

natural
English

reading
writing
skills

elementary resource book
Theresa Clementson



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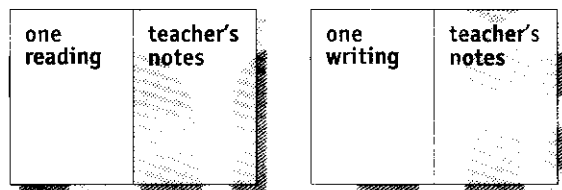
introduction

This resource book is designed to be used alongside the **natural English elementary student's book** to give students at this level extra reading and writing practice. However, the materials are freestanding and can be used in any order as a dip-in resource for the teacher.

The materials and tasks have been chosen for the general English user who wants to improve their reading and writing skills and also for the student using English for their studies or for work purposes. It also covers skills useful for public exams such as KET, PET, or BEC.

how the book is organized

There is one **reading lesson** and one **writing lesson** for each unit of the **student's book**, with accompanying **teacher's notes**. Each unit is linked thematically to the corresponding unit in the **student's book**.



approach to reading and writing

At elementary level, many students are daunted by the reading and writing components of their English courses. This book aims to encourage students to gain confidence and enjoy both the reading and writing process. The topics, text types, and task types have been selected in order to engage students' interest, and to be relevant and achievable for a wide range of students.

The lessons aim to 'train' students in the skills they need to improve their reading and writing, as well as encourage them to become independent learners (checking their own answers, developing dictionary skills, etc). Each task comes under the relevant skill on the students' pages, e.g. *read quickly* or *order ideas*. This will help raise students' awareness of the aims of each task.

The lessons are designed to be flexible so that the material is appropriate for monolingual and multilingual classes, and can cater for stronger and weaker students (see teacher's notes).

reading

The reading lessons are based around a range of adapted 'real-life' texts, e.g. magazine advertisements, labels, recipes, as well as newspaper articles and stories. The tasks encourage students to engage with the texts, to think about the language and to talk about the topics with their peers in order to aid understanding. They also aim to raise awareness of the skills (many of which are transferable from L1) which help to improve reading and to develop those skills so students can feel confident about progressing to longer texts. There is a **glossary** for most texts to help students understand key words; alongside this, the vocabulary tasks aim to build independence by, e.g. developing skills such as guessing meaning from context.

writing

The writing lessons are closely linked to the student's book units. In particular, each writing lesson activates the vocabulary taught in the corresponding student's book unit, particularly in the first half of the book. The lessons develop a number of different skills while offering the necessary scaffolding to prepare students for the writing task.

The writing lessons include a number of key features:

model texts Each writing lesson includes one or two model texts. These aim to engage students' interest and raise awareness

of the use of language, e.g. linking words (*because, and, but*), reference words (*it, they*), collocations, style, and appropriacy. Most of the model texts are written by elementary and pre-intermediate students drawn from both EFL and ESOL backgrounds, and as such offer elementary students a realistic and achievable goal to work towards. Depending on student profile, the texts can be used for 'parallel' writing, with students simply changing details as necessary to complete the writing tasks. For more confident students, the models offer examples of genre and vocabulary in context, to use as a springboard for their own ideas.

spell check This focuses on key points as they arise in the model texts, e.g. sound / spelling correlation, common spelling patterns, e.g. words ending in *-ing* and *-ed*, plurals, common clusters, e.g. *igh*, double letters, and silent letters.

writing tasks The tasks cover a range of text types, e.g. e-mails, short formal / semi-formal letters, messages, articles, autobiographies, and stories. The tasks can be attempted at each student's own level, i.e. at first, weaker students may only be able to write a few sentences, however, if stronger students can produce longer texts, then they should be encouraged to do so. Writing tasks are designed to be done in class to allow students to reformulate their ideas with input from you and their peers.

extension activities These are often built into the writing tasks to give students a real reason for writing and to exploit students' work for both skills and language work, e.g. peers may have to respond to an e-mail or invitation addressed to them, or assess a peer's work. Students are usually given an added incentive to write, e.g. for the class magazine, or for display on the classroom walls.

teacher's notes

The teacher's notes give a clear procedure for working through the exercises and an **answer key**. In addition, they offer **guidance notes** with explanations of rationale and solutions for anticipated problems. The notes also include an **ideas plus** box, giving further extension activities, e.g. suggestions for project work. The notes also offer alternative procedures for stronger and more confident students, to help teachers adapt the material to suit their students' different needs.

self-assessment

The **self-assessment** charts on pp. 60 and 61 help students to assess their progress in reading and writing on a regular basis. The charts allow them to record their own progress in individual skills and in the writing tasks.

vocabulary diary

Remind students to record key new words and phrases from the reading and writing lessons in the **vocabulary diary** (see pp. 62 and 63). Encourage students to use a good learner's dictionary, and to include extra useful information, e.g. parts of speech, pronunciation, collocations, etc.

I hope that both you and your students will find the lessons enjoyable and interesting, as well as challenging and useful.

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1 think about the topic

Match the people in the photos to this information.

India France China Greece 26 34 18 21

2 read quickly

Student A: Read about Neeta and Mic.

Student B: Read about Aurélie and Nico.

a Check your ideas in exercise 1.

b Where are the four messages from?

- 1 a newspaper
- 2 an international website
- 3 a student magazine

3 read closely

Complete the chart below for your two 'students of the world'.

studentsoftheworld.com				
name	age	country	languages	hobbies
<u>Neeta</u>				
<u>Mic</u>				
<u>Aurélie</u>				
<u>Nico</u>				
<u>you</u>				

4 give information

a Work in pairs. Ask and answer questions about your partner's 'students of the world'.

- 1 Where is he / she from?
- 2 How old is he / she?
- 3 Is he / she married?
- 4 What are his / her hobbies?
- 5 What languages does he / she speak?

b Complete the chart for your partner's 'students'.

5 think about you

a Complete the chart with information about you.

b Write a message for the website. Don't write your name.

c Read other students' messages. Who are they?

www.studentsoftheworld.com

1

My name's Neeta.

I'm 34 and I'm from India. I'm married with two children. I'm a teacher and I study English. My interests are cinema, books, and travel. I want friends from all over the world.

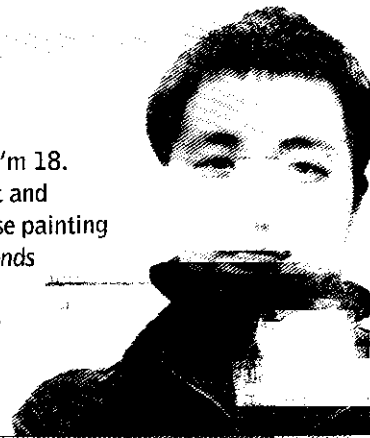


2

Hi everybody!

My name's Mic

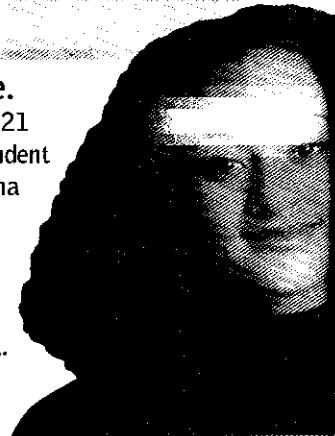
and I'm from China. I'm 18. I'm a business student and my hobbies are Chinese painting and travel. I want friends from any country, of any age. E-mail me in English, please.



3

My name's Aurélie.

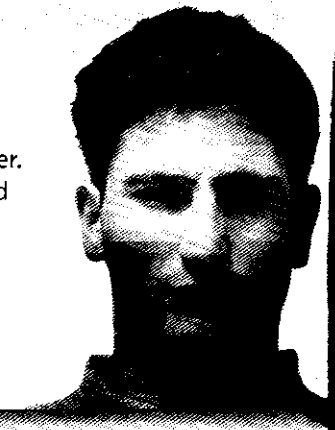
I'm from France and I'm 21 years old. I'm a music student and my hobbies are cinema and dancing. I speak French and English, and a little German. I want to write to friends from Germany or Austria.



4

My name's Nico

and I'm Greek. I'm 26 years old and I'm single. I'm an engineer. My hobbies are music and sports. I speak Greek, French, and English. I want new friends, especially from New Zealand.



text theme students of the world

time 30–40 mins

1 think about the topic

- Tell students to look at the box in **exercise 1** and ask them what the words and numbers are (countries and ages). Check pronunciation and, if you have access to a map or globe, ask students if they know where the countries are. If you have students from any of the countries, let them explain which countries are near their country.
- Focus students, in pairs, on the photos and ask them to match the countries and ages to the four people (without reading the texts).

guidance notes

This lesson aims to give elementary students an opportunity to read short texts at an appropriate level for interest and understanding. This should help to boost confidence in their ability to read in English.

The first exercise helps students to predict the content of the texts using the pictures. This information will help them when they come to read the texts and should also motivate them to read about the four people.

answer key

1 India, 34; 2 China, 18; 3 France, 21; 4 Greece, 26

2 read quickly

- Let students work in pairs for **exercise 2**, i.e. label pairs A / A and B / B consecutively, so that they can help each other if they have any problems. Make sure students understand they should only read about two people. You can check instructions by asking a few students who they are going to read about. In feedback, ask the class and some individual students if their guesses were right.
- For **exercise 2b**, if possible, show students a newspaper and a magazine for 1 and 3.

guidance notes

Exercise 2 gives students practice in reading for gist. Focus students on the questions, explaining that they only need to read their texts for this information. You will probably need to encourage students not to spend too long reading at this point. Explain that they will read the texts again in a moment.

answer key

b 2 an international website

3 read closely

- Ask the class to give you an example of each heading in the chart to check understanding. Then tell students to work together to complete the chart for their two 'students of the world'. It will give students confidence if you let them do this in pairs and encourage them to talk about the texts and their answers.
- Monitor students as they are working and offer help if they need it. Encourage students to transfer information from the texts to the chart accurately. The exercise will show you whether they have understood the texts. Check pronunciation of words students need for the next exercise where possible.

answer key

name	age	country	languages	hobbies
Neeta	34	India	(e.g. Hindi), English	cinema, books, travel
Mic	18	China	(e.g. Mandarin), English	Chinese painting, travel
Aurélie	21	France	French, English, German	cinema, dancing
Nico	26	Greece	Greek, French, English	music, sports

4 give information

- Put students into new A / B pairs for **exercise 4**. Go through the questions as a class, checking pronunciation. Check understanding by asking several students to demonstrate in open pairs across the class. Then tell them to ask and answer questions in pairs about the two people they have each read about.
- Tell them to help each other complete the chart with information about their partner's two 'students of the world'.

guidance notes

This exercise uses a jigsaw-reading task to encourage students to interact with the texts and each other. Depending on the level of your class or individual students, you can approach this in different ways. More confident, stronger students can complete the chart as they ask the questions, while weaker students can ask the questions first, then help each other fill in the chart afterwards (as the book suggests).

5 think about you

- Demonstrate **exercise 5a** by putting the chart headings on the board and writing information about yourself. Then ask students to fill in the *you* row in the chart with information about themselves.
- For **exercise 5b**, tell students to write their message on a separate piece of paper and not to write their names. Demonstrate this by rubbing out your name on the board and leaving a blank space. Before they begin writing, explain that their messages will go up on the classroom walls.
- Help students as they are writing. Put their messages on the classroom walls and encourage them to walk round in pairs and guess who wrote each one.

guidance notes

This exercise personalizes the topic and encourages students to relate the texts to their own experience. The final stage of the lesson gives students extra reading practice, with the added motivating factor that the texts are about each other.

ideas plus

The texts are adapted from a real international website. If you have access to computers, you could suggest your students join the website and write their messages online, so they can communicate with e-friends around the world.

one writing

1 read a letter

- a Read the letter from a student to a host family.
- b Ask and answer the questions in pairs.
- 1 What is the host family's surname?
 - 2 What is the student's first name?
 - 3 Where is the student from?
 - 4 What is her job?
 - 5 What days are her lessons?
 - 6 What time are her lessons?

2 understand capital letters and full stops

- a **Circle** all the capital letters in María Teresa's letter (see the example).
- b Complete the chart with all the words with capital letters.

the beginning of a sentence	<i>My</i>
the name of a person	
the name of a place	
a nationality or language	
a day of the week or month	
other use	

- c **Circle** the full stops. Do they show:
- 1 the beginning of a sentence? or
 - 2 the end of a sentence?

3 complete a form

Look at the form opposite. Complete the form for María Teresa, using information from her letter.

4 write about you

- a Copy the headings in the form, e.g. *Surname, First name*, etc.
- b Now complete the form with your personal details.

spell check

- a Use a dictionary to check the spelling of:
- your age (in words);
 - your job or what you study;
 - your country and nationality
- b Learn to spell these words correctly.

Ave. Andres Bello 5° 1ª
Con Calle Jesus Soti
Ciudad Bolivar
Venezuela

March 3, 2005

Dear Mrs Chappell

My name is María Teresa Oriol. I am twenty-four years old. I come from Venezuela and I want to study English in London. I am a teacher and I need English for my job in Venezuela.

My English lessons are from Monday to Friday from 9.00 in the morning to 1.00 in the afternoon. My plane arrives in London on March 30th at 5 o'clock in the evening. I am very excited!

I look forward to meeting you.

Yours sincerely

María Teresa

WHITECHAPEL SCHOOL OF ENGLISH

Registration form

Personal details

Surname / Family name: *Oriol*

First name: (1)

Age: (2)

Nationality: *Venezuelan*

Male / Female: *female*

Occupation: (3)

Address: *Ave. Andres Bello 5° 1ª, Con Calle Jesus Soti, Ciudad Bolivar, (4)*

Telephone number (home/mobile): *0058 85 666 0563*

E-mail address: *maria.teresa@hotmail.com*

Underline course days: Monday Tuesday Wednesday Thursday Friday

Underline course times: (5) 9.00 a.m. – 1.00 p.m. (20 hours)
2.00 p.m. – 6.00 p.m. (20 hours)
9.00 a.m. – 3.00 p.m. (30 hours)

Writing task

- a Write a letter to a host family. Copy María Teresa's letter, but give information about you. **Don't** write your name.
- b Read other students' letters. Guess who they are.

aim to write personal information accurately
writing task a semi-formal letter to a host family

time 50–60 mins

1 read a letter

- Tell students to read the letter from María Teresa.
- For **exercise 1b**, put students in pairs and tell them to find the answers to the questions in the letter. Walk round and help them if necessary. Then tell them to change partners and take turns to ask each other the questions and to check their partner has the correct answer. Check answers, paying particular attention to the pronunciation of days of the week, times of day, and *Venezuela*.

guidance notes

The letter is semi-formal in style and follows typical letter conventions, e.g. the writer's address, the date, the greeting, and finishing phrases. Don't focus on the grammar in the fixed phrase, *I look forward to meeting you*, but encourage students to learn it as a chunk.

answer key

- b** 1 Chappell, 2 María Teresa, 3 Venezuela,
 4 a teacher, 5 Monday, Tuesday, Wednesday, Thursday, Friday,
 6 9.00 to 1.00

2 understand capital letters and full stops

- Write a sentence on the board introducing yourself, e.g. *My name is David Johnson*. Ask the class to call out a capital letter and help them if necessary. Circle the capital letters as students call them out. Then ask them to do **exercise 2a**.
- Focus students on the chart and go through the headings with them. To explain *other use*, point to the circled capital *D* in *Dear* and ask which row it goes in. Students should realize that it doesn't fit in any of the other categories. In feedback, make sure students understand that *I* is always written with a capital letter by drawing attention to the examples of *I* in *other use*.
- Tell students to read the letter again and circle all the full stops. Focus on the two options and elicit the answer.

answer key

- b** the beginning of a sentence *My, I*
 the name of a person *Mrs Chappell, María Teresa Oriol*
 the name of a place *Ave. Andres Bello, Con Calle Jesus Soti, Ciudad Bolivar, Venezuela, London*
 a nationality or language *English*
 a day of the week or month *March, Monday, Friday, December*
 other use *Dear, Yours, I*
- c** 2 the end of a sentence

3 complete a form

- Focus students on the registration form. Tell them to complete the form.
- Check the answers on an OHT, if possible, asking students to spell out the answers as you write them.

guidance notes

These exercises focus on accuracy. If any student questions this, you could demonstrate the importance of correct spelling and punctuation by writing their name incorrectly on the board. Most people feel strongly about their names being written correctly.

answer key

- 1 María Teresa, 2 24, 3 teacher, 4 Venezuela, 5 9.00 a.m.–1.00 p.m.

spell check

- Read through the box together before students do **exercise 4b**. If you have enough monolingual elementary dictionaries, encourage students to look up information about themselves. If some students finish quickly, they can swap forms with another student and test each other on spelling.

guidance notes

It is a good idea to familiarize students with monolingual dictionaries as soon as possible, even if they only use them as a back up to their bilingual dictionaries to begin with. Explain how they can use a dictionary to check spelling and, depending on your class, find out if they can identify the key parts of a dictionary extract. Be prepared to help students who are not familiar with using dictionaries.

4 write about you

- Tell students to copy the personal details headings into their notebooks (as a form). Then tell them to complete the form with their own information.
- For the **writing task**, encourage students to copy the layout of *María Teresa's letter* and draw their attention to the instructions (*not* to write their names). Help students as they are writing.

ideas plus

If students need more time to correct their letters and / or copy them out neatly, you could let them rewrite their letters for homework and read each other's letters in the next lesson as a warmer. This will encourage them to check their own work and emphasize the need for accuracy in this kind of letter.



'It's the keys to my life.'

KAY SIMON, 25, always has her mobile phone near her at home and she never leaves the house without it. She feels very **worried** if she forgets it.

'The phone is my **alarm clock**, so I sleep with it next to the bed,' she said. 'I use it for everything now - I haven't got a home phone. I always call my mum and my boyfriend and I send about twenty texts to my friends every day. My mobile has my life on it; it's my clock, my **diary**, and my address book. I hope I never lose it.'

1 think about the topic

- a Have you got a mobile phone?
 b How often do you use your mobile phone?
 always sometimes never

2 read quickly

- a Read the article about Kay quickly. How often does she use
 1 a mobile phone? 2 a home phone?
 always sometimes never
- b Now read the descriptions (1-5). Match the descriptions to the pictures (a-e).

3 read closely

- a Read these sentences about Kay. Write T (True) or F (False).
- Kay's mobile phone is always with her.
 - Kay's mobile always rings in the morning.
 - Kay uses a home phone in her house.
 - Kay sends a text to her mum every day.
 - Kay keeps personal information on her mobile.

- b Read the descriptions (1-5) again. Which one describes Kay?

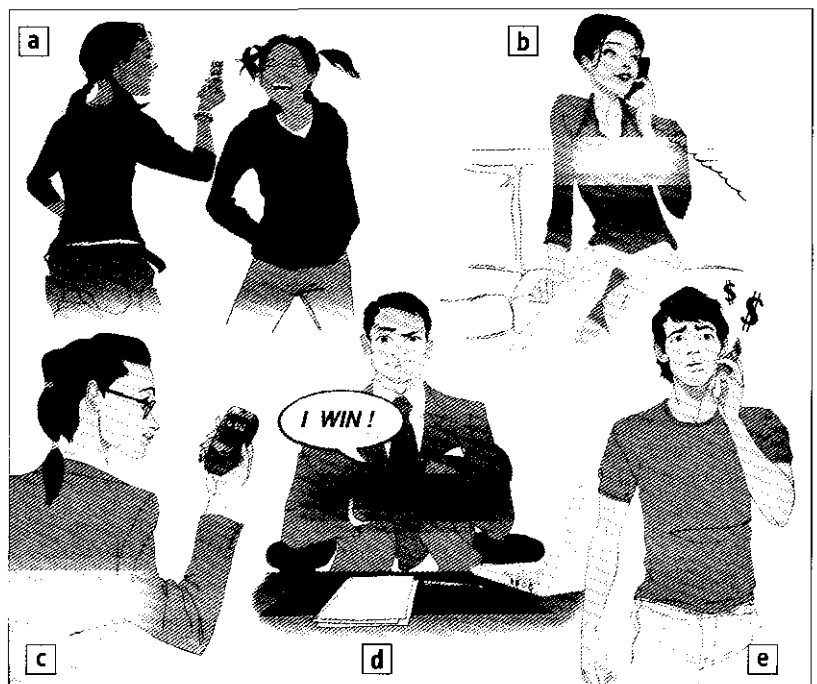
4 talk about you

- a Look at the descriptions (1-5). Which type are you?
 b Compare with a group.

One in three people are mobile addicts

Which type are you?

- I'm completely **addicted**. I never turn off my mobile or leave it at home. I'm worried if it doesn't ring. My mobile is my clock, my diary, and my address book. I haven't got a phone at home.
- I use my mobile a lot but I can live without it. I always turn it off at night and I don't send many texts. I sometimes play games on it.
- I'm a child aged 10 to 14 and I love my mobile. I always have a new mobile but I don't make many calls. I prefer to play games, take pictures, and use new **ringtones**.
- I have a mobile but I sometimes leave it at home. When I'm at home, I use my home phone. I always turn it off at night.
- I'm completely addicted but I don't know it, so I pay big bills.



worried /'wʌrɪd/ (adjective) not happy
alarm clock /ə'lɑ:m klɒk/ (noun) a clock that rings at a specific time, e.g. 8.30 a.m.
diary /'daɪəri/ (noun) a book where you write down what you need to do every day
addicted /ə'dɪktɪd/ (adjective) *addicted (to sth)*, e.g. drugs; when you need something all the time
ringtones /'rɪŋtəʊnz/ (noun) different tunes that a mobile plays when it rings

glossary

text theme mobile phones

time 40–50 mins

1 think about the topic

- If you have a mobile phone, show it to the class and ask them what it is. Write *mobile phone* on the board. Ask the class the first question and do a head count.
- For **exercise 1b**, use the board to draw a cline under the frequency adverbs and write 100% under *always* and 0% under *never* to clarify their meanings. Give the students a model answer by telling them about yourself, and write the sentence on the board. Tell them to talk in groups, then ask individual students the question.

guidance notes

This lead-in will help students to engage with the topic and prepare them for the text. They will need to understand these frequency adverbs in order to fully understand the text, so it is worth taking the time to pre-teach them before they read.

2 read quickly

- Give students time to read the instructions and questions. Ask them to predict the answers to the two questions before reading, then tell them to read the article to check their answers. This will give them an additional reason to read. Point out the glossary which provides definitions for the words in **bold**.
- For **exercise 2b**, show students the five pictures and then draw their attention to the title and subtitle of the five short descriptive texts. Check they understand *one in three* (you could draw a picture of three people, highlighting one of them), *addicts / addicted* (see the glossary), and *turn (sth) on / off* (you could teach or elicit this using your mobile phone or the light in the classroom). Demonstrate what they have to do by matching the first picture and text as a class. Then give students a time limit to match the remaining four descriptions and pictures in pairs or small groups.

guidance notes

The text is adapted from an article in the (London) *Evening Standard*, a daily tabloid newspaper. Giving students a time limit for the initial reading for gist task encourages them to read quickly in order to complete the task, rather than reading in order to understand every word. Students may well be resistant to this idea at first, so make sure they know they will have more time to read in more detail later.

answer key

- a 1 She always uses a mobile phone.
2 She never uses a home phone.
- b 1 c, 2 d, 3 a, 4 b, 5 e

3 read closely

- Make sure students understand *true* and *false* by writing a tick and a cross on the board and asking which is true and which is false. Let students work in pairs to read the sentences and to check their ideas against the first part of the article. Check the answers with the whole class before moving on to **exercise 3b**.
- Give students a few moments to look at the five descriptions again and decide, with a partner, which one is the best description of Kay.

guidance notes

Some students may be able to do the first exercise without referring back to the text, but encourage them to check their answers in the text because this will give them good practice in reading for details and they may find they have missed a small point in the text. This will help prepare them for reading longer, harder texts.

answer key

- a 1 T, 2 T, 3 F, 4 F, 5 T b description 1

4 talk about you

- Give students a minute or two to decide which description fits them best before putting them in groups to compare their ideas. If there is someone in the class who doesn't have a mobile phone, tell them to talk about someone they know (a friend or relative).

guidance notes

It's worthwhile giving students a little thinking time before asking them to talk about a topic in a group. They will have more to say if they have time to sort out their ideas, particularly at this level.

two writing

1 think about the topic

Read and complete the chart.

tick the things you use ...	every day	some days
mobile phone		
CD player		
car or bike		
dictionary		

tick the things you do ...	every day	some days
do homework		
open and shut the windows		
buy food		
phone family		

2 understand requests

a Complete the requests. Use words or phrases from the chart above.

1

I've got a late class tonight. Can you _____ for dinner? Nothing to eat at home! c u later.
Tess x

2

Dear Pascale
Could I borrow your _____ on Saturday? It's my brother's birthday party and he hasn't got anything to play music on. Can I borrow some CDs too?
Thanks
Ben

3

Mayumi
It's my English exam at 9.00 tomorrow morning. Can you put your _____ in my room so I can study tonight? Thanks a lot. Enjoy the film!
Takanori

4

Hi Ela
Can you _____ your _____ this evening? They want to talk to you about their visit. I'm out tonight.
See you tomorrow.
Nuria

b Match these responses to two of the messages above.

- A Sorry – I need it for a party.
B Yes, of course. Fish?

spell check

- a Find words with these double letters in the messages and responses. Copy the words.
oo ee rr nn ss
- b Test your partner.

3 organize sentences

- a Read the messages again then cover them. Order the words below to make requests.
- b Add capital letters and question marks.

1 you / food / dinner / can / buy / for

2 I / could / cd player / your / borrow

3 dictionary / my / can / room / put / you / your / in

4 family / phone / your / can / evening / you / this

4 make requests

Change the underlined words to make new sentences.

- 1 Could I borrow your bike tonight?
I've got a class at 8 o'clock.
- 2 Can you turn off the lights at night, please? It's very expensive.
- 3 Can I borrow your mobile phone?
I want to phone my family.

Writing task

- a Write a message to your English-speaking flatmate. Make a request and say why.
- b Read a partner's message. Respond to the message, saying yes or no.

aim to practise writing requests and responding
writing task a short informal message to a flatmate

time 50–60 mins

1 think about the topic

- Check students understand all the vocabulary in the chart. You could demonstrate the exercise by copying the first column on the board (or showing it on an OHT if you have an overhead projector) and filling it in for yourself.
- When students have completed the chart, tell them to compare ideas with a partner or small group.

guidance notes

The lexis in the chart is presented in unit two of the student's book. It focuses on everyday objects and chores or activities, which are appropriate for the informal style of the requests which students are going to be writing. This exercise personalizes the topic and provides students with the vocabulary they need for the exercises and the writing task.

2 understand requests

- Write *text message*, *e-mail*, and *note* on the board. Ask students to look quickly at the messages and to tell you what kind of message each one is and what the relationship is between the people in the messages. Do question 1 as a class to demonstrate the exercise, then let students continue in pairs. In feedback, check the answers with the whole class and elicit the difference between *can* / *could*, and *Dear* / *Hi* or *Hello* as greetings.
- Draw students' attention to the two responses, A and B. Ask which messages they go with and ask students to tell you how they know.

guidance notes

It is useful to highlight the 'type' of message (e-mail, text message, or handwritten note) and the few differences in language used, to raise awareness of style. It would be very helpful to introduce the words *formal* and *informal*. The four messages provide students with a range of models for the writing task.

answer key

- a 1 buy food, 2 CD player, 3 dictionary, 4 phone (your) family
 b A2, B1

spell check

- Tell students to circle the words in the messages and responses with these double letters. They can compare their circled words with a partner before copying the words into a vocabulary notebook or in the vocabulary diary on p.63. Tell students to test each other on the spelling of the words. Teach them *double (n)* to help with this.

guidance notes

This exercise raises awareness of the frequent use of double letters in English words. Highlight the pronunciation features, e.g. *food* and *too* have the same vowel sound /u:/, as do *see* and *need* /i:/; the vowel before a double consonant is usually short: *borrow* and *tomorrow* /ɒ/ and *dinner* /ɪ/. The pronunciation of *class* varies between /ɑ:/ and /æ/ according to regional, British, or American use.

answer key

- oo: **food, too, room**; ee: **see, need**; rr: **borrow, tomorrow, sorry**;
 nn: **dinner**; ss: **class**

3 organize sentences

- Make sure students understand that the jumbled sentences here are the requests in **exercise 2**. For stronger students, tell them to read the messages again (if necessary), then cover them before doing the exercise. For weaker students let them work in pairs, using the messages to help them write out the requests accurately. Remind them to punctuate their requests and to check their answers carefully against the messages.

guidance notes

It is a good idea to let students correct their own written work from time to time to encourage learner independence.

answer key

- 1 Can you buy food for dinner?
- 2 Could I borrow your CD player?
- 3 Can you put your dictionary in my room?
- 4 Can you phone your family this evening?

4 make requests

- Do the first question together and use words from the chart in **exercise 1** for the example. Emphasize that the two parts of each request have to make sense together. Students could work in pairs or alone before comparing their ideas. This gives students some guided writing practice before they invent their own requests in the **writing task**.
- For the **writing task**, ask students to choose whether they want to write a text message, an e-mail, or a handwritten note. Give them time to think about their requests and remind them to give a reason. Encourage them to write 'real' requests and to address their message to someone in the class because this will make the next stage more fun and realistic. Make sure everyone writes a response to a message. Tell students they can choose whether to say *yes* or *no*.

answer key

possible answers

- 1 Could I borrow your *car* tonight? I've got a *party* at 8 o'clock.
- 2 Can you *shut the windows* at night, please? It's very *cold*.
- 3 Can I borrow your *dictionary*? I want to *do my homework*.

ideas plus

You can extend this exercise by telling students that they should keep sending their requests to different students in the class until someone says yes. If a student gets a positive response to a message immediately, they can write a new message in a different form.

1 think about the topic

Have you got a best friend? Make notes about your friend.

- name
- age
- how you know him / her
- what you like about him / her

2 read quickly

Read the interview with Zara and Larne. Answer the questions.

- 1 How do they know each other?
- 2 How old do you think they are?

3 use topic vocabulary

Are the descriptions in the text positive or negative? Write P (positive) or N (negative) next to the words in the box.

- | | |
|--------------|---------------|
| annoying | noisy |
| very relaxed | too relaxed |
| very funny | really lovely |
| very happy | too happy |

4 understand the main points

Match the interviewer's questions (1–4) to the text (see the example).

- 1 What do you like doing with your friend?
- 2 How do you know her?
- 3 What don't you like about her?
- 4 What do you like about her?

5 talk about the topic

Ask questions about your partner's best friend. Use the questions in exercise 4.

get lost /get lɒst/ (verb) not know where you are

sense of humour /sens əv 'hju:mə/ (noun) what a person thinks is funny

advice /əd'vaɪs/ (noun) give advice = give somebody a good idea about what he or she should do

calm (sb) down /kɑ:m daʊn/ (verb) help somebody not to worry

make-up /'meɪk ʌp/ (noun) something that you put on your face to make yourself look more beautiful

Best friends

Zara and Larne talk about their friendship

Zara

- Larne and I go to the same school. We have lunch together every day and we try to **get lost** in the school, but it's a very small place.
- I like her because she has exactly the same **sense of humour** as me. She gives me good **advice**. She's very good with boys!
- Larne's annoying, and very noisy! But now I'm annoying and noisy as well. She is very relaxed about things – too relaxed, I think.
- I love it when we go out every Saturday night, clubbing.



Larne

- Zara and I are best friends. Before, there was a big group, 13 of us, but now we're all in different classes. Now it's only me and Zara.
- Zara's very funny and really lovely.
- She's a very happy person – too happy really. No one can be happy *all* the time. She sometimes worries about little things, and I **calm her down**.
- I love going shopping with her. She always has great clothes. She's got good hair, and her **make-up** is always perfect.

text theme best friends

time 40–50 mins

1 think about the topic

- Check students understand *best friend*. Ask one or two individuals if they have a best friend and find out the information in **exercise 1**. Then tell students to write down the information about their best friend on a piece of paper.

guidance notes

This exercise gives students some thinking time, which will help prepare them for the reading text and later for the final task in which they interview their partners about their best friends.

2 read quickly

- Focus students on the two questions before they read the text. Give them a time limit for this first reading (*two minutes should be enough*) to encourage them to read quickly at this stage. Tell them they will have more time to read it again in a few minutes.
- Ask students to compare their ideas in pairs before doing feedback with the whole class. Encourage students to use the picture as well as the text to answer the questions.

guidance notes

This exercise encourages students to read quickly for gist. Particularly at this level, students may be reluctant to do this at first, and may try to understand every word and use the glossary. Explain that they will have time to do this, but that it is important to learn to read texts quickly for a general understanding before re-reading for more details later. At elementary, this is a hard concept to get across to students, but it is very useful learner training.

answer key

1 they're at the same school, 2 about 16 years old

3 use topic vocabulary

- Make sure students understand the meaning of *positive* and *negative*. In this context you could explain them as *good* and *bad*. Put students in pairs and tell them to read the text and to try to guess from the context whether the words and phrases are being used in a positive or negative way. Then write *very*, *really*, and *too* on the board and explain the difference by writing the words *small*, *very small*, and *too small* on the board for them to see. Tell pairs to explain to each other what the adjectives mean and / or to look them up in their dictionaries. Check the vocabulary as a class.

guidance notes

This exercise gives students practice in guessing meaning (or at least connotation) from context, and in using dictionaries to check meaning. They need to understand these adjectives and the modifiers in order to fully understand the text, and to do the next exercise.

answer key

annoying N, very relaxed P, very funny P, very happy P, noisy N, too relaxed N, really lovely P, too happy N

4 understand the main points

- Read through the questions in **exercise 4** with the class and make sure they understand that **question 3** is negative. Draw students' attention to the **glossary** and explain that they can use this to help them with new vocabulary when they are reading.
- Focus students on **question 1** and ask them which part of Zara's interview answers the question. This is the example and will demonstrate how to do the matching exercise. Let students carry on in pairs, then check as a class and answer any questions about the text that students may have.

guidance notes

The pattern of the two interviews is the same so the answers are in the same order in both parts. You can point this out to students if you think they will need help with the exercise.

answer key

order of both texts: 2, 4, 3, 1

5 talk about the topic

- This gives students an opportunity to relate the ideas in the text to themselves and to talk about their own best friends. If some students say they do not have a best friend, you can tell them to talk about a good friend, their boyfriend / girlfriend, or husband / wife, if they wish. Remind them of the notes they made in **exercise 1** and encourage them to use some adjectives to describe their friend.
- In feedback, you could ask one or two confident students to talk about their partner's best friend; for instance, to say one positive and one negative thing that their partner told them.

ideas plus

Ask students to write a short article about their best friend, or their partner's best friend if they prefer. They can use the text here as a model. Tell students to bring in a photo and attach it to their text. Students' articles can then be displayed on the classroom walls.

three writing

1 think about you

Complete the chart for you.

likes and dislikes	sport	food	leisure
things you like			
things you don't like			
things Melek likes			
things Melek doesn't like			

2 read an e-mail

a Read Melek's e-mail. Answer the questions.

- 1 Where is she from?
- 2 Where does she live now?

b Complete the chart in exercise 1 for Melek.

Dear Jane

My name is Melek. I'm from Istanbul, in Turkey, but at the moment I live in Edinburgh. I'm a student and a housewife. I'm married and I've got two children.

I really like travelling, but I hate sightseeing! In my free time, I like listening to pop music, dancing, and swimming. I also like writing letters and I love reading them! I love all Turkish food. I also like steak, pasta, and chocolate, but I don't like chips.

What do you like doing in your free time? Please write to me.

Best wishes

Melek



spell check

- a Find these verbs in the e-mail. Cover the text and write the *-ing* forms.
write swim read dance sightsee listen do travel
- b Put the words into three groups. What are the spelling rules for each group?

3 understand *and* and *but*

- a Read the e-mail again. **Circle** all the examples of *and* and *but*.
- b Write *and* or *but* to complete the rules.
- 1 We use ____ to connect two similar ideas.
 - 2 We use ____ for a contrast.
- c Rewrite these sentences. Use *and* or *but*.
- 1 I'm from Scotland. I live in Hong Kong.
 - 2 I'm a teacher. I work in a school.
 - 3 I'm 45 years old. I've got three children.
 - 4 I love basketball. I hate tennis.
 - 5 I like listening to music. I love reading.

4 use commas

Commas help to separate information.

- a Add commas to these sentences.
- 1 In my free time I like listening to pop music dancing and swimming.
 - 2 I like steak pasta and chocolate but I don't like chips.
- b Check your ideas in the e-mail.

5 write about you

Complete these sentences with information about yourself. Use the chart in exercise 1.

- 1 I like _____, _____,
and _____.
- 2 I like _____ and _____,
but I don't like _____.
- 3 I love _____, but I hate
_____.

Writing task

- a Write an e-mail to a classmate. Tell them about your likes and dislikes.
- b Read an e-mail. Say something new about that person, e.g. *Yuksel likes dancing*.

aim to give written information about yourself
writing task an e-mail to a friend about likes and dislikes

time 50–60 mins

1 think about you

- Focus students on the headings in the chart and ask them to give you some examples of sports, types of food, and leisure activities.
- Tell them to complete the chart for themselves, then to compare ideas. Encourage students to write more than one thing in each column. This will be useful later.

guidance notes

This element of personalization will help to raise interest in the topic and the next exercise. It also generates the necessary ideas for the writing task.

2 read an e-mail

- Tell students to read and check their answers to the questions with a partner.
- Then tell them to complete the chart for Melek alone, before comparing their answers with a partner. In feedback, ask whether anyone likes the same things as Melek.

guidance notes

The model e-mail is based on a real e-mail written by an ESOL student studying in London.

answer key

- a** 1 Istanbul, 2 Edinburgh
b things Melek likes: **sport** dancing, swimming; **food** all Turkish food, steak, pasta, chocolate; **leisure** travelling, listening to pop music, writing letters and reading letters
 things Melek doesn't like: **food** chips; **leisure** sightseeing

spell check

- Tell students to do **exercise a** alone before comparing ideas with a partner. Again, tell them to check their answers in the e-mail, and to correct any mistakes. They can add any new words to their vocabulary diaries on p.63.
- For **exercise b**, see if students can work out the three groups in pairs. In feedback, put the three groups on the board and go through the spelling rules as a class.

answer key

- b** 1 write, dance (-e + *ing*); 2 swim, travel (double final letter + *ing*); 3 read, sightsee, listen, do (+ *ing*)

ideas plus

Encourage students to keep a record of new vocabulary from the lessons at the end of this book, but also to keep a vocabulary notebook where they can record vocabulary in different sections, e.g. *under different topics*. You can use both records as warmers or fillers in subsequent classes, e.g. ask students to test each other on the spelling of new words.

3 understand *and* and *but*

- For **exercise 3b**, tell students to cover the e-mail in their books. Write the two rules on the board, but leave a gap for *and* and *but*. Ask the class to complete the rules then tell them to look at the e-mail. Do a few gap fills from Melek's e-mail on the board.
- Let students do **exercise 3c** in pairs before checking as a class.

guidance notes

It is worth taking the time to make sure students understand the distinction between these two conjunctions because they are very high frequency and will help students understand how to join different ideas together into longer sentences.

answer key

- b** 1 and, 2 but
c 1 but, 2 and, 3 and, 4 but, 5 and

4 use commas

- Unless your students need a lot of support, tell them to re-read the e-mail, then cover it up before doing **exercise 4a**. They can do this with a partner, then check their own answers in the e-mail. In feedback, don't go through the exercise again, but just check that everyone understands why commas are used here.

guidance notes

Asking students to check their own work will train them to become more independent as learners. If you feel your students need more practice, you can write two or three new sentences on the board for students in which commas are used for listing things.

5 write about you

- Remind students to use the information about themselves that they put in the chart in **exercise 1** to complete the sentences here. Ask how many things they like in sentences 1–3 in order to focus them on the conjunctions and punctuation.
- For the **writing task**, encourage students to write to a classmate they don't know very well so that their e-mail is more authentic. In feedback for **exercise b**, ask several students to tell the class something they learnt about the writer from their e-mail.

guidance notes

Exercise 5 gives students some guided writing practice, which should provide helpful support and reinforcement before students do the writing task.

1 think about the topic

a Read part of a story below. What type of story is it?

- a true story
- a love story
- a science-fiction story

I am a perfect **machine**. I use electric energy directly. I'm made of strong metal. I never sleep and I can work when it's hot or cold.

b What type of stories do you like / not like reading? Why?

2 read quickly

Now read the text from the short story, *I, Robot* by Isaac Asimov.

- a Look at the picture. What is the robot's name? What is the man's name?
- b Look at the text. What does this punctuation show you? '.....'

3 understand the main points

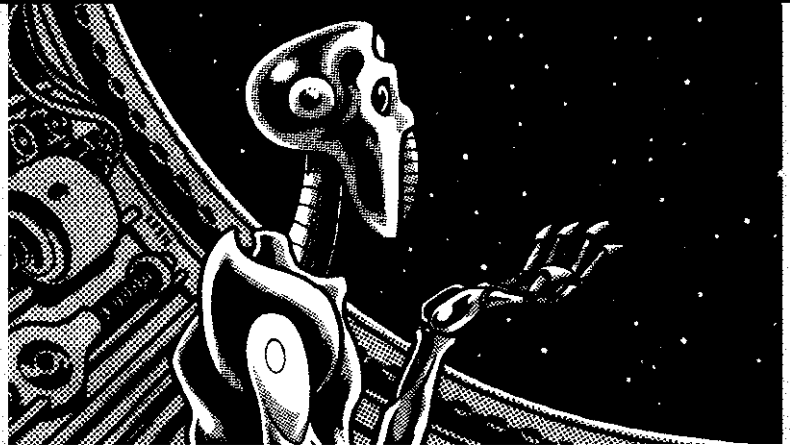
a **Circle** the correct word(s) in *italics*.

- 1 Cutie *is / isn't* a human being.
- 2 Cutie *is / isn't* very strong.
- 3 Cutie *eats / doesn't eat* food.
- 4 Cutie *sleeps / doesn't sleep* at night.
- 5 Cutie *works / doesn't work* when it's very hot or cold.

b Who is the robot's creator?

4 use the text

- a Work in pairs. Student A is Cutie, Student B is Donovan. Practise your lines.
- b Act out the dialogue.



'I don't believe that you two **humans** are my **creators**.'

'Why not Cutie?'

Cutie laughs. It isn't a human laugh.

'Look at you! You are soft and weak. You need food to give you energy. Every day you need to sleep and when you sleep you can do nothing. When it's very cold or very hot, you can't work. You have a short life. But I am a perfect **machine**. I use electric energy directly. I'm made of strong metal. I never sleep. And I can work when it's hot or cold. It's not possible that you are my creators.'

Donovan jumps up. 'All right, you piece of metal, who is your creator?'

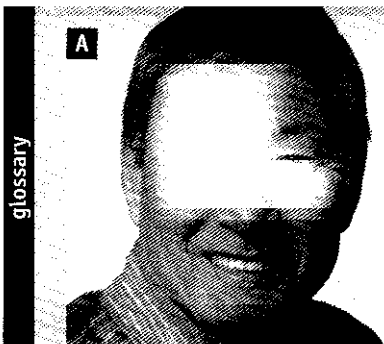
'Very good, Donovan.' Cutie says seriously. 'That is the next question. But there is only one possibility.'

Donovan and Powell look **confused**.

'What is the centre of the **solar station**?'

Donovan looks at Powell, surprised. 'Maybe this metal **fool** thinks a machine is his creator.'

'Yes, the Energy Converter is my master,' says Cutie, coldly.



A

human /'hju:mən/ (noun and adjective) See picture A.

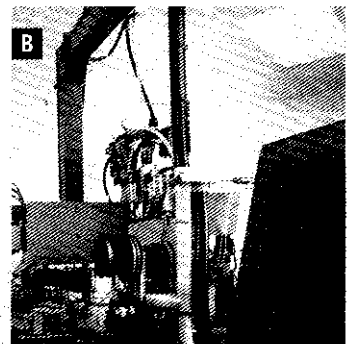
creator /kri'eɪtə(r)/ (noun) a person who makes something new

machine /mə'ʃi:m/ (noun) See picture B.

confused /kən'fju:zd/ (adjective) not able to think clearly

solar station /'səʊlə 'steɪʃn/ (noun) a place that uses power from the sun for energy

fool /fu:l/ (noun) a silly person



B

text theme a science-fiction story

time 40–50 mins

1 think about the topic

- Tell students to read the short extract first and draw attention to the glossary by asking what a machine is. *Science-fiction story* will probably be new to students but they should be able to answer the question from a process of elimination and the text itself will explain the word.
- For **exercise 1b**, depending on your class, you could brainstorm some popular types of stories, e.g. *adventure stories, crime stories* and write them on the board. Ask students to talk in pairs or small groups, then ask a few students what they and their partners like and don't like reading.

guidance notes

This will help to raise interest in the topic of stories and give students a way into the full extract. It will also give you some information about your students and whether they like reading and if so, what kind of books they read (see **ideas plus**).

2 read quickly

- Focus students on **exercise 2a** and tell them to read the extract quickly in order to find the answers. Two minutes should be long enough.
- Look at **exercise 2b** together and ask the class if anyone knows what the punctuation marks are for. Write *speech marks* on the board.

guidance notes

The extract raises awareness of the use of dialogue in fiction. Teaching *speech (marks)* at this stage will help students follow the story and will be useful for **exercise 4**, where they act out the dialogue.

answer key

- a the robot is Cutie; the man is Donovan
b somebody is speaking

3 understand the main points

- Focus students on the instructions and sentences in **exercise 3a** and do the first one together. Then tell them to re-read the text to do the rest of the exercise alone, before comparing answers with a partner.
- Let students discuss **exercise 3b** in the same pairs before checking answers as a class.

guidance notes

The answer to **exercise 3b** is not directly stated in the text, but is inferred from the first line and from the two men's reaction to Cutie's words.

answer key

- a 1 isn't, 2 is, 3 doesn't eat, 4 doesn't sleep, 5 works
b Donovan and Powell are the robot's creators.

4 use the text

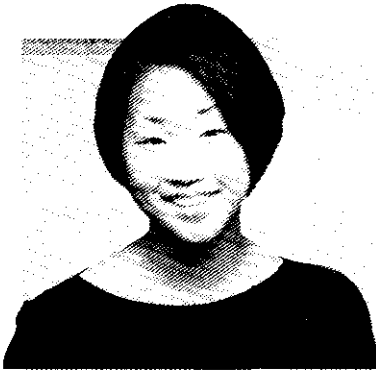
- Explain that students are going to act out the dialogue in the extract. Make sure they understand that they will only say the words inside the speech marks. Focus the class on the non-spoken parts of the extract, e.g. *Cutie laughs. It isn't a human laugh.* Emphasize that they should follow all these directions in the text, by asking students to laugh like Cutie.
- Go through the text together, modelling each line of dialogue for the class and telling them to practise it after you. Focus on intonation, linking, and fluency as you go through each line, but keep it pacy and fun. When you have been through the complete extract, tell the students to practise in pairs.
- Depending on the number of students in your class, you could ask all the pairs to perform the extract for the class. Students should choose the best performance. If your class is too big, you could choose one or two confident pairs to perform it.

guidance notes

This integrated skills activity should help students to really interact with the text and to gain a detailed understanding of it. The short story is available on video and DVD, so if you can get hold of a copy of this, play the extract to students and let them get a flavour of the tone and rhythm of the dialogue. The extract is heavily adapted, though, so you will still have to model the dialogue yourself.

ideas plus

Use the lesson to introduce students to graded readers. If possible, take in a selection of readers at stage 1 (elementary) and give the class an opportunity to look through them, and choose something that appeals to them to read at home. You can give students several weeks to read their book before bringing it back and exchanging books with each other. This will give students valuable practice in extensive reading.



My name's Chi. I'm twenty-eight years old and I'm a lawyer. I'm married but I haven't got any children. I love the weekends. On Saturdays, I get up at nine o'clock. I have a shower and brush my teeth. Then I have breakfast with my husband. I have bread and coffee for breakfast. After breakfast, I often go shopping. Later, I usually go to the gym. I like doing exercise. In the evening, I often go out with friends or watch a DVD. I usually go to bed after midnight on Saturday night.



1 think about the topic

- a Read the article about one of the people in the pictures. Who do you think the article is about?
- b Complete the chart with information about Chi.

Chi	
gets up at...	9.00 a.m.
before breakfast...	has a ¹ _____ and brushes ² _____
for breakfast	³ _____ and coffee
after breakfast	goes shopping
later...	⁴ _____
in the evening	⁵ _____ or watches a DVD

2 write about daily routines

Complete the text below about Chi. Use the information in exercise 1. Use two or three words in each gap.

Chi is twenty-eight years old and she's a lawyer. She's married but she hasn't got (1) _____. She loves the weekends. On Saturdays she (2) _____ at (3) _____. She (4) _____ and brushes her teeth. Then she has breakfast with her husband. She (5) _____ and coffee for breakfast. After breakfast, she often (6) _____. Later she usually (7) _____ the gym. She likes doing exercise. In the evening, she often (8) _____ with friends or (9) _____. She usually (10) _____ after midnight on Saturday night.

spell check

- a How do you spell these verbs for *she/he/it*?
I get I love I have I brush I go I like I watch
- b Which verbs are regular/irregular in the present? Put the regular verbs into two groups: -es and -s.

3 order sentences

- a Look at the sentence grid below. Make sentences with the words in 1–5.
 - b Write the sentences. Use capital letters and full stops.
- 1 seven / up / Saturdays / Mike / on / gets / at / o'clock
 - 2 running / morning / always / goes / he / the / in
 - 3 breakfast / family / then / has / with / he / his
 - 4 work / he / after / to / breakfast / goes
 - 5 finishes / on / one / he / work / Saturdays / o'clock / at / usually

time marker (or at the end)	After breakfast
subject	she
adverb of frequency	often
main verb (not be)	goes shopping
object	—

4 order ideas

- a Underline these sentence beginnings in the article. Put them in the correct order.
 - After breakfast, ...
 - Then ...
 - On Saturdays, ...
 - Later ...
 - In the evening, ...
- b Talk about what you do on Saturdays with a partner. Use the sentence beginnings.

5 use your ideas

Work in pairs. Use the chart in exercise 1 to make notes about another person.

Writing task

- a Write an article about your person for display on the classroom walls.
- b Read other people's articles. Guess who they are about.

aim to improve organization of sentences and ideas
writing task an article about daily routines

time 50–60 mins

1 think about the topic

- Focus students on the pictures, then tell them to read the article about one of the people.
- For **exercise 1b**, focus students on the use of the third person by writing *I / she gets up at ...* on the board. Elicit the correct pronoun, then draw attention to the headings in the chart and ask if they complete it for *I* or *she*. Let them do the exercise in pairs, then check it as a class.

answer key

- b** 1 shower, 2 her teeth, 3 has bread, 4 goes to the gym, 5 goes out with friends

2 write about daily routines

- If students do this alone, it will show you if anyone is having problems with understanding or writing; this is an information-transfer exercise, so if students have understood both parts of **exercise 1**, there should not be any significant problems.

answer key

- 1 any children, 2 gets up, 3 nine o'clock, 4 has a shower, 5 has bread, 6 goes shopping, 7 goes to, 8 goes out, 9 watches a DVD, 10 goes to bed

spell check

- Use the following procedure for **exercise a**: **find** the verbs in the chart, **cover** the text, **spell** the words with a partner, **write** the words without looking at the text, **check** the words in the text.
- For **exercise b**, write the two regular endings on the board and ask the class for an example of each spelling pattern. Let students continue in pairs, before checking as a class using the board. Encourage students to copy the verbs into their notebooks.

guidance notes

Find, cover, spell, write, check is a very useful procedure for learning spellings. Categorizing words according to their spelling (e.g. -es, -s verb endings) also helps to raise students' awareness of regular spelling patterns.

answer key

- a & b** irregular: he / she has;
 regular: -es: he / she brushes, goes, watches; -s: he / she gets, loves, likes

3 order sentences

- On the board, write three sentences about Chi, beginning *Later, In the evening, I usually go*. Then copy the grid and complete it together with the five sentences. Point out that the general time marker can go at the beginning or the end of the sentence. Also draw attention to the time in sentence 1 (*at seven o'clock*) and explain that the time usually comes after the main verb. Tell students not to write the sentences into the grid at the moment. They can do the exercise orally with a partner.
- For **exercise 3b**, ask students to write out the complete sentences using capital letters and full stops. They can work in pairs or alone before comparing with a partner.

answer key

- 1 On Saturdays, Mike gets up at seven o'clock. / Mike gets up at seven o'clock on Saturdays.
- 2 He always goes running in the morning. / In the morning, he always goes running.
- 3 Then he has breakfast with his family.
- 4 He goes to work after breakfast. / After breakfast, he goes to work.
- 5 On Saturdays, he usually finishes work at one o'clock. / He usually finishes work at one o'clock on Saturdays.

4 order ideas

- For **exercise 4a**, tell students to find the time markers in the text and order them according to the text. Explain that the order depends on the context.
- Start **exercise 4b** by telling the class about your own Saturdays using the prompts. Monitor while students are talking, and focus on word order in feedback. This will help raise awareness of accuracy when they are doing the writing task.

guidance notes

Students will probably be familiar with these time markers but they may not have seen them used together in context. This exercise will raise awareness of their use as words and phrases that can be used to sequence a chronological text. It is possible (but not necessary) to put commas after *then* and *later*.

answer key

- a** 1 On Saturdays, 2 Then, 3 After breakfast, 4 Later, 5 In the evening

5 use your ideas

- Tell students to write about somebody they know.
- Remind students to use **exercise 2** as a model for the **writing task**. If students write about their partner, tell them not to write their name, so that the class can guess who the text is about.

five reading

1 think about the topic

a Match the types of sauce (1–3) to the types of food (a–c).



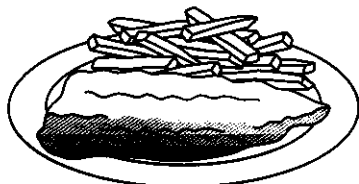
1



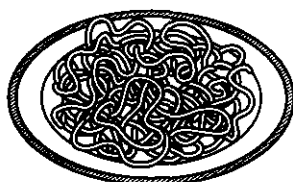
2



3



c



a



b

b Work in groups. Discuss what types of sauce (1–3) people eat with these types of food.

rice pasta eggs stir fries bacon chips seafood

2 find information

Read the three texts and check your ideas. Find other food you can eat with these sauces.

3 guess the meaning

Match these words (1–6) with definitions (a–f).

- | | |
|---------------------------------------|---|
| 1 ingredients /in 'gri:diənts/ (noun) | a perfect |
| 2 ideal /ai 'di:əl/ (adjective) | b make food hotter by cooking |
| 3 add /æd/ (verb) | c give food to somebody |
| 4 taste /teɪst/ (noun) | d put in something extra, e.g. salt |
| 5 warm /wɔ:m/ (verb) | e a particular flavour, e.g. sweet |
| 6 serve (with) /sɜ:v/ (verb) | f the different types of food in a dish |

4 use words that go together

Complete these sentences with one word from the texts.

- Ketchup is ideal with fish and _____.
- Soy sauce is the perfect ingredient for stir _____.
- Try soy sauce with roast _____.
- Pesto is great with potatoes, chicken, and sea _____.
- Add parmesan _____.
- Serve with a glass of red _____.
- Enjoy your _____.

5 talk about the topic

Talk in a group.

- Which of the sauces do you use / not use?
- Do you use a different sauce? What is it?

TOMATO KETCHUP

We are very **proud** of our tomato ketchup. It has the best ingredients and a **delicious** tomato taste.

It is ideal with fish and chips, or eggs and bacon. If you are not happy with this ketchup, write to us and we will give you your money back.

INGREDIENTS

tomatoes, vinegar, sugar, salt, spices, celery, garlic

STORAGE

Keep your ketchup in the fridge.

Pesto

Famous with pasta.

Also great with potatoes, chicken, and seafood.

We think 100 grams of pasta with every 3 spoons (30g) of pesto is perfect. **Stir** this delicious pesto into your favourite pasta and warm in a pan for a few seconds. Add parmesan cheese and serve with a glass of red wine. Enjoy your meal.

After you open the pesto, keep it in the fridge for a couple of weeks. We use nuts in this recipe.

Soy Sauce

A little soy sauce adds a delicious oriental taste to all your favourite dishes. Soy sauce is perfect for oriental dishes, especially:

- chicken stir fries •
- beef stir fries •
- rice •

For a different taste, try soy sauce with roast chicken or pasta.

Best before: July 2007

glossary

proud /praʊd/ (adjective) (of something/somebody) feel pleased with something we do or make

delicious /drɪ'lɪʃəs/ (adjective) very good to eat

fridge /frɪdʒ/ (noun) a place to keep food cold

stir fries /stɜ: fraɪz/ (noun) a dish (often Asian) with meat or vegetables that you cook quickly with a little oil

stir /stɜ:(r)/ (verb) to move something round and round using a spoon

go to self-assessment p.60 vocabulary diary p.62

text theme sauces

time 30–40 mins

1 think about the topic

- Put students in pairs and focus them on the pictures of the three sauces and the three dishes and tell them to decide which type of sauce goes with which food. Explain that it doesn't matter if they don't know the sauces; they can guess.
- Follow this up by finding out which of the sauces they know, but keep this factual as they will talk about themselves, and give opinions, after the reading.
- Tell students to discuss the list of food in **exercise 1b** and make sure they understand all the words. If they don't know which sauce goes with which food, they should guess. In feedback, it is important not to correct students' ideas, as they will check their answers in the next exercise.

guidance notes

This exercise asks students to use any background knowledge they might have on the topic and it guides them to predict the content of the reading texts. This will put the texts in context (they are food labels) and relate them to the students' own experience.

answer key

- a A standard answer would be 1c, 2b, 3a. However, students may choose to answer this differently.
- b accept all answers at this stage

2 find information

- Tell students to work alone initially, to read the texts and check their ideas in **exercise 1b**. Explain that the labels suggest using the sauces for some types of food which are not in the list, and that they should add these words to the list. Tell them to read carefully because there are also food words in the texts which are not types of food people eat sauce with, e.g. ingredients. When they are ready, tell students to compare their answers with a partner.
- The words which students have to add to the list can cause spelling problems, e.g. *roast chicken*, *potatoes*, and *fish*. Encourage students to copy any new words accurately into the vocabulary diary.

answer key

tomato ketchup: eggs, bacon, chips, fish
 pesto: pasta, seafood, potatoes, chicken
 soy sauce: rice, pasta, stir fries, (roast) chicken

3 guess the meaning

- Put students into pairs and explain that they should find the words in the texts in order to help them with the meaning. Point out that this is the sort of vocabulary that is often used in recipes.
- In feedback, check pronunciation using the phonemic script and draw students' attention to the parts of speech. This is a good opportunity to check understanding of the parts of speech in a simple way and to show students how this can help them guess meaning.

guidance notes

To help with the parts of speech you could write a sentence on the board, e.g. *I cook a great spaghetti bolognese*. Elicit the parts of speech in the sentence, focusing on the verb (*cook*, for the action), the adjective (*great*, for describing), and the noun (*spaghetti bolognese*, the 'thing'). Ask students to look up a word, e.g. *sauce*, and tell you the pronunciation, part of speech, and definition.

answer key

1f, 2a, 3d, 4e, 5b, 6c

4 use words that go together

- Tell stronger students to cover the texts and try to do **exercise 4** from memory. Let them discuss their ideas with a partner, before checking in the texts.
- In feedback, point out that *seafood* is one word.

guidance notes

This exercise draws attention to the use of language in this kind of text, e.g. *it's ideal with ...*, *the perfect ingredient for ...*, *try ... with ...*, as well as common food collocations like *fish and chips*.

answer key

1 chips, 2 fries, 3 chicken, 4 food, 5 cheese, 6 wine, 7 meal

5 talk about the topic

- Put students into small groups to talk about their own experience. Encourage them to explain what types of food they eat different kinds of sauces with. In feedback, find out what students learned about different sauces and if there are any they would like to try.

ideas plus

Ask students to write a label like the ones here, for a sauce that is used in their country. If you have students from different countries, ask them to make a display of their labels for the classroom walls.

five writing

1 think about the topic

- a Think about your favourite café or restaurant.
- 1 What's its name?
 - 2 Where is it?
 - 3 What kind of food can you eat there?
 - 4 What's your favourite dish?
 - 5 Why do you like the restaurant?
- b Ask and answer the questions with a partner or group.



2 read a review

Read this student's review of a restaurant. Answer the questions in exercise 1 about the restaurant.

My favourite restaurant

My favourite restaurant is Deep Pan Pizza on Oxford Street in London.

¹It does Italian food, mainly pizza and pasta. My favourite dish is apple pie. I like ²it hot with cream. ³It's a new dish for me and ⁴it's delicious.

I always enjoy eating there because ⁵it's comfortable and very friendly. ⁶It's expensive but the food is good quality and nice.

spell check

- a Look at these words from the review in exercise 2. Say the words.

favourite /'feɪvɪt/ Italian /ɪ'tæljən/ pizza /'pi:tzə/
 pasta /'pæstə/ apple /'æpl/ always /'ɔ:lweɪz/

- b Match the words to the correct sound for a. (There may be two a sounds in one word. See the example.)

1 /æ/ (ham)	2 /eɪ/ (day)	3 /ɔ:/ (all)	4 /ə/ (spaghetti)
	pasta		pasta

3 understand adjectives

- a Underline all the adjectives in the review (see the example).
- b Copy the adjectives into the correct column below.

positive (+)	not positive or negative (+/-)	negative (-)
<u>favourite</u>		

4 understand it

Look at the word *it* (1–6) in the review in exercise 2. Say what *it* means (a or b).

- a the restaurant b apple pie

5 use because

- a Circle *because* in the review in exercise 2 and below.
- b Complete this sentence. Use four different endings from the text below.

I like eating in the Silver Dragon because ...

My favourite restaurant is the Silver Dragon in Newcastle. It's a Chinese restaurant and I love Chinese food. The food is excellent but it's not expensive. I like going there because it's very friendly and it has a good atmosphere.

Writing task

- a Write a review of your favourite café or restaurant for your class magazine. Use some adjectives from this lesson.
- b Read other people's reviews. Which restaurant would you like to eat in?

aim to develop a range of language for writing a review
writing task a review of a restaurant for the class magazine

time 50–60 mins

1 think about the topic

- Give students a few minutes to think about somewhere they like and to make notes. Then tell them to talk in pairs or small groups. Ask a few students to tell you about their favourite café or restaurant.

guidance notes

This stage is to raise interest in the topic and to generate ideas for the writing task later. Don't worry too much about accuracy; let them express their ideas freely to each other.

ideas plus

You could take in some pictures of different types of cafés and restaurants in order to introduce the topic. If you don't have access to any pictures, you could refer students to p.43 in the student's book.

2 read a review

- Write *film review / book review / restaurant review* on the board and check students understand what a review is (it gives you positive or negative information about something so you can decide, for example, if you want to see a film, read a book, go to a restaurant, etc.).
- Keep students in the same pairs or small groups to answer the questions in **exercise 1a** about the restaurant in the review.

answer key

1 Deep Pan Pizza, 2 Oxford Street in London, 3 pizza and pasta, 4 apple pie, 5 It's comfortable and very friendly, and the food is good quality and nice.

3 understand adjectives

- For **exercise 3a**, check as a class that students have underlined all the adjectives before they move on to the next stage.
- For **exercise 3b**, keep students in small groups so they can help each other with any new words, but also let each group have a dictionary, if possible, to look up and check the meaning of the adjectives.

answer key

+ delicious, comfortable, very friendly, good quality, nice
 +/- hot, new; - expensive

4 understand it

- Draw students' attention to the six uses of *it* in the review (see the number next to each *it*). Look at the first one together and ask the class what it means. If you have access to an overhead projector, you can circle *it* in the review and use an arrow to show how it refers back to *Deep Pan Pizza* in the previous sentence. Let students carry on in pairs before checking answers.

guidance notes

This exercise should help students identify and understand the use of one of the most high-frequency reference words, which will be useful for avoiding repetition when they come to write their own reviews in the writing task.

answer key

1, 5, 6 the restaurant; 2, 3, 4 apple pie

spell check

- Give students a few minutes to say the words out loud to a partner and to think about the correct pronunciation. Encourage them to look at the phonemic script, by focusing on it as you model the words.
- Focus students on the example words for each sound symbol, and use the example (*pasta*) to show how they can find each isolated symbol in **exercise b** in the words in **exercise a**, e.g. /æ/ can be found in /'pæstə/, /i'tæliən/, and /'æpl/.

guidance notes

Students may be surprised at the number of ways *a* can be pronounced, but encourage them to see patterns, particularly in the use of the schwa /ə/ for the weak syllables in *pizza*, *pasta*, and *Italian*.

answer key

/æ/ Italian, pasta, apple; /ei/ favourite, always;
 /ə:/ always; /ə/ Italian, pizza, pasta

5 use because

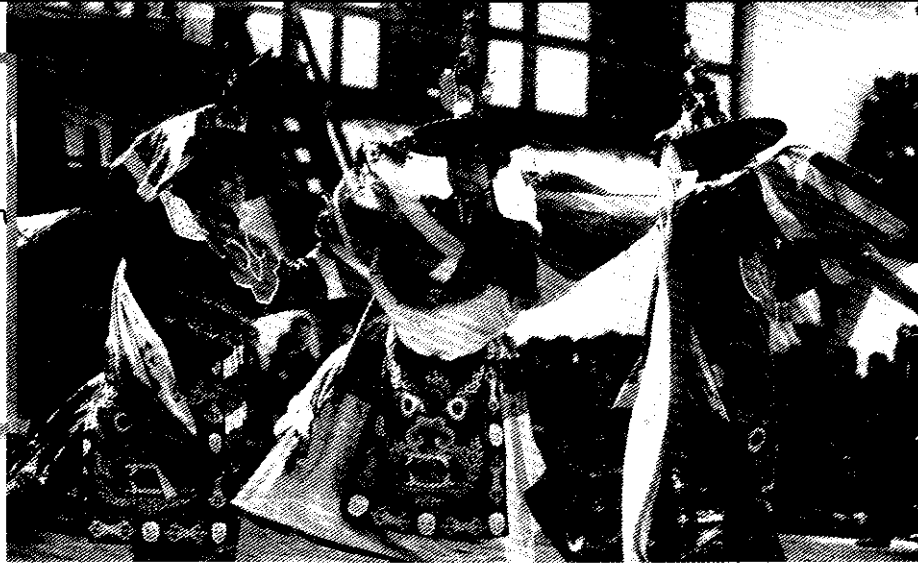
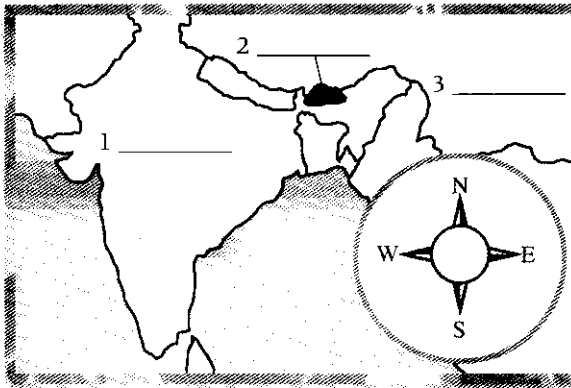
- Focus students on *because* in the two reviews and make sure they understand its use (giving a reason). Point out that it is not enough in a review to say you like a restaurant; you should also say why you like it.
- Explain that in **exercise 5b**, they have to give four reasons why the writer likes eating in the Silver Dragon Restaurant.
- For the **writing task**, tell students to use their ideas from **exercise 1** to plan their texts. Remind them to use appropriate adjectives from the lesson (or their own ideas) and to use *because* to give reasons for their recommendations.

answer key

... I love Chinese food, ... the food is excellent, ... it's not expensive, ... it's very friendly, ... it has a good atmosphere.

ideas plus

If students are not studying in their own countries, encourage them to recommend local restaurants so that the reviews serve a more realistic purpose (i.e. students can find out about places nearby and visit them if they wish).



1 think about the topic

- a Work in groups. Look at the map of South Asia. Add labels for *India*, *Bhutan*, and *China*.
- b Quickly read the text from a travel book. Check your ideas.

2 find information

- a Complete these sentences. Use information from the text.
 - 1 There are no ...
 - 2 There is one ...
 - 3 There are two ...
 - 4 There are three ...
 - 5 There are a lot of ...
- b Tick ✓ the correct sentence.
 - Bhutan has a lot of facilities for travel and transport.
 - Bhutan doesn't have many facilities for travel and transport.
- c Circle *only* in paragraph 3. How many times is it repeated? What does it mean?

3 guess the meaning

Do the glossary task.

4 talk about the topic

Would you like to go to Bhutan? Why? / Why not?

The roof of the world

- 1 If you feel **adventurous**, then why not travel to Bhutan? This small mountain **kingdom** is high up in the Himalayas, between China in the north, and India in the south.
- 2 Bhutan is probably the only place in the world where happiness is more important than money. The main religion is **Buddhism**. There are three main languages. However, a lot of people speak English in the towns, and English is the **official** language for business.
- 3 Tourists must plan their trips before they go, and they have to pay money to the government every day they are in the country. There is one airport and only two planes for international travellers. Remember to take your walking boots as there are only two ways to get around: by car and on foot. There is only one road which goes from west to east of the country and there are no trains or buses. And if you want to go shopping, take travellers' cheques or cash: you cannot use credit cards in many places.
- 4 There are a lot of **Buddhist** festivals during the year, but the two most important festivals are in spring and autumn. You can join the crowds and enjoy the **traditional** dances and colourful **costumes**. Everyone wears their best clothes, and the celebrations continue for three to five days.

glossary task

Match the words (1-5) to the definitions (a-e). Use the text to help you.

- 1 **adventurous** /əd'ventʃərəs/ (adjective)
- 2 **kingdom** /'kɪŋdəm/ (noun)
- 3 **official** /ə'fɪʃl/ (adjective)
- 4 **traditional** /trə'dɪʃənl/ (adjective)
- 5 **costumes** /'kɒstju:mz/ (noun)

- a when the government accepts something
- b something with a long history
- c special clothes, e.g. for a celebration
- d a country with a king or queen
- e wanting to have new and exciting experiences

text theme life in Bhutan

time 40–50 mins

1 think about the topic

- Depending on who and where you are teaching, the country of Bhutan may be unknown to your students but most students should be familiar with India and China. Before starting you could ask them which group of mountains Mount Everest is in. This lead-in should help them to put the text in context.
- Before reading, find out if anyone knows Bhutan and if they can tell you one or two facts about the country. Tell them to check their ideas in the text.

answer key

1 India, 2 Bhutan, 3 China

2 find information

- Focus students on the sentence prompts in **exercise 2a** and let them know that there may be more than one possibility for each prompt. Students could either work in pairs, or you could ask them to work alone to find the information in the text before comparing their answers. Students may add *a lot of people speak English* to the final sentence prompt. Point out that this is incorrect, but accept the different sentence: *A lot of people speak English in the towns.*
- **Exercises 2b** and **2c** focus on the third paragraph of the text. Check understanding of *facilities* and, if necessary, explain that it means things that help you travel around, e.g. *trains, roads*, etc.

guidance notes

There is an underlying cultural assumption in the text that most people come from, and travel to, larger countries with more facilities than the small kingdom of Bhutan. The repetition of the word *only* expresses the writer's viewpoint. Depending on where your students are from (and where you are teaching) your class may respond in different ways to this extract.

answer key

- a**
- 1 There are no trains or buses (in Bhutan).
 - 2 There is one airport / road (which goes from west to east of the country).
 - 3 There are two planes for international travellers. There are two ways to get around: by car and on foot. There are two important festivals, in spring and autumn.
 - 4 There are three main languages.
 - 5 There are a lot of Buddhist festivals (during the year).
- b** Bhutan doesn't have many facilities for travel and transport
- c** 3 times (see guidance notes)

3 guess the meaning

- Draw students' attention to the words in bold in the text, and to the glossary matching task. Explain that they should read the sentences containing the glossary words again before deciding which is the correct definition. It would be a good idea to let students do this alone before comparing answers with a partner.
- In feedback, focus students on the parts of speech and phonemic transcriptions, and check pronunciation of the glossary words.

guidance notes

This exercise gives students some practice in guessing meaning from context, but also familiarizes them with the information found in monolingual dictionary entries. If your students are not yet using monolingual dictionaries for reading, you could pass some round and encourage them to check their answers themselves.

answer key

1e, 2d, 3a, 4b, 5c

4 talk about the topic

- Help students to think of reasons for their answers, by telling them to think of two things about Bhutan that they like the sound of and two that they don't, e.g. *It is a good thing that happiness is important, but it is expensive for tourists to pay money to the government every day.* Make sure you give lots of praise to students who manage to express their own views, and don't discourage them by focusing on their grammar. Put students in small groups and tell them to compare their ideas. In feedback, you could ask for a show of hands to see how many people would like to visit Bhutan. Find out why one or two students would not like to go.

ideas plus

You could extend this topic into a mini project by asking students to think about their own countries in relation to tourists. Give them a skeleton based on the text to help them plan their ideas. For example:

- paragraph 1 – Where is your country?
- paragraph 2 – What are its religion/s and language/s?
- paragraph 3 – What facilities does it have for travel and transport?
- paragraph 4 – What are the most important festivals in the year?

If your students are studying in their own country, they can work in groups to produce information for tourists, using the extract as a model. If you have students from different countries they could each produce a short text, or, if you have very confident students, you could help them to prepare and give a mini presentation about their country to a group.

six writing

1 think about the topic

Work in pairs. Ask and answer the questions about a day (or night) out.

- 1 Where did you go?
- 2 When was it?
- 3 What did you do?
- 4 Was it good or bad? Why?

2 read a narrative

Read Lucia's letter and answer the questions in exercise 1.

e.g. *She went clubbing with her friends.*

Dear Tomoko

How are you? I'm fine. Sydney is beautiful but quite cold at the moment because it's winter here.

Last weekend I went clubbing here for the first time and it was great! I met my classmates in a bar and we walked to the nightclub. First I talked to my friends, then we danced for a long time. The music was fantastic! We stayed there until three o'clock in the morning. We wanted to get a taxi home because we were very tired, but there weren't any taxis, so we walked home. I went to bed at five o'clock. It was Sunday the next day so I slept for a long time. When I got up I studied English because I have an exam next week.

Please write soon.

Love Lucia x

3 understand because and so

- a Underline *because* and *so* in the letter. Which word gives
- 1 a reason? 2 a result?
- b Cover the letter. Complete sentences 1–5 with *because* or *so*.
- 1 It's quite cold at the moment _____ it's winter here.
 - 2 There weren't any taxis _____ we walked home.
 - 3 It was Sunday the next day _____ I slept for a long time.
 - 4 We wanted to get a taxi home _____ we were very tired.
 - 5 When I got up I studied English _____ I have an exam next week.

spell check

- a How do you spell the past simple of these verbs from the letter?
walk sleep dance meet stay want study go
- b Which verbs in a are irregular? What are the three endings for regular verbs?



4 use punctuation

- a There are 20 punctuation mistakes in the e-mail below. Add capital letters, full stops, and question marks.
- b Why does the writer use an apostrophe (')?
- 1 to show possession
 - or
 - 2 to show that a letter is not there

dear juan

how are you i'm very well last saturday
i went shopping with my friend davide
we wanted to buy cds it wasn't a good
day because i dropped my glasses
and they broke i spent all my money
on new glasses, so i didn't buy any cds!

Writing task

- a Write an e-mail or letter to an English-speaking friend about a day (or night) out.
- b Read other people's letters. Who had a good day? Who had a bad day?

aim to develop narrative writing

time 40–50 mins

writing task an e-mail or letter with an embedded narrative

1 think about the topic

- The four questions should prompt students to remember details about a recent day or night out. This will raise interest in the topic and generate ideas for the writing task later.

2 read a narrative

- Ask who the letter is to and from. Then look at the questions in **exercise 1** again and ask students to change them into the third person, e.g. *Where did she go?* Tell students to read Lucia's letter quickly and to answer the questions about her in pairs. Check the answers as a class.

guidance notes

Although the questions are simple, students have to understand the complete text to answer them correctly. For instance, the final question tests global understanding, rather than referring to a specific part of the text.

answer key

1 She went clubbing (with her friends). 2 Last weekend / Last Saturday night, 3 She talked to her friends and danced until 3.00 in the morning, 4 It was very good because (it was the first time she'd been clubbing there / she enjoyed going out with her friends / the music was fantastic).

3 understand because and so

- Write *because* and *so* on the board and tell students to underline the two words in the letter. Find the first example together then let students continue in pairs before they discuss the meanings of both words.
- For **exercise 3b**, tell pairs to decide if the part of the sentence which follows the gap is a reason or a result and to complete the sentence accordingly. Then tell students to check their own ideas in the letter.

ideas plus

If your students have coped easily with this, write the first sentence on the board but reverse the two parts, e.g. *It's winter here _____ it's quite cold at the moment.* Ask students whether the second part is now a reason or a result and show them that the sentence needs *so*. Tell students to continue in pairs. This should help to reinforce the meaning and use of these linkers.

answer key

- a 1 because, 2 so
- b as in letter

spell check

- Tell students to work in pairs and encourage stronger students to do **exercise a** without looking at the verbs in the letter first. They can then check their answers.
- Tell students to do **exercise b** in pairs. In feedback, elicit the three regular endings and write them on the board. Then ask students to call out the verbs for each ending, checking pronunciation as you go.

answer key

- a as in letter
- b **irregular verbs:** sleep (slept), meet (met), go (went); **regular endings:** verbs ending in consonants: *-ed*; verbs ending in e: *-d*; verbs with 2 or more syllables ending in y: *-ied*

4 use punctuation

- Write a variety of punctuation marks on the board. Ask students to name them and ask what we call *all* the marks (*punctuation*). Then ask them why we use each mark.
- Give students a time limit of two or three minutes to find as many mistakes as they can, then compare answers. In feedback, call individual students to the board to write up one sentence at a time as other students dictate at natural speed. If the 'scribe' makes a mistake, ask the class to correct the mistake by explaining the punctuation, e.g. *'How' has a capital 'H'*.
- Ask the class the question in **exercise b**, then tell pairs to work out which letter is missing in each example in the e-mail. Make sure students understand that apostrophes are also used to show possession, and elicit some examples of this other use.
- For the **writing task**, refer students back to **exercise 1** and tell them to use the four questions to help plan their writing. Encourage them to write to someone in the class. *This will make the next stage more fun and interesting.* In feedback, find out who had a particularly good or bad day and why.

guidance notes

Exercise 4 recycles the basic punctuation marks that students have already covered but it is worth taking time to make sure they really understand how to use these before moving on to more complex areas, such as the apostrophe. The exercise also gives practice in error correction, which is an exercise type that students often find very challenging. If you check the exercise using student-student dictation onto the board, as suggested, this will give you an opportunity to introduce a very useful activity in a controlled way, while at the same time raising awareness of the connection between punctuation and pronunciation.

answer key

Dear Juan
How are you? I'm very well. Last Saturday I went shopping with my friend Davide. We wanted to buy CDs. It wasn't a good day because I dropped my glasses and they broke. I spent all my money on new glasses, so I didn't buy any CDs!
 (cds appears twice, so counts as two mistakes)

1 think about the topic

- a Work in groups. Match the photos to two of the names.

Donny Osmond
Joss Stone
Kirsten Dunst
River Phoenix
Wolfgang Amadeus Mozart

- b Look at the names in exercise 1a. Who is a singer? Who is / was a film star? Who wrote music?

2 read quickly

- a Read the five biographies and check your ideas.
b Say one thing that is the same for the five people.

3 read closely

Which person

- 1 visited a film star's house?
- 2 received a prize as a child?
- 3 found it difficult being famous?
- 4 shared success with another star?
- 5 lived over two hundred years ago?

4 use words that go together

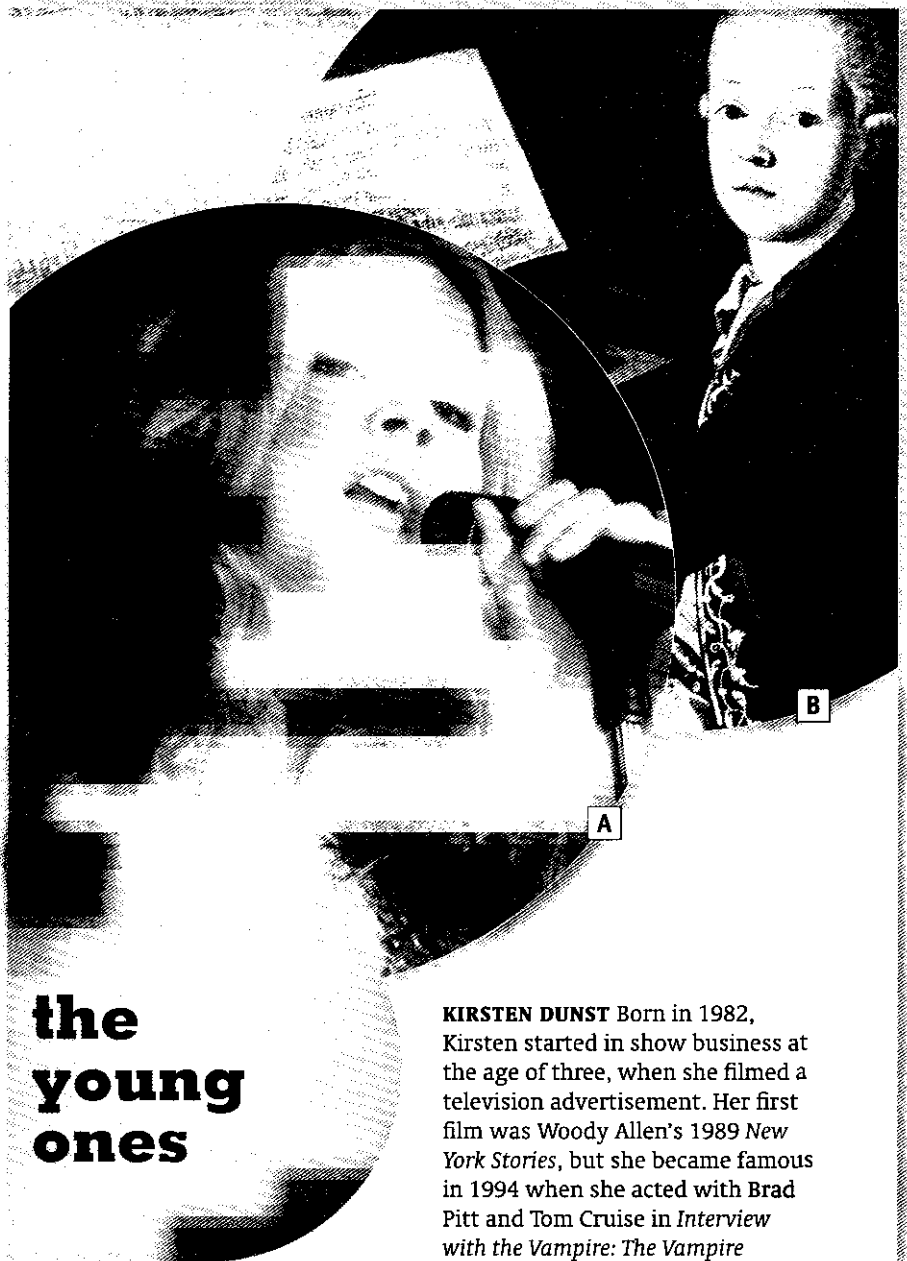
- a Match the verbs and nouns or adjectives from the text.

1 cook	a a song
2 record	b famous
3 win	c dinner
4 become	d a record
5 make	e an award

- b Think of a second word for verbs 1–5.

5 talk about the topic

- a Do you think it is good for children to become famous? Why? / Why not?
b Do you know about a different child star? Tell the class about him or her.



the young ones

KIRSTEN DUNST Born in 1982, Kirsten started in show business at the age of three, when she filmed a television advertisement. Her first film was Woody Allen's 1989 *New York Stories*, but she became famous in 1994 when she acted with Brad Pitt and Tom Cruise in *Interview with the Vampire: The Vampire Chronicles*. She won two awards for her performance.

DONNY OSMOND He became famous at the same time as Michael Jackson, and competed with him during the 1970s for young teenagers' hearts everywhere. The singer is not so young or handsome now, but he still makes records today.

JOSS STONE Tom Cruise cooked her dinner at his family home in Los Angeles; she sang with Elton John at his Oscar-night party; and she recorded a song with Mick Jagger for the film *Alfie*. The blonde soul singer, Joss Stone, did all this when she was still a teenager.

RIVER PHOENIX He was born in a small town in Oregon, USA. He travelled a lot with his family when he was a child. He started acting at the age of ten and became very famous after he acted in the film, *Stand By Me*. River did not find it easy being a film star when he was so young. He died at the age of 23 after he took too many drugs.

WOLFGANG AMADEUS MOZART Born in 1756, Mozart was the original child superstar. He wrote his first piano concerto before he was five years old, and played to the Austrian Empress when he was six. His greatest hits include *The Magic Flute* and *The Marriage of Figaro*.

film star /'fɪlm stɑː/ (noun) a famous actor (or actress)
record (a song) /rɛ'kɔːd/ (verb) to put music on a CD (for example)
awards /ə'wɔːdz/ (noun) prizes
compete /kəm'piːt/ (verb) try to win sth, e.g. a competition
greatest hits /'griːtɪst hɪts/ (adjective + noun) most famous songs or pieces of music

text theme child stars

time 40–50 mins

1 think about the topic

- Put students in small groups to share knowledge, and explain that if they don't know all the names and / or pictures, they should guess the answers to **exercises a** and **b**. This gives them a reason for reading the text.

answer key

- a** A Joss Stone
B Mozart

2 read quickly

- For **exercise 2a**, give students a time limit of one or two minutes for reading, to encourage them to read quickly for gist. Tell students to discuss their ideas for **exercise 2b** in pairs, before checking as a class.

guidance notes

Exercise 2b asks students to stand back from the individual biographies and to look at them from a global perspective. This will also show you how much they have gleaned from a first, quick reading of the text, which is based on an article in a British Sunday newspaper.

answer key

- b** They were all famous young. / They were all child stars.

3 read closely

- First check understanding of the vocabulary in the questions, e.g. *film star*, *prize*, *find (something) difficult*, *share (success)*, *over (= more)*. Then ask students to work alone to scan the text for the information. When they are ready, tell them to compare answers before checking as a class.

answer key

- 1 Joss Stone, 2 Kirsten Dunst, 3 River Phoenix, 4 Donny Osmond,
5 Wolfgang Amadeus Mozart

4 use words that go together

- Do the first item in **exercise 4a** together, then tell students to match the rest of the collocations in pairs. They can check their own answers by looking for the phrases in the text. Tell students that the stressed syllables in each word are underlined, e.g. *record*, and ask them to practise saying the phrases in pairs. Go through each phrase, modelling the linking and stress. (It is worth pointing out that the main stress falls on the noun or adjective in the collocation, e.g. *cook dinner*.)
- You could brainstorm more nouns for **exercise 4b** as a class, or ask pairs to think of alternatives first, before comparing ideas with the class.

guidance notes

This exercise raises awareness of common collocations and encourages students to learn them as chunks. It also offers students a useful learning strategy for building vocabulary. Encourage students to record the phrases in their vocabulary diaries at the back of this book.

answer key

- a** 1 cook dinner, 2 record a song, 3 win an award,
4 become famous, 5 make a record (*make dinner* is also possible)

5 talk about the topic

- Give students a few minutes thinking time to prepare for both parts of the exercise. For **exercise 5a**, tell students to think of one or two reasons to justify their answer to the question. For **exercise 5b**, encourage students to note down a few facts about a different child star, if they can remember any details.
- Put students into small groups to discuss their opinions and talk about other child stars. In feedback, ask the class for a show of hands in favour of or against children becoming famous. Then ask a spokesperson for each group to tell the class about different child stars.

guidance notes

It is challenging for students to express their opinions at this level, but giving them time to prepare will give them confidence, and generate more ideas for discussion than if they start talking immediately. If any groups engage in a lively discussion, let them enjoy the exchange of opinions without commenting on language use. It is more important to give them an opportunity to develop fluency, and for them to see that they can communicate ideas effectively.

ideas plus

This topic could be extended into a mini project by asking students to use the Internet or an encyclopedia to find out about other child stars. They could take notes and share their information with a group in the next class, or they could write a mini biography, using the texts here as a model.

1 think about the topic

Think about important events in your life. Complete the chart with your information.

2 understand an autobiography

Read Marek's autobiography. Complete the chart for Marek.

3 order information

a Cover the text about Marek. Put the sentences below in the correct order.

- A At first it was hard for me in New York, but I learned things very quickly.
- B I'm very happy with my new life.
- C I left college in 1999 and then my life changed completely.
- D Now I'm a graphic designer, I'm married, and I've got three children.
- E My family left Poland in 2000 and came to live in America.

b Underline all the words connected with time that helped you.

4 use articles

a Circle *a* in the text (see example).

b Underline *use* or *don't use* to make correct rules.

- 1 We use / don't use *a* with most countries and cities.
- 2 We use / don't use *a* with *school* and *college / university*.
- 3 We use / don't use *a* with jobs.

c Complete the text with *a* or nothing (-).

I started (1) ___ school when I was three years old. I left (2) ___ school when I was eighteen. Then I went to (3) ___ university and I studied English. I worked in (4) ___ restaurant on Saturdays for two years. I left (5) ___ university in 2001. I got (6) ___ job as (7) ___ secretary for six months. Then I started training as (8) ___ journalist. Now I work for (9) ___ local newspaper as (10) ___ journalist.

details	1 you	2 Marek
date of birth		
place of birth		
education		
past jobs		
current job		
title (<i>Mr, Mrs, Miss, Ms</i>)		

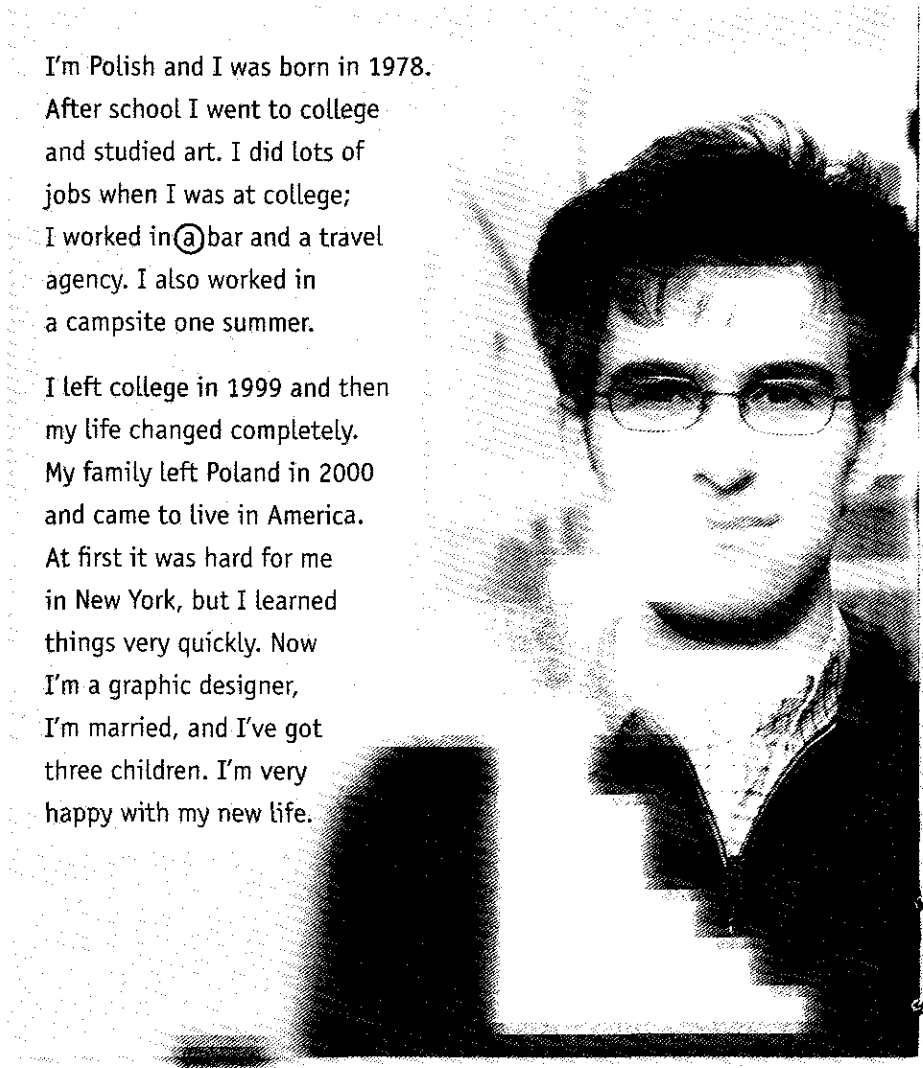
spell check

Use a dictionary. Check the spelling of your information in the chart above, e.g. your jobs, what you studied, etc.

I'm Polish and I was born in 1978.

After school I went to college and studied art. I did lots of jobs when I was at college; I worked in a bar and a travel agency. I also worked in a campsite one summer.

I left college in 1999 and then my life changed completely. My family left Poland in 2000 and came to live in America. At first it was hard for me in New York, but I learned things very quickly. Now I'm a graphic designer, I'm married, and I've got three children. I'm very happy with my new life.



Writing task

- a Write a short autobiography for display on the classroom walls.
- b Read other people's autobiographies. Guess who wrote them.

aim to develop ability to write an accurate chronological text
writing task a short autobiography

time 50–60 mins

1 think about the topic

- Check understanding of the headings in the chart, perhaps by filling it in for yourself as an example, either on an OHT or on the board. Make sure students understand *current* and *title*. These headings will be useful if students have to fill in official forms.

2 understand an autobiography

- Before reading, ask students where they think the man in the photo is from and how old they think he is. They can then read to check their ideas. Let them work with a partner to fill in the chart for Marek. Check answers and ask students what an autobiography is.

guidance notes

Students may find it motivating to know that this is a true story based on a student's text.

answer key

date of birth	1978
place of birth	Poland
education	school, then studied art at college
past jobs	worked in a bar, a travel agency, a campsite
current job	graphic designer
title	Mr

3 order information

- Ask students to do **exercise 3a** alone then compare their answers with a partner. Let them check their own answers against the text.
- Students will probably have used a variety of strategies and words to do the first exercise, but **exercise 3b** focuses them on the time words, which include dates as well as sequencing words and phrases.

guidance notes

This exercise aims to raise awareness of the fact that there is a range of strategies for sequencing a chronological text, such as sequencing words and phrases, dates, and use of tenses. This should help to avoid repetition in students' own texts.

answer key

- a** 1C, 2E, 3A, 4D, 5B
b possible answers
At first, in 1999, now, in 2000; use of tenses should also help students order the sentences, e.g. B and D use the present tense.

4 use articles

- Draw students' attention to the example *a* in the text then ask them to continue alone, before comparing with a partner. Let them discuss **exercise 4b** together and encourage them to refer back to the text to check their answers before doing feedback as a class.
- Tell students to do **exercise 4c** alone, before comparing their ideas in pairs. Check as a class.
- For the **writing task**, tell students that their autobiographies will be displayed in the classroom and read by other students. This should motivate them to present their work well.

answer key

- b** 1 don't use, 2 don't use, 3 use
c 1 -, 2 -, 3 -, 4 a, 5 -, 6 a, 7 a, 8 a, 9 a, 10 a

ideas plus

If you have access to computers, ask students to write the final versions of their texts on a computer and to attach an appropriate passport-style photo. You can then compile their autobiographies in a class 'yearbook'. New students can read it to find out about their peers and can be added to the yearbook when they join the class.

spell check

- Encourage students to check their information in a monolingual dictionary, particularly the spelling of different jobs they may have done. Walk round and help with job titles if necessary.

guidance notes

This exercise emphasizes the importance of accuracy in the spelling of personal information, recycled from **unit 1**. It not only familiarizes students with the use of monolingual dictionaries, but also introduces the concept of checking your own work.

1 think about the topic

- Think of six facts about you or somebody in your family, e.g. date of birth, address, telephone number.
- Tell your partner the facts.
- Test each other. What can your partner remember?

2 read quickly

- Tick ✓ if a good memory helps people with these things.
 - pass exams
 - do a job well
 - cook well
 - find things and places
 - remember people
 - make friends
- Read the text quickly. Check your ideas and add to the list.

3 understand what the text is for

- Does the text
 - give the reader's name?
 - give details about something?
 - tell a story?
 - say how something can help you?
 - give personal information?
 - give contact details?
- Is the text
 - an article in a newspaper or magazine?
 - an **advertisement** for a product?
 - an e-mail to a friend?

4 use dictionaries

Do the glossary task.

5 talk about the text

Work in groups. What do you think of the course? Give reasons.



How good is your memory?

How often do you forget people, **appointments**, birthdays? It's **embarrassing**, isn't it? Would you like to:

- ✓ remember names, places, facts, and faces?
- ✓ learn things quickly?
- ✓ **impress** the people you meet?
- ✓ succeed in exams and at work?

Improving your memory can help you do all this and more. It really can change your life!

You can improve your control of business and **social** situations when you remember things correctly. You can be successful in your studies and exams, and you can do better at work. You can find your way around new places without a map! You can impress people at parties and dinners with your **knowledge** and interesting stories. You can also learn foreign languages quickly.

Now, there is a new and easy way to improve your memory. This isn't magic! It's a simple course that you can follow at home. In only one month, you can improve your **self-confidence** and make new friends.

Contact us and ask for details of the course: *Improve your memory: change your life.*
Write to FREEPOST, PO Box 17981, Ely, Cambridgeshire CB1 6EU.

- Look at the glossary words in the text. Write the part of speech in the brackets. (See the example.) Check in a dictionary.
- Look at the phonemic script and underline the stressed syllable in the words. (See the example.)

- advertisement** /əd'vɜ:tɪsmənt/ (noun) information in a newspaper that tells you about a job, a course, or something to buy
- appointments** /ə'pɔɪnt(m)ənts/ (_____) arrangements with people, e.g. the doctor
- embarrassing** /ɪm'bærəsɪŋ/ (_____) something that makes you feel silly
- impress** /ɪm'pres/ (_____) make somebody think you are wonderful
- social** /səʊʃl/ (_____) meeting people and enjoying yourself
- knowledge** /'nɒlɪdʒ/ (_____) information/things you know
- self-confidence** /self'kɒnfɪdəns/ (_____) belief in yourself

text theme memory

time 50–60 mins

1 think about the topic

- Demonstrate this first by saying three or four things about yourself or someone in your family. Then elicit the facts from the class and see if they can remember everything.
- For **exercise 1b**, students should tell their partner all six facts before swapping roles. Emphasize that students should ask questions if they need to clarify something.
- For **exercise 1c**, tell students to give their partners marks out of six for the number of facts they can remember.

guidance notes

Encourage students to write their facts down as this will give focus to the next two stages.

2 read quickly

- Ask the class to work in pairs and decide on each point in the list. They may disagree about some things, *which is good because it will generate more discussion.*
- For **exercise 2b**, let students read the text and check their ideas alone before comparing with their partner. Encourage them to read quickly, but let them know they will have more time to read for details later.

guidance notes

The text is based on an advertisement in a daily tabloid newspaper. This exercise asks students to use their knowledge about the world to predict the content of the text. This will raise interest in the topic and give students a reason for reading.

answer key

- ✓ pass exams, do a job well, find things and places, remember people, make friends

3 understand what the text is for

- Focus students on the heading for the task so they understand why they are answering these questions about the text. Make sure they understand *personal information* (facts about somebody) and *contact details* (information about who to write or talk to). Go through the answers before they move on to **exercise 3b**.
- The answers to the questions in **exercise 3a** should lead students to the correct answer here. Do this as a class and ask students to explain their answers (using the information from the previous exercise).

guidance notes

This task should raise awareness of text purpose and may be the first time students have read an advertisement in English in detail. Encourage them to see that it is trying to sell a product (a course) by telling people how it will improve their lives.

answer key

- a 1 no, 2 yes, 3 no, 4 yes, 5 no, 6 yes
- b 2 (an advertisement)

4 use dictionaries

- For **exercise 4a**, write a simple sentence on the board, e.g. *I have a terrible memory.* Then write *noun, adjective, and verb* on the board. Ask the class to identify these *parts of speech in the sentence.* Then tell them to do the exercise in pairs. Let them check their own answers in a dictionary.
- Demonstrate **exercise 4b** with a different word, e.g. *glossary.* Ask students how they know where the stress is (the 'apostrophe' symbol highlights the stressed syllable in most dictionaries). Then look at *advertisement* together, encouraging students to interpret the phonemic symbols to arrive at the correct pronunciation and find the stress. Tell them to continue in pairs, saying the words out loud to each other, before checking as a class.

guidance notes

This exercise aims to raise awareness of two types of information found in dictionary entries beyond the definition; phonemic script and parts of speech. Showing students where to find, and how to make use of this information will help them to use dictionaries more effectively and to be more independent learners.

answer key

- a & b appointments (noun); embarrassing (adjective); impress (verb); social (adjective); knowledge (noun); self-confidence (noun)

5 talk about the text

- Before putting students into groups, encourage them to think about their answers to the questions in the text, e.g. Would they like to remember names, learn things quickly, impress people, etc. The text assumes that the answer will be *yes*. If students answer *no*, then that will provide them with the reasons they need to justify their opinion of the course.
- In feedback, find out how many students would like to do the course. Ask them if they think the text is a good advertisement for the course, and what they think the main advantage would be for them if they did it.

ideas plus

Ask students to look for advertisements in English that they think are interesting or amusing, look up new words in a dictionary so they can explain them to other people, and bring them into class. This will give students the opportunity to look at texts chosen by their peers rather than by you, and to tell each other what they like about different advertisements.

eight writing

1 understand directions

- a Look at the map and find Erica's home and her school.
- b Read the directions she wrote for her friend. Add items 1-3 to the map to improve it.
- names of roads or buildings
 - number of the bus and flat
 - a clear line to show the way

2 use punctuation

- a Cover the directions. Add full stops, commas, and capital letters to the text below.

when you leave the school turn right and walk to the traffic lights cross the road and then turn left into garratt lane walk to the bus stop and get on the number 39 stay on the bus for about ten minutes then get off at clapham junction

- b Why do we use full stops and commas?

3 use prepositions

Match the beginning and end of each sentence.

- | | |
|---------------|------------------------------|
| 1. Walk for | a the road for five minutes. |
| 2. Walk along | b the bus at the station. |
| 3. Walk to | c about five minutes. |
| 4. Get on | d the bus stop. |
| 5. Get off | e the number 14. |

spell check

- a Cross out the letters you can't hear when you say these words.
school right walk lights minutes bridge high
- b Which three words have the same sound and spelling pattern?
Think of one more.

4 write directions

Complete these directions. Use **one** word only.

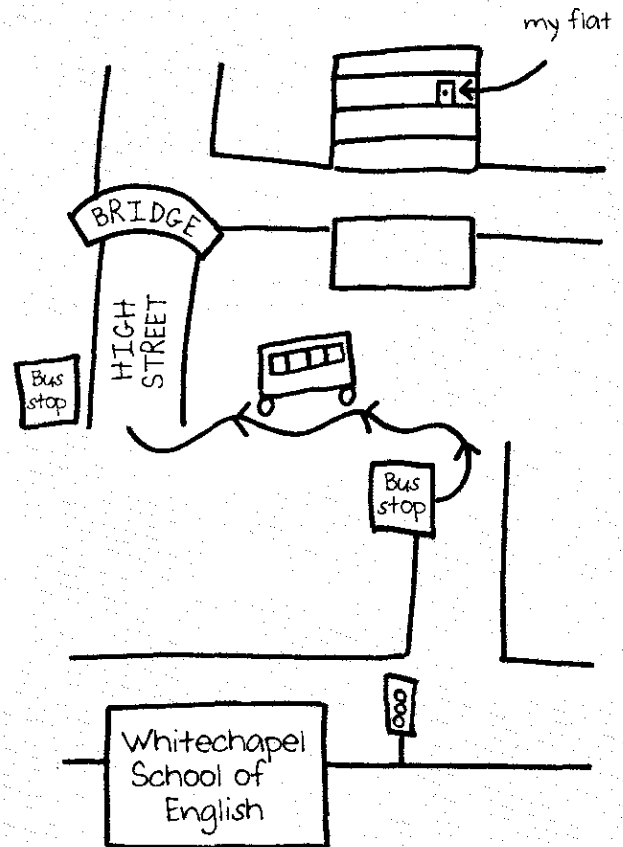
To get to my house, walk (1) _____ the bus stop opposite the school. Get (2) _____ the number 99 or 180. Get (3) _____ the bus when you arrive at the station. Cross the road, then walk (4) _____ about 200 metres. Turn left when you see the Italian restaurant and walk (5) _____ the High Street until you come (6) _____ a big building on your left. My house is number 32, opposite that building.

Toni

When you leave the school, turn right and walk to the traffic lights. Cross the road and then turn left into Garratt Lane. Walk to the bus stop and get on the number 39. Stay on the bus for about ten minutes, then get off at Clapham Junction (you can ask the driver). Walk along the High Street until you come to a bridge. Turn right and walk for about five minutes. I live opposite The Eagle pub. My flat is number 10a on the 2nd floor. Ring me if you get lost!

See you on Saturday.

Erica



Writing task

- Write directions to your house or flat for a classmate.
- Read another student's directions. Underline anything that isn't clear.
- Check and improve any underlined parts of your own text.

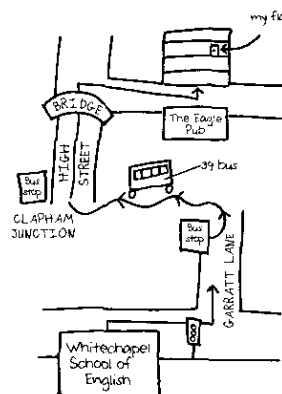
aim to improve ability to give a clear set of instructions
writing task directions to a house or flat

time 50-60 mins

1 understand directions

- Give students a moment to familiarize themselves with the map and find the beginning and end points of the set of directions. Explain that the map is incomplete and that they can make the directions clearer by adding items 1-3 to the map. Before they start, ask where they are starting from (the school) and where they are going (Erica's home).

answer key



2 use punctuation

- Tell students to work in pairs and to cover the directions on the right of the page. They should then read the unpunctuated text out loud to each other and decide where the punctuation should go in order for the text to make sense.
- Ask the class why the punctuation is necessary in the extract. They should recognize that it doesn't make sense without it. Then ask them the question in the book. This information is recycled from earlier units, so if they have problems remembering or expressing the answer, refer them to pp.6-14 to remind them.

guidance notes

Although full stops, commas, and capital letters are recycled from earlier units, this is the first time that students are asked to punctuate a piece of continuous text at paragraph level. Doing the exercise as a spoken activity should help students to see the sense boundaries in the text and to make the link between intonation and punctuation.

3 use prepositions

- Emphasize that the sentences have to make sense as well as being grammatically correct. Then ask students to do this alone before comparing their ideas with a partner.
- After checking the answers, pairs could test each other by saying the first part of the sentences for their partner to complete. The sentences can be completed in different ways as long as the endings make sense and are correct.

ideas plus

You could ask students to make up different endings for the same sentence beginnings. Tell them not to write the endings in the same order as the beginnings and monitor as they are writing. Then tell them to swap endings with their partner so they can match the beginnings and endings.

answer key

1c, 2a, 3d, 4e, 5b (4b is grammatically correct, but it would be more usual (and clearer) to tell someone which number bus to get on, as there are generally a large number of buses at a station.)

spell check

- Tell students to do this in pairs and to say the words out loud to each other before deciding which letters they can't hear. Ask students to call out the three words with the same sound and spelling pattern and see how many more they can think of. Add these and encourage them to make a note of the words.

answer key

- a school, right, walk, lights, minutes, bridge, high
- b right, lights, high; possible answers: fight, might, night, sight, tight

4 write directions

- Students could do this alone before comparing their answers with a partner or in pairs. Let them know that this is a second model which they can refer to when they come to do the writing task.
- For the **writing task**, encourage students to think about the task as having a real purpose and to work with someone who doesn't know the way to their house or flat. This will help with the second stage when a student is really trying to understand the directions. Even if nothing is underlined by a partner in **exercise b**, ask students to check their own directions carefully and improve them if necessary.

answer key

1 to, 2 on, 3 off, 4 for, 5 along, 6 to

ideas plus

Ask students to draw a simple map to go with their directions, as in **exercise 1**. Tell them to leave three details off the map so their partner can add them to the map as they read the directions. This will give students a good reason for reading and serve as a comprehension check at the same time.

1 use topic vocabulary

You have won a luxury holiday. You can have two 'extras' with your holiday. Choose two from the box.

- | | |
|----------------|-----------------|
| a cook | a swimming pool |
| a tennis court | a jacuzzi |
| an ocean view | a private beach |
| a butler | a sauna |

2 find information

a Read about the holiday homes of rich and famous people. Who owns

- six Japanese bungalows?
- a one-bedroom apartment?
- a group of three houses?
- a four-bedroom house?
- a five-bedroom family home?

b In the text, underline the extras that you get with each house. (See the example.) Which house has the most extras?

3 read closely

Which place is good for

- an office party?
- a newly-married couple?
- three families looking for adventure?
- a big family who want to feel like film stars?
- a big group of friends who want a quiet holiday?

4 talk about the text

a Which famous person's holiday home would you like to stay in

- with your family?
- with your classmates?
- with your girlfriend / boyfriend?

b Compare with a group.

butler /'bʌtlə/ (noun) somebody who helps people in a very big house

bungalow /'bʌŋɡələʊ/ (noun) a house that only has one floor

rent /rent/ (verb) pay money to use something, e.g. a house / car

star /stɑː/ (noun) a famous person, e.g. a film star or rock star

low season /ləʊ 'siːzn/ (phrase, opposite: high season) a quiet time of year for tourists

resort /rɪ 'zɔːt/ (noun) a place where people go on holiday

Rent a star's holiday home

Cilla Black Barbados



Why not take a special person for a romantic holiday? You can **rent** Cilla Black's one-bedroom Barbados apartment with a pool and a jacuzzi for only £1,505 per week at certain times of the year.

Minnie Driver Barbados



For the **true star** experience, you can rent Minnie Driver's family home in Barbados for £5,000 per week. Minnie spent a lot of her childhood there. It has five bedrooms, ocean views, a tennis court, and a pool. It also includes a cook, a driver, a butler, and cleaners.

Bruce Willis Turks & Caicos



Bruce Willis's group of three houses, known as *The Residence*, is a really exciting place to rent on the Turks & Caicos Islands. It is in Parrot Cay, and each house costs £14,800 per week in **low season**. They each have three bedrooms, their own pool, and a private beach. They also have a butler, a cook, and cleaners.

Mick Jagger Mustique



Rolling Stone Mick Jagger built the perfect private holiday **resort** at L'Ansecoy Bay, Mustique. Twelve people can sleep in the six Japanese bungalows on the beach. They each cost £9,000 per week to rent, with a cook.

Elvis Presley Palm Springs



The King of Rock 'n Roll and his wife Priscilla bought this house in Palm Springs, California when they got married. It has four double bedrooms, saunas, and a swimming pool, and costs £4,500 per week. An Elvis-mad Japanese businessman bought it in 1989 for £2 million. You can rent it for holidays, Elvis fan club meetings, and business events.



£1 = about €1.5

text theme holiday homes of the the rich and famous

time 40–50 mins

1 use topic vocabulary

- You need to get the idea across right at the start of the lesson that these holiday homes are 'luxury' houses belonging to the rich and famous (as opposed to 'ordinary' people). Draw attention to the picture of the house and ask the class if they can see any of the 'extras' listed in **exercise 1**. Check understanding of the remaining words and phrases (you can refer students to the **glossary** for *butler*). It's a good idea to check pronunciation of the list of words now because they will come up again throughout the lesson.
- Explain that students have won a luxury holiday (i.e. it's free for them). Working alone, tell them to choose two 'extras' for their holiday, then compare their ideas in small groups. In feedback, ask individual students to explain their choices.

guidance notes

Depending on your class profile, your students may find the topic of luxury holiday homes belonging to rich and famous people rather a strange idea. Keep the tone of the lesson light and encourage students to fantasize about where they would like to go, and what luxuries they would enjoy if they won the lottery, for example.

2 find information

- Ask the class what a *bungalow* is (it's in the **glossary**). Then tell them to find the answers to **exercise 2a** as quickly as they can. You could do this as a race in pairs to inject some pace into the exercise. Check the answers and find out if students know all the celebrities in the texts. If they don't, encourage students who do know them to explain who they are.
- For **exercise 2b**, focus students on the box of 'extras' again in **exercise 1**, and tell students to find these things in each section of the text and underline them.

guidance notes

Although these particular houses are extraordinary, the descriptions of them apply to more 'ordinary' houses and are useful chunks of vocabulary for students to record, e.g. a one-bedroom apartment and a family home. Remind students to record useful new vocabulary in the vocabulary diary at the back of their books.

answer key

- a 1 Mick Jagger, 2 Cilla Black, 3 Bruce Willis, 4 Elvis Presley, 5 Minnie Driver
- b Cilla Black: a swimming pool, a jacuzzi; Minnie Driver: ocean views, a tennis court, a pool, a cook, (a driver), a butler; Bruce Willis: three pools, a private beach, a butler, a cook (cleaners); Mick Jagger: a cook; Elvis Presley: saunas, a pool
Minnie Driver's house has the most extras (including a driver, which is not listed in exercise 1).

3 read closely

- Focus students on the descriptions of the groups of people in the questions, and ask them to guess how many people might be in an office party, a couple, etc. This will help them to decide which place would be best for each situation. Tell students to read again carefully, picking up on details in the text, and then to discuss their ideas with a partner. There are logical answers here, but if students come up with different answers, ask them to explain their reasons and accept any sensible ideas.

answer key (possible answers)

1 Elvis Presley (*business events*), 2 Cilla Black (*a romantic holiday; a one-bedroom apartment*), 3 Bruce Willis's houses (*a really exciting place, three bedrooms*), 4 Minnie Driver's family home (*the true star experience, five bedrooms*), 5 Mick Jagger's bungalows (*private holiday resort, twelve people in six bungalows – this sounds suitable for a large group of couples and / or friends rather than families*)

4 talk about the text

- Give students a few minutes to think about this alone. Tell them to think of reasons for their choices for each situation. Then put them in groups to compare their ideas. In feedback, you could ask for a show of hands for each holiday home, and ask some students who have raised their hands to explain their choices. Find out which holiday home is the most popular for each of the three situations.

guidance notes

See the guidance notes for **exercise 1**. Tell students that money is not an issue, i.e. they have won a 'free' luxury holiday in one of the houses, and can choose the house that they feel would suit them best.

1 understand different texts

- a Read the two advertisements for hotels in Mallorca. Which hotel would you prefer to stay in?
- b Read the e-mail about the two hotels. Which hotel does Tess prefer? How do you know?

Dear Marc

I'm very excited about our holiday next month. Here are details of two hotels in Mallorca. Which one would you prefer?

La Residencia is near the village of Deia and has a fitness centre and tennis courts. Do we want a twin room with an en-suite bathroom?

We have to book it soon so let me know what you think.

Love Tess

La Residencia



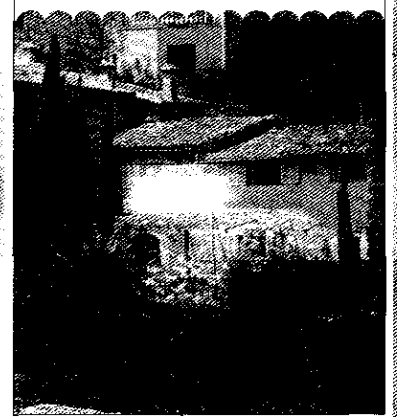
A beautiful old house in lovely gardens very near the Mediterranean Sea. It offers wonderful views over the village of Deia.

BABYSITTING SERVICES	RESTAURANT
BAR/LOUNGE	ROOM SERVICE
FREE PARKING	FITNESS CENTRE
POOL	TENNIS COURT

HOTEL BUENA VISTA

A 100-year-old stone house near the mountains. It's perfect for walks and other excursions.

*Air conditioning
Free parking • Jacuzzi
Indoor and outdoor pool
Restaurant
Sauna • TV • Mini bar*



2 describe a place

- a Underline the sentence in the e-mail which describes *La Residencia*.
- b Complete Marc's reply to Tess.
- Hi Tess
- They're both special, but I think I prefer the Hotel Buena Vista. It's near the (1) _____ and you know I love walking. We can go to a fitness centre at home. It also has an indoor (2) _____, _____ and _____. I want to relax on this holiday!

3 use words that go together

Cover the texts and match the words.

- | | |
|------------|----------------|
| 1 fitness | a service |
| 2 tennis | b bathroom |
| 3 twin | c pool |
| 4 en-suite | d conditioning |
| 5 free | e court |
| 6 room | f centre |
| 7 outdoor | g parking |
| 8 air | h room |

spell check

- a Look at these words with c from the e-mail and Marc's reply. Say them and copy them into four groups: /k/ /s/ /ʃ/ or /tʃ/.
- excited centre courts special which can
- b Think of another word for each sound. Underline any spelling patterns you can see.

4 use punctuation

- a Punctuate the first two lines of the e-mail from exercise 1 below. Use ' ? . , and capital letters.

im very excited about our holiday next month here are details of two hotels in Mallorca which one would you prefer

- b Now punctuate this text:

what kind of hotel would you prefer the ramsden hotels in the centre of town and has a very good restaurant

Writing task

a Choose a place to go on holiday. Find two hotels on the Internet.

b Write to an English-speaking friend and describe the hotels.

aim to develop language for describing places and expressing opinions
writing task an e-mail describing two different hotels

time 50–60 mins

1 understand different texts

- Focus students on the pictures and descriptions of the two hotels. Let them read in small groups and help each other with new vocabulary before checking understanding as a class. Give students a few minutes to choose one of the hotels and compare their ideas with their group. This will help students follow the content of the e-mail.
- For **exercise 1b**, students have to infer meaning from Tess's e-mail, i.e. she doesn't actually say which hotel she prefers, but she does give details about La Residencia which suggest that she has a preference.

2 describe a place

- Make sure students understand they have to underline a complete sentence in Tess's e-mail. Focus them on the sentence structure in the description by asking how many main verbs there are in the sentence (two) and what they are (*is* and *has*).
- Tell students to complete Marc's reply in pairs. If students aren't sure what to put in number 2, draw their attention to the final sentence in the reply.

answer key

- a** *La Residencia* is near the village of Deia and has a fitness centre and tennis courts.
b 1 mountains, 2 pool, jacuzzi, sauna

3 use words that go together

- You could tell students to start this alone before sharing their ideas with a partner or small group. Let them check their own answers in the advertisements and Tess's e-mail, in order to encourage independence.

answer key

1f, 2e, 3h, 4b, 5g, 6a, 7c, 8d

spell check

- Write the four phonemic symbols on the board and check understanding by writing or saying one word for each sound for students to categorize, e.g. *cold*, *centimetre* / *city*, *official* / *delicious*, *child*. Tell them to say the words in the exercise out loud to a partner and put the words into the four groups.
- For **exercise b**, encourage students to add more words if they can, then add them to the board as students call them out. The more examples there are for each symbol, the easier it will be for students to recognize the sound / spelling correspondence.

guidance notes

Wherever possible, it is useful to highlight spelling patterns for students. It not only focuses them on accurate pronunciation and spelling of the target words, but should help to 'fix' high-frequency spelling patterns so that they recognize them when they see the same patterns in new words.

answer key

a & b /k/ courts, can, (cold, company, etc.);
 /s/ excited, centre (centimetre, city); /ʃ/ special (official, delicious);
 /tʃ/ which (child, chips)

4 use punctuation

- Ask the class to name the punctuation marks and write the words on the board. Recap what you use each one for and then tell students to cover the e-mail and punctuate the text in pairs. (Students did a recognition exercise about the use of apostrophes for missing letters in **unit 6, exercise 4** on p.26.)
- Tell students to do **exercise 4b** alone before comparing answers.
- For the **writing task**, put students in pairs to choose a holiday destination and look for hotels on the Internet or in magazines or holiday brochures. Encourage them to have fun with this task and find places which appeal to them. Pairs can plan together, then write their own e-mails to somebody else in the class.

answer key

- b** What kind of hotel would you prefer? The Ramsden Hotel's in the centre of town and has a very good restaurant.

ideas plus

If you can spread this exercise over two lessons, ask pairs to choose a holiday destination together. Outside class, they can both look for hotels separately and choose two to describe. They can then write an e-mail to each other, read and compare their ideas, and choose the best hotel to stay in.

1 think about the topic

Work in groups. Look at the pictures of garlic and vinegar. What do you use them for?

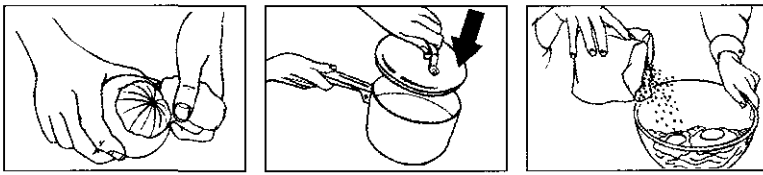
2 read quickly

- a Read both texts and compare your ideas.
 b What do the texts say that both garlic and vinegar are good for?
 1 salads 2 health 3 cooking

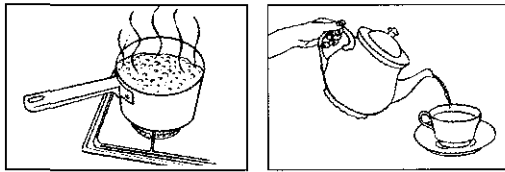
3 guess the meaning

- a Find these underlined words in the text about garlic. Match the words to the pictures (a-e).

peel /pi:l/ boil /bɔɪl/ add /æd/ pour /pɔ:(r)/ cover /'kʌvə/



a _____ b _____ c _____



d _____ e _____

- b Match the health problems in the text about vinegar to the pictures (a-f).



4 understand what the text is for

Which text is

- 1 a recipe? 2 an advertisement?

How do you know?

5 talk about the text

Did you learn something new or surprising about garlic or vinegar? Tell your group.

Garlic

Garlic is an important home **remedy** for many health problems, such as backache. You can make this garlic **syrup** at home and take one teaspoon every morning for general good health.

GARLIC SYRUP

Peel three whole bulbs of garlic, then boil in two cups of water. When the bulbs are soft and the water has boiled down to one cup, remove the garlic and place it in a jar. Add one cup of vinegar and half a cup of honey to the water in the pan. Boil until the mixture becomes a syrup. Pour the mixture over the garlic, cover and leave it overnight.



VINEGAR

You can find vinegar in almost every kitchen, but most people only use it on chips or salad. Did you know there are hundreds of different uses for vinegar? In his incredible new book, *Vinegar – Nature's Secret Weapon*, Maxwell Stein explains how you can use vinegar as a remedy. For example, the author shows how vinegar can stop or help:

- ∞ tired feet
- ∞ insect bites
- ∞ sore throats
- ∞ headaches
- ∞ food poisoning
- ∞ coughs

The book includes over 325 different uses for vinegar. To order *Vinegar – Nature's Secret Weapon*, complete the order form below.

glossary

recipe /'resəpi/ (noun) instructions for cooking something

remedy /'remədi/ (noun) something that helps you get better when you are ill

syrup /'sɪrəp/ (noun) a thick, sweet liquid, e.g. cough syrup

jar /dʒɑ:(r)/ (noun) a type of glass bottle, e.g. a jam jar

text theme home remedies

time 30–40 mins

1 think about the topic

- Focus students on the pictures, and check understanding of *garlic* and *vinegar*. Check pronunciation before putting students into small groups to discuss the question.

2 read quickly

- Give the class a time limit for this first reading to encourage them to read for gist only; one or two minutes should be plenty of time. In feedback, ask the class if the uses they talked about in **exercise 1** were mentioned in the texts.
- For **exercise 2b**, explain that students should look for the common factor in the texts. Let them read again briefly if they need to.

guidance notes

The texts have broadly different purposes (see **exercise 4**) but share a similar theme, i.e. they give information about using the types of food as a health remedy. For **exercise 2b**, students have to stand back a little from the individual texts and read them for global understanding.

answer key

b 2 health

3 guess the meaning

- First draw students' attention to the five words in the exercise, then explain that the words are underlined in the first text. Ask them to scan through the text to find the first word (*peel*). Explain that they should read the sentence in the text, and then match the word to a picture. Do the first one as a class, then let them continue in pairs.
- In feedback, ask the class if the words are nouns, verbs, or adjectives. Show students that they are all action words and check pronunciation.
- For **exercise 3b**, put students into small groups to share knowledge and a dictionary. Encourage them to match the words, guessing those they don't know, before checking their ideas in a dictionary. In feedback, check pronunciation of all the words.

answer key

a a peel, b cover, c add, d boil, e pour

b a insect bites, b headaches, c food poisoning, d tired feet, e sore throats, f coughs

ideas plus

Students can test each other on the new vocabulary in pairs. For the verbs in **exercise 3a**, one student can mime the verbs and the other student should say the words. For **exercise 3b**, students can look at the pictures and say the health problems, while their partner checks in the text.

4 understand what the text is for

- Before they do the exercise, ask the class what the text types are: *recipe* is in the **glossary** and *advertisement* was in **unit 8**. Encourage individual students to explain their answers, but be ready to help them express their ideas.

guidance notes

Both texts give information but for a different purpose; the garlic text is explaining how to make something, and the vinegar text is persuading the reader to buy the book.

answer key

1 the garlic text, 2 the vinegar text

5 talk about the text

- Give students a few minutes to think about this on their own before putting them into groups to share their ideas.

ideas plus

Tell students to think about home remedies they use and to produce either a recipe or an advertisement for their remedy. Make a class display of their ideas and let students read about each other's remedies.

1 understand a story

Read about this student's special experience. How did she feel

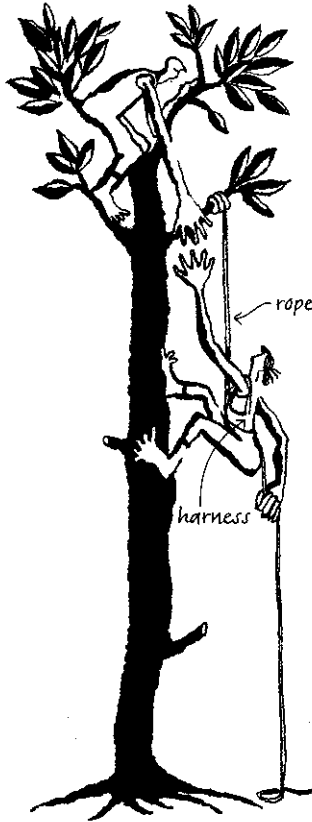
1 at the beginning? 2 at the end?

A SPECIAL EXPERIENCE

Last October, I did something very special in Taiwan. I went tree climbing with a friend. This activity is not only for children. It's for anyone who feels young.

Before we climbed, my friend and I prayed to the 30-metre tree for safety. We used a rope and harness to climb it. When I was six metres high, I was very scared. 'Don't look down!' my friend said, because he knew I was afraid of heights. I tried not to be scared.

Finally, we were at the top of the tree. We were like birds with a different view of the world. I loved the wind and the peace and quiet.



spell check

a Cross out the letters that you can't hear in these words.

climb friend young high
knew heights watch walk

b Now cover the words and add the missing letters.

1 fr_end 5 hei__ts
2 _new 6 y_ung
3 wa_ch 7 hi__
4 wa_k 8 clim_

4 check for mistakes

a Find and correct one mistake in each line of the student's draft story.

- 1 Last october, I did something very special
- 2 in Taiwan. I went tree climbing with a
- 3 friend. These activity is not only for
- 4 children. Its for anyone who feels young.
- 5 Before we climbed, my friend and I pray
- 6 to the 30-metre tree for safety. We use
- 7 a rope and harness to climbed it. When
- 8 I was six metres high, I am very scared.
- 9 'Don't look down!' my friend told,
- 10 because he knew I was afraid of hights.
- 11 I tried not to be scared. Finally, we
- 12 were at the top of tree. We were like
- 13 birds with different view of the world.
- 14 I loved the wind and the peace and quite.

b Look at the text in exercise 1 and check your answers.

2 understand time markers

Cover the text and order these sentences:

- A When I was six metres high, I was very scared.
B Before we climbed, my friend and I prayed to the 30-metre tree for safety.
C Finally, we were at the top of the tree.
D Last October, I did something very special in Taiwan.

3 order a story

Add the following time markers to the paragraph below.

before finally last year when then

- (1) _____, I had a very special experience. It was the day of my graduation. My family all came to watch me get my degree.
(2) _____ I received the degree, I felt very nervous. Hundreds of eyes followed me (3) _____ I walked across the stage.
(4) _____ everyone clapped and I felt happy. (5) _____ it was over, and I went out for a delicious lunch with my family. They were very proud of me.

5 talk about the topic

Think of a special experience in your life. Ask and answer these questions with a partner:

- 1 When and where did it happen?
- 2 How did you feel at the beginning?
- 3 What parts of the experience do you remember best?
- 4 How did you feel at the end?

Writing task

- a Plan and write a story about a special experience.
- b Read your partner's story. Underline all the mistakes you can find.
- c Re-write your story for the class magazine.

aim to develop control of sequencing and improve accuracy in narratives
writing task a story about a special experience

time 50–60 mins

1 understand a story

- Focus students on the picture before they read, and ask them what they think the person's special experience was. In feedback, you could ask them how they would feel in the same situation.

answer key

1 nervous, scared 2 calm, happy

2 understand time markers

- Make sure students cover the text in **exercise 1**. Put them in pairs to decide on the order of the four sentences. In feedback, ask individuals to call out the words and phrases in each sentence that tell you when the events happened.

guidance notes

This exercise raises awareness of the use of time markers to sequence a series of events. Point out that the time markers cannot be ordered in isolation, i.e. the context is essential for an understanding of the order of events.

answer key

D, B, A, C

3 order a story

- Tell the class to read the complete story quickly without worrying about the gaps. Check understanding of *graduation*, *degree*, *clapped*, and *proud*. Then ask students to work alone to complete the text. Let them compare their answers in pairs before checking as a class.

guidance notes

As in **exercise 2**, it is important to emphasize an understanding of the context before doing a gap-fill exercise. Always tell students to read through the complete story first for gist, before completing a gapped narrative text.

answer key

1 Last year, 2 Before, 3 when, 4 Then, 5 Finally

spell check

- Tell students to work in pairs and listen as they say the words out loud to each other. Check answers and practise pronunciation before students go on to **exercise b**.
- Ask students to do **exercise b** alone before checking their own answers against **exercise a**.

answer key

a climb, friend, young, high, knew, heights, watch, walk
b 1 i, 2 k, 3 t, 4 l, 5 gh, 6 o, 7 gh, 8 b

4 check for mistakes

- Tell the class that there were fourteen mistakes in the student's first draft of the story. Write the types of mistake on the board (spelling, punctuation, grammar). Students work alone before comparing their ideas with a partner.
- Tell pairs to categorize the mistakes into the three groups on the board. When they are ready, let them check their answers against the correct text in **exercise 1**. In feedback, go through the categories and further categorize the grammar mistakes into verbs, articles, and plurals.

guidance notes

This exercise raises awareness of common types of mistake and gives students practice in using terms for talking about language. It encourages students to recognize the importance of drafting and gives practice in the skill of error correction. Use this exercise to remind students to always write a draft and to check their own writing before handing it in.

5 talk about the topic

- Give students a few minutes to think of a special experience they would like to talk and write about. Then put students in pairs to ask and answer the questions.
- For the **writing task**, tell the class to use the questions in **exercise 5** to plan their stories. Then give students a time limit for drafting their writing (10 to 15 minutes should be plenty).
- For **exercise b**, tell students to swap stories with a partner, read the complete story first, then go back carefully through the text underlining any mistakes they can find. Tell students to look for the types of mistake they categorized in **exercise 4**. Depending on time, you could tell students to write a final, corrected version of their story for homework.

guidance notes

If any students have difficulty thinking of an experience, let them interview their partner first to see whether their partner's story jogs their memory. Alternatively, you could put students into groups of three or four so that they each hear more stories. Finally, if they still can't think of a genuine experience, tell them to invent one.

1 think about the topic

Talk in a group.

- 1 Have you got • a bicycle? • a motorbike? • a car?
- 2 How do you feel about it?

2 read quickly

Read the article quickly. How does Mike feel about his bike?

3 guess the meaning

Do the glossary task.

4 understand attitudes

Choose the correct answer, a, b, or c.

paragraph 1 Mike's mum bought the bike because she

- a likes buying him presents.
- b thinks it's a very good one.
- c believes cycling is good for him.

paragraph 2 Mike doesn't wear a helmet because

- a he thinks he's a good cyclist.
- b he feels silly in a helmet.
- c there aren't many cars.

paragraph 3 What does Mike say about his bike?

- a He prefers the bikes he sees on TV.
- b He wants to keep it for the rest of his life.
- c He'd like to change it for a motorbike when he's older.

5 understand reference words

Look at the first paragraph.

- a Underline phrases (two or more words) that are repeated. (See the example.)
- b Circle it.
 - 1 How many are there?
 - 2 What does *it* mean?

6 talk about the text

Work with a group. Give marks 1–5 for the questions below (5 = very safe, 1 = very dangerous).

- 1 Is Mike a safe rider?
- 2 Are you a safe rider / driver?
- 3 Is it safe for adults / children to ride bicycles in cities?

ME AND MY BIKE

Mike Taylor, 12, mountain bike

I told my mum that I wanted this bike so she bought it for me as a present. She was happy to buy it because she wanted me to do more exercise. I like riding this bike a lot. I like the way it looks and I like the way it rides. It's got 18 **gears**, and I use them all – the low ones to go up **hills** and the high ones to go **fast**.

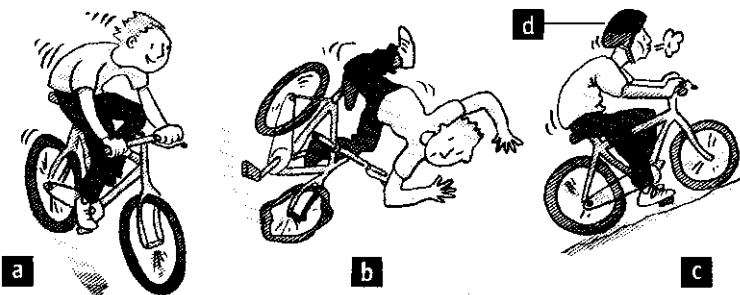
I use it to go to school, to go to the shops, and to go riding around with my friends. I travel quite a long way on it. I did a cycling course at school, so I'm very safe. The traffic is quite busy, but I don't wear a **helmet**. I don't need to because I never **fall off**.

I'm very happy with this bike. I don't want to change it at the moment, but when I'm older I want to ride a motorbike and drive cars. I like them all. I love watching TV advertisements about cars and motorbikes. In the future I'd like to get a top-quality Yamaha motorbike.



Match the pictures (a–d) to the glossary words (1–4).

glossary task



gears /gɪəz/ (noun) the part of a bicycle that helps you ride when you are not on a flat surface

- 1 **hill** /hɪl/ (noun) _____
- 2 **fast** /fɑ:st/ (adjective) _____
- 3 **helmet** /'helmt/ (noun) _____
- 4 **fall off** /fɔ:l ɒf/ (verb) _____

text theme a much-loved bike

time 40–50 mins

1 think about the topic

- Take a show of hands to find out who has what form of transport in the class. If there are any students who don't have any of these, put them in a group with those who do, and for **question 2**, tell them to say which they would prefer to have, given the choice, and why.
- If there are students who clearly don't have any feelings about their transport, encourage them to express this in words, and help if necessary, e.g. *It's not important to me.* or *I don't have any feelings about it.*

guidance notes

The article is adapted from a regular column in the (Sunday) *Observer Magazine*. It is not about Mike's bike as such, but the way he feels about his bike. This lead-in should encourage students to engage with the text when they read it.

2 read quickly

- Give the class a time limit for this first reading (two minutes should be enough). Ask students to discuss their answers to the question before checking as a class.

answer key

He likes it a lot. / He loves it. (It is not enough to say *He likes it*. His enthusiasm is clear in every sentence and he likes everything about his bike.)

3 guess the meaning

- Focus students on the words in bold in the text and the pictures in the glossary task. Tell them to read the words in the text and decide which words describe the pictures.
- In feedback, teach *safe* (e.g. wearing a helmet in picture d) and *dangerous* (not wearing a helmet in picture a). They will need these words in **exercise 6**.

answer key

1c, 2a, 3d, 4b

4 understand attitudes

- Point out that there is one question for each paragraph of the text, and explain that there is only one correct answer to each of the questions. Tell students to go back to the text and read the relevant paragraph closely to find or check their answers. When they are ready, tell students to compare ideas with a partner before checking as a class.

guidance notes

This exercise develops students' awareness of attitudes and opinions expressed by people in a text. It also gives students some practice in answering multiple-choice questions, which are frequently used in objective reading tests.

answer key

paragraph 1 c, 2 a, 3 c

5 understand reference words

- Draw students' attention to the instructions which refer to the first paragraph only. Point out that they should only underline phrases, (i.e. two or more words) when they are repeated together. If you have a strong class, it would be useful to teach the words *emphasis* and *contrast*, in order to express the writer's purpose in repeating phrases in the article.
- For **exercise 5b**, ask students to circle the uses of *it* alone, before answering the questions with a partner.

guidance notes

Exercise 5a focuses students on the particular style of the article, in which the writer uses repetition very effectively to emphasize his points and feelings about his bike. Both exercises raise awareness of cohesive devices in the text, i.e. the use of repetition (for emphasis) and substitution (using the pronoun *it*), to improve the style of the text.

answer key

- a I like the way it (looks) / (rides); the low ones to go (up)/ the high ones to go (fast)
- b 1 5, 2 it = the bike

6 talk about the text

- Check students remember the meaning of *safe* and *dangerous*, and give them a few minutes to think about their answers to the questions before putting them in small groups. Encourage them to give reasons for their answers, and ask some students to explain their marks in feedback.

guidance notes

Give students some thinking time to respond naturally to the text before they discuss the topic of safety with a group. Let this develop into a classroom discussion if students have a lot to say on the topic.

ideas plus

Link this lesson to writing skills by asking students to write their own article about a possession they feel strongly about. Write these phrases on the board, and tell students to copy them as a skeleton for their own texts:

I've got a ... I got it ... I like ... because it's ... I use it for ... In the future, I'd like to ...

1 think about the topic

Is transport in your city / country good? Why? / Why not?
Make notes about:

- buses
- trains / underground trains (tubes)
- cars on the roads
- taxis

2 understand a description

- a Read a student's text about transport in two places. Does he think transport is better in Colombia or London? Why?
- b 1 Underline all the adjectives which describe forms of transport in the text. (See the example.)
- 2 Which adjectives compare transport in Colombia and London?

Transport in Colombia and London

In Colombia, I always drive to work because public transport isn't very good. There are a lot of buses at the same time on the same route. ¹They stop every minute to pick people up and ²they are old and slow. There aren't any trains or tubes.

I think that buses in London are better than in Colombia. ³They are more comfortable and ⁴they arrive on time. I don't use taxis in London because ⁵they are expensive, and I enjoy travelling by tube.



3 understand they

Look at the uses of *they* in the text. What does *they* mean in numbers 1–5?

- | | |
|---------------------|---------------------|
| A buses in London | C taxis in London |
| B buses in Colombia | D taxis in Colombia |

spell check

- a Cover the text. Write the plurals of these words.
- 1 bus 2 train 3 tube 4 taxi 5 person
- b Work in pairs. Put the words into three groups. Add two words to each group. (Note: *Transport* is uncountable. It has no plural form.)

4 make sentences

Read this description of transport in China and England. Match the beginning and ending of each sentence.

- 1 The buses in China don't come on time and they ____
 - 2 It is difficult to sit down on the buses because ____
 - 3 There are more buses in England so more ____
 - 4 In England the buses are cheaper ____
- a there are a lot of people on them.
b than in China.
c don't stop at all the bus stops.
d people can sit down.

5 talk about the topic

Interview somebody about a different city or country.

- 1 Is transport good there? Why? / Why not?
- 2 What is the best form of transport? Why?
- 3 How do you / people usually get to work or college?
- 4 Do you / people use taxis?

Writing task

- a Work in pairs. Describe and compare transport in two different places.
- b Write a short article for your class magazine.
- c Read other students' articles. Which place has the best public transport?

aim to develop control of language for describing and comparing
writing task an article describing and comparing transport in two places

time 50–60 mins

1 think about the topic

- If you have a monolingual class, ask the class for their collective opinion, then put them in pairs to discuss the reasons and to make notes. With multilingual classes, students can work alone or with somebody from the same area.

guidance notes

Don't worry if students are working alone for this first stage of generating ideas. They will have plenty of time to discuss their ideas with a partner later in the lesson.

2 understand a description

- Ask the class which two places the student is writing about. Let students compare their ideas before checking as a class.
- For **exercise 2b**, ask the class to give you the first adjective in the text (*good*). Then tell them to work alone or in pairs to find more adjectives in the text. Tell pairs to discuss question 2 before checking as a class.

guidance notes

The model text (written by a Colombian student in London) gives students a good structure to follow; the first paragraph describes transport, the second paragraph begins by comparing transport, and the text concludes by giving the student's opinions.

answer key

- a He thinks transport in London is better because the buses are not very efficient in Colombia and there aren't any tubes or trains.
- b 1 *old, slow, better, more comfortable, expensive*; 2 *better, more comfortable*

3 understand they

- Focus students on the five uses of *they* in the text and tell them to decide what each one means, in pairs. If students need more reinforcement, use an OHT in feedback, circle each use of *they*, and highlight how it refers back to the plural noun which comes in the preceding sentence or clause.

answer key

- 1 B, 2 B, 3 A, 4 A, 5 C

spell check

- If your students need more support with **exercise a**, tell them to find the plurals in the text and look at the spelling before covering the text and writing the plurals. Tell students to do this alone, before checking their own answers in the text.
- For **exercise b**, give pairs a few minutes to come up with the three groups before checking their ideas. Write the three spelling groups on the board: +s, +es, *irregular*. Then brainstorm their new words onto the board.

answer key

- a 1 buses, 2 trains, 3 tubes, 4 taxis, 5 people
- b +s: trains, tubes, taxis
+es: buses
irregular: people

4 make sentences

- Explain that students have to think about the meaning as well as the grammar. In feedback, show how the beginning and end of the sentences have to balance, e.g. the negative verb in 1 is likely to be followed by another negative because the two clauses are linked by *and*.

answer key

- 1c, 2a, 3d, 4b

ideas plus

If your students need reinforcement, tell them to test each other in pairs. Student A can cover the endings and try to remember them while Student B checks and prompts if necessary. They can then re-write the text for homework.

5 talk about the topic

- What is important here is that students talk about transport in two different places. In monolingual classes, students can compare transport in the area where they are studying with an area / country one of the students has visited or lived in. In multilingual classes, students can compare their own country with the country they are studying in, or a different student's country.
- For the **writing task**, students need to use the information they generate in the interview as the basis for their texts. For **exercise c**, you could display students' articles on the classroom walls to give them a chance to read each other's texts and make a decision about which place has the best public transport.

guidance notes

If you have a strong class, you can tell them to take notes during the interview which they should use when planning their writing. They can then do the planning stage of the writing task independently. If you don't think your students can listen and write in the interview, then tell the same pairs to plan their texts together, as suggested in **exercise a**.

1 understand vocabulary

a Tick ✓ the clothes that you wear to work / school / college.

- | | |
|---------------------------------|-----------------------------------|
| <input type="checkbox"/> tie | <input type="checkbox"/> skirt |
| <input type="checkbox"/> jacket | <input type="checkbox"/> dress |
| <input type="checkbox"/> suit | <input type="checkbox"/> scarf |
| <input type="checkbox"/> shirt | <input type="checkbox"/> trousers |

b Look at the picture. What is the man wearing?

2 read quickly

a Look at the title and picture. Is the article about:

- business? • clothes? • weather?

b Read quickly and check your ideas.

3 read closely

Work in pairs. Answer the questions.

- 1 What does the Japanese Prime Minister want people to do in the summer?
- 2 Why does he want people to do this?
- 3 Which people are happy to change their habits?
- 4 Which people are not happy to change? Why?

4 understand references

Underline all the words in the article that the writer uses for *people who work in an office*. How many different words can you find?

5 talk about the topic

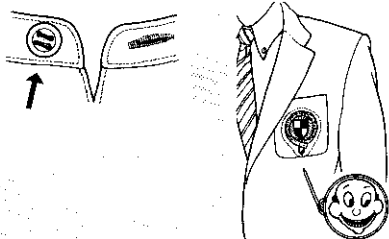
Work in groups. Do you think it is important to wear smart clothes for work? Why?/Why not?

air conditioning /eə kən'diʃniŋ/ a system for keeping air cool inside a building

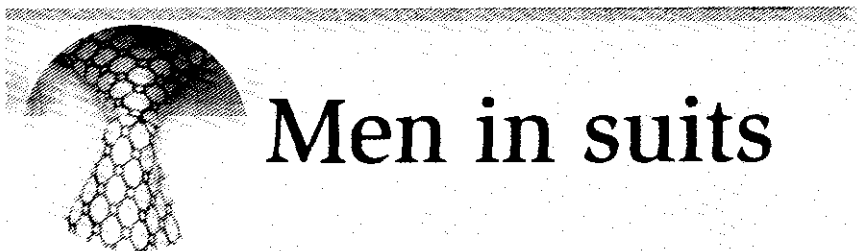
global warming /'glɔːbəl 'wɔːmɪŋ/ the increase in temperature on earth

button /'bʌtən/

badge /bædʒ/



casual /'kæʃəl/ for clothes: not formal or smart



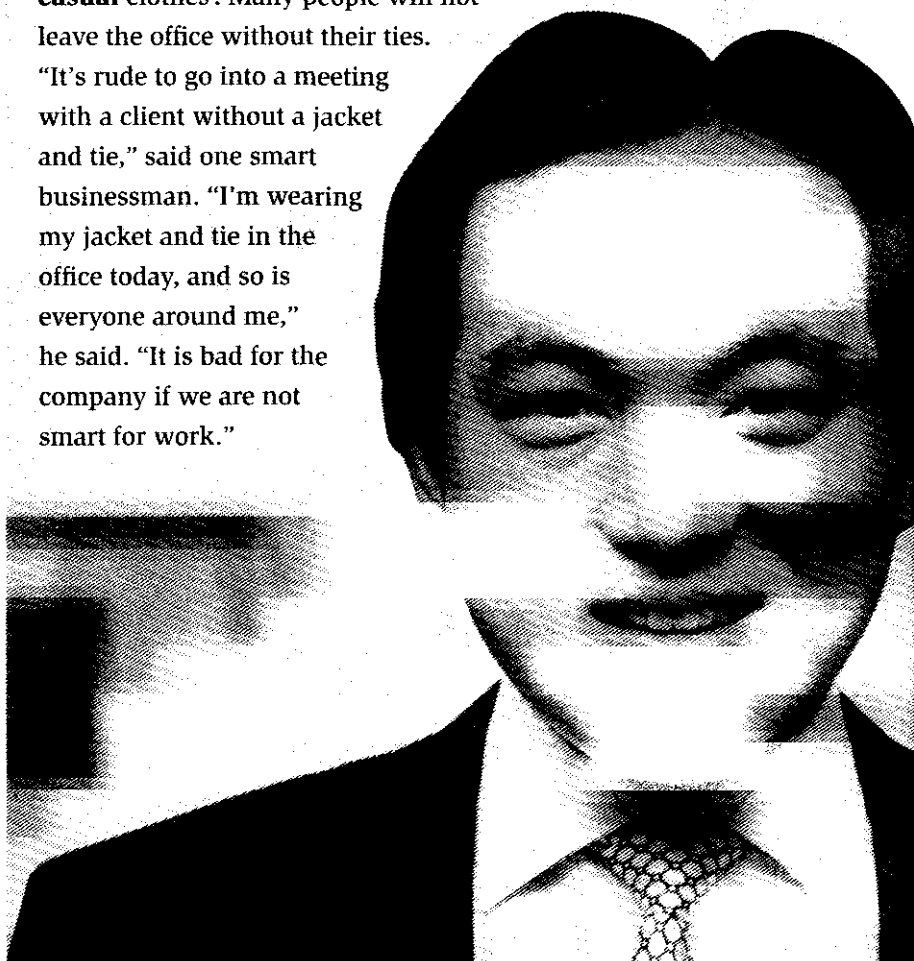
Men in suits

It can get very uncomfortable wearing a suit and tie during a long, hot summer. However, for many Japanese businessmen, it's not a habit they want to change.

During the summer, the Japanese Prime Minister told office workers to take off their jackets and ties. He believes that if people wear fewer clothes in the summer, offices can turn down the **air conditioning**. This saves electricity, which reduces **global warming** (he hopes). The Prime Minister often goes to meetings without a jacket and tie.

Some younger businessmen are very happy to undo their top **buttons** at work. But for older office workers it is more difficult to change their habits. Some men who work at the Tokyo Electric Power Company are going to meetings with **badges** on their shirts with the message: 'Please excuse my **casual clothes**'. Many people will not leave the office without their ties.

"It's rude to go into a meeting with a client without a jacket and tie," said one smart businessman. "I'm wearing my jacket and tie in the office today, and so is everyone around me," he said. "It is bad for the company if we are not smart for work."



text theme men in suits

time 25–40mins

1 understand vocabulary

- Check students understand the list of words for clothes, especially *scarf* (which may be new), *suit*, *jacket*, and *tie* (which are essential for following the lesson). Tell students to tick the clothes they wear to work, school, or college on their own, then to compare with a partner. Encourage them to say the words and check pronunciation in feedback.
- Focus students on the picture and tell pairs to describe the picture orally before checking with the class.

answer key

b tie, jacket or suit, shirt

2 read quickly

- Ask students to predict the content of the article by looking at the title and picture. You could ask the class for a show of hands for each option and ask several students to justify their ideas. Don't give them an answer at this stage.
- For **exercise 2b**, you could give students a time limit for the gist reading (two minutes should be long enough). Give pairs a few minutes to compare their ideas before checking as a class.

guidance notes

The text is adapted from an article in *The Daily Telegraph*, written by a journalist in Tokyo. Students may argue that the article is about clothes and weather (and even business to a certain extent). This is fine, as long as they can justify their answers.

answer key

a clothes (although the reason for the order to take off jackets and ties is due to weather conditions)

3 read closely

- Tell students to read the questions and to see if they can answer them in pairs from their first reading of the article. Then tell them to go back to the article and read it again with the glossary (if necessary) to check their answers and to add more details. The four comprehension questions focus students on the main points of the article. In feedback, encourage students to give details and reasons for their answers.

answer key

- 1 to take off their jackets and ties
- 2 in order to turn down the air conditioning in offices and so save electricity, which will reduce global warming
- 3 younger businessmen
- 4 older office workers don't want to change because they believe it's rude to clients and bad for the company

4 understand references

- Ask the class what kind of people the article is about (businessmen or office workers). Then tell them to read the instructions and go through the first paragraph with the class identifying any references to *people*. This will demonstrate that they should look for synonyms e.g. *businessmen*, and reference words, e.g. *they*. Ask students to continue in pairs. You could do this as a race to add an element of challenge by telling the first pair to finish to raise a hand. Check their ideas and write the different words they call out on the board. You could ask the class (in the students' L1 in a monolingual class) why the writer uses a number of different words to describe the same thing (for variety and to avoid repetition).

guidance notes

It is useful to draw students' attention to referencing in texts even at this level. It will help them make sense of texts if they are aware of the use of synonyms and pronouns. This kind of exercise can be repeated with many different texts and should also have an effect on students' writing. Encourage students to make a note of the synonyms in the vocabulary diary at the back of the book.

ideas plus

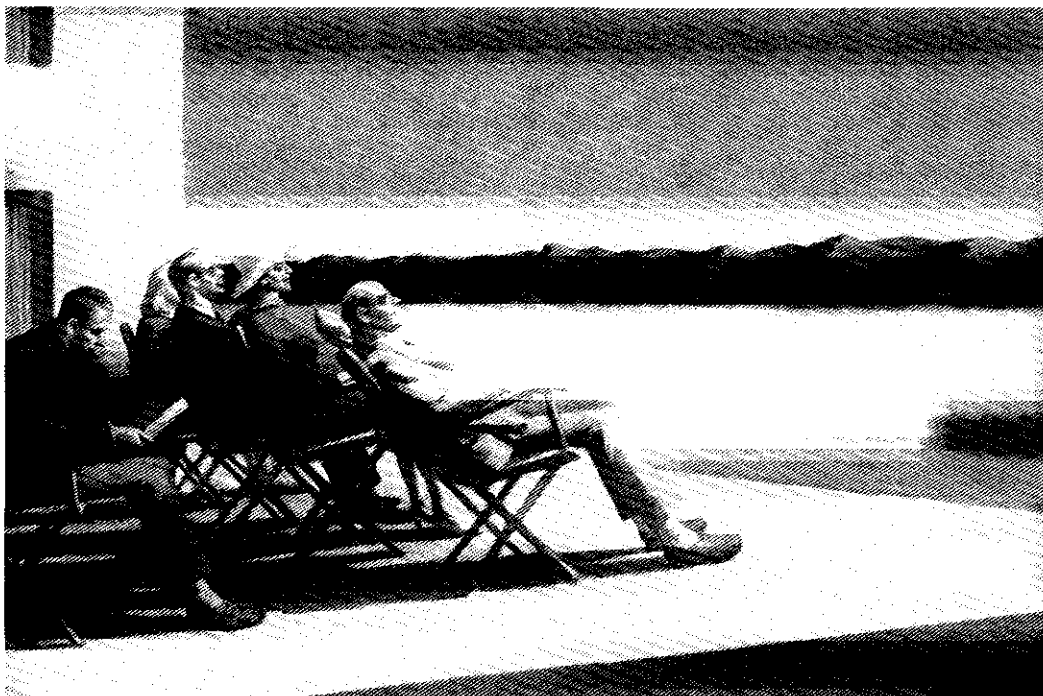
If you have access to an OHP, copy the text onto an OHT and run your finger along each line. Ask students to shout *Stop!* when you come to a word which means *people* in the text.

answer key

(para 1) businessmen, they, (para 2) office workers, people, (para 3) men (all these words are repeated a number of times and there are more references to individuals in the final paragraph, e.g. businessman, client, I, we, he)

5 talk about the topic

- If possible, organize groups so that there is at least one person who works in each group. Explain that students should find out what people wear to work in their group, and others can say what they think they would wear to work (or have done in temporary or previous jobs). Encourage them to give reasons for their ideas. This should encourage them to discuss different types of work and what is appropriate in different situations.



1 talk about the topic

Work in pairs. Talk about the picture.

- 1 Why do you think the people are there?
- 2 What do you think they are thinking about?
- 3 How does it make you feel?

2 describe a picture

a Work in pairs. Complete these sentences about the picture.

- 1 The picture shows ...
- 2 They are sitting ...
- 3 The man on the left is wearing ...
- 4 There is / are ...
- 5 It is ...
- 6 There aren't any ...
- 7 You can see ...

b Now read the description below. Compare it with your ideas.

This painting is by Edward Hopper, an American artist. It is called *People in the Sun* and it was painted in 1960. The picture shows five people outside a house. They are sitting in chairs and enjoying the sun. The man on the left is reading a book. He is wearing a jacket and trousers. There is a woman in the middle of the group of people. She is wearing a hat, a dress, and a scarf. It is a very hot day. The sun is shining and there aren't any clouds in the sky. You can see some mountains in the background.

spell check

a How do you spell the *-ing* form of these verbs? What are the three spelling patterns?

A sit

B read

C shine

b Now write the *-ing* form of these verbs. Add them to A, B, or C above.

wear stand smile stay look swim

3 use articles

Complete the text using *a* or *the*.

(1) _____ picture shows five people outside (2) _____ house. They are sitting in chairs and enjoying (3) _____ sun. (4) _____ man on the left is reading (5) _____ book. He is wearing (6) _____ jacket and trousers. There is (7) _____ woman in (8) _____ middle of (9) _____ group of people. She is wearing (10) _____ hat, (11) _____ dress, and (12) _____ scarf. It is (13) _____ very hot day. (14) _____ sun is shining and there aren't any clouds in (15) _____ sky. You can see some mountains in (16) _____ background.

Writing task

- a Bring in a picture or photo that you like. Write a description for a class display.
- b Read and match other students' texts to the correct pictures.

aim to develop accuracy in a picture description
writing task a description of a picture or photo

time 40–50 mins

1 talk about the topic

- Find out if anyone knows the picture and who it was painted by. If nobody knows it, ask which country they think it is set in. Then tell students to talk about their responses to the picture in pairs.

guidance notes

The picture is *People in the Sun* by Edward Hopper and can be found on several websites, e.g. www.abacus-gallery.com. If you have access to the Internet, it would be a good idea to download the picture and enlarge it to allow students to see the colours in the picture.

2 describe a picture

- Ask students to work together to complete the sentence prompts describing the picture. Tell students to imagine the colours in the picture if they are working from the book. Walk round and help with vocabulary if necessary. Tell students to cover the written description below at this stage.
- For **exercise 2b** tell students to read the description and check to see if their ideas were correct. Tell them to discuss their answers with their partner.

guidance notes

The details in the picture should give students plenty to write about while the sentence prompts constrain the way they express their ideas. This exercise uses a task-based approach, challenging students to produce their own ideas before checking against the model text.

spell check

- Tell students to look at the changes in spelling from the infinitive to *-ing* form in the three verbs and elicit the spelling patterns onto the board: *sit + ting, read + ing, shine + ing*. Tell pairs to add the remaining verbs to the correct column in the table before checking as a class.

answer key

- a** A swimming
- B** wearing, standing, staying, looking
- C** smiling

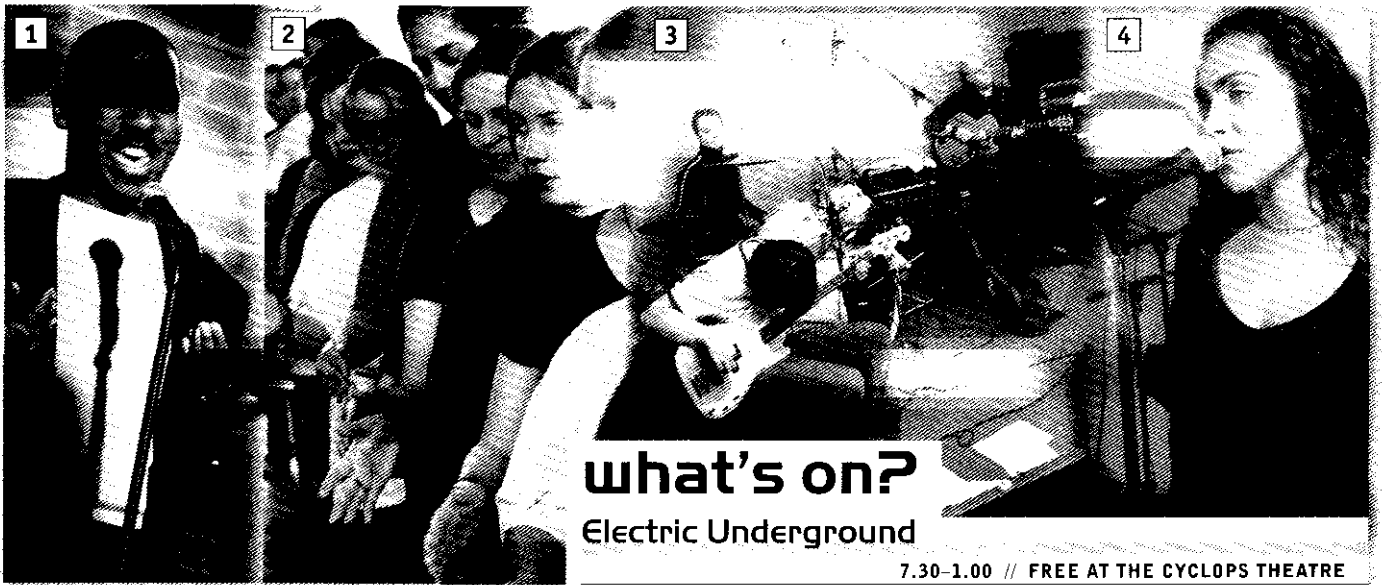
3 use articles

- Tell the class to cover the completed description in **exercise 2** and to focus on the use of articles in the text. It's a good idea to briefly revise the difference between the definite and indefinite article. Do the first sentence as a class then ask students to continue alone before comparing their ideas with a partner.
- Tell pairs to check their own answers against the completed text and don't go over the answers as a class unless anyone has a specific problem.

guidance notes

It's a good idea for students to do some exercises alone initially so that you can walk round and see if anyone is having problems. Working alone and checking their own answers also develops learner autonomy. Comparing answers with a partner gives students a good opportunity to help each other and discuss differences. This interaction will help students develop peer correction skills and give them practice in talking about language.

- writing task** – If you have access to the Internet, you can ask students to do a search during the class. In www.worldgallery.co.uk students can type in any period, type of art, or artist's name and find paintings or photographs to write about. Alternatively, students may prefer to bring in a picture they have at home. If the latter, you would have to pre-warn students to bring in a favourite picture or hold over the writing task to a different lesson (or give it as homework).



what's on?

Electric Underground

7.30-1.00 // FREE AT THE CYCLOPS THEATRE

Do you know who's playing in your area? We're bringing you an exciting evening of live rock and pop music from the best **local** bands. Are you interested in becoming a musician and getting a **recording contract**? If so, come early to the talk at 7.30 p.m. by Jules Skye, a successful record producer. He's going to talk about how you can find the right person to produce your music.

1 think about the topic

- Think of five different things you do on a 'night out' in your country.
- Compare your ideas with a group.

2 read quickly

- Look at the pictures. What type of entertainment does each one show?
- Read the text quickly. Match the pictures to the correct event.

3 read closely

Where should you go if you want to

- learn to be funny?
- go out for dinner?
- listen to some jazz?
- make your own CDs?
- see something funny?
- take part in a course?
- get a job as a musician?
- entertain all your family?
- have a drink during the day?
- find out about musicians in your area?

4 understand adjectives

- Underline all the adjectives about people or events in the text.
- What are the adjectives for?
 - to give facts about the people and events
 - to make the people and events sound interesting

5 talk about the text

You are going out with friends. Which entertainment would you choose? Why?

Gee Whizz

8 p.m. // COMEDY AT KALEIDOSCOPE

Come and see Gee Whizz perform. He's the funniest **stand-up comedian** on the comedy scene. This **hilarious** show will please everyone, from the youngest to the oldest. Gee Whizz really knows how to make you laugh! Our bar is open from 7.00 p.m. for drinks and snacks.

Simon's workshop

5-7.30 p.m. // WEDNESDAYS AT KALEIDOSCOPE

This is a great opportunity for anyone who wants to learn how to do comedy. The **workshop** looks at every kind of comedy, and practises many different ways of making people laugh. Simon is a comedian and actor who has 10 years' experience of teaching comedy. His workshops are exciting and fun. An evening with Simon will give you the **confidence** to be funny.

Charlotte Stone

8-11.00 p.m. // PIZZA WORLD

Fine food with beautiful jazz music; this is a great evening out. Charlotte Stone will perform songs from her new best-selling CD, with James Pickering on piano. The menu is Italian, with excellent meat and fresh fish, pizzas and pasta. Book early to get a table. Our bar is open all day, and serves cocktails, coffee, beer, and wine.

glossary

local /'ləʊkl/ (adjective) from your area

recording contract /rɪ'kɔ:dɪŋ 'kɒntrækt/ (noun) an agreement with a record company

stand-up comedian /'stændʌp kə'mi:diən/ (noun) somebody who performs comedy

hilarious /hɪ'leəriəs/ (adjective) very, very funny

workshop /'wɜ:kʃɒp/ (noun) a short course to help people learn something new

confidence /'kɒnfɪdəns/ (noun) the feeling you can do something well

text theme nightlife

time 40–50 mins

1 think about the topic

- Give students a few minutes to list five different things they might do when they go out at night in their own countries. The pictures should prompt students who are short of ideas. Emphasize that the question is not about going out regularly, just about what kind of things they like doing when they go out.
- Put students into groups of three or four to share their ideas, and get some feedback from the class on the most popular forms of entertainment.

2 read quickly

- Keep students in the same groups and focus them on the pictures. Tell them to discuss what they think is happening in each picture.
- For **exercise 2b**, give students a time limit (about two minutes) to read the text and match each event to a picture. Tell them not to use the **glossary** at this stage. They will have more time to read in the next stage.

guidance notes

If your students did **unit 12** writing (describing a picture), remind them to use the language they practised in that lesson when they are talking about the pictures.

answer key

- b** 1 Gee Whizz, 2 Simon's workshop, 3 Electric Underground, 4 Charlotte Stone

3 read closely

- Tell students to go back to the text and read it carefully with the **glossary**, either to find the answers or check them. Let them compare with a partner before checking answers as a class.

answer key

- 1 Simon's workshop, 2 & 3 Charlotte Stone, 4 Electric Underground, 5 Gee Whizz, 6 Simon's workshop, 7 Electric Underground, 8 Gee Whizz, 9 Charlotte Stone, 10 Electric Underground

4 understand adjectives

- Students could find the adjectives alone before comparing with a partner, or do this in pairs. For **exercise 4b**, ask the class to call out the first two adjectives in the first event in the text: *exciting* and *live*. Ask them what function the two adjectives perform in the text. Tell students to use dictionaries to check meaning. Let them continue in pairs.
- In feedback, put two columns on the board and write 1 (*facts*), 2 (+ / ++) at the top of the columns. Ask students to call out adjectives in the order they appear in the text, and elicit which column they should go in, and whether they are positive (+) or very positive (++) . Remind students to record new adjectives in the vocabulary diary at the back of the book.

guidance notes

This kind of text (events listing promoting different forms of entertainment) is heavily reliant on adjectives: neutral adjectives are used to provide factual information about different events, but extreme and superlative adjectives are frequently used to persuade people to go and see the events. You could raise awareness of the style of this text by asking the class which column has the most adjectives and why.

answer key

- a & b:** Electric Underground: exciting (2), live (1), best (2), local (1), successful (2), Gee Whizz: funniest (2), hilarious (2), Simon's workshop: great (2), different (1), exciting / fun (2), Charlotte Stone: fine (2), beautiful (2), great (2), new, best-selling (1/2), excellent (2), fresh (2)

5 talk about the text

- Tell students to choose the entertainment from the lesson that they would prefer for a night out. Then put them into groups of three or four and let them discuss their preferences. Tell them to come to a final decision as a group.

ideas plus

If you have access to a publication which lists local entertainments in English, make copies and ask students to read about the events, look up and record useful new adjectives, and decide which event they would most like to go and see. Alternatively, if your students are in an English-speaking country, many places have arts festivals with upcoming events listed on websites.

thirteen writing



1 talk about the topic

Talk in a group.

- 1 What did you do for your last birthday?
- 2 What would you like to do for your next birthday?

2 understand invitations

- a Read invitations A and B. Then complete invitation C.
- b Put invitations A–C in order from formal to informal. Underline the words or phrases that helped you.

3 use prepositions

- a Complete the phrases with the correct preposition.

- | | |
|-------------------|----------------------|
| 1 ___ Friday | 4 ___ Saturday night |
| 2 ___ 8.00 a.m. | 5 ___ the bar |
| 3 ___ the morning | 6 ___ the evening |

- b Check your answers in the invitations.

4 understand replies

Read the replies below. Who can come to the party? Who can't come?

Hi Michael
I'd love to come, but I'm going on holiday tomorrow! Have a great party.
All the best
Yoshi

Of course! See you there. Love Penny x

spell check

- a Add letters to complete the words.

- 1 It's my b ___ _ day at the weekend.
- 2 I'm busy on We ___ _ day.
- 3 Can you phone me in the e ___ _ ing?
- 4 We went to Ahmed's house last n ___ _ t.
- 5 She arrived on the tw ___ _ - f ___ _ t of July.
- 6 I'm going to the cinema to ___ _ w.

- b Test your partner.

A

It's my birthday on Wednesday.
Can you come to my party? Union Bar at 9.00 p.m. c u there! Mike x

B

Dear Yoshi
It's my twenty-first birthday on Wednesday and I'm having a big party in the evening. It starts at 9.00 in the Union Bar. Yael, Josie, Marco, and Philippe are coming.
I really hope you can come.
Michael

C

Please come to

Michael's 21st ¹ _____ party
on ² _____, 15th March
at ³ _____ p.m.
in the ⁴ _____

RSVP

MOBILE: 0720 654321
E-MAIL: mike695@hotmail.com

5 write sentences

- a Order the words to make sentences or questions.

- 1 great / have / party / a .
- 2 am / party / having / i / big / a .
- 3 starts / 9.00 / it / at / union bar / the / in .
- 4 come / birthday / you / can / my / party / to ?
- 5 twenty-first / it / wednesday / is / birthday / my / on .
- 6 come / i / would / going / but / tomorrow / am / love / i / holiday / to / on .

- b Write the sentences. Use capital letters and contractions where necessary, e.g. *I have* → *I've*.



Writing task

- a Write an invitation to your birthday celebration. Send it to a classmate.
- b Reply to a friend's invitation.

aim to develop language for writing invitations and replies
writing task an invitation to a birthday celebration

time 40–50 mins

1 talk about the topic

- After students have discussed 1 and 2, brainstorm ideas for birthday celebrations as a class, and write useful phrases on the board, e.g. *go clubbing, go out for a meal / drink*, etc.
- For **question 2**, make a note of the language students use for expressing what they'd like to do. Explain that we rarely use *I'd like to* in its full form in this phrase, particularly in spoken or informal English.

guidance notes

Writing the phrases on the board will be useful when students write their own invitations.

2 understand invitations

- Make sure students understand that they have to transfer information from the two written invitations from Michael into the formal invitation card. You could check understanding before they start writing by asking a few comprehension questions about the invitations, e.g. *How old is Michael? When is his birthday party? What time is his party? Where is it?* Ask students what RSVP means (*répondez s'il vous plaît* = please reply).
- Tell students to do **exercise 2b** in pairs and discuss which words and phrases are more or less formal.

guidance notes

The language in the invitation card is not particularly formal but the card itself is a formality and it has become much less common for people to send specially printed invitation cards. The e-mail uses the present continuous structure to talk about future arrangements. This is more natural than *going to* + infinitive in this situation and the style of the e-mail is conversational. (See student's book, natural English box on p.105.)

answer key

a 1 birthday, 2 Wednesday, 3 9.00, 4 Union Bar
b C, B, A
possible answers **C** RSVP; **B** Dear ... I really hope you can come ...; **A** (no name) It's ... Can you come ...? Union Bar ... c u there!

3 use prepositions

- If your students need extra practice, tell them to test each other on the prepositions in pairs. You can extend this by testing the prepositional phrases in the invitations as well, e.g. Student A: *It's my birthday party ... Wednesday night.* Student B: *on Wednesday night.* Encourage students to repeat the complete phrase (as above) so that they learn the phrases as a chunk.

guidance notes

Prepositional phrases are extremely high frequency when talking about arrangements, so it is worth checking students' accuracy and giving them plenty of opportunities to practise using them productively in speaking and writing.

answer key

1 on, 2 at, 3 in, 4 on, 5 in, 6 in

4 understand replies

- Draw attention to the phrases in the replies by asking a few questions, e.g. *Does Yoshi want to go to the party? How does he say he hopes Michael enjoys his party?* You could elicit more phrases from the class for *Have a good / great ...* e.g. *weekend, holiday, time*, etc.

answer key

Yoshi can't come, but Penny can.

guidance notes

Remind students to make a note of useful new words and phrases in the vocabulary diary at the back of their books.

spell check

- Tell students to test themselves by spelling the words (out loud) without looking at the invitations and replies. If the words don't fit in the gaps, then they should find and check them before covering them again and completing the words.
- For **exercise b**, students can take turns to pick words and ask their partner to spell them out loud.

answer key

a 1 birthday, 2 Wednesday, 3 evening, 4 night, 5 twenty-first, 6 tomorrow

5 write sentences

- For **exercise 5a** tell students to cover all the texts and try to work out the order of the words. Tell them to work in pairs, then write out the sentences using capital letters and apostrophes for contractions. Students compare answers before checking in the texts.
- For the **writing task**, tell students to choose how they want to celebrate their birthday (they can use their ideas from **exercise 1**). They should then decide who to invite and what type of invitation to send.

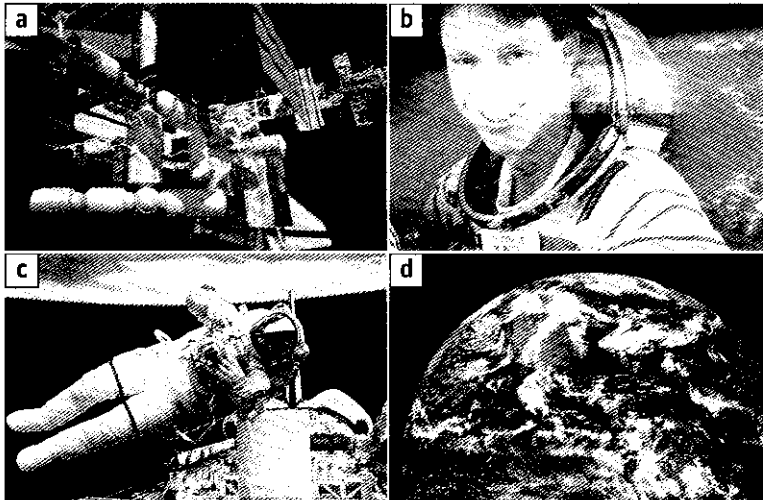
guidance notes

You will have to manage the writing task in order to make sure everyone in the class gets an invitation. For **exercise b**, explain that students should reply in the same style as the invitation, e.g. if you were invited by text, you should reply by text. If students get invited to more than one event on the same day, they should only accept one. They should refuse any other invitations for the same day.

1 understand topic vocabulary

Match the words (1–4) to the pictures (a–d).

- 1 astronaut 2 Earth 3 space station 4 spacewalk



2 think about the topic

Look at the pictures and the title of the text. Tick ✓ the topics below that you think will be in the text.

- A Michael's childhood
- B the dates of his last space flight
- C problems in space
- D Michael's education
- E Michael's family
- F good memories
- G number of days in space

3 read quickly

- a Read the text quickly. Check your ideas.
- b Number the topics A–G in the order they appear in the text.

4 find information

Work in A/B pairs. Find these figures in the text. Then test your partner.

example A: 1957 B: He was born in 1957.

- A 1957, 4, 22, 29, 2
- B 8, 2003, 145, 374, 6

5 talk about the text

- a Do you think Michael likes his job? Give reasons for your answer.
- b Would you like to go into space? Why? / Why not?

Profile of an astronaut

Michael Foale

After six space flights, astronaut Michael Foale has spent more time in space than any astronaut in the USA. He has spent over 374 days in space; that's more than a year. He has also done four spacewalks, which is more than 22 hours in total.

When he was a boy, Michael dreamed of becoming an astronaut. He was born in 1957 in England but moved to Texas, USA, to work for the US space programme. He became an astronaut at the age of 29. In 1997, he spent 145 days on the Russian space station Mir. About six weeks after Michael arrived on Mir, there was a terrible accident. A ship carrying **supplies** crashed into the space station and **damaged** it badly. Michael helped the Russian astronauts save the space station and they all returned to Earth **safely**.

Michael's next space adventure was in 1999, when he spent eight days in space. After three years on Earth, he returned to space in 2003 to spend six months on the International Space Station. Michael says that seeing Earth from space for the first time is an **emotional** experience. During a BBC interview, he said, "You think about all the people that you love, all the things you **value**, far away. The brightness of the Earth is **extraordinary**."

Michael is married with two children. When he is not in space, he lives with his family in Houston, Texas.

glossary

supplies /sə'plaɪz/ (plural noun) a store of something, e.g. food or water

damage /'dæmɪdʒ/ (verb) break or break part of something

safely /'seɪfli/ (adverb) free from danger

emotional /ɪ'məʊʃənl/ (adjective) have strong feelings

value /'vælju:/ (verb) think something or somebody is very important

extraordinary /ɪk'strɔ:dnri/ (adjective) very unusual or strange

text theme an astronaut's life

time 50–60 mins

1 understand topic vocabulary

- Let students match the words to the pictures in pairs. Check pronunciation in feedback.

guidance notes

This lead-in will help to introduce the topic and contextualize the lesson.

answer key

1 b, 2 d, 3 a, 4 c

2 think about the topic

- Find out if anyone in the class knows who Michael Foale is, and what they know about him. Ask students what they think a *profile* is (a short biography of a person). Put students in pairs and focus them on the list of topics. Emphasize that they should not look at the text yet; they are simply guessing what the content of the text might be. Don't give any feedback at this stage. They will read to check their ideas in **exercise 3**.

guidance notes

Predicting is a very useful skill which native speakers constantly use when reading (and listening) in their mother tongue. Here students are being asked to predict the content of a biography, but they probably know nothing more about him than that he is an astronaut. Therefore, they are using their knowledge of this sort of text and of the world to make logical guesses about the content.

3 read quickly

- For **exercise 3a**, give the class a minute or two to read the text for gist. Let students compare their ideas in pairs but don't check as a class until students have done **exercise 3b**.
- Tell pairs to order the topics after their first reading. They should then go back to the text to check their ideas.

answer key

a all the topics are mentioned except D

b 1 G, 2 A, 3 C, 4 B, 5 F, 6 E

4 find information

- Put students in A / B pairs and tell As to find the five figures in A, and Bs to find those in B. When they have found their own information, pairs should take it in turns to test each other on their information. Explain that when Student B (for example) calls out a figure, Student A should look quickly through the text to find what it refers to, then give a sentence to explain the information, as in the example. Demonstrate by calling out B's first figure (8) and asking the class to scan the text for the information relating to it (*He spent eight days in space in 1999*). Draw attention to the fact that numbers *one to ten* in the text are written in letters not figures.

guidance notes

In this exercise, students are being asked not only to scan a text for specific information, but to contextualize and explain that information to a partner. This is challenging at this level, so remember to give students lots of praise. It will clearly demonstrate how well students have understood the details in the text.

answer key

A 4 He has done four spacewalks. 22 His spacewalks were more than 22 hours in total. 29 He became an astronaut at the age of 29. 2 He has two children.

B 8 He spent eight days in space in 1999. 2003 He returned to space in 2003. 145 He spent 145 days on Mir. 374 He has spent 374 days in space. 6 He has done six space flights. / He spent six months on the ISS.

5 talk about the text

- Put students into small groups to talk about the text. Encourage them to engage with the text by giving reasons for their answers, e.g. by referring to what he says about space in his interview, or by the fact that he has continued to go into space following the problems on Mir. Try to find out individual students' feelings about going into space.

ideas plus

If there are students who are interested in life as an astronaut, tell them they can read lots more about Michael and other astronauts on the NASA website (www.jsc.nasa.gov). Alternatively, they can put *astronauts* into a search engine and read about lots of topics related to space, e.g. a list of all the women who have been into space and facts related to each of them. There are also several books written about Michael Foale's adventures on Mir (including a graded reader by Dorling Kindersley).



A

Ayşe and Paul

Well done! We're so pleased that everything went well. How's Petra? Does she like her new little brother? Can we come and visit you all soon? We can't wait to meet Oscar. Hope he sleeps well!

Love Sarah, John, and Jimmy

B

Dear Louise

Thank you very much for your lessons this year. We really enjoyed them and we learned a lot. You are a wonderful teacher and you were very kind to us. We hope you like the chocolates.

Best wishes from your students.

Maria Davide Michiko
 Juan Pascale
 Nagi Gabriela
 Ana Toni Kim

1 understand what the text is for

- a Match the pictures (1 and 2) to the messages in the cards (A and B).
- b What are the cards (A and B) for?
- A To say you're pleased about somebody's new:
 a house. b baby. c job.
- B To thank: a a friend. b a teacher. c a class.
- c Do you send cards like this in your country?

2 understand style

- a Which card uses:
- 1 long sentences
 - 2 full sentences, (e.g. *I hope to see you soon.* not *Hope to see you soon.*)
 - 3 full forms (e.g. *I am not I'm*)
 - 4 full stops (.) not exclamation marks (!)
- b Which card is written in a 'friendly' (informal) style? How do you know?

3 use set phrases

Complete the sentences with one word from the cards.

- 1 Thank you very _____ for the present.
- 2 We _____ you like the flowers.
- 3 We are _____ that you passed your exams.
- 4 With _____ wishes from your friend, Emi.
- 5 Well _____ for passing your driving test!

spell check

- a Find words in the cards with the following letters. Write them in the table.

sh
ch
th
ng
st

- b Add one more word to each group.

4 talk about the topic

- a Work in groups. Think of two more reasons to write:
- 1 a thank you card
 - 2 a congratulations card
- b Choose a card to write. Plan what you want to say.

Writing task

- Write a card to a classmate or an English-speaking friend.
- Read other students' cards. Which is your favourite card?

aim to develop use of appropriate language for cards
writing task a thank you card or a congratulations card

time 40–50 mins

1 understand what the text is for

- Put students into small groups to do **exercises 1a, b, and c**. If students say they don't send cards like these in their country / ies, then find out what they do instead. You could broaden this discussion to include celebrations like birthdays, religious and cultural festivals, e.g. Christmas or Chinese New Year, or newer more commercial 'special days' like Mother's Day or Valentine's Day.

answer key

- a 1 B, 2 A
 b A b, B b

2 understand style

- Go through the list of style points in **exercise 2a** before telling students in pairs to find examples of each point in the two cards. For **exercise 2b**, tell students to refer back to the style points in **exercise 2a** to explain their answers.

guidance notes

This exercise raises awareness of style and register in cards. It is worth pointing out, though, that these style points apply equally to all forms of communication, e.g. letters, e-mails, and texts. Remind students that they looked at the register of e-mails and texts for invitations in the previous unit on p.54. This is recycled and extended in the first writing lesson of the pre-intermediate reading & writing skills book.

answer key

- a B uses 1 to 4
 b A is written in an informal style. It uses short sentences with contractions and several exclamation marks.

3 use set phrases

- Students work alone or in pairs before comparing ideas. Encourage them to guess the words for the gaps first before checking in the texts for the appropriate words. Remind students to record useful new words and phrases in the vocabulary diary.

answer key

- 1 much, 2 hope, 3 pleased, 4 best, 5 done

spell check

- Tell students to scan through the texts to find words which include these common letter combinations in any position. Point out that some words contain two of the combinations, e.g. *everything*.

answer key

sh she, wishes; ch chocolates; th everything, thank (both /θ/), brother, the (both /ð/); ng everything; st best, students

ideas plus

As a round-up for the spelling focus throughout the book, ask students to revise all the spell checks in the book. Put students into groups of three and tell them to choose five difficult words from the spell checks to test other groups. Give groups points for each word spelt correctly.

4 talk about the topic

- Let students work together before brainstorming their ideas onto the board. Accept any sensible reasons for writing either card. Encourage students to think of realistic reasons to write cards for themselves and to illustrate their cards if they wish. Let them plan their cards together and help each other with vocabulary and suggestions. Monitor while students are planning and offer help where necessary.
- When students have completed the **writing task**, display their cards on the classroom walls and tell students to walk round and read each other's cards. Get a vote from the class on their favourite card.

self-assessment reading

How well did you do? At the end of each lesson, tick the best box for each task.

☺ = I did this easily.

☹ = I did this but I need more practice.

☹ = I couldn't do this.

text	skills / tasks	☺	☹	☹
1 students of the world				
	think about the topic read quickly read closely give information think about you			
2 it's the keys to my life				
	think about the topic read quickly read closely talk about you			
3 best friends				
	think about the topic read quickly use topic vocabulary understand the main points talk about the topic			
4 I, Robot				
	think about the topic read quickly understand the main points use the text			
5 food labels				
	think about the topic find information guess the meaning use words that go together talk about the topic			
6 the roof of the world				
	think about the topic find information guess the meaning talk about the topic			
7 the young ones				
	think about the topic read quickly read closely use words that go together talk about the topic			

text	skills / tasks	☺	☹	☹
8 how good is your memory?				
	think about the topic read quickly understand what the text is for use dictionaries talk about the text			
9 rent a star's holiday home				
	use topic vocabulary find information read closely talk about the text			
10 home remedies				
	think about the topic read quickly guess the meaning understand what the text is for talk about the text			
11 me and my bike				
	think about the topic read quickly guess the meaning understand attitudes understand reference words talk about the text			
12 men in suits				
	understand vocabulary read quickly read closely understand references talk about the topic			
13 what's on?				
	think about the topic read quickly read closely understand adjectives talk about the text			
14 profile of an astronaut				
	understand topic vocabulary think about the topic read quickly find information talk about the text			

self-assessment writing

How well did you do? At the end of each lesson, tick the best box for each task.

☺ = I did this easily.

☹ = I did this but I need more practice.

☹ = I couldn't do this.

how to ...	skills / tasks	☺	☹	☹
1 write personal information				
	read a letter understand capital letters and full stops complete a form write about you writing task			
2 write short messages				
	think about the topic understand requests organize sentences make requests writing task			
3 write about likes and dislikes				
	think about you read an e-mail understand <i>and</i> and <i>but</i> use commas write about you writing task			
4 write about daily routines				
	think about the topic write about daily routines order sentences order ideas use your ideas writing task			
5 write a restaurant review				
	think about the topic read a review understand adjectives understand <i>it</i> use <i>because</i> writing task			
6 write about a day out				
	think about the topic read a narrative understand <i>because</i> and <i>so</i> use punctuation writing task			
7 write about life events				
	think about the topic understand an autobiography order information use articles writing task			

how to ...	skills / tasks	☺	☹	☹
8 write directions				
	understand directions use punctuation use prepositions write directions writing task			
9 write about places				
	understand different texts describe a place use words that go together use punctuation writing task			
10 write about an experience				
	understand a story understand time markers order a story check for mistakes talk about the topic writing task			
11 write about transport in two places				
	think about the topic understand a description understand <i>they</i> make sentences talk about the topic writing task			
12 describe a picture				
	talk about the topic describe a picture use articles writing task			
13 write invitations				
	talk about the topic understand invitations use prepositions understand replies write sentences writing task			
14 write cards				
	understand what the text is for understand style use set phrases talk about the topic writing task			

vocabulary diary reading

It is important to keep a record of important new words and phrases from the reading lessons in this book. Choose the four most important words or phrases from each lesson, and write them in the words / phrases column. In the next column, write a sentence that includes the word to remind you of how it is used.

words / phrases	example sentences	words / phrases	example sentences
unit 1		unit 8	
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
unit 2		unit 9	
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
unit 3		unit 10	
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
unit 4		unit 11	
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
unit 5		unit 12	
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
unit 6		unit 13	
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
unit 7		unit 14	
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4

vocabulary diary writing

It is important to keep a record of important new words and phrases from the writing lessons in this book. Choose the four most important words or phrases from each lesson, and write them in the words / phrases column. In the next column, write a sentence that includes the word to remind you of how it is used.

words / phrases	example sentences	words / phrases	example sentences
unit 1		unit 8	
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
unit 2		unit 9	
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
unit 3		unit 10	
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
unit 4		unit 11	
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
unit 5		unit 12	
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
unit 6		unit 13	
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
unit 7		unit 14	
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4

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