

# Unit 1 Is there a bank?

Look at the unit title with the class. Elicit that students are going to read about shops and services in a town. Write *Is there a ... ?* on the board. Students suggest words to complete the question, e.g. *Is there a supermarket?*

## Get ready to read

- Ask students if they use these shops and services in their everyday lives. Encourage them to make sentences with *I never/sometimes/often go to a ...*
- Discuss students' suggestions and write a class list of other places on the board.
- When students have finished the exercise, ask one person to say a shop or service which is not very important, another to say a shop or service which is important and a third to say one which is very important. Ask the other students in the class if they agree.

## A Welcome to Summertown

Explain that you can often read or hear *Welcome to ...* when you arrive in a place.

- 1 Go through the instructions and the options with the class. Then get students to skim (look quickly at) the leaflet and decide what it is about.

After you have checked the answer, ask students *Where is Summertown?* Explain that Summertown is a suburb of Oxford.

## Learning tip

Give some examples of types of text we scan, e.g. dictionary, telephone directory.

- 2 Students can do this exercise in pairs. They can either work together to find the answers, or they can work on their own and then compare answers.
- 3 Look at an example with the class before students do the exercise. Elicit that the bike rental store is in Banbury Road.
- 4 Ask students to write the list in pairs. This could be made into a team game with the longest list written in a short time limit, e.g. three minutes, winning.
- 5 Look at the example with the class. Ask students to say why sentence a is true. Check answers with the class. Ask one student to say whether the sentence is true or false and another student to read out the information from the text which gives the answer.

## Class bonus

Divide the class into two large groups. Students in one group write questions like those in Exercise 2 and students in the other group write true/false statements like those in Exercise 5. Students can work in pairs or on their own to do this. Each student then exchanges their questions/statements with someone from the other group. Students who wrote questions decide if statements are true or false, and students who wrote true/false statements answer questions.

- 6 Encourage students to tell the class about shops and services they would like to find. They could say either *I'd like to find a/an ...* or *I hope there's a/an ...*

### More activities

- 1 Divide the class into pairs. Students ask and answer questions about the area in which they live.
- 2 Students work in small groups and write a description of their town or the area of the city they live in.

## B I saw it in the window

Explain to the class that *it* in the heading means a notice.

- 1 Check the answers with the class. Read out the sentence yourself, pausing before the missing word. Students say the missing word. Elicit that all the places in the exercise are services.
- 2 Look at the example with the class. Ask students to say which words in notice a tell them that this notice is from a video rental store (*rental, movies*). Students can do the exercise in pairs. They can either work together to name the shops and places, or they can work on their own and then compare answers.
- 3 Look at the instructions with the class. Elicit the meaning of *scan*. Remind students to look only for the information needed to answer the question. If you like, you can set a time limit for this exercise, e.g. five minutes. Check the answers with the class. Get one student to ask a question and another student to give the answer.

## Focus on ... for and from

Ask students to find other examples of *for* and *from* in the text (e.g. *3 for £9 for 2 nights /withdraw cash from any of our ATMs /for a few hours /treatment for minor ailments*).

Ask students to write two sentences of their own – one with *for* and the other with *from*. Check answers with the class. Ask two or three students to read their sentences aloud.

- 4 Ask students what kind of things they think Oxfam sells (clothes, books, CDs, household items, etc.). Explain that sometimes shops like this Oxfam shop are called *second-hand shops*. Ask students if they go to second-hand shops.
- 5 You could do a class survey to find out the five most popular shops and services.

### More activities

If you are teaching a multilingual group in an English-speaking environment, ask students to look at notices in shop windows. Encourage them to note down – or photograph – anything that is unclear so that they can ask you during the next lesson. If you are teaching a monolingual group, ask students to look out for any notices in their town/city which are written in English.

# Unit 2 **Airmail, please!**

Write the unit title on the board and ask students to predict what the unit is about (sending mail abroad).

## Get ready to read

Look at the example with the class. Students then match the other items with the words.  
Ask students which of these things they send. Then ask which they receive.

## A Can I have a sticker?

Make sure that students understand the meaning of *sticker*.

## Learning tip

Emphasize the point that we often skim a text the first time we look at it. We then read again parts of it which are important to us. Remind students not to read each text in this unit from the first word to the last.

- 1 Students skim the text and decide what it is about. Check answers with the class. Ask students to say why the other two answers are not correct.
- 2 Go through the instructions with the class. Make sure that students understand that *surface mail* is sent by land rather than by plane.  
Students can predict which of the three options is true. They then read the text to check their predictions.
- 3 If you are teaching a multilingual group in an English-speaking environment, ask students if they use airmail or surface mail to send mail home.

## Focus on ... **pounds and pence**

Point out that in order to do the exercise, students should find the price in the chart and then work out which of the countries the price refers to. Check the answers with the class. Write the correct answers on the board.

Write some more prices on the board for students to practise saying.

- 4 Draw students' attention to the abbreviation *g* for grams in the chart. You could also elicit that *kg* (at the beginning of the leaflet) is short for kilogram(s).  
Students can do this exercise in pairs. They can either work together to find the answers, or they can work on their own and then compare answers. Check answers with the class.
- 5 Ask students if they have ever had any problems with their mail. Give an example of your own, e.g. *I sent two postcards from Krakow in Poland to friends in England. One postcard arrived three days after I posted it, but the other arrived three*

*weeks later.*

## More activities

- 1 If you are teaching a multilingual group in an English-speaking environment, you can ask students to tell the class about the currency, coins and banknotes of their country.
- 2 If you are teaching a multilingual group in Britain, you can say prices and ask students to find the correct coins.

## B Can you fill this in?

- 1 Ask students if they ever send gifts abroad.  
Encourage them to skim and scan the text.

## Did you know ...?

If you are teaching a multilingual group in an English-speaking environment, ask individual students to write their address – as if on an envelope – on the board. Ask them to explain the address to the class.

If you are teaching a monolingual group in their own country, ask students if the house/flat number comes before the name of the street/road and how the postcode works.

- 2 Ask students to suggest other gifts, recipients and countries.  
They can then decide if they need to use a customs declaration form with these gifts.
- 3–6 Students can do these exercises in pairs. They can either work together to find the answers, or they can work on their own and then compare answers.

## More activities

- 1 If you are teaching a multilingual group in Britain, students can look at the website [www.royalmail.com](http://www.royalmail.com) and find out about postal charges for sending mail within Britain and abroad.
- 2 Remind students – especially students who speak European languages – that some English words may look similar to words in their own language. Tell them to imagine that they are French (if they aren't), and to find words on the Declaration Form that are exactly the same in French and English (*declaration, commercial, description, total*). Elicit or explain that the pronunciation may be different in the two languages – but the fact that the words are written the same is much more important when you are reading.

# Unit 3 What's on?

Explain to the class that we can also use *What's on?* as part of a longer question, e.g. *What's on TV tonight?*

## Get ready to read

- Ask students if there is a theatre or cinema in the town/city where they are studying. Ask individual students to read out the sentence that is true for them. Encourage other students who have ticked the same sentence to add *either* at the end of the first two sentences (*I never go to the theatre either.*) and *too* at the end of the last two sentences (*I go to the theatre two or three times a year too.*) Explain that we use *neither* with negative sentences (*I don't go to the theatre very often either.*) and that *never* and *hardly ever* have negative meanings.
- Ask students to do the same with their sentences about going to the cinema.
- You could do a class survey and find out which is the most popular type of show. Ask students if they have seen a show recently and encourage them to describe it.

## A At Brighton Theatre Royal

If necessary, explain that Brighton is a city on the south coast of England. It is a very lively city and it is also popular for day trips, especially from London.

### Learning tip

Read through the tip with the class. Point out that this is how students read texts in their own language.

- 1 Encourage students to only read the dates. In order to encourage this, set a time limit, e.g. 20 seconds, for the exercise.
- 2 Check answers with the class. Ask individual students to read out a sentence each.
- 3 Look at the example with the class. Check the answers with the class by reading out each sentence and getting students to say the name of the show.
- 4 Students could work in pairs to write sentences. Go around the class giving help and encouragement as students work. Don't check answers if students are going to do the Class bonus.

### Class bonus

Look at the example with the class before students work in pairs. You could also make another sentence about one of the shows and get students to say which show you are describing. When students have finished reading out their sentences in pairs, they can then work with a different partner and read out their sentences again. To round off the activity, say the name of one of the shows and get students to read out the sentences they wrote about this show.

- 5–6 Students can discuss their answers in pairs or small groups.

## Focus on ... vocabulary

Remind students to note down useful words from each text they read. Encourage them to write the words in sentences which are meaningful to them.

### More activities

- 1 Students tell the class about a show they have seen.
- 2 Encourage students to look at the Theatre Royal website [www.theatreroyalbrighton.co.uk](http://www.theatreroyalbrighton.co.uk) and find out what's on.

## B The Duke of York's Picturehouse

Ask students what they think a *picturehouse* is (cinema). If they don't know, get them to look quickly at this section of the unit. They will find the word *film* on the page. Explain that The Duke of York's Picturehouse is part of a chain of cinemas which show mainly foreign and non-mainstream films, i.e. they don't show the major Hollywood films.

- 1 Ask students who have seen *The History Boys* to tell the class about it.
- 2 You could have a quick class vote to see how many students would like to see the film.
- 3 Ask students to compare their answers in pairs before class feedback.
- 4 Explain that a later showing of the film will start after 5pm – probably at about 6.30 or 7pm.
- 5 Look at the chart and the examples with the class. Explain that there are three ways in which you can book your ticket. Students then complete the chart with information about the other two ways.
- 6 Ask students to compare their answers in pairs before class feedback.
- 7 If any student is a member of a cinema, get this person to tell the class why they decided to become a member.

### Extra practice

If you are teaching a multilingual group in an English-speaking environment, you could plan a trip to the cinema together. Before the trip, students could read about the film on the Internet or you could do some work on a text in class.

If you have any English DVDs, you might consider lending them to your students or watching a film in class.

# Unit 4 What's in your luggage?

Look at the unit title with the class and elicit that this unit is about air travel.

If you are teaching a multilingual group in an English-speaking environment, ask students how they travelled to the country.

## Get ready to read

You could ask one or two students which of the items they took on their last holiday. Encourage them to say where they went and what they took.

Make sure that students understand the meaning of *check in* and *checked-in luggage*.

## A Airport security

1 If necessary, explain that Manchester is in the north-west of England and Athens is the capital of Greece. The flight takes about four hours between the two places.

Make sure that students understand the meaning of *hand luggage*.

## Learning tip

Emphasize the point that students should only use a dictionary to check their guesses. Explain that continually looking up words in a dictionary takes a lot of time and can disrupt reading the text itself.

- 2 Ask students to compare their answers in pairs before class feedback.
- 3 Ask students if they usually carry these items in their hand luggage. Explain that if it is not clear from the notice whether or not you can take the things as hand luggage, students should leave the box empty.
- 4 Look at the example with the class. Ask students to find the word *measures* (in the heading) and then to read on until they find the word *restrictions* (second sentence of second paragraph).

If you like, you can do another example with the class.

Ask students to find the word *items* (first sentence of first paragraph) and then to read on until they find another word with a similar meaning (*things* – second sentence).

- 5–6 Students can do these exercises in pairs. They can either work together to find the answers, or they can work on their own and then compare answers.
- 7 Before students do the exercise, ask them to suggest examples of synonyms and antonyms. Alternatively, say a word yourself, e.g. *big*, and then get students to say a synonym (*large*) and an antonym (*small*).
- 8 Students can discuss this question in pairs or small groups.

## More activities

Students could look at the website for their national airline and find out about its current security measures.

## B Anything to declare?

Write *Anything to declare?* on the board. Ask students whether they would expect to see this at Arrivals or Departures (*Arrivals*).

- 1 Tell students that you are going to quiz them on capital cities. Say the names of capital cities and students respond with the country, e.g. *Vienna (Austria)*, *Brasilia (Brazil)*, *Ottawa (Canada)*, *Athens (Greece)*, *Tokyo (Japan)*.

## Class bonus

Check answers by setting up a chain around the class. Students take turns to name a country; as the chain continues, students cross off the countries they have written on their list.

- 2–3 Encourage students to skim the customs guide by setting a time limit, e.g. 30 seconds.

## Did you know ...?

If you are teaching students who are from European Union countries, ask them if they know when their country joined the European Union. If they don't know, they could find out for the next lesson.

- 4 Students can compare and discuss their sentences in pairs or small groups.

## Focus on ... *must*, *mustn't* and *don't have to*

Students can write sentences of their own as a follow-up.

- 5–7 Students can do these exercises in pairs. They can either work together to find the answers, or they can work on their own and then compare answers.

## More activities

- 1 Students can find out more about British Customs regulations from the website [www.custom&exercise.gov.uk](http://www.custom&exercise.gov.uk).
- 2 Students can find about regulations concerning food items that can/can't be brought into Britain on the website [www.defra.gov.uk](http://www.defra.gov.uk).

# Unit 5 Where shall we eat?

## Get ready to read

Look at the example with the class. Students then underline the correct word for the other items. Make sure that students understand the meaning of the six unused words. If any of your students are from countries in the list, ask them to tell the class about the dish from their country. Ask students if they have eaten any of the dishes in the list. What were they like?

## A I'd like to try that

- 1 Use this exercise to make sure that students understand the meaning of the words in the box.
- 2 Ask students to scan the text and underline the words from Exercise 1. They are all in the text.
- 3 Look at the example with the class. Encourage students to look at the illustrations and match the things they know, e.g. *salad, olive oil*, before they read the text.
- 4 Students can do this exercise in pairs. They can either work together to find the answers, or they can work on their own and then compare answers.

## Focus on ... vocabulary

Explain or elicit that *fried, boiled, grilled* and *hard-boiled* are used as adjectives (because they are before nouns) and *fried* is also used as a passive verb – (*which is*) *fried*. Students can then find other words ending in *-ed* and work out if they are adjectives or verbs (*served, dressed, introduced, perfected* = verbs). After students have done the exercises, encourage them to suggest other food items and to say how you can cook them or how they prefer them, e.g. *I like fried potatoes more than boiled potatoes*.

- 5 Check answers with the class. Ask one student to say whether the sentence is true or false and another student to read out the information from the text which gives the answer.
- 6 Students say whether the sentences in Exercise 5 are facts or opinions.
- 7 Look at the example with the class. Students then work out the function of the other two sentences.
- 8 Students can do this exercise in pairs. They can either work together to work out the function of the sentences, or they can work on their own and then compare answers.
- 9 You can also ask students if they have already tried some of these dishes. Did they like them?

### More activities

- 1 If you are teaching a multilingual group in an English-speaking environment, students can choose one of their favourite dishes from their country or region and describe the dish to the class. Encourage them to include a description of the dish, some facts about it and a recommendation/suggestion.
- 2 You could also encourage students to prepare dishes from their country so that their classmates can try them.

- 3 If you are teaching a monolingual group in their own country, students could write a similar text for the food section of a guidebook to their country. Cut-out photos from magazines could be used to illustrate the text.

## B This looks good

- 1 Find out which of the things the greatest number of students chose as the most important and which as the least important. If you are teaching a multilingual group in an English-speaking environment, ask students if they have been to any restaurants in the town/city. How would students rate these places in terms of their location, price, size of dishes, etc?
- 2 Set a time limit, e.g. one minute, in order to encourage students to skim the messages. Check the answers with the class. Ask students to say the words from the messages which gave them the answers (*popular, best, good, fantastic*).

## Did you know ...?

Ask students to name any cities in their own country which have different names in English.

- 3–4 Students can do these exercises in pairs. They can either work together to find the answers, or they can work on their own and then compare answers.
- 5 Read out the first part of each sentence. Write the fractions as figures on the board as you say them. Ask students to express the fractions as percentages. Then check the answers with the class.
- 6 Ask students which restaurant they would try first, and why. Find out which restaurant the greatest number of students chose.

## Class bonus

Students can either read out their note to the whole class, or they can work in pairs and read their note to their partner. They can work with several different partners.

### More activities

Ask students to find out about restaurants in the town/city where they are studying. Students then write a review of a restaurant. Put the reviews on the class noticeboard and ask other students to say if they agree. Students could also add their own comments to the reviews.

# Unit 6 Somewhere to stay

## Get ready to read

After checking the answers, ask students to suggest types of accommodation and write the words on the board. Students can add any missing words to the list in their book.

Ask students if they have stayed in the holiday accommodation, e.g. *Have you ever stayed in a caravan?* Students can then say when and where they stayed.

## A Banff Y Mountain Lodge

Explain that Banff Y Mountain Lodge is the name of the accommodation students are going to read about. Explain that Y stands for Youth.

- 1 Ask the class if anyone has been to Canada. Have they been to Banff?  
Remind students that they should skim the text to get a general idea and not read every word. You could set a time limit, e.g. one minute.
- 2 Check the answers with the class. Either read out each sentence and get students to say *yes* or *no*, or get students to read out each sentence using *can* or *can't* as appropriate, e.g. *You can't have a private bathroom.*
- 3 Students can do this exercise in pairs. Ask individual students to read out a sentence each.
- 4 Look at the example with the class. Students match the icons with the features and write the features. Mime using one of the features, e.g. using the Internet. Students say the feature. They then mime actions for their classmates to guess.
- 5 Ask two or three students which features are the most important and/or least important for them.  
Find out which of the things the greatest number of students chose as the most important and which as the least important.
- 6 If necessary, explain that *backpack* is another word for *rucksack*.

## Focus on ... vocabulary

Remind students to note down useful words from each text they read. Encourage them to write the words in sentences which are meaningful to them.

- 7 Students can work in pairs to underline the information.
- 8 Students can work on their own and then compare their answers with a partner. They can take turns to ask and answer the questions.
- 9 Give students two or three minutes to write down any questions they might ask. Ask individual students to ask one of their questions; their classmates can answer the question (if the answer is in the text).

## More activities

- 1 Students can work in pairs and role play a conversation between a guest and someone who works at the Banff hostel.
- 2 Discuss staying in hostels with the class. Ask students if they have ever stayed in a hostel. What was it like?
- 3 Encourage students to choose a place they would like to go to and then find out about the accommodation there on the Hostelbookers website [www.hostelbookers.com](http://www.hostelbookers.com).

## B Frequently Asked Questions

- 1 After checking the answer with the class, ask students if they have ever booked accommodation on the Internet. What other things have they booked or bought on the Internet?
- 2 Explain or elicit that lots of websites have a webpage called FAQs.  
Remind students that they do not need to read every word of each answer. They should skim and scan the text for the information they need to answer the questions.
- 3 Point out that questions that begin *Can* and *Do* will have *yes* or *no* answers; questions that begin with *What* will have longer answers. Do not confirm answers at this stage.

## Class bonus

After students have discussed their answers with a partner, you can discuss students' answers with the class. Again, do not confirm answers at this stage.

- 4 Remind students to cross off the questions in the FAQs in Exercise 3 as they match them with the answers. In this way, they will reduce the number of options available. Remind students that they do not need to read every word of each answer. They should skim and scan the text for the information they need to answer the questions.
- 5 After students have read the answers carefully and worked out how many answers they guessed correctly, you can ask them how many answers they got right. Say the number 11 and ask students to raise their hand if they got all 11 answers correct. Repeat with 10, 9, etc. until you find out which student(s) guessed the greatest number of correct answers.
- 6 Ask individual students to read out their questions to the class. Other students can suggest answers.

## Extra practice

You could ask students to find out if there are any more FAQs on the website that they did not include in Exercise 6.

# Unit 7 On top of Table Mountain

Ask students if they know where Table Mountain is and if they can name any other famous sites or attractions in South Africa.

## Get ready to read

- Read the first sentence with the class. Ask students to point to the cable car in the photo before doing the first exercise. Ask individual students to read out a sentence which is true so that all four statements are read out. Then ask four more students who crossed the sentences to make them true for them, e.g. *I haven't been in a cable car, I'm afraid of heights.* Encourage students to say something about their experiences.
- Explain the meaning of *cableway*. Tell the class that a train runs on a *railway* and a cable car runs on a *cableway*. The cableway is the wire that supports the cable car.

## A Table Mountain Cableway

- 1 Read through question a with the class. Let students look very briefly at the front of the leaflet and then ask for the answer.
- 2 Look at the example with the class. Ask students to read out the information on the front of the leaflet which gives them this answer (*Shop at the top*). Repeat this procedure for the other ticked items.
- 3 Ask students to scan the inside of the leaflet again and find any other abbreviations. Elicit the meaning of the following abbreviations: *SA* (South African), *ID* (identity [card]), *h* (hour).
- 4 You could make this competitive by asking students to work in pairs to find the information quickly. The fastest pair wins.
- 5 Ask students if they would buy a one-way or a return ticket.
- 6 Explain that *curios* is a rather old-fashioned word that means unusual objects.

## Learning tip

Make the point that students should only use a dictionary to check their guesses. Explain that continually looking up words in a dictionary takes a lot of time and that using a dictionary disrupts reading the text itself.

- 7 Encourage students to read the leaflet again and to circle any words they don't understand. Can they work out the meaning of these unknown words?
- 8 Students can discuss these questions in pairs or small groups.

## Extra practice

Ask students to find out about any other places of interest in Cape Town or the surrounding area; the Cape of Good Hope is not far away, for example.

## More activities

- 1 Play a memory game. Students take turns to make a sentence each about Table Mountain Cableway.
- 2 Ask students to describe a tourist site they have visited, or to recommend somewhere for you to visit in their country.

## B The cable cars

- 1 Remind students that we scan a text when we are looking for specific information.

## Did you know ...?

Elicit or explain that if both of the first two numbers in a date are 12 or below, then it is sometimes difficult to tell which is the day and which is the month.

- 2 Remind students that we often skim a text the first time we look at it. Set a time limit, e.g. one minute, in order to encourage students to skim these texts.
- 3 After checking the answer, ask students if they have ever been in – or know of – a cableway with a 360° view.
- 4 Ask students to compare their answers in pairs before class feedback.

## Class bonus

Alternatively, students could make true/false statements about the cable cars. Their partners have to decide if the statements are true or false from memory.

- 5 Students can do this exercise in pairs. They can either work together to work out the meanings, or they can work on their own and then compare what they think.
- 6 Encourage students to use a pencil so that they can rub this out when they have worked out the meaning of the word(s).
- 7 Students can work in pairs and help each other to understand any unknown words.

## More activities

- 1 Students practise reading aloud the numbers in Section 2 of the leaflet. Make sure that they say *one thousand two hundred, one thousand and eighty-five* and *one hundred and thirty-four*. Write some other figures on the board for students to say aloud.
- 2 Students can look at the website [www.tablemountain.net](http://www.tablemountain.net) and find out what other information it gives about Table Mountain. For example, there is a webpage of FAQs which gives information about parking, queues, etc.

# Unit 8 It's ringing

## Get ready to read

Ask students to compare their answers in small groups.

### A Three great packages

If you have used Unit 2 *Airmail, please!* with the class, students might remember that the word *package* is used for a wrapped parcel. Explain that in this section, students are going to read about another type of package (phone packages).

- 1 Students can do this exercise in pairs. They can help each other to work out the meaning of any unknown words in italics, and then ask and answer the questions.
- 2 Look at the example with the class. Ask students to find the information in the description of the Dolphin package which gives this information.  
Check the answers with the class. Ask one student to read out the first sentence in each pair and another student to read out the second sentence.

### Learning tip

A chart is provided in Exercise 3 for students to complete. Explain that students should consider making their own charts when they read certain texts.

- 3 Look at the examples in the chart with the class. Ask students to scan the text and find out how many minutes to any network at any time you get with Dolphin. Elicit or explain the meaning of *cross network* (from one network to another).  
Students can do this exercise in pairs. They can either work together to complete the chart, or they can work on their own and then compare answers.
- 4–5 Students can work in pairs to complete these exercises.
- 6 Ask students which package they would prefer, and why.

### Class bonus

Tell students to choose one of the packages and to read this description again carefully. Go around the class and make sure that more than one person has chosen each package. Students can work with several different partners. Tell them to describe the same package each time.

#### More activities

- 1 Students read the descriptions of the packages again and note down any useful expressions about their own mobile phone. They then work in pairs and tell their partner about their phone.
- 2 Students write a description of their ideal mobile phone. They could do this in small groups.

## B How much will it cost?

- 1 Begin by asking students if they ever make calls from public phone boxes.

Students should try and answer the questions about their home country. If you are teaching a monolingual group in their own country, you can discuss the answers and make sure that everyone agrees with them.

If you are teaching a multilingual group in an English-speaking environment, you could tell students to imagine that you are visiting their country. Students could change *US* in questions b and c to another country if necessary.

- 2 Encourage students to skim the text. In order to encourage this, set a time limit, e.g. 20 seconds, for the exercise.  
If some students say that section 5 is also about paying for calls, explain that these payments are payments for using Directory Enquiries and not for actual phone calls.

### Focus on ... nouns and verbs

Remind students that the context usually makes clear whether a word is a noun or a verb.

When students have done the exercises, ask them if they can think of any other words which are both nouns and verbs. You can point to your hand, head and watch – these three words are all verbs as well as nouns. Ask students to look through the unit for other examples: *buy, pay, change, text, talk* and *cross* are in Section A; *ring* is the verb in the unit title.

- 3 After students have completed the chart and checked their answers, ask them to find out how much the phone call would cost if they spoke for 30 minutes and if they paid with coins (50p – 40p for the first 20 minutes + 10p for each subsequent 10 minutes) and by credit card (£7.00 – £1.20 for the first minute, 20p x 29 minutes = £5.80).
- 4–5 Ask students to work together and compare their answers in pairs before getting class feedback.
- 6 Look at the first question with the class. Students can then find the answers to the other questions in the text.

### Did you know ...?

If you are teaching European students in Britain, you could ask them if they have ever used euros in Britain. Where did they use them, and what for?

- 7 Discuss the advice with the class. Ask students if they would give the same advice to people who were using public phones in their own country.

#### More activities

If you are teaching a monolingual group in their own country, ask students to look at the instructions in a public telephone box. Are the instructions given in English? In what other places in the town/city can they find information in English? Encourage them to read any information/instructions in English whenever they can.

# Unit 9 **Don't worry!**

Note that health and illness can be a sensitive subject. Refer students to the unit title and ask students to give some examples of when they would say *Don't worry*.

## Get ready to read

- Ask individual students to read out a true sentence each.
- You could give an example yourself before students write their own sentences. For example, *I've never broken my arm*.

## A Cuts and grazes

- 1 Encourage students to skim the page, rather than read every word.
- 2 After checking the answer with the class, explain that the word *wound* does not refer to only cuts and grazes. You can have a *stab wound* (from a knife) or a *gunshot wound* (from a gun), for example.
- 3 Students scan the page again and find one word for the person who has the wound (*the casualty*).
- 4 Check the answers with the class. Make sure that everyone agrees that the basic steps are the numbered headings in the text.
- 5 After checking the answers, you can ask students if they can name the other items in the picture.

## Learning tip

Elicit from the class that commas aren't always used to separate sentences into important and less important parts. Sometimes they are used to separate items in a list.

- 6 You can draw students' attention to the commas in b2. The final comma is used to separate this part of the sentence off from the other parts, but the commas after *glass* and *metal* are to separate items in a list.
- 7–8 Students can do these exercises in pairs.
- 9 You could explain the use of the semi-colon (;) in the first sentence under the fourth heading. Explain that a semi-colon is used instead of a full stop between two sentences which are closely linked.

### More activities

- 1 Write the following sentence on the board: *You need to avoid ..... touching the wound*. Ask students to look at the text again and find six words which they can use to complete the sentence (*germs / micro-organisms / bacteria / flies / unwashed hands / fingers*).
- 2 Ask students if they have got a first aid box at home or in their car. What do they have in it?

## B Going to A&E

Ask students if they know what *A&E* stands for; if they don't know, tell them that they will find the answer in the text. (*Accident and Emergency*)

- 1 Go through the instructions with the class. Make sure that students understand exactly what has happened to Cilka at the A&E department.

## Did you know ...?

Point out to the class that these are abbreviations that are used in Britain. Explain that the NHS is a free service, although some people have private medical insurance. In the USA, the emergency department is *ER*, a doctor is called a *physician* and there is no free healthcare.

- 2 Ask one or two students to read out their completed sentences. Ask other students if their sentences are the same.
- 3–4 Students can do these exercises in pairs. They can either work together to find the most important points, or they can work on their own and then compare the information they have underlined.
- 5 Look at the example with the class. Ask students to find the information in the text which gives the answer. Ask students to read on and to find something else that may happen to someone with a minor injury. Students complete the rest of the chart. They can do this exercise in pairs.
- 6 Elicit the word *ambulance*. Ask students how you travel to and from hospital in their countries.

## Class bonus

Students can act out the conversation more than once with a different partner each time.

## Extra practice

Alternatively, students can choose any other type of medical problem and find out what advice the NHS website gives.

### More activities

- 1 If anyone in your class is a nurse or a doctor, ask them about their work.
- 2 Discuss hospitals and doctors in the area with the class. Does each hospital have an A&E department?

# Unit 10 What's in the news?

Ask students if they prefer to watch the news on TV or to read it in a newspaper.

## Get ready to read

- Read the headline to the class or write it on the board. Ask students what they think the article may be about. Do they think this is a serious or a funny story?
- Give students time to read the beginnings of the sentences and to think about how they may end. Then ask two or three students for their suggested ending for each sentence.
- Ask students to tell the class about any unusual stories they have read in the newspaper.

## A What's it about?

- 1 Make the point that newspaper headlines usually summarise the main point of the article. Explain that headlines don't usually include small words such as *a/an, the, his/her*.

Students can either use their dictionaries to look up any unknown words, or they can work in pairs or small groups and help each other with any unknown words.

Ask students to tell the class what they think might have happened in each story.

- 2 If students don't know some of the words, encourage their classmates to help them with the meaning.
- 3 After students have written their sentences, you can ask two or three students to read out the sentence they have written about the first story. Repeat this procedure for the second and third stories, but don't check answers at this stage.
- 4 Tell students to underline the words in the stories as they find them. Ask students if they matched the words in Exercise 2 with the correct story.
- 5 Ask individual students to tell the class if any of their guesses were correct.
- 6 You can ask students who aren't interested in football to read all three articles again and note all the body parts that are mentioned. Alternatively, students can look for words which are used for people, i.e. *ball boy, referee, player, goalkeeper, father, daughter, man, little girl, police captain, visitors*.
- 7 Give one or two example questions for article 1. Students then write their own questions for each of the articles.

## Class bonus

Divide the class into three groups. Students in Group 1 write questions about Article 1, students in Group 2 write questions about Article 2 and students in Group 3 write questions about Article 3. Students in Group 1 each give their questions to someone in Group 2; students in Group 2 each give their questions to someone in Group 3; and students in Group 3 each give their questions to someone in Group 1. Tell students to answer the questions on a separate piece of paper. When students have answered the questions, they then give the questions to someone from the other group. In this way, each student answers two sets of questions – one about each article.

- 8 Find out if everyone agrees on the most unusual – or funniest – story.

## More activities

- 1 Ask students to write some newspaper headlines for unusual stories, e.g. *Spider kills three, Man finds mouse in soup, Woman thinks husband is burglar*. Remind them to use the present simple in the headlines and also not to include *a/an, the, his/her*, etc. Give each student a small piece of paper on which to write their newspaper headline. Students can then exchange headlines. They have to write the short article that follows the headline on the slip of paper they received.
- 2 Alternatively, ask students if they know any other strange but true stories.

## B Strange, but true!

- 1 Students can do this exercise in pairs. They can help each other to work out the meaning of any unknown words in italics, and then ask and answer the questions. Students can either answer the questions about banking in their home country or in the town/city where they are studying.
- 2 Set a short time limit for this exercise, e.g. ten seconds, to make sure that students skim the text.
- 3 Students can do this exercise in pairs. They can help each other to understand any unknown words.
- 4–5 Look at the instructions with the class. Remind students to scan the article for the information needed to answer the questions. You could set a time limit for this exercise, e.g. one minute.
- 6 Before students read the article, explain that this is a typical newspaper article in that it doesn't relate the events of the story in the order in which they happened.
- 7 Students can do this exercise in pairs. Check the answers with the class. Ask individual students to read out a sentence each in the order in which the events happened.
- 8 Check the answers with the class. Ask three students to supply the missing adjectives.  
Ask students what they think about the situation and how they think the problem arose.

## Learning tip

Ask students if they read for pleasure in English. What do they read? What would they recommend other students to read?

- 9 Encourage students to record new vocabulary in a notebook – if they don't already do this.

## Extra practice

Point out that the aim of asking yourself questions is to help you to understand the text. The aim is not to test yourself.

# Unit 11 I'll check my email

## Get ready to read

- Ask individual students to read out a statement that is true for them.
- Ask students who else they get email from and who they send email to.

## A It's from a friend

- 1 Make sure that students understand the meaning of *request*, *suggestion* and *warning*. Elicit or give an example of each yourself, e.g. *Can I borrow your pen?* (request), *Why don't you get a reader out of the library?* (suggestion), *The bus is leaving soon* (warning).

Ask students if the emails are to the same person or to different people (the same person).

## Focus on ... email English

After students have done the exercises, ask them if they know any other abbreviations. You could also ask them if abbreviations are used in emails in their own language.

- 2 Read the first email and the three sentences with the class. Students decide which sentence is correct. Students can do this exercise in pairs. They can either work together to find the correct sentence, or they can work on their own and then compare answers.
- 3 Draw students' attention to the use of *BTW* and *IMO* in email 1. Ask them what the abbreviations stand for.
- 4 Students can do this exercise in pairs. Encourage them to write more than six sentences if they can. Check the answers with the class. Ask individual students to read out a sentence each.
- 5 Elicit or explain that *X* after Guilia's name is the symbol for a kiss. Ask students if they use this symbol when writing to friends or family in their own language.
- 6 Students can write replies to more than one email. Encourage students to read each other's emails, especially if they have replied to the same one. They can find out if they have written similar messages. They can also help each other with any mistakes.

## Class bonus

Students can write their email addresses on the board for everyone to copy or they could write their addresses on a list. Photocopy the list so that everyone has each person's address. You could give the class your email address so that students can contact you if they are going to miss a lesson, can't remember the homework, etc.

## B What's your address?

- 1 Check the answers with the class and complete the chart on the board.
- 2 Discuss the answers with the class. Perhaps some students think she should also reply to Sally's email (1) to let her know that she has received her new email address.
- 3 Ask students if they use sites similar to Birthdate.com.
- 4 Draw students' attention to the *Date of Birth* instructions in the email. Elicit that writing the month before the day is the US style of writing dates.
- 5 Students can discuss the questions in pairs before discussing the questions with the whole class.

## Extra practice

Ask students if they or any of their friends are members of social networking websites, e.g. WAYN, myspace or facebook.

## More activities

Ask students what other emails they receive. Give one or two examples yourself.

# Unit 12 Is that spelt correctly?

Elicit that this unit is about spelling. Explain that sometimes students will see the word *spelled* instead of *spelt*. Both words are correct. Similarly, the following pairs of words are correct: *burnt/burned*, *dreamt/dreamed*, *learnt/learned*, *smelt/smelled*. In either case, the ending of the word is pronounced /t/, e.g. /spelt/.

## Get ready to read

There are some examples of the differences between British and American English in the key. Here are some others you can use as examples:

- In American English, the past participle of *got* is *gotten*, e.g. *The weather has gotten worse*. (British English = *The weather has got worse*.)
- In American English, *schedule* is always pronounced with a /sk/ sound; in British English it is either pronounced /sk/ or with a soft /ʃ/ sound.
- In American English, words such as *customize*, *legalize*, always end in *ize*; in British English, these words can end in *ise* or *ise*, i.e. *customise*, *legalise*.
- The clothes *trousers*, *waistcoat*, *vest* and *trainers* in British English are *pants*, *vest*, *undershirt* and *sneakers* in American English.

## A British and American English

- Look at the example with the class. Students can do this exercise in pairs. Discourage them from looking the words up in a dictionary. Don't check answers at this stage.
- Look at the example with the class. Explain that all five words in Exercise 1 are in the text. If necessary, students should rub out any incorrect answers for Exercise 1 and write the correct answers on the lines. Students then complete the other version of the words on the lines in Exercise 2.

Check answers. If you like, you could write the answers to Exercises 1 and 2 in a chart on the board. Use the headings *BE* and *AE* and write the spelling of each word under the correct heading.

- Look at the example with the class. Elicit that *license* in British English is only for the verb; the noun is *licence*.  
Students can do this exercise in pairs. They can either work together to find out if the words are British and/or American English, or they can work on their own and then compare answers.
- While checking the answers, elicit the spellings which are specifically British or American (a *flavor*, b *non-smoker*, c *licence*, d *theater*).
- Ask students to discuss this question in pairs.
- Check the answers to Exercise 6 before students do Exercise 7. Say each letter in turn and ask a student to say and spell the corresponding word.
- Look at the example with the class. Explain to the class that all the words in Exercise 6 are spelt differently in American English. Check the answers with the class. Say each word in turn and ask a student to spell the word. Repeat the correct spelling of the word as you write it on the board.

## Class bonus

Go around the class as students choose their six words. Help them with any letters that they don't know how to pronounce.

### More activities

- Practise saying the letters of the alphabet. Set up a chain around the class.
- Ask students to choose their favourite English word and to spell it to the class. The other students say the word. Remind students to say *double l* in words like *traveller*, *woollen*, etc.
- Find out who is the best speller in the class. Give a spelling test (10 words, for example) using words that students have recently met. Alternatively, ask individual students to prepare a spelling test for the rest of the class.

## B I'll add it to my dictionary

- After checking the answer, ask students if they ever use a computer manual and what for?
- 3 Students can do these exercises in pairs, before getting class feedback.

## Focus on ... spelling

Check the answers with the class. Ask individual students to spell the words.

- You could explain to the class that there are very few rules about English spelling. You could even mention one or two words that you have problems with.
- Ask if anyone has an electronic spellchecker with them. If they type in an incorrect word from the list, the spellchecker will probably show the correct spelling. This should be the other word in the pair in Exercise 1.
- Students can check the spellings in small groups.

## Extra practice

Make sure that students check the spelling of the problem words in a dictionary before they write them down. Students can use their own list of words to test their classmates. They say a word from their list for other students to write down correctly.

### More activities

- Explain that before handing in any written work, students should read it carefully and correct any spelling mistakes.
- Give students a piece of written text which contains several spelling mistakes and ask them to correct it. Alternatively, make a note of all the spelling mistakes in a piece of written work that the class has done. Ask students to correct the mistakes.

# Unit 13 How do I join?

## Get ready to read

- Look at an example with the class. Ask students to underline *I read* or *I don't read* so that the sentence is true for them.
- Ask a student to read out his or her sentence. Then ask someone who has underlined the other words to read out his or her sentence. Encourage other students who read a lot to say *Me too* and other students who don't read a lot to say *Me neither*, as appropriate.

## A Joining a library

- 1 Give students two or three minutes to write down their questions. Then invite individual students to read out a question each.

## Learning tip

Tell students to imagine that they might have to explain what they have read to someone else. This will encourage them to try and put difficult parts of a text into their own words.

- 2 Make the point that true/false statements, like those in this exercise, are examples of putting the text into different/simpler words. Check the answers with the class. Ask one student to say whether the sentence is true or false and another student to give the reason.
- 3 Students write the answers to the questions they wrote in Exercise 2.  
As a follow-up, students can work in pairs. They can ask their partner any of the questions they have now answered.  
You could encourage students to go onto the website [www.oxfordshire.gov.uk](http://www.oxfordshire.gov.uk) and try to find any answers that they still don't know. You may prefer to encourage them to look at the website after they have worked through Section B.
- 4 Students can write their sentences based on the text they have just read. Alternatively, if they have looked at the library website, they can write sentences using information they found there.

## Extra practice

If you are teaching a multilingual group in an English-speaking environment, you could consider going to a local library as a class. Perhaps you could arrange for someone to give you a talk when you get there.

Encourage students to borrow books, read as much as they can and exchange with each other any readers they may have.

### More activities

- 1 Play a memory game. Students describe the library services in their own words. Invite each student to make one statement each and not to repeat anything that someone else has already said.
- 2 Students write true/false statements similar to those in Exercise 2. They then use the statements to play a memory game in pairs. Students take turns to read out their sentences; their partner must say from memory whether the sentence is true or false.

## B Paying for library services

- 1 After checking the answer with the class, ask students what they understand by *other media* (DVDs, CDs, etc.).
  - 2 Students can do this exercise in pairs. Check the answers with the class. Ask individual students to read out a sentence each.
  - 3 Remind students that it is not necessary to read each word in the text. In order to encourage students to skim the leaflets, you could set a time limit, e.g. one minute, or you could ask them to raise their hand when they have done the matching exercise. Check the answers with the class.
- 4–6 Students can do these exercises in pairs. They can either work together, or they can work on their own and then compare answers.

## Class bonus

Make sure that students can say the charges in the leaflet. Write some of the figures on the board and ask students to say them. Leave the figures on the board. After students have done the pairwork, ask them to look at the figures you wrote on the board and to say what they refer to, e.g. *5 pence – People who are under 18 pay 5 pence per day for the first week a book is overdue.*

- 7 After students have written the answers to their questions, they can work with a partner and ask and answer the questions.

## Focus on ... word families

Before students do the exercises, give one or two examples of word families, e.g. *read/reader/reading/readable*, *discover/discovery/discovered*.

### More activities

- 1 Ask students to make word families of their own. Encourage them to look in their dictionaries and find related nouns, verbs and adjectives, e.g. *satisfaction* (noun), *satisfy* (verb), *satisfactory* (adjective). They could also look for adverbs, i.e. *satisfactorily*.
- 2 If there is a school library, ask students to explain how it works. For example, do you need to be a member, or can any student use the library? How long can you keep a book?

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# Unit 14 At the sports centre

## Get ready to read

Students can work in pairs to write a list of other sports and physical activities.

Ask students about the sports and physical activities they do. Where do they do them? How often? How long have they been interested in this activity?

## A I don't fancy playing

Elicit or explain that *I don't fancy playing* is another way of saying *I don't want to play*. Remind students that you have to use the *-ing* form of the verb after *fancy*.

## Learning tip

Make the point that that way we read something depends on our purpose in reading.

- 1-2 Remind students not to worry about understanding every word in the text. Their aim should be to identify the information they need to do the exercise.
- 3-5 Ask students to check their answers in pairs before getting class feedback.

## Focus on ... -ing forms 1

After students have done the exercises, ask them to write sentences with the *-ing* words that are meaningful to them. Go around the class helping and encouraging as students work.

- 6 Students can discuss this question in pairs. After students have finished the exercise, look again at the Learning tip. Make sure that students agree that they read the noticeboard in the way which is outlined in the Learning tip.

## Class bonus

Students can role play the conversation with several different partners.

### More activities

- 1 Practise the names of sports and physical activities. Ask individual students to come to the front of the class and to mime an activity. The other students have to guess the activity.
- 2 Students write a notice about a sport or activity they enjoy and display these on the class noticeboard.

## B It's a racquet game

Tell students that they will also come across the word *racket*; both spellings are correct.

- 1 Encourage anyone who has played squash to tell the class about the sport.
- 2 Look at the example with the class. Ask students to identify the information in the notice which gives them the answer. Check the answers with the class. Ask students to identify the information in the notice which gives them the answer to question d.
- 3 Look at the photo in the leaflet with the class. Elicit that this sport is real tennis. Ask students if they have ever played real tennis. (This is very unlikely!)  
Students answer the questions in Exercise 2. They can either work together to find the answers, or they can work on their own and then compare answers.
- 4 Students can do this exercise in pairs. Check the answers with the class. Draw a chart on the board and write the answers in the chart.
- 5 Students can discuss these questions in pairs or small groups.

## Focus on ... -ing forms 2

After students have done the exercises, ask them to write sentences with the *-ing* words that are meaningful to them. Go around the class helping and encouraging as students work.

## Extra practice

Students will find descriptions of squash and real tennis on the website [www.wikipedia.com](http://www.wikipedia.com). There is also a brief description of squash on [www.wisegeek.com](http://www.wisegeek.com) and a detailed description of real tennis on [www.real-tennis.nl](http://www.real-tennis.nl).

### More activities

- 1 Students imagine that they either took up squash at the sports centre or they paid for the real tennis introductory session. They can write an email to a friend describing what happened or they can tell a partner.
- 2 Alternatively, students work in pairs with someone who chose the other activity. Students tell their partner what happened. Encourage the other student in each pair to ask questions.

# Unit 15 I'd like to work here

## Get ready to read

Read through the list with the class and make sure that students understand their meaning before they rank the things in order. Find out which of the things the greatest number of students chose as the most important and which as the least important. Ask the class if anyone works – or has worked – in a shop. What did it sell? Ask students which products they would be most interested in selling.

## A Job profiles

Elicit or explain that *profiles* means descriptions.

- 1 Remind students to look only for the information needed to answer the question. If you like, you can set a time limit for this exercise, e.g. one minute.
- 2 Again, set a time limit in order to encourage students to skim the text.
- 3 Look at an example with the class. Students find the first job title – *stockroom assistant*. Ask students if they know the meaning of *stockroom*. Encourage them to scan the dictionary entries for help with the meaning. Elicit that the *stockroom* is the room where the goods are kept before they move into the shop. A *stockroom assistant* is someone who works behind the scenes rather than in the shop itself.

Students use the dictionary entries to work out what the jobs are. Ask someone to describe each person's job.

## Focus on ... job and work

Elicit or explain that *work* is something you do to earn money and *job* is used to talk about the particular work activity that you do. After students have done the exercises, encourage them to write similar sentences using *job*, *jobs* and *work* which are meaningful to them. Go around the class giving help and encouragement as students work.

- 4 Set a strict time limit for this exercise to encourage students to skim the text, rather than read every word.
- 5 Students rank the things in order. Find out which of the things the greatest number of students chose as the most important and which as the least important.
- 6 Students can discuss these questions in pairs.
- 7 Regroup the class into different pairs. Students discuss the questions with their partner. Then discuss the questions with the class.

### More activities

- 1 Practise the words in the dictionary entries with the class. Ask them questions which include the words, e.g. *Which company do you work for? How many employees are there? Have you ever worked in retail?*
- 2 Discuss jobs and work in general with the class.

## B There are jobs available

- 1 Discuss the questions with the class.
- 2 Look at the example with the class. Ask students to scan the two profiles and find the information which gives the answer (*Liam joined as a Christmas temp* (line 1), *Natalie spent the Christmas period on a temporary contract* (lines 3–4). Students can do the rest of the exercise in pairs. They can either work together to find the answers, or they can work on their own and then compare answers.  
Check the answers with the class. Ask one student to say *He* and/or *She*, and another student to read out the information in the text which gives the answer.
- 3 Look at an example with the class. Ask students to find the information which tells them that Liam doesn't still work in the same store.  
Students can do the rest of the exercise in pairs. Check the answers with the class. Ask individual students to read out a sentence each.
- 4 Point that two of the questions ask students what they think. There is information on the webpages which gives the answers to the other two questions.

## Class bonus

Divide the class into two groups. One group invents more details for Liam and the other group invents more details for Natalie. Allow time for students to read the other person's profile again and to prepare some questions to ask them. Students can work in pairs within a larger group. Students then interview a partner from the other group. Students can interview more than one partner.

- 5 After students have done the exercise, ask one or two of them to read out what they have written. Ask the other students if they agree.
- 6 Ask students what they think a *Cash Office Assistant* does. (This person works in accounts and with the money that the shop takes.) Ask students which of the positions they would be most interested in.

## Extra practice

Remind students to try and work out the meaning of any unknown words in every text they read. Students can also go onto the HMV website [www.hmv.co.uk](http://www.hmv.co.uk) and find out more about the company and the jobs it offers.

### More activities

- 1 If your students have jobs, encourage them to write a list of people's names and positions in their company.
- 2 Students can write a profile of their own job (as in the webpages) or of their ideal job if they don't work.

# Unit 16 Just the job!

## Get ready to read

- Look at an example with the class. Read out the first sentence and ask students if they would do this if they wanted to change job or get a job. Students then tick the sentences which describe the methods they would use.
- If necessary, explain that York is a city in the north of England. It is famous for its cathedral, York Minster, and its old town walls.

## A Can you start immediately?

- 1 After checking the answer with the class, ask students to name other countries in which the three languages are spoken. (Italian – Italy, Portuguese – Portugal, Brazil, Angola, Spanish – Spain, the Philippines, and all Central and South American countries except Brazil).
- 2 Remind students that they should scan the advertisements and not read every word. You could set a time limit, e.g. one minute.
- 3 Ask students to check their answers in pairs before doing class feedback.
- 4 Students can do this exercise in pairs. They can work together to decide reasons why the jobs or no good, or they can work on their own and then compare what they have written.
- 5 Remind students that they should scan the advertisements and not read every word.
- 6 Students can do this exercise in pairs. They help each other to find the words and work out their meanings. Check the answers with the class. Make sure that everyone understands the meaning of the words before they move on to Exercise 7.

## Focus on ... vocabulary

If you like, you can tell students that the missing words are in the order in which they appear in the advertisements. For example, they will find the missing word in sentence b after *vacancy* and before the missing word in sentence c.

- 7 Look at the example with the class. Ask students to find the words in the first advertisement which give the answer (*Two Saturdays per month, 9.30am – 1.00pm*). Check the answers with the class. Ask one student to say the answer and another student to read out the information from the corresponding advertisement which gives the answer.
- 8 Ask students to do this exercise in pairs.
- 9 After students have done and checked the exercise, you can ask them which job they think would be the best for Blanca, and why. Students can discuss the questions in pairs. Then discuss them with the class.

## More activities

Play a guessing game. Students take it in turn to choose a job (which they keep secret). Their classmates ask questions about the job and try to identify it. Students can play the game in groups.

## B I'm going to apply

- 1 Ask students to give examples of personal details (*name, date of birth, nationality, etc.*).
- 2 Remind students that they should skim the application form and not read every word. You could set a time limit, e.g. one minute.
- 3 If necessary, remind students again to skim the application form.
- 4–5 Ask students to look at the form in pairs and to do these exercises together.
- 6 This exercise could be set as homework if you prefer.

## Class bonus

Students can role play an interview for a job at *Called to the Bar*. One student is the interviewer and the other is the applicant for the job. Students can work in pairs to prepare questions for the interview. They can then work with a different partner to role play the interview.

## More activities

- 1 If you are teaching a multilingual group in an English-speaking environment, ask if anyone is doing a part-time job. What do they think are the best jobs for English students?
- 2 Discuss with the class the difference between an *application form* and a *CV*. (An *application form* is available from the company; a *CV* is created and presented by the job applicant. Students could then write their own CV.

If you are teaching a multilingual group in an English-speaking environment, you might like to offer to go through the CVs of any student who may actually apply for a job while they are studying.