

1 predicting

- a Look at the picture and the heading of the text. What do you think the man is doing? Why?
- b Read the text quickly and check your ideas.

2 understanding the main points

Match the correct summary (a–g) to each paragraph (1–5). There are two summaries you will not need to use.

- a why Silbo began
- b where the island is
- c the use of Silbo today
- d walking on the island
- e a description of Silbo
- f where Silbo came from
- g how to practise Silbo

3 reading for specific information

Complete the table with facts about the island.

location	geographical features	language	history of island
the Canaries	an island		

Silbo

the Gomeran whistling language



- 1 If you love islands but haven't visited the tiny island of La Gomera in the Canaries yet, don't wait any longer. Close to Africa in the Atlantic Ocean and 40 minutes by ferry from Tenerife, it is the most beautiful and varied island of them all.
- 2 The language of La Gomera nowadays is Spanish. But some of the older people on the island can still use the fascinating Gomeran whistling language, 'Silbo'. On a small and mountainous island like La Gomera, distances were measured in the past by the time and effort necessary to walk the paths between mountains, and not by the number of kilometres between two places (which is never very far, because the island only measures 147 square kilometres in total). In this geographical environment, the Gomeran whistle was useful for communicating quite detailed information from mountain-top to mountain-top, such as 'meet you in the café by the square for a drink at 12'. Some whistlers can even be understood up to five miles away.

- 3 Little is known about Silbo's **origins**, but many people believe it came over to La Gomera with early African **settlers** more than 2,500 years ago. Silbo-like whistling has been found in small areas of Greece, Turkey, China and Mexico, but none of these languages are as developed as Silbo in La Gomera.
- 4 Silbo – the word comes from the Spanish verb *silbar*, meaning 'to whistle' – has four **vowels** and four **consonants** that can be put together in different ways to produce more than 4,000 words. It sounds just like bird conversation and has plenty of uses.
- 5 However, the language has almost disappeared as other means of communication such as the telephone have been introduced. Nowadays, Silbo is hardly used outside exhibitions or demonstrations, which means that fewer and fewer people now know how to use it. As the language is now **threatened**, it is taught in all primary schools on the island in an effort to **preserve** it.

glossary	origins where it came from and how it developed	vowels 'vəʊəlz sounds, which (in English) are made with the letters a, e, i, o, u	threatened 'θretnd in danger of disappearing / being lost
	settlers people who go to a new country or region to live	consonants 'kɒnsənənts sounds, which (in English) are made with all letters except a, e, i, o, u	preserve (v) 'prɪ'zɜ:v keep it alive / in use

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text theme an unusual language

time 50–60 mins

1 predicting

- For **exercise 1a**, find out if anyone knows where La Gomera is (see **guidance notes**). Let them discuss the picture and heading with a partner and then get their ideas on what the man is doing and why. If some students don't understand *whistling* from the heading, you or other students can demonstrate! If they can't work out why, tell them they will find out when they read the text.
- For **exercise 1b**, give them a time limit for reading (two minutes should be enough). After reading, let them compare their ideas with a partner.

guidance notes

The text is an extract from a travel book and is a factual text about language on the island of La Gomera in the Canary Islands, off the north-west coast of Africa.

answer key

- b The man is whistling. He is not doing this for pleasure but to communicate with other people.

2 understanding the main points

- Focus students' attention on the summaries. Ask students to read the extract again in order to match the summaries to each paragraph. Explain that two of the summaries do not match any paragraphs. It is a good idea for students to work alone and then compare their answers when they are ready.

guidance notes

As this is an informational text, it is good practice for students to attempt to grasp the main points. The options offer very brief summaries of the overall content of each paragraph. The two extra options focus only on small points within a paragraph. If anybody chose these, ask confident students to explain why they do not summarize any complete paragraph.

answer key

- 1 b, 2 a, 3 f, 4 e, 5 c (d and g are not needed)

3 reading for specific information

- Focus students on the headings in the table and point out the two examples. Then ask the class for a few facts from the extract for the other headings.
- Tell students to work in pairs and divide the headings between them. They should focus on one heading at a time, scanning the text for relevant information. Give them a time limit (about five minutes) to look through the text on their own before stopping and working together.

answer key

location: the Canaries, close to Africa, in the Atlantic Ocean, 40 mins. by ferry from Tenerife
geographical features: an island, small, mountainous, 147 sq kms
language: Spanish, Silbo = Gomeran whistling language, came with African settlers c.2,500 years ago, *silbar* = to whistle, 4 vowels, 4 consonants, 4,000 words, sounds like bird conversation
history: inhabited by African settlers c. 2,500 years ago, Silbo (the language) has almost disappeared

4 recognizing reference words

- You could do **exercise 4a** as a race in teams as it is relatively simple.
- For **exercise 4b**, ask students to call out the first word or phrase in the text which refers to Silbo without repeating *Silbo* (there are none in the first paragraph). Keep students in the same pairs as for **exercise 3** and tell them to work on two paragraphs each, i.e. As can do paragraphs 2 and 3 and Bs do 4 and 5. Ask them to work through the extract, underlining all the words that refer to Silbo, including pronouns, e.g. *it*. An alternative (or a way to check answers) is to read the text out to the class and tell them to shout 'stop' every time they hear a reference to Silbo.

guidance notes

This task raises students' awareness of lexical cohesion and referencing in the text, e.g. the repetition of *Silbo* helps readers follow the main theme through but also the use of a range of words to refer to *Silbo* adds variety and interest.

answer key

4a para 2: line 3; **para 3:** line 1, line 3 (*Silbo-like whistling*), line 5; **para 4:** line 1; **para 5:** line 3
4b para 2: *Gomeran whistling language, the Gomeran whistle;*
para 3: *it* (line 2); **para 4:** *It* (line 4); **para 5:** *the language* (line 1 and line 5); *it* (x 3 in line 5, 6, 7)
 There are nine references to *Silbo* which don't repeat the word *Silbo*. There are fifteen references to the language in total.

5 responding to the text

- For **exercise 5a**, ask students to refer back to the extract to come up with reasons for and against trying to save Silbo (e.g. **for:** it's almost unique, culturally important, and useful; **against:** society has changed, need for Silbo replaced by telephones, better to study more relevant languages at school). Explain that they can use the ideas in the extract but to also come up with their own ideas if they can (e.g. comparisons with other threatened languages).
- Get some feedback from the class as a whole after **exercise 5b**, to find out if they can come to a general consensus on whether the language should be saved or not.

ideas plus

If you have students from a number of different countries or regions, ask them to prepare a very short presentation on their language, or on a minority, threatened, or extinct language from their country. They should think of (or research) four or five facts about the language to present to their group or class. Encourage the listeners to ask questions and to note down any useful vocabulary.

how to ... make a text more interesting

1 generating ideas

Work in pairs or small groups. Describe the teacher you liked best at school, and say why you liked him / her.

2 increasing range

- a Read texts A and B. Which one is more interesting? Why?
- b Sentences 1–9 and a–i have the same meaning but sentences a–i use a greater range of words and phrases. Complete a–i by referring to texts A and B.

1 He was my teacher at primary school.	a I ___ him at primary school.
2 Most of my teachers were older.	b Most of my teachers were ___.
3 He was young.	c He was in his ___.
4 He was nice.	d He ___ to us.
5 I think teachers should ...	e ___ teachers should ...
6 He liked basketball.	f He was ___ basketball.
7 We did some good art activities.	g I ___ some ___ art activities.
8 ... which was good.	h ... which was ___.
9 I'm a musician because of him.	i I ___ a musician ___ him.

3 improving a text

tip You can make a text more interesting to read by:

- 1 using a range of words and phrases to express ideas. Don't repeat adjectives such as *good* and *nice*, or verbs such as *was / were* or *liked*.
- 2 giving as much detail as you can. Answer questions: *who? why? what was it like?* about your text.
- 3 giving examples where possible.

Compare texts A and B. Find two examples of tips 1–3 in text B.

4 giving details and examples

- a Use ideas from the box on the left to make the text below more interesting. You will need to add words to connect the ideas.

told good stories worked hard for her about 55 became more confident funny did badly in other subjects modern languages teacher wild, black hair	The teacher I liked best was Mrs Gill. She was very small. She taught me Italian at secondary school. She made it interesting. She gave me good marks in Italian. I started doing better at school. I studied Italian and French at university.
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- b Compare your paragraph with a partner's. Is it the same or different?

Writing task

- a Write an article about the teacher you described in **exercise 1** for your class magazine or for display on the classroom walls.
- b Read other people's articles. Which teacher sounds the most interesting? Why?

A

The teacher I liked best

Ian Trevellian was my teacher at primary school. Most of my teachers were older and boring but he was young and nice. He was the first teacher I liked.

I think teachers should introduce us to things outside school and he did that. He liked basketball and we played with someone in the local team. We did some good art and music. He even helped us to play in a band, which was good. That's when I started playing instruments, so maybe I'm a musician now because of him.



B

The teacher I liked best

I first met Ian Trevellian at primary school. Most of my teachers were middle-aged and quite boring, but he was in his mid-20s and enjoyed talking to us. This was my first experience of a fun, interesting teacher.

In my opinion, teachers should introduce us to new ideas about the world outside school and the arts, and he certainly did this. For instance, he was really interested in basketball and arranged for the captain of the local basketball team to come and train us. I've still got his autograph! I remember doing some great art activities (we painted aboriginal pictures, and made pots and sculptures) and his music lessons were fun. He even helped us form our own pop band, which was really exciting. That's when I started playing the guitar and drums, so maybe I became a musician thanks to him.

aim to extend the range of expression in descriptive writing
writing task a short article about the teacher students liked best at school

time 50–60 mins

1 generating ideas

- For **exercise 1**, give students a few minutes alone to think of a previous teacher and to come up with the reasons why they liked him / her. Then put them in pairs or, preferably, small groups, to talk together. If anyone has had difficulty remembering a teacher they liked, they can listen to other people and perhaps this will jog their memory.

guidance notes
 Students will have more to say if you give them some thinking time before they start speaking in groups. Encourage them to make notes about the teacher if they want to, and let them know that this will be useful later when they plan their writing.

2 increasing range

- Don't prompt students too much with **exercise 2a**, but see what they come up with. It is good enough at this stage if they recognize that the longer text is more interesting because it gives more information.
- For **exercise 2b**, students can work alone or in pairs, but make sure they have a chance to compare their answers before you check as a class. In feedback, ask the class what the difference is between the two sets of sentences (i.e. the second set include more detail and use a range of words and phrases). This will highlight the aims of the lesson and will emphasize that there is nothing wrong with the first set of sentences; they are simply 'improving' them.

guidance notes
 If students are sceptical about the value of improving something which is 'correct', or can't see good reasons for extending their range of expression, you can point out that:
 – a very basic text which uses only a small number of words and phrases repeatedly can be boring for the reader.
 – 'range' is a standard criteria examiners use when marking written work.

answer key
b a first met, b middle-aged, c mid-20s, d enjoyed talking, e In my opinion, f really interested in, g remember doing; great, h really exciting, i became; thanks to

3 improving a text

- Before doing **exercise 3**, tell students to read through the **tip** box: it focuses on three ways students can improve their writing and extend their range of expression. There are many more, of course, but this gives students an achievable set of guidelines at this level to use when they are writing.
 Alternatively, if you feel your class handled **exercise 2** easily, you could elicit ways of making a text more interesting before they read the **tip** to check their ideas.
- Give students a time limit for this noticing task in **exercise 3**, then go through the examples they have found as a class. Point out that many of the examples are focused on in **exercise 2b**.

answer key
 possible answers:
1 older > middle-aged; young > mid-20s; some good art > great art activities; which was good > which was really exciting. He was my teacher > I first met him at ...; He was nice > He enjoyed talking to us; I think > In my opinion; He liked ... > He was really interested in ...; We did > I remember doing; I'm a musician because of him > I became a musician thanks to him.
2 middle-aged and quite boring; the captain ... train us; I've still got his autograph; his music lessons were fun; form our own pop band; playing the guitar and drums.
3 For instance, he was really interested in basketball and ... train us; we painted aboriginal pictures, and made pots and sculptures; playing the guitar and drums.

4 giving details and examples

- For **exercise 4a**, tell students to discuss improvements with a partner before writing their paragraphs. This task gives controlled practice in adding more information and details to a text. The sentences in the text are short and basic, so students will have to add linking words to join the ideas together (see **unit 4**). Encourage students to be creative with the ideas.
- For **exercise 4b**, find a pair of students whose finished texts were very different. Ask them to read out each other's texts.

answer key
 possible answer:
The teacher I liked best was Mrs Gill. She was very small with wild, black hair and she was about fifty-five years old. She taught me Italian at secondary school. She made it interesting because she told good stories and she was very funny. I did badly in other subjects, but I worked hard for her and she gave me good marks in Italian. Thanks to her I became more confident and started doing better at school. I studied Italian and French at university and later I became a modern languages teacher.

writing task Tell students to go back to their ideas in **exercise 1** and add as much detail as they can. While they are planning their writing, walk round and help them with vocabulary or with reformulating their ideas. Let the students know that they are going to read each other's articles and respond to them, so that they are writing for a real 'audience'. In class feedback, find out whose teacher sounds the most interesting.

1 raising interest

Read this fact file about tornadoes from a weather website. Find two facts about tornadoes.

A TORNADO is a violent storm with a very strong wind that blows in a circle. The wind forms a column between a cloud and the surface of the earth. Tornadoes can have wind speeds of between 300 and 500 kilometres per hour. The United States has the highest number of tornadoes worldwide, with about 1,000 every year.

2 predicting

Work in pairs. Discuss how to complete the sentences but don't write anything. Use the **glossary** for new words.

What do you really know about tornadoes?

- 1 It is *not always possible/always possible* to see a tornado coming towards you.
- 2 Houses *can/cannot* explode due to changes in air pressure.
- 3 A tornado will probably do *more/less* damage to your house if you open the windows.
- 4 It is *possible/impossible* for a tornado to cross water.
- 5 A hill *will/will not* protect you from a tornado.

Safety in the event of a tornado

If you are inside

- 1 You need up-to-date information, so it is important to have a _____.
- 2 You should go to the _____ of your house, if you have one.
- 3 You should use a _____ or blanket to protect your head and eyes from sharp objects.

If you are outside

- 4 If possible, find a safe place inside that doesn't have _____.
- 5 If this is not possible, try to find a _____ to lie down in.

3 reading for details

- 1 Work in pairs. Student A read *What do you really know about tornadoes?* and Student B read *Safety in the event of a tornado*.
- 2 Talk to your partner about your text and complete both parts of the table together.

4 responding to the text

- 1 Find two things in the text which you didn't know before.
- 2 Compare with a partner or group. Did you find anything surprising?



What do you really know about tornadoes?

- TORNADOES CAN ALWAYS BE SEEN FROM A GREAT DISTANCE.
False! They can be hidden in heavy rainfall.
- TORNADOES CAUSE HOUSES TO **EXPLODE** FROM CHANGES IN AIR **PRESSURE**.
False! Homes are **damaged** by strong winds, not changes in air pressure.
- BY OPENING THE WINDOWS, YOU CAN BALANCE THE PRESSURE INSIDE AND OUTSIDE YOUR HOME SO A TORNADO WILL NOT DO DAMAGE.
False! A tornado can damage your home whether the windows are open or not. You should not open the windows when a tornado is approaching – this could actually make the situation worse.
- TORNADOES CANNOT CROSS WATER.
False! There is a type of tornado that forms on water and tornadoes that form on land can cross rivers and lakes. Tornadoes can also travel up and down **hills**. Therefore, a belief that your location is **protected** by a river or hill could prove to be dangerous.

Safety in the event of a tornado

You may have very little time to prepare. Listen very carefully to all information and move quickly!

IN A HOUSE

- Make sure you have a radio for information.
- Go to the lowest level of your home (**basement** if possible). If there is no basement, go to a small room away from **exterior** walls. Keep away from all windows.
- Cover your head and eyes with a blanket or jacket to protect against flying objects or broken glass.
- Keep your pet tied up and close to you.
- Do not go out until you are told it is safe.

OUTSIDE

- Try to get inside and look for a small protected space with no windows.
- Do not enter buildings with large roof areas such as school gymnasiums or shopping malls.
- If you cannot get inside, lie flat in a low area and cover your head and neck with your arms or a piece of clothing.

glossary	explode ɪk'spləʊd to burst with a loud noise, e.g. a bomb explodes	protected made safe (from danger)
	air pressure the force of air	basement a room in a house below ground level
	damaged 'dæmɪdʒd broken or partly broken	exterior (adj) ɪk'stɪəriə connected to the outside
	hills high areas of land (not as high as mountains)	

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text theme the truth about tornadoes

time 40–50 mins

1 raising interest

- Before students read the fact file about tornadoes, focus them on the picture and ask some questions to see what they know, e.g. *Which country has the most tornadoes?* or *How fast does the wind blow in a tornado?*
- Then tell the students to read the fact file and feed back as a class.

guidance notes

The texts are taken from a US website (weather.com) which provides readers with a range of general and topical information and advice about current weather and weather conditions. The picture should help to give students a way in to the topic and help them understand the information in the fact file. This introduction prepares students for the texts that follow.

answer key

possible answers: any of the facts from the fact file

2 predicting

- For **exercise 2**, put students in pairs to talk about the information and advice in the table. Direct their attention to the **glossary** but tell them not to read the two texts at this stage.
- Encourage students to guess answers they are unsure about, but tell them not to complete the table yet (they could make notes on a separate piece of paper if they wish). What is important here is that they understand the sentences and generate some ideas for the answers.

guidance notes

This task combines two functions: it gives students the opportunity to activate their own ideas and knowledge about the topic and to predict the answers. This will help them when they read their text and should also motivate them to read.

3 reading for details

- For **exercise 3a**, keep students in the same pairs, but ask As to read the first text and Bs to read the second text.
- Alternatively, if you feel your students need more support with the texts and this task, let pairs read the same text (i.e. two As read *What do you really know about tornadoes?* and two Bs read *Safety in the event of a tornado*). They can then look at their part of the table together and discuss the answers, referring back to their text. Then change the grouping to A / B pairs, and let them do **exercise 3b**.
- For **exercise 3b**, tell them to go back to the table together, and to help each other to complete the part that corresponds to the text they have read. Encourage them to explain anything that is not clear to their partner, and to give more information if they can.

guidance notes

The two texts share the same topic and style but the first text is largely giving information about tornadoes and the second text is giving advice. This task is organized as a jigsaw reading, where half the class read one text and the other half read another. This allows students to focus on one text in greater detail, and to attempt to process the information in order to explain it, where necessary, to their partner.

answer key

What do you really know about tornadoes?: 1 not always possible, 2 cannot, 3 more, 4 possible, 5 will not
Safety in the event of a tornado: 1 radio, 2 basement, 3 jacket, 4 windows, 5 low area

ideas plus

Write *giving information* and *giving advice* on the board in two columns and ask the class to give an example of each from the texts, e.g. *Homes are damaged by strong winds* (information). *If there is no basement, go to a small room away from exterior walls* (advice). Tell learners to continue in pairs, or continue as a class, writing the sentences on the board.

4 responding to the text

- Give students a minute or two to focus on two things which were new to them. Then let them compare with a partner or you could talk about this as a class. Find out if there was anything they found surprising in the texts.

ideas plus

The website weather.com is a useful reading resource which you could exploit further if your students have access to the Internet. For instance, students could find out about another weather phenomenon on the site (it includes flooding, hurricanes, heat waves and droughts, among others). They could do this for personal interest, further reading practice and vocabulary extension, or you could ask them to report back on different topics.

how to ... improve punctuation

1 generating ideas

- a A classmate or English-speaking friend is going to visit you in your country. What can you tell them about your area and the weather?
- b Read Yoshi's letter to Mark. What does he tell Mark to bring with him to Japan?

Dear Mark

Thank you for your letter. I'm very happy to hear that you're planning to come to Japan.

There are some nice places to visit around my hometown. There's a beautiful lake called 'Towada-ko'. This is Japan's deepest and prettiest lake, and there are beautiful forests all around it. Perhaps we can go camping together. It's sometimes cool in the evenings here because we're in the northern part of Japan, so don't forget to bring a jacket, warm clothes, and some good shoes!

I'm very much looking forward to seeing you. Enjoy your flight.

From your good friend,

Yoshi

2 identifying punctuation

- a Work with a partner and find examples of punctuation marks (1-4) in the letter.

- | | |
|--------------------|--|
| 1 A comma | a shows the end of a sentence. |
| 2 An apostrophe | b shows a proper noun, e.g. a name, a place, or a special event, e.g. the World Cup. |
| 3 A full stop | c shows the beginning of a sentence. |
| 4 A capital letter | d shows possession, i.e. belonging to sb or sth. |
| | e separates a list of adjectives or nouns. |
| | f shows that letters are missing. |
| | g joins two sentences into one. It is often followed by words like <i>and</i> , <i>but</i> , and <i>so</i> . |

- b Match the punctuation marks (1-4) with their uses (a-g).
- c Find an example of each of the uses (a-g) in the letter.

3 using punctuation

- a Correct these sentences using capital letters, full stops and commas.
 - i am on holiday from monday june 1st to thursday june 4th
 - samantha is going to work in italy for a month she is very lucky
 - i would love to visit maria in barcelona but I haven't got any holiday left
 - in january the weather in britain is often cold cloudy and wet
 - i went to sydney for the olympic games in august 2000 it was the best experience of my life
- b Add apostrophes to these sentences where necessary.
 - Mount Fujis Japans highest mountain.
 - Its going to be lovely and sunny for the next few days.
 - Janes business trip around Europe starts in one weeks time.
 - Brightons a lively city on Englands south coast. Its original name was Brighthelmstone.

4 checking punctuation

Read this extract from a letter about a visit to Poland. Find 14 punctuation mistakes and correct them.

I have some advice, for you about your trip. the weather in polands often wet but from sunday its going to be hot, and sunny Dont bring a coat. but remember to bring your credit card and go shopping here, everythings cheaper here than it is in england.

Writing task

- a Write a letter to a classmate or English-speaking friend who is planning to visit your country.
- b Exchange letters with a partner and check each other's punctuation.
- c 'Send' your letter to a classmate.

aim to develop use of commas, full stops, capital letters, and apostrophes

time 50-60 mins

writing task an informal letter to a friend who is planning to visit the student's country

1 generating ideas

- For exercise 1a, if students are studying in their own country, tell them to imagine an English-speaking friend is going to visit them. You could then brainstorm ideas as a class. If you have students from different areas and / or countries, tell them someone from the class will visit them in their home country. Tell students to think of some ideas alone before discussing in pairs or small groups.
- For exercise 1b, ask students to read Yoshi's letter alone before checking in pairs.

guidance notes

These exercises should raise interest in the topic as well as generating ideas for students' own letters in the writing task later. The model text is adapted from a letter written by a Japanese student for a First Certificate question.

answer key

b a jacket, warm clothes, and some good shoes

2 identifying punctuation

- For exercise 2a, tell students to circle or underline the punctuation marks in the letter, or follow the alternative procedure in ideas plus. Some of this will be revision, but this stage will serve to clarify and reinforce students' ideas about the correct uses of these punctuation marks.
- Put students into pairs for exercise 2b, and check their answers before they look for examples of each of the uses in the letter in exercise 2c.

ideas plus

If you have an overhead projector, display the letter on an OHT. Run your finger along the lines and tell the class to call stop every time you come to a comma. Do the same with the apostrophes, full stops and capital letters.

answer key

b 1 e and g, 2 d and f, 3 a, 4 b and c

c possible answers

a ... letter.; b Mark, Japan, Towada-ko, Yoshi; c Thank you ...; d Japan's; e a jacket, warm clothes; f I'm, you're, There's, It's, we're, don't; g ... lake, and there are ...; ... Japan, so don't forget ...

3 using punctuation

- For exercise 3a, tell students to circle the capital letters and add the commas and full stops in another colour. They should do this alone before comparing their answers with a partner. You can raise the level of challenge using the idea below.
- An alternative procedure for exercise 3a is to dictate the sentences to the class and to tell students to punctuate their sentences. This gives students more to think about (e.g. spelling) but students should be able to pick up clues about the position of punctuation marks from your intonation and pausing. This activity demonstrates the connection between pronunciation and punctuation.
- For exercise 3b, students can work alone then compare, or work with a partner.

answer key

- a 1 I am on holiday from Monday June 1st to Thursday June 4th. 2 Samantha is going to work in Italy for a month. She is very lucky. 3 I would love to visit Maria in Barcelona, but I haven't got any holiday left. 4 In January the weather in Britain is often cold, cloudy and wet. 5 I went to Sydney for the Olympic Games in August 2000. It was the best experience of my life.
- b 1 Mount Fuji's Japan's highest mountain. 2 It's going to be lovely and sunny for the next few days. 3 Jane's business trip around Europe starts in one week's time. 4 Brighton's a lively city on England's south coast. Its original name was Brighthelmstone.

4 checking punctuation

- This task should raise students' awareness of some common punctuation mistakes and gives controlled practice of punctuating a text at paragraph level. It also provides a second model for the writing task. You could do this as a race with students working in pairs to find the fourteen mistakes first. You could either check it by showing it on an OHT and asking students to call out corrections as you run a finger along the lines, or you could stick an enlarged photocopy on the board and ask one or more students to come to the board and correct one sentence at a time. The rest of the class should check their punctuation.

answer key

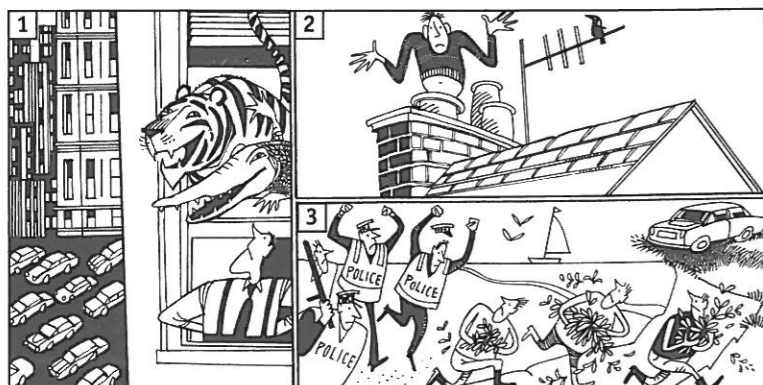
I have some advice for you about your trip. The weather in Poland's often wet,) but from Sunday it's going to be hot and sunny. Don't bring a coat, but remember to bring your credit card and go shopping here. Everything's cheaper here than it is in England.

writing task

Give students time to decide who they are going to write to and to plan their letters. Remind them to include their ideas from exercise 1a and to be aware of their punctuation. For exercise b, tell them to use a pencil to make any changes to their partner's letter. They can then discuss the changes together and ask you for help if there are any disagreements. For exercise c, if students are studying in their own country, tell them to read another student's letter and compare the information and advice they have given about their area or country.

1 activating topic vocabulary

- a Look at these cartoons for three newspaper stories. What is the connection between the stories?
- making a mistake
 - breaking the law
 - saving something



- b Work in A/B pairs. Check the meaning of your words. Explain your words to your partner.

- | | |
|----------------|-----------------------------|
| A to arrest sb | B a complaint |
| to handcuff sb | to charge sb (with a crime) |
| a burglar | to break into (a house) |

2 reading for gist

Read the stories A–C quickly and match them to the cartoons.

3 reading for details

Complete the reports about the three stories. Choose no more than two words from the stories for each space.

POLICE STATION

Action: Officers (1) _____ three men for (2) _____ and kept them at the police station for (3) _____ for questioning.

Result: The men were not charged, but a (4) _____ was made about the officers.

Fire Service

EVENT: A 28-year-old man of (5) _____ was trapped in a pub (6) _____ early this morning. He was discovered by a local (7) _____.

ACTION: He was rescued by (8) _____ fire engines.

ANIMAL HOME

Event: One tiger and one alligator were rescued from the New York (9) _____ of Antoine Yates, after (10) _____ contacted the (11) _____.

Action: There are plans to transport the animals to (12) _____, when there is space in the local (13) _____.

A

A RARE SPECIES Three men were arrested, handcuffed and held for several hours in the police station – for stealing seaweed from a public beach. Two police cars and a police motorcyclist followed the men, who have not been named, for three miles from the beach at Eastbourne, in England. The three men, who were not charged, have made a complaint about the officers. Eastbourne Council defended the police, saying the seaweed was ‘sea kale’, a rare species that needs protection.

seaweed a plant that grows in or by the sea
rare not seen very often
species a type of plant or animal

B

Bungling burglar

A burglar became **trapped** in a chimney for seven hours while trying to break into a pub, a court heard yesterday. David Gardner, 28, 1.8 metres tall and of average build, had managed to climb down the chimney when he got **stuck**. Thomas Wrightson, a delivery man, arrived to deliver vegetables to the pub at 6.10 a.m. and heard Gardner’s calls. Gardner shouted that he had become stuck while trying to **rescue** a cat shortly after midnight. Four fire engines were sent to free him.

bungling not very good or successful
trapped / stuck not able to move
rescue (v) save from a difficult situation

C

Wild flatmates

New York has been described as a **concrete jungle**, but one **resident** really believed he was in the jungle, as police were called in to remove a tiger and an alligator from his apartment in the 20-storey building. After a phone call from neighbours, police yesterday found the wild animals in the apartment of 31-year-old Antoine Yates. Yates was not in when police **abseiled** down the side of the building in order to enter the apartment.

The animals, who were moved to a New York animal home, will eventually be sent to a zoo in Ohio.

concrete jungle an area of many large modern buildings with no green spaces
resident (n) a person who lives in a place
abseiled climbed down attached to a rope

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

text theme unusual crimes

time 30–40 mins

1 activating topic vocabulary

- For **exercise 1a**, ask students to look at the three cartoons and to choose the correct option (breaking the law). This will give students the topic for the vocabulary and the texts.
- For **exercise 1b**, make sure students have good monolingual dictionaries. Choose a new crime word, e.g. *verdict* and ask students to look it up. Ask them for the pronunciation, the part of speech, a definition and an example sentence and write it up on the board.
- Encourage students to look up their three words, even if they are familiar with some of them. Tell them to check pronunciation, check that they are looking at the correct part of speech, e.g. verb or noun, and to read the definitions and example sentences for the words. They will then be better prepared to explain the words to their partner.

guidance notes

The newspaper stories, taken from popular daily newspapers, contain a number of crime words, some of which may well be familiar to students. By activating this target vocabulary at the beginning of the lesson, you will be introducing the topic and making the texts and exercises much more accessible to students.

This exercise gives students practice in using dictionaries in order to help them read a challenging text. If this is not something they are used to doing, give them as much support as possible in interpreting the dictionary information (e.g. by doing the example suggested with the class first). Remind students to keep a record of new words and phrases by topic (in this case, crime) in the vocabulary diary on p.62 and / or in their notebooks.

answer key

b A to arrest sb /ə'rest/ verb when the police arrest sb, they take him or her prisoner in order to question him or her about a crime

to handcuff sb used as a verb here, although it is more common as a noun to put a prisoner’s wrists in a pair of metal rings, which are joined together by a chain

a burglar /'bɜ:glə/ noun a person who enters a building without permission in order to steal: *The burglars broke in by smashing a window.*

B a complaint /kəm'pleɪnt/ noun (make) a complaint (about sth); a statement that you are not happy / satisfied with sth: *You should make a complaint to the company that made the machine.*

to charge sb (with a crime) /tʃɑ:dʒ/ verb to accuse sb officially of doing sth which is against the law: *Six men have been charged with robbery.*

to break into (a house) verb to enter a place that is closed: *Thieves broke into his car and stole his radio.*

2 reading for gist

- For **exercise 2**, give students a time limit to read and match the pictures and stories. Two minutes should be sufficient. Students may want to take more time over reading each story and understanding all the vocabulary, but encourage them to read for gist at this stage, while letting them know they will have more time to read again later. If necessary, explain that reading quickly for the main point or points of a text is a very useful reading skill.

answer key

1 C, 2 B, 3 A

3 reading for details

- This exercise focuses students on some of the details of the stories and further activates some of the new vocabulary from **exercise 1**. The reports also act as a summary of each story, which will be very helpful if students do the retelling activity in **ideas plus**.
- Students could do this alone before checking their ideas with a partner. Point out that they should not use more than two words in any gap and that the words must be in the stories.

answer key

1 arrested, 2 stealing seaweed, 3 several hours, 4 complaint, 5 average build, 6 chimney, 7 delivery man, 8 four, 9 apartment, 10 neighbours, 11 police, 12 Ohio, 13 zoo

ideas plus

Put students into A / B pairs and tell them to role play a police officer and one of the criminals. Give them time to prepare questions, e.g. *Why did you steal seaweed?* or for the burglar, *Why didn't you break in through a window?* Encourage the ‘criminals’ to give imaginative answers.

Alternatively, you could ask students to prepare retelling these stories as brief items on the TV or radio news. Put students into pairs or small groups and ask each group to choose one of the stories. Tell them to imagine they are news presenters, and to practise telling their story as the final, amusing item on the news. They can prepare cue cards or brief notes but encourage them to look up when they are talking. Help them as they work on their stories, and particularly monitor for pronunciation. It would be motivating to record their news items on tape or video if possible.

how to ... correct and edit your work

1 generating ideas

Look at this exam task:

- Your English teacher has asked you to write a story.
- Your story must have the following title: *The most important day of my life.*

- Decide which day to write about. Discuss your ideas with a partner.
- Read one student's answer to the exam task. Did you choose a similar day?

The most important day of my life

The most important day of my life were the day I went first to university, which was a beautiful modern technology School in my home town. the reason why was important is that in my country not everyone who a student can goes to university. In the year when I go to university, about four in ten student got in. You can imagine how happy I am. Of course needed I to pass my exams which every student must took and I do my best to get marks high. Now I am still remembering that day, when I weared my best cloth and felt excited about my future.

2 checking for mistakes

Always remember to check your writing when you have finished. Make sure you have answered the question. Then use this checklist to correct your work.

5-point checklist

- check your verb tenses (simple or continuous? present or past?)
- check your verb forms (singular or plural? regular or irregular?)
- check word order (subject, verb, and object? position of adjectives? position of adverbs?)
- check punctuation (the beginning and end of sentences? commas and apostrophes?)
- check your spelling (Are there words you often spell wrong? If you are not sure, use a dictionary.)

- Use the 5-point checklist to find and correct 20 mistakes in the above story. There are two mistakes in each line.
- Compare your corrected text with your partner's. Discuss any differences and change your corrections if necessary.

3 correcting frequent mistakes

a Put the words in the correct order.

- brother / last / married / month / my / got / .
- sister-in-law / dress / my / pretty / a / wore / .
- always / am / late / everything / I / for / .
- weekend / usually / I / late / at / get / the / up / .
- seven / morning / up / I / the / got / in / at / o'clock / .
- sunny / was / beautiful / it / day / a / really / .

b Read the text below. Find 15 mistakes with verb forms, spelling and punctuation, and correct them.

The most important day of my life, is when I meet my boyfriend. It was my best friends birthday party He was talked to my friend. But when he sees me he stoped. Im never shy but I fell shy then. That is five years ago. Now, were married with two childrens.

Writing task

- Write your answer to the exam question in **exercise 1**. Write about 100 words.
- Remember to check your writing.
- Walk round and read other people's stories. Has anyone written about a similar experience to you?

aims to give guidelines and practice in correcting and editing written work
writing task a story about an important day

time 50–60 mins

1 generating ideas

- For **exercise 1a**, give students a few minutes to think of an important day before they discuss their ideas with a partner or small group. In feedback for **exercise 1b**, ask individual students what day they chose and find out if anyone chose a similar day to the student who wrote the story.

guidance notes

This task appeared in a PET past exam paper, and the text is one student's answer (slightly adapted), which received a pass grade. This is an ambitious answer but flawed by a number of mistakes. The mistakes do not affect understanding of the text as a whole, but they do require the reader to make some effort at times.

2 checking for mistakes

- See how much of the information in the **tip** box you can elicit from the class by asking them what they do when they finish a piece of writing, particularly in an exam situation. If they say they check their work or read it through, ask them what kind of mistakes they look for and build up a list on the board.
- Tell students to read the **tip** and compare their ideas with the 5-point checklist. They can then do **exercise 2a** either alone or in pairs. For **exercise 2b**, they should compare their corrected texts with a new partner.
- In feedback, ask students how many mistakes out of twenty they found. Either display the text on an OHT and ask students to call out mistakes, or put an enlarged photocopy on the board and ask students to come to the board and correct the text with the help of the class.

guidance notes

The guidelines on correcting and editing written work are given here in an exam context but it is important to emphasize to students that all written work should be read through and checked for mistakes before being read by someone else. Encourage students to copy this checklist into their notebooks and to use it every time they do a writing task in class.

answer key

The most important day of my life was the day I first went to university, which was a beautiful modern technology school in my home town. The reason why it was important is that in my country not everyone who is a student can go to university. In the year when I went to university about four in ten students got in. You can imagine how happy I was. Of course I needed to pass my exams which every student must take (or had to take) and I did my best to get high marks. Now I still remember that day, when I wore my best clothes and felt excited about my future.

3 correcting frequent mistakes

- Put students in pairs and do **exercise 3a** as a race if you want to increase the challenge. In feedback, find out if students have put the time markers in different places. If so, point out that these phrases can go at the beginning or end of sentences, depending on the context (see **answer key**).
- It is a good idea for students to do **exercise 3b** alone (especially if they corrected the story in **exercise 2** in pairs). Get feedback on how many mistakes students found when working alone, then let them compare with a partner. You could check this orally or in the same way as **exercise 2a**.

answer key

- 1 My brother got married last month. or Last month, my ...
 - 2 My sister-in-law wore a pretty dress.
 - 3 I am always late for everything.
 - 4 I usually get up late at the weekend. or At the weekend, I ...
 - 5 I got up at seven o'clock in the morning.
 - 6 It was a really beautiful sunny day. or It really was a beautiful sunny day.
- The most important day of my life was when I met my boyfriend. It was my best friend's birthday party. He was talking to my friend, but when he saw me he stopped. I'm never shy but I felt shy then. That was five years ago. Now, we're married with two children.

writing task Remind students to plan their story before they begin writing. After writing, make sure students spend a few minutes reading through their texts and checking their work using the 5-point checklist. When they are ready, put the stories up around the classroom walls and tell students to walk round and read and respond to each other's stories.

ideas plus

Give students as much practice as possible in finding and correcting errors in their own work. When students produce a piece of writing, select the most common errors from their texts and use them as the basis for a class activity, e.g. a sentence auction if you have time, or put the class into two teams and see which team can correct the most mistakes within a given time limit.

1 using background knowledge

- a Look at the picture. What do you think a skydiver needs to have?
- a special parachute
 - a lot of money
 - a fear of heights
 - a lot of faith
 - a love of risk
 - an instructor
 - a death wish
 - a person to pack equipment
- b Read the title of the article. Can you think of some reasons why people skydive?

2 understanding the main points

- a Read the article quickly. Were you right in exercise 1a?
- b Underline the reasons the writer gives for skydiving. Are they the same or different from your reasons in exercise 1b?

3 reading for specific information

Read the statements about the text. Write TRUE (T), FALSE (F) or NOT STATED (NS) if there is no information.

- 1 It is important that skydivers only trust themselves.
- 2 Skydivers travel fastest about 10 seconds after jumping.
- 3 Experienced skydivers get to know their packers well.
- 4 Non-skydivers usually understand why people love the sport.
- 5 The writer believes that driving is more dangerous than skydiving.
- 6 The writer doesn't understand why people want to skydive.



People learn to jump for many reasons: because they are attracted to extreme sports, because they want to test themselves and, in many cases, because they want to **conquer** a fear of heights. Why people continue skydiving is a different question, but if they do continue, it often becomes an **obsession**.

Skydiving is a sport where trust is very important. Skydivers need to have **faith** in their instructors, faith in the equipment, and faith in those packing the parachutes. On their first jump, students are told that they will reach a top speed of 190 kilometres per hour about 10 seconds after leaving

4 understanding the writer's purpose

Why did the writer write this text? Choose the best option and give reasons for your answer.

- a to give the reader information about skydiving
- b to explain the risks of doing the sport
- c to discuss the reasons why people do the sport
- d to persuade the reader to do the sport

5 responding to the text

Discuss these questions in groups. Use the ideas in exercises 1 and 2 to help you.

- 1 Have you ever been skydiving or done any other 'extreme' sport? If so, what?
- 2 If not, would you like to try skydiving? Why? / Why not?

the plane. The only thing between you and the ground is a parachute of 18 to 28 square metres which was probably packed by someone you've never met.

But the parachute will open, you immediately trust the packers, and the fear decreases a little. And then you realize, too, that you have a lot in common with other skydivers.

All skydivers are asked the same questions by non-skydivers, 'What do you do that for?' You are often asked if you have a death wish. But the statistics show that skydiving is one of the safest sports in the world. In fact, driving to the jump is generally more dangerous than jumping out of a plane. Accidents are rare, but risk is something that skydivers accept, even welcome.

The question of why people skydive is, in the end, impossible to answer. The excitement, the close contact with other skydivers, the physical **sensation** of flying through the air are all important. But there is something else, too, something that separates the jumper from the **spectator**: non-skydivers can't believe anyone would jump out of an airplane. Skydivers can't believe people **don't**.

conquer to succeed in dealing with sth **faith** feɪθ trust, a belief in sth or sb **spectator** a person who watches an event
obsession sth that sb thinks about too much **sensation** sen'seɪʃn feeling

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

text theme the attractions of skydiving

time 40–50 mins

1 using background knowledge

- Focus students' attention on the picture of the skydiver and ask the class what they know about this 'extreme' sport. Write any relevant vocabulary that comes up on the board, e.g. *parachute, jump out of an aeroplane*, etc.
- For **exercise 1a**, focus students on the question and list of 'needs'. Ask pairs to work together on the vocabulary, thinking about what each point means, and using monolingual dictionaries to check words they are unsure about. Tell them to tick the things they think skydivers need.
- For **exercise 1b**, focus students on the question in the title, *What do you do that for?* Brainstorm reasons why people might skydive with the class, or if you prefer, students can discuss it in small groups first. It would be a good idea to make a list of the reasons they come up with on the board.

guidance notes

The article was part of a feature on skydiving in *The Observer Magazine*, a Sunday newspaper supplement. The article focuses, not so much on the facts of skydiving, but on the psychology of a skydiver (see **exercise 4**). In trying to come up with reasons why people skydive, students will be predicting the content of the article. This should make the text easier to read and understand.

2 understanding the main points

- For **exercise 2a**, give students a time limit of about three minutes to read. Let them scan the text quickly to check their ideas in **exercise 1a**.
- For **exercise 2b**, tell students there are six reasons given in the article (there are three reasons given for learning skydiving in the first paragraph, and three for continuing to skydive in the final paragraph). Let students compare their answers with a partner when they are ready.
- In feedback, it would be useful to divide the reasons into the two categories above, and / or to tick off the reasons which students came up with before reading (if you wrote these on the board).

guidance notes

In this section, you are asking students to scan the text quickly to look for the main points. By giving them a time limit, and explaining the focus before reading, you will be encouraging them to look for the most important information, but let them know they will get a chance to go back to the text for more details later.

answer key

- a They do not need a 'special' parachute, a fear of heights, or a death wish (depending on your point of view). There is nothing about money in the text but students will probably agree that skydivers need a lot of money.
- b People learn because they are naturally attracted to extreme sports, they wish to test themselves, they wish to conquer a fear of heights. People continue because of the excitement, the close contact with other skydivers, and the physical sensation of flying through the air (it often becomes an obsession).

3 reading for specific information

- Explain that students should read through the statements first with a partner. Check for any problems with understanding, and discuss their ideas before going back to the text. Then ask students to check their ideas in the text. Make sure they understand what 'not stated' means.

answer key

- 3 1 false (they have to trust their instructors, packers, and equipment); 2 true; 3 not stated (there is nothing in the text about experienced skydivers' relationships with packers); 4 false (*You are often asked if you have a death wish*); 5 true; 6 true (*impossible to answer*)

4 understanding the writer's purpose

- Ask students why the writer wrote this article. Tell them to read the four options and think about their answer before comparing ideas with a partner.
- If students choose the first option (a), point out in feedback that the second paragraph is the only one which offers the reader any real facts about the sport.

guidance notes

This task encourages students to stand back from the detail of the article and think, more globally, about the purpose of the text. In principle, the writer is exploring the question of why people do it (which ultimately, he / she cannot answer).

answer key

- c (to discuss the reasons why people do the sport)

5 responding to the text

- Encourage students to focus their discussions on the list of needs in **exercise 1** and to give their response to the reasons they have underlined in the text, e.g. *I wouldn't try skydiving because I have a fear of heights*.
- To finish off, you could take a show of hands to see how many would skydive (and why) and how many wouldn't (and why not).

ideas plus

You could relate the 'structure' of this article to students' own experience, i.e. students think of something they like doing, whether it's a hobby or a sport, or even an interest like learning a language, and try to answer the question *What do you do that for?* Give them a framework to help them prepare, e.g. 1 describe the activity, 2 why they started, 3 why they continued or didn't continue. Then tell them to interview each other or walk round asking different people about their reasons for doing something. (If they used to do something but gave it up, they could talk about that.)

how to ... write a letter of enquiry

1 generating ideas

- a Read about Westmore College. Choose one course for yourself and one for your partner and compare.
- b Work in pairs. What do you need to know before booking a course? Write five questions.
example How much does a short course in sculpture cost?
- c Read Ann's letter to Westmore College. Does she ask any of your questions?

2 organizing ideas

- a Put the following sections of Ann's letter in the correct order.
 - reason for writing
 - finishing a letter
 - request for information
 - greeting
 - request for a response
 - request for something to be sent

- b Underline the phrases in Ann's letter for the above functions.

3 asking for information politely

- a How do these questions change when they begin with the polite phrases (underlined)? Find the differences between a and b.

1	a How much does a short course in sculpture cost?	b <u>Please could you tell me</u> how much a short course in sculpture costs?
2	a Are there courses every week in the summer?	b <u>Please could you tell me</u> if there are courses every week in the summer?
3	a What does the course cover?	b <u>I would like to know</u> what the course covers.
4	a Do all the rooms include a private bathroom?	b <u>I would also like to know</u> if all the rooms include a private bathroom.

tip Don't begin every question in a formal letter with a polite phrase, because it will sound unnatural. Look at the different questions in Ann's letter.

- b Make these questions more polite.
 - 1 When is your next film-making course?
 - 2 What does the music course cover?
 - 3 Is the gym open all the time?
 - 4 Is it possible to hire equipment for the rock-climbing course?
 - 5 Will I get a certificate for doing the computer-programming course?



Westmore College is set in beautiful gardens and offers 52 comfortably furnished bedrooms in the main house. There is a licensed bar, a gym, two all-weather tennis courts, an ice rink and in the summer a heated outdoor swimming pool. If you are looking for the perfect present, consider purchasing Westmore College Gift Vouchers.

SHORT COURSES

- art
- computer programming & design
- creative writing
- film making
- ice skating & ice hockey
- metalworking
- music
- photography
- rock climbing
- sculpture
- tennis

Dear Ms Bradford,
I am writing to enquire about one of your short courses.
Please could you tell me how much a short course in sculpture costs and if there are courses every week in the summer? I have not done any sculpture before. Is the course suitable for beginners? I would like to know what it covers. I would also like to know if all the rooms include a private bathroom. Are meals included in the cost of a course? I would be grateful if you could send me more information.
I look forward to hearing from you.
Yours sincerely,
Ann Macready
Ann Macready

Writing task

Write a letter to Westmore College asking for more information about a course. Ask your five questions in **exercise 1b**.

aim to develop use of appropriate language for a formal letter of enquiry
writing task a formal letter asking for information about a course

time 50–60 mins

1 generating ideas

- For **exercise 1a** focus students' attention on the short paragraph about Westmore College and go through the list of courses to check understanding of the vocabulary.
- Brainstorm the kind of information you would need to know before booking a course, e.g. cost, dates and length of course, content, necessary equipment, etc. Then put students into pairs to write the five questions. They will need to refer back to these questions for the **writing task** at the end of the lesson.
- **Exercise 1c** familiarizes students with the model text and introduces them to the question forms.

guidance notes

Find out if anyone has done a short or part-time course (i.e. an extra-curricular course which was not part of their main studies) and if possible, tell them about any courses you have taken. Your class may not be familiar with the kind of extra-curricular short (residential) courses offered by Westmore College, so give as much support as you need to at this stage by talking about the topic.

2 organizing ideas

- **Exercise 2a** gives students a framework for organizing their own letters of enquiry in the **writing task**. They can use this as the basis for making their plan. Put students in pairs to order the different sections of Ann's letter.
- In **exercise 2b**, students can work in pairs to find examples of the functions, e.g. reason for writing: *I am writing to enquire about ...*

answer key

2a + b 1 greeting (*Dear ...*); **2** reason for writing (*I am writing to ...*); **3** request for information (*Please could you tell me / I would (also) like to know*); **4** request for something to be sent (*I would be grateful if you could send me ...*); **5** request for a response (*I look forward to hearing from you.*); **6** finishing a letter (*Yours sincerely*)

3 asking for information politely

- The 'noticing' task in **exercise 3a** raises awareness of the use of indirect questions in a formal letter of enquiry. Ask students to circle the differences in the set of questions on the right, and then to compare with a partner. In feedback, ask students why *if* is used in questions 2 and 4 (because they are *yes / no* questions) and not in questions 1 and 3 (because they have questions words).
- Tell students to read the **tip** box and then to tell you how many direct and how many indirect questions (i.e. questions which begin with a polite phrase) there are in Ann's letter. Make sure students understand that it is not impolite to ask direct questions, but that to ask a list of direct questions in a formal letter would have a negative effect on the reader.
- For **exercise 3b**, let students work through the questions in pairs, then check as a class.

answer key

3a 1 ... how much does a short course in sculpture cost + s?
2 ... + if ~~are there~~ there are courses every week in the summer?
3 ... what does the course cover + s. ?
4 ... + if ~~do~~ all the rooms include a private bathroom. ?
3b Please could you tell me ... ? / I'd also like to know ...
1 ... when your next film-making course is
2 ... what the music course covers
3 ... if the gym is open all the time
4 ... if it is possible to hire equipment for the rock-climbing course
5 ... if I will get a certificate for doing the computer-programming course

writing task

Refer students back to their chosen courses in **exercise 1a** and their five questions in **exercise 1b**. Encourage them to use the framework in **exercise 2a** to plan and organize their letter. Also remind them to include a balance of direct and indirect questions so that their letters do not sound unnatural.

ideas plus

If possible, encourage students to write real letters of enquiry and send them. If you are teaching in an English-speaking country, take in some magazines or newspapers and tell students to choose an advertisement and to write a letter of enquiry asking for more information or for a brochure. Tell students to bring in any responses to their letters to share with the class. If you are teaching in a non-native speaker environment, you can access similar advertisements through websites (e.g. see the websites for products listed on p.56). Students can write letters or e-mails asking for information.

1 using background knowledge

How have people's houses and lifestyles changed in the last 100 years? Think about:

- buildings
- money
- moving house
- sharing houses
- comfort
- eating habits

2 inferring

a You are going to read an article about an old woman called Olive. Read what she says below. What do you learn about her character, family and lifestyle?

- a 'I went to London for a few weeks in my 20s but that's about all. I would have been quite happy not to go away at all.'
- b She says, 'I have never been in a house I'd prefer. I've always lived in this house and I intend to die in it.'
- c 'They were extraordinary people who gave me so much love and I was never interested in having children of my own.'
- d 'I've known women of 80 who looked so old and weak. I hope I don't look like that.'
- e She says, 'I've never drunk or smoked and I'm not one for television or reading.'
- f 'I had an open fire until a few years ago but, for safety, I changed to an electric one.'
- g 'It suited them and it suits me,' she says.

b Read the article and check your ideas in **exercise 2a**.

3 understanding text structure

Put Olive's comments (a–g) above into the gaps (1–6) in the article. There is one extra comment which you do not need to use.

4 responding to the text

What do you feel about the choices Olive has made in her life? Do you know anyone like Olive?

- glossary**
- century** 'sentʃəri' one hundred years
 - surroundings** everything around it
 - fit** (adj) strong and healthy
 - cosy** 'kəʊzi' comfortable, warm and inviting
 - installed** put in
 - houseproud** 'haʊs,praʊd' sb who spends time making a house clean and attractive

100 years on ...
Olive wouldn't
dream of moving!



Nowadays the typical family moves every six years, but Olive Marchant still lives in the same house in which she was born a **century** ago.

Olive's home is a cottage in perfect **surroundings** in England's New Forest. At 100 years old, she may be the oldest person in Britain to have lived in just one house all her life. (1) '...' The house, which was destroyed in a fire before the First World War, was rebuilt by her parents, Ellen and Frank. (2) '...' She loves her home so much that she has rarely even gone on holiday. (3) '...' Olive never married because she did not want to leave her parents and her home. (4) '...' She did, however, bring up a child, her great nephew Barry Tucker, now 58.

Olive is **fit** for her age. She walks with a stick but looks like she doesn't really need it. She has never been in hospital and hates seeing doctors. Until 18 years ago she grew her own

vegetables, giving many away to friends and family. Her three-bedroom home is **cosy** but mainly unmodernized and there is no central heating. (5) '...' Her home was lit with candles and oil lamps until electricity was **installed** in the 1960s. An inside toilet and bathroom were built at the same time.

The youngest of five children, Olive never missed a day's school. When she left school, she helped her mother look after the house until, at the age of 30, she became a cleaner. That job lasted 40 years. Olive, who cycled until she was 83, has always taken good care of herself. (6) '...' Before her sight became bad, she loved gardening, sewing and cooking, and she said she's always been **houseproud**.



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text theme a home for life

time 40–50 mins

1 using background knowledge

- This activity sets the scene for the text and should help students find a way in to the article. You could pre-teach some useful vocabulary that comes up in the text, e.g. *century*, *central heating*, etc.
- Write *100 YEARS AGO* and *NOW* on the board and ask students about changes in houses and lifestyles in that period. Direct their attention to the six prompts in **exercise 1** and ask them to discuss their ideas in pairs or small groups, e.g. *100 years ago there weren't many flats. People lived at home longer*, etc.

2 inferring

- Give students time to read the comments and either deal with vocabulary as it comes up, or let students work in pairs to discuss any new words, and / or look them up in a dictionary. Check understanding of *extraordinary* and *suits*.
- After reading the comments in **exercise 2a**, encourage students, in pairs, to build a picture of Olive from what she says, but also to use their imagination to go beyond her actual words, e.g. '*It suited them and it suits me*', suggests that she is not very adventurous (reinforced by what she says about travelling in comment a). They can also guess what *it* and *them* refer to, based on other things she has said.
- For **exercise 2b** give the students time to read the article. Then get feedback on how accurate students' ideas about Olive were in **exercise 2a**. If any students have built a picture of Olive which is clearly wrong, ask in what way it was wrong, and what they based their ideas on, i.e. was it something she said, or did they let their imagination run away with them?

guidance notes

This article appeared in a tabloid newspaper, *The Sunday Express*, and the comments and quotations are a typical feature of this type of text. The article gives a kind of profile of Olive and much of the content is illustrated through her words. Therefore, by reading her comments first and building a picture of her, students will be well prepared when they read the text.

3 understanding text structure

- Focus students' attention on the six numbered gaps in the article and explain that each gap relates to one of the comments they have been looking at.
- Ask students to read the whole text again, but to focus particularly on the sentences before and after the gaps. When they come to a gap, they should scan through the comments until they come to one which fits. It would be a good idea to do the first one together, and ask students to explain their choice. Encourage students to underline words in the comments and text which match, so that they can explain the reasons for their answers in feedback.

guidance notes

The article does make sense without the comments, i.e. it is coherent at text level. However, in order to put the missing sections back into the article, students do have to focus on coherence both at whole text and sentence level. They will also have to look at cohesion, for instance, in the repetition of certain words or ideas, e.g. *lived in just one house all her life* / *I've always lived in this house* in comment b, and grammatical reference words, such as *It* and *them* in comment g, which refer back to the house and her parents, mentioned in the previous sentence.

If possible, raise awareness of style by asking students what Olive's direct speech adds to the article (e.g. interest, detail, and 'colour'). This will help if they do the **ideas plus** activity.

answer key

1 b, 2 g, 3 a, 4 c, 5 f, 6 e; (d is not needed)

4 responding to the text

- Encourage students to express their opinions about Olive. Find out if students agree or disagree with each other, and if anyone knows a similar person.

ideas plus

Ask students to find out how long people in the class have lived in their homes and how they feel about where they live. Write Olive's comment on the board: '*I have never been in a house I'd prefer. I've always lived in this house and I intend to die in it!*' After preparing alone, tell them to walk around and 'interview' each other, taking a note of interesting information and recording comments describing how people feel. Stop them after five minutes or so and put students into groups to share information. They could make posters displaying the comments, e.g. *Maria has lived in her home for ten years. She says, 'I love my home, especially my room. I don't want to move away from my family.'*

how to ... write a detailed note

1 generating ideas

a A classmate is going to stay in your home while you are away. Decide:

- what information and instructions to give them about your home.
- what they can (and can't) use while they are in your home.
- what to tell them about your area.

Think of five things and make notes.

b Compare ideas with a partner. Suggest other points for your partner to include.

c Read Tamsin's note to her friends. Compare her note with your ideas.

Welcome!

Hope your flight was OK and you're not too tired to enjoy Brighton. Just a few things you should know ...

- Help yourself to any food in the fridge. It needs eating. Please could you throw the cheese away if you don't want it?
- I'm sorry I didn't have time to make the beds. Clean sheets and towels are in the cupboard in the bathroom.
- Feel free to use the washing machine, which is upstairs.
- I'm sorry about the hole in the floor (next to the piano). Make sure you don't step in it!
- The video channel is 6 and the DVD is 0. There's a good place to rent films on Elm Grove ('The Video Box'). It's about five minutes walk up the hill. (There's a map in the bookcase.)
- There's a playground for the kids at the bottom of the hill with a skateboard park next to it. Tell them to be careful though – some of the ramps are very high.
- There's a good pub called The Greys round the corner (turn left out of the door, then left up the hill). You could go there for Sunday lunch – the food's great.
- Would you mind giving the keys back to my neighbour, Beth, in number 24 when you go? She's very nice!

Hope you have a brilliant time. Give us a ring on 01698 499 560 if there are any problems. If not, we'll see you when we get back.

Tamsin xxx

2 recognizing structures and functions

a Match the beginning and end of each sentence.

- | | |
|-------------------|----------------------------|
| 1 I'm sorry I | a place to go for lunch. |
| 2 Make sure | b to use the computer. |
| 3 Feel free | c go there for a drink. |
| 4 You could | d to anything you need. |
| 5 Turn right then | e didn't clean the house. |
| 6 Please could | f you don't lose the keys. |
| 7 It's a good | g you water the plants? |
| 8 Would you mind | h left past the school. |
| 9 Help yourself | i feeding the cat? |

b Match the sentences (1–9) above to the functions (a–f).

- | | |
|--------------|-------------------|
| a a warning | d a request |
| b an apology | e a suggestion |
| c an offer | f some directions |

3 understanding language in context

Read the note again and work in pairs. Write two examples for each of the functions.

function	structure
a warning	Make sure you don't (step) ...
an apology	
an offer	
a request	
a suggestion	
some directions	

4 using functional language

- a Think about your home. Choose five of the sentence beginnings in **exercise 2a** and write new endings for them.
- b Say your endings to a partner. Can they guess the beginnings?

Writing task

a Use your notes in **exercise 1** to write a detailed note for your classmate. Include five points. Try to use a different function for each point, e.g. a request, a suggestion, etc.

b Give your classmate the note. Does he/she understand everything?

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aim to develop use of functional language in a note

time 50–60 mins

writing task a detailed note to a classmate who is going to stay in your home

1 generating ideas

- Ask students if they have ever had people staying in their home while they were away. Encourage students to share their experiences.
- For **exercise 1a**, give students about five minutes to come up with ideas and make notes before comparing with a partner. Tell them to add to their lists if their partner's ideas remind them of more things to say after **exercise 1b**.
- For **exercise 1c**, get feedback on which points in Tamsin's note students also thought of.

guidance notes

This stage is important for two reasons: it personalizes the topic, which will help to raise interest, and it also generates the ideas and information for the **writing task** later.

2 recognizing structures and functions

- For **exercise 2a**, students could work alone before comparing with a partner, or in pairs. If you feel your students need support with **exercise 2b**, you could do this as a class. Make sure students understand what all the functions are before you move on.

guidance notes

This task includes examples of all the structures which are used in the note and clarifies their functions. If students are unfamiliar with the terms used in **exercise 2b**, take time over this stage and let the examples define the terms as far as possible. They need to be clear on the functions in order to do the next stage.

answer key

- a 1 e, 2 f, 3 b, 4 c, 5 h, 6 g, 7 a, 8 i, 9 d
b 1 b, 2 a, 3 c, 4 e, 5 f, 6 d, 7 e, 8 d, 9 c

3 understanding language in context

- Put students in pairs and give them plenty of time to find the examples of each function in the note. If you prefer, you could tell one learner to look for the first three functions in the table and their partner to look for the others (a request, a suggestion, and some directions). They could then share their information.
- In feedback, write the transferable part (i.e. the part of the structure which stays the same) on the board and highlight the verb patterns and forms. This task provides students with a bank of useful phrases to express the six functions in the table. Point this out and encourage them to copy this into their vocabulary notebooks and to learn them as 'chunks'.

answer key

function	structure
a warning	Make sure you (don't step in it!) / Tell them to (be careful ...)
an apology	I'm sorry I (didn't have time to ...) / I'm sorry about (the hole ...)
an offer	Help yourself to ... / Feel free to (use ...)
a request to do sth	Please could you (throw ...) / Would you mind (giving ...)?
a suggestion	There's a good place to (rent)... / There's a good (pub)... / You could go there for ...
some directions	It's about five minutes walk up the hill / turn left out the door, then left up the hill

4 using functional language

- Tell students to stay on the topic of homes because this will help when they do the **writing task**. For **exercise 4a**, explain that they should use a loose, clean piece of paper, and that they should only write the endings of the sentences.
- Walk round and monitor while they are writing and encourage them to check that their verb forms and verb patterns are correct, because their partner will not be able to guess the beginnings otherwise. For **exercise 4b**, students work in pairs to say the sentence endings and guess the beginnings. For an alternative procedure, use the **ideas plus**.

ideas plus

You could give students more controlled practice by doing **exercise 4b** as a mingling exercise. Tell students to stand up with their sentence endings and to find a partner. They read an ending and their partner guesses the correct beginning, e.g. Student A *watering the plants?* Student B *Would you mind (watering the plants)?* They can take turns to complete each other's sentences, and then move on to a new partner. It would be a good idea to reduce the number of examples they write in **exercise 4a** (three would be fine). Although this is oral, not written, practice, it will give students more exposure to the language and confidence in using it.

writing task Students will have done a lot of their preparation for the **writing task** earlier in the lesson, but tell them to try to include a different function for each point, if they can. Tell them to write the note to a person in the class, as this makes **exercise b** more fun and realistic. At the end, get feedback on how clear students found each other's notes.