

SKILLS FOR FIRST CERTIFICATE

Writing

Teacher's Book

Malcolm Mann
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MACMILLAN

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Unit 1 Films

WARM-UP

Aim: to encourage students to think about the unit topic

Direct students' attention to the photographs and the topic of the unit. Ask students to discuss their answers to the questions in pairs. Monitor the pairwork and bring the class together again to compare ideas. You might like to do this as a whole-class activity, eliciting responses from different students. Encourage students to respond freely, speculating and developing their answers.

DEVELOP YOUR WRITING SKILLS

A Formal or informal?

Aim: to develop an appreciation of the main differences between formal and informal writing

Ask students to read each extract quickly and circle whether each extract is formal or informal. When everyone has chosen their answers, move on to exercise B without revealing the answers.

- | | |
|------------|------------------------|
| A informal | F Kyle's language: |
| B formal | informal, the writer's |
| C formal | language: formal |
| D formal | G formal |
| E formal | H formal |

B How did you know?

Aim: to develop a more detailed understanding of what makes a text formal or informal

Ask students to read extracts A, B and C again and to write words or short phrases from the extracts on the lines provided. Explain that there may be several possible answers for each one. When everyone has chosen their answers, move on to exercise C without revealing the answers.

extract A

- any two of the following: You'd / It's / it's about / Great twist at the end, too. / gonna
- one of the following: reckon / gonna
- one of the following: ! – (note: you may wish to point out that the 'em line' or 'dash' (–) has become more popular and more acceptable over the past few years, and is now generally acceptable in more formal writing too)

4 Great twist at the end, too.

5 gonna

6 fab

7 loads of

extract B

1 I would be extremely grateful if you could let me know ...

2 ... are installed

extract C

1 one of the following: Although there may well be / some kind of connection between / It certainly is not the case / after watching a violent film / feel an increased need to / possibly quite the opposite

2 it's (note: you may wish to point out to students that although contractions are informal, they are acceptable in journalistic writing, such as an article for a young people's magazine)

3 It certainly is not the case that ...

4 the majority of

C Match the text types

Aim: to facilitate student understanding of which level of formality to use when writing

Ask students to match the extracts to the text types. Point out that they have to consider both content and formality in making their choices. When everyone has chosen their answers, move on to exercise D without revealing the answers.

1 H 2 G 3 B 4 A 5 E or C 6 C or E 7 D 8 F

D Discuss

Ask students to discuss their answers to exercises A, B and C in pairs, giving reasons for their choices. Monitor the pairwork and bring the class together again to compare ideas. Check that all students now have the correct answers to exercises A, B and C.

E What do you think?

Aim: to check students' understanding of basic formality issues

Ask students to read the sentences and decide if they are True or False. You may wish students to do this task as pairwork. Bring the class together to discuss the answers.

1 F 2 T 3 F 4 T 5 T 6 F 7 F 8 T 9 F

Note: This may be a good opportunity to point out to students that formality is actually more like a scale ranging from very informal at one end to very formal at the other, with different levels of formality in between. Thus, an article for a young people's magazine is more formal than a letter to a penfriend but less formal than a composition.

F Study the model

Aim: to further develop and consolidate student awareness of formality

Explain to students that there are 16 model compositions at the back of the Student's Book. These compositions do not contain mistakes, and would get a very good mark in the exam, but they are achievable. Students should be encouraged to work towards producing compositions of this level.

Ask students to read model composition 1 on page 100 and carry out the three tasks. For the first task, students write on the lines provided. For the second, students circle in the model composition. Point out that for the second task there may be several possibilities.

- | | |
|-------------------|---------------|
| 1 Thanks a lot | 5 got |
| 2 I'm really glad | 6 quite a bit |
| 3 Yeah | 7 though |
| 4 tricky | 8 I've got to |

informal grammar: three of the following:

I'm / you've / It's / isn't it? / Anyway / I've / it's got / this great / you've / too

informal punctuation: any of the exclamation marks or brackets/parentheses

COMPOSITION DEVELOPMENT

Aim: to guide students through the process of composition production

Ask students to read the composition question above exercise A. Check their understanding of the question.

A Brainstorming

Aim: to produce ideas for this particular composition question

Ask students to answer the questions using their imagination. Remind them that they do not have to write about a real cinema visit. You may wish students to do this task as pairwork. When the students have answered the questions, bring the class together to discuss their ideas. Accept all logical, sensible answers.

B Think about formality

Aim: to ensure students use the appropriate register

Ask students to circle the sentences they think would be appropriate in terms of formality. Remind them that more than one sentence in each group might be appropriate. You may wish students to do this task as pairwork. Check their answers.

appropriate sentences:

Paragraph 1: b

Paragraph 2: a, b

Paragraph 3: a, d

Paragraph 4: b, c

closing expressions: a, d, e, f

C Plan your paragraphs

Aim: to develop paragraph-planning skills

Explain to students that they should always make a paragraph plan before they start writing – even in the exam. You may wish to point out to them that they will be able to ask the invigilators in the exam for extra paper on which to produce their plan. Ask students to put the information from exercise A into the appropriate boxes in the paragraph plan, and to add any other relevant information. Although each student's plan will be different, they should all follow this basic model:

Paragraph 1: refer to penfriend's letter, or ask penfriend a question

Paragraph 2: say you saw a great film last night, who you went with

Paragraph 3: description of the film, why you enjoyed it, recommending

Paragraph 4: reason for signing off

Closing expressions: one or two of: Love / Lots of love / From / Take care / See you soon / Bye for now! / Write back soon / All the best / Yours

D Homework

Assign the writing of the composition for homework. Remind students that their composition should be between 120 and 180 words. Before collecting the students' compositions at the beginning of the next lesson, check that they have ticked the boxes next to the points in exercise D.

WORDPERFECT

Aim: to develop key FC vocabulary

Ask students to read the example sentences. Ask students if they have any questions regarding unknown vocabulary. Then ask students to write the words in bold in the gaps in the sentences below. You may wish to assign this task for homework.

- | | |
|--------------------|-------------|
| 1 dubbed | 6 about |
| 2 set | 7 subtitles |
| 3 box office | 8 twist |
| 4 video store/club | 9 DVDs |
| 5 plays | 10 stars |

EXAM PRACTICE — INFORMAL LETTER

Exam know-how

Aim: to provide students with key exam skills

Ask students to read the exam know-how tips. Check understanding. Ask students if they have any questions about the tips.

COMPOSITION QUESTIONS

Aim: to provide students with topic-based practice of FC Writing Part 2 informal letters

You could ask students to write one or both of these compositions in class, under exam conditions, or you could assign one or both of the compositions for homework. If you only wish them to write one composition, you could also ask students to produce a detailed paragraph plan for the composition they do not write in full. You might also like to use these compositions as the basis for peer correction exercises, where students read and respond to each other's writing.

Note: For more informal letter questions, see page 47 of this Teacher's Book. For more compositions on the topic of films, see model composition 4 on page 101 of the Student's Book and the first article question and the first report question on page 45 of this Teacher's Book.

GRAMMAR FOCUS

Aim: to develop productive grammar skills

Ask students to read the example sentences. Explain that the three forms mean the same thing, but that *have to* and *must* are more formal. Ask students to rewrite the six sentences using the 'have got to' form. Remind them to use

contractions where possible to make the sentences more informal. Check students' answers.

- 1 I've got to get ...
- 2 He's got to understand that ...
- 3 'Have I got to do ...
- 4 Has she got to do ...
- 5 You haven't got to pick ...
- 6 Haven't you got to be a ...
- 7 Film actors haven't got ...
- 8 The dubbing has got to be ...

Unit 2 Occupations

WARM-UP

Aim: to encourage students to think about the unit topic

Direct students' attention to the photographs and the topic of the unit. Ask students to discuss their answers to the questions in pairs. Monitor the pairwork and bring the class together again to compare ideas. You might like to do this as a whole-class activity, eliciting responses from different students. Encourage students to respond freely, speculating and developing their answers.

DEVELOP YOUR WRITING SKILLS

A Who reads what?

Aim: to develop an awareness of target readers

Explain to students that, when they write, they must always consider WHO they are writing to or for. Ask students to quickly match the kinds of writing with the people who might read them. Check students' answers.

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

B Choose the reader

Aim: to develop the skill of determining who the target reader is

Ask students to quickly read the extracts from composition questions, and to choose who the reader is going to be. Check students' answers.

1b 2a 3a 4b 5b 6a

C Choose the best style

Aim: to facilitate student understanding of which register to use with different target readers

Ask students to choose the best style for each composition type. You may wish students to do this as pairwork, allowing discussion. Check students' answers.

1b 2b 3a 4b 5b 6a

D Match the sentences to the readers

Aim: to further develop student understanding of which register to use with different target readers

Ask students to match the sentences to the readers they are intended for. You may wish students to do this as pairwork, allowing discussion. Check students' answers.

1d 2b 3a 4c 5e

E Study the model

Aim: to further develop student understanding of register depending on target reader

Explain to students that there are 16 model compositions at the back of the Student's Book. These compositions do not contain mistakes, and would get a very good mark in the exam, but they are achievable. Students should be encouraged to work towards producing compositions of this level. Ask students to read model composition 2 on page 100, and then make notes on the lines provided to answer the questions. When everyone has written their answers, move on to exercise F without revealing the answers.

Accept all logical, sensible answers along the lines of these suggested answers:

- 1 students at your/my college
- 2 an informal, conversational style using everyday English
- 3 to engage and address the reader, interesting them in the subject, and to ask rhetorical questions

F Discuss

Ask students to discuss their answers to exercise E in pairs, giving reasons for their choices. Monitor the pairwork and bring the class together again to compare ideas. Check that all students now agree on the answers to exercise E.

COMPOSITION DEVELOPMENT

Aim: to guide students through the process of composition production

Ask students to read the composition question above exercise A. Check their understanding of the question.

A Brainstorming

Aim: to develop awareness of target reader, register and appropriate content for this particular composition question

Ask students to answer the questions. You may wish students to do this task as pairwork. When the students have answered the questions, bring the class together to discuss their ideas.

1b	4 aF bT cT dT eF
2a	5c
3b	

B Match

Aim: to develop paragraphing skills and focus on composition content

Ask students to match the paragraphs to their content. You may wish students to do this task as pairwork. Check students' answers.

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

C Starting your article

Aim: to develop the skill of creating an appropriate opening sentence

Ask students to choose two appropriate first sentences. You may wish them to discuss as a class or in pairs which two are appropriate, and why, and which two are not appropriate, and why. Check students' answers.

I have been requested to write an article by this magazine and here it is.

inappropriate: too formal, too boring, irrelevant to the subject

Are you still wondering exactly what you're going to do with your life?

appropriate: correct register, engages the reader, relevant

I am writing to inform you about the career options open to you.

inappropriate: wrong register (it's not a formal letter)

It can be pretty scary taking decisions that affect the rest of your life.

appropriate: correct register, engages the reader, relevant

D Ending your article

Aim: to develop the skill of creating an appropriate final sentence

Ask students to choose two appropriate final sentences. You may wish them to discuss as a class or in pairs which two are appropriate, and why, and which two are not appropriate, and why. Check students' answers.

In conclusion, these are the things I had to say on the subject.

inappropriate: 'In conclusion' is the wrong register (it's more appropriate for compositions and reports), the sentence doesn't actually say anything

I am looking forward to hearing from you as soon as possible.

inappropriate: wrong register (it's not a formal letter), irrelevant and incorrect (the writer will not hear from the reader)

I hope these suggestions have given you something to think about.

appropriate: correct register, addresses the reader, demonstrates the article has come to an end

So, good luck in your future career, whatever you decide.

appropriate: correct register, addresses the reader, demonstrates the article has come to an end

E Plan your paragraphs

Aim: to develop paragraph-planning skills

Remind students that they should always make a paragraph plan before they start writing – even in the exam. You may wish to point out to them that they will be able to ask the invigilators in the exam for extra paper on which to produce their plan. Ask students to put the information from exercises B, C and D into the appropriate boxes in the paragraph plan, and to add any other relevant information. Point out to students that their plan should be as detailed as possible. Check students' plans, ensuring they have followed the basic model given in exercise B.

F Homework

Assign the writing of the composition for homework. Remind students that their composition should be between 120 and 180 words. Before collecting the students' compositions at the beginning of the next lesson, check that they have ticked the boxes next to the points in exercise F.

WORDPERFECT

Aim: to develop key FC vocabulary

Ask students to read the example sentences. Ask students if they have any questions regarding unknown vocabulary. Then ask students to write the words in bold in the gaps in the sentences below. You may wish to assign this task for homework.

1 resign	6 unemployment
2 trainees	benefit/the dole
3 job satisfaction	7 unemployed
4 fired/sacked	8 contract
5 boss	9 working conditions
	10 colleagues

EXAM PRACTICE — ARTICLE

Exam know-how

Aim: to provide students with key exam skills

Ask students to read the exam know-how tip. Check understanding. Ask students if they have any questions about the tip.

COMPOSITION QUESTIONS

Aim: to provide students with topic-based practice of FC Writing Part 2 articles

You could ask students to write one or both of these compositions in class, under exam conditions, or you could assign one or both of the compositions for homework. If you only wish them to write one composition, you could also ask students to produce a detailed paragraph plan for the composition they do not write in full. You might also like to use these compositions as the basis for peer correction exercises, where students read and respond to each other's writing.

Note: For more article questions, see page 45 of this Teacher's Book. For more compositions on the topic of occupations, see model composition 7 on page 103 of the Student's Book, model composition 12 on page 105 and the section on letters of application and the second report question on pages 45-46 of this Teacher's Book.

GRAMMAR FOCUS

Aim: to develop productive grammar skills

Ask students to read the paragraph and the example sentences. Explain that it is important for them in their writing to be able to use verbs which take the full infinitive, the gerund or both. Ask students to put the verbs in brackets into the correct form to complete the ten sentences below. Check students' answers.

- | | |
|-----------|-------------|
| 1 living | 6 answering |
| 2 working | 7 being |
| 3 to have | 8 to get |
| 4 waiting | 9 to pay |
| 5 to be | 10 to be |

Unit 3 Education

WARM-UP

Aim: to encourage students to think about the unit topic

Direct students' attention to the photographs and the topic of the unit. Ask students to discuss their answers to the questions in pairs. Monitor the pairwork and bring the class together again to compare ideas. You might like to do this as a whole-class activity, eliciting responses from different students. Encourage students to respond freely, speculating and developing their answers.

DEVELOP YOUR WRITING SKILLS

A What do I have to include?

Aim: to develop the skill of interpreting and using prompts

Ask students to read the example composition question. Explain that they will be heavily penalised in the exam if they do not include all the information from the notes in their letter. Ask students to tick the pieces of information which **MUST** be included. Check students' answers.

information which must be included: 2, 3, 4, 5, 7

B How did they do?

Aim: to further develop the skill of interpreting and using prompts

Ask students to read the two paragraphs written by different students, and to underline where

they mention the points from the notes in exercise A. When they have done this, ask students to write the correct paragraph number to answer the questions. Check students' answers.

1

I called them for you yesterday. The secretary told me about the guy who invented it in 1887, but I can't remember his name. I do remember that there are something like two million speakers around the world, though. She said it was sixty euros for a two-month course, which you could possibly do over the summer. You can get more information from the course director, Mr Hope. Do you want the number?

2

There are two million speakers around the world. Esperanto was invented in 1887. The fee is sixty euros for a two-month course, over the summer if you like. Textbooks extra. The course director is Mr Hope. Call him on 0276 333451.

a 1 b 2 c 1 d 1 e 2

C Write a paragraph

Aim: to develop the skill of turning prompts into an appropriate written form

Ask students to read the incomplete letter, and to tick the points the writer has mentioned. Check students' answers.

points mentioned: a, e

Now ask students to complete the letter by writing a paragraph in their notebooks, containing points b, c and d. Move on to exercise D without looking at the students' paragraphs.

D Read your partner's writing

Aim: to further develop the skill of turning prompts into an appropriate written form through peer correction

Ask students to swap paragraphs and read what their partner has written. Ask them to answer the three questions. You might wish students who answer *No* to any of the questions to suggest to their partner how to improve their paragraph. You might also wish to ask students who have received three *Yes* answers to read out their paragraphs to the class.

E Study the model

Aim: to further develop the skill of interpreting and using prompts

Explain to students that there are 16 model compositions at the back of the Student's Book. These compositions do not contain mistakes, and would get a very good mark in the exam, but they are achievable. Students should be encouraged to work towards producing compositions of this level.

Ask students to read the question for model composition 3 on page 101, and to circle the points the writer **MUST** mention. When everyone has ticked their answers, ask students to underline the phrases in the model answer where the writer mentions those points. Finally, ask students to decide what style the writer has used. Check answers.

points which must be mentioned: a, b, c, d, e

phrases which should be underlined: they're full on the 7th, but they've got tables free on Saturday / they have live music at the weekends / They said it would be about twenty-five euros per person, but we'd get a 10% discount because there are six of us / they do vegetarian meals.

style: informal, friendly, conversational, chatty

COMPOSITION DEVELOPMENT

Aim: to guide students through the process of composition production

Ask students to read the composition question above exercise A. Check their understanding of the question.

A Brainstorming

Aim: to focus on the content of this particular composition

Ask students to answer the questions using both the composition question and their imagination where appropriate. You may wish students to do this task as pairwork. When the students have answered the questions, bring the class together to discuss their ideas.

What's your penfriend's name?

Accept all logical, sensible answers.

What news might you tell them before you mention the course? Accept all logical, sensible answers.

Where do you do the course? at home (it's a distance learning course)

How long does the course last? 2 months

How much does the course cost? 70 euros

What does 'certificate at end' mean? You get a certificate when you have finished the course.

What reason will you give for ending your letter? Accept all logical, sensible answers.

How might you close your letter? Accept all logical, sensible answers.

What would be an appropriate style? informal, friendly, chatty, conversational

How many points do you need to include? four

B From prompts to sentences

Aim: to develop the skill of turning prompts into an appropriate written form

Ask students to use the notes given to write sentences which can go in their letter. Remind them that their letter will be informal. When students have written their sentences, you might want to ask them to read them out to the class.

Note: These are example answers only. Accept all sentences which contain the relevant information in an appropriate informal style.

- 1 You can do the complete course in 2 months.
- 2 They send you worksheets through the post, and you do the exercises at home.
- 3 They told me it costs 70 euros.
- 4 They give you a certificate once you've finished the course.

C Make it informal

Aim: to develop an awareness of formality

Explain to students that the three sentences are formal. Ask students to rewrite them for an informal, friendly letter. Point out that they may need to make radical changes, and that they can turn each one into more than one sentence if they wish. When students have written their sentences, check their answers as a class.

Note: These are example answers only. Accept all sentences which are in an appropriate informal style.

- 1 You asked about my mum. Thankfully, she's a lot better!
- 2 Great news about your exams! Well done!
- 3 It costs about 70 euros.

D Plan your paragraphs

Aim: to develop paragraph-planning skills

Remind students that they should always make a paragraph plan before they start writing – even in the exam. You may wish to point out to them that they will be able to ask the invigilators in the exam for extra paper on which to produce their plan. Ask students to complete the paragraph plan. Remind them to include all the information from exercises A and B and to add any other relevant information. Point out to students that their plan should be as detailed as possible. Check students' plans. Although each student's plan will be different, they should all follow this basic model:

Paragraph 1: refer to penfriend's letter, or ask penfriend a question

Paragraph 2: say you know your friend wants to improve their memory, that you saw an ad for a course and contacted them for more details

Paragraph 3: details about the course

Paragraph 4: reason for signing off

Closing expressions: one or two of: Love / Lots of love / From / Take care / See you soon / Bye for now! / Write back soon / All the best / Yours

E Homework

Assign the writing of the composition for homework. Remind students that their composition should be between 120 and 180 words. Before collecting the students' compositions at the beginning of the next lesson, check that they have ticked the boxes next to the points in exercise E.

WORDPERFECT

Aim: to develop key FC vocabulary

Ask students to read the example sentences. Ask students if they have any questions regarding unknown vocabulary. Then ask students to write the words in bold in the gaps in the sentences below. You may wish to assign this task for homework.

- | | |
|---------------------|---------------------|
| 1 distance learning | 6 primary school |
| 2 certificate | 7 by heart |
| 3 drop out | 8 textbook |
| 4 fee(s) | 9 pupils |
| 5 stay on | 10 secondary school |

EXAM PRACTICE — INFORMAL TRANSACTIONAL LETTER

Exam know-how

Aim: to provide students with key exam skills

Ask students to read the exam know-how tips. Check understanding. Ask students if they have any questions about the tips.

COMPOSITION QUESTIONS

Aim: to provide students with topic-based practice of FC Writing Part 1 informal transactional letters

You could ask students to write one or both of these compositions in class, under exam conditions, or you could assign one or both of the compositions for homework. If you only wish them to write one composition, you could also ask students to produce a detailed paragraph plan for the composition they do not write in full. You might also like to use these compositions as the basis for peer correction exercises, where students read and respond to each other's writing.

Note: For a further composition on the topic of education, see model composition 11 on page 105 of the Student's Book, and the third question of the compositions section on page 46 of this Teacher's Book.

GRAMMAR FOCUS

Aim: to develop productive grammar skills

Ask students to read the text and example above the sentences. Explain that, when they are turning notes into sentences, it is important for them to get the grammar correct. Ask students to rewrite the sentences using articles where appropriate. Check students' answers.

- 1 The college has a swimming pool at the back.
- 2 The college may offer a discount on the fee for a group.
- 3 The exams take place in a local school.
- 4 The library is open for a few hours each morning.
- 5 The college charges an extra 30 euros for the Welcome Party.

Unit 4 Sport

WARM-UP

Aim: to encourage students to think about the unit topic

Direct students' attention to the photographs and the topic of the unit. Ask students to discuss their answers to the questions in pairs. Monitor the pairwork and bring the class together again to compare ideas. You might like to do this as a whole-class activity, eliciting responses from different students. Encourage students to respond freely, speculating and developing their answers.

DEVELOP YOUR WRITING SKILLS

A Looking at layout

Aim: to develop an awareness of layout

Ask students to look at the three diagrams. Point out that, although they cannot read the words, they can still say what kinds of compositions they are from the layout. Ask students to complete the information, giving reasons for their choices. You may wish students to do this as pairwork. Check students' answers.

A letter: 2

Why? it starts with a very short line (i.e. Dear + name), and ends with a short line, and then an even shorter line below, (i.e. closing expression followed by name)

A report: 1

Why? three short lines at the top (i.e. To:, From: and Subject:/Re: or Date:), and each of the paragraphs has a short line above it (i.e. the paragraph heading)

A discursive composition: 3

Why? it just contains paragraphs of text

B Complete the table

Aim: to develop an awareness of text structure

Ask students to complete the table by ticking the relevant boxes. You may wish students to do this as pairwork. Check students' answers.

	often has a title	has paragraphs	uses headings	your name appears in it
article	✓	✓		
report		✓	✓	✓
letter		✓		✓
story	✓	✓		
discursive composition		✓		

C Starting a report

Aim: to develop the skill of creating an appropriate start to a report

Ask students to read the example report question, and to use their imagination to complete the start of the report. Accept all logical, sensible answers.

To: Mr/Mrs/Ms + surname, e.g.
Mrs Johnson
From: first name + surname, e.g.
Helen Peters
Subject: name of new sports centre or general topic of the report, e.g.
Tamworth Sports and Fitness Centre or The new sports centre

Point out to students that they have a slight choice as to how to begin their report. Ask students to choose the two appropriate beginnings from the report, and to complete the information. Accept all logical, sensible answers.

Date: written date (with or without year), e.g. 23rd June

Re: name of new sports centre, e.g.
Tamworth Sports and Fitness Centre

You may wish to point out here that *Re:* means exactly the same as *Subject:*, so students cannot use both in the same report. If they wish to put the date, it should come on the line below *Re:* or *Subject:*.

D How did they do?

Aim: to develop awareness of what makes a successful report paragraph

Ask students to read the two paragraphs from different answers to the report question, and then to answer the questions. You may wish students to do this as pairwork. Bring the class together to discuss their answers. Check that all students agree on the answers.

a 2 b 1 c 1 d 2 e 1 f 1

E Write a paragraph

Aim: to develop the skill of writing a successful report paragraph

Ask students to complete the report by writing a paragraph of about 30 words about the gymnasium. Remind them that their paragraph should be formal, and that the content should be focused solely on the gym. When students have finished writing, you may wish students to comment on each other's paragraphs in pairs, or ask some or all students to read their paragraphs to the class as a whole, allowing the class to comment on the paragraphs they hear.

F Study the model

Aim: to further develop an awareness of the structure of reports

Explain to students that there are 16 model compositions at the back of the Student's Book. These compositions do not contain mistakes, and would get a very good mark in the exam, but they are achievable. Students should be encouraged to work towards producing compositions of this level. Ask students to read model composition 4 on page 101, and to underline points a-e in the model. Check students' answers.

- a Facilities for film-goers
- b As requested, I have prepared a report on ...
- c Generally, the facilities are good, although there are ways in which they could be improved. / Our town has some excellent facilities for film lovers, although one cinema is about to disappear.
- d A better bus service to the Megaplex Cinema would be an improvement.
- e Ms Davies

COMPOSITION DEVELOPMENT

Aim: to guide students through the process of composition production

Ask students to read the composition question above exercise A. Check their understanding of the question.

A Brainstorming

Aim: to focus on the content of this particular composition

Ask students to answer the questions using both the composition question and their imagination where appropriate. You may wish students to do this task as pairwork. When the students have answered the questions, bring the class together to discuss their ideas.

Accept all logical, sensible answers.
style: formal, factual

B Choose the best headings

Aim: to develop an awareness of successful paragraph headings

Ask students to choose three headings which they think might be appropriate. When they have chosen, discuss as a class which headings they think are appropriate, which are inappropriate, and why.

The people to blame: inappropriate – the question does not require the writer to place blame

Prices: appropriate

Football: inappropriate – the report is not about particular sports

Window display: appropriate

Advertising: appropriate

Facilities: inappropriate – shops do not have facilities

C Make it formal

Aim: to develop an awareness of formality

Explain to students that the four sentences are too informal. Ask students to rewrite them for a formal report. Point out that they may need to make radical changes, and that the passive voice is a particularly useful and appropriate tense here. When students have finished writing, you may wish them to discuss their sentences in pairs, or as a class.

Note: These are example answers only. Accept all sentences which are in an appropriate formal style.

- 1 I would recommend that prices are/be reduced.
- 2 The window display has not been changed for a long time.
- 3 The advertisement could be made more lively and modern.
- 4 I would suggest stocking a new range of more modern trainers.

D Plan your paragraphs

Aim: to develop paragraph-planning skills

Remind students that they should always make a paragraph plan before they start writing – even in the exam. You may wish to point out to them that they will be able to ask the invigilators in the exam for extra paper on which to produce their plan. Ask students to complete the paragraph plan. Remind them to include all the information from exercises A, B and C and to add any other relevant information. Point out to students that their plan should be as detailed as possible. Check students' plans.

E Homework

Assign the writing of the composition for homework. Remind students that their composition should be between 120 and 180 words. Before collecting the students' compositions at the beginning of the next lesson, check that they have ticked the boxes next to the points in exercise E.

WORDPERFECT

Aim: to develop key FC vocabulary

Ask students to read the example sentences. Ask students if they have any questions regarding unknown vocabulary. Then ask them to write the words in bold in the gaps in the sentences below. You may wish to assign this task for homework.

- | | |
|------------------|-----------------|
| 1 commentator | 6 changing room |
| 2 gym/gymnasium | 7 trainers |
| 3 side | 8 picks |
| 4 sports centre/ | 9 rink |
| leisure centre | 10 work out |
| 5 trains | |

EXAM PRACTICE — REPORTS

Exam know-how

Aim: to provide students with key exam skills

Ask students to read the exam know-how tip. Check understanding. Ask students if they have any questions about the tip.

COMPOSITION QUESTIONS

Aim: to provide students with topic-based practice of FC Writing Part 2 reports

You could ask students to write one or both of these compositions in class, under exam conditions, or you could assign one or both of the compositions for homework. If you only wish them to write one composition, you could also ask students to produce a detailed paragraph plan for the composition they do not write in full. You might also like to use these compositions as the basis for peer correction exercises, where students read and respond to each other's writing.

Note: For more report questions, see page 45 of this Teacher's Book. For more compositions on the topic of sport, see model composition 7 on page 103, model composition 10 on page 104, model composition 16 on page 108 of the Student's Book, and the second letter of application question, the first composition question and the third story question on pages 45-47 of this Teacher's Book.

GRAMMAR FOCUS

Aim: to develop productive grammar skills

Ask students to read the text and examples above the sentences. Explain that in the exam they will get more marks if they can demonstrate an ability to use a variety of more complex grammatical

structures appropriately. Point out that it sounds more natural and fluent to put the indirect object before the direct object. Ask students to rewrite the sentences using the same structure. Check students' answers.

- 1 I am writing you this letter ...
- 2 The coach ordered the team some new equipment.
- 3 My mum bought my sister some new trainers.
- 4 I asked the company to make me a special tennis racket.
- 5 Simon asked me to lend him my new football.
- 6 The players passed the captain the ball.
- 7 Give the commentator the microphone.

Unit 5 People

WARM-UP

Aim: to encourage students to think about the unit topic

Direct students' attention to the photographs and the topic of the unit. Ask students to discuss their answers to the questions in pairs. Monitor the pairwork and bring the class together again to compare ideas. You might like to do this as a whole-class activity, eliciting responses from different students. Encourage students to respond freely, speculating and developing their answers.

DEVELOP YOUR WRITING SKILLS

A Use more adjectives

Aim: to develop the skill of using adjectives in descriptive writing

Ask students to write two adjectives from the box to describe the people in the sentences. Check students' answers.

Note: These are suggested answers only.

Accept any answers which students can justify.

- | | |
|-----------------------|--------------------------|
| 1 honest, thoughtless | 4 immature, foolish |
| 2 loyal, caring | 5 bad-tempered, impolite |
| 3 ambitious, selfish | |

B Use more adverbs

Aim: to develop the skill of using adverbs in descriptive writing

Ask students to complete each sentence using an adverb from the box. Point out to students that several different adverbs could fit in each sentence. Check students' answers. You may wish to ask them to imagine what the situation could be for the adverb they have chosen.

- 1 proudly, excitedly
- 2 nervously, proudly, gently, excitedly
- 3 angrily, excitedly
- 4 nervously, angrily, excitedly
- 5 nervously, proudly, bravely, excitedly
- 6 cleverly
- 7 bravely, nervously

C Study the model

Aim: to further develop the skill of using adjectives and adverbs in descriptive writing

Explain to students that there are 16 model compositions at the back of the Student's Book. These compositions do not contain mistakes, and would get a very good mark in the exam, but they are achievable. Students should be encouraged to work towards producing compositions of this level. Ask students to quickly read model composition 5 on page 102. Ask them to underline all the adjectives and circle all the adverbs. You may wish students to come together in pairs or as a class to compare their answers.

adjectives: cold, warm, short, fat, round, bald, foolish, great

adverbs: quickly, carefully, excitedly, nervously, loudly, suddenly, sadly, slowly, quickly

D Be descriptive

Aim: to develop the skill of using descriptive vocabulary

Ask students to think of as many synonyms or near synonyms as they can, and write them on the lines provided. You may wish students to do this in pairs, or as a whole class activity.

*Note: These are just some possibilities.
Accept all logical, sensible words.*

- good:** marvellous, terrific, wonderful, brilliant, super, superb, fabulous, incredible, excellent
- bad:** terrible, dreadful, disgusting, rubbish, poor, appalling, awful
- say:** shout, cry, scream, speak, state, answer, reply, exclaim, tell
- look:** glimpse, glare, gaze, peep, peek, see, view

beautiful: lovely, pretty, stunning, striking, breathtaking

big: huge, enormous, gigantic, massive

walk: wander, stroll, stride, hurry

clever: intelligent, bright, smart

happy: content, good-tempered, good-natured, pleased, excited, satisfied

E Write a paragraph

Aim: to develop the skill of writing a successful descriptive narrative

Ask students to complete the story by writing a paragraph of about 40 words. Remind them that their paragraph should make use of adjectives, adverbs and interesting words. When students have finished writing, move on to exercise F without looking at their paragraphs.

F Read your partner's writing

Aim: to further develop the skill of writing a successful descriptive narrative through peer correction

Ask students in pairs to swap paragraphs and answer the questions about their partner's paragraph. You may wish pairs to discuss their answers and allow students to edit their paragraphs based on their partner's comments and suggestions.

G Discuss

Bring the class together as a group. Ask some or all of the students to read out their paragraphs. Encourage class feedback and suggestions in terms of making the writing even more descriptive.

COMPOSITION DEVELOPMENT

Aim: to guide students through the process of composition production

Ask students to read the composition question above exercise A. Check their understanding of the question.

A Brainstorming

Aim: to focus on the content of this particular composition

Ask students to answer the questions using their imagination. You may wish students to do this task as pairwork. When the students have answered the questions, bring the class together to discuss their ideas. Accept all logical, sensible and imaginative answers.

B Summarise your plot

Aim: to develop the skill of pre-writing narrative summary

Ask students to write a summary of their story – what their story is about – in one or two sentences. Explain to them that if that is not possible, it is probably not a good story to choose to write in 120–180 words. When students have written their summary, divide them into pairs. Ask each student to ask their partner questions about what happens in their story. You may wish to bring the class together and ask each student to say what their partner's story is about, or you may wish them to say what their own story is about.

C Choose the best title

Aim: to develop an awareness of successful story titles

Explain to students that a story should usually have a title. Ask students to choose which of the titles they think are appropriate for this story. Point out that more than one may be appropriate. You may wish students to do this in pairs. Bring the class together to discuss their ideas. Accept all logical and sensible responses. Ask students to come up with other possible titles for this story. You may wish to write them on the board. You may also wish to get students to vote on the best title.

The two most inappropriate titles are:
I knew I was right (it doesn't fit with the first sentence of the story)
The advantages of being honest (irrelevant)

D Plan your paragraphs

Aim: to develop paragraph-planning skills

Remind students that they should always make a paragraph plan before they start writing – even in the exam. You may wish to point out to them that they will be able to ask the invigilators in the exam for extra paper on which to produce their plan. Ask students to complete the paragraph plan. Remind them to include all the information from exercises A, B and C and to add any other relevant information. Point out to students that their plan should be as detailed as possible. Check students' plans.

E Homework

Assign the writing of the composition for homework. Remind students that their composition should be between 120 and 180 words. Before collecting the students' compositions at the beginning of the next lesson, check that they have ticked the boxes next to the points in exercise E.

WORDPERFECT

Aim: to develop key FC vocabulary

Ask students to read the example sentences. Ask students if they have any questions regarding unknown vocabulary. Then ask them to write the words in bold in the gaps in the sentences below. You may wish to assign this task for homework.

1 thoughtless	6 get on with
2 make friends	7 the general public
3 first impression	8 personality
4 telephone manner	9 get to know
5 plot	10 applicant

EXAM PRACTICE — STORIES

Exam know-how

Aim: to provide students with key exam skills

Ask students to read the exam know-how tips. Check understanding. Ask students if they have any questions about the tips.

COMPOSITION QUESTIONS

Aim: to provide students with topic-based practice of FC Writing Part 2 stories

You could ask students to write one or both of these compositions in class, under exam conditions, or you could assign one or both of the compositions for homework. If you only wish them to write one composition, you could also ask students to produce a detailed paragraph plan for the composition they do not write in full. You might also like to use these compositions as the basis for peer correction exercises, where students read and respond to each other's writing.

Note: For more story questions, see page 47 of this Teacher's Book. For more compositions on the topic of people, see the section on letters of application, the fourth report question, the second, third and fourth composition questions and the second and fourth informal letter questions, on pages 45–47 of this Teacher's Book.

GRAMMAR FOCUS

Aim: to develop productive grammar skills

Explain to students that some of the sentences are correct, and some contain adjectival and adverbial errors. Ask students to tick the correct sentences, and to rewrite the incorrect ones. Check students' answers.

- 1 Pete suddenly opened the door ...
- 2 My uncle George is a typical Englishman.
- 3 We were playing when my cousin hit me hard in the face.
- 4 When I first met Jane, she behaved in a very unfriendly way towards me. or When I first met Jane, she was very unfriendly towards me.
- 5 ✓
- 6 Tina looked absolutely beautiful in her new outfit.
- 7 ✓

Unit 6 Travel

WARM-UP

Aim: to encourage students to think about the unit topic

Direct students' attention to the photographs and the topic of the unit. Ask students to discuss their answers to the questions in pairs. Monitor the pairwork and bring the class together again to compare ideas. You might like to do this as a whole-class activity, eliciting responses from different students. Encourage students to respond freely, speculating and developing their answers.

DEVELOP YOUR WRITING SKILLS

A Summarise the plot 1

Aim: to develop an awareness of plot development

Ask students to quickly read model composition 5 on page 102 again. It's the same composition they looked at in the previous unit. Ask students to write a brief summary of the plot in only one or two sentences. Without looking at their sentences, ask them to divide the story into three parts, and to make notes on the lines provided

about what happens at the beginning, in the middle and at the end of the story. Bring the class together to discuss their answers.

*Note: These are suggested answers only.
Accept all logical, sensible answers.*

Plot summary: John is visiting some relatives.

He arrives at the station, meets his relatives, but realises he has left his bags on the train.

At the beginning: John arrives at the station and meets his relatives.

In the middle: He realises he's left his bags on the train.

At the end: The bags will be sent back from the next station, so everything is OK.

B Find the words and phrases

Aim: to develop awareness of narrative discourse markers

Ask students to find words or phrases in the model composition to answer the questions. Check students' answers.

- 1 As
- 2 but
- 3 still
- 4 (and) then, (a second) later
- 5 after all

C Summarise the plot 2

Aim: to further develop an awareness of plot development

Ask students to quickly read model composition 6 on page 102. Ask students to write a brief summary of the plot in only one or two sentences. Without looking at their sentences, ask them to divide the story into three parts, and to make notes on the lines provided about what happens at the beginning, in the middle and at the end of the story. Bring the class together to discuss their answers.

*Note: These are suggested answers only.
Accept all logical, sensible answers.*

Plot summary: After going to a pop concert, the narrator's motorbike breaks down. He's finally given a lift home by the pop star.

At the beginning: narrator goes to a pop concert

In the middle: bike breaks down on way home

At the end: given lift home by pop star in chauffeur-driven limousine

D Look at the order of events

Aim: to develop an awareness of chronology presentation

Ask students to look at the first two paragraphs of the model composition again. Ask them to write in note form the five main events in chronological order, and to answer the questions below. Bring the class together to discuss answers.

*Note: These are suggested answers only.
Accept all logical, sensible answers.*

- 1 narrator went to a concert
- 2 motorbike broke down on way home
- 3 left motorbike by side of road
- 4 walked along road
- 5 saw car lights in distance
- 6 was given a lift by a pop star

Are they presented in the same order in the story? No

Which tense? Past perfect

E Find the words and phrases

Aim: to further develop awareness of narrative discourse markers

Ask students to find words or phrases in the model composition to answer the questions. Check students' answers.

- 1 Suddenly
- 2 but
- 3 Unfortunately
- 4 and, (and) then
- 5 when

F Order the events

Aim: to further develop awareness of chronology and plot development

Ask students to read the plot summary, and then number the events in the order in which they happened. Without checking their answers, ask students to separate the story into three parts, by writing the relevant numbers on the lines provided. Check their answers as a class.

*Note: These are suggested answers only.
Accept any answers which students can justify.*

1 E 2 F 3 C 4 G 5 A 6 B 7 D

Beginning: 1, 2, 3

Middle: 4, 5, 6

End: 7

G Think about tenses

Aim: to develop the skill of using narrative tenses effectively

Ask students to write the letter of a tense next to each description. Point out that they will use some tenses more than once. Check students' answers.

1 B 2 A 3 C 4 B 5 B

H Match the examples

Aim: to further develop the skill of using narrative tenses effectively

Ask students to write the numbers from the previous exercise next to the examples. Check students' answers.

A 2 B 4 C 1 D 5 E 3

COMPOSITION DEVELOPMENT

Aim: to guide students through the process of composition production

Ask students to read the composition question above exercise A. Check their understanding of the question.

A Brainstorming

Aim: to focus on the content of this particular composition

Ask students to answer the questions using their imagination. You may wish students to do this task as pairwork. When the students have answered the questions, bring the class together to discuss their ideas. Accept all logical, sensible and imaginative answers.

B Write your summary

Aim: to develop the skill of pre-writing narrative summary

Ask students to write a summary of their story – what their story is about – in one or two sentences. Explain to them that if that is not possible, it is probably not a good story to choose to write in 120-180 words. When students have written their summary, divide them into pairs. Ask each student to ask their partner questions about what happens in their story. You may wish to bring the class together and ask each student to say what their partner's story is about, or you may wish them to say what their own story is about.

C *Divide your story***Aim: to develop an awareness of plot development for their own story**

Ask students to divide their story into three parts and make notes on the lines provided. Check their division. Accept all logical, sensible answers.

D *Think of a title***Aim: to develop the skill of creating an appropriate title**

Remind students that they should always give their story a title. Ask students to think of an appropriate and interesting title for their story. When students have written their title, bring the class together. Ask each student to say their title. Encourage class feedback. You may wish the class to vote on the best title.

E *Plan your paragraphs***Aim: to develop paragraph-planning skills**

Remind students that they should always make a paragraph plan before they start writing – even in the exam. You may wish to point out to them that they will be able to ask the invigilators in the exam for extra paper on which to produce their plan. Ask students to complete the paragraph plan. Remind them to include all the information from exercises A, B, C and D and to add any other relevant information. Point out to students that their plan should be as detailed as possible. Check students' plans.

F *Homework*

Assign the writing of the composition for homework. Remind students that their composition should be between 120 and 180 words. Before collecting the students' compositions at the beginning of the next lesson, check that they have ticked the boxes next to the points in exercise F.

WORDPERFECT**Aim: to develop key FC vocabulary**

Ask students to read the example sentences. Ask students if they have any questions regarding unknown vocabulary. Then ask students to write the words in bold in the gaps in the sentences below. You may wish to assign this task for homework.

1 jet lag / jetlag	6 air hostess / stewardess
2 package holiday	7 book
3 motel	8 passport
4 guide book	9 first class
5 cruise	10 luggage

EXAM PRACTICE — STORIES*Exam know-how***Aim: to provide students with key exam skills**

Ask students to read the exam know-how tip. Check understanding. Ask students if they have any questions about the tip.

COMPOSITION QUESTIONS**Aim: to provide students with topic-based practice of FC Writing Part 2 stories**

You could ask students to write one or both of these compositions in class, under exam conditions, or you could assign one or both of the compositions for homework. If you only wish them to write one composition, you could also ask students to produce a detailed paragraph plan for the composition they do not write in full. You might also like to use these compositions as the basis for peer correction exercises, where students read and respond to each other's writing.

Note: For more story questions, see page 47 of this Teacher's Book. For more compositions on the topic of travel, see model composition 5 on page 102 of the Student's Book, and the third composition question and the first informal letter question on pages 46-47 of this Teacher's Book.

GRAMMAR FOCUS**Aim: to develop productive grammar skills**

Ask students to look at the example. Point out that direct speech is usually, but not always, informal. Ask students to rewrite the sentences in direct speech, beginning with the words given. Explain to them that they can make any changes to vocabulary and grammar they feel are appropriate, as long as the meaning remains the same. Ask them also to complete their sentences with a speaking verb, e.g. say, ask and the name of the person speaking. Check students' answers.

Note: These are suggested answers only. Accept all logical, sensible answers in an appropriate style.

1 "Dave, do you think we need to book the train tickets in advance?" asked Adam.

- 2 "Don't get first class tickets, Sally. They're really expensive!" said Rachel.
- 3 "I think the coach leaves at half past three," said Darren.
- 4 "Would you like another cup of coffee, Sir?" asked the stewardess.
- 5 "Can you just hold this for me, Julie, while I get a paper?" asked Nigel.

Unit 7 Food and Drink

WARM-UP

Aim: to encourage students to think about the unit topic

Direct students' attention to the photographs and the topic of the unit. Ask students to discuss their answers to the questions in pairs. Monitor the pairwork and bring the class together again to compare ideas. You might like to do this as a whole-class activity, eliciting responses from different students. Encourage students to respond freely, speculating and developing their answers.

DEVELOP YOUR WRITING SKILLS

A What kind of text?

Aim: to consolidate an awareness of text type

Ask students to quickly read the five extracts, and match each extract with a text type. Remind them to leave the purpose line empty for this exercise. You may wish to check students' answers before moving on to exercise B. Alternatively, you could check them after exercise B, or check answers for A, B and C after students have discussed their answers in exercise D.

1 D 2 B 3 E 4 A 5 C

B What is it trying to do?

Aim: to develop an awareness of purpose

Ask students to match each of the extracts in exercise A with a purpose, and to write the letters of the purposes on the purpose lines in exercise A. You may wish to check students' answers before moving on to exercise C. Alternatively, you could check them after students have discussed their answers in exercise D.

1 G 2 J 3 H 4 F 5 I

C How does it do it?

Aim: to develop the skill of achieving purpose

Ask students to look again at the list of purposes in exercise B. Ask them to match the letters from the list with the writing techniques. At the same time, ask them to find examples from the extracts and write them on the lines provided. When students have finished this task, move on to exercise D where students discuss their answers and choices.

1 G: Atmosphere

2 F: any three of: flickered / gently / gazed / lovingly / sea-blue / reached / soft / whispered

3 J: any two of: Are you having ... / you're not sure / here's some

4 I: one of: For the past two summers, I have worked as a waiter ... / I have spent the last six months working ... / while studying for ...

5 H: any three of: Moreover / does not provide / nutrients / balance / require / if they are to / alert

D Discuss

Aim: to further develop an awareness of purpose

Ask students to discuss their answers to exercise C, and previous exercises if you haven't checked their answers yet. Monitor the pairwork, and bring the class together to discuss how the extracts achieve their purpose. Make sure that all students now have the correct answers to exercises A, B and C.

E What's wrong?

Aim: to further develop an awareness of purpose and the skill of achieving purpose effectively

Ask students to look at the three extracts. Explain that they are not successful in achieving their purpose. Ask students to make notes on the lines provided about why they are not successful. When students have finished, discuss their notes as a class.

Note: These are suggested answers only. Accept all logical, sensible answers which the students can justify.

1 irrelevant content – a potential employer is interested in who can do the job best, not who needs the job most; too informal (e.g. 'need' rather than 'require')

2 sentences too short, no connecting expressions or narrative discourse markers, no descriptive vocabulary (e.g. 'nice' rather than 'delicious')

3 illogical (e.g. first sentence), sentences do not connect effectively, addresses magazine editor rather than readers themselves

F Study the model

Aim: to further develop an awareness of purpose and the skill of achieving purpose effectively

Explain to students that there are 16 model compositions at the back of the Student's Book. These compositions do not contain mistakes, and would get a very good mark in the exam, but they are achievable. Students should be encouraged to work towards producing compositions of this level.

Ask students to read model composition 7 on page 103. Ask them to answer the questions. Check students' answers.

Students should underline:

1

A I speak English very well.

B I love being with children.

C I would be very interested in applying for this position. / I could be free every day if necessary, from the beginning of June until the end of September.

D I have three younger brothers and sisters, who I regularly look after when my parents are at work.

E They also love sports and games – basketball, swimming, tennis, hide-and-seek – and I would be very happy to organise similar activities for your children.

2 nineteen year-old student / currently studying Maths at Warwick University / awarded an A grade in the Cambridge First Certificate in English examination last year

3 in the 'Daily News' yesterday

4 I would be very grateful if you could let me know what the rate of pay per hour would be, and which hours during the summer I would be expected to work.

5 No

6 If you require any further information, or wish me to attend an interview, please do not hesitate to let me know.

7 No

8 No

COMPOSITION DEVELOPMENT

Aim: to guide students through the process of composition production

Ask students to read the composition question above exercise A. Check their understanding of the question.

A Brainstorming

Aim: to focus on the content of this particular composition

Ask students to answer questions 1-6 and 13 from the composition question and 7-12 using their imagination. You may wish students to do this task as pairwork. When the students have answered the questions, bring the class together to discuss their ideas.

1 No

2 No

3 Dear Sir / Madam, or Dear Sir or Madam,

4 several jobs

5 waiter (if male), waitress (if female)

6 b

7-12 Accept all logical, sensible and imaginative answers.

13 b (because the letter started Dear Sir / Madam,)

B Think about paragraphing

Aim: to develop paragraph-planning skills

Ask students to look again at model composition 7 on page 103, and to match the purposes with the paragraphs. Check students' answers.

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

C Plan your paragraphs

Aim: to further develop paragraph-planning skills

Remind students that they should always make a paragraph plan before they start writing – even in the exam. You may wish to point out to them that they will be able to ask the invigilators in the exam for extra paper on which to produce their plan. Ask students to complete the paragraph plan. Remind them to include all the information from exercises A, and B and to add any other relevant information. Point out to students that their plan should be as detailed as possible. Although each student's plan will be different, all plans will basically follow the model given in exercise B. Check students' plans.

D Homework

Assign the writing of the composition for homework. Remind students that their composition should be between 120 and 180 words. Before collecting the students' compositions at the beginning of the next lesson, check that they have ticked the boxes next to the points in exercise D.

WORDPERFECT

Aim: to develop key FC vocabulary

Ask students to read the example sentences. Ask students if they have any questions regarding unknown vocabulary. Then ask students to write the words in bold in the gaps in the sentences below. You may wish to assign this task for homework.

- | | |
|------------|----------------------|
| 1 cutlery | 6 dessert/pudding |
| 2 snack | 7 fizzy drinks |
| 3 tip | 8 bill |
| 4 crisps | 9 chips/french fries |
| 5 takeaway | 10 starter |

EXAM PRACTICE — LETTER OF APPLICATION

Exam know-how

Aim: to provide students with key exam skills

Ask students to read the exam know-how tips. Check understanding. Ask students if they have any questions about the tips.

COMPOSITION QUESTIONS

Aim: to provide students with topic-based practice of FC Writing Part 2 letters of application

You could ask students to write one or both of these compositions in class, under exam conditions, or you could assign one or both of the compositions for homework. If you only wish them to write one composition, you could also ask students to produce a detailed paragraph plan for the composition they do not write in full. You might also like to use these compositions as the basis for peer correction exercises, where students read and respond to each other's writing.

Note: For more letter of application questions, see pages 45-46 of this Teacher's Book. For more compositions on the topic of food and drink, see model composition 3 on page 101 and model composition 9 on page 104 of the Student's Book and the fourth report question and the fourth composition question on pages 45-46 of this Teacher's Book.

GRAMMAR FOCUS

Aim: to develop productive grammar skills

Ask students to look at the example sentences. Point out that inversions are essentially formal. Ask students to rewrite the sentences beginning with the words given. Remind them that they must invert the verbs, and that they must make the rest of the sentence formal too. Check students' answers.

Note: These are suggested answers only.

Accept any appropriately formal alternatives.

- 1 Not only do I have experience, but I also have qualifications.
- 2 Hardly had I started working in the restaurant when I was made redundant.
- 3 Rarely have I worked with a more capable chef.
- 4 Not only did I arrange parties, but I also organised wedding receptions.
- 5 Under no circumstances should/may members of staff be rude to customers. (note: not must)

Unit 8 The Media

WARM-UP

Aim: to encourage students to think about the unit topic

Direct students' attention to the photographs and the topic of the unit. Ask students to discuss their answers to the questions in pairs. Monitor the pairwork and bring the class together again to compare ideas. You might like to do this as a whole-class activity, eliciting responses from different students. Encourage students to respond freely, speculating and developing their answers.

DEVELOP YOUR WRITING SKILLS

A What style is it?

Aim: to develop an awareness of style dependent on text type

Ask students to read the extracts and to decide whether the statements are True or False. You may wish students to do this task in pairs. Check students' answers.

- | | |
|---------------|---------------|
| A 1T 2F 3T 4F | D 1T 2T 3F 4T |
| B 1F 2T 3T 4T | E 1F 2F 3T 4F |
| C 1T 2F 3T 4T | F 1F 2T 3T 4F |

B *What text type is it?***Aim: to further develop an awareness of style dependent on text type**

Ask students to match each of the extracts in exercise A with a text type. Check students' answers.

1E 2F 3C 4D 5A 6B

C *Study the models***Aim: to further develop an awareness of style dependent on text type**

Explain to students that there are 16 model compositions at the back of the Student's Book. These compositions do not contain mistakes, and would get a very good mark in the exam, but they are achievable. Students should be encouraged to work towards producing compositions of this level. Ask students to look at model compositions 1-8 on pages 100-103. Ask them to find the examples as quickly as possible, and to write them on the lines provided. You may wish students to do this task as a race.

Model 1: Accept any chatty, conversational words or phrases from the letter.

Model 2: Are you tired of seeing the same old rubbish on your TV screens? / So what should be done about it? / ... so why not give us more music programmes? Wouldn't it be better if there was a show that explained the news in ways that we could understand?

Model 3: Shame it's not the summer ... / Got to go now. / Only ten days ...

Model 4: Accept any formal vocabulary from the report.

Model 5: 'Where are your bags, John?' asked Uncle Bill ... / 'Oh, no,' he cried, sadly. 'They're on the train!' / 'It's okay,' he explained. 'They are going to send them back from the next station.'

Model 6: I waved and shouted. / I explained the situation. / I told him how much I'd enjoyed the concert.

Model 7: I would be very grateful if you could let me know what the rate of pay per hour would be, and which hours during the summer I would be expected to work.

Model 8: But as we got higher, it started to snow. / And beginning to freeze!

D *Change the style***Aim: to develop the skill of creating appropriate style**

Ask students to look at the three extracts. Explain that the writers have not produced an appropriate style. Elicit what the problems with the style are. Ask students to rewrite the extracts in their notebooks in a more appropriate style. You may wish them to do the rewriting as homework. When they have rewritten the extracts, move on to exercise E, where students discuss their writing in pairs, without looking at what the students have written.

problems with style:

- 1 grammar, vocabulary and tone too formal – should be informal, conversational and chatty
- 2 grammar, vocabulary and tone too informal – should be formal, factual and clear
- 3 grammar, vocabulary and tone too formal – an article should be much more conversational and engaging than a composition

E *Read your partner's writing***Aim: to further develop the skill of creating appropriate style**

Ask students to swap their paragraphs with their partner and comment on their partner's writing, making suggestions where appropriate. Monitor pairwork. You may wish to bring the class together and ask students to read out their own, or their partner's new paragraphs.

COMPOSITION DEVELOPMENT**Aim: to guide students through the process of composition production**

Ask students to read the composition question above exercise A. Check their understanding of the question.

A *What am I writing?***Aim: to focus on the style of this particular composition**

Ask students to decide whether the statements are True or False. You may wish students to do this task in pairs. Check students' answers.

1F 2F 3F 4F 5T 6T 7T 8T 9F 10T

B Brainstorming

Aim: to focus on the content of this particular composition

Ask students to make notes to answer the questions. Bring the class together to discuss their suggestions. Accept all logical, sensible relevant suggestions.

C Think about style

Aim: to further develop awareness of style dependent on text type

Ask students to choose the article beginnings they feel are appropriate. Check students' answers. You may wish to ask why they think some are more appropriate than others.

Note: These are suggested answers and reasons only. Accept all answers and reasons which students can justify.

- a** inappropriate – too informal
- b** appropriate – rhetorical question engages the reader
- c** inappropriate – irrelevant to the question
- d** inappropriate – clichéd and dull
- e** appropriate – relevant, clear and introduces the topic

D Think about paragraphing

Aim: to develop paragraphing skills

Ask students to match the paragraph numbers with the paragraph purposes. Check students' answers.

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

E Plan your paragraphs

Aim: to further develop paragraph-planning skills

Remind students that they should always make a paragraph plan before they start writing – even in the exam. You may wish to point out to them that they will be able to ask the invigilators in the exam for extra paper on which to produce their plan. Ask students to complete the paragraph plan. Remind them to include all the information from exercises A, B, C and D and to add any other relevant information. Point out to students that their plan should be as detailed as possible. Although each student's plan will be different, all plans will basically follow the model given in exercise D. Check students' plans.

F Homework

Assign the writing of the composition for homework. Remind students that their composition should be between 120 and 180 words. Before collecting the students' compositions at the beginning of the next lesson, check that they have ticked the boxes next to the points in exercise F.

WORDPERFECT

Aim: to develop key FC vocabulary

Ask students to read the example sentences. Ask students if they have any questions regarding unknown vocabulary. Then ask students to write the words in bold in the gaps in the sentences below. You may wish to assign this task for homework.

- | | |
|---------------------|-----------------------|
| 1 sitcom/ | 6 reception |
| situation comedy | 7 documentary |
| 2 address | 8 subscription |
| 3 tabloid | 9 repeat |
| 4 episode | 10 column |
| 5 paperbacks | |

EXAM PRACTICE — ARTICLE

Exam know-how

Aim: to provide students with key exam skills

Ask students to read the exam know-how tip. Check understanding. Ask students if they have any questions about the tip.

COMPOSITION QUESTIONS

Aim: to provide students with topic-based practice of FC Writing Part 2 articles

You could ask students to write one or both of these compositions in class, under exam conditions, or you could assign one or both of the compositions for homework. If you only wish them to write one composition, you could also ask students to produce a detailed paragraph plan for the composition they do not write in full. You might also like to use these compositions as the basis for peer correction exercises, where students read and respond to each other's writing.

Note: For more article questions, see page 45 of this Teacher's Book. For more compositions on the topic of the media, see model composition 2 on page 100 of the Student's Book, and the second informal letter question and the second story question on page 47 of this Teacher's Book.

GRAMMAR FOCUS

Aim: to develop productive grammar skills

Ask students to look at the example sentences. Explain that using such a grammatical structure in their writing will impress the person marking their compositions. Ask students to rewrite the sentences without the relative pronoun and the auxiliary verb. Check students' answers.

- 1 It's a problem page specifically designed for teenagers and young adults.
- 2 The internet doesn't have many websites created by young people.
- 3 I was interviewed by a reporter called Ivor Penn!
- 4 Books printed with soft covers are called paperbacks.
- 5 She's a journalist well known for her rudeness to politicians.

Unit 9 The Weather

WARM-UP

Aim: to encourage students to think about the unit topic

Direct students' attention to the photographs and the topic of the unit. Ask students to discuss their answers to the questions in pairs. Monitor the pairwork and bring the class together again to compare ideas. You might like to do this as a whole-class activity, eliciting responses from different students. Encourage students to respond freely, speculating and developing their answers.

DEVELOP YOUR WRITING SKILLS

A Where is it from?

Aim: to raise awareness of appropriate ways of making suggestions

Point out to students that the sentences they are about to read make suggestions in different ways. Ask students to read the sentences and decide which kinds of composition the sentences probably came from. When the students have finished, check their answers, encouraging them to explain their choices.

- 1 b (writer makes a suggestion to one person)
- 2 b (informal style more appropriate for an article)
- 3 a (suggesting a course of action, as in a report)
- 4 b (sentence from a letter of complaint)
- 5 a (informal style)

B Match to make sentences

Aim: to develop students' range of ways of making suggestions

Explain to students that each sentence makes a suggestion. The sentences use different levels of formality. Ask students to match the two halves of the sentences together. Check the answers. You might like to invite students to speculate as to what kind of composition they might find these sentences in.

- 1 c (report)
- 2 a (informal letter)
- 3 f (informal letter, article)
- 4 b (informal letter, article)
- 5 e (informal letter)
- 6 d (informal letter)

C Make a suggestion

Aim: to give students practice in making suggestions in different ways

Ask students to read the suggestions and write sentences of their own making those suggestions. Ask them to consider how formal their suggestions should be. When students have finished, check the answers. Accept any correct answers which are appropriately informal or formal. The following are suggested answers but others are possible.

- 1 Why don't you visit me next summer? / How about visiting me next summer?
- 2 I would like to suggest that our shop starts to sell umbrellas.
- 3 Have you ever thought about taking up a hobby for rainy days?
- 4 How about / Have you thought about starting a course in meteorology?

D Make it informal

Aim: to give students practice in making informal suggestions

Ask students to read the question given. Elicit the type of composition required (informal letter). Explain that the sentences all come from an answer to the question but are written in a style

that is too formal. Ask students to rewrite the sentences in a more informal style. This activity could be done in pairs. When students have finished, check their answers. There are many possible answers and you should accept any suggestions in an appropriately informal style. The following are suggested answers.

- 1 It's quite hot, so make sure you bring light clothes.
- 2 Don't forget to bring a pair of sunglasses.
- 3 Swimming in the sea is great here, so why don't you bring your swimsuit?

E Write a paragraph

Aim: to give students practice writing a paragraph making suggestions

Explain to students that the letter has been written as an answer to the question at the start of exercise D. The question asks for suggestions about what clothes and other things the penfriend should bring on holiday. Point out to students that the second paragraph of the answer talks about clothes. Ask them to write a paragraph of about 30 words suggesting other things their penfriend should bring with them on holiday. There are many possible ideas including sunglasses, a camera, a video camera, lots of money, suncream, a phrase book, etc.

F Read your partner's writing

Aim: to encourage a critical approach to writing

When students have finished writing their paragraphs, ask them to swap paragraphs with their partners. Get them to read each other's writing and then answer the questions. They should make a brief list of things suggested and then comment on the appropriacy of the style, which should be informal.

G Discuss

Ask for volunteers to read their paragraphs to the class. Encourage students to comment positively on the writing they hear, focusing in particular on ways of making suggestions.

H Study the model

Aim: to further develop and consolidate student awareness of ways of making suggestions

Explain to students that there are 16 model compositions at the back of the Student's Book. These compositions do not contain mistakes, and would get a very good mark in the exam, but they are achievable. Students should be encouraged to work towards producing compositions of this level.

Direct students to model composition 9 on page 104 and ask them to read the question and the composition. Get them to underline any suggestions the writer makes. Check the answers when all students have finished and invite them to comment on the language used to make suggestions.

- 1 My advice would be to keep it simple.
- 2 A Greek salad with tomatoes, onions and feta cheese would be great.
- 3 You could also do something traditionally English.
- 4 What about shepherd's pie?

COMPOSITION DEVELOPMENT

Aim: to guide students through the process of composition production

Ask students to read the composition question above exercise A. Check their understanding of the question.

A Brainstorming

Aim: to produce ideas

Ask students to answer the questions using their imagination. You may wish students to do this task as pairwork. When the students have answered the questions, bring the class together to discuss their ideas. Accept all logical, sensible answers.

B Write your suggestions

Aim: to practise producing appropriate suggestions

Ask students to write sentences in an appropriate style suggesting the clothes and other items they mentioned in exercise A. When they have finished, get students to quickly compare their sentences with their partner's. All students should be using an informal style.

C Match the paragraphs to the content

Aim: to provide a basis for planning the composition

Ask students to decide what content would be appropriate for each paragraph of their composition. Check the answers.

1a 2d 3c 4b

D Plan your paragraphs

Explain to students that they should always make a paragraph plan before they start writing – even in the exam. You may wish to point out to them that they will be able to ask the invigilators in the exam for extra paper on which to produce their plan. Ask students to put the information from exercise C into the appropriate boxes in the paragraph plan, and to add any other relevant information. Although each student's plan will be different, they should all follow this basic model:

Paragraph 1: refer to penfriend's letter, or ask penfriend a question

Paragraph 2: make suggestions regarding clothes

Paragraph 3: make suggestions regarding other items

Paragraph 4: reason for signing off

Closing expressions: one or two of: Love / Lots of love / From / Take care / See you soon / Bye for now! / Write back soon / All the best / Yours

E Homework

Assign the writing of the composition for homework. Remind students that their composition should be between 120 and 180 words. Before collecting the students' compositions at the beginning of the next lesson, check that they have ticked the boxes next to the points in exercise E.

WORDPERFECT

Aim: to develop key FC vocabulary

Ask students to read the example sentences. Ask students if they have any questions regarding unknown vocabulary. Then ask students to write the words in bold in the gaps in the sentences below. You may wish to assign this task for homework.

- | | |
|-----------------------|----------------|
| 1 Wellingtons/Wellies | 6 bikini |
| 2 heatwave | 7 raincoat/mac |
| 3 shower | 8 clear up |
| 4 suncream | 9 humid |
| 5 mild | 10 chilly |

EXAM PRACTICE — INFORMAL LETTER

Exam know-how

Aim: to provide students with key exam skills

Ask students to read the exam know-how tip. Check understanding. Ask students if they have any questions about the tip.

COMPOSITION QUESTIONS

Aim: to provide students with topic-based practice of FC Writing Part 2 informal letters

You could ask students to write one or both of these compositions in class, under exam conditions, or you could assign one or both of the compositions for homework. If you only wish them to write one composition, you could also ask students to produce a detailed paragraph plan for the composition they do not write in full. You might also like to use these compositions as the basis for peer correction exercises, where students read and respond to each other's writing.

Note: For more informal letter questions, see page 47 of this Teacher's Book. For more compositions on the topic of the weather, see model composition 5 on page 102 and model composition 8 on page 103 of the Student's Book and the second article question and the third report question on page 45 of this Teacher's Book.

GRAMMAR FOCUS

Aim: to develop productive grammar skills

Ask students to read the example sentences of different structures that can be used with the verb *suggest*. Explain to them that the words in brackets are optional. You may like to point out that 'I would suggest you to ...' (a common mistake at this level) is not an acceptable structure and does not appear in the list. The final example sentence using the subjunctive is given for comparison but it is rather formal and students are not expected to be able to produce this structure. Ask students to tick any of the sentences which are correct and to rewrite any which are incorrect.

1 I would like to suggest that we warn tourists about the dangers of sunbathing.

2 ✓

- 3 I suggest an examination of weather records for evidence of climate change. / I suggest that we examine weather records for evidence of climate change.
- 4 Many local people suggested the council's building an indoor shopping centre. / Many local people suggested that the council build(s) an indoor shopping centre.
- 5 The weatherman suggested that people planning a trip (should) check the forecast before they leave.

- 5 Don't (students should not include anything which is irrelevant to the letter they are writing)

B *Make the prompts formal*

Aim: to raise students' awareness of formality issues with prompts

Point out to students that the prompts they are given here come from different formal transactional letter questions, all on the topic of the environment. Ask students to read the prompts and then write them in sentence form, starting with the words given. Check the answers. Accept any correct answer which uses the information in the prompt in an appropriate sentence. The following are suggested answers but others may be possible.

- 1 I wonder if you have / the council has / there are any plans for cleaning the beach.
- 2 Would you mind informing me of / telling me the time of the next environmental group meeting?
- 3 Another concern is that local residents have not been / were not asked for their opinion.
- 4 According to doctors, health problems in the town are increasing / on the increase.
- 5 A major problem is the noise (pollution) caused by local factories.

C *Think about the prompts*

Aim: to develop students' understanding of the meaning of prompts

Ask students to read the composition question. Elicit the kind of composition required (formal transactional letter making complaints). Elicit students' ideas as to the meaning of the prompts. Encourage them to speculate. Ask them to read the list of points a-e and tick which points they must mention in answering this question. Check the answers.

Students should tick points b, c and d. (The other points might be relevant, but points b, c and d refer to the prompts and so must be included.)

D *Think beyond the prompts*

Aim: to encourage students to include extra relevant information

Ask students to think about the same composition question from exercise C. Ask them to choose which of the extra points mentioned they could include in their composition. They should choose their answers on the basis of which points are relevant.

Unit 10 *The Environment*

WARM-UP

Aim: to encourage students to think about the unit topic

Direct students' attention to the photographs and the topic of the unit. Ask students to discuss their answers to the questions in pairs. Monitor the pairwork and bring the class together again to compare ideas. You might like to do this as a whole-class activity, eliciting responses from different students. Encourage students to respond freely, speculating and developing their answers.

DEVELOP YOUR WRITING SKILLS

A *Dos and Don'ts*

Aim: to develop students' awareness of the use of prompts

Check that students all understand that 'prompts' are the pieces of extra information given in FC writing tasks. They are often in the form of notes which the student is supposed to have made. Ask students to read the statements about prompts and decide whether they should (Do) or shouldn't (Don't) do these things in the exam. You might like to do this as a whole-class activity. Check the answers.

- 1 Don't (students must include information from all prompts)
- 2 Do (students are told when the prompts are notes they have written)
- 3 Do (students are given credit for developing beyond the prompts, as long as it is relevant)
- 4 Don't (the prompts should be included in the letter in a natural way)

Students should tick points a, c and e. The other points would be irrelevant in this composition.

E *Write a paragraph*

Aim: to give students practice writing a paragraph using prompts and extra relevant ideas

Explain to students that the letter has been written as an answer to the question at the start of exercise C. Ask students to read the letter and decide which prompt the writer has not used (the fact that Webster Brothers weren't at the last local meeting). Get students to write a paragraph of about 30 words using the remaining prompt and any extra relevant ideas they wish to include to complete the letter. Students may use the ideas given in exercise C.

F *Read your partner's writing*

Aim: to encourage a critical approach to writing

When students have finished writing their paragraphs, ask them to swap paragraphs with their partners. Get them to read each other's writing and then answer the questions. They should check that their partner has included the remaining prompt, mention any extra points they have included and then comment on the appropriacy of the style, which should be formal.

G *Discuss*

Ask for volunteers to read their paragraphs to the class. Encourage students to comment positively on the writing they hear, focusing in particular on what extra relevant points they have come up with.

H *Study the model*

Aim: to consolidate student awareness of using and developing beyond the prompts

Explain to students that there are 16 model compositions at the back of the Student's Book. These compositions do not contain mistakes, and would get a very good mark in the exam, but they are achievable. Students should be encouraged to work towards producing compositions of this level. Direct students to model composition 10 on page 104 and ask them to read the question and the

composition. Get them to tick the sentences where the writer mentions the information given in the prompts. They should then underline any extra relevant information which the writer has added. Check the answers when all students have finished.

Students should tick the following sentences:

- 1 None of them could offer any advice to me on choosing a squash racket.
- 2 Another cause for complaint was that the swimming pool was closed.
- 3 Finally, offering lessons in different sports is a good idea, but I found them to be very expensive.
- 4 I was disappointed that windsurfing was not available.

Students should underline the following sentences:

- 1 I suggest you send your employees on suitable training courses.
- 2 I understand that repairs need to be carried out.
- 3 However, when I called for information the day before my visit, the receptionist did not mention that the pool was closed.
- 4 ... more sports should be offered.

COMPOSITION DEVELOPMENT

Aim: to guide students through the process of composition production

Ask students to read the composition question above exercise A. Check their understanding of the question.

A *Brainstorming*

Aim: to produce ideas

Ask students to answer the questions using their imagination. You may wish students to do this task as pairwork. When the students have answered the questions, bring the class together to discuss their ideas. Accept all logical, sensible answers.

- 1 no 2 Dear Sir / Madam 3 formal
- 4 some of the ferries are old, the ferries produce a lot of smoke, the trips threaten the seals
- 5 b

B Relevant or irrelevant?

Aim: to encourage students to select extra relevant information

Ask students to read the statements and decide whether these points would be relevant or irrelevant in this letter by writing R or I in the appropriate space. When they have finished, check the answers. You might like to do this as a whole-class activity.

a | b | c | R | d | e | R | f | R

C Make it formal

Aim: to practise putting the information in prompts in an appropriate style

Explain to students that the sentences given refer to two of the prompts from the question above. Elicit the fact that the sentences are too informal for this kind of composition. Ask students to rewrite the sentences in a more formal way. When they have finished, check the answers. There are many possible answers so accept any that are appropriately formal. The following are suggested answers.

- 1 One problem with the ferries belonging to your company is that a number of them are quite old and produce pollution.
- 2 You claim that pollution has been reduced by 10%, but the ferries still produce a large amount of smoke.

D Plan your paragraphs

Explain to students that they should always make a paragraph plan before they start writing – even in the exam. You may wish to point out to them that they will be able to ask the invigilators in the exam for extra paper on which to produce their plan. Although each student's plan will be different, they should all follow this basic model:

Dear Sir / Madam

Paragraph 1: explain reason for writing

Paragraph 2: mention that some ferries are old and produce a lot of smoke and noise

Paragraph 3: explain that the seals are endangered and that the trips are a threat

Paragraph 4: ask the company to cancel their plans for these trips

Closing expressions: I look forward to reading your response. / I hope you will give this matter serious attention.

Yours faithfully,

E Homework

Assign the writing of the composition for homework. Remind students that their composition should be between 120 and 180 words. Before collecting the students' compositions at the beginning of the next lesson, check that they have ticked the boxes next to the points in exercise E.

WORDPERFECT

Aim: to develop key FC vocabulary

Ask students to read the example sentences. Ask students if they have any questions regarding unknown vocabulary. Then ask students to write the words in bold in the gaps in the sentences below. You may wish to assign this task for homework.

1 fossil fuels	6 conservationists
2 noise pollution	7 in captivity
3 natural habitat	8 species
4 solar energy	9 protected
5 endangered	10 faces extinction

EXAM PRACTICE — FORMAL TRANSACTIONAL LETTER *Exam know-how*

Aim: to provide students with key exam skills

Ask students to read the exam know-how tip. Check understanding. Ask students if they have any questions about the tip.

COMPOSITION QUESTIONS

Aim: to provide students with topic-based practice of FC Writing Part 1 formal transactional letters

You could ask students to write this composition in class, under exam conditions, or you could assign the composition for homework. You might also like to use this composition as the basis for peer correction exercises, where students read and respond to each other's writing.

Note: For more formal transactional letter questions, see pages 45-46 of this Teacher's Book. For more compositions on the topic of the environment, see model composition 15 on page 108 of the Student's Book and the third report question on page 45 of this Teacher's Book.

GRAMMAR FOCUS

Aim: to develop productive grammar skills

Explain to students that a formal style can be produced by using formal vocabulary, grammar structures and set phrases. It can also sometimes be produced by using a formal word order, as here. Direct students' attention to the two sentences given. Explain that the preposition has been moved to before the relative pronoun ('which') in the second sentence, producing a more formal style. Ask students to rewrite the other sentences in a similar way. Check the answers.

- 1 People can write letters to the factories from which the pollution comes.
- 2 Greenpeace is an environmental group to which many people belong.
- 3 Extinction is a problem about which we should all worry.
- 4 Hunting is a threat from which some animals need to be protected.
- 5 Noise is another problem about which people complain.

Unit 11 Technology

WARM-UP

Aim: to encourage students to think about the unit topic

Direct students' attention to the photographs and the topic of the unit. Ask students to discuss their answers to the questions in pairs. Monitor the pairwork and bring the class together again to compare ideas. You might like to do this as a whole-class activity, eliciting responses from different students. Encourage students to respond freely, speculating and developing their answers.

DEVELOP YOUR WRITING SKILLS

A True or false?

Aim: to raise students' awareness of basic issues regarding complex sentences

Explain to students that you want them to think about sentences. Sentences can be relatively simple or complex. Ask students to read the

statements about sentences and decide whether they are True or False. When they have finished, check the answers. You might like to do this as a whole-class activity.

1 False 2 False 3 True 4 False 5 True 6 True

B Match to make sentences

Aim: to practise forming more complex sentences

Explain to students that the sentences they are going to match are all relatively complex but use the kinds of structure they should be able to produce themselves. Ask students to match the two halves of the sentences. Check the answers.

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

C What do the sentences do?

Aim: to check comprehension of complex sentence types

Ask students to read the sentences they have made again and to match each sentence to the correct description of its function by writing the appropriate number in the space provided.

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

D Connect the sentences

Aim: to encourage students to form complex sentences

Ask students to read the sentences. Get them to write one sentence which includes the information given in each pair of sentences, starting with the word given. They may refer to the sentence types in exercise C for guidance. Check the answers.

- 1 People who know little about computers will have problems finding a job.
- 2 If the Ancient Egyptians had had television, they would have had advertisements.
- 3 Technology, which we rely on more and more, is changing the way we work.
- 4 Knowing they have no choice, people will be forced to use computers.
- 5 The race to the Moon, which took place in 1969, produced new technology that we use today.

E Rewrite the paragraph

Aim: to practise producing complex sentences

Explain to students that the paragraph they are about to read comes from a discursive composition about technology. Although there are no mistakes in it, it would be better if the writer had joined their ideas together using more complex sentence forms. Ask students to rewrite the paragraph using more complex sentence forms. Some words are already given as guidance.

In conclusion, technology, which is developing all the time, affects all of us. Some people, who are not afraid to take risks, are prepared to learn how to use new technology. Knowing how important it is, we should all try to become familiar with computers, the internet and e-mail.

F Discuss

Ask for volunteers to read their paragraphs to the class. Encourage students to comment positively on the writing they hear, focusing in particular on what complex sentences they have come up with.

G Study the model

Aim: to further develop and consolidate student awareness of complex sentence structure

Explain to students that there are 16 model compositions at the back of the Student's Book. These compositions do not contain mistakes, and would get a very good mark in the exam, but they are achievable. Students should be encouraged to work towards producing compositions of this level.

Ask the students to read model composition 11 on page 105 and underline complex sentences using the structures given. Check the answers.

- 1 Being more understanding, teachers are able to help students more today.
- 2 If schools offer students more opportunities to learn, it raises standards.
- 3 Firstly, teachers, who have a great effect on standards, are better trained than in the past.
/ They are less strict, which means that students enjoy their education more and so learn more. / Teachers and schools have both improved, which means that students today receive a better education than their grandparents did.
- 4 Not only are teachers better educated, but they also work in better schools.

COMPOSITION DEVELOPMENT

Aim: to guide students through the process of composition production

Ask students to read the composition question above exercise A. Check their understanding of the question.

A Brainstorming

Aim: to produce ideas and clarify aims

Ask students to answer the questions about the composition question. When the students have answered the questions, bring the class together to discuss their ideas.

- 1 my teacher
- 2 formal (discursive) style
- 3 a False b True c False d False
- 4 domestic robots, e-mail, computer games, television, cookers, washing machines

B Make your predictions

Aim: to facilitate the production of ideas

Ask students to imagine two ways in which the forms of technology given may change in the future. They can write their answers in note form. There are many possible ideas and the answers given here are merely suggestions. You may like to do this as pairwork and the following discussion as a whole-class activity.

television: more channels, more interactive, 3D
cooker: more intelligent, automatic, connected to the internet for recipes
telephone: video phones, cheaper, more mobiles and satellite phones
radio: more choice, interactive music, radio from around the world over the internet

C Discuss

Ask students to discuss their predictions in pairs and then to report back to the whole class on their ideas. Encourage students to make a note of good ideas that other students have thought of.

D Plan your paragraphs

Aim: to develop paragraph-planning skills

Explain to students that they should always make a paragraph plan before they start writing – even in the exam. You may wish to point out to them that they will be able to ask the invigilators in the exam for extra paper on which to produce their

plan. Although each student's plan will be different, they should all follow this basic model:

Paragraph 1: introduction mentioning a few key things that will change (television, telephone, robots)

Paragraph 2: focus on television (more channels, 3D pictures) and telephone (video phones)

Paragraph 3: focus on robots (help with housework, cooking, etc)

Paragraph 4: summarise and close the composition

E Homework

Assign the writing of the composition for homework. Remind students that their composition should be between 120 and 180 words. Before collecting the students' compositions at the beginning of the next lesson, check that they have ticked the boxes next to the points in exercise E.

WORDPERFECT

Aim: to develop key FC vocabulary

Ask students to read the example sentences. Ask students if they have any questions regarding unknown vocabulary. Then ask students to write the words in bold in the gaps in the sentences below. You may wish to assign this task for homework.

- | | |
|--------------------|-------------------|
| 1 cable TV | 6 software |
| 2 technophobia | 7 industrial |
| 3 microwave (oven) | 8 keyboard |
| 4 hardware | 9 mouse |
| 5 domestic | 10 word processor |

EXAM PRACTICE — DISCURSIVE COMPOSITIONS

Exam know-how

Aim: to provide students with key exam skills

Ask students to read the exam know-how tip. Check understanding. Ask students if they have any questions about the tip.

COMPOSITION QUESTIONS

Aim: to provide students with topic-based practice of FC Writing Part 2 discursive compositions

You could ask students to write one or both of these compositions in class, under exam conditions, or you could assign one or both of the compositions for homework. If you only wish

them to write one composition, you could also ask students to produce a detailed paragraph plan for the composition they do not write in full. You might also like to use these compositions as the basis for peer correction exercises, where students read and respond to each other's writing.

Note: For more discursive composition questions, see page 46 of this Teacher's Book. For more compositions on the topic of technology, see model composition 1 on page 100 and model composition 14 on page 107 of the Student's Book, the third article question and the third informal letter question on pages 45-47 of this Teacher's Book.

GRAMMAR FOCUS

Aim: to develop productive grammar skills

Ask students to read the pairs of example sentences. Point out that the sentences in each pair mean the same thing. This is the kind of structure they should be able to use in their own writing. Draw attention to the third sentence, which is wrong because the first phrase (Having more free time) does not refer to the subject of the sentence (computer games). Ask students to rewrite the other sentences in a similar way, putting the cause first as in the examples. Check the answers.

- 1 Afraid of losing their jobs, many people want to study computers.
- 2 Introduced to them by games, some young people want to work with computers.
- 3 Hoping it will not affect them, some people try to ignore technology.
- 4 Worried about the danger, many of us would not welcome domestic robots.
- 5 Not knowing the future, we can't be certain.

Unit 12 Health and Fitness

WARM-UP

Aim: to encourage students to think about the unit topic

Direct students' attention to the photographs and the topic of the unit. Ask students to discuss their answers to the questions in pairs. Monitor the pairwork and bring the class together again to compare ideas. You might like to do this as a whole-class activity, eliciting responses from different students. Encourage students to respond freely, speculating and developing their answers.

DEVELOP YOUR WRITING SKILLS

A Match to make sentences

Aim: to introduce or revise some useful set phrases

Explain to students that we often use certain set phrases in different kinds of composition. Knowing a few of them can be very useful for them in their writing. Ask them to read the set phrases and match the two halves of the sentences to make complete sentences. Check the answers.

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

B Where are they used?

Aim: to encourage students to relate set phrases to composition types

Ask students to read the sentences they have made again and to decide what type of composition they might be used in. Some might be used in more than one type of composition. Students should write the appropriate numbers in the spaces provided. Check the answers.

a report: 3, 8

a story: 4

a letter of application: 1, 6

an article: 5, 7

a discursive composition: 5

an informal letter: 2

C Correct the set phrases

Aim: to encourage accuracy in the use of set phrases

Ask students to read the sentences given using set phrases. Each sentence contains at least one mistake. Ask students to rewrite the sentences correctly in the space provided. Check the answers.

- 1 I look forward to hearing from you.
- 2 I am writing with reference to your advertisement, which I saw in a local newspaper.
- 3 As requested, I have spoken to local doctors.
- 4 As far as I'm concerned, medical treatment should be free.
- 5 Please do not hesitate to contact me if you need more information.

D Complete the composition

Aim: to practise using set phrases in a letter of application

Ask students to read the composition question. Elicit that the composition required is a letter of

application for the post of receptionist in a doctor's surgery. (You might like to point out that a doctor's 'surgery' is the office where the doctor sees patients and does not mean a place where a surgeon works. Surgical operations take place in an operating theatre.) Ask students to read the letter written in answer to the question and to put the set phrases into the appropriate gaps in the letter.

Dear Dr Brown,

I am writing in response to your advertisement, which I saw in today's 'Daily News'. I would like to apply for the post of receptionist.

I am sixteen years old and attend the Fifth High School in Edinburgh. My qualifications include the Cambridge First Certificate in English and the DELF2 in French. I believe I have the personal qualities necessary for the position because I like to meet new people and have a good telephone manner.

It is my intention to go on to study to be a doctor when I leave school. This post would be a very useful opportunity to learn what is involved. I gained some experience while working for my uncle, who is a dermatologist, last summer, and would like to find out more.

Please find attached my C.V., which gives more details and the addresses of two referees. If you require more information please do not hesitate to contact me. I am available for interview at your convenience.

I look forward to hearing from you.

Yours sincerely,

Sarah Douglas

E Study the model

Aim: to further develop and consolidate student awareness of set phrases

Explain to students that there are 16 model compositions at the back of the Student's Book. These compositions do not contain mistakes, and would get a very good mark in the exam, but they are achievable. Students should be encouraged to work towards producing compositions of this level.

Ask the students to read model composition 12 on page 105 and underline set phrases which are useful in letters of application. Check the answers. Explain to students that they can use these set phrases in letters of application they write.

Students should underline the following phrases or sentences:

I am writing in response to your advertisement for ... / I would like to apply for one of the advertised positions. / I have previously worked in ... / ... as you can see from my attached C.V. / ... a reference, which I have enclosed with this letter. / I also believe I have the personal qualities and qualifications necessary for this position. / Should you require any further information, please do not hesitate to contact me. / I am available for interview at your convenience. / I look forward to hearing from you.

COMPOSITION DEVELOPMENT

Aim: to guide students through the process of composition production

Ask students to read the composition question above exercise A. Check their understanding of the question.

A Brainstorming

Aim: to produce ideas and clarify aims

Ask students to answer the questions, using their imagination where necessary. When the students have answered the questions, bring the class together to discuss their ideas. Accept any logical, sensible answers. The following are suggested answers.

- 1 formal
 - 2 Ms Davies
 - 3 assistant in a gym
 - 4 a local newspaper, last Monday
 - 5 I have helped out in my uncle's gym before.
 - 6 I know basic first aid, such as what to do with a broken leg.
 - 7 I have a certificate in basic first aid.
 - 8 I would like to be an athlete.
 - 9 I like to meet people and I am good at explaining things.
 - 10 I look forward to hearing from you.
- Yours sincerely,

B True or false?

Aim: to focus on relevant content of a letter of application

Ask students to read the statements about the letter they are about to write and to decide whether they are True or False. You might like to do this activity in pairs. When students have finished, check the answers.

1 False 2 False 3 False 4 False 5 False

C Choose the set phrases

Aim: to revise and consolidate set phrases

Ask students to read the set phrases and to circle which ones they might use in this letter. Check the answers.

Students should circle the following: b, c, d, e

D Plan your paragraphs

Aim: to develop paragraph-planning skills

Explain to students that they should always make a paragraph plan before they start writing – even in the exam. You may wish to point out to them that they will be able to ask the invigilators in the exam for extra paper on which to produce their plan. Although each student's plan will be different, they should all follow this basic model:

Dear Ms Davies,

Paragraph 1: reason for writing, where I saw the advertisement

Paragraph 2: why I'm interested in fitness training and my personal qualities

Paragraph 3: my experience and qualifications

Paragraph 4: close and say I'm available for interview

Yours sincerely,

E Homework

Assign the writing of the composition for homework. Remind students that their composition should be between 120 and 180 words. Before collecting the students' compositions at the beginning of the next lesson, check that they have ticked the boxes next to the points in exercise E.

WORDPERFECT

Aim: to develop key FC vocabulary

Ask students to read the example sentences. Ask students if they have any questions regarding unknown vocabulary. Then ask students to write the words in bold in the gaps in the sentences below. You may wish to assign this task for homework.

- | | |
|------------------|------------------------------|
| 1 study medicine | 6 cure |
| 2 sick | 7 (the) flu |
| 3 a cold | 8 bandage |
| 4 prescription | 9 get over |
| 5 first aid | 10 G.P./general practitioner |

EXAM PRACTICE — LETTER OF APPLICATION

Exam know-how

Aim: to provide students with key exam skills

Ask students to read the exam know-how tips. Check understanding. Ask students if they have any questions about the tips.

COMPOSITION QUESTIONS

Aim: to provide students with topic-based practice of FC Writing Part 2 letters of application

You could ask students to write one or both of these compositions in class, under exam conditions, or you could assign one or both of the compositions for homework. If you only wish them to write one composition, you could also ask students to produce a detailed paragraph plan for the composition they do not write in full. You might also like to use these compositions as the basis for peer correction exercises, where students read and respond to each other's writing.

Note: For more letter of application questions, see pages 45-46 of this Teacher's Book. For more compositions on the topic of health and fitness, see model composition 10 on page 104 and model composition 16 on page 108 of the Student's Book and the fourth report question, the fourth discursive composition question and the third story question on pages 45-47 of this Teacher's Book.

GRAMMAR FOCUS

Aim: to develop productive grammar skills

Elicit from students the form of the second conditional (If + past + modal (often would) + bare infinitive). Further elicit the function of the second conditional (hypothetical present situation). Ask students to read the grammar focus, which explains that the second conditional can be made more formal using an inversion. Ask students to rewrite the sentences given in a similar way. Check the answers.

- 1 Were we to advertise our health products more, we would attract more customers.
- 2 Were people to eat more vegetables, they would have fewer health problems.
- 3 Were students to know more about diet, they would eat less junk food.
- 4 Were the school to agree, we could offer vegetarian meals for lunch.

Unit 13 Transport

WARM-UP

Aim: to encourage students to think about the unit topic

Direct students' attention to the photographs and the topic of the unit. Ask students to discuss their answers to the questions in pairs. Monitor the pairwork and bring the class together again to compare ideas. You might like to do this as a whole-class activity, eliciting responses from different students. Encourage students to respond freely, speculating and developing their answers.

DEVELOP YOUR WRITING SKILLS

A What kind of graphic is it?

Aim: to develop awareness of types of graphic

Explain to students they may be given information in graphic form (timetables, maps, diagrams, etc) in Part 1 of the Writing paper. Ask students to look at the different graphics given and to decide what kind of information they give by writing the appropriate letters in the spaces provided. When students have finished, go on to exercise B without checking the answers.

1 B 2 F 3 A 4 D 5 C 6 E

B What do they tell us?

Aim: to check comprehension of information presented in graphic form

Ask students to look at the graphics again and to answer the questions which follow. You might like to do this activity in pairs, in which case the discussion which follows could be done as a whole-class activity. When students have finished, go on to exercise C without checking the answers.

Graphic A: 1 departs / departure 2 arrives / arrival 3 the first train

Graphic B: 1 Plymouth 2 Bristol

Graphic C: 1 kilometres 2 Amsterdam - Athens 3 Berlin - London

Graphic D: 1 ✓ 2 ✓ 3 x 4 ✓ 5 x

Graphic E: 1 road 2 public 3 return 4 they will go home using the same ticket 5 a

Graphic F: 1 for rent 2 only for a short time 3 by phone

C Discuss

Ask students to discuss their answers in pairs and to decide if they agree. Check the answers.

D Formal or informal?

Aim: to reinforce awareness of formality in this context

Ask students to read the sentences, which present information from the graphics in exercise A. Ask students to decide whether the information is being presented formally or informally by writing F or I in the spaces provided. When students have finished, check the answers.

1 I 2 F 3 I 4 F 5 I

E Study the model

Aim: to further develop and consolidate the ability to decode graphics

Explain to students that there are 16 model compositions at the back of the Student's Book. These compositions do not contain mistakes, and would get a very good mark in the exam, but they are achievable. Students should be encouraged to work towards producing compositions of this level.

Ask the students to read model composition 13 on page 106 and underline the sentences which refer to information in the graphics. Point out that students are unlikely to be given this much information in graphical form in the exam.

Students should underline the following sentences:

In fact, it has been falling steadily for the past ten years. / The truth is that violent crime makes up only two percent of all crimes committed. / The majority of crimes involve car theft. / Indeed, the council budget for crime prevention this year was fifty percent more than last year.

F Write a paragraph

Aim: to practise interpreting graphical information

Ask students to read the information given about the sailing trip to St John National Park and the letter from Mike to Carl. Ask them to write a short paragraph to complete the letter using appropriate information from the graphic. When students have finished, invite volunteers to read their paragraphs to the whole class. Alternatively, you might like to get students to read each other's

paragraphs in pairs. There are many possible answers. A suggested answer is given here.

The boat leaves American Yacht harbour at half past nine in the morning and we can go fishing and swimming on the way. The price is 35 euros per person and it includes a barbecue lunch. We would come back at about half past seven.

COMPOSITION DEVELOPMENT

Aim: to guide students through the process of composition production

Ask students to read the composition question above exercise A. Check their understanding of the question.

A Brainstorming

Aim: to produce ideas and clarify aims

Ask students to answer the questions, using their imagination where necessary. When the students have answered the questions, bring the class together to discuss their ideas. Accept any logical, sensible answers. The following are suggested answers.

- 1 Yes (students are not given the name, but since they received a letter they must logically know the person's name)
- 2 Dear Mr Jones (or other suitable name)
- 3 formal
- 4 the third row and second column
- 5 No
- 6 (a) When does the tourist want the car?
(b) How many days do they want the car for?
(c) Will they pick the car up from the office or do they want it delivered to the hotel?
- 7 It's better to book if they want the car in July or August, it's cheaper if they rent the car for a week, and the cost of delivery of the car to the hotel is £12.
- 8 b

B Plan your paragraphs

Aim: to develop paragraph-planning skills

Explain to students that they should always make a paragraph plan before they start writing – even in the exam. You may wish to point out to them that they will be able to ask the invigilators in the exam for extra paper on which to produce their plan. Although each student's plan will be different, they should all follow this basic model:

Dear Mr Jones (or other suitable name),

Paragraph 1: thank them for their enquiry

Paragraph 2: explain prices of car and cheaper per day if renting for a week

Paragraph 3: ask when and for how many days and tell them it's better to book if July or August

Paragraph 4: ask if they will pick it up or the car should be delivered to hotel and mention extra cost

I look forward to hearing from you in the near future.

Yours sincerely,

C Homework

Assign the writing of the composition for homework. Remind students that their composition should be between 120 and 180 words. Before collecting the students' compositions at the beginning of the next lesson, check that they have ticked the boxes next to the points in exercise C.

WORDPERFECT

Aim: to develop key FC vocabulary

Ask students to read the example sentences. Ask students if they have any questions regarding unknown vocabulary. Then ask students to write the words in bold in the gaps in the sentences below. You may wish to assign this task for homework.

- | | |
|-------------------|--------------------|
| 1 service station | 6 metro |
| 2 cabin | 7 underground/tube |
| 3 lanes | 8 subway |
| 4 waiting room | 9 petrol |
| 5 M.O.T. | 10 bus pass |

Note: M.O.T. stands for Ministry of Transport, the body responsible for administering the vehicle tests in Britain.

EXAM PRACTICE — FORMAL TRANSACTIONAL LETTER

Exam know-how

Aim: to provide students with key exam skills

Ask students to read the exam know-how tips. Check understanding. Ask students if they have any questions about the tips.

COMPOSITION QUESTIONS

Aim: to provide students with topic-based practice of FC Writing Part 1 formal transactional letters

You could ask students to write this composition in class, under exam conditions, or you could assign the composition for homework. You might also like to use this composition as the basis for peer correction exercises, where students read and respond to each other's writing.

Note: For more formal transactional letter questions, see pages 45-46 of this Teacher's Book. For more compositions on the topic of transport, see model compositions 5 and 6 on page 102 of the Student's Book, and the first informal letter question on page 47 of this Teacher's Book.

GRAMMAR FOCUS

Aim: to develop productive grammar skills

Explain to students that there are two kinds of preference - a general preference and a preference for a particular occasion. Sometimes, it is necessary to use different structures for the two kinds of preference. Ask students to read the example sentences given and the descriptions of what kind of preference we use each structure for. Students should then rewrite the sentences below to make them correct and decide whether their new sentence expresses a general preference, a preference on this occasion or, possibly, both. Check the answers.

- 1 I'd prefer to book the tickets in advance rather than get them at the station. (on this occasion)
- 2 I would rather take a taxi than walk. (both)
- 3 Simon prefers driving on the motorway to driving along country lanes. (generally)
- 4 Rachel prefers flying to Paris to taking the train. (generally)
- 5 Andrew prefers train stations to bus stations. (generally)

Unit 14 Fashion

WARM-UP

Aim: to encourage students to think about the unit topic

Direct students' attention to the photographs and the topic of the unit. Ask students to discuss their answers to the questions in pairs. Monitor the

pairwork and bring the class together again to compare ideas. You might like to do this as a whole-class activity, eliciting responses from different students. Encourage students to respond freely, speculating and developing their answers.

DEVELOP YOUR WRITING SKILLS

A *Think about paragraphs*

Aim: to raise key points regarding use of paragraphs

Explain to students that they are going to be thinking about paragraphs. Direct their attention to the statements about paragraphs and ask them to decide if they are True or False by writing T or F in the space provided. You might like to do this as a whole-class activity. Check the answers.

1 T 2 T 3 F 4 T 5 F 6 T

B *Study the model*

Aim: to develop awareness of paragraphing

Explain to students that there are 16 model compositions at the back of the Student's Book. These compositions do not contain mistakes, and would get a very good mark in the exam, but they are achievable. Students should be encouraged to work towards producing compositions of this level.

Ask the students to read model composition 14 on page 107 and answer the questions about the composition. Check the answers.

1 No 2 No 3 Yes 4 Yes

C *What's the point?*

Aim: to develop understanding of paragraph purpose

Ask students to read model composition 14 again. Ask them to decide what the purpose of each paragraph is and to make notes in the space provided. Although the wording of answers might vary, each student should identify the main point of each paragraph as follows. When the students have finished, move on to exercise D without checking the answers.

Paragraph 1: refer to Peter's letter / give news

Paragraph 2: say that the Compar is better because it's portable

Paragraph 3: point out the disadvantages of the other computer

Paragraph 4: start to close the letter and send a wish

Paragraph 5: close the letter and say goodbye

D *Discuss*

Ask students to discuss their answers to exercise C in pairs and to decide whether they agree on the purpose of each paragraph. Have them report back to the class as a whole and check that all students have the correct answers.

E *Divide into paragraphs*

Aim: to practise the placing of paragraph breaks

Ask students to read the composition question and the sample answer which follows. Explain that the composition has some spelling and grammar mistakes which students should ignore at this stage. Ask students to decide where they would divide the composition into paragraphs by putting a line in the appropriate place. You might like to do this activity in pairs. Check the answers.

The first lines of each paragraph should be as follows:

Paragraph 1: Society places great value on ...

Paragraph 2: There is no doubt that appearance ...

Paragraph 3: Nevertheless, there is a danger ...

Paragraph 4: In conclusion, ...

F *Which paragraph?*

Aim: to develop understanding of paragraph function

Ask students to read the composition again and decide which paragraph performs the functions listed in the question. Students should write numbers (1-4) in the spaces provided. You might like to do this activity in pairs. Check the answers.

1 paragraphs 2, 3, 4

4 paragraph 3

2 paragraph 1

5 paragraph 2

3 paragraph 4

G *Which phrases?*

Aim: to encourage recognition of function of discourse markers in paragraphs

Ask students to look at the composition again and to find words or phrases which are used to introduce the ideas mentioned. When students have finished, check the answers.

- 1 for example / for instance / such as
- 2 moreover
- 3 however / nevertheless
- 4 in conclusion

H *Can you find the mistakes?*

Remind students that the composition they have just read has a number of mistakes, one spelling mistake and one grammatical mistake in each paragraph. Ask students to find the mistakes and underline them. Check the answers and elicit from students the correct forms.

Paragraph 1: posess (possess) / ... there is danger ... (... there is a danger ...)

Paragraph 2: confidance (confidence) / ... having made effort ... (... made an effort ...)

Paragraph 3: untrustwerthy (untrustworthy) / People which ... (People who ...)

Paragraph 4: althought (although) / ... by it's cover. (... by its cover.)

I *Match the paragraphs to the text types*

Aim: to relate paragraph function to text type

Ask students to read the list of possible functions for paragraphs on the left. They should then match them to the appropriate text types on the right. When they have finished, check the answers. You may like to do this activity in pairs.

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

J *Write an introduction*

Aim: to practise producing an introductory paragraph

Ask students to read the composition question and to write an introductory paragraph of about 40 words. Draw students' attention to the fact that the question calls for an article so students should use an appropriate style, such as starting with a rhetorical question. When students have finished, invite volunteers to read their paragraphs to the class. Accept any sensible answers written in an appropriate style.

K *Write a report paragraph*

Aim: to practise applying the principle of paragraphing to a report

Ask students to read the composition question and to write a paragraph of about 30 words from an answer to that question, in their notebooks.

Remind students that a more formal style is appropriate for a report of this kind. Invite volunteers to read their paragraphs to the class. Accept any sensible answers in an appropriate style. You might like to set exercises J and K for homework and invite students to read their paragraphs at the beginning of the next lesson.

COMPOSITION DEVELOPMENT

Aim: to guide students through the process of composition production

Ask students to read the composition question above exercise A. Check their understanding of the question.

A *Brainstorming*

Aim: to produce ideas and clarify aims

Ask students to answer the questions, using their imagination where necessary. When the students have answered the questions, bring the class together to discuss their ideas. Accept any logical, sensible answers. The following are suggested answers.

- 1 Yes
- 2 Dear (friend's name)
- 3 No
- 4 Yes
- 5 Ancient Greek/Roman

B *Match the paragraphs to the content*

Aim: to develop paragraph-planning skills

Ask students to decide what they are going to say in each paragraph of their letter by matching the paragraph numbers to the suggested paragraph content. When they have finished, check the answers.

- 1 e 2 b 3 d 4 a 5 c (paragraphs 2 and 3 could be the other way round)

C *Plan your paragraphs*

Explain to students that they should always make a paragraph plan before they start writing – even in the exam. You may wish to point out to them that they will be able to ask the invigilators in the exam for extra paper on which to produce their plan. Although each student's plan will be different, they should all follow this basic model:

Dear (friend's name),

Paragraph 1: thank friend for letter and tell them a piece of news

Paragraph 2: say that the party sounds exciting and say which costumes might not be a good idea

Paragraph 3: say which costume would be the best and why

Paragraph 4: wish them luck and hope they have a good time and close the letter

Closing sentences: Must go. My mum is calling me to help with the washing up.

Final closing expression: Write soon. / Love, / Take care,

D Homework

Assign the writing of the composition for homework. Remind students that their composition should be between 120 and 180 words. Before collecting the students' compositions at the beginning of the next lesson, check that they have ticked the boxes next to the points in exercise D.

WORDPERFECT

Aim: to develop key FC vocabulary

Ask students to read the example sentences. Ask students if they have any questions regarding unknown vocabulary. Then ask students to write the words in bold in the gaps in the sentences below. You may wish to assign this task for homework.

- | | |
|------------------|---------------|
| 1 pierced | 6 launderette |
| 2 go with/match | 7 jewellery |
| 3 fancy dress | 8 tattoo |
| 4 catwalk | 9 accessories |
| 5 makeup/make-up | 10 dye |

EXAM PRACTICE — INFORMAL TRANSACTIONAL LETTER

Exam know-how

Aim: to provide students with key exam skills

Ask students to read the exam know-how tips. Check understanding. Ask students if they have any questions about the tips.

COMPOSITION QUESTIONS

Aim: to provide students with topic-based practice of FC Writing Part 1 informal transactional letters

You could ask students to write this composition in class, under exam conditions, or you could assign the composition for homework. You might also like to use this composition as the basis for

peer correction exercises, where students read and respond to each other's writing.

GRAMMAR FOCUS

Aim: to develop productive grammar skills

Elicit the structure of the causative form (have / get something done) and its function (describing an action done by somebody else for us). Draw students' attention to the examples of the causative form given. Students should circle the answer 'someone else' in the question given. Ask students to rewrite the other sentences using the causative form. Check the answers.

- 1 Susan had / got her hair dyed purple for the play.
- 2 We are having / getting our costumes made at the moment.
- 3 My trousers are far too long so I'm going to have / get them taken up.
- 4 She's having / getting her wedding dress delivered tomorrow.
- 5 I want to have / get my tattoo removed.

Unit 15 Crime

WARM-UP

Aim: to encourage students to think about the unit topic

Direct students' attention to the photographs and the topic of the unit. Ask students to discuss their answers to the questions in pairs. Monitor the pairwork and bring the class together again to compare ideas. You might like to do this as a whole-class activity, eliciting responses from different students. Encourage students to respond freely, speculating and developing their answers.

DEVELOP YOUR WRITING SKILLS

A What's the purpose?

Aim: to develop understanding of sentence function in presenting an argument

Explain to students that the sentences they are going to read come from a discursive composition. The sentences all have different functions in presenting the argument. Ask

students to match the functions to the sentences by writing the correct letters in the spaces provided. When students have finished, move on to exercise B without checking the answers.

1 C 2 G 3 B 4 A 5 D 6 E 7 F

B Which paragraph?

Aim: to develop understanding of argument structure

Ask students to read the sentences from exercise A again and to decide which paragraph of the composition the sentences probably appear in. When students have finished, go on to exercise C without checking the answers.

Paragraph 1: 4

Paragraph 2: 5

Paragraph 3: 1, 6, 7

Paragraph 4: 2, 3

C Discuss

Ask students to discuss their answers to exercises A and B in pairs and to decide whether or not they agree. Bring the class together to check that all students now have the correct answers.

D Put in the correct order

Aim: to develop understanding of argument structure

Explain to students that the paragraph comes from the same composition about capital punishment. The sentences are in the wrong order. Ask students to reorder the sentences by rewriting the paragraph correctly. Invite volunteers to read their reordered paragraphs to the class.

However, there are many arguments against capital punishment. Firstly, it is said that capital punishment sends a message to society that murder will not be tolerated, but it also clearly sends the message that killing is acceptable in certain circumstances. This is a dangerous message. Secondly, the evidence suggests that most people punished by death are the weakest members of society. For instance, the majority of people executed for murder in the United States are black. Finally, there have been many occasions throughout history when innocent people have been executed.

E Complete the table

Aim: to develop understanding of discourse markers in presenting an argument

Ask students to look at the table and to read the discursive words and phrases given. Explain that they have different functions. Ask students to write the appropriate letters for the different functions in the spaces provided. Check the answers. Remind students that they should be trying to use these words and phrases in their discursive compositions.

G, B, E, K, D, C, A, J, I, F, H

F Study the model

Aim: to consolidate student awareness of argument structure

Explain to students that there are 16 model compositions at the back of the Student's Book. These compositions do not contain mistakes, and would get a very good mark in the exam, but they are achievable. Students should be encouraged to work towards producing compositions of this level.

Direct students to model composition 15 on page 108 and ask them to read the question and the composition. Ask them to underline the discursive words and phrases used by the writer. You might like to do this activity in pairs. When students have finished, check the answers.

Students should underline the following words and phrases:

There is no doubt that ... / For example, ... /
Nevertheless, ... / Firstly, ... / As a result, ... /
Secondly, ... / Finally, ... / In conclusion, ... /
However, ...

G Rewrite the sentences

Aim: to practise the formal presentation of an argument

Elicit from students the appropriate style for discursive compositions (formal). Explain to students that the sentences given all come from discursive compositions but that they are all too informal. Ask students to rewrite the sentences using a more formal style and using some of the discursive words and phrases from the table in exercise E. There are several possible answers. The following are suggested answers. Accept any correct answers in an appropriate style.

- 1 In conclusion, I believe that fining criminals is often better than sending them to prison.
- 2 Furthermore, the job of a policeman in today's world is extremely difficult.
- 3 Criminals such as rapists and murderers should be given life imprisonment.
- 4 However, there is no evidence that executing murderers has any positive effects.
- 5 In addition, we should consider the question of why some people steal from shops.

COMPOSITION DEVELOPMENT

Aim: to guide students through the process of composition production

Ask students to read the composition question above exercise A. Check their understanding of the question.

A Brainstorming

Aim: to produce ideas and clarify aims

Ask students to answer the questions, using their imagination where necessary. There are several possibilities. Accept any logical, sensible answers. The following are suggested answers.

- 1 b
- 2 prison overcrowding
- 3 increase in crime
- 4 very serious crime: rape / less serious crime: shoplifting
- 5 murder, rape, burglary
- 6 protects the public / acts as a deterrent
- 7 fines / community service / electronic tagging
- 8 minor crimes, so that prison can be used for serious crimes
- 9 In summary, I believe that prison should be used to punish only those criminals who commit serious crimes.

B Think about your first sentence

Aim: to provide model opening sentences

Ask students to read the sentences and decide whether they would be appropriate as the opening sentence of this composition. Ask students to tick the appropriate sentences and cross the inappropriate ones. Check the answers.

- 1 ✓ 2 x 3 x 4 ✓ 5 ✓ 6 ✓ 7 ✓ 8 x

Now ask students to write their first sentence. They may use sentences from this exercise or

variations based on those sentences. They may also write their own sentence. Accept any logical, sensible sentences.

C Plan your paragraphs

Explain to students that they should always make a paragraph plan before they start writing – even in the exam. You may wish to point out to them that they will be able to ask the invigilators in the exam for extra paper on which to produce their plan. Although each student's plan will be different, they should all follow this basic model:

Paragraph 1: introduction, mentioning the problems caused by sending all criminals to prison

Paragraph 2: the crimes for which prison is appropriate (murder, rape, burglary) and why

Paragraph 3: the crimes (shoplifting, minor theft) for which other punishments (fines, community service) are appropriate and why

Paragraph 4: conclusion, summary of my opinion

D Homework

Assign the writing of the composition for homework. Remind students that their composition should be between 120 and 180 words. Before collecting the students' compositions at the beginning of the next lesson, check that they have ticked the boxes next to the points in exercise D.

WORDPERFECT

Aim: to develop key FC vocabulary

Ask students to read the example sentences. Ask students if they have any questions regarding unknown vocabulary. Then ask students to write the words in bold in the gaps in the sentences below. You may wish to assign this task for homework.

- | | |
|----------------------|---------------------|
| 1 plead | 6 deterrent |
| 2 released | 7 case |
| 3 lawyer/solicitor | 8 charged |
| 4 evidence | 9 life imprisonment |
| 5 capital punishment | 10 Not guilty |

EXAM PRACTICE — DISCURSIVE COMPOSITIONS

Exam know-how

Aim: to provide students with key exam skills

Ask students to read the exam know-how tips. Check understanding. Ask students if they have any questions about the tips.

COMPOSITION QUESTIONS

Aim: to provide students with topic-based practice of FC Writing Part 2 discursive compositions

You could ask students to write one or both of these compositions in class, under exam conditions, or you could assign one or both of the compositions for homework. If you only wish them to write one composition, you could also ask students to produce a detailed paragraph plan for the composition they do not write in full. You might also like to use these compositions as the basis for peer correction exercises, where students read and respond to each other's writing.

Note: For more discursive composition questions, see page 46 of this Teacher's Book. For more compositions on the topic of crime, see model composition 13 on page 106 of the Student's Book and the fourth informal letter question and the fourth story question on page 47 of this Teacher's Book.

GRAMMAR FOCUS

Aim: to develop productive grammar skills

Explain to students that there are many ways in which we can express a contrast between two points. Ask students to read the sentences given and to comment on the grammatical structures associated with the phrases. Ask students to rewrite the other sentences given in a similar way, using the word given. Check the answers.

- 1 Despite having a very good lawyer, she was (still) found guilty. / Despite the fact that she had a very good lawyer, she was (still) found guilty.
- 2 Although there isn't any evidence, there is a strong motive.
- 3 He had / has a criminal record, but he was only given a warning.
- 4 People feel less safe despite / in spite of the fact that the crime rate is actually dropping.
- 5 Mason was a suspect. However, he was never arrested.

answers to the questions in pairs. Monitor the pairwork and bring the class together again to compare ideas. You might like to do this as a whole-class activity, eliciting responses from different students. Encourage students to respond freely, speculating and developing their answers.

DEVELOP YOUR WRITING SKILLS

A What are they for?

Aim: to develop understanding of the function of abbreviations

Direct students' attention to the list of abbreviations given. Ask students to match the abbreviations with the uses by writing the correct letters in the spaces provided.

1 d 2 e 3 a 4 c 5 b

B Formal or informal?

Aim: to develop understanding of the formality of abbreviations

Ask students to look again at the list of abbreviations and to answer the questions given. Check the answers.

a i.e. b e.g., etc c a.m., p.m.

C What are they called?

Aim: to enable students to refer to punctuation marks

Ask students to look at the punctuation marks and match each one to its name. Check the answers. You might like to do this activity in pairs.

1 C 2 E 3 J 4 B 5 F 6 I 7 A 8 G 9 H 10 D

D Study the model

Aim: to develop recognition of punctuation marks

Explain to students that there are 16 model compositions at the back of the Student's Book. These compositions do not contain mistakes, and would get a very good mark in the exam, but they are achievable. Students should be encouraged to work towards producing compositions of this level. Ask students to read model composition 16 on page 108 and to find examples of the punctuation marks given. Check the answers.

Unit 16 Shopping

WARM-UP

Aim: to encourage students to think about the unit topic

Direct students' attention to the photographs and the topic of the unit. Ask students to discuss their

E *True or false?*

Aim: to develop understanding of the functions and use of punctuation marks

Ask students to read the statements about punctuation and to decide whether they are True or False by writing T or F in the spaces provided. Check the answers.

1 T 2 F 3 F 4 T 5 T 6 F 7 T 8 T

F *Correct the punctuation*

Aim: to practise proofreading skills

Explain to students that each of the sentences given has at least one punctuation mistake. Ask students to rewrite the sentences correctly. Check the answers.

- 1 "Where did you get that hat?" asked Linda.
- 2 Simon said he'd meet us outside the supermarket at three o'clock.
- 3 I bought a nice top last week; it was really cheap. (OR I bought a nice top last week. It was really cheap.)
- 4 'I think its price tag has come off. How much is it?'
- 5 We went to that new shopping centre – it was huge!
- 6 Subject: Gift and Souvenir Shops in Bournemouth
- 7 Corner shops, which sadly are disappearing quickly, offer convenience and a sense of community which is irreplaceable!
- 8 The shop assistant asked if he could help me.
- 9 'It's actually half-price at the moment, Madam,' said the salesperson.
- 10 The record store that I went to had a sale on.

G *Rewrite the report*

Aim: to practise proofreading skills

Ask students to read the composition question and the answer which follows. Ask students to rewrite the report correcting spelling and punctuation mistakes. When students have finished, move on to exercise H without going through the composition.

To: Mr Williams

From: Sasha Spencer

Subject: Attracting teenagers to Teddington Toys

Date: 25th January

Introduction

As requested, I have looked at ways to increase the popularity of Teddington Toys with teenagers. My recommendations are outlined below.

Range of products

The vast majority of toys and games currently sold are for children under the age of ten.

Teenagers would be much more likely to visit the shop if it sold computer games, some sports equipment and board games, such as Millennium Quiz.

Advertising

As Teddington Toys is not in the High Street, you may want to consider advertising any new products you introduce for teenagers. One possibility is to place short advertisements on local television or radio. You may also wish to consider putting up posters around local schools.

Conclusion

In conclusion, Teddington Toys could become much more popular with teenagers if it offered a range of products for them. However, this range also needs to be advertised to inform teenagers in the local area about it.

H *Read your partner's writing*

Aim: to develop proof-reading skills

Ask students to swap reports and to check their partner's report for spelling and punctuation mistakes. Monitor the pairwork and be prepared to deal with any confusion over punctuation or spelling.

COMPOSITION DEVELOPMENT

Aim: to guide students through the process of composition production

Ask students to read the composition question above exercise A. Check their understanding of the question.

A *Brainstorming*

Aim: to produce ideas and clarify aims

Ask students to answer the questions, using their imagination where necessary. When the students have answered the questions, check the answers. There are several possibilities. Accept any logical, sensible answers.

11 No

B *Think about punctuation*

Aim: to practise proof-reading skills

Explain to students that the paragraph is an introduction from a similar report. Ask them to rewrite the paragraph using appropriate

punctuation in their notebooks. Check the answers.

As requested, I have compared the Daverton Centre and Lakeside Mill, both within 10 km of Sharpville, in terms of their popularity as tourist attractions. My findings are presented below.

C *Think about spelling*

Aim: to practise proofreading skills

Ask students to read the list of misspelt words and to rewrite the words correctly. Check the answers.

- | | |
|-----------------|---------------------|
| 1 facilities | 5 range of products |
| 2 souvenirs | 6 hand-made |
| 3 restaurants | 7 arts and crafts |
| 4 coach parties | 8 building |

D *Plan your paragraphs*

Explain to students that they should always make a paragraph plan before they start writing – even in the exam. You may wish to point out to them that they will be able to ask the invigilators in the exam for extra paper on which to produce their plan. Although each student's plan will be different, they should all follow this basic model:

To: Mrs Johnson (or other appropriate name)

From: (student's own name)

Subject: Local shopping centres

Date: (today's date)

Paragraph 1: Introduction: mention what I have done and which places I have visited

Paragraph 2: Location: say where the two centres are and how easy it is to get to them by bus or car

Paragraph 3: Facilities: describe the different facilities the two shopping centres have

Paragraph 4: Conclusion: summarise my opinion and make a recommendation

E *Homework*

Assign the writing of the composition for homework. Remind students that their composition should be between 120 and 180 words. Before collecting the students' compositions at the beginning of the next lesson, check that they have ticked the boxes next to the points in exercise E.

WORDPERFECT

Aim: to develop key FC vocabulary

Ask students to read the example sentences.

Ask students if they have any questions regarding

unknown vocabulary. Then ask students to write the words in bold in the gaps in the sentences below. You may wish to assign this task for homework.

- | | |
|--------------------|-------------------|
| 1 (ex)change | 6 order, in stock |
| 2 on sale | 7 changing room |
| 3 delivery | 8 For sale |
| 4 department store | 9 chain store |
| 5 sale | |

EXAM PRACTICE — **REPORTS**

Exam know-how

Aim: to provide students with key exam skills

Ask students to read the exam know-how tip.

Check understanding. Ask students if they have any questions about the tip.

COMPOSITION QUESTIONS

Aim: to provide students with topic-based practice of FC Writing Part 2 reports

You could ask students to write one or both of these compositions in class, under exam conditions, or you could assign one or both of the compositions for homework. If you only wish them to write one composition, you could also ask students to produce a detailed paragraph plan for the composition they do not write in full. You might also like to use these compositions as the basis for peer correction exercises, where students read and respond to each other's writing.

Note: For more report questions, see page 45 of this Teacher's Book. For more compositions on the topic of shopping, see model composition 1 on page 100 and model composition 14 on page 107 of the Student's Book and the fourth article question and the fourth report question on page 45 of this Teacher's Book.

GRAMMAR FOCUS

Aim: to develop productive grammar skills

Direct students' attention to the sentences given and the ways in which they can be rewritten. Point out that this is a structure they should try to use in their own writing. Ask students to then read the sentences below and to complete the rewritten sentences by filling the gaps. Check the answers.

- | |
|--------------------------------------|
| 1 more/better OR more/better the |
| 2 quicker/happier OR quickly/happier |
| 3 cheaper the/higher the |
| 4 advertised/better-known |

EXTRA PRACTICE MATERIAL WRITING PART 2

ARTICLES

1 You have just seen the following advertisement.

International Film Weekly

- *What is your favourite film of all time?*
- *Why do you think it is so good?*

We are looking for short articles answering these questions and we will publish some of the best articles in next month's issue.

Write your **article** for the magazine International Film Weekly.

2 The editor of your school magazine has asked you to write an article about things to do in your area on a rainy day.

Write an **article** for the magazine, giving your suggestions.

3 You see this announcement in an international magazine.

Computer competition

Write an article about the future of television, telling us what you think TV will be like in twenty years' time. The best article will win a brand-new ZQ5000 computer.

Write your **article** for the competition.

4 You see this announcement in an international young people's magazine.

Sensible Shopping Competition!

Write an article giving advice to our readers on how to **shop sensibly**.

The best article will win an all-expenses-paid weekend shopping trip to London.

Write your **article** for the competition.

REPORTS

1 You are working in a local tourist office. You have to write a report for your boss comparing an outdoor cinema and a multi-screen cinema complex in your area. Say what each cinema is like, compare their prices and facilities, and comment on their particular good and bad points.

Write your **report**.

2 Your boss has asked you to write a report about the working conditions at the factory where you work as a manager.

Write your **report** for your boss.

3 You work for the local council. You have been asked to write a report on how prepared your town is to deal with natural disasters.

Write your **report**, making any suggestions for improvement you have.

4 You work for a local health food shop. Your manager wants to attract more customers and has asked you to interview local people about their views on healthy eating and to write a report, making some suggestions.

Write your **report**.

LETTERS OF APPLICATION

1 You have seen this advertisement for a part-time job. Write a **letter** applying for the job and asking any questions you might have.

Wanted: Waiters for new café in town. The successful candidates will be trustworthy, reliable, and will have some experience. An ability to deal well with the public is an advantage. Good rate of pay and reasonable hours.

Apply in writing to Mr Brown.

2 You have seen this advertisement for a part-time job. Write a **letter** applying for the job and asking any questions you might have.

Local shop seeks weekend assistants.
The job involves explaining and demonstrating sports equipment to members of the public.
A friendly manner and attractive appearance are essential, as is some experience of different sports.
Apply in writing to Ralph Hughes, Sports World.

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3 You have just read the following advertisement:

Wanted: young person to work in bicycle shop
at weekends. The successful applicant will be good at dealing with people, since this job involves answering questions from members of the general public.

A good telephone manner is important. Knowledge of bicycles is not essential as training will be given. Good hourly pay.

Apply in writing to Ms Pam Jones, manageress.

Write your **letter of application** to Ms Jones. Do not write any addresses.

4 You have just seen the following advertisement in a local newspaper:

Part-time shop assistant required for local pet shop
(Saturdays only)

- No experience necessary as full training will be given
- Would suit animal lover

For further information,
please contact Pamela Mandelson.

Write your **letter of application** to Pamela Mandelson. Do not write any addresses.

COMPOSITIONS

1 You have been doing a class project on sport. Your teacher has asked you to write a composition giving your opinions on the following statement:

Business interests have destroyed the original meaning of sport.

Write your **composition**.

2 The following comment was printed recently in a local newspaper:

People in this town no longer care about each other in the same way they did fifty years ago.

Now your teacher has asked you to write a composition on this subject, with reference to your family's experiences.

Write your **composition**.

3 You have been doing a class project on travel. Your teacher has asked you to write a composition about the following statement:

When people go abroad on holiday, they should try to learn a little about the local culture.

You should state whether you agree or disagree with this statement, explaining your reasons clearly.

Write your **composition**.

4 The following comment was printed recently in a local newspaper:

Young people today exist on a diet of crisps, sweets, fizzy drinks and fast food – no wonder they're all lazy and badly behaved.

Now your teacher has asked you to write a composition on this subject, with reference to your and your classmates' diet and behaviour.

Write your **composition**.

INFORMAL LETTERS

1 You have just been on a two-week cruise with your family. Write a letter to your penfriend describing the holiday and saying what you enjoyed most about the experience.

Write your **letter**. Do not write any addresses.

2 You have recently been interviewed by a local newspaper. Write a letter to your British penfriend explaining why you were interviewed and what you were asked, and describing what the experience was like.

Write your **letter**.

3 You have just come back from an exhibition where you saw demonstrations of future technology. Write a letter to your penfriend describing your day and the technology you saw demonstrated.

Write your **letter**.

4 You recently witnessed your next-door neighbour being arrested by the police. Write a letter to your penfriend describing the incident, explaining what you think your neighbour has been accused of and stating whether or not you think he/she is guilty.

Write your **letter**. Do not write any addresses.

STORIES

1 You have decided to enter a short story competition. The competition rules say that the story must begin with the following words:

The meal was a disaster from start to finish.

Write your **story** for the competition.

2 You have been asked to write a story to be included in a book of short stories. The story must begin like this:

Adam rushed to the radio and turned it on.

Write your **story**.

3 Your teacher has asked you to write a story for the school's English language magazine. It must begin with the following words:

I knew I had to get in shape before the big day arrived.

Write your **story**.

4 You have decided to enter a short story competition. The competition rules state that the story must begin with the following words:

*I couldn't believe that I was about to commit a crime.
But I had no choice.*

Write your **story** for the competition.

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