

Unit 1 Buy it online

Get ready to write

Do these activities as whole class or small group discussions. Ask students to decide what kind of person would like to receive each of the presents (e.g. young, old; adventurous, quiet etc).

Completing an online order form

- 1 Tell students that *Proceed to checkout* is a very common online expression.
- 2 After this exercise, you may want to elicit the noun form (i.e. *confirmation*) and draw attention to the stress shift.

Verb: To confirm something. *Can you confirm your credit card number?*

Noun: A confirmation *We didn't receive confirmation by email.*

You may also want to talk about the difference between creating an account, or registering, for the first time (which Aiko is doing) and logging on (i.e. just entering your password).

- 3 Students can do this exercise in pairs.
- 4 Before students do this exercise, elicit the difference between surface mail (i.e. mail that is taken overland) and airmail (i.e. mail that is taken by plane).
- 5 You could revise numbers quickly at this stage by asking students to tell their partner their phone numbers or house numbers (invented if they prefer).

Did you know ...?

Highlight the differences between the three countries (Italy, Japan and the UK) by drawing attention to the Did you know? box. Elicit how addresses are written differently in your students' country/countries.

6-10 These can be done in pairs or individually.

Focus on ... spelling plurals

Ask students to complete these exercises. Elicit the rules for spelling plurals, i.e:

- a Most countable nouns are made plural by adding
- b When a countable noun ends in s, ch, sh, x, z or o add to make it plural.
- c When a countable noun ends in a consonant + y, change y to..... + es to make it plural.

You may want to extend this to cover other plurals.

- d When a countable noun ends in fe, change fe to..... to make it plural.

Answers: a s, b es, c i, d ve

- 11-12** Ask the students to swap their books and use the Check questions to check each other's work and then feedback to each other.

More activities

Tell students that there are some irregular plurals that do not follow any spelling rules. Put the following activity on the board and ask students to complete the plurals in pairs.

...ren ...eet ...eople ...en ...eeth ...en

- | | |
|-------------|-----------------|
| a) a man | some <i>men</i> |
| b) a woman | some wom..... |
| c) a person | some p..... |
| d) a foot | two f |
| e) a tooth | some t |
| f) a child | some child..... |

Answers: b women, c people, d feet, e teeth, f children

Extra practice

This could be done as a pair work activity. Put students in pairs and give them the web addresses of an online gift store. Students must visit the website and tell their partner about a present they would like to buy. Students discuss whether it's a good choice or not and then complete the online forms. NB: MAKE SURE STUDENTS DO NOT USE REAL CREDIT CARD DETAILS.

If you do not have access to computers, you could bring in paper catalogues for the students to choose gifts from. Students could complete the order forms in the catalogues in pairs.

Unit 2 Book it online

Get ready to write

These exercises can be done in pairs or as a whole class activity. The second exercise reinforces the Learning tip on page 17 about predicting information on forms. During feedback, elicit the differences between to *depart/leave from* a place, to *go to a destination* and to *return to* a place. Explain that a *round-trip* is to go to a place and then return home.

Completing online booking forms

1–4 These can be done in pairs or individually.

5 Before students do this exercise elicit what the triangular warning symbol means (i.e. Soren has made a mistake on the form). After students have completed this exercise, feedback as a whole class and elicit the meaning of the error messages, i.e.

- 1 Soren has typed a date that has already gone.
- 2 Soren hasn't typed the first letter of his first name.
- 3 Soren must tick the box to show that says he agrees with the rules of the website/online store.
- 4 Soren's email address is wrong. (He forgot the 5).

6–10 These can be done in pairs or individually.

11 This contains quite a lot of difficult vocabulary. Before they attempt this exercise, ask students to work in small groups and look up in dictionaries or elicit from context the meaning of these words: *capacity, automatic transmission, satellite navigation, infant seat*. Feedback as a whole class.

Ask students to swap their books and use the Check questions to check each other's work and then feedback to each other.

Class bonus

This search activity is just for fun as you will not have time to check the itineraries. Tell students to write down the details of each connecting flight to complete the itinerary.

More activities

Put these activities on the board for students to look at the language of arrivals and departures.

- a) *Flight X8976 departs from London at 08.20 and arrives in Toronto at 11.30.*
- b) *Soren arrived at the airport to check in two hours before his flight left.*
- c) *Soren: I left Sweden on 13 September and travelled to London.*

1 Complete these rules.

- a) We only say arrive..... a country, city or town.
- b) We say arrive.....any other place e.g. airport or hotel.
- c) We use depart.....a place in formal situations.
- d) We use a place in other situations.

Louise went to live in Nepal in 2003. She didn't come back to this country until 2005. She says she may go back to Nepal next year for a short holiday to see her friends.

Answers: a in, b at, c from, d leave.

2 Complete these rules.

- a) To.....to a place means to move here (where you are now).
- b) To.....back to a place means to return here (where you are now).
- c) To.....to a place means to move to another place (not here).
- d) To.....back to a place means to return to another place (not here).

Answers: a come, b come, c go, d go.

3 Are these sentences correct (✓) or incorrect (✗)?

- a) The train arrives in Madrid at 8.45.
- b) All excursions depart outside the hotel.
- c) My parents left from London in 1999 and moved to Oxford.
- d) We should arrive the airport early.
- e) I love to sit in my garden when I come after a holiday.

Answers: a ✓, b ✗ depart from, c ✗ left London, d ✗ arrive at, e ✗ come back.

Unit 3 Complete this, please!

Get ready to write

If your students have travelled to different countries, elicit a list of the documents they needed (e.g. passports, visas etc) and how they got them. You may want to highlight the shift in stress in these words: to *apply* for something / an application form. Ask students to do the second exercise in groups and feedback as a whole class.

Completing travel forms

- 1 Elicit what the form is for (i.e. it is a *visa waiver* form that you can complete if you don't need a visa). After students have completed Exercise 1, highlight the difference between a permanent and a temporary address.
- 2 After students have completed Exercise 2, you may want to elicit/give other similar wording that can appear on forms e.g. *Official/Staff use only*.
- 3–6 These can be done in pairs or individually.
- 7 In small groups, ask students to use the vocabulary from this exercise to describe different people in their own families to the other members of the group.
- 8 Students could make a list in pairs or small groups.

Did you know ...?

Elicit other examples of American and British English from students, e.g. *lift/elevator, biscuit/cookie, pavement/sidewalk*.

- 9 Explain that the difference between these two telephone numbers is similar to the difference between a temporary and permanent address.

Focus on ... If..., tick here []

If you are teaching in an English speaking country you could bring in other forms. In groups, give each group a selection of forms and ask the students to find examples of *If...*, *tick here* on the forms. Feedback onto the board and brainstorm what each one means and whether the students would tick the box or not.

- 10 You may want students to do this in pairs as the *If...*, statements are quite challenging.

Learning tip

Write these boxes on the board:

| | | | |
|---|-------------------------|--|--------------------------|
| 1 | University | | degree ----- ----- |
| 2 | ----- ----- ----- | | date |
| 3 | ----- ----- ----- | | address |

Ask students to use dictionaries and look back through the forms in Units 1–3 to group the words that frequently collocate: degree, mailing, term dates, shipping, departure, expiry, tutor's name, expiration, billing.

Answers:

- 1 University degree/term dates/tutor's name
- 2 departure/expiry/expiration date
- 3 mailing/shipping/billing address

Focus on ... spelling /ei/

For further practice, dictate or write this exercise on the board:

Use /ei/ words to complete these sentences.

- a) – What's your n__ __ __, please?
– It's Peter.
- b) Texas is my favourite s__ __ __ in America.
- c) The plane's t__ __ __ was painted in the colours of the national flag.
- d) The hijacker was sent to j__ __ __ for 20 years.
- e) The steward gave my son a toy to p__ __ __ with.
- f) You must go this w__ __ to get to your departure gate.

Answers: a) name b) state c) tail d) jail e) play f) way

More activities

If possible, bring in some real travel forms for students to practise completing.

Unit 4 I'll be arriving on Friday

Get ready to write

If your students have access to the internet you could set this as homework prior to the lesson: Find out why Stratford-upon-Avon and Pamukkale are famous. Feedback as a class and ask which place your students would like to visit, and why.

As a whole class, elicit the types of room you get in a hotel i.e. single, double, twin, family, en suite etc. In groups, ask them to make a list of questions they would want to ask about the Falstaff hotel before deciding if they want to stay there.

A Enquiring about accommodation

1–5 These can be done in pairs or individually. You may want to discuss how web pages and brochures are a form of advertising and will always present a hotel in a positive way. Ask students to work in groups and write a list of things the web page does not say (e.g. it doesn't say how close the hotel is to the hot springs).

6 Ask the students to swap their emails and use the Check questions to check each other's work and then feedback to each other.

Extra practice

If your students don't have access to the internet bring in a selection of holiday brochures and ask them to select hotels from those.

Class bonus

You could extend this role play into a mini project over more than one lesson.

- In groups, ask students to research a particular resort and create a brochure for their perfect small hotel (with no more than eight guest rooms).
- Display the completed brochures round the room.
- Ask students to choose one hotel they would like to stay in (not the one they created!) and write enquiring about accommodation next week.
- Give the letters of enquiry to the groups that created each hotel and ask them to reply. (After students have done part B of this unit, you could ask the guests to write confirming that they want the room. Hotels can only accept guests until they are full. The winners are the hotels that fill up first!).

B Confirming accommodation

Did you know ...?

You could extend this by asking students to use a dictionary to find words from other languages that are used in English (e.g. *kebab*, *carnival* etc).

Before students look at the letter draw this table on the board. Explain it is the price list for the Falstaff Hotel.

| Falstaff Hotel room prices | | |
|----------------------------|------------------------|---------|
| Type of room | Tariff | Deposit |
| Single | £40 / night | £20 |
| Double | £50 per person / night | £40 |

Ask:

- How much does a single room cost for one night? (Answer: £40)
- How much do I need to pay to reserve a single room? (Answer: £20)
- How much does a double room cost for two people for one night? (Answer: £100)
- How much do I need to pay to reserve a single room? (Answer: £40)

Elicit the meaning of *deposit* and *tariff*.

1–3 Ask students to do these exercises in pairs. Encourage students to guess from gist the meaning of the new vocabulary in the email.

4–6 These can be done individually or in pairs.

7 Students can choose whether to write a letter or an email.

Ask students to swap their letters and use the *Check* questions to check each other's work and then feedback to each other.

Focus on ... *as/since* and *so* (linking reasons and results)

To introduce this, write on the board:

Reason: The hotel is busy at Christmas.

Result: You should book soon.

As the hotel is busy at Christmas, you should book early.

Ask: *What word shows there is a link between the result (what you should do) and the reason (why you should do it)?* (Answer: *As*).

Also highlight the position of the comma.

Elicit how the atmosphere and communications of a small hotel may be more friendly and informal.

The two exercises can be done individually or in pairs.

Unit 5 **Don't forget to feed the fish!**

Get ready to write

As part of these exercises, you could do a class survey of how often people cook their own meals, buy takeaways, eat ready-meals and go to restaurants.

Instructions

1–4 These can be done in pairs or individually.

Focus on ... sequences

Ask students to look at the message on page 26 again and circle the sequencers. Many students will already be aware of these sequences but less confident of when to use *before* and *after*. Highlight that ...*before*... is in the PS. Elicit how it comes at the end of the sequence and contains information that the writer forgot to put in the sequence. Students could do Exercise 4 in pairs.

5–6 Refer students to the Focus on sequences before they do these exercises.

7 Refer students to the instructions they wrote in Exercise 5. Ask students to swap their messages and use the Check questions to check each other's work and then feedback to each other.

Learning tip

In pairs, ask the students to think of a more complicated task that they have done (e.g. changing a wheel on a car). Ask them to write instructions for someone who hasn't done that task before. Remind them to use numbered bullet points if there are more than four or five steps.

NB Because of the open-ended nature of this activity, the vocabulary that students will need is not predictable. Encourage them either to ask you for the words they need or use bilingual dictionaries.

Focus on ... linking similar things (*and, also, too / as well, as well as*)

Emphasize that, although many students will have already come across these linkers, this exercise focuses on their positioning (an area that students find difficult). As homework, you may want to ask the students to look through pieces they have written previously to find and correct any linking errors (using *and, also, too / as well, as well as*).

Class bonus

This can be done as a whole class mingle activity. Give each of the post-it notes a number and display them on the walls of the classroom. In pairs, ask the students to read all the notes and make a list of the machines the notes have fallen off. Encourage the students to talk to their partners about why they think each post-it note is about a particular machine. At the feedback stage, if it becomes apparent that any particular notes have confused the students, it may be worthwhile looking at them more closely. Write those notes on the board and elicit how they could be made clearer.

Unit 6 how r u?

Get ready to write

As an alternative warmer, draw a smiley emoticon on the board: :-)

Ask: *What is it? Where would you see it?* As a whole class elicit other emoticons that your students use.

A SMS / text messages

1-4 Ask students to look at these questions in pairs or small groups. Check the answers before students move on to the Plan section.

5-6 Ask students to check their answers in pairs before doing class feedback.

7-10 Ask students if they have seen or used these abbreviations before. Do they know any other ones?

11 Ask students to do this exercise in pairs. Which pair can make Artash's message the shortest?

12 Students could then write Artash's reply to Natasha.

Focus on ... editing for essential information

Before students look at these exercises, write this message on the board:

It's a beautiful day, I'm not doing anything and I was wondering if you want to go out. Text me if you do ..., it'll make me even happier.

Explain that the writer has included information that is not essential to the reader.

Ask:

What does the writer want to do?

When?

What should the reader do next?

Ask individual students to come up to the board and cross out one non-essential word. Continue until you have the phrase *Want to go out?*

More activities

In groups of three:

- Ask students to write a standard English message (an invitation).
- Tell the students to pass their message to the student on their left in their group.
- Tell them to shorten the new message into text language and pass it to the student on their left.
- Tell them to write a reply to the new message in text language and pass it to the person on the left (i.e. the person who wrote the original message).
- Ask them to read the reply to their original message and see if it makes sense!

B IM / instant messaging

To introduce this part of the unit, elicit if any of the students use IM, who they communicate with using IM, how it is different from texting (See Exercise 1), and what kind of language they use in IM (i.e. informal).

1-2 Ask students to do these exercises in pairs. As a follow up, ask the students in groups to brainstorm the reply/response they would give if someone said:

- | | |
|-----------------------|---|
| a) Good morning! | (Possible answer: Good morning.) |
| b) How are you? | (Possible answer: Fine, thanks) |
| c) What's the matter? | (Possible answer: My cat's died!) |
| d) I'm really upset! | (Possible answer: I'm sorry to hear that. What's happened?) |

3 When students have completed this exercise, highlight the difference in meaning between these two potentially confusing phrases:

What's up? (Meaning: What's the matter?)

What are you up to? (Meaning: What are you doing?)

4 Ask students to compare their answers in pairs before getting class feedback.

Class bonus

If your students do not have access to IM, this can be done using a single piece of paper per pair of students on a computer and word processing programme. The important thing is that students should work in silence in pairs. They can watch what is being written or typed by the other student in the pair as this directly simulates what they would see on the screen in an IM exchange.

Extra practice

Ask if students know any other emoticons. Invite them to draw these on the board.

Unit 7 Missing you

Get ready to write

Elicit a list of festivals that are celebrated in your students' country/countries and complete the exercises as a whole class. If students come from the same country, get them to discuss the most popular festival.

A personal letter

1–2 After students have done these exercises, briefly elicit how Leszek uses friendly and informal English which is similar to spoken English (i.e. it uses contractions, ellipsis and everyday English e.g. *catch up with things*.)

Did you know ...?

Emphasise that although people are writing fewer personal letters these days, the expressions and structures learnt in this unit are also relevant to email. Ask students whether they prefer to write letters or emails.

3–9 Ask students to do these exercises in pairs or small groups, then check answers with the whole class.

Focus on ... apostrophes 1

Highlight the addition of an *o* when contracting *will not*: *won't* (Not *wiln't*).

Write this text onto the board. Ask students to come up one at a time and add an apostrophe in the correct place. As they do this, elicit the long form of the contracted words.

Sundays my birthday, I dont know what my wifes going to buy me for a present. She wont tell me! It was the same last year ... she wouldnt tell me then. Shes going shopping tomorrow. I cant wait to look in her bag when she isnt looking.

Answer: Sunday's my birthday. I don't know what my wife's going to buy me for a present. She won't tell me! It was the same last year ... she wouldn't tell me then. She's going shopping tomorrow. I can't wait to look in her bag when she isn't looking.

10 If you are teaching a multilingual group, students can compare answers with their partner.

11 Students can do these exercises in pairs or small groups.

12–13 Make explicit how the structure of the Peter's letter in exercise 12 relates to earlier exercises i.e.

12a-b (refer students to exercise 2)

12c (refer students to exercises 10–11)

12d-e (refer students to exercises 6–8)

12f-g (refer students to exercise 9)

12h (refer students to exercise 3)

12i (refer students to exercise 2)

Ask students to swap their letters and use the *Check* questions to check each other's work and then feedback to each other.

Extra practice

The context of this activity is quite complicated. Elicit questions that students could ask Suzie in their letter, and brainstorm local museums that they could write about. Students could also research a local museum on the Internet.

Focus on ... apostrophes 2

When students have done both Focus on apostrophes, write the first two paragraphs of Leszek's letter on the board with all the apostrophes removed:

Im sorry that I havent written recently. Ive been very busy. Anyway, I thought Id send you a quick note to catch up with things.

Did I tell you that I started a new job in January? Im now an assistant in a small boutique in the city centre. Its not very interesting, but the moneys quite good and the customers are friendly. My sisters office is nearby and sometimes we meet up for lunch. Do you remember, she's an accountant?

Books closed, in pairs, ask the students to identify where the apostrophes are missing and replace them.

More activities

Encourage students to find, and write to, someone in an English-speaking country. There are many websites which can arrange this. Students can correspond by IM, email or letter.

Unit 8 Jo's Blogs

Get ready to write

Before you do this exercise, elicit a list of places you can visit in a day from your city or area (e.g. historic sites, theme parks etc). Elicit which places members of your class have visited, which they liked and which they disliked. If there is one place that divides opinion, write it on the board and write the positive points (pros) and negative points (cons) of visiting that place.

A A personal blog

- 1 Ask students to work with a partner to find the answers. Encourage them to read the blog quickly by setting a short time limit, e.g. five minutes. If, after reading the blog, students are still unclear about what a blog is, refer them to the Did You Know? box on page 39.
- 2–3 These exercises deal with anticipating who the reader will be. To reinforce this, you may want to ask how many students keep a personal diary, what type of things they write about in it and whether they allow other people to read it. Elicit how what they write about will be different if they know other people will read their diary.

Focus on ... blog headings

If you have access to the Internet, you could supplement this exercise by copying five headings from blogs and asking students to assess whether they make the reader want to read on. This can be done in pairs or small groups.

- 4–5 Students can discuss their experiences in small groups before starting to write.
- 6 When students have finished writing, ask them to swap their blogs and use the Check questions to check each other's work and then feedback to each other.

B Adding comments to a blog

- 1 Elicit how this type of blog deals with opinion (rather than just telling people what you have done).
- 2 When students feedback, ask them to explain why they chose their answers.
- 3 You may want to refer students to Appendix 6 (*Think about style*) for other ways of expressing agreement, uncertainty and disagreement.
- 4–6 Students can check their answers in pairs or work together on these exercises.
- 7 In groups, ask students to discuss whether they agree or disagree with Jo's thoughts. Encourage them to use expressions from Exercise 6 and explain why they agree or disagree. Feedback as a whole class.
- 8 You could make this a competitive activity by setting a short time limit for this exercise. The fastest person or pair to finish it correctly wins.
- 9–10 Students can discuss their ideas in pairs or small groups.

Class bonus

If you have access to computers you may want to do this as a simulation. You can do this simply by setting up a document template on the computers for students to type into:

| |
|---------------------|
| My Blog Thoughts |
| Posted by |
| Comment 1 |
| Posted by |

You will need to group the students so that the whole class can work on computers at the same time (depending on the size of the class and the number of computers you have, students can do this exercise on their own, in pairs or in groups). First tell the students to write their thought on one computer. Next, ask them to move to the next computer and add a comment on the previous student(s)' thoughts and so on.

Unit 9 What can I do?

Get ready to write

If your school or college has a study centre or library, you could introduce this topic by making a list of what you can do there. Ask the students to imagine they are new students and don't know about the study centre or library. Elicit what information they need to find out. As students feedback, write their questions in note form on the board e.g. *Opening times?*

A Taking notes about study arrangements

1–6 These exercises can be done in pairs or individually.

7 After students have done this exercise, ask them to swap their notes and use the Check questions to check each other's work and then feedback to each other.

Extra practice

If you have already covered this as a warm-up activity for this unit, you could do the following exercise instead:

- Elicit what is important for a venue for a business meeting or conference, i.e. modern facilities, good communications, easy to get to, refreshments etc.
- Split the class into two groups. Ask students where they could hold a large business meeting or conference in your town and what facilities the venue has available to them. Alternatively, if you have access to the Internet students may be able to find this information on the web.
- After a few minutes, ask students to write (in note form) three questions they want to find out about the other groups' venue.
- Ask the groups to split into pairs (each pair must have one student from each group). Tell them to explain the facilities at their venue. Their partner should take notes and at the end try to write one question that the other student did not answer.

Focus on ... linking positive and negative comments

Elicit how the first part of the sentence is positive and the second part is negative in the examples below:

- 1 *The study centre is useful **but** the computers are a bit slow.*
- 2 *The study centre is useful. **However**, the computers are a bit slow.*
- 3 *The study centre is useful, **even if / although** the computers are a bit slow.*

Elicit how in this example the first part of the sentence is negative and the second part is positive:

- 4 ***Even if / Although** the computers are a bit slow, the study centre is useful.*

Emphasize the position of commas in examples 2 and 4 and that *However* always starts a sentence.

B Completing feedback forms

In small groups, ask the students to write a list of things that make a good school or college (i.e. good teachers, interesting lessons, good facilities etc). Feedback as a whole class and elicit how schools and colleges know what their students think about their courses (e.g. through informal feedback to teachers, feedback forms etc). If your school or college has a feedback form it might be worthwhile looking at it together.

1–2 Students can do these exercises in small groups.

Learning tip

To reinforce the idea of ranking and grading you could give your students some evaluation/customer satisfaction forms written in their own language. In groups, ask them to find questions that rank things and questions that grade things.

3–6 If students struggle with this, write the name of a popular product on the board. Write a positive point and ask a student to come up and counter it by writing a negative point on the board. Ask another student to write a positive point, and so on.

7 Students can compare answers in pairs.

Unit 10 Taking notes

Get ready to write

Necessarily, there is a lot of text and vocabulary for students to deal with in this unit. Because of this, you may want to do these exercises as a whole class listening activity. Read the encyclopaedia entry to the students while they are following the text in the book.

Taking notes from the Internet, books and magazines

1–3 These exercises can be done in pairs or individually.

4–6 To reinforce these exercises, ask students where they normally get their information from, which sources they trust most and why. As homework you can ask students to find two different descriptions of your town or area on the Internet and decide which one they agree with most. Elicit if they can think of any reasons why the other website might portray the town or area differently, (e.g. an official tourism website may make an area sound positive but a resident's blog may give a more realistic description).

Learning tip

Emphasize that in the age of the Internet, analyzing sources of information for bias and accuracy has become even more important in any language. Write one subject, e.g. *smoking*, on the board. For homework, ask students to bring in any texts (not necessarily in English!) that they can find on the subject (e.g. adverts, news reports, information from different websites). In the next lesson, put students in small groups and ask them to answer the Learning tip questions and discuss which sources are more accurate. Alternatively, you could find the texts before the lesson and get students to do this extension activity during the same lesson.

7 Reinforce this activity by writing these statements on the board.

1. *Ladysmith Black Mambazo sang at the ceremony when Nelson Mandela became President of their country.*
2. *Joseph Shabala is a Zulu who was born in Ladysmith.*
3. *Paul Simon is a famous American singer who became famous in the 1960s.*
4. *After working with Paul Simon, Ladysmith Black Mambazo became the first internationally successful African group.*

Divide the class in half. Tell group 1 that they are writing an article about Ladysmith Black Mambazo and tell group 2 that they are writing about African music in general. Ask them to ask themselves this question, *Do I need this information?*, and make notes from only those sentences that are useful for their particular article. Feedback as a whole class. (Group 1 will probably write notes from sentence 4; group 2 will probably write notes from sentences 1, 4 and 2).

8 This exercise could be done as a whole class listening activity. Ask students to check their answer in pairs and then feedback as whole class.

9–13 These exercises can be done in pairs or individually.

Focus on ... symbols and abbreviations

Before students do this exercise, write these symbols and abbreviations on the board: = ∴ i.e. NB

14 Students can compare their notes in pairs.

Ask students to swap their notes and use the Check questions to check each other's work and then feedback to each other.

Ask the students to look at the first set of notes in *Look at an example* and guess what the symbols and abbreviations mean.

More activities

- 1** As a follow-up activity you could ask your students to write the article about Ladysmith Black Mambazo.
- 2** Students could also use the notes they prepared in Extra practice to write an article for a local newspaper about their favourite singer/group.

Unit 11 My story

Get ready to write

The first two activities can be done as pair or group work. Encourage students to give reasons for their answers and discuss them.

The third exercise is designed to help the students understand the tension underlying Len's story. You can introduce this by asking students to look at the picture of the soldier and brainstorm vocabulary about the picture or the job e.g. *gun, war, soldier, fear, bravery* etc. Do the same thing for the picture of the farm labourer.

A personal story

1 Explain that you are going to read a personal story about a soldier and a farm labourer. Read the story to the students while they are following the text in the book.

The exercises are grouped into three sections:

2 to 6 These exercises focus on comprehension. Ask students to work alone and then check their answers with a partner.

7 to 8 These exercises focus on the shape of the story and provide students with the vocabulary they will need when shaping their own stories, i.e. the background and the event. Ask students to work together and complete these exercises in pairs.

9 to 13 These exercises focus on how the writer wants the reader to respond to the events he describes and the writer's relationship with his reader. Ask students to work together and complete these exercises in pairs.

Learning tip

You could revise regular and irregular past simple forms by playing bingo or pelmanism. Encourage students to record the past form of new irregular verbs that they meet.

Focus on ... symbolism

Explain the concept of symbolism with a symbol that is recognised in your culture, e.g. *a dove = peace*. Ask students in small groups to think of two or three other symbols that people use in your country. Feedback as a whole class.

14–15 Ask students to do these exercises individually.

16 You may want to refer students back to Exercise 7 to help them with this exercise.

Focus on ... time sequencers

Students tend to over-use time sequencers in narratives. It is worthwhile highlighting the relative scarcity of sequencers in Len's story. Also highlight the position of commas and that *after* is not used on its own.

17–19 Any or all of these exercises can be set as homework.

Ask the students to swap their stories and use the *Check* questions to check each other's work and then feedback to each other.

Extra practice

At the end of the Extra practice activity, ask students to swap stories with their partner. Encourage them to take control of a story and redraft it. Emphasise that they can change anything about their partner's story to make it more interesting. You may want to refer the students back to the Did you know? box on page 55 to emphasise how memory is often the creation of many retellings.

Unit 12 How it works

Get ready to write

These exercises can be done as pair or group work. Ask students to find the words in the text *How does a wind turbine work?* and guess their meaning from context. Make this into a race by setting a time limit e.g. two or three minutes. You may want to supply students with dictionaries.

Describing a process

- 1 Students may be more familiar with the content and English used by personal websites rather than that used in company websites, so make sure they are aware that they will be focusing on a company website.
- 2-4 After they have completed these exercises, elicit the main differences between the two types of website, i.e.

| | Company website | Personal website |
|---------------------------|--|--|
| Content | Factual description i.e. <i>How wind turbines work.</i> | Personal description and opinion i.e. <i>What the writer thinks.</i> |
| Style (See Appendix 5) | Uses more formal or neutral language. | Uses friendly and informal language. |
| Reader | People who are interested in how wind turbines work/Potential customers. | Anybody. |

Focus on ... the passive form

The emphasis in these exercises is on helping students understand why the writer chooses a particular verb form. Highlight how the simple present is used in scientific descriptions to indicate that the statements are always true. You may want to reinforce how the passive is formed by giving students extra practice activities from a good grammar practice book, e.g. *English Grammar in Use*.

- 5-9 These can be done in pairs or individually.

Learning tip

Highlight the difference in pronunciation between the noun *wind* (wind) and the verb and adjective *wind- up* (waɪnd).

Focus on ... linking ideas and thoughts

Making a text coherent is a real challenge for many students. Look at the examples as a whole class. Students can also look back over a piece that they have written recently and try to improve its coherence.

- 10 This could be done in pairs or individually.

Ask the students to swap their descriptions and use the Check questions to check each other's work and then feedback to each other.

Extra practice

As students are writing for a company or government website, you may want to refer them to Appendix 5 before they do this exercise. Afterwards, ask them to check each others work specifically for style.

More activities

Encourage students to use the internet to research technology they are interested in and to use their notes to write a description for a young person's scientific encyclopedia.

Unit 13 I'm going to talk about ...

Get ready to write

- Draw the Olympic rings on the board and elicit what they are and what they represent.
- Brainstorm what students know about the Olympic games and write notes on the board.
- Tell the students to look at the illustration and ask them what Luc is doing. Elicit three questions they would like him to answer about the Olympics and write them on the board.
- Do the listening as a whole class activity and feedback the answers to the questions (If Luc has answered them!). You could refer weaker students to the audioscript at the back of the book to help them.

A Notes for a presentation

Before students do these exercises, you may want to ask these questions:

- *Do you think Luc can remember all the information for the presentation?*
- *What could he use to help him?*

1–2 These exercises can be done in pairs or individually.

Feedback onto the board after students have completed them.

3–9 These can be done in pairs or individually. Either ask students to swap work and check their answers together or feedback onto the board after students have completed Exercise 9.

10 Ask students to swap their descriptions and use the Check questions to check each other's work and then feedback to each other.

B Slides for a presentation

Do the listening as a whole class activity. Again, you could refer weaker students to the audioscript at the back of the book to help them.

1 After Exercise 1 ask students to look at the slide in Get ready. Highlight how the slides on page 64 follow on from the slide in the picture.

2–4 These can be done in pairs or small groups. Feedback as a whole class after students have completed Exercise 4.

Focus on ... planning a presentation

Go through these stages with your students. Encourage them to use this plan whenever they have to give a presentation.

5–7 These can be done in pairs or individually.

8 After students have completed these exercises, ask them to swap their slide notes and use the Check questions to check each other's work and feedback to each other.

Learning tip

If you have the resources, you could show students how to use PowerPoint or Keynote.

Extra practice

Extend this activity by asking students to actually give their presentations to the class. Spread the presentations out over several days. If you have access to video you could film the presentations and ask the students to analyze their own performances by answering these questions: *How clear was my main message? Was my talk clearly structured? How clear were my audio visual aids, i.e. slides?*

Unit 14 Urgent!

Get ready to write

Ask students if any of them wear uniforms or special work clothes for their job. Elicit how these clothes are different to what they wear out of work. Ask how different work clothes are customized (e.g. companies put their logos on them) and why companies might want their logo on work clothes (e.g. to make it easier for customers to identify which people work for the company). You may find it helpful provide students with this vocabulary: *to embroider (something)* and *to print (something)*.

Completing an order form and noting special requests

- 1 Do the listening as a whole class activity. Play the CD once and then ask the students to check their answers in pairs. Play the CD again for students to check their answers and then and feedback. You could refer weaker students to the audioscript on pages 96–97 to help them.
Ask: *Why has Darren added the message (in red)?* Highlight how it explains why it is important to do the job quickly.
- 2–3 These can be done in pairs or individually.
- 4–5 Before students do these exercises in small groups refer them to the circled request on the order form. Elicit the different ways it highlights important information (i.e. using a header, giving the most important information first and foregrounding the verb *do*). When students have completed the exercises feedback onto the board.
- 6–7 Ask students to do these exercises in pairs or individually.
- 8 Students can do this individually and check their answers in pairs. Like any answerphone message, you can play this more than once if students have difficulty understanding anything!

Class bonus

Students do this Class bonus in pairs. To make this a more controlled activity, you may want to limit the activity down to products on one page of a catalogue.

There are two stages to the activity:

- 1 Give students time to familiarize themselves with the products in the catalogue and think of any special requests they might make. You will need to monitor this closely, as the vocabulary you will need to supply will depend on the type of product they are buying/selling.
- 2 Divide the pairs and sit the students back to back. Student B should look at the order form in their book. Tell Student A that they are the customer and should phone and place an order and make a special request. Student B must complete the order form and highlight the request. After a couple of minutes, get Student B to show the form to Student A and check they have written the request correctly and emphasised the most important information. (Repeat the activity, with Student B as the customer).

Focus on ... silent consonants and double consonants

It would be good to introduce this exercise with some examples of silent consonant errors that your students have made in their work. Write sentences on the board, each containing one error and ask the students to find the errors. When the students have done this, elicit why the words were difficult to spell (i.e. highlight that students made these errors because one consonant is silent).

Unit 15 Thank you for your letter

Get ready to write

Before students look at these exercises, ask them these questions:

When did you last write to a company?

What was it about?

Elicit the vocabulary to make an enquiry (or complaint).

Ask them to look at the picture and the email and to do the exercises in pairs. Feedback as a whole class.

Replying to an enquiry

1–3 These can be done in pairs or individually.

4 Before students do Exercise 4, you may want to discuss when we use more polite and formal language (i.e. when writing to people we do not know) and elicit some of its characteristics (e.g. no contractions etc). Refer students to Appendices 5 and 6 (*Think about style*).

Did you know ...?

Before students look at this box, ask them to look at Christine's email and answer this question: *How does Christine explain that she is sending something with the email?*

Focus on ... punctuation and capital letters

This is a stand-alone activity. You may want to do it as a follow-up exercise rather than interrupt the flow of the lesson.

To introduce this activity write these words on the board (or dictate them):

1 wednesday 2 today 3 suzanne 4 france 5 i 6 asap 7 thanks 8 ten

Ask students to correct any that need a capital letter (i.e. 1, 3, 4, 5, 6). Elicit why they need capital letters (i.e. names of days, people, countries; first person pronoun; abbreviation) and direct students to Appendix 9 *Punctuation* on page 93.

You could extend this by asking students to create their own texts with incorrect punctuation and capitalisation. Then ask them to swap their text with another student and correct the new text.

Alternatively, if you don't use one already, this is a good point at which to introduce a simple correction code. Ask the second student to mark any capitalisation or punctuation errors with a *P* and then pass on the text to a different student to correct. Here is a Correction code that you could use when marking to help students identify and correct their own mistakes:

Correction Code

| Code | Type of Error | Example of error | Correction |
|------|------------------------|-------------------------------------|---------------------------------|
| Sp | spelling | <i>I have <u>too</u> sisters.</i> | <i>I have two sisters.</i> |
| Vb | verb form or tense | <i>He <u>work</u> in Tokyo.</i> | <i>He works in Tokyo.</i> |
| N | plural | <i>I have two <u>child</u>.</i> | <i>I have two children.</i> |
| WO | word order | <i>Is very exciting my job.</i> | <i>My job is very exciting.</i> |
| Gr | grammar | <i>I enjoy <u>to dance</u>.</i> | <i>I enjoy dancing.</i> |
| P | punctuation or capital | <i>He works in a <u>School</u>.</i> | <i>He works in a school.</i> |

letter

Learning tip

You may wish to add that if you have to say similar things more than three times in a paragraph it is OK to repeat a phrase.

5–8 These can be done in pairs or individually.

9 After students have completed this exercise, ask them to swap their emails and use the Check questions to check each other's email and then feedback to each other.

Focus on ... common spelling mistakes

This can be handled in the same way as Focus on punctuation and capital letters. After students have done the first exercise, refer them to the *Correction code* and ask them to mark any spelling errors in the email with *Sp*.

Unit 16 Can you make the 17th?

Get ready to write

Students can do the listening exercise individually and check their answers in pairs. Like any answer machine message, you can play this more than once if students have difficulty understanding anything! Weaker students can also use the audioscript to help them.

A An email arranging a meeting

1–3 These can be done individually or in pairs.

Learning tip

For an explanation about style, refer students to Appendices 5 and 6 *Think about style* on pages 89–90.

4 This exercise can be done individually or in pairs.

5 Look at the notice together as a class. Ask: *What's the course? Who is running it? When is it? Where is it?*

6–7 Look at the email and ask students if they can see any problems with it. Ask students to do Exercise 7 in pairs and feedback to the whole class.

8 Ask the students to swap their emails and use the Check questions to check each other's email and then feedback to each other.

Class bonus

This is a mingle activity. If you have a class with more than 12 students you may want to make two groups and ask students only to sign up for courses run by students in their group. If you have access to computers this could also be done as homework. During class get the students to email all of the other students (at their home email addresses) with details of their proposed courses. Then ask the students to email the person who is running the course they want to attend. Feedback at the beginning of the next lesson.

B An email confirming arrangements

1–5 These exercises can be done individually or in pairs.

Emphasize that the email is more polite and formal because it is going to a group of people, some of whom the writer may not know very well.

6–7 These exercises can be done individually or in pairs.

8 Ask students to swap their emails and use the Check questions to check each other's email and then feedback to each other.

More activities

- 1** You could make this unit a follow on to Unit 13 and get students to write emails inviting people to their presentations.
- 2** You could encourage students to write polite emails in an authentic context by asking them to email homework to you, or to email you to let you know if they are going to miss a class.