

# Unit 1 At a hotel

Ask students about their experiences of staying in hotels. Write on the board: *What is important about a hotel for you?* Ask students to rank these statements (i.e. 1 = most important, 5 = not important):

It is comfortable. It is clean. It is cheap.  
It is in a good location / place. The staff are friendly.

Put students into pairs and ask them to compare their answers. Feedback as a whole class.

## Get ready to write

- Ask the class to look at the picture. Ask students, *where is Xiaoping? What is he doing?* Elicit hotel vocabulary, for example, *to arrive, a guest* etc. and write it on the board.
- Tell students that Xiaoping wants to stay in a small hotel. Ask students what questions the receptionist might ask him, for example, *would you like a single or double room?* Write suggestions on the board. Ask students which room they think he wants and why.

## Completing hotel forms

- 1 Ask students to look at the form and do the exercise in pairs.  
2-4 Ask students to do the exercises. Check answers.

## Focus on ... the alphabet

You may want to remind students of the pronunciation of the letters of the alphabet by brainstorming this chart on the board.

/eɪ/	/i:/	/e/	/aɪ/	/aʊ/	/u:/	/ɑ:/
a h j k	b c d e g p	f l m n r	i y	o	q w	r
	t z (USA)	x z (UK)				

Play the recording and ask students to complete the exercises.

- 5-7 Get students to do the exercises.

## Class bonus

For weaker students you may want to supply possible questions for the receptionist and responses for the guest. Alternatively, use the model dialogue below (R = Receptionist G = Guest):

R: Hello. The George Guest House. How can I help you?

G: Oh, hello. I'd like to make a reservation.

R: Fine. Can I take your name please?

G: .....

R: And your address?

G: .....

R: And the telephone number?

G: .....

R: What type of room would you like and when do you want it?

Guest: .....

R: Okay. That will be a total of \$150.00. How will you be paying?

G: .....

R: Thank you. That's all fine. We'll send you confirmation by post.

G: Thank you. Goodbye.

R: Bye.

## Focus on ... capital letters

Get students to do the exercises. Check answers. Then dictate the text below to students. Check they have used capital letters correctly.

I would like to say what a wonderful time I had at your Rome hotel. I stayed from Monday 21 March to 28 March. I especially want to thank the manager Marco Andretti. He helped me to arrange a very special celebration for my wife's birthday.

- 8 Ask students to complete the registration form.  
9 Tell students to use the information from the card to complete the payment information part of the form.

## Check

In pairs, ask students to swap their books and use the Check questions to check each other's work and, if necessary, suggest improvements.

## Extra practice

Get students to visit a hotel website and download an enquiry form. Alternatively photocopy the form below. Get students to complete the form.

### Castle View Guest House

16 High Street, Conwy, North Wales, LL32 86NN, UK  
Phone: +44(0)1492 591001 Fax: +44(0)1492 591002  
Email: castleview@wales.com

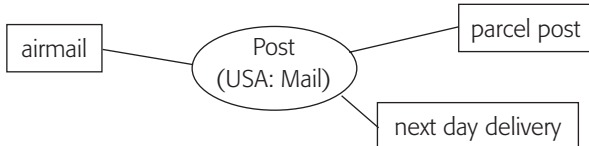
Booking Form
Please use BLOCK CAPITALS.
Full name: _____
Address: _____ _____
Post code: _____
Tel no: _____
Number of guests: _____
Type of room single / double / twin / family <span style="float: right;"><i>Delete as appropriate</i></span>
Age of children: _____
Date of arrival: _____
Date of departure: _____
Method of payment    Mastercard <input type="checkbox"/> Visa <input type="checkbox"/> Cheque <input type="checkbox"/> Tick
Credit Card No. _____
Expiry Date: _____
Signature _____

# Unit 2 Post

## Get ready to write

Put students in pairs for the listening activity, play the recording and ask students to briefly discuss the questions. Check the answers as a whole class.

Write *Post (USA: Mail)* in the middle of the board as the central word for a spidergram. Ask students for key vocabulary about post, e.g. *sign for something*, etc. and write this on the board. Brainstorm other types of postal services that your students may use, e.g. *parcel post*, *airmail*, etc. For example:



Refer students to the Did you know...? box on page 15 for more ideas and ask them to write the names of these services in their own language.

## Completing post office forms

**1–3** Students can do these exercises in pairs or individually. Check answers.

**4** Ask students to do the exercise. While students are completing the exercise write the following information on the board:

DC 20500 NW1 6XE London  
1600 Pennsylvania Avenue 221b Baker Street Washington

- i) President of USA, ....., ....., .....
- ii) Sherlock Holmes, ....., ....., .....

Ask students to complete these famous addresses with information from the box. (You can also add to the box the address of someone famous in your country, and add their name as question iii. This will highlight any differences in the ordering of addresses that you may have in your country.)

## Focus on ... weight / Focus ... on money

Ask students to complete the exercises, playing the recordings where indicated. Check answers. For extra practise with writing down weights and values, put students in pairs. Then tell each pair that one student is Student A and the other is B. Give them a copy of the role cards and sample dialogue. Check that students understand their role cards and explain that this role play is in two parts. Ask them to role play Part 1 and check their answers before role playing Part 2.

### Dialogue

Customer: Hello. I'd like to send a parcel. It's a *name of object*.  
(*Customer gives the item to the post office worker.*)  
Post office worker: Thank you. I'll need to weigh it for you.  
That's (*weight*) kilos, so that'll cost (*money*).  
Customer: Here you are.  
(*Customer pays the post office worker.*)  
Postal office worker: Thank you.  
Customer: Thank you. Bye.

### Role cards

#### Student A

Part 1: You are the customer.

- a) You want to send a watch to a friend. Talk to the post office worker and complete the table below with the weight and cost.
- b) You want to send a vase to your aunt. Talk to the post office worker and complete the table below with the weight and cost.

Item	Weight	Cost
A watch		
A vase		

Part 2: You are the post office worker.

- a) The cooking pot weighs 5 kg. It costs £18.00 to post it.
- b) The computer game weighs 0.3 kg. It costs £4.35 to post it.

#### Student B

Part 1: You are the post office worker.

- a) The watch weighs 0.1 kg. It costs £2.15 to post it.
- b) The vase weighs 1.2 kg. It costs £10.50 to post it.

Part 2: You are the customer.

- a) You want to send a cooking pot to your brother. Talk to the post office worker and complete the table below with the weight and cost.
- b) You want to send a computer game to a friend. Talk to the post office worker and complete the table below with the weight and cost.

Item	Weight	Cost
A cooking pot		
A computer game		

**5–9** Students can do these exercises in pairs or individually. Check answers. Note that a *commercial sample*, is an example of a company's work, i.e. a printed t-shirt, that the company gives you for free to encourage you to buy more.

**10** Ask students to complete the form.

## Learning tip

Put students into small groups and give them three minutes to find as many double letter words as they can in a dictionary. They must be words that they understand. At the end feedback all the words they found onto the board. Tell students that they are going to group the words with a similar meaning. Ask one student at a time to come up to the board, rub out a word and then rewrite it next to a similar word, e.g. address + street. After most of the words have been grouped, rub out those that do not fit into any group. Give the class a group of no more than ten words to learn in this way for homework. Test them in the next lesson!

# Unit 3 At the bank

## Get ready to write

Before students do this exercise, you can introduce the topic by emptying out your wallet and eliciting the vocabulary for the different types of money that you carry, e.g. coins, notes / bills, credit cards, cash / debit cards, etc. Ask if people have bank accounts and what they were asked by the bank when they opened them.

Write these jumbled questions on the board:

- 1) email address / your / what's / ?  
(What's your email address?)
- 2) born / when / you / were / ?  
(When were you born?)
- 3) phone number / what's / your / ?  
(What's your phone number?)
- 4) you / are / married / ?  
(Are you married?)
- 5) come / where / you / do / from / ?  
(Where do you come from?)

Ask students to unjumble the questions. Then in pairs, get them to ask and answer the questions they have written.

In pairs, ask students to discuss and complete the exercises. When students have put the questions into the different categories in the table, e.g. Employment information, Contact information, etc. brainstorm other questions that might be asked in each section of the form, for example, your nationality, employer's name, etc.

## Completing bank forms

**1-4** These exercises can be done in pairs. Encourage students not to worry about unfamiliar vocabulary and to guess the meaning of words they are unsure of from the context. After a few minutes ask students to compare their answers in small groups and then ask them to feedback their answers onto the board. Deal with any vocabulary that students are still uncertain of, e.g. widowed, tenant, mortgage, etc.

**5** This exercise can be done in pairs.

## Did you know ... ?

Before students look at this, refer students to question 1 of the form and elicit why John Davidson has ticked the box marked *Other*. Ask students to look at the information in Did you know ...? For extra practise with forms that ask you to make a choice, copy these questions onto the board and ask students to complete them.

First language (tick one):  
 Japanese  French  Portuguese  Mandarin  Other (please specify).....  
 Favourite sport (tick one):  
 None  Football  Basketball  Tennis  Other (please specify).....  
 Favourite pet (tick one):  
 No pet  Dog  Cat  Rabbit  Other (please specify).....

Ask the class to feedback their answers, write them on the board and work out the class's top three sports and pets.

**6** Ask students to complete the exercise in pairs or individually. You may want to highlight any changes in stress and drill the stress patterns:  
Britain / British    China / Chinese    Russia / Russian  
Turkey / Turkish    Japan / Japanese    Mexico / Mexican  
 You may also want to add the nationality / nationalities of your own students to the exercise.

**7** This exercise can be done in pairs. Check answers.

## Focus on ... email addresses

Ask students to complete the exercises, playing the recordings where indicated, then put them in small groups. Ask them to each dictate their email address and then check that the others in the group have written it down correctly. Monitor the exercise, and if people have written anything incorrectly suggest remedial strategies to the speaker, e.g. speaking slower and using pauses.

Alternatively, ask each student to write down five email addresses (they can make them up if they can not remember real addresses). Put the students in pairs and ask them to dictate the addresses to their partner and then check that their partner has written them down correctly.

**8** Ask students to complete the application form in sections a-d and then use the Check questions to check their work. Next put them into groups of three and get them to swap their books with another group. Explain that the bank has a platinum account which only the best customers can open. Tell them they must read the forms from the other group and choose one person who they will offer the platinum account to. When they have decided, they should explain to the other group why they have chosen that person, e.g. they have lots of savings, they deposit lots of money in their bank account each month.

## More activities

Vocabulary Practice: For extra practise of vocabulary from this unit, copy these anagrams and explanations onto the board and ask students to unscramble them. Do not write the answers (in brackets)!

- VASSING = Money you have in a bank (SAVINGS)
- TRERNUC SREADDSS = Where you live now (CURRENT ADDRESS)
- MENARUS = Your last name (SURNAME)
- YEELMORP = The company you work for (EMPLOYER)
- MEEFLA = Not a man or boy (FEMALE)
- NOWER = Someone who owns something (OWNER)
- COUNTAC = You have one of these at a bank (ACCOUNT)
- TREN = Money that you pay to a person who owns your home (RENT)

# Unit 4 My name's ...

## Get ready to write

Ask students what is happening in the pictures and if they have ever been involved in an exchange programme. Ask students how they felt before they went and what they knew about the host family before they arrived.

Ask students to do the exercises. As a class brainstorm what information the guest and host should share with each other about themselves before they meet.

## An email introducing yourself

- 1 Students can do this exercise in pairs or individually.
- 2 Students can do this exercise in pairs or individually. When students have completed the exercise, ask them to look at the email and find the expression *to look forward to something*, e.g. to anticipate something. Highlight how the phrase is fixed and always has an object (something). Ask students to think about what they are going to do over the next 12 months. Brainstorm what things they are looking forward to, e.g. holidays, and what they are not looking forward to, e.g. exams.

## Did you know...?

After students have done Exercise 1, brainstorm a list of six famous people and write the names on the board. Alternatively, use these:

- Gloria Estefan (female Cuban / American singer)
- Umberto Eco (male Italian writer)
- Nelson Mandela (male South African politician)
- Ichiyo Higuchi (female Japanese writer)
- Andy Warhol (male American artist)

Tell students they have one minute to write these people's names in two different ways, e.g. *Ms Gloria Estefan / Ms G Estefan*, then check their answers. Ask students to do Exercise 2. Check answers.

- 3 Students can do this exercise in pairs or individually.
- 4–6 Ask students to complete the exercises. For Exercise 6, you may want to highlight these fixed prepositions: in English you always go *to* a place or event and listen *to* music. When students have completed Exercise 6, you could ask them to find other students in the class who like doing similar things. Alternatively, ask students to call out their favourite hobby, take a class vote and see which hobby is the most popular.

## Focus on ... sentences

You may want to explain that when we read aloud a full stop is a longer pause (a place to breathe). We normally take breaths between logical chunks. Reading their own writing aloud can sometimes help students find where sentence breaks should go. Ask students to do the exercises. Check answers.

You could extend this activity by dividing the class in half. Give the two groups different paragraphs to copy out from a coursebook. Tell them not to include full stops and to change all the capital letters at the beginning of sentences into small letters. When they have done this, put students into pairs: one student from each group. Ask them to swap their hand written paragraphs and correct the paragraph they are given. After a few minutes, ask them to check their corrected paragraph against the original in the coursebook.

- 7–9 Students can do these exercises in pairs or individually. Check answers.

## Check

Highlight how the check questions follow the same logic as the Learning tip. Students should check for meaning, i.e. that Lukas has all the information he needs, before checking the grammar.

## Extra practice

Before students complete the form, brainstorm what should be written in each space. Ask students to complete the form.

## Class bonus

You can extend this activity by giving each of the emails a number before they are displayed. Tell students they have five minutes to read as many emails as possible and write down who they think they are from. After five minutes of looking at the displayed emails, put students into groups of three or more and tell them to compare their answers and add any that the other members of the group may have. Then ask students to feedback their answers to the whole class. The group with the highest number of correct answers is the winner.

# Unit 5 Back at 6.00

## Get ready to write

Tell students to look at the picture of the family but cover up the text. In pairs, tell them they have one minute to guess how the people are related (i.e. brother, mother, etc.) and what their hobbies are. Then ask them to read the text to see if they were correct and do the exercise. Ask students to feedback their answers to the class.

## A Leaving messages

Introduce Section A by asking students these questions: *When was the last time you left a message? Who was it to? What was it about? Why didn't you speak to the person? Was it long or short? Why?*

You could also write on the board a typical message that might be left in your house. This will give you the opportunity to highlight any differences there may be between the way messages are written in English and your students' own language. It would also be useful to refer students to the Learning tip.

**1–2** Students can do these exercises in pairs or individually. Check answers.

**3** Highlight the types of words that are generally omitted from notes, i.e. *do*, subject pronouns, auxiliary verbs and non-essential prepositions. Ask students to complete the exercise.

**4** Before students do this exercise, you may want to do some work on prepositions of time, e.g. *before*, *after*, *at*. Ask students to read the messages on page 26 and circle *before*, *after* and *at*. Elicit how *at* can refer to location (At the pool) or time (Back at 6.00). Ask students to look at Message a and answer these questions: *Will Malcolm be at home before 6.00?* (No); *Will Malcolm be at home at 6.00?* (Yes); *Will Malcolm be at home after 6.00?* (Yes, unless he goes out again!). Put students into small groups. Ask each student to think of one activity they do every Saturday or Sunday, e.g. go shopping. Ask them to tell the group the activity but not the time they do it. The other students in the group must find out the time by asking questions using *before*, *after* or *at*, e.g. *Do you go shopping before 1.00?* The student should only answer *Yes* or *No*. Ask students to complete the exercise. Check answers.

After Exercise 4 write these sentences on the board for students to shorten.

- a) I'll see you on Monday. (Answer: See you Monday.)
- b) There's choir practice tomorrow. (Answer: Choir practice tomorrow.)
- c) Are you coming? (Answer: Coming?)
- d) I'm at Chris's house. (Answer: At Chris's house.)

**5** Students can do this exercise in pairs or individually. Check answers.

**6–7** Students can do these exercises in pairs or individually. They can use the expressions from Exercise 4 to help them. Check answers.

## B Adding notes to a calendar

As an introduction to this part of the unit, ask students whether they use a calendar or diary at home. Feedback onto the board what type of things students write on their calendars and in their diaries, e.g. birthdays, important events, things that have changed, etc.

**1** Ask students to complete this exercise. Feedback as a class.

**2** Students can do this exercise individually or in pairs.

**3** Ask students to do Exercise 3a, then play the recording as many times as they need (as you would if it was an answering machine message!) and get students to complete Exercise 3b. Check answers.

**4** Students can do this exercise individually or in pairs. After students have completed Exercise 4, highlight how the important information answers three different questions: *Who? Where? and When?* Explain that later they will add notes to the calendar about the party. Ask them: *What other information will you need to add?* i.e. the answer to *What? A party.*

**5** Students can do this exercise individually or in pairs. Check answers.

**6** Ask students to complete the exercise. Extend Exercise 6 by putting students into pairs and giving Student A in each pair a role card.

### Student A

You are the choir director. Phone Helen and leave a message on the answer machine. Explain that the choir practice on March 12 has been changed to March 9.

Explain that student A must use information from the role card and pretend that they are leaving a message on the answer machine. Student B cannot ask any questions but can ask Student A to repeat / replay the message. Student B should then change the calendar by adding or deleting information given by student A.

Give student B this role card:

### Student B

You are the Judo teacher. Phone Robbie and leave a message on the answer machine. Explain that there will be no Judo on March 6.

Tell students to repeat the exercise, this time with student B leaving the message.

When both students have changed the calendar they should check the corrections with the Check questions.

# Unit 6 Congratulations!

## Get ready to write

You could introduce this topic by bringing in a card that you received and elicit what it is, why it was sent and whether the occasion was happy or sad. Draw a happy ☺ or sad face ☹ on the board to reinforce this. Elicit the different occasions that students send cards in their countries, e.g. New Year, Ramadan, baptisms, bar mitzvah's, etc. and what they normally write inside, for example, who the card is to, a small message and their name. Ask the students to complete the exercise. If you are teaching a multilingual class, put them into groups. Ask them to discuss when they send cards.

When the students are looking at the illustrations encourage them to guess the meaning of new vocabulary, e.g. congratulations.

## A Messages in cards

- 1 Before students do Exercise 1, draw their attention to the faces you drew earlier on the board. Explain that they must do the same on the messages. Ask students to complete the exercise.
- 2 Before students complete the exercise, write these phrases on the board:  
Best wishes ...  
Good luck ...  
Ask students to find the prepositions that follow each expression in their book, i.e. *Best wishes on / for, Good luck with / in*. As you feedback as a whole class, highlight how these expressions are fixed and do not change. Ask students to complete the exercise. Check answers.
- 3–4 Students can do these exercises individually or in pairs. Check answers.

## Check

In pairs, ask students to swap their cards and use the Check questions to check their partner's card and, if necessary, suggest improvements.

### More activities

If you have access to the Internet, you could direct your students to an ecards website and ask them to research how many times the different fixed expressions are used in a particular type of card, e.g. a birthday or get well card.

## B Thank you letters

Before students do Exercises 1–3 you may want to remind them of the context. Ask them to look at the picture of the birthday party and elicit or give the vocabulary, *to pull a funny face* and *a video camera*. Give students one minute to read the thank you letter and decide which person in the picture is Stefano. Feedback as a whole class.

- 1–3 These exercises can be done in pairs or individually. After students have completed Exercise 3, you may want to highlight the position of the date on the page, the opening / closing remarks, i.e. *Dear Grandma / Lots of love*, the main text and Stefano's signature.
- 4–5 Students can do these exercises individually or in pairs. Check answers.
- 6 Ask students to complete the exercise. After students have completed the exercise you may want to reinforce the grammar by highlighting how the simple past, present continuous and *going to* future are constructed.
- 7–10 Ask students to complete the exercises. To extend these exercises ask students to write 2–3 more sentences using some of the adjectives from Exercise 4 to describe the presents in Exercise 7, e.g. *The chocolates were really tasty*.
- 11 Ask students to write a letter for the present they chose in Exercise 7. If necessary, remind students of the layout of letters, e.g. position of the date, how to open / close the letter.

## Check

In pairs, ask students to swap their letters and use the Check questions to check their partner's letter and, if necessary, suggest improvements.

## Extra practice

In groups of three or four, ask students to read the letters that the other members of the group have written, and decide as a group which present (out of the three or four) they would most like to have received.

### More activities

If you have access to the Internet, you could direct your students in pairs to an online gift store and ask them to choose a present for their partner. Afterwards, their partner should write them a thank you letter.

# Unit 7 Let's party!

## Get ready to write

As a whole class, brainstorm some interesting places where students would like to have a party, e.g. a zoo, a football stadium, a stately home / mansion, a museum, a park and a church. Ask students to discuss the questions in pairs. After two minutes, ask them to join together with another pair to compare their thoughts.

## A An invitation

Before students look at the example you could brainstorm what information must be included in an invitation, for example, what the event is, who it is for, when it is and where it is.

**1-3** These exercises can be done in pairs. Ask students to feedback to the class. Tell students that the, *who, what, where, when* and *why* questions in the exercises are important as invitations are incomplete without the answers to these questions.

## Did you know...?

You may wish to highlight that these abbreviations can be used with or without full stops (i.e. *ASAP* or *A.S.A.P.*). Also highlight that *RSVP* is used on its own but *ASAP* is used as part of a sentence.

**4-6** Ask students to do the exercises. Check answers.

**7** Ask students to complete the exercise. Then reinforce the grammar by highlighting how the present continuous is constructed and how it is used to describe arrangements for the future.

## Focus on ... directions

These exercises can be done in pairs. Ask students to complete Exercise 1.

For Exercise 2, brainstorm what additional information Isobel needs to give to make her directions clear. Remind students how Stef, in his email, refers to nearby important buildings, e.g. *the Post Office* and distances, e.g. *go straight on for about 500m*, to help Isobel find the restaurant. Ask students to complete Exercises 2 and 3. Check answers.

**8** Tell students that for this exercise they are going to write the invitation to Isobel's party for her. Explain that they should use the plan in their book to help them. If your class does not have access to computers to write the invitation, you may wish to give a template, similar to the one below, to your students.

From:
Date:
To:
Subject:

## Extra Practice

Ask students to write the invitation. Alternatively, photocopy a map of your local area. Give one copy to each student and ask them each to choose a location for the restaurant. Then get them to write an email inviting their friends to the restaurant, giving them directions. Ask students to swap their email with another student. Tell students to read the email and mark the location of the restaurant with an X on the map. Next, tell them to swap the emails back and check that the other student has marked the restaurant in the correct place. If the X is in the wrong place, ask students to rewrite the directions to make them clearer.

## B A letter or email accepting or declining an invitation

**1-3** These exercises can be done in pairs. Ask students to feedback as a whole class.

## Focus on ... explaining why you cannot do something

Highlight that *because* comes before a reason. Ask students to look at the examples in the box. Elicit how *because* is followed by the present continuous (*to be + verb-ing*) to show that this is a fixed arrangement. (You may want to refer students back to Section A, Exercise 7.) Ask students to complete the exercise.

## Learning tip

Ask students to think of a spelling they find difficult. Then get them to think of a word with a similar spelling pattern, or a picture to help them remember. Monitor this activity and feedback the best ideas onto the board to share with the rest of the class. Week on week, you may also want to build up a noticeboard displaying the students' best pictures / ideas for remembering difficult spellings.

**4-6** Ask students to complete the exercises.

## Check

In pairs, ask students to swap their emails and use the Check questions to check their partner's email and, if necessary, suggest improvements.

## Class bonus

As this activity will involve the students moving around the classroom it will work best with classes of up to about 15 students. For larger classes you may find it easier to divide them into two or more groups; in which case students should only read and respond to the emails from people in their group. Alternatively, this activity can be done on a school's computer network. Students should be asked to email the other students in their group and respond by email.

# Unit 8 **Having a great time...**

## Get ready to write

You could introduce this topic by bringing in a postcard that you have received and elicit what it is, why it was sent and where it came from. Ask students whether they send postcards and if they do, who they send them to, and what they write about. The listening exercise can be done as a whole class competition. Put students into groups and tell them to work together and agree one answer for each piece of music. After each piece of music, pause the CD and write the groups' answers on the board but do not confirm if they are correct or not. At the end, give each group a mark out of five.

Tell the groups to decide which place they would like to visit. Give them two minutes to talk about it before feeding back.

## A postcard

**1–3** These exercises can be done in pairs or small groups. After Exercise 1, to help students understand the postcard, you may want to do some additional work identifying what or who the pronouns refer to. Write on the board:

1 It            2 They            3 It            4 We

Ask students to find phrases in the card that these pronouns refer to. Answers: 1 the Puck Fair; 2 friendly people (*in Killorglin*); 3 the goat; 4 Sue & Pete (*the writers*).

NB *We* is often omitted. It is only used in this sentence to avoid potential confusion with *they* (i.e. the friendly people already mentioned). Ask students to complete Exercises 2 and 3. Check answers.

## Learning tip

Write these sentences on the board and ask students to shorten them.

- I am really looking forward to visiting the Pyramids.
- We shopped all yesterday.
- Last night, we saw a belly dancer at the hotel. She was great!

Answers:

- ~~I am~~ Really looking forward to visiting the Pyramids.
- ~~We~~ Shopped all yesterday.
- Last night, ~~we~~ saw a belly dancer at the hotel. ~~She was~~ Great!

**4** Before students look at the letter, brainstorm how the postcard they have already looked at is different to a letter, e.g. the postcard has no greeting, address or date, uses shortened sentences, gives news and does not ask any questions. Ask students to do this exercise in pairs. Get students to feedback to the whole class and elicit why Sue and Pete have not included the details of their journey in their postcard (Answer: Because space is limited and it is not of interest to the reader).

## Focus on ... giving your opinion

Ask students to do the exercises. Check answers. You could expand on these exercises by focusing on famous places or people in your country and asking students to give their opinions, e.g.

Teacher writes / says: Stonehenge is a circle of stones in England.

Student adds: It is extremely old.

Teacher writes / says: David Bowie is a musician.

Student adds: His music is very interesting.

## Learning tip

In groups, give students two minutes to come up with a memorable sentence for one of the words *necessary*, *friend*, *science*. Ask students to feedback to the class and write their memorable sentences on the board. Take a vote on which of the sentences for each word the class thinks is the most memorable.

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

## Check

In pairs, ask students to swap their postcards and use the Check questions to check their partner's postcard and, if necessary, suggest improvements.

## Extra practice

After students have completed their postcards, ask them to swap them. Tell them to read the new postcard and tell the person who wrote it how much they think the writer enjoyed the holiday (i.e. 25%, 50%, 75% or 100%).

For further class practise, encourage students to send postcards (in English!) to the class when they go on holiday.



# Unit 9 How are you?

## Get ready to write

Ask students to look at the picture and feedback the answers to the questions as a whole class activity. Ask students if they ever travel internationally on their own and if they do, where they stay, e.g. hotels, friends' houses, etc. and how they keep in touch with their friends and family.

## A personal letter

You may want to refer the students to the Did you know...? box. Brainstorm why Luis has chosen to write a letter rather than send an email or telephone his aunt, for example, his aunt may not have access to email or be confident about using it, or he might not know his aunt's email address.

**1–3** These activities can be done in pairs or individually. Check answers. See Appendix 7 on page 92 for more information about style.

## Did you know...?

Before students look at this box write these headings on the board:

Greeting  
Beginning  
Ending  
Saying goodbye

Ask students to find a phrase to go under each heading from the letter on page 42. Elicit any further examples they can think of to go under the headings before referring them to the Did you know...? box.

## Focus on... paragraphs

Ask students to complete the exercises. Check answers. For extra practise, photocopy the text below and give each student a copy.

C/O Mr & Mrs Spencer 215 East 86th Street New York NY 10028–1208 1 August Dear Aunt Isidro Guess what? I'm in the US! I can't believe it...New York is wonderful and I'm staying for a whole two weeks studying English. My host family is great so I should improve. Sometimes they speak very fast but most of the time I understand them. They've got a son called Marcus who's crazy! He's 17 and is a brilliant baseball player. He's taught me a lot already. How are you? How's your job going? Do you get much free time? After the course I plan to travel a little around the East Coast (especially Boston). I'd love to drop in on you if you'd like me to. What do you think? Write to me care of Mr and Mrs Spencer. Hope to see you soon. All the best Luis

Ask students to close their books and in small groups or pairs, ask them to copy out the letter (above) adding line breaks and paragraphs. Remind them that the address should not all be on one line, and that they should decide where the subject changes in the letter to find the paragraph breaks. When students have finished ask them to open their books and compare the layout of their letter to the one in the book. (NB There is more than one way to split this letter into paragraphs: different answers will lead to a useful discussion of what makes a paragraph).

## Focus on ... writing addresses on envelopes

Before students do these exercises refer them back to the envelope that Luis addressed to his aunt. Ask them to find these things: a) the street number; b) an abbreviation for the state of Massachusetts; c) a zip code (post code).

Ask students to do these exercises in pairs or individually. After students have completed Exercise 3 you could give them these famous addresses and ask them to write them like they would on an envelope.

- a) Prime Minister of the UK 10 Downing Street London SW1A 2AA
- b) Sherlock Holmes 221b Baker Street London NW1 6XE

**4–5** Ask students to complete these exercises. After Exercise 5, you may want to brainstorm alternative ways of saying goodbye in informal letters, e.g. Best wishes, Bye for now, etc.

## Did you know...?

Before students look at this box, elicit how addresses are written in your students' country / countries. Highlight any differences between the way students write addresses in their country / countries and the address formats for the US and the UK.

**6–8** Ask students to complete the exercises.

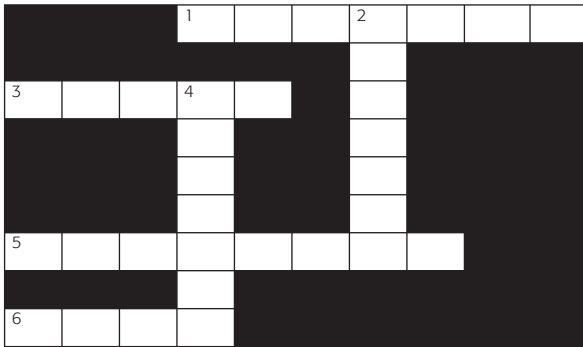
## Check

In pairs, ask students to swap their letters and use the Check questions to check their partner's letter and, if necessary, suggest improvements.

# Unit 10 Timetables

Before you start this unit it may be useful to discuss your students' timetable with them and what (if any) choices they made when selecting it. Alternatively, ask if anyone has studied in an English-speaking country and what choices they had to make about their course, e.g. special subjects, lectures, etc.

Alternatively, you could photocopy this crossword and use it as a warmer.



Crossword Answers:

- 1 Lecture
- 2 Teacher
- 3 Class
- 4 Subject
- 5 Homework
- 6 Test

Clues

- 1 A talk to a large group of students.
- 2 Someone who teaches.
- 3 A group of students.
- 4 A thing that you study, e.g. *Maths*.
- 5 School or college work that you do at home.
- 6 A class examination.

## Get ready to write

When students have had a chance to look at the picture in the book elicit what the four different people do: a) Lesley Smith is responsible for the academic programme and what happens in class; b) Barnie Peters is responsible for entertainment and social activities; c) Ulrike Orback is responsible for finding students places to live; and d) Mel Merino is responsible for teaching her own class. Ask students to feedback who they think Monique should talk to as a whole class activity.

## A Notes about classes

The focus in this unit is on selecting and editing down information.

- 1-3** Students can do these exercises in pairs or individually. Check answers.
- 4-7** Students can do these exercises in pairs or individually. Check answers. Once students have completed Exercise 7, elicit how crossing out unimportant words (editing down information) makes the information easier to remember. Highlight how the most important words tend to be nouns.
- 8** Ask students to look at the list of lectures, elicit which ones Monique can attend.
- 9** Ask students to complete Monique's timetable. In pairs, ask students to swap their timetables and use the Check questions to check their partner's timetable.

## Extra practice

Emphasize that this is an imaginary school and anything is possible! You may wish to give a template, similar to the one in Exercise 9, to each student.

When students have completed their timetables ask them to swap them with a partner. Ask them to decide if they would like to attend the course outlined on the new timetable. If anything is confusing, tell them to ask the writer for clarification. The writer should then modify the timetable to make it easier to understand. If your students have access to the Internet you could also ask them to visit [www.educationuk.org](http://www.educationuk.org) for links to the websites of different language courses in the UK, and try to find a language course with a timetable that is similar to the one they wrote.

## B Notes about assignments

- 1** Brainstorm as a class what information Monique might want to find out from her teacher about the test. Write students' suggestions on the board.
- 2-3** Play the recording. Ask students if the teacher gives all the information Monique needs. Play the recording again and ask students to correct the error in Monique's notes. Check answers.
- 4-6** These exercises can be done in pairs or small groups. Students should be encouraged to guess from their previous experience of homework and discuss their guesses. Check answers.
- 7** Brainstorm as a class what questions students would want the teacher to answer.
- 8** Play the recording and ask students to take notes about the homework. Ask students to circle what the notes are about, reminding them to look at Exercise 3 again if necessary. Get students to underline the title of the essay. You could extend Exercise 8 by setting your own homework in the same way and asking students to take notes in English. In pairs, ask students to swap their notes and use the Check questions to check their partner's notes and, if necessary, suggest improvements.

# Unit 11 **Wanted**

## Get ready to write

Take a class vote to see which bicycle students would buy, elicit why. Ask students where they could find advertisements for second-hand things. Brainstorm a list on the board. You may want to extend this activity by writing this table on the board.

New	Second-hand

Put students into pairs or small groups. Ask them to decide which of these items they would buy new or second-hand: a book, a car, clothes, a computer, a watch. After a few minutes, feedback as a whole class and add the items to the table on the board. (NB Answers will vary but students will probably not want to buy second hand clothes or computers.)

## A Short advertisements for an intranet

You may want to elicit where students could see these adverts (refer them to the Did you know...? box to help them). Elicit how there are two different types of adverts: The first advert deals with something that is for sale, the other two adverts deal with things people want.

**1-3** These exercises can be done in pairs or individually. Check answers. When students have completed Exercise 3, highlight that the reader asks themselves questions when reading the advert, e.g. *Who should I contact?* The writer anticipates these questions and provides the information that the reader needs. Use this opportunity to practise question formation. Ask students to look at Exercise 3 again and write the readers' question for each piece of information.

Answers:

- Who should I contact?
- How much does it cost?
- Is there any extra information?
- How do I contact the person?
- What is it?

**4-7** These exercises deal with items for sale. Students can do these exercises in pairs or individually. Check answers.

**8-9** These exercises deal with things people want. Students can do these exercises in pairs or individually.

## Learning tip

Draw the table below on the board (do not write the words in italics) and ask students to complete it. Students may need dictionaries to complete this exercise.

Adjective:	electric
Verb:	<i>To electrify something</i>
Thing:	<i>electricity</i>
Person:	<i>an electrician</i>

You may also want to note the change in stressed syllables: electric, electrify, electricity, electrician.

**10** Ask students to write an advert for either the microwave or the car share.

## Check

In pairs, ask students to swap their adverts and use the Check questions to check their partner's advert and, if necessary, suggest improvements.

## B Short advertisements for a notice board

Throughout this part of the unit emphasize that the main difference between these adverts and those that appear on an intranet is that these are much shorter.

- 1-4** Students can do these exercises in pairs or individually. Check answers as a class for Exercises 1 and 2. Next, get students to look at the *Law book for sale* advert on page 54, to see if they got their abbreviations right in Exercise 3.
- 5** As a class, think about how to turn Ian's sentences into notes. Write students suggestions on the board.
- 6-8** Ask students to complete the exercises. Check answers for Exercises 6 and 7.
- 9** Ask students to rewrite their advert from Section A, making it shorter and turning sentences into notes.

## Check

In pairs, ask students to swap their adverts and use the Check questions to check their partner's advert and, if necessary, suggest improvements.

## Class bonus

If you have a class of more than 14 students you may want to divide it into two groups and tell students to only look at the adverts produced by their group. At the close of this activity you will need to display the adverts around the room. Make sure there is enough space for students to move around to read them. When students have had enough time to read all the adverts ask them to stand next to the advert for the item that they most want to buy. You can extend this activity by getting them to role play the telephone conversations or email exchanges involved in completing the sale.

# Unit 12 At the library

## Get ready to write

You could bring into class a selection of books in English. Put students into groups, and give each group three or four books to look at. Ask students to discuss the Get ready to write questions for each book. As a whole class answer the same questions for *Why does a ball bounce?* Finally, ask students how they choose a book to read.

## Book reviews

- 1–3** These exercises can be done in pairs or individually. Feedback as a whole class. Highlight how the first part of both fiction and non-fiction reviews focuses on factual information rather than opinion.
- 4–5** Exercise 4 can be done in pairs but students should work on their own for Exercise 5. When you feedback, highlight how the final part of both fiction and non-fiction reviews focuses on the reviewer's opinion of the book rather than factual information.
- 6–7** These exercises can be done in pairs or individually. After students have done Exercise 7, you may want to brainstorm other fiction books that students know, that fit into any of the categories. Try to elicit the author and title of the book.

## Focus on ... linking

Ask students to close their books. Copy the illustration onto the board. Ask students what the word *and* does? (Answer: It links sentences.) Copy the three examples of Okay English onto the board and ask students to improve them in pairs. After two minutes ask them to open their books and check their ideas against the book. Ask students to complete the exercises. Check answers.

- 8** This exercise can be done in pairs or individually.

## Learning tip

Ask students to add commas and full stops to this text for extra practise:

*Pride and Prejudice* by Jane Austen is a romantic novel that is set in the 19th century it is a story about Elizabeth Bennet's search for love and happiness the other main character in the book is Mr Darcy who is both proud and rich I love *Pride and Prejudice* because Elizabeth is an interesting strong and appealing character if you like classic romance books you will like this book too

Answer:  
*Pride and Prejudice* by Jane Austen is a romantic novel that is set in the 19th century. It is a story about Elizabeth Bennet's search for love and happiness. The other main character in the book is Mr Darcy who is both proud and rich. I love *Pride and Prejudice* because Elizabeth is an interesting, strong and appealing character. If you like classic romance books you will like this book too.

- 9** This exercise can be done in pairs or individually.
- 10** Emphasize that students can use the sentences from Focus on... linking to help them write the review. Ask them to complete the exercise.

## Check

In pairs, ask students to swap their reviews and use the Check questions to check their partner's review and, if necessary, suggest improvements.

## Class bonus

This does not have to be done all in one go. To allow for different writing speeds it may be better to allow students more time. If you collect in the lists of books after Part 2, Part 3 can be set as homework. Return the lists of books to the same groups at the beginning of the next lesson and they can then complete parts 4 and 5.

# Unit 13 No time!

## Get ready to write

Ask students to do the first exercise in pairs or small groups and explain their choice. Play the recording and ask students to do the last two exercises in their pairs or groups. Feedback as a whole class.

Brainstorm different types of insurance, for example, car, health, life, holiday, etc. and the benefits of each, for example:

Car insurance	The insurance company pays for your car to be repaired if you are in an accident.
Holiday insurance	The insurance company pays for the cost of your holiday if it is cancelled.
Health insurance	The insurance company pays the cost of hospital treatment
Life insurance	The insurance company pays money to your relatives if you die.

## A Notes for important conversations

**1-3** Put students into groups of three or four and ask them to complete Exercises 1, 2 and 3.

**4** Ask students to complete the exercise. As an alternative to Exercise 4, write the words below on the board in a random order.

I	work	very	hard	I
sell	more	insurance	than	anybody
in	the	company	I'm	very
polite	and	I'm	never	late
All	my	workmates	like	me

In groups, tell students to arrange the words so that they make the four sentences about Ravi. Next, tell them that they are going to make the notes easier to remember. Ask them in their groups to look at each sentence and agree which words are unimportant and remove them. Feedback as a whole class.

**5-6** Students can do these exercises in pairs or individually.

**7-8** Ask students to complete the exercises.

## B Notes on appointments

Explain that this part of the unit deals with appointment diaries / personal organizers that record your plans for the future (not diaries / memoirs that record things you have already done). Before Exercise 1, ask one of your students what they have to do tomorrow and write the details on the board. Use these notes throughout the lesson as an ongoing example.

**1** Ask students to do the exercise. Next refer them to the notes you have written on the board and brainstorm which activities the student should include in their diary.

**2-3** Put students in pairs or small groups. Emphasize that they should discuss their answers and give reasons for their choices. Feedback as a class.

**4-5** Ask students to do the exercises.

## Extra practice

After listening, in pairs, ask students to combine the information they have noted before they look at the audioscript.

### More activities

For further practise, ask students to imagine that they are business people and that they must complete their appointment diaries for next week. To create their appointment diary, they should divide a page into five sections, one for each day (Monday to Friday) and head each section with a different day. Remind students to choose an appropriate length of time for each meeting. They should include in their diary the times and details of these prearranged appointments:

- 10 meetings with named customers (students must make up the names).
- Daily team meetings (either at the beginning, middle or end of the day).
- Time reserved for paperwork.
- Time for lunch.

When they have completed their diaries, explain that they are going to phone other people and try to arrange meetings with them at convenient times next week. Emphasize that they cannot meet more than one person at the same time. Tell students to stand back to back with another student and imagine they are phoning them. They must arrange a meeting but they must not look at the other person's diary.

*Example exchange:*

A: Hello. This is (student's name).

B: Hello, there.

A: I need to meet with you to discuss new products sometime next week.

B: What about meeting on Monday at 9.30?

A: I'm sorry. That won't work. I'm meeting Mr Smith at 10.00 on Monday. Can you make it in the afternoon?

B: Yes, that'll be fine. How about 1.00?

Tell students to add the new appointment to their diaries and then find another student to make an appointment with. Continue until each student has made at least three new appointments.

# Unit 14 Out of the office

## Get ready to write

If necessary, play the message twice. Then feedback the answer as a whole class. Ask the class to look at the pictures and answer the questions as a whole class. If your class includes students who have jobs, ask them *Who does your work when you are away? Are there a lot of messages that you have to answer when you return?*

## A Out of the office message

**1-4** These exercises can be done in pairs or individually.

### Focus on ... *from + until, for*

Ask students to complete the exercises. Check answers. For homework ask students to research a famous person. You may want to brainstorm a list of famous people onto the board for students to choose from. Tell them they must try to find a fact about that person's life that few people know and write two sentences using *from + until* and *to*. Suggest they use an encyclopedia, go to the library or surf the Internet. (You could direct them to [www.biography.com](http://www.biography.com).) Get students to read out their sentences to the rest of the class during the next lesson.

**5-6** These exercises can be done in pairs or individually.

## Check

In pairs, ask students to swap their auto-reply messages and use the Check questions to check their partner's message and, if necessary, suggest improvements.

## B A telephone message

To introduce this topic you may want to talk about what information students write down in their own language when they take phone messages.

Write on the board Shona's notes from Exercise 1. Explain that Shona wrote these notes for herself: she did not think anyone else would read them. As a whole class discuss these questions:

a) Can you understand these notes?

Answer: Not very easily.

b) What does the writer want someone to do?

Answer: Phone Mrs Rosen.

c) What would make these notes easier to understand?

Answer: The writer should write in full sentences.

**1** Play the recording and ask students to complete the exercise.

**2-3** Students can do these exercises in pairs or individually.

### Focus on ... words that people often misspell, mistype or get confused

Ask students to complete the exercises. Check answers. If you do not use one already, this is a good point at which to introduce a simple correction code. You can use the code on students' written work to help them identify their own errors and correct

their work. You can underline the errors and then put the code either directly above the error or in the margin.

Correction Code			
Code	Type of Error	Example of error	Correction
Sp	spelling	1. I have <u>too</u> sisters.	.....
Vb	verb form or tense	2. He <u>work</u> in Tokyo.	.....
N	plural	3. I have two <u>child</u> .	.....
WO	word order	4. Is very exciting my job.	.....
Gr	grammar	5. I enjoy <u>to</u> dance.	.....
P	punctuation or capital letter	6. He works in a <u>School</u> .	.....
/	cut	7. I come from <u>in</u> Turkey.	.....
^	word missing	8. I want ^ learn English.	.....

### Ideas for introducing the code

Put students into pairs. Give the information in the table above to students, and in their pairs tell them to write the corrections. Feedback as a whole class.

Answers:

*I have two sisters.*

*He works in Tokyo.*

*I have two children.*

*My job is very exciting.*

*I enjoy dancing.*

*He works in a school.*

*I come from Turkey.*

*I want to learn English.*

In pairs, ask each student to copy out a different short text from their course book and add five deliberate errors. Tell them to swap their text with their partner, identify the five errors and use the correction code to annotate them. When the students have had enough time, ask them to check their answers with their partner.

**4-5** Play the recording. These exercises can be done in pairs or individually. Feedback as a whole class.

**6-9** These exercises can be done in pairs or individually.

## Check

In pairs, ask students to swap their telephone messages and use the Check questions to check their partner's message and, if necessary, suggest improvements.

## Class bonus

Put students into pairs and sit them back to back. Tell them they are going to pretend to have a telephone conversation. Divide each pair into Student A and Student B. Direct them to the instructions in the book for Exercise 1. When students have had enough time, tell Student B to check the message they have written with their partner. For Exercise 3, explain that Student A now works for Soloto and must answer the telephone. Follow the same procedure as for Exercises 1-2.

# Unit 15 Can you help me?

## Get ready to write

Discuss these questions as a whole class. Ask students what they think Pete should do about his problem.

## An informal request

Students may not understand the differences between emails and memos, so you may want to refer them to the Did you know...? box on page 71, before they look at the examples.

**1–2** Ask students to complete the exercises. Check answers.

Before students complete Exercises 3–7, tell students that the difference between when you can ask someone to do something and when you can tell them to do it is culturally determined and, if got wrong, can cause non-native speakers to appear abrupt. Demonstrate the difference between asking and telling people to do things. Explain that you are going to say the same thing in different ways. Ask students to guess which is stronger.

Say to one student: *Can you open the window?*

Say to another: *Open the door.*

Explain that a question is always weaker than a command.

Draw 6 lines on the board: - - - - -

Ask what six letter word can make questions and commands more polite. If students do not immediately give the answer, encourage them to call out letters in a game of hangman (answer: please).

**3–7** These exercises can be done in pairs or individually. Check answers.

## Focus on... full stops (.), question marks (?) and exclamation marks (!)

Students will probably have encountered these punctuation marks before. However, many students over-use exclamation marks. To highlight this, you could ask them to do an exclamation mark hunt in a recent piece of written work. Before they complete the Focus on ... exercises, ask students to search through one of their own pieces of writing and circle all the exclamation marks. Next work through the Focus on ... exercises with your class. Then ask them to look at their piece of written work again. Ask them to check if any of the exclamation marks that they circled should be changed to full stops.

**8** Ask students to complete the exercise. After checking answers, emphasize that the information asked for in questions c–e should be included in all requests.

**9** Ask students to write the email.

## Check

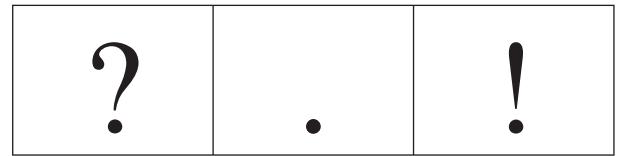
In pairs, ask students to swap their emails and use the Check questions to check their partner's message and, if necessary, suggest improvements.

## More activities

For more practise using full stops, question marks and exclamation marks, write the sentences below on the board. Put students into pairs and ask them to choose a punctuation mark (? ! or .) for each sentence. When they have completed the exercise, give each pair a set of punctuation cards like the ones below. Ask the class to hold up the correct punctuation card when you read each sentence. Alternatively, you can ask them in pairs to write their own statements, exclamations and questions and test the rest of the class in the same way.

- How are you
- We're having a great time in Greece
- Have you ever visited Delphi
- It's thousands of years old and quite interesting
- The weather's wonderful
- We've had clear blue skies ever since we arrived
- Tomorrow, we fly home

## Punctuation cards



# Unit 16 I would be grateful if ...

## Get ready to write

Tell students to look at the picture and answer these questions: What is the problem? What should the company do about it? Elicit the vocabulary *the ceiling* and the difference between *a ceiling* and *a roof*, *to leak*, and *to get something repaired / fixed*. Ask students to read the email and answer the questions in pairs. Feedback as a whole class. Elicit how this is a friendly and informal email: There is no opening formula, i.e. Dear Sara, it uses contractions, i.e. Roof's, You'll, it has a PS.

## A formal request

**1–4** These exercises can be done in pairs or individually. For Exercises 3–4 ask students to feedback how this email is different to the one in Get ready to write, for example, it uses Clive Allen's title (Mr), an opening formula and more polite and formal language. Explain that Exercise 3 shows more formal equivalents of informal words and phrases.

## Learning tip

For extra practise on formal and informal style it may be useful to draw this table on the board (without the answers in italics). Brainstorm the answers and add them to the table.

Friendly and informal style	More polite and formal style
Who?	Who?
<i>People you know well.</i>	<i>Strangers and people you do not know well.</i>
Why?	Why?
<i>To show closeness / friendliness.</i>	<i>To show distance / respect.</i>
Where?	Where?
<i>Personal email, letters, etc.</i>	<i>Business email, letters, etc.</i>

Refer students to Appendix 7 on page 92. It may be useful to talk about the circumstances in which students use a more formal style in their own language, and compare them to when a more formal style is used in English, i.e. to strangers and people who you do not know well.

**5–10** These exercises can be done in pairs or individually. Check answers.

## Focus on... I, you, she, he, it, they

Ask students to complete the exercises. Check answers. For extra practise, ask students to copy out a short text from their course book. Tell them to add five pronoun mistakes as they copy the text. Ask them to swap texts with another student and correct the one they receive.

- 11** Before students do this exercise, pre-teach the word *unit*. As a whole class, brainstorm the answer to Exercise 11 (answer: Li wants Jo to email Mr Takemoto and ask for a price).
- 12–13** These exercises can be done in pairs or individually. Emphasize that the grammar, spelling and punctuation are okay in the informal email but the style is not appropriate and needs to be corrected.

## Check

In pairs, ask students to swap their emails and use the Check questions to check their partner's message and, if necessary, suggest improvements.

## Class bonus

This exercise encourages self-correction and reinforces the work students did in Exercise 13. It focuses on correcting for style rather than grammar, spelling or punctuation. It can be extended into an email exchange. Students can swap the finished emails and write a reply to confirm the order.