

Learning objectives for this lesson

Reading for gist and recognizing the writer's reason for writing. Reading for specific information. Matching words in the text to synonyms and definitions. Revision of question forms from Unit 3 of the Student's Book and practising a conversation with a visitor.

- 1 Begin with a general discussion about visitors to the students' place of work and what kind of procedures visitors need to follow. Ask if any of the students visit other companies and find out how their procedures compare. For example, do they have more security at other companies?
- 2 Students read the text quickly to answer 1 and 2. The first text (an email) will be familiar but not all companies might issue the second kind of document. Ask students if such a document exists at their company. If they don't know, ask them to find out for the next lesson (and bring a copy in if it does exist).

Answers

- 1 To confirm the visit, provide a schedule, send the attachment, and check accommodation requirements.
- 2 A set of rules and guidelines for visitors. It lets the visitor know any requirements. (It also protects the company legally in a situation where the visitor is injured during the visit.)

- 3 This exercise is a review of question forms which were covered in Unit 3 of the Student's Book. If you haven't completed the Language at work section in this unit then students may need a little extra help with some of the forms.

Answers

- | | | |
|---------|--------|---------|
| 1 Which | 5 Are | 9 Where |
| 2 What | 6 Will | 10 Why |
| 3 How | 7 Do I | |
| 4 Who | 8 Can | |

- 4 Having checked everyone's answers are correct in exercise 3, students can now search for the answers in the two texts.

Answers

- 1 Monday (the 4th)
- 2 Between 10 and 10:30
- 3 Two-and-a-half hours
- 4 Key members of research team
- 5 Yes, after the presentation
- 6 Yes, if the visitor intends to stay the night
- 7 Yes
- 8 No (see rule 3)
- 9 In the visitor's car park at gate 1 (see rule 5)
- 10 For your safety (see rule 4)

- 5 Students match the words and make authentic sounding sentences. Note that the words *schedule* and *programme* for answers 3 and 4 are often used interchangeably but that *schedule* also emphasizes the times as well as the activities. Note also that you could answer 7 with *chance* but it is less formal than *opportunity* and also matches 8.

Answers

- | | |
|-------------------------------------|---------------|
| 2 availability | 6 intend |
| 3 schedule | 7 opportunity |
| 4 programme (program in US English) | 8 chance |
| 5 flexible | 9 guidelines |

- 6 Students find words they think might be helpful to them in their own work. If you have time afterwards, ask for a few students to tell the class which words they chose and explain why.
- 7 After completing 1 in pairs, ask for some students to say which rules or guidelines are similar and deal with any unknown vocabulary. You could also ask students to underline any useful words or phrases that they could use when writing their own rules in 2.
- 8 Bring the whole class together at the end and have students read out their rules and guidelines and compare their ideas with each other. Ask students if, as a visitor to a company, they would be happy to follow all these rules.