

Unit 1 **Are there any rooms free?**

Tell students how many countries you have visited and explain that you want them to try to guess the names of the countries. Group them and tell them that the winning group is the one which guesses the most countries correctly. Give each group three lives. Ask each group in turn for a country. If they are correct, write the country on the board and give them a point. Then ask the next group. If they are wrong, deduct one life. If a group loses all its lives, it is out of the game.

Get ready to write

Ask the whole class the first two questions and elicit some student experiences of travelling in groups. Put students into pairs and get them to answer the questions together. Then as feedback draw up lists on the board under these headings:

ADVANTAGES DISADVANTAGES DIFFICULTIES

A Asking about accommodation

Look at an example

- Write the following questions on the board: *Have you ever had to organize a group trip? If so, how did you do it? (e.g. by phone) What are the advantages of writing emails?* Group students and get them to discuss the questions together.
Ask students if they recognize the place in the photograph (*Vancouver*). Have they ever been there? Then get them to read the email once quickly to answer the question. Ask students to give evidence for their answer. After that, you might want to help them with any words they do not understand or encourage them to use a monolingual dictionary to find out.
- Get students to read the email again and answer a-e in pairs. Tell students this exercise will help when they come to do their own writing later, as paragraphing is very important.
- Ask students what style the email has been written in (formal, informal or neutral) and why. Get students to find the formal equivalents of the informal language in the book without using a dictionary, before checking the answers.

Learning tip

Make sure students read and understand what is in this box. Tell students they should establish the style of any writing task by considering who the reader is and the effect they want to have on the reader. Get them to say who they might write a formal email/letter to (e.g. *a bank*) and who they would write an informal email/letter to (e.g. *friends and family*).

Plan

- Tell students it is very important to analyze any task before they start writing to establish the style and the purpose (this helps them select suitable language such as functional expressions). Read the instructions to the class and give them some time to read the advertisement and the notes. Help with abbreviations (*V. imp, p.w.*), if necessary. Put them into pairs and ask them to answer the questions together. Check the answers.

- Structuring a writing text effectively is very important for students at this level. Texts need to start with an introduction and finish with a conclusion. It is important that students get into the habit of making a paragraph plan, including, in note form, the contents of each paragraph. Read the instructions to the class, give them some time to read the points and then put them into pairs to do the exercise together. Check the answers with the class.

Focus on ... functional and fixed expressions

Students might want to use these expressions in their answer. You might want to brainstorm alternative ways of completing 1–7 and write them on the board.

Get students to do Exercise 2 and check the answers by writing them on the board. Ask the class the question in 3 and confirm its answer.

Write

- By this stage students should have all the tools to write with. You might want to set a word and a time limit. Make it clear that they are not doing a final version.

Check

This is a very important stage where students review their work and make necessary changes. Elicit/Explain the meaning of *punctuation*. Get students to read through the questions and answer them.

Alternatively, students could exchange emails with a partner and check their partner has covered all the points.

Instead of correcting the work, you could underline errors and put a symbol in the margin (e.g. *P* for punctuation, *G* for grammar (see page 16), explaining the rationale behind the symbols to your students. Keep these symbols as standard throughout the course. Students could then correct their own or each other's work. They could then compare their answer with the sample answer in the Answer key.

Extra practice

Tell students they should go through the same stages as before. If you want to guide them through the activity, you could ask them to make notes under these headings: *why you are in California* (e.g. *on holiday*); *when you want to stay*; *how long you want to stay*; *questions you want to ask*; *whether you will make your booking now or wait for the answers to your questions*. Ask them to decide how many paragraphs they need, what they will include in each paragraph and how they will open and close the email.

Unit 2 Thanks and best wishes

Start by eliciting situations in which we thank people (e.g. *for organizing a party*) and asking how we thank them (e.g. *by phone or formal letter*). In a multinational class you can compare what is expected in different cultures.

Get ready to write

Get students to do the tasks in pairs/groups and compare answers with the whole group. Elicit/Explain the meaning of *polite*.

A Letters of thanks and of sympathy

Look at an example

- 1 First, get students to read the letter quickly, in jumbled order, and elicit the context by asking, for example, *Who is Tom writing to and why?* Ask students to give you evidence for their answers.
Before they unjumble the letter ask them where the address will go (it is given as the example) and what will come last. Get them to compare their answers in pairs and check against the unjumbled letter in the Answer key.
- 2–7 These questions guide the students to structure a letter appropriately in an appropriate style. Get them to work individually, before comparing their answers with a partner. Then check the answers with the class.
Elicit sentences using some of the more difficult language to check they have understood, e.g. *hospitality, a great comfort to us, put our troubled minds at rest, speedy recovery*.

Plan

- 8 Get the students to read the article quickly to get the gist. Some questions you could ask include: *What is happening to the company? Why?* Alternatively, you could get students in pairs to write comprehension questions for another pair to answer. Students might need help with some of the language, e.g. *closure, global, cut costs, directly affected, alternative job opportunities, training options, Jobs Fair, secure their futures, betrayed, healthy profits, take action*.
- 9 Read the instructions to the class. Get students to answer the questions individually before comparing with a partner. Then check the answers with the class.
- 10 Read the instructions to the class. Give students some time to read the points. Put students into pairs and get them to choose the points they will include together. Check the answers with the class.

Focus on polite phrases

Read the instructions to the class. Give students some time to read the phrases. Put students into pairs and get them to do the exercises together. Check the answers with the class, writing the extra words on the board so that students can check their spellings. *Yours sincerely* is used when the recipient is addressed by name, while *Yours faithfully* is used when the recipient is not known by name (i.e. the recipient is addressed by a phrase such as *Dear Sir/Madam*). There is a wide range of popular valedictions used in email (mostly casual messages) but very rarely in letters. These include: *Keep in touch, Take care, Cheers*.

Write

- 11 The students can either write this individually or in pairs/groups. Read the instructions to the class. They might need to be reminded they are writing a draft.

Check

- 12 Read the instructions to the class and get students to do the exercise. Explain to them that it is in this area that students are often judged to be poor writers, rather than from linguistic mistakes.
- 13 Get students used to correcting their work using symbols (or the first letters of words) as clues. Avoid the situation where you are correcting students' work and they do not have to do anything – it wastes your time! The aim of this exercise is to train students to edit their own work. Read the instructions and the first example to the class. Get students to do the exercise individually before comparing with a partner. Then check the answers with the class.
- 14 Read the instructions to the class and then allow students time to modify their answers.

B A letter of congratulation

- 1 Exploit the picture by asking *What kind of occasion is this?* etc. Read the first two sentences of the instructions to the class. Give students some time to read the Appraisal Notes. Then play the recording. Read the last two sentences of the instructions to the class and then get students to do the exercise. Put them into pairs and get them to compare their answers. Get feedback, writing an example paragraph plan on the board.
- 2 Read the instructions to the class and then get students to do the exercise.
- 3 Read the instructions to the class and then get students to do the exercise. Alternatively, you could get students (after they have underlined the most important information in the Audioscript) to edit another student's letter.

Focus on ... word choice

Read the instructions, get students to do the exercise and then check the answers.

Students at this level should be starting to extend their range of vocabulary and use more native-speaker-like words and expressions which are appropriate to the context. You might therefore want to look at some of the collocations and phrases that came up in the texts in this unit. (For example: *went on to do, nice and helpful, work closely with, think about what I'm going to do next*.)

Unit 3 **Lost!!!**

As an introduction, show students some examples of small ads and ask them which ones interest them.

Get ready to write

Read the questions and the instructions to the students, group them and get them to discuss their answers together. Get feedback from the class. Ask the class these additional questions: *Have you ever replied to a small ad? What was it for? Have you ever composed one?*

A Small ads

Look at examples

- 1 Start by asking students where they think each of these small ads comes from (e.g. magazine, website, etc.). Then get them to read the ads quickly to get the general idea of why the person has composed the ad. Only elicit/explain the meaning of *companion* at this stage. Get students to do the matching exercise and then check the answers.
- 2 Guide students to guess the meaning of the abbreviations. (e.g. *B & B When you stay overnight in a place what is it they offer you? Yes, a bed and...?*) Help with any cultural information and vocabulary: 1: The location (Font de Gaume, Limoges) is in France and € is the Euro symbol; 2: Until 2005, Rover was a British-owned car company but it is now owned by the Chinese firm Nanjing; *clutch; walnut; 3: health screening; 4: Box numbers.*
- 3 Read the instructions to the class. Explain the meanings of the style features listed by writing examples that are not in the ads on the board. Get students to do the exercise. Check the answers with the class.
- 4 Read the questions to the class, put students into pairs and get them to answer them together. Check the answers with the class.
- 5 Read the instructions to the class, put students into pairs and get them to do the exercise together. Check the answers with the class. Afterwards, check to see whether the ads you have brought to class are structured in the same way. What other ways can be used?

Plan

Notice that the stages are: Exercise 6 *Processing* the small ad to establish its purpose; Exercise 7 *Understanding the task* and being clear what is involved; Exercise 8 *Preparing the content* so that it is ready to work on; Exercise 9 *Structuring the text* (which is very important in any writing task); Exercise 10 *Focusing on style and register*.

- 6 Read the instructions to the class. Elicit/Explain the meaning of *former* and *postgraduate*. Get students to do the exercise and then check the answers with the class.
- 7 Read the instructions to the class. Elicit/Explain the meaning of *eye-catching*. Get students to do the exercise. Check the answers with the class.

- 8–9 Read the instructions, questions and examples to the class. Get students to do the exercises and then check the answers.
- 10 Read the instructions, question and example to the class. Put students into pairs and get them to answer the question together. Get feedback on their answers.

Write

- 11 Read the instructions to the class and get them to do the exercise. Remind students they are writing a draft and they will be given the chance to edit it.

Check

Read the instructions and the questions to the class. Possibly get students to show each other their drafts and compare. How could each be improved using the checklist questions here as guidelines? Get them to compare their answer with the sample in the Answer key.

Focus on ... participles

Read the instructions and the examples to the class. Elicit spelling rules related to participles: verb ends in e: invite -> inviting; verb ends in ie: lie -> lying; verb ends in c: panic -> panicking; verb ends in one vowel + one consonant (stressed last syllable): run -> running; pre'fer -> pre'ferring (but NOT: verbs ending in y, w, x; verbs with two vowels like seem; verbs with two consonants like ask).

Get students to do the exercise and then check the answers, writing answers on the board so that students can check their spellings.

Extra practice 1

Here there is a conversation on the CD to provide the students with some input for the task. First treat it as a listening task: build up the context with the class using the picture, asking them to speculate about the situation. Listen to the conversation and check the class's guesses. Elicit/Explain the meanings of these words and expressions: *be on the move, lying around, easy-going approach to life, the sights, pretty good*.

More activities

- 1 Get hold of (or ask students to get hold of) an English language newspaper with a classified ads section or find one on the Internet. Ask students to find an ad that interests them and get them to write an email or letter asking for further information.
- 2 Get students to write the *-ing* form of these verbs: *put, take, play, die, fax, picnic, agree, fly, stop, drive*. Check their answers by writing them on the board so that students can check their spellings.

Unit 4 **Fill in this form, please**

Put students into pairs and get them to brainstorm the different kinds of forms that people fill in. Collate ideas on the board, encouraging students to write down any new vocabulary.

Get ready to write

- Filling in forms may not be a very exciting activity but it is an important life skill, and students need to be able to do it in English. Get them to answer the question about which forms they have filled in. Compare answers.
- Ask the class the question. Examples of online forms are *order forms, surveys, feedback forms*.
- Then get students to fill in their personal details and compare how other students have written them. Elicit/Explain *capital letters/block capitals*.

You could bring some simple, standard, English-language forms into the classroom (e.g. an application for a language course) and check students understand the main headings. Alternatively, bring in some forms in their own language and get them to translate them into English. (There is a list of the more common English headings in the Useful language appendix.)

A Complex forms

Look at examples

- 1 Read the instructions to the class. Elicit/Explain the meaning of *loyalty card*. Get students to do the exercise and then check the answers.
- 2–7 Get students to do the exercises individually before putting them into pairs and getting them to compare their answers. Then check their answers.

Learning tip

It may sound obvious, but not all students correctly use a tick (✓) or a cross (✗) when required, so stress this point.

Focus on ... writing numbers in words

Students will need to be able to write numbers in words when they write cheques etc. so make sure students can do it easily. Get students to do the exercises and then check the answers by writing them on the board so that students can check their spellings. If the students find it difficult, set a task for homework where they have to write out some (more complicated) numbers, figures, etc. in words. Alternatively, put students into pairs and get them to write down some numbers. Then, get them to test another pair by reading out the numbers (good speaking, pronunciation and listening practice!) and getting them to write them down in words.

Plan

- 8 Read the instructions to the class, get students to the exercise and then check the answers.
- 9 Ask the class these two questions.

Write

- 10 Read the instructions to the class and get students to do the exercise. Get students to compare what they have written.
- 11 This listening task tells students what to write, where and the spelling of the person's name. Read the instructions to the class. More able classes will be able to start completing the form as soon as they start listening, but with a less able class it is best to get them to listen once first before writing anything. Then ask them to share with each other what they heard. They listen again and complete the form. Some students might need help with the spelling of *Detroit*.
- 12 Elicit/Explain the difference between *writing* your name and *signing* your name. Get students to do the exercise.

Check

Read the instructions to the class. Put students into pairs and get them to check each other's forms. Get students to check their answers with the Audioscript. They can either read it or listen and read at the same time, which students often find useful.

Extra practice

Read the instructions to the class. Elicit/Explain the meanings of *departure, lone* and *worldwide*. Get students to complete the form. Afterwards, get them to change books with a partner so that they can check that it is clear and accurate.

Unit 5 **The most amazing place!**

Before this class, ask each student to bring in a photo of their favourite place, e.g. a personal photograph or from the Internet. Put students into pairs and get them to describe their pictures to each other, saying if they have ever been there and why it is their favourite place.

Get ready to write

Read the instructions to the class. Put students into pairs and get them to do the exercises together. Get feedback from the class. You could also usefully elicit who they write emails, letters, postcards, etc. to and ask them whether they say the same kind of things to each person (e.g. the same kind of thing to their best friend as their parents) and whether they use the same style for each. If not, what are the differences and why?

A Email describing a place

Look at an example

- 1 Look at the picture and ask students if they have heard of Bodhi Gaya. Put students into pairs. Without reading the emails, get them to tell their partner where they think the tree is and why they think it is famous in history. Do not check the answer at this stage.
Read the instructions and the questions to the class, get students to do the exercise and then check the answers.
- 2 Elicit/Explain the meaning of *colloquial*. Get students to read the sentences and choose the correct alternatives. Check the answers with the class.
- 3–5 Read the instructions to the class, get students to answer the questions and then check the answers. You may need to elicit/explain the meaning of *opening*.
- 6 Read the instructions to the class. Elicit/Explain the meaning of *function*. Get students to match the descriptions with the paragraphs. Make it clear that in both these informal emails each paragraph has a separate purpose. Check the answers with the class.
- 7 Read the instructions to the class. Elicit/Explain the meanings of *emphasis*, *enthusiasm* and *combination*. Put students into pairs and get them to do the exercise together. Check the answers with the class. Elicit some other examples with words like *hot*, *good*, *attractive*.

Plan

- 8 Get students to read the information and comments 'they have made quickly. Check they know the abbreviations *km* and *hrs*, explain the meaning in this context of *pass* and check they understand how far and how long each of the four days' walk was. Ask some more comprehension questions, e.g. *Which day did you feel was the easiest?* Get students to do a-e in pairs. Monitor this exercise closely.

Focus on ... capital letters and punctuation

These are possible extracts from the letter. Elicit/Explain the meaning of *pour down*. Read the instructions to the class and do the first sentence (until *you*) as an example, writing *How are you?* on the board. Then get students to do the rest of the exercise. When they have finished, put them into pairs and get them to compare what they have written. If you feel students need more practice, write on the board other sentences from the possible answer in the Key without punctuation and elicit the punctuation.

- 9 Read the instructions to the class. Elicit/Explain the meaning of *trek*. Give students some time to read the sentences and then put them into pairs to do the exercise together. Check the answers with the class.

Write

- 10 Read the instructions to the class and then get them to do the exercise. Emphasize that they are writing a draft.

Check

Get students to give their emails to a partner so that they can check what they have written against the statements. Encourage them to discuss what they think of their partners' emails.

B Writing a travel blog

- 1 Elicit what the students know about Rio. Ask the class the question in the book. Read the rest of the instructions to the class and give students some time to write the phrase. Then get them to compare what they have written with a partner. Get some feedback from the class.
- 2 Read the instructions to the class. Give students some time to read the headings. Put them into pairs and get them to predict what Kaya will say. Play the recording and get students to do the exercise. Get students to compare what they have written with their partner.
- 3 Read the instructions to the class. Elicit the style of the blog as 'informal and relaxed, but not too personal'. Do the first two sentences on the board as examples.
Alternatively, this could be done in groups of five with each student responsible for one paragraph. They then work as a group and put it together. This would mean checking that the use of tenses and style are consistent and editing heavily if necessary.
- 4 Read the instructions to the class and get students to do the exercise.

Unit 6 I thought it was great!

Ask the students to work in pairs and to tell each other a little about a film, book or TV programme they have seen/read recently and enjoyed. Then bring the class together and ask some of them to tell the class what their partner told them. Ask students why they decided to watch/read the film/book/programme they talked about (perhaps eliciting that they read a review).

Get ready to write

- Elicit/Explain the meaning of *review*. Put students into pairs and get them to brainstorm places where they could find reviews, e.g. *on the Internet*. Collate ideas on the board, encouraging students to write down any new vocabulary. Then get students to do the exercises and then check the answers with the class. Point out the star system and the use of capital letters to the class. Elicit/Explain the meaning of *check it out*.
- Ask students to discuss the last question in the box in pairs.

A Review

Look at an example

- 1 Explain that *movie* is more often associated with American English but is now used commonly in all English-speaking cultures. Get students to read the review quickly and answer questions a and b. Check the answers with the class. Then check students understand the review by asking them some comprehension questions, e.g. *What type of film is it?* Encourage students to look up any words they do not know in a monolingual dictionary e.g. *directed, edited* and *rough*.
- 2 Read the instructions to the class. Elicit/Explain the meanings of the following collocations: *catch someone's attention* and *express some reservations*. Give students some time to read the phrases. Then put students into pairs and get them to do the exercise together. Finally, check the answers with the class.
- 3 Tell students that some adverbs collocate with particular adjectives/nouns. Read the instructions to the class. Elicit/Explain the meanings of *deserved* and *effective*. Get students to do the exercise in pairs and then check the answers. Afterwards, you could get students to think of a collocation for the 'odd' adverb: e.g. *a wide range of; b utterly brilliant; c fairly good film; d not completely sure; e practically all of his films*.
- 4 Read the instructions to the class. Elicit/Explain the meaning of *hoarse*. Give students some time to read the sentences. Get students to do this exercise in pairs. When checking the answers, ask them why the other answer is wrong.

Plan

- 5 Ask students to read the text quickly and check they understand it by asking some comprehension questions, e.g. *What is the problem in the 'developed world'?* Read the instructions to the class and ask them the questions.
- 6 Read the instructions to the class and give students some time to read the headings. Put them into pairs and get them to do the exercise. Get feedback from the class.

Focus on ... linking expressions

This is an important area, and students often have problems with both the function of the linking expression (e.g. *as well as* is used when we want to add extra information – addition) and also *how* it is used (e.g. *as well as* is usually followed by a noun or gerund). Read the instructions and the examples to the class. Elicit/Explain the meanings of *inspiring, thought-provoking, wisdom* and *vague*. Get students to do the exercise and then check the answers with the class.

Write

- 7 Get students to write their drafts.

Check

It is important that students identify the type of mistakes they commonly make and watch out for them in the editing phase. Read the first instructions to the class, put them into pairs and get them to compare what they have ticked with a partner. Read the next instructions to the class. Elicit/Explain the meaning of *evaluative*. Give students some time to read the questions. Get students to do the exercise.

Extra practice

- 1 Before you begin, elicit ideas for the TV programme they might want to choose. Perhaps bring into class some TV guides and get students in groups (one guide per group) to agree which programme to choose. Read the instructions to the class. Give students some time to read the headings. Get each group to nominate a writer. Then get them to discuss their ideas, with the writer writing them down.
- 2 Read the instructions to the class and then get students to do the exercise. Students may need to use a dictionary to help them, preferably a monolingual one. If working in groups, students must agree on the phrases they will use.
- 3–5 Read the instructions to the class and get individuals or groups to do the exercises. If doing the exercises in groups, students should also decide which student is going to write what paragraph.

More activities

You can extend Exercise 3 into a collocations game by having adjectives/nouns on one set of cards (in one colour) and adverbs on another (in another colour). (See the Useful language section for other collocations.) Group students and put the cards face down on each table. Students take it in turns to turn over a card from each set. If they match, the students keep the pair and has another turn. If they do not match, the students put them face down again in the same place.

Unit 7 **Keep it brief**

Put students into pairs and get them to brainstorm situations in which they would take notes (e.g. *during a seminar*) and in which they would write messages for people (e.g. *a delivery person to say where to leave something*). Collate ideas on the board, encouraging students to write down any new vocabulary.

Get ready to write

Read the instructions to the class and get them to answer the questions in pairs. Get feedback from the class.

A Notes and messages

Look at examples

- 1 Read the instructions to the class. Do the example (1-B) with the students to show what clues there are that show it was a text message composed by a student. Be careful not to give away the answers in Exercise 4 later. Then in pairs get them to match the others, giving reasons. Do not decode each of the examples for students – let them try Exercises 2, 3 and 4 first.
- 2–4 Read the instructions to the class, get them to do the exercises and then check the answers.
- 5 Read the instructions to the class. Do A as an example by writing it on the board. Get students to do the exercise before comparing what they have written with a partner. Then check the answers by writing them on the board so that students can check their spellings.

Focus on ... abbreviations

Read the instructions to the class, get students to do the exercise and then check the answers.

Learning tip

As this is quite a long learning tip and contains some very useful information about abbreviations and symbols, it would be worth going through it with students, writing up the examples on the board if necessary and explaining them.

Plan

- 6 Write the following questions on the board (or dictate them): *Who's your favourite celebrity? Would you like to interview him/her? What questions would you ask?* Get students to stand up and mingle, trying to ask everyone in the class the questions. Afterwards, get some feedback from the class by asking students what another student told them. Read the instructions to the class. Get students to read the three questions quickly and then tell you what they know about the celebrity. Elicit/Explain the meaning of *omit* and *dash*. Give students some time to read the questions that are for them. Put them into pairs and get them to do the exercise. Check the answers with the class.

Write

- 7 Get students to write their draft either individually or in pairs/groups.

Check

Read the instructions to the class. Get students to do the exercise before comparing what they have done with a partner.

Extra practice

- 1 Ask the class the following: *Have you ever bought things over the Internet? Was it always satisfactory? Have you had any problems? What sort of problems do people sometimes have? If you were charged more on your credit card than you thought you were going to pay, what would you do?* Read the instructions to the class. Elicit what the *Customer Services Department* does. Get students to answer the question in pairs. Get feedback from the class.
- 2 Read the instructions to the class and then play the recording. Get students to compare what they have written with a partner and whether it is what they predicted, before getting feedback from the class.
- 3 Read the instructions to the class and get students to do the exercise. They could read and listen at the same time.

Class bonus

You might want to input other situations to give the students further practice, for example: *ask your personal assistant to make a booking for eight o'clock this evening at The White Hart Restaurant. There are six of you going and you want a table outside if the weather is fine. If the weather is bad, you want a table near the window. Last time you had a table near the kitchen and it was too noisy.*

More activities

Bring sticky labels into class and give each student four. Tell them that they are going to write one job on each label. Write the following ideas on the board: *your job/the job you are likely to have next; your dream job; your nightmare job; a job one of your parents does/did*. Give students some time to think of an answer for each. It is important that they work alone and that they only write the job. Afterwards, get students to mix up the order of their labels and display them in some way, either by sticking them on themselves (if appropriate) or on a piece of paper. Get students to stand up and mingle, trying to speak to everyone in the class by asking yes or no questions such as *Is (being) a teacher your dream job? Was your father a doctor?*

Unit 8 Here's what to do

Before students come to class, write the letters of the word *instructions* in a jumbled order on the board. Put students into pairs and get them to make as many words as possible from the letters (e.g. *nut*, *coin* and *crisis*.) Collate ideas on the board, encouraging students to write down any new vocabulary. Point out that *instructions* can be formed using all the letters and elicit/explain its meaning.

Get ready to write

Read the questions to the students, put them into pairs and get them to answer them. Get feedback from the class.

Ask the class when they last wrote instructions for someone.

A Instructions

Look at examples

- 1–2** Read the instructions to the class. Elicit/Explain the meaning of *blog*. Set a time limit to encourage students to read quickly. Get students to do the exercises and then check the answers.
- 3** The texts on page 42 provide three different formats for writing instructions (as outlined in the examples). *b*, *c* and *d* make students aware of other differences in style. Read the instructions and the example to the class. Get students to do the exercise and then check the answers.

Focus on ... clauses of time, condition and reason/purpose

Read the instructions and the examples to the class. Point out that in instructions these clauses normally come *before* the instruction (e.g. *If any pipes leak, turn off the radiator*. Not *Turn off the radiator if any pipes leak*.) Elicit/Explain the meaning of *give someone a ring*. Read the example to the class and then get students to do the others.

After they have finished, get them to compare what they have written with a partner. Check the answers by writing them on the board so that students can check their spellings.

Plan

- 4** Write the following questions on the board (or dictate them to the class): *Have you ever been to summer school? Was there a social organizer? What sort of things did he/she organize? (If not, imagine the situation.) What do you think the job would be like? Would you like to do it? Imagine a summer school for foreign students. What sort of things would there be on a social programme?* Group students and get them to answer the questions. Get feedback from the class. Read the instructions to the class, play the recording, get students to do the exercise and then check the answers with the class.

Write

- 5** Read the instructions and the beginning sentence to the class. Point out to students that the present simple and a subject pronoun has been used and that they should continue to do so in their draft.

Check

Read the instructions to the class. Give students some time to read through the questions. Students could exchange their drafts with a partner for them to check. Alternatively, emails could be put on the wall and students asked to vote which one they think is best. Afterwards, ask them to compare their answer with the sample in the Answer key.

B Safety instructions

- 1** Focus the attention of the students on the fire safety information in your classroom. Read the instructions to the class (except the last sentence). Elicit/Explain the meaning of *assembly point*. Get students to read the letter quickly and answer one or two comprehension questions, for example: *What do you do first? What do you do if there is a small fire? What do you do if you hear an alarm?* Next, get students to highlight the key information (e.g. by underlining or using a highlighter pen). Put students into pairs and get them to compare what they have highlighted. Check the answers with the class. Give students a list of useful collocations to put in their vocabulary books: *discover a fire; raise the alarm; operate an alarm; tackle a fire; available appliances; hear the alarm; clear the building; personal belongings; post instructions*.
- 2** Read the instructions to the class and then get students to make the decision.
- 3** Read the first sentence of the instructions to the class. Elicit/Explain the meaning of *bother about*. Give students some time to read the instructions. Read the questions to the class. Put students into pairs and get them to answer the questions together. Get feedback from the class.

Write

- 4** Read the instructions to the class. You could get the class to do this in groups. Give each group a full sheet of poster paper and ask them to add some visuals to the poster to make it more attractive.

Check

- 5** Read the instructions to the class. Get students to do the exercise. Monitor this carefully.

More activities

Ask students to: redesign in English (with visuals) the fire instructions in their school, college, university or workplace; write down the recipe of their favourite dish; write directions for someone to meet them at a restaurant; write down instructions to someone using their flat when they are away; write an office memo instructing a member of staff to do some market research; write instructions on how to use a useful computer programme.

Unit 9 **Let me write that down**

Ask the class if they attend or have ever attended meetings and/or seminars, if they take notes when they are there and if so, why.

Get ready to write

Read the instructions and the types of meetings to the class. Give students some time to read the definitions. Put students into pairs and get them to do the exercise in pairs. Check the answers with the class.

Read the questions to the class. Get them to answer them in their pairs. Check the answers with the class.

A Notes at a meeting

Look at examples

- 1 Read the instructions to the class. Set a time limit to encourage students to read quickly. Get students to do the exercise and then check the answers.
- 2 Elicit/Explain the meaning of *minutes*. Read the instructions to the class. Give students some time to read the statements. Get students to do the exercise and then check the answers with the class.
- 3 Ask the class the question.
- 4 Read the instructions to the class. Give students some time to read the sentences. Put students into pairs and get them to do the exercise together. Check the answers with the class.
- 5 Read the instructions to the class. Elicit/Explain the meaning of *leisure* and *private sector*. Give students some time to read the notes. Put them into pairs and get them to do the exercise together. Check the answers by writing them on the board so that students can check their spellings.
- 6 Read the instructions and the example to the class. Get students to do the others before comparing with a partner. Check the answers with the class.

Learning tip

Before students read this you could try eliciting suggestions by asking them to brainstorm answers to the following questions: *What advice would you give someone before they start taking notes? During? Afterwards?* Then get them to compare their answers with the **Learning tip**.

Plan

- 7 Ask the class why people might leave their place of work (e.g. *because they have a new job*, etc.). Read the instructions to the class. Give students some time to read the sentences. Put them into pairs and get them to do the exercise together.
- 8 Get students to close their books. In their pairs, get students to brainstorm things that might be discussed at the meeting. Collate ideas on the board. Get students to check their ideas with those in the box in Exercise 8. Elicit/Explain the meaning of *venue*. Read the instructions to the class. Get students to do the exercise in pairs and then check the answers with the class.

Focus on ... spelling of plural nouns

Read the instructions, get students to do the exercise and then check the answers.

Write

- 9 Read the instructions to the class, play the recording and then get students to compare what they have written with a partner.
You could also ask one or two comprehension questions before doing the exercise, such as: *Are they going to have a small leaving party? (No, a big one.) When? (On the Wednesday evening).*

Check

Read the instructions to the class. Get students to show their notes to another student to check.

Extra practice

Read the instructions to the class. Tell students that they need to use their own notes to correct the mistakes and reorganize the notes. Begin the exercise with the class to make sure students understand what they have to do. Put students into pairs and get them to do the rest of the exercise together. Check the answers with the class.

B Notes at a seminar

Plan

- 1 Focus students on the pictures. Put them into pairs and get them to describe what they can see to each other.
Read the instructions to the class. Elicit/Explain the meaning of *mass*. Get students to do the exercise in pairs before getting feedback from the class.
- 2 Read the instructions to the class. Give students some time to read the headings. Put them into pairs and get them to do the exercise. Check the answers with the class.

Write

- 3 Tell students that you are going to play the recording and then ask them some questions about it, such as: *In what other ways does mass tourism benefit a country? (e.g. places get built that wouldn't otherwise get built; increased employment opportunities). Do they all agree? (No, because much of the real money goes abroad.) In what ways are things getting better? (Younger people try and integrate more.)*
Tell students that you are going to play the recording again and this time they have to make notes under the headings in Exercise 2.

Check

Give students some time to read through the questions. Get them to exchange notes with a partner and answer the questions referring to their partner's writing. Encourage them to

Unit 10 Our sincere apologies

Elicit/Explain the meaning of the unit title, pointing out that it is formal. Put students into pairs and get them to brainstorm situations when someone might say this phrase (e.g. *a store manager to a customer after a member of staff overcharged him/her*). Get feedback from the class.

Get ready to write

- Read the instructions to the class, play the recording and then check the answers.
- Read the question to the class. Elicit/Explain the meaning of *complaint*. Put students into pairs and get them to do the exercise together. Get feedback from the class. Afterwards, ask the class if they have ever complained at an airport or a hotel, and why people sometimes write letters of complaint instead of just complaining at the time.

A Letter of complaint

Look at an example

- 1 First, get students to skim the sections quickly and then ask them some general comprehension questions, such as: *What is the name of the company writing the letter?* Then get them to do the exercise in the book. Afterwards, check the answers with the class. Get students to reread the unjumbled letter in the Answer key before continuing.
- 2–3 Read the questions to the class, put students into pairs and get them to do the exercises together. Check the answers with the class.
- 4 Read the instructions to the class. Elicit/Explain the meanings of *previous* and *greeting*. Give students some time to read the descriptions. Put students into pairs and get them to do the exercise together. Check the answers with the class.
- 5 Read the instructions to the class. Give students some time to read the informal expressions. Put them into pairs and get them to do the exercise together. They may need to use dictionaries to help them with this exercise, preferably monolingual ones.
- 6 Ask the class this question: *When you write to a company to complain, what kind of letter will the company usually write back to you? (A letter of apology.)* Read the instructions to the class, get students to do the exercise and then check the answer.
- 7 Read the instructions to the class and then get students to do the exercise. Check the answers with the class.

Plan

- 8 Elicit/Explain the meaning of *refund* and *itinerary*. Get students to read the instructions and then ask them some context questions, such as: *What did you do for your company?* Elicit/Explain the meaning of *adjoining*. Give students some time to read the three texts. Then get them to answer some comprehension questions which focus on the key information they will need in their answer, e.g. *What are you complaining about?* Ask the class the question.
- 9–10 Read the instructions to the class, get them to do the exercises and then check the answers.

Focus on ... participle clauses

In this section only the 'time' use of the *-ing* participle is focused on. Read the information, the examples and the instructions to the class. Get students to do the exercise and then check the answers, writing them on the board so that students can check more easily.

It is important to stress that if the subject of a participle clause is not stated, it must be the same subject as the subject of the main clause or it will cause confusion (e.g. *While smoking my pipe, my dog sat with me by the fire*. In this sentence, the dog is smoking the pipe.)

Write

- 11 Read the instructions to the class and get students to do the exercise.

Check

Read the instructions to the class. Elicit/Explain the meaning of *aggressive*. Get students to exchange their letters with a partner so that they can check someone else's work. Encourage them to give their partners feedback.

B Letter of apology

- 1 Elicit/Explain the meaning of *mix-up*. Get students to read the instructions and then answer these questions: *Who do 'you' work for? Who is Rick? What is he unhappy about?* Give students some time to read the notes. Put them into pairs and get them to try to guess what the five mistakes are. Play the recording and then check the answers with the class.

Plan

- 2 Read the instructions to the class. Give students some time to read the email. Ask the class what the problem had been. Put students into pairs and get them to do the exercise. Get feedback from the class. Then you can let them read the Audioscript to make sure they have not missed anything important. Students work in pairs or groups to plan the email using the guidelines. Get them to read the email extract first and decide what the problem had been.

Write

- 3 Read the instructions to the class. The email could be written in groups by hand. If you have computers in your room or in a computer lab, students could write it directly onto a computer. Alternatively, the students could write the email on their computer at home and send it to you!

Check

Give students some time to read through the instructions. Get them to exchange notes with a partner and answer the questions referring to their partner's writing. Encourage them to give their partners feedback.

Unit 11 What time do you arrive?

Play hangman with the word *itinerary*, which was introduced to the class in Unit 10. Elicit its meaning.

Get ready to write

Read the questions to the class, put students into pairs and get them to answer the questions together. Get feedback from the class. After the discussion, point out how itineraries are often constructed with the times on the left and how, in international contexts, in timetables and itineraries the 24-hour clock (e.g. 16.30) is used.

A Email about travel plans

Look at examples

- 1 Tell the students they are going to read emails between two people discussing travel plans. Set a time limit to encourage students to read quickly. Ask the class the question.
- 2–5 Read the instructions to the class, put students into pairs and get them to do the exercises. Check the answers with the class.

Plan

- 6 Read the instructions to the class, play the recording and get students to do the exercise. Elicit/Explain the meaning of *deal*. Put students into pairs and get them to compare what they have written.
- 7 Read the instructions to the class. Give students some time to read the itinerary and comments. Put students into pairs and get them to answer the question together. Check the answer with the class.
- 8–9 Read the instructions to the class, put students into pairs and get them to do the exercises together. Get feedback from the class.

Focus on ... talking about future travel plans

Put students into pairs and get them to brainstorm different ways of talking about future travel plans (e.g. *going to*) and their meanings. Collate their ideas on the board. Note that the *will* future is not dealt with in this exercise. You could also try to elicit examples of each of the forms and their meanings, e.g. *I'm going to buy a new handbag.* (intention); *I think the plane's going to be late.* (prediction); *Jane's flying to Rome tomorrow.* (arrangements – always use a time expression e.g. *tomorrow*); *The plane leaves in an hour.* (timetable); *We'll be travelling all over the country.* (events arranged for whole period); *It's likely to rain later, so I should take an umbrella if I were you.* (probable); *Sam's bound to be late.* (certain); *The bus is due to arrive at 6.00 pm.* (expected at a certain time).

Read the examples to the class. Give students some time to read the sentences. Put students into pairs and get them to do the exercise together. Check the answers with the class. You could also play Recording 12 again and get the students to write down any forms they hear to talk about the future. Alternatively, they could read the Audioscript and underline the future forms.

- 10 Elicit from the class the style of the email they are going to write to Mr Zhirkov. Read the instructions to the class. Give students time to read the email. Put students into pairs and get them to do the exercise together. Check the answer by writing it on the board so that students can check their spellings.

Write

- 11 Read the instructions and get students to do the exercise.

Check

Read the instructions to the class. Get students to exchange their letters with a partner so that they can check someone else's work. Encourage them to give their partners feedback.

B Itinerary

Plan

- 1 Read the instructions to the class. Put students into pairs and get them to do the exercise together. Get feedback from the class, writing their ideas on the board.
- 2 Read the instructions to the class. Focus students on the list on the board. Play the recording and then check which ideas were mentioned.
- 3 Read the instructions to the class. Tell students that the meaning of *tba* will be explained on the recording. Give students some time to read the itinerary and predict what kinds of answers they will need to prepare them for the listening. You could also bring in some pictures of the places mentioned to show the class. Play the recording and then check the answers by writing them on the board so that students can check their spellings.

Write

- 4 Read the instructions to the class. Elicit/Explain the meaning of *outline*, emphasizing that they only have to pick out the most important information. Elicit the style the email should be in. Get students to do the exercise.

Check

Read the instructions to the class and get students to do the exercise.

More activities

Tell students they work for a company which arranges business travel. A group of five Canadian business people want to visit their country on a three-day business trip to visit the three biggest construction companies. Write these notes on the board:

Arr. 1st Mon. in Dec./Dep.- early Fr. morn.

- prefer arr. in pm

- stopover of 1+ nights if nec.

- business class only

- stay in main cities only

- not fly overnight

Get students to use the Internet to find flight information, the biggest construction companies, a 4-star hotel in the city centre and restaurants for each evening; their meetings will start at 9 in the morning and finish at 5 in the evening. Get students to arrange an itinerary but there is no need to complete all the details from 9.00–5.00.

Unit 12 Can you write a report?

Put students into pairs and get them to brainstorm vocabulary connected to university, e.g. *semester, seminar*, etc. Collate ideas on the board, encouraging them to write down any new vocabulary. Elicit *graduate* if it has not already been proffered.

Get ready to write

Read the instructions to the class. Ask the class if anyone has been an intern. Put students into pairs and get them to answer the three questions. Get feedback from the class.

A Report

Look at an example

- 1 Read the instructions and the questions to the class. Elicit/Explain the meaning of *commission*. Set a time limit to encourage students to read quickly. Get students to read the report and then answer the questions. Check the answers with the class.

Afterwards, you could ask the class these other questions: *What is the aim of the report? (To consider pros/cons of internship) Who has advised the writer? (A number of other companies) What were some of the pros? The cons? Are there more pros than cons? (Yes) Will they experiment with the idea? (Yes)*

- 2 Read the instructions to the class, get students to do the exercise and then check the answers.
- 3 Read the questions to the class and elicit/explain the meaning of *obtain*. Get students to do the exercise and then check the answers with the class.
- 4 Read the instructions to the class. Elicit/Explain the meaning of *bullet points*. Get students to do the exercise and then check the answers with the class.
- 5–7 Read the instructions to the class, get them to do the exercises and then check the answers.

Plan

- 8 Read the instructions to the class. Put students into pairs and get them to brainstorm what the students and staff might say. Collate their ideas on the board. Play the recording and get students to check if their ideas were mentioned.
Remind students of their task (to make notes to use in a report). Play the recording again so that they can make the notes. Get students to compare what they have written with a partner.
- 9 Read the instructions and the recommendations to the class. Elicit/Explain the meanings of *investment, committee* and *funding*. Put students into pairs and get them to do the exercise together.
- 10–11 Read the questions to the class. Put students into pairs and get them to do the exercise together. They may need to use dictionaries to help them (preferably monolingual ones). Get feedback from the class.

- 12 Focus students on the **Learning tip** first. Read the instructions and the questions. Put students into pairs and get them to make the decisions together.

Focus on ... writing in a neutral style

Elicit/Explain the meaning of *neutral style*. Read the instructions, get students to do the exercises and then check the answers.

Write

- 13 Read the instructions to the class and get students to do the exercises.

Check

Read the instructions to the class. Get students to exchange their reports with a partner so that they can check someone else's work. Encourage them to give their partners feedback. The reports can then be put on the wall and the students circulate to read the others, before voting on the best one.

B Editing reports

- 1 Focus students on the picture and ask the class what they can see, and whether it is a positive or a negative image.
Read the instructions to the class. Elicit/Explain the meaning of *respiratory, piping, leak* and *ecotourism*. Give students some time to read the notes. Put students into pairs and get them to answer the questions together. Check the answers with the class.
- 2 Set a time limit to encourage students to read quickly and get students to read this sample report to decide whether it is good or bad, and why. Get feedback from the class.
Give students some time to read the questions. Get them to discuss the answers with their partners.
- 3 Read the instructions to the class and then get them to do the exercise.
- 4 Read the instructions to the class. Get students to exchange their reports with a partner so that they can check someone else's work. Encourage them to give their partners feedback. Afterwards, get students to compare their answer with the sample answer in the Answer key.

Unit 13 The general idea

If teaching a multilingual class, put students into pairs with someone of a different nationality. Put students into pairs and get them to brainstorm famous artists they know and ask each other if they know any famous artists from their countries. Encourage them to talk about what they are famous for. Get feedback from the class.

Get ready to write

Put students into pairs and get them to answer the questions together. Get feedback from the class.

A Summarizing key points

Look at an example

- 1 Read the instructions to the class. Give students some time to read the summary. Ask the class some comprehension questions, e.g. *In which country did Impressionism develop? (France) Where did Impressionist painters mainly paint, in the studio or out of doors? (Out of doors)*
- 2 Read the instructions to the class. Elicit/Explain the meaning of *source*. Get students to do the exercise and then check the answers.
- 3 Read the instructions to the class, give students some time to read the sentences and then get them to do the exercise. After checking the answers, elicit the meanings of *relevant* and *chiefly*.

Plan

- 4 Read the first sentence of the instructions to the class. Elicit/Explain the meaning of *horror film*. Ask the class if they like such films and also for some examples. Give students some time to read the extracts before asking them some comprehension questions, e.g. *How long have horror films been made? (Since the beginning of cinema.) Who are Hammer? (A British production company that only made horror films.) What films did they make? (For example, 'Dracula' in 1958).* Then, get them to read the extracts again and highlight the most important information. Put them into pairs and get them to compare what they have highlighted. Next, get them to make some notes under the three headings in the book. Again, get them to compare what they have done with a partner.
- 5 Ask the class if they have seen *Psycho* or *The Blair Witch Project* and if they liked them. (However, make sure students do not give away the plots at this stage.) Get students to read the extracts from the reviews and answer whether the critic in each is positive or negative.
- 6 Read the instructions to the class. Elicit/Explain the meaning of *legend*. Give students some time to read the sentences. Then play the recording, get them to do the exercise and then check the answers.

Focus on ... defining relative clauses

Elicit from the class what defining relative clauses (and relative pronouns) are. Get students to do the exercise and then check the answers.

Write

- 7 The outline here will help students with the structure of their summaries. However, in a good class you might prefer students to write a draft on their own without the gap fill exercise to support them. Read the instructions to the class and then get students to do the exercise.

Check

Read the instructions to the class. Get students to exchange their summaries with a partner so that they can check someone else's work. Encourage them to give their partners feedback. The summaries can then be put on the wall and the students circulate to read the others, before voting on the best one.

Extra practice

- 1 Put students into pairs and get them to brainstorm things they know about King and Mandela. Collate ideas on the board. Read the instructions to the class. Get students to discuss the answer to the question in their pairs. Get feedback from the class.
- 2 Give students some time to read the extracts before asking them some comprehension questions such as *Did King believe in violent opposition? (No – he was the leader of a passive resistance movement); Was he a good public speaker? (Yes) How did he die? (He was assassinated.); What did Mandela train as? (A lawyer); Why was he imprisoned? (For political reasons – he fought against the government on racial issues); When was he released? (1991).* Get students to read the extracts again and make notes of the points they will include in their summary. Play the recording and get them to do so the same. Get students to compare what they have written in pairs.
- 3 Read the instructions to the class and get students to do the exercise.
- 4 Read the instructions to the class. Get students to exchange their summaries with a partner so that they can check someone else's work. Encourage them to give their partners feedback.

More activities

If they are interested in finding out more about the painters mentioned in **Get ready to read**, divide the class into three groups and each group takes responsibility for an artist. Ask them to explore the artist's background (e.g. on the Internet or in an encyclopedia) and report back to the class.

Unit 14 **Handing in a good essay**

Halve your board. In one half, write *Healthy* and in the other write *Unhealthy*. Elicit from the class things that are healthy (e.g. *eating fruit*) and unhealthy (e.g. *watching too much television*). Encourage students to write down any new vocabulary.

Get ready to write

Put students into pairs and get them to answer the questions together. Get feedback from the class.

A Essay

Look at an example

- 1 Elicit/Explain the meaning of *essay* and ask the class in what situation you might have to write one. Ask the class if they have written essays either in their language or in English. Divide the class into groups. Each group is responsible for an extract. They must read their extract, help each other with any difficult vocabulary and then match their extract with one of the descriptions 1–4. It is important that they can give evidence for their answers. They then give the class feedback, explaining what the extract is about and the approach of the writer, explaining how they know. The other groups should then read the extract to see if they agree.
- 2 Read the question to the class. Give students some time to read the titles. Put students into pairs and get them to do the exercise together. Check the answers with the class.
- 3 Do this exercise as a class.

Focus on ... avoiding repetition

Read the instructions to the class, get students to do the exercise and then check the answers with the class.

Plan

- 4 Read the instructions to the class. Elicit/Explain the meanings of *working for yourself* and *working for someone else*. Give students some time to read the questions. Get them to discuss their answers in pairs. Get feedback from the class.
- 5 Read the instructions to the class. Halve the class. Get half the class to discuss the advantages and the other half the disadvantages. Then reorganize them so that a student from each half is working together and get them to discuss their ideas. Collate the class's ideas on the board.
- 6 Read the instructions, play the recording and get students to do the exercise. Put students into pairs and get them to compare what they have written. If they need more support, they could look at the Audioscript.
- 7 Read the instructions to the class, put students into pairs and get them to do the exercise together. Monitor this exercise closely.
- 8 With books closed, put students into pairs and get them to prepare a four-paragraph plan. Get feedback from the class. Read the paragraph plan in the book with the class.

- 9 Read the instructions to the class. Give students some time to read through the topic sentences. Put students into pairs and get them to do the exercise together. Check the answers with the class. Point out that some of these 'topic' sentences have phrases which link the new paragraph with what has gone before, e.g. *On the other hand...*; *On balance*; *though*, etc. These are sometimes thought of as *transition phrases*.

- 10–11 Read the instructions to the class and get them to do the exercises.

Check

Read the instructions to the class. Get students to exchange their essays with a partner so that they can check someone else's work. Encourage them to give their partners feedback. The essays can then be put on the wall and the students circulate to read the others, before voting on the best one.

Learning tip

Read through the tip with students to consolidate what the lesson has covered.

Extra practice

- 1 Read the instructions to the class. Put students into pairs and get them to do the exercise together, using the pictures to help them. Get feedback from the class. Alternatively, and in a strong class, put the students in pairs. Student A has to talk for a minute, without interruption, in favour of beach holidays and Student B takes notes. Then Student B has to talk for a minute in favour of city holidays and Student A takes notes.
- 2–3 Read the instructions to the class, put them into pairs and get them to do the exercises together. Then get feedback from the class.
- 4 Get students to write their compositions.

Class bonus

This is an interactive editing exercise. If you can think of another topic that would interest your students more (e.g. *human cloning*, *commercialism on the Internet*, *the use of animals in scientific research*, *the use of mobile phones in public*, etc.), think of a suitable title and use it instead.

Unit 15 Facts and figures

Draw a pie chart on the board and divide it into four or five sections, entitling each with things you yourself spend money on (e.g. *clothes*). Put students into pairs and get them to think of a title for the chart, (e.g. *How our teacher spends his/her money*). Get feedback from the class.

Get ready to write

Elicit/Explain the meaning of *savings*. Put students into pairs and get them to answer the questions together. Get feedback from the class.

A Report based on charts, graphs and tables

Look at examples

- 1 Get students to do this exercise in pairs before checking the answers.
- 2 Read the instructions to the class. Give students some time to read the extracts. Put students into pairs and get them to do the exercise together.
- 3 Read the questions and get students in their pairs to answer a–e. Check answers with the class.

Focus on ... analyzing trends

Read the information to the class. Then read the instructions and get them to do the exercises, before checking the answers with the class.

Afterwards, get students to read the extracts in Exercise 2 again and highlight language that describes trends.

To extend practice of this language, ask students to describe some trends in their country (e.g. *how people spend their spare time, what people eat, which towns/countries students go to study in, where people take holidays, which subjects students study at university, the number of people who speak English*, etc).

Plan

- 4 With books closed, tell students that they are going to look at information relating to the age structure and the gender balance of Canada. Put them into pairs and ask them to predict what the information is likely to tell them. You could ask them some direct questions, e.g. *What do you think the biggest age group is? Do you think there are more men than women in this age group?* Collate their ideas on the board as statements. Get students to look at the charts and see if their predictions were correct.
Get students to answer a–c with their partners. Check the answers with the class.
- 5 Get students to answer a–c with their partners. Check the answers with the class.

Focus on ... comparing information

With books closed, put students into pairs and get them to brainstorm everything they know about comparative and superlative structures. Collate their ideas on the board. Read the information to the class. Write the example on the board and elicit the correction. Get students to do the others and then check the answers by writing the answers on the board so that students can check their spellings.

Write

- 6 Read the instructions and get students to do the exercise, after referring to the **Learning tip**. You might want to elicit an introductory sentence.

Check

Read the instructions to the class. Give students some time to read the statements and then do the exercise. They can then compare their report with other students' and the sample answer in the Answer key.

Extra practice

- 1 Read the instructions to the class. Focus students on the chart. Elicit what the numbers in the chart represent. Put students into pairs and get them to predict the missing numbers.
After that, ask students to listen and complete the table, before comparing answers with their partner. Check the answers with the class.
- 2 Read the instructions to the class. Put students into pairs and get them to discuss the most important differences. They can check the Audioscript if they need to. Collate ideas on the board. Ask the class how they will start their report (i.e. with an introductory statement explaining what the table shows). Then get students to write the report.
- 3 Read the instructions to the class. Get students to exchange their reports with a partner so that they are checking someone else's work. Encourage students to discuss their writing with their partner.

More activities

Groups of students research their country in more depth in relation to one particular topic, e.g. hours spent at work, or research another country on the Internet. They compile a chart and report back to the class. The students in business-minded classes could be asked to research the sales/profits of a well-known company over the last few years (e.g. *British Airways*). Students are then asked to write a report based on another group's chart.

Unit 16 Short and to the point

Get ready to write

Elicit the meaning of *summary*. Read the information to the class. Put students into pairs and get them to answer the questions together. Get feedback from the class.

A Summary of an article

Look at an example

1 Focus students on the photograph and get them to describe what they can see to a partner. Elicit/Explain the meaning of *spa*. Set a time limit to encourage students to read quickly and get them to read the article. Ask them some comprehension questions, e.g. *What can you get at the Cinq Mondes spa? Who are its main clientele? How has Club Med changed over the years?*

Then get them to read again and underline the key points. If necessary, encourage students to check unknown words in a monolingual dictionary. Check the answers with the class.

2 Read the instructions to the class. Give students some time to read the summary. Put students into pairs and get them to do the exercises together. Check the answers with the class. Guide students into noticing what makes some information important for the purpose of the summary (e.g. what Club Med is doing and why) and some not important (e.g. what the journalist is doing at Club Med).

3 Read the question to the class. Get students to discuss their answers with their partners and then get feedback from the class.

Focus on ... quotations

Elicit/Explain the meaning of *quotations* and how we can recognize them in a text (*from their punctuation*). Read the information and the examples to the class. Stress that quotations are not a substitute for 'summarizing in your own words' but are simply used to bring a summary to life. In some contexts they are not acceptable and should nearly always be used sparingly. Read the instructions to the class. Get students to do the exercise and then check the answers by writing them on the board.

Alternatively, write the sentences on the board and ask students to come up and correct them, preferably with a differently coloured board pen.

Plan

4 Ask students if they have ever been to a Greek restaurant, either in Greece or in their own countries. Get any students who have to share their experiences with the class: what did they eat? Did anything unusual happen? Elicit/Explain the meaning of *sue*. Read the instructions to the class. Set a time limit to encourage students to read quickly. Give students some extra time to read the questions. Put them into pairs and get them to do the exercise together. Check the answers with the class.

5–7 Read the instructions to the class. Get students to do the exercises before comparing what they have written with a partner. Monitor these exercises closely.

Focus on ... sentence combining

Read the information, examples and the instructions to the exercise to the class. Read a to the class to make sure students understand what they have to do. Put students into pairs and get them to do the others together. Check the answers by writing them on the board.

Afterwards, get students to read aloud the two separate sentences and the joined-up sentences to compare the effect. Highlight that using connecting expressions in compound and complex sentences helps make their writing smoother and more fluent. This is particularly important in summaries, reports, etc. Simple sentences can be used for effect because they sometimes sound more tense and dramatic. This is particularly important in novels, for example.

Write

8 Read the instructions to the class and get students to do the exercise.

Check

Read the instructions to the class. Get students to exchange their summaries with a partner so that they can check someone else's work. Encourage them to give their partners feedback. The summaries can then be put on the wall and the students circulate to read the others, before voting on the best one.

Extra practice

- 1 Elicit/Explain the meaning of *etiquette*, *customary* and *gesture*. Put students into pairs and get them to brainstorm anything they know about business etiquette in Japan. Collate ideas on the board. Read the instructions to the class, play the recording and then get students to compare what they have written with a partner.
- 2 Read the instructions to the class. Give students some time to read the outline. Get them to do the exercise.
- 3 Get students to exchange summaries with a partner, and give students some time to read their partners'. Read the questions to the class and get them to answer them according to what their partners have written. Encourage them to give their partners feedback on what they have written. They can then compare their summary with the sample answer in the Answer key.

More activities

- 1 Ask students to go through a text highlighting key points, then turn over the page and try to write a summary from memory.
- 2 Chop off headlines from newspaper articles, and then get students to read them and think of headlines that convey the main piece of information.