

Unit 1 Somewhere to stay

Get ready to write

Ask students to look at the illustrations of different types of accommodation, and to think of one or two adjectives to describe the first two types. Then ask the class to work in pairs to continue thinking of adjectives to describe the other types of accommodation. Set a time limit of five minutes for this activity and then get feedback.

Ask students to work through the remainder of the questions in this section in pairs, in groups or as a whole class.

Look at examples

- 1 Draw students' attention to the three questions, which apply to both enquiries, and set a time limit of three or four minutes for this scanning task.
- 2 Allow students some time to think about and discuss the questions before comparing answers as a whole class.

Did you know ...?

Ask students if they can name the twelve countries which replaced their national currencies with the euro in 2002. (They are Austria, Belgium, Finland, France, Germany, Greece, Ireland, Italy, Luxembourg, the Netherlands, Portugal and Spain.)

Plan

3a–c Students can do these activities individually or in pairs. If they work alone, encourage them to compare notes with a partner and to share any good ideas.

Focus on ... *If so / If not*

Ask students to read the opening paragraph and examples, and then check their understanding. You could elicit answers to the questions, or ask students to work through them in class or for homework. If you think they need further practice, provide some more questions for them to respond to. For example:

- *Are there shops nearby?*
- *Are there special rates for children?*

Learning tip

Before students start to write, stress the need for planning and ordering their ideas *before* writing.

Write

- 4 Get students to read the instructions. Check that they have fully understood what they are required to do. If students are going to write their first draft in class, set a time limit of 20–30 minutes.

Check

- 5–6 When students have checked these points, they could go on to check the accuracy of their work. Encourage them to refer to a dictionary or a grammar book, or to ask you.

Class bonus

Get students to write the emails. When they read each other's emails, encourage them to discuss points that arise with each other, rather than simply reading the emails, 'marking' them and then handing them back. The second exercise is probably best done as homework.

Extra practice

Elicit types of *Special requirements* guests may have before students complete the form.

Unit 2 Let's keep in touch

Get ready to write

Ask students to work through the first activity, and then conduct a class survey to find which is the most frequent method they use to keep in touch.

For the other two activities, students could work in pairs, or you could elicit answers from the whole class.

Look at examples

- 1 Draw students' attention to questions a and b, then give them just a few minutes to look at the three examples before eliciting their ideas. This is essentially a scanning activity, so limit the time to two or three minutes.
- 2 Before setting questions a–c, check that students understand the following words and phrases from the instructions:
 - *formal / informal*
 - *colloquial vocabulary*: you could elicit some more everyday examples: *dosh* (money) / *fag* (cigarette) / *guy* (person) / *wicked* (fantastic) / *spud* (potato) / *bloke* (man) / *cop* (policeman)
 - *abbreviations*

Then ask students to discuss the answers in pairs.

Plan

- 3 Ask students to read the information, then elicit examples of major changes in people's lives and circumstances (*going to university / getting married / starting a new job / moving house etc.*).
- 4 Ask students to spend at least five minutes on their paragraph plan, writing brief notes for each of the five suggested paragraphs.

Focus on ... the language of informal emails

You could do this either before or after the planning stage. Allow students time to read the information, then elicit any more acronyms students know in English. These may be commonly used in emails and text messaging.

Discuss the idea of *non-standard grammar*. You could point out that, although the examples are strictly speaking incorrect, they are all in common use among native speakers of English. The point to make here is that these are all examples of informal language, and would be classed as errors if written in a formal letter in an exam.

Ask students to rewrite the two extracts, then ask for a few examples to be read aloud to the class. Alternatively, you could ask students to show each other what they have written.

Learning tip

Model the correct pronunciation/intonation of *anyway* when it is used at the beginning of a sentence to signal a return to a previous subject. For example:

- *Anyway, what were you saying?*
- *Anyway, we ought to make a decision now.*

Get students to repeat the sentences after you.

Write

- 5 If this question is done in class, make it clear that students should keep to the suggested time limit of 15–20 minutes. They will have a chance to check their accuracy later, but it is important at this level that they develop a high degree of fluency in their writing.

Check

- 6 Ask students to work through the list of points to check their own writing.
- 7 Students could exchange emails and use the points in Exercise 6 to check each other's work.

Extra practice

Before students do this activity, ask the class as a whole what kinds of messages people leave on their phones (landlines or mobiles). Perhaps ask for the most unusual message students themselves have left on other people's answerphones.

Unit 3 Forms and more forms

Get ready to write

- Ask students to tick the kinds of forms they have completed in the past. Depending on their age, they may have no experience of completing some of the forms listed (e.g. a *tax return form*), and these may need a brief explanation.
- This question is intended to introduce the kind of language used on forms. This could be done by students working individually, in pairs or as a whole class.

Look at examples

- 1 Draw students' attention to the two while-reading questions. Explain that question b is asking students to think about the forms from which these extracts were taken. What other information would people completing the forms have been asked to provide? Check students' ideas before moving on.
- 2 This question gets students to look in more detail at the information provided by the people who filled in these forms and at the language of the forms. They could work on this in pairs or small groups.

Focus on ... language appropriate to forms

Ask students to read the two extracts to themselves and then answer questions 1a–c. Check the answers before asking students to rewrite the extract in 2. They could do this individually or with a partner.

Plan

- 3–4 Encourage students to spend sufficient time on these planning activities before starting to write. You could spend a few minutes eliciting places they went on holiday / when they went / valuable articles they had with them. Stress that this preparation time will make the writing stage more straightforward.

Write

- 5 Before students start to write, ask them to read very quickly through the form and clarify any points of difficulty. Draw their attention to the Learning tip and stress the need for precise information written in clear, accurate language. Remind them to avoid using vague language which might be appropriate in informal conversation, but not on forms like this. Get students to work individually to complete this exercise.

Check

- 6–7 Remind students that they should check very carefully that they have answered all the questions appropriately and fully.

Class bonus

Students exchange completed forms and ask each other for more detailed information about the lost or stolen articles. This could be done simply as a question and answer exercise, or as a role play in which students take the parts of the claimant and the insurance company employee. You could suggest to the employee that they will be paid a bonus if they manage to prove that this is a dishonest claim.

Extra practice

Ask students if similar organizations exist in their countries, and if they use them to get consumer advice.

Unit 4 Dear Sir,

Get ready to write

- Give students a few minutes to work through lists A and B individually.
- Ask them to work in pairs to discuss the differences between the types of writing in lists A and B, then get feedback from the whole class.

Look at examples

- 1 Draw attention to questions a and b, then ask students to read the two letters. Check answers as a whole class.
- 2 Check that students understand the features of formal language listed, particularly uncontracted auxiliary verbs. Provide examples if necessary: *He is* waiting (not *He's*) / *They will* be here soon (not *They'll*) / *You would* have thought (not *You'd've*)
- 3 Ask students to do this exercise individually.

Focus on ... qualifying opinion expressions

Before students work through these two activities, remind them that they should vary the language they use to express opinions. It is very easy to repeat the same few expressions over and over again, but at this level they should be using a range of different forms. Get students to discuss the answers in pairs.

Plan

- 4a–b** Ask students to read the letter and decide whether they are basically in agreement with the writer or not. When they have finished reading, give them a few minutes to note down the ideas they want to include in their replies. Then ask students to compare their reactions in pairs or groups or as a whole class.
- c** Students should work alone to plan their paragraphs.

Write

- 5** Before students start writing their first draft, draw their attention to the Learning tip, which reinforces the point made in Focus on.

Check

- 6–7** Students should work through this checklist individually, making any necessary changes or corrections to their writing.

Class bonus

Ask students to exchange their letters. If you ask them to write replies to each other's letters, suggest a time limit of 10 minutes to encourage them to develop their fluency skills.

Extra practice 1

Use the headlines on the page or provide a number of current newspaper articles for students to react and reply to.

Extra practice 2

Remind students that they can access English-language newspapers online.

Unit 5 It's not good enough

Get ready to write

Before looking at these questions, ask students how usual it is in their country to complain about poor goods or services. If you have a mixed nationality class there may well be a varied response to this question.

Students could work individually or in pairs through the two lists - goods and services complained about; and methods of complaint and the discussion points. Round off this stage with a brief whole class discussion.

Look at examples

- 1 Students read the three letters, relating them back to the first list in Get ready. At this stage they should ignore the missing sentences.
- 2 This exercise requires students to read the letters more thoroughly to find the missing sentences. These sentences include examples of formal language which students may be able to use in their own letters. Check answers before moving on.
- 3 Ask students to answer the questions and then check answers.
- 4 Ask students to work individually or in pairs through this exercise, which highlights some of the formal language used in the complaint letters. Check answers.

Did you know ...?

Ask students if they think the figures would be similar for their country.

Plan

- 5a Give students a minute or two to read the situation and then ask for their ideas about how they would feel if they were the passenger. This is an important part of the letter-planning process.
- b Remind students about the four-paragraph pattern of the example complaint letters and then ask them to plan their own letter based on the passenger's situation.

Focus on ... avoiding repetition

This reminds students to use a variety of phrases and expressions and provides some useful alternatives. Ask students to read the first part which is intended for reference. Students should work through the second part individually before comparing their alternatives in pairs or groups. Elicit suggestions from the whole class, list these on the board and ask students to write any they do not know in their notebooks.

Write

- 6 Check that students understand the instructions, and then set the writing exercise.

Check

- 7 Ask students to work through the checklist and to improve and correct their first draft.
- 8 This activity could be done in class or as homework. Remind students to refer to the sample letters of complaint and the useful formal language in Focus on.

Class bonus

Suggest that students do this additional activity for homework.

Unit 6 This is my life

Get ready to write

Students may be more familiar with the American English term *résumé*, so point out that a *CV* (pronounced see-vee) is the British English term. Ask students to work through these tasks individually or in pairs, then elicit their answers and conduct a brief class discussion about any interesting points that arise.

Look at examples

- 1 Students do not need to read through the whole CV to answer this question. Ask them to glance at the section headings to get an impression of the CV as a whole. Check answers.
- 2 Check that students understand what is meant by the 'writer's commentary', then allow them enough time to read the detailed CV thoroughly and answer the questions.
- 3 This exercise could be set as homework.
- 4 Ask students to read the covering letter and elicit their suggestions for what it adds to the formal CV. Covering letters will vary depending on the job the applicant is applying for, whereas the CV itself will probably remain largely the same.

Did you know ...?

If you have students from different countries, ask them to show the class how they would normally write their postal address.

Plan

- 5–6 Get students to complete these exercises individually and then swap their notes with a partner so that the partner can check for any missing information. Stress the importance of this preparation/planning stage. Many students will have written a CV but perhaps in a different format. Remind them that they should decide on the most appropriate order for the information they are going to include.

Focus on ... reducing full sentences to notes

Point out the need for economy of language, and then ask students to work through the sentences individually or in pairs.

Write

- 7 Decide in advance how much of this substantial writing exercise students should do in class and how much for homework. Get students to answer question a. Tell students they can write their CVs as if they are fully qualified for this position (even if they are not), but stress the importance of honesty when writing a real CV. They should write their CV first, and then write a covering letter specifically related to how well they are suited to the job described in the advert.

Check

- 8–9 Get students to work through the points individually. Stress the importance of checking the accuracy of information on a CV.

Class bonus

Students work in pairs. In addition to reading what their partner has written, students could role play a job interview based on the CVs and covering letters. Clearly, this activity will take some time. Allow enough time for students to read each other's documents, prepare their roles and conduct the interviews.

Extra practice

This authentic activity relates the writing students have done in class to the real-life job application process.

Unit 7 Private and confidential

Get ready to write

Before students begin, make sure they understand the meaning of *job reference*. Ask students to work through the exercises individually or in pairs, then check their answers and ideas.

Did you know ...?

Ask students how the UK situation compares with the situation in their country. This may lead to a discussion about the ethics of reference writing. Should people who are the subject of a reference be entitled to read the reference? Is it fair to include negative comments in a reference?

Look at examples

1–2 This section presents the two most common forms of reference: the letter and the proforma. Ask students to read the examples, identify the differences, and then answer questions 2a–e. Check answers, making sure you ask for examples of specific language.

Focus on ... formal language in relative clauses

Students are likely to be more familiar with informal relative clauses, but practising using prepositions in relative clauses will be useful in preparing students for exams or other situations where they will be expected to write formal English. Ask them to work through the three exercises individually or in pairs, then check their answers and clarify any points of difficulty.

Plan

3 Ask students to work through this preparatory stage individually. When they write, they will be producing a letter reference rather than completing a proforma, so they will not need to use headings. They will, however, need to include information on all the areas in 3a.

Learning tip

Ask students to read through this, and then discuss any points that arise. The last point, *Impression*, is worth a brief discussion; students may find it difficult to know what impression their writing gives. You may wish to return to this point when students have written their first drafts, and use their writing to provide examples of positive, negative and neutral writing.

Write

4 Ask students to write their reference, either in class or for homework.

Check

5–6 Students may check their own or each other's references.

Class bonus

If you decide to ask students to role play an interview related to the written references, it is important that both students are familiar with the contents of the references. After doing the role play, students may want to make improvements or corrections to their references.

Extra practice

This provides students with an opportunity to complete a proforma reference. It will be more interesting and useful if students choose to write about a different person from the subject of their letter reference, but if time is short suggest they write about the same person.

Unit 8 According to our survey

Get ready to write

Students could work in pairs through this section which introduces the kinds of questions and language used in surveys. Before asking them to work through the exercises, remind students to look out for key words and expressions which will help to identify the kind of companies involved. For example, in question a, the key expression is *punctuality of the service*. It clearly refers to transport of some kind.

Did you know ...?

Ask students to read this section about paid surveys, and then tell each other about any other internet scams (plans for making money illegally) they have come across.

Look at an example

1 Ask students to read the customer satisfaction survey and answer the questions individually.

Check answers to these questions and answer any queries students may have about the language of the report, though you may wish to defer any questions about reduced relative clauses to the Focus on section.

2–4 Set and then check these questions, which students could be asked to work through in pairs.

Focus on ... reduced relative clauses

The term *reduced relative clause* has been chosen in preference to *participle clause* because it is relatively self-explanatory and because *participle clause* covers a wider range of structures than is dealt with here.

Ask students to read through the opening paragraph of information about reduced relative clauses, and check their understanding. They should then work individually through the two exercises.

Check answers, and remind students that they will find reduced relative clauses useful when they come to write their own survey reports.

Plan

5 Get students to work through the exercise alone or in pairs. This part of the planning stage helps students to become familiar with the information contained in the table.

Write

6 Before setting this Exercise, check that students understand the advice given in the Learning tip. Students should write their reports individually, taking into account points a–d listed here.

Check

7–8 Students could write their reports for homework and then check what they have written in class.

Class bonus

As students will have written texts on the same subject, based on the same data, it will be useful for them to compare what they have written with each other.

Extra practice 1

This is a chance for students to be imaginative or creative. Elicit a few example completions to sentence a, before asking students to continue working in pairs. Check answers as a whole class.

Extra practice 2

Students can work on this alone or in pairs. If they choose an organization or service that the other students know, they could even carry out their own class survey.

Unit 9 The product for you

Get ready to write

- Students could work through these activities in pairs or small groups, or you could do them as a class. If you do this, spend a few minutes looking at the photographs of the products and discuss how useful or not they are.
- Ask students to think about additional information they would like to find out about each product in preparation for the listening stage which follows.

Look at an example

- 1 Ask students to read the sample notes and match them with one of the products illustrated. You may need to clarify the meaning of *stock demonstration models* (the model in the presentation is for demonstration only and is not for sale).
- 2 Ask students to work through questions a-c in pairs, then get feedback.
- 3 Explain that you are going to play a recording of the product presentation so that students can complete the notes. Play the recording again if necessary.

Did you know ...?

Ask students to read this short text and discuss whether the results of the survey quoted match their own experience.

Plan

- 4 Get students to make a note-taking framework like the one on the previous page. They should bear in mind the questions listed, but not feel limited by them.

Write

- 5 In order to make the activity as authentic as possible, start by saying that you will play the recording only once. Play the recording and get students to complete their frameworks.

Check

- 6 If students have not managed to note down all the information they were listening for, explain that, luckily, you have made a recording of the presentation so they can hear it again. Allow students a minute or two to check through their notes before replaying the recording.
- 7 Students should imagine what they would say if they were giving a presentation from the notes they have taken. This will clarify what information, if any, is missing.

Focus on ... noun phrases

It will be useful for students to work through this language section before they write their notes. Point out that noun phrases are useful when time and space are limited. If time allows, hand out an authentic text and ask students to highlight any compound nouns in it.

Class bonus

Set up this group presentation task, and allow students a few minutes to prepare what they are going to say. Students should listen for any differences between their classmates' presentations and those they heard on the recording.

Extra practice

If students prefer, they could choose a different product to those illustrated here; they may even be imaginary gadgets rather than real ones. If time allows, ask one or two students to give their presentations to the class.

Unit 10 I'll email you

Get ready to write

These two introductory activities could be done as whole class activities or by students working in pairs.

- In the first exercise, make sure students realize that the problems listed relate to the sending and receiving of emails in the workplace. If students work in pairs, check their ideas in a brief feedback session.
- When students are working through the second exercise, elicit the reasons why they would delete certain emails. You could also ask them to talk about their own experiences of email both in the workplace and beyond.

Did you know ...?

When students have read this information, ask if they ever respond to spam email.

Look at examples

1–2 Ask students to read the sample emails and work through the two questions individually or in pairs.

Again, stress that these are work emails and not the kind that people would send to their family or friends.

When checking their suggestions for which words could be omitted from the emails, point out that some sentences would have to be restructured.

There is no single correct way of writing work emails, but in general they tend to be concise and to the point. The politeness that characterises more conventional letter-writing is regarded as unnecessary when we write emails, though some people may find very direct emails impolite or even rude.

Plan

- 3** Allow students a minute or two to make notes in response to the points in this email, but do not check their ideas at this stage.
- 4** Play the recording once or twice to allow students time to make the necessary notes about the conversation. Note that this is not an answerphone message, but a conversation in which the students could have taken part.

Class bonus

This allows students to discuss the notes they have made in preparing for the two emails they are going to write. Having compared notes, they could discuss the most important information to include when they write their emails. If they wish, they could check that they have not missed anything important by looking at the audioscript on page 93.

Write

5 Ask students to read through the list of features of effective emails before they write their own emails.

Since emails are often written very quickly, limit the time students have to write their two emails to four or five minutes each.

Focus on ... short simple sentences

You may wish to do this section before the students write the emails. Read through the two pairs of shorter and longer examples, then ask students to rewrite/reduce the three long sentences. Students could work individually or in pairs on this task. Check answers individually, as there will be a wide variation in how sentences have been rewritten.

Check

6–7 Get students to check their own emails. They could also check their partner's emails, make corrections and suggest improvements before final versions are written.

Learning tip

The key point to emphasize here is that abbreviations and acronyms should only be used by the writer if they are sure that the recipient will understand them and not be offended.

Extra practice 1 and 2

The first exercise involves students rewriting a letter as a concise email, whereas the second exercise asks them to do the opposite. You could ask students to choose one of the Extra practice tasks for homework.

Check individual rewritings, as there are no right or wrong answers here.

Unit 11 This is the course for me

Get ready to write

- Before students work through this introductory activity, check that they understand the idea of a *personal statement*. If they are not familiar with the idea, simply say that a personal statement often accompanies a formal application. Further details are given in the *ten tips*.
- Allow students time to fill the gaps and to discuss the most important tips with a partner.
- Check their answers and ideas. Is there a class consensus on the most important tip?

Look at an example

- 1 Ask students to read the sample personal statement quickly and find the answers to questions a–c. Point out that students will have a chance to make corrections and suggest improvements at the next stage.

Did you know ...?

Allow students time to read through the list of countries and percentages. If their country is not listed, ask them if they know what percentage of young people from their country enter higher education. Make sure everyone understands that *higher education* means university or post-18 education. [Figures for the UK and the USA for the same year were 45% and 42% respectively.]

If there is time and student interest, you could have a brief class discussion about why it is considered a good thing for a high proportion of students to enter higher education. Who benefits most: individual students or their country?

- 2 Suggest that students work in pairs through this analysis stage. Remind them to check the *tips* in Get ready from time to time. Discuss the answers to questions a–e as a whole class.
- 3 This could be a whole class or individual activity. As each error is identified, write the correct version on the board so that students can amend the personal statement in their books.

Focus on ... writing complex sentences

Read the information with the class and make sure students understand how complex sentences can be structured. Ask them to do the first exercise individually or in pairs, and then elicit their answers.

Students should work through Exercise 2 individually as there are several ways of linking the short sentences. (Students' rewritings are probably also best marked individually.)

Class bonus

This suggestion gives students the opportunity to compare how they have rewritten the three extracts. Remind students that there are several equally effective ways of rewriting the groups of sentences.

If you decide to ask students to do the second activity suggested here, make sure you allow them enough time to discuss the various rewriting options.

Plan

- 4 Get students to read the instructions and check they understand that they are being asked to choose one of the degree courses. You could suggest they choose the one they can write most persuasively about. Play the CD.
- 5 Play the CD again and get students to complete the table.
- 6 Allow students time to make a paragraph plan for their statement. The content should be based on the notes they have just made, and the structure and style should be based on the advice given in the *ten tips*.

Write

- 7 The writing itself is best done for homework, especially if students have spent a considerable amount of time on the planning stages. Remind them to refer to their own notes as well as the corrected/improved sample when they write their statements.

Check

- 8–9 Ask students to work systematically through the checklist of points here as they write a final improved version of their statement.

Extra practice

This is useful practice in improving and correcting a first draft paragraph. This could be done by students working in pairs before comparing their ideas as a class.

Learning tip

Refer students to this before they start writing. Ask them to read this advice then discuss their reactions to it. Make it clear that they need to sound confident and enthusiastic without sounding arrogant and insincere. The three example expressions are good middle-of-the-road examples to follow.

Unit 12 Listen and take note!

Get ready to write

Ask students to work through these two introductory activities individually before comparing answers with a partner. Check answers as a whole class.

- 1 Play the first part of the recording. During this part, students listen for clues about the structure of the talk. The whole talk will examine the eight factors which affect people's happiness. (This is mentioned by the speaker early in the talk.) The rest of the first part of the talk considers the first two factors. If students have picked up on these clues, they will expect to hear about the remaining six factors as they listen to Parts 2 and 3.

Look at an example

- 2 This activity introduces students to one kind of note writing. Discuss questions a and b as a whole class so you can deal with any questions students might have about this style of note-making.
To enable students to answer question c, play the recording again. This will also allow them to match the notes to what the speaker says.

Plan

- 3–4 Ask students to discuss these questions in pairs then get them to share their ideas with the class. Do all students rank the note-making skills in the same order?
- 5 This question helps students to prepare for the next stage of the listening. They could discuss a possible framework for their next set of notes, or, alternatively, you could elicit their suggestions for numbers, letters, headings etc. and write them on the board.

Write

- 6 Play Part 2 of the talk without pauses. Students make notes using their prepared framework. If they find the talk difficult to follow, play the recording again to allow them to complete their notes.

Check

- 7 Ask students to do this checking exercise individually or in pairs. Point out that they can make a final check by looking at the audioscript on pages 93–4.
- 8 Get students to rewrite their notes as necessary.

Did you know ...?

Ask students to read the information about speed writing, and then ask them if they have any special ways of writing quickly.

- 9 This section prepares students for the final part of the *Happiness* talk by introducing a new note-making framework. The example in the book is completed for Part 1 of the talk which students have already worked on. Ask students to listen to Part 3 of the talk and complete the framework with their notes. (If there is insufficient space here, ask them to write a framework in their notebooks.)

Focus on ... selecting and noting key words and paraphrasing

Work through the introductory notes and examples with the class, then ask students to work individually or in pairs through tasks 1–3.

Learning tip

This introduces another way of summarizing ideas in a visual form. Students could summarize the whole talk using a mind map.

Class bonus

Students should work in small groups to discuss the ideas. You could control the pace of the discussion by writing the statements one by one on the board rather than having the students work from the book.

Extra practice 1

This activity is best done by students working individually in their own time.

Extra practice 2

This activity uses the same note-making framework as students used in Exercise 9, but about a new topic. Play the CD again if necessary.

More activities

After the Class bonus, students could choose one of the note taking techniques and make notes on one of the discussion topics.

Unit 13 Today's seminar

Get ready to write

Get students to match the definitions of *handout*, *presentation* and *seminar*.

Ask students to work on the second and third exercises individually, then compare answers in pairs. Check answers as a whole class to make sure that students have a clear idea about the skills being practised in this unit.

Look at an example

- 1 The illustration gives students an idea of the topic of this unit: the depiction of men in TV advertising. If you have recently completed Unit 12 (about making notes on a talk), start by pointing out that the notes they will be reading or making here are related to presentations, to help speakers remember to include certain points. You could also point out that individual cards, like those on page 61, are frequently used by speakers giving presentations. Ask students to read and order the cards individually before comparing their order in pairs.
- 2 Play the recording once only, to enable students to check the order they have predicted.
- 3 Ask students to answer these questions in pairs before discussing the points with the class.
- 4 Ask students to work on this exercise individually, choosing one of the suggested topics for their presentation.

Class bonus

If you choose to do this activity, set a time limit of one or two minutes for each student's mini presentation.

- 5 This section introduces students to a handout that might have accompanied the talk they listened to. Ask them to read the notes and think about the similarities and differences between the handout and the prompt cards on the previous page. Elicit ideas from the class.

Did you know ...?

This background information about TV advertising indicates the importance attached to TV advertising in the US. Ask students to compare this to the situation in their home countries.

Focus on ... omitting unnecessary words

Ask students to work through this section before they produce their prompt cards. Suggest that they work on the short extract in pairs.

Plan

- 6 Encourage students to choose the subject they can say most about. Unless you can allow them time to research their subject (out of class), explain that you do not expect detailed factual information on their subjects.
- 7 This is essentially a thinking task prior to students producing their prompt cards. Allow five minutes for them to write their notes.

Write

- 8–9 Students write their set of prompt cards and the accompanying handout following the list of suggestions. These are best done as individual activities, possibly for homework.

Check

- 10–13 Suggest that students do these activities in class in pairs. This will give you a chance to look briefly at what they have written.

Extra practice

These two tasks give students another opportunity to produce a prompt card and a related handout.

More activities

If students have spent time and effort to come up with interesting ideas for their presentations, you might decide to set aside another lesson for some or all students to give their presentations, with handouts, to the class.

Unit 14 To sum up

Get ready to write

Give students a minute or two to re-order the words to make a definition of *summary*, and then write the correct version on the board.

Ask students to work through the second and third tasks individually or in pairs. Check their ideas about which items on the list could be described as summaries, then ask for students' own recent experiences of reading or writing summaries.

Did you know ...?

This short text gives background information related to *DNA* - the theme of the text which follows.

Look at an example

- 1 Ask students to look at the three possible titles, then to read the text and choose the best title. This is a quick gist-reading exercise, so do not give students enough time to check the meanings of all the words they do not know.
- 2 Ask students to read the text, distinguishing between key facts and unnecessary details. The example of the first paragraph clarifies what they have to do. Students should work individually in the first instance, then compare what they have highlighted and bracketed with a partner. Students may find it difficult to understand parts of this text, so be prepared to answer their questions.
- 3 Ask students to read the summary of the text then discuss questions a and b in pairs.
- 4 This task draws attention to ways in which original phrases have been paraphrased and shortened in the summary.

Focus on ... *this, that, they, them and it*

This may be the best time to draw attention to the ways in which pronouns and other reference words can be used in summaries to avoid repetition while maintaining cohesion. Ask students to work in pairs through the questions.

Plan

- 5 Explain the exercise to students, and then ask them to work individually through this scientific text, distinguishing between key facts and unnecessary detail. As before, they could compare what they have highlighted and bracketed in pairs.
- 6 Students could do this paraphrasing exercise in pairs. Be prepared to give assistance if necessary.

Write

- 7 Ask students to write their summaries using their paraphrases as well as pronouns and other reference words where possible. Again, this is best done as an individual activity. Monitor, giving advice and help where necessary.

Check

- 8–9 Ask students to work through the checklist as they prepare to write their final version of their summaries.

Extra practice 1

The first activity involves reducing the summary of the *Jurassic beaver* text by a further 10–20 words. Point out to students that they may have to do more paraphrasing to achieve these additional cuts.

Extra practice 2

The second activity is based on a new text (about American crayfish) which students have to reduce by half. This is probably best done as homework.

Class bonus

This suggestion could be related to the beaver and/or the crayfish texts. The competition suggestion might work well with students working in pairs.

Unit 15 In my view

Get ready to write

The first two questions could be discussed as a whole class. Students could then be asked to work on the ranking activity individually, before comparing ideas in pairs.

Look at an example

- 1 Ask students to read the two essay titles and decide which they would answer. Ask how many students would choose each essay, asking for reasons.
Draw students' attention to the final question in each title. These are typical questions used in discursive essay titles.
- 2 Ask students to read the first paragraph of the example essay and say which title it relates to.
Keywords include: *stress, jobs, family commitments*.
- 3 Ask students to read the rest of the essay and then work with a partner to write a sentence summarizing the writer's opinion.
- 4 These exercises focus attention on the structure of the essay and some of the functional language used in it. Students could work individually or in pairs through a–c. Round off this stage by checking students' answers as a whole class.

Plan

- 5 Ask students to read the instructions for this task, and then play the CD. Elicit students' initial reactions and views on *climate change* and, if there is sufficient interest, hold a brief class discussion on the subject. The recording raises the issue and points out that there are conflicting views on the causes of climate change. It will be up to students themselves to come up with relevant arguments and opinions. A discussion at this stage will help provide students with ideas for their own essays.
- 6 Check that students understand the writing task, then ask them to start planning and preparing to write their essay.

Class bonus

Get students to work individually and then swap sentences with a partner. This is an extension of the Focus on task.

Focus on ... punctuation – the use of commas

You could ask students to work through this section as part of preparing to write their essay. Alternatively you could leave it until the *Check* stage. You may wish to guide the class through the exercises, checking that they understand each use of commas listed.

Write

- 7 Writing the first draft is best done as a homework activity. Draw attention to the Learning tip, and remind students that they should write 200–220 words.

Check

- 8 Ask students to work through the points. If this activity is done in class, monitor the checking process and give help and advice as necessary.
- 9 Writing the final draft could also be done as a homework activity.

Extra practice 1

Both of these exercises will take a considerable time and should be seen as out-of-class activities. If time is short, suggest that students choose the task they would find most useful.

Extra practice 2

Students can work through these exercises individually in class and then check answers with a partner.

Unit 16 According to statistics

Get ready to write

You could do these activities with the class, or ask students to work in pairs. It is important that students consider and compare the various ways of presenting detailed information.

Look at an example

- 1 Ask students to discuss questions a–c in pairs.
- 2 Students can work individually or in pairs. Ask them if they know the rate for their country, if it is not included.
- 3 Ask students to work individually, and then get class feedback.

Plan

- 4 You could introduce this activity with a brief focus on consumer durables. How many of the items listed are commonly found in households in students' countries? Questions a–c are designed to help students find their way around the bar chart.

Focus on ... ways of referring to statistical trends and movements

This section introduces students to some of the language they will find useful when they write reports. Ask them to work through the exercise individually or in pairs, and then check their answers. You could ask students to write sentences using the phrases.

- 5 Ask students to work through these planning stages individually.

Write

- 6 Before setting the writing task, encourage students to look at the Learning tip. Get students to write the report from their notes. Remind them that they can use some of the language from the text in Exercise 3 and from the Focus on section. The writing itself is probably best done as a homework activity.

Check

- 7–8 Get students to check through the points and make any necessary changes. If students check their writing in class, monitor what they are doing and be available to answer any questions they may have.

Class bonus

This is essentially project work which could be spread over a number of lessons. Stages 1 and 2 could be done in class, whereas the report writing itself could be done for homework. The whole activity gives students a chance to work with information on a subject of their choice which interests them. Students could also display their results as graphs or charts.

Extra practice

This activity provides additional practice in writing sentences based on information presented in figures. It could be done in class or as homework.