

Unit 1 We're here!

Ask students to look at the unit title and explain that when we arrive somewhere, we can either say *We're here!* or *We've arrived!*

Get ready to read

Ask students to complete the exercises, then encourage students to use the different kinds of transport in sentences about themselves, e.g. *I usually go to the city centre by bus.*

Explain to the class that the unit is divided into two parts – Section A and Section B. Point out that the different kinds of transport and the places they go from are all in the text in Section B.

A At the airport

Ask students to name airports in their country. If you are teaching a monolingual group in their own country, you can ask students which airport(s) they have been to. If you are teaching a multilingual group in an English-speaking country, you can ask students which airport they arrived at and which airport they left from (in their own country).

- 1 Look at the example with the class. Make sure that students know what they have to do and that they know the words *baggage*, *Customs*, *passport* and *airport*. Ask students to complete the exercise. Check answers.
- 2 Look at the example with the class. Make sure that students know what they have to do. Get students to complete the exercise.

Learning tip

Remind students that when they come across an English word that looks similar to a word in their own language, they should ask themselves if the English word might have this meaning. (This will mainly apply to speakers of European languages.) Use some concrete examples. For example, the following Italian words are very similar in English: *aeroporto* (*airport*), *guida* (*guide*), *città* (*city*), *minuti* (*minutes*), *centro* (*centre*).

- 3 Point out to students that they will find English very useful in English-speaking countries and also in other countries, such as Norway, where English is not spoken as a first language. English is the international language of communication. Ask students to complete the exercise.
- 4 Ask students to complete the exercise.
- 5 Point out that European languages that are based on Latin sometimes have similar words for the same thing. If you are teaching a monolingual group in their own country, e.g. Spanish students in Spain, you can ask students what the signs would say in their language.
- 6 If you are teaching a monolingual group in their own country, ask students if there are any English words on the signs similar to words in their language. Encourage students to create a list of similar words and add to it when they find new, similar words.

Focus on ... vocabulary

Get students to complete the exercise and then personalize the words by writing them in sentences.

Remind students to note down useful words from each text they read.

Extra practice

Ask students to suggest places where you can see English signs and notices. Then ask them for English words they have seen. Start a list on a large piece of paper. Encourage students to add words to the list every time they come to school.

B Getting into the city

Ask students which airport they read about in Section A. If necessary, explain that in Section B students are going to read about getting (travelling) into Oslo from the airport. Ask if anyone has been to Oslo. If someone has been there, get students to ask this person about Oslo. You can ask one or two questions yourself, e.g. *Is it a nice place? Is it expensive?* and then encourage students to join in.

- 1 Discuss the answers with the class. Read out each sentence in turn and get students to raise their hand if they agree. Once you have modelled the sentences, you can then ask individual students, *What would you do, (Sachiko)?*
- 2 If you are teaching a multilingual group in an English-speaking country, you can ask students which of the sentences describe the airport they arrived at.
- 3 Remind students to look at the text but not to read it in detail.
- 4 Students can do this exercise in pairs. They can either work together to find the information in the website, or they can work on their own and then compare answers.

Class bonus

If students worked with a partner in Exercise 4, they could now work with a different partner. Alternatively, they could work with one partner to write the sentences and then read the sentences written by a different pair of students.

Extra practice

Here are some other names of places in the centre of Oslo: *Konserthus*, *Kulturhistorisk Museum*, *Nasjonalgalleriet*. Ask students for their names in English.

- 5 Ask students to complete the exercise. Check answers.
- 6 Ask students to complete the exercise.
- 7 Students can do this exercise in pairs.
- 8 Ask individual students how they would travel and why.

More activities

Students could write an email to a foreign friend who is visiting soon, giving advice about travelling from the airport.

Unit 2 What can I eat?

Get ready to read

- Read out the sentences that are true for you. Then get individual students to read out one of their sentences.
- Make sure that students understand the meaning of the words that are not shown in the picture. Ask if anyone has a phrasebook – this is often more useful than a dictionary for dealing with food and drink words.
- Ask students what they have for breakfast.
- Name items in your own favourite meal. Write two or three words on the board. Then ask individual students to name items in their favourite meal. Write new items on the board until you have a class list.

A The most important meal of the day

Ask students which is their most important meal of the day.

- 1 Make sure that students understand the words *menu*, *leaflet* and *bill*. Remind students to look at the text but not to read it in detail. Ask students to complete the exercise.
- 2 Students can practise the names of the items in pairs. One student points to an item; the other student names the item. Alternatively, one student names an item; the other student points to the item.

Learning tip

Read through the tip with the class. Point out that this is how students read texts in their own language.

- 3 Ask students to complete the exercise.
- 4 Get students to complete the chart. Check answers. Students can act out a conversation in pairs. One of them is a customer at the hotel and the other is the receptionist. The customer asks questions about the full breakfast and the receptionist answers. Remind students to change *you* in the questions to *I*, e.g. *Where can I have breakfast?* Students then change roles and act out a conversation about the breakfast bag. Encourage students to use the questions in the chart and to add any more of their own.

- 5 Ask students to complete the exercise. Discuss the pros and cons of a self-service breakfast.

B Here's the menu

- 1 Make sure that students understand the words *vegetarian* and *desserts*. Look at the example. Ask students to find the first word in the menu which gives the answer to the question (*chicken*). Read through the questions with the class. Then ask students to look at the menu quickly and find the answers.
- 2 Make sure that students understand the word *goat*. Ask students to complete the exercise. Check answers.
- 3 Point out that menus often contain lots of words which are not food items. Encourage students to use a phrasebook or take a chance when choosing a dish. Take a quick class vote to see which is the most popular dish. Ask some students why they chose the dish they did.
- 4 Students can do this exercise in pairs. Check answers.
- 5 Make sure that students understand *followed by*. For example, *you have an appetiser followed by a main course*. Ask students to complete the table. Check answers. If you are teaching a multilingual group in an English-speaking environment, tell students to imagine that you are visiting their country. Ask them to recommend a dish for you.

Class bonus

If you are teaching a multilingual group, your students could make an international menu. Each student suggests a dish that is typical of his / her country. Then ask students to choose another student's dish that they would like to try.

Extra practice

Ask students to write down five or six things they like eating for dinner in their own language. Encourage them to find out how to say these things in English. In this way, they should recognize the dishes when they see them on a menu.

More activities

- 1 Ask students to choose what they want for breakfast from the café menu below.
- 2 Students can work in groups and design a menu for their school café.

Take a fresh look at breakfast

Cooked breakfast

Freshly prepared

6 item breakfast

8 item breakfast

3 item children's breakfast

Choose from: bacon, fried eggs, sausage, mushrooms, tomatoes, fried bread, fried potatoes and baked beans.

Healthier choices

Selection of breakfast cereals

Fresh fruit salad

Continental breakfast

Croissant, butter and jam, with fresh orange juice and tea or coffee

Freshly baked Danish pastries

Beverages – available all day

Freshly ground coffee, Cappuccino, pot of tea,

100% pure orange juice, pressed apple juice,

Mineral water – still or sparkling

Unit 3 Where will I find it?

Ask students to look at the unit title and point out that, in a shop, *Where will I find X?* is an alternative way of saying *Where is X?* Ask students to imagine they are in a supermarket and to suggest ways of completing the question, e.g. *Where will I find goat's cheese? Where will I find sausages?*

Get ready to read

- Ask students to compete the list. If you are teaching a monolingual group in their own country, you can discuss and compare students' lists. Similarly, if you are teaching a multilingual group in an English-speaking environment, you can discuss and compare shops in the town / city where you are working.
- Make sure students understand the meaning of *department store*. Explain that it is a store with many departments, e.g. *toys, household goods, menswear*. Ask students to name department stores in their country. Ask students to add to their lists whether the shops they would go to are specialist shops or department stores.

A It's on the ground floor

- 1 Look at the example with the class. Make sure that students know what they have to do. Ask them to complete the exercise.
- 2 Look at the opening hours with the class. Ask students if these kinds of shops are open similar hours in their country. Ask students to complete the exercises.
- 3 Explain to students that the other major department stores in Britain are John Lewis and House of Fraser, and branches are found throughout the country. Selfridges is also a department store, but it is not found throughout the country. Ask students if store guides in department stores in their country are in English as well as the native language. Ask students to complete the exercise.
- 4 Get students to complete the exercise. Revise ordinal numbers (1st, 2nd, 3rd, etc.) if necessary.

Class bonus

Use pictures or real items, e.g. *mug, vase, CD-ROM, pair of earrings, teddy bear, pair of sunglasses*, and get students to work out the department and floor.

Students can work with two or three different partners in order to get more practise in identifying departments and floors.

- 5 Students can do this exercise in pairs. They can also ask and answer the questions, and act out a role play between a customer and a sales assistant in the shop. If they work with a partner to find the answers in the store guide, then they can work with a different partner to do the role play.

Focus on ... spelling

Ask students to circle the correct spellings. You can write a few other words on the board so that fast finishers can check their spellings while other students are still working. For example, you can write *sutcase, earings, toylets, repear*.

More activities

Ask students to choose an item that they would like to buy – either an everyday item or something special for a present. They ask other students which place they would recommend them to go to in order to find the item. For example, *Where will I find / get a computer handbook?*

B What does that sign say?

- 1 Look at the example with the class. Make sure students understand the meaning of *try on*. Explain that we *put on* clothes when we get dressed, but we *try on* clothes if we are thinking about buying them. We *try on* clothes to make sure they *fit*. Ask students to complete the exercise. Check answers.
- 2 Ask students if they have seen *tax-free shopping* signs in their country. Where did they see them? Ask students what other things can be *out of order*, e.g. *toilets, telephones*. Ask students to complete the exercise. Check answers.
- 3 Make sure students understand the meaning of *cheques* and *credit cards*. Point out that *Mind your head* is something you say when telling someone to be careful in a dangerous situation. Ask students to complete the exercise. Check answers.
- 4 Ask students to complete the exercise. Check answers.

More activities

- 1 Ask students to look through Section B again and decide which signs would be useful in their school.
- 2 Below you will find a short text from a leaflet about tax-free shopping. Ask students to find out what you have to do in order to get a refund.
- 3 Ask students to find out about tax-free shopping in their country.



1 Shopping

On departure, tax-free shopping stores offer an 11–18% cash refund. This depends on the amount spent in one store; for food items the cash refund is between 7 and 8%. Make sure you look for stores displaying the tax-free shopping logo when shopping.

2 Refund Cheque

Ask for a Global Refund Cheque and confirm that you live outside the country. The shop assistant will then wrap and seal the products.

Ensure that you write your name, address and ID / passport number on the cheque before going to the Refund Counter.

3 Refunding

When leaving the country, show our representative your ID, the sealed products and the Global Refund Cheque(s). You will then receive your Cash Refund.

Unit 4 Can I get money here?

Get ready to read

- Ask students if they use ATMs for their own currency – and for foreign currency. Ask students where they can get foreign currency and get them to tick the boxes.
- Look at the example with the class. Make sure that students understand the meaning of *debit card* and *credit card*. Encourage them to try and work out the meanings of the other words in *italics* as they think about the speakers.
- Get students to complete the sentences. Check answers. Ask students to rephrase the completed sentences so that they are true for a Currency Exchange, e.g. *You can use your debit card or credit card at a Currency Exchange, You need a passport to use a Currency Exchange.*

A Buy Back Plus

Explain to students that they are going to read an article about an offer which is called *Buy Back Plus*.

Explain that *plus* usually means *also*, but here it probably refers to some kind of advantage / benefit you are going to get.

- 1 Ask students to raise their hands as soon as they have found the answer to the question (it is in the paragraph in the top left corner). Ask which words are used to refer to Mexican pesos (*foreign currency*).
- 2–3 Students can do these exercises in pairs. Check answers.
- 4–5 Students can do these exercises in pairs. They can either work together to find the information in the leaflet, or they can work on their own and then compare answers.
- 6 Students can do this exercise in pairs. Check answers.
- 7 Ask students where they usually exchange their money if they are going abroad. Ask if they usually buy cash or travellers cheques.
If you have any students from EC (European Community) countries which use the euro, ask them if travelling has become easier since the introduction of the euro. Ask students if they would use the Travelex Buy Back Plus offer and why they would or would not use the offer.

More activities

Say the name of a currency, e.g. *yen* and ask students to name a country or countries where this currency is used (Japan). Then ask students to write a list of currencies and countries. Check answers and create a class list on the board. For example: *dollar* (Canada, New Zealand, Australia, United States, etc.), *peso* (Mexico, Chile, Argentina, etc.), *franc* (Switzerland, etc.).

B Please insert your card

- 1 If you are teaching a monolingual group in their own country, you can ask students to explain in their own language what you get when you open a bank account. Their description will probably include their first language equivalents of *debit card number*, *bank account number* and *PIN*. Ask students to do the exercise.
- 2 Ask students to do the exercise. Discuss students' answers. If you are teaching a multilingual group, find out how similar ATMs are around the world.
- 3 You can do this activity as a class. Get students to stand up as if they are standing in front of an ATM machine. Say the numbers 1–9 aloud and get students to mime each instruction given on the ATM screens in the book. Ask students if ATM instructions are similar in their country. Are there any other instructions? For example, sometimes you might be told to press a YES button if you want a receipt. If you are teaching a multilingual group, ask students to look at screen 2 again. Ask them how they say the name of their language in their own language, e.g. *italiano* is Italian for *Italian*, *Deutsch* is German for *German*, *magyar* is Hungarian for *Hungarian*.
- 4 Ask students to complete the exercise. Students can work in pairs to ask and answer questions, e.g. *Can you order a bank statement? Can you find out how much money you have in your bank account?*

Focus on ... verbs

In this exercise students revise the spelling of the key imperative form of the verbs used when operating an ATM. Ask students to do the exercise. You could explain to students that this meaning of *enter* (to put information into a book, computer or document) is not the most common meaning of *enter* (to go into a place). Give some examples, e.g. *The police entered the building by the back door*. You could also mention a third meaning of *enter* (to do an exam or competition, e.g. *Are you going to enter the photography competition?*).

- 5–6 Ask students to complete the exercises. Check answers.

More activities

- 1 Go to the online encyclopaedia website www.wikipedia.org and find out other names for ATMs around the world.
- 2 Go to the website www.moneymatterstome.co.uk and use their interactive ATM.

Unit 5 Somewhere to stay

Get ready to read

Ask students to do the exercises. Discuss the answers with the class. Read out each sentence in turn and get students to raise their hand if they agree. Then ask students to make further sentences of their own about their holidays, e.g. *I like to visit old cities, I prefer to go to the beach.*

Ask if anyone has been to Egypt. If someone has been there, get students to ask this person about Egypt, e.g. *Is it very hot in Egypt? Where did you go?* Encourage other students to say what they know about Egypt.

A In the heart of the city

Learning tip

Emphasize the point that we often skim a text the first time we look at it. We then read parts of it again which are important to us. Remind students not to read each text in this unit from the first word to the last.

- 1 Refer students to the words in a and b. Make sure that students understand them before they do the exercise. Ask students to complete the exercise.
- 2–3 Ask students to do the exercises.
- 4 Make sure that students understand the word *fittings*. Point to fittings in the classroom, e.g. the lights and light shades, electrical sockets. Ask students to do the exercise.
- 5 Ask students to do the exercise. Check answers.
- 6 After students have done the exercise, they can check their answers in pairs. Students take turns to ask a question (from Exercise 5) and to give the answer (from Exercise 6).
- 7 Ask students to do the exercise. Put students into pairs to role play a conversation between Valeria and her sister.
- 8 Ask the class if they would like to stay at the hotel. Elicit why or why not.

Class bonus

Write the first part of some questions on the board so that students have some ideas for their own questions, e.g. *Is there (parking for cars)? How many (languages are spoken at the hotel)? Has the hotel got (a beauty salon)?* Go around the class giving help and encouragement as students work.

More activities

- 1 Ask students to find out some other facts about Egypt like those in Get ready to read. Alternatively, ask them to find the answers to specific questions, e.g. *How long is the Nile? How many people live in Cairo?*
- 2 Students can go to the Mercure Luxor website at www.accorhotels.com. Ask them to find out what sports and leisure activities you can do at the hotel.

B This looks great!

- 1 Ask students if they – or anyone they know – has travelled around the world. Ask students to do the exercise. To extend this exercise, choose a country you would like to visit and say why, e.g. *I'd like to go to Tanzania because I've heard great things about it.* Then ask which countries students would like to visit and why.
- 2 You can write any other questions students suggest on the board. Leave the questions on the board.
- 3 Get students to do the exercise. Ask students if they found the answers to their own questions in Exercise 2.
- 4 Get students to do the exercise, they can then check their answers in pairs. Students take turns to ask a question and to give the answer. Alternatively, they can role play a conversation between Fabio and another backpacker he has met.
- 5 Ask the class if they would like to stay at the hotel. Elicit why or why not. Ask students whether they prefer this hotel or the hotel in section A.

Extra practice

Students could do a class survey of hotels in the town / city where you are teaching. If you are teaching students in a multilingual group in an English-speaking environment, students could also research a hotel in their own country to recommend to other students in the class who might visit the country. They can bring a printout to the next lesson for other students to read and / or they can describe the hotel to the class.

More activities

Ask students to suggest the kind of thing that hotel bedroom notices usually mention. They can then read the notice below and find out if the things are included.

WELCOME TO RIVERSIDE HOUSE

We hope your stay here is enjoyable. Please read this notice in order to get the most from your visit.

Breakfast Breakfast is served from 07.30am–09.00am during the week and from 08.30am–10.00am at weekends.

Checkout On the day of your departure, please vacate your room by 11.00am. Remember to leave your keys at Reception before you go.

Fire Please read carefully the fire instructions on the back of your door. There are emergency lights and smoke detectors on all the fire escape routes.

Tea and coffee Each room has tea and coffee making facilities.

Telephone Dial 2211 for Reception and 9 for an outside line. You will be charged for any outside calls made from your phone.

Television The television in your room can receive BBC1, BBC2, ITV, Channel 4 and a range of Sky channels.

Security We do not accept responsibility for any personal belongings that are left in your room. Please take your valuables with you when you go out and make sure you lock your door.

Unit 6 Is this what I need?

Get ready to read

- Discuss the answers with the class. Read out each sentence in turn and get students to raise their hand if this sentence is true for their country. You can then ask students if there is anything else you can do at a chemist's in their country.
- Ask if anyone has ever forgotten or lost their wash bag. What did they do? Write a list with the class of the things they would need to buy, e.g. toothbrush.

A I've forgotten my toothpaste

- 1 Look at the example with the class. Then look at label 2 together and ask students to find the name of the product. Students can do this exercise in pairs. They can either work together to find the products on the labels, or they can work on their own and then compare answers.
- 2-5 Students can do these exercises in pairs. Check answers.

Class bonus

Round off the activity by asking individual students to describe one item each to the rest of the class. The other students have to identify the item.

Extra practice

If you are teaching a monolingual group in their own country, students could also go to the local chemist's and look at the labels on products.

More activities

- 1 Students work in pairs. They take turns to mime using the products in Exercise 1. The other student has to say which item they are using.
- 2 Write some pairs of US and GB words in random order on the board. For example: *toilets, autumn, flat, pavement, lorry, underground* (GB), *restroom, fall, apartment, sidewalk, truck, subway* (US). Students have to put the words into pairs and decide which word is British English and which is American English.

B You'll feel better soon

Ask students when they would say *You'll feel better soon* (when someone is not well).

- 1 Before students do the exercise, ask them if they have ever had flu. How did they feel? What did they do in order to get better? Ask students what advice they would give to Katka.

Learning tip

Remind students not to read each text in this unit from the first word to the last. Reassure students that although there is a lot of unknown or difficult language on the back of the packets, they do not need to understand all of it in order to do the exercises.

- 2-3 Students can do these exercises in pairs. Check answers.

- 4 Ask students to do the exercise. Ask if anyone has a packet of similar tablets with them. Ask this student to say if the four pieces of advice are correct for these tablets too.

Focus on... vocabulary

Ask students to do the exercises. Ask students to identify other medical problems on the other two packets (*blocked nose, sore throat, fever*). Mime the ailments and help students to work out what they are.

Give an example of a (real or imaginary) ailment that you sometimes have and tell the class, e.g. *I often have a cold and a blocked nose*. Encourage students to talk about their ailments and to make a note of them. They will need to know these terms if they ever have to ask a pharmacist for advice.

- 5 Ask students to do the exercise.
- 6-8 Students can do these exercises in pairs. Check answers.
- 9 Ask the class if they would use any of the medicines. Ask students what other things they would use if they had a cold, a headache or flu.

More activities

- 1 Set up an ailments chain around the class. Tell the class about an ailment you have got, e.g. *I've got backache*. Ask a student to make a similar sentence about a different ailment, e.g. *I've got a migraine*. Students each name an ailment and try not to repeat something that someone else has already said.
- 2 Below you will find something else Katka's friend has given her. Ask students if this is suitable for someone with a headache and cold, perhaps even flu. Ask students to read the packet and work out how to use this medication. What exactly do you have to do?

Cold and flu gel

Effective cold relief from

- * Sore throat
- * Congestion
- * Coughs (due to colds)

For maximum benefit use at first signs of a cold.

DIRECTIONS

Adults: rub gently onto throat, back and chest, covering whole area for greatest effect. Leave clothes loose to allow the vapours to be inhaled easily.

Children and babies (over 6 months): Apply lightly to back and chest. Leave clothes loose for easy inhalation. This product can be used with other medicines.

WARNINGS

For external use only. If symptoms continue, consult your doctor or pharmacist. Keep out of reach of children. Do not use on children under 6 months.

Unit 7 Who's it from?

Get ready to read

- Ask students if there are any other occasions on which they might send a card, e.g. on Valentine's Day, when someone gets engaged (to be married).
- Students can write more than four answers if they want to.
- Discuss answers with the class. Read out each word in turn and get students to raise their hand if they communicate with their friends in this way.

A I bought this card for you

Ask students if any of them make their own cards. In Britain, for example, card making is becoming more and more popular, and there are specialist shops where you can find the things you need to make them.

- 1 Ask students if they have ever received a card in English. Ask students to do the exercise. When they have finished, ask them which of the words on the cards you can also say to people, i.e. *Many happy returns of the day! Get better soon! Good luck with your exams! Sorry you're leaving, Thank you, Congratulations!*
Ask students which of the cards they like the best and why.
- 2 Ask students to do the exercise.
- 3 Before students do the matching exercise, ask them to identify the sender and receiver of each card.
Students can do this exercise in pairs. They can either work together to work out the relationship between the sender and the receiver, or they can work on their own and then compare answers.
- 4–5 Students can do these exercises in pairs. Check answers.
- 6 Students can do this exercise in pairs. In order to ensure that they listen to each other, ask one student in each pair to read half a message. Their partner must then read the other half. Ask students to read the messages again and identify phrases or sentences which they like or they think will be useful to them. Get them to personalize the phrases /sentences and then read them out (or say them), e.g. *Lucky you!/I won't be at swimming tomorrow/You are always welcome in Bogota.*

More activities

- 1 Here are three more messages from the inside of cards. Ask students to read the messages, say who the people are and why the message has been written.
- 2 Ask students to choose someone – a friend or family member – to send a card to. Get them to write a message for the inside of the card.

Roses are red
Violets are blue
I'm quite special
And so are you!

Guess who?

Congratulations,
Rachel and Paul.
We're just heard
the news! All the
very best for your
future together!

Rita and Jack

Just a short note to
say thank you for the
wonderful meal last
night, Sushita. Can I
have the recipe for the
starter?
It was delicious.
You must come round
to me soon.

Love, Daisy

B See you on the 29th!

- 1 Ask students to do the exercise. Ask students which of these four ways of communication they use. Which do they use most often?

Did you know ... ?

Look at the name and address on the postcard. Ask students if Silvia is married (we do not know from the postcard). If you are teaching a multilingual group in an English-speaking environment, ask students to write their own name and address as in the example.

- 2–3 Students can do these exercises in pairs. Check answers.
- 4 Discuss the answers with the class. Read out each sentence in turn and get students to raise their hand if this sentence is true for them.
Ask students if they have seen the film *The Golden Compass*. This is based on a book written by Philip Pullman and is set in Oxford where he lives.
- 5 Ask students to write a reply to Marcos. They can use some of the sentences from Exercise 4 to help them.
- 6–7 Students can do these exercises in pairs. Check answers.
- 8 Ask the class which of the four messages in Exercise 1 they would read aloud. Elicit who they would read it to and why.

Extra practice

Before students do their research, ask them what they already know about the Loch Ness Monster. Ask them if there are stories about any similar monsters in their own country.

More activities

- 1 Write the name of each student on a post-it note and then give out the post-it notes so that each student does not get their own name. Students write a message to the person on their post-it note. The students then exchange messages and write a reply.
- 2 Students choose tourist attractions from around the world, e.g. The Taj Mahal, The Great Barrier Reef, The Grand Canyon. Provide English names for the places if necessary. Students take turns to complete the sentence *Tomorrow we're going to ...* + the name of the sight, e.g. *Tomorrow we're going to go snorkelling on the Great Barrier Reef*. The other students have to complete the sentence *You're having a great time in ...* with the name of the country.
- 3 Encourage students who go on holiday to send the class a postcard in English.

Unit 8 Where can we park?

Ask students to look at the unit title and explain to the class that this unit is about parking. Ask students how easy it is to park in towns / cities in their country.

Explain that this unit is about parking in Britain. Point out that you might get a heavy fine if you park illegally in Britain.

Get ready to read

- Discuss the answers with the class. Read out each sentence in turn and get students to raise their hand if this sentence is true for them.
- If you are teaching a multilingual group in an English-speaking environment, students could also answer the questions about the town / city in which they are studying. You can then discuss the answers and find out if everyone agrees.
- Get students to do the exercise. Ask one of the students to read out his / her sentence. Then invite other students to read out their sentences if they have written something different.

A Park & ride

Point out that & means *and*. Explain that students should avoid using it in their own writing.

1 Before students do the exercise, ask if anyone has ever been abroad in a car. What are the good and bad points about travelling abroad by car?
If necessary, use a simple drawing on the board to explain the meaning of *ring road*. Ask students to do the exercise.

2 Students can do this exercise in pairs. They can either work together to work out the order of the directions, or they can work on their own and then compare answers.

Explain or elicit that M stands for *motorway*. Also explain that A-roads (A418, A34) are more important – and better – roads than B-roads (B480, B4044).

3–4 Students can do these exercises in pairs.

Learning tip

Emphasize the point that students should only use a dictionary to check their guesses. Explain that continually looking up words in a dictionary takes a lot of time, some of the words are unimportant in terms of the exercise the student is doing, and that using a dictionary disrupts reading the text itself.

5–7 Students can do these exercises in pairs. Check answers.

Extra practice

If you are teaching a multilingual group in an English-speaking environment, students could also research Park & Ride in the town / city in which they are studying.

B Have you got any change?

Write the question on the board. Point to the word *change*. Explain to the class that the noun *change* can have many different meanings. Ask students what it means in this question. If someone has a learner's dictionary (such as *Cambridge Essential English Dictionary*), ask this person to look up *change* in the dictionary and choose the correct meaning in the context of this unit.

1–2 Ask students to do these exercises.

Did you know?

If you are teaching a multilingual group in Britain, you can ask students about the coins in their wallets, e.g. *Has anyone got 1p? Has anyone got a 5p piece?*

Explain that you can use *p* or *pence* when talking about amounts less than a pound (£1), e.g. *50p* or *50 pence*. Also you can refer to a coin as *a 50p / 50 pence piece*.

3 Students can do this exercise in pairs. Check answers.

Focus on ... *no*

Ask students to do the exercises. Elicit or explain that another common sign is *No parking*.

4 Students can do this exercise in pairs. They can either work together to work out the costs, or they can work on their own and then compare answers.

Students can write four more days and times, and then exchange their list with a partner. They have to work out how much it will cost to park.

5 Ask students how much the penalty charge is for parking incorrectly.

6 Students can do this exercise in pairs. When students have finished the exercise, ask them if pay and display meters work in the same way in their country.

More activities

If you are teaching a multilingual group in Britain, you can ask students to look at the parking meters in the town / city where they are studying and find out if they are similar to the one in Section B.

Unit 9 Let's go there

Get ready to read

- If you are teaching a multilingual group in an English-speaking environment, you can ask students which are the most interesting places they have visited in that country.
- Ask students to do the exercise. Ask students what words they associate with the country Norway. Ask them to give their reasons. For example, *I associate skiing with Norway because I think the first skiers were Norwegian.*

A Tourist Information

If you are teaching a monolingual group in their own country, ask students if they have been to the nearest Tourist Information Office. What information is there about the town / city in English? Similarly, if you are teaching a multilingual group in an English-speaking environment, you can discuss the Tourist Information Office in the town / city where students are studying.

- 1 Ask students to do the exercise.
- 2 Students can do this exercise in pairs. They can either work together to write the sentences, or they can work on their own and then compare answers.
- 3 Ask students to do the exercise. Check answers.
- 4 You can do this exercise as a class.
- 5 Ask students to do the exercise, then ask students to use the word *building* as a verb in a sentence, e.g. *Those men are building a wall.* They can then give examples of the other nouns as verbs and the other verbs as nouns.
- 6–7 Students can do these exercises in pairs. Check answers.

Focus on ... uncountable nouns

After students have done the exercises, ask them to name other uncountable nouns. You could set up a race. Students can work in pairs and write a list. Either the winning pair is the first pair to write 20 items on their list, or the winning pair is the pair with the most uncountable nouns on their list after a certain period of time.

- 8 Look at one or two other examples with the class. For example, *We have all the brochures / you will need.* Ask students to do the exercise. Check answers. Encourage students to read some of the other sentences from the leaflet and to pause at the most appropriate part of the sentence.
- 9 Ask students whether they would go to the Tourist Information Office. Elicit why / why not. Ask students if they would get a Bergen card.

More activities

Ask students if they know of any sights in the Norwegian Capital, Oslo (which is in Unit 1). Famous attractions include the ski museum and jump tower, The Kon-Tiki museum, The Viking Ship museum, The Nobel Peace Center and the Munch museum. Students can look at the website www.visitoslo.com and find out about one or more of these places.

B We've got a choice

Ask students who they usually go on holiday with. Then ask how they decide what to do each day.

- 1 Ask students to circle the words in the texts which describe the things they can see in the photos. Note that the words do not always appear with the photos.
- 2 Remind students to scan the leaflets for the words *boat*, *sightseeing coach*, *cable car*. Emphasize that it is not necessary to read each text from the first word to the last. Ask students to suggest another date for their visit to Bergen, e.g. July 4th. Ask them to find out which kinds of transport they can use on this date.
- 3 Before students do this exercise, you could encourage them to read about the Bergen card in the leaflet in Section A. Ask students to do the exercise.
- 4 Students can discuss their decisions in pairs. You can then ask one or two pairs to report their decisions to the class. Other students can say whether or not they agree with the choices.

Class bonus

Before students do the exercise, practise the letters of the alphabet. Get everyone to say the letters in alphabetical order. Write problem letters on the board and give extra practise with these letters. Point to them in random order and ask students to say the letter.

Use the example in the Class bonus box with the class. (The word is *cinema*.) Write six dashes on the board and then write the letters *i* and *n* in the correct position. Note down the used letters (*o*, *d*, *s*) and add to this as students make further guesses.

Choose another word from the leaflets for students to guess. Then put students into pairs to choose and guess at more words.

- 5 Students can do this exercise in pairs. They can either work together to complete the chart, or they can work on their own and then compare answers.
- 6 Students can discuss their preferences in pairs. You can then ask one or two students to tell the class which attraction they would prefer to visit. Ask other students if they would go to the same place or not.

More activities

- 1 Students can work in small groups and plan a short walking tour around the town / city where they are studying. They can choose three or four places to visit and make a poster with pictures and text.
- 2 Alternatively, encourage students to choose a place in the town / city that not many people know about. They can then tell the rest of the class about the place they have chosen.

Unit 10 I'd like to register

Note that health and illness can be a sensitive subject. Look at the unit title with the class. Ask students to quickly look through the unit and work out the meaning of the title. If necessary, explain that *register* means 'to put your name on an official list'. Use this opportunity to introduce the following words: *appointment, medical record*.

Get ready to read

- Ask students what illnesses the people in the picture have. Get students to suggest other ailments.
- Ask students to circle the words that are true for them.
- Invite individual students to make a sentence each. If they want to say the same thing that someone else has said, encourage them to use *either* after *never* and *hardly ever*, and *too* after *sometimes* and *often*. For example:
A: *I never have a cold.*
B: *I never have a cold either.*
A: *I often have a headache.*
B: *I often have a headache too.*

A North Road Medical Centre

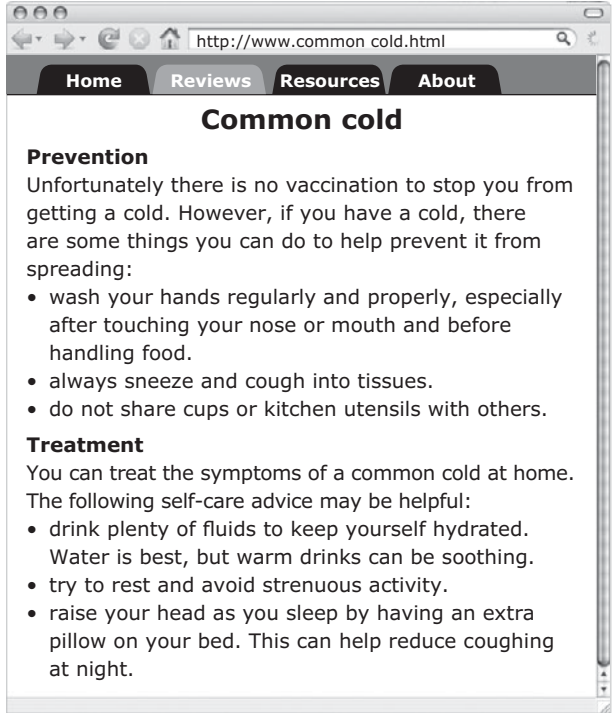
- 1 Make sure that students understand the four words before they read. Encourage them to skim the leaflet and not to read every word carefully. Allow them about 20 seconds to skim the text. Tell students to raise their hand as soon as they know who the leaflet is for.
- 2 Students can do this exercise in pairs. Alternatively, they can work on their own and then compare answers.
- 3 Make sure that everyone agrees that the third paragraph (Patient Registration) and the fourth paragraph (New Patients) are the most relevant. Encourage students to work out the meaning of *delay*.
- 4 Students can do this exercise in pairs. Check answers.
- 5 Ask students to complete the exercise. To check answers, read out each of the sentences in turn. Get individual students to say if the sentence is true or false. Then, where appropriate, get another student to correct the sentence.

Class bonus

- Tell students to stand up. Invite individual students to read out their sentence. Tell students to sit down when they hear the sentence they have written. Students should only read out a sentence that nobody else has read out.
- 6 Get students to do the exercise. Check answers. Ask students what they would say to the receptionist, e.g. *I don't feel very well. Have you got any appointments for this afternoon?*
 - 7 Get students to do the exercise. Check answers. Ask students what they would say when they phone the medical centre in these situations.

More activities

Below you will find information about the common cold. Before students read the text, ask them to say what you can do to prevent getting a cold, and how to treat it. Students can then read the text and check their answers.



The screenshot shows a web browser window with the address bar containing 'http://www.common cold.html'. The page has a navigation menu with 'Home', 'Reviews', 'Resources', and 'About'. The main content is titled 'Common cold' and is divided into two sections: 'Prevention' and 'Treatment'. The 'Prevention' section states that there is no vaccination and lists three ways to help prevent a cold from spreading: washing hands, sneezing/coughing into tissues, and not sharing cups or utensils. The 'Treatment' section states that symptoms can be treated at home and lists three pieces of self-care advice: drinking fluids, resting, and raising the head of the bed.

B The medical questionnaire

- 1 Make sure students understand the words before they read.
- 2 Make sure students understand the questions and instructions under each section heading. Ask students how many sections there are.
- 3 Tell students to use their own details.
- 4 Note that weight might be a sensitive subject. Ask students to complete this section of the form on their own.
- 5 Look at sections 4, 5 and 6 of the questionnaire with the class. Ask students if a *pint* is bigger than a *litre*. Elicit that a pint is 2 units, and a litre is 4 units. Ask students to do the exercise. Check answers.
- 6 Ask students to circle any words which are similar in their own language. If you are teaching a monolingual group you can ask students to feedback and write the similar words on the board. Create a class list and add to it as students find more examples.
- 7 Students can do this exercise in pairs. Check answers.
- 8 Ask students to note down any sentences from Exercise 6 that are true for them. Encourage students to make sentences about themselves, and people in their family, with the words *heart attack, stroke, smoke, drink*, if they want to.
- 9 Ask students to complete the rest of the questionnaire.

Unit 11 What's on tonight?

Ask students to look at the unit title and explain that *on* means 'on TV'.

Get ready to read

- Do a quick class survey. Find out who watches the most – and the least – TV every day.
- Ask students to tick the sentences that are true for them. Ask students if they have seen any good films recently.
- Ask students to put the types of film in order of preference. Ask students to suggest film titles for each category.

A Let's watch this

- 1 Students can do this exercise in pairs. Alternatively, they can work on their own and then compare answers.
- 2 Students can do this exercise in pairs. Check answers.
- 3 Do a quick class survey. Find out which programme types are the most – and the least – popular with the class. Ask students to complete the chart.
- 4 Ask students to give examples of different programme types. Then ask students to do the exercise.
- 5 Remind students that they do not have to read every word of the TV guide. They simply have to scan the guide for the programme types. Get students to add the new programme types to their chart.
- 6–7 Get students to look at the list and TV guide. Ask students what types of programme their flatmate likes to watch. Ask students whether they would watch the programmes with him. Elicit why or why not.
- 8 Encourage students to make notes of the programmes they would like to watch. You could create a chart on the board which students could then copy. Give an example yourself and complete the first row of the chart. For example:

time	channel	programme	programme type
7.00 – 7.30	BBC1	<i>A Question of Sport</i>	quiz show

You could tell students to choose four programmes for their evening's viewing and to complete a chart like the one above. They then work with several other students in the class and find the person whose choices are most similar to their own.

More activities

Tell students to imagine that there is a school TV on which they can watch programmes in English. Students use the TV schedule to plan the evening's viewing. Tell them to make sure there is something for everyone to watch! Ask students if English-language programmes are shown on TV in their country. Or are they dubbed into the language of the country? Which do students prefer?

B Spirited away

- 1–3 Ask students to do the exercises.
- 4 Make sure that students read the three options before they skim the review.
- 5 Ask students to do the exercise. Check answers.
- 6–10 Students can do these exercises in pairs. Alternatively, they can work on their own and then compare answers. Encourage students to help each other with the meaning of any words that they are unsure about.
- 11 Ask students to complete the exercise. Check answers.
- 12 Ask students if they would like to see the film. Elicit reasons.

More activities

- 1 Students could choose a film from their country which they would recommend other students to see and then tell the rest of the class about the film. Alternatively, students could find a review for the film they have recommended and bring it to school. Reviews can be pinned on the classroom noticeboard.
- 2 Students could form their own film review club. If they see a film they would recommend (either in English or in their own language), they write a short review and pin it on the classroom noticeboard.
- 3 Below you will find a film review of *The Perfect Storm*. Ask students if the reviewer liked the film. If students have seen the film, ask them their opinion. Ask students who have not seen the film if they would like to see it.

Film review Film review Film review Film review

The Perfect Storm

The story is about what happened to the Andrea Gail, a fishing boat that in 1991 was caught off the coast of Massachusetts during Hurricane Grace; probably the worst storm at sea ever. On board the boat are the captain Billy Tyne (an unglamorous George Clooney) and five other fishermen. The boat has gone out to sea for its last trip of the season and is heading home when the storm hits. The film is based on the book of the same title by Sebastian Junger.

The special effects are incredible and viewers are transported to the middle of the angry ocean. Some may even get seasick! Men go overboard, powerful waves break the wheelhouse windows, and the boat overturns and rights itself more than once. The performances of Clooney and Mark Wahlberg, the film's other star, are excellent.

In the book, Junger recounts the story of several other unfortunate boats and some of these are included in the film. These sub-plots show how dreadful the storm was, but they distract from the main storyline. However the scenes showing the crew's worried families and friends back at home in Gloucester, Massachusetts are good.

The film is worth watching, but I prefer Junger's book. As he says, there are some things we can't possibly know if we weren't there.

Unit 12 This school sounds good!

Ask students to look at the unit title and ask them how they found out about the school they are attending. Did someone recommend it? Did they see a brochure? Or did they find out about it on the Internet?

Get ready to read

- If you have a world map, ask students to find the five countries. Ask if anyone has ever been to any of these countries. Get students to tell you in which of the five countries English is the first language.
- If you are teaching a multilingual group in one of the five countries, ask students why they chose to study in this country. If you are teaching a monolingual group in their own country, ask them to say why they would go to the country of their choice.
- Invite individual students to say one thing each about New Zealand. Give an example yourself to get things started, e.g. *The Lord of the Rings was filmed in New Zealand. When it's summer in Europe, it's winter in New Zealand.*

A Learn English in New Zealand

1–2 Students can do these exercises in pairs. Check answers.

Learning tip

Point out that this is one of the most important Learning tips in the book. Encourage students when they come upon an unknown word, to ask themselves, *What must this word mean in this context?* Make the point that working out the meaning of an unknown word for yourself is very rewarding.

- 3 Students can do this exercise in pairs. Alternatively, they can work on their own and then compare answers. Encourage students to help each other with the meaning of any words that they are unsure about.
- 4–5 Ask students to do these exercises. Check answers.
- 6 You can take a class vote. Ask students why they chose Queenstown or Christchurch.

More activities

- 1 Get students to find out more about Queenstown and Christchurch from a guidebook or on the New Zealand Tourism Board website www.newzealand.com. Divide the class into two groups, one group finds out more about Queenstown and the other group finds out more about Christchurch. Students then work with a partner from the other group; they compare and contrast the two locations.
- 2 Students can read what students say about the LSNZ language schools on the website.
- 3 Students can also read about homestay accommodation (living with a family). If you are teaching a multilingual group in an English-speaking environment, you can ask students who live with families to compare their experiences.

B General English

- 1 Get students to work in pairs and try to predict the answers to questions a–h. If you are teaching a multilingual group in an English-speaking environment, students can talk about the school where they are studying.
- 2 Ask students to do the exercise.
- 3 Elicit that the currency in New Zealand is the dollar. Before the class, you could look on the Internet for the current exchange rates. Ask students to do the exercise.
- 4 Students can do this exercise in pairs. Check answers.
- 5 Ask students to read the section from a webpage and do the exercise. Check answers.

More activities

- 1 Ask students if they have ever heard of Study and Ski courses. Would they like to do one? Point out that *ski field* is not used in UK or US English. The term *skiing area* or *ski slopes* is normally used instead.
- 2 Ask students if people visit their country to learn the language. Tell students that you would like to do a course in their language. Where would be the best place for you to study?
- 3 If you are teaching a multilingual group in an English-speaking environment, students can compare the school where they are studying with the LSNZ schools.
- 4 Encourage students to read the website of the school where they are studying.
- 5 Students might be wondering if they would need a visa in order to study and / or work in New Zealand. Below you will find a text about visas. Ask students to imagine they are going to study in New Zealand for a month. Then tell them to read the text and find out if someone from their country needs a visa.

VISITOR'S VISAS

If you plan to visit New Zealand for a short period, you must apply for a visitor's visa, if applicable. Australian citizens don't need a visa to travel to New Zealand and nationals of certain countries can use a 'visa waiver scheme', which permits them to travel to New Zealand without a visitor's visa and obtain a visitor permit on arrival. Currently, countries that operate the visa waiver scheme are: Andorra, Argentina, Austria, Bahrain, Belgium, Brazil, Brunei, Canada, Chile, Denmark, Finland, France, Germany, Greece, Hong Kong, Hungary, Iceland, Indonesia, Ireland, Israel, Italy, Japan, Korea (South), Kiribati, Kuwait, Liechtenstein, Luxembourg, Malaysia, Malta, Mexico, Monaco, Nauru, the Netherlands, Norway, Oman, Portugal, Qatar, San Marino, Saudi Arabia, Singapore, Slovenia, South Africa, Spain, Sweden, Switzerland, Tuvalu, the United Arab Emirates (UAE), the UK, Uruguay, the USA, Vatican City and Zimbabwe.

Everyone else needs a visitor's visa to travel to New Zealand and you won't even be allowed to board a plane to New Zealand without one.

Unit 13 I've chosen this one!

If your school has copies of the four readers mentioned in this unit (*A Picture to Remember*, *Hotel Casanova*, *Inspector Logan*, *Superbird*), bring them to the lesson.

Get ready to read

- Tell students to name a book in their own language.
- If you are teaching a monolingual group in their own country, ask students to suggest book titles for each category. Encourage everyone to try and think of the title in English. Take a class vote to see which type of book is the most popular.
- Ask individual students about their experiences of reading a book in English.

A Choosing a reader

Point out to students that they can get a good idea of what a book is about by looking at its front and back covers.

- 1–3** Students can do these exercises in pairs. Do not check answers to these exercises. Students will check their answers in Exercise 4.
- 4** Ask students to check their answers to Exercises 1, 2 and 3.
- 5** Ask students which book they would most like to read. Take a class vote.

Class bonus

Do an example with the class before students work in pairs. Choose a word and encourage students to ask you questions.

More activities

- 1 Play a memory game with the words in Exercise 2. Give students one minute to study the words, then tell them to close their books and write the words.
- 2 If your school has a library with readers, encourage students to read or borrow them. Students can also lend each other any readers which they already have.

B A Picture to Remember

- 1 Encourage individual students to say one thing each about what they remember about the story.
- 2 Ask students to read the first part of the story.
- 3 Students can do this exercise in pairs. Alternatively, they can work on their own and then compare answers.

Focus on ... irregular verbs

Point out that the most commonly used past simple verbs are often irregular. Ask students to do the exercise.

- 4 Discuss this question with the class.

Learning tip

Emphasize the point that students should choose a reader that is relatively easy for them to read. If there are too many unknown words, they will not be able to develop any fluency.

More activities

- 1 Ask students what they know about Buenos Aires. Have they ever been to the Museo de Bellas Artes? (It is famous for its collection of 19th and 20th century Argentine paintings and examples of European works, especially post-Impressionist paintings and Rodin sculptures.)
- 2 Below you will find the next part of Chapter 1 of *A Picture to Remember*. Students can check the predictions they made in Exercise 4. They can also read to the end of the chapter on the website: www.cambridge.org/elt/readers/worksheets_lesson_plans.asp

Two hours later Cristina was lying in bed in hospital and her parents were waiting outside her room with a policeman.

'Where's her helmet?' asked Mr Rinaldi, Cristina's father. 'I know she had a helmet. She always wore a helmet.'

'She didn't come in here with a helmet,' the policeman told him.

'I can't believe it, she always wore her helmet,' Mr Rinaldi said.

'Maybe the helmet fell on the road, maybe the police left it there,' Mrs Rinaldi said quietly to her husband. 'It's OK. I'm sure she's going to be all right.'

They waited ten more minutes before the doctor came to see them.

'She's lucky,' the doctor said. 'She's going to be OK. You can see her now, but she doesn't remember anything about the accident.'

The doctor took them into the room where Cristina lay in bed. Cristina's mother and father began to cry.

'Are you sure she's OK?' they asked. 'Can't we take her home now?'

'No, it's better if she stays here for a few days,' said the doctor. Her mother stood by her bed.

'Come back and live with us, Cristina,' she said. 'It's not safe for you in the city. It's not only the traffic. We hear so many terrible things. Please, Cristina, your room is there for you. Come back and we'll look after you at home. You can change your job if it's too far to go.'

Cristina felt angry. She had her own flat in the city centre and her own life. She liked to look after herself. But her parents weren't happy about her staying in the flat on her own after the accident. Cristina couldn't believe her bad luck. She lay in bed listening to her parents.

Her father tried some other ideas. 'How about a flat with your brother, Cristina? He'd like it and he could look after you. Or maybe your mother could stay with you for some time. Just until you are better.'

Unit 14 Use a pencil!

Get ready to read

- Invite individual students to say how long they have been a student of English, and talk about any exams they have taken.
- Ask students to do the exercise.

A Is this exam for me?

- 1 Discuss students' questions with the class. You could write a list of questions on the board. Use a variety of different question words at the beginning of the questions, i.e. *when, which*, etc.
- 2 Get students to compare the questions a–c with their own questions.
- 3 Ask students to do the exercise. Check answers. Then ask them if they know anyone who has taken the KET exam.
- 4 Students can do this exercise in pairs. Alternatively, they can work on their own and then compare answers. Students can select three more pieces of information from the description to tell a friend about the exam. This could include the answers to any questions in Exercise 1 that are still unanswered. Encourage individual students to read out a piece of information each.
- 5 Get students to read the description of one paper. Ask students which paper it is for.
- 6 Students can do this exercise in pairs. Check answers.
- 7 Ask students to do the exam tasks. Check answers. Ask students if they have ever heard of the Edinburgh Festival. If they have not ask them to look on the Internet for more information and feedback during the next lesson.

More activities

Here are the other items from the exercises in Section A. The answers are as follows:

- A** 3 A, 4 A, 5 C, 6 B, 7 A
B 3 A, 4 C, 5 A, 6 B
C 3 B, 4 C, 5 A, 6 C

- A Read the article about the Edinburgh Festival. Are the sentences 'Right' (A) or 'Wrong' (B)? If there is not enough information to answer 'Right' (A) or 'Wrong' (B), choose 'Doesn't say' (C).**

Visit the Edinburgh Festival!

Every year thousands of people come to Edinburgh, the capital city of Scotland, to be part of the Edinburgh Festival. For three weeks every August and September the city is filled with actors and artists from all over the world. They come to Edinburgh for the biggest arts festival in Britain. During this time the streets of the city are alive with music and dance from early morning until late at night. You can even see artists painting pictures on the streets. One of the best parts of the Festival is the 'Fringe', where students do comedy shows in small halls and cafés.

Tens of thousands of tourists come to the Festival to see new films and plays, and hear music performed by famous musicians. This year, you can see over five hundred performances with actors from more than forty countries. The tickets for these performances are quite cheap and it is

usually easier to see your favourite star in Edinburgh than it is in London. So come to Edinburgh next summer, but remember it can be difficult to find a room, so why not book your hotel now!

- 3 Actors come to the Edinburgh Festival from lots of different countries.
A Right. B Wrong. C Doesn't say.
- 4 You can hear music all day.
A Right. B Wrong. C Doesn't say.
- 5 More than ten thousand students come to the Edinburgh Festival every year.
A Right. B Wrong. C Doesn't say.
- 6 It is expensive to go to the theatre in Edinburgh.
A Right. B Wrong. C Doesn't say.
- 7 It is usually more difficult to see famous actors in London than in Edinburgh.
A Right. B Wrong. C Doesn't say.

- B Read the sentences about going to a restaurant. Choose the best word (A, B or C) for each space.**

- 3 First we telephoned to a table.
A book B keep C take
- 4 The was very long, so it was difficult to choose what to eat.
A advertisement B programme C menu
- 5 The food was very, so everyone enjoyed it.
A good B sweet C great
- 6 We were pleased when we got the bill because it was quite
A little B cheap C small

- C Complete the conversations. Choose A, B or C.**

- 3 What's the time?
A Tuesday.
B Half past eight.
C 1998.
- 4 Why don't you ask Sandra?
A I hope so.
B Never mind.
C That's a good idea.
- 5 How is your son?
A Fine, thanks.
B Four months old.
C With his father.
- 6 Can I help you?
A At two o'clock.
B I can help you.
C Yes, please.

B Is it A, B or C?

Explain to students that in Section B, the texts are from actual KET exam papers.

- 1 Ask students to do the exercise. Check answers.
- 2 Remind students to read the instructions carefully and to mark their answers in pencil. Ask students to do the exam tasks. Check answers.

More activities

- 1 Get students to download sample exam papers from the website www.cambridgeesol.org. They should go to Support (at the top of the homepage) and then to the Free downloads section. Point out, however, that most students who do the exam usually do a special preparation course before taking the exam.

Unit 15 It's on the noticeboard

Get ready to read

- Get students to do the exercise. Check answers. Ask students to look at their school noticeboard and find out what other notices are on it.
- Get students to do the exercise. Check answers. Ask students to name other items that you might find in an office, e.g. *calculator, sticky tape, stapler*, etc.

A Contact Sobia Iqbal

- 1 Ask students to do the exercise. Check answers. Then ask them to find out who Sobia Iqbal is (the Office Services Manager).
- 2 Ask students to do the exercise. Then ask them if they save or recycle paper at home. What exactly do they do? What other things do they recycle?
- 3–7 Students can do these exercises in pairs. Alternatively, they can work on their own and then compare answers. Check answers as a class.
- 8 Ask students which sections of the notice the tips should go in.
- 9–10 Ask students whether they think the tips are good and whether they use any of them already. Ask the class to come up with more tips for the notice, write them on the board.

Class bonus

Students can work in groups and make a list of ideas. They can then discuss their ideas with the rest of the class and write a notice for the school noticeboard. Students can also write notices for particular areas of the school. For example, a notice for the computer room might be *If you're the last to leave, switch off the lights*.

More activities

- 1 Tell students to imagine that they are in charge of the stationery cupboard at work. They need to check that there is everything they need in the cupboard. Students write a list of stationery items, e.g. *pencil, stapler, ruler*. Set a time limit, e.g. two minutes. Then ask individual students to suggest an item each. Write a class list on the board.
- 2 Play a memory game. Students work in pairs or small groups and write a list of ways to save or recycle paper. The winners are the students who can remember the most ways.

B Write down the number!

Ask students what kind of number you usually write down (telephone number).

- 1 Ask students to complete the sentences with the correct numbers.

Learning tip

Give one or two more examples of related words, e.g. *grow* (verb) – *growth* (noun), *grower* (noun), *growing* (adj), *grown* (adj), *overgrown* (adj).

Ask students to find two other examples in advertisement 6, i.e. *move* – *moving* and *removals*, *clear* – *clearance*.

- 2 Students can do this exercise in pairs. Alternatively, they can work on their own to find the answers, and then ask and answer questions in pairs. Get students who do the exercise quickly to write more questions about the advertisements for other students to answer.

Did you know ... ?

Ask students if there is a similar society in their own country. Point out that the British, and the British Royal Family, are great animal lovers. The R (for Royal) in RSPCA was added in 1840 by Queen Victoria (1837–1901), an enthusiastic animal-lover.

- 3–4 Students can do these exercises in pairs. Check answers.

- 5 Ask students to do the exercise, then ask them to find the word *household*. Ask students who or what a household is. If necessary, explain that this is a group of people who live in a house. Ask students if they can think of any other words that are related to the word *house*. Two examples from the *Cambridge Essential English Dictionary* are *housewife* and *housework*. Ask students to use these words in sentences of their own. Write the words *day*, *dust* and *hair* on the board. Ask students if they can think of any other words that are related to these words. Encourage them to look up the words in a dictionary and find related words. Then ask students to choose some of the words and write personalized sentences with them. Here are the related words from the *Cambridge Essential English Dictionary*.
dust – *dustbin, duster, dustman, dustpan, dusty*
day – *daybreak, daydream, daylight, daytime*
hair – *hairbrush, haircut, hairstyle, hairdresser, hairdryer, hairstyle, hairy*

- 6–7 Ask students to do the exercises. Check answers.

More activities

- 1 Look at the school noticeboard yourself. Write a list of eight questions based on the notices, e.g. *What time does the film start on Wednesday? Which teacher is leaving next week?* Dictate the questions to the class. Students read the notices and find the answers to the questions.
- 2 Tell students about something you have seen on the school noticeboard, e.g. *I've just seen on the noticeboard that there's a trip to Brighton next weekend*. Encourage students to find something that interests them and to tell the class.
- 3 Students can write an advertisement for a noticeboard, either for something they need or for something they can offer. The notices can be pinned onto the classroom noticeboard. Students can then read the notices and decide if there is anything they are interested in.

Unit 16 I'm working nights

Ask students to look at the unit title and ask them what kind of people work nights (nurses, hotel staff, etc.).

Get ready to read

- Ask students if they have ever worked in a hotel. Did they do any of these jobs? Get students to do the exercise.
- Ask if anyone works or has ever worked during the night. What was it like? If nobody has worked during the night, ask students if they would like to. Elicit why or why not.

A What does the job involve?

- 1 Write a list of students' ideas on the board. They can then see if their ideas are mentioned later in Section A.
- 2–3 Students can do these exercises in pairs. Check answers.
- 4 Students can do this exercise in pairs. Alternatively, they can work on their own and then compare answers.
- 5 Students can do this exercise in pairs. Check answers.

Focus on ... *ing* forms

Get students to do the exercise. Ask students to make a sentence similar to a–d, about the night porter's role. For example: *The night porter is responsible for the safety of the hotel and everyone in it.*

Ask students to make personalized sentences with *I'm responsible for*, to talk about their own jobs.

Ask students if they can think of any other times when they should use the *ing* form after a preposition. Examples include *good at (skiing), interested in (reading).*

- 6 Students can do this exercise in pairs.
- 7 Ask students which of the three jobs they would prefer and why.

Extra practice

The information about the porters' jobs is from the Northern Ireland Careers Service website www.careersserviceni.com. Students can read about other jobs on the website. For example, if they go to Job Information and then to Role Model Case Studies, they can find out about people's personal experiences of choosing and training for a job.

More activities

- 1 Students write a short description of their current job or a job they have done. Encourage them to select words or phrases from the texts in Section A which are useful to them when talking about their own work. Remind them to mention their duties and what they are / were responsible for in their description.
- 2 Choose a job and describe it to the class, without naming the job. Students have to identify the job. Encourage students to choose and describe a job for the class to identify.

B A reminder for everyone

Make sure that students know the meaning of the word *remind* (make someone remember something or remember to do something).

- 1–6 Students can do these exercises in pairs. Check answers.
- 7 Students can do this exercise in pairs. Alternatively, they can work on their own and then compare answers.
- 8 Ask students to look at the extra picture and write another duty for Raquel's list.

More activities

- 1 Tell students to imagine that they work in the hotel as a chambermaid and that they have just received a memo from Raquel with a reminder of their duties. Students work in pairs to write a list of duties (as in Exercise 6). They can then exchange their list with another pair of students and see if they have to do the same duties.
- 2 Students can mime chambermaid duties for the rest of the class to guess.
- 3 Below you will find a description of the duties for an au pair. Ask students to suggest (or list) the kind of duties that au pairs do. They can then read the description and find out if the duties they mentioned are included.

The screenshot shows a web browser window with a navigation bar containing 'Home', 'Feedback', 'Help', and 'Login'. The main content area is titled 'Au pair duties' and contains the following text:

Au pair duties
Au pairs normally look after children and help with housework. You might be asked to do the following things.

Light housework

- washing and ironing clothes
- preparing food and washing-up
- cleaning and hovering
- dusting and polishing

Childcare

- looking after children
- babysitting in the evening
- taking the children to school and collecting them
- playing with the children
- helping at bedtime

Daily hours of work
You can expect to work around five hours a day, to a maximum of 25 hours per week. In return, you will get board and lodging (a private room), all your meals, plus at least £55 pocket money each week. In addition, you should get two full free days per week to spend as you choose. During the school holidays, you may be offered more money and asked to work longer hours. Make sure you agree the terms before you do the extra work. Most au pairs choose this type of work so that they can improve their English and living with a family is a good way to do this. You may also get time off during the day to attend language classes.