

Unit 1 I'll take it!

Refer students to the unit title. Elicit or explain that this is something you might say when you decide to buy something. Elicit some other phrases that might be said by a customer or a shop assistant.

Get ready to read

- Get students to complete the exercise. Ask students if they have ever used these phrases (or the equivalent in their own language). Encourage students to share some experiences about taking things back to shops.
- Get students to do the exercise. Invite individual students to read out a sentence each. Encourage other students who have circled the same words to agree by saying *So (do/have) I* and *Neither (do/have) I*. Remind student to use *Neither* when they have circled *don't/haven't* and *never*.

A Contact your personal adviser

Refer students to the receipt. Ask students who they think 'your personal adviser' might be in a shopping context (the sales assistant who sold you something).

- 1 Get students to do the exercise. Elicit or explain that you can say *99, 99p* or *99 pence*. Explain that prices in the UK are often £X + 99p; this sounds much cheaper than rounding the price up to the next pound.
- 2 Get students to complete this exercise and then refer them to the **Learning tip**. Elicit that in Exercise 1 students were scanning for specific information, while in this exercise they are scanning for specific words.
- 3–6 Ask students to answer the questions after reading each relevant section (Section 3 for Exercise 6). Check the answers with the class. If you are short of time, you could have different students read different sections and then exchange the information.
- 7 Get students to discuss the questions. Ask students if the guarantee on page 11 is similar to the guarantee they would get for a DVD player or other electrical item in their country.

Focus on ... the negative prefix un- with participles

- 1 Get students to complete Exercise 1. Ask students if they know any other verbs which begin with the prefix *un-*.
- 2 Get students to complete Exercise 2 and make sure they use the participle form. After students have completed the sentences, get them to write two or three sentences with other negative words which include *un-* + participle. If necessary, they can look in their dictionary for examples. You could also ask students to look for more examples of verbs beginning with *un-* in their dictionary before the next lesson. (Examples include: *uncover, uninstall, unlock, unpack, unpick, unravel, unroll, unscrew, untangle, untie, unveil, unwind, unwrap, unzip*.)

More activities

- 1 Ask students to choose an electrical item that they might like to buy. Students then research the cost and guarantee conditions for the sale on various websites, and decide which is the best deal.
- 2 Ask students if they ever take out extended guarantees on anything they buy. They can research extended guarantees on the Internet. Ask them to find out costs and what protection each extended guarantee gives.

B It's a great movie!

Elicit or explain that *movie* and *movie theater* are the US equivalents of *film* and *cinema*. The word *movie* is becoming much more common in British English, however.

- 1 Read the rubric to the class. Give students some time to read the texts. Put students into pairs and get them to discuss their answers to the questions. Get feedback from the class.
- 2 Get students to do the exercise. Ask students if they have seen *The Shawshank Redemption*. Did they enjoy it?

Did you know ...?

Ask students to name other films and/or actors that have won Oscars. Have any films from their country won the best foreign-language film?

- 3–4 Students can do these exercises in pairs.
- 5–7 You could lead a class discussion around these questions.

Extra practice

Students could also look for reviews of *The Green Mile* and/or watch it in class.

More activities

- 1 If you are teaching in an English-speaking environment, you could plan a trip to the cinema together. Before the trip, students could read about the film on the Internet or you could do some work on a text in class.
- 2 Ask students to find out about either Tim Robbins or Morgan Freeman. They could write five true or false statements about one of them and then read them out to the class during the next lesson; the other students have to decide if the sentences are true or false.

Unit 2 Take care of yourself

Look at the unit title with the class. Elicit or explain that this is something you might say to someone who is going on a trip. Elicit other occasions when someone might say this.

Get ready to read

Get students to answer the first two sets of questions individually. Get feedback on the first set of questions by asking students to talk about specific holidays they have been on. What did they read before they went away?

Get feedback on the second set of questions by asking students who have ticked any of the boxes to tell the class what happened to them. Remind them to use the past simple tense when they talk about a specific incident.

Elicit or tell the class that the photo shows the Abel Tasman National Park in South Island, New Zealand. Ask students to suggest which of the health problems people might have there.

Did you know ...?

Students could read this at the beginning or the end of this section. Ask students about the national symbol of their country. If you are teaching in an English-speaking country, you can ask students if they know the national symbol of the country in which they are studying.

A What are the health issues?

- 1 Set a time limit for students to do this task – for example, one minute. After checking the answer with the class, ask students which two words in the introduction have a similar meaning to *problems* (*hazards, pitfalls*).
- 2 Remind students that it is not necessary to read every word in order to do this task. (Refer students to the **Learning tip**.) You could encourage them to read the first sentence of each paragraph – and if this sentence suggests that they might want to change their answer to the question in Exercise 1, they could then read the rest of the paragraph.
- 3–5 Get students to work through these exercises, checking as a whole class after each one. Try to discourage students from checking the meaning of words that are not relevant to the task. When students have finished working on the text (and have completed **Focus on colloquial language**), you may want to encourage students to try and work out the meanings from context of other words, such as *benign* in paragraph 4.
- 6 Discuss this question as a whole class.

Focus on ... colloquial language

Get students to do the exercises, and then ask them if they know any other colloquial words. Alternatively, give them a few examples, e.g. *brolly* (umbrella), *crooked* (dishonest), *guzzle* (eat/drink quickly, eagerly and in large amounts), *pal* (friend), *pest* (annoying person), and ask them to find out their neutral equivalents.

More activities

- 1 Students could write six true or false sentences based on the text. They then exchange their sentences with a partner and decide if their classmate's sentences are true or false.
- 2 Students can find out more about New Zealand on the New Zealand Tourism Board website www.purenz.com. Ask students to look at the Health section on New Zealand in the chapter entitled Basics on the Rough Guides website www.roughguides.com to find out about two more health hazards which are mentioned.

B Top Tips: Healthy Travel Advice

- 1 Get students to answer the questions in pairs. Elicit that *Food and Water* and *Accidents and Crime* were not mentioned in the guidebook because these do not pose major problems for visitors to New Zealand.
- 2 Students can discuss what they already know before they read the text – either in small groups or as a class.
- 3 Get students to check their answers to Exercise 2 by reading the text. Ask students if only passengers on long-haul flights are at risk of getting DVT (no). Elicit or explain that anyone who spends much of their day sitting down – office workers, for example – is at risk.
- 4 After getting feedback, elicit definitions of *precautions* and *remedies* from the students.

Did you know ...?

Ask students to suggest other acronyms, e.g. *FIFA* (Federation of International Football Associations), *OPEC* (Organization of Petroleum Exporting Countries) and other initialisms, e.g. *ATM* (automated telling machine), *BBC* (British Broadcasting Corporation).

Extra practice

Ask students to look at the website to find out why people who have had operations are at risk of getting DVT.

- 5 Ask students to carry out some of the exercises.

More activities

- 1 Discuss with the class what other health risks there are on aeroplanes. Ask if anyone has ever suffered from jet lag. Students can find out about jet lag on the NHS website.
- 2 Ask students to imagine that they have to write the section *Food and Water* for the *Top Tips: Healthy Travel Advice* leaflet. Ask them to give advice about eating and drinking. For example: *Avoid uncooked food unless you can peel it or shell it yourself.*

Unit 3 Our flight's delayed

Ask students what problems you may experience when flying.

Get ready to read

Get students to work through the exercises individually. Ask them if they can think of – or if they have heard of – any other reasons why a flight might be delayed.

Encourage students to tell the class about their own experiences of flight delays.

A We're staying at Heathrow

- 1 Get students to answer the questions and then explain, if necessary, that *LHR* is the standard abbreviation for London Heathrow.
- 2 Ask students to skim the text to answer the questions. Check the answers together.

Did you know ...?

Ask students if the 24-hour clock is used in their country. It is only used in timetables in the UK and USA, but is much more common in other countries around the world.

- 3 Discuss this question as a whole class and then ask students if they can think of any other expressions with *out of*, e.g. *out of danger*, *out of town*, *out of the team*, *out of court*, *out of date*.
- 4–6 Students work through the exercises before checking the answers as a class.
- 7 Discuss this question as a whole class. Emphasize the point made in the **Learning tip** that it is only necessary to know the meaning of words that are important in terms of extracting the message from the text.

Class bonus

Discuss the question as a whole class. You could ask students who Pierre and Sophie may have called with their free three-minute telephone call (probably either their hotel in Cape Town or friends there if they were planning to stay with friends). You could also ask students if they have ever stayed overnight at an airport. Why did they have to do this?

More activities

Ask students to find two words in the letter which begin with *under* (*underestimate*, *understanding*). Elicit that *under* means 'not enough' when placed before *estimate*, but that it does not mean 'not enough' in *understanding* – *understand* and *stand* are unrelated. Ask students if they know any other verbs which begin with *under*. In which verbs does *under* mean 'not enough'? You could encourage them to look for examples in their dictionary before the next lesson. (Examples include: *underachieve*, *undercook*, *underpay*, *underrate*.)

B Are we covered?

You could write the word *cover* on the board and ask students to make sentences using this word, e.g. *I like the cover of that book*, *My colleagues cover for me when I'm not at work*. You could encourage them to look for examples in their dictionary. Ask students what types of insurance there are (life insurance, household insurance, car insurance, etc.)

- 1 After checking the answer, make sure that students know the meaning of *cover*, *claim* and *policy*.
- 2 Before students do the exercise, ask them what they remember about Pierre and Sophie from Reading A. Get students to do the exercise and ask students to raise their hand when they have circled the answer. Wait until most of the class have raised their hands and then ask a student for the answer.
- 3–6 Students can do these exercises in pairs. They can either work together to find the answers, or they can work on their own and then compare answers. When reading the rubric of Exercise 6, elicit or explain the meaning of *abandon*.

Focus on ... ways of travelling

- 1–2 Get students to complete Exercise 1. Check the answers before students move on to Exercise 2.
- 3 After checking the answers, you could read out all or some of the following definitions and ask students to match the words with the definitions.
 - a *journey for pleasure in which you visit many places* (tour)
 - b *long journey by sea or in space* (voyage)
 - c *a holiday on a ship in which you visit many place* (cruise)
 - d *journey in a car* (drive)
 - e *hard journey, often on foot* (trek)
 - f *long journey for a special purpose* (expedition)
 - g *journey on a horse or bicycle, or in a car, bus, etc.* (ride)
 - h *short journey that a group makes for pleasure* (excursion)

Ask students which of these trips they have made. Encourage students to tell the class about their experiences.

More activities

- 1 Ask students to circle all the past participles in the Travel Delay and Abandonment section of the text. They then decide if each participle is being used as a passive verb (*are delayed*, *was taken out*, *would be affected*) or an adjective (*insured person*, *intended departure time*, *written confirmation*). The word *is* is missing before *specified*; and *involved* is a participle clause which has been used instead of the relative clause *who was involved*.
- 2 Ask students to imagine that they are either Pierre or Sophie and to write the postcard they sent to friends in London the day they arrived in Cape Town.

Unit 4 I've been burgled

Refer students to the unit title. Elicit that this unit is about having something stolen from your home.

Get ready to read

Get students to do the exercises and while they are completing them, copy the chart onto the board. Record the answers in the chart. Check the answers with the class. Elicit other crimes, criminals and related verbs, and add them to the chart on the board.

Did you know...?

You could look at this section before starting the exercises.

A Victims of crime

Elicit that a *victim of crime* is the person who suffers from the crime.

- 1–2 When checking the answers, elicit from students that they scanned the text in Exercise 1 and skimmed it in Exercise 2.
- 3 Get students to match the punctuation marks to their uses. Remind students that writers are responsible for deciding how to punctuate their writing. Colons and semi-colons are fairly uncommon – and often only found in formal writing; some writers would simply use a full stop instead. Point out that double quotation marks (“...”) can also be used, but are more common in US English than UK English. (This point is also made in Unit 14 Section B **Did you know...?**)
- 4 Refer students to the **Learning tip**. Students work in pairs to take turns to read out individual paragraphs and check each other's awareness of punctuation as an aid to better reading.
- 5 Ask students to work in pairs to complete this exercise. Check the answers as a class.
- 6 Discuss these questions as a class.

Focus on ... the passive

- 1 Get students to complete the sentences. After checking the answers, ask students why the passive has been used so much in this letter (the passive is often used in official documents; the focus is on the victim of the crime; the agent of the verb is often unknown).
- 2 Get students to transform the sentences into the active form. Elicit or explain that you would be more likely to use the active form if you were Justyna and you were telling someone what had happened.

More activities

- 1 Ask students to look at the www.crimereduction.gov.uk website and find out what Justyna is entitled to, according to the Code of Practice for Victims of Crime.
- 2 Tell students to imagine that the police arrest someone on suspicion of the burglary at Justyna's flat. Get them to work in groups and decide what would happen. Encourage them to find out and use words associated with crime, e.g. *charged with burglary, went to court, was tried, pleaded not guilty, found guilty, was fined/sentenced*.

B Beat the burglar

Look at the section heading with the class and ask students to predict what this section of the unit is about.

- 1 Get students to answer the questions. Check the answers as a whole class and write them on the board.
- 2–3 Get students to skim the article to do Exercise 2. Before students check their answers by reading again, you could ask them to decide what the other sections are most likely to be about.
- 4 Get students to do the exercise. After checking the answers, ask students if they know another meaning of the word *property* (a quality in a substance or material, especially one which means that it can be used in a particular way: *Herbs have medicinal properties*).
- 5–7 Get students to do these exercises individually. Check the answers as a class and get students to compare their answers to Exercises 6 and 7.

Extra practice

Encourage students to visit these websites. They could find out about mobile phone thefts: how common they are, where they are most likely to happen, how to avoid them.

More activities

- 1 Students list additional advice for each part of the brochure, e.g. *Windows: Never leave windows open while you are out; Doors: Change the locks when you move into a new house – you don't know who else has got the keys; Around the home: Use time switches to turn on lights and TV when you're out*.
- 2 Tell students to imagine that they – and their family – are going away next week and their house/flat will be empty. Get them to suggest the things they can do to make their home as safe from burglary as possible.
- 3 Students suggest ways to reduce the risk of fire in the home.

Unit 5 Picasso's birthplace

Ask students where they were born. Ask if anyone in the class (or any members of their families) has an interesting birthplace.

Get ready to read

Check the answers with the class. Then ask students if they can give more specific information about where Picasso was born, grew up, spent his adult life and died. For example: *He died at Mougins near Cannes in the south of France.* Ask students if they have seen any of Picasso's works. Where and when did they see them?

A Picasso museums

Elicit that students are going to read about more than one museum.

- 1 Check students know where Málaga is (Spain).
- 2–5 Students do the exercises. Encourage students to decide if they should be scanning or skimming when they read for the answers of each exercise.
- 6 Discuss another example with the class before the students work on their own sentences. Ask students to complete a sentence about the Fundación Municipal beginning *I looked around for a while.* Encourage them to use their imagination.
- 7–8 Refer students to the **Learning tip** to help them complete these exercises.
- 9 Ask students which museum they would prefer to visit if they only had time to visit one of them.

Did you know ...?

Ask students what they know about the painting *Guernica*. (It was painted by Picasso in 1937 for the World Fair in Paris, where he was living. It expressed his horror at the bombing of the Basque town of Guernica during the Spanish Civil War. During the Second World War, the painting was moved to the United States for reasons of safety and only returned to Spain in 1981.) If students do not know anything about the painting, you could encourage them to do some research on the Internet.

More activities

- 1 Students could research other museums which are connected with Picasso, or they could research the life and works of another artist and prepare a short presentation. Encourage students to visit local museums and art galleries, and find out if there is any information in English about the museum/gallery. You could even organize a class visit to a museum.
- 2 Discuss the museums and art galleries in the city where students are studying. Which museums/galleries do they particularly like, and why?

B Picasso's return

- 1–3 Reassure students that it does not matter if they do not know the answers to Exercises 1 and 2. They will find out more information when they do Exercise 3. If students are confused about this text because they do not understand the construction *if Picasso were to come back...*, you could do **Focus on the second conditional** at this stage.

- 4–6 Students can do these exercises in pairs. They can either work together to find the answers, or they can work on their own and then compare answers.

Focus on ... the second conditional

- 1 After checking the answer, ask students which type of conditional corresponds with the other two uses (a = first conditional; c = past conditional). Ask students to give examples of these two verb forms. For example: (a) *If I go to Málaga, I'll try and visit all the places on the map;* (c) *If I had lived in Málaga in the 1880s, perhaps I would have known Picasso.*
- 2–3 Elicit or explain that students could also begin the sentence with *If I went back and visited.* If you say *If I were to go back,* it sounds very, very unlikely that you will go back. Encourage them to talk about places that are very special to them.

Class bonus

Invite students to say a sentence each to the class.

More activities

- 1 Students can prepare a short presentation to give to the class about a famous person who lived and worked in their town/city (or one nearby). Students can do this in small groups – you will need to make sure that each group chooses a different town/city.
- 2 Students can research the life and work of a famous person from the town/city where they are studying. They can then write some questions (three per student, say) about the person they have studied. In a future lesson, you can set up a general knowledge quiz in which students ask their questions. The winner is the student with the greatest number of correct answers.

Unit 6 Love it or loathe it!

Refer students to the unit title. Elicit that *loathe* is pronounced /ləʊð/. It means 'hate' and is the opposite of *love*. This is easily confusable with *loath* (pronounced /ləʊθ/) which is a formal word meaning 'unwilling to do something'.

Get ready to read

- Get students to do the exercise. After checking the answer with the class, ask students what other puzzles they can find in newspapers, e.g. crossword puzzles, word circles, etc.
- Make the point that students do not have to do the puzzle if they do not want to; on the other hand, with classmates available for help, doing a puzzle in the English lesson is a great place to start.
- Ask someone to read out the sentence they ticked and get other students who ticked the same sentence to raise their hand. Repeat this procedure with the other two sentences. Elicit the meaning of the idiom *I can take it or leave it* (I don't mind something).

A The world beater

Elicit that you might expect an article with this heading to be about athletics or another kind of sport.

- 1–2** Get students to work through Exercises 1 and 2, and then get feedback.
- 3–4** Get students to skim to find the answers to Exercise 3 and then discuss Exercise 4 as a class. Tell the class that another commonly-used rhetorical question is *Why do these things always happen to me?* It is making the point that things always go wrong for the speaker, and it does not require a response.
- 5–7** Get students to work through these exercises individually, checking with a partner and/or the whole class after each exercise. They could read the rest of the article at http://www.timesonline.co.uk/tol/life_and_style/article680936.ece.

More activities

Set up the word circle game which is mentioned in **Get ready to read** above. Ask nine students to suggest a letter each and then another student to choose which letter should be the central letter. Students work on their own or in pairs to make as many words as they can with the letters. Set a time limit (three minutes, say) and then check answers. Ask one student to read out his/her list. This student scores points for every word he/she has made that no-one else has made (two points for a two-letter word, three points for a three-letter word, etc.); the other students cross off words on their list as they hear them read out. Repeat this procedure with other students until no one has any words on their list that are not crossed off. The winner is the student with the most points after you have checked all the words.

B Su Doku mind games

Focus on ... the suffixes -ful and -less

You could do this box before or after students read the text. Get students to do the exercises. Ask students to suggest other words that end in *-ful* and *-less*. Examples include: *harmful/harmless, hopeful/hopeless, meaningful/meaningless, powerful/powerless, useful/useless, childless, cloudless, dreadful, tearful*. Alternatively, write the root words, i.e. *harm, hope*, etc. on the board; students have to decide if you can add both suffixes or only one of them (and which one).

- 1** Look briefly at Exercise 1 as a whole class, but do not spend too much time discussing the title at this stage.
- 2–6** Students work through the exercises. Where appropriate, stop students to check answers before they move on to the next exercise. Alternatively, allow students to work at their own pace.
- 7** For this exercise, refer students to the **Learning tip**.
- 8** Ask students to define *rhetorical question*. If necessary, they can turn back to Exercise 4 on page 30 for a definition. Get students to do the exercise and check answers with a partner.
- 9–10** Put students into pairs and get them to answer these questions together. Get feedback from the class.

More activities

You could also ask students to scan the text and find the word *jargon* (*jargon-free* is in paragraph 8). Elicit the meaning of *jargon* (special words and phrases which are used by particular groups of people, especially in their work) and *jargon-free* (without jargon). Ask students what other nouns can be used with *-free* in this way. You could encourage them to find out this information and to suggest collocations before the next lesson. (Examples include: *alcohol-free [drink], dairy-free [produce], duty-free [goods], fat-free [milk], frost-free [winter], lead-free [petrol], nuclear-free [zone], rent-free [accommodation], risk-free [venture], smoke-free [zone], tax-free [goods]*.) You could also point out that *carefree* is unhyphenated and means 'having no problems or worries'.

Unit 7 Import, export!

Ask students: *What products does your country / this country import and export? Do you know anyone involved in import and export? Do they use English in their work? What other professions use English at work?*

Get ready to read

Get students to complete the table and discuss the answers with the class. Ask students to name other important imports to and exports from their country.

A Please confirm

Elicit that *Please confirm* is a common expression in business correspondence, especially when making reservations or ordering goods.

- 1 Check the answers for this exercise before moving on to Exercise 2.
- 2 Get students to underline the correct words. Elicit definitions of the words *confirm* and *consider* after students do the exercise.
- 3 Get students to read the correspondence and answer the questions. Check the answers to this exercise.
- 4 Get students to reread the correspondence and write a list of questions with a partner. Refer students to the **Learning tip** for this exercise.
- 5 Get students to compare their questions with Margrit's. Students might wonder why negative questions tags are not used in questions b (*aren't they?*) and c (*isn't it?*). This is because question tags are often used when someone is checking what they believe to be true. Here, Margrit does not know the answers – she is asking genuine questions.
- 6 Get students to do the matching activity in Exercise 6 before you discuss any other answers to questions that they wrote in Exercise 4. Encourage students to help each other with the answers to these questions.
- 7 Ask students to add to Margrit's list of useful words. Encourage students to compare their lists to exchange ideas and help each other with definitions.

Focus on ... missing words

Get students to work through the exercises. Make it clear that this omission is perfectly acceptable in this correspondence, but that letter-like emails should be grammatically correct. Elicit examples of other texts where words may be missing (notes, advertisements).

More activities

- 1 Ask the class if anyone writes commercial correspondence in English in their job. Ask them what training they had for this. Ask these students if they would be prepared to bring some examples of their correspondence to the next lesson.
- 2 Consider using email as a way to communicate with students to give homework feedback. Additionally, students might like to exchange email address and correspond with each other (though be sensitive to those who may not wish to do so).

B Please advise

- 1 Get students to complete the table. You could also ask them to underline the information in the emails which gives them the answers.
- 2–4 Get students to work through the exercises, check the answers together and discuss as a class.
- 5 Get students to complete the table. As above, you could also ask them to underline the information in the emails which gives them the answers.
- 6–7 Get students to work through these exercises individually. Check answers together. Copy the diary pages onto the board to get feedback on Exercise 7.

More activities

- 1 Students can read the emails again and underline any sentences that have words omitted. They then add the missing words to the emails.
- 2 If you have access to computers and the Internet, students could email each other.

Unit 8 I've got an interview

Begin the lesson by asking students when they last had an interview. Was it a job interview or a school/college interview? Or was it part of an exam?

Get ready to read

- Get students to tick the most important points. Students will probably agree that all five points are important. Ask students who have been for a job interview if they did these things before their last interview. You could then ask students which of the five points they would do first – and which they would do last.
- Discuss students' suggestions for what they should do before an interview with the class. Again, ask students who have been for a job interview if they did these things before their last interview.

A Make your first impression count

Look at the section heading with the class. Ask students what they think *count* means in this context (to have value or importance) or get them to paraphrase the heading, e.g. *Create a positive image of yourself when meeting someone for the first time.*

Learning tip

You could look at this **Learning tip** before starting the exercises. Make the point that some texts – especially academic texts – are unintelligible to native speakers because they do not know anything about the subject of the text. A non-native speaker might be able to understand the same text more easily – if they have background knowledge of the subject.

- 1–7** Make sure students know what an *employment/recruitment agency* is. Students work through the exercises. For Exercise 5 they could also say what the four people should have done, e.g. *The first person should have gone into the building and spoken to the receptionist.*

- 8** Discuss this as a whole class.

Focus on ... related words

Get students to work through these exercises at the end of this section.

More activities

- 1** Ask students how to say the opposite of *verbal* (*non-verbal*). Get them to suggest other pairs of words, one of which also begins with *non-*. You could encourage them to look for examples in their dictionary before the next lesson. (Examples include: *non-alcoholic* (*drink*), *non-event*, *non-existent*, *non-fat* (*milk*), *non-fiction*, *non-resident*, *non-returnable* (*bottle*), *non-stick* (*pan*), *non-stop* (*flight*).)
- 2** Ask students if they have ever interviewed anyone for a job. Do they agree with the advice given in the texts?

B Tell me about yourself

- 1** Before students tick the boxes, elicit that *to date* means 'up to the present time'. After completing the exercise, ask students to suggest any other questions that people might be asked at a job interview. Examples include: *What kinds of people do you like working with? Do you prefer working on your own or in a group? Where would you like to be in five years? How would your colleagues describe you? What do you do in your spare time?*

- 2–5** Students work through the exercises.

- 6–7** Students compare their ideas in pairs and then with the whole class.

Did you know ...?

After reading the text, you could ask students to find other examples of each part of speech in the texts.

You might like to explain that there is another category of words called *determiners*. These are words which are used before nouns to show which person or thing is being referred to. There are several determiners of quantity – *all, every, each, both, much, many, most, enough, a few, few, several, a little, little, no, neither, some, more, most.*

Give students two or three more words, e.g. *agree, colour, hard*, and ask them to name other words in the same family.

Encourage them to look up the words in their dictionary.

After one student has said a word, another student could name the part of speech, e.g. *agree – verb, disagree – verb, agreement – noun, disagreement – noun, agreeable – adjective, agreeably – adverb.*

Make the point that knowledge of word families and the meaning of prefixes and suffixes are both extremely useful tools when reading.

Extra practice

During the next lesson, students can discuss the extra information/advice they found on the website.

More activities

- 1** Set up a true or false game. Students have to write one true and one false sentence about themselves and their achievements, e.g. *I have been skydiving, I have got a degree in Spanish.* They then read out their sentences and the other students have to decide which sentence is true and which is false.
- 2** Students can discuss how they would advise interview candidates to deal with questions b, d and e in Exercise 1. They could discuss their advice in pairs or small groups, and then compare their advice with that of other pairs/groups in a whole-class discussion.
- 3** Discuss the speaking component of any English-language exams that students have taken. What did they have to do in the interview?

Unit 9 What's your new job like?

Get ready to read

- Get students to circle the words to make the sentences true for their own country. Discuss the answers with the class and compare the situation in different countries if you are teaching mixed nationalities. You could also compare the public and private sector.
- After students have done the matching activity, ask them if there is a trade union representative and a personnel officer where they work, and if they have a line manager.

A Annual holidays

- 1 Remind students to *skim* the text. Check the answer when they have finished. Only check that students understand that *annual* means 'relating to a period of one year' after students have done Exercise 1.
- 2 For this exercise, refer students to the **Learning tip**. Get students to match the beginnings and endings.
- 3 You might like to explain that for the assessment of income tax, the financial year in Britain ends on April 5th. Ask students if the financial year in their country is the same as the calendar year – or does it start on a different date?

Did you know ...?

Ask students when the last bank/public holiday was and when the next one will be. Ask students if they know how many public holidays there are in the United States. They could research the answer before the next lesson.

- 4 Get students to rephrase the text to answer the questions. After you have checked the answers, you could ask students to scan the text for more examples of formal words.

More activities

- 1 Ask students if they know any compound nouns which end with the word *pay*. (Examples include: *equal pay, full pay, half pay, high pay, holiday pay, gross pay, low pay, maternity pay, monthly pay, overtime pay, redundancy pay, sick pay, take-home pay, weekly pay*.)
- 2 Ask any students who have jobs if their terms and conditions are written in a similar formal manner. Brainstorm other official documents that are written in a formal manner (tenancy agreements, rental contracts, etc.)
- 3 Discuss the different types of leave that people take: annual leave, compassionate leave, sick leave, etc.

B Changes to pay cycle

Students discuss the section heading in Exercise 1, so do not discuss it before they work on the exercises.

- 1 Get students to read through the dictionary definitions. Discuss as a class the meaning of *Changes to pay cycle*.

- 2 Get students to work through the exercise. Students might want to know why this letter does not end *Yours faithfully* – they may know that letters usually end *Yours sincerely* if they begin with the name of the person, e.g. *Dear Ms Tashita*. Tina Grey has probably used *Yours sincerely* because she knows the people she is sending the letter to – and *Yours faithfully* would be too formal and distant. Remind students that they should use *Yours faithfully* only when the recipient is unknown and they begin the letter with *Dear Sir/Madam*.
- 3–4 Tell students to read the list of questions before they read the letter – they cannot do the skimming task unless they know what they are looking for. Set a two-minute time limit for Exercise 3 to discourage students from reading every word of the text. Students can read the text in more detail in Exercise 4.
- 5 You could discuss this as a whole class.

Focus on ... compound nouns

Get students to work through this section in pairs. You might also like to make the point that the two halves of some compound nouns are separated by a hyphen. Explain that there are no rules which determine whether a compound noun is one word, two words or two halves separated by a hyphen. Ideally, students should try and memorize how the noun appears in a dictionary; it is not the end of the world if they do not: native speakers might write the same compound noun in different ways.

More activities

- 1 Ask students to scan the text and find the word *should*. Elicit that *should you wish* means 'if you (should) wish'. Point out that sentences with inversion, like this, can be considered more formal than those that begin with *if*. The next sentence could also have begun with *should* – *Should you still have any concerns ...*. Inversion is also used in conditional sentences with *were* and *had*, e.g. *Were you to need the loan facility, you would have to return the form by June 30th. Had I needed the loan facility, I would have returned the form by June 30th.*
- 2 Ask students to find two examples of hyphens in the letter – *4-weekly* (used twice), *co-operation*. Elicit or explain that the first one has been used because the writer is talking about '4 weekly' 'payments' – not '4' 'weekly payments' or 'weekly pay cycle', i.e. the hyphen is between the two linked words. The second one has been used because *coop* has two vowel sounds, not one – although some people would not include a hyphen in this word. (A hyphen can also be used in *coordinate*.)
- 3 Elicit or explain that hyphens can also be used to join words when talking about ages and periods of time. For example: *My cousin is ten years old – I've got a ten-year-old cousin, I'm going on holiday for three weeks – I'm going on a three-week holiday*. Remind students to use the singular form of *year, week*, etc. in such hyphenated expressions.

Unit 10 I've got Thursday off

Elicit that *off* means 'off work'. Elicit different reasons why people might be off work.

Get ready to read

Get students to do the exercises. Discuss the answers with the class after each exercise.

A I'd like to work flexitime

Do not focus on the meaning of *flexitime* as students have to write a definition of *flexitime* in Exercise 2.

- 1 Get students to do this exercise individually. Discuss the answers as a whole class. If you have already done Unit 9: What's your new job like? with the class, you can draw attention to the hyphen in *rush-hour traffic*. There would be no hyphen if the phrase were *because of the traffic during the rush hour*.
- 2-7 Get students to work through these exercises and check as a whole class.
- 8-9 Give students time to think about the answers and then discuss as a class. Some students may already work flexitime, in which case, ask them their views. If students all agree that they would like to work flexitime, you could ask them to suggest the arrangements that would suit them. You could also discuss how they would feel about working a four-day week, working in the evenings / during the night, etc.

Focus on ... phrasal verbs

Before students do the matching activity, elicit or explain that a phrasal verb is a phrase which consists of a verb in combination with a preposition or adverb or both, the meaning of which is sometimes different from the meaning of its separate parts. Get students to work through the exercises and check at the end.

B Up-to-date staffing information

If you have already done Unit 9: What's your new job like? with the class, you can draw attention to the hyphens in *Up-to-date*.

- 1 Students could discuss these questions in pairs.
- 2 Set a time limit of, say, one minute. Remind students that it is not necessary to read every word in order to do this task.
- 3 Elicit from students that they need to scan the text to do this exercise.

Learning tip

If you are teaching students whose native tongue has its roots in Latin, you could point out that, for them, long words are often easier to understand than shorter ones – because many of these longer words originated from Latin.

- 4 Students can do this exercise in pairs, though you might like to do the first question as an example.
- 5 Get students to complete this exercise individually. Get feedback by writing students' answers on the board.
- 6-7 Students could discuss these questions in pairs or small groups, and then compare their answer with that of other pairs/groups in a whole-class discussion. Before students discuss the question in Exercise 6, ask them to find three abbreviations in the text and to say what they stand for (*PC* = *personal computer*, *ID* = *identity*, *demo* = *demonstration*).
- 8-9 Students discuss the questions in pairs.

Extra practice

You could ask students to think of some questions that they would like the website to answer. They can then go to the website and try to find the answers to their questions. For example, they could find out how employees clock in and clock out. (Information is provided on the website about the Borer Message Display Terminal.) Alternatively, you could ask students to find out about the Micro Touch Key, another Borer product.

More activities

- 1 Ask students to read the text again and to identify nouns which are made up from a verb + suffix, e.g. *management*, *information*, *attendance*, *adjustment(s)*, *clearance*. Ask them which other suffixes are typical of nouns, e.g. *feeling*, *journalism*, *weakness*, *productivity*, *childhood*, *membership*. Point out that suffixes can be added to verbs, nouns and adjectives. Other noun endings are *connection*, *absence*, *tenancy*, *leniency*.
- 2 Ask students to find out about other working arrangements, e.g. job sharing, working from home. Could they do their current job (if they have one) in these ways?

Unit 11 I've read the minutes

Ask students if they ever go to meetings. What meetings do they go to? How often?

Students consider the meaning of *minutes* in **Get ready to read** – so do not discuss it before they work on the exercises.

Get ready to read

- Get students to match the words to the definitions. Elicit or explain that *minutes* is always used in the plural form in business correspondence.
- Ask students who read business correspondence to tell the class which of the things they read, when and why.
- After students have ticked the sentences, read out each sentence in turn. Get students who have ticked that sentence to raise their hand.
- Ask students if they have meetings with other people – some of them might meet with members of the public, for example.

A Colleague Council Meeting

- 1 Use the instructions in Exercise 1 to explain the meaning of Colleague Council (Meeting). A lot of companies have a similar set-up, which may well be known by a different name, e.g. *Staff Council, Staff Forum, Staff Liaison Committee*. Get students to tick the correct sentence.
- 2 Get students to scan the text to find the answer. After checking the answer, elicit that *attendees* are people who attend the meeting and *apologies* are sent by people who cannot attend.
- 3–4 Get students to read the minutes in more detail to answer these questions. Ask students who work if they can get grants from their organization to do courses.
- 5 Discuss the questions as a whole class.

Focus on ... reported speech

You could point out to students that the rules for reported speech are more applicable to written rather than spoken English.

More activities

- 1 Elicit or explain that you can *chair a meeting*. Ask students to suggest other collocations with *a meeting*. (Examples include: *address, adjourn, arrange, ban, boycott, break up, call, call off, cancel, close, conduct, convene, disrupt, have, hold, host, open, organize, postpone, schedule, summon*).
- 2 Students create another point (7) for the minutes. First of all, they write an email about another issue in their workplace that they would like the Colleague Council to address. They then exchange their email with another student, who now has to imagine that they work in the Personnel Department. In this role, they have to summarize Personnel's view of the issue in their partner's email and then state the response. Students should use the same format as in the minutes.

B Here's my report

- 1 Before students do the exercise, ask them what they remember about Emma and Sam from Reading A. Get students to skim the email to answer the question.
- 2–6 Students can do these exercises in pairs.
- 7–9 These questions could form part of a whole-class / small group discussion.

Did you know ... ?

Ask students various questions about the information given – or, alternatively, encourage students to ask the questions. For example:

1 *What are the other official working languages of the United Nations?* 2 *Can you name all the Spanish-speaking countries in South America?* 3 *Where is Spanish spoken in Europe/Asia/Africa/Oceania?* 4 *What is the most widely-spoken language in the United States?* 5 *What is the first/second most spoken language in the world by total number of speakers?* You could encourage students to research the answers before the next lesson. Answers:

- 1 Arabic, Chinese, English, French, Russian
- 2 Argentina, Bolivia, Chile, Colombia, Ecuador, Paraguay, Peru, Uruguay, Venezuela. (Spanish is not spoken in: Brazil (Portuguese), French Guyana (French), Guyana (English), Surinam (Dutch).)
- 3 Europe – Andorra, Gibraltar, Spain; Asia – the Philippines; Africa – Morocco; Oceania – Easter Island (which belongs to Chile)
- 4 English
- 5 first – English, second – Chinese (Unit 15 mentions both these languages.)

More activities

- 1 Ask students who work if they would be interested in attending an in-house English course. What would they want it to include?
- 2 Ask students who work what kind of reports they read in their working lives. Do they ever have to write reports? When, and why?
- 3 Ask students to underline any words in Alejandro's report which are useful for describing courses and lessons. Then ask them to describe the course they are taking with you, using Headings 2–6 in the report.

Unit 12 The course is in English

Elicit some of the difficulties students face when studying at a foreign university in a foreign language. Ask students about any personal experiences they, or people they know, have had.

Get ready to read

- Get students to put the countries in order and then ask a couple of students to read out the countries in the order in which they have ranked them. Find out if other students have ranked the countries in a similar order. If you are teaching a multi-lingual group in an English-speaking environment, ask students if they would rather go on to university studies in the same country – or would they prefer to go to another one. Ask them to give reasons for their choice.
- Get students to tick the comments which correspond most closely with their own thoughts. Ask students if they can think of any other reasons why people might go abroad to an English-language university.

A Pre-departure decisions

Elicit that *pre-departure* means 'before you depart'. Elicit or explain that *post-arrival* means 'after you arrive'.

- 1 You could write the three options on the board and do this exercise as a whole class.
- 2 Students can compare answers in pairs before getting whole-class feedback.
- 3–4 Ask students to compare their answers in pairs.
- 5–6 Make sure students realize there are no right answers for these questions, but that their sentences should suit the conjunctions that precede them. For Exercise 6, elicit or explain to students that they should scan the text for the sentences in Exercise 3. When they have found the sentence, they will soon find out which word follows it. Then they can compare the sentence they wrote for that word with the sentence in the text.
- 7 Students can discuss reasons in pairs or small groups, and then compare their ideas with those of other pairs/groups in a whole-class discussion.

More activities

Ask students to discuss which of the reasons for studying at a particular university are also important when choosing a language school.

B Why Study Oz?

Elicit or explain that *Oz* is an informal word for Australia. Australians are sometimes referred to as *Ozzies*.

- 1 Set a time limit for students to decide which website would be most useful. Check the answer.
- 2 Get students to complete the sentence in their own words. Ask some students to read out their sentence – make sure that students only read out their sentence if it is different from others that have been read out. Find out which are the most common things that students think of in connection with Australia.

Find out if any students have been to Australia. Encourage travellers to tell the class about their experiences. If students have not been to Australia, encourage them to say what they know about the country.

- 3–6 Students work through the exercises individually and compare with a partner after each exercise.

Class bonus

Do an example with the class before students work in pairs.

- 7 After students have read the homepage, elicit or explain that *the likes of the USA and the UK* means 'countries like the USA and the UK'.
- 8 Students can discuss their views in pairs or small groups, and then compare their ideas with those of other pairs/groups in a whole-class discussion.

Focus on ... this and these

Get students to work through the exercises. Elicit that *this/that/these/those* can be both determiners or pronouns. Elicit that the words are determiners in Exercise 1 and pronouns in Exercise 2.

Extra practice

Students could also find out about the currency of Australia and financial issues to consider when selecting a university.

More activities

- 1 Students could find out about studying in another country of their choice. Ask students about international universities in their own country. Which universities are most frequented by foreigners? Are grants available to study in their country?
- 2 Brainstorm words connected with education. Students can work in groups to write a list. Set a time limit. When the time limit is up, students take it in turns to say a word. Build up a class list on the board. Then ask a student to make a sentence about education with one of the words on the board. Rub this word off the board before asking someone else to make a sentence with another word. Continue in this way until you have rubbed off all the words from the board.

Unit 13 Read faster!

Ask students if they are quick readers in their own language. Ask them what kind of things they like to read in English: newspapers, books, websites, etc.

Get ready to read

Get students to tick the boxes next to the statements they agree with. After students have read the statements, do not discuss them or check them with the class. Explain that students will find advice in connection with these statements in the two texts they are going to read in the unit.

A Obstacles to faster effective reading

Elicit or explain that an *obstacle* is 'something that blocks you so that movement going forward or action is prevented or made more difficult'. Make the point that if students are studying in English – at university, for example – they will have a lot of reading to do, and it will be useful if they can increase their reading speed.

- 1 Get students to read the paragraph and decide whether a, b or c best sums it up.
- 2 Remind students to skim the text – they need to get a general sense of what the text is about rather than understand the details.
- 3–4 Refer students to the **Learning tip**. Students can work on their own to find the specific information and then compare answers.
- 5 Have students identify the three statements relevant to the text on this page. After checking the answers with the class, ask students to rewrite the statements so that they are true (*A good reader varies their reading speed, You should focus on groups of words, You can understand a text if you read it quickly*).

Extra practice

Encourage students to choose a book to read. Tell students that you will ask them in a later lesson how they are getting on with the book they chose. Have they been able to increase their reading speed, or has the book been too difficult for them to do this?

More activities

- 1 You could ask students to summarize the text.
- 2 Dictate the following sentence beginnings. Students then complete the summary – with words like those in brackets.
You only read slowly if you (vocalize or look at individual words or letters).
To improve reading speeds, your eye (must take in groups of words swiftly while your mind is absorbing the ideas).
One danger of practising faster reading is (that you may not remember the ideas).
This may be because (the English is too difficult for this type of practice).
Choose a book with, (on average, fewer than seven new words per page).

B Hints for reading practice

- 1 Students can do this exercise in pairs. They can either work together to complete the sentences, or they can work on their own and then compare what they have written.
- 2 Remind students to skim the text. Set a time limit, e.g. one minute. Check the answers with the class. Draw attention to the final sentence of the first paragraph.
- 3 Students should do this exercise on their own, and then compare answers with a partner. At this stage they could underline the information in the text which relates to the statements. Check the answers with the class. Ask one student to read out the statement with the correct answer, and another student to read out the information from the text which is related to the statement. The information relating to each statement is as follows:

Think of the passage as a whole

... (1b) do not try to take in each word separately, one after the other. It is much more difficult to grasp the broad theme of the passage this way, ... (2a) It is a good idea to skim through the passage very quickly first to get the general idea of each paragraph. (3c) Titles, paragraph headings and emphasized words (underlined or in italics) can be a great help in getting this skeleton outline of the passage.

Pay attention to paragraph structure

... (4c) It has been estimated that between 60 and 90% of all information-giving paragraphs in English have the topic sentence first. ... (5a) Sometimes, though, the first sentence in the paragraph does not have the feel of a 'main idea' sentence. It does not seem to give us enough new information to justify a paragraph.

... (6c) while the closing paragraph often summarizes the very essence of what has been said.

- 4–6 Students can do these exercises in pairs.

- 7 Ask students to write the statements so that they are true.

Focus on ... words in context

You can encourage students to try and work out the meaning of the words in italics before looking at the words in the box.

More activities

- 1 Encourage students to look for study-skills books and to read their chapters on Reading. The book *Study Skills for Speakers of English as a Second Language* (which featured in Unit 12) has a section about reading.
- 2 Remind students that simplified readers are available at a variety of levels and these are intended to be read for pleasure. Encourage students to tell the class about any books they are reading and can recommend.

Unit 14 I've chosen this topic

Get ready to read

You could write the four types of book on the board and do the first exercise before students open their books. There may be some confusion between a *handbook* and a *manual*. In general terms, a manual is very practical and tells you how to do something, e.g. a *DIY manual*; a handbook gives the most important and useful advice about a subject, e.g. a *student handbook*.

A Look it up in the Index

- 1–3** Students can do these exercises in pairs, and then discuss the answers as a class. For Exercise 1, you can ask students to read out the question that they have written.
- 4–6** Students work through the exercises before getting whole-class feedback.
- 7** Encourage students to choose one or two entries only. Make the point that although the other entries include the word *work*, they are not necessarily relevant. For example: *ethic* means 'a system of accepted beliefs which control behaviour, especially such a system based on morals', so *work ethic* means 'a belief in hard work'; *workforce* means 'the group of people who work in a company, industry, country, etc.' Neither or these entries will be relevant to the topic of how many hours Americans work.
- 8** The first page reference for *working hours* in the Index should confirm students' answer to Exercise 6. Make the point that if we are looking for a particular subject in a book, we can look at either the Contents or the Index – or both.

More activities

- Elicit that *work ethic*, *workfare* and *workforce* (in the Index) are all compound nouns. Ask students if they know any other compound nouns which include the word *work*. You could encourage them to look for examples in their dictionary before the next lesson. (Examples include: *workbasket*, *workbench*, *workbook*, etc.)
- Ask students to find other texts or books, or information from the Internet, which might be useful when researching the topic of working hours in the United States.

B This looks useful

- 1** Get students to underline the references to working hours. After checking the answers with the class, ask students to find the abbreviations *DOL* and *AP*. Elicit or explain that this information in brackets gives details of the source of the information. In *Contemporary America*, there is a Bibliography before the Index. This explains that the sources of the information were:
- DOL. Department of Labor (2005) "Minimum Wage Laws in the States" [www.dol.gov/esa/minwage/America/html]
- AP = *Associated Press*, NYT = *New York Times*
- AP (2001d) "Americans' Incomes, and Spending, Rise," NYT 1 February.

2 Get students to say which of their questions were answered.

3–4 Students work through the exercises, checking with a partner after each exercise. For Exercise 4, tell them that they will find more information later in the section which will be useful in answering the question.

5–6 Get students to discuss the answers to these questions. When you check the answers, remind students (especially if they have done Unit 13: Read faster!) that they should always pay special attention to the first sentence of a paragraph – because it is likely to give the main idea of the paragraph. Only the first sentence of the next paragraph (Extract C) has been provided in Exercise 5 – because it is about another topic, and students would not therefore (need to) read the rest of the paragraph.

Did you know ... ?

Elicit or explain that another difference is that *full stop* is British English; *period* is the US equivalent.

7–9 Students can discuss their views in pairs or small groups, and then compare their ideas with those of other pairs/groups in a whole-class discussion.

Focus on ... US English

Get students to do the exercises. Ask students if they know any other examples of US English. You could ask them to research this before the next lesson. For example, UK English words such as *travelling*, *cancelled* are spelled *traveling*, *canceled* in US English; words such as *metre*, *centre* are spelled *meter*, *center* in US English. In addition, you can write *spelled* or *spelt*, *burned* or *burnt* in UK English, but these words are normally regular (-ed endings) in US English. In the UK people say *lift*, *pavement*, *tap*, *have a bath/break/holiday/shower* and *at the weekend*; Americans say *elevator*, *sidewalk*, *faucet*, *take a bath/break/holiday/shower* and *on the weekend*. In terms of grammar, the past participle of *get* is *gotten* in US English (*got* in UK English), and American speakers can use either the present perfect (*Where's my pen? I've left it at home*) or past simple (*Where's my pen? I left it at home*) whereas a speaker in the UK would use only the present perfect for an action in the past with a result now.

More activities

If you are teaching a multilingual group, students could give a short talk about their country. Perhaps one student could give their talk each day. (Students who are from the same country could work together but research different aspects of their country.) Students can look up *Contemporary America* on the Internet. Tell them that it is published by Palgrave – this should help them to locate it.

Unit 15 English today

Get ready to read

- Read the instructions with the class. You could do this exercise as a quiz. Explain that students should use words – rather than figures – when a number begins a sentence. In addition, you could make the point that the numbers 1–10 are often written as words – and larger numbers are written as figures.

A English as a foreign language

You could ask students what they understand by the section heading. Elicit that someone whose first language is English speaks English as their *mother tongue*; in addition, he/she is a *native speaker* of English.

- 1–2** Get students to read paragraph 1 to answer the questions. Ask them to guess how many people speak English as a foreign language worldwide.

- 3–4** Get students to read paragraph 2 to answer the questions. After checking the answers, ask students if they know where English is spoken as a second – or official – language. Countries include: Ghana, Hong Kong, Jamaica, Nigeria, India, Pakistan, Philippines. In Nigeria, for example, English is the main language of government, education, commerce, the media and the legal system.

Learning tip

Remind students that each paragraph of their own written work should also include a topic sentence.

- 5–10** If students are unfamiliar with academic writing skills, you could work through these exercises one by one, before getting feedback to make sure students are clear about topic sentences. Refer back to the **Learning tip**.
- 11** Students could discuss more examples in pairs or small groups, and then share their examples with other pairs/groups in a whole-class discussion.

More activities

- 1 Dictate the following sentences, omitting the word in capital letters at the beginning of each sentence. Give students a couple of minutes to consider the statements. Then write the words in capital letters in alphabetical order on the board. Students complete the sentences.
 - a WIDOW is the only female form in the English language that is shorter than its corresponding male term.
 - b BOOKKEEPER is the only word in the English language with three consecutive sets of double letters.
 - c QUEUE is the only word in the English language which is still pronounced the same way when the last four letters are removed.
 - d ALMOST is the shortest word in the English language with all its letters in alphabetical order.
 - e SCREECHED is the longest one-syllable word in the English language.
 - f RHYTHMS is the longest English word without any of the five standard vowels.

B English loan words

- 1 Before students do the exercise, ask them what they read about in the previous section (the widespread use of English as a foreign language, and the reasons for this). Get students to read the first sentence of the text to answer the question.
- 2–4 Students can work through these exercises in pairs, giving feedback to the class after each exercise if appropriate.
- 5 Students could discuss more examples in pairs or small groups, and then share their examples with other pairs/groups in a whole-class discussion.
- 6 Ask students if they think that the use of English loan words is a good or bad thing.
- 7 Students can discuss the question in pairs or small groups, and then share their ideas with other pairs/groups in a whole-class discussion.

Did you know ... ?

Elicit or explain that the next most commonly spoken mother tongue in the United States is Spanish. Elicit or explain that English is spoken as a mother tongue – and a second language – in countries that used to be part of the British Empire.

Focus on ... participle adjectives

Get students to complete the exercises. Afterwards, test students with a few more examples of *ing/ed* adjectives.

Extra practice

Ask students to draw up two lists, one with words which have the same meanings and another with false friends in their own language.

More activities

- 1 Students write an essay entitled *How important is the English language in your life?* Remind them to include a topic sentence in each paragraph.
- 2 Ask students if foreign loan words are used in the English language. What evidence of this is there in the text? Encourage students to name or find out words from their own or other languages which are used in English. If you like, you can write a few of these words on the board and ask students to name – or research – their original source. For example: *algebra* (Arabic), *fruit* (French), *hamster* (German), *coma* (Greek), *traffic* (Italian), *tycoon* (Japanese), *marmalade* (Portuguese), *potato* (Spanish), *kiosk* (Turkish).
- 3 Students research their own mother tongue on the Internet and find out how many people speak it as their mother tongue, and, where appropriate, as a foreign or as a second language.

Unit 16 I need a good score

Get ready to read

- Get students to order the papers individually. Ask students to compare their answers and discuss why they would be more worried about certain papers than others. Ask students to name any English language exams they have taken, e.g. PET, FCE.
- Get students to identify which papers the tasks come from. After checking the answers, ask students if they can name or describe any other types of reading or listening exam tasks. For example: form/notes/table/flowchart completion, matching, summary completion. Do not mention summary-completion yourself if students do not name or describe it – this is what the texts in the unit are about.

Did you know ...?

Get students to read the text. Ask students if they know anything else about the IELTS exam. Do they know anyone who has taken the exam? Ask students what other exams they could take. (They could take CAE or CPE; or if they are business students, they could take the BEC Higher exam. Information about all these exams is available on www.cambridgeesol.org.)

A Exam practice tasks

- 1 Get students to skim Section A of the unit only to answer the questions. You could set a time limit of, say, one minute.
- 2 Get students to do the task in the extract on page 73. Ensure that students refer to the action plan and the summary completion box when completing the task. After students have done the task, they can check their answers in pairs. Then check the answers with the whole class.
- 3 Get students to do the next task. After checking the answers, make the point that this unit deals with the two types of summary-completion task that students will find in the exam – they will not find another type of summary-completion or summary-writing task in the exam. Ask students which type of summary-completion task they prefer, and why.

Focus on ... paraphrasing

Get students to do the exercise. Then ask them to pick out instances in the two summary completions where paraphrasing has been used.

More activities

Give students further practice in working out what kind of words are needed to complete gaps. You could dictate a series of sentences – or type them out – and ask students to suggest both what kind of words are missing and what they might be. Remind or encourage students to look for grammatical clues near the missing words.

B Putting it into practice

Ask students what they think they might put 'into practice' in this section of the unit. Explain that they are going to be putting into practice the skills they worked on in the previous section of the unit.

- 1 Before students read the Action Plan again, you could discuss with the class what they should do.
- 2 Encourage students to treat this text and tasks as they would in an exam, and to do them on their own. Elicit that they should read the task before they read the text. After students have done the task, they can check their answers in pairs. Then check the answers with the whole class.
- 3 Students could discuss the questions in pairs or small groups, and then compare their answers with those of other pairs/groups in a whole-class discussion.

More activities

Dictate the following sentences to the class. Ask students to read the text again and find the original wording for each paraphrase.

- a *There are plenty of reasons why chocolate sells well.*
(Paragraph 1: 'As a product, chocolate has a lot going for it, appealing to all ages, both sexes and all income brackets'.)
- b *The human love of chocolate is a global phenomenon.*
(Paragraph 2: 'It also increasingly transcends national boundaries'.)
- c *More money is spent on marketing chocolate and sweets than any other similar product.*
(Paragraph 3: 'Media expenditure on confectionery exceeds that for any other impulse market'.)
- d *Although well-known brands achieve the highest sales, new products are also important.*
(Paragraph 4: 'Innovation is also essential for ongoing success, despite the chocolate market being dominated by consistent performers'.)
- e *The short-term availability of a 'limited edition' appeals to consumers' desire for a change.*
(Paragraph 5: 'Producers believe that special editions offer the consumer a new and exciting variation of a product'.)