

York
**VOCATIONAL
ENGLISH**

Industry

TEACHER'S BOOK





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Level 2

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Student's Book scope and sequence

Unit	Listening and Reading	Vocabulary	Grammar
1 Industrial safety	Listening: A conversation about staying safe in the workplace Reading: An article about workplace hazards	Warehouse accidents Health & safety	Modals of obligation
2 Flying high	Listening: A presentation given by an aviation expert Reading: An article on pre-flight safety checks	Parts of a plane Maintenance problems	Present simple v present continuous
3 Car maintenance	Listening: A radio show about smartphone apps for car users Reading: A company web page about car services	Parts of a car Driving verbs	Reported speech Reported questions and requests
4 Shipping and transport	Listening: A woman talking about her job Reading: A blog post about a port	Ports Shipping	Nouns and quantifiers Countable and uncountable nouns
5 Telecommunications	Listening: A news report about digital access Reading: A report on mobile network connections	Telecommunications Describing trends	Past simple Present perfect
6 The textile industry	Listening: A talk about how goods are made Reading: A report on textile manufacturing	Making fabric Making textiles	Present active and passive forms

End of volume 1 review

Career skills

Writing

Workbook

Give a briefing on health & safety
Web research: Health and safety hazards

A leaflet on warehouse safety procedures
Writing tip: Writing a leaflet

Vocabulary: Warehouse accidents; Health & safety
Grammar: Modals of obligation
Useful language: Giving a briefing

Network at an event
Web research: Jobs in aviation companies

A blog post
Writing tip: Blog posts

Vocabulary: Parts of a plane; Maintenance problems
Grammar: Present simple v present continuous
Useful language: Networking at a conference

An appointment with a mechanic
Web research: Car problems

A confirmation email
Writing tip: Writing relevant subject lines

Vocabulary: Parts of a car; Driving verbs
Grammar: Reported speech; Reported requests
Useful language: Making arrangements and checking information

A role play about a port
Web research: Facts about a port

A shipping description using pictures
Writing tip: Writing steps

Vocabulary: Ports; Shipping
Grammar: Nouns and quantifiers; Countable and uncountable nouns
Useful language: Questions to check understanding

Present trends in telecommunications
Web research: Trends in telecommunications

A blog post about trends
Writing tip: Trends with numbers

Vocabulary: Telecommunications; Describing trends
Grammar: Past simple; Present perfect
Useful language: Using presentation language

Explain a manufacturing process
Web research: Processes and accidents in fabric manufacturing

A list of dos and don'ts in a factory
Writing tip: Safety advice

Vocabulary: Making fabric; Making textiles
Grammar: Present active and passive forms
Useful language: Explaining how something works

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



Listening and reading

Lead-in

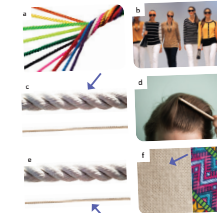
- 1 Work in pairs. Look at the photo and discuss the questions.
 - 1 What can you see in the photo?
 - 2 Would you be interested in working in the textile industry? Why? / Why not?

Listening

A talk about how goods are made

- 2 Match the words (1-6) with the photos (a-f).

- | | |
|---------|-----------|
| 1 comb | 4 thin |
| 2 twist | 5 plain |
| 3 thick | 6 fashion |



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3 C&E Listen to Farah explain how their...

Farah works in a clothes factory. She is very modern and...

4 C&E Listen again and decide if the statements are True (T) or False (F).

1 The machines are very modern and...

2 In Farah's factory, the clothes are made by hand.

3 Only people who are good at sewing can work in the factory.

4 The main material used in the factory is cotton.

5 Fabric makers use different machines to make thread in the factory.

5 Work in pairs.

1 What does Farah do?

2 What did Farah do in the past?

Workbook

Vocabulary

Making fabric

- 1 Complete the sentences with the words for making fabric.

1 The woman _____ the jumper, and it took her one month to make by hand.

2 My sister bought fabric and made a dress using her _____ machine.

3 The factory kept thread on _____ that they could use on different machines.

4 In the past, people needed to _____ cotton before they could use it.

5 The first step in sewing is to put thread through a _____.

6 We used _____ to change the colour of the fabric.

Making textiles

- 2 Complete the sentences with the words for making textiles.

1 We went to a factory where they _____ thread into fabric.

2 The clothing factory had lots of fabric _____ that they used to make the clothes.

3 I _____ that you wear your safety glasses when you are working around the machines.

4 At this factory we can make clothes with _____ that you design yourself.

5 We have a _____ of different fabrics that you can buy and have sent to you.

6 Textiles have lots of different _____ and uses that are interesting to learn about.

Grammar

Present active and passive forms

- 3 Circle the correct words to complete the sentences.

1 The fabric is washed / washes before it is dyed.

2 The cotton cleans / is cleaned before it is cut into bales.

3 Many companies spend / is spent a lot of money on modern technology.

4 All our fabrics are manufactured / manufacture to the highest quality.

5 The customer wants / is wanted a fabric made from cotton.

6 The green button pressed / is pressed to start the machine.



4 Rewrite the sentences with active forms.

1 Three hundred people are employed by the textile factory.

2 Dyed thread is used by some fabric manufacturers to make their fabrics.

3 Modern technology is used by this factory.

4 People can't be replaced by machines.

5 The quality of the thread is tested by machines.

6 Many fabrics are included in the artificial range.

7 Different clothes are made from the different kinds of fabric.

Useful language

Explaining how something works

- 5 Complete the sentences with the words from the box.

attention be check here

once sure to will

1 Make _____ you choose the thread that is dyed the correct colour.

2 You need _____ check the machine is clean.

3 This is important - you need to _____ the order.

4 _____ you have done that, you place the T-shirts on this rack.

5 Pay _____ to this - you have to place the bobbins onto each machine.

6 So the order needs to _____ checked.

7 It _____ be on the screen.

8 You must make sure the thread is placed in this hole _____.

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Unit 6 The textile industry

UNIT OVERVIEW

Learning outcomes

Students can...
use vocabulary to describe making fabric and making textiles.
use present active and passive forms to explain a manufacturing process.
write a list of dos and don'ts for a factory.

Listening

A talk about how goods are made

Reading

A report on textile manufacturing

Vocabulary

Making fabrics
Making textiles

Grammar

Present active and passive forms

Career skills

Useful language: Explaining how something works

Speaking task: Explain a manufacturing process

Career skills: Communication

Writing

A list of dos and don'ts in a factory

Writing tip: Safety advice

Workbook

Vocabulary: Making fabrics; Making textiles

Grammar: Present active and passive forms

Useful language: Explaining how something works

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Listening and reading

Warmer

Bring some different textiles to class. If appropriate, include some textiles that are traditionally made in your country. Put students into groups and give one textile to each group. Ask groups to identify what the textile is made of, how it was made, the colours and patterns and what it can be used for. Then have groups show the textile and share their ideas with the class.

Lead-in

1 Put students into pairs to do the activity. Monitor pairs and encourage all students to speak and share their ideas. At the end of the activity, ask a few pairs to report back to the class.

Alternative activity

Conduct Exercise 1 as a whole-class activity. Collate ideas on the board. Encourage students to give explanations or examples for their ideas.

Extension activity

Ask students to quickly look online for examples of careers in the textile industry and make a word cloud with the jobs they find. (Examples: pattern maker, fabric cutter, knitter, weaver, quality controller, product tester, buyer, sales assistant, journalist, dye technologist)

Answers:

1 a fabric / textile factory with a bobbin of thread and machinery

2 Students' own answers

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

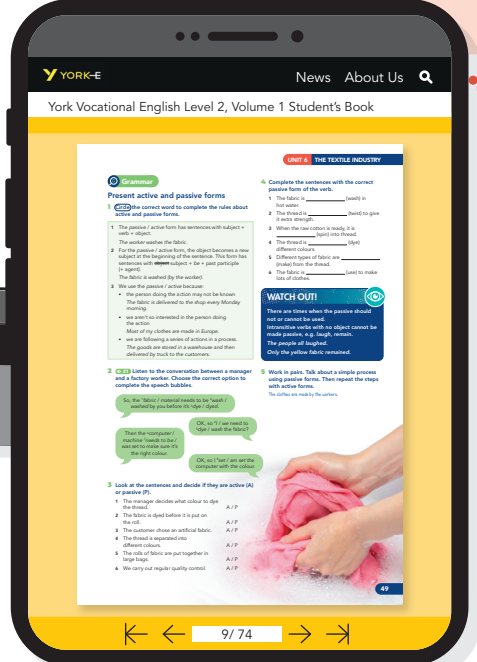
- Downloadable unit tests
- Downloadable end of volume tests
- Downloadable end of course tests

DIGITAL RESOURCES

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




- ▶ Listening
- ▶ Reading
- ▶ Grammar
- ▶ Vocabulary



Student's Book unit overview

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



Unit 2 Flying high

Listening and reading

Lead-in

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

- 1 What can you see in the photo?
- 2 Have you ever been to an airshow? Would you like to go to one? Why? / Why not?

Listening

A presentation given by an aviation expert

2 **Complete the sentences with words from the box.**

aerospace aircraft aviation
commercial fuel spacecraft

- 1 _____ looks at the design, production and maintenance of anything that flies either within the Earth's atmosphere or outside of it.
- 2 Different types of _____ include aeroplanes, helicopters or even hot air balloons, while _____ are vehicles designed to fly and travel in space.
- 3 _____ focuses on the use and maintenance of aircraft that fly within the Earth's atmosphere.
- 4 Propulsion is the study of the engines and the _____ that are needed to push aircraft and spacecraft through the air.
- 5 Aviation focuses on the design and use of _____ aircraft, as well as their maintenance and repair.

3 **Listen to Ayman give a talk to visitors at an airshow. Check your answers from Exercise 2.**

4 Work in pairs. Discuss the questions. Report back to the class.

- 1 What two industries does Ayman talk about?
- 2 What is something similar about the two industries?
- 3 What is something different about the two industries?
- 4 What are three things that engineers in one or both of the industries focus on?

5 Listen again. Decide if the sentences are True (T) or False (F). Then correct the false sentences.

- 1 Ayman says aviation and aerospace are the same industries. T / F
- 2 The aerospace industry focuses on things that fly both within and outside the Earth's atmosphere. T / F
- 3 The aviation industry focuses on the study of the fuel and materials used when designing aircraft and spacecraft. T / F
- 4 A hot air balloon is an example of an aircraft. T / F
- 5 Aviation engineering forms one part of aerospace engineering. T / F
- 6 Aerospace engineers don't just work on the design of aircraft but also on the design of space stations. T / F

6 Work in pairs. Discuss the questions.

- 1 Would you prefer to work in the aerospace or aviation industry? Why?
- 2 Do you know anyone who works in aerospace or aviation? Who? What do they do?

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

Every Listening page starts with a lead-in activity to get students talking.

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 listening track.

UNIT 2 FLYING HIGH

Reading An article on pre-flight safety checks

1 **Work in groups. Discuss the questions.**

What do engineers need to check on a passenger plane before pilots can safely fly it?

2 **Complete the article with words from the box.**

Avionics Engines Landing gear Wings

What does it take to fly you to Dubai?

At the airport, you're more likely to be thinking about your trip, but you might notice pilots and other staff walking around the plane outside and checking it. In fact, hundreds of professionals are needed to make sure that your plane is able to take off and land safely. So what do they need to check before your flight can take off?

a These are very complicated and need engineers to not just design and build them, but also check them to find any problems before anything dangerous happens! They're also not cheap. They can cost as much as £26 million!

b It takes a long time for engineers to build ones that fly efficiently. In fact, they are also very complicated, with some having 750,000 pins and bolts! This means they need a lot of checking to make sure everything is working correctly!

c Big passenger planes have over 240 kilometres of electrical wires, which are used to make sure everything on the plane works. Pilots also need to check all the instruments, including the radio, flight controls, lights and many more!

d A large aircraft weighs approximately 394 tonnes, so a safe landing needs a system that has tyres, shock absorbers and braking systems.

Remember that a passenger plane needs to have a maintenance check every four months, and this can take over 200 hours to finish! But if a pilot thinks there is a problem, engineers will carry out repairs quickly between flights.

3 **Read the article again. Match the numbers (1–6) to the facts (a–f).**

1 200	a weight of a large aircraft
2 750,000	b kilometres of electrical wires in a plane
3 394	c number of pins and bolts in a wing
4 4	d hours needed for a maintenance check
5 240	e the cost of an aircraft engine
6 26,000,000	f number of months between each maintenance check

4 **Work in pairs. Imagine you are checking a plane, but you only have a limited amount of time. Discuss the questions. Then report back to the class.**

- 1 What would you check first? Why?
- 2 What would you check last? Why?

DID YOU KNOW?

It's not just aircraft engineers who help your flight arrive safely! Specialist engineers design satellites that provide GPS navigation for aircraft, which are then launched into space.

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

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.

The reading texts have been carefully graded for the course. They represent 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.

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

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

Students complete controlled practice activities designed to improve their accuracy.

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

Language focus

Vocabulary Parts of a plane; Maintenance problems

Parts of a plane

1 Label the photos of plane parts (1–6) with the words from the box.

cockpit fuel tank fuselage nose wheel tail fin wing flap

Maintenance problems

2 Match the sentence beginnings (1–6) with the endings (a–f).

1 Look here, there's a crack along
2 There's a dent in one of the aircraft doors.
3 We've checked the fuel tank and we found
4 When we checked the nose wheel, we noticed that
5 Can you see that? It's moving.
6 There's a problem with the right wing flap.

a one of the tyres has a puncture. It doesn't have enough air.
b the fuselage near the wing. It could break.
c a leak. See, there's some fuel on the floor.
d When I press this button, it doesn't retract correctly.
e but it shouldn't be loose. We need to fix that.
f You can see that the surface is not completely flat.

3 Read the following transcript of an aircraft engineer doing maintenance checks of an aircraft. Then **circle** the correct words to complete the sentences.

AIRCRAFT MAINTENANCE CHECKS IN PROGRESS

At the front of the plane, a window in the **cockpit** / **fuselage** has a **crack** / **puncture**. We're trying to repair it, but we need to test the air pressure afterwards to make sure it's safe for the pilots.

Under the cockpit, I'm looking at the **nose wheel** / **fuselage** now, and I've noticed that one of the tyres is not inflating correctly. There might be a **crack** / **puncture**, so we'll have to change it.

Towards the middle of the plane, the **wing flaps** / **fuel tanks** usually **retract** / **leak** quickly, but at the moment, one isn't working at all. We think there's a problem with them.

On the right wing, there's a **leak** / **dent** on one of the **wing flaps** / **nose wheels**. It should still move properly during take-off and landing, but we want to carry out some extra tests to make sure it's safe.

Under the wing, there's a **puncture** / **leak** in the **fuel tank** / **tail fin**. We don't know what is causing the leak, but we're trying to fix it now and find out whether it's dangerous or not.

At the back of the plane, we can see here that the rudder on the **tail fin** / **fuselage** is **loose** / **leaking**. Our engineers are working on this now, but it'll take some time.

4 **7** Listen to the aircraft engineer and check your answers to Exercise 3.

5 Work in pairs. Describe a part of a plane so your partner can guess it. Then swap roles and repeat the task.

A: It could have a puncture.
B: Is it the nose wheel?
A: Yes, correct!

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

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

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

Students complete controlled practice activities designed to improve their accuracy.

UNIT 2 FLYING HIGH

Grammar Present simple v present continuous

1 **7** Listen to two pilots carrying out a pre-flight check. **Circle** the correct words to complete the sentences.

1 We **don't have / aren't having** any leaks in the fuel tanks.
2 I **walk / I'm walking** under the wing currently.
3 What **do you check / are you checking** now?
4 But the flaps **don't work / aren't working**.
5 It usually **takes / is taking** a long time for engineers to repair cracks in the fuselage.
6 What **do you want / are you wanting** to do while we wait?

2 Complete the rules with the words from the box.

actions before changing facts now situations think

Use the present simple:

1 to talk about regular or repeated _____, e.g. We need to call the engineers again.
2 to talk about general _____, e.g. Everything looks fine.
3 with state verbs such as know, like, _____, etc., e.g. I think there is a puncture in one of the tyres.
4 with adverbs of frequency sometimes, never, etc. These go _____ the verb, e.g. The wing flaps usually retract quickly.

Use the present continuous for:

5 actions happening _____, e.g. I'm finishing the checks in the cockpit now.
6 _____ situations and trends, e.g. These problems are getting worse.
7 temporary _____, e.g. I'm testing the wing flaps quickly.

3 Categorise the words normally used with the present simple (PS) and with the present continuous (PC).

1 hardly ever _____ 6 at the moment _____
2 never _____ 7 always _____
3 currently _____ 8 usually _____
4 sometimes _____ 9 now _____
5 often _____ 10 these days _____

4 Complete the sentences with the present simple or present continuous forms of the verbs in brackets.

1 This aircraft _____ (have) a lot of problems we need to fix urgently.
2 In fact, we _____ (try) to fix the problems at the moment!
3 This flap isn't moving but we aren't sure what _____ (stop) it from working.
4 We use special materials to make sure the fuselage **never** _____ (crack) but we need to maintain this over time.
5 There is a problem with the landing gear, but we _____ (not know) what is causing the problem.
6 If you look at the flap on the right wing now, it _____ (retract) correctly.
7 Fuel tanks sometimes _____ (leak). When this happens, it needs to be fixed immediately!

WATCH OUT!

Stative verbs such as like, believe and know don't describe actions; instead, they describe thoughts, opinions, feelings and emotions. When describing these situations, we use the present simple, and don't usually use the present continuous form.

5 Work in pairs. Talk about problems with planes.

A: What are you looking at now?
B: I'm standing under the wing. There's a fuel leak.
A: What do we need to do?
B: I think we should call the engineer to fix it. He is usually very punctual.

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Regular Watch out! boxes focus on typical language errors or difficult grammar points.

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.

Career skills
Network at an event



Task model

1 Look at the photo. Work in pairs. Discuss the questions.

- 1 What do you think they are talking about?
- 2 Do you think networking is useful for business? Why? / Why not?

2 Work in pairs. Rank the items in order of how important they are when you network. Give reasons for your answer.

birthday _____	email address _____
mobile phone number _____	job responsibilities _____
job title _____	hobbies and interests _____

3 Listen to two conversations between people meeting for the first time at an aviation industry conference. What information above do they talk about?

Useful language Networking at a conference

4 Match phrases (1–10) to responses (a–j). Then listen again and check your answers.

1 It's nice to meet you!	a I'm responsible for aircraft maintenance.
2 What do you do exactly?	b Certainly! Do you have a pen?
3 Can you give me your contact details?	c It's a pleasure to meet you, too!
4 What's your mobile number?	d Yes, it's ibrahim-habib@abcaviation.com.sa.
5 Can you repeat that, please?	e We are currently fixing a broken landing gear.
6 Do you have an email address?	f No we haven't! Hi, I'm Khalil.
7 What are you working on at the moment?	g You too! Let's stay in touch!
8 Sorry, was that B-E-B?	h Sure! It's...
9 I don't think we've met before?	i No, it was B-I-B.
10 It was a pleasure meeting you today!	j It's 8764 544 733.

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

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*.

UNIT 2
FLYING HIGH

Task preparation

5 Imagine you are going to attend a networking event at an aviation industry conference. Complete the information.

Name: _____
 Mobile: _____
 Email: _____

6 Work in groups. Read the *Web research* task and follow the instructions. Then complete the information.

Company Name: _____
 Job title: _____
 Current responsibilities: _____

7 Use your notes from Exercises 5 and 6 and the flow chart to prepare for your networking conversations.

Introduce yourself

Ask about their job role

Explain your job role

Ask what they are doing at the moment at work

Explain what you are doing at the moment at work

Ask about email and telephone numbers

Check for understanding

Provide your email and telephone number

End the conversation

8 You are going to join the networking event now and introduce yourself to other people in the aviation industry. Read the *Career skills* box before you start.

CAREER SKILLS: Communication

Sometimes we might find it difficult to understand other people when we are speaking with them. What can we do?

- 1 Don't be afraid to say you didn't hear / understand the other person, e.g. *Sorry, I didn't catch that.*
- 2 If you still can't understand, suggest another mode of communication, e.g. *Maybe it would be easier if you text me your contact details?*
- 3 And finally, confirm that they have understood, so you can keep building your relationship, e.g. *Can you do that, please?*

9 Work in pairs. Role-play a networking conversation. Then swap roles. After five minutes, swap partners.

WEB RESEARCH

- 1 Search the internet for different companies and jobs in the aviation industry and choose one.
- 2 Search for the responsibilities of the job you chose.

Student A: Introduce yourself to Student B. Use the *Useful language* and your notes.

Hi, I'm Daniela.

What are you working on at the moment?

Student B: Listen to Student A. Be ready to ask follow-up questions, and don't forget to check you have understood.

I'm Nada. It's nice to meet you.

Can you repeat that, please?

Feedback

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

- 1 Was it easy to network with other people? Why? / Why not?
- 2 Who did you speak to during the networking event?
- 3 Which job sounded the most interesting? Why?
- 4 Which person would you contact again after the conference?

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

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

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*.

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.

Writing
A blog post

- Work in pairs. Discuss the questions. Then make a list.
 - What will make aircraft more fuel-efficient?
 - What will make aircraft fly faster?
 - What will make aircraft more environmentally friendly?
 - What will make aircraft more comfortable for passengers?
- Read the blog of a visitor to an airshow. Match the photos (a–d) with paragraphs (1–4).
- Complete the table below of gradable and non-gradable adjectives using the adverbs from Exercise 3.

Category	Modifiers	Adjectives
gradable adjectives	a _____	quiet
	b _____	strong
	c _____	big
	d _____	interesting
non-gradable adjectives	e _____	amazing
	f _____	gorgeous
	g _____	fascinating
	h _____	tiny
- Read the Writing tip, and underline examples in Exercise 2.

WRITING TIP: Blog posts

- Ask your reader specific questions.
- Ask your reader to leave a comment.
- Use pronouns like 'I' and 'you' to create a conversation with your reader.

- Work in pairs. Read the list and plan a short blog post about one of the new aircraft launched at an airshow.
 - an introduction that includes the name of the aircraft
 - at least three different reasons why this aircraft is the future of aviation
 - at least three gradable adjectives in your writing
 - a conclusion
- Write a short blog post (100–150 words) about why the aircraft is the future of aviation.

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

I CAN...

- use vocabulary to describe parts of a plane and maintenance problems.
- use the present simple v present continuous.
- network at an event.
- write a blog post.

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

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 FLYING HIGH

Vocabulary

Parts of a plane

1 Complete the description of how an aircraft works. Use the words from the box.

cockpit flaps fuel tank
fuselage nose wheel tail fin

For any commercial aircraft to fly, it needs to lift the weight of the passengers, the cargo and its fuel. To control the plane once it is in the air, there is a ¹ _____ that keeps the plane flying straight. This is all managed from the ² _____, which is at the front of the aircraft's main ³ _____, and where the pilots monitor the different parts of the plane. To keep the plane in the air, it needs lift. This is created by the wings and is helped by the power from the engines as they push the plane through the air. The engines are powered by fuel from the ⁴ _____. Once the plane is ready to land, the pilots need to retract the ⁵ _____ on the wings, as well as use the landing gear and ⁶ _____ to make sure the plane lands safely.

Maintenance problems

2 Circle the correct word to complete the sentences.

- Look at this nose wheel tyre. It's losing air, so I think there's a puncture / crack.
- We have a problem. I just looked under the wing, and I can see a fuel leak / puncture.
- If you look carefully here, you can see a small crack / dent in the fuselage. See, there's a break, but it's not fully separated.
- Something has hit this part of the fuselage very hard, and it's made a small dent / leak. It's not too serious, though.
- I'm checking the landing gear, and some of the connections are a little bit loose / leaked.
- I've just noticed another problem. The wing flaps aren't retracting / cracking. Call an engineer!

Grammar

Present simple v present continuous

3 Circle the correct verb form to complete the sentences.

- Currently we are doing / do a maintenance check of this aircraft.
- The wheel is loose, and we don't have / aren't having a replacement.
- The wing is a very complex piece of equipment. It needs / is needing thousands of pieces to put it together.

Useful language

Networking at a conference

5 Put the words in the correct order to make sentences.

- exactly / do / do / you / What / ?

- that / repeat / , please / Can / you / ?

- met / think / don't / we've / I / before / .

- give / your / Can / details / you / contact / me / ?

- pleasure / , too / meet / to / It's / you / a / .

- pen / a / Certainly, / you / have / do / ?

- stay / touch / in / Let's / .

- There is a puncture, which means the nose wheel doesn't inflate / isn't inflating.
- Look at the fuel tank! It is leaking / leaks!
- The fuselages and wings of aircraft sometimes have / are having dents, but that's not usually a big problem.
- Most people think fuel is stored in the main fuselage, but that's not true – in fact, the fuselage is not storing / doesn't store fuel. Fuel is stored in the wings instead.
- You can see here that the window cracks / is cracking; it needs to be replaced!

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 *Have you been on holiday yet?* on the board and 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 *I booked my holiday last week.* on the board and 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 *They have emailed me.* and elicit the negative form (*They haven't emailed me.*). Write *He hasn't replied.* on the board and 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 'X has had a very successful career. He's now the managing director of the company.' on the board. 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 idea 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 pm.* 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?

Introduction to the Teacher's Book

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 /tɛmbɪskɪts/ 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 1

Industrial safety

UNIT OVERVIEW

Learning outcomes

Students can...

- use vocabulary to describe warehouse accidents and health and safety.
- use modals of obligation.
- give a briefing on health and safety.
- write a leaflet on warehouse safety procedures.

Listening

A conversation about staying safe in the workplace

Reading

An article about workplace hazards

Vocabulary

Warehouse accidents
Health & safety

Grammar

Modals of obligation

Career skills

Useful language: Giving a briefing

Speaking task: Give a health and safety briefing

Career skills: Emotional intelligence

Writing

A leaflet on warehouse safety procedures

Writing tip: Writing a leaflet

Workbook

Vocabulary: Warehouse accidents;
Health & safety

Grammar: Modals of obligation

Useful language: Giving a briefing

Listening and reading

Warmer

On the board, write *PPE*. Under the letter *E* write *Equipment* and ask students to guess what the other two letters stand for. Ask them to guess until a student guesses correctly (*Personal Protective*), or give the answer if students can't guess the answer. Ask: *What do you think personal protective equipment is for? Who uses it? What types of PPE do you know the name of in English?* Welcome students' answers, but do not correct them as students will learn more about PPE later in this unit.

Lead-in

- 1 Ask students to look at the photo and ask and answer the questions in pairs. Then get pairs to report back to the class.

Alternative activity


Conduct Exercise 1 as a whole-class activity. Collate the names of different types of PPE on the board. Ask students to describe the equipment and what it is used for.

Answers:

- 1 Industrial workplaces are dangerous, so employees must protect themselves and others.
- 2 There should be no choice because of the dangers.
- 3 Employers should pay because they are responsible for their staff's safety. It's part of their job.

Listening

A conversation about staying safe in the workplace


- 2  2 Students work individually to do the activity. Allow students to check answers in pairs, before holding a whole-class feedback session.

Answers:

1 c 2 a 3 c

Audioscript: Track 2

- Wael:** Good morning, Mr Aswad. You wanted to see me?
- Mr Aswad:** Yes, Wael, come in. There are three things I want to talk to you about. First, I hope you're having a good start here. Any problems so far?
- Wael:** No, Mr Aswad. Everything's fine.
- Mr Aswad:** Glad to hear that. The next thing is that I want to give you this handbook. All new trainees get one. All our workplace safety procedures are in there, so please read it carefully. I see that you already have your high-visibility vest.
- Wael:** Yes. Sami, the other trainee, showed me where to get the protective equipment I need – a hard hat, steel-toed boots, um... er...
- Mr Aswad:** And did you get your safety gloves? They're very important.
- Wael:** Yes, I did.
- Mr Aswad:** Not everyone likes wearing PPE, I know. Some people say PPE can be hot and doesn't look good, but everyone has to wear it. So, as I was saying, the handbook tells you all the safety procedures you have to follow. There are hazards in every factory, but we train our employees to see the dangers. If everyone follows the rules, there are fewer accidents. Tell me, where do we have to be very careful in the factory? What have you noticed so far?
- Wael:** Well, the vehicles inside the factory are quiet, not like cars on the road. Then, um, some machines are very noisy, so staff wear ear defenders.
- Mr Aswad:** You have a good idea of what to watch out for – great! And the last thing is that our next health and safety briefing is next Tuesday at 11 am. There's one every year for all employees to find out about new machines, new procedures and new rules.
- Wael:** Yes, I saw the notice in the warehouse. Sami told me that everyone has to go, even people who've been here for years.
- Mr Aswad:** Quite right. I can see that Sami is helping you to get off to a good start. That's excellent!

- 3  2 Read the words in the box aloud and elicit or teach the meanings. Then do choral and individual repetition before students work individually to do the activity.

Check that students understand not all of the words will be mentioned in the audio. Allow students to check answers in pairs, before discussing as a class. Then move onto the second part of the activity. Hold a whole-class feedback session.

Extra support


If your students need extra help, play the audio again and ask students to call out *stop* every time they hear one of the words.

If your students need an extra challenge, ask them to discuss in pairs which items of PPE the men in the photo might need to use that aren't shown in the photo and explain why.

Answers:

PPE mentioned: **a** high-visibility vest **b** hard hat
c steel-toed boots **d** safety gloves
e ear defenders

In the photo: high-visibility vest, hard hat

- 4  2 Students work individually to do the activity. Allow students to check answers in pairs, and then play the audio again for students to check their answers. Then discuss as a class.

Extension activity

Ask pairs to discuss sentences 2 and 3 and say if they agree with them and give their reasons.

Answers:

1 where to get 2 hot and doesn't look good
3 follows the rules, 4 not like 5 watch out for

- 5 Put students into groups to do the activity. When students have discussed the question, have a short class discussion to share ideas.

Extension activity

Write some suggestions of ways that students can answer the question other than *yes* or *no* – for example, *I don't think so*, *I'm not sure*, *I guess so*, *Sure*, *why not?* Ask them to suggest other examples and encourage them to use these in their discussion.

Teaching tip

Helping students to vary their language allows them to communicate in a more natural way and prepares them to use English in a work-based setting with other speakers of English.

Answers:

Students' own answers

 Reading

An article about workplace hazards

Warmer

On the board, draw a table with two columns labelled *Dangers* and *PPE equipment*. Add examples in the two columns, such as *climbing ladders – hard hat*, *working with chemicals – gloves*. Ask students to come to the board and add more examples of dangers and PPE equipment. Supply any new language that students require. Encourage students to use vocabulary from the previous lesson.

Teaching tip

Making connections between previous lessons and the current lesson helps students to revise content in preparation to learn more about a topic or look at it from a different angle.

- Put students into groups to discuss the question. Elicit answers from the class.

Answers:

Suggested answer: Employers stay safe and healthy, don't need to take as many sick days and enjoy their work more, staff can't work if they are not healthy, no one wants to work in an unsafe place, company gets a bad name if there are many accidents

- Students work individually to do the activity, before comparing answers in groups. They should work with the same group as in the last activity. Then ask the class: *What reasons did you read about that are the same as yours in Exercise 1?*

Teaching tip

Ask students to read the title and look at the picture. Predicting what is in a text before reading it will help the students understand it better when they read it.

Answers:

Students' own answers

- Do the first item as an example with the class. Ask students to find a word in bold with a similar meaning to 'rules / course of action' in the first paragraph. Then elicit the answer. Students then continue to do the activity individually. Hold a whole-class feedback session.

Answers:

1 procedures 2 hazards 3 sick days 4 a benefit
5 are responsible 6 a good name

- Students work individually to do the activity, before comparing answers in pairs, then discussing as a class.

Extra support

If your students need extra help, for each of the headings ask students to look for and underline similar or related words or sentences in the text. For example, for the heading 'The position of objects', they could underline 'too close to equipment' in paragraph C. This can help them to associate related terms to find the correct answer.

If your students need an extra challenge, ask them to summarise the text in a couple of lines.

Answers:

a What is wearable technology? b The exosuit
c The position of objects d The body
e The working environment

- Students read the sentences, and then complete the activity individually. They compare answers in pairs before holding a whole-class feedback session. Ensure students read out the section of the text that explains why a sentence is true or false.

Extra support

If your students need extra help, ask them to underline key words in each sentence.

If your students need an extra challenge, ask them to write two more T / F / NA sentences to give to a partner to answer.

Answers:

1 F: It is important to both. 2 T 3 NA 4 T 5 T

- Put students into groups of three to do the activity. Students identify the wearables in the article and discuss ways in which they could be used in everyday life. Make sure they understand that this should not be in a workplace context. Finish the activity by asking students to share their ideas with the whole class.

Extension activity

Put students into groups of four and tell them that they have the opportunity to turn one of their ideas into a reality. Have students choose one of their ideas and explain how it works and why their classmates might need it. If there is time, students could make a quick sketch of their wearable on the board. Each group takes turns presenting their wearable to the class. At the end, take a class poll to find out which idea students think is most viable or most useful in real life.

Answers:

Students' own answers

Vocabulary

Warehouse accidents; Health & safety

Warmer

Put students into small groups and ask them to make a list of possible accidents that can happen in a warehouse. After a few minutes, go around the groups, asking each group to describe one type of accident.

Warehouse accidents

- 1 Read the sentences and elicit the meaning of the following words: 'hit', 'slipped', 'first-aid kit', 'tripped', 'lifted', 'fire extinguisher'. Then students work individually to do the activity. Allow students to briefly check answers in pairs, before holding a whole-class feedback session.

Extra support

If your students need extra help, ask them to underline these words in the sentences: 1 'slipped', 2 'first aid kit', 3 'tripped', 4 'lifted', 5 'fire extinguisher' and 6 'hit'. Ask them to find the photos that show these things.

If your students need an extra challenge, ask them to speculate on what happened after each accident.

Answers:


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

Health & safety

- 2 Put students into small groups to share ideas about what a Health and Safety Officer does and make notes. Invite students to share their ideas with the whole class.

Suggested answer:

H&S Officers have to do everything they can to prevent accidents at work. They protect the staff at a company by informing the staff about the rules they must all follow. They train staff on what to do in an emergency and check that all the safety equipment is working.

- 3  3 Read the words aloud and do choral and individual drilling of them. Then students complete the activity individually before discussing answers as a class. Ask students if Dania mentions any of the things they wrote down in Exercise 2.

Extension activity

Tell students that a verb and a noun often go together. This is called a verb–noun collocation. Give a few examples: *do homework, have a shower, make a decision, get home*. Then write these verbs from Exercise 3 on the board. Invite students to come to the board and write the nouns that go with them:

- follow (rule)*
- prevent (accident / a fire)*
- protect (employee / staff)*
- warn (employee)*
- report (problem)*

Explain that *check* doesn't collocate with a noun in the audio.

Answers:

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

Audioscript: Track 3

Companies are responsible for providing a safe working environment for their employees and it's my job to make sure that all the safety procedures are in place. We must do everything we can to protect our staff from accidents at work. This means having the correct equipment, making sure it's in good working order and that everyone knows and follows the rules. Staff need to know that they can and should report any problems to me immediately.

Let me give you an example of a hazard which exists in any environment – at work or at home, too. Can you guess what I'm talking about? I mean the risk of fire. We have to do everything we can to prevent a fire happening in the factory. So, first I have to make a list of all the places where there's a fire risk. The next step is to make sure we have all the fire safety equipment in the factory – fire alarms and fire extinguishers, for example. Then, I also have to organise briefings for staff because they should know what to do in an emergency – how to warn other employees, for example. Then, of course, everyone must know where the fire exits are and where we keep the first-aid kits. Finally, I plan regular fire training to check that everyone, from the top manager to the newest trainee, follows the correct procedures in an emergency. Another part of my job is...

- 4 Students work individually to do the activity before comparing their answers in pairs, then as a class.

Answers:

1 prevent 2 report 3 protect
4 warn 5 check 6 follows

- 5 Read the example conversations aloud with a volunteer student. Put students into groups to do the activity. Then have a short error-correction stage on the target vocabulary once the activity is completed.

Extension activity

Put students into groups of six. Have them take turns describing their accident again and listening to other ways that these accidents can be prevented. Ask the students if their classmates suggested anything different to their previous partner.

Answers:

Students' own answers

DID YOU KNOW?

You can share with students some other common reasons for workplace accidents, such as fatigue, dehydration, distraction and poor lighting.

Grammar Modals of obligation

Warmer

Put students into groups of four. Set a time limit and say that they have to make a list of as many school safety rules as they can within that time limit. Give an example using a modal verb, such as *We must line up outside when the fire alarm sounds*. When the time is up, invite students to share their ideas.

- Put students into pairs to do the activity, and then go around the classroom asking each pair to suggest one piece of safety equipment.

Suggested answers:

fire extinguisher, fire alarm, smoke alarm, first-aid kit, safety signs on what to do in an emergency, fire exit, wet floor signs

- Students complete the activity individually, before comparing the answers in pairs. Hold a whole-class feedback session asking students to also say what target grammar structures were used. Write the modal verbs used in each sentence on the board and explain their use: 1 have to + base verb 2 should + base verb 3 don't have to + base verb 4 mustn't + base verb 5 can + base verb 6 can't + base verb.

Answers:

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

Audioscript: Track 4

- All employees have to go to the regular training briefings whether they want to or not.
- You should find out where the fire exit is on your first day at work.
- We don't have to wear goggles in the warehouse, but some people prefer to do so.
- You mustn't forget to put a wet floor sign in place after you clean the aisle.
- You can take my safety handbook if you like.
- Don't you know that you can't use your mobile phone when you're driving the forklift?

- Allow students a few minutes to read the rules before completing them with the correct verbs. Then have students compare their answers in pairs, before discussing as a class.

Extra support

If your students need extra help, make copies of the audioscript and have them underline the modal verbs and the base verbs. Have them refer to the sentences to help them complete the rules.

If your students need an extra challenge, ask them to write an example sentence for each of the rules. They can show the sentences to a partner who checks whether the modal verb is used correctly.

Answers:

1 must 2 have to 3 should 4 shouldn't 5 mustn't 6 can't 7 don't have to 8 can

- Do the first sentence as an example with the class. Read aloud the first half of the sentence and elicit the second half to complete it. Then have students complete the activity individually. Hold a whole-class feedback session by calling on students to read aloud the whole sentences.

Answers:

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

- Students work individually or in pairs to do the activity. Then do whole class feedback. Ask students to explain their answers using the rules in the Grammar box, i.e. for sentence 1 it is an obligation to do something so *have to* is appropriate.

WATCH OUT!



Explain to students that *must* doesn't have a future or past form and that we use the future or past form of *have to* if we want to talk about obligations in the future or past. Remind students that *have to* and *must* express similar ideas. Then write the following sentence on the board and ask students to rewrite it in the past, future and as a question:

All new employees must attend the health and safety workshop.

(Answers: Past: All new employees had to attend the health and safety workshop.

Future: All new employees will have to attend the health and safety workshop.

Question: Do all new employees have to attend the health and safety workshop?)

Answers:

1 have to 2 mustn't 3 should 4 don't have to 5 can 6 shouldn't 7 can't 8 must

- Read aloud the example sentences. Refer students back to the Grammar box to make sure they understand when to use each type of modal verb. Then put students into groups of four to do the activity. Monitor and make notes on good language output and any grammar errors. Hold a brief whole-class feedback session after the role play to praise good language use and correct common grammar errors in the use of modal verbs.

Answers:

Students' own answers

Warmer


Write *give a briefing* on the board. Ask students to brainstorm what a briefing is and what is involved in preparing and presenting one. Put students into small groups to discuss this, before briefly sharing their ideas with the whole class.

Task model

- 1 Students work in groups to discuss the questions, before sharing ideas with the whole class.

Answers:

- 1 Suggested answers: there may be new rules, staff forget things, want to save time so don't follow rules, the employer must provide this
- 2 Students' own answers

- 2  **5** Play the audio. Students listen and complete the activity individually and then compare their answers in pairs before discussing as a class.

Answers:

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

Audioscript: Track 5

Mr Abboud: Good morning, everyone. Let's begin with some positive news – there've been zero accidents with forklifts for six months. So, thank you to all our forklift drivers. You've followed the safety procedures very well. That's very important for the good name of our company. However, there are always hazards in a big factory like this, so we're here today to see how we can do even better! I'd like to hand over to Mr Hakim to start today's briefing.

Mr Hakim: Thanks, Mr Abboud. You all know that the word *brief* means short, right? And that is what a briefing should be!

You all have safety handbooks and I know you read them regularly, but we've decided to print a leaflet on general safety procedures as well as the one we have on forklift safety.

As H&S officers, we're responsible for protecting you and preventing accidents. Let's now move on to the main topic of today's briefing. We're here to talk about problems with equipment. I asked some staff to check the equipment and report back to me. Mr Taha, would you like to comment?

Mr Taha: Well, first we checked all the fire safety equipment, and the fire alarm was working. I think everyone heard that! However, there was a problem with two fire extinguishers in aisle four.

Mr Hakim: Thanks. I've ordered two new ones. So, you see how important it is to report any problems to your safety manager without delay. Anything else?


Mr Taha: We found out that the new trainees didn't know where we keep the first-aid kits, and one didn't know what PPE he should wear.

Mr Hakim: Everyone has to be sure about that. Good topics for the new leaflet!

That brings us to the end of the briefing, but we have time for a few questions.

Employee: I have a question about the new leaflet. Who's writing it?

Mr Hakim: That's a good question, thank you. Our plan is to ask a small team of employees to write it, so if anyone would like to be in the team, please sign up on the way out. So, I think that's all for today. Please make a note of the next briefing – it's in six weeks.

- 3  **5** Have students read the sentences individually, and then complete the activity. Hold a whole-class feedback session, with students saying why a sentence is true or false.

Extra support


If your students need extra help, ask them to read the sentences carefully and underline any key terms to listen out for in the audio.

If your students need an extra challenge, ask them without listening again to mark the sentences true or false according to what they remember from the first listening.

Answers:

- 1 F: It's about problems with equipment. 2 T
3 T (this is implied rather than said) 4 T
5 F: Two fire extinguishers needed to be replaced.
6 F: The trainees needed training about first-aid kits and PPE. 7 T 8 T

Useful language**Giving a briefing**

- 4  **5** Play the audio and have students complete the activity individually. Hold a whole-class feedback session by asking students to read out the whole sentences.

Answers:

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

- 5 Put students into pairs to complete the activity and then check answers as a class.

Teaching tip

Encourage students to copy only the stem of the phrase onto the answer lines, e.g. *Let's begin with...* to help them recognise the phrases so that they can use them more easily in a personalised activity.

Answers:

- 1 Let's begin with (some positive news).
- 2 We're here to talk about (problems with equipment).
- 3 I'd like to hand over to Mr Hakim to start today's briefing.
- 4 Let's move on to the main topic of today's briefing.
- 5 (Mr Taha,) would you like to comment?
- 6 We have time for a few questions.
- 7 Please make a note of (the next briefing).
- 8 That brings us to the end of the briefing.

Task preparation

- 6 Draw students' attention to the table. Elicit the difference between the two rows ('*Employees should*' is a recommendation and '*Employees have to*' is an obligation). Put students into groups of four. Have students discuss and make notes of their ideas in their groups, before calling on each group to share their ideas with the class.

Extension activity

Ask students to change the second column in the table to the negative, so they write about things that employers shouldn't do and things that employees don't have to do.

Answers:

Students' own answers

- 7 Students work individually to do the activity. Then, ask them to compare their top three most serious hazards in the same small groups from Exercise 6. Tell students that they are going to work in these groups to write a briefing, so they must agree on the three hazards to include. Allow them time to discuss and reach a consensus on what hazards to write about in their briefing. Monitor and help as necessary.

WEB RESEARCH

Ask the students to read the *Web research* task and check that they understand it.

If you wish, go over ways that students can ensure that their search results are more focused and relevant to what they want to find out, e.g. putting the search term in brackets, including the word *and* or the plus (+) symbol to make sure that certain words are included in the results.

Answers:

Students' own answers

- 8 Keep students in the same groups from the previous activity. Read the questions to the class and then have students do the activity. Monitor and check all students are participating in the group discussions, and elicit some possible answers to the questions from each group to check they understand the activity.

Extra support

If your students need extra help, ask them to make notes on what they are going to say in the briefing.

If your students need an extra challenge, ask them to write a list of possible questions they can ask during the role play.

CAREER SKILLS: Emotional intelligence



Ask students to read the *Career skills* box or read it aloud. Check that they understand the information. Explain that some employees might find it difficult to understand the importance of regular H&S briefings or they may feel like they are being treated like children who don't know how to do things properly. Help students understand that both the employer and the employee are responsible for making sure that everyone gets the most out of a briefing.

Speaking task

Give a health and safety briefing

- 9 Remind students that they are going to give a health and safety briefing on the three most serious hazards they researched in the *Web research* task.

Keep students in the same group as in the previous activity. Within each group, ask students to split into two pairs: Students A and B, and Students C and D. Have students read their roles, and make sure they understand them. Have students do the activity and role-play giving a briefing. When they have finished, have them swap roles.

Monitor and observe how well students present their briefing, and make comments and ask questions.

Make a note of any errors in the use of modal verbs and health and safety vocabulary from earlier in the unit, and then have a short error-correction stage.

Answers:

Students' own answers

Feedback

- 10 Pairs or groups work together to do the activity. Hold a whole-class feedback session and ask pairs or groups to share their answers to the first and second questions.

Answers:

Students' own answers

Warmer

Bring in several leaflets related to health and safety (these can be in an industrial context or more general leaflets, such as leaflets about vaccinations) and share them around the class. In groups, have students look at the leaflets and discuss the common features that leaflets have. Then have a class discussion and elicit students' ideas. Make sure to elicit *layout*, *appropriate functional language* and *structures*.

- 1 Have students read the leaflet and answer the questions individually. Then check answers as a class.

Extension activity

Ask students to underline the modals of obligation in the leaflet and explain why they are used.

Answers:

1 b 2 c

- 2 Ask students to read the notes and explain that these are common features of a leaflet. Students then work individually to identify the ones that the writer used. Hold a whole-class feedback session.

Extension activity

Give out the leaflets again – one per group of students. Have students identify the features in the notes in Exercise 2 in the leaflets. Are any of the features missing, and why?

Answers:

a, c, e, f, g, i

- 3 Ask concept-checking questions (CCQs) to make sure that students understand the activity: *Which questions should you answer? (the ones in Exercise 1).* Elicit the questions from Exercise 1: *What is the leaflet for?* and *What is the main purpose of the leaflet?* Remind students of the *Web research* task. Tell them that they are going to write about safety tips for one of the most serious hazards they identified. Give students two minutes to make notes, and then ask the two questions again and elicit the answers from students.

WRITING TIP: Writing a leaflet

Remind students that the purpose of the leaflet is to inform people so that they can stay safe, so it is important that the information is organised in a clear and easy-to-understand way. Confusing or misleading information could lead to people ignoring the leaflet, disregarding it or following the advice incorrectly.

Answers:

- 1 all warehouse staff
- 2 to keep staff safe in the warehouse

- 4 Ask students to read the *Writing tip* and choose a title for their leaflet. Remind students that the leaflet needs to motivate employees.

Answers:

Students' own answers

- 5 Monitor and assess which students appear to need more input from you, and then offer help or check their notes before they move onto the next stage, which is writing the leaflet.

Extra support

If your students need extra help, suggest that they use the sentence beginnings from the leaflet in Exercise 1 to structure their text:

First, you must...; To be safe in the warehouse, you must...; Make sure that...; You should...; You can...; You mustn't / must never...

If your students need an extra challenge, ask them to use a variety of grammar and wide range of vocabulary in their writing.

Answers:

Students' own answers

- 6 Allow students to use a dictionary or to ask you any questions during this activity. Monitor and offer help as they write their leaflet.

Alternative activity

Have students make a leaflet using a piece of paper or a digital leaflet using a suitable online tool. Encourage them to add a photo and use different fonts to make people want to read it. If you have time, do it in this class. If not, ask students to do it at home and bring it to the next class.

Teaching tip

Peer-assessment or peer-correction is a positive way to develop collaborative skills and to encourage good writing habits. Being able to check and edit their own written work helps students to develop learner autonomy.

Extension activity

Have students swap leaflets with a partner. Ask them to read their partner's leaflet and identify the features from Exercise 2 that were used.

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

Warehouse accidents

- 1 Students work individually or in pairs to do the activity. If necessary, explain that they should complete each sentence with a verb and allow students to refer back to Exercise 1 on page 8. Hold a whole-class feedback session.

Answers:

- 1 hit 2 slipped 3 first-aid kit 4 tripped 5 lifted 6 fire extinguisher

Health & safety

- 2 Students work individually to do the activity. Tell them to try to complete the words without looking back at page 8. Have them compare their answers in pairs to check their spelling. When checking the answers with the class, call on individual students to say the answers and spell the words. Write the letters on the board exactly as students say them, to check their spelling and to give them the opportunity to practise using the alphabet.

Answers:

- 1 follow 2 prevent 3 warns 4 check 5 report 6 protect

Grammar Modals of obligation

- 3 Students work individually or in pairs to do the activity. If necessary, explain that they should complete each sentence with a modal verb and that sometimes more than one verb is appropriate. You can allow students to refer back to the Grammar box on page 9. Discuss answers as a class.

Answers:

- 1 must / has to 2 can 3 should 4 can't / mustn't 5 have to 6 can't / mustn't 7 shouldn't 8 have to

- 4 Students work individually to circle the correct verb to complete each sentence. Discuss answers as a class, asking students to say the whole sentence.

Answers:

- 1 must 2 had to 3 mustn't 4 must 5 have to 6 don't have to 7 should 8 can't 9 can 10 should

Useful language

Giving a briefing

- 5 Students work individually to do the activity before holding a whole-class feedback session. Then put students in pairs and have them role-play the conversation. When they have role-played it once, have them swap roles.

Answers:

- 1 We're here 2 Please make a note of 3 Let's begin with 4 Let's move on to 5 I'd like to hand over to 6 Would you like to 7 That brings us to the end 8 We have time for

Website Unit 1 test

Unit 2

Flying high

UNIT OVERVIEW

Learning outcomes

Students can...

- use vocabulary to describe parts of a plane and maintenance problems.
- use the present simple v present continuous.
- network at an event.
- write a blog post.

Listening

A presentation given by an aviation expert

Reading

An article on pre-flight safety checks

Vocabulary

Parts of a plane
Maintenance problems

Grammar

Present simple v present continuous

Career skills

Useful language: Networking at a conference

Speaking task: Introduce yourself at a networking event

Career skills: Communication

Writing

A blog post

Writing tip: How to make an interactive blog post for the reader

Workbook

Vocabulary: Parts of a plane; Maintenance problems

Grammar: Present simple v present continuous

Useful language: Networking at a conference

Listening and reading

Warmer

On the board, write *aviation*. Elicit or explain the meaning, and then do choral and individual drilling. Put students in pairs and give them one minute to make a list of all the words they can think of related to aviation, then share ideas as a class.

Lead-in

- 1 Put students into pairs to do the activity. Monitor pairs and encourage all students to speak and give their opinion. Ask one or two pairs to feed back to the class.

Extension activity

Ask students to identify the colours in the picture. Ask them what colours are used in airshows in their country and what they symbolise.

Answers:

Students' own answers

Listening

A presentation given by an aviation expert

- 2 Read the words in the box and elicit or teach the meanings, as necessary. Drill the words chorally and individually. Students work individually to do the activity. Allow students to check answers in pairs.


Extension activity

Ask students to identify the number of syllables in each word. Then ask students to put the words into groups according to the syllable stress patterns (O = stressed syllable, o = unstressed syllable).

O	O o o	O o	o O o
fuel	aerospace	aircraft	commercial
		spacecraft	

Answers:

1 Aerospace 2 aircraft, spacecraft 3 Aviation
4 fuel 5 commercial

- 3  6 Have students check their answers individually and make any necessary corrections. Then hold a whole-class feedback session.

Audioscript: Track 6

Hello everyone, and welcome to the airshow! I'm here to introduce you to the worlds of aviation and aerospace. Let's get started! To a lot of people, aviation and aerospace might seem like two words for the same thing, no? I mean, it's all about aircraft, right? Wrong! In fact, aerospace and aviation are two very different industries, and I'm going to explain both to you today. So, what is aerospace? Well, aerospace looks at the design, production and maintenance of anything that flies either within the Earth's atmosphere or outside of it. So that means not just aircraft, but spacecraft too! Remember, different types of aircraft include aeroplanes, helicopters or even hot air balloons, while spacecraft are vehicles designed to fly and travel in space. Aviation, though, only focuses on the use and maintenance of aircraft that fly within the Earth's atmosphere.

If we look at this in more detail, aerospace engineering focuses on a few key areas: firstly, how air moves around objects; secondly, propulsion, which is the study of the engines and the fuel that are needed to push aircraft and spacecraft through the air; and finally, the different materials used to build aircraft and spacecraft.


Aviation focuses on the design and use of commercial aircraft, as well as their maintenance and repair. So, aviation engineering is therefore just one part of aerospace engineering.

Now, how do you get to work in the aerospace or aviation industries? Well, if aerospace interests you, why not consider training to design, test and build aircraft and spacecraft, as well as space stations?

- 4 Have students read the questions. Students complete the activity individually. Then put students in pairs to discuss the questions. Invite different pairs to report back on each question to the class.

Suggested answers:

- 1 Aerospace and aviation
- 2 They both look at things that fly.
- 3 Aerospace looks at aircraft and spacecraft, but aviation only looks at aircraft.
- 4 How air moves, the engines and fuel needed to push aircraft and spacecraft, materials used to make aircraft and spacecraft.

- 5  6 Students work individually to do the activity. Allow time to read the sentences before playing the audio. Allow students to check answers in pairs, before holding a whole-class feedback session. Ask students to say why each sentence is true or false.

Answers:

- 1 F: Ayman says they are two different industries.
2 T 3 F: The aviation industry focuses on the design and use of commercial aircraft, as well as their maintenance and repair. 4 T 5 T 6 T

- 6 Put students into pairs to do the activity. Then ask students to share their ideas.

Extension activity

If students have access to the internet, ask them to quickly research a job in aerospace or the aviation industry. They should make short notes and then present the job to the rest of the class.

Teaching tip

Encourage students to agree or disagree with what their partner says about working in the aerospace or aviation industry and support this with their own opinions. You could model this suggested conversation:

Student A: *I would prefer to work in the aerospace industry because it would be incredible to see the Earth from space.*

Student B: *Really? I disagree. In the aviation industry, you would probably get more opportunity to fly.*

Answers:

Students' own answers

Reading

An article on pre-flight safety checks

Warmer

Ask: *Have you ever travelled on a plane? Once you are on the plane, what happens before take off?* Ask students to share their experiences and talk about what they know about pre-flight protocols. Ask students to give examples, where possible.

Teaching tip

Prepare students for the lesson by relating the content to their own experiences. Personalising content in this way can help motivate students.

- 1 Put students into small groups to discuss the question. Then elicit answers from the class. Encourage students to explain why these things need to be checked.

Answers:

Students' own answers

- 2 Read the headings in the box. Elicit the meaning of each of the headings and check that students understand them. Students work individually to do the activity, before comparing answers in pairs. Then hold a whole-class feedback session.

Alternative activity

Ask students to read the title, look at the pictures and predict what they will read about in the text before doing the activity.

Extension activity

Ask: *Why do engineers check the engineers? and What can take a long time to check?*

Answers:

1 Engines 2 Wings 3 Avionics 4 Landing gear

- 3 Do the first item as an example with the class. Ask students to match the number 200 with a fact in the second column. Then elicit the answer and elicit why it is the correct answer. Students then continue to do the activity individually or in pairs before checking as a class.

Extra support

If your students need extra help, tell them to circle the numbers in the text and then underline key words that precede or follow them.

If your students need an extra challenge, ask them to work in pairs. They cover the second column and try to remember the fact for each number.

Answers:

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

- 4 Put students into new pairs to do the activity. Ask: *What job do you do? (I'm an aviation engineer.) Do you have a lot of time? (no)* Explain that there are no correct answers in this activity, but that students should justify their reasons. Have students do the activity. Then invite a few students to share their answers, including their reasons. The other students can say if they agree or disagree, and why or why not.

Extension activity

There are many websites that allow you to track a plane's flight path in real time. Allow students to monitor a flight (or flights) using one of these websites so they can see aviation GPS navigation working. Encourage them to think about how a specialist engineer was involved in making this possible.

Answers:

Students' own answers

DID YOU KNOW?



You can provide students with additional information about satellite navigation. Explain that the pilot loads the flight route into the flight management system at the beginning of the flight. Throughout the flight, the route is monitored on the screens by the pilot and co-pilot. A GPS receiver in the aircraft measures the current distance of the aircraft from a satellite, which is used in turn to understand the aircraft's coordinates.

 Vocabulary

Parts of a plane; Maintenance problems

Warmer

Put students into teams of four and ask them to nominate a writer. Teams brainstorm as many words related to a plane as they can in one minute whilst the writer writes the words on the board. The winning team has the highest number of correctly spelt words. Students should write only words they know – do not supply any new vocabulary.

Parts of a plane

- 1 Students work individually to do the activity before discussing as a class.

Extra support

If your students need extra help, ask them to identify words or parts of words that they already know and find similar shapes in the pictures, for example the tail fin of a plane looks like the fin of a fish, or students may already recognise the wing of the plane and can identify the flap.

If your students need an extra challenge, ask them to test a partner on spelling the words correctly.

Extension activity

Play 'Say and spell it'. Put students into pairs. Students cover up the answers and the word box. They take turns saying a word and spelling it. Then they uncover the word to check if they have spelled it correctly.

Answers:

1 cockpit 2 fuselage 3 nose wheel 4 tail fin
5 wing flap 6 fuel tank

Maintenance problems

- 2 Do item one as an example. Read the first part and have a volunteer student complete it by saying the other half of the sentence. Students complete the activity individually, and then compare in pairs. Check the answers with the class by asking students to read aloud the completed sentences.

Extra support

If your students need extra help, tell them to identify the type of word at the end of the sentence in the first column and the first word in the second column to assist them in deciding the possible options. Tell them to also pay attention to punctuation. For example, item 2 finishes in a full stop, so the answer must be a full sentence beginning with a capital letter.

If your students need an extra challenge, ask them to underline the words for maintenance problems (*crack, puncture, dent, leak* and *loose*) and write more example sentences with them.


Answers:

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

- 3 Draw students' attention to the words in italics. Ask them to read the text and circle the correct words. Allow them time to compare their answers in pairs, but do not correct answers just yet.

Alternative activity

Put students into pairs. Assign one half of the text to each student in the pair. Each student is responsible for reading and circling the answers in their half. Then they take turns sharing their answers.

- 4  7 Play the audio for students to check their answers. Check the answers as a class. Drill the answers chorally and individually to practise pronunciation.

Teaching tip

After listening activities where students have to identify specific words, play the audio again if you have time. Playing it a second time gives them the opportunity to understand the main ideas.

Answers:

1 cockpit 2 crack 3 nose wheel 4 puncture
5 wing flaps 6 retract 7 dent 8 wing flaps
9 leak 10 fuel tank 11 tail fin 12 loose

Audioscript: Track 7

At the front of the plane, a window in the cockpit has a crack. We're trying to repair it, but we need to test the air pressure afterwards to make sure it's safe for the pilots.

Under the cockpit, I'm looking at the nose wheel now, and I've noticed that one of the tyres is not inflating correctly. There might be a puncture, so we'll have to change it.

Towards the middle of the plane, the wing flaps usually retract quickly, but at the moment, one isn't working at all. We think there's a problem with them.

On the right wing, there's a dent on one of the wing flaps. It should still move properly during take-off and landing, but we want to carry out some extra tests to make sure it's safe.

Under the wing, there's a leak in the fuel tank. We don't know what is causing the leak, but we're trying to fix it now and find out whether it's dangerous or not.

At the back of the plane, we can see here that the rudder on the tail fin is loose. Our engineers are working on this now, but it'll take some time.

- 5 Ask volunteer students to read aloud the model conversation. Ask: *Can you say the word? (no) Can you say the letter it begins with? (no)* Monitor the students as they are speaking and make a note of any errors in the use of the target vocabulary. Have a short error-correction stage at the end.

Answers:


Students' own answers

Grammar

Present simple v present continuous

Warmer

Ask students to explain something that is different about their routine this week. Give students a few minutes to do this, and then call on volunteer students to share what they learnt about another student with the class.

- 1  8 Ask students to look at the picture. Ask: *Who does it show? (a pilot) What is he doing? (pre-flight checks)* Play the audio. Students listen and circle the answers, and then compare their answers in pairs. Then hold a whole-class feedback session.

Answers:

- 1 don't have 2 I'm walking 3 are you checking
4 aren't working 5 takes 6 do you want

Audioscript: Track 8

Pilot A: ...I'm checking the landing gear again. I think there's a puncture in one of the tyres, but I'm not sure. Can you check it, please?

Pilot B: OK. I'm finishing the checks in the cockpit now. Everything looks fine. We don't have any leaks in the fuel tanks, and the air levels in the tyres are good. So that tyre doesn't have a puncture.

Pilot A: Great. I'm currently walking under the wing and everything seems OK here... What are you checking now?

Pilot B: I'm testing the wing flaps quickly to check they are retracting... but the flaps aren't working. I think we have a problem.

Pilot A: OK. Well, we have a problem here, too. I'm now standing under the fuselage, and I'm sending you a picture. Can you see this? It seems like there's a small crack here. We need to tell the engineers about this.

Pilot B: I agree. But I think this means we'll have to cancel the flight. It usually takes a long time for engineers to repair cracks in the fuselage.

Pilot A: OK. I've found something else, too. The rudder on the tail fin is loose. We need to call the engineers again. These problems are getting worse at the moment!

Pilot B: I'm contacting them now. What do you want to do while we wait?

- 2 Allow students a few minutes to read the rules before completing them with the correct words from the box. Then have students compare their answers in pairs, before holding a whole-class feedback session.

Answers:

- 1 actions 2 facts 3 think 4 before 5 now
6 changing 7 situations

- 3 Draw students' attention to the words in the exercise. Read each one aloud and elicit or explain its meaning. Ask students to work in pairs to decide if the words are used with the present simple or present continuous. Then discuss as a class.

Answers:

- 1 PS 2 PS 3 PC 4 PS 5 PS 6 PC 7 PS 8 PS
9 PC 10 PC

- 4 Refer students to the *Watch out!* box and read it aloud. Have students complete the activity individually. Check the answers as a class, calling on students to read aloud the sentences.

WATCH OUT!



Explain to students that the verb *have* can be a stative verb and also an action verb, depending on the intended meaning, for example:

All planes have a cockpit.
(sense of belonging / owning – stative)

The engineers are having lunch.
(have = eat – action)

I'm having a bad day. (an experience – stative)

Extension activity

Write the following sentences on the board:

- 1 *Rebecca isn't believing what Anna is telling her.*
- 2 *Are you knowing how to check the tail wing?*
- 3 *The engineers are looking at the cockpit.*
- 4 *It is sounding like there is a problem with the engine.*
- 5 *The aircrafts are needing some maintenance.*
- 6 *The plane is taking off right now.*

Ask students to work in pairs to identify the sentences that use the present continuous incorrectly because they are stative verbs. Have them correct the sentences.

(Answers: 1, 2, 4, 5 are stative verbs. The correct verbs are: 1. *doesn't believe*; 2. *do you know*; 4. *sounds*; 5. *need*)

Answers:

- 1 has 2 are trying 3 is stopping 4 cracks
5 don't know 6 is retracting 7 leak

- 5 Ask volunteer students to read aloud the model conversation. Put students into new pairs to do the activity. Monitor and make notes of language errors. Hold a brief feedback session after the role play to praise good language use and correct errors in the use of the present simple and present continuous.

Answers:

Students' own answers

Warmer

Tell students that you are going to read a scenario to them and they have to write down one word to describe how they would feel in that scenario. Read the following:

You are going to a business event. The aim of the event is to meet new people and make new connections.

Lots of people who work in the same area as you, at different levels, will be there. You don't know anyone.

Put students into small groups. Have them share the word they wrote and explain their reasons. Call on a few students to share their word with the rest of the class.

Task model

- 1 Students work in pairs to look at the photo and discuss the questions. Invite students to share their ideas with the whole class.

Extension activity

Ask students to make a list of advantages and disadvantages of networking. For example:

Advantages

meet new people
have more job opportunities
brainstorm new ideas

Disadvantages

takes a lot of time
can be a waste of time (if you don't meet the right people)

Answers:

Students' own answers


- 2 Put students in pairs. Ask them to read the options. Explain that they should think about how relevant each piece of information is when networking. Students then share their answers and explain their reasons.

Extension activity

Take a class poll to find out the most and least relevant piece of information to share or ask about.

Answers:

Students' own answers

- 3  9 Play the audio for students to listen to and make notes.

Teaching tip

Making notes or organising their answers can support less confident students during a listening activity. If there isn't space in the Student's Book for students to write their answers, ask them to write a chart or list of topics in their notebooks to make notes against.

Extension activity

Put students into pairs and give each pair a copy of the audioscript. Ask them to role-play the conversations. Encourage them to use correct intonation, etc.

Answers:

mobile phone numbers, job title, email address, job responsibilities

Audioscript: Track 9

1

Stephan: I don't think we've met before?

Khalil: No, we haven't. Hi, I'm Khalil. What's your name?

Stephan: I'm Stephan. It's nice to meet you.

Khalil: It's a pleasure to meet you, too!

Stephan: What do you do exactly, Khalil?

Khalil: I'm responsible for aircraft maintenance.

Stephan: Interesting! What are you working on at the moment?

Khalil: We are currently fixing a broken landing gear. How about you?

Stephan: I'm a safety inspector at ABC Aviation. Do you know it?

Khalil: I do. I know some people who work there, actually. Do you work with Naji?

Stephan: I do – he's one of my new colleagues!

Khalil: Oh really? What a small world! Do you have a business card, Stephan? Here's mine...

2

Adel: ...it was a pleasure meeting you today!

Ibrahim: You too! Let's stay in touch.

Adel: That sounds good to me. Can you give me your contact details?

Ibrahim: Certainly! Do you have a pen?

Adel: I do. So what's your mobile number?

Ibrahim: It's 8764 544 733.

Adel: Sorry, I didn't catch that. Can you repeat that, please?

Ibrahim: Sure. It's 8764 544 733.

Adel: Great, thanks. And do you have an email address?

Ibrahim: Yes, it's ibrahim-habib@abcaviation.com.sa.

Adel: Sorry, was that B-E-B?


Ibrahim: No, it was B-I-B...

Adel: Maybe it would be easier if you text me your contact details? Can you do that, please?

Ibrahim: Sure! What's your number?

Useful language

Networking at a conference

- 4  9 Play the audio and have students complete the activity individually. Check answers as a class.

Extension activity

Ask students to practise role-playing the mini conversations in pairs.

Answers:

1 c 2 a 3 b 4 j 5 h 6 d 7 e 8 i 9 f 10 g

Task preparation

- 5 Students complete the activity individually. Make sure students understand that the information should be made up.

WEB RESEARCH

Ask the students to read the *Web research* task and check that they understand it.

If you wish, discuss key words that students can use to do their research.

Answers:

Students' own answers

- 6 Remind students that they are going to attend a networking event. Explain that they have already written their personal information and now they are going to work on their professional information. Put students in small groups to work on the *Web research* tasks. Monitor and help as needed.

Answers:

Students' own answers

- 7 Go over the flow chart with the class and check that students understand it. Ask students to write notes for each section of the flowchart. Monitor students closely and help them as needed. Remind them to look back at the *Useful language* phrases on page 18.

Extra support

If your students need extra help, put them into pairs to discuss what they could say in each section of the flow chart. Make sure the pairs are from the same groups as in Exercise 6.

If your students need an extra challenge, ask them to write an example sentence for each section of the flowchart.

Answers:

Students' own answers

Speaking task

Introduce yourself at a networking event

- 8 Ask students to read the *Career skills* box and check they understand the information.

CAREER SKILLS: Communication



Explain that communication is an essential life skill and, in networking, good communication can ensure that each speaker gets the most out of the conversation.

Extension activity

Extend the discussion of each of the items in the *Career skills* box:

- 1 Brainstorm other phrases students can use to show they didn't understand what the person said. Write their ideas on the board.
- 2 Brainstorm other modes of communication that could be used in a breakdown of communication.
- 3 Brainstorm other ways to keep building a relationship.

Answers:

Students' own answers

- 9 Read aloud the task cards and example sentences for Student A and Student B. Make sure that students understand the activity. Put students in new pairs, so they are working with someone different to the rest of the lesson. Time students. After five minutes, have students swap partners and start the role play again from the beginning. Monitor and observe how well students participate in the role plays. Make notes on errors in the use of the present simple and present continuous tenses and the *Useful language* phrases. Then do an error-correction session on the board.

Alternative activity

Have students stand up and walk around the room to find a partner, as if they were really at a networking event.

Answers:

Students' own answers

Feedback

- 10 Pairs or groups work together to do the activity. Hold a feedback session and ask pairs or groups to share their answers to the first and second questions.

Answers:

Students' own answers

Warmer

Books closed. Put students into teams. Say: *You have one minute to write as many words related to aircraft that you have learnt in this unit as you can.* When the time is up, call out *Stop!* Elicit the words from each team. The team with the most answers is the winner.

- 1 Say: *Let's think about how to improve aircraft.* Put students into pairs to discuss the questions. Then ask students to share their ideas with the class. Write some of their answers on the board.

Answers:

Students' own answers

- 2 Students read the blog post and complete the activity individually. Allow them to compare their answers in pairs before doing whole class feedback.

Answers:

a 2 b 3 c 1 d 4

- 3 Students complete the activity individually and then compare answers in pairs before discussing as a class.

Answers:

1 extremely 2 pretty 3 a little bit 4 really 5 absolutely

- 4 Draw students' attention to the table. Read the information in each column. Elicit the meaning of the adjectives if necessary. Tell students that modifiers can be used before adjectives to add extra information (such as the amount) or emphasise them. Students complete the table individually. Hold a whole-class feedback session.

Teaching tip

Explain the terms to the students. Tell them that if an adjective is *gradable*, it means that the adjective has different levels of that quality (i.e. a lot or a little), but *non-gradable* means that the amount of quality cannot be changed.

Extension activity

Put students into pairs. One student says a modifier and an adjective from the table and the other student says whether it is possible or not, for example:

Student A: *quite tiny*

Student B: *It isn't possible to use quite before tiny because tiny is a non-gradable adjective.*

They should take turns.

Answers:

a extremely b really c pretty d a little bit e absolutely (Note that answers a–d can be in any order in the table)

- 5 Ask students to read the *Writing tip* or read it aloud. Then ask students to identify examples of each of the items in the *Writing tip* box in the text in Exercise 2. Call on volunteer students to share their answers.

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.

Answers:

1 What do you think? Would you want to fly on this aircraft? 2 Leave a comment below! 3 In this post, I will give you four reasons why this aircraft is the future of aviation!

- 6 Read the list aloud. Make sure that students understand they should invent a new aircraft. Say: *This is the information that needs to be included in your blog post.* Put students into pairs to complete the activity. Monitor and help them as necessary.

Extra support

If your students need extra help, before having them plan their blog post, have a class brainstorm about a new aircraft. Tell students to refer to their answers in Exercise 1.

If your students need an extra challenge, ask them to read their blog posts again and try to use more adjectives and modifiers.

Teaching tip

Explain to students that using different modifiers can help to make their writing more varied and gives additional information.

Answers:

Students' own answers

- 7 Allow students to use a dictionary or to ask you any questions during this activity. Monitor and assess which students appear to need more input from you, and then offer help or check their work. Ask students to swap with a partner and read each other's blog posts to check whether their partner's blog post follows the three points in the *Writing tip* box.

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 **Parts of a plane**

- 1 Students work individually to do the activity, before holding a whole-class feedback session.

Answers:

1 tail fin 2 cockpit 3 fuselage 4 fuel tank 5 flaps
6 nose wheel

Maintenance problems

- 2 Students work individually to do the activity, before discussing as a class.

Answers:

1 puncture 2 fuel leak 3 crack 4 dent 5 loose
6 retracting

Grammar

Present simple v present continuous

- 3 Students work individually or in pairs to do the activity. If necessary, allow students to refer back to Exercise 2 on page 17. Check answers with the class and elicit why an answer is correct, e.g. 1 = The sentence contains 'currently', so it is an action happening at the moment.

Answers:

1 are doing 2 don't have 3 needs 4 isn't inflating
5 is leaking 6 have 7 doesn't store 8 is cracking

- 4 You may want to do the first question as an example with the class. Elicit the verb in the correct form. Remind students that the adverb goes in different positions depending on the verb tense and the verb itself. Then students work individually to complete the questions. Hold a whole-class feedback session by asking volunteer students to read out the full sentences.

Answers:

1 is never 2 don't often clean 3 are sometimes
4 rarely check 5 never run 6 is usually
7 don't always arrive

Useful language

Networking at a conference

- 5 Write the first item on the board. Work as a class to unscramble the words and write them in the correct order. Students work individually to do the activity before checking answers as a class. Ask students to say the whole sentence when giving their answers.

Answers:

1 What do you do exactly?
2 Can you repeat that, please?
3 I don't think we've met before.
4 Can you give me your contact details?
5 It's a pleasure to meet you, too.
6 Certainly, do you have pen?
7 Let's stay in touch.

Website

Unit 2 test

Unit 3

Car maintenance

UNIT OVERVIEW

Learning outcomes

Students can...

- use vocabulary to describe parts of a car and driving verbs.
- use reported speech and reported questions and requests.
- make an appointment with a mechanic.
- write a confirmation email.

Listening

A radio show talk about smartphone apps for car users

Reading

A company web page about car services

Vocabulary

Parts of a car
Driving verbs

Grammar

Reported speech
Reported questions and requests

Career skills

Useful language: Making arrangements and checking information

Speaking task: Making an appointment with a mechanic

Career skills: Decision making

Writing

A confirmation email

Writing tip: Writing relevant subject lines

Workbook

Vocabulary: Parts of a car; Driving verbs

Grammar: Reported speech; Reported questions and requests

Useful language: Making arrangements and checking information

Listening and reading

Warmer

Play 'Snowman' with the word *maintenance* on the board. Draw blanks for each of the 11 letters and volunteer students to guess letters. When they guess a letter that doesn't appear in the word, add a feature to your snowman. When they have guessed the correct word, explain or elicit its meaning. Then ask students to name things that need maintenance. (You may like to make a link back to Unit 2 and ask students to say what they can remember about aircraft maintenance.)

Lead-in

- Put students into pairs to discuss the questions. Monitor pairs and encourage all students to speak and make guesses about the photo. Ask one or two students to feed back to the class on what their partner said.

Extension activity

After doing Exercise 1, ask the students to make predictions about how mobile phone apps will change how we interact with cars in the future.

Answers:

Students' own answers


Listening

A radio show about smartphone apps for car users

- 2 Students complete the activity in pairs. Do not check the answers with the class yet.

Answers:

1 nearby 2 digitalised 3 mileage 4 impact
5 service 6 navigation

- 3  10 Ask students to read the sentences. Elicit the meaning of key vocabulary to check that students understand: *broken down*, *mechanic*, and *purchase*. Then play the audio. Allow students time to compare their answers in pairs, and then do whole class feedback. If you have time, or if the students are struggling, replay the audio and pause it after each paragraph.

Extra support

If your students need extra help, ask them to underline the key words they need to listen to in each sentence, so students know what they need to listen out for.

If your students need an extra challenge, ask them to write the key words in their notebooks along with a definition.

Extension activity

If you have time, play the audio again and ask students to make notes on the features of each of the apps.

Alternative activity

On the board, write the first three letters of each app: D Y C; M N M; C Y C. Put students in pairs to write the names of the apps. Invite volunteer students to write the names on the board (*Deliver Your Car*, *Mechanic Near Me*; *Check Your Car*).

Answers:

- 1 T
2 T
3 F: The app is for picking your car up from home and taking it to be serviced.
4 F: The app is intended to save you time by finding a local mechanic.
5 F: The app helps you spend less money on repairs.

Audioscript: Track 10

Car sales are increasing in the Middle East and, because of that, a number of companies are now looking for ways to digitalise services like car washing, finding parking spaces, navigation, car maintenance and helping in case you break down. These apps are having a very big impact on the car industry, so we've found the top three apps that you need to help you when you're next behind the wheel!

The first app we like is Deliver Your Car. If your car needs to be taken in for a service but you're not at home, you can organise for a mechanic to pick your car up, take it to their garage, have the car serviced and then drive the car back to you. It's so easy!

The second app is Mechanic Near Me. Imagine that you've broken down, got a flat tyre or run out of petrol. Well, Mechanic Near Me lets you look for a mechanic nearby and gets them to come and help you fix the problem immediately, instead of waiting a long time for another maintenance company.

And our final choice is called Check Your Car. This app collects lots of information about your car, including your mileage, how fast you drive and your use of brakes. With all this information, the app checks your driving, tells you when you need to organise a maintenance check and helps you pay less on repair bills!

- 4 Put students into new pairs and ask them to discuss the questions. Ask one or two students to feed back to the class on their partner's answers.

Extension activity

Ask students to choose one of the car problems from Exercise 4 and think of a car app that could fix it. When they are ready, ask them to write a short description similar to the one in the audio. Tell them to give the app a name. Invite each pair to read their description and present their idea to the class. As students are presenting, make a list of the apps. Wrap up the activity by having a class vote on the most useful app. Say the names of the apps. Students put their hands up to vote for the one they prefer.

Answers:

Students' own answers

 Reading

A company web page about car services

Warmer

Bring some leaflets from a garage into class. Put students into groups and give one leaflet to each group. Ask groups to identify what the leaflet is advertising and what services the garage provides. Then have one or two groups show their leaflet and tell the class about it.

- Put students into groups to discuss the questions. Ask the students to relate the photo to the leaflets if they can. Open up a class discussion for students to share their answers to the second question.

Alternative activity

Before students read the whole text, ask them to look at the subheadings. Ask them to predict what information the paragraph below each subheading will give. Then have students read the whole text and check their predictions.

Answers:

Students' own answers

- Read out the words in the box and check that students understand them by asking questions:
 - Which word means 'possibility'? (*chance*)
 - Which word means 'choose'? (*select*)
 - Which phrase means 'never been used before'? (*brand new*)
 - Which word means 'in the best possible way'? (*perfectly*)
 - Which word means 'working or doing an action'? (*performing*)

Students work individually to do the activity, before comparing answers in pairs. Hold a feedback session and drill the answers chorally or individually to practise pronunciation.

Teaching tip

Use the illustrative photos to help students understand elements of the text.

Answers:

1 select 2 perfectly 3 chance 4 performing
5 ability 6 brand new

- Do the first question with the class. Read out the question and elicit the correct answer. Students then continue to do the activity individually or in pairs. Hold a feedback session. Then put students into pairs to take turns to ask and answer the questions.

Extra support

If your students need extra help, tell them under which subheading they can find each answer (question 1: intro; question 2: 1; question 3: 2; question 4: 3; question 5: 4).

If your students need an extra challenge, ask them to write another question that can be answered in the text. Then they can swap questions with a partner and answer the questions.

Answers:

1 Choose a service, give us your details, select a time, and we will come to collect your car 2 Mechanics 3 a flat tyre or a dead battery 4 the engine, the air conditioning and the battery 5 your car feels and looks brand new again

- Put students into groups to do the activity. Encourage them to think about additional services to the actual functioning of the car, such as those that will make car rides more enjoyable, safer, etc. You could also ask them to consider services related to the appearance of the car. At the end of the activity, discuss as a class.

Extension activity

Put students into pairs and ask them to discuss the pros and cons of self-driving cars. Ask them to share their ideas in a class discussion. Finally, take a class poll to discover whether students think that self-driving cars are safe or not. They can raise their arms to give their answer.

Answers:

Students' own answers

DID YOU KNOW?



You can tell students that in some countries in the Middle East, hybrid and electric cars will be obligatory in the future as countries strive to achieve Net Zero, which means zero carbon emissions. You can also explain that self-driving cars are completely autonomous. Although several companies are testing these, it is still expected to be many years before they become common on roads.

Vocabulary

Parts of a car; Driving verbs

Warmer

Bring some pictures of cars into class. Try to ensure a variety of car models, such as SUV, sports car, compact, hatchback, sedan, etc. Put students into groups and give one picture to each group. Ask groups to identify who each car would be suitable for and why. Then have them try to identify the parts of the car. Ask each group to show their picture to the class, explain who it would be suitable for and name one part of the car.

Parts of a car

- 1 Students work individually to do the activity. Allow students to briefly check answers in pairs, before discussing as a class. Drill the answers chorally or individually to practise pronunciation.

Extension activity

Students close their books. On the board, write the words. Put students into pairs and ask them to identify if the parts are on the outside or inside of the car. Check the answers as a class. (outside: *headlights, windscreen wipers*; inside: *boot, accelerator pedal, brake pedal*)

Extension activity

Play 'Describe the word'. Write the words on the board. Put students into teams of three, and then put the teams together to make groups of six. Each team takes it in turn to choose a word (quietly, without the other team hearing) and describes it using only words. They cannot mime, give the first letter or say a word that sounds similar. If the other team can guess the word in 20 seconds, they win two points and the describing team wins one point. You can control the time by calling out *Go* and *Stop* to signal the start and end of each round. At the end, the team with the most points in each group is the winner.

Answers:

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

- 2 Draw students' attention to the words in italics and remind students that the words are from Exercise 1. Do the first item with the class. Read the sentence aloud and pause at the options to elicit the correct answer. Then students complete the rest of the activity individually or in pairs.

Answers:

1 windscreen wiper 2 gearbox 3 headlights
4 boot 5 accelerator pedal 6 brake pedal

Driving verbs

- 3 Read aloud the verbs. Ask students to identify which one isn't a two-word verb (*replace*). Students work individually to do the activity. Then put students into pairs but don't share the answers yet. Drill the answers individually and chorally. Then ask students to identify which word takes the stress – the first or the second word in each phrasal verb.

Teaching tip

Encouraging students to become more aware of word stress in phrasal verbs will help to improve their speaking skills.

Extension activity

Put students into pairs to practise saying the words. Student A covers up the answers. Student B says a phrasal verb, using correct pronunciation, and the other student points to the correct picture. Then they swap roles.

Answers:

1 slow down 2 wear out 3 break down
4 speed up 5 switch on / off 6 replace

- 4 Students work individually to do the activity. Then put students into pairs but ask them *not* to share their answers yet. Instead, ask pairs to take turns reading items 1–6 as mini conversations which include their own answers. If students discover their answers are different, encourage them to explain their choice of answer. Hold a whole-class feedback session. Encourage them to use the proper word stress in the phrasal verbs.

Answers:

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

- 5 Model the activity on the board. Draw a part of a car for students to guess what it is using the example conversation. Put students into new pairs to do the activity. Monitor students as they are doing their role plays.

Alternative activity

Do Exercise 5 by playing 'Pictionary' with students divided into teams and drawing the parts on the board. Their team has to guess within 10 seconds, or another team gets a chance to guess what the part is.

Answers:

Students' own answers

Grammar

Reported speech; Reported questions and requests

Warmer

Tell students that you are having some problems with your car. Say: *I'm going to tell you some problems and I want you to remember them.* Read a list of problems, using full sentences, e.g. *The engine makes a strange noise.* Then ask: *What problems did I tell you about?* Encourage students to rephrase as reported speech, e.g. *You said that the engine made a strange noise.*

- 1 11 Students listen and make notes. Only play the audio once. Have students compare their answers in pairs, and then as a class.

Answers:

1 The engine doesn't start. 2 The windscreen wipers need to be fixed. 3 The tyres are worn out and the gearbox needs to be replaced.

Audioscript: Track 11

1

Mechanic: So what's the problem exactly, Mr Amin?

Mr Amin: The engine doesn't work when I try to switch it on.

Mechanic: OK, let's have a look.

2

Mechanic: How can I help?

Mr Fadel: There are a couple of things that need to be fixed urgently.

Mechanic: OK – such as?

Mr Fadel: Well first, the windscreen wipers aren't working at the moment.

Mechanic: OK, I can have a look at that for you, Mr Fadel. What else?

3

Mechanic: Well, this seems to be the main problem. You must replace your tyres – they're worn out. Also there's a problem with the gearbox.

Customer: Really?

Mechanic: Yes, but I can't fix the problem now – I need to order a new gearbox.

Customer: How long do you think it will take to arrive?

Mechanic: I'm not sure, but you can't drive the car today. If you're not careful, this car will break down very soon.

Reported speech

- 2 11 Play the audio for students to complete the activity. Hold a whole-class feedback session by asking individual students to read out the complete sentences.

Answers:

1 doesn't work 2 aren't working 3 must replace
4 can't fix 5 will break down

- 3 Tell students that we can use reported speech to tell someone what someone else said. Then read out each sentence in Exercise 2 and call on volunteer students to read out the reported speech in Exercise 3. Write the verb from each sentence on the board, as in the following example:

doesn't work → *didn't work*

Ask students to identify the verb tense in the first verb (*present simple*) and the second verb (*past simple*). Elicit how it changes when the action is being reported by someone else. Students work individually or in pairs to do the activity. Then confirm answers as a class.

Answers:

1 c 2 b 3 d 4 e 5 a

- 4 Students work individually or in pairs to complete the activity. Tell them to read the sentences in Exercise 3 to help them. When discussing the answers, expand on item 3 in the rules by asking students to identify other words that changed in Exercise 3. If necessary, guide students by telling them to look at a, c, e. Elicit that the pronouns and time expressions change (*now – at the time*).

Answers:

1 back 2 need 3 not only

Reported questions and requests

- 5 Students match the sentence endings individually.

Answers:

1 b 2 d 3 c 4 a

- 6 Do the first question as an example with the class. Correct any grammatical errors on the spot. Then students complete the other sentences individually.

Answers:

1 He said I had to turn off the headlights. 2 He asked me if / whether I could fill up the fuel tank the next day. 3 She told me the car was speeding up and I needed to use the brake. 4 She asked me when I would turn off the windscreen wipers. 5 He said I needed a new battery because the radio wasn't working. 6 I asked him if he could tell me where the nearest garage was.

- 7 Put students into new pairs and give them a copy of the audioscript. Model the activity by reporting the first speech in Conversation 1: *The mechanic asked what the problem was.* Monitor as students do the activity.

Answers:

Students' own answers

Warmer

Say: *Imagine you have a problem with your car. What do you do?* Elicit students' ideas.

Task model


- 1 Students work in groups to do the activity, before sharing ideas with the whole class.

Extension activity

Put students into pairs and have them search online for local garages that have an online booking form. They can complete the form (but not send it) to explore the kinds of information requested.

Suggested answers:

name, contact details, information about the problem, date and time

- 2  12 Check students understand the information they need to listen for (*the problem with the car*). Then play the audio. Allow students to compare answers in pairs before checking as a class.

Answers:

- 1 The customer said there was a problem with the gearbox and tyres.
- 2 Mr Haddad told Fouad that the headlights wouldn't switch on, and the windscreen wipers weren't working properly.
- 3 The customer told Hani that his car engine was making a strange noise, and that there was a problem with the radiator.

Audioscript: Track 12

1

Mechanic 1: DXB Garage, good morning. How can I help you today?

Customer 1: Hi there. I'd like to book my car in for a service, please. I think there's a problem with the gearbox, and the tyres need replacing. They look very worn out.

Mechanic 1: I'm sorry – did you say that there was a problem with both the gearbox and your tyres?

Customer 1: That's correct.

Mechanic 1: OK. We can organise a service for this week. When would be best for you?

Customer 1: I could bring my car in on Thursday?

Mechanic 1: Did you say Tuesday or Thursday?

Customer 1: Thursday. Shall we say 10 am?

Mechanic 1: That sounds good to me. See you then!

2

Mechanic 2: BKR Services. Fouad speaking.

Customer 2: Hi Fouad. The headlights on my car won't switch on, and the windscreen wipers aren't working properly. Can I bring my car in tomorrow to get them fixed?

Mechanic 2: I'm sorry to hear that. Of course we can fix them. How about 3 pm?

Customer 2: Let me check. Yes, that's fine.

Mechanic 2: Great. Can I take your last name, please?

Customer 2: Yes, it's Haddad.

Mechanic 2: How do you spell that?

Customer 2: H-A-double D-A-D.

Mechanic 2: Sorry, could you say that again?

Customer 2: Of course. It's H-A-D-D-A-D.

Mechanic 2: Great, thanks. So just to summarise, Mr Haddad, you said that the headlights wouldn't switch on, and the windscreen wipers weren't working properly? And you told me that 3 pm tomorrow was fine?

Customer 2: Exactly. See you tomorrow!

3

Mechanic 3: Good morning. This is Hani's Auto Repair Shop. How can I help?

Customer 3: Hello. I need you to have a look at my car's engine. It's making a strange noise. But I also think there's a problem with the radiator – it's overheating.

Mechanic 3: OK, of course we can look at that for you. How about today at midday?

Customer 3: Oh, sorry. That's not possible, unfortunately.

Mechanic 3: Not a problem at all. How about tomorrow morning?

Customer 3: I'd prefer some time in the afternoon if that's possible?


Mechanic 3: That's fine. Can I just double-check I understood? You said that your car engine was making a strange noise, and that there was a problem with the radiator, too?

Customer 3: That's correct.

Mechanic 3: OK, thanks. See you tomorrow!

 **Useful language**

Making arrangements and checking information

- 3  12 Ask students to complete the gaps individually or in pairs. Then play the audio again for students to check their answers. Then ask students to read aloud the completed sentences.

Teaching tip

Asking students for full answers (i.e. a complete sentence rather than just the gapped word) will allow students to practise their basic speaking skills.

Answers:

1 best 2 say 3 Shall 4 sounds 5 again
6 possible 7 about 8 prefer 9 double-check

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

Extension activity

Put students into pairs. One student closes his/her book. The other student reads one sentence from the activity and the other student says whether it is used for making arrangements, responding to arrangements or checking information. Then students swap roles.

Answers:

Making arrangements: 1, 3, 7
Responding to arrangements: 4, 6, 8
Checking information: 2, 5, 9

Task preparation

- 5 Put students into small groups to discuss the questions. Tell them to make notes. Then invite each group to share one idea with the class.

Teaching tip

During group discussions, drop in on each group and ask friendly, open questions to discover what they have been discussing and to nudge them in the right direction if necessary, for example *How are you getting on? Have you thought about...? (Student's name), what ideas have you had?*

Answers:

Students' own answers

- 6 Put students into small groups to do the activity. Monitor and check all students are participating in the group discussions. Then ask groups to share their ideas with the class.

WEB RESEARCH

Ask the students to read the *Web research* task and check that they understand it.

If you wish, give students some names of car makes and models and local mechanics. Remind them to look back at their notes in Exercise 5.

Answers:

Students' own answers

- 7 Students work individually to do the activity. Tell them to write full sentences for each question as this is an opportunity for them to write a mini script in preparation for the role play. Then students compare or revise their answers in the small groups from Exercise 6. Monitor and help as necessary.

Extra support

If your students need extra help, allow them additional time to write the framework of what they are going to say as the customer.

If your students need an extra challenge, ask them to choose two problems that their car has.

Answers:

Students' own answers

Speaking task

Making an appointment with a mechanic

- 8 Remind students that they are going to role-play a conversation using the information that they researched in the *Web research* task. Direct students' attention to the *Career skills* box. Ask them what decisions they might need to make during this conversation (what day to bring the car to the mechanic, what time, what course of action to take to fix the car, etc.).

CAREER SKILLS: Decision making



Ask students to read the *Career skills* box or read it aloud. Check that they understand the information. Remind students that making decisions is an important career skill as well as an important life skill.

Answers:

Students' own answers

- 9 Tell students that now it is time to do their role plays. Read the role cards and examples aloud and check that students understand what they have to do. Put students into new pairs to do the role play. Remind them to use their notes from Exercise 7 and the *Useful language*.

Monitor and observe how well students interact and make the appointment. Make notes and feed back on the positive use of language for responding to arrangements and checking information you heard, and also do an error-correction session on the incorrect use of this language.

Feedback

- 10 Pairs or groups work together to do the activity. Hold a whole-class feedback session and ask pairs or groups to share their answers to the first question.

Answers:

Students' own answers

Warmer

Play 'Broken telephone' with students. Whisper one of the *Useful language* phrases from the lesson into one student's ear. That student whispers it to the ear of the student next to them and so on, until it gets to the end of the line. Students can only whisper it once. The last student then says the phrase aloud to the whole class. Ask the first student: *Is it the same as the original phrase?* If you have a very large class, have students play in groups. Finally, ask: *Are communication problems common during telephone conversations?*

Alternative activity

If you have a large class, have students play 'Broken telephone' in groups. Depending on your classroom arrangements, each row of students can be the 'telephone line' or students can sit in circles.

- 1 Put students in small groups to discuss the questions. Encourage them to think about why it might be necessary to follow up with an email.

Alternative activity

Discuss the first question as a whole class. Take a class vote on the answer to the second question. Read each option aloud and have students put their hands up to vote for it. Call on a few students to explain why they chose their answer.

Answers:

Students' own answers

- 2 Draw students' attention to the email, ask them to look at the subject line, and then ask why Edward is sending the email (*to confirm the appointment*). Ask students to read the email and answer the questions individually before discussing answers as a class.

Answers:

1 Friday, 26 April at 11 am 2 by email or telephone

- 3 Ask students to read the email again, paying attention to the words in bold. They do the activity individually. Allow them to compare their answers in pairs before discussing as a class.

Answers:

1 get in touch 2 look forward 3 attached
4 remember 5 update the details

- 4 Tell students they are going to write their own confirmation email. Explain that the first thing a reader sees when they get an email is the subject line. Ask students to read the *Writing tip*. Then they complete the activity individually. Then put them in pairs to compare their subject lines. They should check their partner's subject lines and make suggestions where necessary.

WRITING TIP: Organisation



Remind students that many people get a large number of emails every day, and they may not open an email if they do not think it is relevant or important to them. Using this information in the subject line is a common technique which encourages the reader to open the email.

Extension activity

Ask students to read the email again and discuss whether their subject line follows the ideas in the *Writing tip* box.

Answers:

Students' own answers

- 5 Put students into pairs. Monitor and help students as necessary. They should just make notes at this stage.

Answers:

Students' own answers

- 6 Allow students to use a dictionary or to ask you any questions during this activity. Monitor and assess which students appear to need more input from you, and then offer help or check their work.

Extra support

If your students need extra help, tell them to use the email in Exercise 2 as a model. They should only use the structure, not copy the exact wording. However, they can use the sentence starters at the beginning of each paragraph. You can write the email structure on the board as a guide:

- 1 Greet the customer
- 2 Thank the customer and confirm the booking
- 3 Write about the problem the customer explained
- 4 Tell the customer what they have to bring
- 5 Explain how the customer can contact the mechanic
- 6 End the email

If your students need an extra challenge, ask them to swap emails and peer-correct their classmate's work.

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 Parts of a car

- 1 Students work individually or in pairs to complete the sentences with the correct words from the box. To check answers, ask some students to read out the full sentences.

Answers:

- 1 gearbox 2 headlights 3 boot 4 accelerator pedal
5 brake pedal 6 windscreen wipers

Driving verbs

- 2 Students work individually to do the activity. Ask students to read aloud the full sentences to check answers.

Answers:

- 1 wear out 2 switch off 3 slow down 4 speed up
5 replace 6 break down

Grammar Reported speech

- 3 Students work in pairs to do the activity. If necessary, allow students to refer back to Exercise 3 on page 25. Hold a whole-class feedback session. Ask one student in a pair to read out the direct speech and ask the other student in the pair to read out the reported speech. If your classroom space allows, you could throw a ball to one student, who reads the direct speech. That student chooses a classmate to read out the reported speech and throws the ball to him/her.

Answers:

- 1 he was writing three pages of a report
- 2 I had to book my car in for a service
- 3 I could let them know tomorrow / the day after if that was possible
- 4 the windscreen wipers weren't working properly
- 5 she thought the tyres needed to be replaced

Reported requests and questions

- 4 Students work individually to write the reported requests. If necessary, quickly review the verb and subject order in reported requests (yes / no questions – verb comes before subject, just like in direct speech; reported *wh-* questions – verb comes after subject, which is different to direct speech). Allow students to compare their answers in pairs before holding a whole-class feedback session. Check the answers in the same way as in Exercise 3.

Answers:

- 1 if I wanted to go on holiday on this / that year
- 2 where we were meeting at 8 o'clock
- 3 what the problem with my car was
- 4 if we should schedule a service for midday tomorrow / the day after
- 5 when I would bring my car to the garage
- 6 if I was still replacing the tyres

Useful language

Making arrangements and checking information

- 5 Do the first question as an example with the class. You could go around the classroom, calling on individual students to say one word each until the question is formed. Students work individually to do the activity before checking answers as a class. Ask students to say the whole sentence when giving their answers.

Answers:

- 1 Shall we say 9 am on Thursday for your car service?
- 2 I'd prefer some time in the afternoon if that's possible.
- 3 Sorry, that's not possible unfortunately. / Sorry, unfortunately that's not possible.
- 4 How about 11 am?
- 5 OK, that sounds good to me.
- 6 Sorry, did you say Tuesday or Thursday?

Website Unit 3 test

Unit 4

Shipping and transport

UNIT OVERVIEW

Learning outcomes

Students can...

- use vocabulary to describe ports and shipping.
- use nouns and quantifiers and countable and uncountable nouns.
- take part in a role play about a port.
- write a shipping description using pictures.

Listening

A woman talking about her job

Reading

A blog post about a port

Vocabulary

Ports
Shipping

Grammar

Nouns and quantifiers
Countable and uncountable nouns

Career skills

Useful language: Questions to check understanding

Speaking task: A role play about a port

Career skills: Communication

Writing

A shipping description using pictures

Writing tip: Writing steps

Workbook

Vocabulary: Ports; Shipping

Grammar: Nouns and quantifiers; Countable and uncountable nouns

Useful language: Questions to check understanding

Listening and reading

Warmer

Write the word *transport* on the board and a four-column table under it with the following headings:

method of transport *verbs for transport*

transport routes *things that can be transported*

Put the students in groups of three and the writer in each group should copy the table onto a piece of paper. Tell students that they have one minute to write a word for each heading. When the minute is up, check students' ideas. Go around the class inviting each team to say their word for each heading. Write students' ideas on the board. They get two points for every correct answer but lose one point if they have the same word as another team. The team with the most points is the winner.

You could ask students to spell the words as they say them to check their spelling.

Lead-in

- 1 Put students into pairs to do the activity. Monitor pairs. Then hold a whole-class feedback session.

Alternative activity


Conduct Exercise 1 as a whole-class activity. Collate ideas on the board. Encourage students to give explanations or examples for their ideas.

Answers:

- 1 different things to do with shipping and ports: cranes, containers, ships, etc. 2 container ships

 **Listening**

A woman talking about her job

- 2  **13** Check that students understand the point to focus on (*the type of job*). Play the audio, and then discuss the answers.

Extra support

If your students need extra help, explain that Reema doesn't tell us exactly what her job is; instead, students must work out what her job is according to how she describes what she does in her job. Tell students to first make notes of what Reema says about her job responsibilities, and then look at the alternatives and choose the answer.

If your students need an extra challenge, ask them to make detailed notes about Reema's job.

Answer:

b


Audioscript: Track 13

Ports are busy places. Many ships arrive every day. They bring passengers and workers from many different countries. They also bring lots and lots of things. My private shipping company manages goods. I make lists of the things that arrive, check where they're going and that they get there on time. My company has to follow health and safety rules as well as the port's rules.

I work at a Mediterranean port that is owned by the government and run by the port authority. The port authority uses technology to watch ships come and go. Ships must tell the port authority when they're arriving so that everything can be ready when they get here.


Smaller boats pull a big ship into its dock. Customs workers from the port authority check documents for all the goods on the ship and other port authority workers check the documents for all of the people on the ship. Then the ship can use the port services such as water, and it can get fuel and arrange repairs. The port authority has to make sure all of that is available!

The port electricity and transport systems are shared by the port and the private companies. They help move the goods from the ship to trains or trucks that will take them out of the port. Both the port and private companies pay for equipment and for the port to be cleaned. The bottom of the sea around the port is also cleaned, so that the ships can travel more easily.

- 3  **13** Allow students time to read the steps. Students work individually to do the activity. Allow students to check answers in pairs, before holding a feedback session. If you have time, or if the students are struggling, replay the audio and pause it after each answer.

Answers:

1 c 2 e 3 d 4 b 5 a

- 4  **13** Allow students time to read the sentences before playing the audio. Allow students to check answers in pairs, then discuss as a class.

Alternative activity

Put students into pairs and ask them to read the sentences and decide if they are true or false before playing the audio. Then play the audio for them to check their answers.

Teaching tip

Vary the way you check answers with the whole class. This can help with student engagement and helps you to check any common misunderstandings or mistakes. To correct true or false activities, read aloud an item and tell students to put up their hand if it is false and stay with their hands down if it true. You can take this opportunity to ask a few students who have answered incorrectly to explain why they have chosen this answer.

Answers:

1 T 2 T 3 F: Ships must tell the port when they are arriving. 4 F: The port authority is responsible for customs checks. 5 T

- 5 Ask a stronger student the question first. Then put students into new pairs to do the activity. Then ask one or two pairs to report back to the class on what they thought could go wrong.

Answers:

Students' own answers

Reading

A blog post about a port

Warmer

Write the title of the unit on the board: *Shipping and transport*. Put students into teams and ask them to make as many words as possible using only the letters in these words. Tell them they will win one point for each correct word and a bonus point if the word is related to the topic. Set a time limit, e.g. two minutes, for students to write the words. Then ask students to share their words with the class. The team with the most correct words is the winner.

Alternative activity

Have students write their words on a separate piece of paper. Then collect all the pieces of paper and redistribute them among the teams. Students check the words, verifying the spelling and that they can be made using the letters in the unit title.

Teaching tip

Setting a time limit for games adds a competitive element and helps students to stay on task.

- 1 Put students into groups to discuss the question. Then invite groups to share their ideas with the whole class.

Suggested answers:

They need to tell the port when they are arriving so that everything can be arranged for their arrival. They also need to list the goods that are travelling through the port.

- 2 Students work individually to do the activity, before comparing answers in pairs. Then check answers, encouraging students to give full answers, e.g. *There was a delay because another ship was in their space.*

Extra support

If your students need extra help, ask them to read the first paragraph only. Then draw their attention to the last line and explain that the rest of the text will be about things that went wrong on one specific day. Point out verbs in this paragraph that talk about this one-off event (*our ship arrived, we sent a message, it wasn't as easy* – past simple) and verbs that talk about what usually happens (*we all work together, we discuss any special information* – present simple). Tell students to pay attention to these verbs in the rest of the text.

If your students need an extra challenge, ask them to discuss in pairs what consequences there might have been for the things that went wrong.

Answers:

There was a delay because another ship was in their space. Some goods were missing, and some goods were damaged.

DID YOU KNOW?



You can tell students that, of the 450 ports in the Mediterranean area, the busiest is in Valencia, Spain. It receives the highest volume of containers per year, mainly because of the trade it does with China via the Suez Canal. Other ports, such as in Barcelona, also have a high level of cruise traffic bringing tourists to the city.

- 3 Students do the activity individually or in pairs. Hold a whole-class feedback session.

Extra support

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

If your students need an extra challenge, ask them to write an example sentence using each of the words.

Answers:

1 tied up 2 depth 3 removed 4 ETA 5 loaded 6 expected

- 4 Students complete the activity individually. Put them in pairs to check the answers, with one student saying the full sentence with their answer and the other student saying if they agree with the answer or not. Have students take turns saying the answers. Elicit from volunteers the correct letter for each item.

Teaching tip

Asking students to identify the number of the line in the text and reading the original sentence that provides the answer to a question helps you to monitor their scanning and analytical skills.

Answers:

1 c 2 a 3 b 4 a 5 c

- 5 Put students into new pairs to do the activity. Encourage them to use the information they read in the blog and from what Reema said in the previous lesson to give examples to support their reasoning. Monitor students' discussions.

Extension activity

Have students research online about the entry requirements they would need to work in shipping (qualifications, soft skills, etc.). They can make notes in the form of a word map.

Answers:

Students' own answers

Vocabulary Ports; Shipping

Warmer

Write the word *port* on the board and elicit the meaning. Ask students if they have ever been to a port and invite them to share their experiences with the class. Encourage other students to ask follow-up questions to find out more, such as: *Where was it? What did you see? What were the ships like?*

Ports

- Students work individually to do the activity. Allow students to briefly check answers in pairs, before holding a whole-class feedback session. Drill the pronunciation of the answers individually and chorally. Point out that *tow* has a long /o/ sound and it rhymes with *toe* not *how*.

Teaching tip

Explain to students that 'tow' and 'toe' are homophones, or words that have different spellings and different meanings but that sound similar. Making students aware of homophones can expand their vocabulary and can help them with the pronunciation of new words by making connections.

Extension activity

Do the following activity to develop students' understanding of homophones.

Write these words on the board in two columns. Ask students to match the words to their homophones in pairs, and then check the answers as a class.

<i>sun</i>	<i>nose</i>	<i>waste</i>	<i>son</i>
<i>eight</i>	<i>waist</i>	<i>knows</i>	<i>ate</i>

Answers:

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

Shipping

- Read each of the questions aloud. Ask students if they are listening for general information or specific details (*specific details*). You could ask students to cover up Exercise 3 so they aren't tempted to read the transcript. After students listen to the audio, they discuss the answers to the questions in pairs, then compare as a class.

Extra support

If your students need extra help, put them in pairs before playing the audio. Assign one question to each student in the pair so students are responsible for listening for the answer to one question. Then put pairs together into groups of four to share and discuss the answers.

If your students need an extra challenge, ask them to work individually.

Answers:

- Rana worked for a shipping company.
- Salwa worked for the port.

Audioscript: Track 14

Salwa: What did you do for your work experience, Rana?

Rana: I worked with a shipping company listing the cargo as it was removed from the ships or loaded onto them by crane. I checked it had all the correct documents and made sure it was sent on to its final destination. What about you, Salwa?

Salwa: Well, I was working with the port in the main building. We got messages from each ship's captain telling us the ETA. Each ship's crew told us the type of cargo they were carrying and any extra information, like if the ship needed any repairs. And we talked with each pilot to tow them into the port.

Rana: What was the usual cargo? The shipping company I worked with just had some electrical goods and lots of textiles in containers.

Salwa: Well, for me, it was mainly construction materials, but sometimes it was something more dangerous like chemicals. Did you get to go on board any ships?

Rana: No, but I did make a lot of visits to the docks. We had to check the barcodes on the cargo.

Salwa: The dockers let me use the radio a few times to talk with the ships.

- Students work individually to do the activity. Allow students to compare their answers in pairs, and then discuss together with the class.

Answers:

1 cargo 2 captain 3 crew 4 pilot 5 in containers
6 on board 7 docks 8 barcodes 9 dockers

- Go over the table and elicit one of the action words. Make sure students understand that one word can go in two categories. Students do the activity individually or in pairs. Hold a whole-class feedback session and do choral and individual drilling of the words.

Extension activity

Play 'Board race'. Students close their books. Put students into teams of four. Give each team a board marker. Say a word from this lesson (Exercises 1 and 4) and one student from each team runs up to the board and writes the word. The first student to write the word with the correct spelling wins a point for their team. According to how much time you have, play four or eight rounds (so each student has one or two turns).

Answers:

Actions: captain, crew, dock, pilot, tow; People: captain, crew, docker, pilot; Places: destination, dock, on board; Things: barcode, cargo, container, crane

- Read the example conversation with two strong students. Put students into new pairs to do the activity.

Answers:

Students' own answers

Nouns and quantifiers; Countable and uncountable nouns

Warmer

Show students some pictures of busy scenes and ask them questions about what they can see using quantifiers: *Are there lots of people or a few people? Are there any animals? Are there several ships?*

Nouns and quantifiers

1 Read aloud the words in the box. Explain that these words are 'quantifiers', which means they give information about the amount of something. Students complete the activity individually, and then compare answers in pairs. Hold a feedback session by asking students to read aloud the full sentences. Then read each item again and elicit other possible quantifiers. Ask them to explain how these other quantifiers change the meaning. Then refer students to the *Watch out!* box and ask them to read it. Clarify any doubts.

Extra support


If your students need extra help, divide the activity into stages. First, do an extra preparatory reading stage. Have students read the text on page 31 again and underline the quantifiers before they begin the activity. This way, they can flip back to the text as they are completing the activity with the examples from the text. Then they can complete the sentences with the other words in the box.

If your students need an extra challenge, ask them to rewrite the sentences in the negative. They should change the quantifiers accordingly.

Answers:

1 all 2 any 3 every 4 some 5 a few 6 Most

Countable and uncountable nouns

2  15 Remind students what 'countable' and 'uncountable' nouns are. Ask: *Can we count uncountable nouns / use a number before uncountable nouns? Can we add the letter -s with countable nouns?* Read the words aloud before playing the audio. Students listen and complete the activity individually. Hold a whole-class feedback session.

Answers:

warehouse, thing, list, report, captain

Audioscript: Track 15

As we were preparing the cargo in the warehouse to load onto the ship, we noticed some damage. We also noticed several things on the list were missing. We had to put all the information into a report. We sent the report to the captain. Then we loaded all the goods onto the ship.

3 Students complete the activity individually or in pairs. Check answers as a class.

Extra support

If your students need extra help, do the exercise as a whole class. Read the example sentences for each item aloud. You could also write them on the board and underline the noun. Ask: *What is the noun? Does it have an -s at the end? So is it countable or uncountable?* Alternatively, do this for the first two questions only, and then have students ask themselves the same questions as they complete the rest of the activity independently.

If your students need an extra challenge, ask them to write all the possible quantifiers for the nouns where there are other possible options.

Answers:

1 uncountable 2 countable 3 countable
4 uncountable 5 countable, uncountable
6 countable, uncountable / uncountable, countable

4 Put students into new pairs to do the activity, then discuss as a whole class.

Answers:

1 all, C 2 some, C 3 A few / Some, C
4 some, U 5 Some, U 6 Some, S 7 Some, U
8 Any / Most / Some / A few, C 9 How much, U
10 no, U

5 Have the students work in pairs. Monitor as they are writing the sentences, then discuss.

Alternative activity

Provide squares of paper with each of the words from Exercise 3 and each of the quantifiers written on them. Students work in pairs or small groups. They make two piles (nouns and quantifiers) of the squares, face down. They take turns to turn over a square from each pile and say if it is possible to make a sentence with that noun + quantifier combination. Then they work together to write a sentence.

Answers:

Students' own answers

Warmer

Write several of the new words from this unit on the board (e.g. *dock, port, container, ship, cargo*) but with scrambled letters. Put students into teams. Give them one minute to unscramble the letters and write them, without looking in their books. Then elicit the words and their correct spelling.


Task model

- 1 Students work in groups to do the activity, then discuss as a class.

Extension activity

Have a class discussion about problems that could arise from misunderstandings. Tell students any funny anecdotes you have about a time someone didn't understand something you said (or vice versa), and invite students to share their own stories. Reinforce the importance of checking understanding.

Answers:

- 1 Three people are holding a meeting. They are discussing something. It could be something to do with ports.
 - 2 You can share information formally or informally. This needs to have some sort of structure.
- 2  16 Check that students understand what to listen for. Ask: *Are we listening for specific details or the general idea? (the general idea)* Play the audio once, and then check the answer.

Teaching tip

When students are listening for the main idea (or gist) they do not need to understand every word or phrase, so only allow them to listen once.

Answers:


They are discussing procedures at the port.

Audioscript: Track 16

- Charlie:** OK Ross, so what's the first thing to happen at the Sharjah Ports?
- Ross:** Well, Charlie, the ship's crew need to radio the port authority to give them some information before the ship comes into port.
- Amir:** And what happens after that?
- Ross:** Good question, Amir. Next the ship is given a space where it can dock during its stay. There are 33 at the ports.
- Sami:** Are they a bit like parking places by the dock?
- Ross:** Yes Sami, exactly.
- Charlie:** OK Ross, so how does the ship get to the space?
- Ross:** A pilot talks with smaller boats that tow it into the space.
- Amir:** Then the ship must be tied up. What about

customs?

- Ross:** Yes, first, the customs workers go on board the ship and ask to see the list of goods and other documents. Second, they check that everything has been done correctly. Once that's finished, the cargo can be removed with the cranes. About 5 million containers go through the ports every year.
- Charlie:** The cranes there must be busy! What happens to the cargo when it's been removed?
- Ross:** Well, it's either put on the dock or put into warehouses. Lots of cargo also goes by truck or train to its final destination.
- Sami:** How do they know where it is going? I suppose they do the same thing each month. Do they just know where things are going?
- Ross:** Not quite, Sami. All containers have a number read by computer. Their barcodes are checked during the shipping, so at any time the shipping company knows exactly where the cargo is. Now, Amir, can you tell us what we covered in this session?


- 3  16 Allow students time to read the questions and responses. Play the audio. Then put students into pairs but ask them not to share their answers yet. Instead, ask pairs to take turns reading items 1–7 as mini conversations which include their own answers. If students discover their answers are different, encourage them to explain their choice of answer. Then hold a feedback session.

Extra support

If your students need extra help, elicit the answer to the first question (*So, what's the first thing to happen?*) from the class. Then put the students into pairs and one student reads the questions and the other student reads the correct answers. Then get the students to swap roles. If your students need an extra challenge, ask them to role-play asking the questions and responding in a different way.

Answers:

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

- 4  16 Play the audio. Allow students time to compare their answers in pairs before coming together as a class to discuss.

Answers:

1 A 2 R 3 S 4 R 5 C 6 S

Useful language**Questions to check understanding**

- 5 Do the first question with the class. Ask students to supply the words in order and write them on the board. Students complete the activity individually, and then compare their answers in pairs. Hold a feedback session by asking students to read aloud the full questions.

Extra support

If your students need extra help, give them slips of paper with the words on them so they can put the papers in order and make the questions.

If your students need an extra challenge, ask them to write another question, jumble up the words and give it to a classmate to write in the correct order.

Teaching tip

Providing students with the words on paper allows them to experiment with the word order, learning through trial and error before writing, as well as providing tactile support.

Answers:

- 1 What kind of cargo goes through the port?
- 2 How many passengers are there each year?
- 3 Who can use the port's services?
- 4 How many containers go through the port?
- 5 When was the port built?
- 6 Is there anything special about the port?

Task preparation

- 6 Put students into pairs to write questions. Monitor and help as needed. Then put pairs together into groups of four and ask them to share their questions. If you have time, you may like to ask students to peer-correct each other's questions. To wrap up, ask each pair to ask the class one of their questions.

Answers:

Students' own answers

- 7 Put students into small groups to do the activity. Monitor and check all students are participating in the research.

WEB RESEARCH

Ask the students to read the *Web research* task and check that they understand it.

You may like to ask students to research ports in your country or ask them to choose a country and find out about that country's biggest port. Try to ensure that each group researches a different port.

Answers:

Students' own answers

- 8 Ask students to work individually to do the activity and then compare and revise their notes in the same small groups from Exercise 6. Monitor and help or correct as necessary, but do not hold class feedback yet.

Answers:

Students' own answers

- 9 Tell students they are going to talk about a port. Refer them to the *Career skills* box.

CAREER SKILLS: Communication



Ask students to read the *Career skills* box or read it aloud. Check that they understand the information. Remind students that communication is an important career skill as well as an important life skill. Active listening not only helps us to understand what the other person is saying, it also shows them that we are interested in, and respectful of, what they are saying.

Answers:

Students' own answers

Speaking task

A role play about a port

- 10 Remind students that they are going to talk about the port that they researched in the *Web research* task. Ask pairs to work together and present the information about their port. The student listening should ask questions about the port to check their understanding. Direct students' attention to the *Career skills* box and encourage them to utilise active listening in their role play. Monitor and observe how well students interact. Also make notes of language errors related to the use of countable and uncountable nouns, quantifiers and the *Useful language* phrases. Make notes and feed back on the positive interactions you observed, e.g. demonstrating active listening, asking questions to check understanding. Hold a whole-class feedback session on the language errors you noted.

Alternative activity

Do Exercise 10 as a class mingle activity. Students should role-play with three different classmates. Set a time limit for each role play. Call out *Swap* when students should swap roles and call out *Mingle* when students should move around again and find a new partner.

Answers:

Students' own answers

Feedback

- 11 Pairs or groups work together to do the activity. As a feedback session, ask pairs or groups to share their answers to the first question.

Answers:

Students' own answers

Warmer

Put students into small groups and give each group a picture of a port. Ask them to discuss the picture and say what they can see and what they think is happening. Encourage them to use the new vocabulary from this unit. Then ask one or two groups to show and describe their pictures to the class.

- Put students into small groups to discuss the questions. As this is a short activity, you may prefer to do it with the whole class.

Suggested answers:

- Structure, appropriate level, key information and checking questions
 - health and safety information, space, number and / or how to contact the port
- Ask students to read the checklist, and then work individually to match the sentences to the photos. Hold a whole-class feedback session.

Alternative activity

Put students into pairs. Ask them to cover up the text and look at the photos. Ask them to describe the photos and say what part of the shipping process each picture represents. Then ask them to uncover the text, read, and compare the sentences with their ideas.

Answers:

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

- Refer students to the *Writing tip* box and ask them to complete the activity individually before discussing answers as a class.

WRITING TIP: Writing steps

Explain to students that these words are called *signposting words* because they show the reader the 'path' through a written text. Using these words ensures that the text is coherent as they link ideas and make it clear to the reader what the connection is between the different parts of the text.

Answers:

and, then, finally

- Refer students back to the *Web research* task on page 35. Put them in pairs to answer the questions about their port. Monitor and help as needed.

Teaching tip

Set a time limit for students to complete the activity, according to the time available and the abilities of your students. Setting a time limit enables students to develop essential time-management skills and helps them to stay focused on the activity at hand.

Answers:

Students' own answers

- Students complete the activity individually. Monitor, praise and help as needed. Tell students they will look online for one photo to illustrate each of the steps. If you have time, you could ask students to share their planning in pairs.

Answers:

Step 1 crew get ready to leave the port; **Step 2** ship is made ready; **Step 3** cargo is moved ready for loading; **Step 4** new cargo is loaded onto the ship; **Step 5** ship radios port; **Step 6** ship leaves the port

- Monitor students as they are writing and assess which students appear to need more input from you, and then offer help or check their work so far. If you have time at the end of class, you could ask students to check their work follows the three points in the *Writing tip* box.

Extension activity

Put students into pairs and have them swap texts. Ask them to read each other's texts using a writing checklist that you have prepared. The writing checklist can contain the signposting words in the *Writing tip* box and the students can look for these words in their partner's shipping description.

Teaching tip

Giving students a writing checklist encourages them to revise their writing. It gives them an opportunity to step back and re-read the text in a fresh light, so they can make changes to improve it.

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 Ports

- 1 If your classroom layout allows for this, you could do this as a board race. Put students into two teams. Give them a few minutes to write the letters in the correct order. Then have one student from each team run to the board and write the word (with the correct spelling).

Answers:

- 1 tow 2 dock 3 barcode 4 docker 5 crane
6 destination

- 2 Students work individually to do the activity, before holding a whole-class feedback session. Alternatively, if you want to offer students an extra challenge, ask them to cover up Exercise 1 and try to complete the sentences without looking at the words.

Answers:

- 1 dockers 2 crane 3 dock 4 barcode
5 destination 6 tow

Shipping

- 3 Read out the words in the box. Students work individually to complete the sentences. For feedback, ask students to read aloud the full sentences.

Answers:

- 1 crew 2 captain 3 pilot 4 cargo 5 on board
6 container

Grammar Nouns and quantifiers

- 4 Students work individually to circle the words. If necessary, allow students to refer back to Exercise 4 on page 33 and ask students to identify whether the nouns in the sentences are countable or uncountable.

Answers:

- 1 Most of 2 some 3 any 4 all 5 A few 6 Every

Countable and uncountable nouns

- 5 Read the words in the box and ask students to say whether they are countable or uncountable. Put students into pairs to complete the activity. If necessary, allow students to refer back to Exercise 4 on page 33. Ask some students to explain their answers (e.g. *This quantifier is used with uncountable / countable nouns.*)

Answers:

- 1 types 2 captain 3 information 4 cargo
5 services 6 fuel

Useful language

Questions to check understanding

- 6 You may want to do the first question as an example with the class. Elicit the answer from a strong student and write it on the board. If necessary, ask students to underline the subject in each question first to decide which question word to use. Remind students that their question should use the same verb as the answer. Students work individually to do the activity before holding a whole-class feedback session. Put students into pairs to ask and answer the questions.

Answers:

- 1 When was the port built?
2 What kind of cargo goes through the port?
3 How many passengers are there every year?
4 Who can use the port's services?
5 Is there anything special about the port?
6 How many containers go through the port?

Website

Unit 4 test

Unit 5

Telecommunications

UNIT OVERVIEW

Learning outcomes

Students can...

- use vocabulary to describe telecommunications and trends.
- use the past simple and present perfect.
- present trends in telecommunications.
- write a blog post about trends.

Listening

A news report about digital access

Reading

A report on mobile network connections

Vocabulary

Telecommunications
Describing trends

Grammar

Past simple
Present perfect

Career skills

Useful language: Using presentation language
Speaking task: Present trends in telecommunications
Career skills: Critical thinking

Writing

A blog post about trends
Writing tip: Trends with numbers

Workbook

Vocabulary: Telecommunications;
Describing trends
Grammar: Past simple; Present perfect
Useful language: Using presentation language

Listening and reading

Warmer

Play 'Snowman' with the word *telecommunications* – write 18 gaps on the board for each letter. Ask individual students to guess the letters. When they guess a letter that doesn't appear in the word, add a feature to your snowman. When they have guessed the word, ask students to define *telecommunications* in their own words. Then drill the word chorally and individually.

Lead-in


- Put students into pairs to do the activity. Monitor pairs and encourage all students to speak and make guesses about the photo. Ask students simple questions to encourage participation: e.g. *What's his job? What's in his hand?*

Answers:

- A man in a hard hat, a tower.
- The man is using a phone and a laptop.
- He is taking a picture of the tower.

Listening

A news report about digital access

-  17 Students work individually to do the activity. Allow students to check answers in pairs, before holding a whole-class feedback session. If you have time, or if the students are struggling, replay the audio and pause it after each answer.

Answers:

- 1 people who don't have devices, can't pay for services or need training
- 2 companies and charities

Audioscript: Track 17


Good telecommunications are important in today's world, but not everyone has access to them. Now a new project in Jordan wants companies and charities to help people use digital services. We all need telecommunications for much of our daily lives. Telecommunications help us make phone calls, send text messages, watch films, listen to music and share information for work. People access these services with mobile phones and other devices.

However, there are three problems with modern telecommunications: people can't get access, they can't pay for the cost of using the internet and they need digital training.

People need devices like mobile phones and laptops to get access. But those devices are expensive. So some schools or universities lend devices to students or teachers so they can learn online, and sometimes mobile phone companies sell cheaper devices.

In many areas of the Middle East and North Africa, it's difficult for people to use the internet. It's expensive. Many shops and businesses like restaurants make free wi-fi available to customers and often even people outside the business on the street. Some charities are now providing offices where people can use the internet.

Finally, everyone needs to know how to use technology. Some charities run courses to train people, especially those who don't have jobs, to use digital devices and show them how to use other ways to communicate online such as with email. This project hopes to help those who aren't online join those who are.


- 3  17 Students work individually to do the activity. Allow students to check answers in pairs, then discuss as a class.

Extension activity

Ask students to write down the collocations in the audio that contain the telecommunications words. They can write these in their notebook. Then play the audio again for them to check.

Answers:

films, phone calls, texts, music, email

- 4  17 Ask students to read the sentences and make sure they understand them by asking CCQs. Elicit the meaning of *device* and *charity*. Students work individually to do the activity. Allow students to check answers in pairs before discussing as a class. Ask students to say why each answer is true or false.

Alternative activity

As students have already listened to the audio at least twice, change the staging of this activity. Put students into pairs and ask them to read the sentences and decide if they are true or false. Then play the audio for them to check their answers and to correct the false sentences.

Extension activity

Before playing the audio, read out the sentences and ask students to identify the key words in each one. Tell them to pay attention to this information when they are listening.

Answers:

1 F: The project is in Jordan. 2 F: The project wants to help people use digital services. 3 T 4 T
5 F: Universities lend devices to people. 6 T 7 T
8 F: People can communicate online using email.

- 5 Ask the question and elicit some answers from volunteer students. Put students into new pairs to do the activity. Elicit students' ideas and write the most interesting ones on the board.

Alternative activity

Conduct the exercise as a whole-class activity. Collate ideas on the board. Then ask students what challenges not being able to access telecommunications can cause for people.

Extension activity

Put students into small groups. Ask them to choose one of the problems they identified in Exercise 5 and come up with an innovative solution for it. They can produce a simple poster or short speech explaining the problem and how their idea solves it, and then they present their solution to the class.

Answers:

Students' own answers

 Reading

A report on mobile network connections

Warmer

As a review of the vocabulary on page 38, write *telecommunications* on the board. Add lines coming off it to make a word map and ask students to suggest different kinds of telecommunications. Then ask students to make a list, individually, of the telecommunications they use every day in order of how often they use them. Put students into pairs to compare their lists. You could encourage them to find similarities and differences.

- 1 If students have done the *Warmer*, ask the second question to the whole class. You could have students call out the kind of telecommunication from the board or you could say each one and ask students to vote by raising their hands. Then ask the third question and encourage individual students to answer.

Answers:

Students' own answers

- 2 Check students' understanding of the activity. Ask: *Do you need to find specific information or the gist of the text? (the gist)* Students complete the activity individually. Hold a whole-class feedback session and ask students to support their answers with examples from the text.

Alternative activity

Explain to students that the topic sentence is often found at the start of a paragraph, so they should read the first sentence in each paragraph carefully before answering the questions, and ask themselves this question: *What does the author want me to know?* This is often the main idea contained in the topic sentence. However, the topic sentence can sometimes be found at the end of an introductory paragraph.

Answers:

We can expect this sector to keep growing, and there are a number of reasons for this.

- 3 Draw students' attention to the words in bold in the text. Do the first question as an example with the class. Elicit the correct answer. Students then continue to do the activity individually or in pairs.

Extra support

If your students need extra help, go over each of the questions with them and ask them to identify the kind of word they need to look for to match with each item (1 verb, 2 noun, 3 noun, 4 adjective, 5 noun, 6 noun).

If your students need an extra challenge, ask them to write example sentences with the words in bold.

Answers:

1 created 2 region 3 users 4 reliable 5 networks
6 connections

- 4 Do the first question as an example with the class. Ask students to find the number in the text. Then elicit the correct answer. Students then continue to do the activity individually or in pairs. Hold a whole-class feedback session. Ask students to read the line in the text where this information is found.

Extension activity

Put students into pairs and give them additional practice with big numbers:

- 1 Ask students to write out the numbers in words, e.g. 400 – *four hundred*. Invite volunteer students to write the answers on the board. Draw their attention to the use of *and* after *hundred*, e.g. 280 – *two hundred and eighty*.
- 2 Next, ask students to practise saying the numbers, underlining the word stress in each number with more than one syllable.
four hundred; two hundred and eighty; four hundred thousand; thirty; three hundred and fifty

Answers:

1 d 2 b 3 c 4 e 5 a

- 5 Put students into new pairs to answer the questions. Ask some students to report back to the class on their answers to the questions.

Teaching tip

Encouraging students to ask their classmates' follow-up questions and give examples / reasons is a good way to help them engage in discussions in a more natural way.

Answers:

Students' own answers

DID YOU KNOW?



You can provide students extra facts about the problems that rodents pose to telecommunications wires. Explain that rats are nocturnal animals, so they often chew through wires at night which means that network operators don't discover this until some time has passed, usually when people start noticing a problem with their service. Once, some parts of Scotland lost internet access after rats chewed through the wires.

 Vocabulary

Telecommunications; Describing trends

Warmer

Ask students how telecommunications has changed since their parents were teenagers. If possible, show pictures of old-fashioned mobile phones, landline phones, etc. Encourage students to contribute with their ideas.

Telecommunications

- 1 Students work individually to do the activity. Allow students to briefly check answers in pairs, then compare as a class. Then drill the words chorally and individually.

Extension activity

Play 'Spelling tennis'. Students close their books. Put students into teams of four. Give each team five points. Say a telecommunications word and the first letter (e.g. *voice activation* – v) and then choose a group to say the next letter (o). That group then selects another group to say the next letter (i), and so on. If a group says the wrong letter, then deduct one point. The winning group is the group with the highest number of points.

Answers:

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

- 2 Do the first question with the whole class as an example. Then students read the sentences and circle the correct answer individually. Hold a whole-class feedback session by asking students to read aloud the full sentences.

Extension activity

Put students into pairs. One student closes his/her book. The other student reads the sentences aloud with the correct or incorrect answer for their partner to say if it is right or wrong. Then students swap roles.

Answers:

1 video conferencing 2 voice activation
3 social media 4 smart watch 5 a signal 6 satellites

Describing trends

- 3 Read the words in the box and elicit their meaning. Then drill the pronunciation chorally and individually. Students work individually or in pairs to do the activity. Then ask students to read aloud their full sentences.

Extra support

If your students need extra help, ask them to use dictionaries to check the meaning of the words.

If your students need an extra challenge, ask them to write the words and their definitions in their notebooks, plus an example sentence for each one.

Teaching tip

Use hand gestures to mimic the meaning of the words. This can help students to understand and remember the meaning as they associate the gesture with the word. For example, move your hand up and down vertically to show 'increase' and 'decrease' and link your fingers together to show 'connect'.

Answers:

1 growing 2 decrease 3 flat 4 connect 5 trend
6 increase

- 4 Students work individually to do the activity. Then put students into pairs but ask them *not* to share their answers yet. Instead, ask pairs to take turns reading the sentences, using their own answers. If students discover their answers are different, encourage them to explain their choice of answer.

Answers:

1 trend 2 decrease 3 smart watches 4 increase
5 satellites 6 growing 7 voice activation
8 connect

- 5 Read out the example sentences. Ask: *Do people use social media more or less these days? (more) Do people use the app more or less often nowadays? (less)* Put students into pairs to share ideas about how they and their friends use their mobile phones. Then they write a few sentences explaining these trends using the verbs in Exercise 3. Then have a feedback stage in which each pair reads their sentences to the class. Correct any errors in the use of the key vocabulary.

Alternative activity

Do Exercise 5 using different staging, such as:

- Put students into groups of five to discuss and write the trends. Then number students 1 to 5 in each group. Form new groups of Students 1, Students 2, etc. They report their trends to their new group.
- Ask students to write their trends on a piece of paper and swap with another pair. Students discuss the other pairs' trends and say if they agree with them.

Answers:

Students' own answers

 Grammar

Past simple; Present perfect

Warmer

Show pictures of different experiences, e.g. swimming with dolphins, travelling by plane, reading a book on the beach, etc. Place the pictures on the board. Choose one of the pictures and tell students about your own experience, making sure to use present perfect and past simple verbs, e.g. *I have travelled by plane many times. The last time I travelled by plane was in June. I went to Jordan on holiday.* Put students into small groups. Ask them to take turns sharing their experiences. Then invite a few students to tell the class about their partner's experiences.

Past simple

- Before doing the activity, ask: *Are these sentences in the past or present? (past) Are they completed actions or ongoing actions in the past? (completed)* Remind students that we use the past simple to talk about one-off completed actions and we usually know when they happened. Do the first question as an example. Read the sentence aloud with both options. Then read it again and elicit the correct answer. Students work individually or in pairs to do the activity.

Answers:

1 sent 2 did you buy 3 didn't have, was
4 stopped 5 chose, was 6 were

Present perfect

- Allow students a few minutes to read the sentences before they complete them with the correct form of the verbs. Then have students compare their answers in pairs, before discussing as a class.


Answers:

1 received 2 watched 3 Did you have
4 didn't have, had

- Students work individually or in pairs to do the activity. Then hold a feedback session.

Answers:

1 past 2 present 3 past 4 normally 5 negative statements or questions

-  18 After they listen, allow students to compare answers in pairs before confirming as a whole class. The audioscript for this track is in the SB.

Extension activity

Play 'Board race'. Divide the board into three columns. Write a list of irregular past tense verbs on the board in the base form in the first column (e.g. *be, become, begin, catch, drink, eat, feel, forget, know, make, ride, run, say, see*). Name the other columns *past simple* and *past participle*. Put students into two teams: A and B. Assign *past simple* to Team A and *past participle* to Team B. Students from each team run up to the board in a relay (one at a time) to complete the verbs in their column. The first team to complete their column correctly is the winner.

Answers:

1 broke 2 have thought 3 has been 4 I've noticed
5 has been 6 had 7 stopped 8 arrived

- Read the first question with the class. Ask students to explain the meaning of *last* and *yesterday*. Ask: *What other words can we use 'last' with? (month, year, night, etc.)*

Then read the second question. Draw students' attention to the use of *just* – refer them to the *Watch out!* box. Ask: *Do we use 'just' with the present perfect or past simple? (the present perfect because it is an action in the recent past)*

Then read the third question. Ask students to explain the meaning of *yet*. Ask: *What type of sentence is this? (a question) Where is 'yet' in this sentence? (at the end)* Explain that we can also use *yet* in negative sentences, but not in positive ones.

Read the fourth question. Ask students to explain the meaning of '*already*'. Ask: *Does 'already' come after the verb or between 'have' and the verb? (between 'have' and the verb) What type of sentence is this? (a positive sentence).*

Read the last question. Ask students to explain the meaning of *since*. If necessary, draw a timeline on the board to explain the meaning. Elicit the verb tense used with *since* (*present perfect*) and other words we can use after it (*words expressing specific moments in time*). Then ask students to complete the activity in pairs. When checking answers, ask students to explain why they have chosen each word.

WATCH OUT!



Remind students that *just* can be used with the present perfect. It can be used in affirmative and interrogative sentences.

Answers:

1 Last 2 just 3 yet 4 already 5 Yesterday
6 since

- Read out the example sentence. Put students into groups of three. They role-play the conversation, and then discuss problems with their mobile phones. Monitor and make notes about incorrect uses of the past simple and present perfect. Hold a whole-class feedback session to correct the answers.

Extension activity

Ask students to think about problems their family members have had with their mobile phones and other devices. They can write two or three sentences each about these problems using past tenses.

Answers:

Students' own answers


Warmer

Write *the future of telecommunications* on the board. Ask students to brainstorm ways in which we will communicate using technology in the future. Put students into small groups to discuss the question before briefly sharing their ideas with the whole class. Encourage students to be innovative and creative in their ideas.

Task model

- 1 Students work in groups to do the activity before checking answers as a class.

Answers:

- 1 Some people are holding a meeting. They are discussing graphs and data. It could be something to do with telecommunications and mobile phones.
 - 2 You can share the information and analyse the data.
 - 3 You can use different tenses to talk about trends. You can talk about the expectations for trends, what the reasons for them might be and what their consequences might be in the future.
- 2  19 Check students understand they are going to listen to a presentation and what they need to listen for (*the main idea*). Then play the audio. Allow students to compare answers in pairs, then hold a whole-class feedback session.

Teaching tip

Play the audio once when the aim of the activity is for students to get the main idea.

Answers:

In the past, people used telecommunications to connect with other people, but now they use it to connect with things or services.


Audioscript: Track 19

I'd like to present our new research on trends in telecommunications. In the past, people used telecommunications, firstly, to connect by phone. Secondly, they connected by fax or other messaging services. Finally, they connected by video conferencing. But things have changed quite quickly, so we researched how things are changing. These are the trends we found.

In the market research we carried out, the current trends in telecommunications have shown people connecting to things or services. Examples of these include devices which use voice activation that can switch on the heat or switch off the lights. This means that instructions can be given outside of your house, so you can switch the air conditioning on before you get home.

Other examples of telecommunications that aren't person-to-person are, firstly, smart watches, where health information and exercise can be measured and recorded. In the past this was done by hand, but now the watch collects all the information so users can access it online.


Secondly, another example of telecommunications like these are online maps where the user's phone sends signals to satellites which help provide information and directions. All this means more and more people today are connecting with devices and things instead of connecting with people. Thank you for coming today. Do you have any questions?

- 3  19 Play the audio once, or twice if it is necessary, for students to complete the activity. Allow students to compare answers in pairs before discussing as a class.

Extension activity

Make copies of the audioscript and ask students to identify signposting language that introduces each of the ideas in the presentation. If you do this activity, make sure you collect the audioscripts back before students move onto Exercise 4.

Answers:

- 1 talk about the past 2 tell people the topic of the new research 3 say a first current trend 4 say a second or third current trend 5 thank people for coming 6 invite people to ask questions
- 4  19 Remind students that this is part of the presentation. Read out the words in the box and elicit their meanings. Students complete the activity individually or in pairs. Then play the audio for students to check their answers. Hold a whole-class feedback session.

Teaching tip

Check the answers for text-based activities by using a round-robin reading strategy. Each student reads one sentence, and then nominates another student to continue reading the next sentence.

Answers:

- 1 trends 2 connecting 3 voice 4 smart 5 signals 6 satellites

Useful language**Using presentation language**

- 5 Do the first question with the class as an example. Elicit each word in order and write them in order on the board to make a sentence. Students complete the activity individually.

Extra support

If your students need extra help, divide the activity between Student A / B pairs. Student A completes items 1 to 4 and Student B completes items 5 to 8, and then they share their answers. They can help each other if they have been unable to complete any sentences and peer-correct each other.

If your students need an extra challenge, ask them to complete the activity individually.

Answers:

- 1 I'd like to present our new research on trends in telecommunications.
- 2 People used telecommunications, firstly, to connect by phone.
- 3 Secondly, they connected by fax.
- 4 Finally, they connected by video conferencing.
- 5 We researched how things are changing.
- 6 These are the trends we found.
- 7 Thank you for coming today.
- 8 Do you have any questions?

Task preparation

- 6 Put students into small groups to do the activity. Monitor and check all students are participating in the group discussions. Then ask groups to share their lists with the class.

Answers:

Students' own answers

- 7 Keep students in the same groups as in Exercise 6 to do the *Web research* task. Monitor and help students as necessary.

WEB RESEARCH

Ask the students to read the *Web research* task and check that they understand it.

If you wish, give students some names of areas of telecommunications (*telephone, radio, television, videoconferencing, satellites, closed computer networks, public internet*) to better focus the students' research.

Answers:

Students' own answers

- 8 Ask: *What should you do first? How should you end the presentation?* Students work individually to do the activity and then compare or revise their sentences in the same pairs or small groups from Exercise 6. Monitor and help or correct as necessary, but do not hold class feedback.

Alternative activity

Give students copies of the audioscript from Exercise 3 on page 42. Put them into pairs. Ask them to read the audioscript while following the flowchart in Exercise 8.

Answers:

Students' own answers

- 9 Remind students that they are going to give a presentation about the areas of telecommunications that they researched in the *Web research* task.

Direct students' attention to the *Career skills* box and ask them to prepare an example for each point using their research.

Monitor and ask students open-ended questions to encourage them to think critically about their information.

CAREER SKILLS: Critical thinking

Ask students to read the *Career skills* box or read it aloud. Check that they understand the information. Explain that critical thinking means going deeper and really thinking about the information, rather than just simply reading it. In order to come to a conclusion about something, it is important to analyse and evaluate the information we have.

Answers:

Students' own answers

Speaking task**Present trends in telecommunications**

- 10 Put students into new pairs or groups to do the role play. Make sure that students have researched two different areas of telecommunications. Monitor and observe how well students give their presentations and whether they demonstrate good listening skills by being able to ask their partners meaningful questions. Also make notes of language errors in the use of the past simple, present perfect and *Useful language* phrases. After the activity, present the language errors you noted and correct them with the class.

Teaching tip

Explain to students that, when giving a presentation, body language is also important. They should look at the audience and try to maintain eye contact, rather than looking at their notes. They should stand in a place where everyone can hear and see them, and should avoid body language that makes them look 'closed', such as crossing their arms.

Answers:

Students' own answers

Feedback

- 11 Pairs or groups work together to do the activity. Hold a whole-class feedback session and ask pairs or groups to share their answers to the first question.

Answers:

Students' own answers

Warmer

Tell students to imagine that they are going to a desert island, and they are only allowed to take one kind of telecommunication device with them. Ask: *What would you take with you?* Allow them a minute to think about this, and then put them into small groups to share their ideas and explain their reasons.

- 1 Put students into small groups to discuss the questions, then hold a whole-class feedback session.

Extension activity

Ask students who the writer and audience of each type of text is. (**Possible answers:** *a blog can be written by anyone and usually someone who is interested in the topic while a report is usually written by a specialist; a blog is read by anyone who has an interest in the topic while a report is written for a specific audience.*)

Answers:

- 1 A blog is more informal than a report. It normally has a less rigid structure and doesn't normally have headings. 2 It needs to include facts or numbers.
- 2 Ask: *What type of text is this? (a blog post) Where can we read it? (on the internet)* Ask students to read the blog post and do the activity individually. Discuss answers as a class.

Extra support

If your students need extra help, ask them to read the text and check their general understanding before they do the activity.

If your students need an extra challenge, ask them to write a sentence about their own or their friends' use of telecommunications using at least two of the words in bold in the blog.

Answers:

- a 4 b 3 c 2 d 1
- 3 Have students complete the answers individually or in pairs. When checking answers, have one student say the phrase and another student say a phrase from the text with a similar meaning.

WRITING TIP: Trends with numbers



Remind students that using numbers in a blog post or other text must be meaningful and clearly related to the topic. The numbers should support the main idea or argument.

Answers:

- 1 (an) increase 2 daily life 3 face-to-face
- 4 going out 5 percent

- 4 Refer students back to the *Web research* task on page 43. Explain to students that they are going to write a blog post based on the two trends they talked about in Exercise 10 on page 43.

Teaching tip

Spending time organising their ideas and preparing the structure of their writing will help ensure that students' finished blogs are more coherent.

Answers:

Students' own answers

- 5 Refer students to the *Writing tip*. They work in the same pairs as Exercise 4 to find two facts or numbers.

Extra support

If your students need extra help, ask them to identify signposting language in the blog post. Collate this on the board in a blog post structure:

We have found that...

The first trend is...

In the past, people...

Now, people...

The second trend is...

Over the last (few) years...

People feel / think that...

If your students need an extra challenge, ask them to swap their blog posts with a partner and peer-correct them.

Answers:

Students' own answers

- 6 Allow students to use a dictionary or to ask you any questions during this activity. Take notes on language errors in the use of the past simple, present perfect and the *Useful language* phrases. At the end of the activity, present and correct the errors in a whole-class feedback session.

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 Telecommunications

- Students work individually to do the activity, before holding a whole-class feedback session.
Alternatively, and if your classroom layout allows for this, you could do this as a board race and have one student from each team run to the board and write the word to complete the gap (with the correct spelling).

Answers:

- 1 satellites 2 voice 3 social 4 watch 5 video
6 signals

Describing trends

- Explain that students need to complete each gap with a verb to describe a trend. Make sure that students understand that they might have to use the verb in the base form or with 'to' so that it fits the sentence. Students work individually to do the activity, before checking answers as a class.

Answers:

- 1 increase 2 to grow 3 decrease 4 communicate
5 flat 6 trend

Grammar Past simple

- Students work individually or in pairs to do the activity. When checking answers as a class, have students say the full sentences. Elicit why an answer is correct, e.g. 1 = *The past simple of 'send' is 'sent'.*

Answers:

- 1 My teacher sent an email to my parents.
2 Was your old mobile phone heavy?
3 I received an email from my best friend yesterday.
4 Did you send letters to anyone last year?
5 Yes, I did. I wrote a letter to my aunt.
6 Yesterday my family watched a film online.

Present perfect

- Students work individually to complete the questions. If necessary, allow students to refer back to Exercise 3 on page 41. When checking answers, have students say the full sentences.

Answers:

- 1 has / have changed 2 Have, met 3 Have, seen
4 has used 5 Has, finished 6 have assessed

Useful language

Using presentation language

- You may want to do the first question as an example with the class. Students work individually to do the activity. Ask students to say the whole sentence when sharing their answers.

Answers:

- 1 firstly 2 questions 3 they 4 trends 5 changing
6 you 7 connected 8 found

Website Unit 5 test

Unit 6

The textile industry

UNIT OVERVIEW

Learning outcomes

Students can...

- use vocabulary to describe making fabric and making textiles.
- use present active and passive forms.
- explain a manufacturing process.
- write a list of dos and don'ts for a factory.

Listening

A talk about how goods are made

Reading

A report on textile manufacturing

Vocabulary

Making fabrics
Making textiles

Grammar

Present active and passive forms

Career skills

Useful language: Explaining how something works

Speaking task: Explain a manufacturing process

Career skills: Communication

Writing

A list of dos and don'ts in a factory

Writing tip: Safety advice

Workbook

Vocabulary: Making fabrics; Making textiles

Grammar: Present active and passive forms

Useful language: Explaining how something works

Listening and reading

Warmer

Bring some different textiles to class. If appropriate, include some textiles that are traditionally made in your country. Put students into groups and give one textile to each group. Ask groups to identify what the textile is made of, how it was made, the colours and patterns and what it can be used for. Then have groups show the textile and share their ideas with the class.

Lead-in

- 1 Put students into pairs to do the activity. Monitor pairs and encourage all students to speak and share their ideas. At the end of the activity, ask a few pairs to report back to the class.

Alternative activity

Conduct Exercise 1 as a whole-class activity. Collate ideas on the board. Encourage students to give explanations or examples for their ideas.

Extension activity

Ask students to quickly look online for examples of careers in the textile industry and make a word cloud with the jobs they find. (Examples: *pattern maker, fabric cutter, knitter, weaver, quality controller, product tester, buyer, sales assistant, journalist, dye technologist*)

Answers:

- 1 a fabric / textile factory with a bobbin of thread and machinery
- 2 Students' own answers

 **Listening**

A talk about how goods are made

- 2 Students work individually to do the activity. Allow them to check answers in pairs or groups of four, before holding a whole-class feedback session. Drill the words chorally and individually.


Extra support

If your students need extra help, ask them to identify which words are verbs (*comb, twist*) so they can look for photos that show actions, and ask which words are adjectives (*thick, thin, plain*).

If your students need an extra challenge, ask them to write an example sentence with each word.

Answers:

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

- 3  20 Before playing the audio, elicit the meaning of *goods, thread* and *fabric*. Students work individually to do the activity. Allow students to check answers in pairs.

Answers:

thread

Audioscript: Track 20

I work at one of the largest factories in the United Arab Emirates. It makes over 10,000 tonnes of cotton thread a year. The factory is nearly 45,000 square metres and has over 200 workers.


The raw cotton is brought into a special room where it is washed, dried and cut into square bales of cotton. The bales are combed, twisted and processed a bit more. The cotton is made into thick thread and then again into thin thread.

We use modern Swiss and German textile machines to do most of the work in our factory. The quality of the thread can be tested by the machines so the colour is the same for each batch of thread. Computers make all of the machines work.

Much of the work done by hand is quality control, watching production and sending orders to customers. The relationship with our customers is very important, and machines aren't as good at relationships as people!

The main customers for our thread are fabric makers in Asia and Africa. Some fabric companies use coloured thread to make their fabrics, and other customers make the fabric with plain thread and print it later.

The fabric is then used to make clothes in the fashion industry.

- 4  20 Students work individually to do the activity. If you have time, or if the students are struggling, replay the audio and pause it after each answer. Allow students to check answers in pairs, before holding a whole-class feedback session.

Answers:

1 T 2 F: In Farah's factory most of the work is done by machines. 3 F: Machines test the quality of the thread. 4 F: The main markets are in Asia and Africa. 5 T

- 5 Put students into new pairs to discuss the questions. Then ask a few students to report back to the rest of the class about their discussion.

Extension activity

Ask students to look on the internet for examples of ancient textiles. They can recreate a picture of it and write information about what people made with it and what technique they used to do this.

Answers:

- 1 Machines can't replace the direct contact which is needed for customer relationships.
2 Students' own answers

DID YOU KNOW?



You can provide students extra facts about textiles in ancient civilisations. Many of the materials that were used in ancient fabrics are still used nowadays, such as plant-based cotton, linen, wool and silk. However, nowadays we have many artificial fibres, including polyester, nylon and spandex. While today most textiles are made by machines, in the past everything was made by hand. Ancient textile makers used to spin and weave by hand or use traditional equipment such as looms.

Reading

A report on textile manufacturing

Warmer

Divide the class in half. Group A lists reasons in favour of replacing traditional ways of textile manufacturing with machines and Group B lists reasons against using machines. Each group should nominate a writer to write the reasons. Give students a minute or so to discuss this, and then ask the writer from each group to read out their group's list. Then ask students to vote by putting their hand up if they agree with replacing traditional ways of textile manufacturing.

- 1 Put students into small groups to answer the questions before sharing the ideas as a class.

Extension activity

Ask students to look on the internet for companies making textiles out of recycled ocean plastic, including how this process works.

Answers:

Students' own answers

- 2 Read out the words in the box. Put students into teams. Tell them you will read one of the definitions 1–8 and give the teams five seconds to choose the correct word in the box and write it in their book. Repeat with all eight definitions and then hold a whole-class feedback session. Finally, drill the words chorally and individually.

Teaching tip

During group work or teamwork, try to ensure that students are of mixed ability. This enables less confident or able students to learn from the stronger or more able students, while allowing the stronger students to reinforce their own learning by helping their peers.

Answers:

1 operate 2 open 3 zone 4 hi-tech 5 trade
6 quantity 7 item 8 tax

- 3 Before students read the text, read aloud the title. Focus on the word *hi-tech* and clarify its meaning. Based on the title, ask students to predict what the text might be about. Make sure that students understand they should look for main ideas rather than specific information. Ask students to read the text individually, and then complete the activity. Allow them time to compare answers in pairs before discussing as a class. Ask students to explain where in the text they found the answers.

Teaching tip

Allow students time to read the alternatives before reading the text so they are clear about the purpose of reading. This also creates good habits that students can apply when taking exams and tests.

Answers:

1, 4, 6

- 4 Do the first question as an example with the class. Then students complete the activity individually or in pairs before holding a whole-class feedback session.

Extra support

If students need extra help, give them the letter of the paragraph where each answer can be found (1 a, 2 a, 3 b, 4 b, 5 c).

If your students need an extra challenge, ask them to cover up the text and circle the correct answers in pairs before uncovering the text to check their answers.

Answers:

1 textiles 2 increased 3 transport 4 train
5 employees

- 5 Before doing the activity, ask: *What is an area where companies can import goods without paying money to the government for doing this? (a tax-free zone)* *What do we call teaching employees new skills? (training)* Explain that there are no right answers, but they should give reasons for their choice of ranking. Put students into small groups to complete the activity. Monitor and check that students are all participating. At the end of the activity, hold a whole-class feedback session for students to share their ideas about which are the most and least important topics.

Alternative activity

Before the activity, brainstorm language students could use when giving their opinion about which topic is important, e.g. *For me, the most important is... I don't agree. I think it's less important than... I don't believe that (X) is that important.*

Answers:

Students' own answers

 Vocabulary

Making fabric; Making textiles

Warmer

Ask students to look at the clothes they are wearing now. Ask: *What fabrics are they made from? How do you think they were made?* Encourage students to share their ideas.

Making fabric

- Put students into pairs to think of other uses for fabric and textiles. Monitor and supply language as necessary, and then invite students to share their ideas with the class.

Alternative activity

Put students into teams of four and ask them to nominate a writer. Teams brainstorm three things that fabric or textiles are used for. They cannot include clothes. Then groups share their ideas with the class. Each time students say an idea that no other team says, write this on the board. That team wins a point. The team with the most points is the winner.

Suggested answers:

fabric for furniture, bags, curtains, blankets, etc.

- Students match the sentences with the photos in pairs or individually.

Extra support

If your students need extra help, ask them to underline the following key words in the sentences to help them identify the correct photos: 1 sewing machine; 2 dye, water; 3 spin, raw cotton; 4 knitted; 5 thread, bobbins; 6 thread, needle.

If your students need an extra challenge, ask them to discuss in pairs which of the items in the photos people they know have used. Encourage them to use the new vocabulary.

Answers:

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

- Ask students to read the text individually. Draw students' attention to the words in bold in the text and read them aloud. Students work individually to complete the activity, and then compare answers in pairs before discussing as a class.

Extension activity

Ask students to look on the internet for information about fabric shops in their town / city and compare the information to the text in Exercise 3. Ask: *What does the shop say about its fabrics? How should people take care of them?* When students have completed their research, they can share what they learnt in small groups.

Answers:

1 knitted 2 bobbins 3 sewing machine 4 spun
5 dyed 6 needles

Making textiles

- Allow students to read the text again. Then they complete the gaps with the words in the box. Allow students to compare their answers, then hold a whole-class feedback session.

Answers:

1 range 2 fabric rolls 3 purposes 4 embroidery
5 manufacture 6 recommend

- Do the first question as an example. Read the sentence aloud, then pause and ask a stronger student to complete it with the correct answer. Students complete the activity individually. Check the answers by nominating individual students to read aloud the full sentences. Drill the words chorally and individually.

Answers:

1 fabric rolls 2 range 3 manufacture 4 recommend
5 purpose 6 embroidery

- Model the activity by drawing a picture on the board and asking a strong student to guess what it is. Put students into new pairs to do the activity.

Alternative activity

Do Exercise 6 by playing 'Pictionary'. Put students into teams of four. Students take it in turns to nominate a student from their team to go up to the board and draw something for making fabric or textiles. Their teammates ask questions to guess what it is. They have to guess within 20 seconds or another team gets the chance to guess. Teams win a point for each correct guess.

Answers:

Students' own answers

Present active and passive forms

Warmer

Show students some pictures related to the textiles industry (e.g. a fashion model walking on a runway, a shop assistant selling clothes, a woman spinning cotton, someone cutting fabric, a wool jumper) and say true or false sentences about the pictures using the passive voice: *The clothes are sold in a supermarket. The cotton is spun using a machine. The fabric is cut by hand. The jumper is made using wool.* Students say if they are true or false. Have students repeat back the sentences if they are true and correct them (using the passive) if they are false.

- 1 Ask students to read the rules and choose the correct options to complete them. Check answers as a class.

Extra support

If your students need extra help, write these two sentences on the board:


- 1 *The technician dyes the wool.*
- 2 *The wool is dyed by the technician.*

Ask students questions about the sentences: *Is there different information in the sentences? (no) Is the person who does the action more important in sentence 1 or sentence 2? (1) Is the action more important in sentence 1 or 2? (2) Is the verb 'dye' in the past participle in sentence 1 or 2? (2) What verb is used before the past participle? (verb 'to be' – present tense)*

If your students need an extra challenge, ask them to rewrite the example sentences in the box in the active form.

Answers:

1 active 2 passive 3 passive

- 2  21 Play the audio and ask students to listen and circle the correct options. Put students in pairs. Ask them to take turns reading the speech bubbles in a mini conversation to check their answers. Then hold a whole-class feedback session.

Answers:

1 fabric 2 washed 3 dyed 4 I 5 wash
6 computer 7 needs to be 8 set

Audioscript: Track 21

Manager: I'm going to explain the dyeing process to you. Please ask if you have any questions.

Worker: Sure, I will.

Manager: So, the fabric needs to be washed by you before it's dyed. It needs to be wet.

Worker: OK, so I need to wash the fabric?

Manager: Yes. And then the computer needs to be set to make sure it's the right colour.

Worker: OK, so I set the computer with the colour.

Manager: Yes, and then you just press the green button.

Worker: Thanks. I think that's fairly clear.

- 3 Do the first item as an example. Ask a stronger student to explain why it is the active voice. (*Because the person doing the action is more important, the verb is in the active voice using the present simple.*) Students work individually or in pairs to do the activity. Then check answers by reading aloud the answers and asking students to raise their hands if it is active and keep their hands down if it's passive.

WATCH OUT!



Explain that the passive isn't always possible by reading the information and examples aloud. Then write the sentences below on the board and have students say which ones are correct.

- 1 *The students are arrived on time.*
- 2 *The audience is laughed.*
- 3 *Different colour dyes are used.*
- 4 *The new technology isn't worked.*
- 5 *Her clothes aren't worn very often.*

(Answers: Sentences 1, 2 and 4 are incorrect because arrive, laugh and work are intransitive verbs that don't take an object.)

Answers:

1 A 2 P 3 A 4 P 5 P 6 A

- 4 Do the first question as an example with the class. Correct any grammatical errors. Then students complete sentences 2–6. When checking answers, ask students to read aloud the full sentences.

Answers:

1 washed 2 twisted 3 spun 4 dyed 5 made
6 used

- 5 Put students into new pairs to do the activity. Monitor and make notes of language errors in the active and passive voice. Then put pairs together to make groups of four. Students take turns to read the sentences describing their processes. Then have a short error-correction stage once the activity is completed.

Alternative activity

Suggest some ideas for processes that students can describe, e.g. knitting a wool jumper, making a bag from an old T-shirt.

Answers:

Students' own answers

Warmer


Play 'Snowman' with the word *manufacturing*. Write gaps on the board for each of the 13 letters. Students take turns to say a letter. If the letter is in the word, write it in the corresponding gap. When they guess a letter that doesn't appear in the word, add a feature to your snowman. Once students have guessed correctly, elicit the meaning. If necessary, explain the meaning.

Task model

- Students work in small groups to do the activity, before sharing ideas with the whole class. As this is a short activity, you could carry it out as a whole-class activity.

Answers:

- Two men are talking about a textile machine. They are discussing something. It could be something to do with how it works.
- You can share the information formally or informally. This needs to have some sort of structure.

-  22 Play the audio. Students listen and identify the factory process. If students are struggling, play the audio again.

Answers:

They are discussing how to use an embroidery machine which embroiders designs on T-shirts.

Audioscript: Track 22

Manager: OK, so I want to introduce you to our new machine. It's going to increase the quantity we make and help us to finish embroidering over 600 T-shirts an hour.

Worker: So am I the first person to use it?

Manager: Yes. That's why I need you to list any problems, and let me know if you have any questions.

Worker: OK.

Manager: First, you need to check the machine is clean and clear of any bits of thread or fabric. Then – and this is important – you need to check the order and make sure you choose the thread that is dyed the correct colour, as well as the T-shirts the customer has ordered.

Worker: Is the order on paper or on the computer screen?

Manager: It will be on the screen. Once you've done that, you place the T-shirts on this rack at the end of the machine. Then – and pay attention to this – you have to place the bobbins onto each machine. There are ten. You must make sure the thread is placed in this hole here.

Worker: So the order needs to be checked, the T-shirts need to be placed on the rack and the bobbins have to be put onto each machine and the thread must be placed in the hole.


Manager: Yes, that's right. The design is connected to the order, so you don't need to worry about that. The needles will stitch the design when the machine is started.

Worker: And how is that done?

Manager: Well, you see this blue button here? Finally, when you're ready, you just press it.

Worker: Which button do I press?

Manager: This one – like this.

-  22 Ask students to read the questions, and then play the audio. Ask students to compare their answers in pairs, then discuss as a class.


Extension activity

Make copies of the audioscript. Put students into pairs. One student reads a sentence from Exercise 3 and the other student finds the answer in the audioscript and reads it. Then students swap roles.

Answers:

a, g, h

Useful language**Explaining how something works**

-  22 If you did the suggested *Extension activity*, make sure you collect the copies of the audioscripts before students begin this activity. Students work individually to circle the correct words in the extract. Then play the audio. If you wish, stop the audio after each sentence and ask students to say the correct answer.

Answers:

1 need to 2 important 3 make sure 4 will be
5 Once 6 pay attention 7 this hole here
8 to be checked

- Model the activity by reading aloud the example conversation with a stronger student. Then put students into pairs to complete the activity. Students complete the conversation in their own way. Encourage them to use the passive. Monitor students and make notes of good language use, and also correct errors in the use of the *Useful language*. Then invite some pairs to role-play to the class.

Alternative activity

Ask students to choose three of the other questions in Exercise 3 and use them to continue the conversation after they have role-played the conversation in Exercise 4.

Answers:

Students' own answers

Task preparation

- Put students into small groups to make a list of types of fabric. Then ask groups to share their words. Collate them on the board in a list. Check students' spelling and pronunciation of the words.

Alternative activity

Allow students to research on the internet to find types of fabric.

Answers:

Students' own answers

- 7 In their groups, students complete the *Web research* task. Monitor and help as necessary.

Extra support

If your students need extra help, give them sufficient time to get enough information about each step in the process.

If your students need an extra challenge, ask them to research the steps of two processes and choose the most interesting process to present.

WEB RESEARCH

Ask the students to read the *Web research* task and check that they understand it. They can choose one of the types of fabric from the list on the board.

Answers:

Students' own answers

- 8 Look at the flow chart with the students. Ask students to draw a flowchart about the process they researched in the *Web research* task before writing one or more sentences about each stage of the flowchart. Students complete the activity individually. Monitor and help them with any language they need.

Answers:

Students' own answers

- 9 Direct students' attention to the *Career skills* box. Ask students to look at the sentences they wrote in Exercise 8 and check that they have used some technical language and have a mix of active and passive structures. Then ask them to write the most important point in their presentation. Monitor and help the students with language questions.

CAREER SKILLS: Communication

Ask students to read the *Career skills* box or read it aloud. Check that they understand the information. Remind students that when they give a presentation, they are sometimes talking to people who don't know anything about the topic, which is why communication is so important.

Extension activity

Put students into pairs and ask them to show their flow charts to each other, and ask them to explain at what stage of their process most accidents happen.

Extension activity

Ask students to identify each of the points in the *Career skills* box in the conversation in Exercise 4 on page 50.

Answers:

Students' own answers

Speaking task

Explain a manufacturing process

- 10 Remind students that they are going to present the fabric manufacturing process that they researched in the *Web research* task. Read out the role cards and check that students understand the task.

Ask pairs to work together and explain their chosen fabric manufacturing process.

Monitor and observe how well students present their processes. You may like to make notes and feed back on the positive examples of students following the points in the *Career skills* box you observed and any language errors in the use of the present passive and the *Useful language* phrases.

Extension activity

Ask students to stay in the same pairs as in Exercise 10. Ask them to work together to invent a new fabric and imagine the manufacturing process. Then have three pairs form groups of six. They take turns presenting their new fabric in their groups.

Answers:

Students' own answers

Feedback

- 11 Pairs or groups work together to do the activity. Hold a feedback session and ask pairs or groups to share their answers to the first question.

Answers:

Students' own answers

Warmer

Bring some safety leaflets (for electrical appliances, electronic devices, etc.) into class. Put students into groups and give one safety leaflet to each group. Ask groups to identify what the leaflet is explaining, who the advice is for and what advice it gives. Then have groups show the safety leaflet and tell the class about it.

- Put students into small groups to do the activity.
This is a short activity, so you may wish to do it with the whole class and have students call out their answers.

Extension activity

Write *Dos and Don'ts at school* on the board and ask students to work in groups to make a list of things they should or shouldn't do at school to complete the list.

Suggested answers:

- Workers need to be shown how to use machinery. It helps prevent accidents and ensures the machinery is used efficiently.
 - A list of dos and don'ts needs to include advice on how to do things safely and effectively, and mistakes workers should avoid making.
- Explain that the text is part of a company handbook. Ask students to read the advice and answer the questions individually. Check answers as a class.

Extra support

If your students need extra help, tell them to look for words connected to each of the three answers in each question. If they can't find any, they can automatically disregard this answer.

If your students need an extra challenge, ask them to read the advice again and decide which tips they hadn't considered before.

Extension activity

Put students into pairs. One student closes his/her book while the other student reads out advice from the text for him/her to say 'Do' or 'Don't'. Then students swap roles.

Answers:

1 a 2 b

- Put students into pairs to complete the activity, then hold a whole-class feedback session.

Answers:

1 yellow 2 red 3 green 4 orange 5 blue

- Refer students back to the *Web research* task on page 51. Remind students that they have already identified the stage in their process when most accidents happen. Put students into pairs to ask and answer the questions about their research.

Answers:

Students' own answers

- Draw students' attention to the *Writing tip*. Ask: *What is the imperative form used for? (to talk about dos and don'ts)* Ask them to work in pairs or individually to circle examples in the text in Exercise 2.

WRITING TIP: Safety advice

Explain to students that safety advice should be written as if the user has no idea about the process, and the advice will then help them to work safely.

Answers:

a
do:

make sure sewing machines are switched off when not in use.

use spinning machines safely by keeping your hands free from any moving parts.

check that the embroidery machine is switched off before fixing any needles.

b

do:

wear your safety glasses when working.

don't:

switch on a machine before telling your colleagues.

let fabric rolls fall off the shelves.

let fire near the raw materials.

touch the dyes without wearing gloves.

c

(students should circle the picture)

- Allow students to use a dictionary or to ask you any questions during this activity. Monitor and assess which students appear to need more input from you, and then offer help or check their work so far. If you have time at the end of class, you could ask students to draw clear simple pictures for several of the dos and don'ts as per the *Writing tip* box.

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 Making fabric

- Put students into pairs to complete the sentences. If necessary, give them the first letter of each word. Then check answers by asking students to read aloud their full sentences.

Answers:

1 knitted 2 sewing 3 bobbins 4 spin 5 needle
6 dye

Making textiles

- Students work in pairs to do the activity, then hold a whole-class feedback session by asking the students to read aloud the full sentences.

Answers:

1 manufacture 2 rolls 3 recommend 4 embroidery
5 range 6 purposes

Grammar

Present active and passive forms

- Students work individually or in pairs to do the activity. If it's necessary, allow students to refer back to the rules in Exercise 1 on page 49. Hold a whole-class feedback session and elicit why each sentence uses the active or passive, e.g. 1 = *We use the passive voice because the object is more important than the subject.*

Answers:

1 is washed 2 is cleaned 3 spend
4 are manufactured 5 wants 6 is pressed

- Do the first question as an example. Read the sentence aloud and ask a strong student to change it into the active form. You could write the passive form on the board and ask: *What is the subject? Does the subject come first or last in the active voice? What is the verb?* Then students change the other sentences individually. Then put students into pairs to check their answers: one student reads the sentence in the passive voice and the other reads it in the active voice. They swap roles.

Answers:

1 The textile factory employs 300 people.
2 Some fabric manufacturers use dyed thread to make their fabrics.
3 This factory uses modern technology.
4 Machines can't replace people.
5 Machines test the quality of the thread.
6 The artificial range includes many fabrics.
7 Different kinds of fabric make different clothes.

Useful language

Explaining how something works

- Read the words in the box. Students work individually to do the activity before comparing answers as a class.

Answers:

1 sure 2 to 3 check 4 Once 5 attention 6 be
7 will 8 here

Website

Unit 6 test
End of volume 1 test

End of volume 1 review answer key

The *End of volume 1 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 1

A

- | | |
|----------------|-----------|
| 1 kit | 4 slipped |
| 2 extinguisher | 5 lifted |
| 3 tripped | |

B

- | | |
|-----------|---------|
| 1 protect | 4 warn |
| 2 report | 5 check |
| 3 prevent | |

C

- 1 If you aren't sure about safety rules, you **should** ask for some training.
- 2 You **can't** drive a forklift because you don't have a licence.
- 3 All visitors to the warehouse **must / have to** wear hard hats.
- 4 You **shouldn't / mustn't** think you know everything because you've worked here for ten years.
- 5 If you notice a safety hazard, you **must** report it.

D

- | | |
|---------|-----------|
| 1 Let's | 4 comment |
| 2 talk | 5 Please |
| 3 time | |

Unit 2

A

- | | |
|-------------|--------------|
| 1 fuel tank | 4 nose wheel |
| 2 wing flap | 5 tail fin |
| 3 fuselage | |

B

- | | |
|--------------|------------|
| 1 is walking | 4 takes |
| 2 checks | 5 do, want |
| 3 is working | |

C

- | | |
|----------|-------------|
| 1 always | 4 Sometimes |
| 2 now | 5 currently |
| 3 often | |

D

e, c, b, d, a

Unit 3

A

- | | |
|---------------------|---------------------|
| 1 accelerator pedal | 4 gearbox |
| 2 headlights | 5 windscreen wipers |
| 3 boot | |

B

- | | |
|----------|----------|
| 1 said | 4 worked |
| 2 wasn't | 5 needed |
| 3 told | |

C

- 1 He said I needed a new brake pedal because it was broken.
- 2 She asked me if I could turn on the headlights.
- 3 She told me (that) she wanted to fill up the car because she liked to have a full fuel tank.
- 4 He asked me whether / if I could use the brakes and slow down a bit.
- 5 He said I had to turn off the windscreen wipers.

D

- | | |
|----------------|------------|
| 1 double-check | 4 possible |
| 2 sounds | 5 Shall |
| 3 say | |

Unit 4

A

- | | | | | |
|-----|-----|-----|-----|-----|
| 1 d | 2 a | 3 e | 4 b | 5 c |
|-----|-----|-----|-----|-----|

B

- | | |
|---------------|---------|
| 1 destination | 4 crane |
| 2 docks | 5 pilot |
| 3 on board | |

C

- | | | | | |
|-----|-----|-----|-----|-----|
| 1 a | 2 c | 3 b | 4 b | 5 c |
|-----|-----|-----|-----|-----|

D

- 1 Is there anything special about the ships that go through of this port?
- 2 Who works at all the port?
- 3 When was the port ~~been~~ built?
- 4 How many containers are there here on each ship?
- 5 What kind of type companies work at the port?

End of volume 1 review answer key

Unit 5

A

1 c 2 b 3 a 4 e 5 d

B

- 1 There has been a **decrease** in cameras sold now that many people take photos on their phones.
- 2 There has been **growing** interest in telecommunications from customers around the world.
- 3 Increasing numbers of mobile devices are able **to connect** to the network every year.
- 4 correct
- 5 The graph shows that there is a new **trend** in the way people are going online.

C

- | | |
|--------------|-------------|
| 1 dropped | 4 have used |
| 2 has used | 5 had |
| 3 remembered | |

D

- | | |
|----------------------------|---------|
| 1 by | 4 Thank |
| 2 Second(ly) / Then / Next | 5 Do |
| 3 connected | |

Unit 6

A

- 1 equipment: bobbins, ~~embroidery~~, needles, sewing machine
- 2 materials: thread, fabric, dye, soap, ~~range~~
- 3 nouns: ~~knitted~~, embroidery, range, purpose
- 4 processes: dye, ~~purpose~~, knit, spin
- 5 verbs: manufacture, recommend, spin, ~~fabric-roll~~

B

1 d 2 b 3 a 4 e 5 c

C

- | | |
|--------------|-------------------|
| 1 is washed | 4 is manufactured |
| 2 is used | 5 is pressed |
| 3 have spent | |

D

- | | |
|-------------|---------|
| 1 sure | 4 be |
| 2 need | 5 check |
| 3 attention | |