

GARNET EDUCATION

2024 Catalogue



GARNET
EDUCATION

An Introduction to Garnet Education

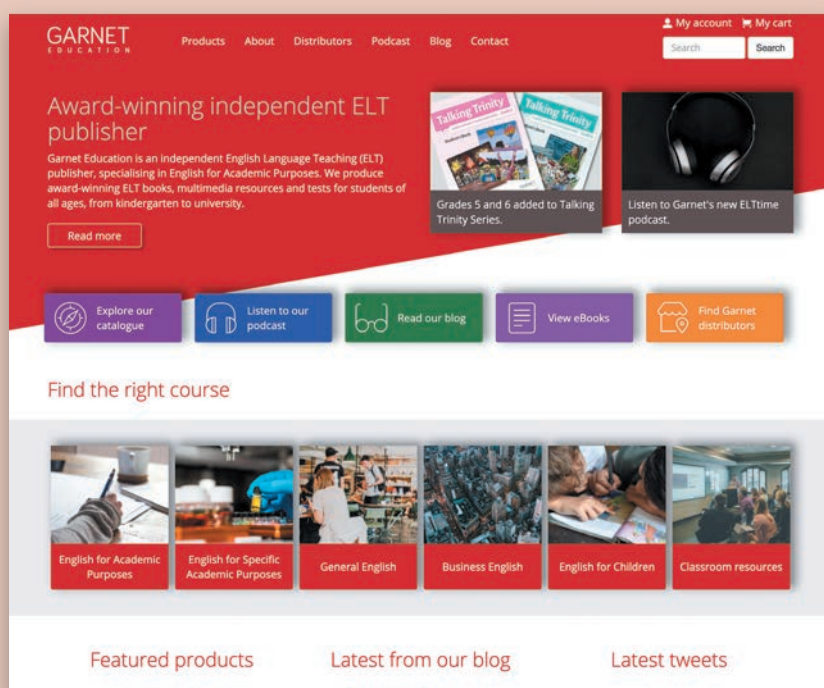
Welcome to our 2024 catalogue

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



- **BUY ONLINE** Find the latest information on all Garnet Education titles and buy instantly.
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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.



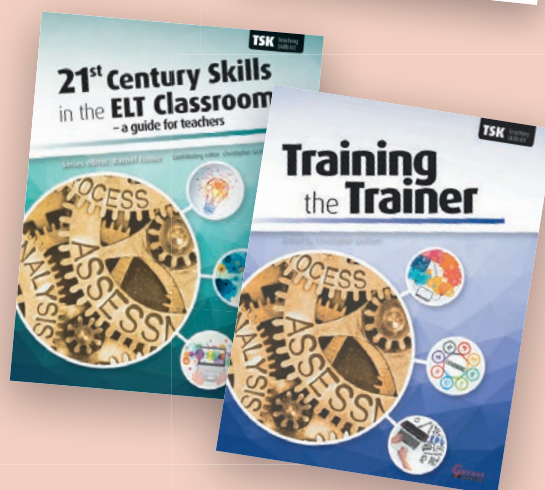
Quizlet

Interactive resources to use alongside Garnet courses.



Teaching Skills Kit

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



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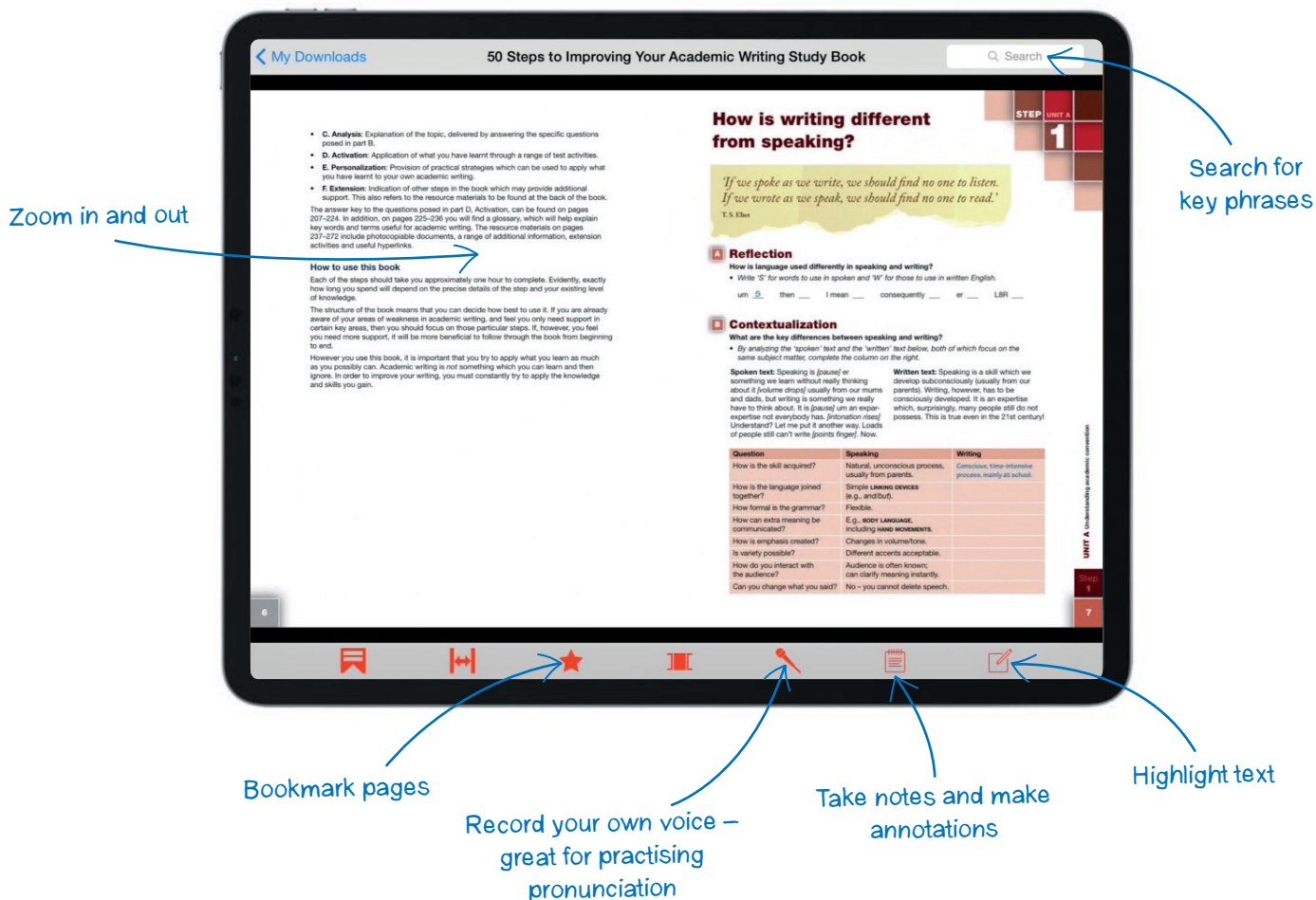
Access our resources on your tablet, phone or computer with the Garnet eBooks service

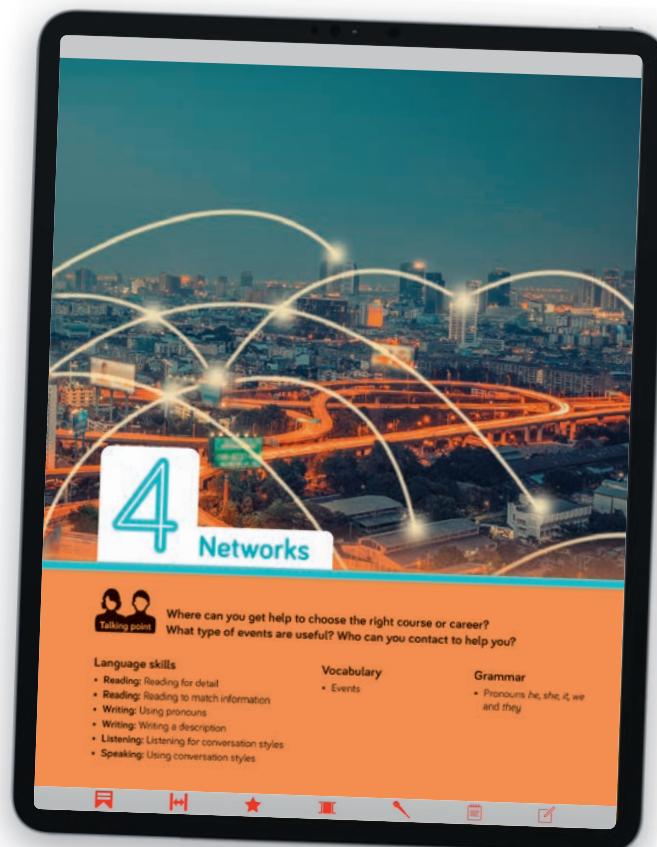
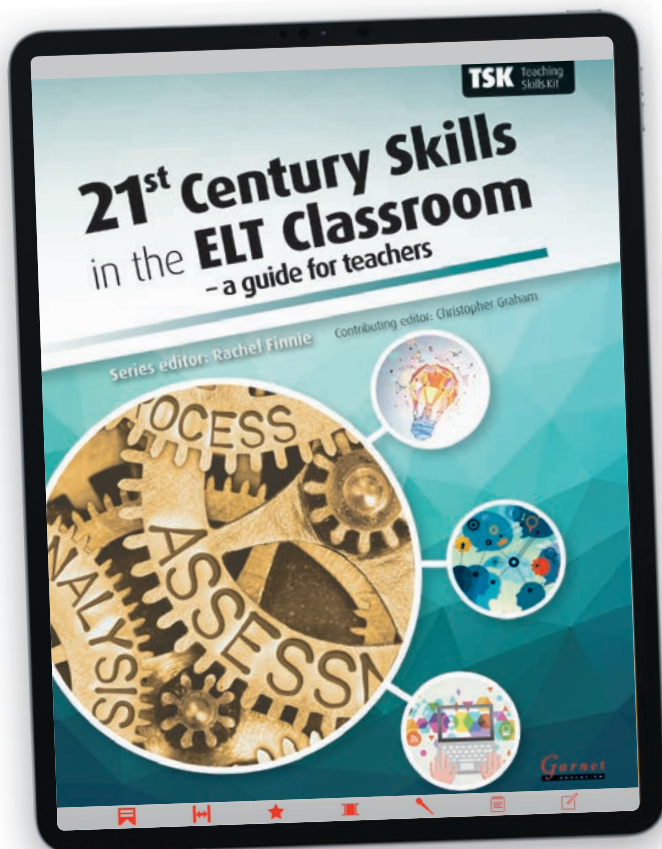
Access Garnet Education books on your tablet, phone or computer with the Garnet eBooks service. Available in your browser, or download apps for iOS, Android or Microsoft devices.

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.

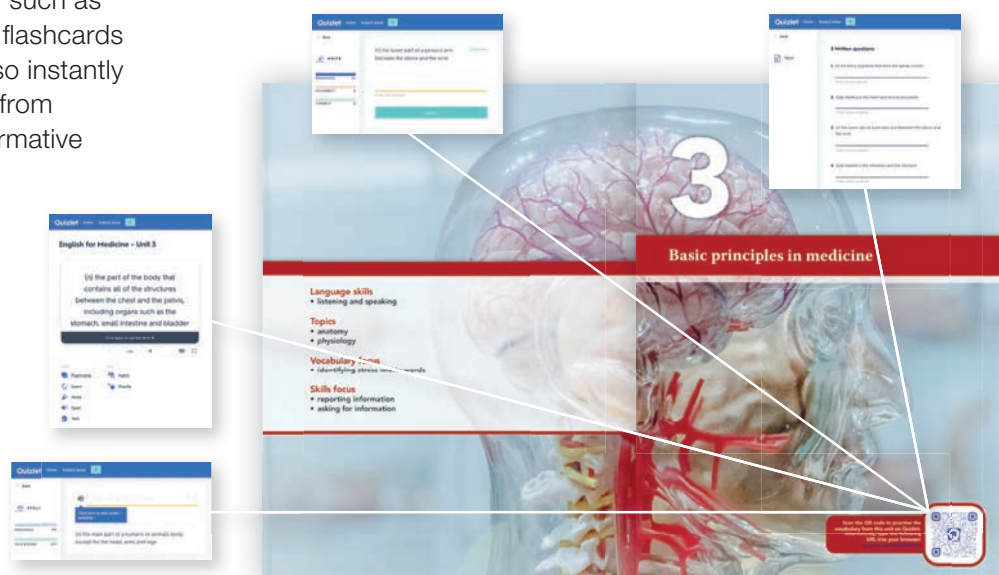
What is Quizlet?

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.



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 foundation year programmes
- 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.

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 What _____ 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

Unit 38

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 And what about his education?
B Honestly, yes. _____ (he / miss) a lot of school? quite a lot of school. But I think school is less important than travelling and seeing the world. _____ (he / learn) more about the world from our travels than at school. I plan to take him on another trip soon.

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

Focus boxes provide an overview of key concepts.

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.

Unit 2A

Talking about other people

1 In pairs. Talk about the photos.

2 Complete the conversations.

a What's her name?
b J. K. Rowling _____ a writer.
c _____ she from?
d She's from the UK.

3 Listen and check your answers. Complete the profiles.

Focus

Present perfect

We use the present perfect to talk about experiences.

Positive

has/have + past participle Example I've met the Queen of England.

Negative

hasn't/haven't + past participle Example Johan hasn't driven a car before.

Questions

has/have + past participle Example A Have you ever lived in another country?
B No, I haven't.

When do we use has or have?

Grammar

Focus

Pronunciation

Listen to the examples from the Focus box. Notice how have is pronounced differently. Listen again and repeat.

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.

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a What's her name?
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When do we use has or have?

Grammar

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Listen to the examples from the Focus box. Notice how have is pronounced differently. Listen again and repeat.

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:

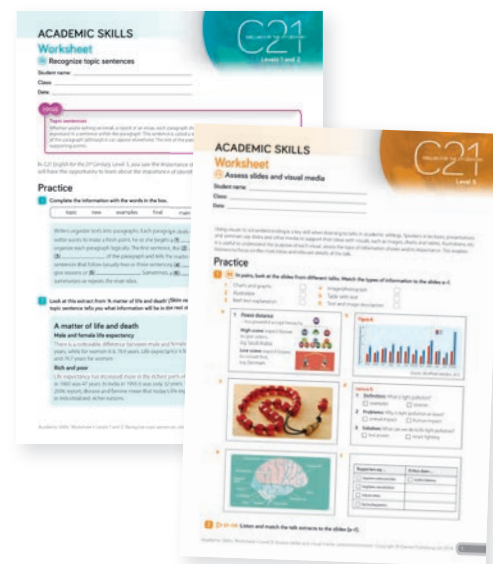
Factsheet – gives information about the skill, including the academic context, key features and examples of its application.

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 SPECIFIC ACADEMIC PURPOSES

Products in this section include:

- The English for Specific Academic Purposes series (B2–C2)
- Moving into ESAP (A2–B1)
- English for Islamic Studies (B1–C1)

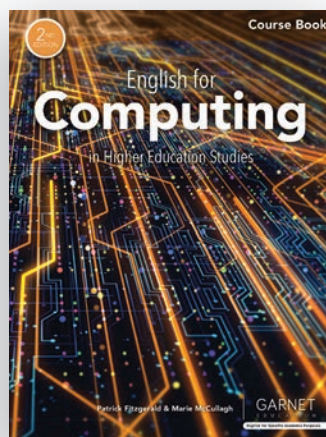
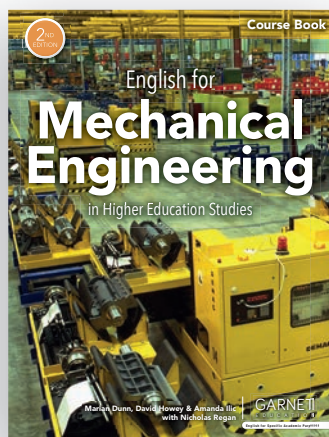
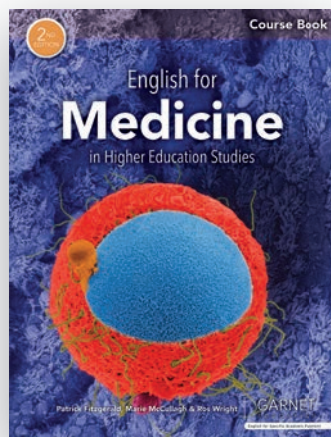


The English for Specific Academic Purposes series

A faculty-specific series for students in higher education

2nd
edition

SERIES DEVISED BY TERRY PHILLIPS • UPDATED FOR THE 2ND EDITION BY EDWARD ALDEN •
UPPER INTERMEDIATE TO PROFICIENCY: CEFR LEVEL B2–C2/IELTS 5.0–7.5+



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.

The ESAP 2nd edition Course Books include new texts, graphics, images and academic source material addressing recent developments in each field. There are new exercises to practise the skills and functional language from the course – particularly for key spoken academic language – and the skills syllabus has been updated to reflect the current needs of international students in an English-speaking academic environment, for example, researching sources on Google Scholar and using online dictionaries. The new design includes cross-references from each Vocabulary Bank and Skills Bank section to relevant exercises in the unit. The Teacher's Books have also been extensively revised.

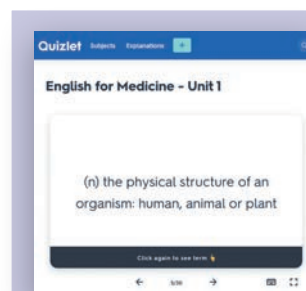
The 2nd edition also introduces an exciting range of additional components for each title:

- Digital Workbook
- Quizlet vocabulary practice (web/app)
- Supplementary worksheets and other online teaching resources (signposted throughout the Teacher's Book)

Suitable for students with an English level of Upper Intermediate (CEFR B2), each ESAP course contains 12 units, with each unit based around a core topic from the relevant academic discipline. Each unit provides between four and six hours of classroom activity, with the added flexibility of additional online resources for classroom use and the new digital Workbooks and Quizlet, both of which can be used for self-study. As a core component of a faculty-specific pre-session or foundation course, each ESAP course therefore provides at least 50–80 hours of teaching material along with an optional self-study component of 40+ hours.

The Teacher's Books contain full methodology notes for all lessons, with introductions and closures, and answer keys for all exercises – including model answers for open-ended activities.

All of the English for Specific Academic Purposes authors are experts in their fields, chosen by Garnet Education for their knowledge of the subject area covered by their particular title. The series won the Duke of Edinburgh English-Speaking Union English Language Award in 2009.



GARNET EDUCATION + QUIZLET

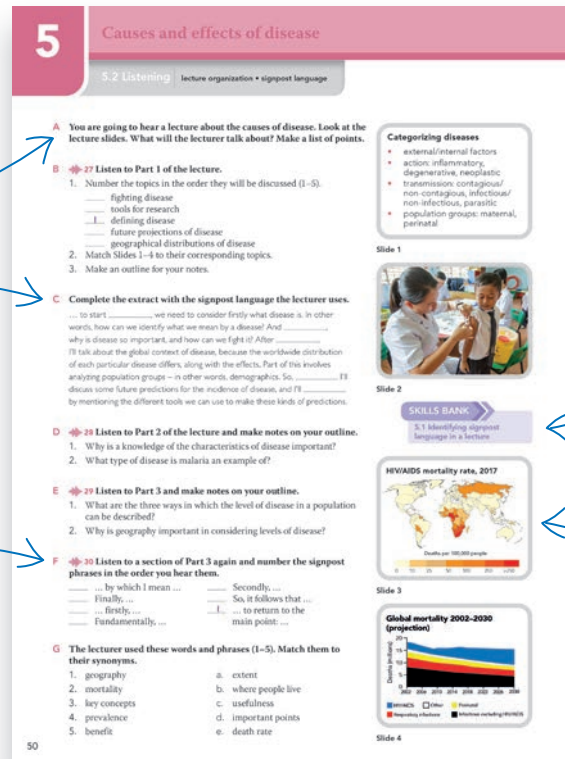
The ESAP 2nd editions include custom-made vocabulary practice activities on Quizlet, the world's largest student and teacher online learning community. These activities allow students to practise all the key subject vocabulary from each course in unit-by-unit sets. Each vocabulary set is accessible via a QR code printed in the Course Book, as well as via Garnet Education's Quizlet webpage: <https://quizlet.com/en-gb/features/garneteducation>

Course Book

Systematic approach to developing academic skills through authentic academic material

More extensive practice of receptive skills (reading/listening) to activate productive skills (writing/speaking)

New audio with extracts from faculty lectures and seminars, for use in lessons and for self-study



Revised Vocabulary Banks and Skills Banks with in-text markers for reference and revision



Updated skills syllabus and subject content

Digital Workbook

The digital Workbook includes a wide range of activities and exercise types that are closely integrated with the Course Book to provide targeted practice of the vocabulary and skills presented in the course. Extra practice for the receptive skills is given through reading/listening passages in the style of the Course Book texts. There is structured work on the relevant productive skill (writing/speaking) at the end of each unit.

The digital Workbook has been designed for use on desktop and tablet devices so that students can have an intuitive, immersive learning experience anywhere.

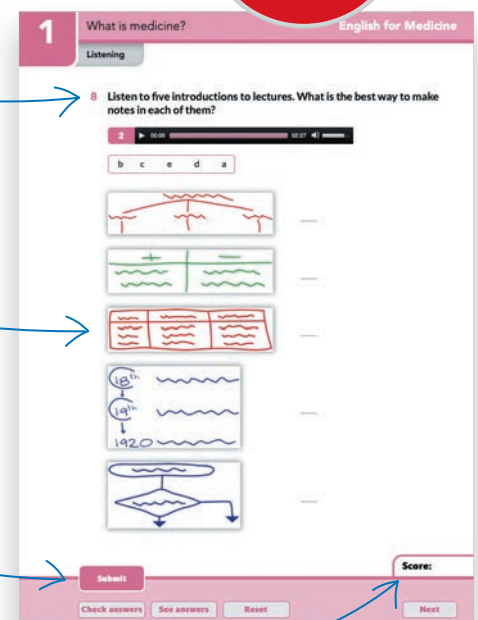
All exercises are auto-marked, giving students immediate feedback and allowing the teacher to monitor each student's progress.

Structured, extensive listening/reading exercises to develop students' lecture/research skills

Targeted practice of the Course Book contents

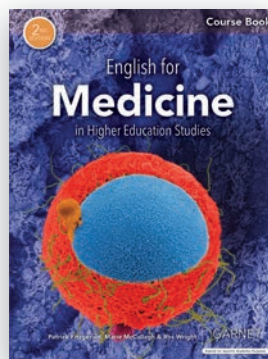
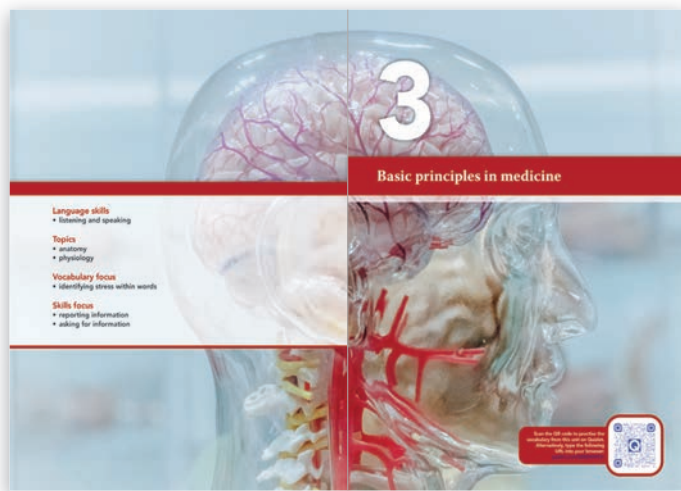
Easy-to-use, intuitive interface

Self-marking exercises



English for Medicine – 2nd Edition

PATRICK FITZGERALD, MARIE MCCULLAGH, ROS WRIGHT • UPPER INTERMEDIATE TO PROFICIENCY: CEFR LEVEL B2–C2/IELTS 5.0–7.5+



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

English for Medicine

Course Book & digital Workbook	978-1-78260-762-5
Course eBook & digital Workbook	978-1-78260-856-1
Teacher's Book	978-1-78260-763-2
Teacher's eBook	978-1-78260-857-8

English for Computing – 2nd Edition

PATRICK FITZGERALD, MARIE MCCULLAGH • UPPER INTERMEDIATE TO PROFICIENCY: CEFR LEVEL B2–C2/IELTS 5.0–7.5+



UNITS

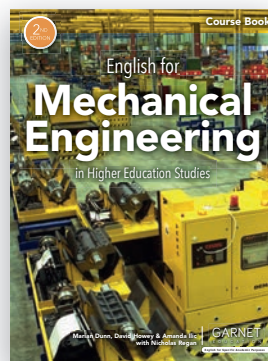
- What is computing?
- Achievements in computing
- Basic principles of computing systems
- Information storage and retrieval
- The impact of hardware developments
- Networks and networking
- Software developments
- Human–computer interaction
- Approaches to project management in computing
- Project-managing complex computer systems
- Ethical, legal and environmental issues in computing
- The future of computing

English for Computing

Course Book & digital Workbook	978-1-78260-752-6
Course eBook & digital Workbook	978-1-78260-871-4
Teacher's Book	978-1-78260-753-3
Teacher's eBook	978-1-78260-872-1

English for Mechanical Engineering – 2nd Edition

AMANDA ILIC, MARIAN DUNN, DAVID HOWEY, WITH NICHOLAS REGAN • UPPER INTERMEDIATE TO PROFICIENCY: CEFR LEVEL B2–C2/IELTS 5.0–7.5+

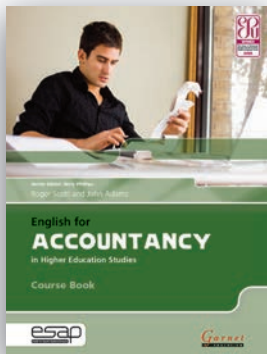


UNITS

- 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

Course Book & digital Workbook	978-1-78260-760-1
Course eBook & digital Workbook	978-1-78260-873-8
Teacher's Book	978-1-78260-761-8
Teacher's eBook	978-1-78260-874-5



English for Accountancy

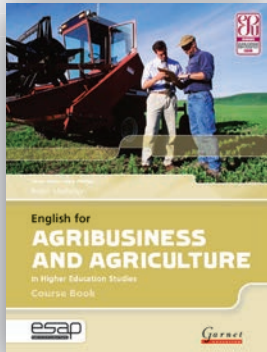
ROGER SCOTT AND JOHN ADAMS • UPPER INTERMEDIATE TO PROFICIENCY: CEFR LEVEL B2–C2/IELTS 5.0–7.5+

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

Course Book with audio CDs (x2) 978-1-85964-559-8
Teacher's Book 978-1-85964-560-4



English for Agribusiness and Agriculture

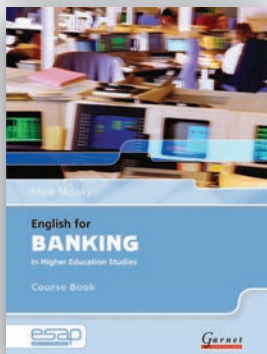
ROBIN MATHESON • UPPER INTERMEDIATE TO PROFICIENCY: CEFR LEVEL B2–C2/IELTS 5.0–7.5+

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

Course Book with audio CDs (x2) 978-1-85964-450-8
Teacher's Book 978-1-85964-451-5



English for Banking

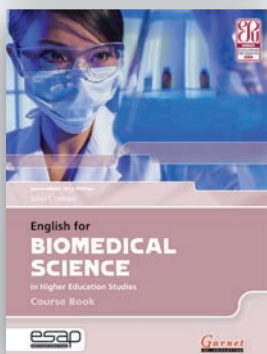
MARIE McLISKY • UPPER INTERMEDIATE TO PROFICIENCY: CEFR LEVEL B2–C2/IELTS 5.0–7.5+

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

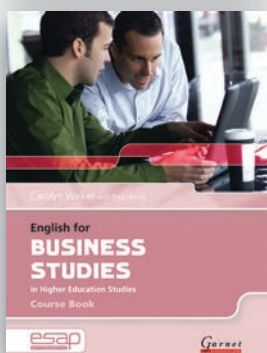
JOHN CHRIMES • UPPER INTERMEDIATE TO PROFICIENCY: CEFR LEVEL B2–C2/IELTS: 5.0–7.5+

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

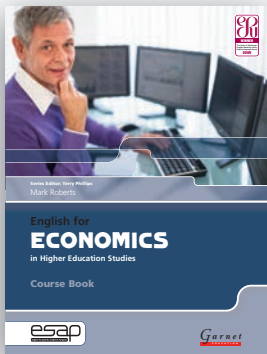
CAROLYN WALKER WITH PAUL HARVEY • UPPER INTERMEDIATE TO PROFICIENCY: CEFR LEVEL B2–C2/IELTS 5.0–7.5+

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

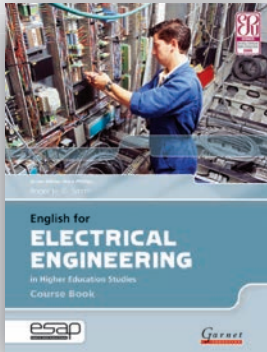
MARK ROBERTS • UPPER INTERMEDIATE TO PROFICIENCY:
CEFR LEVEL B2–C2/IELTS 5.0–7.5+

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

Course Book with audio CDs (x2) 978-1-85964-448-5
Teacher's Book 978-1-85964-449-2



English for Electrical Engineering

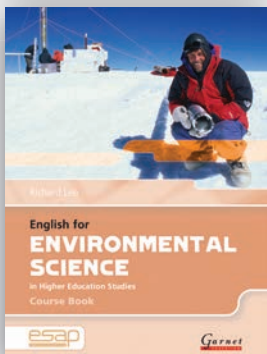
ROGER SMITH • UPPER INTERMEDIATE TO PROFICIENCY:
CEFR LEVEL B2–C2/IELTS 5.0–7.5+

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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Teacher's Book 978-1-90757-533



English for Environmental Science

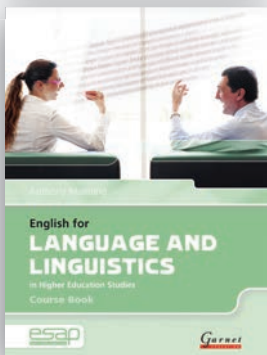
RICHARD LEE • UPPER INTERMEDIATE TO PROFICIENCY:
CEFR LEVEL B2–C2/IELTS 5.0–7.5+

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

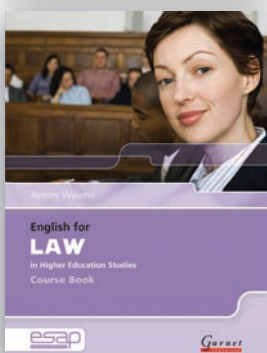
ANTHONY MANNING • UPPER INTERMEDIATE TO PROFICIENCY:
CEFR LEVEL B2–C2/IELTS 5.0–7.5+

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

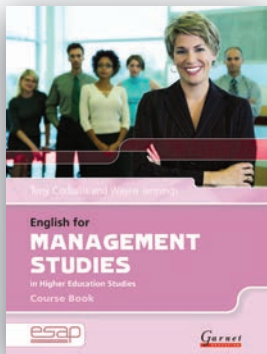
JEREMY WALENN • UPPER INTERMEDIATE TO PROFICIENCY:
CEFR LEVEL B2–C2/IELTS 5.0–7.5+

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

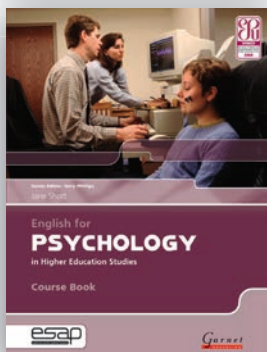
TONY CORBALLIS AND WAYNE JENNINGS • UPPER INTERMEDIATE TO PROFICIENCY: CEFR LEVEL B2–C2/IELTS 5.0–7.5+

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

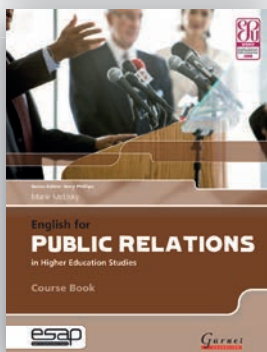
JANE SHORT • UPPER INTERMEDIATE TO PROFICIENCY: CEFR LEVEL B2–C2/IELTS 5.0–7.5+

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

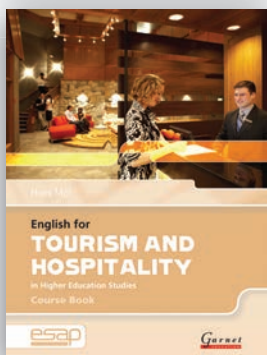
MARIE McLISKY • UPPER INTERMEDIATE TO PROFICIENCY: CEFR LEVEL B2–C2/IELTS 5.0–7.5+

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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- 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 15% 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	Endings
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!



Pronunciation: Polite language

- 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, _____.
B: Any sugar?
A: No, _____.
B: Two pounds fifty, _____.
A: Here you are.
B: _____.
A: _____ Bye.
Practise the conversation in pairs.
- 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 _____ a bike for a week, please.
 - Could you _____ me some money for a couple of days?
 - I'll _____ you back next week.
 - Why don't we _____ a discount for cash?
 - How about _____ £8 for a box of ten?
 - I don't want _____ 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.

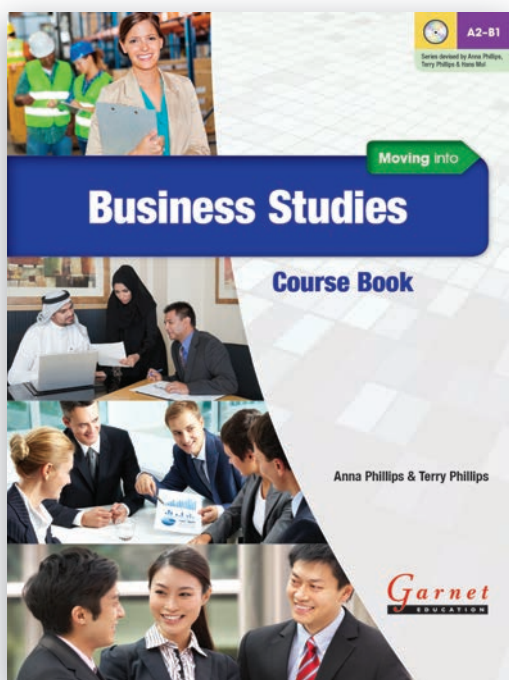
Pronunciation: Short forms

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.

Grammar reference page 188

91



TOPICS INCLUDE

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

UNITS

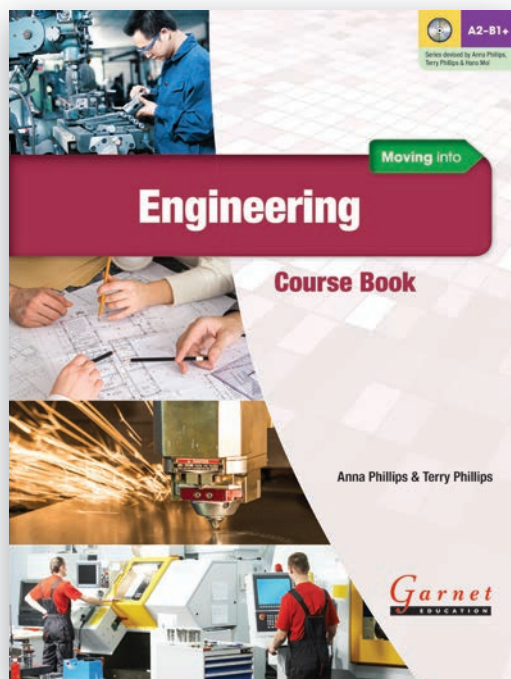
- Companies – big and small
- It's just the job!
- Industrial revolution
- Keeping the customer happy
- What's my motivation?
- Who wants to be a millionaire?
- Now you're talking
- Up, up and ... down?
- Going green
- How to get a good job

Moving into Business Studies

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Moving into Engineering

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TOPICS INCLUDE

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

UNITS

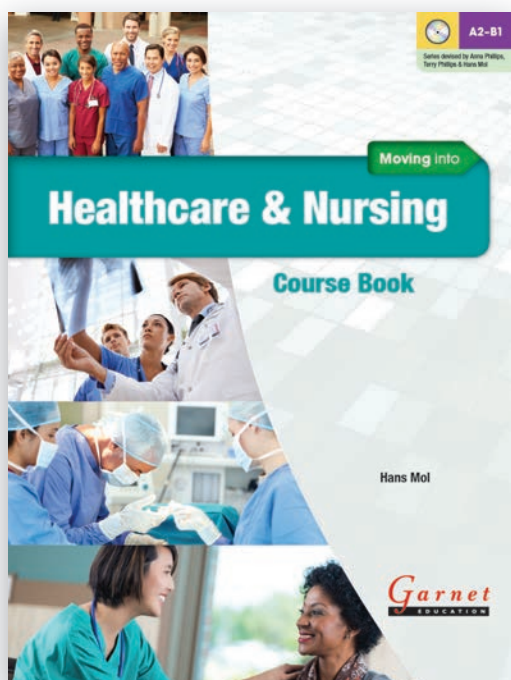
- Changing the world
- The skills you need
- Working with machines
- Fit for purpose
- Starting and stopping
- Inspiration and perspiration
- Now you're talking
- Finding fault
- Going green
- How to get a good job

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Moving into Healthcare & Nursing

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



TOPICS INCLUDE

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

UNITS

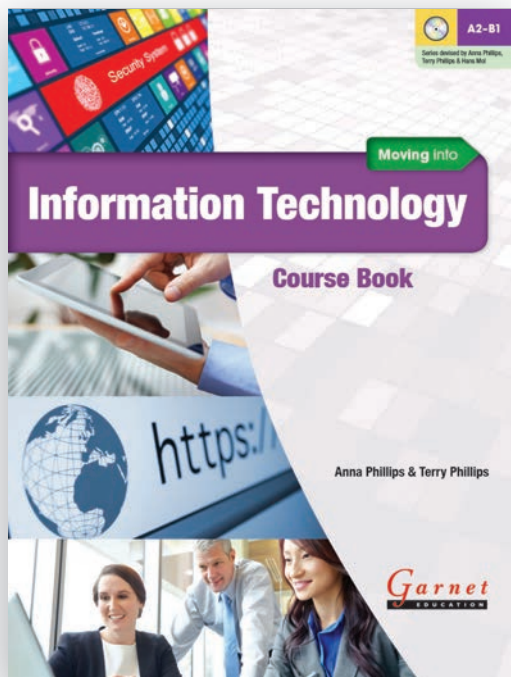
- The world of healthcare
- Jobs to do
- Take care
- You're welcome!
- I like that!
- Nursing
- Get the message
- Lifestyle
- Making healthcare greener
- Finding work

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Moving into Information Technology

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



TOPICS INCLUDE

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

UNITS

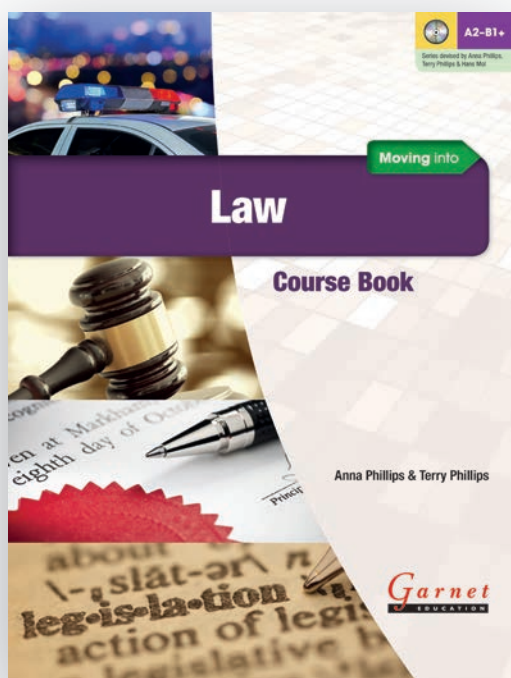
- The world at your fingertips
- The skills you need
- From data to action
- The customer is king ... and queen
- Always on
- Starting up
- Now you're talking
- Cycle of life
- Green IT!
- How to get a good job

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UNITS

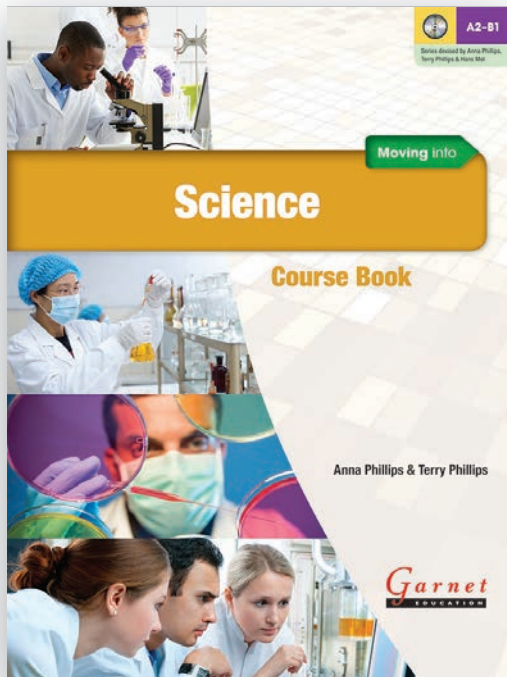
- It's a crime!
- It's just the job
- Courtroom drama
- The customer is always right
- It's not fair!
- Who wants to be rich and famous?
- Legally speaking
- Cyber security and cyber crime
- Green footprints and the law
- How to get a good job

Moving into Law & Law Enforcement

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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

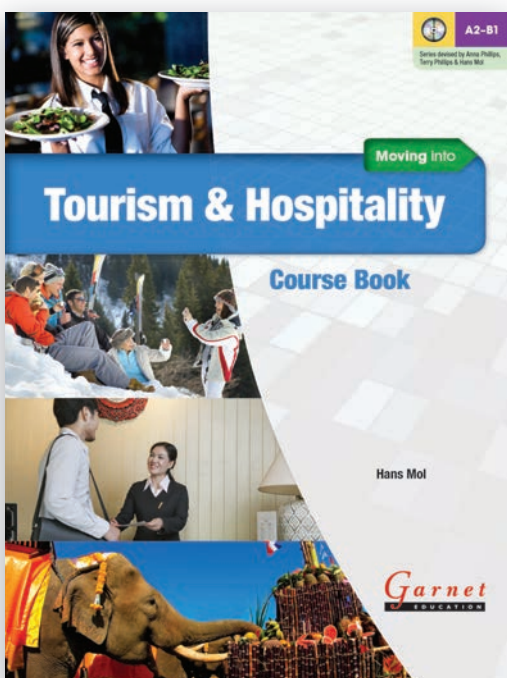
- Discovering the world
- It's just the job
- Building the world
- What is life?
- $E=mc^2$
- We're all in it together
- Now you're talking
- Staying in control
- Saving the planet
- How to get a good job

Moving into Science

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Teacher's Book	978-1-78260-169-2

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

Moving into Tourism & Hospitality

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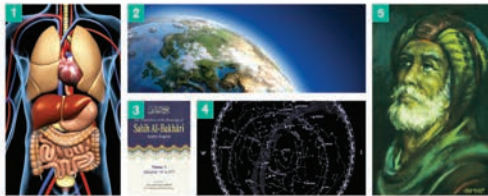
Unit 7

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 **a** _____. They started to **b** _____ 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 **c** _____ of a baby and the different stages of growth that an **d** _____ 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 **e** _____ of the embryo in the maternal **f** _____. 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
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- 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
- Islam and the environment

English for Islamic Studies

Course Book



Amna Bedri
and Fiona McGarry

Garnet
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see page 33**

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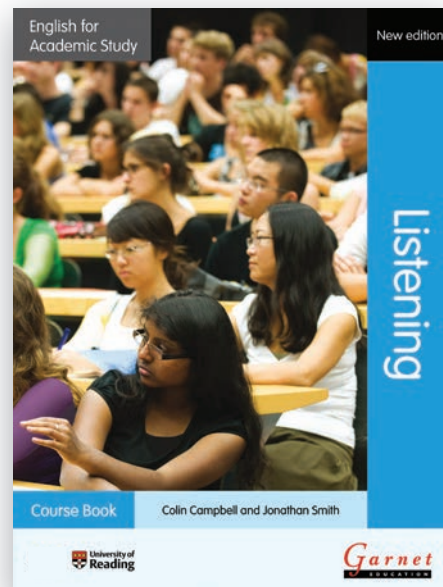
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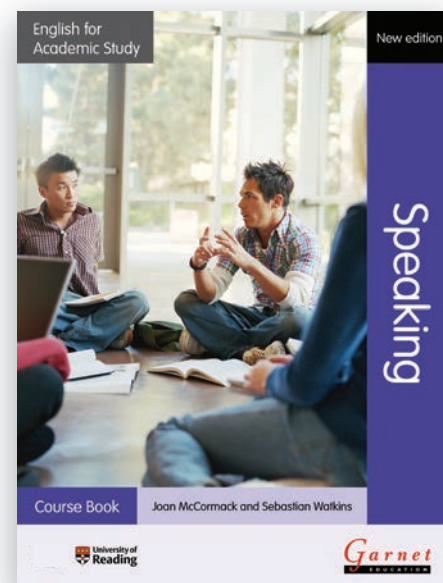
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English for Academic Study: Reading

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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, Decores.

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

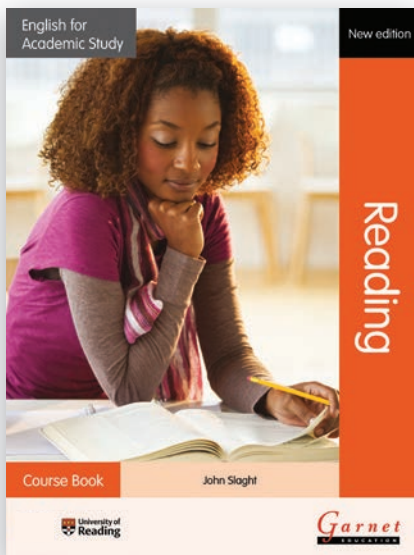
EAS Reading is founded on an extensive review of recent research into EAP writing methodology, and reflects the most recent developments in language teaching for academic purposes.

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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 2000 the world's population grew from 2 billion to 6 billion now, with a projected peak of 9 billion by 2050 (Black, 2000). 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 deficiencies. 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 dramatic 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 biologists (Sparks et al., 2004) concluded that by 2050, 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 Swain 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.

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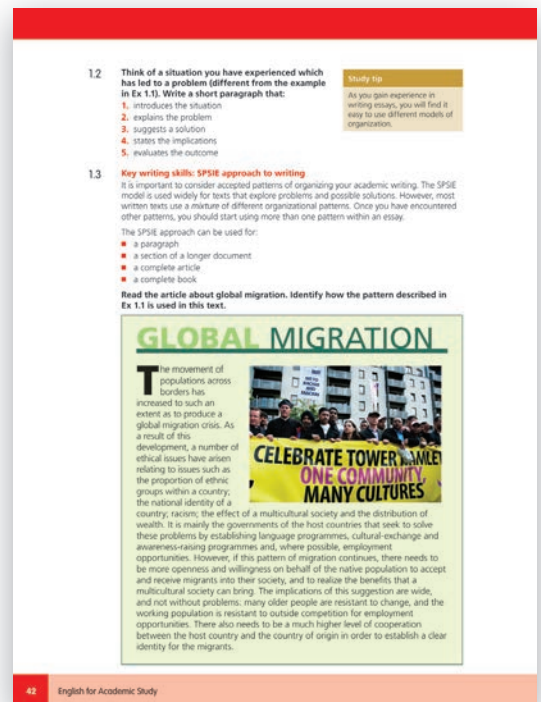
An integrated approach to writing, making use of authentic reading texts as a starting point for writing development.

KEY FEATURES

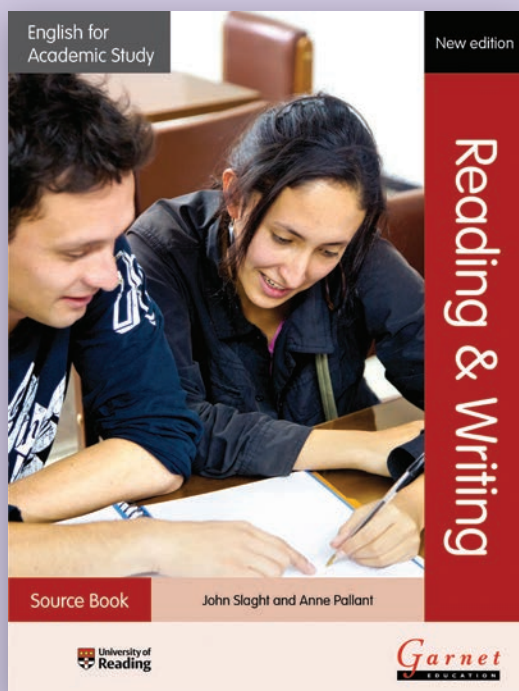
- The course adopts a four-fold approach to reflect the complex demands of academic writing:
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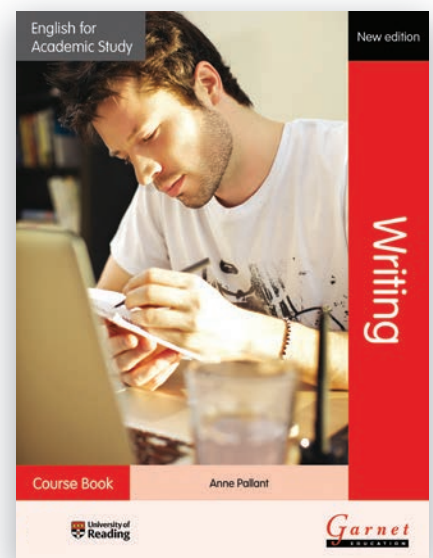


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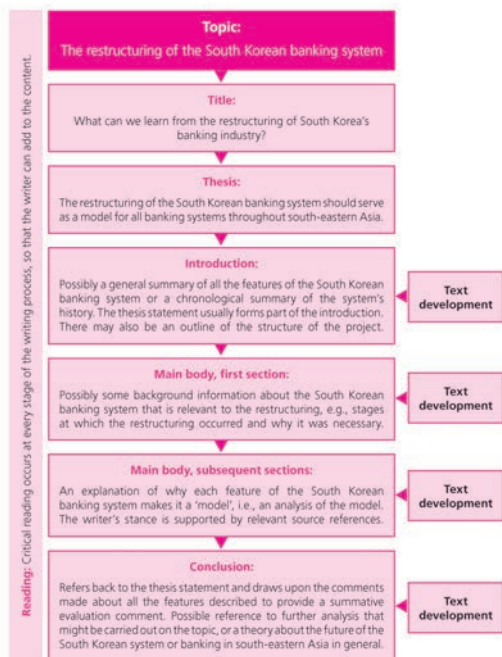
English for Academic Study: Extended Writing & Research Skills

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.
- Which parts of the flow chart refer to the actual written content?
 - Why does critical reading occur at each stage?
 - 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.

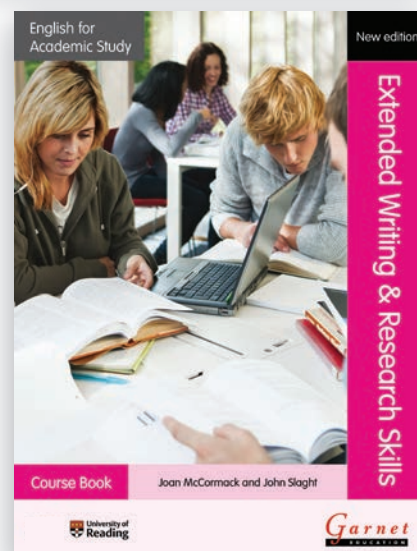
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Showing logical links (2)

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.

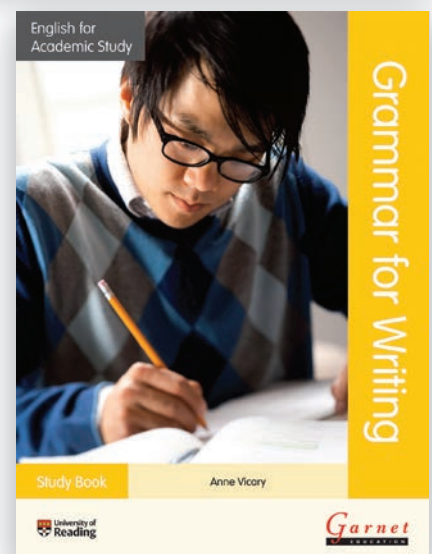
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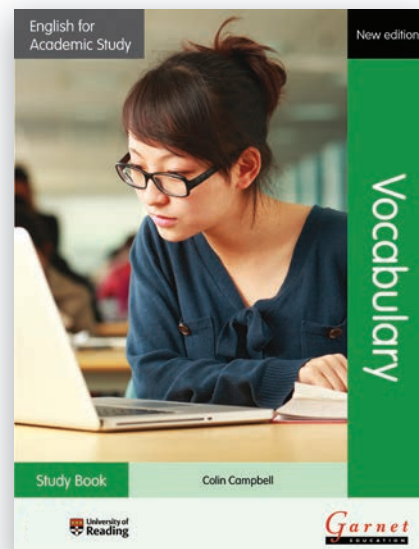
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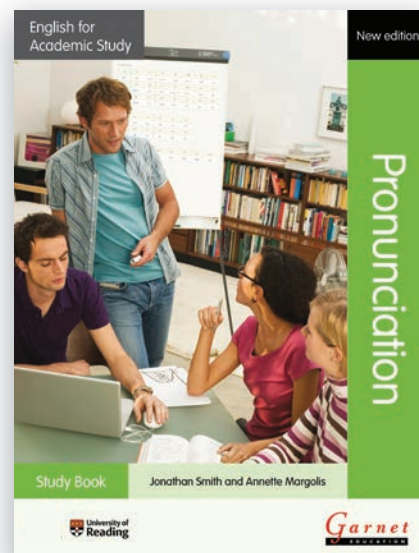
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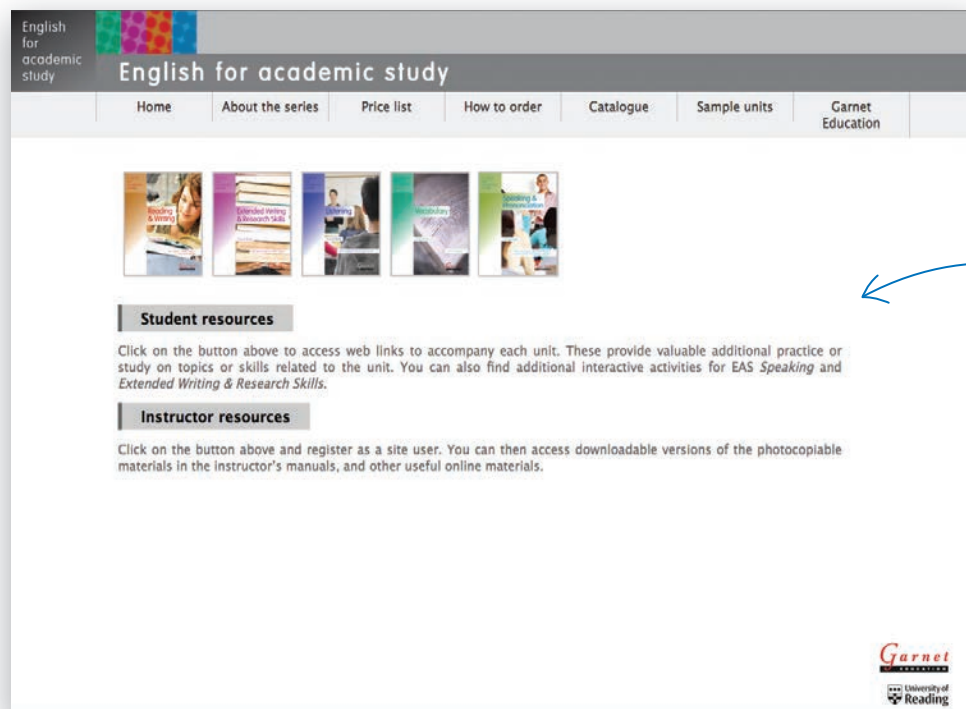
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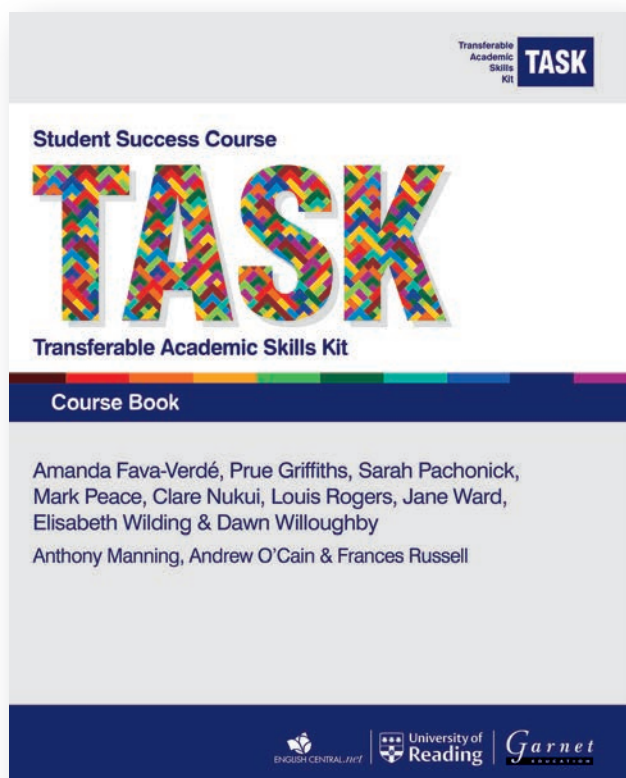
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Lesson 2

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 head	
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?



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.

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.

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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 Khulid, Dimitri and Guy to go with her to the library seminar to find out more about research.



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 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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The second part of this two-level course teaches academic language and study competence to Upper Intermediate and Advanced learners who are about to enter higher education programmes.

KEY FEATURES

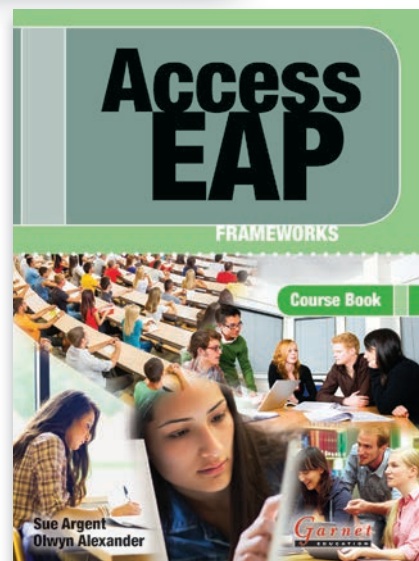
- Builds language and study competence across key academic themes
- Integrates language and study skills, reflecting the reality of academic life
- Frames teaching and learning around university expectations
- Contextualizes IELTS, TOEFL and other gateway examinations within a wider EAP programme
- Presents 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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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
- how to strengthen arguments
- how to avoid plagiarism

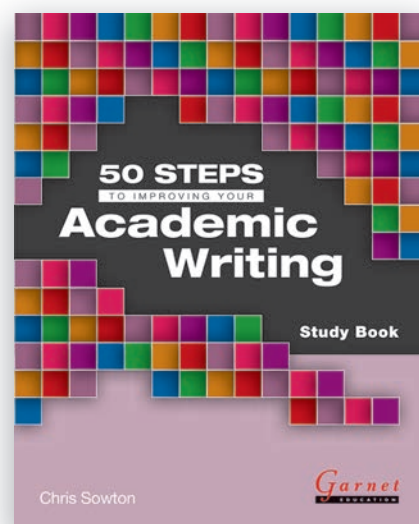
50 Steps is arranged in an order that mirrors best practice in academic essay writing: researching, planning, writing and then proofreading an essay.

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."

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University of the West of Scotland



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A step-by-step guide to improving grammar

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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

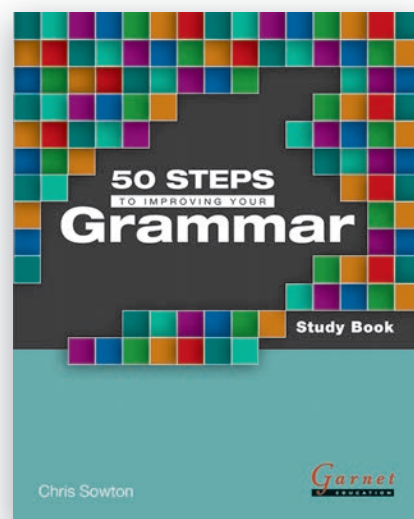
50 Steps to Improving Your Grammar is arranged in an order that reflects best practice, beginning with word class and progressing through sentence structure, punctuation and style.

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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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.

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Chapter 8: Critical thinking

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

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.

Chapter 8: Critical thinking

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KEY FEATURES

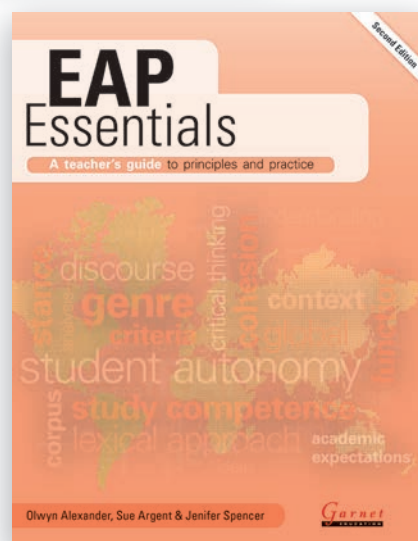
- The latest research adapted for classroom use
- Practical approach allows teachers immediate engagement with EAP materials
- Real case studies document classroom experience of teachers and students
- Downloadable classroom resources provide a large number of well-trialled materials that can be copied 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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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	5	12	4	18
Nigeria	10	20	7	2	4	14
India	8	5	15	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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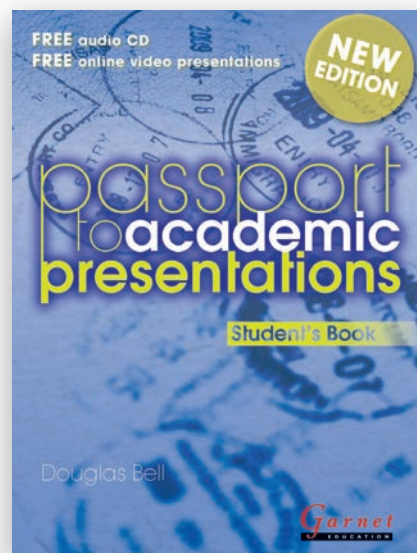
Oral presentations have become an increasingly important feature of Higher Education; developing abilities in this area can be crucial for students' academic success. *Passport to Academic Presentations* aims to demystify the entire oral presentation process by examining each of the different stages in turn. No prior knowledge is assumed, and students are gradually introduced to a set of core language and skills, allowing them to tackle oral presentations in an academic context with increased confidence and fluency.

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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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.

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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.

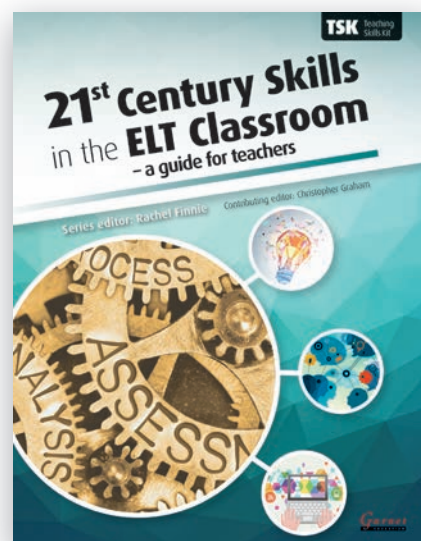
21st Century Skills in the ELT Classroom – A guide for teachers is part of the new Garnet Teaching Skills Kit (TSK) series of teacher handbooks. Each book in the TSK series will follow a narrative from the point of view of the teacher, to support and inform ELT teachers in their profession. The books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

This title is a teacher reference book designed to support teachers through the integration of 21st century skills into mainstream ELT, EAP and ESP courses. The introduction of 21st century skills into ELT materials is increasingly prevalent and can present teachers with a number of challenges. This book provides the ideas and support needed to integrate 21st century skills work into ELT teaching practice.

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
- 21st Century Skills and ELT
- 21st Century Skills in ELT – the Challenges
- Reflections on the Future



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Assessing EAP:

Theory and practice in Assessment Literacy

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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

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Chapter 2: Understanding construct validity in EAP assessment

Chapter 2: Understanding construct validity in EAP assessment

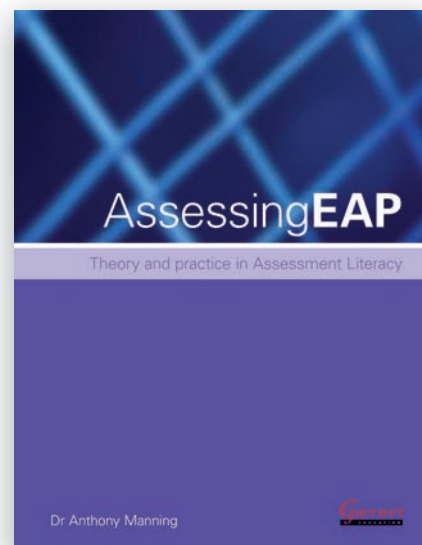
13

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



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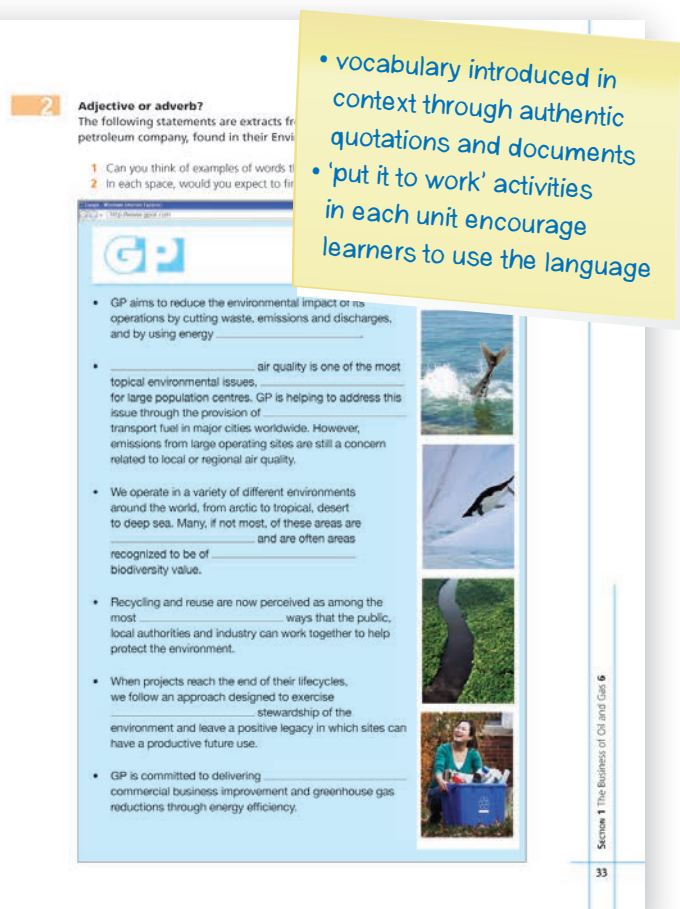
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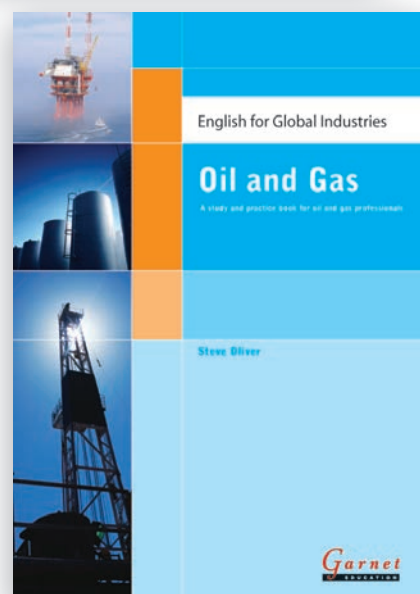
An essential handbook for professionals in the oil and gas sectors who need to communicate effectively in English. It includes comprehensive coverage of the industry in five separate sections, each divided into eight units. The course delivers systematic vocabulary development using a variety of semi-authentic 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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UNIT
3

DESCRIBING EQUIPMENT

The aim of this unit is to:

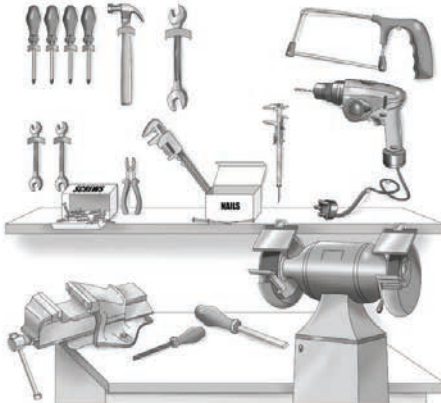
- provide the language and skills necessary to describe a range of common oil industry hand tools

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

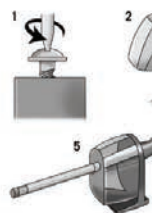
1 Work with a partner. Discuss which tools you have seen or used.



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

1 Look at the diagrams and match.

tighten chip away grip



2 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. |

3 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.

4 Listen and check your answers.

5 Discuss what you need to ...

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

• 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

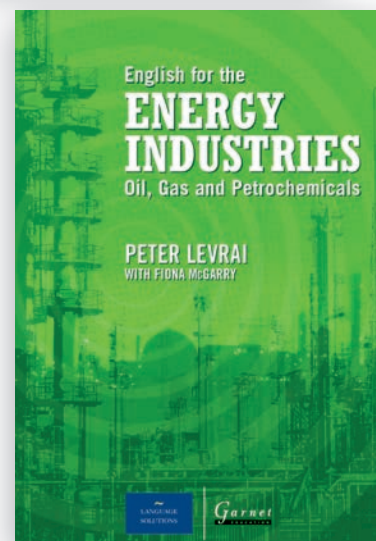
This successful course is already well known in the energy industries throughout the world; it has been bringing essential English-speaking skills to employees in the industry since its introduction in 2007.

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



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Unit 19

Chains, webs and cycles

Section 1: Vocabulary

A typical food chain

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.

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

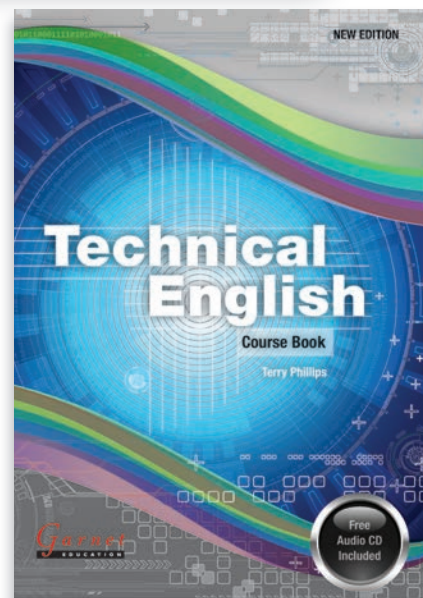
- Variety of authentic text types, such as instruction manuals and scientific articles
- Range of listening texts, including lectures and dialogues
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- Covers 500 basic technical words
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UNITS

- 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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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.

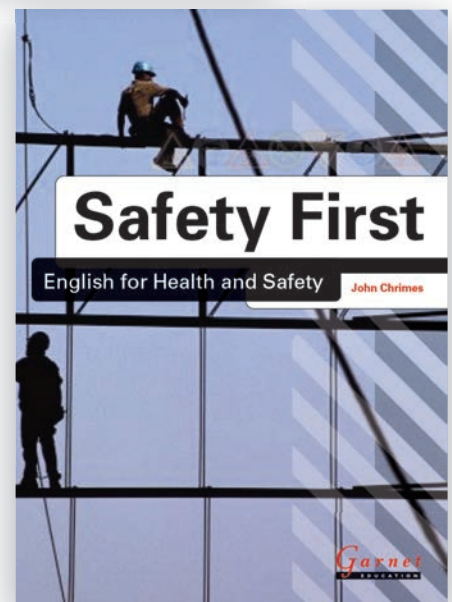
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- Systematic recycling to activate workplace vocabulary
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UNITS

- Basics of health and safety
- Hazards and risk assessment
- Personal Protective Equipment (PPE)
- Hand-held equipment
- Mechanical equipment
- Transport safety
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- Electrical safety
- First aid and injury
- Incident reports
- Other hazards



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Lesson 7

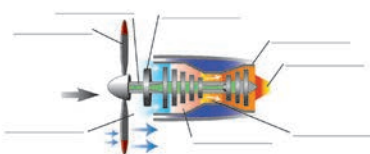
A new idea

Vocabulary and speaking

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

- 1 p _ _ l _ _ r 2 ex _ _ _ st 3 sh _ _ _ t 4 t _ _ r _ _ _ ne 5 in _ _ _ ke
6 g _ _ _ r _ _ _ x 7 c _ _ _ b _ _ _ s _ _ _ iv _ _ _ n 8 c _ _ _ p _ _ _ r _ _ _ s _ _ _ s _ _ _ r

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



C 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

A Read the text and see if your ideas in Vocabulary and speaking Exercise C 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 propeller, the compressor, the combustion chamber and the turbine. Air is drawn into the compressor. Fuel is then added to the compressed air and is ignited by a spark. The hot combustion gases provide power to the turbine by exerting pressure. The turbine is connected to the propeller shaft to rotate. Some of this rotary power drives the compressor. The remaining power drives the propeller via a reduction gearbox. The exhaust gases are expelled directly from the combustion chamber.

B Underline an expression in the text which has a similar meaning to each of the expressions in Vocabulary and speaking Exercise C.

Language

A Complete each of the following phrases with a preposition.

- draw something _____
- add something _____
- provide power _____ something
- exert pressure _____ something
- expel something _____ somewhere

B 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.
The exhaust gases are expelled by the turbine.

Speaking

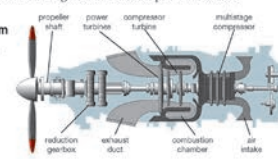
A Look at the diagram below of the Pratt & Whitney PT6 engine. Look carefully at the labels: *propeller shaft, reduction gearbox, etc.* Discuss the following questions with a partner.

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

B Work with your partner to test them on their knowledge of this engine. Ask and answer questions like:

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

Workbook pages 78/77



KEY FEATURES

- Practical skills developed for dealing with oral and written instructions and documentation
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UNITS

- Design and innovation
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- Frameworks
- Control systems
- Engine and fuel systems
- Review I
- Safety and emergency
- Air and gas
- Electrical systems
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- IELTS Target 6.5 (B2-C1)
- IELTS Target 7.0 (C1-C2)



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KEY FEATURES

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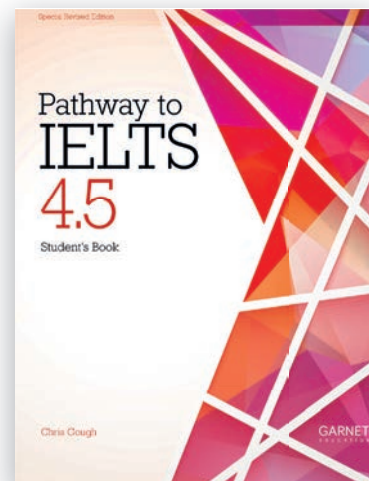
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KEY FEATURES

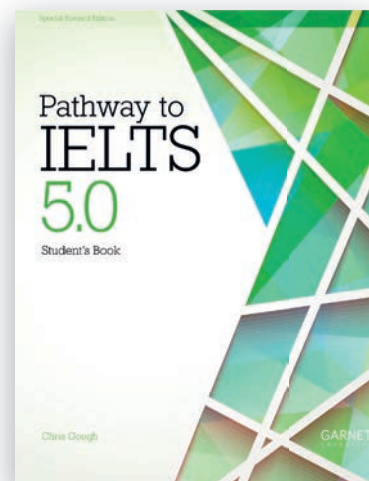
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- the material, which is a slightly higher level than students will encounter in the exam, extends and refines language skills
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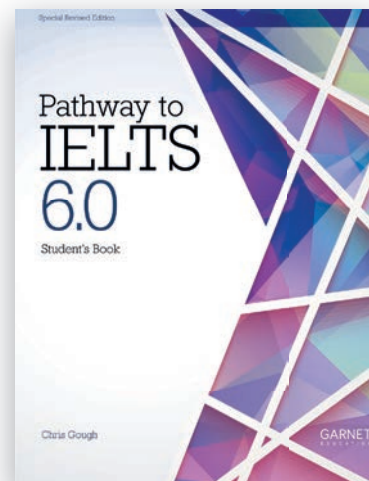
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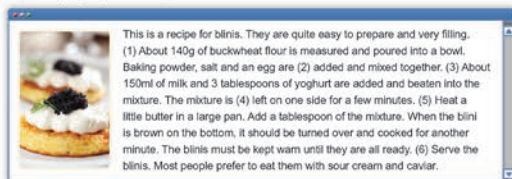
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46 Unit 3 How is it made?

B Focus on the paragraph

Better paragraphs

- 1 Read this paragraph describing how to make blinis.



This is a recipe for blinis. They are quite easy to prepare and very filling. (1) About 140g of buckwheat flour is measured and poured into a bowl. Baking powder, salt and an egg are (2) added and mixed together. (3) About 150ml of milk and 3 tablespoons of yoghurt are added and beaten into the mixture. The mixture is (4) left on one side for a few minutes. (5) Heat a little butter in a large pan. Add a tablespoon of the mixture. When the blini is brown on the bottom, it should be turned over and cooked for another minute. The blinis must be kept warm until they are all ready. (6) Serve the blinis. Most people prefer to eat them with sour cream and caviar.

- 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



SUGAR CANE

Sugar cane is a tall grass, similar to bamboo, ^a which grows mainly in hot, wet countries. ^b It needs a lot of water, it can grow in areas of low rainfall such as Egypt. There must, however, be plenty of irrigation water.

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.

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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

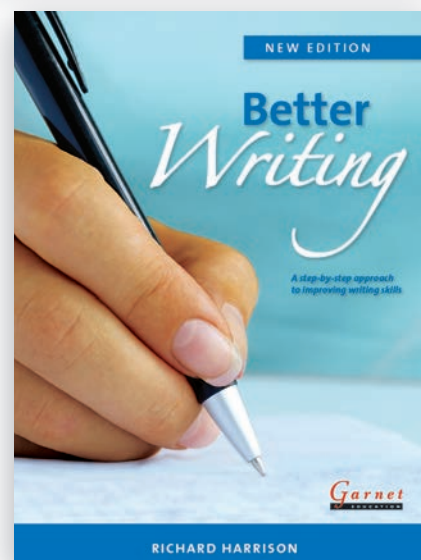
The second section focuses on the paragraph and style and includes practice in:

- 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

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SERIES EDITOR: PETER VINEY • BEGINNER TO INTERMEDIATE: CEFR LEVEL A1-B1/IELTS 2.0-4.0

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Currently comprising 16 fictional titles across four stages – from Beginner to Intermediate – the **Garnet Oracle Readers** series is carefully graded, lexically and structurally, to encourage teenagers and young adults to read for pleasure and at speed. The stories are all, first and foremost, just that – stories, from ELT authors well known for their ability to craft original and engaging narratives to entertain and educate.

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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 just 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.

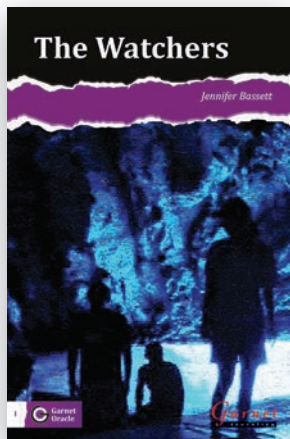
Line	Colour
Central	red
District	
Northern	
Hammersmith & City	
Jubilee	
Piccadilly	
Victoria	
Metropolitan	
Waterloo & City	
Circle	
Bakerloo	

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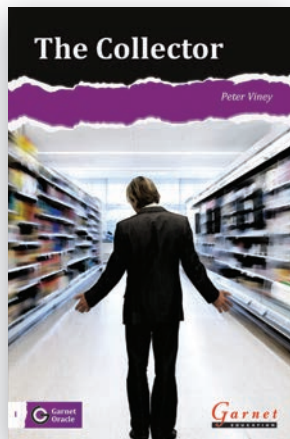
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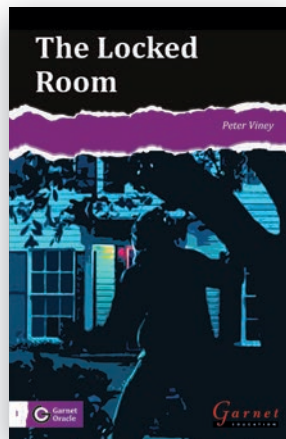
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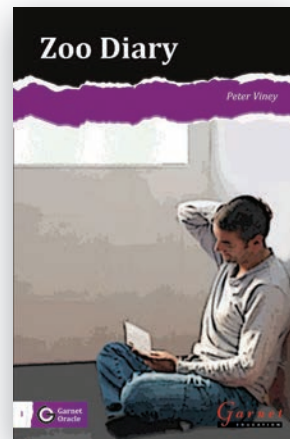
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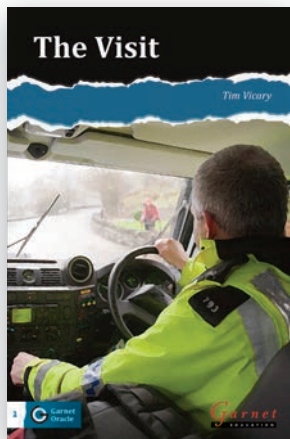
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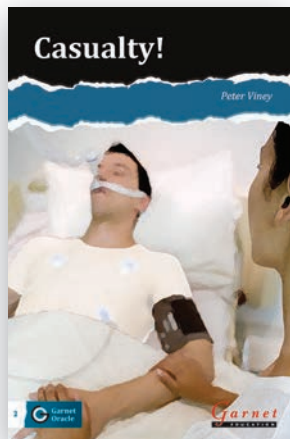
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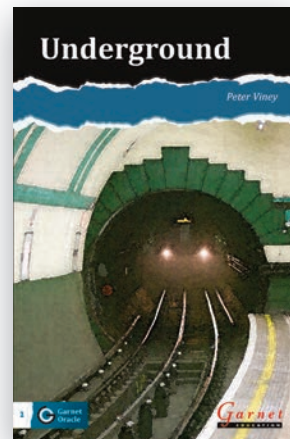
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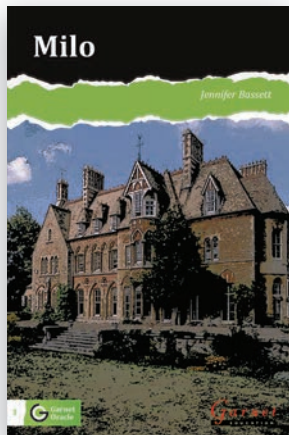
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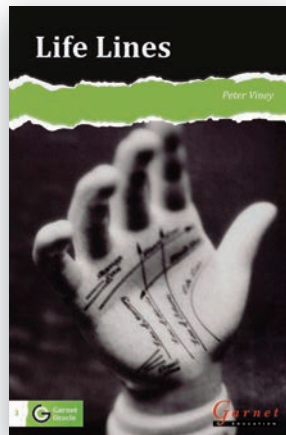
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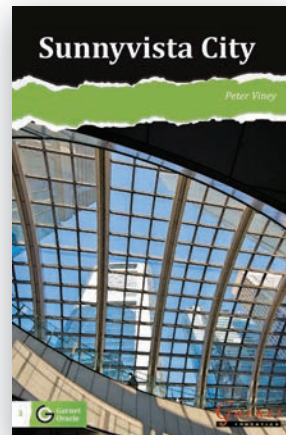
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Level 4

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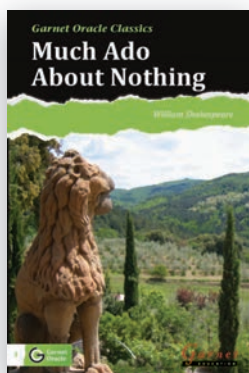
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Graded reader adaptations of English classic stories

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

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Wuthering Heights

by Emily Brontë
Retold by Peter Viney

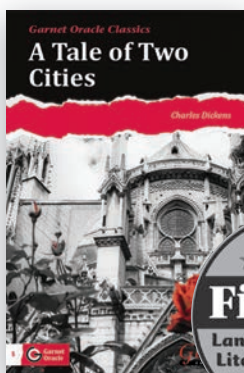
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Treasure Island

by Robert Louis Stevenson
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