

Contents

1 Basics

Start here: listening and completing a dialogue with the verb *be*

Practising a dialogue introducing yourself. *My name is ... I'm ... Excuse me. Are you ...? Yes, I am./No, I'm ... I'm from ... Are you from ...? Hello. Hi. Pleased/Nice/Good to meet you.*

Writing: filling in a form with personal details

Speaking: asking partner for personal details: *What's your name? Where are you from? What do you do?/What's your job?*

Listening: listening to a set of simple instructions for students to follow

Vocabulary: matching opposites

Quiz to check basic vocabulary: *on/off/open/closed*, etc.

Matching tools, fixings and electrical parts

Word list: *in/out, in/on/under, left/right, on/off, open/closed, up/down, adapter, antenna, bolt, cable, chisel, listen, lower, nut, pick up, plug, put down, raise, read, saw, say, screw, screwdriver, sit down, spanner, stand up, start, stop, washer, write*

2 Letters and numbers

Start here: listening and correcting a business card

Listening: listening and completing forms in a range of contexts with names spelt out

Speaking: dictating and spelling out details from own business card

Arranging letters according to sounds

Competition: spelling out cities, countries: *How do you spell ...?*

Listening: matching pictures with a variety of radio, TV, automatic and tannoy announcements

Listening and inserting numbers in text

Speaking: *Fizz Buzz* game – counting up to 100

Vocabulary: matching a range of units with their abbreviations: *metres (m)/ amp (A)/ kilograms (kg)*, etc.

Listening: writing numbers next to correct unit: electrical, temperature, dimensions, speeds, temperatures, weight, capacity, currency

Word list: (receptive only) *address, business card, cardinal numbers 1–100, company, email, full name, house number, hundred, model number, postal code, surname, thousand, units and abbreviations: amp/A, degree, degree Celsius, euro, foot/ft, gallon/gal, gram/g, inch/in, kilogram/kg, kilowatt/kW, kilometre/km, kilometres per hour/km/h, litre/L, metre/m, negative, positive, pound, revolutions per minute/rpm, volt/V, watt/W*

3 Dates and times

Start here: listening to a sports commentary and writing times and positions of athletes in results chart: *First place, at three minutes 34.30 seconds ...*

Speaking: classifying ordinals according to *-th, -st*, etc.

Saying the names of the months of the year

Saying the names of the days of the week

Reading out airport codes and saying ID numbers as single numbers

Saying dates of flights

Listening: writing down dates, using the written format *dd/mm/yy*, etc.

Speaking: saying dates using the spoken format: *twenty-eighth of December, two thousand and ten*

Completing a table with 24-hour clock and 12-hour clock

Practising saying 12-hour/24-hour clock times: *am/pm*

Listening: adding times to a flight timetable

Listening and writing correct time for watches

Saying combined time and date

Social English: checking times and dates of appointments: *OK, yes/no, that's right, It's on Friday. Is that the 24th? Yes. OK. See you then. What time? 7.30. See you. Bye.*

Word list: ordinal numbers, numerical and verbal forms, *am, days, decimals, months, oh, pm, point*

Briefing

This unit looks at ways of greeting strangers and introducing oneself in a professional setting. It also provides a quick review of using letters, numbers, dates, times and units of measurement.

1 Basics

Section 1 practises language used in introducing oneself to others. Hans, Pedro, Danielle, Mr Rossi, Jamal and Borys are young technical professionals visiting a trade exhibition, and meeting one another for the first time. Some different ways of introducing oneself, formal and informal, are practised. The use of contracted forms (such as *I'm* and *What's*) in more informal speech is highlighted. The question *What do you do?* (4) is used to ask someone what their job or profession is.

The **adapter** shown in 8 item 11 connects an electrical device to the **mains power supply**. (See Briefing for Unit 3.) The type of saw illustrated (item 4) is a **hacksaw** and cuts metal, as opposed to a **jack saw**, or **wood saw**, which cuts wood. The criss-cross **head** on the **screws** (item 5) is a **Phillips** head (see Briefing for Unit 2). The **spanner** (item 3) can also be called a **wrench**, especially in American English. (See the section on American and British English on page 110.) Your students need to be warned about the silent *w* in *wrench*.

2 Letters and numbers

Section 2 deals with letters and numbers, and how to spell out names, addresses, email addresses, phone numbers, product numbers and other items. **Nominal** numbers (used to identify things) and **cardinal** numbers (used to quantify or count things) are included. Nominal numbers, such as flight numbers, phone numbers, room numbers, **serial numbers**, **product numbers** and similar items, are said as separate digits: the phone number 0207 648 2317 is said as *oh-two-oh-seven-six-four-eight*, and so on, not *six hundred and forty-eight*, for example. As a number, 0 is pronounced *oh* or *zero*. The decimal point is said as **point**: 2.07 is said *two point oh seven*. Times are said as cardinal numbers, for example 10.45 is *ten forty-five*. Some units of measurement and their abbreviations such as *kilometre (km)* are practised with quantities in 9 and 10. Here numbers are expressed as cardinal numbers, because they signify quantities: 190 *km/h* is said as *one hundred and ninety kilometres per hour*. See the *Reference* section on page 106 for more information on units and abbreviations.

3 Dates and times

Section 3 deals with ordinal numbers from 1 to 31 as an introduction to dates. Ways of writing and saying dates are practised. The different methods of writing dates (US *mm/dd/yy*; European *dd/mm/yy*; and so on) mentioned on page 9 can often lead to misunderstandings. The **ISO 8601 format** for dates and times (see the note on page 9) is an international system for specifying dates and times which is intended to eliminate this misunderstanding: the information is ordered from largest unit (the year) to the smallest (the second). The 24-hour clock and the 12-hour clock are practised here. The abbreviations *am* and *pm* are not used when the 24-hour clock is used. (Note that the phrases *o'clock*, *twenty past*, *quarter to* and so on are not specifically taught in this book, as the 12/24 hour clock systems are widely used; as an option, you could introduce or revise this method of telling the time as required.) In 6, the system for specifying days is used by airlines in their reservations system: 1 is Monday, 2 is Tuesday, etc. If a flight goes every Wednesday and Friday, this is written as 35 (*three five*).

ISO 8601 format for dates and times:

http://en.wikipedia.org/wiki/ISO_8601

Airline timetable conventions:

<http://www.airtimetable.com/timeframes.htm>

Interesting facts about numbers:

<http://www.madras.fife.sch.uk/maths/amazingnofacts/index.html>

Teacher's notes

1 Basics

This first lesson aims to help you to find out the level of your students' English. It checks some basic structures and vocabulary.

Start here

1 02

Introduce yourself to a few students. Shake their hands and say who you are and where you're from. Take a few minutes doing this. Allow them to say as much or as little as they want to help you judge what pace to set this lesson.

Ask students to look at the picture. Ask them a couple of questions: *Who are the men?* (They're businessmen.) *Where are they?* (They're at a conference.) Tell them that the men are introducing themselves to each other.

Ask them to look at the dialogue and the words in the box. Explain that you're going to play the recording of the conversation and they have to complete the gaps in the dialogue with the words in the box. Play the recording for students to complete the dialogues. Then choose three pairs of students to read out the completed dialogues.

Refer students to the box in the margin which shows examples of the contracted form of *be* used in the dialogues. Explain that when you speak English, it's more common to use the contracted form and encourage them to use contractions when speaking in class. Tell students that they'll find more information about the verb *be* in the *Grammar summary* on page 100.

1 am 2 is 3 Are 4 I'm 5 name's 6 I'm 7 Are
8 I'm

02

- 1 A: Hello. I am Hans Beck.
B: Hi. My name is Pedro Lopez.
A: Pleased to meet you.
- 2 A: Excuse me. Are you Mr Rossi?
B: Yes, I am.
A: Pleased to meet you, Mr Rossi. I'm Danielle Martin.
B: Nice to meet you, Danielle.
- 3 A: Hi. My name's Jamal.
B: Hello, Jamal. I'm Borys.
A: Good to meet you, Borys. Are you from Russia?
B: No, I'm from Poland.

- 2 Put students in pairs. Demonstrate the activity with a confident student. Read out the first line, replacing the name Hans Beck with your own name and prompt the student to reply. Then say *Pleased to meet you* and shake the student's hand. Students then practise the dialogue in 1, changing the names and countries so that the information is about themselves.

Writing

- 3 Explain the difference between block capitals and lower case. Write your name up on the board and the name of your country. Circle the first letter of your first name and your surname, and the name of your country and explain that normally you write the first letter of names and countries using capital letters, but not the other letters. Explain that in this activity they have to complete a form, using block capitals, i.e. all the letters are capitals. This makes the form easy to read. Show them what to do, by writing the form up on the board and completing it using information about yourself, in block capitals. They then complete the form about themselves.

Extra activity

Pre-teach some vocabulary for jobs that your students do to begin with. Brainstorm a list of jobs they do on the board. Keep the list up on the board for reference and for 4.

Speaking

- 4 Ask a couple of students: *What do you do?* and elicit, e.g. *I'm a student, I'm an electrician, I'm a technician*, etc. Refer students to the note in the margin and explain that *What do you do?* is the same as *What's your job?* Explain that you use *a* before a consonant sound, e.g. *student, technician, builder*, etc. and *an* before a vowel sound, e.g. *electrician, architect*, etc.

Put students in pairs. They take it in turns to ask and answer the questions. Alternatively, students could mingle. Get them to walk around the class and ask and answer the questions with the other students.

Extra activity

Get students to write *a* or *an* in front of the jobs on the board.

Listening

5  03

This activity practises instructions, using imperative forms. It also checks some basic verbs the class may or may not know. Tell students that they're going to play a game. Demonstrate the game with the class first before you play the recording. Explain that you will give some instructions and that they must follow the instructions only when you say *please* in the sentence. Tell them not to follow the instructions when you don't say *please* in the sentence. If they make a mistake, they're out of the game.

When students understand what to do, play the recording.

 03

OK, please follow these instructions.

Please stand up.

Sit down, please.

Stand up again.

Please stand up again.

Raise your left arm.

Please raise your left arm.

Lower your arm, please.

Now raise your right arm.

Please raise it.

Now lower your arm, please.

OK, sit down.

Sit down!

Sit down, please.

Write your name, please.

Now say your name.

Please say your name.

Say *Hello*.

Say *Hello*, please.

Please pick up a book.

Please read it silently.

Now read it aloud.

Read it aloud, please.

Stop!

Stop!

Please stop.

Please be quiet.

Please say *Goodbye*.

Vocabulary

- 6 Go through the words in the boxes with students. Tell them that these words all come from the listening in 5. Go through the example with the class first to show them what to do. Students match a word from the first box with its opposite in the second box.

pick up ≠ put down

raise ≠ lower

read ≠ write

say ≠ listen

stand ≠ sit

start ≠ stop

Extra activity

Miming activity

Students work in pairs. One student mimes one of the actions from 6 and another student guesses the word. Do an example for the class to guess first so that they know what to do.

- 7 This quiz checks students' knowledge of some basic vocabulary. Students look at the pictures and choose the correct option to complete the sentences about them.

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

- 8 This is another activity to check the students' knowledge of vocabulary for tools, fixings and electronic parts. Ask students to look at the pictures and then match them with the words in the box. They can check their answers with a partner before you check with the class. Point out the plural words in this list are all regular plurals and that you simply add an *s* to the singular noun.

1 chisel 2 screwdriver 3 spanner 4 saw 5 screws
6 nuts 7 bolts 8 washers 9 antenna 10 cable
11 adapter 12 plug

Extra activity

Put students into small groups. Students close their books. Ask one student to open their book and choose one of the objects from 8. Tell them they must not show their object to the other students. They then start to draw the object. The other students must try and guess what the object is. The first student to guess correctly gets a point and chooses another object to draw, and so on. Stop the game after ten minutes and find out who has the most points.

2 Letters and numbers

Start here

1 04

Ask students to look at the business card at the top of page 6. Explain that they're going to listen to Bruno Martin introducing himself on the recording and that there are four mistakes on his business card. Play the recording once. Then play it again pausing it after he says his name, his telephone number and his email address to allow students to correct the information. They can then compare their answers with a partner.

Bruno Martyn
Software Technician
Tel: (0033) (0)562 19 85 64
Email: mart17@macrosoft.co.fr

04

I'm Bruno Martyn. That's M-A-R-T-Y-N. My phone number is oh oh three three, oh five six two, one nine, eight five, six four. My email address is mart seventeen at macrosoft dot co dot fr, that's M-A-R-T-seventeen at macrosoft dot co dot fr.

Listening

2 05

Ask students to look at the three forms. Explain the difference between first name, surname and full name. Write your own name on the board as an example. Tell students that most British and American names form this pattern: first name (+ middle name/names) + surname, e.g. *John Richard Wilson*. You can call him either *John* (informal) or *Mr Wilson* (formal). Tell them that *family name* is the same as *surname*.

Play the recording. Pause after each one for students to complete the forms.

1 QUAYLE VOX pq99@biz.com	3 PIETER BRAUN 20953 67 GJ 8041
2 FIRE 17 EAST STREET CS4 8NT MATHERS	

05

1 [R = Receptionist; Q = Mr Quayle]

R: Welcome, sir. Could you give me your surname, please?

Q: Yes, it's Quayle. Q-U-A-Y-L-E.

R: And your company name, sir?

Q: It's Vox.

R: How do you spell that?

Q: V-O-X.

R: Thank you. And your email address, sir?

Q: It's pq99 at biz.com. That's P-Q-ninety-nine at biz.com.

That's B-I-Z dot com.

2 [PO = Phone operator; M = Ms Mathers]

PO: Emergency, which service?

M: Fire.

PO: Right, what's your address?

M: 17 East Street.

PO: Repeat the address, please.

M: 17 East Street.

PO: How do you spell East?

M: E-A-S-T.

PO: What's your postal code?

M: CS4 8NT.

PO: Repeat your postal code, please.

M: CS4 8NT.

PO: And your surname, please.

M: Mathers.

PO: How do you spell that?

M: M-A-T-H-E-R-S.

PO: Thank you.

3 [CS = Customer Services; PB = Pieter Braun]

CS: This is Customer Services. How can I help you?

PB: My radio doesn't work.

CS: Oh, I'm sorry to hear that, sir. All right, please give me some details. What's your full name?

PB: Pieter Braun.

CS: How do you spell your surname?

PB: B-R-A-U-N.

CS: Thank you, Mr Braun. And what's your postal code?

PB: 20953.

CS: Thank you, and your house number, please?

PB: 67.

CS: Thank you, sir. And what's the model number of the radio?

PB: GJ 8041.

CS: Could you repeat that, please?

PB: GJ 8041.

CS: Thank you.

Speaking

3 For those students who don't have a business card, you can ask them to design their own card following the model in 1.

Students can work with a partner or move round the class, spelling out the details from the business card.

4 Focus students' attention on the first column. Explain that *three* has the same sound /i:/ as in the letter *B*. Ask students to repeat headings and letters after you. Point out that two of the letters of the alphabet don't have the same vowel sounds in the headings and go in the *Exceptions* column.

Students work on their own and put the letters in the correct column. They can then compare their answers with a partner. Finally, ask students to read out the letters in class to check that they're pronouncing the letters correctly.

three	eight	five	ten	two	Exceptions
B C D	A H	I Y	F L M	Q U W	O R
E G P	J K		N S		
T V			X Z*		

*In America English 'Z' is pronounced 'zee' and goes into column 1.

- 5 Put the class in small groups, and divide the groups into Teams A and B. Go through the instructions and the example with the class. Tell them to use their dictionaries to help them. Go round the class monitoring and helping students.

Listening

6 06

Tell students to look at the pictures and ask them what they can see. Play the recording. Students listen to the announcements and match them with the pictures. Then ask individual students to read out the numbers for the answers.

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

06

- Counter number 11, please.
- This is Radio 1 on 98.8 FM.
- Please pay 18 pounds and 80 pence.
- The 14.43 train to Oxford will depart from platform number 9.
- Flight number EZ 370 is boarding now. Please go to gate number 14.
- To donate money to Live Aid, ring this number now: 0207 903 8672.
- Begin countdown now: 20, 19, 18, 17, 16, 15, 14, 13 ...

- 7 Play the recording again for students to complete the sentences with numbers and letters.

Note that for flight numbers you say *three seven oh*, not *three hundred and seventy*. Also note that you say *oh* for 0 in telephone numbers in British English. In American English, you say *zero*.

1 11 2 1; 98.8 3 18; 80 4 14.43; 9 5 EZ 370; 14 6 0207 903 8672 7 20, 19, 18, 17, 16, 15, 14, 13

Extra activity

Write the number *nineteen* on the board, underlining the second syllable *teen*. Tell students that you put the stress on *teen* when you say the numbers 13 to 19 on their own. Play item 7 in the recording again and ask students to repeat the numbers. You could then ask them to continue counting down to one (or *Blast off!*).

Speaking

- 8 Tell students that they're going to play a game with numbers. Go through the instructions and the example with the class. Ask students to close their books and organise the class so that they know when it's their turn to say a number. Demonstrate the game with the first five students by continuing counting quickly from 1 to 5, and make sure that they say *fizz* for three and *buzz* for five. Then ask the students to start counting again from 1.

Vocabulary

- 9 Students could work in small groups and discuss the meanings of these symbols.

Students probably won't have too much difficulty with this activity, as many of the abbreviations will be the same as in their own language. However, they may not be so familiar with the imperial measurements *inch*, *feet* and *gallon*, which are still used in the UK and the US.

km = kilometre	C = Celsius/centigrade
+ = plus	km/h = kilometres per hour
g = gram	hour
in = inch	m = metre
kW = kilowatt	£ = pound sterling
kg = kilogram	- = minus
L = litre	ft = feet
V = volt	€ = euro
A = amp	W = watt
° = degree	gal = gallon
rpm = revolutions per minute	

Listening

10 07

Play the recording for students to write the numbers by the correct symbol. Then play the recording again for students to repeat. Point out that *kilometre* is often pronounced *kilometre*, but can also be pronounced *kilometre*. Also note that in British English you write *kilometre* and *metre*, but in American English you write *kilometer* and *meter*.

Explain that in English, for decimal numbers, you use a full stop not a comma and say *point*, e.g. for 1.2 km, you say *one point two kilometres*. You use commas for thousands, e.g. *150,000*. This may be different from their own language.

Finally, point out that you say numbers before currency, e.g. *18 pounds*, *80 euros*, *15 pence*, but you write the symbol before the number, e.g. *£18*, *€80*, *15p*.

1 89°C 2 13 A 3 1.2 km 4 13.8 m 5 15° 6 190 km/h
7 12,500 rpm 8 160 kg 9 40 W 10 230 V 11 80 €
12 150,000 L

07

eighty euros
fifteen degrees
thirteen amps
eighty-nine degrees Celsius
forty watts
one point two kilometres
thirteen point eight metres
one hundred and ninety kilometres per hour
one hundred and fifty thousand litres
twelve thousand five hundred revolutions per minute
two hundred and thirty volts
one hundred and sixty kilograms

3 Dates and times

Start here

1 08

Ask students to look at the photo. Ask them if they know who the runner is and what the race is. Tell them to look at the form where they will find the information and check their answer. (The photo is of El Guerrouj of Morocco winning the Men's 1500 metre race at the Athens Olympics in 2004.)

Focus students' attention on the column with the heading *Position*. Remind them that in the last lesson they practised cardinal numbers (*one, two, three, etc.*) and that the numbers here are ordinal numbers (*first, second, third, etc.*). They show the order in which things come. Point out that some of the information in this column is missing and that also some information in the last column for the athlete's time is missing. Play the recording for students to complete the missing information.

Allow students to compare their answers in pairs before you check with the class. Remind students that for decimal numbers you say *point* and explain that you say the numbers individually after the point, i.e. for *34.18*, you say *thirty-four point one eight*. Play the recording again and ask students to repeat the times.

1 3rd 2 3:35.61 3 3:34.18 4 2nd 5 3:36.33 6 5th

08

Here are the results of the finals of the men's 1500 metre race: In first place, it's El Guerrouj from Morocco. His time is three minutes, thirty-four point one eight seconds.

In second place, it's Lagat from Kenya. His time is three minutes, thirty-four point three oh seconds.

In third place, it's Silva from Portugal. His time is three minutes, thirty-four point six eight.

In fourth place, it's Timothy Kiptanui from Kenya. His time is three minutes, thirty-five point six one.

In fifth place, it's Heshko from the Ukraine. His time is three minutes, thirty-five point eight two.

In sixth place, it's Mike East from Britain. His time is three minutes, thirty-six point three three.

Speaking

- 2 Refer students back to the ordinal numbers used for the positions in the form in 1. Students put the ordinal numbers in the correct columns in the chart. They will notice that most of the numbers end in *th*, with the exception of *first, second* and *third*, and numbers that include *one, two* and *three* above *twenty*.

Students read the numbers out loud as a class. Make sure that they are pronouncing *fourth* and *fifth* correctly. Ask them to bite their bottom lip and blow some air out to pronounce /f/, then push their tongue up to touch their upper teeth to pronounce the /θ/ sound.

-st	-nd	-rd	-th
1st,	2nd,	3rd,	4th, 5th, 6th, 7th, 8th, 9th,
21st,	22nd	23rd	10th, 11th, 12th, 13th, 14th,
31st			15th, 16th, 17th, 18th, 19th,
			20th, 24th, 25th, 26th, 27th,
			28th, 29th, 30th

- 3 Go round the class, getting students to say the months of the year. Make sure that they have got the correct stress on *January, February, August, September, October, November* and *December*. Write these months up on the board with the stressed syllables underlined and get the students to repeat them after you.

January, February, March, April, May, June, July, August, September, October, November, December

- 4 Go round the class, getting students to say the days of the week. Make sure that they aren't pronouncing the *d* in *Wednesday*. Also that they're pronouncing *Tuesday* with a /t/ sound at the beginning and a /θ/ sound for *Thursday*.

Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

- 5 In this activity, students revise the alphabet using airport codes. Ask students to look at the table of airport codes and read them out.
- 6 Ask students to look at the timetable of flights and focus on the column for days. Point out that the numbers refer to days of the week and these are shown at the bottom of the form. Give them an example by asking what day is number 5.

Refer students to the information in the margin. Explain that for numbers, you write *306 people*, and you say *three hundred and six people*. However, for flights, rooms, ID, product numbers, etc. you use single digits. For example, *LH 306*, you say *LH three oh six* (or *three zero six* in AmE). Students can then work with a partner and give the days of the week for each flight.

- 1 LH 306 departs from Frankfurt on Mondays and Thursdays.
- 2 AF 835 departs from Paris on Tuesdays, Thursdays and Saturdays.
- 3 EK 971 departs from London on Mondays, Tuesdays, Thursdays and Fridays.
- 4 MS 740 departs from Dubai on Mondays, Wednesdays, Fridays and Sundays.
- 5 AZ 7788 departs from Rome on Tuesdays, Wednesdays, Fridays and Saturdays.
- 6 SA 104 departs from Johannesburg on Mondays, Thursdays and Sundays.

Listening

7 09

Refer students to the note about the different ways of writing dates and go through the information with them. Ask them for today's date, using *dd/mm/yy* and write it on the board.

Play the recording for students to write down the dates. They can then compare their answers with a partner before you check with the class. Tell them that for dates 2001 up to 2009 you say *two thousand and one, two thousand and two*, etc., but for dates above 2010 you say *twenty-ten, twenty-eleven, twenty-twelve*, etc.

- | | |
|--------------|--------------|
| 1 28/12/2010 | 3 21/07/1999 |
| 2 18/11/2008 | 4 12/01/2009 |

09

- 1 The 28th of December 2010.
- 2 The 18th of November 2008.
- 3 The 21st of July 1999.
- 4 The 12th of January 2009.

Speaking

- 8 Demonstrate the activity by giving a date that is important for you. Say the date and write it up on the board, using *yy/mm/dd*. Students then dictate dates to their partner.
- 9 Ask students what the time is. Write it up on the board using the 12-hour clock and the 24-hour clock. Make sure they understand that they have to use *am* for morning and *pm* for afternoon, and that for *08.05*, you say *oh eight oh five*. Refer students to the note in the margin and remind them that in American English you say *zero* for *oh*. Students complete the table. Go round the class checking their work while they're doing this. Then ask individual students to read out their answers.

- | | | | | |
|-----------|-----------|-----------|-----------|---------|
| 1 7.50 am | 2 06.30 | 3 3.15 pm | 4 2.40 pm | 5 16.45 |
| 6 13.35 | 7 8.25 pm | 8 5.55 am | 9 21.10 | |

- 10 Students read out the times using the 24-hour clock then the 12-hour clock.

- 1 five fifteen, five fifteen am
- 2 eight fifty, eight fifty am
- 3 eleven fourteen, eleven fourteen am
- 4 thirteen forty, one forty pm
- 5 fifteen eighteen, three eighteen pm
- 6 seventeen thirty, five thirty pm

Listening

11 10

Ask students to look back at the timetable of flights in 6 on page 8. Play the recording for students to add the times to the timetable. Note that the 24-hour clock is normally just used for travel times in Britain.

- 1 Depart: 07.30, Arrive: 09.05
- 2 Depart: 08.20, Arrive: 10.10
- 3 Depart: 06.30, Arrive: 15.15
- 4 Depart: 14.40, Arrive: 17.50
- 5 Depart: 21.10, Arrive: 16.15
- 6 Depart: 15.45, Arrive: 21.25

10

- 1 LH 306 departs from Frankfurt at seven thirty am and arrives in Warsaw at nine oh five am.
- 2 AF 835 departs from Paris at eight twenty am and arrives in Madrid at ten ten am.
- 3 EK 971 departs from London at six thirty am and arrives in Bahrain at three fifteen pm.
- 4 MS 740 departs from Dubai at two forty pm and arrives in Cairo at five fifty pm.
- 5 AZ 7788 departs from Rome at nine ten pm and arrives in Tokyo at four fifteen pm the next day.
- 6 SA 104 departs from Johannesburg at three forty-five pm and arrives in Lagos at nine twenty-five pm.

12 11

Ask students to look at the four watches. Ask students to tell their partner what the times are using the 24-hour clock. Then play the recording for students to label the watches in the order of the times that they hear.

A 2 B 4 C 3 D 1

11

- 1 It's eighteen thirty-five on the fifteenth of September.
 - 2 It's eight fifty-five on the fifth of November.
 - 3 It's thirteen forty-five on the thirteenth of December.
 - 4 It's fourteen fifty-five on the thirtieth of October.
- 13 Students read out the times and dates on the watches in 12, using the 12-hour clock.
 - A It's eight fifty-five am, on the fifth of November.
 - B It's two fifty-five pm, on the thirtieth of October.
 - C It's one forty-five pm, on the thirteenth of December.
 - D It's six thirty-five pm, on the fifteenth of September.

Social English

- 14 Ask students to look at the information on the note. Demonstrate the activity by asking one student to take the part of B and read out the conversation with them. Then ask students to take it in turns to practise the conversation, using different days and times.