

natural
English

reading & writing skills

pre-intermediate resource book
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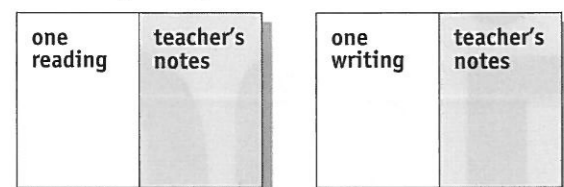
OXFORD
UNIVERSITY PRESS

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

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

how the book is organized

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



approach to reading and writing

It is relatively simple to **test** students' competence in reading and writing, but it is not so easy to know how to **develop** students' skills in these areas. This book is designed specifically for that purpose. It aims to 'train' students in the skills they need to improve their reading and writing and gives them exposure to the kind of task types they are likely to encounter at higher levels using accessible and interesting texts.

SKILLS Each task comes under the relevant skill on the students' pages, e.g. *reading for gist* or *organizing ideas*. This gives students exposure to useful metalanguage and should raise awareness of the aims of the tasks. For the reading skills you can download the **glossary of reading skills**, from the **natural English** website www.oup.com/elt/teacher/naturalenglish and encourage students to refer to it when necessary.

reading

Many of the skills students need when reading in English are the same skills they use when reading in their own language, e.g. reading for specific information, for gist, or for details. Most students don't need to learn how to 'do' these things, because they do them naturally in their first language. What is helpful is to raise their awareness of these skills and give them plenty of opportunities to practise and develop them in English. In addition, students are regularly asked to respond to the text; these activities encourage them to engage with the text in as natural a way as possible. The texts are adapted from authentic sources and are rich in vocabulary. Consequently, a **glossary** is included for each text to help students understand key words.

writing

The challenge for students at this level is to progress from writing at sentence level to writing coherent longer texts. This involves using a wide range of skills, many of which will be new in the context of writing in English. Again, students need to be encouraged to transfer these skills from their own language where possible, e.g. ways of generating and organizing ideas, and planning a longer text. However, writing conventions differ so greatly in different languages that students may be unable to transfer what they know, e.g. conventions in formal letters or selecting appropriate

language for a particular text type or person. These lessons aim to raise awareness and give students confidence in these aspects of writing in English.

The writing lessons fall into two main sections:

UNITS 1 TO 7: DEVELOPING WRITING SKILLS The first seven writing lessons start by focusing on more global skills such as writing in an appropriate style and organizing ideas, and move on to more detailed skills such as punctuating and checking work. These lessons include a **writing task** at paragraph level, but the main aim is to develop the sub-skills.

UNITS 8 TO 14: PRODUCING TEXTS The second seven lessons focus students on producing short written texts with a specific language function, such as narrating events, asking for information, writing a personal description, etc. The texts are written within a specific text type, such as an informal letter or e-mail, an article, a detailed note, etc. These lessons give students the opportunity to manipulate appropriate functional language at paragraph level, while at the same time giving further practice of the writing skills covered in the first seven lessons.

WRITING TASKS It is difficult to replicate the real reasons why we write in our own language with students at this level. However, the writing lessons encourage students to engage with the topic, and the writing tasks have a purpose, a recognisable 'writer' and 'reader', and an outcome. The **writing tasks** are designed to be done in class time to give students the opportunity to reformulate their ideas with input from you and their peers. Where possible, students are given an added incentive to write, e.g. writing for a class magazine, which does not have to be time-consuming or difficult for you or your students. For instance, at its simplest, you can keep a record of your students' best work and compile it in a loose-leaf magazine once a term.

vocabulary diary

Remind students to record new key words and phrases from the reading and writing lessons in the **vocabulary diary** provided for each section (see pp.62 and 63). Encourage students to use a good learner's dictionary and to include useful information, e.g. parts of speech, pronunciation, collocations, etc. It's a good idea to use the diary as a practical teaching resource, not simply as a record of vocabulary. For instance, tell students to test each other regularly on the vocabulary in their diaries, e.g. as a warmer or 'filler' activity.

self-assessment

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

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

unit	reading	writing
one student's book link friends and family	families of the future p.4 teacher's notes p.5 skills: predicting, using background knowledge, reading for details, responding to the text	how to ... write in an appropriate style p.6 teacher's notes p.7 skills: identifying text type and purpose, using prepositions of time and place, noticing style, using appropriate language, generating ideas task: an invitation to a celebration
two student's book link food	all about mushrooms p.8 teacher's notes p.9 skills: using background knowledge, identifying text type, recognizing text purpose, responding to the texts	how to ... organize ideas p.10 teacher's notes p.11 skills: understanding the writer's purpose, organizing ideas, planning your writing, generating ideas task: an information leaflet on food
three student's book link places	catching the wrong plane p.12 teacher's notes p.13 skills: predicting, understanding the main points, understanding attitude	how to ... develop ideas p.14 teacher's notes p.15 skills: generating ideas, developing a text, developing ideas, organizing ideas task: a description of a favourite place
four student's book link shopping	mail order shopping p.16 teacher's notes p.17 skills: using background knowledge, understanding the writer's purpose, understanding language in use, reading for specific information, responding to the texts	how to ... link ideas p.18 teacher's notes p.19 skills: generating ideas, understanding linking words, using linking words, planning your writing task: a report on a shopping centre
five student's book link learning	an unusual language p.20 teacher's notes p.21 skills: predicting, understanding the main points, reading for specific information, recognizing reference words, responding to the text	how to ... make a text more interesting p.22 teacher's notes p.23 skills: generating ideas, increasing range, improving a text, giving details and examples task: a description of a favourite teacher
six student's book link the weather	the truth about tornadoes p.24 teacher's notes p.25 skills: raising interest, predicting, reading for details, responding to the text	how to ... improve punctuation p.26 teacher's notes p.27 skills: generating ideas, identifying punctuation, using punctuation, checking punctuation task: a letter to a friend coming to visit
seven student's book link stories	unusual crimes p.28 teacher's notes p.29 skills: activating topic vocabulary, reading for gist, reading for details	how to ... correct and edit your work p.30 teacher's notes p.31 skills: generating ideas, checking for mistakes, correcting frequent mistakes task: a description of an important day
eight student's book link free time	the attractions of skydiving p.32 teacher's notes p.33 skills: using background knowledge, understanding the main points, reading for specific information, understanding the writer's purpose, responding to the text	how to ... write a letter of enquiry p.34 teacher's notes p.35 skills: generating ideas, organizing ideas, asking for information politely task: a letter of enquiry for a holiday course
nine student's book link home	a home for life p.36 teacher's notes p.37 skills: using background knowledge, inferring, understanding text structure, responding to the text	how to ... write a detailed note p.38 teacher's notes p.39 skills: generating ideas, recognizing structures and functions, understanding language in context, using functional language task: a note giving instructions for someone staying in your home
ten student's book link sleep and health	sleeping positions and personality p.40 teacher's notes p.41 skills: using background knowledge, activating topic vocabulary, predicting, reading for specific information, responding to the text	how to ... make and break arrangements p.42 teacher's notes p.43 skills: generating ideas, understanding language in use, making and breaking informal arrangements, breaking formal arrangements task: an e-mail to cancel an arrangement
eleven student's book link work	interview advice p.44 teacher's notes p.45 skills: using background knowledge, understanding the main points, activating topic vocabulary, responding to the text	how to ... describe yourself in a letter of application p.46 teacher's notes p.47 skills: generating ideas, giving information about yourself, focusing on plans for the future, writing about plans from the future task: a letter applying for a job in a summer camp
twelve student's book link relationships	a friendship fable p.48 teacher's notes p.49 skills: predicting, reading for gist, understanding the main points, following a narrative, responding to the text	how to ... write a film review p.50 teacher's notes p.51 skills: generating ideas, expressing opinions, describing a film, connecting ideas in longer sentences task: a film review
thirteen student's book link character and flat-sharing	a personality quiz p.52 teacher's notes p.53 skills: using background knowledge, activating vocabulary, reading for details, responding to the text	how to ... compare and contrast two places p.54 teacher's notes p.55 skills: generating ideas, focusing on pros and cons, understanding language in use, comparing and contrasting, organizing ideas task: an e-mail comparing two flats to rent
fourteen student's book link travel	gadgets for the perfect flight p.56 teacher's notes p.57 skills: using background knowledge, reading for gist, understanding the main points, responding to the text	how to ... write a story p.58 teacher's notes p.59 skills: generating ideas, focusing on the sequence of events, using narrative tenses, organizing ideas task: a description of an amazing journey

1 predicting

- a Look at the cartoon of the 'bean-pole' family tree and at the headline of the article below. Do you think the article is about families:
 - 1 in the past / now / in the future?
 - 2 in Britain / in Asia / all over the world?
- b Now draw a family tree for your own family. Is it the same shape (long and thin) or different?
- c Read the article quickly. Were your predictions in exercise 1a correct?

2 using background knowledge

Read these statements. Circle the best word(s) in *italics* for families in your country.

- 1 Fewer / more children are born now than in the past.
- 2 People's lives are getting shorter / longer.
- 3 Families have fewer / more uncles, aunts and cousins now.
- 4 In the future, not many / many parents will live long enough to become great-grandparents.
- 5 On average, women are having between one and two / two and three children today.
- 6 On average, women are living five / ten years longer than in the past.
- 7 On average, men are living to 75 / 80 years old.

Families have great-great future

In the future, great-grandparents and even great-great-grandparents may meet at many family events and reunions, while cousins, aunts and uncles may become 'a thing of the past', say researchers at Oxford University.

The study shows that birth rates are falling and life expectancy is increasing which means that British families will get longer but thinner. 'What we are seeing is the start of the 'bean-pole' family where the number of uncles, aunts and cousins is decreasing,' says Dr Sarah Harper, the study's author. 'At the same time, increasing life expectancy means many more of us will live long enough to become great-grandparents.'

The changing shape of the family will bring new difficulties and advantages. Fewer uncles, aunts and cousins will mean that parents have less opportunity to share the stress of childcare with

other adults, and children will have less opportunity to socialize with other children. However, having grandparents and great-grandparents could lead to a better understanding between generations.

Recent changes in birth rates and life expectancy mean that women today have an average of 1.64 children compared with 2.93 forty years ago, while average life expectancy has increased by 10 years in the past 50 years, to 80 for women and 75 for men.

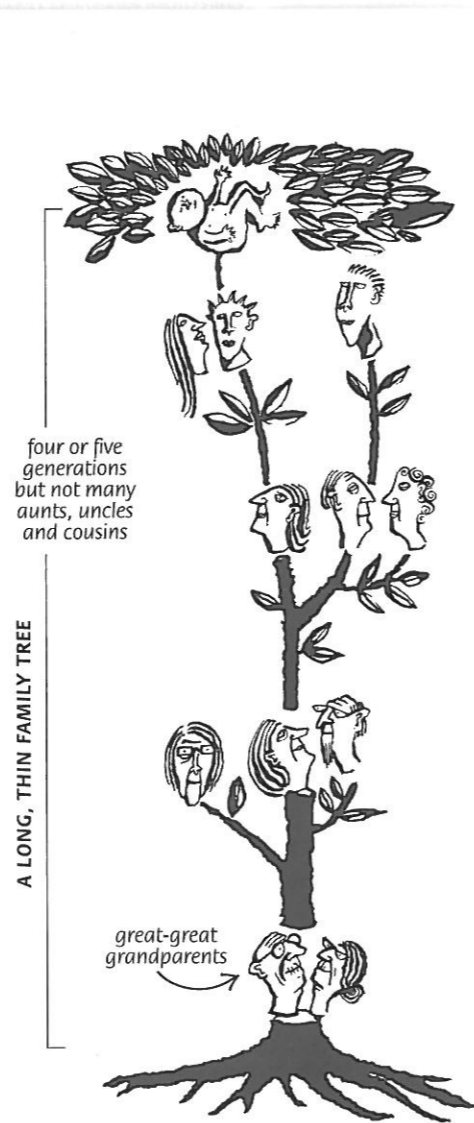
Family dinners with five generations at the table are a reality for the Woodgates from Exeter, in England. May Pearce, 87, enjoys spending time with her great-great-granddaughter, Ellie Lou, 3. Ellie Lou's grandmother, Denise Woodgate, 39, said, 'Having so many generations in a family is wonderful. We're very close. At least once a week we all go out for a coffee.'

3 reading for details

- a Read the article again with the glossary. Underline the correct information in exercise 2, according to the article.
- b Were your answers the same or different? Discuss with a partner.

4 responding to the text

- a The article mentions one advantage and two disadvantages of the 'bean-pole' family (see paragraph 3). What are they?
- b Can you think of any more?



The 'bean-pole' family of the future

birth rates the number of children who are born
life expectancy how long people live
increasing in 'kri:siŋ becoming more
decreasing di: 'kri:siŋ becoming less

stress (n) worry and pressure
socialize spend time with other people
generations ˌdʒenə'reiʃnz an average generation is about 30 years, i.e. three generations = child, parent, grandparent

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

text theme families of the future

time 40-50 mins

1 predicting

- Tell students to look at the cartoon picture of the family tree and check understanding of *family tree*, *great-great grandparents*, and *generations* using the labels and picture. Then tell them to read the caption and the headline of the article. If students are curious about the meaning of *bean-pole*, explain that it means something long and thin, like the bean plant shown in the family tree.
- Give students a minute to discuss the options in exercise 1a with a partner. The title will help students answer question 1, and they may have sufficient world knowledge to come up with the right answer for question 2, but a guess is fine at this stage.
- Make sure students don't spend too long drawing their family trees, but give them a few minutes to discuss the question and compare the shape of their families with a partner.
- Tell students to read the article quickly to find out whether their ideas in exercise 1a were correct. Encourage them not to worry about words they don't know and not to use the glossary at this stage. Set a time limit of three minutes, but tell students they will have time to read in more detail later. Get some class feedback on whether their predictions were correct.

guidance notes

This lesson aims to help students read a 'report' style newspaper article. The text is adapted from an article in *The Sunday Times*. The writer has drawn on statistics published by researchers to create an informational text, intended to be read for interest. By asking students to predict what the article is about, you will help to raise interest in the topic and give them a reason to read the text. In reading the article within a given time limit in order to confirm predictions, students are practising the skill of *skimming* or reading for gist, which is probably the way they would initially approach a newspaper or magazine article in their own language.

answer key

a 1 in the future, 2 in Britain

2 using background knowledge

- It's a good idea for students to do exercise 2 alone, so they can think about the statements for their own country. Make sure they understand *more* and *fewer*, and *on average* before they start reading. If they think neither word or number reflects the situation in their country, tell them to circle the word which is nearest the truth, or to add a word / number if they wish to.

guidance notes

The statements in exercise 2 summarize the information in the article, but in relating the facts to their own experience students will activate their own background knowledge on the subject. The statements paraphrase the challenging lexis in the text (which is also given in the glossary) and so should help students when they come to read the article.

3 reading for details

- In exercise 3a, direct students to the glossary and explain that they can refer to it while they are reading (point out that glossary words are in bold).
- Ask students to read the article again in order to identify the correct words and numbers in the statements in exercise 2. Make sure they underline here, so they can see their answers to both exercise 2 and exercise 3a clearly.
- For exercise 3b put the students in pairs and ask them to compare their answers to both exercise 2 and exercise 3a with a partner. (If you have students from different countries, it would be a good idea to pair them with someone from another country for this.)

guidance notes

In exercise 3a, students are practising reading for detail as they 'scan' the text for specific information (i.e. the facts and figures reported in the article). You may want to point out that this is something they probably do naturally when reading informational texts in their own language.

answer key

a 1 fewer, 2 longer, 3 fewer, 4 many, 5 one and two, 6 ten, 7 75

4 responding to the text

- For exercise 4a, write *advantage* and *disadvantage* on the board and ask students which one is positive and which is negative. Then let them scan the text again to find the advantage and disadvantages mentioned.
- For exercise 4b, check students' ideas, then give them a few minutes to think about more advantages and disadvantages with a partner. Encourage students to express their opinions to the class and agree or disagree with each other's ideas.

guidance notes

Exercise 4 encourages students to respond to the ideas expressed in the text, not simply to the facts and figures. Students will have more confidence in expressing their ideas to the class if you give them time to discuss their ideas and opinions with a partner first.

answer key

a **advantage:** a better understanding between generations
disadvantages: fewer adults in family to share childcare; children have fewer other children in family to play with

ideas plus

Ask students to write a caption for and / or label the family trees they drew in exercise 1b (using the cartoon as a model). Display the family trees on the classroom walls and encourage students to walk round and comment on similarities and differences.

how to ... write in an appropriate style

1 identifying text type and purpose

- a When did you last write:
 - a letter? - an e-mail? - a text message?
 Who was it to? What was it about?
- b Look at texts A-C. They are invitations to a party.
- 1 What type of text is each one?
 - 2 Which text is written to:
 - a good friend? - an acquaintance? - a work colleague?

A

maria! leaving party for sean nxt sat 20 at meeting house club east st. 8 till late! tell everyone. c u there! luv b x

B

Hi Joe
 Sean's leaving next week, so I'm giving a big party for him at the weekend (Sat) at the Meeting House Club on East Street, SW1. Everyone will be there! There will be free food and drink and great music too. It starts at 8.00.
 Hope you can come. See you there.
 All the best
 Boris

C

Dear Mr Johnson

I am giving a party for Sean Wilson on Saturday May 20th and I know he would be very pleased if you could come. He is leaving us to go travelling around the world, so this is an opportunity for us all to say goodbye and wish him luck.

The party is at the Meeting House Club at 17 East Street, London SW1 and is from eight until one. Food and drink are provided, and there will be some live music, so it should be a good night out.

Please let me know if you can come. We look forward to seeing you there.

Yours sincerely
 Boris Walker

2 using prepositions of time and place

- a Cover text C. Complete the invitation using prepositions.

Please come to
Sean Wilson's leaving party
 Saturday May 20th
 8.00 p.m. 1.00 a.m.
 The Meeting House Club
 17 East Street, London SW1

- b Check your answers in text C.

3 noticing style

Read texts A-C again with a partner. Find examples of these descriptions of style.

- 1 long sentences
- 2 short sentences
- 3 full forms (e.g. *I am*)
- 4 short forms (e.g. *I'm*)
- 5 sentences with words missing
- 6 polite words and phrases

4 using appropriate language

Complete these sentences with words from texts A-C.

- 1 I _____ forward to seeing you on Friday night.
- 2 Hi Jane,
 It's my birthday on Friday night, and _____ having a party.
- 3 We would be very pleased if you _____ come to our dinner party.
- 4 We're all meeting for lunch on Saturday. _____ you can come.
- 5 c _____ in pub @ 8.
- 6 _____ let me know if you can come.
- 7 _____ sincerely, Jane Thomas
- 8 The film starts at 6.30. _____ you there.

5 generating ideas

- a Work in pairs. You have something to celebrate. Decide what you are celebrating and what you want to do, e.g. give a party, go out for dinner, etc.
- b Decide the time, place, and any other details.

Writing task

a You are going to invite a classmate to your celebration. Decide whether to write a letter, e-mail, or text message.

b Write your invitation and 'send' it to your classmate.

aim to raise awareness of style and register
writing task an invitation by letter, e-mail, or text message

time 50-60 mins

1 identifying text type and purpose

- Tell students to discuss **exercise 1a** in pairs or small groups and get feedback on how many students have recently written letters, e-mails, or text messages, and if they were personal or for work. This will lead into **exercise 1b**.
- For **exercise 1b**, tell students to read the three invitations quickly to identify text type and 'reader'. Ask them to explain their answers with reference to the texts.

guidance notes

These exercises aim to raise awareness of text type and register by comparing three invitations to different people: a good friend, an acquaintance, and a work colleague. The first task should help students to identify the three text types and generate ideas for the **writing task** at the end of the lesson.

answer key

b A text message (to a good friend), B e-mail (to a work colleague), C semi-formal letter (to an acquaintance)

2 using prepositions of time and place

- This task acts as a quick reminder of a language point which will help students to write accurate invitations in the **writing task**. Tell students to complete the invitation alone, then compare their ideas with a partner, before checking in **text C**. In feedback, extend this exercise to include further prepositions used in the texts, e.g. *It starts at 8 p.m.*; *The club is on East Street*; *It's at the weekend*.

answer key

a on Saturday May 20th; **from** 8.00 p.m. **until** (not *till* because it is not formal enough for a written invitation) 1.00 a.m.; **at** The Meeting House Club; **at** 17 East Street, London SW1

3 noticing style

- You may need to ask for an example of 1-6 first, before students go on to find more examples of each description of style. Give students a few minutes to work in pairs, then go through the answers with the class.
- Write *formal* and *informal* across the board as a cline and ask the class to tell you where the invitations come on the line (and why). Follow this up by asking where on the line you are most likely to find long and short sentences, etc.

guidance notes

This task focuses students on some points of style which determine how formal or informal a text is. Encourage students to relate this to their own writing by asking them which of these 'styles' they would use in different situations, e.g. if you're writing a letter to the editor of a newspaper; or a friend you haven't seen for several years; or your boyfriend / girlfriend; or a friend's parents.

answer key

1 text C; 2 texts A and B; 3 text C: *I am giving, he would be, he is leaving, etc.*; 4 text A: *nxt, sat, st., c u, luv b*; text B: *Sean's leaving, I'm giving*; 5 text A: *(There will be a) leaving party, at (the) MHC (on) East Street*; text B: *(I) Hope you can come. (I'll) See you there*; 6 text B: *All the best*; text C: *Dear..., Please ..., We look forward to ..., Yours sincerely*

4 using appropriate language

- Tell students to work in pairs and encourage them to read the sentences first and decide on the text type and register before completing the sentences.

guidance notes

This task highlights some conventional greetings or phrases which are frequently used in letters, e-mails, or text messages. It aims to help students notice register at word and sentence level and gives some controlled practice in selecting appropriate language.

answer key

1 look, 2 I'm, 3 could, 4 Hope, 5 u, 6 Please, 7 Yours, 8 See

5 generating ideas

- Ask the class what kind of occasions they usually celebrate, e.g. birthdays, anniversaries, etc. and what they like doing to celebrate different occasions. Encourage them to plan in pairs, as this part of the task is more fun, as well as more productive, if it is collaborative. Stress that they should try to imagine a real occasion and to think of all the details that they will need in order to invite someone to their celebration.

writing task

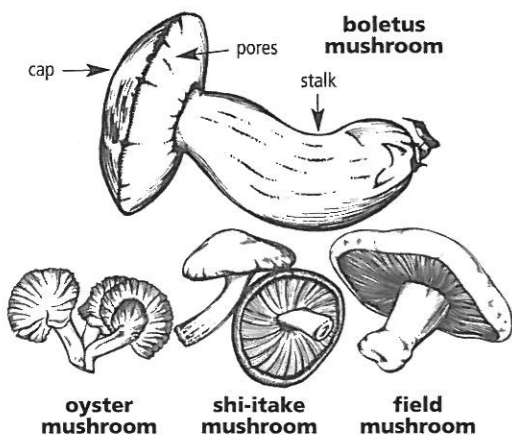
Encourage students to choose someone in the class to invite to their celebration. They should then decide whether to write a letter, e-mail, or text message, depending on how well they know that person and how formal / informal they want their invitation to be. If students are keen to write a more formal letter, they can invite you or another teacher rather than a classmate.

Tell students to write a rough draft of their invitation first and walk round and help them while they are doing this. Encourage them to sit with a partner and read each other's work and help if they can, before they go on to write the final version of their invitations. Let students give out their invitations or put them up on the wall and tell students to walk round reading the invitations and finding out if they have been invited to anyone's celebration.

1 using background knowledge

Discuss these questions in groups.

- 1 Do you like mushrooms?
- 2 Where do mushrooms grow?
- 3 Have you ever picked mushrooms?
- 4 Do you know these different kinds of mushrooms?



2 identifying text type

Read texts A–D quickly and match them to the text types 1–4 below.

- 1 a recipe
- 2 a restaurant review
- 3 a menu
- 4 a webpage from a mushroom website

3 recognizing text purpose

Which text:

- 1 explains how to cook a meal?
- 2 gives facts about mushrooms?
- 3 gives details about different meals?
- 4 lists all the ingredients for a meal?
- 5 suggests readers go to this restaurant?
- 6 hopes readers will buy something?
- 7 offers an opinion about a place?
- 8 tells readers what they shouldn't eat?

4 responding to the texts

Read texts A–D again and discuss your ideas with a partner.

Text:

- A Give four facts from the text about *boletus edulis*.
- B Look at the star rating under this text. How many stars do you think the writer will give this restaurant? Why?
- C Which meal would you choose in Carluccio's Caffé?
- D Would you like to cook or eat this dish? Why? / Why not?

A

■ **King bolete – *boletus edulis*** Description: The king of the mushrooms is the *boletus edulis* – the French call it a *cep*, the Italians call it *porcini*, and the old English name is 'Penny Bun'. If you can imagine a hamburger bun on a thick stalk, you will have a good idea of what most *boletus* look like. The caps are usually brown or reddish-brown, while the pores may be white, yellow, orange, red or brown. They are up to 25 centimetres tall.

▶ **WHEN AND WHERE:** You can find them in the summer and autumn, on the ground, near or under trees.

▶ **WARNING:** A few types of *boletus* are **poisonous**. Don't eat any with orange or red pores. They also go bad quickly, so eat only fresh ones.

B

Carluccio's Caffé

8 Market Place, W1 (0020-7636 2228). Mon – Sun £60 for 4 people

For mushroom lovers, I'd strongly recommend Antonio Carluccio's restaurants, which always serve **wild** mushrooms, such as *porcini*, when **in season**. They offer a very friendly atmosphere, reasonable prices and delicious Italian cooking. For the next week, at 2 p.m. each day, Carluccio himself will prepare recipes from his new book, *The Complete Mushroom Book*. And for anyone who doesn't like *porcini* there will be special 'mushrooms' made from chocolate.

OCTOBER 2003

*** EXCELLENT ** VERY GOOD * GOOD

C

Carluccio's Caffé

WELCOME TO CARLUCCIO'S CAFFÉ. OUR FOOD IS PREPARED USING THE BEST FRESH, NATURAL INGREDIENTS, WHERE POSSIBLE FROM ITALY. WE HOPE YOU ENJOY YOUR MEAL.

main courses

- A traditional fried **pastry** filled with vegetables and melted cheese. £5.25
- Pasta with tomato, pork and lamb and white sauce. £6.75
- Pasta with fresh and wild mushrooms. £5.95
- Breast of chicken, breadcrumbed and fried, served with a green salad. £8.25

D

Pasta with mushrooms

- SERVES 4–5
- 300 g fresh mushrooms
- 175 g wild mushrooms
- 75 g butter
- 2 tablespoons vegetable oil
- 1 clove of garlic, chopped finely
- 3 tablespoons chopped parsley
- 350 g pasta
- 300 ml cream
- salt and black pepper

Clean all the mushrooms and slice them thinly. Heat the butter and oil in a frying pan and cook the garlic and parsley until soft but not brown. Add the mushrooms. Stir frequently until cooked. Remove from the heat. Meanwhile, cook the pasta. When the pasta is nearly cooked reheat the sauce, add the cream and cook together for a few minutes. **Drain** the pasta and place in a warm dish. Pour the sauce over the pasta, add salt and pepper to taste and serve immediately.

The Publisher does not accept responsibility for any injuries or costs arising from the recipe above.

glossary

- A **poisonous** 'pɔɪzənəs' causes illness or death if eaten or drunk
- B **wild** not grown by farmers
- C **pastry** 'peɪstri' a mixture of flour, fat and water or milk, made flat and baked in the oven
- D **parsley** a green herb
- in season** at the right time of year
- drain** (v) remove all liquid

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

text theme all about mushrooms

time 40–50 mins

1 using background knowledge

- Before doing **exercise 1**, you could elicit the topic from the class either by drawing a mushroom on the board and asking students for the word or by playing hangman with the word MUSHROOM (i.e. put _____ on the board and ask the class to guess letters until they guess the word or you complete the hanged man).
- Talk about the questions in **exercise 1** as a class or in pairs first, to find out what students know about mushrooms.

guidance notes

It is a good idea to find out what students know about the topic of a text before they read, for the following reasons:

- It may remind them of facts or information they can't recall.
- It allows them to share knowledge with the rest of the class.
- It may include information or ideas that are in the text (which will make the text easier to read).
- It often serves to raise interest in the topic.
- It gives you an idea of what students already know and how they might respond to a text, which may influence the way you handle the lesson.

2 identifying text type

- Point out the four texts and give students a minute to decide what type of text each one is. You may want to ask the class how they know which text is which. (They should be able to identify the texts very quickly by looking at the conventions, e.g. the website entry includes headings, the review includes the name and address and the star rating system, the menu layout should be very familiar and includes prices, and the recipe begins with the name of the dish and a list of ingredients.)
- Discourage students from reading in more detail at this stage.

guidance notes

The lesson aims to help students read a range of short texts. This exercise encourages them to notice the conventions of four different types of text and to read for gist to confirm their ideas about the genre, before looking at the individual texts in more detail.

answer key

1 D, 2 B, 3 C, 4 A

There is no connection between Carluccio's Caffé and the recipe or the mushroom website.

3 recognizing text purpose

- Tell students to read the questions carefully and think about the answers before reading the texts again in more detail to check their ideas. Then let them compare their answers with a partner.
- Point out the **glossary** but encourage students to use the context to guess the meaning of any further words they are not sure about.

guidance notes

This task asks students to think about what each text is doing and why you would read each one. Although they are all informational, each text has a different style and focus, i.e. **text A** gives a list of facts; **text B** uses the language of description and recommendation; **text C** is descriptive and designed to tempt the reader, and **text D** gives a set of instructions.

answer key

1 D, 2 A, 3 C, 4 D, 5 B, 6 C, 7 B, 8 A

4 responding to the texts

- The questions ask students to respond to the texts as they would in real life. For instance, **text B** is a review, recommending the restaurant and students are being asked to evaluate the writer's opinion, which focuses them on the language of recommendation. The writer's attitude or opinion is an important feature in **text B**, while the other texts are more factual (though the menu and recipe are clearly written to tempt the reader!).
- Focus students on the four questions (one for each text) and ask them to discuss the answers in pairs.

answer key

Text A: e.g. *Boletus edulis* are brown / reddish brown, 25 cms tall, grow in summer / autumn, on the ground or under trees, they can be poisonous, and they go bad quickly.

Text B: The review gave three stars, but as long as students recognize that it's a favourable review (two or three stars), that's fine. The textual clues are: *I'd strongly recommend, very friendly atmosphere, reasonable prices and delicious Italian cooking.*

Texts C and D: students' own answers

ideas plus

You could encourage students to think about their reading by asking them to assess how easy / difficult they found each text to read. Put some prompts on the board, e.g. *grammar, vocabulary, interest in mushrooms / food, do / don't read this kind of text in my language*, etc. and get students to discuss these factors in pairs, e.g. *Did you find the grammar easy / difficult?*

Alternatively:

– Students who like mushrooms could try the recipe and report back to the class.

– Students could write a review of a local restaurant or write a recipe of a favourite (simple) dish for their peers, using **texts B** and **D** as models.

how to ... organize ideas

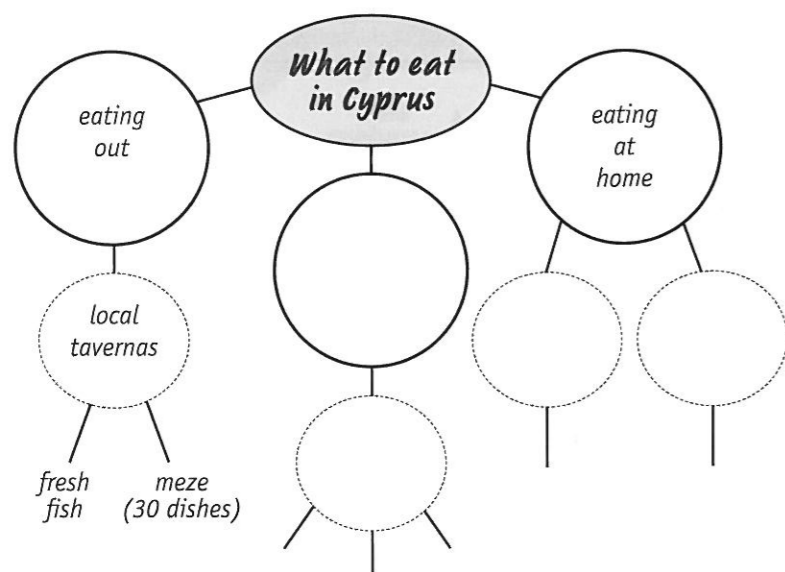
1 understanding the writer's purpose

- a Read the extract from a tourist information leaflet about local food in Cyprus. Would you like to try any of this food?
- b Underline the phrases that recommend something, and circle the phrases that describe something. The first two examples have been done for you.

2 organizing ideas

tip Before writing a text, you need to think of some ideas for your writing, and organize them. Look at this way of organizing ideas using a mind map.

Complete the mind map using information from the extract.



3 planning your writing

Look at this plan. Put the points in the order they appear in the extract.

- shopping for food
- something to take home
- eating at home
- what to eat in a restaurant
- where to eat out
- food on special occasions

4 generating ideas

- a Think about local food and eating out in your area. Make a mind map of your ideas. Use a dictionary for new words and phrases.
- b Work in pairs. Ask and answer questions about each other's mind maps.

Writing task

- a Put the ideas from your mind map in **exercise 4** into a numbered plan.
- b Use your plan to write a text entitled *What to eat in ...*, to be included in a school pack for new students and teachers, or for a class display.

What to eat in Cyprus

Eating out in Cyprus in a local *taverna* is a wonderful experience. Order a meze, (which can include up to thirty of the best local dishes in one meal). If you're on the coast, have the fresh fish of the day, which really will be fresh!

For Cypriot families, a typical meal will probably be vegetables, such as tomatoes or red peppers, filled with rice, herbs and spices. On special occasions people prepare delicious meat dishes, cooked slowly in the oven in closed pots.

For shopping, don't miss a visit to the colourful local markets. Try the tasty white Cyprus cheeses and local **sausage**, which is good either grilled or fried. Remember to buy some of the famous sweets known as *Cyprus Delight* for your family and friends.



glossary **sausage** 'sɒsɪdʒ a mixture of meat cut into very small pieces and made into a long thin shape

go to self-assessment p.61 vocabulary diary p.63

aim to improve organization of ideas in a longer text

time 50–60 mins

writing task a descriptive text about food for an information pack

1 understanding the writer's purpose

- You could discuss **exercise 1a** as a class. Find out if anybody is familiar with the food described in the extract and what dishes students would like to try (or not).
- Put students in pairs for **exercise 1b**. Tell students to look at the examples underlined / circled in the extract and explain the difference between a recommendation and a description. Explain that some sentences may include both. Monitor while students find more examples.

guidance notes

Exercise 1a encourages students to respond to the text as they would in real life before analysing the text type and its purpose through the language that is used. **Exercise 1b** highlights some useful phrases for recommending and describing, which students can go on to use when they do the **writing task**.

answer key

- a students' own answers
- b **recommending:** *Order ... meze; have ... day; don't miss ... markets; try ... sausage; good either grilled or fried; Remember to ... sweets*
- describing:** *which ... meal; fresh; a typical meal ... spices; delicious meat dishes ... pots; colourful local; tasty ... cheeses; famous*

2 organizing ideas

- Tell students to read the information in the **tip** box. It's a good idea to do (or start) the mind map on the board with the whole class. You can start by writing *What to eat in Cyprus* in the middle, and adding some blank circles around it. Encourage students to help you fill in the main labels, before asking them to find details from the extract.

guidance notes

This exercise shows one way of generating and organizing ideas for a written text (there are, of course, other ways which are equally valid). Here students can practise producing a mind map using information which is provided; if mind maps are new to any students, this will provide them with a useful learning tool and remind them of the importance of generating and organizing their ideas when writing a longer text.

answer key

- eating at home:**
typical meal – vegetables filled with rice, herbs and spices
special occasions – meat dishes cooked in closed pots
- shopping:**
local markets – Cyprus cheeses
local sausage
Cyprus Delight

3 planning your writing

- Point out that the next stage in writing a text is to write a plan, using the ideas from their mind maps. Focus students' attention on the plan, but tell them that the ideas are in the wrong order. Ask pairs to discuss the best order for the six points and then to check their ideas in the extract. They should then number the points in the order they appear in the extract.

guidance notes

This stage aims to raise awareness of the importance of planning a text before students begin writing. It is important for students to realize that a mind map helps to group and link ideas but doesn't necessarily show the order points will be made in. They can also use these ideas as the basis for their own texts.

answer key

- 1 where to eat out, 2 what to eat in a restaurant, 3 eating at home, 4 food on special occasions, 5 shopping for food, 6 something to take home

4 generating ideas

- If your students are not studying in their own countries, let them brainstorm what they know about local food and eating out in the area where they are studying. This has the advantage of being collaborative and providing useful information for new students and teachers. If they prefer (or you prefer them) to write about their own countries, they may have to work alone for **exercise 4a**, but if possible put them with students who share similar food.
- For **exercise 4b**, put students into new pairs or groups and let them look at each other's mind maps and ask questions to find out as much information as they can. Encourage them to add to their mind maps if their partner's questions prompt new ideas.

writing task Focus students on the importance of planning their text by writing the heading *What to eat in ...* on the board and listing 1 to 6 below it. Tell them to decide in what order to present their information and then to transfer the ideas from their mind map into the plan. Walk round and help them at this stage, so that they can ask questions before they begin writing their text.

ideas plus

This could be extended into a class project by adding further sections to students' information leaflets, e.g. travel and transport, local culture and entertainment, shopping, etc. Divide the class into groups and let them choose (or allocate) different sections to write about.

1 predicting

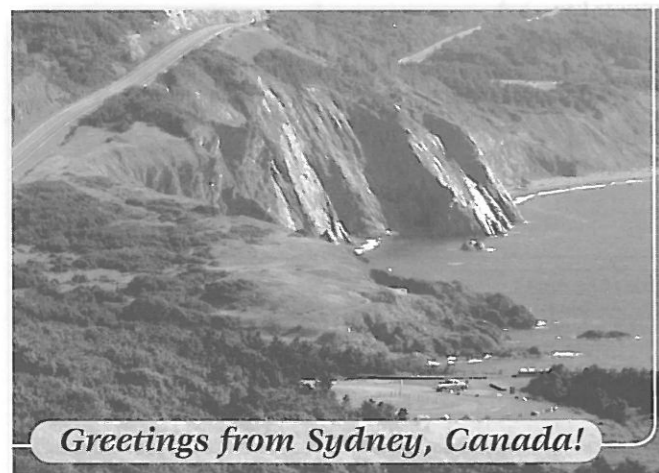
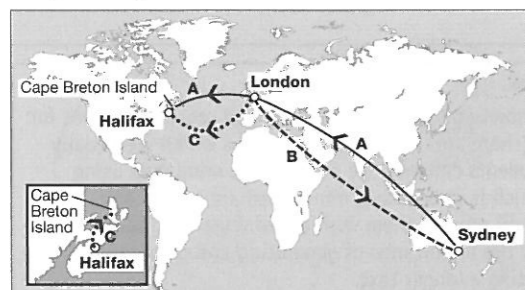
a The article below is about a journey that went wrong. Try to guess what happened using the picture, the title and these words from the text.

holiday Australia landed
Canada flight the Internet

b Read the article. Were your predictions correct?

2 understanding the main points

a Which way did Emma and Raoul go (A, B, or C)? Which way did they plan to go?



A British couple, Emma Nunn and her boyfriend Raoul Sebastian were on their way to a three-week holiday in Australia. It's surprising that they didn't realize something was wrong when they landed at Halifax, Nova Scotia in Canada, and were transferred to a 25-seater plane for the last part of their journey.

But 19-year-old Miss Nunn was only slightly worried. 'I don't like flying and I said I was surprised to see a small plane like that going all the way to Sydney, Australia,' she said. 'On the plane, they gave us immigration forms asking how long we planned to stay in Canada. I told

b Complete the summary of the story using the words in exercise 1a. You can use the words more than once.

A British couple, Emma Nunn and Raoul Sebastian, planned a three-week (1) _____ to Sydney, (2) _____. They booked their (3) _____ on (4) _____. During their journey, they were not worried when they had to change planes in (5) _____, or by the rather short (6) _____. In fact, they didn't realize they had made a mistake until they (7) _____ at Sydney on Cape Breton Island in (8) _____.

3 understanding attitude

Read the article again. How did each person feel about what happened? Complete sentences (1-4) with the endings (a-d).

- 1 Emma Nunn
- 2 The air stewardess
- 3 Andrea Batten
- 4 The ABTA spokesman

- a was not surprised by a passenger's comment.
- b was surprised when some passengers landed in Canada.
- c was pleased because the mistake advertised a personal service.
- d was not concerned about unexpected changes to a journey.

the stewardess we would only be there a couple of hours, and she said, 'Fine, write two hours.'

The couple were not concerned when they realized that their flight time from Britain was just nine hours 30 minutes instead of 22 hours.

So it was not until they landed at Sydney on Cape Breton Island, Nova Scotia – a town with a population of 26,000 – that they finally realized that they probably wouldn't be able to use their Australian dollars at the local bar.

While their friends were waiting for them at Australia's Sydney airport, the couple – who had booked their Air Canada tickets on the Internet – landed on the opposite side of the world.

They were met at the airport by Andrea Batten, a customer service agent for the regional airline, Air Canada Jazz. 'I was told, "Can somebody go to the front desk, there is a couple who think they should be in Sydney, Australia,"' she said. 'While baggage occasionally ends up at the wrong Sydney, it is the first time that passengers have found themselves in the wrong hemisphere,' she added.

Back home, the Association of British Travel Agents (ABTA) said the story was a great advertisement for using travel agents. A spokesman said: 'That is probably one of the drawbacks of the Internet – there is not a brain in the middle.'

glossary couple boyfriend and girlfriend
transferred moved to a new plane

concerned worried
ends up finally arrives

hemisphere one half of the earth
drawbacks disadvantages

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

text theme catching the wrong plane

time 40-50 mins

1 predicting

- Write the word *Sydney* on the board and find out what students know about it. Prompt them with questions, e.g. *Where is Sydney? Have you been there? Would you like to go there? What's it like?* They will probably assume that you're referring to Sydney, Australia, so at this stage don't mention that there's another place with the same name in Canada. Encourage them to build up a picture of the place, e.g. city by the sea, great weather, the Sydney Opera House, etc. so that when they look at the picture of Sydney, Cape Breton Island, for exercise 1a, they realize something is wrong.
- For exercise 1a, make sure students understand *landed* and *flight*. They will come across both these words in the text. Ask students to read the prompts carefully so that they have enough clues to predict the story. Give them a few minutes to discuss their ideas with a partner and then get some feedback. Don't give anything away at this stage, but accept all sensible suggestions.
- Exercise 1b is a gist reading task, so give students a time limit of about three minutes so that they don't get too distracted by details at this stage.

guidance notes

The article is adapted from a longer text in a British newspaper, *The Daily Telegraph*. The writer's tone is humorous and the text describes the couple's and other people's responses to the events in the story, rather than simply narrating the events themselves (see exercise 3).

This prediction task should raise interest in the actual events that took place and make the article accessible by focusing students on the main events of the story before they read it.

2 understanding the main points

- For exercise 2a, focus students on the map showing three possible routes the couple took. Let them discuss their answers with a partner, before going back to the text to check. Get feedback on whether they managed to get the routes right from a first reading of the text.
- For exercise 2b, ask students to try to complete the summary without going back to the text. When they are ready, tell them to check their ideas against the text.

guidance notes

Exercise 2a should give you a good idea of how much your students can pick up from a fairly quick reading of the text. Activities like this help train students to focus on the main points of a text.

Exercise 2b will help to clarify the main events of the story if anyone is still unclear about this. The summary will also be useful for students to refer to if they do the activity suggested in ideas plus.

answer key

- a actual route: C, planned route: B
b 1 holiday, 2 Australia, 3 flight / holiday, 4 the Internet, 5 Canada, 6 flight, 7 landed, 8 Canada

3 understanding attitude

- Give students time to read the text again and to refer to the glossary if necessary.
- Tell students to read the question and complete the sentences about how different people in the story felt. Encourage them to scan the text to find the part where each person is mentioned.

guidance notes

This task gives students a chance to focus on some of the details that make the text engaging to read, i.e. the comments made by some of the people involved.

answer key

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

ideas plus

Work in threes. Student A is Emma, Student B is Raoul and Student C is a friend. Emma and Raoul are telling the story to a friend. Listen to each other and interrupt if you think your partner has made a mistake or missed an important detail. The friend should ask questions to prompt the story, e.g.

Emma *We planned a three-week holiday to Australia.*

Friend *Where in Australia?*

Raoul *We wanted to go to Sydney ...*

how to ... develop ideas

1 generating ideas

Read this paragraph written by a Spanish student. Work with a partner and ask and answer these questions.

- 1 What place does she like?
- 2 Why does she like it?
- 3 Can you describe it?
- 4 When does she go there?
- 5 What does she do there?

A place I really love is the Plaça Sant Felip Neri in my city. I love it because it is a very peaceful place right in the centre of a lively, noisy city. It is a small square and there are no bars, shops or cars. It's got a fountain in the middle and there are a few benches to sit on, but not many people go there. There's a nursery school there, and two or three times a day the little children come out to play. I go there when I'm tired of the noise and stress of the city. It's a beautiful place to relax and listen only to the noise of water and happy children.
Marisa, Barcelona, Spain



glossary
fountain 'faʊntn̩ an attractive structure that sends water into the air
stress worry and pressure (of life in the city)

2 developing a text

tip Start your paragraph by giving the most important information or main point. You can develop this point by giving a reason and more information.

a Look at Marisa's text again and find:

- 1 the main point
- 2 a reason
- 3 information about the place
- 4 more information about her reasons for going there

b Order the four sections, A–D, of the text below. Find:

- 1 the main point
- 2 the reason
- 3 information about the festival
- 4 more information about why they had a good day

A Great Day Out

- A There's a dragon and it has to pass in front of all the Chinese restaurants, which leave a salad outside their front door. If the dragon stops and eats the salad, that restaurant wins.
- B We went there because it was the Chinese New Year and we wanted to know what they do on this special day.
- C We were lucky to see the dragon when he ate the salad. After that, there was Chinese music on the streets and we followed all the people and danced. I enjoyed the day because I learned a lot about Chinese culture.
- D I had a really wonderful day out last week with two friends, Priscilla and Henry. We decided to spend our day at La Chapelle, the Chinese area in Paris.

3 developing ideas

- a Think of a place you really love and make some notes to answer the questions in exercise 1, e.g. What place do you like?
- b Work in pairs and ask and answer the questions about your places. Find out as much detail as possible about your partner's place.
- c Add more information to the notes you made about your place.

4 organizing ideas

- a Look at your notes and decide on the main point, a reason, and more information.
- b Work in pairs. Complete these sentences with the information in your notes.

A place I really love is ...
 I love it because ...
 It is ... and there's a / there are ...
 It's got ...
 I go there when ...
 It's a ... place to ...

Writing task

- a Write a paragraph about a place you love for display on your classroom walls.
- b Walk round and read other people's texts. Which place would you most like to visit? Why?

go to self-assessment p.61 vocabulary diary p.63

aim to use a practical framework and collaboration to develop a longer text
writing task a descriptive paragraph about a place

time 50–60 mins

1 generating ideas

- If possible, tell students in the previous lesson what they are going to be writing about, and ask them to bring in photos or pictures of a place they love if they have any. This will help to generate more detail and ideas for their texts. They can also use the pictures to illustrate their work for display (see **writing task**).
- Put students in pairs and tell them to read the paragraph and then answer the questions together. If you wish, you can ask them to cover the text and answer the questions from memory.

guidance notes

This lesson uses the context of describing a familiar place as the basis for developing ideas for a longer piece of writing. However, the use of question prompts, student collaboration, and useful language chunks to structure a text can be used to generate and develop ideas in a number of different contexts (see **ideas plus**).

answer key

a 1 the Plaça Sant Felip Neri in her city; 2 it's a very peaceful place right in the centre of the city; 3 It's a small square ... the little children come out to play; 4 when she's tired of the noise and stress of the city; 5 she relaxes and listens to the noises in the square

2 developing a text

- Tell students to read the **tip** box and then do **exercise 2a** in pairs. Get feedback from the class before they move on to **exercise 2b**.
- Write *Chinese New Year* on the board and ask the class what they know about this festival. Elicit or pre-teach the word *dragon*. Then ask students to read and order the four sections of text (which was written by a student about a 'great day out'). Tell them to fill in the boxes alongside sections 1 to 4.
- In feedback, focus on how the writer has developed the text by asking students what the main point is, what reason the writer gives, what information he gives about the festival and why they enjoyed it.

guidance notes

This task gives students a possible framework for developing an initial idea into a paragraph. This framework does not work for every kind of text, but it provides a clear set of stages for developing a description and can be adapted for different topics and texts. Asking students to give a reason encourages them to explain their opinions. The text in **exercise 2b** offers a further model and describes an experience as opposed to a place.

answer key

a 1 A place I really love ... in my city. 2 I love it because it is ... lively, noisy city. 3 It is a small square ... the little children come out to play. 4 I go there when ... and happy children.
 b 1 D, 2 B, 3 A, 4 C

3 developing ideas

- For **exercise 3a**, tell students to use the questions in **exercise 1** as a prompt to generate their own ideas about a place they love. Change the questions into the second person as a class. Emphasize that they should only make brief notes at this stage.
- For **exercise 3b**, tell students to ask each other the questions from **exercise 1**, but encourage them to ask follow-up questions to get more details and information about their places. It's a good idea to demonstrate this first by asking one student about their place and prompting the class to ask more questions. Alternatively, talk about a place you know and encourage the class to ask questions to get more information. You could write any good questions they come up with on the board.
- For **exercise 3c**, tell students to add the extra details and information they gave their partner to their notes.

guidance notes

Generating ideas for a text is often problematic. This lesson uses a set of questions to prompt students' own ideas, but then encourages students to collaborate and prompt each other to generate further ideas and produce more detail for their texts. **Exercise 3c** shows students that they can use their notes as a starting point, but add to them as they come up with more information and detail.

4 organizing ideas

- At this stage, students need to plan their texts. Tell them to think about how they are going to structure their texts by deciding on the main point, a reason, and more information (i.e. more detail and ideas).
- Focus students on the key phrases taken from Marisa's text and tell them to complete them orally with a partner. Tell them to listen and help each other complete the sentences with their information and ideas. Walk round while they are doing this and help with vocabulary and reformulating ideas. Encourage students to use the prompts as a 'skeleton', which they can further build on and personalize when doing the **writing task**.

writing task Let students know that their work is going to be displayed on the classroom walls. This will encourage them to present their work well. If they have brought in photos, tell them to use them for ideas and to illustrate their paragraphs.

For **exercise b**, get some feedback from the class on which places they like the sound of and why.

ideas plus

This lesson can be adapted for different contexts. It is a good idea to use contexts which students have personal knowledge of and / or opinions about. For example, writing about a restaurant they like (see p.8 for a restaurant review) or a great day out (using the text in **exercise 2b** as a model), or their last holiday. Give them a set of question prompts and some useful phrases and encourage plenty of collaboration to generate and develop ideas.

1 using background knowledge

- a Have you ever ordered anything online or from a catalogue? What?
- b Read the envelope opposite. Would you open it if it was addressed to you? Why? / Why not?

2 understanding the writer's purpose

Read the letter. Is the writer trying to:

- a sell the reader the 'Atlantique' dinner set?
- b persuade the reader to make an order?
- c tell the reader about La Store's new French clothes?
- d explain that the reader has won some free gifts?

3 understanding language in use

Cover the letter and match the beginnings (1-5) with the endings (a-e). Which sentences are persuading the reader to do something?

- 1 I'd like to invite you to
- 2 This attractive dinner set
- 3 Go on ... now is
- 4 So why not
- 5 Complete the order form
- a a great time to treat yourself.
- b claim a very special gift.
- c or order online 24/7 @ www.lastore.com.
- d take a look at the catalogue now?
- e will look great on any table.

4 reading for specific information

Explain what these words and numbers are in the order form.

example

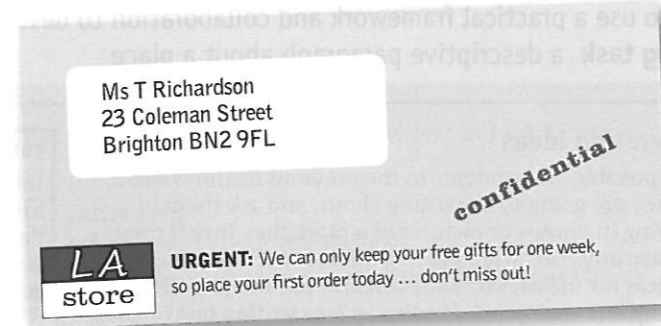
Student A: 25

Student B: The trousers cost £25.

- 1 2.95
- 2 24
- 3 12
- 4 10
- 5 1,000
- 6 2

5 responding to the texts

Imagine you received this letter from La Store. Would you order something? Why? / Why not?



Dear Ms Richardson

I have some fantastic news for you! To celebrate our new **collection**, I'd like to invite you to **claim** a very special gift with your first order from our catalogue.

A 4-piece 'Atlantique' dinner set – FREE with your first order

With its simple, classic blue-and-white design, this attractive dinner set will look great on any table. As well as four full-size dinner plates, it also contains four side plates and four soup bowls.

WIN – £1,000 worth of the latest French fashions!

Enter our free French Fashion **Prize Draw** and you could win £1,000 to spend on the very latest styles from La Store. Simply make an order and we'll put your name into the Prize Draw.

10% off your first order!

Go on ... with 10% off your first order, now is a great time to **treat** yourself or get a **bargain** for your family. You'll enjoy 14 days' free **home approval** and free returns. So why not take a look at the catalogue now? It's so simple, just complete the order form or order online 24/7 @ www.lastore.com.

Page	Description	Colour	Catalogue Number	Size	Price	Quantity	TOTAL
9	T-shirt	red	LP055	12	£8.50	1	£8.50
24	trousers	grey	98106	XL	£25.00	1	£25.00
99	flat sheet	yellow	9341712	single	£19.00	2	£38.00
Please send my FREE dinner set with my order.							FREE
Please enter my name in the £1,000 French Fashion Prize Draw.							YES
Please take 10% off my first order.							-10%
NB Add £2.95 for postage and packing							
FINAL TOTAL							£67.30

glossary

collection the clothes and products shown in the new catalogue

claim (v) klem to 'order' sth free-of-charge, because it belongs to you

Prize Draw a competition: all names are entered; the first name selected is the winner

treat (v) give (yourself) sth nice

bargain (n) 'bɑ:ɡən a good offer

home approval time to decide if you want to keep the things you have ordered

text theme mail order shopping

time 40–50 mins

1 using background knowledge

- Discuss **exercise 1a** as a class to introduce the topic of mail order shopping, before asking students to look at the envelope in pairs in **exercise 1b**.
- After students have discussed the question in **exercise 1b**, you could ask for a show of hands to find out who would open the envelope and who would 'bin it'. Encourage some students to explain their reasons.

guidance notes

The texts are based on an unsolicited 'mailing' from a retail outlet, which sells from a catalogue via direct mail and over the Internet. The company would have the customer's name from a previous order. **Exercise 1a** should help to focus students on the topic covered in the texts and perhaps also give you an idea about how familiar they are with these kinds of texts. **Exercise 1b** helps put the student in the position of a 'genuine' reader, and to draw on their world knowledge of this type of 'junk mail'.

2 understanding the writer's purpose

- For **exercise 2**, make sure students understand the verbs *sell*, *persuade* and *explain*. Tell them to read the question and check that they understand that they can only choose one option; the other three are incorrect. Get them to look at the letter briefly in order to find the answer. You could give them a time limit (about two minutes). In feedback, ask why the incorrect options are not possible.

guidance notes

The purpose of this text may seem obvious to a native speaker and for those who are used to reading this kind of letter in their own language, but for those who are unfamiliar with this kind of text, the writer is using all sorts of distractions in order to fool or tempt the reader. The headings are designed to make the reader feel these 'gifts' are already theirs; in fact, they can only 'claim' the gifts if they order something from the catalogue.

answer key

b

3 understanding language in use

- This task focuses on the use of persuasive language in the letter to achieve a purpose (i.e. to tempt the reader to make an order). Most of us are so familiar with this type of 'marketing speak' that it's easy to overlook how exaggerated the language is (e.g. *confidential* and *urgent* on the envelope, *fantastic news* and *a very special gift* in the letter).
- Remind students to cover the letter before starting **exercise 3**. Depending on how much help you think students will need, you could let them do the exercise in pairs or threes, or do it as a class. Either way, it would be a good idea to build up a list of the relevant words and phrases on the board, so they have a record of the target 'persuasive' language used in the letter.

answer key

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

1, 3, and 4 are persuading the reader to do something; 2 is more descriptive, 5 is giving information.

4 reading for specific information

- Although the reader has been assured that ordering is extremely simple, the order form is actually rather complex and contains a lot of information. This task asks students to scan the text for specific facts and figures and to identify what each one means.
- You could ask students to do this in pairs as suggested, or you could call out the numbers one by one to the class, and ask students to raise their hands when they have found the information. Tell them that the first person to raise their hand will have to explain what the item means, as in the example. Give enough time for the majority of students to find the answers, though, before asking for an explanation.

answer key

4 1 postage and packing, 2 the page number the trousers are on, 3 the size of the T-shirt, 4 the discount off the order, 5 the value of clothes in the prize draw, 6 number of flat sheets ordered

5 responding to the texts

- Encourage students to think about how they would respond in a real-life situation to the letter. (This is a natural follow-up to **exercise 1b**. *Would you open this envelope ...?*) You could broaden this question into a class discussion (see **ideas plus**).

ideas plus

Follow this up with a class discussion about students' attitudes to 'junk mail' and this kind of marketing. Write these questions on the board to prompt students' ideas:

- Do you receive this kind of 'junk mail'?
- If so, do you open it / read it / bin it?
- Does this type of marketing work?
- Are you tempted by prizes / free gifts / discounts / special offers?

how to ... link ideas

1 generating ideas

- a Think about a shopping centre near your school. Make a list of what's there, e.g. department stores, cafés or restaurants, bookshops, etc.
- b Read the report about Bluewater Shopping Centre. Compare what's there with your list in exercise 1a.

The Bluewater Experience

Last week I visited the Bluewater shopping centre in Kent, England. It was an amazing experience *because* it's the biggest shopping centre in the country. You can find almost everything under one roof, including 320 stores, 50 restaurants and cafés, a cinema, a crèche, and a park. The only problem at Bluewater is making a choice. Is it better to do your shopping *or* to have some fun? It is a good day out, *unless* you have a problem with crowds.

■ Shopping

I arrived at 9am *so that* I could do my shopping before it got too busy. There are three department stores and many fashion shops. I was looking for music and books not clothes, *so* I went to Virgin *and* I bought some great CDs. I also looked round several bookshops, *but* I couldn't find the books I wanted. After that I needed a rest.

■ Entertainment

If possible, try to spend a whole day at Bluewater, (1) _____ there is so much to do. You can watch a film in the multi-screen cinema, hire a bicycle in the park, (2) _____ climb the Big Blue Rock Climbing Wall. I couldn't decide, (3) _____ I went for a coffee (4) _____ watched other people doing their shopping. It is great fun for the whole family, (5) _____ you are in a hurry!

2 understanding linking words

tip You can use the words in *italics* in the report to join two ideas in one sentence. They often (but not always) follow a comma (,). e.g. *I'd love to come shopping with you, but ...*

Add the words in *italics* in the report to the table.

adding	
giving a reason	
explaining purpose	
contrasting	<i>but</i>
giving an alternative	
giving a result	
meaning if ... not	

3 using linking words

- a Complete the *Entertainment* section of the report with linking words from exercise 2. Use each word only once.
- b Add linking words from exercise 2 to the sentences below.

example Bluewater is a great shopping centre ^{*because*} there's so much choice.

- 1 I looked all over town for a new coat, I didn't find one that I liked.
- 2 Shall we do our shopping now go for a coffee first?
- 3 I did my shopping quickly, I could go to the cinema with you.
- 4 Ikea is good for furniture shopping, you have a problem with queues.
- 5 I was a bit tired after my shopping trip, I stayed in last night.
- 6 I never go to supermarkets they're too big.

4 planning your writing

Your class is going to write a report on your local shopping centre. Work in groups. Each group choose a different area to write about and make notes:

- entertainment
- cafés / restaurants
- shopping
- facilities
- other

Writing task

- a Write your section of the report. Remember to use linking words to connect your ideas.
- b Exchange sections with other groups. Did you learn anything new from their reports?

go to self-assessment p.61 vocabulary diary p.63

aim to produce longer sentences using high-frequency conjunctions

time 50-60 mins

writing task collaborative writing to produce a class report about a local shopping centre

1 generating ideas

- You can do exercise 1a as a class, especially if you have students who are not familiar with a local shopping centre. Write the list of what's at the shopping centre on the board. This will clarify some useful vocabulary (together with spelling and pronunciation) at an early stage in the lesson and will also be helpful later when students are planning their writing (see exercise 4).
- If appropriate, find out if anyone in your class knows Bluewater and what they can remember about it. When they have read the report, ask students if they would like to go to Bluewater and why / why not.

guidance notes

The text is written in a basic report format using section headings and reporting on an individual's personal experience of something all students will be familiar with, i.e. a shopping centre. As such, it provides an achievable model for students' writing at this level. This first stage should generate interest in the topic before students start analysing the language used in the report.

2 understanding linking words

- Focus students' attention on the tip box and the example of a conjunction (*but*). Put students into pairs or small groups for exercise 2 to discuss the function of the linking words in the report.
- If students get stuck on the different functions of *so*, tell them to leave it to the end, then give them some examples on the board as a concept check, e.g. *I was very tired so / so that I decided to have a rest. I bought a new car so / so that I could drive round Europe.* Point out that if you can't include *that* in the sentence, its function will be 'result' not 'purpose'. (It's simpler not to explain that *that* is optional, unless students specifically ask about it.) If students still have a problem, focus on the first part of the sentence and ask *Why?* If the second part answers the question, the function is 'purpose' not 'result'.

guidance notes

This task aims to raise awareness of the use of these high-frequency conjunctions to join two ideas together in a sentence. Students will be very familiar with the words themselves, but will probably not have analysed the use of all of them in context, and will almost certainly have problems in using them accurately in their own writing.

answer key

adding	<i>and (I bought)</i>
giving a reason	<i>because</i>
explaining purpose	<i>so that (I could do my shopping...)</i>
contrasting	<i>but</i>
giving an alternative	<i>or</i>
giving a result	<i>so (I went to Virgin)</i>
meaning if ... not	<i>unless</i>

3 using linking words

- These exercises give students controlled practice of using the linking words at sentence and paragraph level. Students could do exercise 3a alone before discussing their ideas with a partner, or they could work in pairs. For question 3, ask students what the function of *so* is (giving a result).
- Before students start exercise 3b, ask them where the conjunctions are most likely to go in the sentences (after the comma, if there is one). If they are not sure, refer them back to the tip box in exercise 2. Tell them to work in pairs and encourage them to discuss their answers.

guidance notes

Exercise 3b focuses on word order as well as function; this is often a problem area in students' writing, so this should be a useful stage before they go on to write their own texts.

answer key

- a 1 because, 2 or, 3 so, 4 and, 5 unless
- b 1 ... coat, but I ...
- 2 ... now or go ...
- 3 ... quickly, so that I ...
- 4 ... shopping, unless you ...
- 5 ... trip, so I stayed in ...
- 6 ... supermarkets, because they're ...

4 planning your writing

- Make sure students understand that each group is going to be writing different sections of one complete report. Tell groups to choose one area to write about and to make notes. Encourage students to discuss and add to their ideas within their groups.

ideas plus

If appropriate, organize a class trip to the local shopping centre in order to check facts, collect ideas and possibly promotional material, and to give students a real-life experience to base their reports on. This is best done after groups have chosen their section, so their research is focused. If this is impossible in class time, you can still suggest students visit the shopping centre in their own time, with their groups if possible.

writing task Ask all students to write a draft of their section of the report. Tell them to compare their paragraphs with their group and to check each other's use of linking words. One student in each group can then write the final version of their section. Make sure students read all the different sections of the report. Ask if they learnt anything new. If possible, get the report typed up and published in the school magazine, or have it displayed on the school noticeboard to show students that their work can serve a real purpose.