

Unit 1 I'll cook something

Look at the unit title with the class. Ask students what you have to do if you decide to cook something. Elicit/Explain that you may have to look at a recipe to decide what to make and then go to the shops to buy the ingredients.

Get ready to read

Read the instructions to the class, put students into pairs and get them to do the exercises together. Check the answers with the class.

A What should I make?

Focus students on the section heading and ask them what they would make if they wanted to cook a meal for some friends.

- 1 Before doing the exercise, show students some realia, for example, a tablespoon, a teaspoon, a can of tomatoes, and a head of garlic, and elicit their names.
- 2 Do Exercise 2 before **Focus on verbs**. Before doing the exercise, tell students to list the ingredients only – they do not need to write down the quantities.

Focus on ... verbs

Before doing the exercise, ask students to look quickly at all eight pictures. Elicit that these show ways of preparing food.

Put students into pairs and get them to do the exercises together. After checking the answers, you can ask students to name other verbs which are connected with cooking. (Examples include: *bake, boil, fry, grill, roast.*)

- 3 After checking the answers, elicit/explain the meaning of *al dente* (to the tooth, i.e. not overcooked). Ask students to read the instructions again and circle all the verbs which are connected with cooking (*fry, add, bring to the boil, lower the heat, simmer, cook, drain, mix, serve*).
- 4 Before doing the exercise, elicit/explain the meaning of *egg white* and *egg yolk*. After doing the exercise, put students into pairs and get them to write true/false statements like those in Exercise 3. Go around the class giving help and encouragement as students work. Each pair then exchanges their statements with another pair who decides if their statements are true or false.

More activities

- 1 Play the Ingredients game. Students work in pairs and write a list of ingredients. Set a time limit, e.g. three minutes. When the time limit is up, ask individual students to name an item each. Students tick the items on their list as they hear them. (They can also add words to their list as other students say them.) The winner is the pair with the most words on their list. Alternatively, students can try and name one ingredient for each letter of the alphabet.
- 2 Students choose a dish they would make for a group of friends. They write a list of ingredients and the instructions. Students can then read each other's recipes and decide which dishes they would like to try. You could also encourage students to prepare dishes from their country so that their classmates can have a taste.

B Which one should I buy?

Encourage students to skim the page and elicit/explain that in this section they are going to look at product labels.

- 1 Before doing the exercise, ask students to see how many items from the lists on page 11 they can remember with a partner. Collate answers on the board and then get students to check in their books.
- 2 Before doing the exercise, set a time limit to encourage students to read quickly.
- 3 Make sure that students read the **Learning tip** before they do this exercise. Read the instructions with the class. Elicit/Explain that students' purpose in reading the labels is to find out the advantages and disadvantages of each product. Notice that students will need to copy the chart onto paper. Put students into pairs and get them to do this exercise. While they are working, copy the chart onto the board. Check the answers with the class. Ask one student to name an item, another student to give the advantages and a third student to give the disadvantages. Write the information in the chart on the board.
- 4 The checking section for this exercise is the **Class bonus**.

Class bonus

Put students into pairs or small groups. Partners discuss their choices. If you like, you could tell pairs/groups to imagine that they are preparing the meal together and can only buy one of each product. Students must convince each other why it would be better to buy the product they have chosen.

- 5 Tell students to identify the seven items (1a/b, 2a/b, etc.) that the shopper chose. They compare them with the items they chose. Get feedback from the class.

More activities

- 1 Elicit the names of containers (*bag, bottle, box, can, packet, tin*). Students read the till receipt again, this time using the names of the containers, e.g. *a can of premium chopped tomatoes, a bag of caster sugar*.
- 2 Elicit expressions of quantity with *of*, e.g. *a bar of chocolate, a blob of cream, a bunch of basil, a clove of garlic, a drop of oil, a pinch of salt, a sheet of paper, a slice of cake*.
- 3 Ask students if they only eat food from their own country or if they like trying things from other places. What things do they like and dislike? Depending on your circumstances, you could prepare something which is typical of your own country.

Unit 2 We've hired a car

Write the unit title on the board. Elicit/Explain the meaning and why someone might hire a car (to travel around when they are on holiday). Elicit other ways of travelling while on holiday.

Get ready to read

- Ask students to discuss with a partner what the advantages and disadvantages of each form of travel are.
- Encourage students to read out their sentences and then to talk about their holiday experiences. Remind them to use the past simple for specific events, for example: *I've been abroad on holiday. I went to the USA in 2007.*
- Before doing the exercise, write *South Africa* on the board. Ask students in pairs to brainstorm everything they know about South Africa. Collate ideas on the board in the form of a mind map and, if they have not already been offered to you, elicit names of cities, famous sights, languages and currency. (N.B. There are 11 official languages in South Africa, English and Afrikaans being the most widely-known, but there are many other unofficial languages; the currency is the *Rand*.)

A Terms and conditions

- 1 Make sure that students read the **Learning tip** before they do this exercise. Elicit or tell the class that the photo shows the road which goes to Cape Point. Ask students if they have been there. While checking the answers, elicit/explain that *CPT* stands for Cape Town and *JHB* stands for Johannesburg, and tell students that these are *abbreviations* (a key word in this unit). Afterwards, check that students understand the meaning of *downtown*.
- 2 Before doing the exercise, explain that *ZA* stands for *Zuid-Afrika* (Dutch). Elicit/Explain that the abbreviation *ZAR* stands for *South African Rand*.
- 3 After doing the exercise, elicit/explain that the remarks are abbreviations.
- 4–6 Read the instructions to the class, put them into pairs and get them to do the exercises together.
- 7 Get students to discuss their answers and reasons together and then take a class vote.

More activities

- 1 Students look at the Avis South Africa website www.avis.co.za and find out if Claudio and Flavia would pay less if only one of them drove the car. Would they have to pay more if they were under 21? Students could also look at the Avis website for the Terms and conditions that are included in this section and find out how much prices have changed since *Real Reading 3* was published.
- 2 Ask students about the currency of their own country. Then ask them any other currencies that they know.

B Safe driving in South Africa

- 1 Read the instructions to the class. Give students some time to read the information. Ask the class the question.

Did you know ... ?

Ask students if you have to drive on the left or the right in their country.

- 2–4 Read the instructions to the class and get students to do the exercises. Check the answers by writing them on the board so that students can check their spellings.

- 5–6 Ask the class these questions.

Extra practice

Students could do this task in groups. They could discuss the task, go away to do the research (perhaps on a specific area each), and then work together to finalize their route.

Invite individual students/groups to describe their routes. Ask other students/groups how similar their route is.

More activities

- 1 Put students into pairs and get them to write a list of parts of the car. Set a time limit, e.g. three minutes. When the time limit is up, ask individual students to name an item each. Students tick the items on their list as they hear them. The winner is the pair of students who have the most words on their list.
You could also ask students for the US equivalents of any words. Here are some examples:
bonnet (hood); dashboard (dash); ignition; indicator (turn signal); speedometer; windscreen (windshield).
- 2 Practise other compound nouns connected with cars. Write the first word of each compound noun on the board and ask students to complete the compound noun. Alternatively, write a list of the second words in jumbled order for students to match. Examples include: *brake pedal, exhaust pipe, gear stick, number plate, steering wheel, windscreen wiper.*
- 3 If you are teaching in an English-speaking environment, you could show the class some road signs (from the Highway code or a road atlas) and ask students to say what they mean. Encourage them to use *should/shouldn't* and *must/mustn't*.
- 4 Write on the board or dictate the following. Then ask students to mingle and find someone who fits each description.
Find someone who ...
 - a has had a flat tyre
 - b can't drive
 - c has broken down on a motorway
 - d has hit an animal
 - e has been stopped by the police
 - f has run out of petrol

Unit 3 Somewhere to live

Put students into pairs and ask them to brainstorm different buildings etc. where people can live (e.g. *a bungalow*) and how people can find new places to live (e.g. *in a newspaper*). Collate answers on the board, encouraging students to write down any new vocabulary.

Get ready to read

- If you are teaching in an English-speaking environment, tell students to circle words so that the sentences are true about their home in their own country. Ask someone to read out the first sentence so that it is true for them and get other students who circled the same word(s) to raise their hands. Repeat this procedure for the first sentence and then with the other three sentences. Alternatively, you could encourage other students who have circled the same words to agree by saying *So do I*.
- If you are teaching in an English-speaking environment, you could ask students how they found the accommodation where they are currently living.

A Looking for a room

- Read the instructions to the class and get answers to the questions. Then, get students to do the exercise. While students are working, draw a table on the board, five columns by five rows; along the top row, write the following: *Question, a, b, c, d*. When students have finished, get students at random to read out a question each. Write the first four good/correct ones in the first column of your table (under *Question*).
- Before doing the exercise, get students to copy the table onto paper. This will help them record their answers more easily. After students have looked for the answers to the questions on the board in the advertisements and you have checked their answers with them, ask them for the answers to the two example questions in Exercise 1. Ask the first question, and get four students to answer – one for each advertisement. (*When is it available? – Room a is available from the beginning of February, There is no information for Room b, Room c is available from the 8th of January, Room d is available now.*) Repeat this procedure with the second question. (*Is it near the city centre? – Room b is ten minutes on foot from the city centre. The other advertisements do not say – so they are probably not near the city centre.*) Put students into pairs. Students take turns to read out other questions they wrote in Exercise 1 for their partner to answer.
- Read the instructions to the class, give students some time to read the advertisements and then ask the class the question.
- Read the instructions to the class and get students to do the exercise. Check the answers by writing them on the board so that students can check their spellings.
- Before doing the exercise, remind students to give reasons for their choices. They can then work in pairs and compare their choices. You could then take a class vote and find out the most popular choice of room.

- Students can discuss the question in pairs and then they can compare their answers in a whole-class discussion.

Did you know ... ?

Ask students if you can find accommodation in the same ways in their country.

Class bonus

You could collect students' advertisements and then photocopy them onto one piece of paper for the class. Afterwards, get feedback.

More activities

You could make and photocopy a page of advertisements, and students could do Exercise 6 again, replacing Cambridge with the town/city where they are studying.

B Signing a contract

Did you know ... ?

Elicit/Explain the words *tenant, tenancy, landlord, landlady* and *witness*. If you are teaching in an English-speaking environment, ask students if they have signed a tenancy agreement.

- Before doing the exercise, remind students that to scan the text for the information needed, it is not necessary for them to read each word in the text. In order to encourage students to read quickly, set a time limit (say, one minute) or you could ask them to raise their hands when they have found the answers.
- Check answers before doing Exercise 3.
- Before doing the exercise, elicit/explain *wireless*.
- After doing the exercise, students could role play a tenant/landlord discussion, using these questions and others.

Focus on ... formal language

Read the instructions to the class and then get students to find and underline *terminate* and *becomes due* in Agreement A.

More activities

- Ask students to read the contract again and underline any unknown language. Students can then work in pairs to help each other. If necessary, you can clarify anything they are still not sure of.
- Ask students if they would like to live in a rented flat with a tenancy agreement like this one? Which conditions in the agreement do they think are reasonable/unreasonable?
- Ask students about tenancy agreements in their own country. How similar are they to the one they have just read?

Unit 4 I'll check it in

Write the unit title on the board, elicit that you would most likely use the sentence at an airport, and ask students to analyze it in terms of subject/verb, etc. Elicit/Explain that *to check in* in this context is a separable phrasal verb.

In pairs, ask students to brainstorm different items that people can check in (e.g. *a suitcase*). Collate answers on the board, encouraging students to write down any new vocabulary.

Get ready to read

- After checking the answers with the class, ask students to name the items of luggage they have with them in the classroom.
- Ask individual students which items of luggage they usually travel with. Ask students if they have ever lost their luggage while they were travelling and what happened.

A How much luggage have you got?

Learning tip

Make sure that students read this before doing Exercise 1. After students have read it, ask them if this is how they read in their mother tongue.

- 1 Before doing the exercise, read the first sentence of the instructions to the class. Ask students if they have ever been to Paris or Toronto and how they got there.
- 2 Before doing the exercise, elicit/explain that the abbreviation *lb* is short for *pound(s)* and that the abbreviation *in* is short for *inch(es)*. Get students to do the exercise and then check their answers.
- 3 Before doing the exercise, elicit/explain meanings of *Economy*, *Business*, *First Class*, etc. and explain that different airlines have different kinds of names for services. After students have done the exercise, ask them if the baggage restrictions are similar to those of airlines they have flown with.
- 4-6 Read the instructions and the questions, give students some time to read the webpage and do the exercises, and then check their answers.
- 7 Ask the class these two questions.

Focus on ... the prefix over

Ask students to find two words in the Excess Baggage Fees webpage which begin with the prefix *over* (*overweight*, *oversized*). Elicit that the prefix *over* means 'too much' in these cases. After students have completed the sentences, put them in pairs and get them to write down other words with the prefix *over*. The first pair who write down ten should shout *Stop!* Write the winners' answers on the board and one word from each other pair, encouraging students to write down any new vocabulary.

Class bonus

Ask students to share any particularly interesting answers their partners gave with the class.

B Where's my luggage?

In pairs, ask students to brainstorm different places in an airport (e.g. *the check-in desk*). Collate answers on the board, encouraging students to write down any new vocabulary.

- 1-2 Read the instructions to the class, get students to do the exercises, and then get feedback from the class.
- 3 Before doing the exercise, elicit/explain meaning of *optimistic* and its opposite and noun forms (*pessimistic*, *optimist*, and *optimism*).
- 4 Before doing the exercise, elicit that the photo shows Miklós's luggage at Paris Charles de Gaulle. Read the instructions to the class. Ask students to point to the *baggage check label*, the *boarding card* and the *label on Miklós's rucksack* in turn.

Did you know?

Before reading, ask students if they notice anything interesting about the names of the airports that are mentioned on these two pages (they are both men's names).

Ask students if they know anything more about Charles de Gaulle and Lester B. Pearson.

More activities

You could ask students if they know any other airports which are named after famous people and ask them what they know about the people. If you like, you could ask students to choose one of the people and find out about this person on the Internet. (Examples include: Alfonso Bonilla Aragon (Cali, Colombia), Bandar Seri Begawan (Brunei), Chiang Kai Shek (Taipei, Taiwan), Cristoforo Colombo (Genoa, Italy), JF Kennedy (New York, USA), Jomo Kenyatta (Nairobi, Kenya).)

Unit 5 I'll be at home

Put students into pairs and ask them to think of as many words as possible beginning with the letters *ma* (the longer the better). The first pair who write down ten should shout *Stop!* Write the winners' answers on the board and one word from each other pair, encouraging students to write down any new vocabulary. Proffer *mail* if it is not already there, and elicit its meaning, highlighting the fact that this word has the same pronunciation as *male* (but has a different spelling and meaning).

Get ready to read

Before doing the first task, ask the pairs to brainstorm different kinds of mail you might receive, e.g. *a postcard*. You could bring some realia to class to show students, e.g. a postcard, a leaflet, etc. Elicit the negative meaning of *junk mail*. Check the answers by saying each item and asking students to raise their hand if they have ticked it.

A Sorry, you were out

Focus students on the section heading and compare it with the unit title. Check that students understand by writing *I was out; I was at home; I was in* on the board and explaining the differences/similarities in meaning.

1–2 Read the instructions to the class, give students some time to read the card and do the exercises, and then check the answers with the class.

Did you know ... ?

Elicit/Demonstrate that the pronunciation of *Thames* is /temz/. If teaching in an English-speaking country, check problematic pronunciation of nearby places.

- Before doing the exercise, remind students that it is not necessary to read each word in the text. In order to encourage students to scan the leaflets, you could set a time limit (say, one minute), or you could ask them to raise their hand when they have chosen the correct endings for the sentences.
- Read the instructions to the class. Give students some time to read the statements to prepare themselves for reading. Get them to do the exercise and then check the answers.
- Before doing the exercise, elicit/explain that *RG17 3PE* is a postcode specifically for Reading. Read the instructions to the class, get students to do the exercise and then check the answers.

More activities

- Do a quiz: put students into pairs, say the English names for some large rivers and ask students to write down which countries they run through.
- Elicit that *re* in *redeliver* means 'again'. Ask students to suggest other verbs that the prefix *re* can be used with.

B Run the cold tap

In pairs, ask students to brainstorm different phrases with *run*, including phrasal verbs (e.g. *The course runs for a year; run down; run in the family*). Collate answers on the board, encouraging students to write down any new vocabulary. Elicit/Explain that *run* in the heading means 'turn on'. Elicit the opposite *turn off*.

1–4 Read the instructions to the class, get students to do the exercises and then check the answers.

Focus on ... phrasal verbs

After doing the exercise, ask students to suggest other phrasal verbs with *off*. (Examples include: *call off, finish off, go off, put off, set off, show off, take off*.) Ask students to make personalized sentences with these phrasal verbs, e.g. *The last time I went on holiday, my plane took off 15 hours late*.

Extra practice

Before doing the exercise, brainstorm ways of saving electricity with the class, e.g. *share a bath, don't use a dishwasher*, and ask students to write them down. A homework activity can be to see how many of the class's ideas are on the website.

More activities

- Elicit/Explain that household appliances are 'electrical equipment with a particular purpose in the home'. Ask students to name as many household appliances as they can and write a list on the board. (Examples include: *CD player, cooker, dishwasher, tumble drier, DVD player, fan, fridge, freezer, microwave, TV, vacuum cleaner, washing machine*.) Then ask students to put the appliances in order of importance or to choose three they could not live without. You could take a class vote to find out which are the most and least useful appliances.
- Write the phrase *do her washing* (from Exercise 3) on the board. Ask students to suggest other phrases which fit the pattern *do her/the ...ing*. (Examples include: *cleaning, cooking, dusting, ironing, shopping, vacuuming, washing up*.) Then elicit/explain the difference between *do the shopping* (shopping for specific things) and *go shopping* (the activity of shopping in general). Ask students to make personalized sentences with these phrases, e.g. *My mother does the shopping every Thursday afternoon*.

Unit 6 A weekend in Wales

Get ready to read

- Instead of doing this exercise, take big pieces of paper into class (if you cannot, A4 will do) and get students in pairs to draw the outline of the UK. Call out the four countries and their capital cities, and ask students to write them in the correct place on their maps.
Particularly if you are teaching in the UK, you could also call out other cities or famous places and get students to write them on the map, e.g. *Manchester, Big Ben*, etc. Display the best map on the board/wall, at least for that lesson.
- With books closed, ask students to brainstorm things they know about Wales. Do not get any feedback on this. Then get them to discuss whether the statements are true or false.

A Find your Welsh holiday here

Ask students where you might find the heading *Find your Welsh holiday here*. Elicit that it could be in a holiday brochure or on the Internet.

- 1 Before doing the exercise, elicit the words *village, town, city* and *cathedral* and their meanings. Explain that in the past any town in Britain that had a cathedral was called a 'city'.
Get students to do the exercise and check their answers.

Learning tip

Make the point that Geraint has told Sebastian/students about St Davids – this is what they already know about the topic.

- 2 Before doing the exercise, elicit/explain the meaning of *bed and breakfast* and ask the class if anyone has stayed in one. Get students to do the exercise and check the answers by writing them on the board so that students can check their spellings.
- 3 Before doing the exercise, explain that St David's is in an area called Pembrokeshire. Get students to do the exercise. After checking the answers, tell students that Sebastian's friends all reply that they like the sound of the bed and breakfast. They are happy to share rooms but not to share beds. Ask students what kind of accommodation Sebastian should book for them at Ramsey House (two twin rooms).
- 4 Read the instructions to the class, get students to do the exercise and then check the answers with the class.
- 5 Ask the class these questions.

Extra practice

Alternatively, students can find out about other parts of Wales which they might like to visit. For example, ask them to find out about Snowdonia or Anglesey. Students could then use this extra information to plan, say, a week's visit to Wales, using stayinwales.co.uk.

More activities

Tell students (in an English-speaking environment) to imagine that you are going to visit their country. If you are teaching a group in their own country, ask students to prepare an itinerary for you. What places would they recommend you to visit? Encourage them to do some research on the Internet and print out any information that you may find useful.

B Your room will be ready for you

- 1 Read the instructions to the class and get students to do the exercise. Try to monitor what individual students are writing as closely as possible. Check the answers by writing them on the board so that students can check their spellings.
- 2 Ask the class this question.
- 3 Read the instructions to the class and get students to do the exercise. Again, try to monitor students closely. Check the answers with the class. Get one student to ask a question from Exercise 1 and another student to give the answer. Write any answers on the board you feel students are having particular difficulty with.
Alternatively, students could use the information in the letter to role play the phone conversation between Sebastian and Ceri Morgan.
- 4–7 Get students to do the exercises and then check the answers.

Focus on ... should

After checking the answers, ask students which of the sentences Ceri Morgan could have written (a, c, d, f, g).

Tell students to imagine that they are Ceri Morgan and to complete the following four sentences (example endings are given in brackets):

- a Should you forget your cheque book, (you will have to pay cash).
- b Should you arrive before 2.00pm, (your room may not necessarily be ready for you).
- c Should you wish to smoke, (you will have to go into the garden).
- d Should we re-let your rooms, (you will receive a refund).

More activities

- 1 Discuss the layout of formal letters with the class. Draw the attention of the students to the position of the addresses and the date, and the beginning (*Dear Mr Rose*) and ending of the letter (*Yours sincerely*).
- 2 Students can look at Ramsey House on stayinwales.co.uk and find out if any of the information about the B&B has changed.

Unit 7 I saw an article about it

Before students open their books, introduce the lesson by playing hangman on the board with the word *magazine*. Tell them that this is often abbreviated to *mag*. Brainstorm different types of magazine. Bring in some realia (real magazines in English) to show the class.

Get ready to read

- Say each type of magazine in turn and ask students to raise their hand if they read this type of magazine.
- Find out if there is anyone in the class who does not read or buy magazines.

A Call of the wild

- 1 Ask the class the question.
- 2 Ask students the questions and, if any of them have ever been on safari, ask where, when and what they saw. Ask the class what other animals you might see on safari.

Did you know ... ?

Ask students if they know any other words from other languages which are used in English. If you are teaching a monolingual group, you could compile a class list of words from their mother tongue which are used in English.

- 3-4 Read the instructions to the class, get students to do the exercises, and then check the answers. Afterwards, ask students who have not been on safari if they would like to go. Would they prefer to go in the wet season or the dry season?
- 5-6 You could split the class into two groups and get each to do one of these exercises. Then you could pair one student from one group with one from the other to compare answers.
- 7 Put students into pairs to do this exercise and then get feedback from the class.

More activities

- 1 Do a board race: write the alphabet in two lists on the board; put students into two teams, giving each team a different colour of pen/chalk; a student from each team has to run up and write the name of an animal beside a letter, e.g. *lion* beside *L*; then he/she runs back to his/her team and gives the next person the pen, who repeats the above; only one animal (by either team) can be written beside each letter. The winning team is the one who has written the most animals. Then ask students to discuss with a partner where they might see some of the animals, e.g. *at the zoo, in the park, etc.*
Write the following on the board:
 - a If you camp...
 - b If you stay in a lodge...
 - c If you go on a game drive...
 - d If you go on a walking safari...
 - e If you go on a boat...
- 2 Ask students to think about the disadvantages of each situation and complete the sentences in their own words. Get students to compare what they have written in small groups. Monitor this activity closely, and make individual corrections where necessary.

B A walk in the park

- 1 Put students into pairs and get them to do this exercise together. You may need to give them dictionaries. Check the answer with the class.
- 2 Ask the class this question.
- 3 Get students to read the three options before they read the text. Encourage them to skim the article by setting a time limit (say, one minute) or you could ask them to raise their hands when they have found the answer.
- 4-8 Get students to do these exercises in pairs or small groups, and then check their answers as a class.
- 9 Before students read the text you could ask them to suggest what the rangers would have done. They then read and check their answers.
- 10 Ask students to discuss their answers with their partner before taking a class vote.

Extra practice

Students could find out about an animal and then describe it to the class without saying the name of the animal. The other students have to work out which animal is being described, by only asking questions beginning with *Is*, *Does* or *Has* so that the first student can only say *yes* or *no*.

More activities

- 1 Elicit/Explain that Kruger is a *national park*. Ask students to suggest other collocations which include the word *park* and write a list on the board. Then read out the following definitions and ask students to decide what type of park they describe:
 - a an area that is specially designed to have offices, small factories, etc. (business park)
 - b a large enclosed park where wild animals are kept and can move freely, and can be watched by visitors driving through in their cars (safari park)
 - c a park with entertainments, such as games, machines to ride on, restaurants, etc. (theme park)
 - d a place where vehicles that people live in can park (*US*) (trailer park)
 - e an area of large stores outside a town/city centre (retail park)
- 2 Ask students to find out about Kruger National Park. You could give them some questions and ask students to find out the answers on the Internet, e.g. *Can you drive your own car around Kruger?*

Unit 8 In the newspapers

Bring in some realia to show students. You could exemplify the difference between a *tabloid* and a *broadsheet* newspaper.

Get ready to read

Put students into pairs and get them to do these exercises together. Get feedback from the class.

A Bikes are everywhere!

Focus students on the section heading and ask if they think it is true that bikes are everywhere and/or where it might be true. Find out how many students have a bike, and when and why they use it.

- 1 Read the instructions to the class and then get students to discuss the question in pairs. Check the answers with the class.
- 2 Emphasize the point that we often skim a text quickly the first time we look at it. Set a time limit for students to do the exercise and then check the answers.
- 3 Get students to do this exercise in pairs. Then check the answers with the class.

Learning tip

Ask students if they read a newspaper in their own language in the way the tip describes.

- 4 Set a time limit, say five minutes, for students to look at the texts and consider the six factors in pairs. Get feedback.
- 5 Get students to decide which extract they are going to read. Try to get equal numbers of students to read each article. Students can work in pairs with someone else who has chosen the same extract, and help each other to understand the text and identify the main points. Get feedback from the class.

Class bonus

After reading each of the other two extracts, students work with two different partners, one who has read one extract carefully and the other who has read the other. Each student can help the other two members of the group with the meaning of any text they have underlined.

- 6 Ask students to discuss these questions with a partner. Get feedback from the class.

Extra practice

Ask students if they ever read English-language newspapers. Ask students to comment on any differences and similarities they have noticed between English-language newspapers and newspapers in their own languages.

More activities

Get students to list sports on the board. Students decide whether *do*, *go* or *play* collocates with each of the sports they have mentioned. For example: *do judo/karate/yoga, go running/sailing/skiing, play badminton/golf/tennis*.

B Should I wear a helmet?

- 1 After doing the exercise, highlight the fact that *helmet* appears in the section heading too.
- 2 Ask students who cycle which of the things they do and do not do.
- 3 If the headline does surprise students, ask them why. Write the first three words of the headline (*Cyclists with helmets ...*) on the board and ask students to suggest other ways in which the headline could have ended.
- 5 Before doing the exercise, tell the class that *Dr* can be both a medical and an academic title. Many university lecturers have the title *Dr*.
- 6 Read the instructions to the class and get students to do the exercise in pairs. Check the answers with the class.
- 7 Students can discuss the question in pairs. They can then compare their ideas in a whole-class discussion.

Focus on ... synonyms

Before doing the exercise, ask students to name other pairs of synonyms. (Examples include: *little/small, client/customer, rich/wealthy*.)

After doing the exercise, you could also introduce the word *antonym* (words with the opposite meaning).

More activities

- 1 Cut out several different articles – at least one article for each student – from one newspaper. Write a number (1–20, etc.) on each article. Students skim the articles and make a list (1–20, etc.) of the sections of the newspaper that the articles have come from. Students can then choose one article each to read more carefully.
- 2 Ask students to name other parts of the bike or items connected with cycling. (You could encourage students to find words in a dictionary before the next lesson.) Examples include: *bell, brake, chain, frame, gears, handlebars, mudguard, pedal, seat/saddle, spoke, valve, wheel*.
- 3 Encourage students to find another newspaper article or item from the Internet whose headline surprises or amuses them. In a later lesson, students can tell the class why the headline surprised or amused them.
- 4 Encourage students to start making a list of synonyms. For example, they could reread some of the texts in this book and find pairs of synonyms. They can then use their lists to test each other. For example, they choose 12 pairs of synonyms and write them in jumbled order in 2 lists for their partner to match.

Unit 9 Safety at work

Put students into pairs and give them a time limit of, say, two minutes to list as many jobs as they can.

Write the winning pair's words on the board, and one from each other pair. Encourage students to write down any new vocabulary. From the words on the board, ask students to discuss with their partners which job they would most like to do, which job they would least like to do, the job which requires the most intelligence and the job which involves the most danger. Get feedback from students, particularly on the last question.

Get ready to read

- Ask someone to read out the first sentence so that it is true for them and get other students who circled the same word to raise their hand. Repeat this procedure once more for the first sentence and then with the other four sentences.
- After doing the exercise, ask students if they have ever had to carry out these instructions.
- After doing the exercise, ask students where the nearest fire extinguisher and fire station are.

A Help prevent fire

- 1 After students have written three sentences, you can ask individual students to read out a sentence each. Write the first three correct/good sentences on the board.
- 2 Before doing the exercise, ask students to look for the three ideas on the board, rather than their own, so that you can check their answers more effectively.
- 3 This exercise could be adapted by dictating the sentence halves to the class and getting students to write them on slips of paper before matching them in pairs. With books closed, you could even give pairs the beginnings first and ask them to predict their endings.
- 4 If you did as suggested above, students can now move the sentences into the correct order.
- 5 Before doing the exercise, highlight the structure of the definitions, i.e. *A fire exit is a ...*, *A fire door is a ...*

Learning tip

Ask students which kind of dictionary they use. Which do they prefer and why?

- 6 Before doing the exercise, you could divide the class so that a student with a bilingual dictionary is working with a student with a monolingual dictionary. They can then compare how much information each dictionary gives. After students have checked the meaning of the words, ask individual students to read out a word each. Check pronunciation.

Class bonus

Check students' lists of points in a whole-class discussion. Students could also consider the safety of the building in which they are studying.

More activities

Practise one-syllable words with one spelling and two pronunciations (*homographs*). Ask students to find such a word in the second paragraph (*close*). Get students in pairs to think of more examples. Collate them on the board. Ask students to pronounce each word and to use it in a sentence. (Examples include: *use* /ju:z/ verb and *use* /ju:s/ noun; *read* /ri:d/ infinitive and *read* /red/ past simple and past participle.)

B Fire safety procedures

- 1 You could write the following situations on the board: *If you discover a fire* and *If you here the fire alarm* and ask students to think of ways to complete the sentences. Students can then check their ideas in the text.
- 2–3 Discourage students from using a dictionary. Encourage them to try and work out the meaning (or at least the word class, e.g. *verb*) of the words from the context.
- 4 This activity could have three stages: first, the students work alone, then with a partner, and finally with you and the class. Do not just ask if they understand the words: ask concept questions to be sure, e.g. *Does vacating mean going in or going out?*

Did you know ... ?

Ask students who are from non-European countries what the numbers for emergency services are in their country. Read the instructions to the class. Give students some time to read the answers. Put them into pairs and get them to do the exercise together. Check the answers with the class.

Focus on ... compound nouns

After doing the exercise, ask students if they know any other compound nouns with *fire*, e.g. *fireball*. Ask students to read the leaflet again and find other compound nouns. (Examples include: *alarm call points*, *assembly point*.)

- 6 After checking the answers, ask students what they would do if the fire alarm started ringing now.

More activities

- 1 Write the word *suspect* on the board. Use the word as a noun and as a verb in example sentences (*If you suspect there is a fire, Police are looking for the suspect*) and elicit that the stress is on the first syllable when the word is a noun and on the second syllable when it is a verb. Elicit and practise other two-syllable words with one spelling and two different stress patterns, e.g. *decrease*.
- 2 Ask students in pairs to brainstorm different ways *point* can be used. Remind them that it can be used as a noun or a verb. Collate ideas on the board and encourage students to write down any new words or phrases, e.g. *to point at something*; *to make an interesting point*
- 3 Put students in groups and ask them to create either a fire safety poster or a leaflet for the school.

Unit 10 Lines of communication

Ask students in pairs to brainstorm different ways people can communicate with each other (e.g. *by phone*). Collate ideas on the board and encourage students to write down any new words or phrases.

Get ready to read

- Before doing the exercise, check that students understand *over* (sentence 3) as an alternative to *more than*. After doing the exercise, ask someone to read out the first sentence so that it is true for them and get other students who circled the same word to raise their hand. Repeat this procedure once more for the first sentence. Ask individual students to give reasons for their answer. Repeat this procedure with the other four sentences. Ask individual students to give reasons or explanations for their answer, and to give examples.
- Put students into pairs and get them to do the exercise together. Get feedback from the class.

A I copied you in

- 1 Make sure students read the **Learning tip** before doing Exercise 1. After checking the answers, ask students who has been copied in on one of the emails (Ben Parker, email b). Ask students who they think this person might be (he could be the person from Marketing who asked for help).
- 2–4 Read the instructions to the class, put students into pairs and get them to do the exercises together. Check the answers with the class.
- 5 Read the instructions to the class. Give students time to do the exercise. Check the answers by writing them on the board so that students can check their spellings.

Focus on ... collocations

After checking the answers, elicit/explain that you can also *arrange a meeting*. Ask students to suggest other collocations with *a meeting*, e.g. *address*.

- 6–7 Ask the class these questions.

More activities

- 1 Students could exchange email addresses so that everyone has each other's contact details. You could also give the class your email address so that students can contact you if they are going to miss a lesson, cannot remember the homework, etc.
- 2 Ask students if they receive any emails in English, especially in the workplace.
- 3 Ask students if they have been to New Zealand and to the places mentioned in the emails. Encourage travellers to tell the class about their experiences. If students have not been to New Zealand, encourage them to say what they know about the country.

B Leaving and joining

Explain that this section of the unit is about someone resigning from their job and someone replacing them.

- 1–3 Put students into pairs and get them to do these exercises together. Check the answers with the class, encouraging students to explain their answers.
- 4 Before doing the exercise, elicit/explain a strategy for this exercise: read the list of topics before reading the text and skim the text in order to match the topics with the paragraphs.

Extra practice

You could encourage students to read the notices on the school noticeboard by dictating a few questions which students have to find the answers to before the next lesson.

If you are teaching a monolingual group in their own country, discuss with the class places in the town/city where students can read written English.

- 6 Put students into pairs and get them to discuss this question together. Get feedback from the class and ask those who have left a job if these events, or any others, took place.
- 7–9 Give students some time to read and do the exercises, before checking the answers with a partner. Confirm the answers with the class.
- 10 Students can also consider whether they would like to work at Bishops.

More activities

- 1 Ask students to look at the notice again and underline any standard phrases that are not specific to Vincent, e.g. *I am pleased to announce that, has been appointed to the position of; will be joining us on*. Now students have a template. Ask them to produce a similar notice using this language, announcing their employment at an imagined company.
- 2 Get students to read through the texts in the unit and identify all the words connected with work. They can then use some of the words to describe their current job or a job they have done – either in a speaking exercise with a partner or in a written paragraph for homework. Vocabulary includes: *marketing, conference, team, working lunch, department, job title, position, colleague, resign, temporary, permanent, role, database, career*.
- 3 Get students to name departments in a company. Examples include: *Administration, Credit Control, Finance, Marketing, Offices Services, Production, Project Development, Sales, HR*.

Unit 11 Any comments?

Set a time limit and ask students in pairs to think of as many words beginning with *q* as they can, the longer the better. Write the winning pair's words on the board, and any other words from each other pair, encouraging the class to write down any new vocabulary. Examples include: *qualification, quality, quarter, queen, question, queue, quick, quiet, quite* and *quiz*. If not already on the board, elicit/explain *questionnaire* too.

Get ready to read

- Find out by doing a class survey which of the four named types of questionnaire students have been asked to fill in. Have they always filled them in? Then ask students to describe other types of questionnaire they have filled in.
- Before doing the exercise, elicit from students what happens after people fill in questionnaires (they are analyzed and someone else writes a report about / gives feedback on the findings).

A Holiday questionnaire

- 1–4** Before doing the exercises, ask students to scan the questionnaire on page 55 and find the name of the client (Mr Drummond). Remind students that it is not necessary for them to read each word in the text. Put students into pairs and get them to do the exercises together. Check the answers with the class.

Did you know ... ?

Ask students if they know of the places that are mentioned in the description of Slovenia, if they have visited Slovenia and if not, whether they would like to or not.

- 5** After checking the answer, ask students to change sentences b and c so that they are true.
- 6** Students can discuss their ideas in pairs or small groups, and then compare their suggestions with those of other pairs/groups in a whole-class discussion.
- 7** After checking the answers, you can ask students to read the questionnaire and the comments again, and find out as much as they can about the three hotels. Ask them which hotel they would prefer to stay in.

More activities

- 1 Students can do some research on the Internet about the places mentioned in **Did you know?** or about Slovenia in general. They could go to www.slovenia.info and find out about other types of active holiday.
- 2 Ask students if they have ever had a bad experience on holiday, and whether they complained about it or not.

B Report on questionnaire feedback

- 1 Before doing the exercise, remind students to skim the report rather than read each word.
- 2 Ask the class this question.
- 3 Make sure students understand what they have to do.
- 4 Elicit/explain that you could also say *the highest rated* instead of *the most highly rated* and that an alternative to *the lowest rated* would be *the least highly rated*.
- 5 Get students to read the rest of the text to find the criticisms.

Learning tip

Ask students if they can think of any other words and phrases that are used to link facts and ideas. For example, the words *so* (expressing a result) and *too* (adding something) are used a lot.

- 6** After checking the answers, you can ask students which criticisms Mountain Travel has done something about (Bedrooms at Turist Hotel, Picnic lunches provided by Vila Orel and Turist Hotel).
- 7** Ask the class these questions.

Focus on ... linking words

After checking the answers, ask students to suggest other sentences beginning with a linking word which could be inserted at other points in the bulleted paragraphs. For example:

Bedrooms at Turist Hotel: these are a rather dull brown, but the manager assures us that the hotel will be refurbished this winter. In other words, the rooms will be totally redecorated and updated. In addition / Furthermore, new lighting will be installed in each room. *As a result, we are unlikely to get any further comments about the décor of the hotel.*

Noise from wedding parties: this can be loud enough to keep guests awake at night. *For example, three of our clients who stayed at the Bella Vista in June said that the music didn't stop until 4am.* Since most of our guests stay at the hotel on Saturday night ...

Ask students to give example sentences which include linking words and expressions. For example, write the sentence *I go on holiday once a year* on the board. Students then continue the sentence or begin a new sentence with one of the linking words.

Extra practice

Alternatively, students can choose another country which they would like to visit, or they can find out about hotels in their own country.

Unit 12 I'm going to apply

Write the unit title on the board, and, with books closed, ask students in which situations they might say this phrase (e.g. *for a job*). Tell them that this unit is about applying for a job.

In pairs, ask students to brainstorm ways in which you could find a new job (e.g. *look in a newspaper*). Collate ideas on the board, encouraging students to write down any new vocabulary.

Get ready to read

- Before doing the exercise, elicit/explain *Human Resources department* and *recruitment agency*. Check the answers by saying each item and asking students to raise their hand if they have ticked it.
- Encourage students to tell the class about any jobs they have applied for.
- Check the answers with the class. Read out the example yourself, and then get individual students to read out the other sentences in order.

A I've seen an advert

Focusing on the section heading, elicit/explain that *advert* is short for *advertisement* (and that it can be shortened even further to *ad*).

- 1 Before doing the exercise, ask students in pairs to brainstorm everything they know about Ireland, including the name of its capital (Dublin). Then ask students if any of them have been to Ireland and encourage them to share their experiences.
- 2 Before doing the exercise, point out that the advertisement may not include the answers to all the questions. This is what can happen in real life: when we read, we do not always find the answers to questions we want answered.
- 3 Before doing the exercise, elicit/explain the meaning of *keen*. After doing the exercise, invite individual students to read out the sentence which is true for them. Encourage other students to raise their hand if they have ticked the same sentence.
- 4 Before doing the exercise, point out that there are six bullet points, but only five qualities, so one bullet point will not be used.
After checking the answers, point out that bullet points 2–6 refer to the type of person needed, whereas bullet point 1 refers to the job-related skills the person must have.
- 5 Get students to discuss their answers to these questions in pairs. Then get the answers from the class. Elicit/Explain what a *CV* is, and then ask students in pairs to brainstorm what information a *CV* usually includes (e.g. *qualifications*). Collate ideas on the board, encouraging students to write down any new vocabulary.
- 6 Put students into pairs and get them to read the extract and answer the questions together. Check the answers with the class.
- 7 Get students to discuss these questions with a partner and then take a class vote.

Extra practice

If you are teaching in an English-speaking environment, get students to cut out a job advertisement that they might be interested in in the town/city where they are studying. They can tell the class about the job and why they would like to apply for it.

More activities

- 1 Students can use the questions in Exercise 2 to interview a partner about their ideal job. Afterwards, they could create 'the perfect job advertisement' which matches what their partner wants.
- 2 Students can look for other types of advertisements in English in newspapers and magazines. Examples include advertisements for property, businesses and tourist attractions.

B Further to our telephone conversation

Learning tip

Referring back to the section heading, elicit/explain its meaning and that *further to* and *telephone* are formal, *telephone* being more formal than *phone*.

- 1 Give students some time to do the exercise and then put them into pairs so that they can compare their answers. Check the answers with the class.
- 2 To encourage students to read quickly, set a time limit for this exercise.
- 3 Ask students to scan the letter and find the six more formal words (in *italics*) from Exercise 1.
You can explain that the words are listed in the order in which the more formal alternatives appear in the letter (*employment* is the first).
- 4 Monitor students closely while they are doing this exercise. In the feedback stage, write a correct student's answer on the board for each formal phrase. Remind the class that there is more than one correct answer.
- 5 Ask the class this question.

Did you know ... ?

Refer back to the letter on page 60 and also give example situations of when you might not know the name of the person you are writing a letter to (e.g. writing a letter of complaint to the manager of a restaurant you received bad service in).

Focus on ... the layout of letters

Before doing the exercise, elicit/explain the meaning of *salutation*. When checking the answers, ask students to correct any sentences that are not true.

After doing the exercise, ask students to discuss with a partner how the layout of informal letters differs from that of formal letters, using the sentences in the exercise as a guide. Get feedback by conducting a whole-class discussion.

Unit 13 I'm off on a trip

Introduce the lesson by playing hangman or an anagram game with the word *industry*. Elicit its meaning and related words, e.g. *industrial, industrialize, industrialization*.

Get ready to read

- Before doing the exercise, ask students in pairs, books closed, to brainstorm different kinds of industries (e.g. *agriculture*). After checking the answers, ask students to say what each icon shows.
- If you are teaching a multilingual class, after doing the exercise, get students to work with someone of a different nationality to compare lists. Alternatively, if you are teaching a monolingual class in their country, ask pairs of students to rank industries according to their value, and come to class prepared with the statistics for the country you are teaching in, from, for example, www.economist.com/countries/.

A Economic structure

- 1 Before doing the exercise, make sure students understand the term *Gross Domestic Product*.

Learning tip

Ask students if they ever have to read tables, graphs and diagrams. In what situations?

- 2 Before doing the exercise, look at the example with the class. Elicit why the sentence is false. Elicit/Explain that *rose* in sentence 2 means 'increased' (and that its infinitive and past participle forms are *rise* and *risen* respectively). Put students into pairs and get them to do this exercise together. Afterwards, elicit/explain that *utilities* are services, such as electricity, gas and water, which are used by the public.
- 3 After checking the answers, invite students in pairs to make other sentences about the information shown in tables c and d, which they can then read out to the class. Alternatively, they can write true or false sentences in pairs, which they can then test another pair with.
- 4 After doing the exercise, elicit/explain that *pie chart* takes its name from the word *pie*. It may be useful to bring in a picture of a pie.

Did you know ... ?

You can ask students if they have visited Singapore. Encourage travellers to tell the class about their experiences. If students have not been to Singapore, encourage them to say what they know about the country.

- 5 Read the instructions to the class and give students some time to do the exercise. Check the answers with the class.

Class bonus

Make sure that each student chooses a different country. Alternatively, students could write true/false sentences, as in Exercise 2.

B Business etiquette

Focus the attention of the students on the section heading and elicit/explain the meaning of *etiquette*.

- 1 Get students to tick the boxes and then compare with a partner. In a multilingual class, put students into pairs with people of different nationalities/cultures.
- 2 Get students to do the exercise and then check the answers.
- 3 Before doing the exercise, do an example with the class. After checking the answers, you could ask students to read the text more carefully and find other words which have a similar meaning to *etiquette* (*protocol* – point 7; *courtesy* – point 11).
- 4 Read the instructions and the steps to the class, put students into pairs, and get them to do the exercise together. Then check the answers with the class.
- 5 Get students to discuss the answer to this question with a partner. In a multilingual class, get students of different nationalities to work together.
- 6 Get students to do the exercise and then check the answers.
- 7 As in Exercise 5, get students of different nationalities to work together.

Focus on ... the passive infinitive

After checking the answers to sentences d–i, ask students if these sentences are all true about business etiquette in Singapore (yes).

Extra practice

Alternatively, students can research business etiquette in another country. In a multilingual class, they could research etiquette in a foreign partner's country, then give feedback to this student to see how many of the points he/she agrees with.

Another idea would be to group students and play a game of 'Call my Bluff': students choose a country and write three or four sentences about etiquette in that country (the weirder the better), one of them being false. The other students in the class have to decide which sentence is false.

More activities

Students will find lots of other information about Singapore on the www.wikipedia.org website. They could find out more about the different groups of people, for example, or the geography of the country. Alternatively, they could find out about it as a tourist destination, or about Chinese New Year.

Unit 14 Look it up!

Focus the attention of the students on the unit title and elicit/explain that *look up* is a phrasal verb. Ask students in what situation someone might say *look it up* (for example, when they do not know the meaning of a word). Elicit/Provide the phrase *look it up in a dictionary*. Point out that this has an *idiomatic* meaning, in contrast to the *literal*: *look up at the sky*.

Get ready to read

- If you can, bring in the reference books listed in this exercise to show the class.
- After doing the exercises, ask students if they have ever used any of these types of reference books in either their own language or in English.

A Alphabetical order

Learning tip

Make sure students read the **Learning tip** before doing Exercise 1. Get students to look in their own dictionary and check that it has words at the top of each page to help them find the word they are looking for.

- 1–4** Read the instructions to the class. Take particular care in explaining Exercise 2. Put students into pairs and get them to do the exercises. Check the answers with the class.
- 5** Students could do this exercise in pairs. If they are reluctant, get one student in each pair to close his/her book so that they have to work together. Alternatively, give out small pieces of paper and get one student in each pair to cover the Across clues, and the other to cover the Down clues. Students then have to communicate with each other verbally in order to complete the task.

Focus on ... pronunciation

Explain that monolingual dictionaries always include a section on phonetic spelling, either at the front or the back of the dictionary. Show the section/page to the class, and get them to find the same information in their own dictionaries.

More activities

- 1 Encourage students to try other crosswords. If you are teaching a multilingual group in an English-speaking country, your students will be able to find crosswords in some of the newspapers (especially the tabloids).
- 2 Set your students a quiz in which they have to consult reference books to find the answers. If you have a set of reference books which you can bring to the class, this will encourage students to refer to the books rather than use the Internet (not that there is anything wrong with using this resource).
- 3 Write these phonetic spellings of words from page 67 on the board and ask students, in pairs, to write down (and say) which words they refer to.

a /dɪ'saɪpl/	b /'aɪləndz/	c /'terɪtrɪz/
d /huːz/	e /'tʌɪtli/	f /'kemɪkəl/
g /aɪən/	h /θruː/	

B It'll be in here

- 1 You could, with their books closed, dictate these questions to the class. Alternatively, you could put students into pairs, and get one to dictate a–f to his/her partner, the other g–l. Get students to work with a partner to try to answer the questions. Discourage them from looking for the answers on page 69. Do not check the answers with the class.
- 2 If you have the *Chambers Book of Facts* or a similar book, you could bring it to the lesson to show students. Ask them if they know other fact books like this one.

Did you know ... ?

You could ask students if they know any other similes or proverbs in English.

- 3–4** Put students into pairs and get them to do the exercises together. Check the answers with the class.
- 5** Ask the class this question.

Class bonus

Make it clear to students that they should know the answers to the questions they write. They could find out the answers themselves before including a question on their list. Students can also choose a topic on the website www.soyouthinkyounoital.com and take part in the quiz online.

More activities

- 1 If you are teaching a multilingual group in an English-speaking environment, encourage students to go to the library and look at the range of reference books available.
- 2 If you have some other reference books – *the Guinness Book of Records*, *the Book of Firsts*, *Philip's World Factbook*, *the Usborne Book of Facts and Lists*, for example – you can set some questions for students to find the answers to.

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Unit 15 It's on the shelf

Focus the attention of the students on the unit title and elicit/explain what a *shelf* is. Elicit also the plural form *shelves*. Get students in pairs to brainstorm other words in English which have irregular plurals. Collate ideas on the board and encourage students to write down any new vocabulary. Alternatively, you could dictate ten or so singular nouns which have irregular plurals to the class and ask them to write down their irregular plurals. Examples include: *child, knife, man, tooth, mouse, sheep, wolf, fish, dice, leaf, cactus, analysis*.

Get ready to read

- Get students to form the question *Do you enjoy reading fiction more than non-fiction?* to ask their partners so that you can take a class vote.
- After doing the exercise, say each type in turn. Students raise their hand if they have ticked the box.
- After doing the exercise, ask each question in turn and get one student to answer. Tell other students who have underlined the same answer to raise their hand. Then ask the same question to someone who has not raised their hand. Continue in this way until you have asked each question four times.

A Using a library catalogue

- 1 Ask students to discuss their answers in pairs, but do not check the answers at this stage. Tell students that they will be able to check their answers in Exercise 2.
- 2 Before doing the exercise, remind students to scan for the information that is needed to answer the questions. In order to encourage students to read quickly, set a time limit.
- 3–4 Put students into pairs to get them to do the exercises together. Check the answers with the class.
- 5 When checking the answers, ask students to correct the sentences for which the answer is *N*.
- 6 Get students to discuss answers to this question in pairs. Get feedback from the class.
- 7 After students have written down some key words, get them to compare with a partner, reminding them that there is more than one possibility.
- 8 Before doing the exercise, read through the **Did you know?** section with students.
- 9 Ask students to discuss the question in pairs.

More activities

- 1 If you are teaching a multilingual group in an English-speaking environment outside Oxfordshire, encourage students to go online and find out how to use the library catalogue. Is the information given similar to that of the Oxfordshire library catalogue?
- 2 Ask students to discuss in small groups if they have libraries in their countries, if they use them, what kind of people use them, what facilities there are, and how systems have changed in the last 15 years.

B 4.50 from Paddington

Focus the attention of the students on the section heading and elicit/explain that this refers to a train leaving London at this time.

- 1 After doing the exercise, ask students if they know any other Agatha Christie stories. Examples include: *Appointment with Death, Death in the Clouds*.
- 2–3 Get students to work in pairs to complete the sentences in Exercise 2. Do not check their answers at this stage. Students can check their guesses when they read part of the introduction to the book in Exercise 3.
- 4 Give students some time to read the extract and then ask the class the question.
- 5–7 Get students to do these exercises in pairs.

Focus on ... adverbs

Ask students to read the blurb again and find three more adverbs (*helplessly, remorselessly, seriously*). Elicit/Explain their meanings.

More activities

- 1 Remind students that simplified readers are available at all levels. If they go to www.cambridge.org/elt/readers, they can do a placement test and find out which is the most suitable level for them. They can then look at the list of titles available at this level and download a sample chapter. If your school has a library and there are readers in the library, encourage students to read or borrow them.
- 2 Encourage students to choose a book from either the library or a bookshop. Remind them to make sure that there are not too many new words on each page. Recommend books that you think might be suitable for your students (*The Curious Incident of the Dog in the Night Time* is not too difficult, for example) and encourage them to recommend books to each other.

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Unit 16 Read about reading

Get ready to read

- After writing down the answers, get students to discuss them with a partner and then have a whole-class discussion on the topic.
- Get students to discuss these questions with a different partner, before having a further whole-class discussion.
- Ask the class this final question.

A Kinds of reading

- 1 You could, with books closed, dictate these four sentences to students. Ask them to focus on the position of commas in them. After they have written them down they could check with a partner for spelling and punctuation, before moving on to discuss whether they agree or disagree with each. As feedback, read out each sentence, and get students to raise their hands if they agree.
After doing the exercise, read out the following sentences (from the *New World Book* entry) in random order and get students to say which of the paragraphs in Exercise 1 they are from.
 - a For example, they read their mail, street signs, traffic directions, billboards, the printing on television commercials, package labels, and many other things that contain words.
 - b The sounds, in turn, form words that express ideas in written or printed form.
 - c A broader definition of reading links it more closely with other uses of language and with thinking.
 - d However, the best way to learn to read may simply be just to read.
- 2 Give students some time to read the paragraph and then ask the class the question.
- 3 After checking the answers, you could elicit/explain that the sentences in Exercise 1 also include the most important points of the paragraph that they are part of.
- 4–5 Get students to discuss these questions in pairs, before getting feedback.
- 6 Read the instructions to the class. Give students some time to read the sentences. Then put them into pairs and get them to do the exercise together. Check the answers with the class.
- 7 Ask the class this question.

Extra practice

Students can think about the reading style they used or should have used with any text they have read.

More activities

Students could also discuss how the Internet has affected and will continue to affect the reading of books. They could devise a survey about reading and carry it out in school or if you are teaching adults in an English-speaking country, they could go out of school to ask their questions. Alternatively, they could create an online reading survey on www.surveymonkey.com.

B How we read

- 1–3 Give students some time to do these exercises before checking their answers with a partner. Check the answers with the class.

Class bonus

Get students in their pairs to underline unknown words and/or phrases in the text and try to paraphrase them together, using the context around them. After an adequate amount of time, collate difficult words and phrases on the board, encouraging students to write down vocabulary from the paragraphs they have not read, and double-check meanings.

- 4 While looking at the example, elicit/explain that *verbal* in this context means 'relating to words'.
When checking the answers, get students to say why sentence c is false.
- 5–7 Students can discuss these questions in pairs and then they can compare their answers in a whole-class discussion.

Focus on ... prefixes and suffixes

Remind students to scan the text for the base form (*aware*, *select*, etc.) of the words. You could set a time limit for this exercise.

Before doing the second part of the exercise, explain that h-l correlate with b-f respectively; therefore, they need to use the word *aware* that is in b in h.

Students could also write more sentences using another form of the six base words. (Note that the only other form of *aware* apart from the base form itself is the adverb *unawares*.)

More activities

Encourage students to read the entry about reading on the www.wikipedia.org website. Ask them if this article covers the same topics as the *New World Book* entry, or does it cover further topics? What can they learn about reading from the online entry?