

**Warm up**

Write names and numbers related to you on the board: they could be the name of a pet, the number of your house, your last holiday destination, etc. Ask students to guess what they are, then tell them. Ask students to do the same: they should write names and numbers related to them on blank paper. In pairs, one student gives their information (in sentences, e.g. *I have a labrador called Pongo*), while the other writes the names and numbers down. Swap roles. Students then check if the information is the same (making sure they got all the information and the spelling is correct). Tell students they were listening for specific details.

**Using the Factsheet**

There are three possible ways to use the Factsheet:

- 1 Give students the **Factsheet** before the lesson, so they can read it at home and come to the lesson prepared to do the **Worksheet**. If you use this approach, start the lesson by checking that all students have read and understood the **Factsheet** and answer any questions.
- 2 Give students the **Factsheet** at the beginning of the lesson and start by working through it with the students.
- 3 Focus on the **Worksheet** in the lesson, then give students the **Factsheet** at the end of the lesson, so they can take it home and keep it as a reference or revision tool.

**Theory to practice****Answers**

- 1
  - 1 and 2 – He is more likely to spell the surname.
  - 3 – The house number.
  - 4 – Usually LLN NLL (L=letter / N=number), but there can be more or fewer letters or numbers in the first part.
  - 5 – @ (at) and . (dot).
  - 6 – This could vary, usually 8–12.
  - 7 – As it's a secondary school, 11–18.
  - 8 – Another day of the week, probably before Thursday.

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- 3 Students should reflect on the accuracy and relevance of their predictions.


**Using the Worksheet****Practice**

- 1 Match the types of information to the examples.

- Ask students to match the columns.
- Check the answers, asking if these pieces of information have a different format in their countries.

**Answers**

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

**2**  **Fill in the card on the left for an imaginary person. In pairs, read the information out to each other and complete the card on the right. If necessary, check you have the right information by reading it back to the other person.**

- Ask students to fill in the card on the left with made-up information (in a plausible format).
- Pair students up. Student A reads out the information (in sentences, e.g. *My passport number is 34908322*). Student B fills in the information on the card on the right. Encourage them to check by reading it back (*Can I read that back to you: 34908322?*).
- When finished, students compare to check spelling.

**3**  **01 Listen to a conversation and choose the form with the correct information.**

## TIP

Ask students to read the tip. Elicit what the differences between the different options are.

- Play the recording; students answer. Elicit the correct answer.

## Answer

**a**

## Transcript

**Mariam** Can I register for the film society?  
**Paul** Yes, I just need some details. Can I have your last name, please?  
**Mariam** Yes, it's Nazari.  
**Paul** OK. Sorry, is that with an s or a z?  
**Mariam** With a z. N-A-Z-A-R-I.  
**Paul** OK. And your first name, please?  
**Mariam** Mariam.  
**Paul** Can you repeat that, please?  
**Mariam** Mariam. Mariam Nazari.  
**Paul** And finally, your mobile number?  
**Mariam** Yes, it's 0-8-4-3-2-6-6-8-5-4-1.  
**Paul** Can you say that again, please?  
**Mariam** Yes, 0-8-4-3-2-6-6-8-5-4-1.  
**Paul** OK. I think that's everything. I'll text you your membership details.

**4**  **You're going to listen to four short conversations. There are two questions for each (below). Before you listen, discuss in pairs:**

- In pairs, students explore the task and answer questions a, b and c.
- Elicit possible answers.

## Suggested answers

- a** They have arranged to eat pizza and something else somewhere.

**b** A place and a food.

**c** The place could be the name of a restaurant or someone's house. The food could be something that goes with pizza or a dessert.

- 2 **a** Sam is going to a café with someone. They have arranged a time.  
**b** The name of a person and a time.  
**c** You couldn't guess the name and it could be any time of the day.
- 3 **a** Dave is going to watch a film on Sunday. There's a famous actor in it. Chen has a test on Monday.  
**b** The name of a famous actor and a school subject.  
**c** There are lots of famous actors, but fewer possibilities for the subjects (Maths, Physics, etc.).
- 4 **a** Tom is making preparations for Chen's birthday, and Fatima is going to a festival.  
**b** An event and a type of festival.  
**c** The event could be some sort of party. There aren't many types of festivals: cinema, music, food, arts, comedy, literary, religious, etc.

**5** ▶ **02 Now listen and answer the questions.**



- Students listen and answer the questions.
- Play the audio again. Encourage students to check what they got the first time and try to get the ones they didn't. It's better to write something, even if you're not sure.

**Answers**

- 1 Tom's flat / salads  
 2 Maria / around 5  
 3 Brad Pitt / chemistry  
 4 a barbecue / music

**Transcript**

- 1 **Fatima** A group of us are going to Tom's flat for a pizza later. Would you like to come?  
**Jack** Yeah. That's a great idea. What time?  
**Fatima** About 7.00. Tom's ordering the pizzas and I'm doing some salads.  
**Jack** Sounds good. See you there.
- 2 **Sam** Are you doing anything after class?  
**Olga** Just taking some books back to the library. Why?  
**Sam** Well, I'm going to Café Coco with Maria. Would you like to come?  
**Olga** Yeah. I'd love to. What time?  
**Sam** We're going straight after class, so around five.  
**Olga** OK. See you then.
- 3 **Dave** Have you any plans for Sunday, Chen?  
**Chen** Nothing special. Why?  
**Dave** Would you like to go to the cinema? There's a new Brad Pitt film. The reviews are very good.  
**Chen** That sounds great, but I can't. I've a chemistry test on Monday and I need to prepare for it. Sorry. Maybe another evening?
- 4 **Tom** Are you busy next weekend, Fatima?  
**Fatima** Yeah, quite busy. Why?  
**Tom** Well, it's Chen's birthday on Saturday and I'm organizing a barbecue for him in the evening. Would you like to come?  
**Fatima** Well, I'd love to, but I can't. I'm going to a music festival with some friends.

- 6**  **Compare your answers with a partner. Do you have similar answers? Is the spelling the same?**
- Ask students to compare answers in pairs, checking spelling. Elicit the correct answers.
- 7** **Read the transcript and answer the questions below.**
- Students read the transcript and answer the questions to reflect on their predicting and listening skills.
  - Elicit some answers for the group discussion on listening for specific details after Exercise 8.
- 8**  **Complete the table below with the strategies from this unit. Compare with other students in your group.**
- Students remember the strategies they have read about (if necessary, they can refer to the **Factsheet**) and fill in the table.
  - In small groups, students compare tables. Encourage them to discuss strategies they placed in different columns.