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TEACHER'S GUIDE

Writing

for the Real World

AN INTRODUCTION TO GENERAL WRITING

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Introduction

About Writing for the Real World

Writing for the Real World is a two-level course for people who need to write effectively in English. Book 1, *Writing for the Real World: For General English*, covers everyday situations. Book 2, *Writing for the Real World: For Business English*, covers common types of writing that occur in the business world. The course is intended for elementary level students who may have studied English before without concentrating specifically on writing. American English is used for the majority of the course, although contrasts with British English are highlighted where appropriate, and the contexts are international.

The course has two main goals:

- to promote fluency in writing
- to provide language models that will be directly relevant to students' real needs.

To meet these goals, each unit presents a typical writing need (for example, requesting information or applying for a job); practices the appropriate vocabulary, grammatical structures, punctuation, spelling, and writing conventions; and provides students with plenty of opportunities to develop their own writing skills.

Each level of the course contains fifteen units and three review units. The units build on each other throughout the book, but each one can be used independently, allowing you to choose the units and activities most suited to your students' needs.

Student Book

A typical unit

A typical unit is expected to take between 90 and 120 minutes of class time. Each unit uses a range of activity types to maintain interest and motivation, including individual, pair, group, and whole-class work. All of the writing tasks can be completed in class, but could also be assigned for homework or self-study.

Each unit contains the following key elements:

Models of writing

Each unit opens with a model of a particular text type (for example, formal or informal email, letter,

application form) and writing function (for example, dealing with problems, making arrangements, inviting). The model sets the real-world context for the language practice that follows. Students read the text for general understanding and then use it as a reference point throughout the unit.

Language focus

Students study and practice individual language elements, such as grammatical structures and vocabulary, in the model text. Carefully graded exercises help students work on each element individually and then combine two or more elements to allow them to produce longer sentences or paragraphs. *Useful language* and *Language focus* boxes present key language in a clear, easy-to-use format. *Tip!* and *Remember!* boxes offer additional insights, explanations, or instructions.

Writing tasks

Finally, students combine all of the elements practiced in the unit into one or two longer writing tasks. These assignments are lightly guided and give students a clear idea of what to do, but also allow for creativity and originality.

Review units

After Units 5, 10, and 15 there is a review unit that incorporates the main features of the previous five units into language exercises and integrated writing tasks. In addition, each review unit includes a culture topic related to writing for international communication.

Reference section

This Student Book contains a writing skills reference section which teachers and students can use in class, for homework, or for self-study. It will be useful in developing and consolidating students' writing skills both during and after the course. There are five sections:

- Sections 1 and 2 provide information on the formats and conventions for writing emails, letters, faxes, postcards, résumés, and web pages.

- Section 3 deals with capital letters, punctuation, and spelling.
- Section 4 provides examples of all the functions covered in the course, including thanking, requesting, recommending, apologizing, and complaining.
- Section 5 is a general section that includes the kind of language items that are useful across a number of different texts and writing functions and that students are often uncertain of. For example, conventions surrounding days, dates, time, numbers, prices, addresses, currencies, and abbreviations are covered, along with some basic differences between American English and British English.

Teacher's Guide

The Teacher's Guide provides:

- clear and simple instructions on how to use the Student Book
- suggestions for adapting the Student Book material for higher and lower-level students
- ideas for extending the Student Book material to provide further practice
- optional activities to supplement the Student Book
- a photocopiable activity for each unit that practices the material in an enjoyable way.

In this Teacher's Guide you will find detailed notes to help you prepare your lessons. Before you teach a unit, read the relevant notes carefully so that you are familiar with the key features of the unit and can make any advance preparations that may be necessary. In addition, the following instructions and suggestions are relevant to each unit:

Writing models

Read the writing model that opens each unit in advance to familiarize yourself with the topic of the unit. If possible, bring in additional examples of the same type of writing, both in English and the students' own language(s). They can be used for further practice and for discussions on how English writing is the same as or different from writing in the students' cultures. Be careful to select materials at an appropriate level for your students.

Vocabulary

Each unit explains vocabulary that is directly relevant to the writing models and tasks, but there will occasionally be other words that your students do not know. You may wish to ask students to figure them out

from context or check with other students; explain or translate the words yourself; or allow students to use dictionaries. If you keep a record of the words that are new to your students, you can review them in future lessons.

Students could make their own flashcards to review and practice the words they encounter during the course: on one side of the card, they write the word in English, the sentence in which that word appeared, a dictionary definition or someone else's explanation, and an original sentence using that word. On the other side of the card, they draw a picture that suggests the word to them.

Students can then use these cards for their own private study, or they could also be used in the following way as a class activity: when they have completed five or more cards, have students work in pairs to quiz each other. Students exchange cards with their partner, and show their partner the picture side of the card. They then ask these questions: *What's this word? How do you spell it? What does it mean? Can you use it in a sentence?* The student holding the card can see all of the information and can therefore assist the student being quizzed as necessary.

Grammar

Grammatical structures in each unit are practiced in a variety of ways in the course. Each unit in the Student Book features *Language focus* and *Useful language* boxes which highlight the key teaching points of the unit. In addition, the reference section at the back of the Student Book offers a thorough review of the key language and grammar in easy-to-understand charts with clear examples. For students or classes who need additional practice, this Teacher's Guide offers further practice and optional activities.

Writing activities

Ideally, your students will practice writing by hand, word processing, sending email, and completing forms online.

If you have access to a computer lab, consider taking your class there occasionally to do the writing activities. Some students may have limited typing skills, but they will quickly build up their speed. Alternatively, you can assign some writing tasks to be completed outside of class on computers in your school, at Internet cafés, or at students' homes.

If your students word process some of their assignments, remind them of the importance of

keeping a copy somewhere safe. For example, they can back up their writing to a CD or other external drive, or email a copy to themselves.

If all of your students have email accounts, they can email some of their writing assignments to a partner or to you. They should either keep a copy of their work in a “sent mail” folder or send a copy to themselves by typing their own address on the cc: line.

If not all of your students have access to a computer, they can complete all of the writing activities by hand. In this case, encourage students to imitate the form and appearance of writing done on a computer as appropriate (for example, in the case of an email, by writing the sender and receiver’s names, the subject line, and the date at beginning).

You can choose to have students complete all of the exercises in class, or assign some of the longer exercises as homework.

Building writing fluency

Writing easily and well takes time. Encourage your students to practice on their own. They could keep a daily or weekly personal diary in English, correspond with email penpals (“keypals”) online, or write letters or postcards to a classmate.

Keeping a writing journal

You may wish to ask students to keep a writing journal. Students should select a sturdy notebook to be used only for their journal and should write something at least once a week; some teachers ask students to write two or three times a week, but only collect the journals once a week or once a month. You can let students choose their own topics to write about or assign topics (e.g. *an interest, my childhood, something that makes me happy, a time I was afraid, my future plans, a good friend, what happened yesterday, my strengths in English*, etc.). You may choose to write only a few comments in your students’ journals or to write longer responses, but do not correct spelling or grammar for this fluency exercise. If students ask to be corrected, remind them that the exercises they do in class are checked for accuracy. Their journals are a place to practice writing freely. If you assign grades in your class, grade the journals on timely completion and / or amount of writing, but not on grammar or spelling.

If your students need practice with typing or enjoy using computers, they could word process their journals. Stress the importance of keeping a backup copy.

Keypals

If all of your students have email accounts, consider setting up a formal keypal component to your course. Students could pair off with a classmate, or you could find a partner class in another country who would like to correspond in English. The Intercultural E-Mail Classroom Connections website at <http://www.iecc.org/> is a good place to look for partner classes.

Make sure you discuss your ideas with the cooperating teacher in advance and decide such things as how often students will write, what you will do if a student forgets to send an email, and what your goals for the exchange are.

Remind students to keep a copy of every letter they send and receive. If they print out their copies, they can use them to look for both new and familiar language, and can easily monitor their own progress. Periodically, have students share information about their keypals and the writing process in groups during class time. Again, do not grade students on grammar or spelling, but you may choose to give them credit for each email sent on time or give general marks such as ✓-, ✓, and ✓+ based on effort or the length of the emails.

Keeping a reading journal

Reading is another good way for students to build their writing fluency because it exposes them to a range of writing genres, language structures, and vocabulary. Encourage your students to read in English outside of class. They may choose to read magazine articles, English language readers, newspapers, websites, etc. If your students are not keeping a writing journal, you may wish to have them keep a reading journal. After they have read a certain amount (for example, two pages, 30 minutes, or one week), they write a short summary of what they have read and give their personal reaction or opinion about the topic. Like writing journals, reading journals can be collected every week or less often, depending on your schedule, and should not be graded on grammar or writing but rather on timely completion and effort.

Classroom management

Pair work

Many of the exercises in the Student Book ask students to work with a partner. Depending on the exercise, this may involve students working first individually and then comparing their work with a classmate; talking

together and then writing individually; or talking together and choosing one person to write the pair's sentences. If your students are not familiar with pair work, model each of these scenarios for the class, either by role playing with another student or by acting out each part yourself. If the exercise divides students into A and B roles, ask the A students to raise their hands before the exercise begins to check that students know which role to take.

The easiest way to pair students is to have them work with someone sitting next to them; however, if your students always sit in the same seats, you may want to mix them up occasionally, so they experience working with different people.

If your class does not divide evenly, ask three students to work together or work with one student yourself. You may choose to work with a student who needs extra attention, either because he or she is struggling or because he or she is advanced. Pair yourself with a different student for each exercise, so no-one feels singled out.

Check pair work by walking around the classroom while students are working, having them turn in their writing to you, or by calling on pairs to read their answers aloud or write them on the board. If you have a large class, make a small mark in your roll book when you call on students to ensure that you call on each student equally throughout your course. Try to call on students who are ready and are confident of their answers.

Starting and finishing a lesson

Begin each lesson with the review activity provided at the start of each unit to review the previous lesson or with a short warm-up activity of your own. For example, you might let students chat briefly with a neighbor about what they did that morning or the day before, or have students work in groups to recall what they did in the previous lesson. Students could tell the class what they have done since the previous lesson to practice English on their own (e.g., read the news online, wrote in a diary or journal, watched an English movie with subtitles).

Let students know what you will cover in the day's lesson. Focus their attention on the list of objectives at the beginning of each unit, and point out when you have covered each objective. Some teachers like to let students know how much of the unit they will cover in the day's lesson, and others prefer the flexibility of deciding the pace of the class based on how the lesson goes. However, when you do have firm plans in mind, it is helpful to share them with students so they know what to expect.

At the end of a class, briefly remind students what material they covered in the lesson and review key points. Assign homework or remind students of different ways that they can practice on their own. Let students know what you will cover in the next lesson, and say good-bye in English.

1 Thinking about writing

IN THIS UNIT, STUDENTS:

- ▶ think about different types of writing in everyday life
- ▶ think about the types of writing they do now in their own language and in English
- ▶ think about the types of English writing they will do in the future
- ▶ write a short email to their teacher

Writing questionnaire

Use photocopiable page A, page 74.

Before you start the coursebook, you may spend part or all of the first lesson finding out a little about your students' attitudes towards writing, their writing needs, and their expectations of the writing class. This questionnaire helps you to do that.

Read through the questions first to make sure that students understand them. To help students with question 1, you could write the following examples on the board:

application form:	easy!
assignment for school:	takes a long time
business email:	never tried
business letter:	hard for me
diary:	love it!

Students could complete the questionnaire individually or they could work in pairs and complete it for each other by asking and answering the questions. When they have finished, ask students to report back their answers in a whole-class discussion so that students get an idea of how their classmates have responded, and look for common concerns and interests. Collect the completed questionnaires at the end of the lesson and keep them for future reference.

1 An email to a teacher

1.1 Have students read the email silently to themselves. Answer any vocabulary questions.

If your students are not familiar with emailing in English, have them check pages 117–19 of the Student Book for vocabulary.

1.2 Have students do the exercise alone, and then compare answers with a partner. Then check answers around the class. If a statement is false, ask students to correct it.

Answers

- a F (Carlos wrote the email)
- b T
- c F (he doesn't write very much in English)
- d T
- e T

2 Types of writing

Have students work alone or in pairs to match the types of writing to the pictures. Let them compare answers with another student or pair before checking answers around the class by asking *What is picture (a)?*

Answers

- | | |
|-------------------|--------------------|
| a business letter | f fax |
| b personal email | g diary email |
| c personal letter | h application form |
| d job résumé | i postcard |
| e business email | j text message |

FURTHER PRACTICE

Have students work in small groups to brainstorm other types of writing. Make sure someone in each group writes down the group's ideas. After about five minutes or when groups seem to be finished, call on someone from each group to share their list. Write each new type of writing on the board.

Possible answers

greeting card, list (e.g. to-do list, shopping list), website, newspaper article, memo, letter to a magazine, posting to a list serve, blog (web log: an online diary)

3 Before you write

3.1 Have students work alone to complete the sentences. Explain that *e.g.* means “for example”. Have students compare answers with a partner before checking with the whole class. Circulate to make sure that all students have the correct answers written in their books, so that they can use the sentences for reference later. Throughout the course, as students do their individual writing assignments, refer them back to these concepts and make sure they can answer each question about the assignment they are working on. With higher-level classes, you might wish to introduce the labels *purpose* (to give or get information) and *audience* (who you are writing to).

Answers

a What b Who c Why

3.2 With lower-level classes, let students discuss the exercise in groups orally before they write individually. Point out that not everyone need choose the same type of writing for the same purpose. Circulate and help with vocabulary and ideas.

Share answers around the class. Answers may vary; accept any reasonable answers that students can explain.

Possible answers

- a email
- b fax; letter
- c text message
- d letter; postcard
- e greeting card; letter
- f postcard; text message

FURTHER PRACTICE

Have students look at the types of writing in exercise 2.1 or use the examples they thought of in exercise 3.2. Have students work alone or in pairs to write sentences about when they would use each type of writing;

however, the situations should be different from the ones mentioned in exercise 3.2. When students are finished, call on volunteers to share their answers. Write their answers on the board.

OPTIONAL ACTIVITY

Writing and you

To personalize the situations, write this dialogue on the board:

A: Have you ever (sent a personal email)?

B: Yes, I have. / No, I haven't.
(if yes)

A: Who did you send it to?

B: I sent it to my high school classmate.

A: Why did you send it?

B: I sent it to (get in touch with him / her).

As students speak, circulate to help out with vocabulary as needed. Remember that the purpose of this exercise is to help students focus on the type of writing, purpose, and audience, not grammatical accuracy.

4 A writing survey

Read the questions with the whole class and answer any vocabulary questions. Students can then fill out the survey individually, giving their own answers, or use it as an interview and write down their partner's answers.

Put students in small groups to share answers. They can take turns making statements about themselves, or ask one another the questions. Circulate while students are working to help and hear their answers.

5 Writing in your own language

5.1 Use the example sentence to explain the task. Read through the *Useful language* box, making a complete sentence with each phrase. Then have students work alone to write their sentences. Circulate to check for accuracy. If you like, call some students to the board to write their sentences.

5.2 Before students start the exercise, check to make sure they understand the vocabulary. Then have students work alone to write true sentences about themselves.

Have students share their answers to 5.1 and 5.2 in small groups. Encourage them to discuss their answers if they can, e.g., say why they do or don't like writing, why they send text messages to their parents, etc.

6 Writing in English

6.1 Give students time to silently study the *Useful language* box, and answer any vocabulary questions. Point out that *don't write much* still means that the student writes a little in English, but not much. Then have students work alone to write a true sentence about themselves.

6.2 Go over the example sentence and *Useful language* box with the students, and answer any vocabulary questions. Point out that *want to* expresses a desire, *will* is certain, and *might* is possible. Have students work alone to complete the sentences.

Have students share their answers to exercises 6.1 and 6.2 in small groups. Encourage them to discuss their answers if they can.

FURTHER PRACTICE

Have students look back at the email from Carlos in exercise 1.1. Have them find the sentences he wrote that are similar to the ones in exercises 5.1, 5.2, 6.1, and 6.2.

7 Writing task

Give students time to read the email in exercise 1.1 again, and to plan their own message. They should write true information about themselves. Remind students to use the sentences they wrote in exercises 5 and 6. They can either write a mock email message on paper, or, if they have email accounts, send a real email message to you. Remind students to keep a copy of any message that they send you.

OPTIONAL ACTIVITY

Writing to a classmate

Students work in pairs. Have students send an email similar to the one in exercise 7 to their partners. This can be done on paper to imitate an email message if students do not have email accounts. You may allow students to add one or two other sentences or questions to their messages, but ask them to write only in English. You can also have students write a similar message to a keypal (see Introduction, page 6).

2 Introducing

IN THIS UNIT, STUDENTS:

- ▶ learn how to begin and end an informal email
- ▶ practice making lists
- ▶ practice spelling and punctuation
- ▶ write an informal email and reply to a classmate

Review

Writing self-introductions

Have students work alone to write a few sentences on a sheet of paper to introduce themselves. They should not, however, write their names. They may write their ages, nationalities, field of study, hobbies, interests, etc. Encourage them to write at least one surprising or interesting fact about themselves.

Collect all the introductions, shuffle them, and pass them out again so that each student now has someone else's introduction. Students stand, circulate, and try to find the author of the introduction they are holding. When they meet another student, they should ask questions prompted by the information in the introduction, e.g., *Are you nineteen years old? Are you studying engineering? Do you like motorcycles?*

With lower-level classes, demonstrate what to do by writing a few model sentences about yourself on the board. Elicit questions based on the sentences, and write the questions on the board, too.

If a student finds the person who wrote the introduction, he or she returns it. End the activity when all students have their own introductions back.

1 An informal email to a keypal

1.1 Students may be unfamiliar with the processes of skimming (reading something quickly to gain a general impression). Explain that they will be reading as quickly as they can to find out why Amy is writing. As soon as they have the answer, they should stop reading. Reassure them that they will read the email more slowly and carefully later.

Have the students cover the email and read the question. Ask higher-level classes where they would expect to find the answer in a typical email (*in the subject line; in the first paragraph*). Then have students uncover the email and skim it quickly (tell them it should take a minute or less). Ask students to raise their hands as soon as they think they can answer the question and leave their hands up. This should encourage other students to skim instead of reading intensively. When everyone has finished, call on a student to give the answer (*b, to introduce herself*), and ask *How do you know?* (*Because her email offers basic personal information about herself. She doesn't mention jobs or give thanks.*).

1.2 Have students work in pairs to complete the exercise. Allow them to use dictionaries or ask questions about unfamiliar vocabulary. Check answers by asking *What is (a)?* etc.

Answers

- a email header
- b salutation
- c main body (make sure students understand that all the paragraphs are included in main body)
- d closing
- e signature

Note: In a letter typed on a word processor, printed on paper, and mailed in an envelope, a signature would be handwritten; in email, signatures are typed. Some email programs allow writers to use a "signature file" at the end of each email, which generally includes the writer's name, job title, company, and address or other contact information.

2 Introducing yourself

Books closed. Ask students *When you introduce yourself to someone new by email, what kind of information should you give?* Write all reasonable answers on the board.

Suggested answers

name, nickname
age (for people in their mid-twenties and younger)
information about school (name, place, major, favorite subjects)
information about part- or full-time job
information about hobbies and interests
information about immediate family
information about home / city

2.1 Give students a few minutes to read the information about Karen Munter and Emerson Piquet. Answer any vocabulary questions. Check that students know where Frankfurt and Rio de Janeiro are (Germany and Brazil); use the map on Student Book page 133 if necessary.

Tip: Have lower-level students fill out the same information about themselves. They can use this later, in exercise 6.

2.2 Have students work alone to complete the exercise, and then check their answers in pairs. One student reads the sentence, and the partner says *Karen* or *Emerson*. Circulate to resolve any disagreements.

Answers

a E b K c K d E e K f E g E
h K

Ask *What language does Karen speak? (German); What language does Emerson speak? (Portuguese). Why are they writing to each other in English? (Because it is unlikely that they speak each other's language.)* Use this to remind students that English is useful not just in corresponding with native speakers, but when corresponding with people of many different nationalities.

2.3 Have students mark the sentences in exercise 2.2 in the order they should appear in an email.

Then have them copy the sentences into the emails in exercise 2.3. Call on students to read the emails aloud. Finish by asking students to think of some alternative appropriate titles for the subject line of the email (e.g.,

My introduction; an introduction; a self-introduction; Nice to meet you!). Point out that capital letters are not necessary (although they can be used) at the beginning if the phrase is not a complete sentence (*an introduction* and *An introduction* are both acceptable in email subject lines).

Answers

Dear Nikita / Hi! / Hello!

My name's Emerson, and I'm 21 years old. I'm in my third year at Rio de Janeiro State University. I'm majoring in engineering. I'm studying computer science, too. I share an apartment with my brother in Rio. I like soccer and beach volleyball.

I hope to hear from you soon.

Bye for now, / Bye, / Take care,

Emerson

Dear Wae-ling, / Hi! / Hello!

My name's Karen and I'm 19 years old. I'm a second year student at the Goethe Institute in Frankfurt. I'm studying computer science and math. I live in Frankfurt with my mom, dad, and sister. I like playing volleyball and going to the movies.

Write soon!

Bye for now, / Bye, / Take care,

Karen

3 Listing main points

Give students time to read Amy's notes. Then ask *Why did Amy make notes before she wrote?* to elicit answers such as *So she wouldn't forget anything important; to help her plan her email; to make sure she had enough to say.*

Remind students that they should write notes, not complete sentences. When they have finished, have them share their notes in pairs or small groups. Have students save their notes, as they will use this information to help with the writing task in exercise 7.

4 Spot the mistake

Read the *Remember!* box to your students. Remind them that some email programs have spellcheckers (either automatic or on demand), although

spellcheckers can't catch everything (such as problems with homonyms such as *there* and *their*), and usually aren't good at catching punctuation errors. Ask students *Why is it important to check your email for errors before sending it?* to elicit answers such as *It's more polite to the reader; It makes a better impression on the reader, etc.*

4.1 Have students work alone to complete the exercise, and then compare their rewritten sentences with a partner.

Answers

- a Are you interested in art?
- b School starts in April.
- c I'm a second-year student.
- d My brother's name is Ken.

4.2 Have students work alone to complete the exercise, and then compare their rewritten sentences with a partner.

Answers

- a I live in the suburbs.
- b It's a terrific place.
- c Have you tried para-gliding?
- d The weather here is beautiful right now.

FURTHER PRACTICE

Have students work alone or in pairs to create new sentences with spelling and / or punctuation errors. Then have them exchange papers with another student or pair, and try to rewrite each other's sentences correctly. Lower-level students could pick sentences from Unit 1 or Unit 2 and change the spelling or remove the punctuation.

5 Asking questions

5.1 Have students work alone to complete the sentences.

Answers

- a weekends
- b dish
- c actor
- d kick-boxing
- e musical instrument
- f pets

5.2 Have students work in pairs to ask each other the questions.

6 A reply to a keypal's email

If necessary, re-read Amy's email to Hiroshi on page 8 of the Student Book. Then have students cover Hiroshi's reply, and ask *What do you think Hiroshi will write in his email?* Accept any reasonable answers; make sure that students predict that he will answer her questions. They should also guess that he will offer similar information about himself.

Have students work alone or in pairs to find the errors, which they should indicate by underlining, circling, or highlighting. Have them correct the errors in spelling and punctuation by writing the correction just above or below the error; have them indicate with an arrow where the sentence in the wrong place should be. Have students compare their answers with a partner or another pair, and allow sufficient time for discussion. Before students rewrite the email, check answers by reading each line aloud and calling on volunteers to say what corrections need to be made.

Answers

Spelling mistakes:

- foto → photo
- studing → studying
- swiming → swimming

Capitalization mistake:

Dear amy → Dear Amy

Punctuation mistakes:

- Im a freshman → I'm a freshman
- What kind of music do you like! → What kind of music do you like?

Sentence in the wrong place:

Place "I like Spanish, but the grammar is difficult." after "My major is sociology, and I'm also studying Spanish."

OPTIONAL ACTIVITY

Scrambled emails

Use photocopiable page B, page 75.

Photocopy the emails and cut them into strips along the dotted lines. Mix the strips for each email together and place in an envelope or paperclip them together. (Be careful not to mix the two emails!)

You could use do this activity in two different ways:

- 1 Have students work in pairs to assemble the strips into an email. Circulate to help out. Check answers by having students read their completed emails aloud.
- 2 Have students work in groups of eight. Give each student one strip to memorize. Then have students say their sentences to each other, and stand in line in the correct order: i.e., the student with the first sentence is first, the student with the next sentence is second, etc. Check answers by having the students say their sentences in order.

As closure for either activity, ask students how they chose which elements to put first, next, last, etc. Point out how including those elements helps the reader easily follow the message.

7 Writing task

- 7.1 Students may need to leave their seats and circulate around the class to find partners they don't know well. If you have an odd number of students, ask for a volunteer to write to two partners.
- 7.2 Have students refer back to the notes they made for exercise 3 as they write their email. They can make additional notes about other topics in the page margins or on a separate sheet of paper. If possible, have students do this exercise for homework or in a computer lab, and actually email their partners. If practical, have them send a copy to you as well. Make sure they save a copy of their own email in case they experience any delivery problems. If your students do not have easy email access, have them write the email by hand in class or as homework. Remind them to check their list of ideas, write their email, and check spelling and punctuation before sending it.

7.3 If students sent their emails in exercise 7.2, they should also respond electronically; have them save a copy of their reply, and send a copy to you, if you wish. Remind students to answer any questions that they have been asked, and to offer similar information about themselves in their reply.

OPTIONAL ACTIVITY

Students' experience with emailing in English

To give students the opportunity to talk about their own writing, ask students who have saved emails they have sent or received in English to bring some examples in to class (see Introduction, page 6). Bring some emails you have sent or received yourself in case some students don't have any or forget to bring them to class. Have students share them in pairs or small groups. There should be at least one email per pair or group but it is not necessary for every student to bring an email. Higher-level classes could work on several emails in each group.

Write these questions on the board:

- Who were you writing to?
- What were you writing about?
- Why were you writing?

Have students ask each other these questions about the emails they've brought in. Encourage them to make comments and ask follow-up questions. Circulate to help with vocabulary or questions.

3 Completing forms

IN THIS UNIT, STUDENTS LEARN HOW TO:

- ▶ complete forms by hand
- ▶ complete forms on the Internet
- ▶ use capital letters

Review

Identifying the parts of an email

Write these terms on the board:

- closing
- email header
- main body
- salutation
- signature

Have students work individually or in pairs to draw a sample email with those parts labeled (they don't need to write actual words for the body, but should write words for the other parts). Then have students or pairs share their work with another student or pair. Circulate to check accuracy.

1 Two forms

1.1 Remind students that the purpose of this type of exercise is to sharpen their skills in skimming (reading something quickly to gain a general impression). Have the students cover the forms and read the questions. Make sure that students know what a *form* is. Ask students how they would expect to find out the information (i.e., find the word *hotel* somewhere on the form). Then have students uncover the forms and skim them quickly. To encourage students to read quickly only for the information in the exercise, ask students to raise their hands as soon as they have the answers. When everyone has finished, call on a student to give the answers and ask *How do you know?*

Answers

- a 1 B (the word *hotel* is in the heading)
- 2 A (*Application form* is in the first line)
- b 1 A (it's an electronic form)
- 2 B (the responses are written by hand)

1.2 Have students answer the questions individually and then check answers in pairs. As they compare answers, have students point to where in the form they found the answers. Check answers by calling on volunteers.

Answers

- a Ruiz
- b Buenos Aires
- c Tower Hotel
- d Two nights
- e South Korea

1.3 Write two headings on the board, *by hand* and *on a computer*. Ask the class to think of situations where they would fill out forms by hand and on a computer. Write their answers on the board in the appropriate column. Some situations may fall into both columns. Next, go through each situation on the board and ask students to raise their hand if they have ever filled out a form in that situation. By looking around the room, students can get a good idea of how common the different types of situations are.

Possible answers

- by hand: applying in person for a driver's license or visa; filling out forms sent to you as hard copy
- by computer: buying products online; setting up an email account online

2 Filling out a form by hand

Read the *Tip!* box with students and make sure they know the difference between uppercase (capital) and lowercase letters.

2.1 Explain that visitors to the U.S. have to fill out an I-94 form, usually on the airplane or at the border when they enter. Ask *Do you think I-94 forms are filled out by hand or on the Internet? (By hand.)* Then put students in pairs to do exercise 1. Point out that this is a scanning exercise, where they are reading something quickly to find specific information. Remind students to look only for the five words mentioned, and not to read the entire form word by word. Check answers by asking students to point to the words in the form, or by walking around the class as they are working to check the words each pair underlined.

2.2 Have students work with the same partner to do this exercise. Then check answers by asking volunteers *What does 'completed' mean?*

Answers

1 b 2 a 3 e 4 c 5 d

2.3 Have students work alone to complete the exercise and then check their answers with a partner. Then check the answers with the class.

Answers

a T
b F
c F
d T
e T

2.4 Have students work individually or in pairs to answer the questions. If they worked individually, have them check answers in pairs before you check answers with the class.

Answers

a Watanabe
b March
c Japan
d Tokyo
e 339 Bond St., New York NY 10012

FURTHER PRACTICE

Have students work in pairs (or individually) to write additional questions about the form. Then put two pairs (or two students) together to ask and answer the questions. Circulate while students are writing to help out with forming questions and ideas. Sample questions: *What's Ms. Watanabe's first name? What year / day was she born? What is her flight number? Where does she live? Where was her visa issued? When was her visa issued? Did she get on the plane in Osaka? Is she staying in Harlem?*

3 Writing task 1

Have students work alone to fill out the form. They may use the information provided or invent their own. Then have students work in pairs and ask each other questions similar to the ones in exercise 2.4 and the *Further practice* activity. While students are talking, circulate to check answers. This is also a good opportunity to check students' ability to formulate questions correctly.

4 Registering online

4.1 Read the chart aloud to students or give them time to read it silently to themselves. Answer any vocabulary questions. Then have students work alone to fill out the chart. Remind them that if they use the *other* column they should write in what kind of form it was.

4.2 Remind students that they should ask and answer questions about each service and language. Have students switch partners at least once and repeat the exercise until their questions and answers become fluent.

4.3 Have students look at the email application form. Ask *Where would you see this form? (on the Internet).* Since this is a scanning exercise, tell students to work alone as quickly as they can to find the answers, and to raise their hands when they are done. When everyone has finished, check the answers with the whole class.

Answers

a twice
b one
c the ones you see in the picture

Go through the form carefully to answer any additional vocabulary questions. Ask *What is the registration check for? (To keep automated computer programs from creating accounts.)*

4.4 Now have students read the form more slowly and carefully, and work alone or with a partner to answer the questions. Check answers with the whole class.

Answers

- a T
- b F
- c F
- d F
- e F
- f T

OPTIONAL ACTIVITY

Talking about email accounts

Write these discussion questions on the board. Have students discuss in groups of four–five or discuss with the whole class.

- How many email accounts do you have?
- How did you get each one?
- Which one do you check most often / least often?
- Which address do you use with your friends / family / teacher / shopping / other?
- What features do you like / dislike about each account?

For higher-level classes, teach the term *spam* (unsolicited email, usually advertising) and add the question:

Do you get a lot of spam? How do you handle it?

If students discussed in groups, have someone from each group summarize some interesting points for the whole class.

5 Writing task 2

If all of your students have computer access, have them register for a free Internet-based account in English. Some services include:

- <http://www.hotmail.com>
- <http://mail.yahoo.com>
- <http://www.mail.swissinfo.org>
- <http://www.excite.com>
- <http://www.juno.com>
- <http://www.bigfoot.com>

If your students are familiar with others, write the URLs on the board. Remind students that many free Internet email services are available in several languages, but that for this exercise they are to register in English. Ask students to print the registration forms that they filled out, if possible. You may have students complete this task as homework, or do it during class time if you have access to computers.

Note: Even if students do the task on a computer, go through the form in the book for any unfamiliar vocabulary.

If some of your students do not have Internet access, have them complete the form in the book. If students choose to write information about a real email account they have or plan to set up, remind them not to share their real password in class

FURTHER PRACTICE

Have students work individually to write a True / False exercise similar to the one in exercise 4.4 about their own registration page. Have students work in pairs to do each other's exercise.

OPTIONAL ACTIVITY 1

Comparing email registration forms

If your students have Internet access, have them compare two or more free email sites and answer these questions: *Which form was easiest to fill out, and why? Which account seemed more attractive? Which account loaded the most quickly? Which had the most ads? Which do you think would be easiest to use? What other differences did you notice? Which would you prefer to use for your primary email account?* Have students write their answers, and share the information in class in small groups.

OPTIONAL ACTIVITY 2

Personal settings for an email account

Use photocopiable page C, page 76.

- 1** Give each student a copy of the form. Explain that this is the sort of additional information often asked for when one registers for a free Internet account. Go over each category with the class and answer any vocabulary or content questions. Then have each student fill out the form alone, using a combination of real and imaginary information.

- 2** Ask the class to generate questions to ask a partner about each category. Write the questions on the board.
 - What's your name?
 - What's your Koolmail address?
 - Do you have any other email addresses? What are they?
 - What time zone are you in?
 - What language do you speak / do you want for your account?
 - How often do you want to enter your password?
 - How often do you want to change your password?
 - What is your home address / phone number / cell phone number / fax number?
 - Do you want to receive information about Koolmail news and current events / special offers and online sales / etc.
- 3** Have students work in pairs to ask and answer questions about the information on their forms. Have them change partners and repeat the exercise at least once, or until students are asking and answering fluently.
- 4** With higher-level classes, go over each item and ask why the category exists; i.e., *Why does Koolmail want a different email account? (in case there is a problem with the Koolmail account)*, etc. Encourage students to discuss the reasons for selecting a given time zone, entering their own password frequently, changing their password, receiving news or advertisements from Koolmail, etc.

4 Thanking

IN THIS UNIT, STUDENTS LEARN HOW TO:

- ▶ write formal and informal thank-you emails
- ▶ recognize and use formal and informal writing styles

Review

Filling out forms

Write these words and phrases from Unit 3 on the board:

capital letters, completed, contact information, country of citizenship, family name, form, gender, given name, legibly, lower-case letters, mailing address, nationality, occupation, password, present (verb), print, register, secret question

Have students work in pairs or small groups and take turns giving a definition or explaining one of the words and phrases without saying what it is. The partner or other group members guess the word. Give an example by going first and explaining one term for the class, e.g., *It means “finished” or “done” (completed).*

1 Two emails

Before students begin the exercise, check to make sure that they know what *formal* (more polite; for business situations) and *informal* (more casual; between friends) mean.

1.1 Give students time to read each email silently. Answer any vocabulary questions. Make sure students understand that both emails were written by the same person.

1.2 Have students answer the questions alone, and then check answers with a partner. Then check answers around the class. For each one, ask *How do you know?* and have volunteers explain in words or point to the section in the emails that provides the answer. It is not necessary to go over every formal / informal difference at this point, since the differences will be discussed more fully in further exercises. Instead, have students look for the general tone and feel of the emails.

Answers

- a B (it's less formal; he uses her first name, etc.)
- b A (it's more formal; he uses phrases like *your teaching career*)
- c A, B (they both contain phrases like *thank you* and *thanks*)
- d A (both sentence style and vocabulary are more formal; contrast *Thank you very much* with *Thanks*)
- e B (both sentence style and vocabulary are less formal; contrast *Sincerely* with *See you*)

2 Formal or informal?

Ask students *What makes a writing situation formal?* Accept any reasonable answers (*writing to someone you don't know; writing to someone older than you are; writing to someone with a higher social or work status than you; asking for a big favor – even from someone you know well*).

Have students work in pairs or small groups. Encourage them to discuss each situation and agree on an answer before checking a box. If possible, have students explain why they made each choice. Check answers around the class.

Answers

- a informal
- b formal
- c formal
- d informal
- e formal

FURTHER PRACTICE

Write two columns on the board, *formal* and *informal*. Have students work in groups to come up with some specific writing situations for each category. Then have

a representative from each group write the ideas on the board in the correct category, or call on groups to read their answers and write them yourself. Ask students *Why would it be bad to use informal language in a formal situation? (Because it might seem rude; because it would give the receiver a negative impression of the sender.) Why would it be bad to use formal language in an informal situation? (Because it might seem arrogant, cold, or unfriendly.)*

Note: In English, writing is usually more formal than speech. For example, in an American university, professors and students may speak rather informally in class. However, the student would still be expected to use a formal tone in writing papers and emails. However, a professor might use a more informal style to email a student.

3 Salutations

3.1 Go over the *Language focus* box with the class before they start the exercises. The examples are in American English, so if any of your students will be using British English, have them check page 130 of the Student Book for some common differences. Additional information on salutations and closings can be found on pages 117–18.

Ask students *Why are salutations important?* Accept any reasonable answers. *(They show that the letter is beginning; they welcome the reader; they set the tone for the letter, by showing whether it is formal or informal.)*

3.2 Have students work alone to do the exercise. Call on volunteers to check answers, and write them on the board.

Answers

- a Dear Mr. Andersson,
- b Dear Dr. Ford,
- c Dear Ms. Davis,
- d Dear Professor Hasegawa, / Dear Dr. Hasegawa,

At this point, you could explain the differences among titles for women: *Mrs.* (for married women who use their husband's surname); *Miss* (for young and / or unmarried women); and *Ms.* (for all women, married or unmarried). Point out that it is usual to use *Ms.* in all cases, unless you know that a particular woman prefers *Mrs.* or *Miss.* However, no one should be offended by *Ms.*, so it is always a safe choice. University professors who have earned a Ph.D. degree, medical doctors, and

dentists are generally addressed as *Dr.* (whether male or female).

Culture note: In the UK, dentists and surgeons use 'Mr' not 'Dr' as a title.

3.3 Have students work alone to do the exercise. Call on volunteers to check answers, and write them on the board. Write more than one answer for each, if students can suggest one.

Suggested answers

- | | |
|---------------|--------------|
| a Hi Henry! | c Hi Gina! |
| Dear Henry, | Dear Gina, |
| b Hello Mary! | d Hello Jun, |
| Dear Mary, | Dear Jun, |

4 Closings

4.1 Ask *Why are complimentary closings important?* Accept any reasonable answers. *(They let the reader know the letter is finished; they close the letter with the appropriate tone.)*

Have students work alone to complete the exercise. Then check answers around the class.

Answers

- a F b I c F d I e I f F

4.2 Have students work alone. Call on volunteers to write their closings on the board; the class says whether the closings are formal or informal. Answers will vary.

5 Formal and informal writing styles

5.1 Go over the chart with the whole class. Point out that these differences exist on a continuum; for example, formal writing tends to have more complete sentences and informal writing tends to have more incomplete sentences. There is, however, rarely a sharp division in writing between formal and informal.

Have students work with a partner to find examples of the formal and informal elements. Ask them to highlight or underline the examples and label them.

Then have each pair compare answers with another pair. Answers will vary. As students compare, circulate to answer questions.

5.2 Have students work alone or in pairs to classify the sentences. Make sure they understand that each pair of sentences expresses the same meaning; the difference is in the level of formality. Then check answers with the whole class.

OPTIONAL ACTIVITY 2

Can you translate a text essay?

Use photocopiable page D, page 77.

Use this humorous activity to prompt a discussion on the overuse of informal abbreviations and codes that make a message easier for the writer to write, but harder for the reader to understand.

Have students work in small groups and give each group a copy of the photocopiable page. Tell them it is an essay written in text language by a 13-year old high school girl in Scotland. Explain that it was written in extremely informal text messaging English, and that they must try to “translate” it into regular English. Point out that the essay is probably a joke; normally people don’t use so many abbreviations in any message, and they are more common in text messaging than in email. In a school essay, none of the abbreviations would be appropriate!

To help students get started, translate the title of the activity as an example. Have students first go through the essay quickly and write out in full any abbreviations that they can easily work out. Then have them work through the email more slowly, and as they work, write the clues below on the board, one or two at a time; these are words that appear in the essay, in alphabetical order, written in regular English:

as soon as possible	middle of nowhere (an isolated region)
at any rate	New York
brother	parents
business as usual (a normal routine)	peace and quiet
complete waste of time	Scotland
decided	screaming kids
face to face	sheep and mountains
girlfriend	what you see is what you get
I don’t think so!	
mates (“friends” in British English)	

After 10 minutes, let each group compare progress with another group. After 20 minutes (unless a group finishes first), read the “translation” aloud slowly. Congratulate every group for how much they were able to translate.

Answers

a l b F c F d l e F f l g l h F
i F j l k l l F

FURTHER PRACTICE

For additional writing practice, have students write the two complete emails in exercise 5.2 on a separate piece of paper, and add a suitable salutation and signature.

5.3 Have students work alone or with the same partner from 5.2 to complete the exercise. Point out that there can be more than one example of the descriptions.

Answers

1 g, j	4 d, f, j
2 a, d, j	5 k
3 b, c, e, g, h, i, l	

OPTIONAL ACTIVITY 1

Text message and email abbreviations

Go over the *Tip!* box with the class. Write these questions on the board, and put students in small groups to discuss them:

- Why do people use email and text messaging abbreviations?
- Do you think they are easy to understand?
- Are they formal or informal?
- Who do you know who uses the most / the least abbreviations?
- How often do you use abbreviations?
- Which ones do you use?

Appoint a student in each group to take notes, and when the groups have finished, call on the notetaker in each group to share interesting observations with the whole class.

Answer

My summer holidays were a complete waste of time. Before, we used to go to New York to see my brother, his girlfriend, and their three screaming kids face to face. I love New York. It's great.

But my parents were so worried because of the terrorism attack on September 11 that they decided to stay in Scotland and spend two weeks up north.

Up north, what you see is what you get: nothing. I was extremely (very very very) bored in the middle of nowhere. Nothing but sheep and mountains.

At any rate, my parents were happy. They said that it could be worse, and that they were happy for the peace and quiet. I don't think so! I wanted to go home as soon as possible, to see my friends (mates) again.

Today I came back to school. I feel very saintly because I have done all my homework. Now it's business as usual...

FURTHER PRACTICE

Students (or groups of students) could write a similar short message using text abbreviations that they know, and bring them to a class for other groups to translate.

6 Thanking

6.1 Have students work alone to complete the phrases, and then check their answers with a partner. Check answers around the class. Point out that in each case the writer has added a sentence after the thanks to explain how helpful the reader has been. This makes the thanks seem more sincere.

Answers

- a I am writing to thank you
Thank you very much
- b Thanks
Thanks a lot

6.2, 6.3 Have students work with the same partner to rewrite the emails. Before they begin, ask *Would you be formal or informal with your teacher? (Formal.) Would you be formal or informal with a good friend? (Informal.)* Ask students to recall how a reader might feel if she / he received a letter that was too informal or too formal. Tell them that the letters in exercises 6.2 and 6.3 are not written appropriately. Then have students rewrite the emails on a separate sheet of paper. Have each student write one email, but remind them that both students should contribute to rewriting the email. When students have finished, put two pairs together to compare results. Call on a few students to read their finished letters aloud, or have some students write their letters on the board. Remind students that there is no single "correct" way to rewrite each letter.

7 Writing task 1

Students can do the exercise in class or as homework. Before they begin, go over the instructions. Point out that the phrases in the book are just ideas, and that they can either turn them into complete sentences or just use them to help think of their own sentences.

Have the whole class brainstorm different ways of writing one sentence, so that students can see how much variety is possible. For example, *you enjoyed (the party) very much* could be expressed as *I enjoyed it very much; I had a great / wonderful time; The party was very enjoyable; etc.* Have students write their email on a separate sheet of paper.

When they have finished, have students share their emails in small groups. Have them note similarities and differences among their letters. Do they think the letters were appropriately formal?

If you have time, collect the emails to check individually.

8 Writing task 2

Students can choose the same situation or a different one and write an informal email on a separate sheet of paper. As above, have the students share their finished emails in small groups, and note similarities and differences and informal expressions and style.

If you have time, collect the emails to check individually.

5 Requesting information

IN THIS UNIT, STUDENTS LEARN HOW TO:

- ▶ learn how to write a short letter requesting information
- ▶ learn how to organize a business letter

Review

Writing thank-you sentences

Write these cues on the board:

- a dinner party
- lend me your laptop
- help with my homework

Have students write as many different thank-you sentences as they can in five minutes. Then have them share their sentences with a partner. The partner should say whether the sentence is formal or informal.

1 A letter

1.1 Review parts of a letter by asking students to point to these sections: salutation, closing, sender's address, writer's address, signature, date, main body.

1.2 Have students work in pairs to answer the questions. Then call on volunteers to check the answers.

Answers

- a Home and Away.
- b She is writing to a company and she does not know the name of the person she is writing to.
- c *International Student* magazine.
- d She wants the company to send her a copy of their latest catalog.

2 Organizing a letter

Ask students *Are business letters formal or informal? (formal) Why is it helpful to use the same format when you write business letters? Accept any reasonable answers (so the reader can easily locate information; so they're faster and easier for the writer to write).*

Have students work in pairs to complete the exercise. Then have pairs compare their answers. Circulate to answer questions and check answers.

Answer

Amanuma
Kawagoe-ku
Saitama 350-1224
Japan

Radcliffe College of Art
1500 28th St. NE
Washington, D.C. 20018
USA

February 6, 2004

Dear Sir or Madam,

I am thinking of studying digital media design in the U.S., and I was interested in your advertisement in a recent issue of "Art in America" magazine.

Would you please send me your latest catalog and tuition details?

Thank you in advance for your help.

Sincerely yours,

Jiro Tanizaki

3 Salutations

3.1 Ask students *When would you write a letter to someone whose name you don't know? Accept any reasonable answers. (The first time you write for information from a company; when the contact information given on a website is only a job title.)* Go over the information in the *Language focus* box with the class. Point out that when you are using a job title instead of the name, you normally capitalize the first letter of each word (*Apple Computer*).

Have students work alone to write the salutations. Then have students compare answers with a partner.

Answers

- a Dear Publicity Department
- b Dear Alpha Systems
- c Dear Personnel Manager
- d Dear Super Foods

4 Giving a reason

4.1 Have students work in pairs to match the sentences to the pictures. Check answers by asking *Which picture goes with sentence 1? How do you know?* etc.

Answers

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

4.2 Have students work in pairs to put the sentences in the correct order. However, both students should write the correct sentences in their books. Check answers by calling on volunteers to read the sentences aloud.

Answers

- a I saw your advertisement for intensive courses in the *Straits Times*.
- b I'm very interested in the group tours on your website.
- c I was very interested to read about your new security software in *Time* magazine.
- d I was interested in the jobs on your website.

FURTHER PRACTICE

Have students work in pairs to write new sentences at least seven words long. Circulate and help as students work. Then have them scramble their sentences as in exercise 2, and exchange with another pair, who unscramble the sentences.

4.3 Have students work alone or in pairs to match the sentences. If they work in pairs, they should still write the answers individually. Check answers by calling on volunteers to read the sentences aloud. Remind students that they need a comma before the *and*. Higher-level classes could be told that they can omit

the *I* in the second sentence; in this case, they would *not* use a comma before *and* (as it is not written when joining two sentences with the same subject when the subject is not repeated).

Answers

- b I am planning to travel in Europe next summer, and I'm very interested in the group tours on your website.
- c I am a Computer Studies student at Taipei University, and I was very interested to read about your new security software in *Time* magazine.
- d I would like to pursue a career as a flight attendant, and I was interested in the jobs on your website.

5 Requesting information

Ask students *What does "request" mean? (To ask someone to do something.)* Point out that in English, you use formal language to make requests to a person or organization you don't know well; but you also use formal or polite language to make a large or difficult request of someone you know well. Go over the language in the chart, and answer any vocabulary questions. Point out that these are all polite requests.

Have students work alone to write two requests for each situation. Have them check to see that they are using correct punctuation at the end of the sentence. Then check answers by calling on volunteers to read their sentences aloud.

Answers

- a Could you please send me your latest brochure?
Would you please send me your latest brochure?
Please send me your latest brochure.
- b Could you please send me a course catalog for your university?
Would you please send me a course catalog for your university?
Please send me a course catalog for your university.
- c Could you please send me details of your English courses?
Would you please send me details of your English courses?
Please send me details of your English courses.

- d Could you please send me some information about your products?
Would you please send me some information about your products?
Please send me some information about your products.

Check by asking groups to recite their letter out loud, starting with the salutation.

Note: Each concluding sentence and closing works with either letter.

Variation

Have students work in pairs. Give each pair all of the sentences from both letters, and have them work together to complete the two separate letters. Check answers by having a volunteer read each letter aloud.

6 Writing a conclusion

Ask students *Why is it important to write a concluding sentence?* Accept any reasonable answers. *(To let the reader know the letter is ending; to close the letter politely; to thank the reader; to make a final request for action.)*

Have students work in pairs to identify the concluding sentences.

Answers

b, e, f

For the sentences that are not concluding sentences, ask students to say where in the letter they might appear. *(They would all appear in the main body, probably near the beginning.)*

FURTHER PRACTICE

Have each student choose one of the letters, and write it out in proper format. Have them add their own address and the correct date. Write these company addresses on the board for them to use:

Creative Learning Incorporated
417 Harrington Rd.
Melbourne
Victoria 3000

Science Fiction Journal
1400 Buena Vista Blvd.
Santa Clara, CA 94301

Answers

Dear Creative Learning Incorporated,
I found your website on the Internet and was very interested in your science toys. Could you please tell me which of your kits would be interesting for a nine-year old girl? She likes nature and computers.
Can you ship products in time for Christmas?
I hope to hear from you soon.
Best wishes,
(your name)

Dear Science Fiction Journal,
I am a student at Central State College. My major is creative writing, and I am very interested in science fiction.
Please send me details of how to submit a short story to your magazine. Could you also tell me how to subscribe to Science Fiction Journal?
I look forward to hearing from you.
Sincerely,
(your name)

OPTIONAL ACTIVITY

Scrambled letters

Use photocopiable page E, page 78.

Cut out each sentence, and mix them together. In large classes, have students work in groups of 14, and give each student one strip of paper. In smaller classes, students can use one letter and work in groups of seven; higher-level students could receive two consecutive sentences. For larger classes, make two copies of the photocopiable page and use one or both letters twice.

Have students memorize their sentences, and then put the sentences face down on their desks. Lower-level students could keep the sentences with them for reference. Then have students stand and circulate. When they meet another student, they say their sentence. If they think their sentences come from the same letter, they stand together. If they think their sentences come from different letters, they move on to talk to other classmates. When a group thinks they have all the sentences from their letter, they should put themselves in order.

7 Writing tasks

7.1 This can be done in class or set for homework. Have students write their letters out in longhand, type them with a word processor, or have them email a copy to you (or to themselves, and have them print a copy).

Remind students to use the correct formatting, choose a polite salutation, give a reason for writing, make a request, write a conclusion, use a polite closing, and sign the letter.

7.2 With the whole class, discuss briefly where they could find advertisements or information about organizations that interest them. They should use English-language sources. This writing could be done in class or set for homework.

Have students share their letters with a partner. Ask them to point out the main parts of their partner's letter (*sender's address, their address, salutation, body, conclusion, closing, and signature*).

OPTIONAL ACTIVITY

Creating scrambled letters

Have students use their letters from exercise 7.2. They should rewrite each sentence individually with no indentations, skipping a line between each one, to allow space for cutting up (like Photocopiable Page E on page 78).

Students work in pairs. They cut their letters into strips, with one sentence per strip. They should also remove one sentence. They give the remaining strips to their partner, who reconstructs the letter and writes the missing sentence. Students check their letters with each other, and show the sentence that they removed and compare it with the one their partner wrote.

Review 1 Units 1–5

IN THIS UNIT, STUDENTS REVIEW ...

- ▶ writing and replying to short emails
- ▶ requesting information
- ▶ completing forms
- ▶ formal and informal language
- ▶ using abbreviations and emoticons

1 Writing to a keypal

1.1 Tell students they are scanning to find the main idea. They should read Amy's email as quickly as possible to find the right answer. Have students raise their hands as they finish so you can tell when the class is done. Then call on a volunteer to give the answer. Have students underline or point to the sentences that show the answer. (*I'd like to ask you a favor; Can you tell me ...*)

Answer

a

1.2 Have students work alone or in pairs to find the mistakes and circle them. Then call on volunteers to tell you what the mistakes are. Students correct the mistakes in exercise 1.3, so do not correct them here.

Note: The title of the movie *Spirited Off* is also a mistake, but will be explained in exercise 4. If any of your students spot it while doing this exercise, tell them that it is not one of the mistakes referred to here.

Answers

japanese
How about you!
freinds

1.3 Have students work alone or in pairs to make the corrections. Make sure they write the complete sentence in which each mistake occurred.

Answers

- a Re: Japanese movies – I really like *Princess Mononoke*.
- b How about you?
- c This weekend I'm going on a trip with some friends from school.

Ask the class *Are these formal or informal emails? How do you know?* (They're informal, because of phrases like "Hi Hiroshi", "Bye for now", and "Your friend".) It's likely that Hiroshi (in Japan) and Amy (in the U.S.) have never met, but they are both students and have clearly written to each other before (there are no self-introductions). Point out that informal letters can still be polite: Amy and Hiroshi, even though they are both busy, still take the time to ask polite questions (*How are you? How are you doing?*) and write salutations and closings for their emails.

1.4 Have students work alone or in pairs to complete the email. Encourage students to write the entire sentence, and not just the letter, into the email. Check answers by calling on a volunteer to read the completed email aloud.

Note: The correct title of the film in English is *Spirited Away*.

Answers

1 d 2 b 3 a 4 c

Predicting Hiroshi's response

Have students work in pairs or small groups. First, have them brainstorm what Hiroshi might write in his next email to Amy. With lower-level classes, have groups share their ideas with the whole class at this point. (*He will give her the name of the movie in Japanese or correctly in English; he will tell her about his trip with his friends; he might ask her how her class project went.*) Then have each group write Hiroshi's response. Only one student in each group needs to write the email, but everyone should contribute ideas. Then combine two pairs or groups to share their emails, and ask them to notice similarities and differences. If your class is not too large, call on someone from each group to write their email on the board. Alternatively, have students pin their letters to a bulletin board; give the class time to circulate and read them.

2 Completing forms

Have students work alone to complete the forms. Point out that they will use a mixture of true and imaginary information, as needed (remind them not to put down personal information that they would not want to share with classmates). When students have finished, have them compare information in pairs. Circulate to help and answer questions, if necessary.

Since students use their own information to complete the form, answers will vary.

3 Formal or informal?

Ask the class to summarize what makes a situation (in writing) formal. (*Writing to someone you don't know; writing to an organization instead of a person; requesting a big or difficult favor.*) Then have students do the exercise alone. Have them check answers in pairs, with one student reading the first line and the other reading the second line. Circulate to resolve any disagreements.

Answers

- | | |
|---------------|---------------|
| 1 formal; b | 4 formal; b |
| 2 formal; a | 5 informal; b |
| 3 informal; b | |

4 Pairwork dictation

4.1 Read the instructions with the class. Give one student an example sentence (*How are you doing?*), and have him / her dictate it to you. Write the sentence on the board as the class watches. Use some of the questions from the *Useful language* box to demonstrate how to use them. Then put students in pairs to do the dictation. Before they begin, ask all the Student As and Student Bs to raise their hands in turn, so that it is clear that all the students know their roles. Have the Student As turn to page 105 and read the first sentence to their partners. Student A could read all his / her sentences first, and then Student B; or they may take turns reading and writing. Students check their answers in exercise 4.2.

4.2 Have students check answers by comparing books. If any mistakes were made, see if they can articulate what the problem was (*I thought you said "...";* etc.).

FURTHER PRACTICE

Have students look through Units 1–5 and choose three or four more sentences for pairwork dictation. Working with new partners, they should repeat exercise 4.2.

5 Word puzzle

Have students work in pairs to complete the puzzle. Check answers by calling on volunteers to spell the words aloud or by having volunteers write the answers on the board.

Answers

- | | |
|-------------|---------------|
| a form | d information |
| b password | e dear |
| c sincerely | f last |
- Dear Sir or Madam* is a formal salutation.

6 Writing and culture: short cuts

Read the *Tip!* box with the class.

6.1 Have students do this exercise individually as a scanning exercise. Tell them they should find the abbreviations and emoticons as quickly as they can. Have students raise their hands when they have

finished. Ask students how many abbreviations and emoticons they have found and then have them compare books with a partner to see if they found the same ones.

FURTHER PRACTICE

Have students read the entire email slowly and carefully. In pairs, have students write comprehension questions about the email. Give one or two examples if necessary (*Who wrote the letter? What does Leslie want Jasmine to see on the website?*). Then put two pairs together to ask and answer questions. Circulate while groups are working to help out.

6.2 Have students work in pairs. Encourage them to look back at the letter and find each abbreviation and emoticon in context again. Check answers by asking *What does (a) mean?*

Answers

a 2 b 6 c 5 d 1 e 3 f 4

FURTHER PRACTICE

Have students work with a partner (or small group, especially if some students are not very familiar with email) to make a list of abbreviations and emoticons that they know. Then put pairs or groups together to share and discuss their lists.

6 Getting details

IN THIS UNIT, STUDENTS LEARN HOW TO:

- ▶ write an email to a host family
- ▶ answer an email from a future visitor
- ▶ use the email reply function
- ▶ ask *yes / no* and *wh-* questions
- ▶ answer questions, and make suggestions and recommendations

1 An email to a host family

1.1 This is a skimming exercise. Have students read to find the answers as quickly as they can. Have them raise their hands when they finish. Call on a volunteer to give the answer, and ask the class to point to the part of the letter that gives this information (where Kurt writes *I still have a few questions* and then asks the questions).

Answer

- c to ask for some information

1.2 Give students time to reread the letter slowly and carefully. Then have them either work alone and write the answers to the exercise in their books or work in pairs to ask and answer questions orally. Check answers by calling on volunteers.

Answers

- a Yes, he is.
- b Yes, he has.
- c Yes, he does.
- d No, he doesn't.
- e No, he isn't.

2 Appropriate questions

2.1 Explain the meaning of *appropriate* (an *appropriate question* here means one that is proper or polite to ask). Read the instructions and then the questions with the class and answer any vocabulary questions. Students

work individually to mark their answers. (Answers will be checked after the next exercise.)

2.2 Put students in pairs or small groups to discuss their answers. Encourage them to explain why each question is or is not OK, or in what circumstances it would be possible. Pairs or groups should think of new questions together, but every student should write them down.

When they have finished, bring the class together to go over the answers and share new appropriate questions. If your class is not too large, write the new questions on the board.

Answers

- a ✗
- b ✓
- c ? (it depends on how busy the family is)
- d ✓
- e ✓
- f ✗
- g ✗
- h ✗
- i ✓
- j ? (it depends on how the old the homestay student is)

3 Question forms

3.1 Give students time to study the *Language focus* box. Explain that *wh-* questions are asking for information, and also include questions that begin with *How*.

Have students work individually to write the questions. Point out that they will need to change the order of the words slightly so that the questions begin with an auxiliary verb (*is / are, do / does, or can*), and remind them to begin with a capital letter and end with a question mark. Students answer the questions using the **X** or **✓** cue.

Have students compare their questions and answers with a partner. Then check answers by calling volunteers to the board to write the questions. Make any necessary corrections on the board.

Answers

- a Is it OK to smoke in the house?
No, it isn't.
- b Do I need to bring warm clothes?
Yes, you do.
- c Is there a swimming pool in the neighborhood?
No, there isn't.
- d Can I use the local library?
Yes, you can.
- e Are there any bars in the area?
No, there aren't.

Variation

Tell students to answer the questions by imagining what they would say to a visitor staying in their own (or their parents') home.

3.2 Students work individually to write the questions. Lower-level classes can work in pairs. Have students compare their questions with another student or pair before you check the answers. Call on volunteers to come to the board and write the correct questions. Ask the class to tell you how to make any necessary corrections on the board.

Answers

- a When is the last train?
- b Where can I play tennis?
- c What type of clothes should I bring?
- d Who should I see / ask about English classes?
- e What do I need to rent a car?

4 Your email to a host family

4.1 Give students time to study the photograph and the chart. Encourage them to pick a location that they do not know much about, so it will be easier to think of

questions. Tell students to circle the name of the family they will stay with, or write the details of an imaginary family.

4.2 Answer any vocabulary questions about the topics. Have students write questions individually.

Variation

As far as possible, group students by the family they plan to visit (but don't make groups larger than four students) and have them orally brainstorm questions to ask. Then have students write the questions individually.

Call on students to read aloud some of the questions they wrote. If you have a large class, let students share their questions in groups.

5 Writing task 1

Have students re-read Kurt's email on page 36 and their own notes from exercise 4. Students can write their email on a sheet of paper if computers are not available. If possible, have students write their letter as an actual email and send it to you or themselves.

6 Replying to questions

6.1 Books closed. Ask the class *How do you reply to an email?* Accept all reasonable answers. Then with books open go through the three ways to reply to an email message. (Students may also say "use the reply function but erase all of the original message".) Go over the note about *Re:*. Point out that people sometimes use *Re:* to mean "about (subject)" even if it is not a response to a previous email.

6.2 This is a skimming exercise, so ask students to read as quickly as possible to find the answer to the question. Have students raise their hands when they are done. Call on a student to give the answer and explain how he or she could tell (the student should point to the lines with the arrows that show the copied parts of Kurt's email).

Answer

She uses the reply function, and includes some of the other email.

6.3 Give students time to read the email again, slowly and carefully. Answer any vocabulary questions. Have students answer the questions alone and then check

answers in pairs. Go over answers with the whole class. Ask students to correct false statements.

Answers

- a T
- b F (Mrs. Polanski will pick Kurt up.)
- c T
- d F (There isn't a local soccer club near the Polanskis.)

OPTIONAL ACTIVITY

Replying to emails

Have students work in small groups. Write these discussion questions on the board:

- Think about the methods of replying in exercise 6.1. What are the advantages and disadvantages of each style?
- Which do you use most?
- How do you like people to reply to you?
- How soon should someone reply to an email after they receive it?
- When is it OK *not* to reply?

Ask one student in each group to record the group's ideas. When the groups have finished discussing, ask the notetaker to share some of the group's ideas with the whole class. Allow time for additional discussion with the whole class.

7 Answering questions

7.1 Give students time to read all the questions and answers, or read them aloud to the class. Answer any vocabulary questions. Students work individually or in pairs to match the questions and answers, and then check answers with another student or pair. Check answers by calling on pairs of students to read aloud each question and answer. When students have made any necessary corrections, have them read all of the questions and answers in pairs.

Answers

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

7.2 Go over the *Useful language* box. Have students first ask and answer each question orally, taking turns. Then have each student write answers about his or her hometown.

7.3 Students can compare replies by reading their answers from exercise 7.2, or by asking the questions from exercise 7.1 and giving their own answers. Give students time to compare similarities and differences in their replies.

8 Writing task 2

8.1 Help students find an appropriate partner. Students should write down the name, city (and if necessary, the country) of their "host family". Then give students time to work individually to make notes about what they ask and then write an email. If possible, have students write an actual email; however, they can write on paper if computers are not available.

8.2 Ask students to think about what style of replying would be best. If possible, have them send an actual electronic reply. If not, they should reply on paper (the original letter should be clipped or stapled to the reply).

8.3 Help students find appropriate people to talk to (students can work in pairs or small groups). Ask students to make notes about similarities and differences in the replies they received, and share these notes with the whole class.

FURTHER PRACTICE

Ask the "foreign students" if they were satisfied with the replies they received. Were any answers surprising? Ask students to explain any dissatisfaction or surprise.

OPTIONAL ACTIVITY

A chain of emails

Use photocopiable page F, page 79.

Make one copy of the photocopiable page for each student. Cut each page into four sections.

Tell students that they have two emails from a student to a host family and two emails from the host to the student. They need to figure out which email was written first, second, third, and fourth.

When students have put the emails in the correct order, have them compare them with a partner, and explain how they made their decisions. Then have students add a salutation, closing, and any other information they wish (e.g., a short greeting or conclusion). Finally, have each pair join another and share their emails. You could also call on volunteers to read each email aloud.

Answers

1

I hope you and your family are fine. I'm getting really excited about my trip to California.

I wanted to let you know I made my plane reservation today. I'll be arriving in Los Angeles on June 3 at 2:45 p.m. Could you tell me how to get to your house?

2

> I'll be arriving in Los Angeles on June 3 at 2:45 p.m.

Thanks for the information. Could you tell me the flight number?

> Could you tell me how to get to your house?

Please take a shuttle to the Hyatt Regency hotel in Long Beach. Then call me, and I'll come pick you up. Did I send you my cellphone number?

3

Re: my flight number: it's UAL 2640.

>Please take a shuttle to the Hyatt Regency hotel in Long Beach.

I'm sorry, I don't know what a "shuttle" is. Is it a bus? Also, will I need to change money at the airport to pay for the shuttle? How much will it cost?

> Did I send you my cellphone number?

Yes, I have it.

4

>I'm sorry, I don't know what a "shuttle" is. Is it a bus?

It's not a bus. A shuttle looks like a van (a large car). You'll see signs at the airport for the shuttle stops. There are several different shuttles, so ask which ones go to Long Beach.

>Also, will I need to change money at the airport to pay for the shuttle? How much will it cost?

Yes, you should change some money (or get some dollars before you come). The shuttle will cost about \$15 or \$20. You should tip the shuttle driver \$2.00.

Let me know if you have any more questions. I'm looking forward to seeing you!

7 Inviting and arranging to meet

IN THIS UNIT, STUDENTS LEARN HOW TO:

- ▶ write an invitation
- ▶ suggest when and where to meet
- ▶ accept and refuse an invitation
- ▶ write days, dates, and times
- ▶ use the present continuous and simple present tenses
- ▶ write about the future

Review

Answering an email

Write this sample email on the board:

Dear (name of student in your class),
I was absent last time. What did we learn in class?
Your classmate,
(name of student in your class)

Have students work in pairs. Ask them to write a reply to this email in two different ways. If they are going to include any of the original email they should write that out completely. Then put pairs together to compare their replies.

1 An invitation

1.1 Give students time to read the email silently, or call on a student to read it aloud. Answer any vocabulary questions.

1.2 Have students do the exercise alone and then compare answers with a partner. (Make sure they understand the questions and answers are not scrambled.) Then check answers around the class.

Answers

- | | |
|---------|--------|
| a Who | d Why |
| b Where | e When |
| c What | |

FURTHER PRACTICE

Students work in pairs. Student A covers exercise 1.2. Student B gives the answers from exercise 1.2, and Student A says the question. Then Student A asks the questions, and Student B closes the book and answers from memory.

2 Talking about the future

2.1 Go over the *Language focus* box. Have students work alone to find the sentences in the email. Point out that there is more than one sentence for both a and b. Let them compare answers with a partner before you check answers with the whole class.

Answers

- a I hope you're enjoying New York. / Are your English classes going well?
- b Are you doing anything Saturday evening? / We're having a party at my apartment.

2.2 Have students work in pairs. Ask them to explain to each other how they knew they answer (i.e., cues like *on Sunday*; *right now*).

Answers

- a F b F c P d F e P

2.3 Go over the *Language focus* box. The simple present is used to express habitual or repeated actions as well

FURTHER PRACTICE

as general truths. Schedules and timetables fit both of these categories.

Have students work alone to complete the exercise and then compare answers with a partner. Check answers by calling on volunteers to read the sentences aloud or write them on the board.

Answers

- a begins
- b leaves
- c arrives
- d does / open
- e do / close

FURTHER PRACTICE

If your students need more practice with the simple present, write these statements on the board. Students should write questions using the cues provided. When all of the students have written the questions, go over the answers and erase the statements from the board. Students then write answers to the questions, giving true information.

- 1 I come from France. (where)
- 2 My English class is two hours long. (how long)
- 3 I'm twenty-one. (how old)
- 4 I'm a student. (what / do)
- 5 No, I'm not. I'm Korean. (are)
- 6 My English class starts at 2:30. (when)

Answers (students' answers to the questions will vary)

- 1 Where do you come from?
- 2 How long is your English class?
- 3 How old are you?
- 4 What do you do?
- 5 Are you (Chinese)?
- 6 When does your English class start?

3 Days, dates, and times

3.1 Go over the *Language focus* box with the class. Read each expression and have the class repeat after you. Point out the information in the *Tip!* box.

3.2 Have students complete the sentences alone and then compare answers with a partner. Check answers by calling on volunteers to read the sentences aloud.

Answers

- a on
- b at
- c on
- d -
- e in

Have students write four of their own sentences about schedules. Ask them to write one sentence each using *in, on, at*, and no preposition. Have them dictate their sentences to a partner but not say the preposition. Their partner writes the sentences and fills in the prepositions.

4 Inviting

Ask students to think of events for which you would write an invitation. Write their ideas on the board. Ask the class what types of writing would be appropriate for each event (i.e., text message or email to ask a friend to have lunch with you; a card to invite someone to a baby shower). Students might not agree, as answers could vary among students from different countries or of different ages.

Go over the *Useful language* box. Point out that *Would you like to go ...?* is the most formal expression and *How about going ...?* is the least formal. Have students look back at Alison's email in exercise 1 on page 42. Ask them to underline the invitation. (*Would you like to come?*) Point out how Alison leads in to the invitation by asking *Are you doing anything Saturday evening?*

Have students work alone to write their invitations. They can use the list of events on the board to help them. Call on students to read one or two of their invitations to the class.

5 Writing task

Give students some time to think before they write. They should choose the name of the foreign friend and decide what town or city they wish to write about. Have students write their emails on paper if using computers is not feasible.

6 Replying to an invitation

6.1 Have students work alone to complete the emails and then compare their answers with a partner. With lower-level classes, go over each sentence first and have the class decide if it belongs to the email accepting the invitation or the email declining the invitation. Check answers by calling on volunteers to read the completed emails.

Answers

- a Yes, I'd love to go to the party.
- b Can I bring some wine?
- c Sorry, but I can't make it.
- d I'm going on a school trip to Boston this weekend.

Answers

- a Why don't we go next week instead?
- b How about going to an exhibition?
- c Are you free Tuesday afternoon?

7 Replying to invitations

Go over the *Useful language* box. Point out how the acceptances often mention the event, and sound enthusiastic. The refusals give a reason (a vague reason is acceptable; a specific reason can be given if the writer wants to).

Have students work alone to write responses. Have them compare answers with a partner by taking turns reading the invitation and a reply. Remind them that their replies may be slightly different.

Check answers by calling on volunteers to read their replies or write them on the board. Elicit two or three different replies for each invitation.

Possible answers

- a I'd love to, but I can't (make it). / I'm afraid I can't (make it). / I'm sorry, but I can't (make it). / I'd love to, but I'm busy. / I'm afraid I'm busy. / I'm sorry, but I'm busy.
- b I'd love to see a movie. / I'd love to. / A movie sounds great. / That sounds great. / A movie sounds like fun. / That sounds like fun.
- c I'd love to go to a baseball game. / I'd love to. / A baseball game sounds great. / That sounds great. / A baseball game sounds like fun. / That sounds like fun.
- d I'd love to, but I can't (make it). / I'm afraid I can't (make it). / I'm sorry, but I can't (make it). / I'd love to, but I'm busy. / I'm afraid I'm busy. / I'm sorry, but I'm busy.

8 Suggesting another time to meet

Go over the *Useful language* with the class. Point out that suggesting another time to meet assures the person who invited you that you really would like to get together.

9 Writing task 2

If your class does not have an even number of students, have one group of three exchange emails with each other. Give students time to reread the *Useful language* box in exercise 7. Remind them to write a few more sentences after the acceptance or refusal. Have students exchange their emails electronically if possible, or on paper if computers are not available.

OPTIONAL ACTIVITY 1

Writing letters of invitation

Tell students that more formal invitations may be handwritten or typed on elegant stationery. Either bring sample stationery to class, have students bring their own, or let them design their own "stationery" in class (by adding a monogram or design to the paper, etc.). Have them brainstorm more formal events and write their ideas on the board (dinner party, university graduation, a relative's wedding, etc.). Teach the phrase *Please R.S.V.P. by (September 5)* ("Please reply by September 5th"). If you wish, discuss cultural customs for replying to fancy invitations (for example, in the U.S., stamped reply envelopes are included with wedding invitations). Then have students write or type their invitations and exchange them with a partner. The partner should then write an acceptance or refusal.

OPTIONAL ACTIVITY 2

Matching invitations and replies

Use photocopiable page G, page 80.

Make enough copies of the photocopiable page to give each student one invitation and one reply. Make sure you don't give students a reply that matches their own invitation! Students stand and walk around the classroom. When they meet another student, they read their invitation. The other student reads their reply. If they match, the student with the reply gives it to the student with the invitation. Continue the activity until all the invitations have been matched with the correct responses.

Then have students work in pairs to write a response to the reply, e.g.,

A: Would you like to go to the beach this weekend?

B: I'd love to. I'll bring my volleyball.

A: Great. See you on Sunday.

A: Would you like to go swimming with me tomorrow morning?

B: I'm afraid I can't swim. Why don't we play tennis instead?

A: Sure. I love tennis, too.

Call on pairs to read their invitations, replies, and responses aloud, or have students write them on the board.

Answers (students' responses to the replies will vary)

Would you like to go to the beach this weekend?

I'd love to. I'll bring my volleyball.

Would you like to go swimming with me tomorrow morning?

I'm afraid I can't swim. Why don't we play tennis instead?

How about going to a movie tomorrow?

I'm sorry, but I'm busy tomorrow. Are you free tonight?

Do you want to have lunch on Friday?

Lunch sounds great. Let's meet after class.

How about going to the mall on Sunday?

I'm sorry, but I can't make it. Can we go to the mall on Saturday instead?

Do you want to play golf this weekend?

That sounds like fun. But you'll have to teach me how to play!

How about studying for the test together tonight?

Good idea. I'll bring my notes.

Would you like to go dancing this evening?

I'm sorry, but I'm a terrible dancer. How about a movie instead?

Do you want to go for a walk with my friends and me at lunchtime?

Sure. Can we meet at 11:00? I'd like to walk before I eat.

I just got a new video game. Do you want to come over and try it?

That sounds great. I love video games.

8 Making and changing arrangements

IN THIS UNIT, STUDENTS LEARN HOW TO:

- ▶ make a reservation
- ▶ write formal and informal emails about a change in plans
- ▶ write formal and informal apologies

Review

Making and responding to invitations

Write the following cue on the board:

play tennis with me on Sunday

Ask the class to give you two different versions of an invitation using the cue, and two different acceptances and refusals. See if the class can do this without opening their books. Write their sentences on the board.

Have students individually write two invitations on a piece of paper. Then have them exchange invitations with a partner. Tell them to write one acceptance and one refusal on their partner's paper. Then call on volunteers to read their invitations and responses aloud.

1 An Internet advertisement

1.1 Ask students to scan the advertisement for answers to these questions. Ask *What kind of text is this? What is it advertising? (It's an advertisement. It's advertising a hotel.)* Have them raise their hands when they are finished. Then go over the answers with the class.

1.2 Give students time to read the advertisement more carefully before they do the exercise. If students have vocabulary questions, ask them to try completing the exercise first, using context clues. (Students may work in pairs, if necessary.) Answer any vocabulary questions after you check answers.

Note: A “bed and breakfast” is a small hotel, usually a converted private home, that offers accommodation and breakfast. It is typical for the owners to live in the house and cook and serve the breakfast. A bed and

breakfast is sometimes (although not always) cheaper than a hotel, and is considered to have more character.

Answers

- | | | | |
|---|-------------|---|----------|
| a | pets | d | 11 a.m. |
| b | reservation | e | \$79.00 |
| c | handling | f | downtown |

2 Asking about accommodation

Remind students that this is a scanning exercise, so they should read to find the information as quickly as possible. Ask students to raise their hands when they have found the answer. Call on a student to give the answer.

Answer

b

After checking the answer, give students time to read the email more carefully. Point out that a business email like this should be very short and direct, but still polite.

3 Writing task 1

Make sure students know what Yellowstone National Park is (a large national park in the western United States, famous for its mountains, hiking trails, rock climbing, and wildlife.)

Give students some time to study the advertisement before they write. Students can send a real email to a partner, send an email to themselves and print it out, email you, or write an “email” on paper. Make sure students keep a copy of any writing they do or receive, since it will be used again for exercises 5 and 9.

FURTHER PRACTICE

With the whole class, brainstorm some additional questions on information not provided in the ad which they could include in the email. Write the ideas on the board. Students should then include two or three additional questions in their email in exercise 3, and later provide answers to their partner's questions in exercise 5. (Possible additional questions: *Is there a bus to Yellowstone? Are pets allowed? Is there Internet access? Do the rooms have private bathrooms? Can I order a vegetarian breakfast? Does anyone there speak (Japanese)? How far is the hotel from Yellowstone National Park?*)

4 Confirming a reservation

Give students time to read the two emails silently, or call on students to read each one aloud. If students have vocabulary questions, ask them to try to complete the exercise first before you answer them.

Have students work in pairs to find the phrases. Check answers by asking *What word or phrase means the same as "I'm happy to tell you"?*

Answers

- | | |
|-----------------------|---------------|
| a I am pleased to say | e prompt |
| b The rate for | f details |
| c reply | g immediately |
| d guarantee | h twin room |

After checking the answers, go over any additional vocabulary questions.

5 Writing task 2

Give students some time to think before they write. If they received an email from a partner in exercise 3, have them answer the same partner by email. If not, they can write their answer on paper, email to it to themselves and print out a copy, or email it to you.

6 Changing arrangements (informal)

Have the class brainstorm reasons someone might back out of a scheduled trip with a friend. Accept any reasonable answers. (*Illness, injury, a sickness or death in the family, an important work assignment, bad weather or unstable political conditions in the destination, etc.*)

6.1 Have the class read the email. Ask *What does Mari want to do? (Cancel her trip with Jessica.) Why? (Her mother in Japan is sick.)*

Ask *What features of Mari's email are informal? (An informal salutation; phrases instead of sentences in the first line; no closing.)* Ask *What features of Mari's email are polite? (She gives a reason for her cancellation; she apologizes; she suggests the alternative of taking the trip another time.)* Remind students that informal emails and letters can still be polite.

6.2 Read through the chart with the class. Point out that *I'm sorry, but* uses a comma before *but*. The other expressions don't use commas.

Students work alone to write their apologies. Have them write two apologies for each situation, using different expressions. Then have students compare their apologies with a partner. Call on volunteers to write their apologies on the board. Correct sentences with the whole class.

Possible answers

- I'm sorry, but I can't meet you at the park this weekend. / I'm afraid I can't meet you at the park this weekend.
- I'm sorry, but I can't go to the beach on Saturday morning. / I'm afraid I can't go to the beach on Saturday morning.
- I'm sorry, but I can't meet you for lunch tomorrow. / I'm afraid I can't meet you for lunch tomorrow.
- I'm sorry, but I can't go ... / I'm afraid I can't go ...

7 Giving a reason

7.1 Read the reasons or call on students to read them.

FURTHER PRACTICE

Write these reasons on the board.

- I'm not feeling very well.
- There's something I want to watch on TV.
- A friend I like better asked me to go out with her.
- I have to get my car fixed.
- I don't have any good clothes to wear.
- I have to take care of my little brother.

Ask the class if they are good reasons or bad reasons for canceling an engagement. Encourage students to defend their answers. Ask the class to brainstorm some

other acceptable and unacceptable reasons, and write them on the board.

7.2 Students work alone to write their reasons. Remind them to write the apology as well. Have students compare their reasons in small groups, or call on volunteers to read their reasons to the whole class.

8 Changing arrangements (formal)

8.1 Have students read the email by themselves. Answer any vocabulary questions, but encourage students to guess the meaning of any unknown words.

8.2 Have students work alone to answer the questions. Then have them compare answers in pairs. Ask them to show each other where in the email they found their answers. Then check answers with the whole class.

Answers

- a To cancel her reservation.
- b No, she doesn't.
- c \$25.
- d Yes, she does.
- e Yes, it is polite.

Ask *What makes Jessica's and Ms. Eastman's emails formal? (They use formal salutations and closings; they use only complete sentences.)* Ask *Does Ms. Eastman apologize? (No, she doesn't; she uses "I am sorry" to mean "I regret that you can't come".)*

8.3 Read through the charts or call on volunteers to read the sentences aloud. Answer any vocabulary questions. Have students look at the emails in exercise 8.1 and point out the features in the *Language focus* box and the *Useful language* box that they notice.

Students work alone to write their apologies. Remind them to use one expression from the *Useful language* box to explain what they are doing and one expression to apologize. Have students compare their apologies in pairs and notice any differences. Call volunteers to the board to write their apologies. Correct the sentences if necessary with the whole class, and let students volunteer variations.

Possible answers

- a I am sorry, but I have to cancel my meeting for January 6 at 2 p.m.
I am afraid I have to cancel my meeting for January 6 at 2 p.m.
I regret to say I have to cancel my meeting for January 6 at 2 p.m.

These alternatives may be used after every sentence:

I would like to apologize for any inconvenience.
I hope this will not cause any inconvenience.
Please accept my apologies for any inconvenience.

- b I am sorry, but I have to cancel my conference booking for July 10 (reference IT063X).
I am afraid I have to cancel my conference booking for July 10 (reference IT063X).
I regret to say I have to cancel my conference booking for July 10 (reference IT063X).
- c I am sorry, but I have to cancel my appointment for 10:30 a.m. next Thursday.
I am afraid I have to cancel my appointment for 10:30 a.m. next Thursday.
I regret to say I have to cancel my appointment for 10:30 a.m. next Thursday.
- d I am sorry, but I have to cancel my reservation for a tennis court from 3:30 to 5:30 on Saturday.
I am afraid I have to cancel my reservation for a tennis court from 3:30 to 5:30 on Saturday.
I regret to say I have to cancel my reservation for a tennis court from 3:30 to 5:30 on Saturday.

OPTIONAL ACTIVITY

Giving reasons for changing arrangements

Write these discussion questions on the board:

- Why should you give a reason when you change plans?
- Are there any times you should not give a reason?
- Should you always give the true reason?
- Why do we give reasons if we change plans with a friend but not with a business?
- Describe a time you wrote to change plans. Why did you change them? What did you write?

Put students in groups of four or five to discuss their answers. Ask someone in each group to take notes of the group's answers. When the discussion dies down, bring the class back together and ask the reporter to share some of the group's most interesting answers.

9 Writing task 3

Give students some time to think of why they are canceling and to decide if they want to include the reason in their email. Have them check the ad on page 49 to see if they will owe any money. Students work alone to write their cancellation notice. If they received an email from a partner in exercise 5, have them answer the same partner by email. If not, they can write their answer on paper, email it to themselves and print out a copy, or email it to you.

FURTHER PRACTICE

Have students work with a partner they didn't exchange emails with. Have them compare printouts of the entire writing assignment: making a reservation, confirming a reservation, and canceling a reservation. Have them check each other's emails for formal language, polite tone, and appropriate language.

OPTIONAL ACTIVITY

Completing change-of-plans emails

Use photocopiable page H, page 81.

Note: In this activity, there are three different pairs of emails; each pair of emails is on the same topic: one gives the start of the message and the other gives the second half of the message.

Have students work in pairs. Give each pair one email. Give them time to discuss what the situation is and what they should write to complete the email. They may check back in the unit for appropriate language, if necessary. Have one student complete the email, but make sure both students contribute ideas. Reassure them that there is no single "right" way to complete the emails.

When they have finished, match each pair of students with another pair that worked on the other half of the email. Let them compare finished emails and discuss the results. If your class was large enough for several pairs to work on the same emails, have them compare finished versions in a group. Which version did they like best?

9 Giving instructions

IN THIS UNIT, STUDENTS LEARN HOW TO:

- ▶ give directions
- ▶ fax a map and cover sheet
- ▶ connect sentences using sequencing words (*then, and, when*)

Review

Apologizing

Write the following cues on the board:

didn't call your friend last night as you promised
cannot attend your cousin's wedding
need to cancel reservations at the Happy Camper Hostel

Have students discuss in pairs whether these situations will require informal or formal apologies and whether they will require a reason to be given. Then have each pair write a short email apology (just the body of the email). They can invent other information as necessary. Students take turns writing, but should work on ideas and language together.

Students then compare emails with another pair. You can also call on volunteers to write their emails on the board.

1 An email from a friend

1.1 Ask the class to quickly scan the email. Then ask *What topics does Felicity write about? (The weather; she can't meet In-Sook at the airport; directions.) Do In-Sook and Felicity know each other well? How do you know? (Yes, they do; Felicity's letter is informal, and In-Sook is coming to stay with her.)*

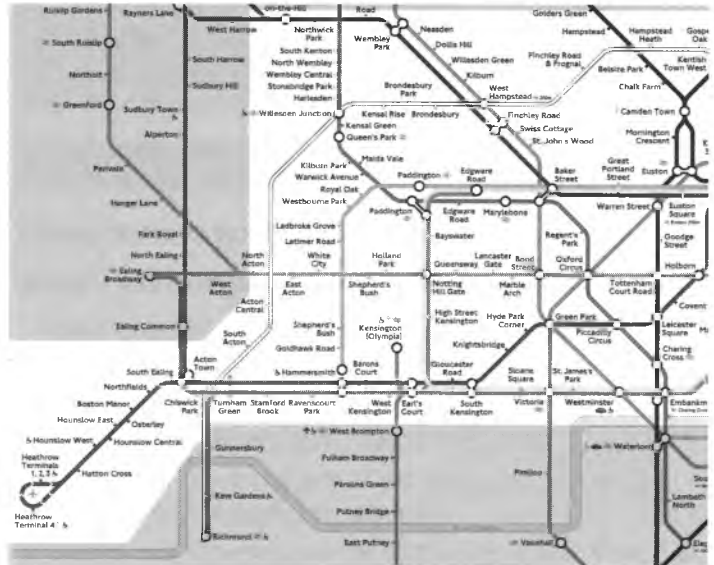
Give students time to read the email more carefully. Answer any vocabulary questions. This email is written in British English. If your students are interested or use British English, go over the Tip! box on page 55. Have them underline the examples of British English that they find in Felicity's letter (*local area, Underground, flat, flatmate*).

1.2 Students work alone to do the exercise. Have them check answers in pairs before checking answers around the class. Ask each item as a question, e.g., *Is In-Sook in England now?* and call on volunteers to give short answers. Ask students how they knew the answer. (*They can point to the relevant line in the email or explain in words.*)

Answers

a F b T c F d T e T

1.3 Have students work in pairs. One student reads the directions from Felicity's email, while the other student traces the route. The reader should agree with the route traced before reading the next sentence.



2 Sending a fax message

2.1 Ask *Why do people send faxes?* Accept any reasonable answers (*They're fast; it's easy to send pictures or maps.*) Go over the information to be

included on a cover sheet. Ask *Why is it important to write the number of pages? (So that the receiver knows if all of the pages arrived.)*

2.2 Have students work alone to complete the fax cover sheet, and then compare answers with a partner. Call on volunteers to come to the board and write the complete cover sheet.

Answers

- a August 29, 2004
- b In-Sook Park
- c Felicity Webster
- d 0208-341-1816
- e 2 (including this one)

2.3 Have students work alone to complete the exercise. Then read each message and call on volunteers to explain why it is or is not the message Felicity wrote.

Answer

- 3 c

2.4 Have students work with the same partner as in exercise 1.3, and switch roles.



3 Giving directions

3.1 Read the useful language aloud or call on volunteers to read the sentences aloud. Answer any vocabulary questions.

If necessary, remind the class that In-Sook is the woman from exercise 1 who is going to visit England. Have students work alone or in pairs to complete the paragraph with words and phrases from the first *Useful language* box. Check answers by calling on volunteers to read the sentences aloud in turn.

Answers

- a Take
- b get
- c the
- d at
- e costs

3.2 Read or have a student read the sentences in second *Useful language* box. Answer any vocabulary questions. Have students work in pairs; they should agree orally on the directions before writing them (each student should write in his or her own book). Check answers by calling on volunteers.

Answers

- a Turn right at the first intersection.
- b It's on the right.
- c Go straight along this road past the park.
- d It's on the right.
- e Take the second turn on your left.
- f It's on the left.

FURTHER PRACTICE

Have students use the maps on page 55 and 56 and write directions from Felicity's flat to the station and from the station to Heathrow Airport. Students compare answers in pairs by reading their directions aloud. Circulate while they are working to help out.

4 Sequencing words

4.1 Go over the *Language focus* box with the class. Have students look back at Felicity's email on page 54 and underline the sentences that are joined with *and* and *then*. (*From Heathrow Airport, take the London Underground Piccadilly line to Leicester Square station and change to the Northern Line; Turn into Park Hill Road, then walk for about one minute.*)

Have students work alone to combine the sentences. Note that they cannot change the order of the sentences. Check answers by calling on volunteers to read them aloud or write them on the board.

Answers

- a Go to the bus stop and take any bus to King's Cross station.
Go to the bus stop, then take any bus to King's Cross station.
- b Take the District Line to Westminster station and change to the Jubilee Line.
Take the District Line to Westminster station, then change to the Jubilee Line.
- c Go to Hammersmith station and go out of the east exit.
Go to Hammersmith station, then go out of the east exit.
- d Cross the road and catch a number 6 bus.
Cross the road, then catch a number 6 bus.

4.2 Go over the *Language focus* box with the class. Point out that they will need to add the subject you to the first clause. Point out also that when students begin a combined sentence with *when*, they will need a comma after the first clause. Have students look back at Felicity's email on page 54 and underline the sentence that is joined with *when*. (*When you leave Belsize Park station, turn left and go straight.*)

Have students work alone to combine the sentences. Check answers by calling on volunteers to read them aloud or write them on the board.

Answers

- a When you reach the bank, turn right.
- b When you see the post office, wait outside.
- c When you get to the traffic light, go straight.
- d When you get off the bus, cross the road.

4.3 Have students work alone to complete the sentences. Have them compare answers with a partner by reading the completed sentences aloud in turn. Go over answers with the whole class.

Answers

- a When b then c and d When e and
f then

OPTIONAL ACTIVITY

Giving directions

Choose cities that are interesting or relevant to your students or ask the class to brainstorm a list. Find maps from those cities from friends or the Internet. You could

also assign students to find maps on the Internet as homework. The activity will work even if some students don't do their homework, but you should have a few back-up maps as well.

Have students work in pairs with one map at a time. Have them mark a "you are here" point on the map and several destinations. Students should work together to write directions; both should contribute to working out the directions, but should take turns writing.

Working with different cities will probably bring up different vocabulary questions. If students need to know something, they should raise their hands and have you come over to help them. Make a note of the new vocabulary. When the activity is over, write the new words on the board and go over them with the whole class, demonstrating with the maps, if necessary.

5 Writing task 1

Give students time to trace a route on the map, and then have them write their directions. Ask them to write a complete email, with salutation, a few lines of "small talk", a closing, and a signature. They can write the email by hand, use a word processor, or email it to themselves, a classmate, or you.

6 Writing task 2

Have students draw their maps first. After they have decided on a route, have them write their email with directions. Finally, have them prepare a cover sheet for the fax. Then have students work in pairs and exchange emails and faxes. They should imagine that they are going to visit their partner and ask themselves the following questions: *Did I get enough information? Can I follow the directions? Is there anything else I need to know?* If they have any questions (e.g., *How much is the train fare?*), have them write a follow-up email to their partner.

OPTIONAL ACTIVITY

Finding your way around

Use photocopiable page I, page 82.

Give every student a copy of the map. Have one student use point A as a starting point and the other use point B. Each student writes directions from the starting point to several different points of interest. Make sure students do not give the name of the destination in

their directions. Then have students hand their paper to their partner or read their directions aloud. Their partner figures out what the destination is. If the partner cannot work out the destination, the pair should go back and trace out the route one direction at a time to see where the problem was. Circulate while students are working to help out.

Variation

For higher-level classes, have each student write their directions as a chain: from point A to the first destination; from the first destination to a second destination; from the second destination to a third destination. It will take more time to unravel a mistake with this method!

10 Dealing with problems

IN THIS UNIT, STUDENTS LEARN HOW TO:

- ▶ complain politely
- ▶ describe a situation / problem
- ▶ suggest a solution
- ▶ write an email / letter complaining about a service or product

Review

Giving directions

As a class, choose a location near your English class. In pairs, students write directions from the location to your class. Have pairs compare their directions with another pair, or call on volunteers to read their directions aloud. Discuss different versions with the class.

1 A complaint

1.1 Remind students to scan the text just for the answer and to put their hands up when they think they know. Call on a volunteer to give the answer, and ask where in the email it can be found. (*In the first line after the salutation.*)

Answer

He is writing to complain.

1.2 Give students time to read the email slowly and carefully. Answer any vocabulary questions.

Have students work alone to answer the questions, and then compare answers in pairs. Encourage students to point out where they found their answers. Check answers by calling on volunteers to answer the questions.

Answers

- a *Improve Your Memory* by Ivor Nitch.
- b He received the wrong book. (He received *Power Memory* by Eileen Dover.)
- c He wants Libronet to replace the book free of charge.
- d No, he doesn't.

2 Writing a complaint

Have students work alone or in pairs to complete the sentences. Check answers by calling on volunteers to read the sentences aloud.

Answers

- a reference
- b possible
- c Explain
- d solving
- e polite

FURTHER PRACTICE

Have the class read the complaint email in exercise 1 again to check for the things mentioned. Ask the class these questions:

Did Ricardo include a reference number? Where? (Yes, he did; in the subject line.)

Did he send the complaint as soon as possible? (Yes, he did; he received the wrong book that morning.)

Did he explain the situation clearly?(Yes, he did.)

Did he suggest a way of solving the problem? What was it? (Yes, he did; he suggested that Libronet replace the book free of charge.)

Was he polite? Why do you think so? (Yes, he was; he used a formal salutation and closing, polite phrases like “I would appreciate it if...”, and didn’t use strong or rude language.)

3 Reference numbers

3.1 Go over the explanation with the class. Point out that the reference number should be given as early as possible so that the receiver will know what you are complaining about. Remind them that *Re:* stands for “with reference to”. Ask the class to circle or point to the reference numbers in each of the examples.

3.2 Have students do the exercise alone and then compare answers in pairs. Circulate to check answers or call volunteers to the board to write them.

Answers

- a RF 553
- b regarding my order
- c Mr. Stevens
- d my account (#773206)

4 Complaining

Go over both the *Useful language* and the *Tip!* box with the class. Point out that emotional or impolite language will anger the receiver of the letter, and you will be less likely to have the situation resolved. However, it is not impolite to directly say that you are writing to complain.

Read or call on a student to read the first example. Then have students work alone to write their complaints. Have students compare complaints in pairs, but remind them that different wordings are possible.

Check answers by calling on one or two volunteers to the board to write each complaint, or by calling on volunteers to read their complaints aloud.

Answers

- b I am writing to complain about my subscription to your magazine.
I am writing about a problem with my subscription to your magazine.
I am writing with reference to my subscription to your magazine.
I am writing about my subscription to your magazine.
- c I am writing to complain about a meal I ate at your restaurant on October 27.
I am writing about a problem with a meal I ate at your restaurant on October 27.
I am writing with reference to a meal I ate at your restaurant on October 27.
I am writing about a meal I ate at your restaurant on October 27.
- d I am writing to complain about item # 346-2001 (skirt).
I am writing about a problem with item # 346-2001 (skirt).
I am writing with reference to item # 346-2001 (skirt).
I am writing about item # 346-2001 (skirt).

5 Explaining the situation

5.1 Go over the expressions in the *Language focus* box. Point out that *but* is commonly used in complaint letters to give contrasting information (*I ordered five chairs, but you sent four.*) or unexpected information (*The plates arrived, but they were broken.*). In a complaint letter, it is necessary to explain how the product or service was different from what was expected. Remind students to use a comma before *but*.

Have students check the email from Ricardo Monticelli on page 60 again and underline the sentence with *but*. Ask them to state what he expected to happen, and what happened instead. (*He expected to receive “Improve Your Memory,” but instead he received “Power Memory.”*)

Have students work alone to match the sentences. They can compare their answers with a partner before writing the sentences.

Check answers by calling on volunteers to read the completed sentences aloud or write them on the board. Ask the class to identify the context of the third and fourth complaints. (*A diner was unhappy with an experience at a restaurant; a subscriber was unhappy with service from a magazine company.*)

Answers

- a 3; I ordered a small skirt, but I received a large one.
- b 1; I ordered the camera three weeks ago, but I am still waiting for delivery.
- c 2; I reserved a table by the window, but it was next to the kitchen.
- d 4; I received the August and October issues, but I did not receive the September issue.

5.2 With lower-level classes, go through the pictures and call on volunteers to explain what the complaints are. Help out with vocabulary as necessary. Have students work alone to write one sentence. Students who finish early can write a second sentence. Have students compare answers in groups. Call on volunteers from each group to read some of their sentences aloud.

Suggested answers

- I ordered a vase, but it was broken.
- I ordered some jeans, but they were too big / large.
- I ordered a table, but one leg was missing.

6 Requesting action

6.1 Go over the *Language focus* box with the class. Point out that it is necessary to explain in a complaint letter what you would like the company to do for you, since there is usually more than one way for them to correct the situation. Emphasize that even though the company is in the wrong, the writer must still use polite language when requesting action.

Ask the class to look back at Ricardo Monticelli's email on page 60 and underline the sentence where he requests action.

Have students work alone to write the requests for action. Ask them to use a different expression each time. Check answers by calling on volunteers to read their sentences aloud or write them on the board.

Answers

- b Please refund the price of the meal. / I would appreciate it if you would refund the price of the meal.
- c Please send me the missing issue as soon as possible. / I would appreciate it if you would send me the missing issue as soon as possible.
- d Please confirm that you shipped the order. / I would appreciate it if you would confirm that you shipped the order.

FURTHER PRACTICE

Have students work in small groups to brainstorm additional solutions to each problem. Call on groups to share their ideas and write them on the board. Have the class discuss and vote on whether the additional solutions are reasonable. Students then have the option of using any of these solutions in exercise 6.2.

6.2 Point out to the class that they are consolidating the language from exercises 5.1 and 6.1. They can copy the same sentences they wrote before or use different expressions. Have students work alone to write their sentences, and then compare them with a partner. Check answers by calling on volunteers to read their sentences aloud.

Suggested answers

- b I ordered the camera three weeks ago, but I am still waiting for delivery. Please confirm that you shipped the order.
- c I reserved a table by the window, but it was next to the kitchen. I would appreciate it if you would refund the price of the meal.
- d I received the August and October issues, but I did not receive the September issue. Please send me the missing issue as soon as possible.

7 Polite or impolite?

Ask the class *What would make a complaint impolite?* Accept any reasonable answers. (*Insulting or strong language, untrue or exaggerated claims, using an exclamation point instead of a period.*) Then have students work alone or in pairs to determine which sentences are not polite. Check answers by calling on volunteers. Ask them to explain which word or phrase is not polite.

Answers

- a Your product is garbage. (garbage)
- b Send me a refund immediately! (immediately)
- c I am disgusted with your service. (disgusted)
- d The stupid printer is useless. (stupid; useless)
- e You are completely dishonest. (completely dishonest)
- f Do you ever clean the bathrooms? (Do you ever ...?)

Assign each group a situation or let them choose their own. Have them brainstorm as many complaints about each situation as they can imagine in 5 minutes. Then have the group choose one complaint and brainstorm solutions to it for another 5 minutes. Finally, have the group write a complete letter of complaint. Only one student needs to do the actual writing, but all group members should contribute ideas and language.

Have two groups exchange letters and write a response from the company to the person making the complaint. Remind students that they can find language for making apologies in Unit 8. Have the groups exchange letters again and read the response from the company they complained to. Were they satisfied with the result?

OPTIONAL ACTIVITY 2

Scrambled letters of complaint

Use photocopiable page J, page 83.

There are two sets of scrambled complaint letters. Each set has two different letters to the same company, one polite and one impolite. Photocopy the letters and cut out each sentence. Students work in pairs to divide the polite sentences from the impolite sentences and then put both sets of sentences in the correct order. Point out that each letter in a set has the same salutation and writer's name.

The second set is more difficult than the first; you could give the second set to higher-level students or have each pair do both sets, starting with the first set.

Answers

Dear Computer World,

I am writing to complain about the terrible software you sold me. I bought a copy of Space Warriors III from your shop last week. The sales clerk told me it would work with my computer, but he lied. Send me a computer that can play this game as soon as possible!

Yours in disgust,

J. Walker

8 Writing task 1

8.1 Give students some time to study each situation. Then have them work alone to write their complaints. Encourage them to choose the language structure they feel they need the most practice with.

8.2 Students can work in pairs or small groups. Have them look for similarities and differences in their complaints. Circulate while they are working to help out and answer questions.

9 Writing task 2

Students work in pairs to create a situation. Each student should write the details in his / her own book and write a complaint, although both partners should work together to choose details and language. Encourage students to choose a different mode of complaint than the one they chose for exercise 8.

When students have finished and checked their work, have them share their complaints in groups, turn them in to you to be checked, or post them around the classroom for all the students to read.

OPTIONAL ACTIVITY 1

Complaints and apologies

Have students work in groups of three or four. Write these situations on the board:

- made an airline reservation from a website
- bought some trading cards from an online auction site
- bought a digital camera at a discount electronics store
- stayed for three days at a spa

Dear Benito's,

Take this complaint to your manager immediately. I took my date to dinner at your restaurant last week, and we were both shocked by the terrible atmosphere and service. You played classical music, and my girlfriend hates classical music. Why don't you get some jazz CDs? I ordered a steak, but after it came I changed my mind. The waiter was rude and wouldn't take it back and bring me something else. You have to send us enough money to eat somewhere else next week.

Pay up or watch out!

M. Tonge

Dear Benito's,

I am writing to complain about the service at your restaurant last week. My boyfriend and I had dinner on Friday. We made reservations for 7:00, but we had to wait until 7:40 to get a table. Our food took a long time to come, and my order was not correct. I ordered steak, but the waiter brought me fish. He exchanged the meal, but my boyfriend had finished eating before my steak arrived. We usually enjoy eating at your restaurant, so we would appreciate it if you could give us a discount on our next dinner at Benito's.

Thank you for your attention,

M. Tonge

FURTHER PRACTICE

Have each pair write a polite version of one or both of the impolite letters.

Dear Computer World,

I am writing about a problem with the printer ink I ordered last week (order # 431 872).

I ordered black ink for an Inkjet 460C printer, but I received color ink for an Inkjet 480C printer. I would appreciate it if you would send me the correct ink. I will send back the other ink cartridge if you will pay for the postage.

Sincerely,

J. Walker

Review 2 Units 6–10

IN THIS UNIT, STUDENTS REVIEW ...

- ▶ making reservations
- ▶ directions
- ▶ complaints and solutions
- ▶ greeting cards

1 Making reservations

1.1 Tell students they are scanning to find the main idea. They should read Melissa's fax as quickly as possible to find the right answer. Have students raise their hands as they finish so you can tell when the class is done. Then call on a volunteer to give the answer. Have students underline or point to the sentences that show the answer. (*I would like to pay with my VISA ...*)

Answer

b

1.2 Give students time to read the fax more slowly and carefully. Then have them work alone to complete the fax and compare their answers with a partner. Check answers by calling on volunteers to read the fax aloud sentence by sentence.

Answers

- | | |
|-----------|-----------|
| a confirm | d rate |
| b card | e forward |
| c date | f help |

1.3 Have students work alone to circle the mistakes.

Note: There are also two content mistakes (the amount charged to her credit card and the date); these are not the mistakes the students should be looking for, and will be dealt with in exercise 1.5.

Answers

information → information

june → June

Check-in time is, from 3:00–8:00 → Check-in time is from 3:00–8:00

1.4 Have students work alone to write their sentences. They can compare with a partner and make any changes they wish. Call volunteers to the board to write the corrected sentences.

Answers

- a Thank you for sending your credit card information.
- b We look forward to seeing you on June 24.
- c Check-in time is from 3:00–8:00.

1.5 Have students read Melissa's fax and the Cosmopolitan Hotel's answer fax on page 66 again. The hotel has made two mistakes with Melissa's reservation: ask students to find them. (*The hotel overcharged her by \$100 and said they'd see her in June instead of July.*) Then have them work alone or in pairs to complete her email. Check answers by calling on volunteers to read the paragraphs of her email aloud.

Answers

1 c 2 a 3 d 4 b

Ask *Is Melissa's email polite? Why / why not?* Accept any reasonable answers. (*Yes, it is polite; she offers her apologies for arriving late; she thanks the hotel for the map; she doesn't use impolite language to point out their mistakes.*)

The Cosmopolitan Hotel writes back

Have students work in pairs or small groups to write the hotel's response to Melissa's email. First, have them brainstorm what the hotel might write. With lower-level classes, have groups share their ideas with the whole class at this point. (*They will apologize about the overcharging and the mistake in reservation date; they will confirm her reservation details again; they will tell her she can check in after 8:00 pm.*)

Then have each group write the hotel's response. Only one student in each group needs to write the email, but everyone should contribute ideas. Then combine two pairs or groups to share their emails, and ask them to notice similarities and differences. If your class is not too large, call on someone from each group to write their email on the board. Alternatively, have students pin their letters to a bulletin board; give the class time to circulate and read them.

2 Directions

Lower-level students can work in pairs and first work out the directions orally. Then have students work alone to write their directions. Call on several volunteers to read their directions aloud. Discuss any differences.

Answers

When you leave Tufnell Park tube station, turn left. Take the third turn on the left, and Hugo Road is the second road on the left. My flat is on the left – number 25.

FURTHER PRACTICE

Have students write directions from the flat to the underground exit. Have higher-level students write directions from the underground exit to other places on the map, e.g.:

When you leave Tufnell Park tube station, turn left. Take the first turn on the right. Go straight along Lupton St – the primary school is on the right.

3 Complaints and solutions

Have students work alone or in pairs. Have them write the whole sentence, not just the letter of the sentence.

Check answers by reading the complaint and calling on volunteers to read the solution.

Answers

1 a 2 c 3 f 4 h 5 i

FURTHER PRACTICE

Have students work in pairs to come up with a different solution to each problem. Share new solutions in groups or with the whole class. Alternatively, have students work alone to write the complete email or letter for one of the situations. Students could compare emails / letters in groups, or hand them in to be checked.

4 Pairwork dictation

4.1 Put students in pairs to do the dictation. Before they begin, ask all the Student As and all the Student Bs to raise their hands in turn, so that it is clear that all the students know their roles. Have the Student As turn to page 105 and read the first sentence to their partners. Student A could read all his / her sentences first, and then Student B; or they may take turns reading and writing.

4.2 Have students check answers by comparing books. If any mistakes were made, see if they can articulate what the problem was (*I thought you said "...", etc.*).

FURTHER PRACTICE

Have students look through Units 6–10 and choose three or four more sentences for pairwork dictation. Working with new partners, they should repeat exercise 4.1.

5 Word puzzle

Have students work in pairs to complete the puzzle. Check answers by calling on volunteers to spell the words aloud or by having volunteers write the answers on the board.

Answers

a complain	d costs
b care	e forget
c minutes	f could

You should *cancel* your reservation.

6 Writing and culture: greeting cards

Read the *Tip!* box with the class. Ask the class *Have you ever sent or received an electronic greeting card?* and have students raise their hands. Ask those with raised hands to talk about the cards they have sent or received when they discuss 6.1 with a partner or in small groups.

6.1 Have students work alone to make their lists; then put them in groups of four or five to compare. If there are students from different countries in your class, try to mix nationalities among the groups.

FURTHER PRACTICE

Write these discussion questions about greeting cards on the board for students to talk about with their group:

- Are the cards for (occasion) sent by just adults, or also children?
- Do people ever make their own cards?
- Have greeting cards become more or less popular in recent years?
- Do women or men send more cards?

Tell groups they can also think of their own discussion questions and volunteer additional information.

6.2 Have students work alone to unscramble the sentences. They can compare sentences with a partner and make changes if they wish.

Answers

- 1 Have a merry Christmas and a happy New Year.
- 2 Congratulations on your wedding.
- 3 Very best wishes for your birthday.
- 4 Happy Valentine's Day.

6.3 Show students how to fold a sheet of paper in quarters to make a "card." Encourage them first to brainstorm a list of occasions, and then to choose one they would like to design a card for. Remind them to draw a picture and write a message or short poem. You could teach them the opening two lines of the familiar English rhyme:

Roses are red
Violets are blue

and give some examples of ending couplets:

Sugar is sweet
And so are you.

You got a new job
Good for you!

Today's your birthday
You're twenty-two!

Have students compare cards with another pair, or pin all the cards to the wall or display them on a table, so that they can be seen by everyone.

11 Describing

IN THIS UNIT, STUDENTS LEARN HOW TO:

- ▶ describe a place (campus, neighborhood)
- ▶ describe a room, apartment, or house
- ▶ describe a person

1 An email to a friend

1.1 Have students read the email to find out why Susumu is writing and the topic of each paragraph. (*He's writing to tell his friend about his new life overseas; paragraph 1: English course; paragraph 2: campus; paragraph 3: his home and neighborhood; paragraph 4: his classmates; paragraph 5: his plans.*) Answer any vocabulary questions.

1.2 Have students work alone to complete the exercise. Ask them to correct any false statements.

Answers

- a T
- b F The campus is big and has a few shops.
- c F He's staying with a family near the campus.
- d F He likes his room.
- e T

2 Adjectives

2.1 Go over the *Language focus* box with the whole class. Point out that the adjectives that end with *-ing* describe what something or someone is like; the adjectives that end with *-ed* describe someone's feelings. Go over any new vocabulary in the chart. Ask the class to think of other pairs of adjectives that they know, and write them on the board (e.g., *amusing / amused; pleasing / pleased; irritating / irritated; shocking / shocked; confusing / confused; embarrassing / embarrassed*). However, make sure that students don't use the new vocabulary to complete the exercises.

Have students work alone or in pairs to complete the sentences. Check answers by calling on volunteers to read the sentences aloud.

Answers

- a boring
- b tiring
- c annoying
- d interesting
- e frightening
- f exciting

2.2 Have students work alone to complete the sentences, then check answers with the whole class.

Answers

- a excited
- b tired
- c annoyed
- d bored
- e interested
- f frightened

FURTHER PRACTICE

Have students work in pairs to write sentences or short paragraphs using the pairs of adjectives. Write this on the board as an example:

I saw a horror movie with my sister last night. I didn't think it was frightening, but she was very frightened.

When students are finished, call on someone from each pair to read one or two of their examples.

3 Describing your neighborhood

Ask the class to think of situations when they would describe a neighborhood. Accept any reasonable answers. (*They've moved to a new place and are writing to a friend to describe it; they are recommending an area to someone else; they are trying to choose between two places to live and are asking a friend for advice.*)

3.1 Go over the *Language focus* box with the whole class. Point out that while both versions have the same meaning, the second example sounds more sophisticated.

Have students work alone to combine the sentences. Check answers by calling on volunteers to read the new sentences aloud or write them on the board.

Answers

- a There's a **museum** with some interesting exhibits.
- b There's a library with free Internet access.
- c There's a mall with lots of stores.
- d There's a pond with ducks and geese.

3.2 Have students first circle or underline the mistakes, then write corrections in their books, and finally rewrite the paragraph. Lower-level classes can find and correct the mistakes in pairs, but should rewrite the paragraph alone. Check answers by calling on volunteers to read each sentence. They should say whether the sentence is correct or contains a mistake; if it has a mistake, they should explain the mistake and give the correction. You could also have students take turns writing the correct sentences on the board.

Answers (corrected mistakes in bold, missing words in italic)

My new neighborhood is OK, but it's not very **interesting**. There are a lot *of* private houses and apartment **buildings**, and there is a small park with a pond. Near the station, there **is** a nice coffee shop. I sometimes meet my friends there. There's also *a* new movie theater, but it always has **boring** movies!

3.3 Lower-level classes can first describe their neighborhoods to a partner. Then students work alone to write their paragraphs. Have them read their paragraphs aloud to a partner or exchange them and read them silently. They could also post them around the room for everyone to read. If you wish, have them hand them in for you to check.

4 Describing where you live

4.1 Go over the *Useful language* box and the *Language focus* box with the whole class. Point out that in the *Language focus* box both examples mean the same thing, but the connected sentence sounds more sophisticated. Have students work alone to connect the sentences. Check answers by calling on volunteers to read the sentences aloud or write them on the board.

Answers

- a My parents' house is near the station, which is convenient.
- b I share an apartment with friends, which is fun.
- c There's a small store across the street, which is useful.
- d I live in a small room, which is uncomfortable.

FURTHER PRACTICE

Have students go back and connect at least two sentences with *which* in the paragraph they wrote in exercise 3.3.

4.2 Give students time to read the paragraph. Answer any vocabulary questions. Then have them circle the correct information and compare answers with a partner. Check answers by calling on volunteers to read the correct sentences aloud.

Answers

- a five-minute
- b convenience store
- c sunny
- d on
- e across from

4.3 With lower-level classes, have students talk about their room or apartment (or house, dorm, etc.) with a partner before they write. When they finish, have students share paragraphs with a partner or small group, post them around the classroom for everyone to read, or hand in for you to check.

FURTHER PRACTICE

Have students work in pairs, and take turns reading their paragraphs aloud. Their partner draws a simple map or sketch that shows the information in the description they hear.

OPTIONAL ACTIVITY

Writing about a favorite place

Have the class brainstorm a list of favorite places, such as a room in a house, a restaurant, an outdoor area, a place to play sports or do some kind of specialized activity, etc. Write their ideas on the board. Have each student choose a favorite place to describe and write a paragraph about it. Remind them to use as much of the unit's language and vocabulary as they can. However, they should not name the place they are describing.

When they have finished, they should exchange paragraphs with a partner, who tries to guess the place that is being described. Students then write a sentence to introduce the topic of the original writer's paragraph (e.g., *My favorite place is the swimming pool at my gym*).

5 Describing a person

Ask the class to brainstorm times when they might want to write a description of a person. Accept any reasonable answers. (*Describing a family member or co-worker to a friend; describing one friend to another; writing a job recommendation.*)

5.1 Point out that the sentences on the right are examples of the qualities named on the left. Have students work alone or in pairs to match the sentences. Check answers around the class.

Answers

a 3 b 6 c 2 d 1 e 4 f 7 g 5

FURTHER PRACTICE

Have students work alone or with a partner to write a different example sentence for each of the sentences on the right. Call on volunteers to share their new sentences with the class. The class guesses which sentence on the left the new sentence exemplifies.

5.2 Have the students first list the positive adjectives from exercise 5.1. Then they work alone or in pairs to find the opposites.

Answers

patient – impatient
interesting – boring
smart – unintelligent
cheerful – bad-tempered
friendly – unfriendly
generous – stingy

5.3 You can ask students to think only of words they know in English, or allow them to check their dictionaries for words in their own language they are interested in knowing in English. Call on pairs to tell the class their words. Write them on the board for the class to copy.

FURTHER PRACTICE

Have students work in pairs to write example sentences for the negative adjectives in exercise 5.2 and the additional words they wrote in exercise 5.3.

6 Abilities and interests

6.1 Go over the *Useful language* box with the whole class. Give students time to read the chart and imagine how they would answer the questions. Tell students to talk to four different people and ask each one all four questions. They should take notes on a separate sheet of paper.

6.2 When they have finished, they should choose the most interesting piece of information about each student, and write a sentence about him or her. Call on volunteers to share some of their sentences with the whole class.

7 Writing task

Make sure students understand that they should choose just one of the writing tasks. With lower-level classes, have students discuss their information orally with a partner before they write.

Students can write an email to themselves, a partner, or you; or they can write a letter by hand or word process it. Have students share their letters in small groups, post them around the room for everyone to read, or turn in to you to check.

OPTIONAL ACTIVITY

Who's that classmate?

Use photocopiable page K, page 84.

Ask students if they are familiar with high school, college, or university yearbooks. Explain that these books show a picture of each student in the school, and provide some biographical information as well; for example, the student's clubs hobbies, special interests, and any special achievements.

Write the name of each student in your class on a slip of paper. Hand out the slips of paper, making sure that students do not get the slip of paper with their own name on it. Give each student a copy of photocopiable page K. Brainstorm as a whole class the types of

information that students could write; i.e., hobbies and interests, strengths in English or writing, job title and description, future plans.

Students should draw a picture of the classmate whose name is on their slip of paper and write a description; however, they should not write the name of the student on the paper. Tell students that this is a guessing game, so the descriptions should not be too obvious (nor too hard).

If your students don't know one another well enough to write a description, give them some time to talk to their partners in pairs and take some notes.

When students have finished drawing and writing, collect the descriptions and post them around the room (or spread out over a large table or several desks). Everyone circulates and reads the descriptions. If someone thinks they know who is being described, they write that person's name on the paper. Other students can agree by writing the name again or disagree by writing a different name.

When the guessing is finished, hold up each description in turn and decide who was being described. Give the description to that person.

12 Giving an opinion and recommending

IN THIS UNIT, STUDENTS LEARN HOW TO:

- ▶ write their opinion of a store / restaurant / club
- ▶ describe it, and recommend its services
- ▶ write about recent experiences using the present perfect and simple past
- ▶ write about locations

Review

Describing places

Have students work in pairs to write a short description of a place that will be familiar to the class, but without naming the place. Have pairs read their descriptions aloud to the class, who tries to guess the place being described. In large classes, have pairs join one or two other pairs to guess the places being described.

1 Some emails

1.1 Have students cover the emails and look at the pre-reading exercise. Ask the class to brainstorm vocabulary that they would expect to see in each of the emails.

Accept any reasonable answers. (*Internet café: computer, Internet, Web, access, wireless, coffee/drinks; CD store: CD, music, names of types of music or musicians; university movie club: name of the university, names of movies, names of actors.*)

Have students work alone to scan the emails as quickly as they can to find the answers. Have them raise their hands when they have finished. Then go over the answers with the class. Ask the students to point out key words from the emails that enabled them to find the answers.

Answers

a 1 b 3 c 2

1.2 Have students work alone to complete the exercise. Ask them to correct any false statements. Answer any vocabulary questions.

Answers

- a F Netcafé is across from the bank.
- b F There is a good selection of drinks.
- c T
- d F Dr. Jazz is across from McDonald's.
- e F It specializes in jazz and blues.

FURTHER PRACTICE

Ask the class to brainstorm places where they might read opinions like these. Accept any reasonable answers. (*An email to a friend, a newspaper, online product and services opinion site, etc.*)

2 Asking about recent experiences

With lower-level classes, elicit the past participles for the verbs in the exercise and write them on the board. Have students look back the emails on page 76 and underline the questions that use the present perfect. (*Have you been to Netcafé?; Have you heard about the movie club? Have you checked out Dr. Jazz?*) Then have students work alone to write the questions. Check answers by calling on volunteers to read them aloud or write them on the board.

Answers

- a Have you gone to the multiplex (yet)?
- b Have you checked out the new bookstore (yet)?
- c Have you seen the new karaoke bar (yet)?
- d Have you tried the Mocha coffee shop (yet)?

3 Location

Go over the *Useful language* box with the whole class. If necessary, clarify the meanings of the prepositions with simple drawings on the board. Go over the *Tip!* box with the whole class. Draw a diagram on the board to clarify, if necessary. Have students work alone complete the exercise, and then compare answers with a partner. Check answers by calling on volunteers to read the sentences aloud or write them on the board.

Answers

- | | |
|-----------|---------|
| b near | d above |
| c next to | e on |

4 Past experiences

Go over the *Language focus* box with the whole class. Have students look back at the emails on page 76 and underline the sentences that use the simple past tense. (*I joined last week and saw "The Ring"; I went there this morning, and found some Miles Davis CDs.*) Have students work alone to complete the sentences, and then check answers with a partner. Check answers with the class by calling on volunteers to read the sentences aloud or write them on the board.

Answers

- | | |
|-----------|----------|
| a had | d saw |
| b visited | e rented |
| c took | |

FURTHER PRACTICE

Have students look again at the questions they wrote in exercise 2. Ask them to write imaginary affirmative answers to the questions, following this pattern:

Have you gone to the multiplex yet?

Yes, I have. I (simple past tense verb) + (time expression).

If necessary, give an example answer for one of the questions, e.g., *Yes, I have. I went there on Thursday with my friends.*

Have students share their sentences in small groups while you circulate to check answers.

5 Describing goods and services

5.1 With lower-level classes, explain that there are two statements that match each place. Have students work alone to complete the exercise. Check answers by asking volunteers *What two sentences describe the (restaurant)?*

Answers

- a 3 b 4 c 2 d 1 e 4 f 3 g 1
h 2

5.2 Have students work alone to write the sentences. Remind them to use a comma before *and*. When they have finished, ask *Which sentences are positive? Which is negative? (1 is negative; 2, 3, and 4 are positive.)*

Answers

- b It has a lot of styles, and it sells all the top brands.
c It has a good travel section, and it sells foreign magazines.
d The screen is very large, and the seats are comfortable.

FURTHER PRACTICE

Have students work in pairs to write a similar positive sentence about a restaurant and negative sentences about a jeans shop, bookstore, and theater. Have pairs share their sentences with another pair or with the whole class.

6 Recommending

Go over the *Useful language* box with the whole class. Then have students work alone to write their comments using the number of stars after each prompt as a guide. Higher-level classes can write an additional sentence explaining their comment; for example for (a): *It's excellent. The food was delicious and the atmosphere was great. I highly recommend it.*

Answers

- b It's very good. I recommend it. / Check it out.
c It's not very good. I don't recommend it. / Give it a miss.
d It's terrible. I don't recommend it at all!
e It's average. It's OK, but nothing special.
f It's excellent. I highly recommend it.

7 A new store

Have students reread the emails on page 76, and then work alone to write their recommendation. Have students compare answers with a partner or small group, and check for similarities and differences in their emails. Circulate while students are comparing to help out.

Suggested answer

Have you heard about Sandwich Express? It's a new place near the Central Hotel. I bought lunch there yesterday. It sells great sandwiches, salads, and sushi. Check it out.

8 On the Internet

Ask the class *Have you ever read an online product review? Have you ever written one?* If any student has, let the rest of the class ask questions about the experience.

8.1 Have students identify which of the three is the movie, the CD, and the book.

Then have students work alone to complete the exercise. Call on volunteers to give the answers, and ask them to point out the key words that give the answer.

Answers

a 3 b 1 c 2

8.2 Go over the words in the chart to make sure students understand them. Then have students work alone to complete the reviews. Check answers by calling on volunteers to read the reviews aloud, or read them aloud yourself to the class.

Answers

a loved	e tracks
b soundtrack	f difficult
c highly	g errors
d great	

OPTIONAL ACTIVITY

Online reviews

Note: This activity requires Internet access.

Have students work in groups of three or four. Each group should choose a popular product or service they have bought or used (airline, hotel, camera, computer, movie, CD, toy, game, etc.). Have them discuss whether they think a review of the product or service would be positive or negative, and why. As homework or in class, have students visit <http://www.epinions.com> or <http://www.amazon.com> to read reviews of the product or service they have chosen. Make sure they go to an English language website! Each student should copy or print out one review they agree with and one they disagree with, and bring them to the next class to share with their group. For further practice, groups could create an exercise like 8.2 for other groups to do.

9 Writing task

9.1 Have students discuss their choice with a partner before they write. Encourage them to make notes of their ideas as they talk.

Students can write a real email to themselves, a classmate, or you; or they could write a letter by hand or word process it. Have students share their recommendations in groups before handing them in to you.

9.2 Have students brainstorm with a partner possible movies, CDs, or books that they would like to write about. Encourage them to write longer reviews than the ones in exercise 8.1, if they can. Have students share their recommendations in groups before handing them in to you.

OPTIONAL ACTIVITY

Writing your own reviews

Use photocopiable page L, see page 85.

Make one copy of the photocopiable page for each student. Have them write the name of one popular product or service in each category. To shorten the activity or with lower-level classes, have students choose four out of the six categories. Then have them exchange review sheets with a partner and choose one of their partner's items to review.

Reviewers should write their own name, give a rating between one and five stars, and write comments. If a student hasn't heard of any of the partner's six items, have the pair exchange papers again with different students.

After they have written their review, they should exchange papers again with a different partner. They may now add a second review of the item the first student chose, or write a new review of a different item. Continue until students have written at least four or five reviews, or until students are tired of the activity. Then return review sheets to the original writer.

Students can compare the reviews they received in groups, and say whether they agree with the reviews or not.

Variation

After students have written the names of their six products or services, post the review sheets around the class or spread them out on a large table or several desks. Students stand and circulate, stopping to write a review when they want to. Stop the activity after 15 or 20 minutes, let students retrieve their original review sheets, and discuss the results in groups.

13 Writing about a vacation

IN THIS UNIT, STUDENTS LEARN HOW TO:

- ▶ write about recent experiences
- ▶ describe places, people, and things

Review

Recommending

Write this dialogue on the board:

- A: What kind of movies do you like?
B: I like dramas and movies about history.
A: Have you seen *Master and Commander*? The story was great, and the acting was terrific. I highly recommend it.

Write these categories on the board:

movies, computer games, restaurants, your choice

Students work in pairs and have dialogues like the one on the board.

1 An email to a friend

1.1 Ask the class to skim the email quickly to find out why Hyun Sil is writing to Jane. Ask students to raise their hands when they have found the answer. (*To tell her friend about her trip to Spain.*)

1.2 Have students work alone to complete the exercise. Ask them to correct any false statements. Have students compare answers with a partner, and show their partner where in the email they found the answers. Check answers around the class.

Answers

- a T
- b T
- c F She and Kimiko visited Seville first.
- d F The Alhambra was crowded.
- e F They spent the whole day there.
- f T

2 Did you have a good time?

Go over the *Useful language* box with the whole class. Have them look back at the email in exercise 1.1 to find the similar sentence. (*Kimiko and I had a wonderful time in Spain.*) Have students work alone to write sentences about the pictures. Call on volunteers to read their sentences aloud or write them on the board.

Possible answers

- a I had a fantastic vacation in Hawaii.
- b I had a great time in Holland.
- c I didn't have a very good time in London.
- d I had a terrible vacation in Colorado.

3 What did you do?

Go over the *Language focus* box with the whole class. Point out that the commas show that the three activities listed are of equal importance.

With lower-level classes, elicit the past tense form of each verb in the exercise and write them on the board, if necessary. Then have students work alone to write their sentences. Have students compare sentences with a partner while you circulate to help out and check their work.

Answers

- a We relaxed on the beach, went to clubs every night, and made a lot of new friends.
- b I visited some temples, tried to use my Japanese, and bought some great souvenirs.
- c We took English classes every morning, visited museums in the afternoon, and went to a movie or a show in the evening.

FURTHER PRACTICE

Have students work alone to write sentences in the simple past about three things they did that day, the weekend before, on their last vacation, etc. Call on volunteers to share their sentences with the whole class. If students are unsure of the simple past form of a verb they want to use, they can ask *What's the past tense of (bring)?* Write any new vocabulary on the board.

4 What was it like?

4.1 Go over the *Language focus* box with the whole class. Point out that *and* can also show that you are combining two elements that the reader would expect to go together; *but* can also show that you are combining two elements that the reader would not expect to go together. Have students work alone to write their sentences, and then compare them with a partner. Check answers by calling on volunteers to read their sentences aloud.

Answers

- a The weather was hot and sunny / mild but changeable / cold and rainy.
- b The hotel was cheap but dirty / cheap and clean / expensive and noisy.
- c The beach was dirty and crowded / beautiful and clean / clean but crowded.
- d The food was cheap and delicious / delicious but expensive / disgusting and expensive.

4.2 Have students work alone or in pairs to complete the exercise. If they don't know the meaning of a word, they should skip it. Check answers by asking volunteers *What's another word for (very good)?* Remind students to use a variety of vocabulary when they write to make their writing more interesting.

Answers

- very good = wonderful; great; fantastic
- OK = so-so; all right
- very bad = horrible; awful; terrible

4.3 Go over the *Language focus* box with the whole class. Point out that the dash (–) is used for informal writing. Ask if anyone knows what is used in formal writing (a colon). Have students work alone to write their sentences. They can look at exercises 4.1 and 4.2 for ideas, if necessary.

4.4 Have pairs brainstorm a list of adjectives for each picture before they write their sentences. Call on different pairs to read sentences for each item, or have students write their sentences on the board, in five columns labeled *beach, hotel, train, food, club*. Make sure there are at least two sentences for each of the five cues.

5 What were you doing when it happened?

5.1 Go over the *Language focus* box with the whole class. Make sure they understand that the action or event in the past continuous started before the action or event in the simple past, and could have continued on after the interruption. Remind students to use a comma after the clause that begins with *while*. Students work alone to complete the exercise. Check answers by calling on volunteers to read their sentences aloud.

Answers

- a While we were dancing, the fire alarm sounded.
- b While I was taking some pictures, I dropped my camera.
- c While we were swimming at the beach, there was a shark warning.
- d While I was waiting in the airport lounge, I met an old school friend.

FURTHER PRACTICE

Demonstrate another way to combine sentences with *while* by writing this sentence on the board:

We saw Tom Cruise while we were waiting to get into the Alhambra.

Point out that here there is no comma after the first clause. Have students work alone to rewrite the sentences in 5.1 with the clause in the simple past first.

5.2 Students who finish early or want more practice can write two or more additional sentences. Call on volunteers to read their sentences aloud, or have students share them in small groups.

6 A disastrous vacation

6.1 Make sure students understand *disastrous vacation*. Ask if any students know the word *disaster*, and point out that *disastrous* is the adjective from *disaster* (a *disastrous vacation* is a vacation that went

very badly). In pairs, have students look at the pictures from Jack's vacation and describe or guess what is happening. Then students work alone to complete the postcard.

Suggested answers

- a disastrous / terrible
- b awful / terrible / horrible
- c rained
- d cold
- e lost
- f ate
- g mountain climbing
- h fell
- i broke

6.2 Students work with one or two partners to compare postcards. Encourage them to discuss any different choices they made.

OPTIONAL ACTIVITY

Describing places

Bring in or have your students bring in some pictures of places such as cities, tourist attractions, restaurants, hotels, etc. They could be travel brochures, postcards, Internet downloads, clippings from magazines, etc. Spread them out on a table or several desks and have each student choose one to write about. Students work alone to write a description of their picture; they should write their names on the paper. They can include a story using the past continuous tense if they wish. When everyone has finished, collect the pictures and descriptions. Spread the pictures out again, and shuffle the descriptions and hand each student someone else's paper. Students read the description and match it to the correct picture. The original writer says whether the match is correct.

7 Writing task

Have students ask and answer about their ideas in pairs before beginning to write. Encourage the student who is listening to ask questions of the speaker. The speaker should take notes of ideas generated.

Students work alone to write their emails, either in class or as homework. They can send their email to themselves, a classmate, or you. Have students share their emails in class with a small group, or post them around the classroom for everyone to read.

Variation

Have students write a vacation postcard instead of an email. They can bring in a real postcard to use or draw their own picture.

OPTIONAL ACTIVITY

Writing a tourist brochure

Use photocopiable page M, page 86.

Have students work in pairs or groups of three, and give each group a copy of the photocopiable page. The brochure should be cut out and then folded in thirds along the dotted lines. Students should then use this to write a tourist information brochure about a place they know.

Hold up a folded blank copy of the brochure to show students what to write on each page. The cover of the brochure should have a title and a picture. The inside left-hand page should have a description of the place (students can look back through Unit 13 for vocabulary and ideas). The middle page should have information on one or more hotels and restaurants (students can look back through Unit 8 for vocabulary and ideas). The inside right-hand page should have testimonials from previous visitors: these should be short narratives written in the past tense. The remaining two back pages can be left blank, covered with pictures, or additional text of the students' choosing.

When the brochures are finished, have groups exchange them with other groups, pass them around the class, or display them on a table or on the wall. Ask each student to choose one of the places to a visit and explain why they would like to go there.

14 Writing about an interest

IN THIS UNIT, STUDENTS LEARN HOW TO:

- ▶ write about a personal interest for a personal home page
- ▶ arrange their ideas into paragraphs
- ▶ write captions for photographs

Review

Writing about a disastrous vacation

Have students work in pairs to imagine they have just returned from a disastrous vacation. Together they will write a brief report to go on their (imaginary) personal home page. Have students brainstorm ideas (*Where did they go? What went wrong?*), and encourage them to use the structures taught in Unit 13, exercises 4.1, 4.3, and 5.1. Only one person in each pair needs to write the report, but both partners should contribute ideas and language. At the end of the activity, call on pairs to read their reports aloud, or post them around the classroom for everyone to read.

1 A home page

Ask the class if anyone has a personal home page or has a friend with one. If anyone says yes, let the class ask him or her questions about it.

OPTIONAL ACTIVITY

Home page opinion survey

Use photocopiable page N, page 87.

Have students work in pairs. Give each student a copy of the survey, and have them take turns asking each other the questions. Encourage the questioners to ask follow-up questions and the students who answer to volunteer additional information.

Variation

To do this as a group discussion activity, have students work in groups of three or four. Give a copy of the survey to one student in each group, who reads the questions.

All students discuss the answers, which are not written down.

1.1 Point out that this is a skimming exercise – students are reading for main ideas, not details. They should read quickly to get a basic understanding, and not worry about unfamiliar vocabulary. Students skim the home page individually. Ask them to raise their hands or look up to let you know when they are done. Check answers with the whole class.

Answers

c

1.2 Explain that the headings provide the topic or subject of the paragraphs. The sentences in the paragraphs will all be about the same topic. Have students work individually to match the headings to the paragraphs, and then have them compare answers with a partner. They should point to or read evidence from the paragraph that helped them make their decision. Check answers with the whole class.

Answers

- a Introduction
- b History
- c How I became interested in reggae
- d My band

2 Topic sentences

2.1 Go over the *Language focus* box with the whole class. Explain that topic sentences are more common in academic, expository, or more formal writing, where clarity is important. Topic sentences are usually the first

or last sentence in a paragraph, although they can be placed anywhere. Remind students that a topic sentence will be general, and that all of the other sentences in the paragraph will give examples or explanations of the topic sentence. Beginning writers often find it easiest to start with the topic sentence.

Have students work alone or in pairs to identify the topic sentences. Check answers by calling on volunteers to read the entire paragraphs aloud.

Answers

a 3 b 2

FURTHER PRACTICE

Have students reread the home page in exercise 1 and underline the topic sentence in each paragraph (the first sentence of each paragraph).

2.2 Give students time to read each topic sentence first and think about the kind of information that would follow it in a paragraph. Then have students work alone or in pairs to complete the exercise. Check answers by calling on volunteers to read their paragraphs aloud.

Answers

- a I have been interested in photography since I was a kid.
- b I joined my school photography club when I was 12.
- c After I left school, I started developing my films at home.
- d I bought my first digital camera about two years ago.
- e I just bought a new digital camera.

3 Brainstorming

3.1 Explain that brainstorming is a method of gathering ideas. Most writers find that when writing longer texts, it's helpful to write a list or group of ideas on paper first. Not all ideas from the brainstorming may be used in the writing. An idea map is a popular way for many people to gather ideas and see the relationships among them, which helps them with organizing their writing.

The subject of the entire text goes in the middle. From there, the writer can put down as many ideas as he or she can think of, drawing lines to show which other

ideas they are connected to. Show the class how there are four circled ideas immediately connected to *reggae*, and that each of those ideas became a topic for the home page.

3.2 Have students work alone or with a partner to complete the task and then compare their answers with a different partner or in groups. Circulate while students are comparing answers to deal with any questions.



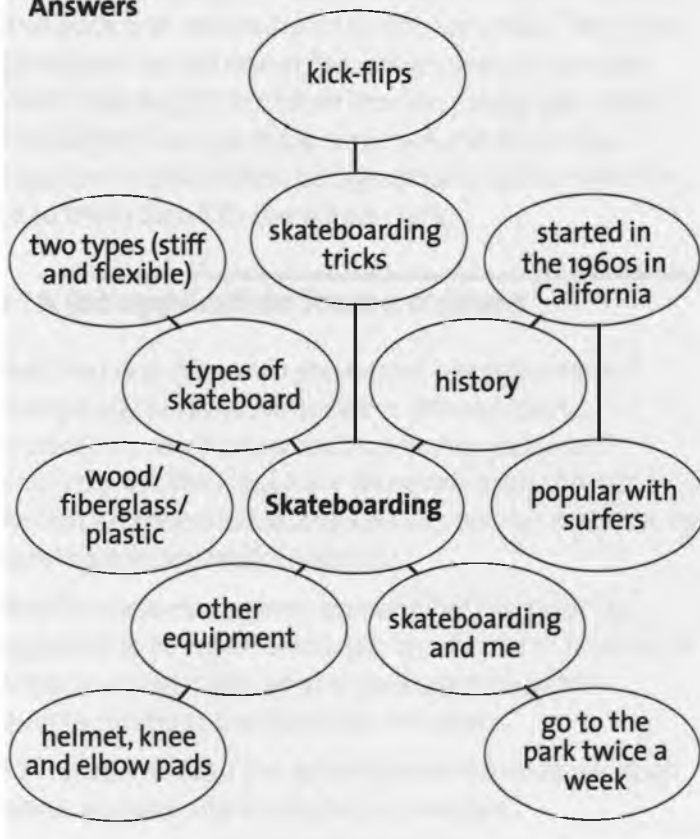
3.3, 3.4 Have students work with the same partner for both exercises. Point out that the new bubbles in exercise 3.4 can be added at any level of the map. Circulate while students are working to help out. Check answers by calling on volunteers to draw the maps on the board.

Answers



3.4

Answers



3.5 Each student can write a different paragraph, or they could work together on each paragraph. When they have finished, have two pairs get together and share their home pages. They can also turn them in to you to check.

4 Writing about photographs

- 4.1** Make sure that students understand the word *caption* (here, a label or title for a photograph).
- 4.2** Ask the class why people shorten captions. (*To save space.*) Go over the methods of shortening with the whole class. Have the class look back at exercise 1.1 to see the captions used there.
- 4.3** Students work alone to shorten the captions, and then compare with a partner. Check answers by calling on volunteers.

Answers

- 1 My brother Jack and our dog.
- 2 My graduation day. / Graduation day.
- 3 Mom and Dad playing tennis.
- 4 My first car.

- 4.4** Point out that the second sentences add a comment (often humorous) about the photos. Students work alone to complete the task. Check answers by calling on volunteers.

Answers

- 1 Jack is the one on the right.
- 2 Don't we look happy!
- 3 Wimbledon finals!
- 4 Isn't she a beauty?

5 Writing task

- 5.1** Students work alone to choose a topic and make their idea maps. Then have students share their maps with a partner and explain what they wrote. If more ideas come to them as they talk, they should add them to their maps.

Once they have enough ideas, students work individually to choose how many paragraphs they will have and then to write a topic sentence for each paragraph. Finally, students write their home pages by adding explanations and details to each topic sentence.

- 5.2** Students can download pictures from the Internet, cut out pictures from magazines or newspapers, or draw their own. They can write one or two sentences for their captions. Encourage them to use shortened sentences.

Have students share their home pages in small groups or post them around the room for everyone to see. They can also turn them in to you to check.

OPTIONAL ACTIVITY

Putting a home page on the Internet

Note: This activity requires Internet access.

On the board, write these addresses of free sites that host home pages:

<http://www.tripod.lycos.com>

<http://www.angelfire.lycos.com>

<http://www.fortunecity.com>

<http://geocities.yahoo.com> (requires registration with Yahoo, which is also free)

Students can work alone or in pairs to check out the different sites, choose one, and put a home page on the Internet by following the instructions on the websites. This can be done as homework or in class if you have access to a computer lab. Students can use the information from exercise 5 or choose new information.

Pass a sheet of paper around the class for students to write the address of their home page. Then distribute a copy to the class, so everyone can check out one another's home page.

Have a whole class or small group discussion about the activity: what was easy, what was difficult, what was enjoyable, what they learned.

15 Applying for a job

IN THIS UNIT, STUDENTS LEARN HOW TO:

- ▶ reply to a job advertisement
- ▶ write a résumé
- ▶ abbreviate sentences, e.g. *Worked as a programmer.*

Review

Mapping and writing about an interest

Have students work in pairs. Each pair chooses a subject both partners are interested in and know about (for example, a sport, a type of food, a celebrity, a hobby or interest). Student A writes the subject in the middle of a sheet of paper and makes an idea map about one aspect of the subject. Student B then takes the paper and adds one more subject to the idea map. They then take turns to add one or two more ideas to the idea map. Then each student writes one paragraph about the subject, using a topic sentence. Put two pairs together to share their paragraphs, or call on pairs to read them aloud to the whole class.

1 A job application from a student

Ask the class *Where do you see job advertisements?* Accept any reasonable answers. (*Newspapers, magazines, company websites, Internet job search engines.*) Ask the class *How do people apply for jobs?* Accept any reasonable answers. (*By phone, in person, by sending a letter and/or résumé.*)

Ask the class *Has anyone ever applied for a job?* (as opposed to being offered a job by a friend or relative). If anyone answers yes, let the class ask him or her questions about the application process.

1.1 Students read the advertisement and application alone. Answer any vocabulary questions.

1.2 Students work alone to complete the exercise. Have them compare answers with a partner, and show where in the advertisement or letter they found their answers. Check answers by calling on volunteers.

Answers

- a Graphic designer.
- b At least one.
- c A résumé.
- d The *Asian Times* (on November 23).
- e Japanese and Korean.

2 Changing jobs

2.1 Ask the class *Why do people change jobs?* Accept any reasonable answers. (*They want a different career, they are moving house, they want a higher salary, they are unhappy with their current job.*)

Have students read the advertisement by themselves. Answer any vocabulary questions.

2.2 Go over the vocabulary in the box and answer any questions. Then have students work alone or in pairs to complete the application letter. If students worked alone, have them compare answers with a partner. Check answers by calling on volunteers to read the application letter aloud.

Answers

- | | | | |
|---|-----------|---|---------|
| a | enclose | e | enjoyed |
| b | requested | f | learned |
| c | see | g | like |
| d | worked | h | work |

Ask the class *What qualifications does the letter writer have for the job? What required qualifications does he or she not mention?* (*He or she has experience in sales and has an interest in language learning. He or she doesn't mention being fluent in Spanish or having an interest in teaching languages.*)

2.3 Have students work alone or in pairs to complete the exercise. Check answers with the whole class.

Answers

industry – business
extend my skills – look for new challenges
opportunities – chances
think about – consider
am writing to – would like to
a lot – a great deal
CV – résumé
post – position

Note: Traditionally, in the US, a résumé was shorter than a CV (curriculum vitae), typically one page instead of several. Nowadays, however, the two terms are used almost interchangeably in American English.

2.4 Have students write the letter by hand or word process it. They can hand it in to you to check, or exchange letters with a partner while you circulate around the classroom to check.

3 A résumé

3.1 Books closed or résumé text covered. Ask the class *What kind of information do people put on a résumé?* Accept any reasonable answers, and allow for cultural differences. (*Name and contact information; education; job history; special skills and abilities; references.*) Write everyone's ideas on the board.

Books open. Have students read Naomi Tagawa's résumé and notice which of the ideas they listed appear there. Answer any vocabulary questions. Ask the class *Did any of the information included surprise you? Did you expect to see any information that is not there?* Make sure students notice that the information under each heading is arranged chronologically, with the most recent information first.

Note: American résumés do not indicate age, health, marital status, or religion, in accordance with employment laws. Photos are never included.

3.2 Have students work alone to complete the exercise. Ask them to correct any false statements. Check answers by calling on volunteers.

Answers

- a T
- b F She stated the type of job she hopes to get.
- c F She wrote about her education before her work experience.
- d T
- e T
- f F She said references were available on request.

Ask the class *Why does she say that references are available on request instead of including them? (Because she might want to use different references for different jobs.)*

4 Ellipsis

4.1 Explain that *ellipsis* here means *the removal of some words in a sentence*. Go over the *Language focus* box with the whole class. Ask the class *Why would someone want to use ellipsis in a résumé? (To save space; to fit more information on fewer pages.)* Have students check the résumé in exercise 3 and circle or underline some examples of ellipsis. (*Duties include... Duties included... Working knowledge of ..*)

4.2 Have students work alone to rewrite the sentences. Have them compare sentences with a partner. Check answers by calling on volunteers to read their sentences aloud or write them on the board.

Answers

- a Can operate both PCs and Macs.
- b Promoted to senior clerk.
- c Duties included clerical work.
- d Appointed office manager in June 2004.
- e Wrote movie reviews for student magazine.
- f Studying mechanical engineering.

FURTHER PRACTICE

Have students work alone to write two or three similar elliptical sentences about themselves (if they have never worked, they can write about skills, abilities, and studies). They should skip a line between sentences. Have students exchange sentences with a partner, who writes the complete sentence below each elliptical sentence. Circulate while students are working to help out. Have students keep their sentences to use for exercise 7.

5 Vocabulary

5.1 Have students work alone or with a partner to complete the task. Allow them to use a dictionary, if necessary. Check answers by calling on volunteers.

Answers

a 3 b 1 c 4 d 2

5.2 Have students work alone to rewrite the sentences. Remind them to check the verb tense and to use ellipsis. Check answers by calling on volunteers to read their sentences aloud or write them on the board.

Answers

- a Assisted office staff with computer maintenance.
- b Handled customer enquiries.
- c Operated PC for word processing and spreadsheets.
- d Working knowledge of Microsoft Word and Excel.

6 Writing task 1

Give students time to read though the job ads. Answer vocabulary questions as necessary. Have students look back at the application letter in exercise 1 as a model, and remind them to mention any qualifications in their letter. They can write their letter by hand or word process it in class or as homework. (Job application letters used to be word processed and mailed, although it is becoming more common to email them). Students can share letters in pairs or small groups, and / or turn them in to you to check.

7 Writing task 2

Have students refer to the résumés in exercise 3 and on page 116 as models. They could prepare a résumé for one of the jobs in exercise 6, one for a job they would like to have, or a general one (without mentioning an employment objective). They can write their résumé by hand or word process it in class or as homework.

Have students share their résumés in pairs or small groups. They can also turn them in to you to check.

OPTIONAL ACTIVITY

Writing job ads and application letters

Have students work alone to think of a job and write a job advertisement like the ones in exercise 6. If possible, bring in additional job ads from English newspapers or download some from the Internet and give the class some time to read through them. Then collect the job ads from the class, shuffle them, and distribute them so that each student has a new job ad. Students write application letters for the ads, using real information or their imagination. Return the job ads together with the application letters to the original writers to check over. Will they give the applicant the job?

Variation

After students have written application letters, attach them to the job ads, collect and shuffle them again, and distribute them to different students. Students now write a second application letter for the new ad, without reading the first application letter. Return the job ad with both application letters attached to the writer of the job ad, who chooses which person gets the job.

OPTIONAL ACTIVITY

Common terms in job ads

Use photocopiable page O, page 88.

Students work in pairs. Make one copy of the photocopiable page for each pair. In each pair, give one student cards A and B and the other student cards C and D. They start with cards A and C. One student reads aloud the job ads on card C while the other finds two abbreviations from the list on card A to match each job ad. Then they change roles and use cards C and D to repeat the activity. When they have finished, have each student rewrite three ads using the abbreviations.

Answers

1 c,f 2 b,e 3 a,d 4 h,k 5 j,l 6 g,i

Review 3 Units 11–15

IN THIS UNIT, STUDENTS REVIEW ...

- ▶ describing a place
- ▶ making recommendations
- ▶ thanking
- ▶ writing on the Internet

1 Describing a place

1.1 Tell students they are scanning to find specific information. They should read Mi-Sun's email as quickly as possible to find the right answer. Have students raise their hands as they finish so you can tell when the class is ready. Then call on a volunteer to give the answer. Have students underline or point to the sentences that show the correct answer. (...and I've joined a few clubs and...)

Answer

c

1.2 Give students time to read the email more slowly and carefully. Then have them work alone to complete the email and check answers with a partner. Check answers by calling on volunteers to read the email aloud sentence by sentence.

Answers

- | | |
|--------------|-------------|
| a last | f great |
| b university | g societies |
| c center | h semester |
| d staying | i soon |
| e plenty | |

2 Recommendations

2.1 Point out that this is another scanning exercise. Have students read as quickly as possible to find the answer, and raise their hands when they are done. Students should compare answers with a partner when

they notice that a person next to them has raised his / her hand. Go over answers with the whole class when everyone has finished.

Answers

- a Yes, he does.
- b Lake Lagunita and Stanford Stadium.
- c She could take windsurfing lessons, or sunbathe and read a book.

OPTIONAL ACTIVITY

Mi-Sun's reply

Have students work in pairs. First, have them brainstorm what Mi-Sun might write in her next email to Dave. With lower-level classes, have pairs share their ideas with the whole class at this point. (*She will tell Dave whether she has visited Lake Lagunita or Stanford Stadium, and how she liked them. She might give more information about her school life or any of the other topics she mentions in her first email, or ask Dave some questions about his life.*)

Then have each pair write Mi-Sun's response. Only one student in each group needs to write the email, but both partners should contribute ideas. Then combine two pairs to share their emails, and ask them to notice similarities and differences.

If your class is not too large, call on someone from each pair to write their email on the board. Alternatively, have students pin their emails to a bulletin board; give the class time to circulate and read them.

2.2 Have students work alone to complete the exercise. Have them compare answers with a partner.

Check answers by calling on volunteers to write the corrected sentences on the board.

Answers

- a Mistake: university, snowboarding → university snowboarding
The university snowboarding society is a lot of fun.
- b Mistake: Have you hear → Have you heard
Have you heard about the new Thai restaurant?
- c Mistake: recomend → recommend
The new Radiohead CD is excellent – I highly recommend it.
- d Mistake: were → was
The food was cold, and the service was awful.
- e Mistake: question mark used at the end of the sentence instead of a period.
I liked the comfortable seats and the big screen.
- f Mistake: to → too
The *Paper Moon* bookstore has a good selection of books and a great café, too.

3 Pairwork dictation

3.1 Put students in pairs to do the dictation. Before they begin, ask all the Student As and Student Bs to raise their hands in turn, so that it is clear that all the students know their roles. Have the Student As turn to page 105 and read the first sentence to their partners. Student A could read all his / her sentences first, and then Student B; or they may take turns reading and writing. Students check their answers in exercise 3.2.

3.2 Have students check answers by comparing books. If any mistakes were made, see if they can articulate what the problem was. (*I thought you said "...";* etc.)

FURTHER PRACTICE

Have students look through Units 11–15 and choose three or four more sentences for pairwork dictation. Working with new partners, they should repeat exercise 3.1.

4 Word puzzle

Have students work in pairs to complete the puzzle. Check answers by calling on volunteers to spell the words aloud or by having volunteers write the answers on the board.

Answers

- a campus
 - b hard
 - c personnel
 - d waiting
 - e brainstorm
 - f topic
 - g consider
- You write a *caption*.

5 A thank-you email

5.1 Have the students read through all of the statements before they read the email; then have them complete the task by themselves. Ask them to correct false statements. Have students compare answers with a partner, showing where in the email they found the information. Check answers by calling on volunteers.

Answers

- a F She is writing to her teacher.
- b F She is writing to thank her teacher.
- c T
- d T

5.2 Have students discuss the points to be mentioned in small groups. Then students work by themselves to write their email, write a letter by hand, or word process it. Have them send their emails directly to you if they can. This can be done in class or as homework. If time allows, answer each student's email and thank him or her for participating in your class.

6 Writing and culture: the Internet

6.1 Have students work in groups of four and take turns reading the paragraphs aloud. If they have vocabulary questions, ask them to first see if they can figure out the meaning of the word from context before turning to a dictionary or asking you for help.

6.2 If only a few of your students have tried any of these kinds of writing, have students work in groups instead of pairs. Encourage students to ask one another follow-up questions and to offer additional information where possible. Alternatively, ask each question to the class as a whole. When someone answers "yes", let other students ask him or her follow-up questions.

6.3 Have students work alone to write their paragraphs. You can have them make idea maps first and write a topic sentence. Have students share their paragraphs with a partner or in small groups, and then hand them in to you to check.

Writing Questionnaire

Name Class Native language

1 How do you feel about these kinds of writing in your own language? Write just one word or a short phrase.

- application form
- assignment for school
- business email
- business letter
- diary
- fax
- greeting card
- job résumé
- letter to a newspaper
- personal email
- personal letter
- postcard
- text messages

2 What do you use for writing? (e.g. pen and paper, desktop computer, laptop computer, cell phone)

Your first language

English

3 Where do you usually write? (e.g. at home, at school, on the train)


Your first language

English


4 What is easy for you about writing in English?

5 What is challenging for you about writing in English?

6 What do you hope to learn in this class?



Dear Janya,
Hi! How are you doing?
Thanks for your last email.
I like photography too!
Here is a picture of my school.
Can you send me one of your school?
Please write soon.
Bye for now, Eliza



Dear Eliza,
Hi! How are things?
Unfortunately, I couldn't open the attachment you sent.
Can you send it again?
Hope you can open my photo.
It's a picture of my class in front of my school.
I'm the girl in front with the long hair.
I'll send more pictures next week.
Take care, Janya

Name Koolmail address @koolmail.comAlternate Email 1 Alternate Email 2 **Time Zone**

- GMT England
- 8:00 US/California
- 3:00 Brazil
- 5:00 US/New York
- +1:00 W. Europe
- +2:00 Turkey
- +7:00 Thailand
- +8:00 China, Taiwan
- +9:00 South Korea, Japan
- Other

Language

- English
- Spanish
- Portuguese
- French
- German
- Chinese
- Japanese
- Korean
- Other

Prompt for Password

- Every Hour
- Every 2 Hours
- Every 4 Hours
- Daily

Change Password

- Weekly
- Monthly
- Semi-annually
- Annually

Home Address

Phone

Cellphone

Fax

Special offers & marketing communications from Koolmail. Select as many as you want!**Send me:**

- Koolmail news and current events
- Travel specials and discount tickets
- Finding a job and job hunting tips
- Using Koolmail for research and surfing the web
- Buying and selling things on the Koolmail auction site
- Special offers and online sales
- Entertainment, games, and sports
- Making friends
- Building websites for personal or professional use
- Joining discussion groups

My smmr hols wr CWOT. B4, we usd 2 go 2 NY 2C my bro, his GF & thr 3 :-@ kds FTF. ILNY, its gr8.

Bt my Ps wr so {:-/ BC o 9/11 tht they dcdd 2 stay in SCO & spnd 2wks up N.

Up N, WUCIWUG-O. I ws vvv brd in MON. O bt baas & ^^^^^.

AAR8, my Ps wr :-)-they sd ICBW, & tht they wr ha-p 4 the pc&qt...IDTS!! I wntd 2 go hm ASAP, 2C my MBs again.

2day, I cam bk 2 skool. I feel v O:-) BC I hv dn all my hm wrk. Now its BAU...

Source: The Sunday Herald, 2 March 2003

<http://www.sundayherald.com/31826>

Translation

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Dear Creative Learning Incorporated,

I found your website on the Internet and was very interested in your science toys.

Could you please tell me which of your kits would be interesting for a nine-year old girl?

She likes nature and computers.

Can you ship products in time for Christmas?

I hope to hear from you soon.

Best wishes,
(your name)



Dear Science Fiction Journal,

I am a student at Central State College.

My major is creative writing, and I am very interested in science fiction.

Please send me details of how to submit a short story to your magazine.

Could you also tell me how to subscribe to Science Fiction Journal?

I look forward to hearing from you.

Sincerely,
(your name)



I hope you and your family are fine. I'm getting really excited about my trip to California.

I wanted to let you know I made my plane reservation today. I'll be arriving in Los Angeles on June 3 at 2:45 p.m. Could you tell me how to get to your house?

> I'll be arriving in Los Angeles on June 3 at 2:45 p.m. Thanks for the information. Could you tell me the flight number?

> Could you tell me how to get to your house? Please take a shuttle to the Hyatt Regency hotel in Long Beach. Then call me, and I'll come pick you up. Did I send you my cellphone number?

Re: my flight number: it's UAL 2640.

> Please take a shuttle to the Hyatt Regency hotel in Long Beach.

I'm sorry, I don't know what a "shuttle" is. Is it a bus? Also, will I need to change money at the airport to pay for the shuttle? How much will it cost?

> Did I send you my cellphone number? Yes, I have it.

> I'm sorry, I don't know what a "shuttle" is. Is it a bus? It's not a bus. A shuttle looks like a van (a large car). You'll see signs at the airport for the shuttle stops. There are several different shuttles, so ask which ones go to Long Beach.

> Also, will I need to change money at the airport to pay for the shuttle? How much will it cost? Yes, you should change some money (or get some dollars before you come). The shuttle will cost about \$15 or \$20. You should tip the shuttle driver \$2.00.

Let me know if you have any more questions. I'm looking forward to seeing you!

I hope you and your family are fine. I'm getting really excited about my trip to California.

I wanted to let you know I made my plane reservation today. I'll be arriving in Los Angeles on June 3 at 2:45 p.m. Could you tell me how to get to your house?

> I'll be arriving in Los Angeles on June 3 at 2:45 p.m. Thanks for the information. Could you tell me the flight number?

> Could you tell me how to get to your house? Please take a shuttle to the Hyatt Regency hotel in Long Beach. Then call me, and I'll come pick you up. Did I send you my cellphone number?



Would you like to go to the beach this weekend?	I'd love to. I'll bring my volleyball.
Would you like to go swimming with me tomorrow morning?	I'm afraid I can't swim. Why don't we play tennis instead?
How about going to a movie tomorrow?	I'm sorry, but I'm busy tomorrow. Are you free tonight?
Do you want to have lunch on Friday?	Lunch sounds great. Let's meet after class.
How about going to the mall on Sunday?	I'm sorry, but I can't make it. Can we go to the mall on Saturday instead?
Do you want to play golf this weekend?	That sounds like fun. But you'll have to teach me how to play!
How about studying for the test together tonight?	Good idea. I'll bring my notes.
Would you like to go dancing this evening?	I'm sorry, but I'm a terrible dancer. How about a movie instead?
Do you want to go for a walk with my friends and me at lunchtime?	Sure. Can we meet at 11:00? I'd like to walk before I eat.
I just got a new video game. Do you want to come over and try it?	That sounds great. I love video games.



Dear Maria,

I know we had a lunch date for tomorrow afternoon. I'm sorry, but I can't make it. I forgot that I'm not free then.

Your friend,

Mika

Dear Maria,

I have to go to the dentist at 12:30 pm. I won't feel very good after that. Could we have lunch another day? I'm really sorry that I forgot about this!

Your friend,

Mika

Dear Traveler's Hotel,

Thank you for reserving a single room for me for the nights of March 12 and 13. However, I need to change my reservation. My sister will be visiting me that weekend.

Sincerely,

Kate Jansen

Dear Traveler's Hotel,

Could I change my room from a single to a double? Please let me know how much more it will cost. You can charge my credit card for the extra amount. I hope this will not cause any inconvenience.

Sincerely,

Kate Jansen

Dear Mr. Morales,

We regret to say that because of an error with our website reservation form, your reservation for the week of August 5–11 is not available. In addition, because of the busy holiday, we have no other single rooms during that time.

Sincerely,

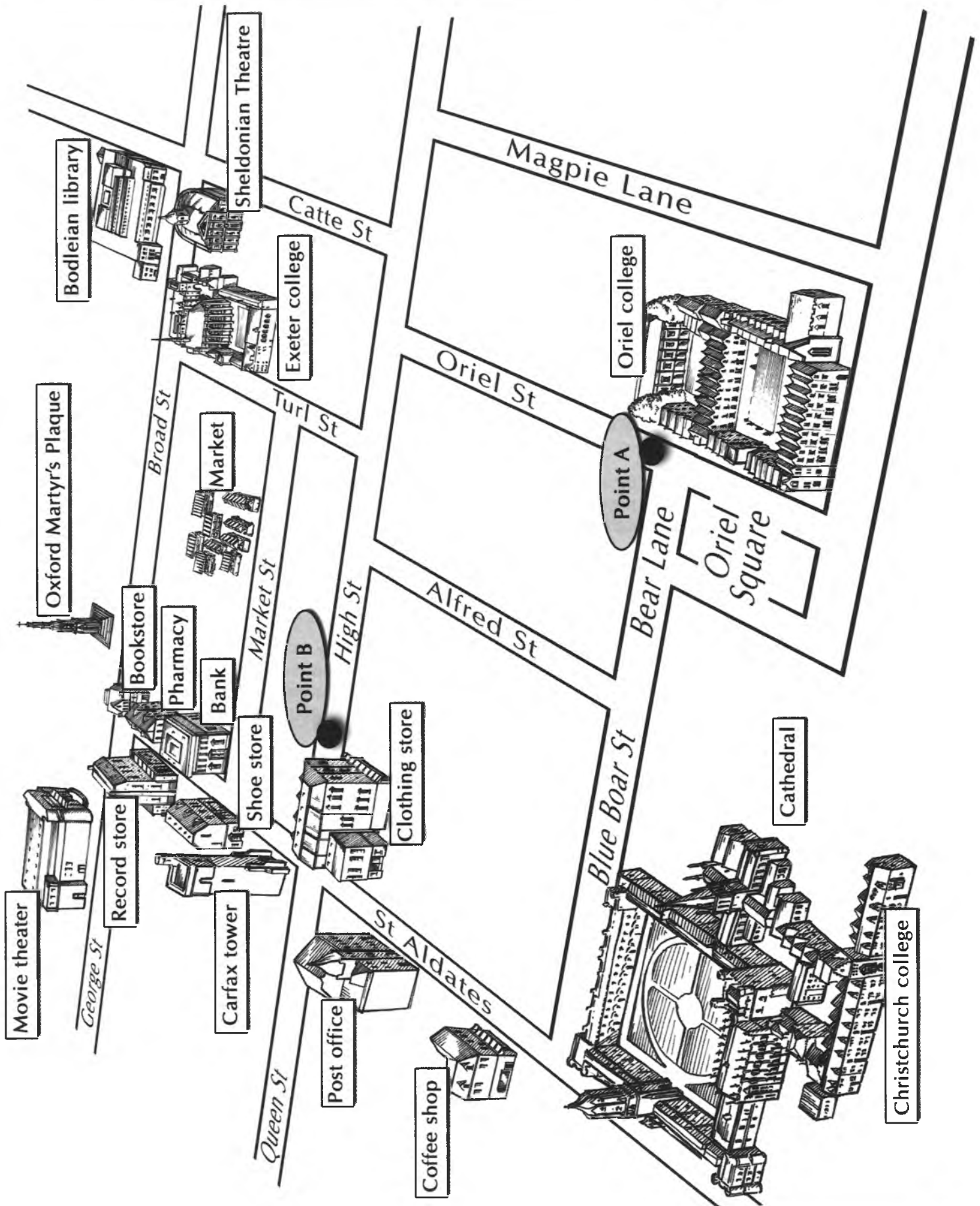
Global Giant Hotel

Dear Mr. Morales,

Therefore, we would like to upgrade your room to a deluxe suite. There will be no extra charge for this. Please accept our apologies for any inconvenience. We look forward to seeing you in August.

Sincerely,

Global Giant Hotel



Dear Benito's,

Take this complaint to your manager immediately.

I am writing to complain about the service at your restaurant last week.

My boyfriend and I had dinner on Friday.

I took my date to dinner at your restaurant last week, and we were both shocked by the terrible atmosphere and service.

We made reservations for 7:00, but we had to wait until 7:40 to get a table.

You played classical music, and my girlfriend hates classical music.

Our food took a long time to come, and my order was not correct.

Why don't you get some jazz CDs?

I ordered steak, but the waiter brought me fish.

I ordered a steak, but after it came I changed my mind.

He exchanged the meal, but my boyfriend had finished eating before my steak arrived.

The waiter was rude and wouldn't take it back and bring me something else.

We usually enjoy eating at your restaurant, so we would appreciate it if you could give us a discount on our next dinner at Benito's.

You have to send us enough money to eat somewhere else next week.

Thank you for your attention,

Pay up or watch out!

M. Tonge

Dear Computer World,

I am writing to complain about the terrible software you sold me.

I am writing about a problem with the printer ink I bought last week, (order # 431 872).

I bought a copy of Space Warriors III from your shop last week.

I ordered black ink for an Inkjet 460C printer, and I received color ink for an Inkjet 480C printer.

The sales clerk told me it would work with my computer, but he lied.

I would appreciate it if you would send me the correct ink.

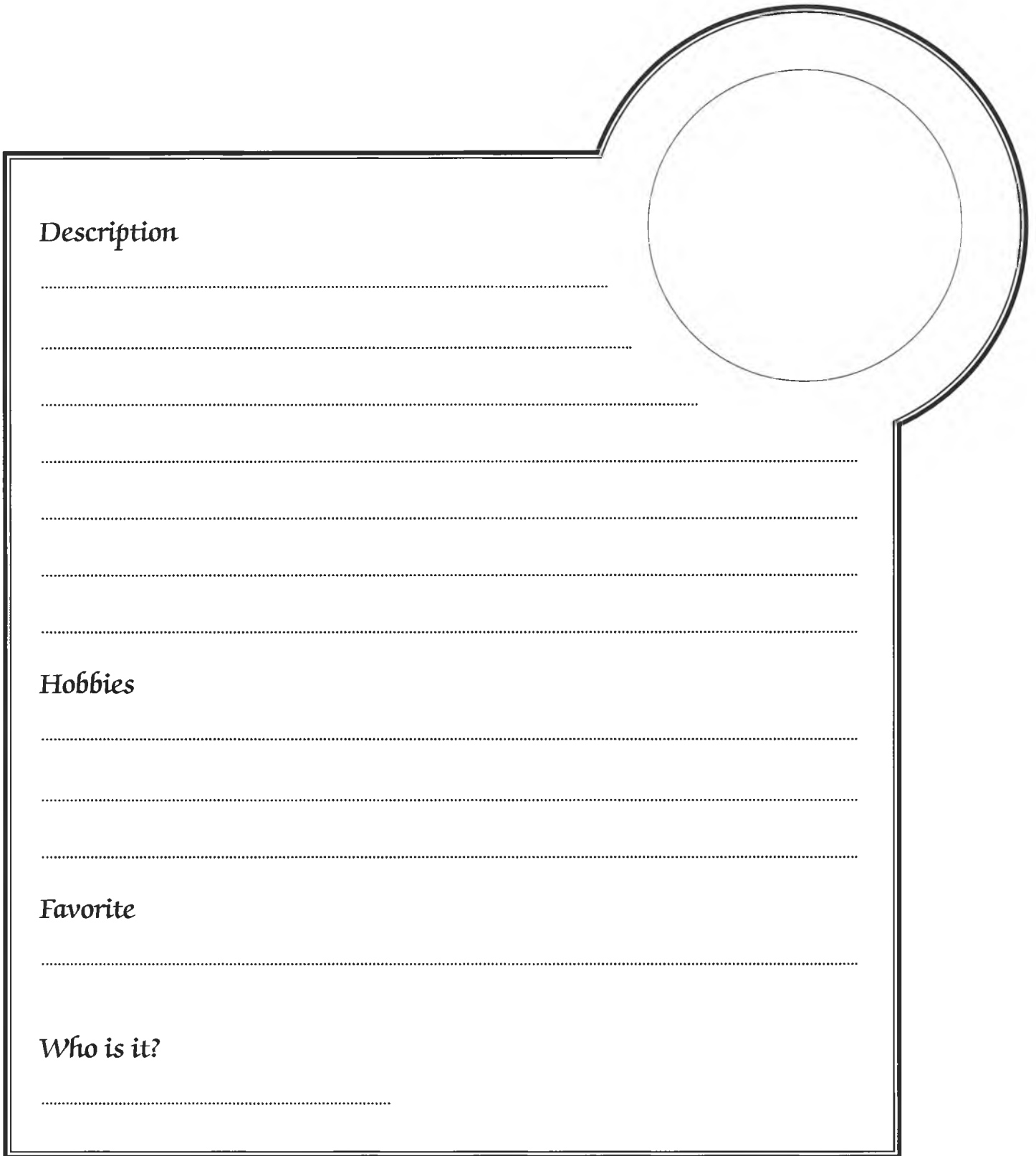
Send me a computer that can play this game as soon as possible!

I will send back the other ink cartridge if you will pay for the postage.

Yours in disgust,

Sincerely,

J. Walker



Description

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Hobbies

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Favorite

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Who is it?

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Car / motorcycle / bicycle

Name

Reviewed by

Rating

Comments

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Reviewed by

Rating

Comments

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Reviewed by

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Comments

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Restaurant / shop

Name

Reviewed by

Rating

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Reviewed by

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Comments

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Airline / hotel / city

Name

Reviewed by

Rating

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Reviewed by

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Clothing / cosmetics

Name

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**Toy / computer game /
computer software**

Name

Reviewed by

Rating

Comments

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Reviewed by

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Reviewed by

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**Camera / cellphone /
computer hardware**

Name

Reviewed by

Rating

Comments

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Reviewed by

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Read what some visitors to

said about their vacations:

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Look at some of our wonderful
hotels and restaurants:

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Why should you come to
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Because there are so many things to
see and do! For example:

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Home Page Questionnaire

1 Do you have a home page? If yes, go to question 2. If no, go to question 4.

2 How long have you had it?

3 What kind of information is on it? Are there pictures?

4 Do any of your friends have webpages that you've seen? If yes, describe one.

5 Would you like to read these kind of websites?

1 = yes 2 = maybe, it depends 3 = no

a The home page of someone from your school that you don't know well.

b The home page of a stranger who is your age.

c The home page of a stranger who is 10 years younger than you.

d The home page of a stranger who is 15 years older than you.

e The home page of someone in your family.

f A fan site for a celebrity.

g A fan site for a movie, TV show, or book.

h A site that gives information about a foreign country.

i A site that gives information about a sport or hobby you like.

6 What other kinds of Internet sites do you like?

7 Do you think it's safe to have this information on a personal home page?

1 = yes 2 = I'm not sure 3 = no

Your real name

Your age

Your home address

Your phone number

Your email address

Your credit card number

Your photo

8 Your friend is making a home page. Do you think he / she should include these things?
Answer yes or no.

Information about his / her hobbies

Photos of his / her family

Likes / dislikes

Photos of his / her friends

Travel stories

Photos of you

Information about his / her school

His / her childhood experiences

His / her future plans

His / her philosophy of life

A diary of his / her daily activities (a blog)

A

- a Apply in person.
- b Bilingual a plus.
- c FT / PT.
- d Salary commensurate with experience.
- e 2 yrs exp.
- f Fax résumé & / or application.

C

- 1 **Wanted:** Waitress / Waiter for busy restaurant. Both full time and part time positions available. You can fax a résumé or an application to 555-2095.
- 2 *Full-time position: Secretary/ receptionist for busy dental clinic. You should have two years' experience in a similar position. We prefer applicants who can speak English and Spanish.*
- 3 **EXCITING SALES OPPORTUNITY!** Set your own schedule. How much we pay you depends on how experienced you are. Don't apply by phone or letter.

B

4 **Volunteer soccer coach. There aren't any regular hours. It's OK if you have never done this before. An exciting opportunity to help young people.**

5 **Graphic designer for new independent magazine. You need to work at least twenty hours a week. Good teamwork skills essential. We pay at least as much as other graphic design jobs.**

6 **Retail sales position in fashionable clothing store.**
This is a full-time position and offers health insurance, sick leave, and retirement benefits. Don't telephone us about the job; write a letter or come see us.

D

- g No calls.
- h Flexible hours.
- i FT + benefits.
- j Competitive salary.
- k No exp. req.
- l **Minimum 20 hrs/wk.**

Writing 1

for the Real World

AN INTRODUCTION TO GENERAL WRITING

TEACHER'S GUIDE

Writing for the Real World

- is a 2-level writing course in international English, designed for young adult and adult learners
- provides simple step-by-step practice in writing emails, letters, faxes, forms, CVs
- practices a range of useful functions, e.g. requesting information, giving instructions, complaining, placing orders, applying for a job
- includes cross-cultural information comparing American and British varieties of English
- has a comprehensive reference section covering layout, writing conventions, punctuation, style, and register

The Teacher's Guide contains

- notes on using the Student Book
- optional ideas for mixed ability classes
- photocopiable activities

- Student Book 1 (Elementary)
An Introduction to General Writing
- Student Book 2 (Pre-intermediate)
An Introduction to Business Writing

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