

ABAX Ltd.

PRACTICAL READINGS 1: TEACHER'S NOTES



Unit 1: Art and Music Facts

Objectives

- skimming and scanning with descriptive texts
- understanding collocation, (natural word groupings)
- understanding US / UK number systems

Lesson Lead In

1. Tell students about the movie you've watched recently (or a concert you went, a book you read and so on.)
2. Tell students your favourite actor/actress and why.
3. Ask students who are their favourite actors/actresses.
4. Ask students the heading question:
Who are the best known musicians?
5. Board them up as you go. When finished, choose the best three with the class.

NB: You can substitute musicians with authors, singers and so on.

Warmer

1. Have the students open their books to page six.
2. As per instructions have student divide the names into their groups.
3. (optional) Next have students write down any famous works associated with these artists.
4. (optional) Have students come up with lists of famous authors, artists, musicians and so on

Optional Warmer

1. Dictate the following questions, or write them on the board (Note: Different questions can of course be substituted for the above):
 - a. Do you read often read novels?
 - b. Who is your favourite author?
 - c. Do you like listening to music in the morning?
 - d. Who is your favourite musician or group?

- e. Do you like to look at art?
2. Have students get up and in a class melee wander around asking and answering questions.
3. After five minutes have the students sit down, go over the answers to find the most popular answers.

Reading One

As this is an initial skimming activity direct your students not to use dictionaries and try to have them finish the exercise as quickly as possible. If they don't know a word or are unsure tell them to skip it and move on. Tell the students to read quickly and put their pencils down when they are finished.

1. Have students turn back to the book. Turn to page seven and direct them to the pictures on the page. Tell them that the descriptions of these pictures are written on page six. BUT there is an extra description, which one is it?
2. Have students compare answers with each other.

Reading Two

1. Follow the instructions in the book. This is a more careful reading section, as such students should be given time to adequately finish the activity.

Students might have a few problems with the concept of 'most successful pop singer'. A singer can be successful, however the concept cannot be enumerated and therefore exact information is not included in the text.

Usage Note: We have included in the text an anachronistic usage. The word "authoress" is considered by some to be an outdated word. It is gender specific and some would consider it sexist. The editorial decision to leave the word in the text was taken because this is how the authors wrote the book and therefore is an example of 'real' language use. Teachers might point out that most would consider the word 'author' to be more appropriate for both men and women. 'Authoress' is not a commonly used word.

Words

The purpose of this section is to acquaint students with the concept of collocation, (natural word combinations or how words naturally go together: "co"- "location") and to teach about numbers and how numbers are different in the US and the UK.

1. Write the following up on the board:

1. a tall tree
2. a high tree

The first combination is natural and common; the second combination is not wrong, it is grammatical, the adjective 'high' is a pre-modifier and can come before a noun, unlike post modifying adjectives such as asleep or awake. It is not wrong, however it is not a natural combination and it is unlikely that a native speaker would use this combination.

2. Follow the instructions in the book. Have students pick the 'not natural' combination.
3. This section teaches students that there is not a single standard with respect to numbers in English. There are two standards; HOWEVER we are in a period of transition to a single standard. The US system is becoming the English standard for numbers and is in fact already the standard in many fields. In one respect the book is teaching an outdated system, however it is important that students be aware that there are different standards and they could come across this method of counting. Follow the instructions in the book.

Beyond the Word

This once again puts the students into the text for a more careful analysis of the text. Follow the instructions in the book.

1. Have students fill in the blanks while referring to the reading.
2. Go over the answers. There are many possibilities so students might have different answers. This is OK.

Reading Three

Once again this section focuses student attention into the text. Follow the instructions in the book

1. Have students complete the exercise.
2. Go over the answers with the students.

Beyond the Text

1. Have students do the exercise individually at their desks. Try and have students finish this part quite quickly.
2. As per instructions in the book, have students ask a partner these questions
3. As per instructions in the book. Have students leave their desks, stand up and walk around asking and answering questions. The teacher should also join in. Have students sit back down; the teacher goes over some of the more popular and some of the more interesting answers with the class. This section of the lesson, although not as active as the previous section and while perhaps less contributing directly to second language acquisition is nonetheless important as it gives the previous activity and the unit itself communicative purpose.

Extension

1. First put students into pairs and have them make a list of famous authors and famous musicians. Five people each.
2. The teacher should go over the lists and select the top three authors and top three musicians and write the six names on the board.
3. Have each pair choose one person from the list on the board and have them work together to write a description of him/her.
4. Once they finish writing, have the students compare their description with another pair that wrote a description about the same person.

Unit Two: Flat Hunting

Objectives:

- Scanning quickly for information
- Reading carefully for details
- Abbreviations
- Positivity

Lesson Lead In

- 1) Prepare a flyer of selling houses. (They always hand-out these flyers near stations.)
- 2) Ask students if they've take a really good look on these flyers. Ask them why/ why not.
- 3) Ask students how many, and what kind of rooms would be in the house on the flyer. Help students if they don't know how to say the word they want to say in English. Board them up as you go.
- 4) Say handing out these flyers is one of the methods to sell houses. Ask them if they know any other method, which is the heading question:

How do people sell flats (or houses)?

Warmer:

1. Have students open their books to page 10.
2. Have students do Warmer exercise
3. Are there any other methods used for selling houses? Have students write down alternatives to the words in the text below the words, (just above the 'Warmer One' heading). Try to elicit: magazines, fliers, open houses, exhibitions, show rooms and so on.
4. What method is most popular?
5. Teacher could point out UK usage if desired:

UK	US
estate agents	real estate agent
flat	apartment

Optional "Active" Warmer:

1. Dictate or write the following questions on the board:
 - Where do you live?
 - How long does it take to get to school?
 - What kind of place do you live in?
 - What's your neighbourhood like?
 - Do you like your place?
2. Have students get up, walk around, ask and answer questions.
3. After five minutes have students sit down then go over answers to find the 'trends' in the class.
4. Go over the different kind of places to live and any vocabulary that comes up.

Alternate Warmer Two: Vocabulary Focus:

1. Write the following on the board:

Furniture	Neighbourhoods	Kinds of Place
- bed	- quiet	- dormitory
- sofa	- downtown	- palace

2. Have students add to the table above.
3. Go over answers with the whole class boarding up the answers as you go.
4. This could be expanded if time permitted: What sort of place would a rock star live in? What sort of place would a university student live in? and so on.

Reading One:

Reading One is a reading for general meaning. It should be read quickly and without use of dictionaries.

1. Have students try to get through the activity quickly.
2. Ask students to put their pencils down when they have finished the reading and know the answers.

Reading Two:

This exercise requires students to make inferences and is a more detailed

reading.

1. Have students go through the reading at a more careful studied pace.
2. Have students compare their answers when they have finished.
3. Ask students "What kind of place would you like to buy?" (Which place is the most popular?)

Words:

Words 1.

1. Introduce the subject by asking students what "ASAP" means? The teacher could then go on to introduce other abbreviations, FYI, INHO and so on. . . .
2. Have students do the activity as per instructions in the book.
3. Have students compare their answers.
4. Go back and re-read the ads using the full words instead of the abbreviated forms.

Words 2.

This Section calls on the students to use their inferencing skills. There is no 'correct' and 'incorrect' answer. It will depend on the person. A young university student might find a quiet place boring and would rather live in an exciting place whereas someone with a young family would probably prefer a quiet place. There are on the other hand a few that most would consider negative, "utilities not included, "near the airport" unless of course you fly often.

1. Have students check the boxes
2. Ask students their opinions.

Beyond the word:

This exercise is a good preparation for a follow up role-play exercise, which can be used as a closing activity.

1. As per the instructions in the book, have the students write down questions for each needed piece of information.
2. Go over possible answers. Note: there is no single 'correct' answer, simply there are many possibilities. Board these up and go over these.

Reading Three:

As per instructions in the book

1. Have students do the exercise
2. Go over answers with the class

Beyond the text:

As per instructions in the book

Extension:

Follow this activity with a speaking role-play. Have students play the part of prospective customer and real estate agent.

Unit Three: How Practical Are You?

Objectives:

This unit naturally follows up on the previous unit. The previous unit, Unit Two, looks at places to live. Unit Three looks at living and getting by with living your everyday life.

- reading for detail
- contextualizing
- use of 'can' and 'could'

Lesson Lead In

1) Ask students if they have their own room at home. Ask students who actually clean that room.

2) Board up the followings.

cook meals

clean your room

do laundry

3) Make students into group of five or six. Have them ask one another how often they do the domestic duties. Find out the laziest person.

NB: This could be a sensitive activity because some of the students, especially women, don't want let the class know that she's living by herself. It is best not to ask this type of question directly.

Warmer:

As per instructions in the book.

1. Have students rank the questions.
2. Have students compare their answers.
3. Go over answers with the class.

Alternate Warmer

Have students make lists of things to do around the house. Have students add to the tables below:

Everyday chores

Weekend chores

Monthly chores

- shopping
- do the vacuuming
- wash the windows

Note: This list of course depends on the cultural background of each student.

Reading One:

As per instructions in the book.

1. Have students turn back to the book. Turn to page thirteen and direct them to the pictures on the page.
2. Look at the questions on the left.
3. Two pictures do not match any of the questions.
4. Have students put an 'x' over these two pictures.
5. Have students compare answers with each other

As this is an initial skimming activity direct your students not to use dictionaries. Try to have them finish the exercise as quickly as possible. If they don't know a word or are unsure tell them to skip it and move on. Tell the students to read quickly and put their pencils down when they are finished.

Reading Two:

This is a two-part exercise. The first looks at the text on page 14. The second sends students back to the original text on page 13.

1. Have students match the sentences on page 14
2. Have students calculate their scores on how practical they are.
3. Have students compare their answers.

Words:

Part 1

This section deals with verb usage, that is, what verbs are naturally used with which objects: verb-object collocation.

1. Follow the instructions in the text.

Part 2

This section looks at verb preposition collocation.

1. Follow the instructions in the text.

Beyond the word:

This exercise looks at the difference between 'can' and 'could'. With more advanced classes you might want to go into the concept of distance from self, which explains the difference between 'could' and 'can' not only in a time spatial sense but also a social spatial sense and in its subjunctive sense. That is 'could' is more polite than 'can' because it implies more distance from the speaker, that is less immediacy, this social distance implies social deference and thus is more polite. This however is an explanation that should definitely be skipped if teaching less advanced classes and the answers can be explained in a traditional sense.

1. Follow instructions as per book.
2. Go over answers.
 - a) could because 'if' implies the possibility of this happening is low, (greater distance to the speaker)
 - b) can because 'am' describes present condition, it is not the subjunctive, ie has immediacy to the speaker
 - c) could because 'if' implies the possibility of this happening is low, (greater distance to the speaker)
 - d) couldn't past tense and therefore less immediacy
can present tense and therefore immediacy
 - e) can't present tense, present condition and therefore immediacy.

Reading Three:

Part 1- Follow instructions in the book.

Part 2- Follow instructions as per book. You can expand this by having students think about one person they know for each of these descriptions. For example, mother, father, brother, sister, friend and so on.

Beyond the text:

As per instructions in the book.

1. Have students add to the list of practical things to do around the house
2. Have students compare their answers or have them write their answers on the board.

Extension

1. Work in groups.
2. Using the answers on the board, or using his/her own answers from "Beyond the Text", have them discuss in the group to come down to the decision of three practical things that'll help living alone.
3. Go over the answers with the class.

Unit Four: Treasure Island

Objectives:

- Scanning
- Reading for detail
- Verb-object collocation
- Articles
- Imperatives

Lesson Lead In

1) Board up the following:

6 Days 7 Nights Cast Away Lord of the Flies Robinson Crusoe

2) Ask students what is in common with these movies or books. If the students can't guess, tell them: All of the main characters of these stories were travelling on a plane or a ship. And they all had accidents, and they were thrown into the ocean. The accidents happen at the very beginning of the stories.

What do you think, will happen to these people?

3) Ask students the heading question:

What sorts of things do you expect to find on a desert island?

4) Board up the words that students contributed.

Warmer:

1. As per instructions in the book.
2. Check student comprehension with some simple questions:

Look at the map. Look at the key. The key is in the top left corner. There is a village, long grass, a tree, a beach, palm trees, a dead tree, a wreck, a river, mountains, a tower and a marsh. Look at the map.

1. How many villages are there? Where are they?
2. Where is the wreck?
3. Where is the marsh?
4. Where is the tower?
5. Where is the beach?
6. Where are the palm trees?

Alternate Warmer One:

1. Have students draw a 'tic-tac-toe' square.
2. Describe to students things in the square. Students then draw according to the teacher's directions.

This goes over some of the vocabulary in the lesson and pre-views the imperative case and also introduces simple prepositions.

Reading One:

1. Before starting this reading, go over the pictures on the right side of page 17, the dangers. Check meaning and spelling.
2. Follow instructions in the book.
3. Go over the answers and the meaning of each of the answers.

Reading Two:

1. Follow instructions in the book. Make sure students draw a line tracing the route to the treasure.
2. Who can find the treasure the fastest?

Words (Part 1):

1. Introduce the concept of verb-object collocation:
2. Write the following on the board:
a car
drive a motorcycle
a plane
a truck
3. Tell students that two are natural combinations and two are unnatural combinations. Elicit which two are natural. (a car, a truck)

4. Write the following on the board:
a motorcycle a plane
ride fly
.....

5. Elicit possible answers for the blanks.

ride

fly

bicycle

a kite

horse

a helicopter

tricycle

a glider

6. Have students complete Words 1. As per instructions in the book.

Words (Part 2):

This exercise is rather difficult and there are many possible answers depending on how you look at these words. The answer key states that the answer is "Attention!" because it doesn't always signal danger. This is a correct answer. However other answers are also possible and students should not be told that they are 'wrong' if they can give reasons for their answers. Other possible answers are:

i. Warning! It is a gerund, the present participle

ii. Attention! It is a noun used as an exclamation

iii. Watch out! A phrasal verb

and so on . . . Students with creative answers should be encouraged.

Beyond the word:

1. Articles.

1. You could pre-teach this exercise by writing the following on the board:

Last night I found a dime. The dime was an old coin from 1961. The coin had a picture of an old sailing ship. I found the coin under the carpet in my room.

Ask students why 'a' and 'the' is used in each case.

2. Giving Instructions

This activity sets up the exit activity at the end of the unit so it is important for students to go through this. Other answers, other than what is written at the back of the book are also possible.

1. Follow instructions as per the book.

2. Go over answers.

3. Go over different possibilities, for example 'walk' instead of 'go' and so on

Reading Three:

1. As per instructions in the book.

Beyond the text:

1. As per instruction in the book.
2. Tell students to give directions from one of the two villages on the island. Either the village in the North-west or the village in the south-east.

Extension

1. Work in pairs.
2. Have each pair choose a room in the school and write a direction from the current classroom to the room they chose.
3. Have them switch the direction with another pair and read it.
4. Each pair has to guess what room the other pair wrote the direction to.

Unit Five: Facts and Figures

Objectives:

- Skimming / Scanning
- Reading for meaning
- Numbers
- Understanding ellipsis, cohesion
- Writing practice

Lesson Lead In

1. Ask students if they've been to an "all you can eat" type of restaurant.
2. Ask them what they think of "all you can eat" restaurants.
3. Ask students if they've served too much food in a restaurant when they were travelling abroad. Ask them which countries they were in.
4. Ask students if they've seen people who have no food on TV documentary or news.
5. Board up the following, and have students think simple adjective that describe the countries that has a lot of food, and that has almost no food.
_____ countries _____ countries
6. Ask students the heading question:
 Can you name a very rich country and a very poor country?
 Can you name a country with a large population?
 You can board the answers from the students if you wish.

Warmer:

As per instructions in the book.

This can be expanded upon by choosing other countries and asking if these conditions are true of other countries.

Alternate Warmer One:

Teacher could choose to expand on the original warmer by asking about different regions in the world.

- Can you name a rich country in Asia, Europe, the Americas. . .

- Can you name a poor country in Asia, Europe, the Americas. . .

Reading One:

As per instructions in the book.

1. Direct students to the figures on page 21
2. The readings on page 20 match with the figures on page 21 BUT one reading does not have a matching set of figures.
3. Have students write a cross against the figures which do not have a reading on page 20.
4. Have students put their pencils down once they have finished the exercise.

Reading Two:

This reading puts the students not only into the reading text on page 20 but also into the figures and tables on page 21.

- 1) As per the instructions in the book.
- 2) Go over the answers with the class.

Words:

This section looks at numbers and how to express these numbers in English.

1. Have the students do the exercise as per instructions in the book.
2. Go over answers with the class.

The second section looks at simple prepositions.

1. Have the students do the exercise as per instructions in the book.
2. Go over answers with the class.

Beyond the word:

This section looks at the textual feature of ellipsis, words that are omitted when meaning is clearly understood.

1. Have the students do the exercise as per instructions in the book.
2. Go over answers with the class.

Reading Three:

Again this reading has the students checking for information throughout the reading.

1. Have the students do the exercise as per instructions in the book.
2. Go over answers with the class.

Beyond the text:

This can be done in pairs, groups or as individuals.

1. Have the students do the exercise as per instructions in the book.
2. Go over answers with the class.

Extension

A simple information gap fill. Photocopy these information sheets. Each student asks the other for the missing information.

Student A

	AUSTRALIA	JAPAN
Population	19,164,620	
Area		145,882 sq. mi.
Number of chickens		296,000,000
Number of TVs		708 per 1000 persons
Number of doctors	1 per 389 persons	

Student B

	AUSTRALIA	JAPAN
Population		126,549,976
Area	2,967,900 sq. mi.	
Number of chickens	85,000,000	
Number of TVs	639 per 1000 persons	
Number of doctors		1 per 522 persons

Unit Six: Prehistoric Animals

Objectives:

- Skimming / Scanning
- Adjective / noun collocation
- Use of 'become'
- Relative clauses
- Speaking practice

Lesson Lead In

1. Ask students if they've seen "Jurassic Park". Ask them what these animals called in the movie. (A: dinosaurs)
2. Ask them if they can remember the names of any dinosaurs. Ask the students if they remember some features of each dinosaur.
3. Make groups. Have them discuss if they know any other prehistoric animals other than dinosaurs; it is the heading question:
Can you name any prehistoric animals in English?
4. Check the answers with the class.

Warmer:

1. Have students do the exercise as per instructions in the book.
2. Check student comprehension of the vocabulary by asking about animals that have sharp teeth, are slow-moving, have good eyesight etc. . . .

Optional Warmer:

Write on the board:

This animal has short legs. It can sting. It can swim. It is a very good swimmer. It walks on land.

..... See if students get the answer.

Then slowly start adding in new hints:

It has short legs.

It has short arms.

It has fur.

It has a mouth that looks like a duck.

It lives in Australia

Reading One:

1. Have students do the exercise as per instructions in the book.
2. Have students put their pencils down when they have the answers.

Reading Two:

1. Have students do the exercise as per instructions in the book.
2. Have students put their pencils down when they have the answers.

Words:

1. Refer back to Unit 1 if necessary.
 - a. Go over concept of collocation:

mountain	tree
high waterfall	tall man
bridge	building
 - b. refer back to pg 8 in Unit 1, a previous exercise looking at collocation.
 - c. As per instructions in the book.
 - d. Go over answers but remember answers are not "correct" and "wrong", rather reflect differing degrees of natural tendency. For example the adjective "large" collocates fairly widely, while the adjective "sharp" does not collocate quite so widely.
2. Have students do the exercise as per instructions in the book.
3. Have students do the exercise as per instructions in the book.

Go over the difference between "endangered" and "extinct". Comp. check the words.

The Japanese wolf is _____, The Japanese Crane is _____

Beyond the word:

1. Finding synonymous meanings. In addition to vocabulary expansion this activity sends students once again back into the reading. Have students work through the exercise. Ask students to put their pencils down when they have found all the phrases that have meanings similar to 'become extinct'
2. Relative pronouns. As per instructions in the book. Have students write out the sentences in full, as often words need to be crossed out, both at the beginning of sentences and at the end.
3.
 - a. Have students put their pencils down when they have finished.
 - b. Go over the answers with students.
 - c. Read out the completed sentences.

Reading Three:

1. Have students do the exercise as per instructions in the book.
2. Go over the answers to the questions pointing out the clues within the readings.

Beyond the text:

Board up a few animals. Divide the class into two. Have one half of the class turn away as you choose an animal. Then write a description of the animal with the students. Once the idea of making a description is done, this can be done in groups.

Extension

1. Board up some human body parts. Then elicit adjectives that can collocate with these nouns.
2. Have the Ss write descriptions of themselves on pieces of paper using the nouns and adjectives on the board.
3. Divide the class into groups of 5 or 10 depending on the size of the class. Shuffle the descriptions in each group and have the Ss read them out and guess whose description belongs to who.

Unit Seven: Origins of English

Objectives:

- scanning
- reading for meaning
- time markers
- verb + infinitive
- verbs to nouns

Lesson Lead In

1. Ask students what's in common and differences among "Tempura", "Korokke" and "Stake". You could board up these words.
2. After pulling some answers from the students, if they don't know the answer, tell them the answer.
They are all imported words but from different languages; Portuguese, French and English. (For "Tempura", some people think they are from Italian or Spanish.)
3. In groups, have them discuss if they know any other words sounds like Japanese but it isn't.
4. Go over the answers with the class by boarding up the words.
5. Tell students that English also has many imported words as well as Japanese.

Warmer:

1. Have the students do the exercise as per instructions in the book.
2. Go over answers with the class.

Reading One

This involves slightly more detailed reading. There is some requisite knowledge needed to complete the exercise. Some knowledge of word groups is needed; for example the word 'Germanic' is an adjective referring to 'Germany'. Also the knowledge that the year 840 is in the ninth century and not the 8th century is also requisite knowledge. If you are not sure of your students' requisite

knowledge, this might be checked prior to the exercise.

1. Have the students do the exercise as per instructions in the book.
2. Go over answers with the class.

Reading Two:

Reading for details

1. Have the students do the exercise as per instructions in the book.
2. Go over answers with the class.

Words:

Part 1

This exercise looks at what verb-infinitive combinations, (began to occupy, failed to survive, continued to use). Although not compared in the text and not an exercise target, verb-infinitive combinations can be a difficult area in English grammar because their verb-gerund counterparts can occasionally have a different meaning or different collocative tendencies. An example of meaning being different between verb-infinitive combinations and verb-gerund combinations might be the phrases "remember to go" and "remember going". There are also some collocative issues, some verbs can take both the infinitive and the gerund (like to play - like playing) other verbs can't be joined with both, (enjoy playing is a natural correct combination but "enjoy to play" is not a grammatical construction. In this case the verbs "began" and "continue" can be used with both the infinitive and the gerund without any significant change in meaning; however the verb "failed" is most often used with the infinitive.

1. Have the students do the exercise as per instructions in the book.
2. Go over answers with the class.

Part 2

This section looks again at the verb-infinitive combinations.

1. Have the students do the exercise as per instructions in the book.
2. Go over answers with the class.

Part 3

This section looks at word families.

1. Have the students do the exercise as per instructions in the book.
2. Go over answers with the class.

Beyond the word:

This section looks at the use of prepositions as time markers.

1. Have the students do the exercise as per instructions in the book.
2. Go over answers with the class.

Reading Three:

This exercise looks at an interesting facet of language imperialism.

1. Have the students do the exercise as per instructions in the book.
2. Go over answers with the class.

Beyond the text:

This section looks at parts of words and the importance of parts of words for deducing the meaning of any unknown words. In general prefixes alter the meaning of a word and suffixes give us clues about its part of speech, (verb, noun, adjective etc.)

1. Have the students do the exercise as per instructions in the book.
2. Go over answers with the class.

Beyond the text:

Exercises 1 and 2 can be used as departures for an exercise in deducing the meaning of unknown words by using our knowledge of prefixes and suffixes. Some suggested words to look at might be: unimaginative, inexactness, illogical and so on.

An alternative to exercise 3 can be the following:

Board up the following sentences on the board.

- A. Last night I went to see a "nighter".
- B. All the players were "warming up" when I got there.
- C. The pitcher had a great "curve" and great "straight".
- D. My favourite player didn't get a "homerun" but he did have a nice

"timely".

E. I bought some "pop corn" at the game.

Have students decide if the marked words, (the words in quotes) are English or examples of Japanese words that sound English but aren't in fact English.

Write on the board:

English words

Not English words

3. After the students have had some time to go over these, board up the answers on the board.
4. Have students add three words each to the list you have written down.

Extension

Unit 7 examines prefixes; a great extension to this is a quick look at suffixes.

1. Explain to students that prefixes change the meaning of words while suffixes change the type of word. Put the following on the board (preferably with the prefixes and suffixes in different colours):

important

unimportant

unimportantly

2. Elicit from students suffixes. You will be surprised how many they can come up with. When the students come up with a suffix ask them for an example word and try to elicit from them the word type.

Unit Eight: Household Tips and Advice

Objectives:

- Skimming
- Collocations
- Focus on discourse
- Ellipsis
- Inferencing
- Reference

Lesson Lead In

1. Tell your students about your experience on giving/getting advices. For example:

I was having a trouble with my computer. It just kept hanging up on me. My colleague was watching me getting frustrated, and gave me a small tip. It really was a weird one, and I said "come on, you must be kidding me." But, when I tried it, it actually worked. I don't think you'd believe me if I tell you what she said. What do you think it was?
2. Board up the advice that comes from students.
3. Tell your students the answer:

"Threaten your computer. Tell it you are going to put it out, and replace it with a fancy new computer." Ask the students: Do you think computers can feel or think?
4. Make groups, and in groups have them discuss about the heading question:

What kind of things do people give you tips about?
5. Go over the answers with the class.

Warmer:

1. Have the students do the exercise as per instructions in the book.
2. Go over answers with the class.

Reading One:

There are six pictures and five texts. One of the pictures does not have a corresponding text. Students have to read and choose which picture does not have the text.

1. Have the students do the exercise as per instructions in the book.
2. Go over answers with the class.

Reading Two:

Reading for meaning; linking the advice to the problems.

1. Have the students do the exercise as per instructions in the book.
2. Go over answers with the class.

Words:

This section looks at collocation.

1. Have the students do the exercise as per instructions in the book.
2. Go over answers with the class.

Beyond the word:

This section looks at ellipsis and reference.

1. Have the students do the exercise as per instructions in the book.
2. Go over answers with the class.

Reading Three:

1. Have the students do the exercise as per instructions in the book.
2. Go over answers with the class. Younger students may have difficulty coming up with alternative solutions.

Beyond the text:

1. Have the students do the exercise as per instructions in the book.
2. Have students read their solutions to the problem to the class.
3. Students choose which solution they feel is the best.

Extension

1. Have students write down two things that they or people they know would like some advice on.
2. With class-melee style, have students ask around for advice; two pieces of advice each for the two problems.
3. Those whom are asked for advice has to give an advice.
4. The students who asked for advice write down the advice along with the name of the adviser.
5. When finished, go back to seats and choose the best advice for each problem, and circle the name of the person who gave that advice.
6. With the class, find the best adviser.

Unit Nine: US and UK English

Objectives:

- Scanning
- Anticipation
- Contextualizing
- Word Families

Lesson Lead-In

1. Board up the following words:
Dollar, cricket, baseball, donuts, The Queen, Hollywood, Scotland, Pound, Big Mac, Double-decker bus.
2. Ask the students to put these words into two categories. You can either tell them the category heading (the US and UK) or let them guess it for themselves.

Warmer:

This is actually an interesting section as it is often thought that British and American English are rather different. An often first asked question of students and teachers alike about a particular course or textbook is, "Is it British or American English?" There is actually not that bit a difference between these 'two' variants and in fact there is often greater variation of language use within each of these 'labels' of 'British' and 'American' English.

1. Have the students do the exercise as per instructions in the book.
2. Go over answers with the class.

Alternate Bilingual Warmer One:

1. Dictate or write on the board the following questions.
 1. I often eat chips at lunch.
 2. I saw a great jumper on Sunday.
 3. The keys are in the boot over there.
 4. How did you find this book?
 5. He gave me a ring.

2. Have the students check their sentences with each other. You can have them ask you to repeat these questions, or give you the spelling.
 1. Make sure that students have the sentences written down correctly.
 2. Have students translate these sentences.
 3. Put these translations on the board
 4. Go over the ambiguous meanings associated with the key words in the sentences:
chips, jumper, boot, first floor, rubber

The meanings are as follows:

	US	UK
chips		
jumper		
boot		
first floor		
rubber		

Reading One:

This exercise asks students to match the texts on page 34 to the pictures on page 35 and to choose those pictures that represent differences in the broad variants of 'British' and 'American' English.

1. Have the students do the exercise as per instructions in the book.
2. Go over answers with the class.

Reading Two:

Reading for details.

1. Have the students do the exercise as per instructions in the book.
2. Go over answers with the class.

Words:

These are some differences in word usage. However for the most part either word would be comprehensible in either America or England, (and of course

other parts of the large English speaking world!)

1. Have the students do the exercise as per instructions in the book.
2. Go over answers with the class.

Beyond the word:

Word families.

1. Have the students do the exercise as per instructions in the book.
2. Go over answers with the class.

Reading Three:

In this exercise students look at the pictures and then reference the reading on page 34 and word list on page 35 for the answers.

1. Have the students do the exercise as per instructions in the book.
2. Go over answers with the class.

Beyond the text:

1. Have the students do the exercise as per instructions in the book.
2. Go over answers with the class.
3. Are these different variations comprehensible in other parts of your country or are they really specific to that region only?

Extension

There are many other types of English around the world. Here is a matching exercise you can put on the board. Please mix them up.

Australia	walkabout	to be absent from
Canada	skookum	great
West Africa	go-slow	a traffic jam
Pakistan	freeship	a scholarship
Scotland	ken	to understand
Singapore	blur	confused

Unit Ten: Grids and Maps

Objectives:

- Reading for meaning
- Numbers
- Use of pronouns
- Passive aspect

Lesson Lead-in

1. Ask students if they drive. Then ask them if they are good at getting somewhere they've never been before using a map. If they don't drive, ask them if they can be good navigators.
2. In groups ask one another about the above points

Alternate Lesson Lead-in

1. Ask students if they have read a book called "Why men don't listen and why women can't read maps." Ask them if they liked it, agreed with it and so on.
2. Ask them if it's true that 'women can't read maps.' Have them discuss this in groups of three.

Warmer:

1. Have the students do the exercise as per instructions in the book.
2. Go over answers with the class.

Extension questions:

- What big cities are at the same latitude as your city?
- What big cities are at the same longitude as your city?

Reading One:

1. Have the students do the exercise as per instructions in the book.
2. Go over answer with the class. (Answer: Sheerness)

Reading Two:

1. Have the students do the exercise as per instructions in the book.
2. Go over answers with the class. Although it should be noted that sometimes more than one answer might be correct. For example, for number one the answer could be Basildon or Billericay

Words:

How to read complicated numbers.

1. Have the students do the exercise as per instructions in the book.
2. Go over answers with the class.

Beyond the word:

1. Have the students do the exercise as per instructions in the book.
2. Go over answers with the class.

Reading Three:

1. Have the students do the exercise as per instructions in the book.
2. Go over answers with the class.

Beyond the text:

This is an exercise in describing systems. As such it need not be limited to maps if the students lack background knowledge of different kinds of maps. Different tasks could easily be substituted (e.g. train timetables, dive charts, dictionaries, musical scores, roman numerals).

1. Have the students do the exercise as per instructions in the book.
2. Go over answers with the class.

Extension

Depending upon you students you can ask them to write the steps involved in some sort of process for example:

- the steps involved in coming to school
- cooking something
- installing new software
- programming the VCR

input someone's number into a mobile phone

Unit Eleven: Eavesdropping

Objectives:

- Skimming
- Scanning
- Understanding of discourse types
- Understanding discourse markers: Narratives
- Reference

Lesson Lead In

Look at the introductory questions under the title. These questions can be expanded and formalized into an introductory activity having the students ask questions in pairs, groups or a class melee style.

Alternate Lesson Lead In

Tell a personal story. For example:

Today I was waiting for the train on a bench. I was reading the newspaper. Beside me there was a high school girl who was using her cellular phone and was speaking in a loud voice. I didn't want to listen to her, but her voice was so loud. I heard what she was saying. What do you think she was talking about?

Have students jot down a few answers. Then have students board up the answers or have the students write the answers on the board themselves.

Finally after going over all the answers give the answer yourself.

She was talking about not being able to get the big teddy bear prize in a UFO catcher machine at a Game Center the night before and she had spent a lot of money.

Warmer:

1. Have the students do the exercise as per instructions in the book.
2. Go over answers with the class.

Reading One:

This exercise in skimming should be done fairly quickly. Do not give the students the time to carefully go through each text but instead find the information needed to relate the story to a picture.

1. Have the students do the exercise as per instructions in the book.
2. Go over answers with the class.

Reading Two:

The objective of this exercise is for students to recognise certain discourse types matching language with context. Question a. is difficult but students are able to eliminate other possibilities leaving number five.

1. Have the students do the exercise as per instructions in the book.
2. Go over answers with the class.

Words:

1. Have the students do the exercise as per instructions in the book.
2. Go over answers with the class.

Beyond the word:

Part 1: This exercise is to assist students use vocabulary and texts in slightly different ways.

1. Have the students do the exercise as per instructions in the book.
2. Go over answers with the class.

Part 2: A difficulty many students have while reading and writing is referencing. This activity is designed to assist students associate pronouns with the nouns they reference.

1. Have the students do the exercise as per instructions in the book.
2. Go over answers with the class.

Reading Three:

General comprehension check exercise.

1. Have the students do the exercise as per instructions in the book.
2. Go over answers with the class.

Beyond the text:

1. Have the students do the exercise as per instructions in the book.
2. Go over answers with the class.

Extension

1. Have students write down the funniest eavesdropping that they've ever heard.
2. Make sure that the students write them in narrative style the story have punch lines at the end just like the stories introduced in the textbook.

With pair or group, read each other's story and decide the funniest one.

Unit Twelve: On Tour

Objectives:

- Skimming
- Reading for detail
- Use of prepositions

Lesson Lead In

1. Ask students if they've travelled abroad. If they have, ask them where they went.
2. Ask them what kind of places they visited. If they mentioned some vocabulary that is introduced in this unit (museum, ruins etc.), board them up.
3. If you have any non-Japanese students, ask them where they've been in Japan. Again board them up.

Warmer:

There are a few words in here that some students might not know, "historic", "hot springs", "wilderness" and "ruins". This could be pre-taught using a matching exercise. For example write the following onto the board.

- I. a pool or small pond with warm or hot water.
- II. very old, important in history
- III. old buildings that are no longer standing; old buildings broken by time
- IV. area or region in the woods or jungles or forests. Places with many animals and no cities.

Then ask the students to choose words from the warmer that match the meanings written on the board.

1. After vocabulary has been checked, have the students do the exercise as per instructions in the book.
2. Go over answers with the class.

Warmer Extension:

Where would you like to go in in your country?

Dictate or write on the board questions specific for your country. For example for Japan the following questions might be appropriate:

- Where is a good place to enjoy hot springs in Japan?
- Where can you see ruins in Japan?
- Where can you see a famous castle?
- and so on

Have students poll one another about these answers. In so doing you will review some of the vocabulary items and also get students thinking about tours, (schematic consciousness raising)

Reading One:

1. Have the students do the exercise as per instructions in the book.
2. Go over answers with the class. You might ask the students why they chose their answers.

Pictures 2 and 4 might be a little bit difficult; however the key words here are 'castle on the rock' and 'cathedral'.

A slightly more detailed reading is required for this exercise.

1. Have the students do the exercise as per instructions in the book.
2. Go over answers with the class.

Words:

This exercise looks at collocation how words naturally combine together, in this case how some words naturally modify others.

1. Have the students do the exercise as per instructions in the book.
2. Go over answers with the class.
3. This could be extended by asking for other words that might modify, 'building', 'city', 'drive', 'sight' and 'tour'.

Question two has the students looking for a word that performs a similar role as the word 'via'. The example from the text is the '3rd Day To Chester', "travelling via Moffat".

Beyond the word:

Simple exercise in prepositions.

1. Have the students do the exercise as per instructions in the book.
2. Go over answers with the class.

Reading Three:

A key word to complete this exercise is the word 'brief' found in Day 4, 'a brief drive into Wales'.

1. Have the students do the exercise as per instructions in the book.
2. Go over answers with the class.

Beyond the text:

This exercise might be a little tough as the students might lack the background knowledge to complete the exercise, i.e. if you don't know much about England we can't expect our students to choose an appropriate extra day. If this is the case you might substitute the Extension for the actual exercise.

1. Have the students do the exercise as per instructions in the book.
2. Go over answers with the class.

Extension

Have students prepare a travel brochure for a four-day tour of their country just as it is in the text. This might best be done in groups of four; however pairs would also work for more advanced classes. The itineraries can then be written on the board and the class can choose the best tour from those on the board.

This exercise will re-cycle the collocations taught in 'words' and the prepositional use studied in 'beyond the word'.

Unit Thirteen: Paul Gauguin

Objectives:

- scanning
- reading for detail
- inference

Lesson Lead In

Ask students the heading question:

Which painter do you like best?

NB: You can change painter for other professions (authors, musicians, actors, etc.) if your students don't know much about painters.

Warmer:

For those students who haven't studied much art and perhaps don't know too much about art and different painters, this lead-in question can be changed to 'author' or 'singer' or 'musician' and so on.

1. Have the students do the exercise as per instructions in the book.
2. Go over answers with the class as per instructions in the book.

Reading One:

This is a scanning exercise; as such the students should be encouraged to complete the exercise as quickly as they can. For more advanced classes the teacher can set a time limit of two minutes.

1. Have the students do the exercise as per instructions in the book.
2. Have the students put their pencils down when they're finished.
3. Go over answers with the class.

Reading Two:

Reading Two is a more detailed reading.

1. Have the students do the exercise as per instructions in the book.
2. Go over answers with the class.

Words:

This section again puts the students through the reading in detail searching for the correct words to complete the exercise.

1. Have the students do the exercise as per instructions in the book.
2. Go over answers with the class.

Beyond the word:

1. A simple exercise in prepositions.

1. Have the students do the exercise as per instructions in the book.
2. Go over answers with the class.

2. A comprehension check

1. Do as per instructions in the book.
2. Go over answers with the class.

Reading Three:

Reading for detail.

1. Have the students do the exercise as per instructions in the book.
2. Go over answers with the class.

Beyond the text:

You can either have the students write a narrative or a list of dates and events similar to the reading.

1. Have the students do the exercise as per instructions in the book.
2. Go over answers with the class.

Extension

Use the information gap activity on the following pages.

Unit Fourteen: Big Ben

Objectives:

- Scanning
- Reading for meaning
- Question-making practice
- Verb/ Object Collocation

Lesson Lead In

This lead in requires as many tape measures as you have groups in the class. Divide the students into groups; have them measure objects around the classroom. Have them draw simple plans in their books and report their measurements to the other groups. You may need to pre-teach height, length and breadth.

Warmer:

1. Have the students do the exercise as per instructions in the book.
2. Go over answers with the class.

This can be extended and other vocabulary items particular to clocks can be added

Alternate Warmer One:

One suggested alternative warmer is to use the children's riddle:

What has a face, two hands and lives on the wall?

Ask this to the class and if they still don't feel up to guessing the answer, perhaps you can add further hints, such as:

there is a big hand and a little hand

there are numbers on the face

Reading One:

This is fairly straightforward reading. The major obstacles to doing this quickly being the vocabulary items needed to complete the exercise: diameter, tower, mark and so on.

1. Have the students do the exercise as per instructions in the book.
2. Go over answers with the class.

Reading Two:

Although a simple task, it requires careful reading to complete.

1. Have the students do the exercise as per instructions in the book.
2. Go over answers with the class.

Words:

The first section looks at simple verb/ object collocation.

The second section is more difficult than it initially looks as it requires knowledge of word families, and as such word families should be introduced and understood before doing this exercise, otherwise students will just plug in vocabulary items from the reading

Write the following table up on the board and fill in the table as follows:

noun	verb	past tense	past participle	adjective	adverb
------	------	------------	-----------------	-----------	--------

1. Have the students do the exercise as per instructions in the book.
2. Go over answers with the class.

Beyond the word:

This section is rather important in that the question making skills used in this section form the foundation of the later productive activity that closes the unit. Check these carefully.

1. Have the students do the exercise as per instructions in the book.
2. Go over answers with the class.

Reading Three:

Reading for detail.

1. Have the students do the exercise as per instructions in the book.
2. Go over answers with the class.

Beyond the text:

Information gap fill exercise.

1. Have the students do the exercise as per instructions in the book.
2. Go over answers with the class.

Extension

1. Using the measurements taken in the Lesson Lead In. In pairs the students could write descriptions of objects in the classroom.

Have the pairs swap descriptions with another group and try to guess what item has been described.

Unit Fifteen: Clothes and Footwear

Objectives:

- reading for meaning
- nouns / verbs
- scanning
- complex sentences
- inferencing

Lesson Lead In

1. Ask students if they like going shopping for cloths or shoes.
2. Ask them what they bought when they went for shopping for something they wear for the last time. Board up the items as you go.

Alternate Lead In

- 1) Tell your students about your own experience on shopping. For example:

I went shopping for shoes on the weekend. I found a pair, I really liked the design. When I tried them on, they fit me perfectly. This doesn't happen to me often. Actually it never happens. So I was very happy finding this pair, and bought them. Next morning I excitedly put them on and spent a day in them. Do you know what happened? They were absolutely nightmare. My feet hurt badly and I couldn't stand it. I hate shoe shopping! How about you?

- 2) After listening to the students' comments, board up the followings:

love like don't mind don't like hate!

- 3) Do a class survey by raising hands;

"I love shop for shoes. Raise your hands."

"I don't mind shopping for shoes. Raise your hands." and so on.

- 4) Ask students what kind of footwear there are. Board them up as you go.

Warmer:

This might be a sensitive class activity and might be inappropriate in some classes, so the teacher should exercise some judgment about whether to do the

following warm-up activity.

1. Model the exercise by choosing a student, (without telling him or her and of course without telling the class).
2. Describe what that student is wearing. Student try to guess whom the teacher is describing.
3. Have the students do the exercise as per instructions in the book.
4. Go over answers with the class.

Reading One:

This exercise is intended to engage the students with the text and graphics.

1. Have the students do the exercise as per instructions in the book.
2. Go over answers with the class.

Reading Two:

This is actually a very easy task for Japanese speakers as many of the vocabulary items are actually imported into Japanese in the form of Katakana words. However the teacher might point out some of the differences and make this into a false friends type of lesson.

1. Have the students do the exercise as per instructions in the book.
2. Go over answers with the class.

Words:

1. Have the students do the exercise as per instructions in the book.
2. Go over answers with the class.

Beyond the word:

1. Have the students do the exercise as per instructions in the book.
2. Go over answers with the class.

Reading Three:

1. Have the students do the exercise as per instructions in the book.
2. Go over answers with the class.

Beyond the text:

Have students come up with a list of traditional Japanese clothing. For example: Kimono, yukata, geta and so on. Then have students describe or write definitions for each traditional piece of clothing. When this is done this can then be boarded up on the whiteboard.

1. Have the students do the exercise as per instructions in the book.
2. Go over answers with the class.

Extension

1. Work in pairs. (Each students should have three descriptions that they wrote in "Beyond the Text". In this section, use the ones that they didn't use in "Beyond the Text".
2. Have students read the descriptions to the partner.

The partner has to guess what the object is.

Unit Sixteen: Headlines

Objectives:

- skimming (but the book says scanning)
- reference
- focus on discourse
- ellipsis
- guessing meaning from reference

Bilingual Lesson Lead In

1. Ask the following question:
Did you read the morning paper today? What was the top news? Can you give me the top three?
2. Board up the topics as you go in English. And then mark the top three that are decided with the class.
3. In groups, have them write down a headline each to these three topics in Japanese.
4. Go over the answers with the class.
5. Go back to the group, and have them write the regular Japanese sentences from the headlines.
6. Go over the sentences with another group.

Warmer:

1. Have the students do the exercise as per instructions in the book.
2. Go over answers with the class.

This can be extended by boarding up headlines from various newspapers and asking students what the articles pertain to. Thus it is a good idea to use recent topical articles, (a current sports hero or current news event)

Reading One:

Have the students do the exercise as per instructions in the book.

1. The first section of reading one is a skimming exercise and as such should be done quite quickly. Give the students a time within which to

complete the exercise. Have students put their pencils down when they've finished.

2. Go over answers with the class.
3. The bottom question, "these stories fall into two groups" question forces the students to have a more careful look at meaning.
4. Have students compare answers.

Reading Two:

This is a more careful reading.

1. Have the students do the exercise as per instructions in the book.
2. Go over answers with the class.

Words:

Definition matching exercise.

1. Have the students do the exercise as per instructions in the book.
2. Go over answers with the class.

Beyond the word:

Part 1 is in many ways this is a referencing exercise where students are asked to match relexicalised words.

Part 2 examines newspaper English and asks students to convert that discourse into standard English.

1. Have the students do the exercise as per instructions in the book.
2. Go over answers with the class.

Reading Three:

Reading for detail.

1. Have the students do the exercise as per instructions in the book.
2. Go over answers with the class.

Beyond the text:

By providing the framework of a story this exercise assists students who have difficulty being imaginative yet there is the flexibility to be imaginative if the

students feel so inclined.

1. Have the students do the exercise as per instructions in the book.
2. Go over answers with the class.

Extension 1

1. Prepare some news from English papers.
2. Read out the news or tell the story with easy English to the students.
3. Have students think of the headlines that would go with the story. Board them up as you go.
4. Tell students the real headlines on the paper.

Extension 2

1. Prepare some news from English papers.
 2. Board up the headlines of the news, and have students discuss what the news stories are about in groups.
 3. Have each group tell the class what they thought of each news item.
- Tell students the real stories for each headline.

Unit Seventeen: Personal Space

Objectives:

- scanning
- reading for meaning
- nouns/verbs
- referencing

Lesson Lead In

1. Ask students if they've been to very crowded places recently; bargain sales, local festivals, busy trains and so on. NB: If a major part of the class takes a busy morning train everyday, ask them something like; "How bad was the train ride this morning?"
2. Board up the places that students mentioned on the board.
3. Ask students some questions by slipping some of the words from (2) into the underlined part of the following sentence;
How do you feel when people stand close to you in _____ ?

Alternate Lead In

1. Tell your own experience of a situation that you had to stand really close to a stranger. For example:
I was lining up for buying a ticket at the station the other day.
There was a lot of space in that area and there were not so many people in the cue. BUT a lady in her 50s was standing really really close to me. Her belly was pushing my back and I could even hear her breathing. She was standing there casually, you know it seemed like it was completely normal thing to do for her. But it was absolutely uncomfortable for ME. What do you think?
2. After let students comment on this story, board up the followings;
uncomfortable don't mind (like it?)
3. Do a class survey by asking the following question;
How do you feel when people stand right behind you in a cue like that happened to me? Uncomfortable? Don't mind?

How do you feel when people stand close to you in an elevator?
Uncomfortable? Don't mind?

Warmer:

The cultural background of the students will be very important in this exercise. You can increase the list of questions by having the students come up with places and events that may cause people to be uncomfortable.

1. Have the students do the exercise as per instructions in the book.
2. Go over answers with the class.

Reading One:

In this exercise students are scanning for information by matching the descriptions to the diagram. This exercise should be completed fairly quickly.

1. Have the students do the exercise as per instructions in the book.
2. Go over answers with the class.

Reading Two:

Here the students are asked to read for meaning and should be given longer to complete the exercise.

1. Have the students do the exercise as per instructions in the book.
2. Go over answers with the class.

Words:

1.

This exercise may be a little difficult as it requires students to transfer vocabulary from one context to another.

1. Have the students do the exercise as per instructions in the book.
2. Go over answers with the class.

2.

This exercise looks at multiple meanings of words.

1. Have the students do the exercise as per instructions in the book.
2. Go over answers with the class.

Beyond the word:

Part 1 is fairly straightforward relexicalising and part 2 again refers to referencing. Part 3 examines pronoun referencing.

1. Have the students do the exercise as per instructions in the book.
2. Go over answers with the class.

Reading Three:

1. Have the students do the exercise as per instructions in the book.
2. Go over answers with the class.

Beyond the text:

1. Have the students do the exercise as per instructions in the book.
2. Go over answers with the class.

Extension

1. Board up the six words/phrases from "Word - Part 2".
2. Work in pairs. Have each pair write sentences using these words/phrases with the meaning that were marked at the previous exercise (i or ii).
3. Have students read out the sentences they wrote, and board them up.
4. Go over the sentences with the class.

NB: If it would be difficult for your students to picture the situation or set-ups for the target six words/phrases, you might want to write down some likely situations or words that can be used in the same sentences.

Unit Eighteen: London Firsts

Objectives:

- Skimming
- verb-object collocation
- scanning
- reference
- inferencing

Lesson Lead In

1. Ask your students what 'invention' means. If they are unable to tell you give them some examples of famous inventions and their inventors before telling them.
2. Elicit from students some famous inventions and inventors from their country.

Warmer:

This is a very difficult exercise as it requires some background knowledge. Have the students attempt the exercise but don't spend too much time with this.

1. Have the students do the exercise as per instructions in the book.
2. Go over answers with the class.

Reading One:

This is a skimming exercise and as such should be done very quickly.

1. Have the students do the exercise as per instructions in the book.
2. Go over answers with the class.

Reading Two:

In this exercise the students are asked to scan for the answers to the five questions. Again this should be done fairly quickly.

1. Have the students do the exercise as per instructions in the book.
2. Go over answers with the class.

Words:

1.

This exercise examines verb-object collocation.

1. Have the students do the exercise as per instructions in the book.
2. Go over answers with the class.

2.

This is an exercise in relexicalising.

1. Have the students do the exercise as per instructions in the book.
2. Go over answers with the class.

Beyond the word:

This exercise looks at the use of discourse markers to highlight and draw attention to information, to make it more appealing to the reader. Students may find this exercise challenging. The words used are unnecessary to understand the information presented but are important for writing a more interesting text.

1. Have the students do the exercises (1 and 2) as per instructions in the book.
2. Go over answers with the class.

Reading Three:

This requires the students to think about the context in which these firsts took place.

1. Have the students do the exercise as per instructions in the book.
2. Go over answers with the class.

Beyond the text:

Encourage the students to go beyond the information in the reading.

1. Have the students do the exercise as per instructions in the book.
2. Go over answers with the class.

Extension

1. Board up the things that are mentioned at "Lesson Lead In".
2. Work in pairs. Have each pair choose a thing from the list on the board,

and write a description of it.

3. Have some pairs read out what they wrote and board them up.
4. Go over the descriptions with the class.