

GARNET EDUCATION

Catalogue 2022

Award-winning ELT resources



GARNET
EDUCATION

An Introduction to Garnet Education

Welcome to our Catalogue 2022

We are delighted to announce a number of new developments, including an updated edition of **C21**, our general English course, and a second edition of our award-winning **English for Specific Academic Purposes** series. We're also continuing to expand our eBook range and are launching a brand new **Teaching Skills Kit** series, which will provide handbooks to support and inform ELT teachers.

Finally, we are delighted to continue our collaboration with Quizlet to create a range of Garnet interactive material that can be used alongside our courses.

To hear about new products as they launch, please sign up for email updates on our website. You can access free online inspection copies of most of our books at www.garneteducation.com.

Visit us at www.garneteducation.com

The screenshot shows the Garnet Education website homepage. At the top, there's a navigation bar with links: Products, About, Distributors, Podcast, Blog, Contact, My account, and My cart. Below the navigation bar, there's a search bar. The main content area features a large banner with the text 'Award-winning independent ELT publisher' and a description of the company. To the right of the banner, there are two featured items: 'Talking Trinity' books and a podcast player. Below the banner, there are five colored buttons: 'Explore our catalogue', 'Listen to our podcast', 'Read our blog', 'View eBooks', and 'Find Garnet distributors'. Further down, there's a section titled 'Find the right course' with six image-based links: 'English for Academic Purposes', 'English for Specific Academic Purposes', 'General English', 'Business English', 'English for Children', and 'Classroom resources'. At the bottom, there are three sections: 'Featured products', 'Latest from our blog', and 'Latest tweets'.

- **BUY ONLINE** Find the latest information on all Garnet Education titles and buy instantly.
- **VIEW INSPECTION COPIES** Access **free copies of whole books** so that you can see if they're suitable for you.
- **SIGN UP FOR OUR NEWSLETTER** Get the latest news and special offers by signing up for our email newsletter.

Keep in touch via social media

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 www.linkedin.com/company/garnet-education

Highlights

C21 – 2nd edition

A groundbreaking, skills-based course to prepare 21st century learners for the effective use of English in social, educational and professional contexts.



ESAP – 2nd edition

A completely updated edition of our award-winning faculty-specific series for students in higher education, with a new digital Workbook.



Quizlet

Interactive resources to use alongside Garnet courses.



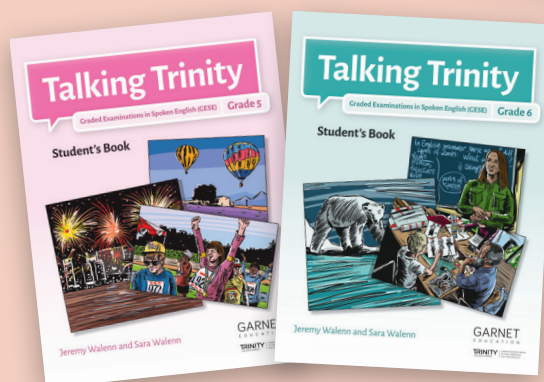
Teaching Skills Kit

A new series of teacher handbooks to support and inform ELT teachers.



Talking Trinity

Levels 5 and 6 added to this Trinity-approved GESE preparation course.



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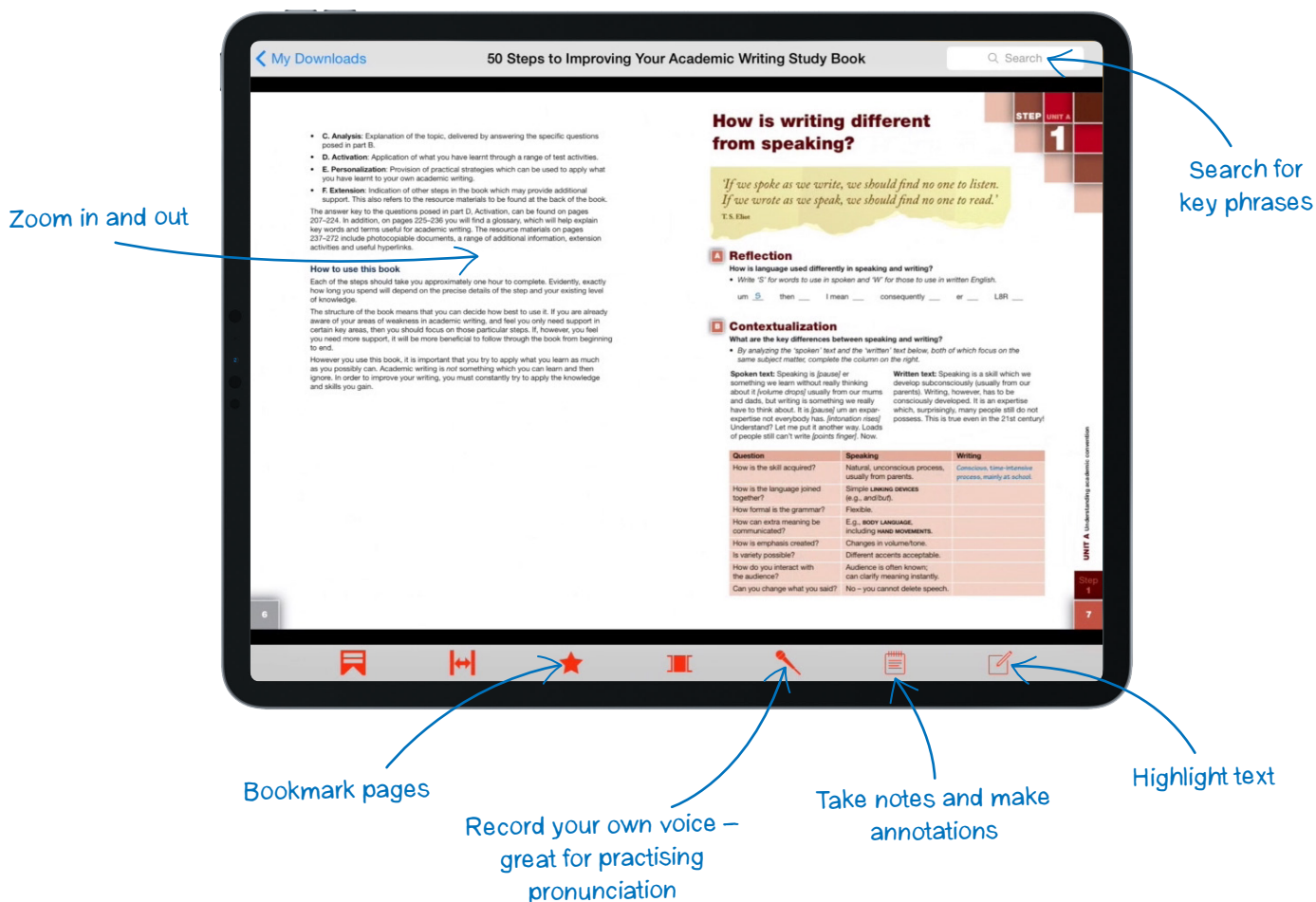
Access our resources on your tablet, phone or computer with the Garnet eBooks service

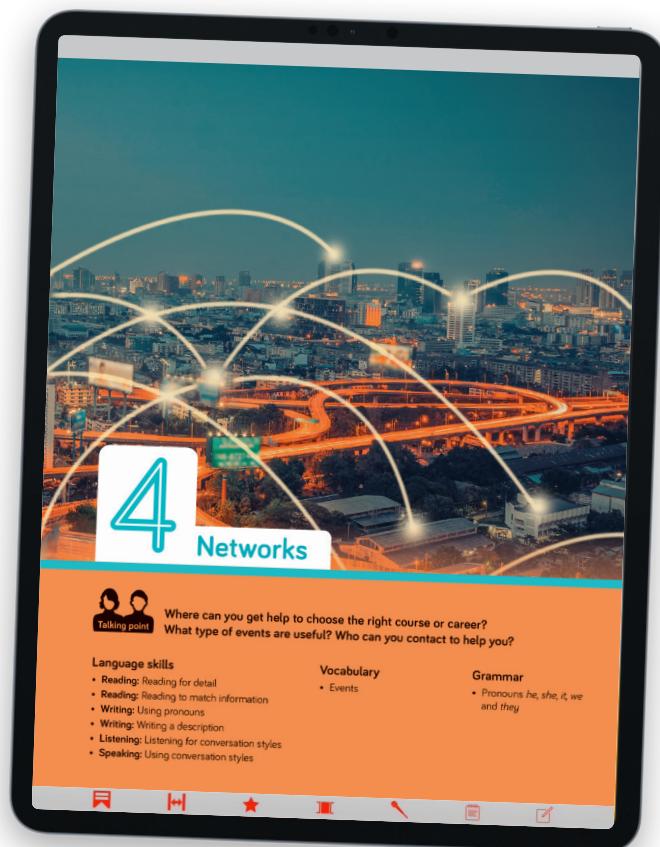
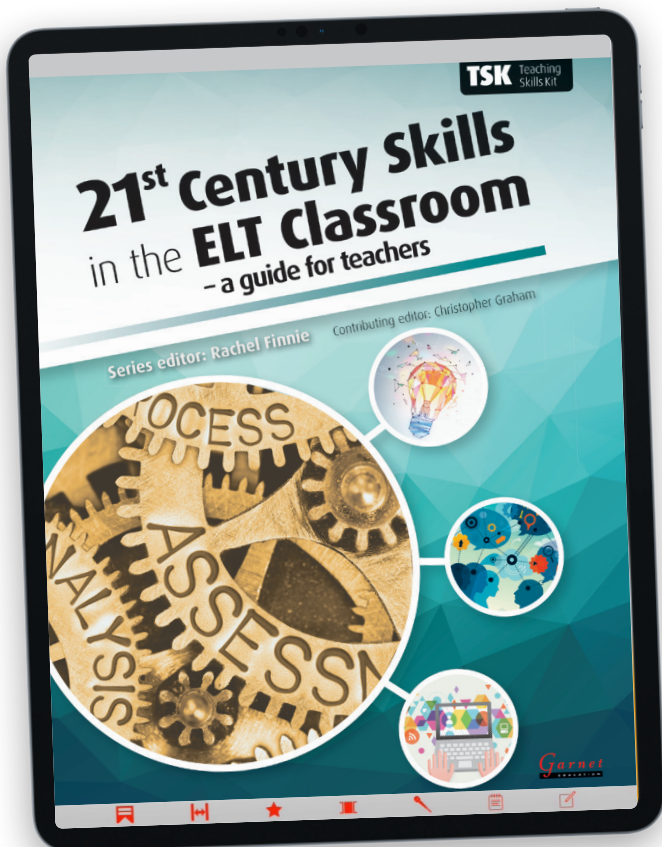
Access Garnet Education books on your tablet, phone or computer with the Garnet eBooks service. Available in your browser, or download apps for iOS, Android or Microsoft devices.

We have a wide range of titles available, and are happy to talk about converting other books from our catalogue to eBooks if we don't currently have what you need.

- Sync eBooks across devices. All notes, highlights, voice recordings and bookmarks will be stored for free on a secure cloud-based platform.
- Downloaded eBooks can be accessed without internet access.
- Many of our eBooks now have integrated audio, video and interactive content to support and enhance learning.

To see our full range, visit
www.garneteducation.com/category/ebooks





Quizlet

A fun and effective way for students to practise and master the vocabulary in their books

We've partnered with Quizlet to provide a fun and effective way for students to practise and master the vocabulary in their Garnet Education books. Quizlet's engaging activities are populated with keywords and definitions from our books, so that students can simply click and learn. No additional purchase is required to learn with Quizlet.

What is Quizlet?

Quizlet is the world's largest student and teacher online learning community. Every month, over 50 million learners from 130 countries use Quizlet to learn more effectively. Quizlet offers students the ability to learn with flashcards, practise spelling, play learning games, test their knowledge, collaborate with other students and more. Over 90% of students who use Quizlet report receiving higher marks.

Use the QR code below to see all Garnet Quizlet activities.



Our new editions of **C21** and **ESAP** provide a QR code (and URL) on the opening spread of every unit that will take students directly to the unit they are working on. Once on the Quizlet website, students will be able to practise the lesson's vocabulary with a number of different learning activities, such as writing and spelling practice, flashcards and games. Teachers can also instantly create customizable quizzes from these study sets to use as formative assessment in class.

The collage illustrates the integration of Quizlet with Garnet Education books. It features screenshots of the Quizlet website showing unit-specific vocabulary and definitions, alongside the book covers for 'Unit 7: A better world?' and 'Unit 3: Basic principles in medicine'. A QR code is provided for easy access to these resources.

GENERAL ENGLISH

Products in this section include:

- C21 English for the 21st Century (A1-B2)



C21 English for the 21st Century

Key features

- General English syllabus with fully integrated 21st century skills and academic skills
- A1 entry point
- Skill- and task-based
- Core 21st century competencies and values
- Essential vocabulary and competencies for pre-sessional students
- Good general coverage for exam preparation, e.g., IELTS
- Range of testing materials
- 100+ study hours per level (customizable)
- Designed for international students, with culturally sensitive material
- Teacher support materials minimize teacher planning and preparation time
- Core components available in digital and printed formats



C21 is a groundbreaking five-level English course that integrates 21st century skills and academic skills to ensure that students have the skills they need for study, work and life. The course critically appropriates the latest educational trends and strategies, including:

- a focus on independent learning, while giving appropriate attention to the strengths of collaborative learning
- the adoption of all the 21st century skills highlighted in the P21 Framework for 21st Century Learning, including study skills and life skills
- the introduction of language skills and competencies required for learners to engage meaningfully with their surroundings in social, professional and academic contexts

Level-appropriate skills

Throughout **C21**, all skills are level-appropriate, making them accessible from the beginning of the course, with students introduced to basic study skills, classroom language, and a proactive, self-reflective approach to learning and class interaction. This ensures that students are not just passive recipients of language, but active communicators responsible for their own language acquisition and development.

Student-centred activities

The activity types within each lesson of **C21** put students at the centre of the learning process and encourage them to use their own ideas and opinions, and to apply their own critical thinking to texts and tasks. Activities also encourage and support collaboration through pairwork and group work.

Testing

C21 includes a comprehensive testing package. There are progress tests throughout the book which enable students to review their progress after every two units, and there are general tests available online, as downloadables, to provide further testing and assessment opportunities.

Powerful, easy-to-use digital resources

C21 includes a wealth of easy-to-use digital resources, available in a range of formats, to ensure you have exactly what you need to engage learners. **C21** is the perfect course for paper-free institutions, with all components available digitally.

		GENERAL ENGLISH				
LEVELS CHART	Common European Framework of Reference (CEFR) / IELTS / TOEFL	C21 Level 1	C21 Level 2	C21 Level 3	C21 Level 4	C21 Level 5
Beginner	A1 / 2.0 / -					
Pre-Intermediate	A2 / 3.0 / -					
Intermediate	B1 / 4.0+ / 450–526					
Upper Intermediate	B2 / 5.0+ / 527–599					

C21 Course Book

The Course Book is at the heart of C21, with beautifully designed pages providing rich material and engaging activities. The digital version gives you the option of launching interactive versions of the exercises by tapping on 'hot spots' on the page – perfect for class demonstration, or for paper-free classrooms.

The printed Course Book comes with downloadable audio, while the audio is embedded into the interactive version.

Units start with an open question to encourage students to formulate their views and discuss with peers.

21st century and academic skills, covering things such as collaboration and critical thinking, are integrated into each spread. These include a link to dedicated C21 activities.

Focus boxes provide an overview of key concepts.

Unit 3B

Experiences

Present perfect

1 The photos on the right show two unique stories. Choose three words from the box for each story and add them to the correct photo. Can you guess the story?

Brazil dangerous housing mountain paint selfie

2 Listen to two friends talking about the stories behind the photos in 1 and check your guesses.

3 Listen again and answer the questions. Which is your favourite story?

Photo a

a What is the climber's name?
b What has he climbed?
c What is unusual about the way he climbs?
d Why does he climb?

Photo b

e What is a favela?
f Which city does the photo show?
g Why did the artists organize the painting project?
h What have they painted?

4 Complete the sentences about the stories in 1 using the present perfect form of the verbs in brackets.

a He _____ (climb) some of the most dangerous places in the world.
b _____ he ever _____ (have) an accident?
c No, he _____ (not have).
d _____ they _____ (paint)?
e They _____ (paint) the outside of the houses in the favela.
f They _____ (have) some problems because the favela is a bit dangerous.

C21 SKILLS

STUDY SKILLS:
Key words See page 47 →

Global classroom?

Shona Mitchell travels the world and she always takes her eight-year-old son.

A Where _____ (you / travel) with your son and what _____ (you / do)?
B Where do I start? _____ (we / do) so many amazing things together. So far _____ (we / be) to the Sahara and _____ (we / sleep) in the Amazon Rainforest. _____ (we / climb) mountains and _____ (we / swim) with dolphins. And, of course, _____ (we / meet) some amazing men and women from many different countries.
A _____ (there / be) any problems?
B Well, _____ (he / not enjoy) everything _____ (we / stay) in some very basic accommodation. And _____ (he / be) sick a few times.

5 Complete the interview with a traveller called Shona Mitchell using the present perfect form of the verbs in brackets.

6 Listen to the Shona Mitchell interview and check your answers to 5.

7 In pairs. Use the phrases below to ask about your partner's experiences.

Example A Have you ever lost any money?
B Yes, I have. I left some money in a shop last week.

be lost climb a mountain find some money jump from a bridge lose something
meet a famous person miss a bus or train save someone's life take a selfie

The interactive Course Book provides the complete content of the Course Book for use on your computer or tablet.

Make notes and add bookmarks that will be synced between your devices.

Click hotspots to complete interactive versions of the exercises. Perfect for paper-free classrooms.

Unit 2A

Talking about other people

1 In pairs. Talk about the photos.

2 Complete the conversations.

a A What's her name?
B J. K. Rowling _____ a writer.
A _____ she from?
B She's from the UK.

b A _____ his name?
B José Mourinho _____ a football manager.
A _____ he Brazilian?
B No, he _____ Portuguese.

3 Listen and check your answers. Complete the profiles.

Profile 1:
Name: J. K. Rowling
Job: _____
Country: _____

Profile 2:
Name: José Mourinho
Job: _____
Country: _____

Focus:
be with he, she, it and they
Positive: He's a football manager. She's from the UK. It's a big city. They're Brazilian.
Negative: He isn't a player. (Is not) She isn't a presenter. (Is not) It's not the capital. (Is not) They're not Italian.
Questions: Is he Brazilian? Are they writers? Wh-questions: Whose is she from? Whose is her name?
Short answers: Yes, he is/No, he isn't. Yes, they are/No, they aren't. Answers: She's from the UK. Her name's J. K. Rowling.

2 Complete the conversations.

a A What's her name?
B J. K. Rowling _____ a writer.
A _____ she from?
B She's from the UK.

b A _____ his name?
B José Mourinho _____ a football manager.
A _____ he Brazilian?
B No, he _____ Portuguese.

Profile 1:
Name: J. K. Rowling
Job: _____
Country: _____

Profile 2:
Name: José Mourinho
Job: _____
Country: _____

C21 Workbook

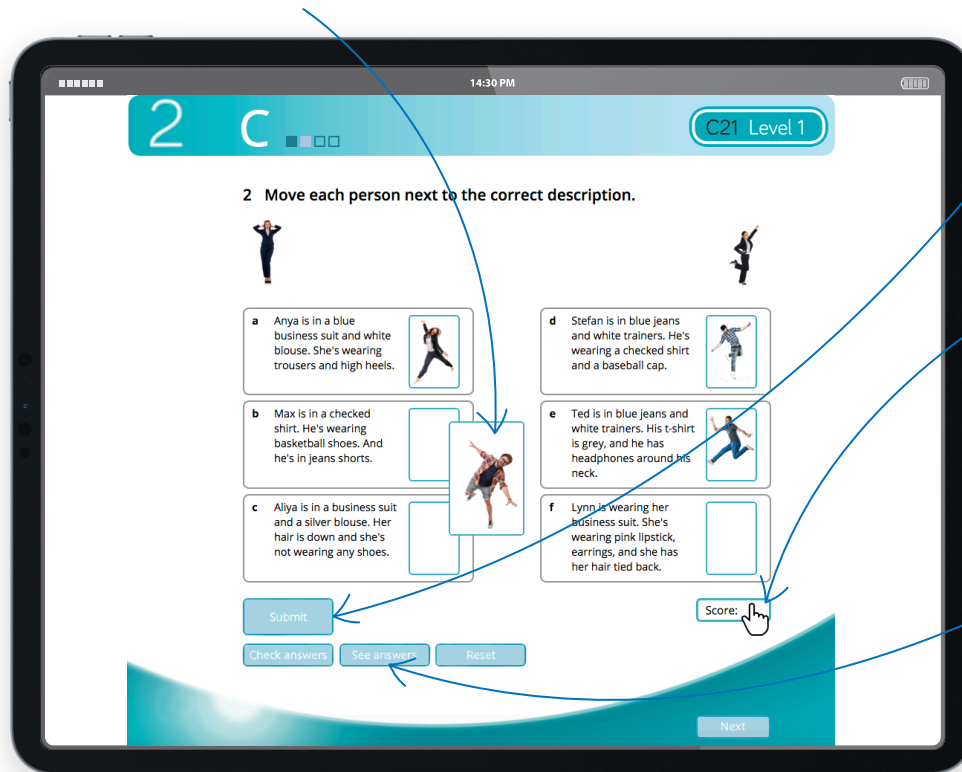
The Workbook provides a wide range of exercises through which students can practise the language points they have studied in each lesson, whilst developing 21st century critical thinking and problem solving skills.

The digital Workbook provides a huge range of intuitive and immersive exercises. Students will never get bored as they do quizzes, crosswords and wordsearches, play matching games, unscramble mystery sentences and use clues to solve puzzles using the language they have learnt.

All exercises are scored and the scores submitted to the teacher so they can monitor each student's progress.

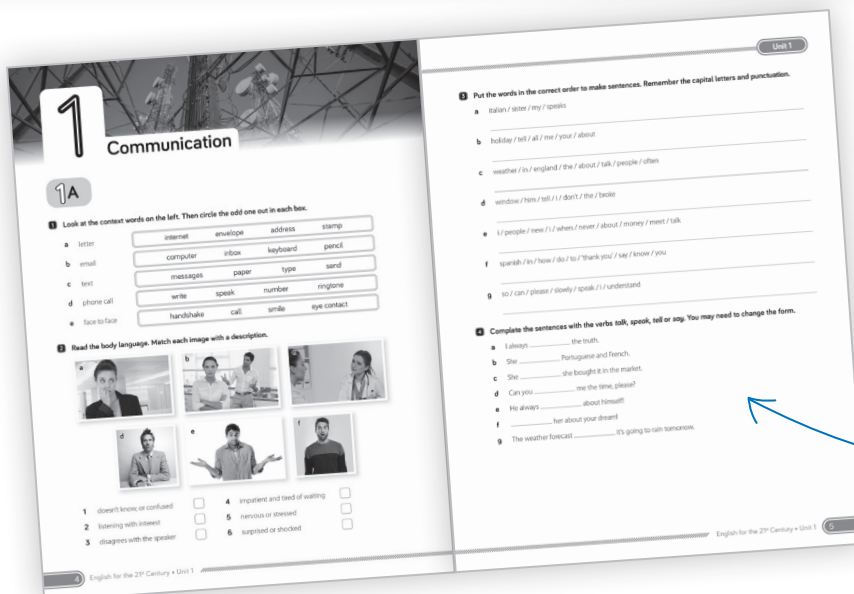
Drag and drop, crossword and wordsearch exercises require students to solve puzzles and problems, play matching games, label maps and diagrams, and complete emails.

When they click 'Submit', students' answers are automatically transmitted to their institution's learning management system. From there, teachers can easily monitor each student's progress.



Once students have submitted their answers, they are shown their score, and which questions they answered correctly and which they got wrong.

By clicking 'See answers', students can access the correct answers. By clicking 'Reset', they can then practise the exercise until they are satisfied that they have fully understood.



The printed Workbook contains the same exercises as the digital version.

C21 Slideshows

A key component of the course, the **C21 Slideshows** take a sideways – and often humorous – glance at the topics covered in each level of the Course Book. The Slideshows, which have subtitles that can be switched on or off, may be used as a springboard for further classroom-based discussions, employed as further listening practice, or simply shown to students for their entertainment.

Each Slideshow has five scorable exercises attached to it to provide students with further practice opportunities.



C21 Academic Skills

C21 Academic Skills is a downloadable set of materials for students who use English in an academic context. The material develops individual study and life skills in detail, preparing students for the transition from a school environment to a more academic college or university setting.

The Academic Skills material can be used for independent study, but is also particularly suitable for use with **C21**, providing supplementary material with an academic focus.

The material addresses 96 individual skills, each including a lesson's worth of succinct, focused study materials. Every skill includes three components:

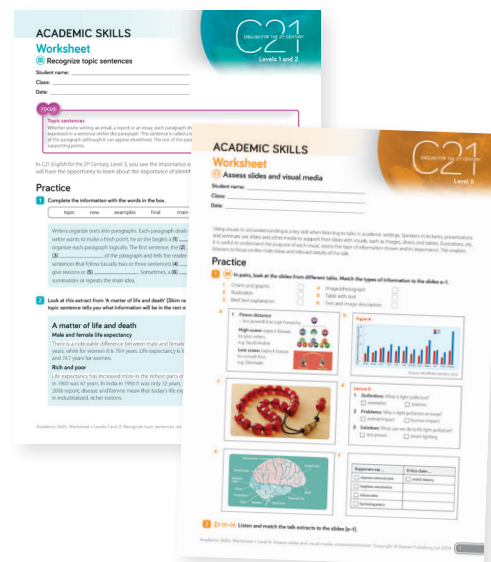
Factsheet – gives information about the skill, including the academic context, key features and examples of its application.

The Factsheet can be used before the lesson, as an introduction; during the lesson, as a prompt; or after the lesson, as a revision tool.

Worksheet – contains exercises for practising and developing the skill.

Teacher's notes – gives teachers all the information they need to teach the material, including answer keys and transcripts. The Teacher's notes include suggestions for pairwork, group-work and discussion activities.

The complete set of materials for each skill, including the audio files, can be downloaded at www.garneteducation.com/c21-academic-skills/.



Grammar reference

As a support to grammar learning, we have produced a series of short, cartoon-based grammar videos. These are CEFR-levelled and present students with an appealing and imaginative way to support and consolidate their grammar skills.



C21 – Level 1

Printed Course Book	978-1-78260-781-6
Interactive Course Book	978-1-78260-878-3
Printed Workbook	978-1-78260-782-3
Digital Workbook (for LMS)	978-1-78260-368-9
Printed Teacher's Book	978-1-78260-783-0
Digital Teacher's Book	978-1-78260-879-0

C21 – Level 2

Printed Course Book	978-1-78260-784-7
Interactive Course Book	978-1-78260-880-6
Printed Workbook	978-1-78260-785-4
Digital Workbook (for LMS)	978-1-78260-376-4
Printed Teacher's Book	978-1-78260-786-1
Digital Teacher's Book	978-1-78260-881-3

C21 – Level 3

Printed Course Book	978-1-78260-787-8
Interactive Course Book	978-1-78260-882-0
Printed Workbook	978-1-78260-788-5
Digital Workbook (for LMS)	978-1-78260-384-9
Printed Teacher's Book	978-1-78260-789-2
Digital Teacher's Book	978-1-78260-883-7

C21 – Level 4

Printed Course Book	978-1-78260-790-8
Interactive Course Book	978-1-78260-884-4
Printed Workbook	978-1-78260-791-5
Digital Workbook (for LMS)	978-1-78260-392-4
Printed Teacher's Book	978-1-78260-792-2
Digital Teacher's Book	978-1-78260-885-1

C21 – Level 5

Printed Course Book	978-1-78260-793-9
Interactive Course Book	978-1-78260-886-8
Printed Workbook	978-1-78260-794-6
Digital Workbook (for LMS)	978-1-78260-400-6
Printed Teacher's Book	978-1-78260-795-3
Digital Teacher's Book	978-1-78260-887-5

ENGLISH FOR ACADEMIC PURPOSES

Products in this section include:

- Progressive Skills in English Levels 1–4 (B1–B2)
- Starting Skills Levels 1–2 (A1–A2)
- Building Skills Levels 1–2 (A2–B1)
- Developing Skills Levels 1–2 (B2)
- English Skills for University Levels 1A–2B (A1–A2)
- EAS series (B1–C2)
- Transferrable Academic Skills Kit (TASK) (B1–C2)
- Access EAP series (B1–C1)
- 50 Steps to Improving series (B2–C2)
- Contemporary Academic Writing (B1–B2)
- Passport to Academic Presentations (B2–C2)
- EAP Essentials
- Assessing EAP
- 21st Century Skills in the ELT Classroom



An overview of our Skills in English range

Progressive Skills in English • Starting Skills, Building Skills, Developing Skills • English Skills for University

Who is it for?

The award-winning *Skills in English* range caters for students who are either planning to enter, or have already begun, their higher education studies. These resources help students make the transition from general English to academic English.

What does it do?

The books focus on real language found in academic texts and teach academic skills from the lowest level, using relevant and motivating texts based on ten key knowledge areas: education, psychology and sociology, work and business, science and nature, the physical world, culture and civilization, technology, arts and media, sports and leisure, and nutrition and health.

How does the range fit together?

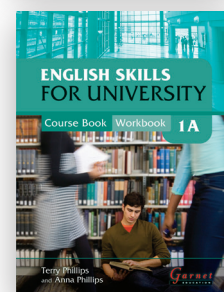
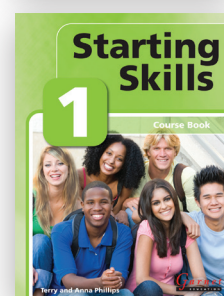
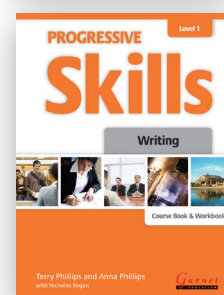
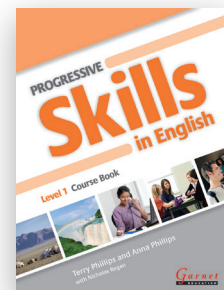
- *Progressive Skills in English*: this is the most recent part of our skills range and is a four-level course beginning at Intermediate level. It is available in two versions – one with skills combined in the same books (see page 10) and a **new format with different skills covered in separate books** (see page 13).
- *Starting Skills*, *Building Skills*, *Developing Skills*: if you're looking for a skills-based course starting at a lower level, this range starts from False Beginner and focuses on individual skills.
- *English Skills for University*: a two-level course for False Beginner students in higher education, packaged as four combined Course Book/Workbooks (one per semester).

About the authors

Terry Phillips and Anna Phillips have been involved in ELT for more than 35 years. They have owned language schools and provided consultancy and training services for state and private organizations. Since 1990, they have been full-time writers, publishing more than 160 books on all aspects of ELT.

“The common-core knowledge in this series is the next big step for ELT to take in the 21st century.”

David Crystal



Progressive Skills in English

A complete multimedia academic English course to prepare students for entry into English-medium study

TERRY PHILLIPS AND ANNA PHILLIPS • INTERMEDIATE TO UPPER INTERMEDIATE: CEFR LEVEL B1–B2/IELTS 4.0–6.0



Progressive Skills in English is a four-level course for students who need to study in English at tertiary level. The course targets students with Intermediate to Upper Intermediate English ability (CEFR: B1–B2, IELTS: 4.0–6.0) and is perfect for pre- and in-session use.

Why use *Progressive Skills in English*?

- The course uses authentic academic material to prepare students for the reality of university study.
- It includes comprehensive digital resources, including interactive Course Book and digital Workbook, allowing entirely online delivery.
- Each level is extremely flexible, allowing you to schedule courses from 25 hours to 120 hours in length, focusing on the skills your students need to develop.
- Unlike traditional tense-based courses, *Progressive Skills* teaches syntactic grammar, which is more appropriate for studying academic English.
- A focus on discrete skills makes it easier for students to learn.
- Word lists at the beginning of each section help students acquire the key vocabulary they will need for this course and in their wider studies.

Progressive Skills is the perfect way to build the listening, speaking, reading and writing skills required for lectures, tutorials, research and written assignments in English. It is also ideal for students who wish to improve their scores in skills-based examinations for university entrance, such as IELTS.

***“All that
the university
pre-sessional
student needs.”***

Nick Hillman,
Anglia Ruskin University

How is Progressive Skills structured?

- Each level includes a Course Book, interactive Course Book, Workbook, digital Workbook and a Teacher's Book.
- Each level of the course is divided into five thematic areas, covering a broad range of topics that students will encounter in their chosen disciplines.
- Pre-, post- and theme-by-theme tests (which cover all four skills and include audio) are available for free and allow you to track students' progress.
- Additionally, the course includes three important elements:
 - Everyday English lessons provide students with 'survival English' for university life.
 - Portfolio lessons integrate all the skills and sub-skills covered in each theme.
 - Knowledge quizzes test students' understanding in an enjoyable way.

Title	Level	IELTS	CEF	Listening	Speaking	Reading	Writing
Progressive 1	Intermediate	4.0–4.5	B1	Texts a maximum of 400 words	Speaking and writing tasks are 1–5 paragraphs in length	Texts a maximum of 250 words	Output writing tasks of 1–5 paragraphs
Progressive 2	Intermediate	4.5–5.0	B1				
Progressive 3	Upper Intermediate	5.0–5.5	B2	Texts increase over two levels to a maximum of 800 words	Combined with writing assignments to encourage writing of 5–10 paragraphs	Texts increase over two levels to a maximum of 500 words	Output writing tasks: short essays and reports
Progressive 4	Upper Intermediate	5.5–6.0	B2				

Digital resources

Each level includes a fully interactive Course Book and a digital Workbook (available as a SCORM package or via our online platform). These resources provide comprehensive practice and can be used to deliver a paper-free course.

The image shows a collage of digital resources from the Progressive Skills course. It includes a screenshot of a 'Thanksgiving' lesson page with a 'Skills Check' and 'Writing' tasks, a 'Thanksgiving' video player, and a 'Listening: Vocabulary and pronunciation' exercise titled 'Understanding vocabulary in context' with a list of words to be ordered.

Listening: Vocabulary and pronunciation

Understanding vocabulary in context

1 Listen to a text. Number the words and phrases below in the order you hear them.

00:00 01:04

— encoded — perform — retrieved

— long-term — autobiographical — rote learning

— memorize — recall — short-term

— memory — remembering — stored

Submit Check answers See answers Reset Score: Next

Progressive Skills in English

Levels 1 to 4

Pronunciation Checks help students with phoneme discrimination, stress and intonation.

The course focuses on the syntactic grammar actually used in academic English, rather than relying on the traditional tense-based approach.

1.3 Learning new listening skills Using lecture structure

A Reviewing vocabulary

1. What could follow each word below?

a. natural	resources
b. temperature	
c. geographical	
d. population	
e. square	
f. agricultural	
g. fossil	

2. 1.8 Listen to some sentences from the lecture and check your ideas.

3. Read the **Pronunciation Check**. What is the stressed word in each phrase above?

B Identifying a new skill (1)

Read Skills Check 1. Correct the numbering of the notes below.

4. Climate

1.4. Type

Mediterranean

1.5. Ave. rainfall

900 mm

5. Natural resources

1.6. Fossil fuels

none

1.7. Minerals

limestone, iron ore

C Practising the new skill (1)

1.8 Listen to the introductions to three lectures.

- Time management
- Memory
- Desertification

Organize your notes with scientific numbering.

D Identifying a new skill (2)

1. Read Skills Check 2. Write one word in each space in the example sentences and questions.

2. 1.10 Listen and check your answers.

E Practising the new skill (2)

- 1.11 Listen to an introduction to a lecture about communication. Prepare a page for your notes with scientific numbering. Leave spaces in case you get lost.
- 1.12 Listen to the first part. Make notes.
- Ask other students for missing information.

Pronunciation Check

Stress in two-word phrases

Two-word phrases can be:

'noun + noun 'temperature range

adjective + 'noun natural re'sources

The first noun is stressed in noun + noun.

The noun is stressed in adjective + noun.

Skills Check 1

Note-taking: scientific numbering

This organization is very good for lectures with a main subject, e.g., geographic features, with several areas, e.g., location, population, etc., and several sub-areas under each area, e.g., region, borders.

Qatar

1. Location

1.1. Region

1.2. Borders

2. Population

2.1. Total

Leave space under each sub-area for your notes.

Skills Check 2

Getting lost ... and recovering

During the lecture

- Stop trying to take notes. Leave a space.
- Wait until the lecturer moves on to the next topic or area. Then start taking notes again.

You will hear things like:

OK. So ... 's climate. Now, ... 's look at natural resources.

Right. We've ... about fossil fuels.

... about minerals?

... natural resources. Let's on to minerals.

After the lecture

Ask other students for information to complete your notes. You can say things like:

I ... the bit about fossil fuels.

What ... she say about climate type?

Did you ... the information for average rainfall?

1.4 Grammar for listening both / neither; and / but; whereas / while

There are special words in English when two things are the same or similar.

Both	(countries)	are	located in the Middle East.	positive thing is the same
		have	a small land area.	
		some	natural resources.	
Neither	(country)	is	large in area.	negative thing is the same
		a	large population.	
		much	agricultural land.	
		any	mining industries.	

What differences in structure do you notice between *both* sentences and *neither* sentences?

There are special words in English when two things are different.

Qatar does not have much agricultural land	but	Lebanon has a great deal.
Qatar has a population density of 120 per square kilometre	whereas	
	while	413 in Lebanon.
	against	

One country has less than 75 mm of rain per annum. The other has 825 mm.




A Identifying similarities

1.14 Listen to an extract from a lecture about Singapore and Tonga. Tick (✓) if both countries have the feature. Cross (X) if neither country has the feature. Some items are not mentioned. Both countries are small in land area.

small land area	✓
surrounded by water	
small populations	
tropical climate	
desert areas	
high rainfall in summer	
high rainfall in winter	
high summer temperatures	
high winter temperatures	
mountains	
rivers and lakes	

B Identifying differences

1.15 Listen to another extract about Singapore and Tonga. Tick (✓) the correct column for the country with the bigger, higher, larger number in each case.

Singapore has an area of 660 square kilometres and Tonga has 748.

	Singapore	Tonga
area		✓
population		
density		
highest point		
agricultural land		
highest rainfall		
urban %		
GDP per capita		
HDI		

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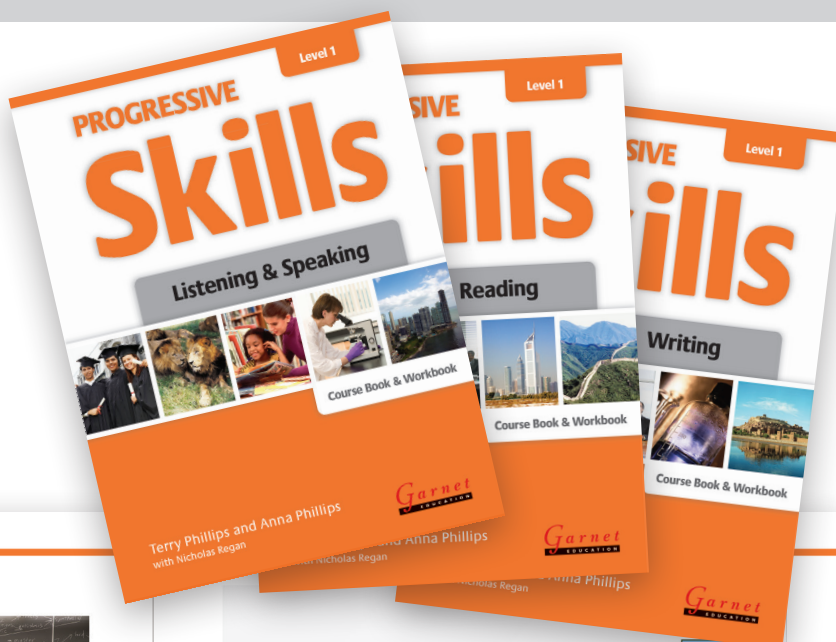
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Separate skills editions

These separate skills editions contain the same content as the combined skills books, but allow you to focus on discrete skills to address particular areas of weakness.



1.2 Real-time listening A speech of welcome

A Activating background knowledge
Tick the jobs below that you find in a university.
What does each person do?

☐ bookseller	☐ cook
☐ car park attendant	☐ gardener
☐ caretaker	☐ lecturer
☐ cleaner	☐ librarian
☐ manager	☐ teacher
☐ nurse	☐ waiter
☐ receptionist	☐ hairdresser
☐ secretary	☐ guard

B Understanding introductions
You are going to watch an introduction to the Faculty of Education at Greenhill University.

- What is Mr Beech saying? (0:00) 1.8 Watch the first part of his talk, with the sound turned right down. Guess some of his words.
- 1.5 (0:00) 1.8 Listen to the talk now and check your ideas.
- What does each person in the faculty do?
Write notes next to the names on the list on the opposite page.

C Understanding words in context
You are going to watch a short talk by Mrs Pinner. She defines several words in her talk. 1.6 (0:00) 1.6 Watch the talk. Tick the correct definitions.

1. campus	☒ money for a course
2. resources	☐ Senior Common Room
3. fees	☐ the university buildings
4. Welfare Office	☐ accommodation for students on campus
5. JCR	☐ things to help with studying
6. SCR	☐ place to go if you have problems
7. hall of residence	☐ special place for students
8. Students' Union (SU)	☐ Junior Common Room

D Transferring information
Study the campus map on the opposite page.

- Which places are mentioned in Mrs Pinner's talk? Find and circle them on the map.
- What can students do in each place?

E Remembering real-world knowledge
17 Listen and answer the questions.

Greenhill University
Faculty of Education

Dean of Education	Peter Beech	responsible for Fac. of Ed.
Bursar	Mrs Pearce	
Head of Year 1	Pat Pinner	
Accommodation Manager	Bill Heel	
Resource Centre Manager	Ben Hill	
Head of ISS	Tim Mills	

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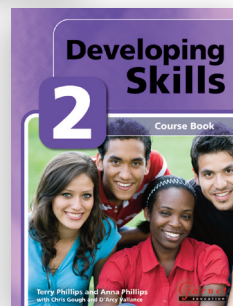
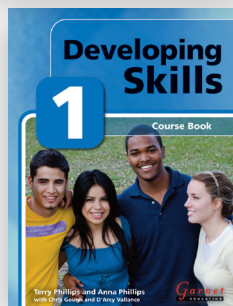
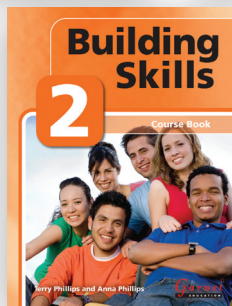
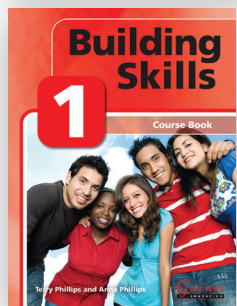
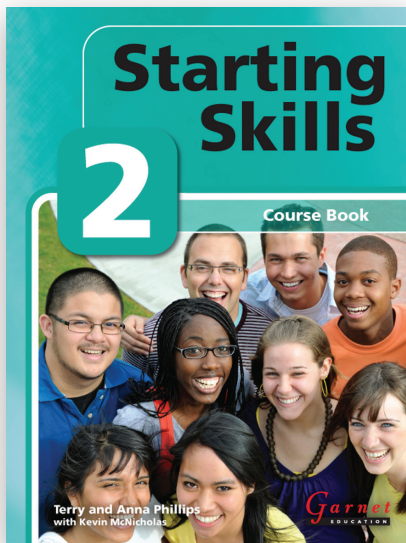
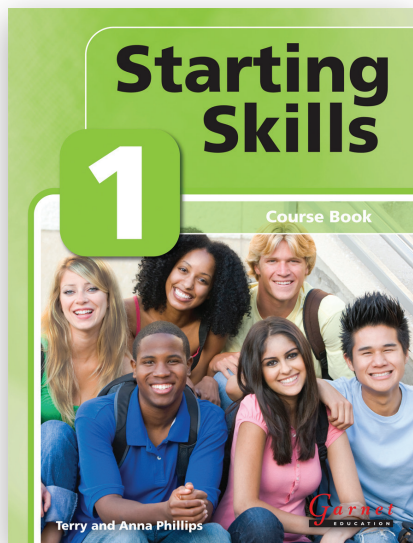
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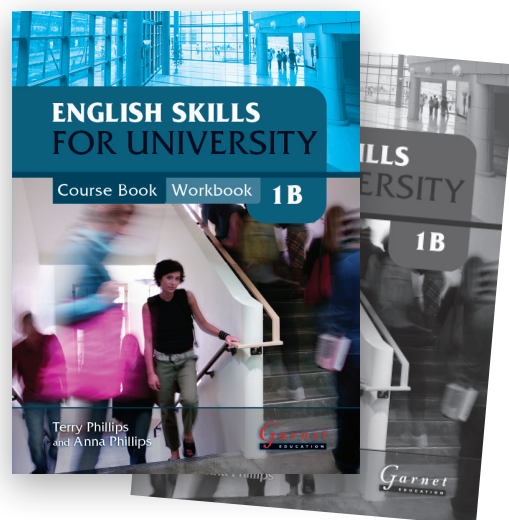
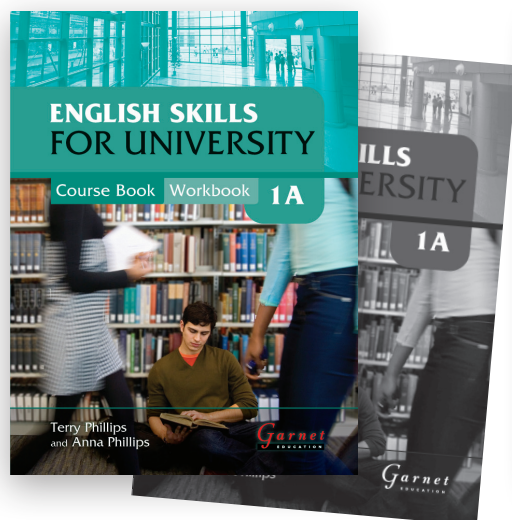
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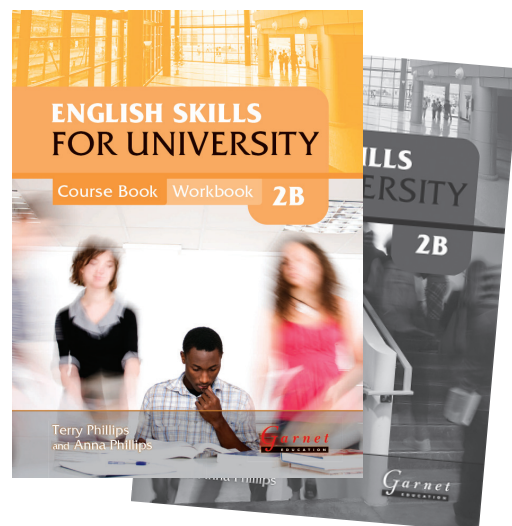
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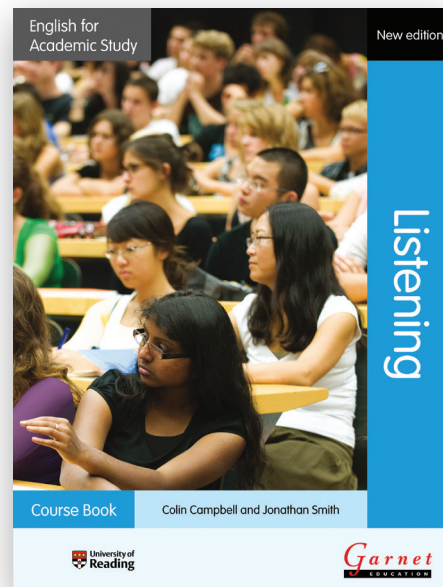
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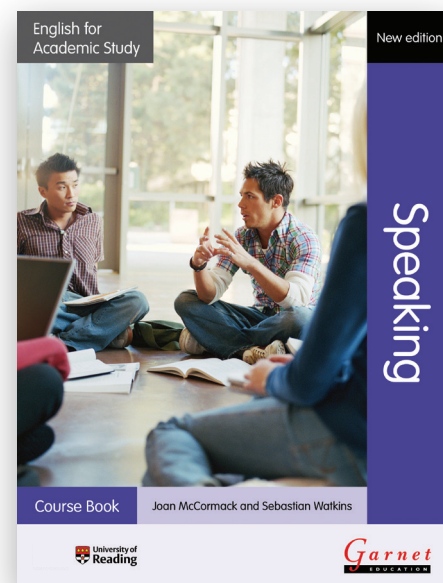
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English for Academic Study: Reading

JOHN SLAGHT • UPPER INTERMEDIATE TO PROFICIENCY: CEFR LEVEL B2–C2/IELTS 5.0–7.5+

7 Sustainable fashion

In this unit you will:

- apply reading strategies: monitor your understanding of the text while you are reading; focus more closely on your reading purpose
- use research skills: compare your views (as a reader) with those of the writer
- identify the writer's purpose and the function of different parts of the text
- analyze the titles, subtitles and the other displayed information

FOCUS TASK

You are going to read three texts about sustainable fashion in order to take and annotate notes that will help you complete the following assignment.

The fashion industry poses a serious threat to the environment. A higher level of sustainability in materials production is the key solution. Discuss.

It is generally accepted that sustainable design is aimed at providing products which are made only of renewable resources. As such, the products should have minimal impact on the environment during any stage of their design, creation, processing, use or final disposal. A fundamental principle in sustainable design is that it should appeal to the consumer physically, emotionally and economically – in other words, products must look good, make the consumer feel good about using them and, if possible, be generally affordable.



Text Material diversity, Text 7a (Source Book pp. 45–48)

Task 1 Before you read

- 1.1 Discuss the concepts of sustainability and fashion with other students.
 - a. Discuss and then write down five words (or ideas/concepts):
 - relevant to fashion
 - relevant to sustainability
 - b. Think about why there is tension between the concepts of sustainability and fashion.
- 1.2 Before reading Text 7a, think about the title *Material diversity*.
 - a. What do you understand by the word *diversity*?
 - b. What do you think *material diversity* is, and why might it be important?

Reading 83

EAS Reading is founded on an extensive review of recent research into EAP writing methodology, and reflects the most recent developments in language teaching for academic purposes.

KEY FEATURES

- Strategies approach includes the use of skills such as skimming, scanning, search reading, careful reading and browsing
- Task-based approach mirrors authentic reading demands
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5 Food security

Text 5a Diet and sustainability key to feeding the world

Diet and sustainability key to feeding the world: A food security report

One of the greatest problems the world faces is food security. Starvation, malnutrition and associated health and welfare problems can best be addressed by a systematic policy of education and research.

1. Grave concerns about food security have surfaced for a number of reasons. Firstly, there has been a population explosion. According to the Royal Society, between 1950 and 2010 the world's population grew from 2 billion to 6.8 billion now, with a projected peak of 9.5 billion by 2050 (Black, 2010). A further major cause for concern is the impact on food production of climate change, brought about by global warming. Population growth and climate change will mean there is an increasing shortage of water and of land for food production, and therefore more competition for these resources.

While threats to global food security are numerous and affect both economically developed and less-developed countries, it is the people of the latter who are likely to feel the most impact. Vast numbers lack basic food requirements: at least 1 billion people are undernourished and 2 billion suffer from micronutrient deficiency. Conversely, 1.2 billion are overweight.

An environmental example of the impact of food production mismanagement on ecosystems, and the wider implications of this, can be clearly seen in the case of drastic declines in bird species. For example, in Europe and North America populations of 'specialist' bird species – those that are adapted to live in specific environments – have fallen by an estimated 30% over 40 years. This has been attributed at least partially to the impact of farming, especially when this involves a single crop type being grown over a large area.

In fact, a study by Stanford University biologist (Sparks, 2004) concluded that by 2100, 10% of all bird species were likely to disappear and another 15% could be on the brink of extinction. This dramatic loss is expected to have a negative impact on forest ecosystems and agriculture worldwide, and warned that it might even encourage the spread of human diseases. The latter point is supported by reports of a dramatic fall in vulture numbers in India, allowing an upsurge in numbers of rats and feral dogs, which spread diseases that affect humans (see Swan et al., 2006; BirdLife International, 2008). The vulture population crash is attributed mainly to poisoning by high concentrations of diclofenac, a drug used to treat farm animals. The birds ingest the drug when they feed on the animals' carcasses.

The challenges involved in addressing the problem of food security are complex. Part of the solution is increasing the potential of food yields, but the approach must be sustainable. Producers and consumers of food must play a major role in all this and take responsibility in terms of choosing how food is 'produced, used and consumed'.



Population growth is an often unspoken driver of trends such as deforestation.

For use with the Reading and Writing Course Books, or as an independent resource.

KEY FEATURES

- Authentic academic texts
- Modified for appropriate length and language
- Provides students with authentic challenges
- Styled to promote reader interest
- Updated for new edition

• text length suitable for academic study – example texts extend over eight pages

English for Academic Study: Writing

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An integrated approach to writing, making use of authentic reading texts as a starting point for writing development.

KEY FEATURES

- The course adopts a four-fold approach to reflect the complex demands of academic writing:
 - The process approach
 - The development of critical thinking in writing
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1.2 Think of a situation you have experienced which has led to a problem (different from the example in Ex 1.1). Write a short paragraph that:

1. introduces the situation
2. explains the problem
3. suggests a solution
4. states the implications
5. evaluates the outcome

1.3 **Key writing skills: SP5IE approach to writing**
It is important to consider accepted patterns of organizing your academic writing. The SP5IE model is used widely for texts that explore problems and possible solutions. However, most written texts use a mixture of different organizational patterns. Once you have encountered other patterns, you should start using more than one pattern within an essay.

The SP5IE approach can be used for:

- a paragraph
- a section of a longer document
- a complete article
- a complete book

Read the article about global migration. Identify how the pattern described in Ex 1.1 is used in this text.

GLOBAL MIGRATION

The movement of populations across borders has increased to such an extent as to produce a global migration crisis. As a result of this development, a number of ethical issues have arisen relating to issues such as the proportion of ethnic groups within a country, the national identity of a country, racism, the effect of a multicultural society and the distribution of wealth. It is mainly the governments of the host countries that seek to solve these problems by establishing language programmes, cultural-exchange and awareness-raising programmes and, where possible, employment opportunities. However, if this pattern of migration continues, there needs to be more openness and willingness on behalf of the native population to accept and receive migrants into their society, and to realize the benefits that a multicultural society can bring. The implications of this suggestion are wide, and not without problems: many older people are resistant to change, and the working population is resistant to outside competition for employment opportunities. There also needs to be a much higher level of cooperation between the host country and the country of origin in order to establish a clear identity for the migrants.

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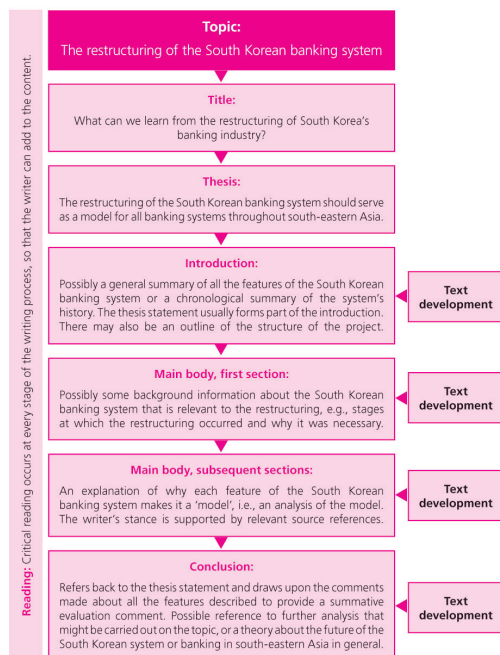
English for Academic Study: Extended Writing & Research Skills

JOAN McCORMACK AND JOHN SLAGHT • UPPER INTERMEDIATE TO PROFICIENCY: CEFR LEVEL B2–C2/IELTS 5.5–7.5+

Sourcing information for your project

3

- 3.3 Look at the flow chart below and answer these questions.
1. Which parts of the flow chart refer to the actual written content?
 2. Why does critical reading occur at each stage?
 3. Does the planned introduction suggest a description or an analysis of the banking system.
- 3.4 Study the flow chart and think about why a description of the South Korean banking system will only form part of the project. Then discuss with a partner.



Task 4 Descriptive and evaluative writing

In this task, you will look at four paragraphs related to South Korean banking from the Federal Reserve Bank of San Francisco website. These paragraphs only form part of the full document, which may be viewed at the website address given at the end of the text (on page 40).



- 4.1 Read the following extract from *Banking system developments in the four Asian tigers*. Identify the paragraphs that are mainly descriptive and write *D* in the box provided next to the relevant paragraphs.
- Over the past 30 years, Hong Kong, South Korea, Singapore and Taiwan have had remarkably rapid and sustained economic growth, earning them the nickname 'the four tigers'. Because of the new investment opportunities they provide and because their experiences may offer lessons for less developed economies, they have attracted considerable attention from the financial and policy communities, as well as from economists who have renewed interest in research in theories of economic growth. Despite their physical proximity and shared economic vigour, there are some noticeable differences among the tigers. For instance, Hong Kong and Singapore are cities with limited resources, whereas Taiwan and South Korea are economies with relatively large populations and more diverse industrial structures.

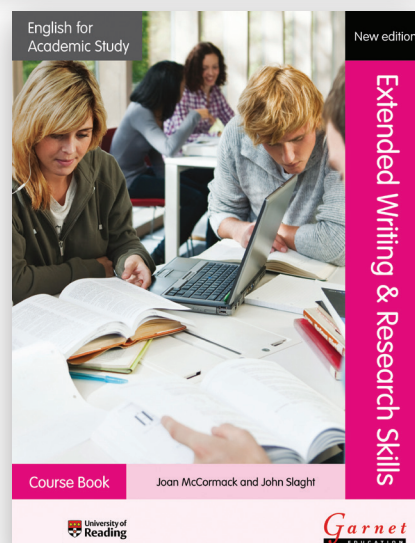
EAS Extended Writing & Research Skills takes students step-by-step through the process of producing an extended piece of academic writing, using authentic source materials to help them develop the necessary writing and research skills.

KEY FEATURES

- Step-by-step process for completing written tasks
- Detailed advice and model answers
- Authentic source materials used to produce a piece of extended writing
- Dedicated website with interactive activities
- **Augmented eBook available** – see www.garneteducation.com/eas-ebook

“A very useful resource which introduces students to EAP in a simple, structured way.”

Duncan Rose, British Council, Singapore



Course Book Joan McCormack and John Slaght



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English for Academic Study: Grammar for Writing

ANNE VICARY • INTERMEDIATE TO ADVANCED: CEFR LEVEL B1–C1/IELTS 4.0–6.5

Showing logical links (2)

5C

Task 4 such as

Study the following extract from a paragraph you read in Unit 4C.

Notice the position of *for example* in this sentence and the punctuation that follows it.

People's lives were very difficult after the Second World War. [...] Because of the lack of provisions, the government had to make a rule that individuals could only buy small quantities. *For example*, one person could only buy five kilos of rice per month.

You can also give examples at the beginning of a short list, by using the expression *such as*.

People eat more protein than before, *such as* red meat, chicken and eggs. Some changes are negative, *such as* the increase in the number of people who smoke nowadays and the growth in environmental pollution.

Grammar note: Try to avoid using *like* and *etc.*, when giving a list of examples. Use *such as* instead.

4.1 Correct the sentences below.

- For example,*
- Switzerland sells its expertise to other countries. *such as* it has helped people in Bhutan to produce cheese, apple juice and honey.
 - People need water for many reasons, drinking, watering their gardens, growing crops etc.
 - There is overuse of water in Oman, for example, there are insufficient controls on factories which use it for industrial processes, and in parks, where the grass is watered every day to keep it a vibrant colour.
 - The Internet is used both for academic research and for practical tasks, like finding books in libraries and organizing patient lists in hospitals.

Task 5 Review of linking words (Units 4 and 5)

5.1 Rewrite the sentences using the linking words or punctuation in brackets.

- New technologies bring opportunities to young children, but some parents' lack of awareness is leaving children vulnerable to risk. (although)
- School children have better literacy levels than in the past, even though they read fewer books at home. (despite)

- Plagiarism is becoming a serious problem at universities. Therefore, many institutions have introduced plagiarism detection software. (such ... that)

- Wi-Fi freeloading is a crime, but it is difficult for the police to track and very few arrests have been made. (however)

- This international aid project was very successful because the agencies respected local culture, traditions and resources. (.)

- Education is of great importance. It encourages the acquisition of knowledge. It ensures well-qualified future employees. (both ... and)

- There was an explosion in the oil pipeline. As a result, oil pumping has been suspended. (due to)

5.2 Rewrite the sentences below using an appropriate linking word or words from the box below. In some sentences you can use more than one word. Remember to use the correct punctuation.

Note: A complete table of linking words from Units 4 and 5 is on page 127 at the end of this unit.

whereas	for example	however	such (a) ... that	as a result
so	not only ... but also	because	but	

- Some companies are enthusiastic about GM food. Many people are very worried about its dangers.
- Over-dependence on oil has several effects. It causes serious damage to the environment. It is a source of conflict.
- International students often want to practise their spoken English. The English-speaking club has many members.
- Japanese people live longer than most other nationalities. They have healthy diets.

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Grammar for Writing 123

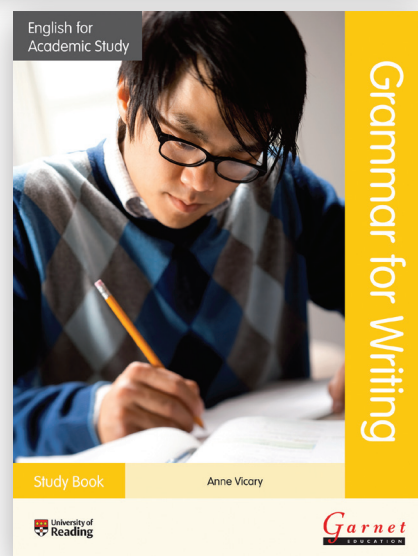
EAS Grammar for Writing is a graded self-study course that will help students improve their academic writing. It will build their confidence in understanding and using grammar for written assignments, so they can write accurate English and communicate more effectively in academic contexts.

KEY FEATURES

- Each unit is divided into three stages, moving from basic structures to more complex ones
- Full explanations and examples, followed by extensive practice exercises
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Wayne Trotman for *EL Gazette*



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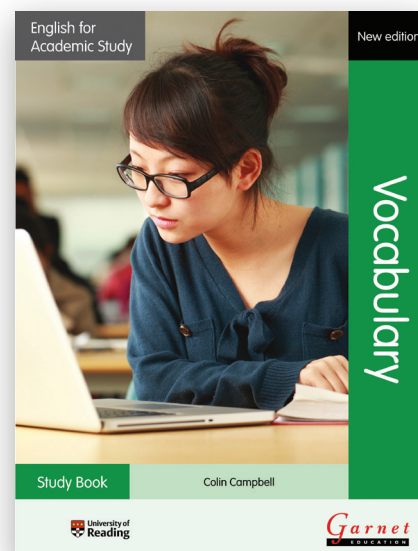
EAS Vocabulary provides students with systematic practice in using key academic words and illustrates how to use information in a dictionary to gain a more effective and appropriate use of vocabulary. Intended for self-study outside formal classes, the book includes a complete answer key, as well as an achievement test that can be used before or following the course to test students' knowledge and progress.

KEY FEATURES

- Academic vocabulary from approximately 500 high-frequency word families
- Vocabulary topic analysis followed by focused practice
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Margaret Oertig for the *ETAS Journal*



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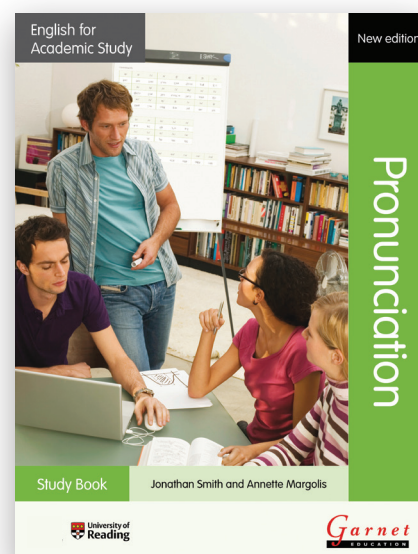
EAS Pronunciation is for students who need to communicate clearly and effectively in an academic environment in English. The course helps students develop their pronunciation to a level that enables the listener to understand them with ease.

KEY FEATURES

- Academic vocabulary focus
- Pronunciation of individual sounds
- Syllables and word stress
- Understanding word stress patterns
- Sentence stress and speaker choice
- Sounds in connected speech

“This self-study course, which enables students to approach listening via pronunciation, is a valuable aid to differentiation in EAP classes. It has proved very popular!”

Amanda Smith, INTO Manchester



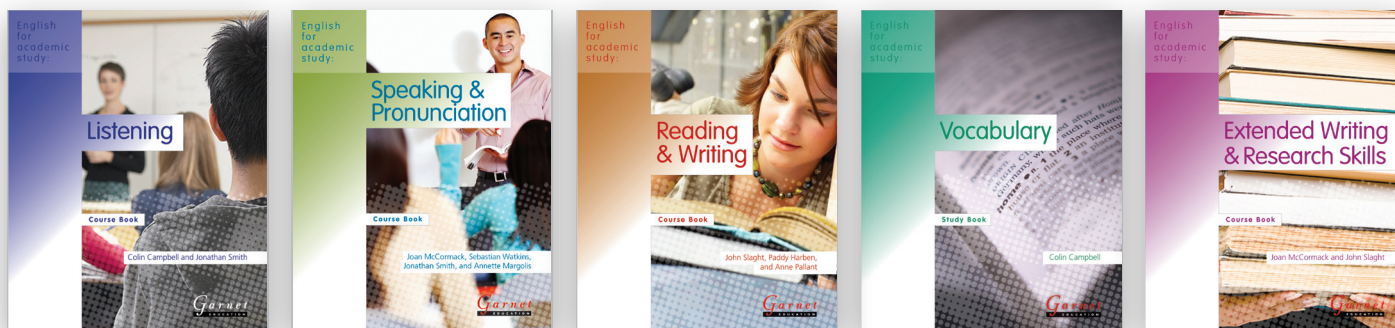
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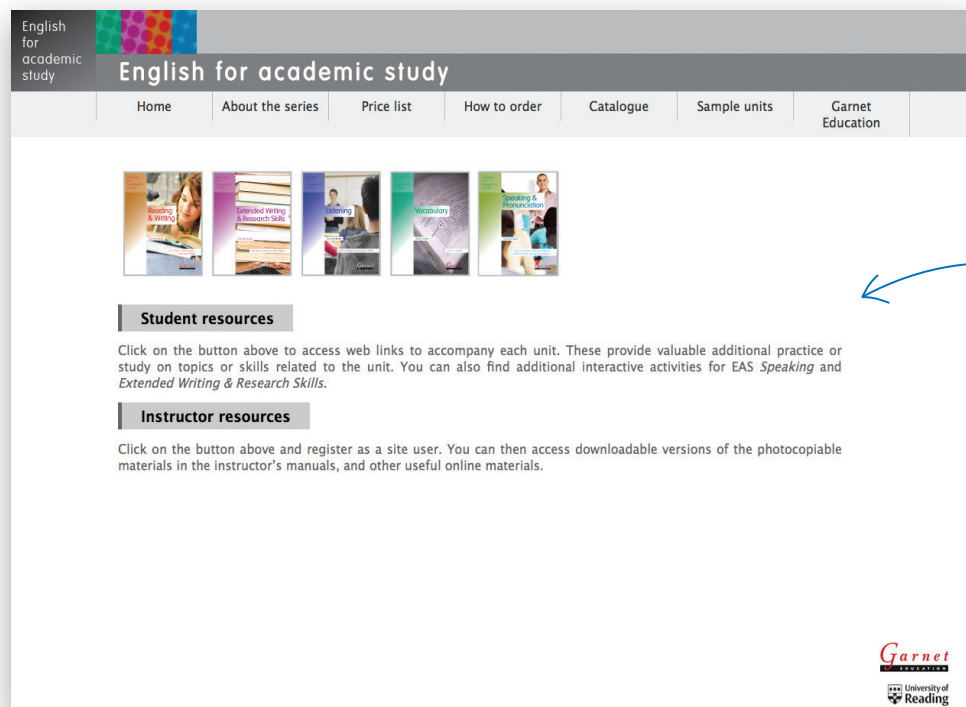
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This free website gives students access to weblinks for each Course Book unit and provides teachers with downloadable handouts and additional activities to consolidate skills.

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A modular academic skills course developed in collaboration with the University of Reading

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Transferable: Carefully designed to link learning with outcome.

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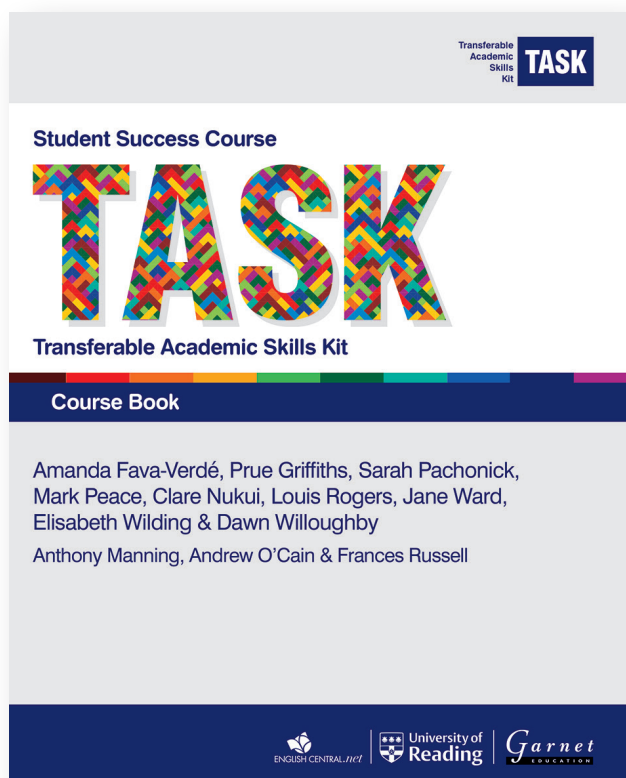
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Part one of an integrated EAP language and skills course for Intermediate learners

SUE ARGENT AND OLWYN ALEXANDER • INTERMEDIATE: CEFR LEVEL B1/IELTS 4.0–5.0

Lesson 2

Risks and hazards



Aims

- to understand the idea of risk assessment
- to analyze and use language patterns for levels of probability
- to understand grammar patterns for links between noun phrases

It's November. Maysoun is going on a weekend field trip in the countryside. The students are staying in a youth hostel. They will be doing fieldwork outside and analyzing their results. Before they leave Summerford, they meet Dr Charles in the lab to check their equipment and complete risk assessment forms.



Discussion

- What are the possible dangers or hazards of doing fieldwork in the UK countryside in November?

Key words

field trip
fieldwork
youth hostel
equipment
risk assessment

Task 1 Preparing to listen

Assess the probability level of the hazards in the left-hand column of the risk assessment form below. Write *high*, *medium*, *low* or *zero* in the right-hand column.

hazards	probability level
a trips and falls	
b cuts and scratches	
c cold	
d heat	
e poisonous spiders or snakes	
f serious diseases	
g road traffic accidents	
h attacks by wild animals	
i insect bites	



Task 2 Listening

CD2-17 Listen to Dr Charles' talk. Check your answers to Task 1 using the information she gives.

Task 3 Thinking critically

3.1 How would you describe Dr Charles' attitude to the students in the class? Choose one of the following and give reasons for your answer.

- a She is angry about their interruptions.
- b She is worried that they can't take responsibility for their own safety.
- c She is going to make sure they do the fieldwork properly.

3.2 What expressions does Dr Charles use to emphasize important points?

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Task 4 Noticing language

Dr Charles uses a wide range of language to show different levels of probability. For example, *may*, *can*, *low probability*, *always*.

Find some more examples of this language in the transcript on pages 223 and 224.

Task 5 Analyzing language patterns

The table below shows the three main language patterns used for levels of probability.

5.1 Write the key language from Task 4 in the appropriate places in the table. The four examples given in Task 4 have been done for you.

level of probability	verb	probability	frequency/number
high			<i>always</i>
medium	<i>may, can</i>		
low		<i>low probability</i>	
none / zero			

5.2 Add the words below to the table in the appropriate place.

might could none certain few most some
often rarely sometimes never



Study smart

Students sometimes use the word *should* incorrectly. Remember that the word *should* is generally not used for probability. It is usually an instruction word – it tells people what to do or gives advice:
There should be a bottle of disinfectant on every bench.

Task 6 Practising language patterns for probability

6.1 Complete the sentences below in a suitable way, using key language for probability.

- a The weather in the UK _____
- b The weather in my country _____
- c In the UK, wild animals _____
- d Ticks _____
- e Feedback on writing assignments _____
- f Learning English on a computer _____
- g Students who take responsibility for their learning _____
- h Teachers who want to help their students _____

6.2 Underline the key language for probability that you used. Compare your ideas with another student.

Ideal for
students on
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Written by two of the authors of the highly successful **EAP Essentials**, the first part of this two-level integrated skills course teaches academic language and competence to Intermediate learners.

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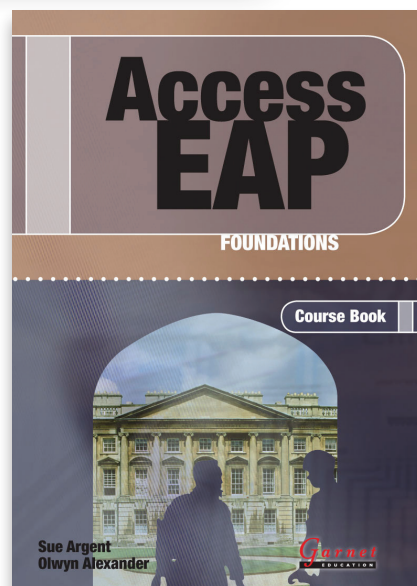
Christine Woollin, University of Portsmouth

“... a really excellent book.”

Beverley Dickinson, Nottingham Trent University

UNITS

- Preparing for university studies
- Freshers' week
- First steps and new routines
- Finding information
- New ideas and new concepts
- Borrowing and using ideas
- Something to say
- Linking ideas
- Supporting ideas
- Exams



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Access EAP: Frameworks

Part two of an integrated EAP language and skills course for Upper Intermediate to Advanced learners

SUE ARGENT AND OLWYN ALEXANDER • UPPER INTERMEDIATE TO ADVANCED: CEFR LEVEL B2–C1/IELTS 5.5–6.5

Unit 4

Resources for research

Section 1 Exploring the concept of research

What the university expects:

- a spirit of enquiry – pursue knowledge for its own sake

Contexts:

- directed search for information for study and work

Aims:

- to understand what doing research involves
- to understand a metaphor used to talk about research
- to demonstrate understanding by explaining the concept of research to other students

The library is a vital resource at university and students need to spend a large amount of time there. The librarians often encourage students to use their services by running informal seminars. Maysoun has found a flyer about a library seminar called *Starting out on your research journey*. She persuades Khalid, Dimitri and Guy to go with her to the library seminar to find out more about research.



ACCESS EAP: Frameworks • Unit 4 • Section 1

Discussion

Read the flyer below, advertising the informal library seminars. Who is this seminar for – undergraduate or postgraduate students? Why are the librarians leading a seminar about research? Can you answer 'yes' to any of the questions? Look at the aims of the seminar. How do you think the librarians will help Maysoun get started on her research? Compare your ideas with another student.

Starting out on your research journey

- Do you know what research involves?
- Do you understand how research is done in your field?
- Do you know how to get started on your own research project?

The first in a series of informal seminars with subject librarians to be held in the coffee bar at the Postgraduate Centre on 25th January at 12.30 p.m. Subject librarians for Environmental Sciences, Computer Science and Business Studies will be available for an informal discussion and Q&A session.

We aim to:

- demystify the research process
- answer your questions about getting started on your research
- encourage you to consult your subject librarian about your research project

Seminars last about 45 minutes. You are welcome to bring your lunch.

Key words & phrases

your research project
seminars
subject librarians
a Q&A session
to demystify
to consult
are welcome to

Task 1 Listening to understand the purpose of the seminar

1.1 T12 Listen to the first part of the seminar. In their introductions, which students say they are already thinking about their research? Who thinks research is not relevant to them yet?

1.2 What contrast does the librarian make later to explain the concept of research more clearly?

Task 2 Understanding how research is different from journalism

2.1 Complete the table to show how journalism and research differ according to the subject librarian. Listen again if you need to.

	journalism	research
starting point	a	b
questions	c describe:	d explain:
main content	e	f
planning	g	h systematic:
other differences	i	j contributes to theory and adds knowledge

2.2 Why does the subject librarian discuss only the differences between journalism and research? Can you think of any similarities between them?

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ACCESS EAP: Frameworks • Unit 4 • Section 1

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KEY FEATURES

- Builds language and study competence across key academic themes
- Integrates language and study skills, reflecting the reality of academic life
- Frames teaching and learning around university expectations
- Contextualizes IELTS, TOEFL and other gateway examinations within a wider EAP programme
- Presents authentic academic genres across diverse subject specialisms

UNITS

- Starting points
- Looking backwards and forwards
- Key concepts and tools
- Resources for research
- Speaking for yourself
- Cultures and systems
- Academic integrity
- Critical reading and academic argument
- Evidence from research
- Entering university

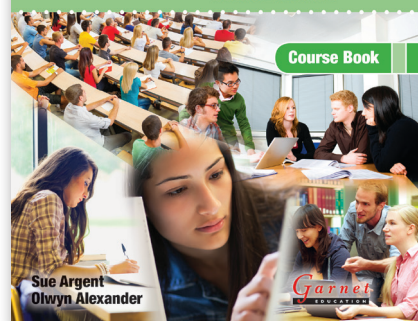
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Access EAP

FRAMEWORKS

Course Book



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A step-by-step guide to improving your academic writing

CHRIS SOWTON • UPPER INTERMEDIATE TO NATIVE SPEAKER: CEFR LEVEL B2+/IELTS 5.0+

50 Steps to Improving Your Academic Writing addresses the challenges facing every international student beginning a programme of academic study. This comprehensive guide provides everything students need to write well-constructed academic essays in higher education. It is packed full of information that is critical to getting better marks, including:

- how to apply critical thinking skills
- how to include proper referencing
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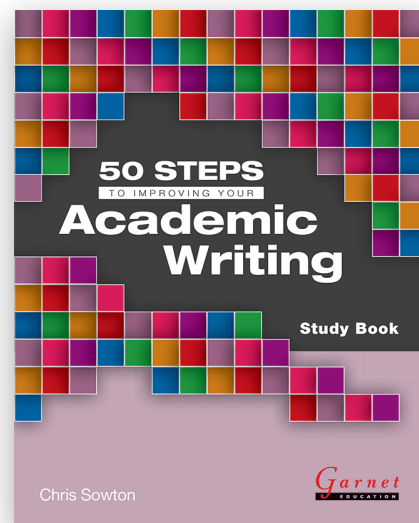
50 Steps is arranged in an order that mirrors best practice in academic essay writing: researching, planning, writing and then proofreading an essay.

UNITS

- Understanding Academic Convention
- Researching Your Essay
- Preparing to Write
- Organizing Your Text
- Making Your Writing More 'Academic'
- Developing Your Writing Style
- Using Functional Language in Your Writing
- Enriching Your Vocabulary
- Improving Your Grammar
- Finalizing Your Writing

"An extremely useful book ... answers all those questions other textbooks leave unanswered."

Anne Marie Bradley,
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50 Steps to Improving Your Grammar

A step-by-step guide to improving grammar

CHRIS SOWTON • UPPER INTERMEDIATE TO NATIVE SPEAKER: CEFR LEVEL B2+/IELTS 5.0+

50 Steps to Improving Your Grammar builds on the success of *50 Steps to Improving Your Academic Writing* and takes the user through a comprehensive sequence of stages designed for the benefit of international students. The book clearly differentiates the grammatical requirements needed in a variety of contexts, for example in business, study or everyday conversation. The step-by-step guide is packed full of information critical to achieving grammatical accuracy, including:

- building on existing knowledge of grammar
- the most important areas of grammar that help to communicate more effectively in English
- checking understanding of key areas of grammar with clear activities and exercises
- demonstrating that English grammar is not as difficult as people think

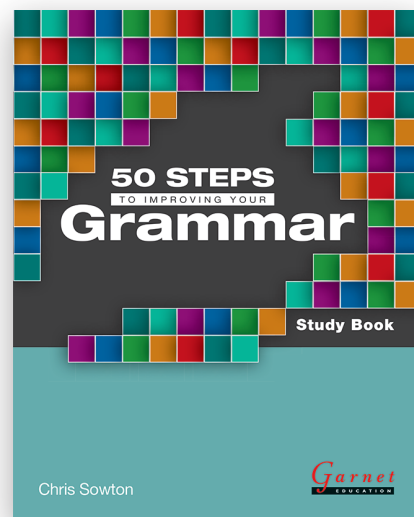
50 Steps to Improving Your Grammar is arranged in an order that reflects best practice, beginning with word class and progressing through sentence structure, punctuation and style.

UNITS

- What is grammar?
- Nouns and pronouns
- Verbs
- Adjectives and adverbs
- Conjunctions, prepositions and determiners
- Sentence structure
- Grammar for specific purposes
- Grammatical precision
- Punctuation and spelling
- Academic grammar

"If there is just one grammar text to possess, this may well be it."

Peter Benedict Wilson,
Western Sydney University,
Australia



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Part 2: Preparing for the text

Task 3: Imagine you are from a different country.

Would your answers in Part 1 be the same or different? Consider in particular the following countries.

The USA	The UK	Japan	Sweden	China
				

Place marks in the same way as before, using different colours for different countries.

- | | |
|---|--|
| 1. Parents treat children as equals _____ | Parents teach children obedience _____ |
| 2. Education is student-centric _____ | Education is teacher-centric _____ |
| 3. Corruption is rare _____ | Corruption is common _____ |
| 4. Income is evenly distributed _____ | Income is not evenly distributed _____ |
| 5. Emphasis is on 'I' _____ | Emphasis is on 'We' _____ |
| 6. Look after immediate family _____ | Look after extended family _____ |
| 7. Right of privacy _____ | Emphasis on belonging _____ |
| 8. Say what you want _____ | Consider others when speaking _____ |
| 9. Tolerant – difference is interesting _____ | Intolerant – difference is dangerous _____ |
| 10. Comfortable with ambiguity _____ | Need for clarity and structure _____ |
| 11. Teachers may say 'I don't know' _____ | Teachers should have all the answers _____ |
| 12. Dislike of rules _____ | Emotional need for rules _____ |
| 13. Balance between family and work _____ | Work is more important than family _____ |
| 14. Sympathy for the weak _____ | Admiration for the strong _____ |
| 15. Many women in elected political positions _____ | Few women in elected political positions _____ |
| 16. Religion focuses on fellow human beings _____ | Religion focuses on God or gods _____ |

Task 4: What do you know about the vocabulary?

The words on the left below are used in the text in Part 3. Match them up with the appropriate definition on the right.

- | | |
|---------------|--|
| 1. ambiguity | a. beliefs or views |
| 2. dimension | b. a way of thinking about something |
| 3. perception | c. where there is more than one possible meaning or interpretation |
| 4. values | d. how something is seen or understood |
| 5. hierarchy | e. the situation within which something happens |
| 6. context | f. a system in which things are organized from top to bottom |

Part 3: Reading the text

2 Task 5: Read the following article.

Hofstede's four dimensions of cultural values

Geert Hofstede is a well-known writer and thinker about culture. His 'cultural dimensions theory' has had a huge influence on the way in which people understand different societies. This theory, which he developed in the late 1960s, argues that different countries have different values. Over the years, many people have either added to his initial theory, which identified four dimensions, namely 'power distance', 'individualism vs. collectivism', 'uncertainty avoidance' and 'masculinity vs. femininity', or else they have challenged the basic concept. Initially, he was looking in particular at the business context, but in recent years it has been applied to many different contexts.



The first dimension – power distance – concerns perceptions of inequality and power. A high score here (e.g., in the Arab World) would indicate that hierarchy is established and accepted in society. A lower score would show that people may question authority and want power to be more distributed. The second dimension concerns 'individualism' and 'collectivism'. In individualistic societies (e.g., North America and Europe) people tend to have strong ties to their immediate family, but in collectivist societies (e.g., many developing countries) there tend to be close relationships with extended families.

The third dimension is 'uncertainty avoidance', which is loosely defined as the level of tolerance for ambiguity within society. A society with a high score here (e.g., Japan) would be one which has very strict codes of behaviour that govern what people can do, and where there is considered to be one 'truth' which influences the way that everybody thinks. A lower score would reveal more acceptance of different thoughts and ideas. The fourth dimension concerns 'masculine' and 'feminine' societies. The former societies (e.g., Japan) are defined as those where there is "a preference in society for achievement, heroism, assertiveness and material rewards for success", whereas the latter adopt "a preference for cooperation, modesty, caring for the weak and quality of life." In feminine societies, men and women share similar views and act in similar ways.



While some people have criticized Hofstede's theory, it is still very influential nearly 50 years after it was developed. This is especially true in the business context, but it is also relevant in other fields.

UNIT 2 Culture

Contemporary Academic Writing represents a new and interesting approach to writing academic essays, providing staged support and guidance from the sentence level right through to whole text. There is a strong focus on the high-frequency language and grammatical structures which are found in academic writing. The course employs a collaborative approach, whereby students are encouraged to work things out for themselves so as to deepen their understanding, thus enabling them to use this knowledge in real-life situations.

UNITS

- Language
- Culture
- Demography
- Environment
- International Affairs
- History
- Migration
- Technology
- Health
- Lifestyle
- UScience
- Psychology

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6 Referring to visual aids

Even if a visual aid has been designed using the techniques discussed in this unit, it can only work well if the presenter knows how to refer to it effectively.

- 6.1 You will hear three short excerpts from a presentation in which the speaker refers to a visual aid about international student recruitment. The visual aid itself and the transcript of each excerpt are shown below. As you listen, fill in the blanks to complete the missing words.

Excerpt A

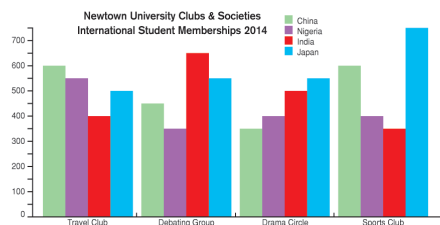
As I mentioned earlier, this year we've seen a considerable increase in our international student memberships, _____ which countries these students are coming from and which clubs and societies they're choosing to join.

Excerpt B

_____ the international students currently studying at the university. _____ the actual number of students and _____ their country of origin. _____, most international students are coming from four key areas: China, Japan, Nigeria and India.

Excerpt C

_____, the University Travel Club is still the most popular society for international students, particularly for students from China and Nigeria. _____ two other societies: the Student Debating Group and the Drama Circle. _____, the Student Debating Group is a popular choice with Indian students, and the Drama Circle attracts lots of members from Japan.



- 6.2 Some useful language for dealing with visual aids is listed in the Language focus box on the next page. Working with a partner, take turns using relevant phrases to practise referring to the Newtown Campus visual.

Language focus 11

Referring to visual aids

Preparing the audience for a visual aid

- a So now let's look at ...
b Now I'd like to show you ...

Explaining the purpose of a visual aid

- c This graph / table / diagram shows ...
d This graph / table / diagram provides an overview of ...

Drawing attention to key features

- e I would like to draw your attention to ...
f As you can see, the column on the left shows ...
g The columns on the right show ...
h The points in bold represent ...
i As this data indicates, ...

- 6.3 Now use appropriate phrases from Language focus 11 to refer to the visual aid below. Compare what you say with the recording.

How international students spend their leisure time
(Survey of 200 students, Newtown University 2014)

Students' country of origin	Shopping	Playing sports	Cooking	Cinema	Playing computer games	Meeting friends
China	5	15	20	5	35	20
Japan	30	5	6	12	4	18
Nigeria	10	20	7	2	4	14
India	8	5	16	10	2	40

7 Connected speech

International students often complain that native English speakers speak too quickly for them to follow. What they really mean is that native speakers tend to run different sounds together and make less of a distinction between individual words. It is important to be aware of the different ways that native speakers link sounds and words in rapid speech.

- 7.1 Listen to the recording of items a–d. In each case, underline any words that the speaker links together instead of pronouncing them completely separately.

- a) We should have started recruiting in Asia much earlier.
b) One of the new doctorate students arrived last week.
c) He came with his wife and kids.
d) Have you met him yet?



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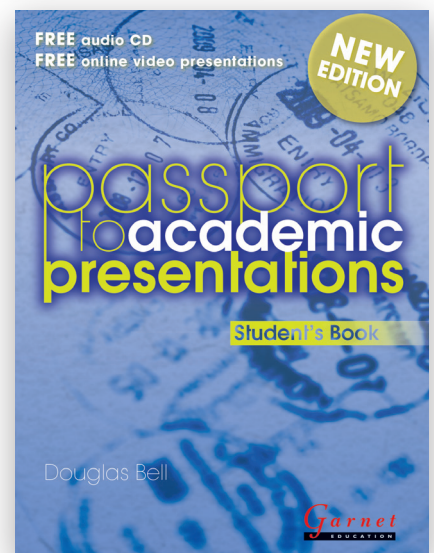
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KEY FEATURES

- Audio CD for further self-study and listening practice
- Tips for successful presentations
- Step-by-step coverage of the oral presentation process
- Focus on key language and pronunciation areas
- Online material includes extended learning through filmed presentations and interactive exercises

UNITS

- Getting started
- Organizing your material
- Dealing with questions and answers
- Creating more impact
- Using visual aids
- Giving persuasive presentations



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Task 11

Do your syllabus and classroom activities (from Task 2) meet these three criteria for developing critical thinking?

Freedom to explore and enjoy critical thinking

There are more ways of stimulating critical thinking in EAP than it is possible to include in this chapter and the accompanying materials. The potential range of critical thinking activities is enormous. A critical thinker in the academic context has to be rigorous and disciplined but, at the same time, must be curious and creative, and this makes the EAP classroom an enjoyable and engaging place to be for both students and teachers.

Critical thinking activities provide contexts for real language use, and they also lend themselves to stimulating and engaging communicative activities such as problem solving, guessing games and puzzles. Knowing the solution to a puzzle, but having to struggle to express it in English, can lead to the kind of frustration that stimulates genuine language learning. As one student commented:

- *I always know when I am doing critical thinking because I can feel my brain working!*

By thinking and questioning, you and your students will be able to find new ways of practising critical thinking for yourselves. These can be very simple and obvious – for example, some teachers find thinking out loud is a good way of modelling critical thinking for students.¹⁷

It is not always necessary to focus closely on presenting the elements of a thinking process. At times, even when critical thinking might be quite new to students, it is useful to take a task-based approach¹⁸ and present a complex thinking task for students to struggle with. Sometimes, students prove to be surprisingly capable, and to have real expertise in these situations. Simulations, such as Classroom materials 8.7 *Evaluating dictionaries*, 8.8 *Testing a manufacturer's claim for EAP pills* and 8.9 *Dealing with controversial arguments*, can be presented as task-based learning activities in which the teacher is an observer and language resource. Case studies, which are an important medium for learning in many academic disciplines, also demand critical thinking, and can be used in a task-based approach.¹⁹ At the end of the activity, it is important for the teacher to elicit or present an analysis of the thinking which contributed, or did not contribute, to a successful outcome, together with the associated language. This helps to develop a metalanguage for critical thinking and makes the critical thinking skills explicit. As you work through any materials with your students, keep looking for opportunities to practise critical thinking.

Classroom materials 8.12
Think like an algorithm!
(Using grammar and language apps critically)
provides a challenging critical thinking task to help students with the problem of deciding whether to accept corrections made by online grammar checkers and other writing aids.

If you need some ideas, look at Classroom materials 8.4, 8.5, 8.6 and 8.8. Classroom materials 8.10 *Smoking twins* includes our suggestions for activities for this text.

Creating your own critical thinking tasks

The ten sets of classroom materials for critical thinking presented with this book illustrate the important features of critical thinking and its delivery, features which we have taken from lecturers' comments, our own experience, and published materials and articles. There are at least three kinds of complexity in a critical thinking task: complexity of the thinking task itself, complexity of the information load involved in performing the task, and complexity of the language needed to complete the task,²⁰ and all three interact. We have attempted to arrange the activities with the simpler thinking tasks earlier in the sequence, but this is not an exact science. The activities are ready for classroom use, but you should feel free to use the ideas behind them to improvise your own tasks to suit your own students, particularly in terms of content.

Task 12

Read the text 'Smoking twins' below and devise as many critical thinking activities as you can for this text. Give answers.

Try to design:

- a pre-reading task asking students to organize and reflect on their own relevant knowledge
- a task which asks students to give a reason in their own words
- a task to explain an unstated implication or assumption in the text
- a task to think of other possible reasons for the results
- a task to identify a problem with the evidence or source of information

Smoking twins

Doctors at a teaching hospital in London in the early 90s set out to investigate the health effects of different lifestyles, such as choosing to smoke or not to smoke, on skin, bones and joints. The best way to control for the effects of genetic difference is to use identical twins, because in this type the twins have exactly the same genes. The researchers gathered data from 25 pairs of identical twins who had agreed to take part in the survey. In each pair of twins there was one smoker and one non-smoker.

The twins underwent skin thickness tests using ultrasound. In addition, photographs were taken showing microscopic details of the skin surface. In the results the smokers had considerably thinner, drier and less supple or elastic skin than their non-smoking twins. The results demonstrated conclusively that smoking has an aging effect on the skin. The experts

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Chapter 8: Critical thinking

Chapter 8: Critical thinking

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KEY FEATURES

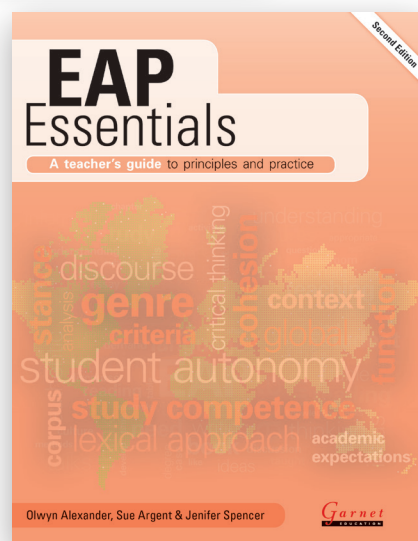
- The latest research adapted for classroom use
- Practical approach allows teachers immediate engagement with EAP materials
- Real case studies document classroom experience of teachers and students
- Downloadable classroom resources provide a large number of well-trialled materials that can be copied for use within the classroom
- Written by EAP trainers from Heriot-Watt University

CHAPTERS

- The context of EAP
- Text analysis
- Course design
- Reading
- Vocabulary
- Writing
- Listening and speaking
- Critical thinking
- Student autonomy
- Assessment

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Chapter 2: Understanding construct validity in EAP assessment

This chapter will:

- introduce you to the concept of construct validity,
- explain how construct validity can assist in improving tests and assessments in EAP.

You will have the opportunity to:

- learn what a construct is in the context of an EAP test or assessment,
- develop strategies for enhancing the construct validity of your own EAP assessments.

The origins of construct validity

More scientific approaches to assessment, including assessment in EAP, can often be linked to the field of psychological testing and the research completed by experts such as Cronbach (1990, p. 192) and Messick (in Linn, 1989, pp. 16–17). These researchers, who have explored the field of measurement in some detail, have had a direct impact on language assessment, as a result of investigations into reliability and validity. Particularly, familiarity with the concept of construct validity can now be considered as a key skill for EAP practitioners seeking to develop or enhance their own EAP assessments.

The connection between EAP assessment and construct validity is highlighted by Blue, Milton and Saville (2000, pp. 26–27), who share the belief that construct validity is an overarching form of validity, which is crucial to EAP assessment and testing. Construct validity is also described as a key concept or skill for educators involved in assessment (Moss, Girard & Haniford, 2006, p. 116) as an understanding of this area is critical to the building of quality tests and assessments, and the avoidance of the negative influence of poorly operationalized constructs (Fulcher, 1999, p. 226; Messick, 1989, p. 20).



Task 1

- What is a *construct*? Can you think of another word for *construct* which would help in understanding the concept?
- Based on the information provided and your existing knowledge, what do you already understand about construct validity?
- Why do you think construct validity is considered to be so important in test development and what is the relevance for EAP?

Defining construct validity in EAP assessment

Construct validity is a complex concept and it is perhaps unsurprising that some busy EAP teachers may have not had the opportunity to engage with it fully, given time and resource constraints. In the context of EAP, a *construct* could also be described as an area of ability or skill in EAP. Although this definition of the word *construct* may seem quite simple, often when we come to actually define a particular construct it becomes clear that it is actually quite difficult to achieve. As an example, Figure 1 describes some of the many aspects of the construct of note-taking from academic lectures:



Figure 1: Different aspects of an EAP construct: Note-taking from academic lectures

12

Chapter 2: Understanding construct validity in EAP assessment

Chapter 2: Understanding construct validity in EAP assessment

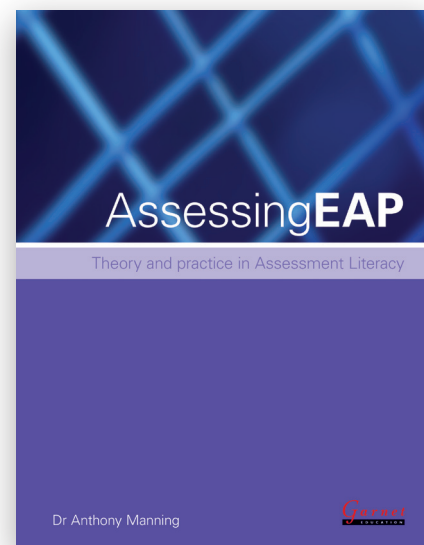
13

KEY FEATURES

- Presents a blend of theory, research and exercises to develop skills in assessment amongst EAP practitioners
- Includes exercises and materials for EAP teachers and assessors to use with students, admissions tutors and other individuals who may need to understand EAP assessments and interpret their results
- Bridges the gap between theory and practice in EAP assessment

TOPICS

- Determining and understanding EAP assessment purpose
- Using test specifications to build EAP tests
- Selecting and describing the EAP skills to assess
- Identifying and drawing material from academic subject domains
- Collaborating with teachers of other academic subjects
- Piloting, prototyping and field-testing EAP tests
- Marking and developing scales and grading criteria for EAP tests
- Understanding the results of EAP tests
- Using statistics to analyse and interpret EAP tests
- Ethical considerations and dilemmas in EAP testing
- The implications of washback in EAP testing
- Supporting students involved in EAP testing
- Communicating with admissions tutors and stakeholders of EAP Assessment
- Learning from large-scale commercial EAP tests
- EAP assessment voices – case studies and critical incidents in EAP assessment



Assessing EAP

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21st Century Skills in the ELT Classroom

A guide for teachers

EDITED BY CHRISTOPHER GRAHAM

New

Information, Media and Technology Skills

"I can't wait to do lesson plans all weekend long!" said no teacher ever.



- A greeting card style image
- Something that no-one wants to do
- The 'punchline': 'said no teacher ever'.

- 3) Make sure that your learners understand both the structure, and the idea that 'said no teacher ever' is sarcastic, and the person is complaining about something that they don't want to do.
- 4) Put learners into small groups and get them to brainstorm typical student issues and complaints. Give them five minutes to brainstorm and then ask each group to pick the one they think is the most relevant or funny.
- 5) Get them to visit a meme generator such as <https://www.iloveimg.com/meme-generator> and make their chosen student issue into a 'said no student ever' meme. Most tools will allow you to generate the meme then download it as an image.
- 6) Take all the downloaded images and put them into a presentation. Use the presentation as a discussion tool to discuss the issues your learners have written about.

Note: Memes are a useful tool in language learning as they always have a set linguistic structure to them. This can be exploited in a variety of ways in the language class.

88 21st Century Skills in the ELT Classroom Chapter 5

Information, Media and Technology Skills

Activity 4 – Fair Phone?

The literacy aim of this activity is to help learners identify some of the ethical considerations connected with the technologies they use, and is part of the ICT Literacy strand examined above. This is an area of technology not often considered by consumers, but one which increasingly figures in literacy frameworks. As a topic, it is likely to appeal to teenagers and young adults who are often more concerned with ethical consumerism than the generation above them was.

Activity name	Fair Phone?
Language	Vocabulary connected with technology, the environment, the workplace and employment. Grammar connected with imperatives, adjectives, comparatives and superlatives
Functions	Describing, persuading, comparing and contrasting
Skills	Listening, speaking, reading, writing
Level	Upper intermediate and above
Time	60-120 minutes (depending on final product)

Stages

- 1) Start with talking about your own use of technologies as a model for the subsequent pairwork activity. Make sure that you talk about how often you replace things like your televisions, mobile phones, printers, etc., and how you dispose of the old ones. Allow the learners to ask you questions.
- 2) Distribute the pairwork speaking activity (below) – or display it on screen – and put learners into pairs to discuss.

YOU AND TECHNOLOGY

In pairs, discuss the following questions:

1. How often do you change your mobile phone?
2. Why do you change it (new features, better camera ...)?
3. What do you do with your old phone?
4. What do you think happens to old phones when they are replaced?

Chapter 5 21st Century Skills in the ELT Classroom 89

Includes contributions from ELT experts including Nik Peachey, Gavin Dudeney, JJ Wilson and Nicola Meldrum.

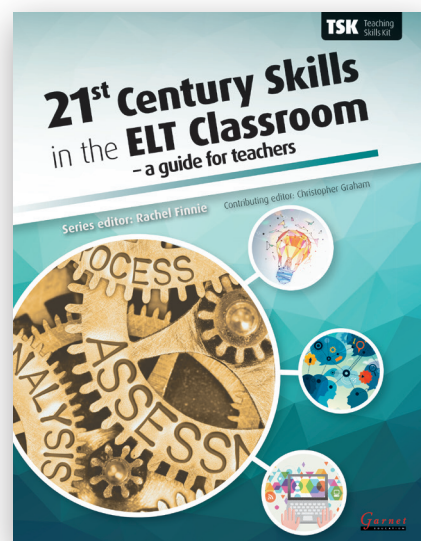
21st Century Skills in the ELT Classroom – A guide for teachers is part of the new Garnet Teaching Skills Kit (TSK) series of teacher handbooks. Each book in the TSK series will follow a narrative from the point of view of the teacher, to support and inform ELT teachers in their profession. The books will have a practical, 'classroom-ready' focus underpinned by theory presented in an accessible way.

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We hope readers will be able to apply the underpinning theories, general principles and, above all, practical ideas in the book to their day-to-day teaching.

CHAPTERS

- 21st Century Skills – an Overview
- Creativity and Innovation in ELT Classes
- Critical Thinking and Problem-solving in ELT
- Communication and Collaboration in ELT Classes
- Information, Media and Technology Skills
- Global Citizenship in ELT Classes
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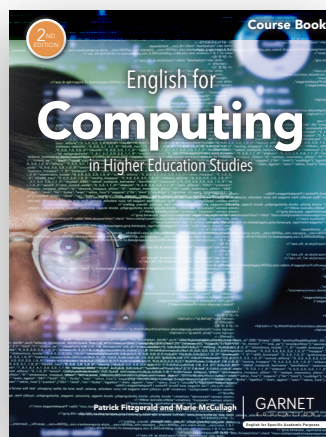
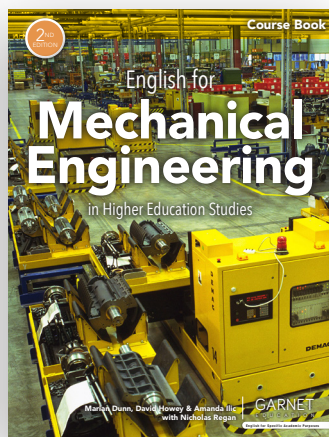
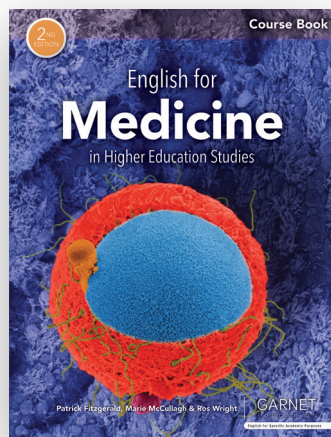


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English for Specific Academic Purposes is an award-winning series of skills-based courses designed to help students enter English-medium tertiary-level study in a wide range of academic disciplines.

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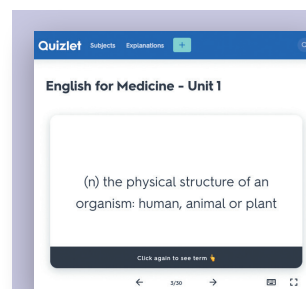
The 2nd edition also introduces an exciting range of additional components for each title:

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- Quizlet vocabulary practice (web/app)
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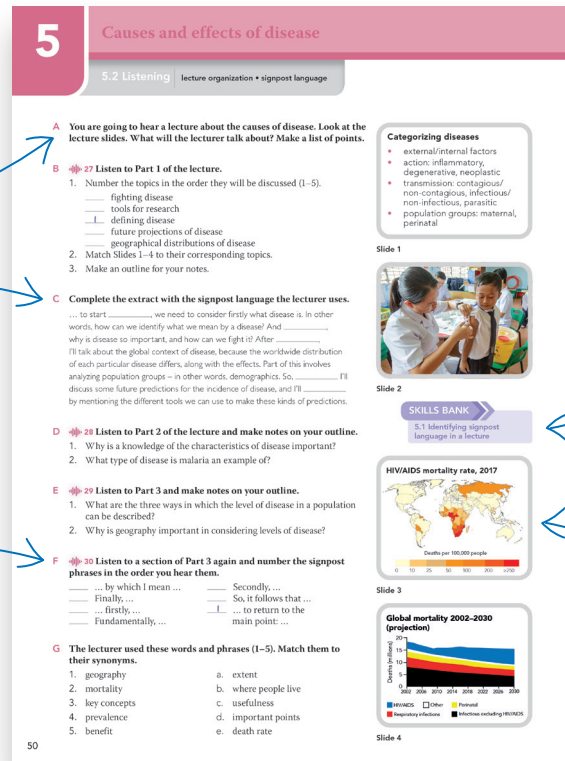
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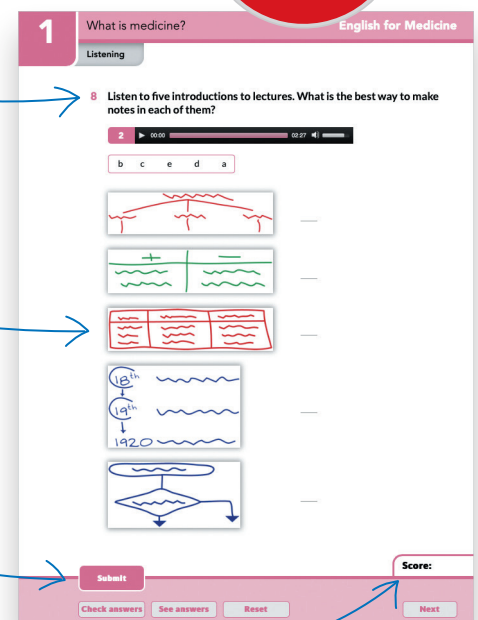
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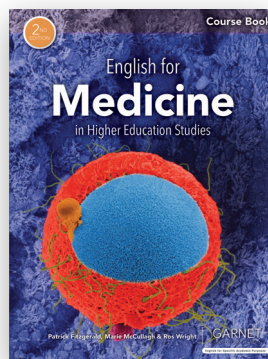
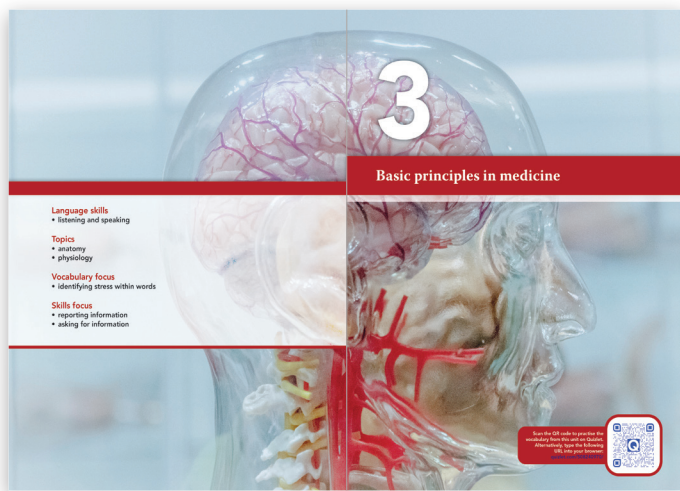
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UNITS

- What is medicine?
- Achievements in medicine
- Basic principles in medicine
- Digital technologies in medicine
- Causes and effects of disease
- Biology and pharmacology
- Clinical setting: acute care
- Clinical setting: primary care
- Non-clinical setting: public health
- Evidence-based practice in medicine
- Ethical issues in medicine
- The future of medicine

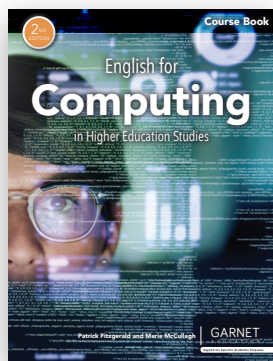
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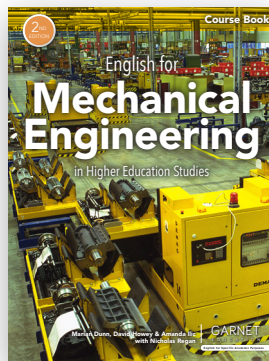
- What is computing?
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- Networks and networking
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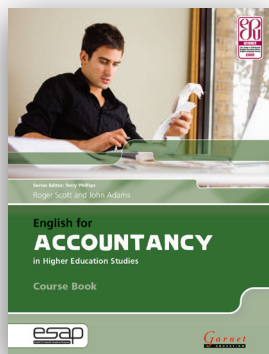


UNITS

- What is engineering?
- Engineering achievements
- Forces on materials
- Technology in manufacturing
- MEMS and nanotechnology
- Friction
- The future of cars: battery power
- Engineering and sustainability
- Health and safety
- Accident analysis in construction
- Wind turbines
- Water engineering

English for Mechanical Engineering

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English for Accountancy

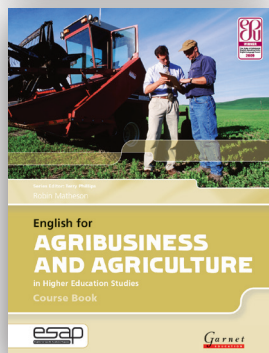
ROGER SCOTT AND JOHN ADAMS • UPPER INTERMEDIATE TO PROFICIENCY: CEFR LEVEL B2–C2/IELTS 5.0–7.5+

UNITS

- What is accountancy?
- Financial accounting
- Management accounting (1)
- Computers in accountancy
- Costing
- Management accounting (2)
- The accounting profession
- External reporting practice
- Corporate financial management
- Auditing
- Financial management
- Taxation

English for Accountancy

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Teacher's Book 978-1-85964-560-4



English for Agribusiness and Agriculture

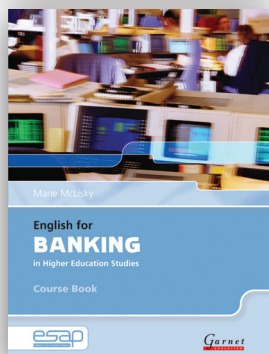
ROBIN MATHESON • UPPER INTERMEDIATE TO PROFICIENCY: CEFR LEVEL B2–C2/IELTS 5.0–7.5+

UNITS

- Agriculture and business
- Foundations of modern agriculture
- Soil and land management
- Technology and agribusiness
- People and markets
- Products and strategies
- The effective marketing manager
- Rural economies and financial management
- Managing financial accounts
- Food safety
- The future of farming
- The good agribusiness

English for Agribusiness and Agriculture

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English for Banking

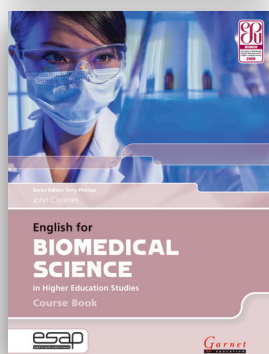
MARIE McLISKY • UPPER INTERMEDIATE TO PROFICIENCY: CEFR LEVEL B2–C2/IELTS 5.0–7.5+

UNITS

- What is banking?
- The origins of banking
- Banking institutions
- Computers in banking
- Bank performance
- Central banks
- International banking
- Offshore banking
- Banking in developing countries
- Banking and ethics
- Influences on banking standards
- Banking governance

English for Banking

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English for Biomedical Science

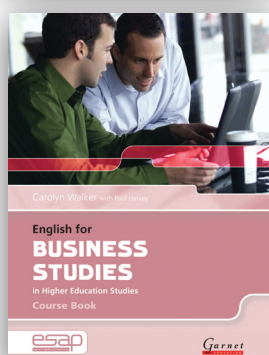
JOHN CHRIMES • UPPER INTERMEDIATE TO PROFICIENCY: CEFR LEVEL B2–C2/IELTS: 5.0–7.5+

UNITS

- What is biomedical science?
- What do biomedical scientists do?
- Human body systems
- Computers in biomedical science
- Micro-organisms and disease
- New drug development
- Immunology and allergic reactions
- Genetics and medicine
- Food safety
- Animal testing
- Stem cell research
- Laboratory reports

English for Biomedical Science

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English for Business Studies

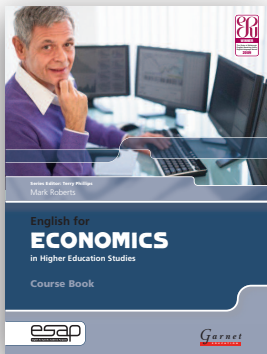
CAROLYN WALKER WITH PAUL HARVEY • UPPER INTERMEDIATE TO PROFICIENCY: CEFR LEVEL B2–C2/IELTS 5.0–7.5+

UNITS

- The business of business
- The organization of work
- Getting the work done
- The world of technology
- People and markets
- Products and strategies
- Operations: producing the goods
- Operations: efficiency, costs and quality
- Managing financial accounts
- Funding company activities
- External influences
- Strategy and change

English for Business Studies

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English for Economics

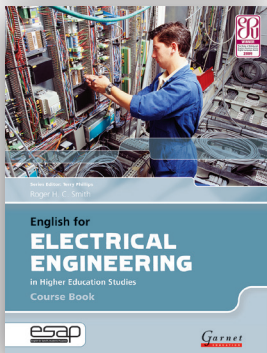
**MARK ROBERTS • UPPER INTERMEDIATE TO PROFICIENCY:
CEFR LEVEL B2–C2/IELTS 5.0–7.5+**

UNITS

- Economics in the modern world
- How economics is organized
- Market economies
- Economics and technology
- Economics, globalization and sustainability
- Macroeconomics ... but microfinance!
- Saving, spending ... borrowing and lending!
- The economics of agriculture
- The economics of healthcare
- The economics of sport
- Labour markets
- Strategy, policy and economic change

English for Economics

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English for Electrical Engineering

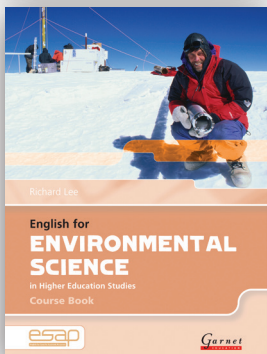
**ROGER SMITH • UPPER INTERMEDIATE TO PROFICIENCY:
CEFR LEVEL B2–C2/IELTS 5.0–7.5+**

UNITS

- What is electrical engineering?
- The history of electrical and electronic engineering
- Electric and magnetic circuits
- The world of technology
- The television
- Control systems
- Electric power generation, transmission and distribution
- Telecommunication
- Signal processing
- Electric cars
- Microelectromechanical systems
- Lighting engineering

English for Electrical Engineering

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English for Environmental Science

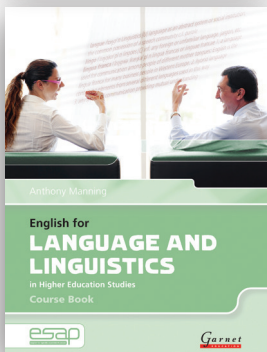
**RICHARD LEE • UPPER INTERMEDIATE TO PROFICIENCY:
CEFR LEVEL B2–C2/IELTS 5.0–7.5+**

UNITS

- What is environmental science?
- What do environmental scientists do?
- The atmosphere
- Computers in environmental science
- Energy resources
- Soil as a resource
- Recycling waste
- Ecosystems
- Preserving biodiversity
- Pollution
- Agriculture
- Sustainability

English for Environmental Science

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English for Language and Linguistics

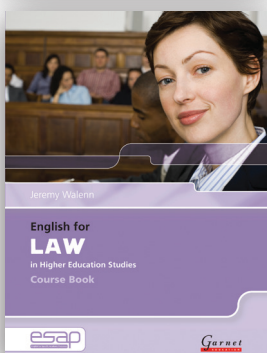
**ANTHONY MANNING • UPPER INTERMEDIATE TO PROFICIENCY:
CEFR LEVEL B2–C2/IELTS 5.0–7.5+**

UNITS

- What is linguistics?
- Development in linguistics
- Language acquisition and learning
- Language and technology
- Language and society
- English language teaching
- Language testing
- The spread of English
- Translating and interpreting
- Discourse analysis
- Pronunciation and phonology
- Grammar

English for Language and Linguistics

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English for Law

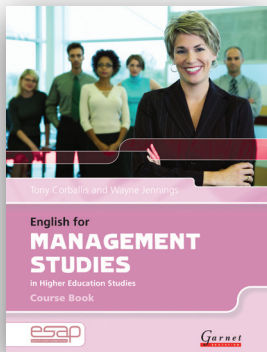
**JEREMY WALENN • UPPER INTERMEDIATE TO PROFICIENCY:
CEFR LEVEL B2–C2/IELTS 5.0–7.5+**

UNITS

- Law and order
- Landmarks in law
- Crimes and civil wrongs
- Computers in law
- Theft 1: the Theft Act
- Theft 2: appropriation
- Contract Law 1: consideration
- Contract Law 2: misrepresentation
- Employment law
- Homicide
- International law
- Human rights law

English for Law

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English for Management Studies

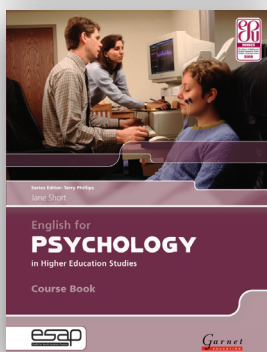
TONY CORBALLIS AND WAYNE JENNINGS • UPPER INTERMEDIATE TO PROFICIENCY: CEFR LEVEL B2–C2/IELTS 5.0–7.5+

UNITS

- What is leadership?
- Culture and change
- Organizations and operations
- Production management
- Strategy and the business environment
- Finance for strategy
- Budgets, decisions and risk
- People as a resource
- Developing people
- Industrial relations
- Marketing management
- Management information systems

English for Management Studies

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English for Psychology

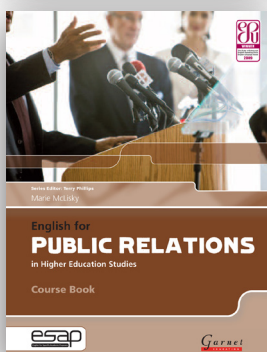
JANE SHORT • UPPER INTERMEDIATE TO PROFICIENCY: CEFR LEVEL B2–C2/IELTS 5.0–7.5+

UNITS

- What is psychology?
- Branches of psychology
- Psychology in practice
- Psychology and computers
- Freud and Jung: dreams and personality
- Vygotsky and Piaget: thought and language
- Memory and forgetting
- Madness: popular myths about mental health
- Personality
- Mental health: modern compulsions
- Parapsychology
- With the future in mind

English for Psychology

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English for Public Relations

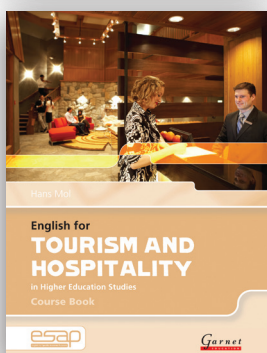
MARIE McLISKY • UPPER INTERMEDIATE TO PROFICIENCY: CEFR LEVEL B2–C2/IELTS 5.0–7.5+

UNITS

- What is public relations?
- Public relations activities
- Public relations research
- Careers in public relations
- PR for non-profit organizations
- Crisis communication
- Public relations regulation
- Public relations and marketing
- Public relations for corporate responsibility
- Financial public relations
- Current issues in public relations
- Strategy and change

English for Public Relations

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English for Tourism and Hospitality

HANS MOL • UPPER INTERMEDIATE TO PROFICIENCY: CEFR LEVEL B2–C2/IELTS 5.0–7.5+

UNITS

- What is tourism?
- What's your kind of tourism?
- Hospitality research
- Careers in tourism and hospitality
- Tourism and marketing
- The business of events tourism
- The business of fun
- Hospitality marketing
- Tourism and culture
- Managing people and money
- External influences
- Information strategy and change

English for Tourism and Hospitality

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Jessica Jacobs, Bocconi University, Milan, on English for Law

Moving into ESAP

Discipline-specific English courses for Pre-Intermediate students

PRE-INTERMEDIATE: CEFR LEVEL A2-B1/IELTS 3.0-4.0

Moving into ESAP is a new series for students who need English for their chosen field of study. Unlike competing series, **Moving into ESAP** caters for students at a relatively low language level but with high aspirations and the need for a carefully targeted, content-driven course. The materials both help students study effectively and prepare them for the world of work.



KEY FEATURES

- Communicative activities focus on developing confident, effective communicators
- Grammar and vocabulary are carefully tailored to discipline-specific needs; an additional Grammar reference section at the back of the Course Book provides extra support for each unit
- In addition to the four skills, the materials teach transferable skills that relate both to the students' wider studies and to their current and future careers
- Personalized *Over to you!* tasks encourage student engagement with their own learning and with the topics
- Other key focuses include: critical thinking, project work and opportunities to develop self-assessment

Moving into Business Studies

ANNA PHILLIPS AND TERRY PHILLIPS • PRE-INTERMEDIATE: CEFR LEVEL A2-B1/IELTS 3.0-4.0



English in action: Buying services

A Find these items in the pictures.

bicycle board classroom counter
customer file helmet salesperson
scooter shelves shop sign toy tutor

B Listen to three conversations. Match the conversations to the pictures.

C Can you remember the sentence or question for each phrase in the box?

I'll give you a 10% discount, then.

10% discount	we sell them
charge for	the price includes
cost per day	how many lessons
rent a bike	for a birthday present
quite expensive	your budget

Listen again and check.

D Look at the transcript on pages 207-208. Practise the conversations. Use polite intonation.

E Look at some phrases for beginning and ending conversations.

Beginnings

Good morning/afternoon. Thanks very much.
Hi, there. How are you? That's great/very helpful.
Can I help you? You're welcome.
Could I ask you something? No problem.
Have you got a moment? See you later.
Choose one of the conversations from Exercise B.
Then add phrases to the beginning and end. Practise the conversation. Remember to be polite, and use short forms!

Endings



Pronunciation: Polite language

1. British people say *please* and *thank you* a lot in shops and cafés.

Complete the conversation with *please* or *thank you/thanks* in each space.

A: A large coffee, please.

B: With milk?

A: Yes, please.

B: Any sugar?

A: No, thank you.

B: Two pounds fifty, please.

A: Here you are.

B: Thank you.

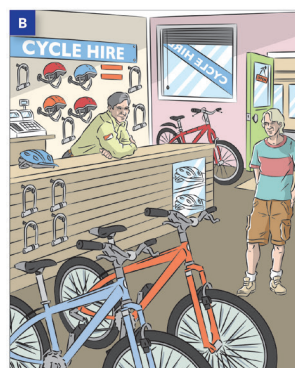
A: Bye.

Practise the conversation in pairs.

2. British people often use indirect phrases to be polite:

I'd like ... + to do (not *I want* ...)

Could you/... + do (not, e.g., *Give me* ...)



F Complete each sentence with a verb from the box in the correct form - e.g., *renting*, *to rent* or *rent*. There are some extra verbs.

borrow	buy	charge	cost
give	lend	pay	sell
spend			

- I'd like to rent a bike for a week, please.
- Could you lend me some money for a couple of days?
- I'll pay you back next week.
- Why don't we charge a discount for cash?
- How about cost £8 for a box of ten?
- I don't want to spend too much money at the shops.



G Role-play one or more of these situations.

- You want to have driving lessons. Find out the cost and any discounts.
- You want to send flowers to a special person in your life. Your budget is £30. Ask about prices in a flower shop.
- You're on holiday at the beach. You want to hire some water sports equipment.

Pronunciation: Short forms

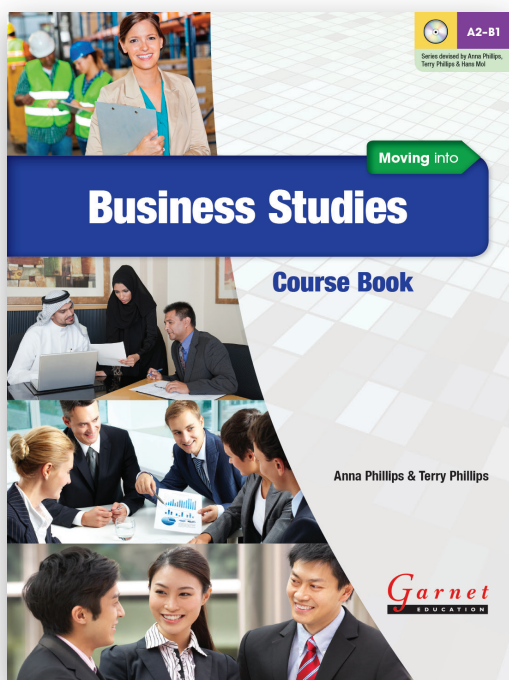
you're ... I'd like ... I'll ... let's ...
What are the full words in the phrases above?
e.g., *You're* = *You are*

Listen and practise the sentences.

90

Grammar reference page 188

91



TOPICS INCLUDE

- Motivation at work
- Keeping the customer satisfied
- Product life cycles
- Business and the environment

UNITS

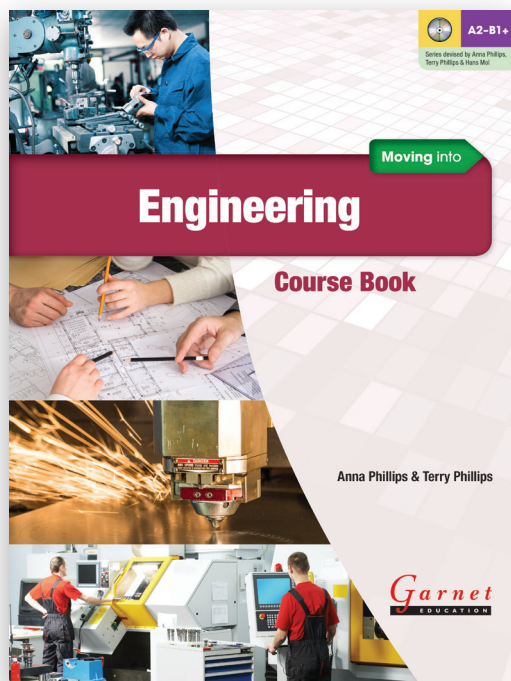
- Companies – big and small
- It's just the job!
- Industrial revolution
- Keeping the customer happy
- What's my motivation?
- Who wants to be a millionaire?
- Now you're talking
- Up, up and ... down?
- Going green
- How to get a good job

Moving into Business Studies

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Moving into Engineering

ANNA PHILLIPS AND TERRY PHILLIPS • PRE-INTERMEDIATE: CEFR LEVEL A2-B1+/IELTS 3.0-4.0



TOPICS INCLUDE

- Working with machines
- Designing for safety
- Engineering and the laws of motion
- Computer-aided manufacturing

UNITS

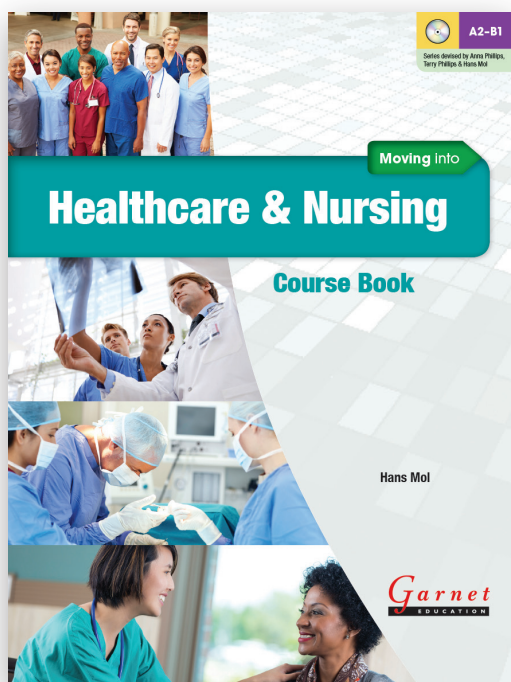
- Changing the world
- The skills you need
- Working with machines
- Fit for purpose
- Starting and stopping
- Inspiration and perspiration
- Now you're talking
- Finding fault
- Going green
- How to get a good job

Moving into Engineering

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Moving into Healthcare & Nursing

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TOPICS INCLUDE

- Motivation in healthcare
- Patient-centred care
- A career in nursing
- Healthy lifestyles

UNITS

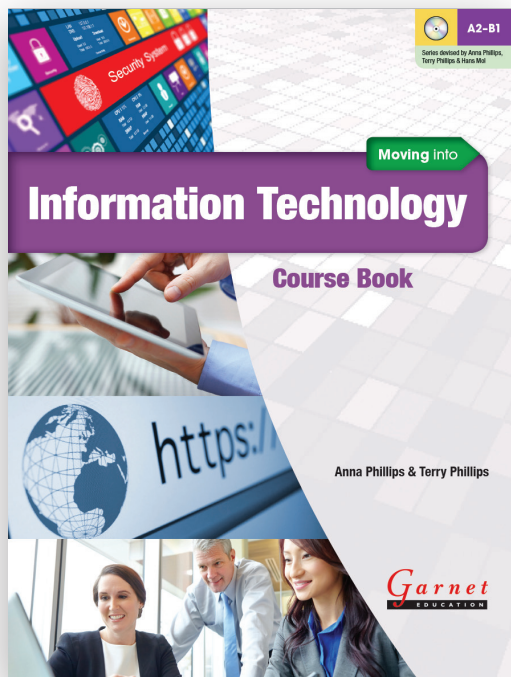
- The world of healthcare
- Jobs to do
- Take care
- You're welcome!
- I like that!
- Nursing
- Get the message
- Lifestyle
- Making healthcare greener
- Finding work

Moving into Healthcare & Nursing

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Moving into Information Technology

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TOPICS INCLUDE

- Input, process and output
- Data, information and action
- The internet and the web
- Starting an ICT business

UNITS

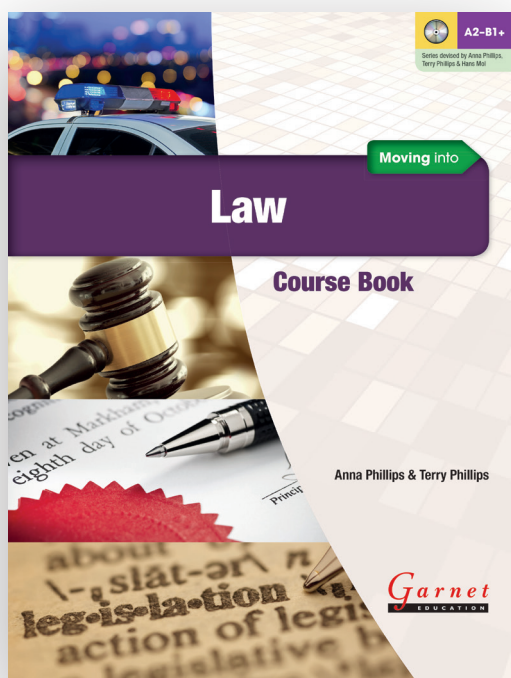
- The world at your fingertips
- The skills you need
- From data to action
- The customer is king ... and queen
- Always on
- Starting up
- Now you're talking
- Cycle of life
- Green IT!
- How to get a good job

Moving into Information Technology

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Moving into Law

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UNITS

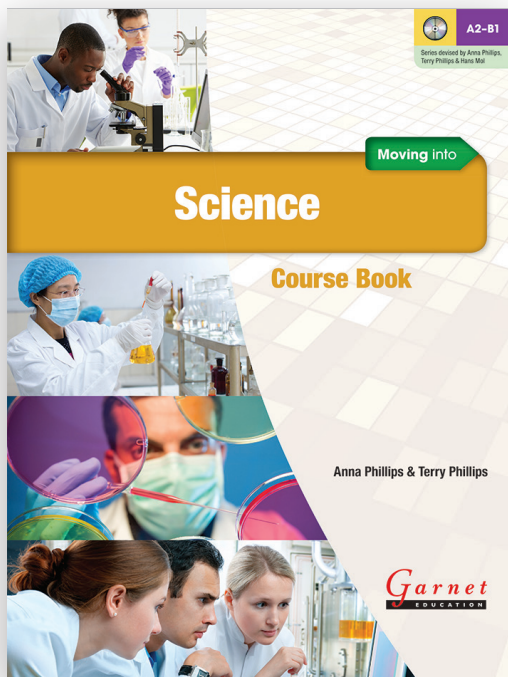
- It's a crime!
- It's just the job
- Courtroom drama
- The customer is always right
- It's not fair!
- Who wants to be rich and famous?
- Legally speaking
- Cyber security and cyber crime
- Green footprints and the law
- How to get a good job

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Moving into Science

ANNA PHILLIPS AND TERRY PHILLIPS • PRE-INTERMEDIATE: CEFR LEVEL A2–B1/IELTS 3.0–4.0



TOPICS INCLUDE

- The human body
- Chemical reactions
- Genetics
- Ecosystems

UNITS

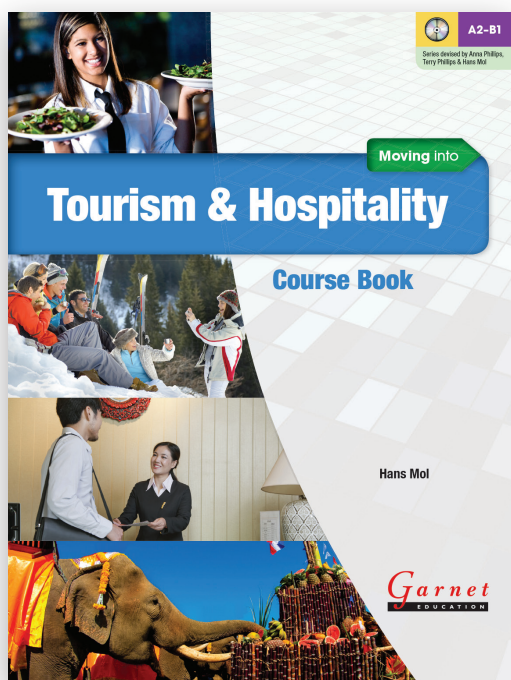
- Discovering the world
- It's just the job
- Building the world
- What is life?
- $E=mc^2$
- We're all in it together
- Now you're talking
- Staying in control
- Saving the planet
- How to get a good job

Moving into Science

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Moving into Tourism & Hospitality

HANS MOL • PRE-INTERMEDIATE: CEFR LEVEL A2–B1/IELTS 3.0–4.0



TOPICS INCLUDE

- The business of fun
- The four Ps of hospitality
- Starting up a tourism and hospitality business
- Hospitality and the environment

UNITS

- The business of fun
- Things to do
- Globetrotters and day trippers
- You're welcome!
- What's your motivation?
- Starting up
- Now you're talking
- Cycle of life
- Do the right thing
- Getting a good job

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English for Islamic Studies

A course for students who need to study or discuss Islamic issues in English

DR AMNA BEDRI AND FIONA MCGARRY • INTERMEDIATE TO ADVANCED: CEFR LEVEL B1–C1/IELTS 4.0–6.5

Unit 7

Islam and science

Topics and vocabulary areas:

- scientists and their achievements
- miracles in the Qur'an
- comparing miracles to scientific fact

7.1 Vocabulary: ways of describing people and their achievements



1 Match each of the sentences with one of the pictures above. Try to guess the meaning of the words in *italics*.

- Ibn Sina's biggest contribution to medical science was his famous book *al-Qanun fi al-Tibb*, 'The Rules of Medicine'. He was the first *physician* to describe several common diseases. ☐
- Ibn Khaldun's chief contributions lie in the philosophy of history and *sociology*. After travelling around the world, he wrote books on the history and geography of the world. ☐
- Ibn al-Nafis was a physician who studied medicine in Damascus. His most famous contribution was the book 'The Art of Medicine'. ☐
- Khawarizmi was a mathematician, *astronomer* and geographer. He was the founder of several branches and basic concepts of mathematics. ☐
- Al-Bukhari collected around 2,600 *authentic* hadiths attributed to the Prophet Muhammad (PBUH) in his famous book 'Sahih al-Bukhari'. ☐

2 The words in the list below all describe people's roles within a community. Decide whether the words in each pair have a similar or an opposite meaning. Check your ideas using a dictionary.

- successor / founder
- descendant / predecessor
- supporter / follower
- scholar / guide
- scientist / expert
- explorer / inventor

Islam and science

7

3 Complete the table with the correct forms of each word.

Verb	Noun	Adjective	Person/Doer
found	foundation	founding	founder
lead			
guide			
inherit			
succeed			
explore			
invent			

4 Complete the two texts below about Muslim scientists with words from the box.

accurately reason explore conception system exploit observe
scientific inventions embryo uterus growth phenomena wisdom

Text 1

As we all know, the Qur'an stresses that a human being is special because he or she receives the gift of **a** _____. I believe that people should use this gift to think and **b** _____ the world, in order to gain understanding of how everything works. Human beings live as part of a **c** _____ that has been created perfectly by Allah. The honourable act of observing different **d** _____ and learning how to **e** _____ them for the benefit of humanity is in itself a form of worship. A Muslim is rewarded by Allah for engaging in such activity. The Qur'an itself tells Muslims that they can start with the **f** _____ and knowledge it contains in its verses.

Text 2

Muslims started to see the Qur'an in a new light as they became exposed to modern **g** _____. They started to **h** _____ and think more deeply about the meaning of its words and compare them with different fields of scientific knowledge. They considered the theories concerning the creation of Man, the **i** _____ of a baby and the different stages of growth that an **j** _____ passes through before its birth. It was found that the Qur'an contains detailed descriptions of these different stages in Verse 14, Chapter 23, where a detailed account is given of the **k** _____ of the embryo in the maternal **l** _____. Even non-Muslims who read this description agree that it is **m** _____ summarized in more than one verse.

An innovative course for those studying English in the context of Islamic beliefs, history and current issues. Ideal for students seeking to develop transferable academic skills and strategies, such as listening to talks and lectures, reading academic articles and books, taking part in discussions, giving presentations and writing academic essays.

KEY FEATURES

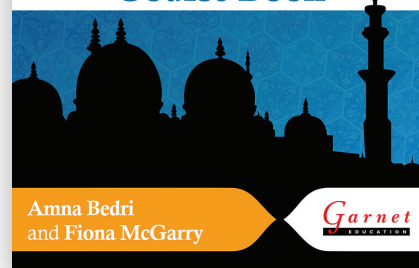
- Academic and Islamic vocabulary focus
- Systematic approach to developing academic skills through relevant content
- Focus on receptive skills to activate productive skills in the subject area
- Contains a glossary of Islamic terms
- Looks at and discusses contemporary issues in Islam

UNITS

- My first trip abroad
- The First Muslim State of Medina
- Islamic art and culture
- Getting married
- Social relationships in Islam
- The Prophethood of Muhammad (PBUH)
- Islam and science
- A healthy lifestyle
- Financial matters
- The Hajj
- Narrative in Islam
- Children's rights
- Interpretations of the Qu'ran
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English for Islamic Studies

Course Book



Amna Bedri
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EDUCATION

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BUSINESS AND PROFESSIONAL ENGLISH

Products in this section include:

- Business Update: Level 1 (A2)
- Business Update: Level 2 (B1)
- English for Global Industries (B2–C2)
- English for the Energy Industries (A2–B1)
- Technical English (B1–B2)
- Safety First (B1–B2)
- Take-Off (A2–B2)



Business Update: Level 1

A course for students who need English to work in business

HANS MOL AND JOANNE COLLIE • PRE-INTERMEDIATE: CEFR LEVEL A2-B1/IELTS 3.0-4.0

10 | Global reach

Objectives

- Explain and describe a system or process
- Make recommendations
- Arrange courier shipments
- Deal with transport documents
- Use phrasal verbs
- Use uncountable nouns



10.A International transport

Say what you know

- 1 Does your company send or receive goods from abroad? If so, what goods? Are there ever any problems? Can you imagine any problems? Do you know of any international express delivery companies? Have you or has anyone you know used them?

Speed is all!

- 2 Sofia has just started work at the express delivery company, DHL. Her supervisor is briefing her on how the system works.
● CD2 TR20 Before you listen, study the different stages below and put them in the right order if you can. Then listen and check.
 - a The shipment details are transferred to the courier's vehicle.
 - b The shipment is checked for damage.
 - c Local agents deal with Customs clearance.
 - d A customer calls with details of a shipment.
 - e The courier collects the shipment.
 - f The shipment details are entered into the DHL system.
 - g The shipment is taken to the nearest DHL Hub.
 - h A courier delivers the shipment to its final destination.
 - i The shipment is taken to the nearest sorting centre or Gateway.

- 3 ● CD2 TR21 Listen again. Make notes on the following, as in the example. Then compare your notes with a partner's.

- a shipment The goods which need to be taken from one place to another.
- b a courier
- c a quality check
- d a hub
- e Customs
- f an import agent
- g paperwork
- h the recipient
- i a pro forma invoice

Learning the process

- 4 Study the Language box. Work with a partner.

Student A uses ►File 25.A and will give Student B a definition. Student B uses ►File 25.B and must give the word or phrase which corresponds to it. Then swap roles. Begin like this:

Student A: *It's an object which gets sent by the customer.*

Student B: *The shipment?*

Student A: *That's correct.*

- 5 Write six simple sentences about the international courier process. Then join the sentences to make only three complex sentences, using *when*, *then*, *as soon as* and *while*. For example:
The shipment details are received. They are entered into the computer.

When the shipment details are received, they are entered into the computer.

Research – how did it get here?

- 6 Work in small groups. Choose either an international product your company buys or sells, or a foreign product you have bought recently. For example:
clothing or a CD

Research the journey of the product from its origins to your company or to the shop. Think about the raw material, components, the place of manufacture, etc.

Write a short description of your product's journey. (Write about 200 words.)

Links:

Benetton – www.benetton.com
Sanyo – www.sanyo-verbatim.com

Language box

Passives with get

- 1 In spoken English, *get* often replaces the verb *be* in passive forms. It is followed by the past participle. For example:

The details get entered into the system immediately.

This form is often used to talk about processes when the person who carries out the process is not important, or is unknown. For example:

- a *The shipment gets taken to the local DHL station.*
(Who takes it is not important.)
- b *It gets delivered to its final destination.*
(Who delivers it is not important.)

- 2 Make sentences with the verb *get*.

- a details/transfer/to a portable printer
- b shipment/take/a hub
- c shipment/clear/through Customs

► See Grammar 6.1 p167

Key language

Sequences in a system

When you've typed the details into the computer, they get transferred ...

Then the shipment gets taken to ...

While a shipment is in the air, DHL is working ...

As soon as the shipment is cleared, it is delivered ...

P Pronunciation

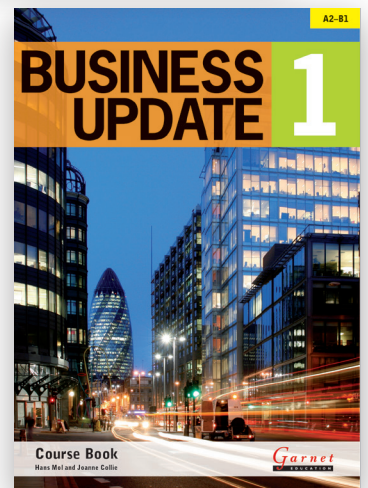
Practise pronouncing difficult words on

► WB p89

Business Update is an introduction to the English-speaking business world, using a carefully planned combination of task-based and multi-functional practice. It teaches specialist vocabulary and provides authentic business scenarios in which skills can be practised. The books prepare students for dealing with everyday office life, such as telephoning, working with facts and figures, taking orders and dealing with customer enquiries. The two levels are comprised of three components – a Course Book (with audio), a Workbook (with audio) and a Teacher's Book.

UNITS

- First contact
- Starting work
- Consumer power
- At work
- Telephone talk
- Learning the job
- What's in a brand?
- Can I help you?
- It's an order!
- Global reach
- The big sell
- It's in the making!
- Bank it!
- Food for thought
- It's an e-world



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Business Update: Level 2

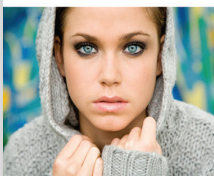
A course for students who need English to work in business

HANS MOL AND JOANNE COLLIE • INTERMEDIATE: CEFR LEVEL B1–B2/IELTS 4.0–5.0

4 | Selling fashion

Objectives

- Give and obtain information
- Ask for and give simple product advice
- Compare products
- Describe advantages and disadvantages
- Use zero conditional sentences



4.A The right product

Say what you do

- 1 Do you use a PC at university, at work or at home? Do you know anyone who has a laptop or a netbook? What do they use it for?

Obtaining information

- 2 Megan works on the helpline of Murrays Computer Co., a large electronics retailer. She is answering a client's questions about netbooks and laptops.

CD1 TR8 Listen to the dialogue and answer the questions.

- a Why does the client call Murrays Computer Co.?
- b Where did the client first see information about Murrays Computer Co.?
- c Which characteristics does the client ask about?
Tick any of the following that you hear in the dialogue:
size ☐ speed ☐ design ☐ weight ☐ colour ☐ price ☐
- d At the end of the conversation, what does the client decide?

- 3 Which of the following characteristics belong to netbooks and which to laptops? Tick the appropriate column(s).

Which:	Netbook	Laptop
a is heavier?	☐	☒
b is slower?	☐	☐
c has batteries that last longer?	☐	☐
d has a bigger screen?	☐	☐
e has a smaller keyboard?	☐	☐
f is more useful for travel?	☐	☐
g is more expensive?	☐	☐

Compare your answers with a partner's. CD1 TR9 Listen to the dialogue again and check.

- 4 Study the Key language and the Language box. Work with a partner and ask and answer questions about products.

Student A uses ►File 3.A, Student B uses ►File 3.B. Begin like this:

Student B: I want an MP3 player. Can you give me some information, please?

Student A: Yes, of course. We have two models in stock at the moment ...

► See Topic word list 3



Language box Comparing products

- 1 Underline the expressions of comparison in the following sentences. Then decide whether each is a comparison of an adjective or an adverb. Write *adj.* or *adv.*
 - a Netbooks are smaller than laptops. adj.
 - b You work faster with a netbook. adv.
 - c The batteries in a netbook last longer. adv.
 - d The laptop screens are bigger. adj.
 - e The batteries in a laptop don't last as long. adv.
 - f You need to charge the batteries more often. adv.
 - g Netbooks are cheaper. adj.
- 2 You can add *much* before the adjective or the adverb. How does it affect the comparison? For example:
Netbooks are much smaller than laptops.
You can do much more with a laptop.
A laptop can be much more expensive.

► See Grammar 12.2 p171 and 13.1 p172

P Pronunciation

Practise stress and pronunciation of comparisons on

► WB p21

Key language Customer enquiries

Asking for and giving information

Can you give me some information please?

I'd like to ask you about ...

What are the main differences?

There's a question of speed.

Netbooks are smaller and much lighter.

What about prices?

The laptops are cheaper/more expensive.

Clarifying information

How do you mean – faster?

But surely you can do more with a laptop.

Finishing the conversation

I need to think about that.

Any time. Glad to help you.

I need to check with my boss.

I'll get back to you. Thanks.

Thanks, anyway.

You're welcome.

20 | Business Update

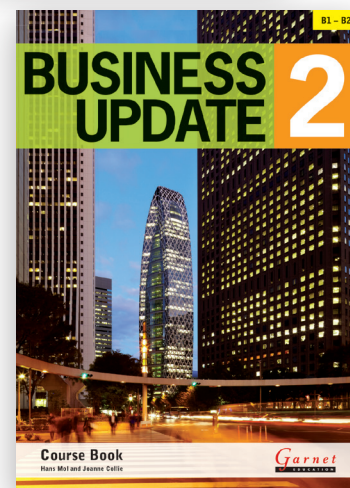
Course Book | 21

KEY FEATURES

- Units provide 120+ hours of extensive practice and reference material, using many sectors of the business world
- Each lesson has follow-up Workbook activities
- A skills section accompanies each unit and includes authentic reading passages, vocabulary building, writing and research projects
- Pair and group activities for each lesson, professional training hints on what to do in business situations, unit-by-unit word lists, topic word lists (Level 1 only), and transcripts are also included

UNITS

- People at work
- Business abroad
- The business of sport
- Selling fashion
- Business environments
- Better connections
- It's all about the people
- Entertaining business
- How is it made?
- Money matters
- Advertise it!
- Energize!



Business Update: Level 2

Course Book with audio DVD 978-1-85964-662-5

Workbook with audio CD 978-1-85964-663-2

Teacher's Book 978-1-85964-664-9

English for Global Industries: Oil and Gas

A study book for industry professionals

STEVE OLIVER • UPPER INTERMEDIATE TO PROFICIENCY: CEFR LEVEL B2–C2/IELTS 5.0–7.5+

Section 1
The Business of Oil and Gas

6 Environmental Impacts

In recent decades, following the introduction of new laws and regulations, management of environmental impacts has become a higher priority for oil and gas companies. This unit focuses on the vocabulary which will help you to discuss, in English, environmental issues of concern to the oil and gas industry.

Focused reading

1 An environmental agreement
Environmental issues came to the fore for the industry in 1992 at the Earth Summit in Rio de Janeiro, and were formally recognized in a declaration known as Agenda 21. Read this passage about the Agenda 21 declaration. What kind of environmental impacts recognized by the declaration are represented in the three pictures?

Agenda 21
As long ago as 1992, at the Earth Summit in Rio de Janeiro, in a declaration known as Agenda 21, it was recognized that major industries such as oil and gas had an adverse impact on the environment. Issues such as sustainable land management, protection of the oceans, safer use of toxic chemicals and the management of waste, became crucial considerations for boards of directors around the world. In oil and gas exploration, there are several possible side effects, such as oil spills, damaged land, accidents and fires, and incidents of air and water pollution.



2 Adjective or adverb?
The following statements are extracts from a petroleum company, found in their Environmental Policy.

1 Can you think of examples of words to complete the statements?
2 In each space, would you expect to find an adjective or an adverb?

GP

- GP aims to reduce the environmental impact of its operations by cutting waste, emissions and discharges, and by using energy _____.
- _____ air quality is one of the most topical environmental issues, _____ for large population centres. GP is helping to address this issue through the provision of _____ transport fuel in major cities worldwide. However, emissions from large operating sites are still a concern related to local or regional air quality.
- We operate in a variety of different environments around the world, from arctic to tropical, desert to deep sea. Many, if not most, of these areas are _____ and are often areas recognized to be of _____ biodiversity value.
- Recycling and reuse are now perceived as among the most _____ ways that the public, local authorities and industry can work together to help protect the environment.
- When projects reach the end of their lifecycles, we follow an approach designed to exercise _____ stewardship of the environment and leave a positive legacy in which sites can have a productive future use.
- GP is committed to delivering _____ commercial business improvement and greenhouse gas reductions through energy efficiency.



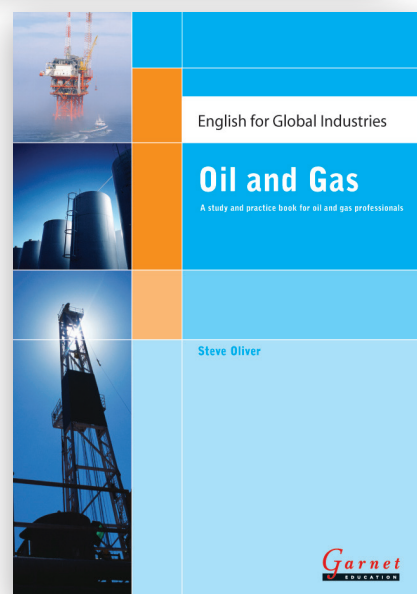
An essential handbook for professionals in the oil and gas sectors who need to communicate effectively in English. It includes comprehensive coverage of the industry in five separate sections, each divided into eight units. The course delivers systematic vocabulary development using a variety of semi-authentic texts, followed by engaging vocabulary building activities.

KEY FEATURES

- Up-to-date technical content
- Clear layout, with full-colour photographs and diagrams
- Advice and practice in appropriate learning skills
- User-friendly answer key with suggestions for further practice on the Internet

SECTIONS

- The business of oil and gas
- Working on a rig
- Drilling operations
- Geophysical services
- Producing and delivering



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An English course for employees in the oil, gas and petrochemicals industries

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UNIT

3

DESCRIBING EQUIPMENT

The aim of this unit is to:

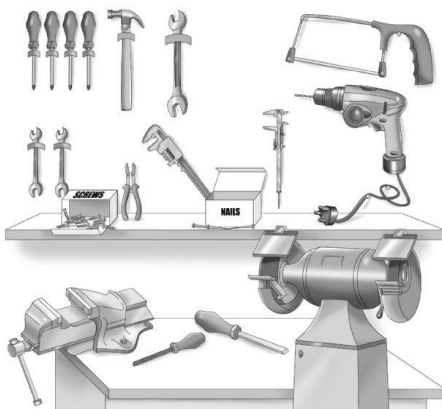
- provide the language and skills necessary to describe a range of common oil industry hand tools

By the end of this unit, you will be able to:

- identify a range of different hand tools
- express ability using *can*
- describe the location of objects with accuracy
- identify the parts of common hand tools
- describe the relationships between the parts of common hand tools

Lesson 1: Talking about workshop tools

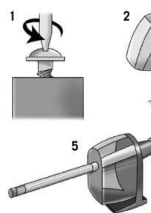
1 Work with a partner. Discuss which tools you have seen or used.



46 ENGLISH FOR THE ENERGY INDUSTRIES – Unit 3 Lesson 1: Talking about workshop tools

2 Look at the diagrams and match the tool with its use.

tighten chip away grip



3 Match each tool with its use.

You can use ...

- | | |
|-----------------|---|
| 1 a grinder | • to cut a piece of wood or metal. |
| 2 a screwdriver | • to make a hole in a piece of wood or metal. |
| 3 calipers | • to hold a piece of wood or metal securely in place. |
| 4 a file | • to tighten a screw. |
| 5 a hammer | • to rotate a pipe. |
| 6 a saw | • to finish the surface of a piece of metal. |
| 7 a spanner | • to grip small objects. |
| 8 a pipe wrench | • to connect two pieces of wood with a nail. |
| 9 a drill | • to sharpen other tools. |
| 10 a chisel | • to measure internal or external dimensions. |
| 11 a vice | • to loosen a bolt. |
| 12 pliers | • to chip away metal. |

4 Read and complete the description of what you need to make a bench.

To make a bench, you need a saw to ¹ _____ the wood, a vice to ² _____ the wood, a drill to ³ _____ holes in the wood and a screwdriver to ⁴ _____ the pieces of wood together.

5 Listen and check your answers.

6 Discuss what you need to ...

- 1 change an electric plug.
- 2 put a shelf on a wall.

ENGLISH FOR THE ENERGY INDUSTRIES – Unit 3 Lesson 1: Talking about workshop tools 47

• ideal for students who need to use technical and semi-technical vocabulary in the workplace

• each unit comprises ten double-page lessons, followed by revision tests and self-assessment objectives for students to complete

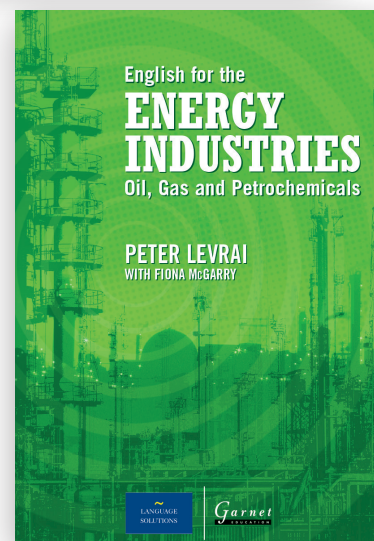
This successful course is already well known in the energy industries throughout the world; it has been bringing essential English-speaking skills to employees in the industry since its introduction in 2007.

KEY FEATURES

- Essential expressions and language used in the industry
- Constant recycling of high-frequency technical terms and vocabulary
- Real-life listening and reading texts
- A communicative approach to oral accuracy and fluency
- Over 140 hours of skills practice activities
- A glossary of over 160 key terms

UNITS

- Giving basic information
- Calculating and measuring
- Describing equipment
- Giving instructions and warnings
- Describing systems
- Talking about safety
- Making comparisons
- Describing processes and procedures
- Giving advice



“... an excellent teaching tool ...”

Journal of the English for Specific Purposes Special Interest Group, IATEFL

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Technical English

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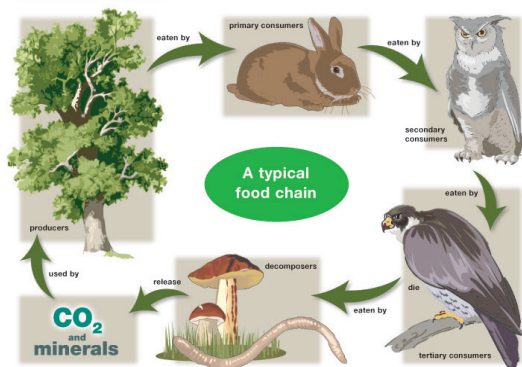
TERRY PHILLIPS • INTERMEDIATE TO UPPER INTERMEDIATE: CEFR LEVEL B1–B2/IELTS 4.0–5.5

Unit

19

Chains, webs and cycles

Section 1: Vocabulary



A Read the text and look at the picture.

Ecology is the study of the **relationships** between organisms and the **environment**. All organisms exist in relationship to many other organisms. Animals eat plants and are, in turn, eaten by other animals. This relationship is called a **food chain**. There is a **flow of energy** from the organism that is eaten to the organism that eats it.

A food chain begins with a **producer** – a plant which can produce energy with the help of sunlight. Plants are eaten by **primary consumers**, which are usually small animals like mice or rabbits. These animals are generally **herbivorous**, which means they only eat plants.

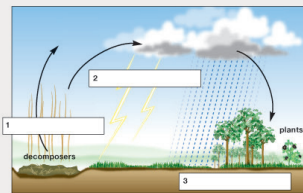
The **primary consumers** are eaten by **secondary consumers**, which are generally bigger animals like owls. These animals are usually **carnivorous**, which means they only eat other animals. The secondary consumers may be eaten by other animals, such as certain types of falcon. These are the **tertiary consumers**.

Eventually, the tertiary consumers die and are 'eaten' by the **decomposers**, which include **worms, fungi and bacteria**. In the process of decomposition, carbon dioxide (CO₂) and minerals are released into the soil. These are then available to producers to start the **cycle** again.

B Read the description of each cycle. Label the diagrams with the words in bold.

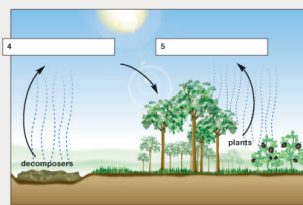
The nitrogen cycle

- Decomposers break down dead animals and plants. Bacteria release nitrogen.
- The **nitrogen** rises into the air.
- Lightning** changes nitrogen and oxygen into nitrous acid.
- The nitrous acid falls in rain onto the land.
- Plants fix the nitrogen to make **nitrates**.
- Nitrates help plants to grow.



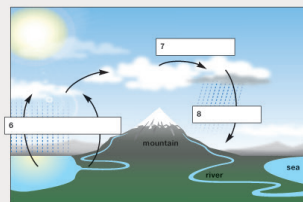
The carbon and oxygen cycle

- Decomposers break down dead animals and plants and release carbon dioxide.
- The **carbon dioxide** rises into the air.
- Plants use carbon dioxide to convert sunlight into energy and oxygen.
- The **oxygen** rises into the air.
- Animals breathe oxygen. When the animals die, decomposers break down their dead bodies.



The water cycle

- Water evaporates from the land and water.
- The **water vapour** rises into the air.
- The water vapour condenses to form **clouds**.
- The clouds rise and cool over hills and mountains.
- Rain** falls from the clouds onto the land.
- The water runs into rivers and oceans.



Technical English for students planning to study science and engineering courses in English.

KEY FEATURES

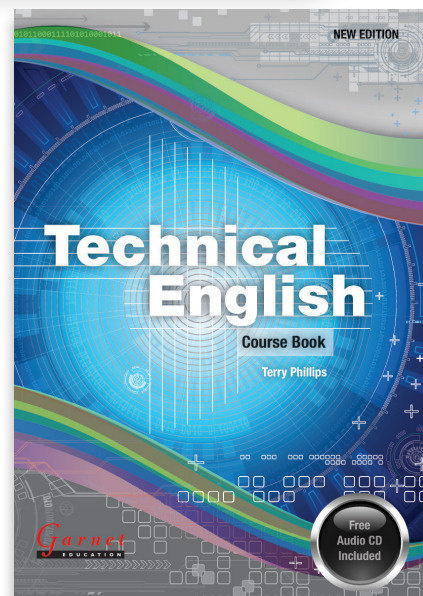
- Variety of authentic text types, such as instruction manuals and scientific articles
- Range of listening texts, including lectures and dialogues
- Transferable reading and listening skills with grammar for clarification and support
- Authentic tasks designed to promote transferable skills
- Covers 500 basic technical words
- Full-colour, 120-page Course Book with audio CD
- Teacher's Book, with answer key and transcript

UNITS

- Points and lines
- Fractions and ordinals
- Arithmetic
- Surfaces and angles
- Spaces and volumes
- Measuring
- Algebra and formulas
- Natural or man-made?
- Bits and bytes
- Computer networking
- Elements and compounds
- States of matter
- Properties of matter
- Symbols and keys
- Structures and plans
- Forces, loads and tools
- Energy and motion
- Cells, organs and systems
- Chains, webs and cycles
- Micromachines and ICT
- Electricity and magnetism

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A course for professionals who do potentially unsafe or dangerous jobs in industry

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2 Mechanical hazards

Objective: To extend knowledge of vocabulary for describing different types of hazard and practise speaking about mechanical hazards in the workplace.

1 Find the hazards
How many different hazard words or phrases for mechanical equipment can you find in the wordsearch below?

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

2 Match the definitions
Read the definitions below. What type of hazards are they describing? Write the correct word from the wordsearch next to each one.

- This is a hazard that occurs through contact with cutting devices or other machine parts. It can result in cuts and even loss of body parts.
- This is a hazard caused by movement. It can be long-term constant movement or the violent shaking of a machine. It can cause 'white finger' and other HAVs (hand-arm vibrations).
- This is a hazard caused by a sharp component of a machine or other material flying off a machine. It can cause stabbing or puncturing injuries.
- This is a hazard if machines are not properly sound-insulated. It can lead to loss of hearing.
- This hazard is caused by revolving parts of a machine. Loose materials, hair or clothes can be gripped by the machinery.
- When this happens, a worker is trapped or crushed between a moving part of a machine and a fixed structure.
- This hazard may occur when workers are in contact with electricity from machines that are poorly insulated and maintained. It can lead to shocks, burns and wounds.
- This is a hazard when machine surfaces have a high working temperature, or are poorly ventilated and become overheated. It can lead to burns.

3 Talk about hazards
With a partner, discuss the mechanical hazards that you can see in the picture on page 139.

3 Signs

Objective: To review vocabulary for PPE and hazards and practise describing prohibition, hazard warning and mandatory signs.

1 Make sentences
Match the correct sentence halves to make imperative sentences.

a Look out	1 the taps running.	hazard warning
b Always wear	2 forklift trucks.	
c Never eat or drink	3 the lift/elevator.	
d Make sure you lock	4 in the workshop.	
e You must not leave	5 electric shock risk!	
f Beware of	6 correct PPE.	
g Do not use	7 the store after use.	
h You must fasten	8 for spills.	
i Danger -	9 your seatbelt.	

2 Look and decide
Look at the different types of signs below. What type of signs would be used to illustrate the sentences from Task 1? Write your answers in the spaces provided in Task 1.

prohibition
hazard warning
mandatory

3 Spot the difference
Work in groups. Group A should look at the picture below. Group B should look at the picture on page 140.

- In groups, discuss what each sign means. Make a sentence for each sign, e.g., *This sign means danger. - shallow water*
- With a partner, describe each sign and find the differences between the two pictures. Do not show your picture to your partner.

4 My work area signs
Draw the signs that are in your work area and take it in turns to present them to the class. Explain what the signs mean and why they are there.

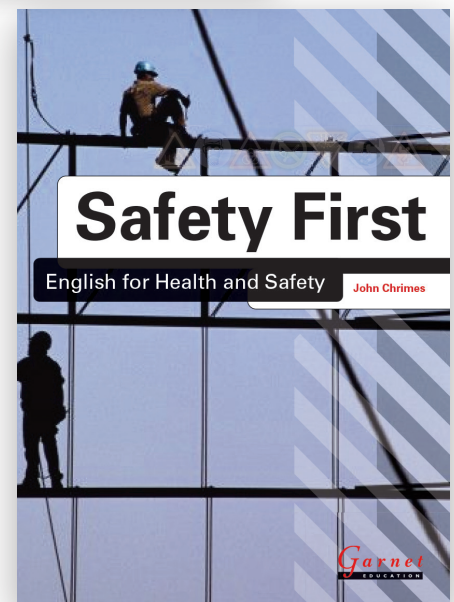
Ideal for Human Resources departments needing to train operators in English.

KEY FEATURES

- Provides practice in industry-specific skills, such as form-filling and understanding complex instructions
- A wide variety of interesting activity types to engage the learner
- Systematic recycling to activate workplace vocabulary
- Builds communication skills and raises awareness of different registers through use of authentic language
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- Includes audio CDs

UNITS

- Basics of health and safety
- Hazards and risk assessment
- Personal Protective Equipment (PPE)
- Hand-held equipment
- Mechanical equipment
- Transport safety
- Working at height
- Workplace manual handling
- Fire safety
- Chemical safety
- Electrical safety
- First aid and injury
- Incident reports
- Other hazards



Safety First

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A practical course for students studying technical English in the aviation industry

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Lesson 7

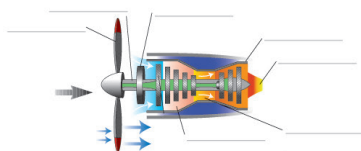
A new idea

Vocabulary and speaking

1 Complete the words for parts of an engine by filling in the missing letters.

a p _ _ p _ _ l _ _ r c e x h _ _ s t e s h _ _ t g t _ _ r _ _ n e i n _ _ k e
b g _ _ r b _ _ x d c _ _ b _ _ s _ _ i _ _ n f c h _ _ m _ _ r h c _ _ _ p _ _ r _ _ s _ _ r

2 This is a cutaway diagram of a gas turbine engine. Work with a partner to put the words from Exercise 1 in the right places.



3 Look at the path of the arrows through the engine. Discuss with your partner what it shows. Use these expressions.

air goes into the compressor acts on the air
the air is mixed with fuel
the hot gases drive the turbine
push the turbine blades
the propeller uses the power
the exhaust gases go out

Reading

1 Read the text and see if your ideas in Exercise 3 above were right.

The turboprop engine

The next stage in the design of aircraft engines was the development of the turboprop engine. This engine is a type of gas turbine which has a propeller very similar to the ones that are used by piston engines, but which is driven by the combustion of gas in a single combustion chamber instead of several cylinders. Turboprop engines are usually fitted to small or medium-sized aircraft where speed is not the primary requirement.

The main components of a turboprop engine are the compressor, the combustion chamber and the turbine. Air is drawn into the compressor. Fuel is then added to the combustion chamber and is ignited by a spark. The hot combustion gases expand and provide power to the turbine by exerting pressure on its blades. The turbine is driven by the remaining power via a reduction gearbox. The exhaust gases are expelled directly from the engine.

2 Underline an expression in the text which has a similar meaning to each of the expressions in Exercise 3.

Language

1 Complete each of the following phrases with a preposition.

- a draw something _____
- b add something _____
- c provide power _____ something
- d exert pressure _____ something
- e expel something _____ somewhere

2 Look at the Language Box. How many examples of *by* can you find in the text? Are they all passive sentences?

Language Box

by

In passive sentences, the person or thing which does the action is sometimes mentioned. If so, the preposition *by* is used.

For example:
the propeller is driven by the remaining power
similar to the ones that are used by piston engines

Speaking

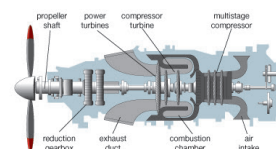
1 Look at the diagram below of the Pratt & Whitney PT6 engine. Look carefully at the labels: *propeller shaft, reduction gearbox, etc.* Discuss the following questions with a partner.

- a Where is the air intake?
- b What is the path of the air through the engine?
- c Are there any other differences between this engine and the description in the text?

2 Work with your partner to test him on his knowledge of this engine. Ask and answer questions like:

What does the ... do?
What happens after ... ?
Where is the ... ?

➔ Workbook pages 76/77



KEY FEATURES

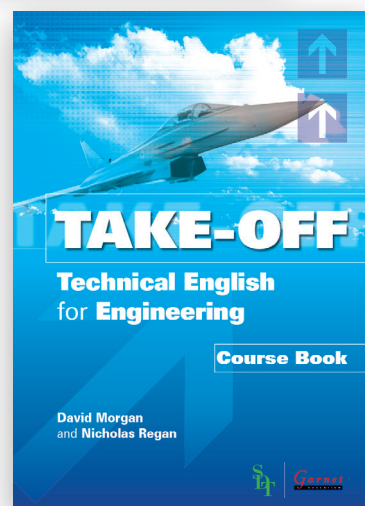
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UNITS

- Design and innovation
- Manufacturing techniques
- Frameworks
- Control systems
- Engine and fuel systems
- Review I
- Safety and emergency
- Air and gas
- Electrical systems
- Communication
- Maintenance
- Review II

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- IELTS Target 7.0 (C1-C2)
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- ESOL Practice Grammar: Entry Level 3 (A2-B1)
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KEY FEATURES

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- the material, which is a slightly higher level than students will encounter in the exam, extends and refines language skills
- free eBook Teacher's Book

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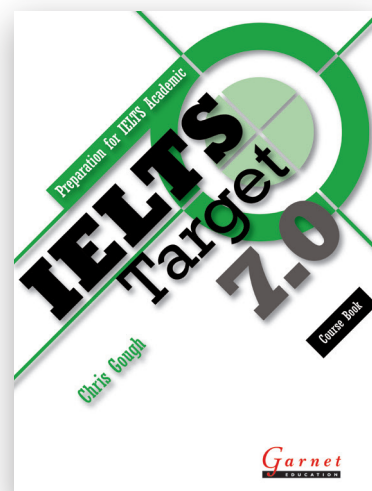
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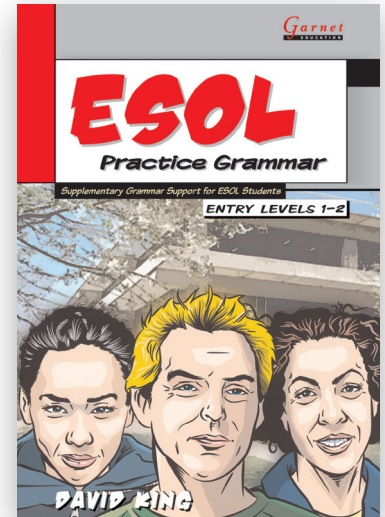
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UNITS INCLUDE

- The verb *be* 1
- The verb *be* 2
- The present continuous
- Present simple 1
- Present simple 2
- Imperatives
- Question words
- Modal verbs
- *Have got*
- Quantity 1
- Quantity 2
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UNITS INCLUDE

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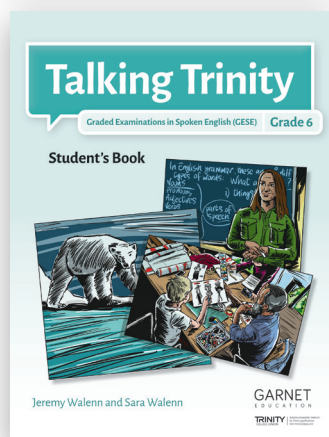
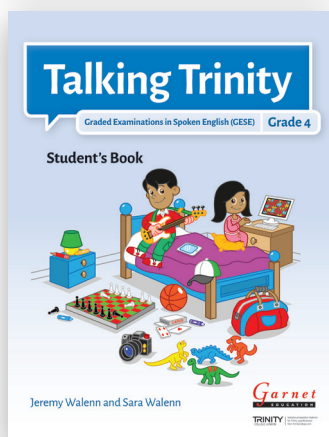
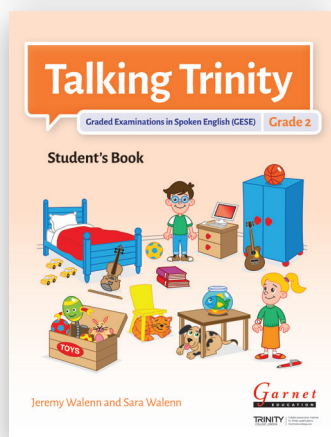
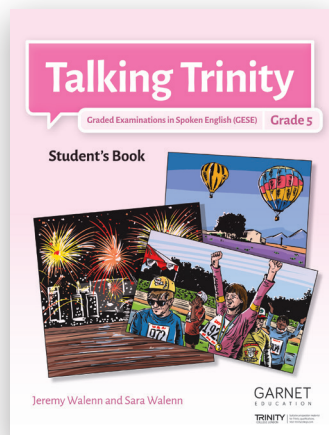
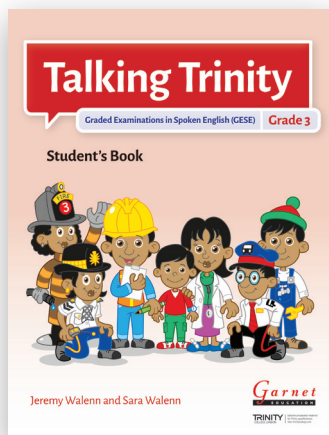
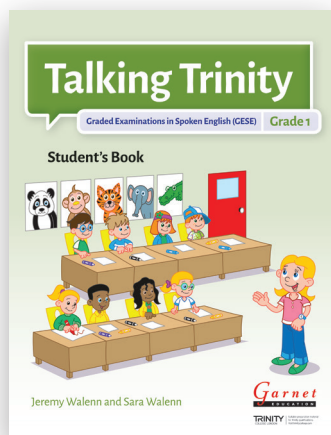
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Approved by Trinity College London as suitable exam preparation material.

This revised edition of our Talking Trinity series is fully matched to the latest Trinity GESE syllabus and enables teachers to maximize their students' exam performance and develop their speaking and listening skills.

The attractive artwork is designed to appeal to young learners and encourages them to practise speaking by doing a variety of tasks such as:

- Point and say
- Listen and repeat
- Ask and answer
- Describe and draw
- Match and say

The books closely follow the exam specifications of the Trinity College London GESE for each grade. The Review Lessons summarize the types of question the examiner is likely to ask the candidate in the subject areas for conversation.

Now it's your turn

1 Write. feet eye legs arms heads toes

a eight legs b one c six d two e five

2 Write. short fat long ~~big~~ small big

a The giraffe is tall b The elephant is c The dog is d The snake is e The mouse is f The cat is

Lesson 3

4 Work in pairs. Match. Talk about the pictures. Use the words in the box. ball doll books crayons pen bag car hat

Is that her pen? No, it isn't. It's his pen.

5 Listen. Put a tick ✓ or a cross X.

a b c d e f

6 Answer about the pictures. Use the ticks and crosses.

Is that her car? Yes, it is.

Lesson 3

7 Work in groups. Put four things on the table. Ask and answer questions.

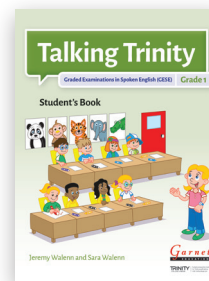
Are those your books? No, they aren't. They're his books.

8 Listen and match.

my your his her

9 Remember!

Language	understand	understand and use	Example vocabulary
Is this your ...?	It's his/her ...	They're my ...	crocodile, dog, elephant, monkey, panda, tiger
Is that his ...?	Yes, it is.	No, it isn't. It's his pen.	ball, bag, bike, hat, shoes, teacher, chair, classroom, desk, bags, crayons, pen, books
Are these her ...?	Yes, they are.		
Are those ...?			



GRADE 1

- Lesson 1: What's your name?
- Lesson 2: How many pandas?
- Lesson 3: Are those your bags?
- Lesson 4: Is this a computer?
- Lesson 5: Review Lessons 1–4
- Lesson 6: What colour is it?
- Lesson 7: Is his hair long?
- Lesson 8: Are her feet big?
- Lesson 9: What colour is her jacket?
- Lesson 10: Review Lessons 6–9

Talking Trinity

Grade 1 Student's Book978-1-78260-567-6
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Now it's your turn

1 Look at the pictures and do the crossword.

1 It's purple and white. 2 It's black and white. 3 It's orange and white. 4 It's blue and green. 5 It's red and yellow.

2 Write the days. F _ i _ _ y M _ o _ n _ d _ a _ y T _ _ e _ _ d _ a _ y W _ _ e _ _ d _ a _ y T _ _ u _ _ r _ _ s _ _ a _ y

3 Look at the picture and answer the questions.

a Is the cooker in the kitchen? b Is the bath in the dining room? c Is the bed in the bedroom?

Lesson 9

Are those books yours?

Exam specifications: understand and use vocabulary relating to household objects, understand and use possessive pronouns: mine, yours, his, hers, cardinal numbers up to 50

1 Listen and say the next number. 21, 22 ... 23

2 Listen and check.

3 Play a game. Work in pairs. What's the next number? 24, 25 ... 26

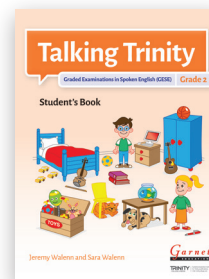
4 Listen, point and say.

47 chair

5 Work in pairs. Point and say. It's yours. No, it isn't. It's yours!

6 Listen and point.

7 Listen again and repeat.



GRADE 2

- Lesson 1: Where's the cat?
- Lesson 2: Do you have a tablet?
- Lesson 3: What is Dora feeding her parrots?
- Lesson 4: Is this the bathroom?
- Lesson 5: Review Lessons 1–4
- Lesson 6: How old is your sister?
- Lesson 7: Has she got fair hair?
- Lesson 8: Is your birthday in January?
- Lesson 9: Are those books yours?
- Lesson 10: Review Lessons 6–9

Talking Trinity

Grade 2 Student's Book978-1-78260-570-6
Grade 2 Teacher's Book978-1-78260-571-3

Now it's your turn

1 Match.

have
go to
play
go
watch

bed
television
basketball
lunch
home

2 Complete the sentences.

by past at up in

a Ellie gets _____ at seven o'clock.
b She has breakfast _____ the kitchen.
c She goes to school _____ bus.
d Her classes start at half _____ eight.
e She sits _____

3 Use the pictures to write sentences about your daily routine. Choose an activity you do after school.

I get up at _____

4 Think of three things you do at home in the evening. Go around the class. Ask and answer questions to find other students who do the same activities as you.

Do you listen to music? Yes, I do.
No, I don't.

Lesson 8

Can you play the piano?
Exam specifications: expressing ability and inability using can and can't

1 Listen and point.

2 Listen again and repeat.

3 Work in pairs. Ask and answer questions.

What's he doing? He's riding a bike.

Lesson 8

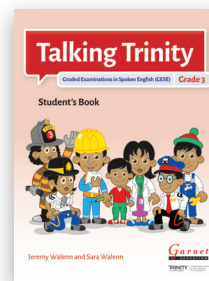
4 Listen. Put a tick ✓ or a cross X.

a b c d e f g

Listen again. Say what the clowns can and can't do.

5 Work in pairs. Ask and answer questions.

Can he ride a bike? Yes, he can.



GRADE 3

- Lesson 1: What was the weather like yesterday?
- Lesson 2: What do you do in your free time?
- Lesson 3: What time do you get up?
- Lesson 4: What does your cousin do?
- Lesson 5: Review Lessons 1–4
- Lesson 6: What are they doing?
- Lesson 7: What's the date today?
- Lesson 8: Can you play the piano?
- Lesson 9: Where's the cinema?
- Lesson 10: Review Lessons 6–9

Talking Trinity

Grade 3 Student's Book 978-1-78260-572-0
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Now it's your turn

1 Write the missing letters.

a g _ _ o g r a p _ _ y
b p h _ _ s _ _ s
c _ _ i s t o r
d c _ _ e m i _ _ t r y
e b u s _ _ n _ _ s s _ _ u d i _ _ s
f m _ _ t _ _ s
g s _ _ i _ _ n c e

2 Complete the table.

Adjective	Comparative	Superlative
hard	harder	the hardest
easy		
interesting		
difficult		
quick		
good		
boring		
bad		

3 Connect the words to make correct sentences.

An artist operates
A surgeon cooks
A chef experiments
A scientist performs
A clown paints

hospital.
kitchen.
studio.
circus.
laboratory.

4 Complete the adverb describing each of the actions.

a The artist painted the picture be _____
b The acrobat walked car _____ across the high wire.
c The racing driver drove very fa _____ and won the race.
d The chef fried the rice qu _____
e The engineer drove the lorry sl _____ over the weak bridge.

Lesson 2

Hobbies and sport
Exam specifications: subject areas for the Conversation phase: hobbies and sport

1 What can you see in the picture? Listen and compare.

2 Work in pairs. Take turns to say what Sam and Dora like doing. Listen and compare.

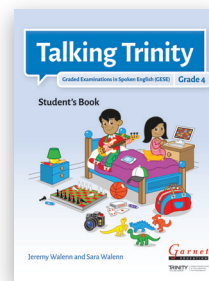
Lesson 2

3 What other hobbies do you know? Work in pairs. Add two free-time activities to each of these verbs. Compare your answers with the rest of the class.

play read watch collect make

4 Listen to what Sam and Dora do in their free time and then answer the questions.

Listen and check.



GRADE 4

- Lesson 1: Holidays
- Lesson 2: Hobbies and sport
- Lesson 3: School and work
- Lesson 4: Weekend activities
- Lesson 5: Review Lessons 1–4
- Lesson 6: Topic: Famous people
- Lesson 7: Science project: The solar system
- Lesson 8: Future plans: A visit to an amusement park
- Lesson 9: My favourite sport: Ice hockey
- Lesson 10: Review Lessons 6–9

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Grade 4 Teacher's Book 978-1-78260-575-1

Now it's your turn

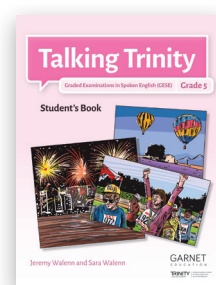
1 Match the sport to the piece of equipment you use to play or do it.

2 Write sentences about five popular sports events that take place in your country. Use the examples to help you.

3 Complete the text about the Special World Olympics. Use the words in the box.

4 Listen and check.

5 Write a paragraph about a sports event that inspires you.



GRADE 5

- Lesson 1: Festivals
- Lesson 2: Special occasions
- Lesson 3: Transport
- Lesson 4: Entertainment
- Lesson 5: Review Lessons 1–4
- Lesson 6: Music
- Lesson 7: Recent personal experiences
- Lesson 8: Sports events
- Lesson 9: Art and books
- Lesson 10: Review Lessons 6–9

Talking Trinity

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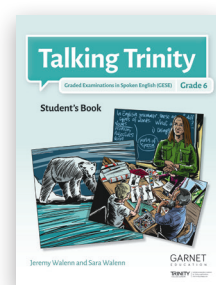
Now it's your turn

1 Write a reply to this online request.

2 A friend is thinking about learning a foreign language. Write an email to your friend explaining how to start.

3 Write down five steps people can take to influence climate change and protect the planet. Share your ideas with the rest of the class.

4 Write a review of a film about an unusual event (either real or imaginary). Describe the event and explain why it makes a good subject for a film.



GRADE 6

- Lesson 1: Travel
- Lesson 2: Money
- Lesson 3: Fashion
- Lesson 4: Rules and regulations
- Lesson 5: Review Lessons 1–4
- Lesson 6: Health and fitness
- Lesson 7: Learning a foreign language
- Lesson 8: Protecting the planet
- Lesson 9: Memorable people and events
- Lesson 10: Review Lessons 6–9

Talking Trinity

Grade 6 Student's Book978-1-78260-695-6
Grade 6 Teacher's Book978-1-78260-696-3

Lesson 6

Health and fitness

Explain specifications: subject area for the Conversation phase: health and fitness, first conditional, modal verbs, expressing opinions, expressing obligation and necessity

1 Work in pairs. Identify the types of food in the pictures. Decide which you like the most and the least. Compare your ideas with the rest of the class. Use the examples to help you.

2 Work in a group. Talk about the food you eat that you think is healthy and unhealthy.

3 Match the fitness activities to the pictures.

4 Work in a group. Talk about what you do to keep fit. Use the examples to help you.

CLASSROOM RESOURCES

Products in this section include:

- Better Writing (A2-B1)
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- Versatile Vocabulary (A2-B2)
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Better Writing

An introductory study book for building students' writing skills at secondary or tertiary level

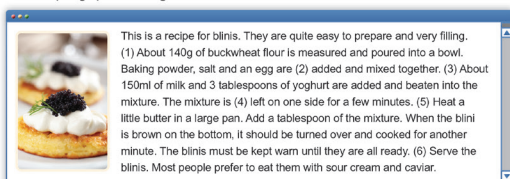
RICHARD HARRISON • PRE-INTERMEDIATE TO INTERMEDIATE: CEFR LEVEL A2–B1/IELTS 3.0–4.5

46 Unit 3 How is it made?

B Focus on the paragraph

Better paragraphs

- 1 Read this paragraph describing how to make blinis.



- a Add these sequence words to the paragraph by matching them with positions 1–6.
☐ also ☐ also ☐ finally ☐ first of all ☐ then ☐ meanwhile

- b Show where you can add the following *which* clause to the paragraph:

which are small, flat pancakes popular in Russia

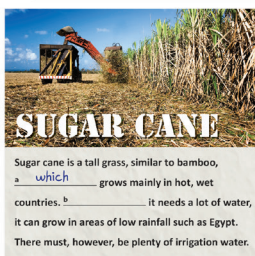
- c Now add this *although* clause:

they can be eaten on their own or with jam

- d Write the 'better' paragraph out in full in your notebook.

- 2 Complete this paragraph about sugar cane. Use the words and phrases in this list.

if although which which in order to when until as



Small pieces of cane are planted in the fields and soon begin to grow. ^c they are growing, the cane fields have to be weeded all the time. ^d the cane is fully grown, it is cut a few centimetres above ground level. Sometimes the fields are burnt first ^e burn off the leaves. ^f the fields are not burnt, the leaves must be cut by hand. The cane is taken to the sugar factories. Here the cane is cut again into small lengths. It is then passed through a crushing machine, ^g extracts all the juice. The juice is then boiled ^h crystals of sugar are formed.

Unit 3 How is it made? 47

Free writing

- 3 Read the paragraph about making hummus on page 37 again. Now look at these notes for making 5-minute ice cream. Use the notes below to write a paragraph in your notebook explaining the process. Use passive verbs where possible. Add sequence words.

5-minute ice cream

You will need:

- one bag of frozen berries (e.g. raspberries)
- half a cup of sugar
- two-thirds of a cup of heavy cream
- a splash of pure vanilla extract
- a food mixer
- serving dishes

- Place the frozen berries in a food mixer.
- Pour in the cream and sugar.
- Add a splash of vanilla.
- Switch on the mixer.
- Leave for about 30 seconds (until it becomes firm).
- Pour the ice cream into serving bowls.
- Place the bowls in the freezer if a more firm ice cream is required.
- Remove bowls.
- Add fruit for decoration if required.
- Serve.

Note: You can also make it with yoghurt instead of cream.



- 4 Read the paragraph 'How to build a road' on page 39. Use the pictures to help you write a paragraph in your notebook about the process of building a skyscraper. Use passive verbs and sequence words.



- 5 Think of a dish or drink that you like. Write a paragraph in your notebook to describe how it is prepared.

The new edition of **Better Writing** continues its tried and trusted, step-by-step approach to writing accurate, cohesive and appropriate text in English. The content has been updated and is now presented in full colour with clearer signposting and navigation within each unit.

The new third section offers a very useful language review, which rounds up the language covered in each unit and provides valuable extra practice.

KEY FEATURES

Each unit is divided into three sections.

The first section focuses on the sentence and includes practice in:

- Looking at different texts
- Building a sentence
- Using joining ideas, definitions
- Punctuation, organization

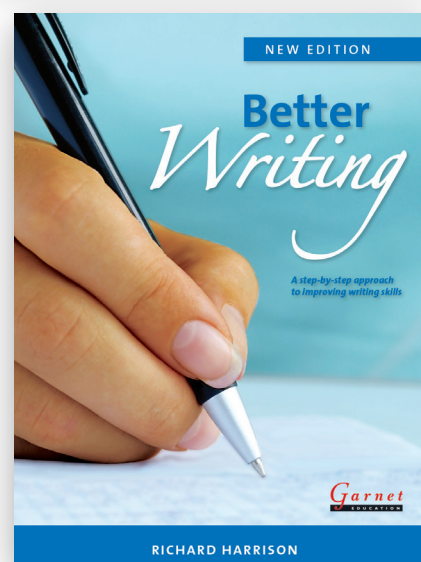
The second section focuses on the paragraph and style and includes practice in:

- Writing better paragraphs
- Style
- Editing your work
- Building your vocabulary

The third section provides a unit-linked language review.

UNITS

- What's it like?
- How things work
- How is it made?
- Telling a story
- Which is better?
- Changes



Better Writing

Study Book 978-1-78260-121-0

Past Simple

Learning English through History

DAVID RONDER AND PETER THOMPSON • INTERMEDIATE: CEFR LEVEL B1+/IELTS 5.0+

1 CIVILIZING THE BARBARIANS: THE ROMANS IN BRITAIN

Section 1: Reading

A Before you read – think and discuss

The Roman Conquest was the first major invasion of the British Isles. Britain at that time was not a unified country. It was populated by a collection of tribes known as the Celts.

- Who were the original inhabitants of your country?
- Does your country today have any connection with its ancient inhabitants?
- Did the Romans ever rule your country?
- What, if anything, do you know about the Romans and the Celts in ancient Britain?



B Read the text

WHAT THE ROMANS DID FOR US

'From the year 400 to the year 1900, no one had central heating and very few had hot baths.' Winston Churchill

In 1980, the National Theatre in London staged a play that caused outrage for its violent and explicit scenes. Although it was called *The Romans in Britain*, it told only part of the story. A truly historical play would feature much more in the way of dull practical achievement: there would be graphic road-building scenes, shockingly good engineering, and all the drama of flushing toilets.

Julius Caesar made the first official contacts between Rome and Britain in 55–54 BC, but the full Roman Conquest came nearly a century later. The Emperor Claudius decided to invade in AD 43 because he was the new Emperor of Rome and needed to prove he was a strong ruler; in order to be sure of defeating the Celts, Claudius landed with 50,000 men at the site of modern-day Richborough in Kent. The Roman occupation of 'Britannia' (most of modern-day England and Wales) was to last from AD 43–410.

Although the occupation of Britain lasted nearly 400 years, it remained incomplete. The more developed south-east was conquered quickly, though there were later rebellions. This success was due to diplomacy as well as arms. The Romans benefited from alliances with sympathetic native rulers, who then enjoyed favored status. The advancing Roman army built fortresses, camps and roads and helped with construction in towns such as Camulodunum (Colchester), Britannia's first capital. The earliest towns, dating from the mid-1st century, reveal wooden houses and shops as well as stone public buildings such as temples and administrative headquarters. The Romans also brought their particular style of architecture to the countryside in the form of villas, the most impressive of which contained garden-courtyards, mosaics, wall paintings and Mediterranean statues.

Many of the native tribes in Britannia – including the Iceni, the Brigantes and the Atrebates – were initially given semi-independence by the Romans. In AD 60, the king of the Iceni died, and the Romans decided to remove this independence. They seized property and raped his

daughters. The girls' mother, the tall, flame-haired Queen Boudicca, rose up in fury against the Romans. The Iceni destroyed the towns of Camulodunum, Verulamium (St Albans) and the flourishing port of Londinium (London). The Romans eventually defeated the rebels in a battle during which, according to one Roman report, 80,000 Britons and just 400 Romans were killed, though it is difficult to judge the accuracy of this report. After the battle, Boudicca was determined not to be captured. She gave her daughters deadly poison before taking her own life. According to popular legend, she is buried under Platform 9 at King's Cross. To this day, Boudicca remains so a symbol of revolt against occupation.

After the Boudican revolt, the Romans began to expand their area of control. The Roman province now included Wales, northern England and, briefly, southern Scotland. In AD 122, the Emperor Hadrian visited Britain. He ordered the construction of a 117 km-long stone wall from the River Tyne to the Solway Firth. Hadrian's Wall separated the Roman province from the barbarian north, and was a visual demonstration of the power of Rome. However, its true historical significance is that it symbolizes the failure of the Romans to conquer the whole of Britain.

The Romans brought many architectural splendours to Britain and also a money economy. The Roman troops had cash wages and were able to purchase items with them. The Romans started charging taxes and creating markets for their goods. Consequently, by the late 1st/early 2nd centuries AD people commonly used coins, even on the humble farms where most of the native population lived.

Cultural life in Roman Britain was complex yet harmonious. Romans and newcomers from other provinces introduced their own religious customs, such as the worship of the fertility goddess Isis and the god of wine Bacchus, without destroying indigenous Celtic beliefs. Britons adopted romanized names, e.g., Tiberius Claudius Cogidubnus, and the elite spoke and wrote the Roman language, Latin. (Ironically, Latin still



had no word for 'grey', even after the Romans had suffered 400 years of British weather.) People also continued to speak the native language of Britannia. It survives today in Wales and Cornwall as Brythonic.

The end of Roman Britain followed a series of Empire-wide crises. Barbarians began to attack Roman provinces with greater frequency, and in AD 401–02 Rome began to withdraw troops from Britain to defend Italy. In AD 408–09, Britain was attacked by Saxons (the ancestors of the modern-day English), and in AD 410 the Emperor Honorius told the cities of Britain to 'look to your own defences'. Consequently, Roman Britain came to an end because the Romans lacked the resources, rather than the will.

A British comedian once famously asked, 'What have the Romans ever done for us?' The truth is that they brought many benefits to Britain; whether the native inhabitants of Britain wanted them is another question.

Glossary

rebellion	an attempt to remove a leader/government by force
barbarian	a person who did not belong to one of the major civilizations of Greece, Rome or Christianity and was therefore thought to be uncivilized
splendours	magnificent features
indigenous	native, belonging to a region

CIVILIZING THE BARBARIANS: THE ROMANS IN BRITAIN

Past Simple is a fascinating introduction to British history and culture that will improve the language skills of adult learners of English. It is an excellent stimulus for conversation and discussion work and is also suitable for use in sixth-form and FE colleges. The authors, both practising teachers, deliver a wealth of historical facts and improve students' language and critical thinking skills in an engaging, entertaining and often humorous way.

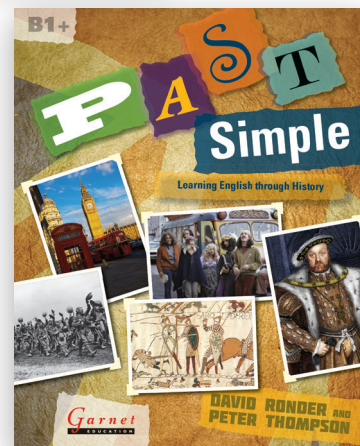
Past Simple comprises 22 chapters, 12 on key episodes or periods of British history (such as the First World War) and 10 on significant themes (imperialism, the growth of democracy, etc.) that run through the story of Britain. Each chapter is based around a central reading text, followed by comprehension and critical thinking exercises, additional primary source material and a focus on relevant language points. There is a clear emphasis on skills development and follow-up extension tasks to encourage online and library research.

CHRONOLOGICAL CHAPTERS

- Civilizing the barbarians: The Romans in Britain
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- Good Queen Bess: Elizabeth I
- Roundheads and Cavaliers: The English Civil War
- Fire and plague: Samuel Pepys' London
- The longest reign: The Victorians
- A long way from Tipperary: The First World War
- Britain can take it: The Blitz
- From the cradle to the grave: The welfare state
- Cultural revolution: The swinging sixties
- The Iron Lady: Margaret Thatcher

THEMATIC CHAPTERS

- From barons to ballot box: The long road to democracy
- The Bard of Avon: William Shakespeare
- The sun never set: The British Empire
- A special relationship? Britain and the USA
- A funny old game: Cricket
- Seen and not heard: British childhood
- Auld enemies: England and Scotland
- That cloud in the West: Ireland
- A safe haven? Immigration to Britain
- An enduring obsession: Social class in Britain



Past Simple
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Third conditionals

If he'd bought a present, she'd have been happy.



Yesterday was Mr and Mrs Carter's wedding anniversary. She remembered it, but he didn't. If he'd bought a present, she'd have been happy!

FORMS

If + past perfect **would have + past participle**
If he **had bought** a present, she **would have been** happy.
OR She **would have been** happy if he **had bought** a present.
Put a comma after the *if* part when it comes first. Do not use a comma when the *if* part comes second.
In conversation we often use 'd for *had* and also 'd for *would*, e.g., *If he'd got ... and she'd have ...*
Both 'd forms sound the same, but their meanings are different.

FAMILY OF FOUR SAVED FROM SEA

The Air-Sea Rescue Service saved Bill and Emma Price and their two teenage sons yesterday when their seven-metre yacht was blown onto the dangerous rocks at Pendine Point. They were lifted to safety by helicopter minutes after their boat struck the rocks and began breaking up in heavy seas. After their dramatic rescue, Bill, 42, said, **I would have known the danger, we would never have sailed so near the rocks.** Wife Emma added, **We would have died within minutes if the Rescue Service hadn't arrived when they did.** These guys are amazing, and we owe them our lives!



Exercises

1 Write the verbs in the correct forms.

Examples: ■ *If I'd driven faster, I'd have arrived in time.* (drive)
■ *We wouldn't have gone to the show if Alan hadn't recommended it.* (not go)

- 1 If you'd seen the film, you _____ it. (love)
- 2 If she _____ earlier, she'd have seen Pat. (go)
- 3 We wouldn't have noticed the house if you _____ it to us. (not show)
- 4 If the weather _____ better yesterday, we'd have gone out. (be)
- 5 If she _____ some money, she _____ enough for those shoes. (save) (have)
- 6 We _____ for help that night if we _____ desperate. (not ask) (not be)

2 Write third conditionals.

Examples: (you/come to the party/you/enjoy it)
If you'd come to the party, you'd have enjoyed it. (we/be very sad/John/not/marry/Suzie)
We'd have been very sad if John hadn't married Suzie.

- 1 (Jim/ask/us/we/lend/him our car) _____
- 2 (I/not/write down/her phone number/I/forget it) _____
- 3 (the car/not/crash/Tom/keep/to the speed limit) _____
- 4 (I/forget/to buy/Ann's birthday present/you/not/remind/me) _____

3 Write third conditionals.

Example: *The plane didn't crash because the pilot landed on a road.*
If the pilot hadn't landed on the road, the plane would have crashed.

- 1 We didn't find the house as we didn't have a map. _____
- 2 They found the books when they opened the last box. _____
- 3 The tree didn't fall on the car, so the driver wasn't hurt. _____
- 4 I got lost on the mountain because I didn't turn back. _____

4 Write answers without *if*.

- Example: ● *I wanted to go to New York. (we/can/see/the Manhattan skyline)*
○ *Yes, I did, too. We could have seen the Manhattan skyline.*
- 1 ● *I'd have liked to go up the Empire State Building. (we/can/visit/the Statue of Liberty, too)*
○ Yes, I know. _____
 - 2 ● *It's a pity Tom's car broke down. (he/might/win/the race)*
○ Yes, you're right. _____
 - 3 ● *Why didn't she call the police? (they/can/catch/the thieves)*
○ Yes, I agree with you. _____
 - 4 ● *I should have taken the other road. (we/get/home an hour ago)*
○ Yes, and I told you that, too! _____

120 Zero and first conditionals • 49 / Second conditionals • 50 / *Wish* and *if* only; other conditional forms • 52

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English Practice Grammar is a reference and practice book in one. It is perfect both for self-study and for use in the classroom.

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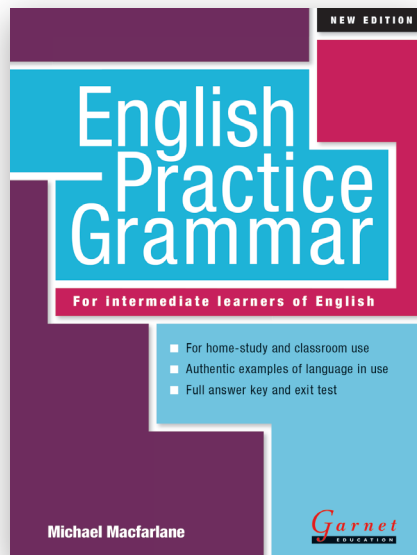
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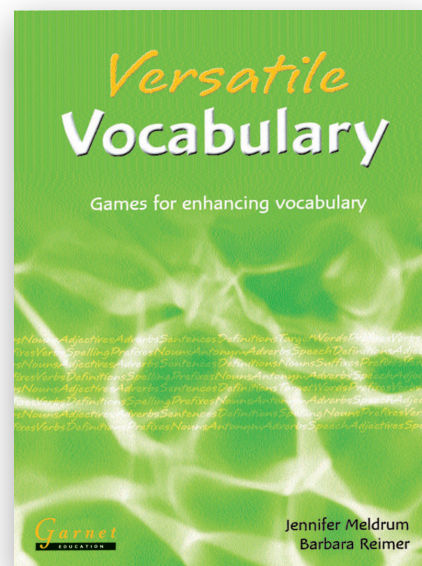
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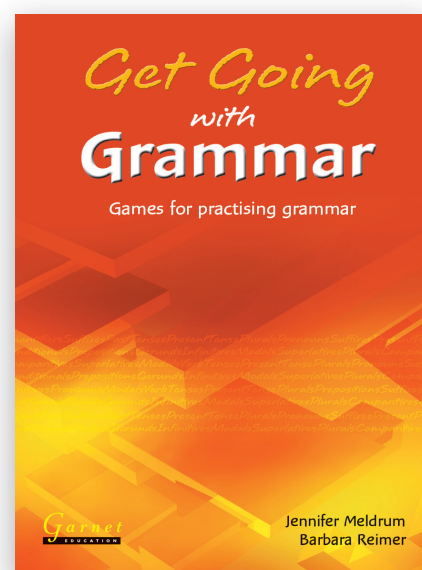
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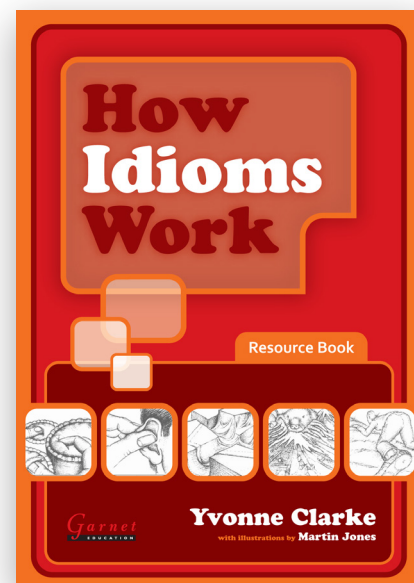
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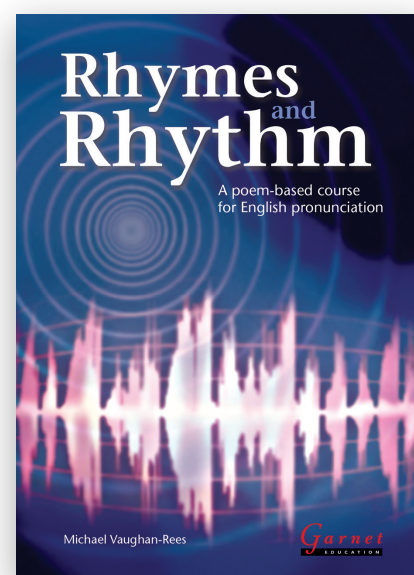
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~ N G

1 Read and say

ing ang ong ung

win wing ban bang
lon long run rung

king ring sing wing bring cling fling
sling sting swing bang hang rang sang
slang long song rung stung swung

sing singing ring ringing bring bringing
bang banging drink drinking eat eating go
going do doing speak speaking read
reading play playing say saying

ban	bang	ring	ringing
sin	sing	ringing	bringing
ran	rang	paying	playing
kin	king	eating	meeting
stun	stung	reading	feeding
hand	hang	singing	swinging
clean	cling	hanging	banging

ring ringing long saying

eating singing reading sleeping drinking

He is She is He is He is She is

2 Listen and tick

3 Trace and write

4 Complete the sentences

32

~ N G

activities link sound and script

English Beijing China Bangkok British Hong

French Dutch English Br

1 English (ing-lish) 2 Beijing (bay-jing) 3 Shanghai (shang-hi)
4 Hong Kong 5 Bangladesh 6 Bangkok 7 British

1 A British plane 2 A Swiss bank 3 A Greek flag 4 A Dutch car
5 An English man 6 A French boat

8 Dictation

7 Read, then listen and check

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cog

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The Series Editor, Peter Viney, has over 40 years' ELT experience, and now combines his writing with lecturing and teacher-training commitments internationally. He is the author/co-author of many successful textbook series and a wide range of highly popular video courses. Peter has been series editor and author on a number of graded reader series. Peter has also written **Fast Track to Reading** (see page 72) with Garnet Education.

There was an echo. It sounded like two pairs of shoes. Craig stopped. He could still hear shoes on the ground. They weren't his shoes. Craig suddenly felt cold. Someone ... or something ... was behind him in the tunnel. He turned round. Something moved quickly across the other end of the tunnel and disappeared.

'Hey!' shouted Craig. His voice echoed around him, 'HEY ... Hey ... hey.' Then there was nothing. No sound.



Craig hurried along the tunnel to the platform. He looked left. It was empty. He looked right. Four people were sitting on a seat at the end of the platform. There were two women and two men. They were holding cups of tea.

'Hello,' he said quickly. 'My name's Craig and I ...'

One of the women stood up.

'Are you all right?' she said. 'You look afraid to me.'

One of the men laughed. 'He doesn't like the dark,' he said.

'There was someone behind me in the tunnel,' said Craig. 'I looked round and I saw someone, just for a moment. Then they disappeared.'

'There's no one down here,' said the woman, 'only us. Hey, Martha, get him a nice hot cup of tea.'

Craig took the cup and drank some tea.

'I'm Elsa Marlow,' said the first woman, 'and this is Martha, and Frank and Danny.'

'Hi,' said Craig.

'Where are you from, Craig?' said Elsa.

'Kilburn,' said Craig. 'I live just near Kilburn High Road.'

'No,' laughed the woman. 'Where's your family from?'

'My mum's from Jamaica. My dad's from Scotland,' said Craig.

'Which part of Jamaica?'

'Montego Bay,' said Craig.

'OK, child. We're going to be good friends, I can see that. I'm from Jamaica, too. I'm from Kingston. And Martha here is from Scotland. Don't worry about Frank and Danny. They're just English!'

Sample spreads from **Underground**

Extra reading: The London Underground

The everyday name for the London Underground is 'the Tube'. It has two hundred and seventy stations and four hundred kilometres of railway track. There are eleven 'lines' and in 2012, one billion passengers travelled on the Tube. Only forty-five per cent is 'under the ground'.

The first line was the Metropolitan line in 1863. The District line started in 1884. There are about forty 'ghost stations'. Some ghost stations are still there. Other ghost stations are not there nowadays.

The London Underground map is from 1933, and many underground railways use the same idea. The lines have different colours. The Circle line is yellow on the map, the Northern line is black, the Central line is red, the District line is green, the Piccadilly line is dark blue, the Victoria line is light blue, the Bakerloo line is brown, the Hammersmith & City line is pink, the Metropolitan line is purple, the Waterloo & City line is turquoise and the Jubilee line is silver.

6 Label the colour of the lines.

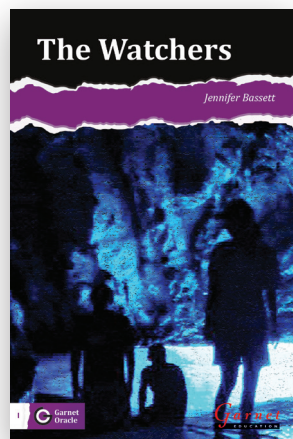
Line	Colour
Central	red
District	
Northern	
Hammersmith & City	
Jubilee	
Piccadilly	
Victoria	
Metropolitan	
Waterloo & City	
Circle	
Bakerloo	

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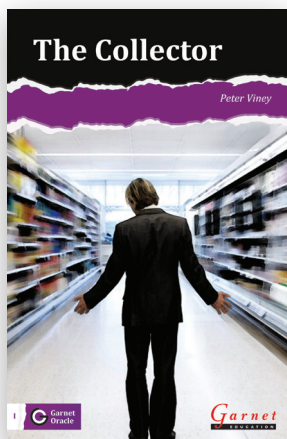
Titles in series

Level 1

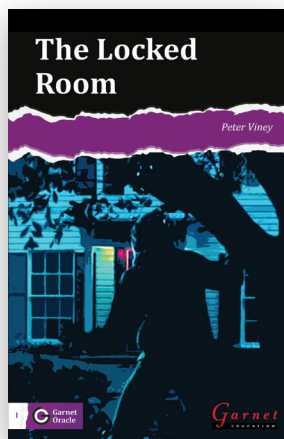
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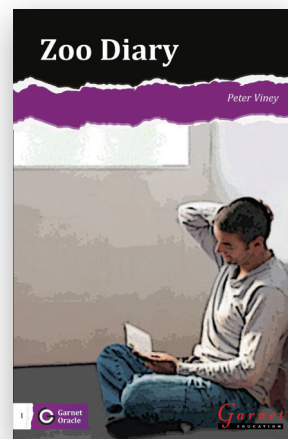
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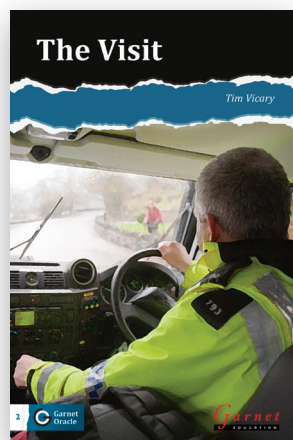
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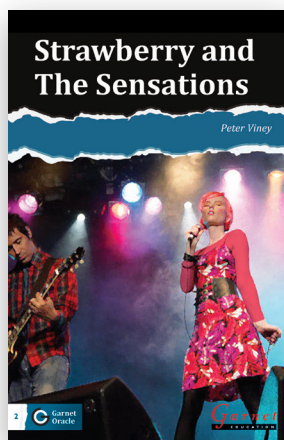
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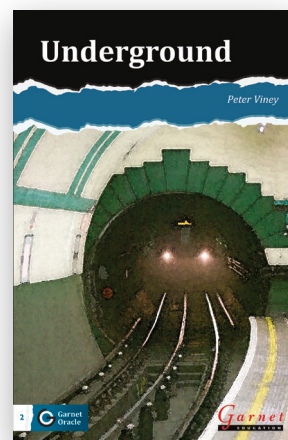
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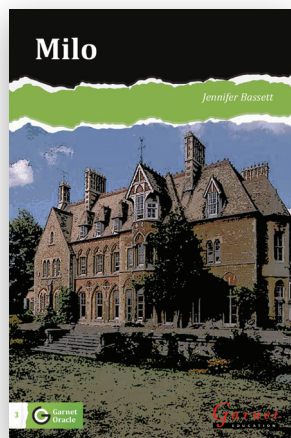
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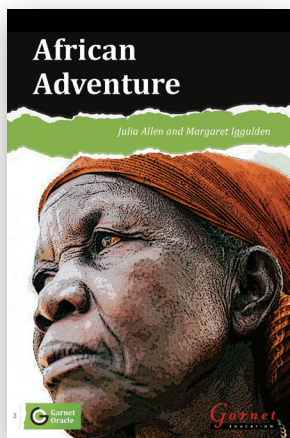
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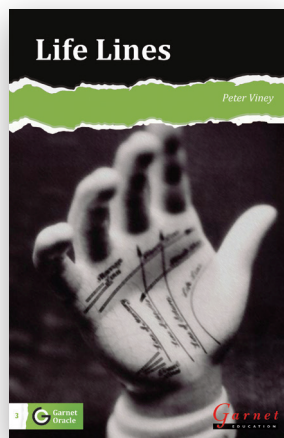
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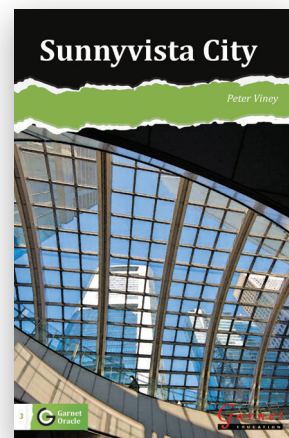
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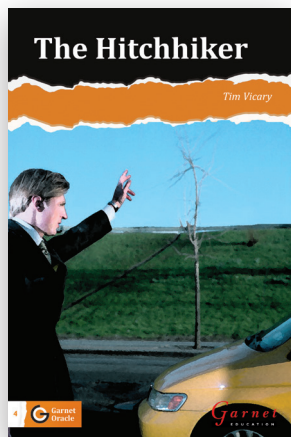
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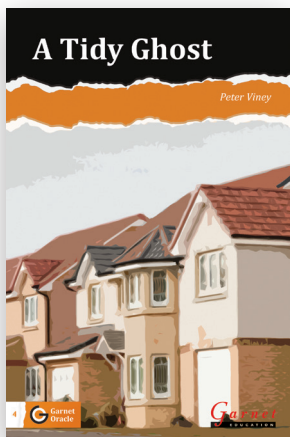
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Level 4

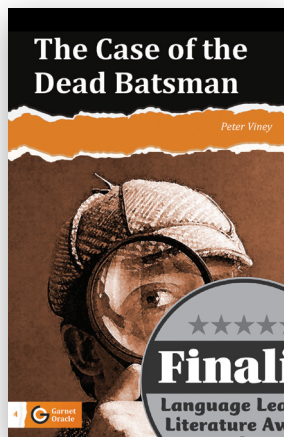
- Level 4 titles drawn from a word list of 1,250 words, with an allowance of 40 additional words. CEFR B1



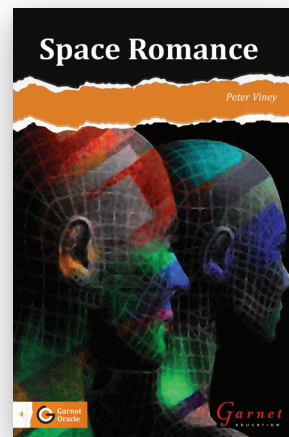
The Hitchhiker
by Tim Vicary



A Tidy Ghost
by Peter Viney



**The Case of
the Dead Batsman**
by Peter Viney



Space Romance
by Peter Viney

Level 3 Readers

Milo	978-1-90757-516-7
African Adventure	978-1-90757-526-6
Life Lines	978-1-90757-525-9
Sunnyvista City	978-1-90757-524-2

Level 4 Readers

The Hitchhiker	978-1-90757-518-1
A Tidy Ghost	978-1-90757-523-5
The Case of the Dead Batsman	978-1-90757-521-1
Space Romance	978-1-90757-522-8

eBook editions available
Visit www.garneteducation.com/ebooks to order

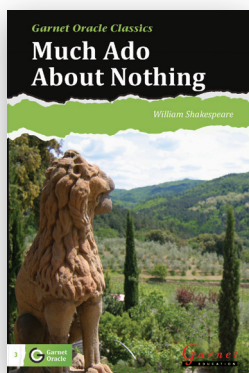
Garnet Oracle Classics

Graded reader adaptations of English classic stories

SERIES EDITOR: PETER VINEY • PRE-INTERMEDIATE TO UPPER INTERMEDIATE: CEFR LEVEL A2–B2/IELTS 3.0–5.0

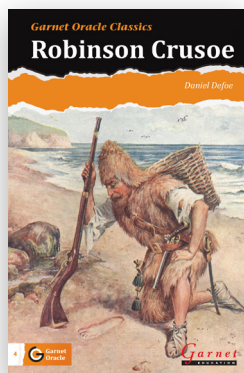
The **Garnet Oracle Classics** use the same grading system as the original fiction readers in the **Garnet Oracle Readers** series. They make great English classic stories accessible at an Intermediate level of English. As well as the headword counts, each reader is carefully and strictly graded for grammatical structures, sentence length and cultural information. This ensures that the readers can be read for pleasure. There are a number of content words per reader in addition to the word count, and these extra words will appear more than once in the story. They will often be illustrated and will be in the glossary at the back of the book. Each reader also includes resource pages of scaffolded exercises to reinforce learning.

The adaptations were written by Peter Viney, the Series Editor, and author of many original graded readers. The initial readers are from William Shakespeare, Daniel Defoe, Emily Brontë, Robert Louis Stevenson and Charles Dickens. **Much Ado About Nothing** by Shakespeare is presented in dialogue as a play.



Much Ado About Nothing
by William Shakespeare
Retold by Peter Viney

Drawn from a word list of 1,000 words, with an allowance of 40 additional words. CEFR A2–B1



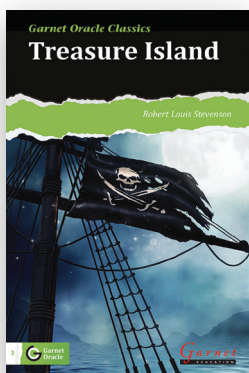
Robinson Crusoe
by Daniel Defoe
Retold by Peter Viney

Drawn from a word list of 1,250 words, with an allowance of 40 additional words. CEFR B1



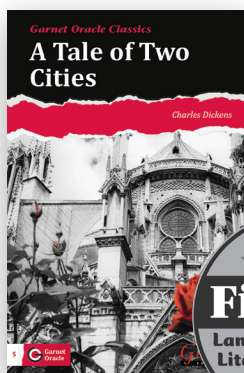
Wuthering Heights
by Emily Brontë
Retold by Peter Viney

Drawn from a word list of 1,500 word, with an allowance of 40 additional words. CEFR B1–B2



Treasure Island
by Robert Louis Stevenson
Retold by Peter Viney

Drawn from a word list of 1,000 words, with an allowance of 40 additional words. CEFR A2–B1



A Tale of Two Cities
by Charles Dickens
Retold by Peter Viney

Drawn from a word list of 1,500 word, with an allowance of 40 additional words. CEFR B1–B2

Garnet Oracle Classics	
Much Ado About Nothing	978-1-78260-227-9
Robinson Crusoe	978-1-78260-228-6
Wuthering Heights	978-1-78260-229-3
A Tale of Two Cities	978-1-78260-312-2
Treasure island	978-1-78260-313-9

PRE-SCHOOL AND PRIMARY

Products in this section include:

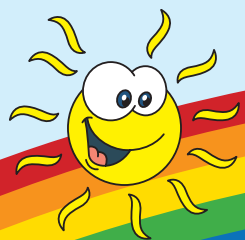
- Sunshine Gold
- Primary Picture Dictionary
- Gateway Gold



Sunshine Gold

A three-level kindergarten course that introduces English to children aged 3–5

MARTA GRACIELA GARCÍA LOREA AND ELIDA BEATRIZ MESSINA, WITH SALLY ETHERTON • ILLUSTRATED BY DOUG NASH



Sunshine Gold

Sunshine Gold takes a learner-centred approach, providing contexts that will engage and entertain young children. Lively, age-appropriate activities such as songs, role-play, games and puzzles will motivate children. All activities are carefully supported so that children feel successful and enjoy a sense of achievement in their learning.

Emphasis is placed on functional language, which is meaningful and useful to children. Fun, child-centred puppet characters accompany children through each unit and help them feel safe and secure in their English classroom.

The content of **Sunshine Gold** promotes key values – these include an emphasis on cooperation and social interaction in the classroom and, through topics such as appreciation of self and others, being healthy, sharing and working together.

Literacy skills are introduced gradually throughout the three levels of **Sunshine Gold**. Developing pencil control, phonic skills and whole-word recognition underpin the approach to literacy. Throughout the course, oral skills precede and support the development of literacy skills.

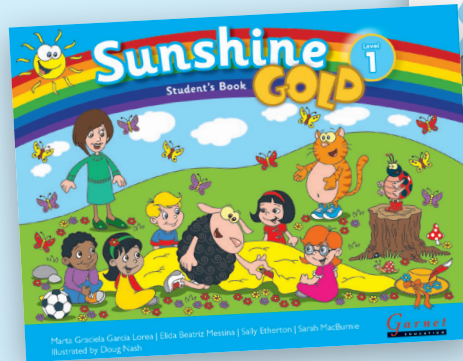


KEY FEATURES

- Appropriate for children in kindergarten and pre-school
- Takes account of the cognitive, social and physical development of children aged three to five
- Maximizes learning potential by providing contexts that will engage and entertain young children
- Whole-child learning developing physical, social, emotional and cognitive skills
- Lays a secure foundation for future learning
- Oral and aural skills precede literacy skills
- Pre-literacy activities developing early reading and writing skills
- Develops phonemic awareness
- Flexible material provides 80–120+ hours per level
- American English throughout

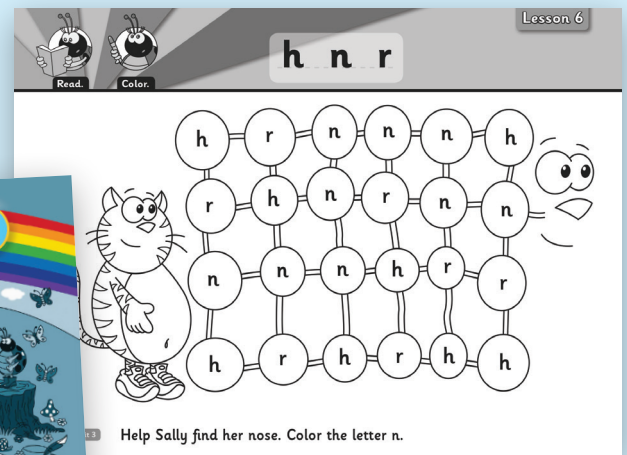
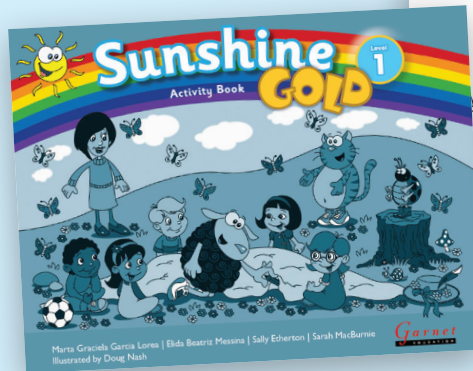
STUDENT'S BOOK

- Engaging, fun, full-colour illustrations
- Eight theme-based units and two review units
- Eight lessons per unit
- Enjoyable topics and fun characters in familiar settings and contexts
- Mini student picture and word cards
- 'About Me' record



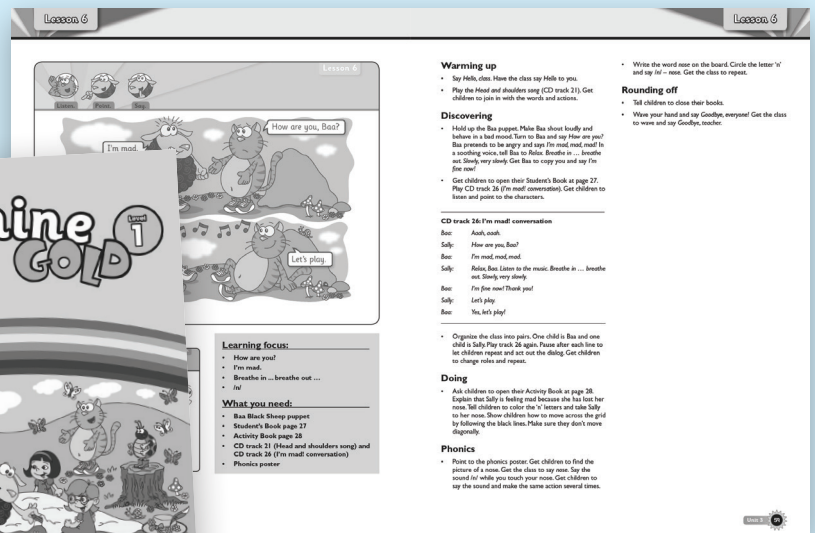
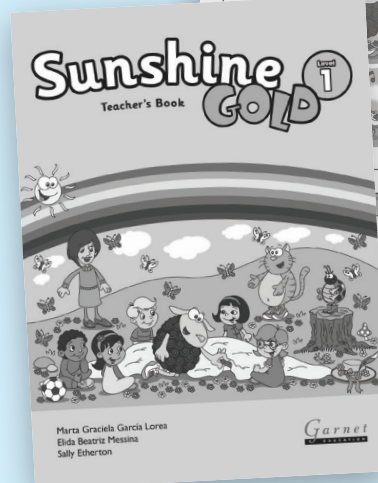
ACTIVITY BOOK

- Design and structure closely correlated to the Student's Book
- Variety of puzzles, drawing and colouring tasks
- Carefully designed to develop fine and gross motor skills, cognitive skills, early reading and writing skills, phonic skills and social skills



TEACHER'S BOOK (INCLUDED IN THE TEACHER'S RESOURCE PACK)

- Detailed guidance on delivering structured lessons with appropriate routines
- Step-by-step instructions on how to present and reinforce language
- Each lesson is carefully scaffolded to ensure children hear the same language several times
- Miniatures of pages from the Student's and Activity Books make guidance easy to follow
- Lesson aims and materials listed in the 'Learning focus' and 'What you need'
- Tips and suggestions on classroom management and teaching techniques



TEACHER'S RESOURCE PACK

- Teacher's Book
- Glove puppets of the main character at each level
- Picture and word flashcards
- Alphabet poster
- Integrated audio including simple dialogues, stories, songs, rhymes and chants



About the authors

Marta Graciela García Lorea and Elida Beatriz Messina are experienced and successful ELT professionals who have worked as authors, teachers, academic consultants, teacher trainers and curriculum designers. Marta was Supervisor for pre-school level for the Ministry of Education in Argentina, and has written a number of ELT publications. Elida devotes herself to developing materials, research and writing in the world of ELT. She has worked for several publishers in a variety of roles.

Sally Etherton has worked in ELT and mainstream primary education for over 30 years. She has worked in the UK, Italy, Solomon Islands, Bhutan and Oman. She has taught all ages, written and delivered in-service teacher training programmes, and authored materials for the mainstream primary and TESOL classrooms.

Sunshine Gold Level 1

Student Book 978-1-78260-192-0
Activity Book 978-1-78260-193-7
Teacher's Resource Pack & audio CD 978-1-78260-195-1

Sunshine Gold Level 2

Student Book 978-1-78260-196-8
Activity Book 978-1-78260-197-5
Teacher's Resource Pack & audio CD 978-1-78260-198-2

Sunshine Gold Level 3

Student Book 978-1-78260-199-9
Activity Book 978-1-78260-200-2
Teacher's Resource Pack & audio CD 978-1-78260-201-9

Primary Picture Dictionary

Over 600 key words for Primary students of English

ILLUSTRATED BY JANETTE LOUDEN

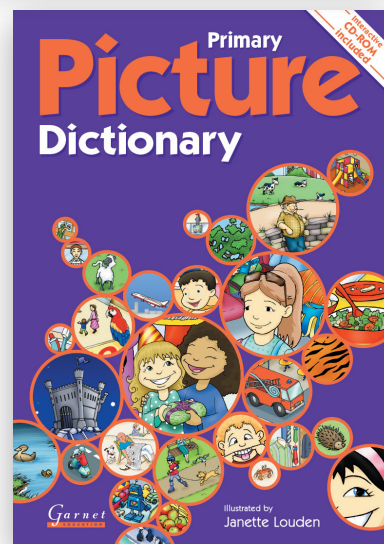
At the Restaurant



KEY FEATURES

- Vibrant and colourful pictures illustrate over 600 words arranged into 30 topic spreads
- Words selected using 'Waystage', the Council of Europe's language targets for English learners
- Comprehensive index of words and their pronunciation – organized both by topic and alphabetically – helps the reader to find words easily

English/
Arabic
edition also
available



Primary Picture Dictionary
with CD-ROM 978-1-85964-762-2

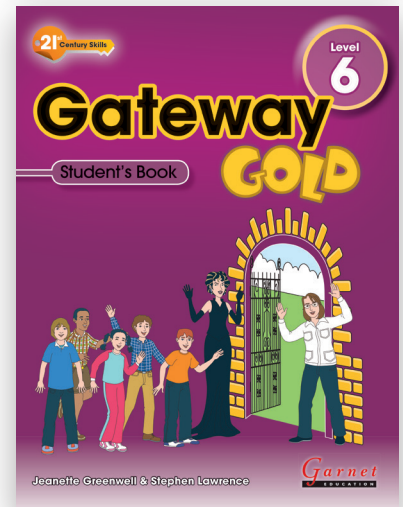
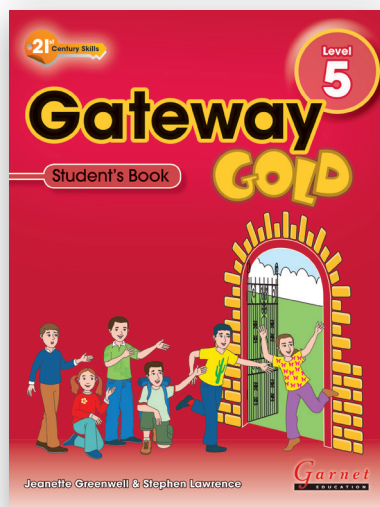
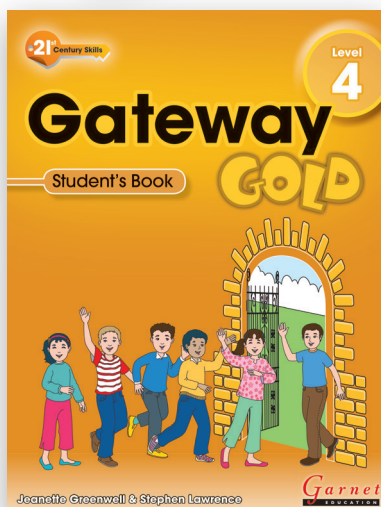
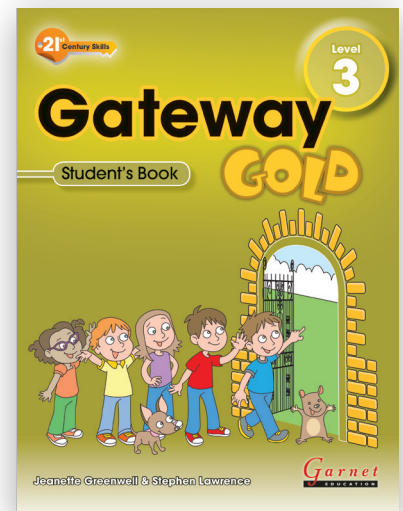
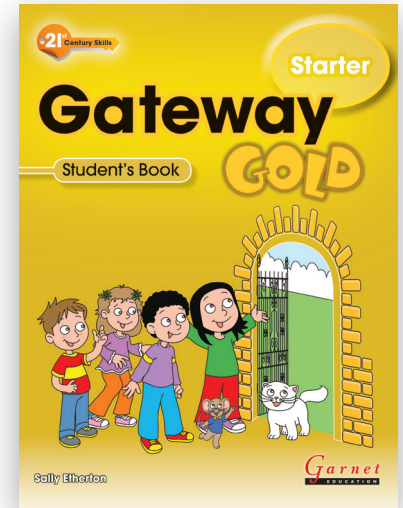
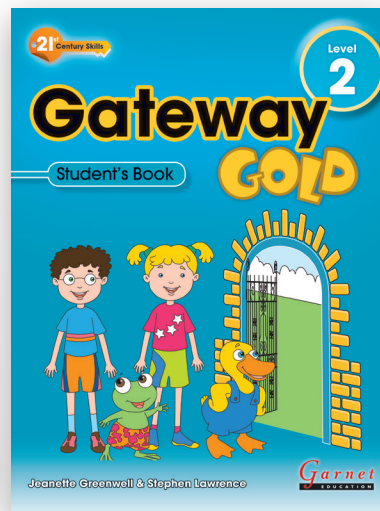
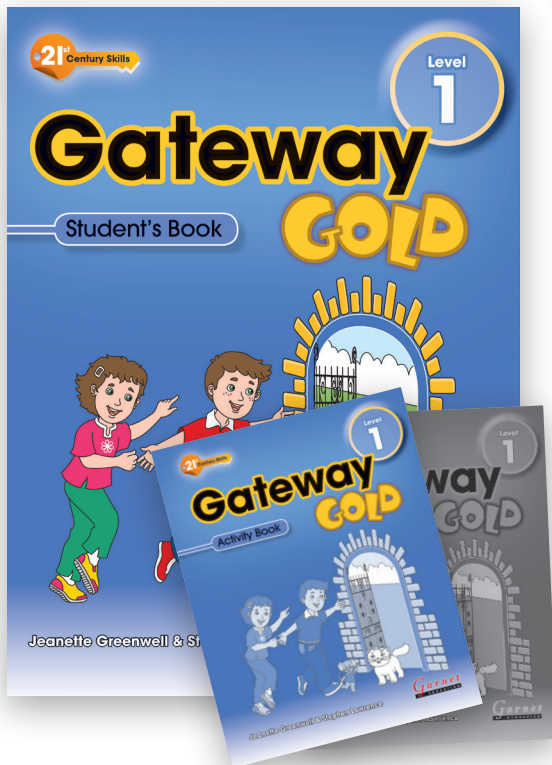
Gateway Gold

An exciting seven-level Beginner to Intermediate English course

JEANETTE GREENWELL, STEPHEN LAWRENCE, SALLY ETHERTON AND JENNY WATSON • ILLUSTRATED BY DOUG NASH
TRUE BEGINNER TO INTERMEDIATE: CEFR LEVEL A1-B1



Gateway GOLD

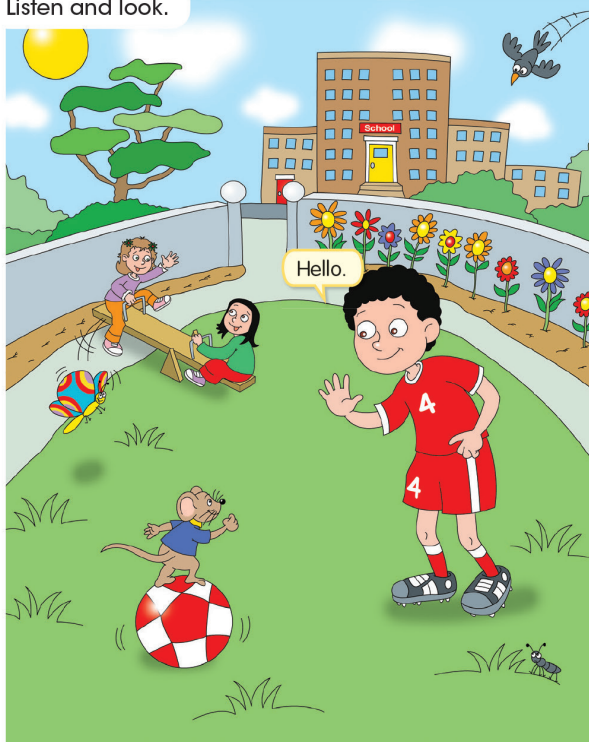


Gateway Gold Starter

Unit 1 My Friends

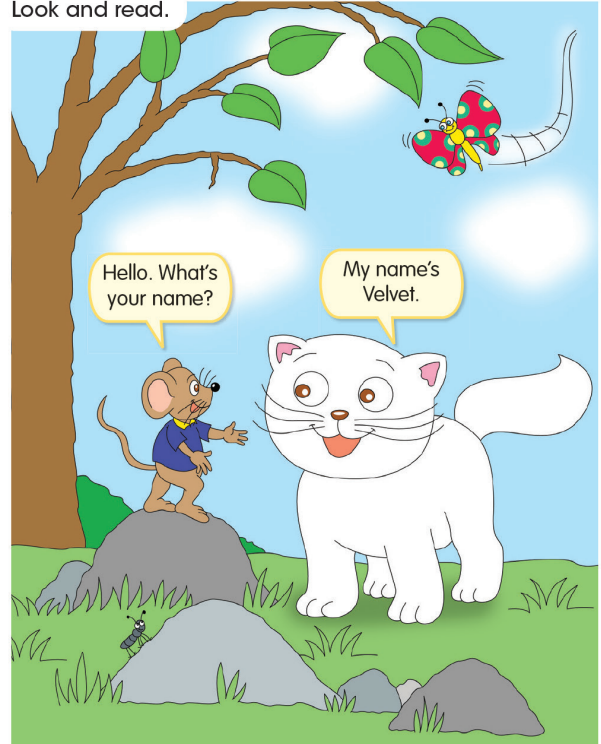
Unit 1 My Friends

Listen and look.



4

Look and read.



5

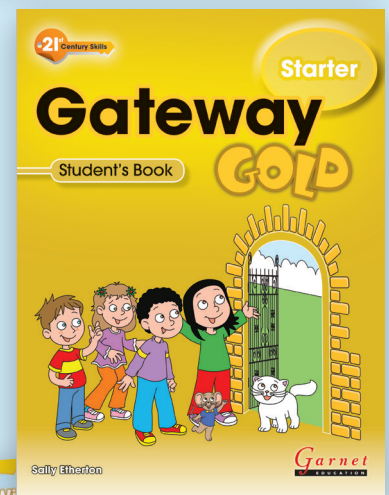
As its name suggests, **Starter** is the first level introduction to the full **Gateway Gold** series and gives children a firm foundation in English. It follows an integrated approach to skills development and initiates children into literacy in English through a systematic programme of handwriting, phonics, whole-word recognition, and stories.

KEY FEATURES

- Lively student-centred activities
- A range of communicative speaking activities
- Core language is presented by friendly, visually appealing characters in familiar contexts
- Systematic phonics instruction through catchy, fun activities
- Lots of pre-writing and writing practice
- Picture, alphabet, number and word flashcards and alphabet poster

COMPONENTS

- Student's Book
- Activity Book
- Handwriting Book
- Big Books
- Teacher's Book
- Resource Pack (picture, alphabet, number and word flashcards, alphabet poster)
- Interactive CD-ROM



Gateway Gold Levels 1-6

KEY FEATURES

- American English throughout
- Balanced approach to the four language skills
- Lively and functional, with a balanced grammar approach
- Prepares students for the Cambridge KET exams and develops ESOL-oriented skills
- Enables thought, reflection, and reaction in English
- Develops 21st century skills such as critical thinking, problem solving, collaborative learning and teamwork
- Introduces academic skills such as conducting surveys and research at a very young age
- Teaches real-world English
- Gradual progression builds confidence
- Age-appropriate texts and fun characters
- Includes both familiar and fantastical settings

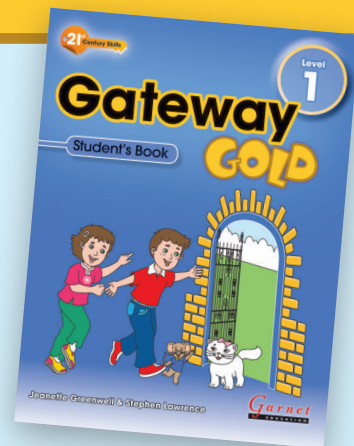
STUDENT'S BOOK

Ten units per level, plus two review units, with five lessons per unit:

- Lessons 1 and 2 introduce vocabulary and grammar
- Lessons 3 and 4 focus on reading and listening skills
- Lesson 5 reinforces learning through songs and games
- Writing projects are introduced in higher levels
- Group activities encourage teamwork, cooperation, and communication
- Incorporates 21st century skills such as critical thinking, problem solving and citizenship
- Also contains motivational stickers and an end-of-year certificate

FLASHCARDS

- Available for Levels 1 and 2
- Starter Level also has an alphabet poster

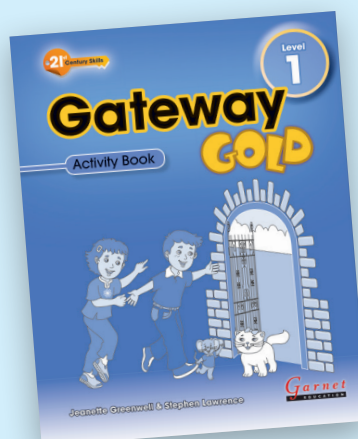
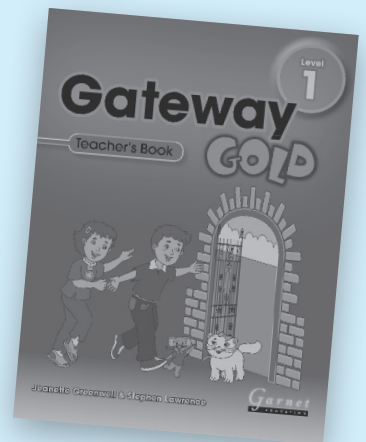


TEACHER'S BOOK

Carefully designed to help primary level teachers of English deliver lessons easily and with confidence.

Provides:

- Detailed teaching notes
- Clear objectives and stages for each lesson
- Ideas for additional activities
- Student's Book facsimile pages
- Teacher's Knowledge Bank tips
- Unit tests
- Audio scripts
- Includes comprehensive audio DVD



ACTIVITY BOOK

- Reinforces content and includes activity-linked cut-outs
- Includes 'I can...' reflection pages
- Includes Do and Share pages
- Levels feature age-appropriate vocabulary and 'super spelling' focus

Gateway Gold features

INTERACTIVE CD-ROM

- Interactive CD-ROMs for all levels can be used either for student self-study or whole class work
- Levels 1 and 2 additionally incorporate Teacher Notes as part of the CD-ROM
- All levels are accompanied by a User Guide
- Activities correlated to support Students' Book content



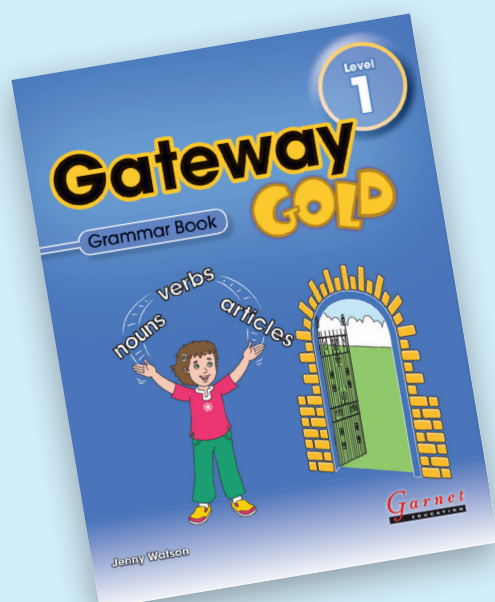
BIG BOOKS (FOR SHARED READING)

- Eight original, engaging Big Book stories accompany Gateway Gold Starter, and Levels 1 and 2
- Beautifully illustrated in full colour with age-appropriate text
- Linked to topics and themes in the course material
- Includes audio CD: Each story is recorded to support the teacher's reading of the book in terms of pronunciation, expression and intonation
- Accompanying materials provide a general introduction to shared reading: What it is? Why it is important? How to organize the shared reading session
- Post-reading activities: three to five activities for each story to check understanding, support retelling and reinforce language patterns

READERS

A variety of fact and fiction readers accompany Levels 3–6 featuring:

- Key vocabulary and high frequency words
- Full lesson plan guides for teachers



GRAMMAR BOOK

This is not grammar in the old-fashioned style! By encouraging students to find and reflect on patterns that they have already encountered in their Gateway Gold course, and then to practise using these patterns, the books develop students' linguistic awareness and competence, and build confidence.

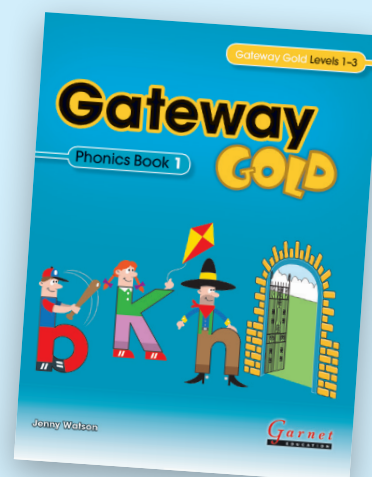
- The six Grammar Books support students' learning
- Each book has ten units which correspond to the Student's Book units
- Illustrations provide context and familiarity
- Each unit has sections for the student and for the teacher or parent:
 - *Student Sections*: careful, targeted use of technical labels are used in these sections
 - *For the Teacher/Parent*: presents and explains metalinguistic terms
- Full glossary of technical terms
- Full answer key

PHONICS BOOK

- Phonics Book 1 is designed to accompany Levels 1, 2 and 3, and deals with English consonants and short vowel sounds
- Phonics Book 2 is designed to accompany Levels 4, 5 and 6, and deals with other individual sounds, combined sounds, and spelling rules and tips
- Includes audio CD
- Printable and photocopiable additional materials: teacher notes, sound (phoneme) flashcards and cut-up activity cards provide a fun way of giving students extra practice
- Alliteration, assonance and rhythm ensure that the sentences are fun for the students to listen to and repeat

TESTS

- Tests after every two units make it easy to regularly track progress
- End of year tests show longer-term development
- Separate tests for speaking, listening, reading and writing allow for precise skill-by-skill assessment
- Suitable to be used as preparation for the Cambridge Young Learners English Tests



About the authors

Jeanette Greenwell and Stephen Lawrence are knowledgeable academics in the teaching of English as a second and foreign language. Both have extensive experience in this field and over 15 years' experience as teachers. Jeanette and Stephen are also consultants for the British Council in Mexico.

Sally Etherton has worked in ELT and mainstream primary education for over 30 years. She has worked in the UK, Italy, the Solomon Islands, Bhutan and Oman. She has taught all ages, written and delivered in-service teacher training programmes and authored materials for the mainstream primary and TESOL classrooms.

Jenny Watson is an English language teacher, lexicographer and writer.

Gateway Gold Starter

Student's Book	978-1-78260-077-0
Activity Book	978-1-78260-120-3
Handwriting Book	978-1-78260-079-4
Teacher's Book with audio DVD	978-1-78260-078-7
Interactive CD-ROM (Home/Study)	978-1-78260-144-9
Big Book 1 with audio CD - The Bus and the Donkey	978-1-78260-102-9
Big Book 2 with audio CD - Bella's Bouncy Ball	978-1-78260-103-6
Big Book 3 with audio CD - Feed the Baby!	978-1-78260-104-3
Resource Pack including flashcards and poster	978-1-78260-080-0

Gateway Gold Level 1

Student's Book	978-1-78260-081-7
Activity Book	978-1-78260-083-1
Teacher's Book with audio DVD	978-1-78260-082-4
Grammar Study Book	978-1-78260-071-8
Interactive CD-ROM (Classroom use)	978-1-78260-145-6
Phonics Book 1 with audio CD	978-1-78260-122-7
Big Book 1 with audio CD - Callum and the Crows	978-1-78260-105-0
Big Book 2 with audio CD - Whose shoes?	978-1-78260-106-7
Big Book 3 with audio CD - A pet for Sam	978-1-78260-107-4
Flashcards	978-1-78260-084-8

Gateway Gold Level 2

Student's Book	978-1-78260-085-5
Activity Book	978-1-78260-087-9
Teacher's Book with audio DVD	978-1-78260-086-2
Grammar Study Book	978-1-78260-072-5
Interactive CD-ROM (Classroom use)	978-1-78260-146-3
Phonics Book 1 with audio CD	978-1-78260-122-7
Big Book 1 with audio CD - Dance Party!	978-1-78260-108-1
Big Book 2 with audio CD - Jump on my train	978-1-78260-109-8
Flashcards	978-1-78260-088-6

Gateway Gold Level 3

Student's Book	978-1-78260-089-3
Activity Book	978-1-78260 091-6
Teacher's Book with audio DVD	978-1-78260 090-9
Grammar Study Book	978-1-78260 073-2
Interactive CD-ROM (Home/Study)	978-1-78260-147-0
Phonics Book 1 with audio CD	978-1-78260-122-7
Reader - Book 1 - Going Shopping	978-1-78260-124-1
Reader - Book 2 - The Lost Mother	978-1-78260-125-8
Reader - Book 3 - Riding My Bike	978-1-78260-126-5
Reader - Book 4 - The Picnic	978-1-78260-127-2

Gateway Gold Level 4

Student's Book	978-1-78260-093-0
Activity Book	978-1-78260-095-4
Teacher's Book with audio DVD	978-1-78260-094-7
Grammar Study Book	978-1-78260-074-9
Interactive CD-ROM (Home/Study)	978-1-78260-148-7
Phonics Book 2 with audio CD	978-1-78260-123-4
Reader - Book 1 - Space Travel	978-1-78260-129-6
Reader - Book 2 - Hot-air Balloons	978-1-78260-130-2
Reader - Book 3 - A Present for Dad	978-1-78260-131-9
Reader - Book 4 - Skate Racer	978-1-78260-132-6

Gateway Gold Level 5

Student's Book	978-1-78260-096-1
Activity Book	978-1-78260-098-5
Teacher's Book with audio DVD	978-1-78260-097-8
Grammar Study Book	978-1-78260-075-6
Interactive CD-ROM (Home/Study)	978-1-78260-149-4
Phonics Book 2 with audio CD	978-1-78260-123-4
Reader - Book 1 - Sebastian Tidies Up	978-1-78260-134-0
Reader - Book 2 - Johann and the Birds	978-1-78260-135-7
Reader - Book 3 - Good to Eat	978-1-78260-136-4
Reader - Book 4 - Turtles in Trouble	978-1-78260-137-1

Gateway Gold Level 6

Student's Book	978-1-78260-099-2
Activity Book	978-1-78260-101-2
Teacher's Book with audio DVD	978-1-78260-100-5
Grammar Study Book	978-1-78260-076-3
Interactive CD-ROM (Home/Study)	978-1-78260-150-0
Phonics Book 2 with audio CD	978-1-78260-123-4
Reader - Book 1 - Under Sail	978-1-78260-139-5
Reader - Book 2 - The Boy Who Wanted to be Famous	978-1-78260-140-1
Reader - Book 3 - When the Bus Was Late	978 1 78260-141-8
Reader - Book 4 - The Story of Zadig	978 1 78260-142-5

Journals and Academic Papers

Garnet Education publishes a variety of academic resources. This is in line with our policy of putting educational development at the forefront of our work; our involvement will enable us to better understand current issues in ELT delivery and inform our development of course material.

Innovation, exploration and transformation

Proceedings of the 2019 BALEAP Conference

Edited by Michelle Evans, Bee Bond and Alex Ding

ISBN: 978-1-78260-862-2

This volume focuses on aspects of course delivery, academic practice, student insights, programme development, professional development and scholarship. The papers selected represent the vibrancy and diversity of scholarship and research across the globe and demonstrates the commitment of EAP practitioners to their profession, their students and to developing the knowledge base underpinning the complex roles and activities that practitioners undertake.

Addressing the state of the union: Working together = learning together

Proceedings of the 2017 BALEAP Conference

Edited by Maxine Gillway

ISBN: 978-1-78260-676-5

CONTENTS INCLUDE

- Emancipating ourselves from mental slavery: Affording knowledge in our practice
- Management roles in EAP teaching: Creating an EAP management network
- Collaboration matters: Meeting the needs of context-sensitive ESAP teaching
- Academic skills for MA: Developing a student-driven, subject-specific, EAP support programme for PG students

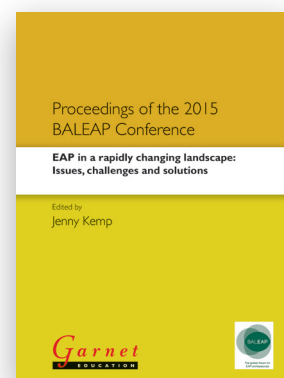
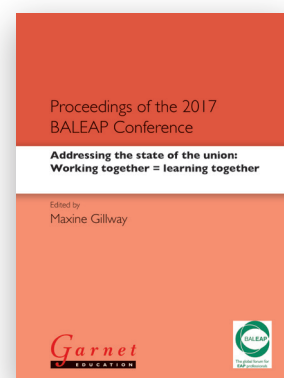
EAP in a rapidly changing landscape: Issues, challenges and solutions

Proceedings of the 2015 BALEAP Conference

Edited by Jenny Kemp

ISBN: 978-1-78260-345-0

This volume gives an insight into the current state of EAP through the prescribed and emergent themes. It is divided into four sections: Globalisation, acculturation, socialisation; Knowledge of ourselves and of our learners; Approaches to genre and discourse; and Achieving specificity.



Current Developments in English for Academic and Specific Purposes: Local innovations and global perspectives

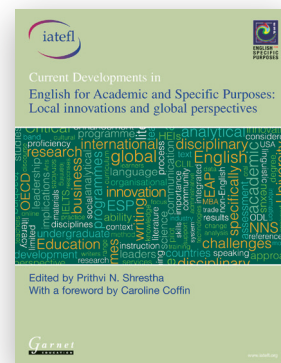
Pioneering practices in English language teaching are often limited to individual teachers or institutions. This book brings together EAP and ESP practitioners from around the world to share their innovations and novel research practices.

Edited by Prithvi N. Shrestha

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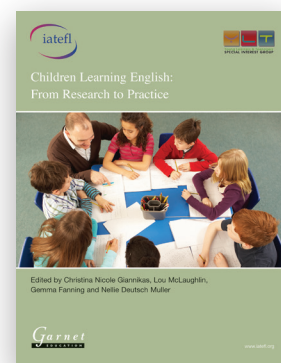


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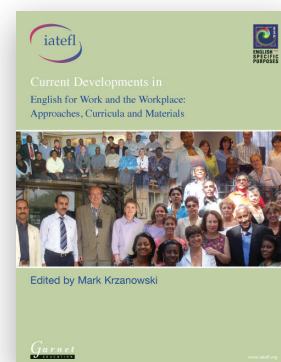
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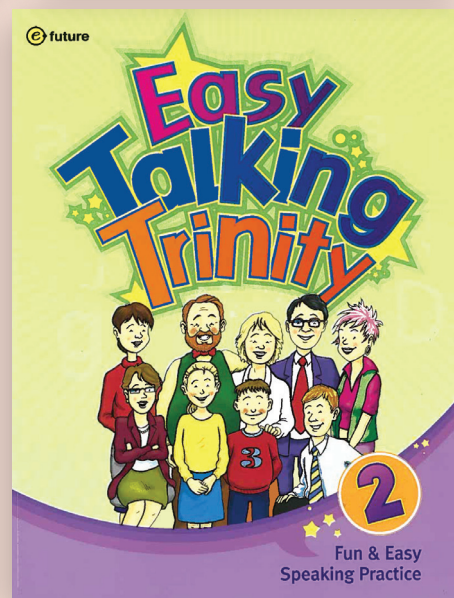
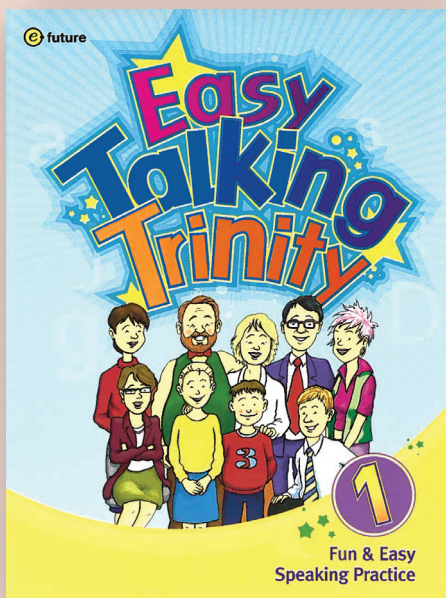
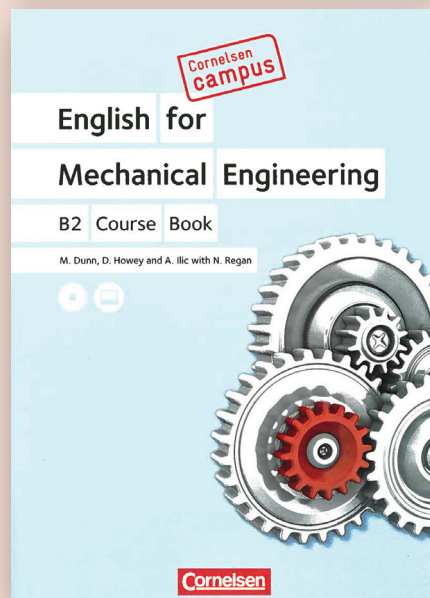
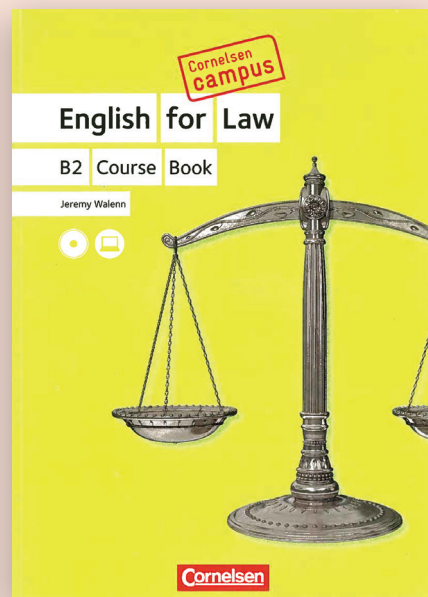
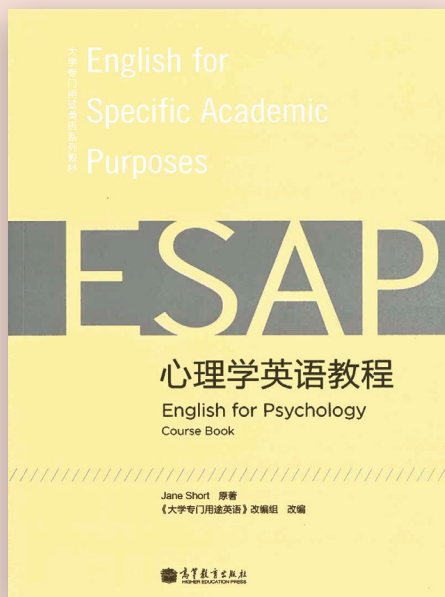
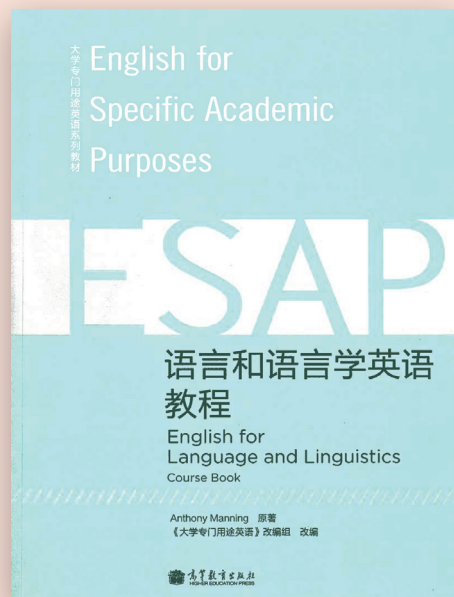




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