

Classroom implementation

The aim of *Reading* is to give students access to a wide range of different text types. As many of the texts in this book are authentic, students will gain real insight into how vocabulary, style, tone and even grammar change in different texts. Students will have further practice in the reading skills of skimming, scanning and reading for detail, and they will begin to gain an understanding of how to make inferences from texts.

Attention is also paid to vocabulary, and students will practise the useful skill of deducing meaning from context. Other vocabulary skills covered in the book include: recognizing formal and informal vocabulary; recognizing how the choice of vocabulary affects the tone of a text; separating facts from conjecture, and how texts convey humour, sarcasm, poetic and emotive language.

Special attention is given to phrasal verbs and idioms, and students can refer to a glossary at the back of the book to clarify what these mean in the context they are used. Sentence examples in the glossary are taken from the Collins COBUILD Corpus.

The book contains twenty units, divided into five sections, each with four units. The last unit of each section is longer, allowing students to get experience of reading extended texts. The five sections are:

1. *Correspondence*
2. *Products and service information*
3. *Travel information*
4. *Factual information*
5. *Reading for pleasure*

The units in *Reading* have a broadly similar structure. Below are some suggestions as to how each of the unit features can be best used in the classroom.

❖ GETTING STARTED

What is it?

Each unit begins with some simple *Getting started* questions directed at the student. The aim of these is to involve the student personally in the topic and to prepare them for the texts that follow.

Suggested implementation:

1. Give students a minute to think about their responses before giving them the chance to share their answers in pairs or small groups.
2. After discussing in groups, students can think of two or three more questions that follow on naturally from the initial questions. Students can change groups and ask / answer both the original questions and the new questions.

3. Ask one student in the class one of the questions. Then tell that student to ask a question to any other student in the class. You can use this opportunity to check grammar or pronunciation, or suggest better ways to get an idea across.
4. You could even invite students to answer the questions in a way that is completely untrue!

❖ PARTS A AND B

What are they?

The units are organized into two parts, *A* and *B*. In most units each part concentrates on a separate text. Often, *Part A* presents several shorter texts, while *Part B* presents a longer text. Each part contains exercises to aid understanding.

Suggested implementation:

The exercises provided in the book are enough to form a full lesson. Additionally, extension ideas and further teacher guidance are provided for units 1–3 in the 'Unit lesson plan' documents.

❖ LANGUAGE NOTES

What are they?

These green boxes (e.g. page 9) contain additional information about language from the unit text.

Suggested implementation:

You can:

- use these as a starting point for discussion.
- elicit further examples of the language identified
- link to exercises in a grammar book which practise the grammar point

❖ READING TIPS

What are they?

These boxes (e.g. page 13) only appear in some units. They contain ideas for improving your students' reading skills, either appropriate to the text type or in a general sense.

Suggested implementation:

The *Reading tips* will probably not take up a lot of class time. However, if you want to concentrate on a particular tip, you can:

- get students to find other texts in the book where the reading tip might be successfully employed.

- discuss how / where / when this information may be useful, and to what extent students could utilize it in their everyday reading activities.

❖ NEXT STEPS

What is it?

This box, which comes at the end of every unit, gives ideas for further reading activities that students can do, related to the content of the unit.

Suggested implementation:

If you have computers on your premises, many of these exercises can be done using them. This will give you a chance to look at students' Internet search skills. You can refer them to the appendix of the book for advice if they are finding this problematic.

Next steps can also be given as a homework task. You can ask students to feed back what they have found out in the form of:

- a brief chat to a partner about their findings
- a formal presentation
- a poster
- a short paragraph
- a longer article, review or essay

❖ PLANNING A LESSON

It is recommended with reading texts that you do a pre-reading task, several while-reading tasks and then finish with some post-reading analysis. Here are some ideas for each of these:

Pre-reading

Prediction exercises are always useful as they prepare the student for the material to be read, often making the text easier to digest, even if students do not predict correctly. *The Getting started* questions are often an ideal pre-reading task. Other suggested activities are as follows:

Prediction activities

Prediction activities can cover structure, content, style and level of formality.

1. Ask students to look at the pictures and the layout of the text. Ask students to predict:
 - what sort of text it is
 - where they would see a text like this
 - what information they expect to see within the text
 - whether the language will be formal or informal.
2. If the text has a title, ask students to read it and brainstorm the topics they expect the text to include. Ask students to read the topic sentences (the first sentence in each paragraph – see page 102 for further information) and amend their ideas.

Vocabulary activities

Pre-reading vocabulary activities can help students understand a text better at the first reading.

1. Scan the text for vocabulary that you think your students will find challenging. Focus on vocabulary related to the topic, and key vocabulary. Do not pull out every word, otherwise students will not have the opportunity to practise deducing meaning from context. Pre-teach the vocabulary, or give students time to look up meanings themselves.
2. Ask students to skim-read the text and highlight key vocabulary themselves. Advise them to look out for:
 - words already in bold (this will either be because the author plans to study this word, or because the original writer of the article wants the reader to notice this word)
 - vocabulary that is often repeated – such vocabulary is more likely to be central to the text
 - vocabulary connected to the topic of the text.

Students can compare their vocabulary with a partner, and organize it by creating a Mind Map.

3. Check pronunciation as well as meaning.

While reading

There are a number of exercises in the unit related to each text. Each exercise will encourage students to read the text in a different way: skimming, scanning or reading a section of the text in detail. Alert yourself to what is required in each exercise so that you will be able to direct your students appropriately and ensure they employ the most suitable reading skills for the question.

Some of these exercises will work better as individual activities and some as group activities. The following types of exercises lend themselves well to pairwork or groupwork:

- inferring
- distinguishing between facts and opinions
- paraphrasing
- discussion questions
- questions that ask students to consider what happens next

The following types of exercises are more suited to individual work:

- comprehension questions
- gapfills and matching exercises
- inserting missing sentences into text
- summarizing

Where students are working on an exercise individually, allow them time to check their answers with a partner before feeding back to the class. Put students in pairs or groups with similar reading speeds. That way, one student does not have to wait excessively for his / her partner to finish. Faster students can get on with some of the post-reading tasks below while waiting for slower students.

Post-reading

The *Next steps* box at the end of each unit offers useful post-reading tasks. Additionally, the following tasks can be used in classes when:

- you have time to fill before the end of a lesson
- faster students are waiting for slower readers to complete the exercises
- you need to set a homework task.

Each of these will employ a different reading technique.

1. Ask students to read aloud sections of the text. They can focus on one or several of the following:
 - Sentence stress – Students focus on emphasizing stressed words and skimming over less important words such as articles and auxiliaries. They should aim to produce rhythmic speech, rather than sounds of equal length
 - Word stress – Particularly useful for texts with long words, students focus on the correct stress and pronunciation of longer words
 - Intonation – Students focus on the way the voice rises and falls when reading
 - Clarity – Students focus on making individual sounds correctly. To do this, students could take turns dictating sentences to each other.

2. Ask students to create further questions for other students to answer. These can include:
 - Comprehension questions – open answer or multiple choice
 - Matching questions – for example, matching vocabulary to its meaning
 - Gapfills – these can be information based or vocabulary based
 - Discussion questions – questions inspired by the text that fellow students can discuss.
3. Tell students to note down useful vocabulary. With this vocabulary, students can:
 - organize it into a Mind Map
 - write the words on scraps of paper and test each other on meaning
 - use the words in sentences of their own.
4. Ask students to write a text inspired by the text they have read. You can leave students to decide what to write, or come up with a suitable task yourself. Encourage students to pick out phrases from the text that they can use in their writing.

Unit 1: Invitations

SUMMARY

You can use this summary to guide the learning objectives and target setting for your class.

Can-do statements

By the end of this unit, students will be able to say:

- I can scan an invitation to find important details.
- I can judge the formality of an invitation.
- I can understand some informal, idiomatic phrases.

Skill focus

Reading for specific details and information:

Part A 1, Part B 2 3

Reading for tone:

Part A 2 4, Part B 1

Vocabulary

Inviting: pop in, I wouldn't miss it for the world, regret, attend, prior engagement, R.S.V.P., I can't make it, get-together, reception, leaving do, I've got something on

Fundraising: sponsor, grass-roots, mission, complementary, cover charge, donation

Usage

Distinguishing between formal and informal invitations
Use of phrasal verbs and idioms, informal punctuation, dropping the subject of the sentence

Using Part A

- Before starting *Exercise 1*, complete the following *pre-reading* task.
 - Ask students to look at the two invitations on the page and, for each invitation, think of three events for which they might receive an invitation that looks like that.
(Suggested answers: **1** Wedding, Christening / Baptism, Retirement party **2** After-work drinks / end of term student party / birthday meal)
 - Ask students which of the two invitations is more likely to contain formal vocabulary.
- Now students can complete *Exercises 1* and *2*. Check answers before proceeding.
- Ask students, in groups, to brainstorm the features of formal / informal writing. They can either refer to the invitations and replies, or use their own ideas. After a few minutes, ask for their ideas and write them on the board for students to copy.
(Suggested answers:
 - *Formal language: Formal vocabulary, complete sentences, use of passive structures*
 - *Informal language: use of contractions, idioms, phrasal verbs, first person, exclamation marks, dashes and emoticons.*)
- Now ask students to read the *Language note*. They can add to their list if necessary.
- Ask students to complete *Exercises 3* and *4*. Then check answers together as a class.
- Hand out the photocopiable sheet *Invitations and Responses 1*. Ask students to read the six texts and state whether they are invitations or responses, formal or informal. Then hand out the second sheet tell students *Invitations and responses 2* and tell students to fill in the table with useful phrases from the six texts. Faster students can also add useful phrases from the invitations on pages 12–13 of the book.

(Suggested answers:

Formal Invitations: ... request the honour of ..., to be followed by a reception, Carriages at midnight, RSVP. We would like to invite you to... You are welcome to... I very much hope you will... We hope that you will accept our invitation to...

Informal invitations: Hope you can all make it, Feel free to..., Contributions to ... welcome! Just turn up. From 7-ish till late. Be there or be square!

Formal responses / accepting: I would be delighted to attend.

CLASSROOM EXTENSION IDEAS

You can use some or all of these ideas to check and enhance your students' understanding as they work their way through *Unit 1 of Reading B2+ Upper Intermediate* in class.

Using *Getting started*

You can use the *Before you listen* questions in a variety of ways.

- Put the class into groups or pairs to answer the questions.
- Ask groups to collate the invitations they have received recently. They should create a table noting information about the event. They can think of their own categories, but these might include: Type of event, Formal or informal, whether they accepted or not, how the invitation was sent, personally or impersonally addressed, etc.
- Ask students the extent to which they read invitations before the date. How long in advance do they read about: location, what to take / wear, the schedule of events, etc.

Formal responses / declining: I regret that..., a prior engagement, Please pass on our congratulations to... I'm afraid we are otherwise engaged, and sadly will be unable to attend. Please convey our deepest regrets to...

Informal responses / accepting: Count me in! I wouldn't miss it for the world! Thanks for the invite! See you there!

Informal responses / declining: ...on that very date. I don't want to let (her) down. Gutted I can't be there.)

Optional extension work: Writing and Reading

If you have time in class, try expanding the themes of this unit into two other skills – writing and reading.

Alternatively, part 1 can be done as homework. Then do part 2 in the next lesson. It will act as a good review of what they learned in the last class.

1. Ask students to think of an imaginary event, such as a party, wedding or informal get-together. They should plan the location, date, time and any other details. They must decide whether the event is formal or informal. They should then design a short invitation to the event. (If doing this task in class time, you may need to provide plain paper and coloured pens.) They should address it impersonally (*For example: Dear Friends / Dear all*) and they must use appropriate language which they can take from *Part A* of *Unit 1*. Give students time to complete their invitations or set it as a homework task.
2. Take in the invitations and then re-distribute them around the class. Each student must now read the invitation they have been given, judge whether it is formal or informal and write a suitable response. They can either accept or turn down the invitation. Students can return their response to the person who sent them the invitation. Repeat. Suggest to students that they decline an invitation if they accepted the last one and vice versa.

Using Part B

Part B gives students a chance to engage with a longer text. They will have to scan the text for certain details, encouraging them to focus on the important elements of a passage.

1. Ask students to look at the webpage on page 10 for 20 seconds, focusing on the image, title and any keywords. Afterwards, ask students to close their books and get into pairs or groups of three. Ask them to discuss

their opinions on the following questions, which you can write / display on the board.

- a. What type of organization created this invitation? (*a charity*)
 - b. What is the reason for the event? (*a fundraising event / anniversary*)
 - c. Is it formal or informal? (*informal*)
 - d. What other key information did they pick up (times, costs, etc.)? (*Answers will vary. Do not worry about precise details at this stage, but acknowledge anything that students picked up in the 20 seconds.*)
2. Ask students if any of them have attended or put on a charity fundraising event in the past.
 3. Ask students to complete *Question 1*. (They already know that the event is informal. Now they can look for language features which show informality.) Collate ideas.

Afterwards, students can proceed to *Exercises 2* and *3*.

Check answers.

4. a. Ask students to complete *Exercise 4*.
 - b. After checking answers, ask students to put the vocabulary items into one of three groups: *Event costs and booking*, *Fundraising* and *Charity work*. Answers: *Event costs and booking: complimentary, cover charge* *Fundraising: sponsors, donations* *Charity work: grass-roots, mission*
 - c. Ask students to scan the article again and find more vocabulary items which could fit into any of the three categories. You could also ask them to create a Mind Map. They can add more categories too if they wish. Suggest that they focus not only on individual words but also on phrases. Allow students to compare their ideas in pairs and amend their tables before going through ideas in class.

(Answers will vary. Suggested answers:)

Event costs and booking	Fundraising	Charity work
<i>discount, payment, guest list, book in advance,</i>	<i>donor, financial support, show your support, make a donation</i>	<i>vulnerable, developing countries, NGO, vision, raise awareness, trauma recovery, sustainable, get involved, volunteer</i>

Optional Extension Work: Speaking, Writing and Reading

This extension work involves the students creating a poster so you will need to provide the materials for this.

1. Put students in pairs or small groups. Tell them that they are going to create a charity fundraising event. Between them they need to decide upon:
 - the charity they are supporting
 - what type of person they want to attract to the event
 - the type of event they will hold
 - where the event will take place
 - the day and time, and duration of the event
 - what will happen at the event
 - how they will raise money
 - what people must do to attend.
2. Ask students to prepare a poster for the event. The poster should give all the important details and also serve to attract people to the event.
3. Pin the posters to the wall. Allow students to circulate and read all the posters. Students choose the event (or in larger classes, top three events) that they would most like to attend. The winner is the group with the most votes.

Alternatively, students can deliver a short presentation to attract people to their event.

Using Next steps

1. If you have access to computers, you can do this part during class time. If not, you can set it as homework. Ask students to find the website of one of the charities in the *Next steps* box. Alternatively, they can find the *Inspired by People* website or choose a charity of their own. They should navigate the website and find details of upcoming events. They should note down the type of event, date, time, location, price and who is invited (general public or invitation-only).
2. Students should then report back to the class on whether they feel that the event they found was successfully advertised.

Notes:

- Students should be made aware that some charities may not hold events, and if this is the case, they should continue to another charity's website rather than endlessly hunting around one website.
- Encourage students to find one event from several different charities, rather than several events from one charity. This will give them useful practice in navigating their way around different websites.

PHOTOCOPIABLES

Invitations and responses 1

<p>1</p> <p>Hey Mel,</p> <p>Got your invitation to your 30th birthday bash – too late! I've just booked to go to a festival with my sis that very weekend! Can't back out now – tickets are non-refundable and I don't want to let Rachel down. Gutted I can't be there with you. Maybe we can catch up another time. July maybe?</p> <p>Love, Kate</p>	<p>2</p> <p>Dear Anne and Michael</p> <p>Many thanks for your kind invitation to attend Louise and Richard's wedding ceremony. I'm afraid both John and I are otherwise engaged on that date, and sadly will be unable to attend. Please convey our deepest regrets to Louise and Richard.</p> <p>With much love, Margaret</p>
<p>3</p> <p>Dear Mr Whitehead,</p> <p>Each year, Techspec holds an annual ceremony to thank and reward staff who have made significant contributions to our company. Our theme this year is Motivation. We know of your expertise in this area and hope that you will accept our invitation to give a speech on this subject as part of the evening's celebrations. The event will take place on 18th September next year at the Winter Gardens in Weston. We understand you have a busy schedule, but hope that our early invitation will ensure your availability. We can offer you an honorarium of \$1,000 plus reimbursement of travel expenses.</p> <p>It would be very helpful in formalizing our plans if we could receive your response by January 1. We look forward to hearing from you,</p> <p>P Godfrey, Techspec Industries</p>	<p>4</p> <p>Dear Mr Ward,</p> <p>Thank you for your recent phone call regarding potential employment opportunities at your firm. As you may be aware, one of our sales team has recently left the company, leaving an opening for a knowledgeable and energetic person such as yourself, and we would like to invite you to submit an application for the position. If you would like further information about the post, you are welcome to contact the human resource team on 849-9406. I very much hope you will consider applying for this position and look forward to reading your application.</p> <p>Yours sincerely, Graham Turner Sales Manager</p>
<p>5</p> <p>Hi all –</p> <p>Yes, it's that time of year again – Halloween! We're holding the usual spook-tacular bonfire and party in our woods. Hope you can all make it, and feel free to bring along friends.</p> <p>Contributions to food and drink also welcome! No need to let me know numbers, just turn up. Same place as usual from 7-ish till late.</p> <p>Be there or be square! Nat</p>	<p>6</p> <p>Steve says:</p> <p>Count me in!</p>

PHOTOCOPIABLES

Invitations and responses 2

1. Read the texts overleaf. What is the function of each text? Choose from:

formal invitation

formal acceptance

formal rejection

informal invitation

informal acceptance

informal rejection
2. Highlight useful phrases in each text. Add them to the table below. Add phrases from the texts in the book.

Useful phrases for Invitations and Reponses			
	invitations	responses	
		Accepting	Declining
Formal			
Informal			

Unit 2: Requests at work

SUMMARY

You can use this summary to guide the learning objectives and target setting for your class.

Can-do statements:

By the end of this unit, students will be able to say:

- I can understand both formal and informal work requests.
- I can use multiple texts to make a list of priorities.
- I can understand a range of work-related vocabulary.

Skill focus

Skimming **Part A 1**

Scanning **Part A 2**

Reading for specific details and information:

Part A 1 2 3 4

Reading for tone: **Part A 5**

Using formal vocabulary **Part B 1**

Vocabulary

Formal requests: *regarding, sincerely, acceptable, appreciate, disregard, accept my apologies, enclosed, at the latest, requirements*

Work-related vocabulary: *outstanding balance, invoice, interest, petty cash, estimate, bid, contract*

Usage

Formality and informality in requests: *Please + Infinitive, Can you ..., Would it be possible for ... to ...?, I'd appreciate it if you could ...*

Using Part A

1. Before starting *Exercise 1*, ask students to look at the four requests and identify who sent them: someone from the same company or someone from a different company.

(Answers: **1** different company **2** same company **3** different company **4** same company)

Draw students' attention to the opening and closing expressions in the four requests and point out how they vary according to the formality of the letter, the relationship between the sender and recipient and whether they personally know each other. Ask students if they know of any other ways to start and end a letter / email, and when these can be used appropriately.

Suggested answers:

Opening expressions: *To ... (on informal / semi-formal messages when the name of the recipient is known), Hi ... (on informal messages when the name of the recipient is known)*

Closing expressions: *Yours sincerely (formal, traditionally when the name of the addressee is known), Yours faithfully (formal, traditionally when the addressee is greeted Dear Sir / Madam), Regards (other formal), Best, All the best (semi-formal), Best wishes, From (informal), Love from, Lots of love (to close friends and family)*

Ask students which of the requests is more likely to contain formal vocabulary.

(Answer: **1** and **3**)

2. Draw students' attention to the *Reading tip* at the bottom of page 13, and advise them that some messages contain more than one request.
3. Ask students to complete *Exercises 1* and *2*. For each question in *Exercise 2*, ask students to highlight the phrase(s) which helps them find their answers.
(Answers: **1** *We have yet to receive this payment.* **2** *We need some ASAP.* **3** *To whom it may concern* **4** *Would it be possible for me to ...? I assure you that I will complete all urgent work beforehand.*)
4. Ensure that students understand the meaning of *by + time* (at or before a certain time). You can also use this opportunity to review the use of different prepositions of time (*at / in / on*).
5. In pairs, students complete either boxes 1 and 2 or boxes 3 and 4 of the table in *Exercise 3*. Students then role play phone calls between Helen and the person who wrote the emails / memo. The student who completed boxes 1 and 2 is the caller, and the other student is Helen. The caller should state what he / she wants Helen to do.

CLASSROOM EXTENSION IDEAS

You can use some or all of these ideas to check and enhance your students' understanding as they work their way through *Unit 2 of Reading B2+ Upper Intermediate* in class.

Using *Getting Started*

1. Hand out the photocopiable sheet *Requests*. Put students into pairs. Tell them to think of at least two requests they might receive from each person on the list. After five minutes, feed back students' ideas as a class.
2. Direct students to the second *Getting started* question. Students should brainstorm other requests they might receive by email, text message, letter and in person. Students can share their own experiences, and discuss which means different people use to communicate with them. Discuss some of their ideas as a class.

'Helen' should respond appropriately and, while doing so, fill in boxes 1 and 2 of the table. Students switch roles to complete boxes 3 and 4.

7. Students complete *Exercise 4*. Then invite students to find five more new vocabulary items from the texts. They should use their dictionaries to find a definition, then write the definition for their partner. The partner should read the definitions and guess the word.
8. Play 'Back to the board'. Put students in pairs, facing each other. One student faces the board, and the other sits so that they cannot see the board. Write three words from the emails and *Exercise 4* on the board. The student facing the board must define the words to the other student, who must guess the words. The first pair to describe and guess all three words wins.

Using the *Language note*

1. Put students in pairs and give them three minutes to write down as many ways as they can to make requests. When the time is up, ask students to scan the four requests in *Part A* to find any more phrases they can add to the list. Ask students to indicate whether the phrases are formal or informal.
2. Write the following requests on the board. Ask students to choose which request in each pair will require more formal language. (*Answers may vary. Suggested answers are underlined. It is more important that the students are aware of the different things that affect formality in requests.*)
 - a. A request to a colleague / a request to a friend
 - b. A big request / a small request
 - c. A request that takes a long time to complete / a request that takes a short time to complete
 - d. A request about money / a request about a task
 - e. A request to a stranger / a request to a parent
 - f. A request to a friend / A request to a colleague
 - g. A request to your manager at work / a request to your assistant at work
 - h. An urgent request / a non-urgent request
3. Ask students to complete *Exercise 5*. Check answers as a class.
4. Explain to students how there are different types of formality. In business letters, formality can be concise (*Please...*). However, particularly difficult requests, urgent requests or requests for money tend to be wordier and may use past modals (e.g. *Do you think you **could** ...?*, ***Would** it be possible for you to ...?*, ***Would** you mind ...?*), where simple requests use the present tense (e.g. ***Can** you ...?* / ***Do** you mind ...?*). Highlight that some requests may seem like suggestions (***I'd appreciate it if you could** ...*) but they are in fact polite ways of making requests.

Optional extension work – Writing and Reading

If you have time in class, you can expand the themes of this unit into two other skills – writing and reading. Alternatively, *Part 1* can be done in class and *Part 2* as homework. Then do *Part 3* in the next lesson. It will act as a good review of what they learned in the last class.

1. You will need dice and one copy of the photocopiable sheet *Extension Work – Making written requests* for each group of four students. Each student should roll the dice three times, once for each column. They should note down the words next to the number they roll, e.g. 1 a simple request 2 to a friend 3 about a task. Alternatively, photocopy the sheet once for each group of four students and cut out each box. Keep the papers from each column in separate piles. With the slips of paper face down, students must choose one paper from each pile.
2. For homework, students must compose a letter / email which matches the information on their pieces of paper (e.g. an urgent request to a parent about money). Students should choose appropriate language according to the request.
3. As a follow-up activity, students can display their requests. Students read the requests and try to work out which slips of paper their classmates used to write the letter / email.

Using *Part B*

1. Before answering the question, complete the following *pre-reading* tasks. Tell students that they are going to read a request from a hotel to Helen Draper at Stevens Electrical. Ask students to brainstorm what a hotel may be requesting from an electrical company and discuss ideas as a class.
2. Ask students to skim the letter and find out what the hotel is requesting (*Answer: a deposit, information about any additional service requirements*).
3. Ask students to complete *Exercise 1*. They can find some of the correct answers by re-reading the messages in *Part A*. For the other words, they should use a dictionary to ensure they understand the meanings of all four options. Alternatively, ask students to cover the exercise, and complete the letter using their own words. They can then check their ideas against the words in *Exercise 1*. Check answers as a class.

Using *Next steps*

1. A number of activities can be done using the sample letters on www.writeexpress.com. Some can be done in class on computers, or as homework if students have computer access at home. Others can be done in the classroom by printing out letters from the website in advance.

Reading (B2+ Upper Intermediate)

- Go to the webpage. You will see a long list of types of letter functions. Click on **requests**. You will see a list of request types. Choose ten of these, and print out sample letters. Number the letters and pin them around the room. Give students a piece of paper giving the ten types of request (e.g. Request a change in contract or agreement) ordered in random order. Students must read the requests around the room and match them to the request types on their page.
- Choose and print two sample letters from the website and cut them up into single lines of text. Give pairs of students the cut up pieces. They must recreate the letters by putting the slips of paper in order.
- Put students in pairs or groups. Give each group a selection of request letters. Students must work together to create a table which states, for each letter, the sender, the recipient, what is being requested and, if applicable, the reasons for the request and any time limit.

PHOTOCOPIABLES

Requests

1. Make a list of some requests you might receive from these people. Can you think of two requests for each person?

- A parent _____

- A friend _____

- A boss _____

- A teacher _____

- A landlord _____

- A bank _____

2. Who else sends you requests...?

- ... by email? _____

- ... by text message? _____

- ... by post? _____

- ... in person? _____

PHOTOCOPIABLES

Extension Work – Making written requests

Type of Request	Recipient	Topic
1. a simple request	1. to your assistant at work	1. about money
2. an urgent request	2. to a friend	2. about a task
3. a non urgent request	3. to another company	3. about a document
4. a difficult request	4. to a colleague	4. about equipment
5. a stern request	5. to your manager at work	5. about an appointment
6. an apologetic request	6. to a parent	6. about a person

Unit 3: Online forums

SUMMARY

You can use this summary to guide the learning objectives and target setting for your class.

Can-do statements:

By the end of this unit, students will be able to say:

- I can understand advice relating to a specific problem.
- I can judge the sincerity of a piece of written advice.
- I can understand some idiomatic phrases and expressions.

Skill focus

Skimming **Part A 1**, **B 1 2**

Reading for specific details and information:

Part A 2, **B 1 5 6**

Reading for tone: **Part B 3**

Vocabulary

Phrasal verbs: *put someone down*, *mess with*, *get away with*, *get to*, *shoot up*, *even out*, *hang out with*, *take up*, *turn to*, *distance yourself*, *work out*

Idioms: *get on someone's nerves*, *make a big deal out of something*, *go out of your way to*, *grin and bear it*, *take something to heart*

Usage

Recommending: *If I were you I'd ...*, *I would advise you to ...*, *I suggest + verb +ing*, *It might be time to ...*

Using Part A

1. Before starting *Exercise 1*, complete the following *pre-reading* task. Tell students to look at the webpage and ask them if they have ever been on a website like this. If so, do they prefer to give or ask for advice? Discuss some ideas as a class.
2. Ask students to complete *Exercise 1*. Refer them to *Appendix 4 - Abbreviations* if they need help with *Question 3*.
3. Put students into small groups to discuss their answers to *Exercise 2*. Ask three different groups to report back on a different question to the class.
4. Tell students to list vocabulary from Misty's post under the following topics:
 - appearance (*taller, curvier, big, frizzy, dragged through a hedge backwards*)
 - feelings (*get on my nerves, not very confident, self-conscious*)
 - behaviour (*putting me down, bullying, teasing, do sth for fun, working out, make fun of s/o, stop being friends with s/o, make new friends*)

Students can compare their answers in pairs before feeding back as a class.

Using Part B

1. Ask students to note down briefly what they would advise Misty to do. They can then compare their answers in groups and discuss what they think about each other's advice. As a whole class, listen to some of the students' advice.
2. Write or display the table below on the board. Go through each piece of advice, asking students to raise their hands if they think it is the best one. Tick the relevant boxes in the table to summarize class opinion.

Get new friends	Do nothing	Talk to your friends	Improve your appearance	Treat your friends the same way

3. Tell students to read the advice in *Exercise 1*. Help students with vocabulary that they may be uncertain about, e.g. *make a big deal out of* (*make a problem bigger than it needs to be*), *go out of their way to* (*make a special effort to do something*), *gorgeous* (*lovely*), *push someone into something* (*force someone to do something*). Ask students to decide in pairs what they think the writer of each piece of advice is advising Misty to do, according to the table. (Answers: **a** Do nothing **b** Get new friends **c** Treat your friends the same way, **d** Talk to your friends **e** Do nothing **f** Improve your appearance)

CLASSROOM EXTENSION IDEAS

You can use some or all of these ideas to check and enhance your students' understanding as they work their way through *Unit 3 of Reading B2+ Upper Intermediate* in class.

Using Getting Started

1. Hand out the photocopiable sheet *Getting advice*. Ask students to read the topics and give them five minutes to think of an example of advice people might ask for each one, e.g. *Equipment: Which laptop should I buy?* Then put students into small groups to compare their ideas and to try to find a question for each topic. Feed back as a class. Are there any topics that students struggled with? Which group completed the most boxes?
2. Ask students to work in pairs and talk about:
 - where they get advice on these topics
 - why they choose to get advice here
 - whether or not they visit online forums to get advice.

Ask some students to tell the class about their partner.

- Ask students to read the seven responses on the forum and decide what each writer is advising Misty, according to the table. (Answers: **Kitty 14** Get new friends / Talk to your friends **Matt_W** Treat your friends the same way; **Hannah999** Do nothing **Sergio** Get new friends **SportFan** Get new friends / Improve your appearance **Thomas_B** Treat your friends the same way **SuperGirl** Get new friends / Talk to your friends)
- Ask students to complete *Exercises 1* and *2*. Check answers as a class.

Using the Reading Tip

- Ask students to re-read the advice on the webpage and choose which one(s) they agree with most, and which one(s) they like least. They can compare their opinions in pairs or groups, giving reasons for their choices.
- Ask one or two students to explain why they chose a particular piece of advice over the others, specifying whether it was the content or the way the advice was written which helped them decide. Discuss, as a class, how people can write advice in a way that convinces others.
- Direct students to the *Reading tip*. Tell them to discuss in groups what else they would add to the list. Feed back as a class.
- Ask students to complete *Exercise 3*. They will already have discussed some of these questions, so tell them to focus on identifying the phrases and features in the texts which show sympathy and lack of sympathy. Discuss ideas as a class.

Vocabulary work

- Ask students to scan the posts on the webpage and highlight the phrases used to give advice. Ask 'What is the most common way to give advice – a. imperative b. modal verbs or c. other verbs (Answer: imperative).
- Remind students that the phrase you use to give advice can affect the tone, e.g. *I would advise you to ...* sometimes sounds more formal than the imperative form. *It might be worth ...* sounds more cautious than the others.
- Get students to complete *Exercise 4*. Students can practise saying the sentences using different phrases used to give advice each time.
- Complete *Exercises 5* and *6*. Check answers as a class.
- Vocabulary from *Exercises 4*, *5* and *6* can be practised in one or more of the following ways:
 - Students take turns giving one piece of advice to Misty, using phrases from *Exercises 4*, *5* or *6*. This can be a pair, group or whole-class activity.
 - Students write six more questions to test vocabulary, either in the style of *Exercise 5* or *Exercise 6*. Students

then give their questions to other students to complete. This activity can be set as a homework exercise.

- Students prepare a conversation between Misty and one of the advisers. They act out the conversation. Students watch and guess which adviser is talking to Misty.
- Ask students to read through the posts and note down all the phrasal verbs. Once done, make each student responsible for finding out the meaning of one phrasal verb, either by deducing meaning from context, using the mini-dictionary on page 106 or their own dictionary. Students peer teach their phrasal verb to their group or the whole class.

(Suggested phrasal verbs: *push into, mess with, get away with, get to, shoot up, even out, hang out with, take up s/t, turn to s/o, distance yourself from*)

Optional extension work: Reading, Writing, Vocabulary and Speaking

This activity expands the themes into reading, writing, vocabulary and speaking skills. Hand out the photocopyable page *Problems and advice*. Ask students to write problems which match the advice given, and advice to match the problems given. This task can be completed as homework. As a follow-up activity, have students act out and extend the mini-dialogues in pairs. Ask for one or two pairs to perform their role-play to the class.

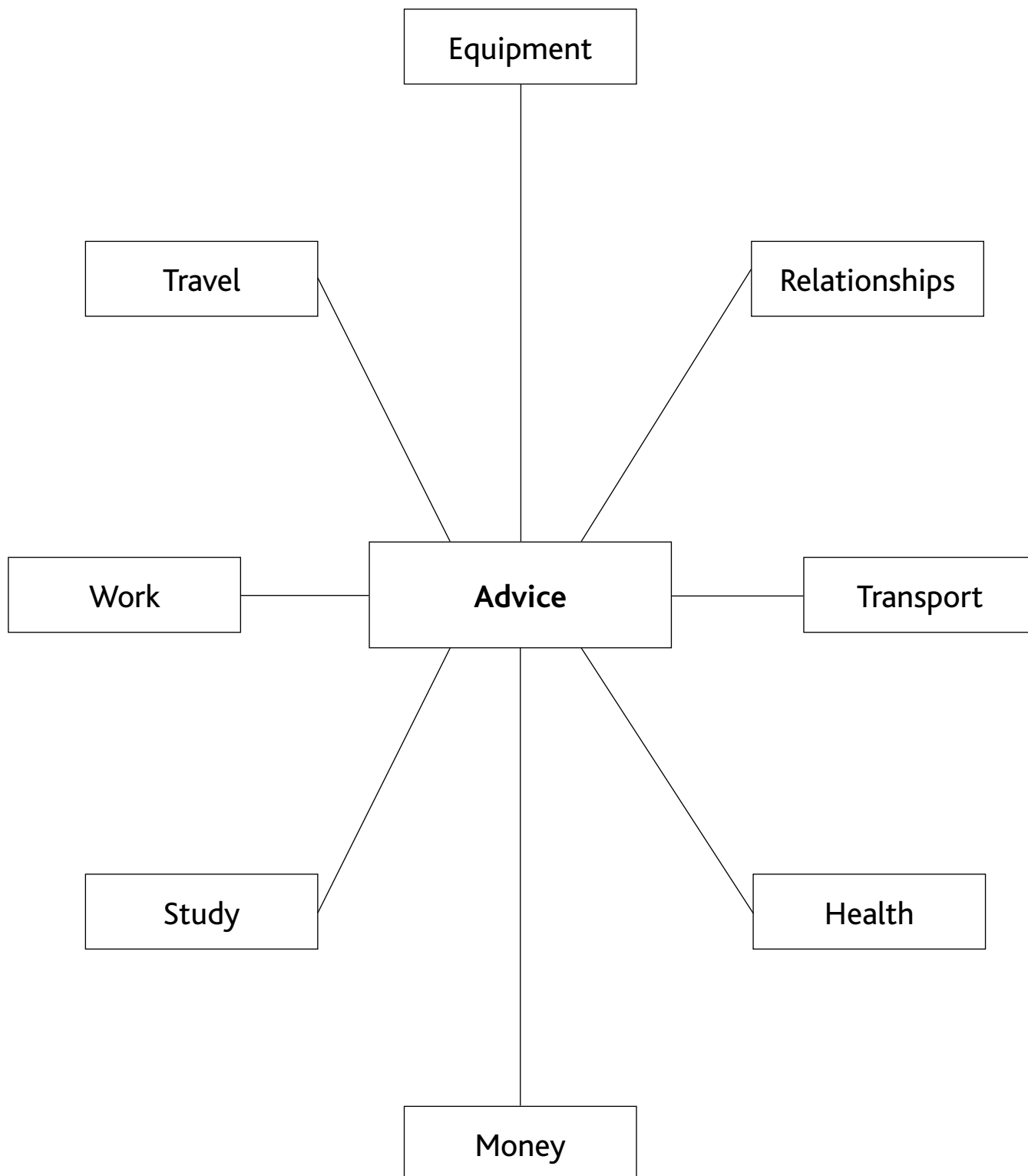
Using Next steps

- If you have access to computers, you can do this part during class time. If not, you can set it as homework. Write up the following types of forum on the board, along with any others which may interest your students:

<i>beauty advice forum</i>	<i>career advice forum</i>
<i>TV and movie forum</i>	<i>PC help forum</i>
<i>relationship forum</i>	
- Put students into groups and ask them to discuss:
 - what sort of advice they might find on each of these forums.
 - who might use these forums.
 - which of the forums they would be interested in using.
 - which forums they have visited in the past.
- Hand out the photocopyable sheet *Advice on forums*. Ask students to visit a forum of their choice. An online search using the types of forum above will take them directly to forums they can use. Students should complete the worksheet by noting down three problems, three pieces of advice for each problem and useful language they come across during their search.

PHOTOCOPIABLES

1 Getting advice



PHOTOCOPIABLES

2 Problems and advice

Complete the speech bubbles to make mini-dialogues asking for and giving advice. Use vocabulary from the unit where possible.

<p>a.</p> <p>My daughter's hair looks as if she's been dragged through a hedge backwards. How can I get her to smarten herself up?</p>	<p></p>
<p>b.</p> <p></p>	<p>I'm afraid that happens to everyone. You'll just have to grin and bear it.</p>
<p>c.</p> <p>I saw my friend bullying a little kid. What can I do?</p>	<p></p>
<p>d.</p> <p></p>	<p>It sounds like it's just a bit of fun. You shouldn't take things so much to heart.</p>
<p>e.</p> <p>My best mate has a new friend and she doesn't want to hang out with me any more.</p>	<p></p>
<p>f.</p> <p></p>	<p>You need to go out of your way to show how much you care.</p>
<p>g.</p> <p>My boss is giving me a hard time at work and I don't know who to turn to.</p>	<p></p>

PHOTOCOPIABLES

3 Advice on forums

Forum name: _____		
		Useful language: Language of recommendation, idioms, expressions, phrasal verbs, etc.
Problem 1:	Advice 1:	
	Advice 2:	
	Advice 3:	
Problem 2:	Advice 1:	
	Advice 2:	
	Advice 3:	
Problem 3:	Advice 1:	
	Advice 2:	
	Advice 3:	