the errors.

Extension activity

Play '20 questions'. Students work in groups. One student chooses a profession (e.g. *cleaner*). The other students ask up to 20 yes or no questions using the modal verbs to try and guess the profession, e.g. *Do they have to wear a uniform?* They continue until they guess the profession or ask 20 questions, then another student chooses a profession.

Answers:

Students' own answers

Warmer

Write on the board: *Presentations*. Ask the class to say the first words that come to mind when they see the word. Write their answers on the board. In small groups, students discuss their experience and opinions of giving presentations.

Task model

- 1 Students answer the questions in pairs. Ask pairs to share their answers to question 2 with the class.

Answers:

Students' own answers

- 2 3 Read aloud the topics, then play the audio. Students do the activity individually, then allow them to compare in pairs. Check answers as a class.

Extra support

If your students need extra help, pause the audio after each answer is given.

If your students need an extra challenge, ask them to add the other two topics that are mentioned to their list (*shoes, lateness*).

Answers:

a 2 b 4 c 3 d 5 e 1

Audioscript: Track 3

Presenter: Hello, everyone, and welcome to this short presentation on Japanese culture. Japan has many different traditions. First, let's talk about greetings. You'll notice that everyone bows – they don't shake hands like many other countries do.

Speaker 1: Are we supposed to bow, too?

Presenter: That's a good question. You don't need to bow, but please do if you want to. Also, if someone gives you their business card, to show respect, you should take it with both hands and read it carefully. Now, let me tell you about communication. Japanese people aren't direct and they don't speak loudly. It's important to respect these two things.

Next, food. There's a big variety of food in Japan – it's not just rice and sushi! All Japanese people can use chopsticks, but many people use forks, too. They rarely eat with their hands. And finally, Japanese people never tip. That just isn't a part of their culture. Do you have any questions?

Speaker 2: Yes, why don't they tip? Isn't that rude?

Presenter: I think it's because they believe that they're already paying for good service, and they don't need to pay extra. And I'm not aware of people ever being upset by it.

Speaker 1: Should we always take our shoes off indoors?

Presenter: It depends on the situation. In most people's houses, it's normal, yes. The best idea is just to copy what you see others doing.

Speaker 3: Are Japanese people often late?

Presenter: What an excellent question! Japanese people are always on time. Being late is considered very rude in Japan. Are there any more questions?

Speaker 2: Can you give us another presentation on some basic Japanese phrases?

Presenter: Let me think about that... I think that might be better done by one of my colleagues. I'll find out for you.

I can see someone over there raising their hand. Yes, what's your question, please?

- 3 3 Students do the activity in pairs. Play the audio for them to check their answers. Check answers as a class by calling on individual students to read aloud the complete sentences.

Extension activity

In pairs, students choose one Japanese custom they would like to introduce in their own country. They should include several reasons why. Join pairs to make groups of four. Groups debate their choices and make a final decision on which custom to introduce.

Answers:

1 shake hands 2 bow 3 business cards 4 shout 5 chopsticks 6 tip

Useful language

Managing questions

- 4 4 Students do the activity individually. Play the audio for them to check their answers. You may like to play the audio again for students to listen and repeat.

Answers:

1 That's a good question. 2 Do you have any questions? 3 I think it's because ... 4 I'm not aware of ... 5 What an excellent question! 6 Let me think about that.

Audioscript: Track 4

- 1 That's a good question.
- 2 Do you have any questions?
- 3 I think it's because...
- 4 I'm not aware of...
- 5 What an excellent question!
- 6 Let me think about that.

- 5 Students do the activity individually, then compare their answers in pairs. Call on students to read aloud the phrases in each section. Correct pronunciation as needed.

Extension activity

In small groups, students take turns to speak for a minute on a topic they know well (e.g. *their hobby, their city, etc.*) When they have finished, they use the Useful language to ask for, and respond to, their audience's questions. Tell students to make a note of questions they can ask while they are listening.

Answers:

Ask for questions: Do you have any questions? Is there anything else you want to know?

Reply to a question: That's a good question. What an excellent question!, I'm glad you asked. Yes, that's very interesting. I'm not aware of ...

Give yourself time: Let me think about that. Give me a moment. Well, ...

Say you don't know or are not sure: I think it's because ... I'm not sure about that.

Check understanding: Is that clear? Does that make sense?

- 6 Tell students your own answer as an example, then put them into pairs to answer the question. Monitor and encourage them to answer in as much detail as possible.

Answers:

Students' own answers

Task preparation

- 7 Read aloud the task instructions and elicit another topic as an example (e.g. *body language*). Give students time to choose their country and topics.

Answers:

Students' own answers

- 8 Have students complete the *Web research* task. Allow time for them to organise their ideas and complete their notes.

WEB RESEARCH



Ask students to read the *Web research* task and check that they understand it. Make sure students do their research in English and take notes. Encourage them to find out as much detail as possible and help with language as needed.

Answers:

Students' own answers

- 9 Put students into groups to do the activity. Explain that, after each presentation, the audience will ask questions. Make sure students make a note of the questions they want to ask.

Answers:

Students' own answers

Speaking task

Give a presentation about customs in a country

- 10 Remind students to use the *Useful language* from Exercise 5 and to ask the questions they wrote in Exercise 9. Direct students to the *Career skills* box and tell them to utilise these skills in the presentations. You may like to have one student in each group time the presentations to make sure everyone has an equal turn to speak and answer questions. Students work in their groups to give their presentations. Monitor and make notes on what they do well and what could be improved.

CAREER SKILLS: Speaking with confidence and fluency



Ask students to read the *Career skills* or read it aloud. Check that they understand the information. Ask: *Why should you just have notes, and not everything written, when you give a presentation? (It makes it more natural. It encourages you to make more eye contact.)*

Extra support

If your students need extra help, allow time for them to practise on their own before they give their presentations.

If your students need an extra challenge, encourage them to plan which discourse markers they will use in their presentations.

Alternative activity

Students work in pairs to record informative videos about the countries they have chosen. They take turns to interview each other about their countries and use as many of the useful phrases as possible. Once pairs have their videos, join them to make groups of six and have them watch the videos. Each group could then choose their favourite video to show to the class.

Answers:

Students' own answers

Feedback

- 11 Pairs or groups work together to do the activity. Hold a whole-class feedback session and ask students to share their answers to the last questions.

Answers:

Students' own answers

Warmer

Play a memory chain game. Write: *When I travel, I like to find out about...* on the board. Elicit a possible answer and write it on the board (*the food*). Nominate a student to continue. They will repeat the sentence, the example answer and add their own idea. Then they nominate the next person. The next person repeats the two answers and adds their own idea. If a student makes a mistake or can't think of an idea, the previous player nominates a different student. If three consecutive students make mistakes, the last player to say the sentence correctly, wins.

- 1 Students discuss the questions in pairs. Ask pairs to share their answers to question 3 with the class.

Teaching tip

Discussion questions that serve as a lead-in for the lesson are useful for helping students to relax and start thinking about the topic. They activate students' schemata, which prepares them for the content of the lesson. At this level, it is not usually beneficial to focus on accuracy during these discussion questions, although it can be helpful to write relevant new language on the board for use during the lesson.

Answers:

Students' own answers

- 2 Allow time for students to read the information sheet and answer the questions individually. Discuss answers as a class.

Answers:

1 tourists 2 Students' own answers

- 3 Have students do the activity individually, then compare answers in pairs. Ask volunteers to read aloud their answers. For some questions there is more than one possible answer.

Answers:

- 1 What to expect from Jaipur
 - 2 Welcome to this beautiful city...
 - 3 Keep your distance. Take care with your body language. Dress smartly. Don't worry about time.
 - 4 You shouldn't immediately shake hands... However, you shouldn't look untidy. Clothes must always be clean and smart.
 - 5 because, However, finally
 - 6 Finally, have a great stay in this fantastic city!
- 4 Elicit one idea from the class as an example. Explain that students should think about things which might be different to other countries. Allow time for them to think of their ideas and help with language as necessary.

Extra support

If your students need extra help, ask leading questions such as: *What do you do when you meet someone? What kind of clothes do people usually wear? Is it OK to be late? Do people share food in restaurants?*

If your students need an extra challenge, have them write two extra tips and encourage them to think of less obvious, more surprising information.

Answers:

Students' own answers

- 5 Go through the *Writing tip* as a class. Remind students to refer to the example text and the tips in Exercise 3 to help them structure their visitor information sheets. Allow time for students to do their writing. Monitor and make sure students are using short sentences and bullet points.

WRITING TIP: Connecting ideas

Read the information aloud and explain that cohesive means that the sentences are connected clearly, making the text read easily from beginning to end. Go through each connector and elicit example sentences. Write the best examples on the board.

For *however*, explain that it is used to present surprising or contrasting information, e.g. *People eat a lot of spicy food; however, they rarely have spicy food for breakfast. Underline eat a lot and rarely eat to show how the information is contrasting.*

Extension activity

Put students into pairs to peer correct their writing. Ask them to use the checklist in Exercise 5 and tick every example they find of each of the points. Remind them also to check the use of the modal verbs and following verb agreement. Students should underline any errors they think they find so their partner can make the necessary corrections. Allow time for students to correct their writing before collecting it in.

Answers:

Students' own answers

I CAN...

Ask students to complete the checklist. Check students understand that 1 is the lowest end of the scale and 5 is the highest.

How to use the Workbook pages

There are a number of different ways that the Workbook pages can be used depending on your teaching situation and students:

1 In the classroom: the procedure notes below are designed for the Workbook exercises to be used in the classroom as a standard lesson using a communicative approach. The material consolidates the main vocabulary, grammar and useful language from the unit.

2 For homework: the Workbook exercises can also be set as homework. For example, if you have taught the vocabulary lesson in your class, you can set the first two vocabulary exercises of the Workbook page for homework. If you have time it's always a good idea to go through the homework with your students at the start of your next class.

3 As an extra test: if required, you can use the Workbook page as an extra test. Remember to set an appropriate time limit for the test. The material has been conveniently divided into Vocabulary, Grammar and Useful language sections.

Vocabulary

Body language

- Split the class into two teams and give each team a board marker. Read aloud the first sentence and pause for the gaps. Teams decide the correct answer, then one person runs up to write it on the board. The first team to write the correct answer wins. Continue with the remaining sentences. A different student should write each time.

Answers:

- 1 shake hands 2 bow 3 nod, head(s)
4 shake, head(s) 5 point 6 wave

Cultural attitudes

- Students do the activity individually. Then, put students into pairs and have them take turns to read aloud the sentences to compare their answers. Check answers as a class and clarify any doubts they have.

Answers:

- 1 customs 2 rude 3 hurt 4 comfortable 5 respect

Grammar

Modal verbs for rules and advice

- Students do the activity individually, then compare their answers in pairs. Nominate students to read aloud their sentences to the class. Ask if any students had different answers to their partners and explain why the answer is correct (e.g. *In number 2, we use don't have to because the food is free, so it is not necessary to pay. This is a fact, not a piece of advice.*)

Answers:

- 1 have to 2 don't have to 3 ought to 4 mustn't
5 need to

- Have students complete the activity individually, then read the text aloud for them to check their answers. If necessary, remind students that *should* is used to talk about what we think we should do, whereas *be supposed to* is used to talk about what other people think we should do.

Answers:

- 1 have to 2 mustn't 3 don't need to
4 are supposed to 5 should

Useful language

Managing questions

- Give each student either a sentence beginning or ending to memorise. Do a class mingle where students tell each other their part of the sentence and look for a student to complete it, e.g. the students with *That's a* should look for the students with *good question*. When they find a partner, they should shout out their complete sentence together and sit down. Then check answers as a class and allow students time to complete the activity in their books.

Answers:

- 1 d 2 a 3 e 4 c 5 b

Website

Unit 7 test

Unit 8

Effective management

UNIT OVERVIEW

Learning outcomes

Students can...

- use vocabulary to talk about roles and responsibilities.
- use reported speech.
- report events and give praise.
- write a staff newsletter.

Listening

Workplace conversations

Reading

A blog post with management tips

Vocabulary

Roles and responsibilities

Grammar

Reported speech

Career skills

Useful language: Praising staff

Speaking task: Report events and give praise

Career skills: Contributing to the success of an organisation

Writing

A staff newsletter

Writing tip: Including time phrases

Workbook

Vocabulary: Roles and responsibilities

Grammar: Reported speech

Useful language: Praising staff

Listening and reading

Warmer

Write on the board: *manager*. Check students understand the meaning. Elicit responsibilities that managers have (e.g. *help employees*). Create a word map on the board from students' ideas. Put students into groups to discuss if they would like to be a manager one day. Check answers with a class poll.

Lead-in

- 1 Students discuss the questions in pairs, before sharing their ideas with the class.

Extra support

If your students need extra help, ask leading questions to encourage their discussions, e.g. *Where do they work? Do they all have the same job?*


If your students need an extra challenge, have them act out the conversation they imagine the people are having.

Answers:

Students' own answers

Listening

Workplace conversations

- 2  5 Play the audio for students to do the activity. Check answers as a class.

Answers:

a 2 b 3 c 1

Audioscript: Track 5

1

Ms Aziz: Come in.

Salma: You wanted to see me, Ms Aziz?

Ms Aziz: Oh yes, Salma, come and sit down. You've been in cabin crew for three years now, so I wanted to talk to you about becoming a supervisor. Is that something you'd be interested in?

Salma: Oh yes, definitely!

Ms Aziz: Good, I'm glad to hear that. I think you'd be good at the role. You're good at planning, and you work well with others.

Salma: Thank you.

Ms Aziz: Now, you'll need to go on the training programme for new supervisors. I think the next programme starts on 16 May. I'll call the department now and try to register you.

Salma: OK, that's great.

2

Mr Zeidan: Excuse me, Salah. Can I talk to you, please?

Salah: Of course, Mr Zeidan.

Mr Zeidan: I've noticed that you've arrived late to work a few times recently.

Salah: Oh... yes. I'm sorry about that.

Mr Zeidan: Is everything OK?

Salah: Yeah, but sometimes it's difficult to find a place to park in the mornings.

Mr Zeidan: Well, you should get here earlier, then. You're the assistant manager, so it's important that you set a good example to your team. I'd like to see an improvement in this.

Salah: Yes, sir.

3

Customer: Good afternoon, I'd like to speak to the person in charge of deliveries, please.

Customer agent: Of course, madam, I'll put you through to the Delivery Manager right away. What's the company name, please?

Customer: It's the Island Spa Resort.

Customer agent: Hold on one moment, please.


Delivery Manager: Hello, Delivery Manager speaking. How can I help you?

Customer: Hi. I'd like to schedule a different delivery time for our cleaning products. At the moment, the delivery arrives on a Thursday evening, and we're very busy at that time, so I'd like to schedule it for Tuesday morning instead.

Delivery Manager: OK, let me see what I can do. Can I call you back later?


Customer: Yes. But can you call back after five, please? I need to go to a meeting now.

Delivery Manager: OK, no problem.

3  5 Play the audio for students to do the activity. Check answers as a class.

Answers:

- 1 organised 2 16 May 3 admits
4 change his behaviour 5 a time 6 after five o'clock

4  5 Check that students understand the tasks in the list. Have students do the activity, before playing the audio again to check. Put them into pairs to discuss their answers, then check answers as a class.

Answers:

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

5 Students do the activity individually, then compare answers in pairs. Nominate students to read aloud the correct sentences.

Extension activity

Ask: *Did the managers handle the situations well in the audio? Why / Why not?*

Tell students to imagine that they are the managers and two of the situations are not resolved. Salah from conversation 2 is still arriving late, and the next delivery from conversation 3 came on Thursday again, not Tuesday. Put students into small groups to discuss what the managers should do now. Ask groups to share their ideas with the class.

Answers:

- 1 You wanted to see me, Ms Aziz?
2 Excuse me, Salah, can I talk to you, please?
3 Good afternoon. I'd like to speak to the person in charge of deliveries, please.

6 Students discuss the questions in pairs. Ask students to share their partners' answers to question 1 with the class.

Alternative activity

Tell students to choose the two tasks that they think they would be best at from the list in Exercise 4. Do question 1 from Exercise 6 as a class mingle. Students ask 10 people and make notes of their answers to find the most popular tasks. Students share their findings with the class and discuss the results.

Answers:

Students' own answers

Reading

A blog post with management tips

Warmer

Put students into groups and ask them to write a list of as many personality adjectives as possible in two minutes. The group with the longest list is the winner. Ask groups to go through their lists and circle the adjectives that describe a good manager. Have groups share their answers with the class.

- 1 Students discuss the questions in pairs. Check answers to question 3 as a class.

Alternative activity

Do Exercise 1 as a whole-class discussion. Ask additional questions e.g. *Should a manager always be strict? What would be the most difficult thing about being a manager?* Write any useful new language on the board.

Answers:

Students' own answers

- 2 Ask: *Should you read the text slowly in detail or quickly for the general idea?* (quickly) Allow a short time for students to do the activity, then check answers as a class.

Alternative activity

Give students a copy of the text without the headings and have them predict the possible missing headings. Students compare predictions in small groups, then check their answers against the real headings.

Answers:

1 d 2 b 3 a 4 c

- 3 Students do the activity individually, then compare answers in pairs. Drill the pronunciation of the new words chorally and individually, then elicit an example sentence for each one and write them on the board.

Alternative activity

Put students into pairs or small groups to discuss what they think each word in bold means. Have them write their own definitions from their ideas, then allow time for them to check their predictions using a dictionary. Check their answers by reading aloud the synonyms from Exercise 3 and having the class respond with the correct words.

Answers:

1 leader 2 choices 3 strategies 4 are in charge of 5 praise

- 4 Read aloud the instructions and ask: *Do you have to use all the phrases from the box?* (no) Students do the activity individually. Read the completed summary aloud, pausing at each gap for students to shout out the answers.

Extra support

If your students need extra help, remove the extra two phrases (*to give tasks, to make decisions*). You could also tell them how many words are missing from each gap.

If your students need an extra challenge, have them add extra sentences to the summary using the two extra phrases.

Teaching tip

If a student volunteers to read out their answers, make sure to praise them for their confidence and participation and do not focus negatively on incorrect responses. One way to handle an incorrect answer could be to ask: *Does anybody have a different answer?* You can then explain why the answer is correct so that the focus is on the correct answer, rather than the incorrect one.

Answers:

1 to listen to 2 to give praise 3 to follow 4 to do 5 to get better

- 5 Read aloud the *Did you know?* box. Students do the activity in pairs. If necessary, give your own example to help them (e.g. *a good manager should be hardworking*). Put students into groups to share their ideas.

DID YOU KNOW?



Ask students to speculate on what a boss could do to make a person quit their job. Then, provide students with extra facts about bosses, e.g. some countries including the USA and Australia celebrate National Boss's Day on 16 October. However, one recent study found that 3 out of 4 people said their boss was the most stressful thing about their job.

Extension activity

Students work in pairs to prepare an interview between a reporter and a business expert. The reporter asks what it takes to be a good manager and the business expert shares their top tips. Students should include ideas from the text and their own ideas. They should also try to use the new vocabulary from Exercise 3. Set a time limit for preparation, then join pairs to make groups of six and have them act out their interviews for each other.

Answers:

Students' own answers

 Vocabulary

Roles and responsibilities

Warmer

Do a vocabulary review. Stick five pieces of paper up around the room. On each paper, write one of the synonyms from SB page 15, Exercise 3 (*boss, decisions, techniques, control, good feedback*) and the target word (*strategies, praise, leader, choices, be in charge of*) with the letters jumbled e.g. *boss: d e l r a e (leader)*. Students work in pairs to order the letters and write the words in their notebooks. Check answers.

- 1 Students do the activity individually, then compare answers in pairs. Check answers as a class. Modal and drill the correct pronunciation of the verbs chorally and individually.

Alternative activity

Photocopy and cut up sets of the verbs and definitions. Put students into pairs to match them. Alternatively, write the two lists on the board and ask volunteers come to the board and draw lines to match them.

Answers:

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

- 2 Do question 1 as an example, then have students complete the activity individually. Put them into pairs to discuss their answers, before checking answers as a class.

Answers:

1 is in charge 2 train 3 schedule 4 assist
5 produce 6 maintain 7 supervise

- 3 Students do the activity individually, or in pairs. Check answers as a class and point out that some verbs and nouns are spelt the same, but not always.

Teaching tip


Help your students to find a good quality learner's English dictionary. This should not be a translation dictionary as they do not give the same depth of information in their explanations. Spend time familiarising your students with the information available in their dictionaries such as meaning and use, part of speech and pronunciation.

Extension activity

Write the table from Exercise 3 on the board and start with *assist*. Elicit the number of syllables and write them next to the word (2). Next, elicit the stress pattern and write it underneath (o O). Put students into pairs to do the same for the remaining words in the table. Ask volunteers to come to the board, write their answers and pronounce the words. Drill any words students pronounce incorrectly chorally and individually. Encourage students to notice how to stress pattern changes between the verbs and the nouns.

Answers:

1 assistant 2 maintenance 3 management
4 producer 5 schedule 6 supervisor 7 trainee

- 4  6 Students do the activity individually. Play the audio for them to check their answers. Clarify any doubts.

Extra support

If your students need extra help, provide the first letters of the missing words.

If your students need an extra challenge, have them cover the table in Exercise 3 before doing the activity.

Answers:

1 in charge of 2 assistants 3 supervise 4 manage
5 maintenance 6 schedule 7 trainee 8 produce

Audioscript: Track 6

Noha: I'm the manager of an airline catering company. I'm in charge of a team of 50 people. They're a great team – really hard-working. I have two assistants, who help with ordering ingredients, and they make my job much easier. I supervise all the food orders and answer questions from the employees. I'm also responsible for deliveries – I manage the deliveries of the meals and snacks to the airlines.

Samer: I'm the vehicle maintenance manager for a desert tour company. We use 4x4 trucks to take people on our tours, and I'm responsible for checking the cars after the tours. I have to schedule regular safety checks for lots of different parts of the cars. At the moment, we've got a new trainee mechanic on the team. I've asked her to produce some information about new trucks for the other mechanics, and she's doing really well. I love training new people.

- 5 Model the activity, then put students into groups to talk about the jobs. Encourage them to use as many of the phrases as possible for each job. Monitor and correct pronunciation on the spot. Make notes on language use and hold a whole-class feedback session at the end.

Answers:

Students' own answers

Grammar Reported speech

Warmer

Put students into two teams. Whisper a sentence to the first person in each team, e.g. *My boss said I had to train the new teachers.* They then whisper it to the next person and so on. The last person in each team writes the sentence they hear on the board. The team with the closest answer to the original sentence, wins.

- 1 Students do the activity individually. Check answers as a class.

Answers:

a 3 b 1 c 2

- 2 Students complete the rules individually. Check answers as a class. Explain that direct speech is written with speech marks. Elicit that *will* changes to *would* in reported speech.

Alternative activity

On the board, write: 1 *'I'm not happy.'* 2 *I told the delivery driver I wasn't happy.* Ask: *Which sentence is direct speech?* (1) Point out the speech marks. Have a volunteer come to the board and circle the verbs (*'m, told, wasn't*). Elicit the tenses (*present simple, past simple*).

Ask: *What happens to the verb?* (*It goes back one tense.*) From Exercise 1, read sentences c and 2 aloud. Ask: *What happens to the pronoun?* (*You changes to they.*) Read sentences b and 1 aloud. Ask: *What happens to the time?* (*Tomorrow changes to the next morning.*) *What happens to the place?* (*There changes to here.*) Explain that we only change the person, time and place if that information is different at the time of reporting, e.g. it is a different day, we are talking to a different person or we are in a different place.

Answers:

1 wasn't 2 they 3 here
4 the next / following morning

- 3 Students do the activity individually, then compare answers in pairs. Check answers as a class.

Answers:

1 she wanted to change her job 2 I could change my money there 3 he would arrive late the following / next day 4 they would call me a taxi

- 4 Students complete the rules individually, then check answers as a class. Direct students to the *Watch out!* box.

WATCH OUT!

Explain that, in reported questions, we change the question structure (*will it be*) to a statement structure (*it would be*). Elicit further examples of both direct and reported speech for each question structure.

Alternative activity

Explain that we say something, but we tell someone something.

Write: *She ___ that...* and *They ___ me that...* on the board and elicit the verbs (*said, told*).

Ask students to find an example of a reported question in the email in Exercise 1 (*sentence 2*). Explain that this is a yes / no question and elicit the structure. Write it on the board: *ask + if + subject + verb*.

Elicit a question with *where* and write it on the board. Write the reported structure (*ask + question word + subject + verb*). Elicit the reported question.

Answers:

1 told 2 said 3 if

- 5 Students do the activity individually, then compare answers in pairs. Check answers as a class. Ask why answers are correct, e.g. *We use said because we do not know who he is telling. Will changes to would to reflect the tense change and tomorrow changes to the next / following day as we cannot be sure the direct and reported speech are both said on the same day.*

Extension activity

Ask students to think of a present simple statement about themselves (e.g. *I want to be an accountant*) or question (e.g. *Where are you from?*) Do a class mingle. Students tell each other their statements or ask their questions. The person they speak to writes down the reported speech and the name of the person (e.g. *Naji told me he wanted to be an accountant* or *Roula asked where I was from*). Volunteers read out some of their sentences.

Answers:

1 Hani said the delivery would arrive the following / next day.
2 Amir told his manager (that) he could help with the bookings.
3 Dan said he was the manager.
4 The manager asked Reem if she could come in early the following / next day.

Warmer


Write the following sentence on the board: *Most people are motivated more by praise and recognition than by money.* Put students into small groups to discuss the statement, decide if it is true or false (*true, around 70% of people are more motivated by praise and recognition*) and explain their reasons why. Have groups share their answers with the class.

Task model

- 1 Model the activity by asking a confident student to describe photo a to the class. Put students into pairs to do the activity. Tell them to take turns to describe the photos and encourage them to add any details their partners miss.

Answers:

Students' own answers

- 2  7 Play the audio and pause it after the first answer. Check answers, then play the audio for students to complete the activity. Check answers as a class.

Answers:

1 e 2 b 3 d 4 a 5 c

Audioscript: Track 7

1

Manager: What did you do about the problem with the noisy air conditioning in room 243?

Receptionist: I asked if the family wanted to change rooms so they could sleep better, but they said no. So, I've sent someone to look at it now.

Manager: Well done. I hope that's acceptable for them.

2

Manager: Hmm... we need to change the seating arrangement in meeting room 5 for tomorrow's event.

Receptionist: It's OK, I asked Farah to assist me, and we've already done it. I knew you were very busy today, so I wanted to help.

Manager: Oh, great! I appreciate that. Keep up the good work!

3

Waiting staff: A customer just told me she really liked the new menu in the restaurant.

Manager: I'm pleased to hear that.

Waiting staff: Yes, we all worked really hard on it, so it's great to finally be sharing it with our guests.

Manager: Well, I'm impressed. You did a great job!

4

Receptionist: I took some sweets up to Mr Awad's room for his daughter. She fell over when she was running near the swimming pool earlier today, and I saw she was upset.

Manager: That was nice of you!


Receptionist: Thanks. He called reception later and said she seemed much better after the sweets!

5

Manager: How's the online booking system looking now?

Receptionist: Much better. The room bookings page already worked well, but we've updated the events booking page so it's clearer. On the feedback forms, customers said they didn't like it. Now I think it looks much better.

Manager: I agree. That's a great improvement.

- 3  7 Play the audio for students to do the activity. Put students into pairs to discuss their answers. Check answers as a class.


Extension activity

Practise using reported speech. Play the audio again and ask students to make a note of what the manager says in response to the information she is given in each conversation. Pause the audio after each conversation for students to make their notes. Put students into pairs to tell each other what the manager said using reported speech, e.g. *1 She said she hoped that was acceptable.* Ask volunteers to share their answers with the class and have the class say if they are correct.

Answers:

1 b 2 a 3 c 4 b 5 b

Useful language Praising staff

- 4  7 Have students complete the activity individually, before playing the audio for them to check their answers. Read the phrases aloud and drill them chorally and individually.

Answers:

1 done 2 appreciate 3 Keep 4 impressed 5 job
6 nice 7 improvement

- 5 Allow time for students to write their lists. Encourage them to include at least five things. If necessary, give some examples (*eat healthily, help family, tidy room, etc.*). Have a stronger pair model the activity, then have pairs take turns to read out their sentences and praise each other. Remind them to be emphatic for the exclamations.

Extra support

If your students need extra help, provide a more detailed example of the exercise by listing your own good things and eliciting appropriate responses. After each one, ask if there are any praise phrases that do not work with what you said.

If your students need an extra challenge, have them swap partners and repeat the exercise.

Answers:

Students' own answers

Task preparation

- 6 Direct students to the *Career skills* box. Allow time for pairs to make notes of their solutions to each problem. Monitor and help with language as needed.

CAREER SKILLS: Contributing to the success of an organisation



Ask students to read the *Career skills* or read it aloud. Check that they understand the information. Ask why it is important for employees to try and solve problems (e.g. *it shows initiative, they are often customer facing, a manager is not always available*).

Answers:

Students' own answers

- 7 Check that students understand what an expert is (*someone who has a lot of skill in something or a lot of knowledge about something*). Allow time for students to do their research then put them in small groups to share their results.

WEB RESEARCH



Ask the students to read the *Web research* task and check that they understand it. You may like to explain that these are common problems in the hospitality and tourism industry that require expert services. Allow time for them to do their research. It may be necessary to do the research in their native language in order to find the best, local information, but all reporting of the information should be done in English.

Answers:

Students' own answers

- 8 Students do the activity individually. If necessary, refer them to Listening Exercise 5 for some examples (SB page 14 Exercise 5).

Answers:

Students' own answers

Speaking task

Report events and give praise

- 9 Students work with a new partner. Allow time for them to choose their roles and select a problem. If necessary, model the activity with a stronger student.

Explain that you will monitor and make notes on communication and language use. Students act out their role plays. Have a brief whole-class feedback session before students do the following activity.

Extra support

If your students need extra help, allow time for them to make notes of any phrases they remember to help them with each step of the role plays.

If your students need an extra challenge, have them close their books and try to recreate their role plays.

Alternative activity

Students work in groups of four and each choose one of the situations from Exercise 6 (a different situation for each student). They should imagine they are the manager of the company and have to give a short presentation at their monthly staff meeting. In their presentation, they will describe the problem, talk about the employee that dealt with it and give their reflections (praise and or suggestions for what could be improved). Give students time to prepare their presentations and ask them to speak for at least one minute.

Students stand up and deliver their presentations to their groups.

Answers:

Students' own answers

- 10 Consider having students change partners again. Students repeat the role plays, taking on the other role for each situation this time (i.e. if they were the manager for situation 1 last time, they will be the employee this time). Remind them to act on the feedback they received after the first role plays.

Answers:

Students' own answers

Feedback

- 11 Pairs or groups work together to do the activity. Hold a whole-class feedback session and ask students to share any interesting answers with the class.

Extension activity

Put students into groups. Each group will make a poster to display five tips on *How to solve problems at work*. Elicit one or two ideas from the class before they start and write them on the board (e.g. *stay calm, imagine yourself in the customer's situation, etc.*) When students have finished the posters, stick them up around the room. Groups read the other posters and discuss their favourite tips.

Answers:

Students' own answers

Warmer

Tell students to imagine they work for a big company. Put them into small groups and ask them to discuss the following question: *Where and how can you find out new information about your company?* Write the question on the board. After their discussions, have groups write their ideas on the board. As a class, decide which methods are the most likely.

- 1 Answer question 1 as a class, then have students continue the discussion in pairs. Students share their ideas with the class. Write any useful, new language on the board.

Alternative activity

Do Exercise 1 as a whole-class discussion. Ask additional questions to initiate and expand the discussion, e.g. *What is news? What might be news in a workplace? What is the aim of a workplace newsletter?* If you have a school newsletter, bring in a copy to discuss and compare to the example given in Exercise 2.

Answers:

Students' own answers

- 2 Tell students to read the newsletter quickly and do the activity. Check answers as a class.

Answers:

1 b 2 c 3 a 4 d

- 3 Students do the activity individually, then discuss answers in pairs. Encourage students to refer to the text to support their answers. Check answers as a class and elicit the correction for sentence 2.

Answers:

1 T 2 F – headings should be short 3 T 4 T

- 4 Refer students to the section headings in Exercise 2 and ask if these would be the same or different for a travel agent. Allow time for students to choose their headings. Monitor and help with ideas as needed.

Extra support

If your students need extra help, elicit some ideas from the class (e.g. *special offers, sales figures, new destinations, employee of the month*) and write them on the board. Students can then choose from these or write their own.

If your students need an extra challenge, have them include an extra heading.

Answers:

Students' own answers

- 5 Explain that students should invent the information. They need to use their imaginations. If necessary, give a brief example of your own (e.g. *Special offers: an all-inclusive one-week family holiday to Kuala Lumpur for \$600 per adult and \$450 per child*). Allow time for students to make their notes. Monitor and help with language and ideas as necessary.

Teaching tip

Some students can find it very difficult to invent information from scratch. You may need to provide extra support for this activity. Consider allowing them to do some web research on a travel agent before making their notes.

Answers:

Students' own answers

- 6 Read the *Writing tip* as a class. Remind students to organise their writing into clear, headed sections. Allow time for students to write their newsletters.

WRITING TIP:
Including time phrases



Read the information aloud. Ask: *Why is it important to tell people when something will happen?* (e.g. *Because the aim of a newsletter is to inform people about things. Also, it could affect their work.*) Ask students to find examples of time phrases within the example newsletter in Exercise 2.

Elicit further examples of time phrases and write them on the board (e.g. *over the next two weeks, on Friday morning, by next Monday, once we hear from head office, etc.*)

Answers:

Students' own answers

- 7 Put students into pairs to check and discuss their newsletters.

Extension activity

Stick the newsletters up around the room. Have students walk around, read them and choose the two companies that they would like to work for, based on the information in their newsletter. Bring the class back together and discuss what helped students make their decisions.

Answers:

Students' own answers

I CAN...

Ask students to complete the checklist. Check students understand that 1 is the lowest end of the scale and 5 is the highest.

How to use the Workbook pages

There are a number of different ways that the Workbook pages can be used depending on your teaching situation and students:

1 In the classroom: the procedure notes below are designed for the Workbook exercises to be used in the classroom as a standard lesson using a communicative approach. The material consolidates the main vocabulary, grammar and useful language from the unit.

2 For homework: the Workbook exercises can also be set as homework. For example, if you have taught the vocabulary lesson in your class, you can set the first two vocabulary exercises of the Workbook page for homework. If you have time it's always a good idea to go through the homework with your students at the start of your next class.

3 As an extra test: if required, you can use the Workbook page as an extra test. Remember to set an appropriate time limit for the test. The material has been conveniently divided into Vocabulary, Grammar and Useful language sections.

Vocabulary

Roles and responsibilities

- Students do the activity individually, then check answers in pairs. Go around the class with students each reading aloud one sentence of the completed text for the rest of the class to check their answers. Correct any pronunciation issues on the spot.

Answers:

1 produces 2 supervise 3 train 4 maintain
5 assist 6 schedule

- Split the class into two teams and give each team a board marker. Shout out one of the verbs. The first team to write the correct noun wins a point for their team. Then have students complete the table in their books.

Answers:

1 assistant 2 manager 3 producer 4 supervisor
5 trainer / trainee

Grammar

Reported speech

- Do question 1 at the board as an example. Elicit why *told* is the correct answer (*We say something, but we tell someone.* The verb *said* cannot be followed by an object pronoun. The answer cannot be asked because it is not followed by a question word or if). Have students do the remaining questions individually, then nominate students to read their sentences aloud to check their answers.

Answers:

1 told 2 said 3 told 4 asked 5 said

- Have students do the activity individually. Put students in pairs to discuss their answers. Encourage them to explain their reasons for their answers. To check answers, call on students to read aloud their sentences.

Answers:

1 liked the New York office
2 would help me with my bags
3 would arrive in Cape Town the following / next day
4 I could book the tickets there
5 if I wanted to pay by credit card

Useful language

Praising staff

- Students do the activity individually, then take turns to read out the phrases in pairs. Check answers as a class. Ask which sentences could have an exclamation mark.

Answers:

1 I appreciate that.
2 That's a great improvement. / !
3 Keep up the good work. / !
4 You did a great job. / !
5 That's nice of you.

Website

Unit 8 test

Unit 9

Orders and supplies

UNIT OVERVIEW

Learning outcomes

Students can...

- use vocabulary to talk about ordering deliveries and supplies, and phrasal verbs.
- use the past perfect.
- place an order by telephone.
- write an order request email.

Listening

Gift shop supplies

Reading

A webpage about *Summer Seas*

Vocabulary

Ordering and delivering supplies
Phrasal verbs

Grammar

Past perfect

Career skills

Useful language: Telephone language
Speaking task: Correct a telephone order
Career skills: Being organised

Writing

An order request email
Writing tip: Planning before you write

Workbook

Vocabulary: Ordering and delivering supplies;
Phrasal verbs
Grammar: Past perfect
Useful language: Telephone language

Listening and reading

Warmer

Check that students understand *supplies* (the food, equipment, etc. that is needed for a particular activity, holiday, etc.) and elicit the verb *to supply*. Say: *You going to stay on a desert island for three months. There is a freshwater spring to drink from.* Put students into groups to choose their supplies. Each group chooses ten things to take with them. Have the groups share their lists with the class and decide whose is the best and which supplies are the most important.


Lead-in

- 1 Answer question 1 for airlines as a class, then put students into pairs to discuss their answers. Have pairs share their answers to question 3 with the class.

Answers:

Students' own answers

Listening Gift shop supplies

- 2  8 Play the audio for students to do the activity. Check answers as a class.

Answers:

1 b 2 It was Oliver's assistant's fault.

Audioscript: Track 8

Katy: Hello, Gift Supplies, Katy speaking. How can I help you?

Oliver: Hello. This is Oliver. I'm calling from the City Museum. I have a problem with a delivery. Everything was correct except for one thing: We asked for 200 T-shirts, but we got 2,000.

Katy: Oh, I'm sorry about that. Can I have your order number, please?


Oliver: Yes, it's 570114.

Katy: OK. Give me a moment and I'll just look it up... Ah, yes, here it is. Oh, I'm afraid it says 2,000 on our system. This information comes directly from the digital order form.

Oliver: Oh no. I should speak to my assistant. He sent the order form before I checked it. Can I call you back?

Katy: Sure.

Oliver: Thanks.

- 3  9 Play the audio for students to answer question 1. Put students into pairs to discuss their predications. Check answers to question 1 and nominate one or two pairs to share their predications with the class.

Answers:

1 a 2 Students' own answers

Audioscript: Track 9

Katy: Hello, Gift Supplies. This is Katy speaking. How can I help you?

Oliver: Hi, Katy. It's Oliver from the City Museum again.

Katy: Hi, Oliver. Did you find out what happened?


Oliver: Yes, my assistant's new, and he thought I said to order 2,000 T-shirts! It's completely our fault. Is there anything we can do?

Katy: Well, normally you can't return clothes, but let me speak to my manager. Can I take your number, please?

Oliver: It's 488 931 062.

Katy: Great. I'll call you back as soon as possible.

Oliver: Thank you.

- 4  10 Play the audio. Students answer question 1. Put students into pairs to discuss question 2. Check answers as a class. Ask: *Why do you think the supplier offered that solution?* (e.g. to maintain good customer relations without loss to the company)

Answers:

1 a and b 2 Students' own answers

Audioscript: Track 10

Oliver: Hello, City Museum?

Katy: Hello, is that Oliver?

Oliver: Yes, it is.

Katy: Hi, it's Katy from Gift Supplies here. I've spoken to my manager, and he said that you can send the T-shirts back, and we can give you a refund, minus delivery charges.

Oliver: Oh, that's so good of you. I appreciate that.


Katy: I'll send someone to pick them up tomorrow. And... the amount of the refund will be \$1,872.

Oliver: Hang on... isn't it \$1,827?

Katy: Oh, you're right. Now we've all made mistakes with numbers!

Oliver: Thanks again for your help, Katy.

Katy: My pleasure. Bye.

- 5  11 Have pairs do the activity from memory, then play the audio again for them to check and complete their answers. Check answers as a class.

Extension activity

Do a number review. Students each write down five numbers between 100 and 10,000. Write your own numbers on the board as an example. Put students into pairs to dictate their numbers to each other. Their partner listens and writes the number they hear. When they finish, they compare their lists to check for any errors.

Answers:

- a the number of T-shirts (they) wanted
- b the number of T-shirts (they) ordered
- c the order number
- d Oliver's telephone number
- e the correct refund amount

Audioscript: Track 11

See audioscripts for tracks 8, 9 and 10.

- 6 Model the exercise with a confident student asking you the questions using the prompts. Allow time for students to think of their situations. If they cannot think of an example, they can invent one. Put students into small groups to explain and ask each other about their situations. Encourage them to ask questions for extra information.

Alternative activity

Do Exercise 6 as a class mingle. Set a time limit. Students should speak to as many people as possible in the time available. Have a whole-class feedback session at the end and discuss who had the most interesting or surprising anecdotes.

Answers:

Students' own answers

 Reading

A webpage about Summer Seas

Warmer

Check that students know what a cruise is. Divide the classroom into two. One side represents advantages, the other disadvantages. Ask students to stand up. When you read out a statement about cruises, students should decide if that would be an advantage for them or a disadvantage. Explain that the answers represent their opinions and that there are no wrong answers. After each one, nominate one or two students to explain their reasoning.

Statements: *You visit a lot of places in a short time. Unreliable internet connection. You do not have to organise anything. Lots of activities and entertainment. Lots of time to relax. Many restaurants on board. You meet new people on the ship.*

- Put students into groups to answer the questions. Nominate groups to share their answers with the class and write any useful new language on the board.

Extension activity

Write the following question and options on the board:

What is the main aim of this information?

(a to surprise people b to make people interested in cruise ship jobs c to encourage people to eat and use fewer things on holiday)

Ask students to read the webpage in Exercise 2 quickly and answer the question (a). Check answers as a class.

Answers:

Students' own answers

- Allow time for students to read the webpage in detail, then check answers as a class.

Extra support

If your students need extra help, encourage them to think about what type of information they need to look for. e.g. *number 1 would be a time period, number 2 would be a distance in kilometres, etc.* They can then look for this information in the text and underline it.

If your students need an extra challenge, put them into pairs and ask them to test each other on the information from memory.

Extension activity

Put students into pairs or small groups and ask them to research online the two pieces of information that are not mentioned on the webpage (*travel distance and types of travellers*). Ask students to share their information with the class and check to see if others agree, or if they found something different.

Answers:

2, 6

- Students do the activity individually, then compare answers in pairs. Check answers as a class. Ask questions to check understanding, e.g. *Where else are the staff called 'crew'? (aeroplanes) What type of fuel might a cruise ship use? (diesel) What other food is cut into slices? (bread, cake)*

Answers:

Resources: water, gas, fuel **People:** passengers, crew **Transport:** cruise ships, trucks **Quantities:** kilos, litres, slices

- Students do the activity individually. Ask volunteers to read out the sentences and check their answers.

Answers:

1 8,500 2 6–8 3 every hour 4 2 million 5 7 days
6 sixty thousand / 60,000

- Students discuss the questions in pairs. Monitor and help with ideas as needed. Ask several pairs to share their answers with the class and check to see if others agree.

Teaching tip

When helping students with ideas, ask leading questions to encourage them find the answers themselves, e.g. for question 2, *What do you use a lot in your daily life that might be the same on a cruise ship?* This will empower students and help to equip them with the tools needed to cope with difficult questions in the future. They will see that they are capable of finding the answers themselves.

Extension activity

Put students into groups. Each group finds information online about a cruise, including details about the ship and its destinations. Have groups present their cruises to the class, then discuss which ones they would like to go on and why.

Answers:

Students' own answers

DID YOU KNOW?



You can provide students extra facts about cruises. The first ever cruise was in 1900. Now, the biggest cruise ships can be up to 361 metres long – that is longer than three football pitches.

Vocabulary

**Ordering and delivering supplies;
Phrasal verbs**

Warmer

Put students into groups. On the board, write: *How quickly can you get the following things delivered to the school? Pizza, a bunch of flowers, a sofa.* Have groups discuss the kind of thing they order online and how quickly things can be delivered.

Ordering and delivering supplies

- 1 Students do the activity individually, then compare answers in pairs. Check answers by reading aloud the definitions and having the class respond with the phrases.

Answers:

- 1 order 2 minimum 3 reference 4 account
5 method 6 range

- 2 Clarify that students should use one word from the top box, and one word from the bottom box to make the phrases. Students complete the activity individually.

Extension activity

Teach students how to look up word stress in a dictionary. Write: *delivery* /di'livəri/ on the board. Explain that, even if students don't know the phonemic script, they can probably recognise which syllable is stressed. Elicit what gives this information (*the apostrophe goes before the stressed syllable*). In pairs, students look up the new words and make a note of their stress patterns.

Answers:

- 1 express delivery 2 delivery charge
3 courier company 4 delivery date

Phrasal verbs


- 3 Students do the activity individually. Check answers as a class. Elicit which phrasal verbs need an object (*send back, look up*). Model and drill the pronunciation chorally and individually.

Alternative activity

Print out the sentences from Exercise 3 and stick them up around the room. Write the six synonyms on the board. Students work in pairs. They walk around the room, find the sentences and choose the correct synonyms. They should write the phrasal verbs and their synonyms in their notes. Check answers as a class.

Answers:

- 1 break 2 arrive 3 check 4 return 5 continue
6 confuse

- 4  12 Have students do the activity individually, then play the audio for them to check their answers.

Extra support

If your students need extra help, give them the first letters of the missing words.

If your students need an extra challenge, have them think about why each answer is correct so they are able to justify their choices.

Answers:

- 1 courier company 2 express delivery
3 delivery charge 4 mixed up 5 price range
6 order form 7 company account 8 go ahead

Audioscript: Track 12

Hello, everyone. I have an announcement. We're going to try a new supplier for our tea and coffee. The old supplier has started to use a courier company, and I'm not sure it's right for a small café like ours. They offer an express delivery service, too, but we don't really need that, and the delivery charge for it is very high anyway. Also, they've mixed up the orders the last few months – we've had green tea instead of black, and cakes instead of sandwiches. So, we're going to try Drinks Central. They have a wide variety of coffees and teas and a good price range. The online order form looks easy to use, and I spoke to their customer manager last week and set up a company account with them. So we can go ahead with ordering from them today!

- 5 Students discuss the questions in pairs. Encourage them to give as much detail as possible in their responses. Monitor and offer on the spot corrections where necessary.

Answers:

Students' own answers

- 6 Put students into groups to ask and answer the questions. Explain that they should all answer both of the questions and comment on each other's answers.

Extension activity

Write the following sentence stems on the board and ask students to complete them with their own ideas. Invite students to read out their sentences for the class.

- 1 When people turn up late for school...
- 2 I usually send things back if...
- 3 The last thing that fell apart at my house was...
- 4 I once mixed up...
- 5 I love looking up information about...

Answers:

Students' own answers

Grammar Past perfect

Warmer

Do a board race with irregular past participles. Split the class into two teams. Each team needs a board marker. Shout out a verb. One student from each team runs to the board and writes the past participle. The fastest student wins. Continue with a different student writing each time. Possible verbs: *leave, be, forget, begin, grow, eat, do, drive, ride, feel, speak, teach, wear, go, know, buy*.

- Students do the activity individually, then compare answers in pairs. Check answers as a class. Draw a timeline on the board to map the events. Draw an arrow (from left to right) on the board with four points marked on it. Elicit which event goes at which marker.



Teaching tip

Using a timeline provides a visual reference for the information on the page. This can be especially helpful for visual learners to make sense of the order of events.

Answers:

a 2 b 4 c 3 d 1

- Students do the activity individually, then check answers as a class. Elicit an example of a negative past perfect sentence and write it on the board. Briefly show students how to form questions in the past perfect.

WATCH OUT!



Read the information aloud and elicit further examples of irregular verbs. Explain that, although we do not usually repeat words in English, *had had* is a common example where it is necessary. Point out that the first *had* (the auxiliary verb) is often contracted. Provide a further example, e.g. *He'd had breakfast by 8 o'clock this morning* and elicit the negative form (*hadn't had*).

Alternative activity

Write the example sentence on the board: *When the delivery arrived, the breakfast service had already finished.* Ask: *Which action happened first?* (breakfast service finished) *Which action happened second?* (the delivery arrived) *Which action is in the past perfect?* (the breakfast service) Explain that we use the past perfect to contrast two actions that were both in the past. Ask: *Do we use the past perfect to talk about the earlier or later of two past actions?* (earlier) Using the example sentence on the board, elicit the structure of the past perfect and write it on the board: *had / hadn't + past participle*.

Answers:

1 earlier 2 had

- Do question 1 at the board as an example. Students complete the activity individually, then compare answers in pairs. Nominate students to read out their sentences and check their answers.

Extension activity

Ask students to go through the sentences and write 1 next to the action that happens first, and 2 next to the action that happens second. Check answers as a class.

(Answers: 1 *arrived* (2), *had departed* (1), 2 *had travelled* (1), *started* (2), 3 *was* (2), *had forgotten* (1), 4 *hadn't called* (1), *left* (2), 5 *phoned* (2), *had closed* (1))

Answers:

1 arrived, had departed 2 had travelled, started
3 was, had forgotten 4 hadn't called, left
5 phoned, had closed

- Give your own answer for sentence 1 as an example, then give students time to write their sentences. Monitor and help as needed. Once students have their sentences, they should identify the first and second action in each one and ensure that the first action uses the past perfect. Ask students to copy their sentences onto a piece of paper in preparation for the following activity.

Extra support

If your students need extra help, give them sentence starters for the remaining two sentences. e.g. *I had breakfast this morning before ____ / ____ by last weekend.*

If your students need an extra challenge, have them write extra sentences.

Answers:

Students' own answers

- Put students into groups. Have them shuffle and deal out the papers with the sentences so that no one knows whose paper is whose. Students take turns to read aloud the sentences and guess who wrote them.

Extension activity

Ask students to think of something they had never done before this year. Suggest that they think of things they have done or experienced for the first time this year (e.g. *eating sushi – I had never eaten sushi before this year.*) Their sentences can be true or false. Do a class mingle. Students tell each other their sentences and guess if they are true or false.

Answers:

Students' own answers

Warmer


Write *Pros* on one side of the board and *Cons* on the other. Split the class into two teams and give each team a board marker. Ask: *What are the pros and cons of talking on the telephone?* Teams take turns to write an idea on the board under the heading of their choice (e.g. *you cannot use body language to help you, you can wear your pyjamas*). The first team to run out of ideas lose.

Task model

- 1 Students answer the questions in pairs. Have pairs share their answers to question 3 with the class and add your own answer.

Answers:

Students' own answers

- 2  13 Ask students if they need to listen for specific information or for the general idea (*specific information*). Play the audio for them to answer the questions. Check answers as a class.

Answers:


1 a travel agency 2 office supplies (printer paper, envelopes, notebooks)

Audioscript: Track 13

- Agent:** Good morning. ABC Paper Supplies. How can I help you?
- Customer:** Hello, I'd like to order some supplies.
- Agent:** OK, madam. I'll put you through to the Orders department. Please hold for a moment...
- Dina:** Hello, how can I help you?
- Customer:** Am I speaking to the Orders department?
- Dina:** Yes, you are. My name's Dina. Do you have a customer account?
- Customer:** Yes, I do. I'm calling from Abboud Travel Agents. Our account number is BY3694.
- Dina:** One moment, I'll just find your details on the system... OK, here they are. What would you like to order?
- Customer:** We need ten boxes of printer paper, and we'd like 5,000 – no, 1,000 envelopes.
- Dina:** OK, that's fine. Anything else?
- Customer:** Do you have any notebooks?
- Dina:** Yes, we've got large and small notebooks. The minimum order for these is ten.
- Customer:** OK. We'll have 20 large notebooks, too, please.
- Dina:** That's a total of £87. How would you like to pay?
- Customer:** We usually pay by bank transfer at the end of the month.
- Dina:** OK. Your reference number is XY6123BQ.
- Customer:** XY6123BQ? Is that right?
- Dina:** Yes, that's it. The delivery date will be this Thursday, the 15th, between 2 p.m. and 4 p.m.

Customer: Great. Thanks for your help.

Dina: My pleasure. Have a nice day.

- 3  13 Read the instructions aloud. Ask: *Do you need to correct all of the information? (no)* *How many corrections should you make? (five)* Play the audio for students to do the activity, then have them compare answers in pairs. Check answers as a class.

Extra support

If your students need extra help, tell them which information is incorrect before they listen.


If your students need an extra challenge, have them pay attention to how certain errors occurred, e.g. *the customer said five before ordering one thousand envelopes*.

Answers:

1 Gift Shop – Travel Agents 2 5,000 – 1,000
3 small – large 4 XY6123EQ – XY6123BQ
5 Thursday 5 – Thursday 15

Useful language

Telephone language

- 4  13 Have students predict the missing words, then play the audio for them to check and complete their answers. Nominate students to read out the phrases for the class.

Extension activity

Explain that it is important to sound polite on the phone, especially when working in customer service. Elicit some ideas of how to sound polite (e.g. *speak clearly and slowly, say please and thank you, have an interested tone*). Go around the class having students read aloud the phrases as politely as possible.

Answers:

1 help 2 order 3 put 4 hold 5 speaking
6 moment 7 right 8 help

- 5 Students do the activity in pairs. Check answers as a class and ask why you wouldn't use the two extra phrases, e.g. *You have not actually met and you are not in the same location, so cannot get anything for the person*.

Answers:

Hang on. Is there anything else? What can I do for you today? Thanks for waiting.

- 6 Explain that the aim of the activity is to practise the telephone phrases. Students should try to respond quickly and do not need to spend a long time on each exchange. Model the activity with a stronger student, then put them into new pairs to do the activity. Monitor and offer corrections as needed.

Teaching tip

It is important to tell students the aim of an activity to help them focus on what is important. In this case, as you want them to practise the telephone phrases, you should make it clear that they do not need to spend a long time formulating long, detailed responses as this will detract from the primary aim.

Answers:

Students' own answers

Task preparation

- 7 Check that students understand the activity. Remind them that they have the correct information in their answers to Exercise 3. Allow time for them to plan their telephone calls.

Answers:

Students' own answers

- 8 Students do the *Web research* task in pairs.

WEB RESEARCH

Ask students to read the *Web research* task and check that they understand it. Elicit some possible search phrases and write them on the board e.g. *tips for being polite on the phone in English*. Set a time limit for pairs to find their information, then have them share their tips with the class.

Extension activity

Put students into groups and have them share their ideas from the *Web research* task. Each group should choose their favourite tips and record a short, instructional video on how to be polite to customers on the telephone. For each tip, they should include a brief explanation of why it is important and a short demonstration of the tip in action. Groups play their videos to the class.

Answers:

Students' own answers

Speaking task**Correct a telephone order**

- 9 Have students work with a new partner. Give them time to select their roles and think about what they will say. Model the task with a stronger student. If you have space, ask students to sit back-to-back so they are not looking at each other. Students act out their role plays. Monitor and make notes. Do a brief class feedback session and give one or two specific things for students to work on in the next role play, e.g. remembering to include their past perfect sentence.

CAREER SKILLS: Being organised

Read out the information in the *Career skills* box. Check that they understand the information. Ask why it is important to check an order is correct as soon as it arrives. e.g. *the company are more likely to offer a good solution if you respond quickly*.

Extra support

If your students need extra help, provide an incomplete script for the conversation, with sentence starters for them to follow.

If your students need an extra challenge, have them experiment with different emotions and reactions. They could try being angry in the customer role or very unhelpful as the supplier.

Answers:

Students' own answers

- 10 Before students start, ask: *Can the customer make the same request this time? (no) Can the supplier offer the same solutions? (no)* Monitor and pay attention to how well students took on board your previous feedback.

Alternative activity

Do Exercises 9 and 10 with different staging. Split the class in half. One half will be role A (the customer), the other half will be role B (the supplier). Arrange chairs in pairs back-to-back. Leave as much space between the pairs of chairs as possible. Students A sit down and make a telephone ringing sound. Students B sit behind the Students A and 'answer the telephone' with a telephone phrase. They role-play their conversation. Set a time limit. After two minutes, they finish their conversation, Students A ring again, and Students B sit behind a new partner. Repeat three times before changing roles. Have students give feedback on who offered them the best solution.

Answers:

Students' own answers

Feedback

- 11 Students answer the questions in pairs. Hold a whole-class feedback session and ask groups to share their answers to question 3.

Answers:

Students' own answers

Warmer

Put students into groups. Each group thinks of three different types of company, e.g. *party supplies, restaurant and accountants' office*. Then, they write five items that company might order, e.g. *party hats, paper plates, balloons, garlands, banners*. Join groups. Group A reads their first list of five things and Group B guesses what type of company it is. Groups take turns until they have guessed all six companies.

- 1 Students answer the questions in pairs. Explain that the verb *confirm* is in context in question 2. Nominate pairs to share their answers with the class.

Answers:

Students' own answers

- 2 Allow time for students to read the email in detail and answer the questions. Ask volunteers to share their answers with the group. Ask: *Which method is better for making an order request; a telephone call or an email? Why?*

Suggested answers:

- 1 who the email is to and from (formal greeting and formal ending); the name of the job role and workplace of the writer; account number; a list of order items; delivery address; payment information; a request to confirm details
- 2 The start and end of an email is different to a phone call (e.g. *Dear ...*, *With thanks*). In an email, it is more difficult to mix up information because it is written down. In an email, you can use a bullet list to make an order clear.
- 3 Students do the activity individually, then check answers as a class.

Answers:

1 90 2 25 kilos 3 10 litres 4 20

- 4 Read aloud the instructions and check that students understand them. Explain that they should invent any additional information, such as the account number. Give students time to make their notes.

Answers:

Students' own answers

- 5 Read the *Writing tip* aloud. Allow time for students to organise their notes from Exercise 4 into the order they choose before they start writing. Monitor and offer help as needed.

WRITING TIP:
Planning before you write

Remind students that it is always important to plan before you write. Ask: *Why is it especially important to plan emails?* (e.g. *They require a lot of different information and need to be clear to avoid mistakes.*) Ask: *Why is the order of the information important?* (e.g. *It makes it easier for the reader by predicting the order in which they will need to enter the information in their system, e.g. account number first.*)

Extra support

If your students need extra help, point out that they can follow the advice in the *Writing tip* and use the email in Exercise 2 as a template.

If your students need an extra challenge, have them cover the example email while they write.

Answers:

Students' own answers

- 6 Students do the activity in pairs. Encourage them to tick the information that reflects the points in Exercise 5.

Alternative activity

Have students take on the roles of customer and supplier. As the customer, they should send their order email from Exercise 5 to the supplier. As the supplier, they should read the email, check that all of the relevant information has been included, and confirm the order details. The customer should check that the correct information has been confirmed.

Teaching tip

You should never expect students to use their real, personal contact details in a lesson. If you plan to include real emails in a lesson, advise students ahead of time so that they can open a specific account to use for the activity should they wish to do so.

Answers:

Students' own answers

I CAN...

Ask students to complete the checklist. Check students understand that 1 is the lowest end of the scale and 5 is the highest.

How to use the Workbook pages

There are a number of different ways that the Workbook pages can be used depending on your teaching situation and students:

1 In the classroom: the procedure notes below are designed for the Workbook exercises to be used in the classroom as a standard lesson using a communicative approach. The material consolidates the main vocabulary, grammar and useful language from the unit.

2 For homework: the Workbook exercises can also be set as homework. For example, if you have taught the vocabulary lesson in your class, you can set the first two vocabulary exercises of the Workbook page for homework. If you have time it's always a good idea to go through the homework with your students at the start of your next class.

3 As an extra test: if required, you can use the Workbook page as an extra test. Remember to set an appropriate time limit for the test. The material has been conveniently divided into Vocabulary, Grammar and Useful language sections.

Vocabulary

Ordering and delivering supplies

- Students do the activity individually. Ask a volunteer to read the completed text aloud or read it yourself for students to check their answers.

Answers:

- 1 account 2 form 3 order 4 express 5 methods

Phrasal verbs

- Do a board race. Split the class into two teams. One student from each team comes to the board. Shout out a verb. The first student to write the correct preposition, wins one point. Their team then has the first opportunity to say the definition. If they are correct, they win another point. If not, the other team can guess.

Alternatively, take ten large pieces of paper. On five of the pieces of paper, write the definitions. On the other five, write jumbled letters that spell the phrasal verbs (e.g. turn up = R-U-P-N-U-T). Stick the papers up around the room. In pairs, students decipher the phrasal verbs and find the correct definitions.

Answers:

- 1 up, c 2 apart, e 3 up, b 4 ahead, a 5 back, d

Grammar Past perfect

- Students do the activity individually. Put them into pairs to act out the conversation and compare their answers. Check answers as a class and clarify any doubts at the board.

Answers:

- 1 had left 2 had arranged 3 had had
4 hadn't been 5 had felt

- Remind students that it can be helpful to identify the chronological order of the events first. Draw a timeline on the board and elicit which of the two events in sentence 1 occurred first (*coworkers went*), and which was second (*speaker was ready to leave work*). Write them on the timeline. Elicit the answer to sentence 1, then have students complete the activity individually. Students compare answers in pairs, then check answers as a class.

Answers:

- 1 was, had gone 2 hadn't arrived, started
3 wanted, had been 4 didn't travel, had left
5 had cleaned, got 6 walked, had missed

Useful language

Telephone language

- Students do the activity individually. Ask volunteers to come to the board and write their sentences. As a class, discuss if they are correct.

Answers:

- 1 helping – How can I help you? 2 push – I'll put you through. 3 holed – Please hold for a moment.
4 you're – Thanks for your help. 5 There is – Is there anything else? 6 on – Thanks for waiting.

Website

Unit 9 test

Unit 10

Digital world

UNIT OVERVIEW

Learning outcomes

Students can...

- use vocabulary to talk about technology at work.
- make comparisons.
- have an online meeting.
- write a user guide.

Listening

Presenting a new app

Reading

An article about hotels and technology

Vocabulary

Technology at work

Grammar

Making comparisons

Career skills

Useful language: Online meetings

Speaking task: Have an online meeting

Career skills: Digital literacy

Writing

A user guide

Writing tip: Being clear

Workbook

Vocabulary: Technology at work

Grammar: Making comparisons

Useful language: Online meetings

Listening and reading

Warmer

Ask two or three students to sit with their backs to the board. On the board, write a word or phrase related to travel, e.g. *check in*. Tell the class to shout out words associated with the word on the board, e.g. *arrive*. They must not use any of the words from the board (e.g. they cannot say *check out*). The students with their backs to the board must listen and guess what is written. After three words, students change roles. Possible words and phrases: *check in, key, sightseeing, room service, car park, translator, tour guide, restaurant, booking, transport, swimming pool, tourist information, language, accommodation, etc.*


Lead-in

- 1 Students discuss the questions in groups. Encourage them to give extra details and examples where possible. Ask groups to share the main points of their discussions with the class.

Answers:

Students' own answers

Listening Presenting a new app

- 2  14 Play the audio for students to do the activity. Check answers as a class.

Extra support

If your students need extra help, pause the audio after each answer is given.

If your students need an extra challenge, ask them to close their books. Write the topics on the board and ask students write them in the order they are mentioned. They can write in their notebooks.

Answers:

a 3 b 5 c 2 d 1 e 4

Audioscript: Track 14

Thank you for coming, everyone. I'm the Marketing Manager for Riverside Hotels, and today I want to show you our new customer app.


Let's look at the main things the app does. Firstly, it's changed how we check in our guests. They can check in here, on this section of the app. They can also tell us when they expect to arrive, so we can get their room ready on time. Both of these features mean that guests don't have to spend too long in reception when they arrive.

The next item is something that the housekeeping and reception staff think is great. The app has a room key built into it. This is ideal for guests and for hotel staff because it means no more phone calls about lost key cards in the middle of the night. Plus, the app can also give access to the gym and swimming pool.

Now, let's look at the special requests section – for example, arranging parking. This is very popular with both guests and staff. The customer service team in particular like this – they said that there have been far fewer calls and emails about parking since the app was launched.

A few days ago, we added a food-ordering section to the app, which we think will be popular, too. Guests can select the 'Menu' button and order meals or drinks in the restaurant in advance, or for room service. We're hoping to get some customer feedback on that soon.

Finally, later this month, we're going to add information about travelling around town. Guests will be able to look up bus and train times, and even cultural information. Reception staff think this will really improve the guest experience in all our hotels. OK, now, does anyone have any questions?

- 3  14 Play the audio again for students to answer the questions. Have them discuss their answers in pairs, then check answers as a class.


Extra support

If your students need extra help, go over the sentences and options before playing the audio.

If your students need an extra challenge, tell them to close their books. Write the questions on the board and have them answer the questions when listening to the audio.

Answers:

1 a 2 b 3 a 4 b 5 b

- 4  14 Students do the activity individually, then check answers as a class.

Extension activity

Tell students that another hotel is also updating their app, but they only have the enough money to include one of the five new features that have been developed. Individually, students should decide which new feature they want to include and think of their reasons why. Put students into groups to share their ideas and decide together which new idea the hotel should implement. Groups share their choices with the class.

Answers:

room keys, parking, travel information

- 5 Ask a confident student to read aloud the first comment, then elicit one idea from the class. Students continue the activity in groups. Check answers to the remaining two comments, then have each group present their own comment to the class. Elicit possible solutions.

Extra support

If your students need extra help, consider providing several possible solutions so that they can select the best ones from the options (e.g. *a phrase book, a translator, virtual tours, historical information, a tour booking service, restaurant reviews, a list of local restaurants, a restaurant booking service*).

If your students need an extra challenge, have them think of two of their own travel challenges and the possible solutions for them.

Extension activity

Put students into groups of four and split them into Pair A and Pair B. Pair A thinks of as many advantages as possible of using a hotel app to organise a holiday. Pair B thinks of as many disadvantages as possible. Groups debate the pros and cons and decide if they would be likely to use a hotel booking app to organise a holiday in the future.

Answers:

Students' own answers

Reading

An article about hotels and technology

Warmer

In pairs, students list as many types of technology as they can in two minutes. Once they have their lists, join pairs to make groups of six. Each pair acts out using the items on their list for the other students to guess.

- 1 Have students discuss the questions in pairs, then open the discussion up to the whole class. Elicit some examples of things that are 'so yesterday'.

Teaching tip

Humour, when used appropriately, is a useful classroom tool. It helps students to relax, creates a positive learning environment and can improve rapport. Try giving some examples of technology and social media that you use and have students respond with *That is so yesterday!* to anything they think is old news.

Answers:

Students' own answers

- 2 Students read the article and do the activity individually. Check answers as a class and ask students to give examples from the text to support their answers.

Extension activity

In groups, students write a slogan for each hotel. They should take into consideration the key features of the hotels and try to incorporate them into their slogans (e.g. Hotel Universe: *Where you're greeted by the future!*). To check that students understand what a slogan is, elicit some slogans from famous brands before they begin. Have groups write their slogans on the board, but without saying which hotel they are for. As a class, guess which slogans go with each hotel.

Answers:

1 b 2 d 3 a 4 c

- 3 Students do the activity individually, then compare answers in pairs. Check answers as a class. Model and drill the new vocabulary.

Extension activity

Give each student a number from one to six. Students must write a question using the new vocabulary that corresponds to their number, e.g. a student with number three will write a question with *theme*, such as *What are some typical themes for hotel bedrooms?* Do a class mingle. Students should talk to as many people as possible and ask and answer their questions.

Answers:

1 gamer 2 smart 3 themes 4 futuristic
5 self-service 6 consoles

- 4 Students do the activity individually, then compare answers in pairs. Check answers as a class.

Extra support

If your students need extra help, have them underline the key information for each hotel before answering the questions.

If your students need an extra challenge, ask them to correct the false sentences.

Answers:

1 F (This modern, luxury hotel ...)
2 F (... has a self-service check-in ...)
3 F (... but in a small space)
4 T 5 F (In a few years...)

- 5 Students discuss their choices in pairs. Encourage them to explain their reasons. Do a class poll to find the most popular hotel.

Answers:

Students' own answers

- 6 Students discuss the question in groups and make their choices. Make sure they explain why some features are more useful than others.

DID YOU KNOW?



You can provide students with extra facts about space tourism. Ask: *When did the first tourist go into space?* Elicit some ideas, then explain that the world's first space tourist was American businessman Dennis Tito in 2001. He paid \$20 million to spend seven days in space. Today, one company offers a space flight around the moon for \$100 million. Ask students if they would like to go into space, and why / why not.

Extension activity

In pairs or groups, students research the most futuristic hotels in the world, choose one and make a note of some of its most interesting or unusual features. Groups present their hotels to the class and discuss which ones they would like to stay at and why.


Answers:

Students' own answers

Vocabulary Technology at work

Warmer

Write the questions *Which professions have been most impacted by modern technology?* and *Which professions would be least impacted if all modern technology failed suddenly?* on the board. Put students into groups to discuss their opinions, then have them share their ideas with the class.

- 1  15 Ask: *Do you need to use all of the words in the box? (no)* Play the audio for students to complete the activity. Check answers as a class.

Answers:

1 browse 2 print out 3 install 4 download
5 scroll 6 click on

Audioscript: Track 15

Imad

I'm an assistant at the city tourist office in Toronto. Tourists ask me lots of questions, and sometimes I don't know the answers. So, I browse the internet to find them. And a lot of tourists ask me to print out maps for them, too.

Helen

I work at the check-in desk at SkyFlyer. We use special IT systems to check in our passengers. We can't install other programs on the airline computers, and we definitely can't download any files in case they have a virus.

Salwa

I'm the Customer Service Supervisor at a beach resort on the Red Sea. We email directions to our customers, but some of them call and say they haven't received any instructions. I have to tell them to scroll down to the bottom of the email and click on the link.

- 2 Students do the activity individually, then compare answers in pairs. Check answers as a class. Model and drill the pronunciation.

Answers:

1 scroll 2 print out / download 3 print out / download
4 install 5 click on 6 search 7 browse

- 3 Elicit a possible answer for number 1 and write it on the board. Give students time to write their sentences, then put them in pairs to read them aloud.

Extension activity

Put students into groups. Tell them to imagine they are from a remote nomadic tribe and have no experience of modern technology. Students take turns to give detailed instructions on how to do certain actions. Their group should stop them and ask questions every time they hear a term they think they, as tribespeople, would not understand, e.g. *What does click on mean?* Each student should speak for three minutes including questions. Actions: *make a phone call on a smart phone, download an app, search for information with a search engine, book a hotel online, stream music.*

Answers:

Students' own answers

- 4 Read the activity aloud and ask: *Do you need to change the verbs forms? (yes)* Students complete the activity in pairs, then ask and answer the questions. Encourage them to give examples and extra information where possible. Monitor and give on the spot corrections.

Answers:

1 installed 2 downloaded 3 print 4 search
5 browse

- 5 Read the activity aloud and explain that the technology that students choose does not have to exist at present. They can use their imaginations. Students choose their three types of technology in their groups, then discuss the questions. Groups share their favourite ideas with the class.

Extra support

If your students need extra help, elicit several types of real and imagined technology and write them on the board. Groups can select their favourite three from the options available.

If your students need an extra challenge, have them choose one type of technology each and present their ideas about its effects to their group.

Extension activity

In pairs, students conduct a class survey. They should speak to as many people as possible in the time available. The title of the survey is *Technology use among students*, but pairs can choose their own question, or questions to ask, e.g. *How long do you spend browsing the internet every day?* They should not ask more than three questions. After the surveys, give pairs time to analyse and summarise their results. Pairs present their most interesting findings to the class.

Answers:

Students' own answers

Grammar Making comparisons

Warmer

Ask the class which is better from the following options: *Trains or planes? Backpacking or luxury hotels? Travelling with others or travelling alone? Having a set itinerary or going with the flow? Packing a lot or travelling light? The journey or the destination?* Have them call out their answers and nominate different students to explain their reasons.

- 1 Read the title aloud (*Changes in Air Travel*) and ask students to predict what the article says about how air travel has changed. Elicit ideas from the class. Allow time for students to read the text, check their predictions and answer the questions. Check answers as a class.

Answers:

before – special, exciting; now – more common, quicker, cheaper, smaller seats, more people can fly, different food service

- 2 Students do the activity individually, then check answers as a class. Direct students to the *Watch out!* box.

Alternative activity

Write the example sentences from the text on the board and elicit the different comparative structures from the class.

- 1 Ask: *What part of speech is exciting? (adjective)* Explain that we can also use adverbs in this structure. Write *(not) as + adj / adv + as* on the board and elicit a different example sentence. Have students find the negative example of this structure in the text.
- 2 Ask: *What part of speech is flights? (noun)*. Elicit the structure and write it on the board: *(not) as many / much + noun + as*. Elicit a further example sentence.
- 3 Elicit the structure and write it on the board: *more / fewer / less + noun + than*. Elicit an example sentence.
- 4 Explain that *the same as* can be used with noun phrases (e.g. *the same number flights, the same kind of dog, the same colour shirt*, etc). Write the structure on the board: *the same + noun phrase + as*. Elicit an example sentence.

Answers:

- 1 as exciting as
- 2 aren't as big as
- 3 not as many flights as
- 4 less time than
- 5 the same opinion of flying as

WATCH OUT!



Read the information aloud and remind students that we use *much* and *less* with uncountable nouns, and *many* and *fewer* with countable nouns. Say a mix of countable and uncountable nouns and have students respond with *much* or *many*, then switch to *less* or *fewer*.

Countable nouns: *passenger, flight, destination, seat, opinion, people*

Uncountable nouns: *money, interest, space, luggage, news, power*

- 3 Put students into pairs to answer the questions. Check answers as a class and ask if any pairs got all the questions right.

Answers:

1 T 2 T 3 F 4 T 5 T 6 F

- 4 Students do the activity individually, then compare answers in pairs. Read aloud the completed text for students to check their answers.

Extra support

If your students need extra help, have them identify the part of speech in the brackets first, then match them to the appropriate structures in Exercise 2.

If your students need an extra challenge, have them try to find other comparatives that could work in the gaps, e.g. *1 are less polluting than*.

Answers:

1 as dirty as 2 as many seats as 3 as uncomfortable as
4 same destinations as 5 less time

- 5 Give pairs time to find some photos, then have them discuss the questions. Monitor and help with ideas if necessary. Make notes on language use and hold a class feedback session at the end.

Teaching tip

You may find it easier to find and print several appropriate photos yourself before the class. This will ensure that the photos have enough information in them to generate discussion and will reduce the time needed for the activity.

Extension activity

In pairs, students choose a place, thing or person. They prepare comparative sentences about their chosen subject to help others guess what it is, e.g. *Egypt – It's not as cold as Germany. It has more monuments than many other countries*, etc. Join pairs and have them read aloud their sentences for each other to guess their subjects.

Answers:

Students' own answers

Warmer


Elicit the different ways we can talk to people online (e.g. *through video games, videocalls, etc.*). Have a whole-class discussion on the pros and cons of face-to-face communication versus online communication. Note students' ideas on the board.

Task model

- 1 Students answer the questions in pairs. Have pairs share their ideas with the class.

Answers:

Students' own answers

- 2  **16** Play the audio for students to answer the questions. Check answers as a class.

Answers:

1 a new app for an art gallery 2 three

Audioscript: Track 16

AGM = art gallery manager

ACMM = app company marketing manager

AGM: Hello, and thank you for joining this short meeting.

ACMM: Sure, hi. Let me go ahead and introduce Rob, who works with me here at Kemmtech. He produced the app with us.

Rob: Hello. It's nice to meet you. OK, so, I'll just share my tablet screen... Can everyone see?

AGM: Hang on... My screen has frozen.

ACMM: OK, no problem. We can just wait a minute.

AGM: Oh... yes. I can see it now.

Rob: Great. So, here you can see your new virtual art gallery. We're inside the app now, and you're seeing what your visitors will experience. You had a paper guidebook before, but this is much better. People don't have to carry a heavy book any more. Users can browse by exhibition or by an artist's name. Then they touch a painting to read about it. Like this...

AGM: That looks nice. It's important that our international visitors can understand everything, so can we have translation?


Rob: Yes, we can connect the app to translation software. Then you can have the guide in as many languages as you like.

ACMM: Right. And there's more information than in the printed guides. Plus, you told us last time that your tour groups get too big in the summer, so we're going to add a reservation option for guided tours. We hope to show you how that'll work in next week's meeting.

AGM: I'm impressed. Thank you. I also need to get some feedback from our younger visitors. It needs to be very easy for children to use this app, too.

ACMM: OK, well, let's meet again next week at the same time to discuss that.

AGM: OK.

- 3  **16** Play the audio again for students to complete the exercise. Have students compare answers in pairs, then check answers as a class.

Answers:

Students tick: 2, 3, 4

Useful language**Online meetings**

- 4 Students do the activity individually, then check answers as a class. Ask: *What happens when a screen freezes?* (e.g. *You cannot move your cursor.*)

Answers:

Starting a meeting: Thank you for joining.

Mentioning problems: My screen has frozen.

Giving solutions: We can just wait a minute.

Ending a meeting: Let's meet again next week at the same time.

- 5 Students do the activity individually, then discuss answers in pairs. Nominate students to read out the sentences for each section and ask pairs to share their own ideas with the class. Write any useful ideas on the board.

Extension activity

Students play a game to review the *Useful language*. Split the class into two teams. With books closed, call out the phrases and pause before the final word. The first team to shout out the missing word, gets a point. If their guess is incorrect, the other team can steal the point by saying the correct word.

Answers:

Starting a meeting: Is everybody here?; Let's begin.

Mentioning problems: I can't hear / see you.; I think you're on mute.

Giving solutions: Have you tried restarting your computer?

Ending a meeting: That's all for now.

- 6 Tell students that they can talk about a friend or family member's experience if they have not experienced a problem themselves. Allow time for pairs to have their discussions. Ask pairs to share any interesting problems or solutions with the class.

Extension activity

Students work in pairs and act out two unsuccessful online meetings. In the first meeting, Student A starts and finishes the call and Student B experiences a lot of problems. In the second meeting, they swap roles. Point out that students should use the useful phrases and do not need to include any content other than the problems and solutions in their meetings.

Answers:

Students' own answers

Task preparation

- 7 Students do the activity individually, then check answers as a class.

Answers:

1 b 2 a 3 c

- 8 Students do the *Web research* task in pairs or individually. Read the example answer aloud, then have students write their own answers individually. Remind them to use the information from their research to help them. Monitor and make sure all students have enough ideas to participate in the speaking task.

WEB RESEARCH

Ask students to read the *Web research* task and explain that this research will help them with the speaking task. Emphasise that they can use the questions provided to do their research and encourage them to make notes of any interesting information they find.

Extra support

If your students need extra help, have them use a dictionary for their research and elicit several further examples for Exercise 8.

If your students need an extra challenge, have them write their own search questions.

Suggested answers:

- 1 Lots of people book online now. / Saves printing costs and more people look online. / Can possibly reach more people on social media and may be cheaper.
- 2 more ways to book (good); cost of building online booking system (bad); Print costs saved (good); people who aren't online can't access it (bad); more people on social media and can choose more specific groups to advertise to (e.g. can pick by age / job, etc.) (good); might not always be successful (bad)

Speaking task

Have an online meeting

- 9 Encourage students to include their ideas from the *Career skills* task in their discussions. Put students into groups of three and assign their roles. Give them time to read their roles and make a note of the useful phrases they can include. Say: *Put up your hand if you are going to start the meeting* (Student B in each group should raise their hand). Tell students to

continue their discussions until you raise your hand. When you raise your hand, they should end the meeting naturally, not suddenly. Allow time for them to have their meetings.

CAREER SKILLS: Digital literacy

Ask students to read the *Career skills* or read it aloud. Check that they understand the information. Elicit one or two ideas from the class, then give students time to make a note of their own ideas.

Teaching tip

If student numbers mean you cannot make groups of three, you need to plan what to do ahead of time. In this case, you could make a group of four with one extra role.

Student D: You are an existing customer who has tested the new changes. Give your opinion on the changes. Make suggestions on how to resolve any problems.

Extra support

If your students need extra help, allow time for them to organise their notes once they have read their role.

If your students need an extra challenge, have them increase the acting element of the task. Each student makes a "screen" by cutting a rectangular hole (big enough for their face) in a piece of paper. They sit low down so only their face in the "screen" is visible above the table and conduct their meeting like that. They should take care not to speak over each other.

Alternative activity

Have students conduct their online meetings for real. If you have the time and technology available, have students conduct their online meetings via a suitable platform. Ideally, the three group members will each be in a different physical location.

Answers:

Students' own answers

Feedback

- 10 Students stay in the same groups to do the activity. Hold a whole-class feedback session and ask students what went well and what they feel they could improve. Give your own feedback.

Answers:

Students' own answers

Warmer

Write: *What do hotels use technology for?* on the board. Put students into small groups and have each group nominate a 'writer'. Set a time limit of two minutes for groups to lists as many answers as possible (e.g. *bookings, key cards, payments*). When the time is up, the group with the longest list shares their answers with the class. Ask the remaining groups to share any ideas that have not yet been mentioned.

- 1 If you did the *Warmer*, tell students to use that information and imagine what problems could occur with each use of technology. Students answer the questions in pairs, then share their answers to question 2 with the class.

Alternative activity

Do question 1 as a class mingle. Ask students to think of two problems, then have them circulate and ask and answer question 1 with as many people as possible in the time given. Do a whole-class feedback session and write the most common answers on the board. Do question 2 as a whole-class discussion. Elicit possible solutions for the problems on the board.

Answers:

Students' own answers

- 2 Students read the guide and do the activity individually. Check answers as a class.

Answers:

1 A TV remote control 2 b

- 3 Students do the activity individually, then compare answers in pairs. Have them refer to the text to support each answer. Check answers as a class.

Answers:

1 F 2 T 3 F 4 T 5 T

- 4 Go through the *Writing tip* as a class. Have students underline the key information in each instruction. Explain that they only need to include this key information when they rewrite the instructions. Allow time for students to do the activity, then put them into small groups to compare their answers. Nominate groups to share their answers with the class.

WRITING TIP: Being clear



Have students read the *Writing tip* or read it aloud. Elicit examples from the user guide in Exercise 2 for each bullet point. Ask students why these things help to make writing clear (e.g. bold text attracts the eye. Extra information can be confusing and distracting.)

Suggested answers:

- 1 To **open the window**, press the switch on the left.
- 2 Avoid problems by downloading the **latest version of the app**.
- 3 Please **remove your trays** when you have finished.
- 5 Put students into pairs. Elicit one or two further ideas for the list and write them on the board. Explain that this is a speaking activity, but that they should still focus on being clear. Monitor and remind students to include all necessary information.

Extra support

If your students need extra help, allow time for them to make notes individually before telling a partner. If your students need an extra challenge, have them explain more than one of the things.

Answers:

Students' own answers

- 6 Tell students they can use one of the things previously mentioned or their own new idea. Make sure they choose an idea that is detailed enough to require 150 words. Encourage students to check and correct their own writing and remove any unnecessary information. Students then swap user guides with a partner and follow each other's instructions. Encourage them to give constructive feedback. Ask volunteers to share their feedback with the class.

Extension activity

Students work in pairs. Student A wears a blindfold (e.g. a jumper or scarf over their eyes). Student B places an object (e.g. a screwed-up piece of paper or a pen) on a table in a different part of the room. Student B then walks alongside Student A, giving them very clear instructions to retrieve the object and return to their seat (e.g. *take two steps to your left, the pen is next to your left hand, etc.*). Students swap roles and repeat the activity.

Answers:

Students' own answers

I CAN...

Ask students to complete the checklist. Check students understand that 1 is the lowest end of the scale and 5 is the highest.

How to use the Workbook pages

There are a number of different ways that the Workbook pages can be used depending on your teaching situation and students:

1 In the classroom: the procedure notes below are designed for the Workbook exercises to be used in the classroom as a standard lesson using a communicative approach. The material consolidates the main vocabulary, grammar and useful language from the unit.

2 For homework: the Workbook exercises can also be set as homework. For example, if you have taught the vocabulary lesson in your class, you can set the first two vocabulary exercises of the Workbook page for homework. If you have time it's always a good idea to go through the homework with your students at the start of your next class.

3 As an extra test: if required, you can use the Workbook page as an extra test. Remember to set an appropriate time limit for the test. The material has been conveniently divided into Vocabulary, Grammar and Useful language sections.

Vocabulary

Technology at work

- With books closed, put students into two teams and have each team nominate a speaker. Draw six dashed lines on the board (one for each letter of *browse*). Speakers take turns to shout out letters. Each time they guess a letter, write it on the correct line and give their team an opportunity to guess the word. Once they guess, change the word to the next one in Exercise 1 and have teams select a new speaker. After the game, students complete the activity individually.

Answers:

- 1 browse 2 scroll 3 print out 4 download
5 click on 6 install

- Students do the activity individually, then compare answers in pairs. Call on confident students to read aloud the completed text.

Answers:

- 1 Install 2 download 3 print out 4 click on
5 browse

Grammar

Making comparisons

- Students do the activity individually. Put them into pairs and have them take turns to read out their sentences to compare answers. Check answers as a class.

Answers:

- Muscat is in the same country as Salalah.
 - Abu Dhabi isn't as big as Dubai.
 - There are fewer people in Al Karak than in Amman.
 - There are more hotels in Dubai than in Qatar.
 - Lebanon isn't as big as Egypt.
- Elicit the answer to question 1 as an example. Students do the activity individually. Read aloud the first sentences and nominate students to respond with the comparative sentences.

Answers:

- isn't as tall as
- less time than
- is as nice as
- isn't as old as
- has fewer flights

Useful language

Online meetings

- Put students into groups of three. Have each group write each of the five words from the box on a small piece of paper and place them on the table between them. Student A reads out one of the gapped sentences saying *bleep* in place of the missing word. Students B and C compete to pick up the missing word. After each turn, they should replace the paper. After three turns, students swap roles. They will repeat several sentences, but they can change the order.

Answers:

- 1 frozen 2 begin 3 switch 4 hear 5 restart

Website

Unit 10 test

Unit 11

Destination marketing

UNIT OVERVIEW

Learning outcomes

Students can...

- use vocabulary to talk about advertising and adjectives to describe designs.
- use gerunds and infinitive forms.
- make an advertising plan.
- write a reply to a business email.

Listening

A marketing podcast

Reading

An article about creative marketing

Vocabulary

Words for advertising
Adjectives for describing designs

Grammar

Gerunds and infinitive forms

Career skills

Useful language: Sharing and responding to ideas

Speaking task: Make an advertising plan

Career skills: Developing a creative mindset

Writing

A reply to a business email

Writing tip: Checking your work

Workbook

Vocabulary: Words for advertising; Adjectives for describing designs

Grammar: Gerunds and infinitive forms

Useful language: Sharing and responding to ideas

Listening and reading

Warmer

Briefly tell students about your favourite place you have ever visited and what makes it so special. Ask students to think of their own special place. Do a class mingle. Students speak to at least three people and discuss their favourite places they have visited and what makes them special. Briefly ask for feedback and see if any students chose the same places.

Lead-in

- Put students into groups to answer the questions. Encourage them to participate equally in the discussion and comment on each other's ideas. Ask groups to share any interesting points from their discussions with the class.

Alternative activity

Do Exercise 1 as a whole-class discussion. Nominate different students to share their ideas and encourage the class to participate as much as possible.


Teaching tip

Although students know how to converse naturally in their native language, classroom discussions can often sound stilted and unnatural. One reason for this is that students concentrate so hard on their own utterances that they forget to listen or respond to their partners' comments. Remind them to think about this and actively encourage it while monitoring to help them make it standard practice.

Answers:

Students' own answers

Listening A marketing podcast

-  17 Play the audio for students to do the activity. You may need to play the audio more than once. Check answers as a class.

Answers:

Students tick: types of tourists, web design

Audioscript: Track 17


Hello, and welcome to this month's *Inside Tourism* podcast. Today we're going to discuss destination marketing, which means advertising a country, city or region. Why is this important? Well, tourists have many more choices these days, and places need to attract visitors. This is where destination marketing can help. So, let's look at a step-by-step method to market your destination.

Firstly, think about what makes the destination unique – you know, special or different from other places, like beautiful scenery or an interesting culture. Next, think about your audience. What kind of people will love your destination, and why? Is it for families or is it for backpackers? What do these people like? Your research needs to answer these questions.

When you have that information, the next step is to create a brand. That means designing a logo and thinking about the colours and design that you'll use in your advertising materials. It's a good idea to get a design or marketing company to help you with this. Remember to use colours and designs that match the destination in some way.

Now, let's talk technology. You need to create a website to attract people's attention. Make sure it looks exciting. Include photos that will make people want to visit. But also include information about things to see and places to eat. And don't forget to make sure your website works perfectly on mobile devices, too.

Although destination marketing might sound complicated at first, this step-by-step method is actually quite easy to follow. And remember, if your destination is truly special, marketing it should be no problem!

- 3  17 Students do the activity from memory, then listen to the audio to check their answers. Briefly clarify any doubts.

Extra support

If your students need extra help, give them a copy of the audioscript so they can read and listen.

If your students need an extra challenge, have them decide which piece of advice is the most important and why. When the activity is finished, ask them to share their ideas and see if others agree.

Extension activity

Ask students to discuss what other tips they could add. They can consider what would convince them to go on holiday to a place and use this to influence a marketing tip. Then elicit students' ideas in a whole-class discussion.

Answers:

1 attract 2 unique 3 audience 4 brand 5 website

- 4 Students do the activity in pairs. Ask volunteers to share their sentences with the class.

Answers:

Students' own answers

- 5 Put students into groups and have them choose their destination quickly. Try to ensure groups all choose a different destination. Allow time for groups to have their discussions and make some notes, then have them share their ideas with the class.

Alternative activity

Have students do Exercise 5 individually, then put them into groups to present their information to each other. Encourage them to comment briefly on each other's presentations.

Extension activity

Students work in pairs. Each pair chooses three countries. They make notes about their countries using the questions in Exercise 5. Join pairs to make groups of six. Each pair gives the information about their countries without saying the countries name, or the names of any cities or landmarks. The other pairs listen and guess the country.

Answers:

Students' own answers

 Reading

An article about creative marketing

Warmer

Show some pictures of adverts or play commercials but hide the names of the products. Have students guess the type of product being advertised and give their reasons why. If possible, choose adverts that are not immediately obvious (you may find adverts and commercials already available online).

- 1 Give your own example of an advert that you never forget and why you think it is so memorable. Students answer the questions in pairs. Nominate pairs to share their answers and open the discussion up to the class. If you have the technology available, consider showing the adverts that students mention.

Extension activity

Tell students that most countries have a tourism slogan. Put them into pairs and ask each pair to choose five countries. Have them look online to find their countries' tourism slogans. Join pairs to make groups of six and have them share their findings. Groups choose their favourite slogan to share with the class.

Answers:

Students' own answers

- 2 Students read the article and do the activity individually. Check answers as a class.

Alternative activity

Hide the correct headings and have students write their own heading for each section. Put students into groups to share their ideas, then have them compare their ideas with the real headings. Ask whose ideas were similar to the real headings.

Answers:

1 c 2 b 3 d 4 a

- 3 Students complete the activities individually. Nominate students to read out their sentences for the class to check their answers.

Suggested answers:

- 1 A French company installed doors with videos of other people in neighbouring cities behind them.
 - 2 People could control a virtual replica of a real person in the Faroe Islands.
 - 3 An airline surprised people at the airport gates.
 - 4 The Swedish tourist board created a phone number.
- 4 Students do the activity individually, then compare answers in pairs. When checking answers with the class, read the text aloud and pause at the gaps for students to call out the answers.

Extra support

If your students need extra help, give a choice of two options for each gap. You could write the options on the board.

If your students need an extra challenge, have them cover the article and do the activity from memory. If that is too challenging, give the first letter of each missing word.

Answers:

1 pandemic 2 board 3 installed 4 click 5 surprise
6 social media

- 5 Ask: *How many marketing strategies are mentioned on this page? (five)* Point out that students should include all five in their discussions. Make sure they understand what the phrase *to go wrong* means (*if a situation goes wrong, there are problems or there is a bad result*). Put students into pairs to answer the questions. Check answers to questions 1 and 2, then ask pairs to share their ideas from question 3 with the class.

Teaching tip

Always try to predict any issues students may have with an activity before starting it, so that you can give the best instructions possible. It is easier to give effective instructions in the beginning than to pause an activity after starting. Consider where misunderstandings could occur, any language they may not be familiar with and any questions that they may find difficult to answer.

Extension activity

Put students into pairs and ask them to find another example of a creative marketing strategy. Allow time for them to do their research online. Pairs write a short description of their chosen strategy then stick their paragraphs up around the room. Students walk around, read about the creative marketing strategies and chose their favourite ones. Briefly ask students to share their choices and reasons why.

Answers:

Students' own answers

DID YOU KNOW?



You can provide students with extra facts about celebrity endorsements, e.g. research has shown that a celebrity endorsement can increase sales by around 4%. In South Korea and Japan, around 70% of advertisements now feature a celebrity. Ask students if they have ever seen a sponsored post on social media where a celebrity / influencer is in a holiday destination.

Vocabulary

Words for advertising; Adjectives for describing designs

Warmer

Display a selection of famous logos (search 'logo quiz' online). Put students into small groups and set a time limit for them to write down their answers. Groups swap their papers and mark each other's quizzes as you check answers.

Words for advertising

- 1 Students do the activity individually. Check answers by asking *Which word means (+ definition)?* and having students shout out the answers. Elicit the part of speech for each word. Model and drill the correct pronunciation.

Teaching tip

It is important for students to know what part of speech the new vocabulary is as this helps them to understand and be able to use it. Ask leading questions to help them work out the part of speech, e.g. *Does the word follow an article? Does the word describe a noun?*

Answers:

- 1 advertise 2 strategy 3 benefits 4 unique
5 stand out 6 brand 7 logo

- 2 Ask students which part of speech is missing from sentence one and how they know (*a noun, it follows a definite article*). Elicit the answer as an example, then have students complete the activity individually. Students compare answers in pairs then check answers as a class.

Extra support

If your students need extra help, help them identify the part of speech that is missing in each sentence, i.e. do they need a verb, a noun or an adjective?

If your students need an extra challenge, have them write their own example sentences with the words they find the most difficult to remember.

Extension activity

Students work in pairs to write one question for each new vocabulary word, e.g. *What makes people stand out? Is there anything unique about this school? Which company's brand is the most recognisable to you?* Monitor and correct on the spot. Once students have their questions, join pairs to make groups of four and have them ask and answer each other's questions.

Answers:

- 1 logo 2 advertise 3 unique 4 stand out
5 strategy 6 benefits 7 brand

Adjectives for describing designs

- 3 Students do the activity individually, then compare answers in pairs. Shout out the adjectives given and have students respond with the antonyms. Elicit an example for each adjective. Say: *Tell me something colourful, Is my shirt dull?* etc.

Teaching tip

Teaching synonyms and antonyms is beneficial for several reasons. It helps to expand students' vocabulary, deepens their understanding of the meaning of the words and improves their overall comprehension.

Extension activity

Divide the board into six sections. Number them from one to six and write the following word stress patterns at the top of each one:

- 1 O 3 o O 5 o O o
2 O o 4 O o o 6 O o o o

Then read out 14 adjectives (see answers at the bottom of this box). Students work in pairs to match the adjectives to the word stress patterns. Nominate students to come to the board and write an adjective in one of the sections. After each one, check with the class to see if they agree, then model and drill the pronunciation both chorally and individually.

(1 *clear, dull, weak, strong* 2 *ugly, simple, common* 3 *unique* 4 *colourful, serious* 5 *attractive, amusing, confusing* 6 *complicated*)

Answers:

- 1 dull 2 ugly 3 original 4 serious 5 weak 6 clear
7 complicated

- 4 Students do the activity individually, then act out the conversation in pairs. Check answers as a class.

Alternative activity

Have pairs write their own conversations that they then act out in groups of six. Set a time limit of ten minutes for preparation and encourage students to use as many of the adjectives as possible. Their conversations should be between a Clean Logo representative (see Exercise 1) and a customer. When the pairs are acting out their conversations, the rest of their group should give them one point for each adjective they hear. The pair with the most points wins.

Answers:

- 1 colourful 2 original 3 simple 4 attractive
5 weak 6 serious 7 confusing

- 5 Students do the activity in pairs. Do a class poll to find the most popular logo and ask students to share their reasons.

Answers:

Students' own answers

 Grammar

Gerunds and infinitive forms

Warmer

Write the following on the board: *Something I want to do. Something I want to stop doing.* Tell students your own answers and write them on the board (e.g. *I want to go to Miami. I want to stop drinking coffee.*) Do a class mingle. Students find out at least five people's answers.

- 1 Allow time for students to read the text and answer the question. Put them into pairs to discuss their answers, then check answers as a class.

Answers:

Students' own answers

- 2 If you did the *Warmer*, encourage students to notice the verb forms after *want* and *stop*. Students do the activity individually, then check answers as a class. Direct students to the *Watch out!* box.

Alternative activity

Write: *Marketing is not simple* on the board and elicit the subject (*marketing*).

Ask: *What form does the verb take when it is used as the subject? (+ing form)*

Write: *Focus on standing out* and ask: *What part of speech is 'on'?* (*preposition*)

Ask: *What form does the verb take when it follows a preposition? (+ing form)*

Write: *It's not easy to do* and ask: *What part of speech is 'easy'?* (*adjective*)

Ask: *What form does the verb take when it follows an adjective? (infinitive)*

Provide further examples of each structure and ask if students can give any examples of their own. Next, explain that some verbs are followed by the *+ing* form, and some are followed by the infinitive. Ask students to find examples of verbs that are followed by the *+ing* form in the text from Exercise 1 (*picture, consider*). Elicit any further verbs students know that take this structure. Ask students to find examples in the text of verbs followed by the infinitive (*aim, offer, fail*). Elicit any further verbs students know that take this structure.

WATCH OUT!



Read the information aloud, then write the following verbs on the board in a random order: *keep, avoid, celebrate, agree, learn, refuse*. Ask students to use their dictionaries to find out if they are followed by *+ing* forms or infinitives. Remind students that they should always make a note of important collocations when they learn new words.

Answers:

1 marketing 2 standing out 3 using 4 offering
5 to do 6 to be 7 to do 8 to understand

- 3 Elicit the answer to number 1 as an example. Ask: *Why do we need an +ing form here? (the verb the subject)*. Have students complete the activity individually. Check answers as a class and make sure students explain why each answer is correct.

Answers:

1 Selling 2 staying 3 to see 4 to show 5 to help

- 4 Elicit one piece of advice and write it on the board (e.g. *It should be quick to make a booking.*). Allow time for students to think of their ideas and write their sentences. Monitor and offer corrections as they write.

Extra support

If your students need extra help, provide sentence prompts, e.g. *It is important ____.* / *Ask if customers are interested in ____.*

If your students need an extra challenge, have them use verbs that do not appear on this page.

Answers:

Students' own answers

- 5 Pairs read and discuss their sentences. Have each pair share their favourite piece of advice with the class.

Extension activity

Play 'Tic-tac-toe'. Draw nine squares on the board. Label them as follows:

(1 verb as subject 2 adjective + verb 3 preposition + verb 4 verb + infinitive 5 verb + *+ing* form 6 verb + infinitive 7 verb + *+ing* form 8 verb as subject 9 adjective + verb)

Students work in two teams, X and O. Teams take turns to make a correct sentence using the structure given on the square they want, in order to claim it, e.g. square 5: *I dislike playing football*. If their sentence is correct, they win the square. If not, play passes to the other team. The first team to win three squares in a row, wins.

Answers:

Students' own answers

Warmer


Ask students what is special about the city you are in. Write their ideas on the board, then put them into groups to decide what kind of logo the city should have based on their ideas. They should think about colour, style and design. Groups draw their logos and label them to show what has been included and why. Stick the logos on the board and vote for the best one.

Task model

- 1 Answer question 1 as a class. Ask additional questions to help students identify Spain, e.g. *What is the weather like? What is the yellow liquid in the bottle? (olive oil) What continent do you think this is?* Students discuss the remaining questions in pairs. Remind them to explain their reasons. Elicit ideas from the class about Seville's logo and write them on the board.

Answers:

Students' own answers

- 2  18 Read the options aloud, then play the audio for students to do the activity. Students discuss their answers in pairs. Remind them to refer to what the speakers say to support their answers. Check answers as a class.

Teaching tip

By making it common practice to have students refer to the audio when discussing their answers, you help them to engage more with the listening material. Over time, they will start to notice more language and pay attention, not just to find the answer, but to hear how the information is given. Encourage phrases such as: *I think the answer is... because the man said...*

Answers:

Students tick: 1, 2, 5, 6

Audioscript: Track 18

- Speaker 1:** OK, let's discuss this year's marketing plan. As we know, Seville is a fantastic city and visitor numbers have been good, but I think we can make them even better. We get far more young people than families at the moment, so let's try to attract more families.
- Speaker 2:** Yes, that sounds like a good idea. I think if we want to advertise to families, we need to think about where we advertise. Perhaps we could try a TV advert? Something around the time when families are watching TV together. Maybe before the school holidays?
- Speaker 1:** I don't think that's possible. It costs a lot of money to advertise on TV, and anyway, people don't watch as much TV as before. I suggest having some radio adverts.

Speaker 2: That might work. How about if we have an advert that focuses on what's special about the city?


Speaker 1: My only worry is lots of families like to go to the beach, and... well, we don't have any beaches here.

Speaker 2: True, but we do have a great theme park. And that has a lake, doesn't it? Maybe we could have a parent and a child in our advert.

Speaker 1: Can you give some more detail?

Speaker 2: Well, the actors could talk about what they did that day: going on the rides, eating delicious food and doing activities on the water – you know, you can learn to kitesurf there and other fun stuff like that.

Speaker 1: OK, I see what you mean. The idea's simple, but I like it! Let me add some of these ideas to this document...

- 3  18 Play the audio again for students to do the activity. Check answers as a class and ask students if they noticed what the speakers said to show they agreed or disagreed.

Extra support

If your students need extra help, provide a copy of the audioscript and have them underline the parts of the text that provide the answers.


If your students need an extra challenge, have them make a note of the phrases used to agree and disagree.

Answers:

1 type of visitor 2 unique selling points
3 where to advertise

Useful language

Sharing and responding to ideas

- 4  18 Students do the activity individually, then compare answers in pairs. Play the audio for students to check the answers, then model and drill the pronunciation of the phrases. Make sure they understand the phrases, e.g. *perhaps (maybe)*.

Answers:

1 sounds 2 try 3 possible 4 suggest 5 work
6 about 7 detail 8 see

- 5 Students do the activity in pairs. When checking answers with the class, ask students to say the complete sentences.

Extension activity

Students work in groups of three. Tell them to imagine they need to think of ways to attract more foreign students to their school. Each student should think of one real idea and one funny or silly idea. Students share their ideas and use the phrases to make comments on their classmates' ideas.

Answers:

- 1 Can you give some more detail?
- 2 That sounds like a good idea., That might work.
- 3 I don't think that's possible.
- 4 I see what you mean.
- 5 Perhaps we could try ..., I suggest having ..., How about if we have ... ?

Task preparation

- 6 Point out that students should use their own ideas first. Once they have made some notes, allow time for them to complete the *Web research* task. Have students add the new information to the table.

WEB RESEARCH

Ask the students to read the *Web research* task and check that they understand it. Ask if they usually use double quotations marks when they search for information online. Elicit two more search phrase ideas and write them on the board, e.g. *best places for backpackers in...* Give students time to do their research and make some notes.

Answers:

Students' own answers

- 7 Elicit some different ways of advertising and write them on the board e.g. on social media, in newspapers, on TV, etc. Have students do the activity individually.

Answers:

Students' own answers

Speaking task**Make an advertising plan**

- 8 Direct students to the *Career skills* box. Read the speaking task aloud and explain that it is a discussion and students should all try to participate equally. Point out that group members could ask quieter students to share their ideas. Tell students how long they have for their discussions and explain that you will warn them two minutes before the end so that they can start to make their final decisions. Monitor and encourage students to use the *Useful language* phrases.

**CAREER SKILLS:
Developing a creative mindset**

Ask students to read the *Career skills* box or read it aloud. Check that they understand the information. Ask if they think the ABC method is a good method and why, or why not.

Extra support

If your students need extra help, give them time to read through the steps and make notes of what they would like to say for steps 1 and 2. Consider modelling the task briefly with stronger students.

If your students need an extra challenge, have them decide on just one final idea.

Answers:

Students' own answers

- 9 Allow time for groups to prepare their short presentations. Limit the time of the presentations so that each group has an equal opportunity to speak.

Extension activity

In their groups, students carry out their plans and make their adverts, e.g. if they chose a social media post for backpackers, they should use a computer to design the advert. If they chose a radio advert, they will need to record the audio and think about music and sound effects. Groups show or play their adverts for the class and discuss how effective they would be for their target audience.

Answers:

Students' own answers

Feedback

- 10 Students discuss the feedback questions in their groups. Hold a whole-class feedback session and ask students to share their answers to the second question.

Answers:

Students' own answers

Warmer

Write the following words on the board one by one and ask students to guess the place they are associated with: *visitors, tours, water, gift shop, glass, fish* (Answer: *an aquarium*). Hold a class discussion. Ask who has been to an aquarium and have them briefly describe their experiences. If students have never been to an aquarium, ask if they would like to go and why / why not. Write any useful new language on the board.

- 1 Students discuss the questions in pairs. Ask volunteers to share their answers to question 3 with the class.

Teaching tip

If students struggle to think of ideas to answer a question, break it down into different stages, e.g. for question 3 you could ask: *What type of people visit aquariums? Do you think people have to be interested in sea creatures to enjoy aquariums? Do you think aquariums are good for the environment? Why do you think some people don't like aquariums?* Students can then use their answers to these questions to help them answer the initial question. This can empower young learners as it shows them that they know more about the world than they initially thought.

Answers:

Students' own answers

- 2 Allow time for students to do the activity individually. Put them into pairs to discuss their answers, then check answers as a class.

Answers:

- 1 The General Manager (Hadi Nader)
 - 2 The Marketing Manager (Ayman Hajjar)
 - 3 Ideas on how to market the aquarium and an invite to a meeting.
 - 4 Not very long because Hadi says 'We're glad to have you on the team!' which is an indication that Ayman is new to the group.
- 3 Have a volunteer read out the example ideas. Put students into pairs to do the activity. Monitor and help with language as needed. Remind students to write down their ideas.

Alternative activity

Students research online to find out about how aquariums market themselves. They should find three ideas that they like and make a note of them.

Extension activity

Pairs conduct a quick class survey to check which of their marketing ideas are the most popular. They can use the example ideas given, but they must include at least two of their own ideas. Do a class mingle; each pair should ask ten other students and put a tick next to their favourite ideas. They can use this information to help them decide which idea to include in their emails.

Answers:

Students' own answers

- 4 Students do the activity individually, then put them into pairs. Students take turns to read out the phrases and respond with the correct replies. Check answers as a class.

Answers:

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

- 5 Go through the *Writing tip* as a class. Check if students have any questions, then allow time for them to write their emails. Give extra time at the end for them to check their finished emails before handing them in.

WRITING TIP: Checking your work



Have students read the information or read it aloud. Ask: *Do you always check your emails and messages before you hit send? Elicit some ideas of why it is especially important to check business emails before sending them (e.g. errors waste time, you could appear unprofessional, an error with a name is rude).*

Extra support

If your students need extra help, provide a framework of the reply email for them to fill out. Include the reply phrases with some words missing for students to complete.

If your students need an extra challenge, have them include three ideas in their reply emails.

Answers:

Students' own answers

I CAN...

Ask students to complete the checklist. Check students understand that 1 is the lowest end of the scale and 5 is the highest.

How to use the Workbook pages

There are a number of different ways that the Workbook pages can be used depending on your teaching situation and students:

1 In the classroom: the procedure notes below are designed for the Workbook exercises to be used in the classroom as a standard lesson using a communicative approach. The material consolidates the main vocabulary, grammar and useful language from the unit.

2 For homework: the Workbook exercises can also be set as homework. For example, if you have taught the vocabulary lesson in your class, you can set the first two vocabulary exercises of the Workbook page for homework. If you have time it's always a good idea to go through the homework with your students at the start of your next class.

3 As an extra test: if required, you can use the Workbook page as an extra test. Remember to set an appropriate time limit for the test. The material has been conveniently divided into Vocabulary, Grammar and Useful language sections.

Vocabulary

Words for advertising

- Review the vocabulary by asking questions and having the class respond with the correct words from the box, e.g. *Which word means a positive effect? (benefit) Which word means to be noticeable? (stand out) Which word means to be different? (unique) Which word means plan? (strategy) Which word means to tell people about something in an attractive way? (advertise)*

Students do the activity individually, then compare answers in pairs. Read aloud the completed text for them to check their answers.

Answers:

- 1 stand out 2 unique 3 advertise 4 brand
5 benefit 6 strategy

Adjectives for describing designs

- Students complete the activity individually, then check answers as a class. Correct pronunciation errors on the spot.

Answers:

- 1 d 2 c 3 a 4 e 5 b

- Students do the activity individually, then compare answers in pairs. Check answers as a class.

Answers:

- 1 dull 2 attractive 3 amusing 4 confusing
5 strong 6 colourful

Grammar

Gerunds and infinitive forms

- Remind students of the rules for using gerunds and infinitives or refer them to Grammar Exercise 2 (on SB page 41). Do question 1 as a class and ask why the answer is correct (*because a full infinitive follows an adjective*). Students complete the activity individually, then read out their sentences in pairs to compare their answers. Check answers as a class, asking why the answer is correct each time.

Answers:

- 1 to identify 2 Designing 3 to spend 4 attracting
5 employing

Useful language

Sharing and responding to ideas

- Write the jumbled phrases on pieces of paper and stick them up around the room. Have one piece of paper per phrase (e.g. paper 1: *great – that – sounds – idea – a – like*). In pairs, students walk around the room, find the papers and unjumble the phrases. They should write the correct phrases in their notebooks. Check answers as a class.

Alternatively, do a running dictation. Photocopy the exercise and stick one copy to each wall in the class. Put students into pairs and try to ensure that pairs are all roughly the same distance from a copy of the jumbled phrases. Student A runs to the jumbled phrases, memorises the words, runs to Student B and repeats them. Student B writes the words down and tries to put them in the correct order. Student A can make as many return journeys as necessary. After completing three phrases, students swap roles. The first pair to correctly write all six phrases are the winners. Have students then write the sentences in their books. Check answers as a class.

Answers:

- That sounds like a great idea.
- I don't think that's possible.
- That might work.
- Can you give some more detail?
- I see what you mean.
- I suggest having some radio adverts.

Website

Unit 11 test

Unit 12

Get the job

UNIT OVERVIEW

Learning outcomes

Students can...

- use vocabulary to talk about finding a job.
- use first and second conditionals.
- do a job interview.
- write a cover letter.

Listening

All about my job

Reading

A blog about internships

Vocabulary

Finding a job

People qualities: prefixes and suffixes

Grammar

First and second conditionals

Career skills

Useful language: Interview questions

Speaking task: Do an interview

Career skills: Emotional intelligence

Writing

A cover letter

Writing tip: Writing a formal cover letter

Workbook

Vocabulary: Finding a job, People qualities: prefixes and suffixes

Grammar: First and second conditionals

Useful language: Interview questions

Listening and reading

Warmer

Write the following statements on the board:

- 1 *An unprofessional email address can stop you getting a job.*
- 2 *80% of job openings are not advertised.*
- 3 *78% of people lie to get jobs.*

Put students into small groups to decide if they are true or false and why (Answers: 1 true, 2 false – this statistic is from the 1970s, 3 true). Explain that the research was carried out in the USA. Check answers as a class and ask if students think the statements are true for their own country.

Lead-in

- 1 Pairs discuss the questions, then share their ideas with the class.


Alternative activity

Do the activity as a whole-class discussion. Ask additional questions, such as *What do you think each person is saying? How do you think each person prepared for this situation?* Make a connection to students' own lives by asking how they might prepare for that situation and how they think they might feel before, during and after it.

Answers:

Students' own answers

Listening All about my job


- 2  19 Check that students understand *main* (most important or biggest). Play the audio for students to do the activity. Check answers as a class.

Answers:

Students tick: 3

Audioscript: Track 19

- Host:** On today's programme, I'm speaking to Anna Jones about her job. Anna, hello. Tell us a bit about what you do.
- Anna:** Hello. My job title is Tourism Officer, and it's a really interesting and exciting job.
- Host:** What do you need to do in your position?
- Anna:** Well, I work for the government, and my main responsibility is to encourage people to visit the area. That means I have to think about marketing, as well as organising special events. For example, we've got a film premiere this month in the capital, with some Hollywood celebrities, and I'll organise an evening dinner for that. I also work with hotels and museums to check the tourist information we have is up to date. In the summer months, I supervise a tour-guide training programme, too.
- Host:** That sounds like a busy job! What do you enjoy most about your work?
- Anna:** Well, every day is different, so I'm never bored. In addition, I have the opportunity to talk to lots of different people.
- Host:** And is there anything you would change about your job?
- Anna:** That's a good question. If I could change anything, I'd like to work more regular hours. Sometimes I'm still working at midnight. Also, it'd be better if we had more people working in my department – there's so much to do! But I do love my job.
- Host:** And how did you get the job?
- Anna:** I studied tourism at university. And then I got some work experience in a tourist information centre. A few years ago, I saw this job advertised on the internet and I applied. I got an interview, the interview went really well, and fortunately I got the job.
- Host:** And, what kind of person would be good at this job?
- Anna:** To do this job, you need to be a great communicator – you'll be talking to lots of different people. You also have to know what sells. After all, this job is mostly about selling the country to visitors. You need to have lots of original ideas, but you also need to be good with IT, too. Speaking other languages is useful, but not essential.
- Host:** So, there are lots of different skills you need?
- Anna:** Yes, but when you hear international visitors saying good things about your country... it's all worth it!

- 3  **19** Read the activity aloud and ask: *How many answers are there for each question? (two)* Play the audio again for students to do the activity. You may want to pause the audio after each answer is given. Have students discuss their answers in pairs, then check answers as a class.


Alternative activity

Ask students to close their books. Write the following questions on the board and ask students to answer them as they listen to the audio: 1 *What does she like about her job?* 2 *What doesn't she like about her job?* 3 *What helped her to get the job?* 4 *What does she need to do the job well?*

As these students won't see the options in the books, when checking their answers with the whole class, have the class say the whole phrase rather than the letter of the option.

Answers:

1 a, b 2 a, c 3 a, b 4 b, c

- 4  **20** Students do the activity individually. Play the audio for them to check their answers.

Answers:

1 title 2 for 3 responsibility 4 opportunity 5 need

Audioscript: Track 20

- 1 My job title is Tourism Officer.
2 I work for the government.
3 My main responsibility is to...
4 In addition, I have the opportunity to...
5 To do this job, you need to...
- 5 Put students into groups to discuss the questions. Remind them to comment on each other's responses and ask each other follow-up questions. Ask groups to share any interesting points from their discussions with the class.

Extension activity

Do a class mingle. Students ask each other what their dream job would be and why. They should each speak to at least five people.

Answers:

Students' own answers

Reading

A blog about internships

Warmer

Ask students if they think it is easy or difficult to find work when they finish their education. Put students into groups and ask them to think of three tips for getting work experience when they finish their education (e.g. *working in a family business*). Groups write their ideas on the board, then have a whole-class discussion about the best ones.

- 1 If students do not know what an internship is, ask them to find out online or in a dictionary then explain it in their own words. If you did the *Warmer*, you can explain that an internship is a way of getting work experience. Students discuss the questions in pairs. Monitor and make a note of any good or interesting answers. Nominate students to share their answers with the class.

Teaching tip

Although it is quicker to explain vocabulary yourself, encouraging students to find out information for themselves helps them to develop the tools they need to become more independent learners.

Answers:

Students' own answers

- 2 Have students read the blog post quickly and do the activity. Check answers as a class and ask students to read out the information in the text that supports their answers. Explain that '*front of house*' can be another word for reception.

Alternative activity

Put students into groups of four: A, B, C and D. Photocopy and cut up the blog post. Give the introduction to Student A, paragraph 1 to Student B, paragraph 2 to Student C and paragraphs 3 and 4 to Student D. Students read their texts thoroughly, then take turns to summarise and share their information with the other members of their group. If you have a group of three, they can all read the introduction.

Answers:

reception, housekeeping, the restaurant

- 3 Students do the activity individually, then check answers as a class. Model the pronunciation of the new vocabulary and drill it chorally and individually.

Extra support

If your students need extra help, allow them to use a dictionary to find the definitions of the words in bold before they do the matching activity.

If your students need an extra challenge, have them write example sentences about themselves using the new vocabulary.

Extension activity

In pairs, students write one question, or 'tell me about' instruction for each word in bold, e.g. *When was the last time you didn't have a clue what to do? Tell me about a time when you didn't feel supported.* Monitor and correct on the spot. Join pairs to make groups of four and have them ask and answer their questions.

Answers:

1 supported 2 didn't have a clue 3 confident
4 discover 5 embarrassing 6 efficiently

- 4 Students do the activity in pairs. Encourage them to underline the information in the text that provides the answers. Check answers as a class.

Answers:

1 2 months ago
2 her supervisor
3 how to work efficiently, how to clean using the correct cloths and chemicals
4 how to serve food
5 the fact she doesn't get paid much
6 she's become more confident

- 5 Students discuss the question in groups. Do a quick class poll to find out who would like to do an internship. Nominate several students to share their reasons for their answers. Direct students to the *Did you know?* box and ask them to share their opinions on the information.

Extension activity

Write the word *INTERNSHIP* on the board and put students into small groups. Tell them to make as many new words from the letters in internship as possible. Set a time limit of three minutes. When the time is up, the group with the most words wins. Have them share their list with the class and give a bonus point for the team with the longest word. Repeat the game with the following words: *supported* and *embarrassing*.

Answers:

Students' own answers

DID YOU KNOW?



You can provide students with extra facts about internships, e.g. around 30% of people start doing internships when they finish university. Over 40% of internships are unpaid.

 Vocabulary

Finding a job; People qualities: prefixes and suffixes

Warmer

Hold a class discussion. Ask students how people get jobs. Elicit their ideas and write them on the board (e.g. *see an advert, send a CV, etc.*). Once you have at least five ideas, put students into small groups and have them put the ideas in the correct order in which people should do them. Discuss the correct order as a class.

Finding a job

- 1 Have students do the activity individually, then compare answers in pairs. Check answers by calling out the verbs and having the class respond with the nouns. Model the phrases, then drill chorally and individually. Ask questions to check understanding of the new vocabulary, e.g. *What is a salary? (the money you get for doing a job)*

Alternative activity

Write the verbs and nouns on separate pieces of paper and stick them up around the room. In pairs, students find the papers and match the verbs and nouns. They should write the complete phrases in their notebooks.

Teaching tip

Taking an activity off the page can be beneficial for several reasons. It creates a more dynamic atmosphere in the class, can encourage collaboration and the extra level of effort required can lead to better retention of the language.

Answers:

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

- 2 Elicit the answer to number 1 as an example, then have students do the activity individually. Ask volunteers to read out the text sentence by sentence for the class to check their answers.

Extra support

If your students need extra help, have them underline any words in the text that form part of the phrases before completing the exercise.

If your students need an extra challenge, put them in pairs to quietly read aloud the completed text.

Answers:

1 apply for 2 application form 3 CV 4 go for
5 qualifications 6 salary

People qualities: prefixes and suffixes

- 3 On the board, write: *impolite* and ask a volunteer to come up and circle the prefix (*im-*). Then write: *beautiful* and ask a volunteer to circle the suffix (*-ful*). Elicit the position of prefixes (*at the start of a word*) and suffixes (*at the end of a word*). Explain that adding a prefix or suffix to an adjective can give it the opposite meaning, e.g. *polite / impolite*. Students do the activity individually, then check answers as a class.

Extension activity

Write the two lists of adjectives on the board. Elicit which syllable is stressed in each positive adjective and underline it. (*useful, careful, reliable, motivated, patient, organised*)

Put students into pairs to decide where the stress goes in the negative adjectives. Have volunteers come to the board and underline the stressed syllables. (*useless, careless, unreliable, unmotivated, impatient, disorganised*)

Elicit that the same syllable is underlined in both lists and that the prefixes and suffixes are not stressed.

Answers:

1 useless 2 careless 3 unreliable 4 unmotivated
5 impatient 6 disorganised

- 4 Students do the activity individually, then compare answers in pairs. Read aloud the definitions and have the class respond with the correct adjectives. Correct any pronunciation errors on the spot.

Answers:

1 impatient 2 reliable 3 useful 4 motivated
5 careless 6 disorganised

- 5 Pairs discuss the questions. Encourage students to answer in full sentences and use the new vocabulary. Monitor and correct pronunciation on the spot. Have pairs discuss their answers to question 4 with the class.

Extension activity

Practise the adjectives by putting students in A / B pairs. Student A reads out adjectives from the table in Exercise 3 and Student B, with the book closed, responds with the antonyms. Then swap roles.

Alternatively, split the class into three teams. One student from each team comes to the front. Place a pen on a table between them. When you call out an adjective, the first student to grab the pen can say if the adjective is positive or negative. If they are correct, their team can give a definition of the adjective for 1 point. Change students and repeat with a new adjective.

Answers:

Students' own answers

First and second conditionals

Warmer

Write the following three questions on the board and briefly tell students your own answers. Put students into groups to discuss their ideas.

What would you do if there was a snake in the classroom?

What would you do if you were stuck on a desert island?

What one thing would you change about yourself?

Put students into groups to discuss their answers, then have them share their ideas with the class.

- 1 Have two volunteers read out Hiba and Ayman's comments. Put students into pairs to discuss the questions, then check answers as a class.

Answers:

Clare – imagining (situation is unlikely to happen);
Oliver – real life (situation is likely to happen)

- 2 Students do the activity individually, then check answers as a class. Point out that, although the meaning is not affected, you must add a comma when the *if* clause comes first.

Alternative activity

Explain that there are two clauses in conditional sentences: an *if* clause that describes a condition and a main clause that describes the result.

On the board, write: *If I pass my exams, I'll get a place as an intern.* Ask: *Does this describe something likely, or unlikely? (likely)* Elicit the structure of the first conditional and write it on the board (*If + present simple, will + infinitive*).

On the board, write *study every day / English improve* on the board and elicit the sentence: *If I study every day, my English will improve.*

Write: *If I had the opportunity, I'd be an airline pilot* on the board. Ask: *Is Hiba talking about a real situation or an imagined situation? (imagined) Does she think it is likely or unlikely? (unlikely)* Elicit the structure of the second conditional and write it on the board (*If + past simple, would + infinitive*).

Write: *have a bigger house / get a pet* on the board and elicit the sentence: *If I had a bigger house, I'd get a pet.* Explain that the order of the clauses in conditional sentences does not affect the meaning, but a comma must be added before the main clause when the *if* clause comes first. Have students read out the examples on the board with the main clauses first.

WATCH OUT!

Read the information aloud, then elicit second conditional sentences from the following prompts: *If / I / be / older... If / she / be / a pilot... If / he / be / more motivated...*

Point out that *If I were you* does not follow this rule as it is a set phrase used to give advice.

Answers:

1 likely 2 will 3 present simple 4 unlikely
5 past simple 6 would

- 3 Have students do the activity individually. Check answers as a class, asking why each answer is correct. You may need to ask questions to help them, e.g. *Is Rawad talking about a real or imagined situation? (real) Does Dania live close to the office? (no) Does Reema think she is confident enough to apply for the job? (no)* Have students act out the conversations in pairs.

Answers:

1 have 2 'll 3 would 4 lived 5 were 6 'd

- 4 Students do the activity individually, then compare answers in pairs. When checking answers, read the blog aloud and pause at each gap for students to call out the answer.

Extra support

If your students need extra help, write the second conditional structure on the board for reference, then have them circle all of the *ifs* in the text. Remind them that the verb following *if* should be in the past simple, so the verb in the next gap should be *would + infinitive*.

If your students need an extra challenge, have them write all the contracted words in the blog out in full.

Answers:

1 could 2 would you like 3 did 4 would not be
5 made 6 would not have to

- 5 Students work in pairs to complete the sentences. Monitor and offer corrections as needed.

Answers:

Students' own answers

- 6 Pairs read each other's sentences aloud, then discuss the questions in groups of four.

Answers:

Students' own answers

Warmer


Tell students an appropriate, funny interview story (if necessary, search 'funniest interview stories' online). Put students into small groups and have them write a list of interview *Dos* and *Don'ts*. Elicit one idea for each topic as examples (*do: be polite, don't: chew gum*). Join two groups together and have them combine their ideas and decide on their top three tips for each topic. Groups write their ideas on the board and briefly compare them as a class.

Task model

- Elicit one or two answers to question 1 from the class, then put students into pairs to continue discussing their ideas. Ask several pairs to share their answers to questions 2 and 3 with the class.

Answers:

Students' own answers

-  **21** Play the audio for students to answer the questions. Check answers as a class.

Extra support

If your students need extra help, provide a copy of the audioscript for them to read as they listen.

If your students need an extra challenge, have them write a detailed answer to question 2, including quotes from the text.

Answers:

1 cabin crew 2 Students' own answers

Audioscript: Track 21

Mr Najjar: Hello, Fouad. Come in and have a seat.

Fouad: Hello, Mr Najjar. Pleased to meet you.

Mr Najjar: I see you've applied for the job of cabin crew. I've got your CV, but tell me... What exactly attracts you to this job?

Fouad: Well, I've always enjoyed travelling, and I want to work with people.

Mr Najjar: And why do you think you'd be good at it?

Fouad: If you gave me this opportunity, I think I'd be an excellent employee. I speak three languages and I've got good communication skills.

Mr Najjar: Could you give me an example?

Fouad: OK – I used to work at a golf centre at the weekends, helping customers. My manager said that I was one of the best in the team – he said I was always very patient and helpful.

Mr Najjar: OK, thank you. Now, do you have any experience of this kind of work? I mean, in the travel industry?

Fouad: Yes. I did an internship at the tourist office last year. In that job, I helped visitors with things like transport and finding places to see.

Mr Najjar: And... what qualifications do you have?

Fouad: I've got a certificate in customer service. I did a college course last year.

Mr Najjar: Great, thank you. If you got this job, you'd have to attend our head office and complete a six-week unpaid training period. Are you prepared to do that?

Fouad: Yes, that would be fine.


Mr Najjar: Do you have any questions about the job?

Fouad: Yes, I do. If I worked here, would I be on domestic or international flights?

Mr Najjar: Well, we start all new staff off on domestic flights, but if you wanted to work on international flights, you could apply after the first year.

Fouad: OK, thank you.


Mr Najjar: Right! Thank you very much for coming to the interview today – it was lovely to meet you. We'll be in touch in a few days to let you know if you've passed the first stage of the interview.

-  **21** Give students time to read the notes, then play the audio again for them to do the activity. Students compare answers in pairs, then check answers as a class.

Answers:

1 travelling 2 communication 3 the tourist office
4 customer service

Useful language**Interview questions**

-  **21** Students work individually or in pairs to complete the questions. Play the audio for students to check the answers, then model and drill the pronunciation of each phrase chorally and individually.

Answers:

1 attracts 2 good at 3 an example 4 experience
5 qualifications 6 questions

- Students do the activity individually, then work in pairs to read out the questions and respond with the correct answers. Check answers as a class.

Answers:

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

- Allow time for students to think about the job they would like and their possible answers. Put them in pairs to ask and answer the questions.

Answers:

Students' own answers

Task preparation

- 7 Have students discuss the questions briefly before doing the *Web research* task. Ask if their findings support their initial answers.

WEB RESEARCH

Ask the students to read the *Web research* task and check that they understand it. Point out that, if they cannot find an advert for an internship, they could use the information from a real position as the skills will be similar. Elicit possible search phrases and write them on the board (e.g. *hotel concierge internship*). Remind students to make a note of the skills needed.

Answers:

Students' own answers

- 8 Point out that students may need to adapt their questions for each role. Elicit one possible question for each role and write them on the board. Allow time for students to write their questions, then put them in pairs to discuss and compare their ideas.

Answers:

Students' own answers

Speaking task

Do an interview

- 9 Direct students to the *Career skills* box. Put students into pairs and have them choose their roles. Student B should decide which internship they are applying for and tell the interviewer. Encourage students to get into character. Allow time for pairs to act out their interviews.

CAREER SKILLS: Emotional intelligence

Ask students to read the *Career skills* information or read it aloud. Check that they understand it. Ask for examples of positive body language, you could have students act this out (e.g. *making good eye contact, relaxed arms, sitting upright, etc.*) Ask students to explain why each point is important and what could happen if people do not follow this advice.

Extra support

If your students need extra help, have the interviewer show the interviewee their questions before they start and allow time for them to plan their answers.

If your students need an extra challenge, have the interviewer include extra questions from Exercise 4.

Extension activity

After reading the *Career skills* box, have students act out bad interviews. Put students into pairs and join them to make groups of six. Using the questions from Exercise 4, each pair should act out a bad interview by doing the opposite of what is suggested in the *Career skills* box. After all three pairs have acted out their mini interviews, the groups should decide which was the worst and why.

Answers:

Students' own answers

- 10 Give students time to choose the internship they are applying for and get into their new characters. Have them act out their new interviews.

Alternative activity

Do Exercises 9 and 10 with different staging. Split the class into two groups: A and B. Organise the chairs so they are in pairs facing each other. Try to leave as much space as possible between the pairs of chairs. Group A are the interviewers. They should sit down. Group B are the interviewees. They will sit opposite an interviewer. Set a time limit of two minutes. When the time is up, the interviewees move to a new seat so they are facing a new interviewer. The interviewers do not move. Repeat this process five times. Each time an interviewee sits down, they should tell the interviewer the position they are applying for. They do not have to apply for the same role in every interview. Interviewers should listen carefully to the answers and decide which of the five candidates they would hire and why. Briefly ask for some feedback before having students swap roles and repeat the role plays.

Answers:

Students' own answers

Feedback

- 11 Students work in groups to discuss the questions. Hold a whole-class feedback session and ask students to share their answers to question 3.

Answers:

Students' own answers

Warmer

Ask students how important they think the design of a CV is. Before the class, print out some example CV templates from the internet. Stick them up on the board and put students into groups to discuss them. They should discuss what they do and do not like about each one and give reasons. Each group should vote for its favourite CV design and share it with the class.

- 1 Students do the activity in pairs. Check answers as a class. Explain that different countries have different expectations and requirements for job applications, e.g. in the UK you cannot include a photo.

Teaching tip

Remember that, for some work-related questions, students of this age may not have the information available. Try to have a plan B for these situations: either allow time for them to do some research online and find out the necessary information or have the answers yourself and hold a more teacher-centred discussion.

Answers:

Students' own answers

- 2 Students read the cover letter and answer the questions individually. Put students into pairs to discuss their answers, then check answers as a class.

Answers:

(He wants to be a) tour guide at a National Park.

Suggested answers: he visits the National Park frequently, he knows the hiking routes well, he's organised, he has a sense of humour, he's studied plants and wildlife, he has a first-aid certificate, he has experience of working with children

- 3 Students do the activity individually, then check answers as a class.

Answers:

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

- 4 Explain that, although the whole letter is designed to persuade the reader that the writer wants the job, there are certain phrases which are more emphatic than others. Allow time for students to do the activity, then discuss answers as a class.

Answers:

I would love to encourage..., ...our wonderful parks., I believe my background makes me the perfect person...

- 5 Direct students to the *Writing tip*. Give students time to choose the job they will apply for. Recommend that they choose something they have a genuine interest in. Monitor and help students as they write their letters. Then have students swap their letters with a partner. Ask them to check that they have included all the points in Exercise 5. Students give each other feedback, then make any necessary corrections to their letters.

WRITING TIP:
Writing a formal cover letter



Give students time to read the information or read it aloud. Ask if they have any questions and clarify any doubts. Ask why it is important to put the different sections in certain places (e.g. *it is professional, it follows convention and is what is expected*). Ask why it is important to use paragraphs (e.g. *it breaks up the information and makes it easier to digest*).

Extra support

If your students need extra help, include an additional planning stage where students make a note of what they would like to say in each section before they start writing.

If your students need an extra challenge, have them find and briefly research a real company they would like to apply to. They should use their new knowledge of this company to help them write an effective cover letter.

Extension activity

In pairs, students write a comedy cover letter. They should apply the same advice as they do for a real cover letter, but the job should be something funny, e.g. they could apply to be the new Batman. Students should make sure the information they give matches the role they choose. Stick the comedy cover letters up around the room and allow time for students to read them and choose their favourites.

Answers:

Students' own answers

I CAN...

Ask students to complete the checklist. Check students understand that 1 is the lowest end of the scale and 5 is the highest.

How to use the Workbook pages

There are a number of different ways that the Workbook pages can be used depending on your teaching situation and students:

1 In the classroom: the procedure notes below are designed for the Workbook exercises to be used in the classroom as a standard lesson using a communicative approach. The material consolidates the main vocabulary, grammar and useful language from the unit.

2 For homework: the Workbook exercises can also be set as homework. For example, if you have taught the vocabulary lesson in your class, you can set the first two vocabulary exercises of the Workbook page for homework. If you have time it's always a good idea to go through the homework with your students at the start of your next class.

3 As an extra test: if required, you can use the Workbook page as an extra test. Remember to set an appropriate time limit for the test. The material has been conveniently divided into Vocabulary, Grammar and Useful language sections.

Vocabulary

Finding a job

- 1 Ask students if they need to use all of the words in the box. (*No, there is one extra.*) Students do the activity individually, then compare answers in pairs. Nominate students to read out the sentences for the class to check their answers. Correct any pronunciation errors on the spot.

Answers:

1 application form 2 interview 3 qualifications
4 job 5 salary

People qualities: prefixes and suffixes

- 2 Do a board race. Put students into two teams and give each team a board marker. Explain that you will call out a positive adjective and one person from each team races to the board to write the opposite adjective, e.g. *polite / impolite*. Go through the list twice, changing the order each time. Students swap roles after each word.

Answers:

1 un 2 im 3 less / ful 4 dis 5 less / ful 6 un

Grammar

First and second conditionals

- 3 Remind students of the rules for the conditional sentences or refer them to Grammar Exercise 2 (SB page 49). Elicit the structure of the first conditional and write it on the board (*If + present, will + infinitive*). Elicit the structure of the second conditional and write it on the board (*If + past simple, would + infinitive*). Ask which conditional we use to talk about imagined situations (*second*) and which we use to talk about likely situations (*first*).

Students do the activity individually, then discuss answers in pairs. Nominate students to read out the complete sentences.

Answers:

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

- 4 Students do the activity individually. Read the completed text aloud for them to check their answers, pausing at each gap for them to call out the answers.

Answers:

1 had 2 would like 3 could 4 wouldn't cook
5 would prepare

Useful language

Interview questions

- 5 Students do the activity individually, then compare answers in pairs. Check answers as a class. Have students read aloud the complete questions. Then have students take turns to ask and answer the questions in pairs.

Answers:

1 good 2 experience 3 example 4 qualifications
5 questions 6 attracts

Website

Unit 12 test
End of volume 2 test
End of course test

End of volume 2 review answer key

The *End of volume 2 review* in the Student's Book (pages 54–56) evaluates each unit individually. Every unit review is marked with a score out of 20. The 20 items are divided into 4 exercises of 5 items each, covering the key vocabulary, grammar and useful language from the unit.

Unit 7

A

- | | |
|-----------|-----------|
| 1 shake | 4 nod |
| 2 respect | 5 customs |
| 3 point | |

B

- | | |
|-------------|-----------------|
| 1 need to | 4 ought to |
| 2 shouldn't | 5 don't need to |
| 3 mustn't | |

C

- 1 You should not / shouldn't walk near the cliffs when it's windy.
- 2 You ought to reserve a table because the restaurant is popular.
- 3 Guests must show some ID at check-in.
- 4 You don't have to wear a suit. Casual clothes are fine.
- 5 Are we supposed to go to the meeting now?

D

- | | |
|----------|--------|
| 1 That's | 4 Does |
| 2 have | 5 Let |
| 3 sure | |

Unit 8

A

- | | |
|------------|-------------|
| 1 assists | 4 schedules |
| 2 trains | 5 maintains |
| 3 produces | |

B

- 1 would arrive
- 2 was the next / following day
- 3 liked my
- 4 they could
- 5 were clean

C

- | | |
|-------------|------------------------|
| 1 if, could | 4 where the museum was |
| 2 wanted | 5 told |
| 3 was here | |

D

- | | |
|--------------|---------------|
| 1 Keep up | 4 done |
| 2 appreciate | 5 improvement |
| 3 job | |

Unit 9

A

- | | |
|--------------------|-------------------|
| 1 reference number | 4 payment methods |
| 2 price range | 5 delivery charge |
| 3 express delivery | |

B

- | | |
|------------------|--------------|
| 1 turned up | 4 fell apart |
| 2 send them back | 5 go ahead |
| 3 mixed up | |

C

- 1 arrived, had started
- 2 worked, hadn't (had not) met
- 3 called, had closed
- 4 didn't (did not) go, had forgotten
- 5 had stopped, got

D

- | | |
|------------|---------|
| 1 put | 4 order |
| 2 help | 5 hold |
| 3 speaking | |

Unit 10

A

- | | |
|-------------|----------|
| 1 install | 4 search |
| 2 click on | 5 browse |
| 3 print out | |

B

- | | |
|------------|--------|
| 1 as | 4 less |
| 2 more | 5 as |
| 3 the same | |

C

- 1 The Grange Hotel has the same style with the Tower Hotel. as
- 2 There are much flights in summer than in winter. more
- 3 Families spend more money as business people in the restaurant. than
- 4 In our team, Jad does not work as hard than Rami. as
- 5 Fouad thinks the History Museum is not as interesting to the Science Museum. as

D

- | | |
|-----------------------|-------------------------------|
| 1 I can't hear you. | 4 My screen has frozen. |
| 2 That's all for now. | 5 Let's meet again next week. |
| 3 Is everybody here? | |

End of volume 2 review answer key

Unit 11

A

- | | |
|-------------|-------------|
| 1 strategy | 4 stand out |
| 2 logos | 5 brand |
| 3 advertise | |

B

- | | |
|----------|-----------|
| 1 dull | 4 simple |
| 2 unique | 5 serious |
| 3 weak | |

C

- | | |
|-------------|--------------|
| 1 Selling | 4 staying |
| 2 showing | 5 to imagine |
| 3 to market | |

D

- | | |
|------------|----------|
| 1 suggest | 4 sounds |
| 2 see | 5 work |
| 3 possible | |

Unit 12

A

- 1 d 2 a 3 e 4 b 5 c

B

- | | |
|--------|-------|
| 1 less | 4 dis |
| 2 un | 5 im |
| 3 less | |

C

- | | |
|-------------------|-----------------|
| 1 leave | 4 had |
| 2 will call | 5 would / 'd be |
| 3 would / 'd like | |

D

- | | |
|--------------|------------------|
| 1 attracts | 4 qualifications |
| 2 an example | 5 questions |
| 3 experience | |