

内容提要

《新动力英语》系列教材是在培生教育集团原版教材 Powerbase 的基础上,经中国英语专家和教师按照 2000 年教育部高教司颁布的《高职高专教育英语课程教学基本要求(试行)》的要求改编的一套高职高专英语教材。该教材体现了国内外英语教育注重实用以及倡导应用型教学的特点,即重视语言基础和应用能力的培养,特别是实际使用英语进行涉外交际能力的培养。

该系列教材共分 3 级,每级均由《综合教程》、《教师参考书》和《学生练习册》3 册书组成。本书为《新动力英语教师参考书 1》。本书针对《综合教程 1》每单元的内容给出了相应的“单元目标”、“关键词或词组”、“课堂活动准备”、“内容介绍”、“附加活动”等。此外,本书还增编了录音材料的中文译文及针对《综合教程 1》中每个单元新增的“自己做”练习部分的参考答案。



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前 言

《新动力英语》系列教材是在培生教育集团原版教材 *Powerbase* 的基础上,经中国英语专家和教师按照2000年教育部高教司颁布的《高职高专教育英语课程教学基本要求(试行)》的要求改编而成的一套高职高专英语教材。本系列教材共分3级,每级均由《综合教程》、《教师参考书》和《学生练习册》3册书组成。全系列需180学时完成。

作为优秀的引进版教材,该教材体现了国内外英语教育注重实用以及倡导应用型教学的特点,即重视语言基础和应用能力的培养,特别是实际使用英语进行涉外交际能力的培养。该套教材在培养阅读能力的同时,加强听、说、写、译等语言技能的综合训练,尤其注重实用口头和书面表达能力的训练与培养。这种全新的编写理念主要体现在以下几个方面:

1. 通过语言实践来培养语言应用能力。外语教学以能力培养为主线体现了全新的教育指导思想,而实践这一全新教学理念的最佳途径是大力加强语言实践活动。本套教材正是突出了这种理念。我国传统的英语教材通常以一篇课文为主导,然后围绕课文组织语言训练活动。而本套教材则没有这样的主课文,每单元仅围绕一个主题组织语言练习,包括听力、对话、回答问题、翻译、模拟套写等,通过反复模仿和练习来实现从不知到知,从知到会的一系列转化。

2. 强调交际环境的真实性和实用性。本套教材注重在真实的交际环境中练习语言。例如:第一册第八单元“Booking”(预订),除介绍人们熟悉的电话预订外,本单元增加了网上订购车船票、预订宾馆房间等新型、便捷生活方式的内容;第二册第三单元“Jobs”(工作),通过一系列对话展示了典型的西方式面试用语,为学生工作求职提供了鲜活的素材;第三册第一单元“Checkpoint”(检查站),提供了在海关办理出入境手续的交际环境,它贴近生活,非常实用。由于编写素材极富时代气息,其真实性、趣味性能吸引广大学习者乐于主动参与课内外的互动学习活动中。

3. 倡导读图教学,教材版式新颖。本套教材有大量与主题相关的启发性图片,在版面编排上力求色彩鲜艳,图文并茂。课堂教学中有许多的内容,如果仅用文字去表述会比较“干瘪”,而用图片去表现时却能显得十分“丰满”。形象性的读图教学,具有信息量大、现场感强、容易记忆、便于举例等特点,能调动学生形象思维,充分激活课堂的教学气氛,给教学注入新的活力。另外,图片与文字的优势互补,形成了文字理论与图像实例相结合的教学方式,二者相得益彰,不仅能提高教学质量,丰富教学内容,增加信息交流,而且能激发起学习者极大的学习兴趣。

《新动力英语》系列教材总主编是大连理工大学的孔庆炎教授和武汉大学的王秀珍教授。

本书为《新动力英语》系列教材中的《新动力英语教师参考书1》,由武汉职业技术学院宁毅副教授和湖北城市建设职业技术学院孟兴坤副教授任主编,担任副主编的有武汉工业学院何敏老师、湖北大学知行学院冯健老师、湖北大学职业技术学院赵静洁老师和湖北船舶职业技术学院沈朝晖老师。此外,武汉职业技术学院胡新莲副教授参与了本书的审校工作。

由于时间紧迫和编者水平所限,本套教材难免存在不足之处,恳请广大师生批评指正。

编 者

2006年10月

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Introduction

| | |
|----------------------------------|----|
| <i>Unit 1 first words</i> | 1 |
| <i>Unit 2 surviving</i> | 8 |
| <i>review 1</i> | 16 |
| <i>Unit 3 people</i> | 18 |
| <i>Unit 4 arrangements</i> | 27 |
| <i>review 2</i> | 35 |
| <i>Unit 5 travel</i> | 37 |
| <i>Unit 6 work</i> | 45 |
| <i>review 3</i> | 52 |
| <i>Unit 7 products</i> | 54 |
| <i>Unit 8 bookings</i> | 61 |
| <i>review 4</i> | 68 |
| <i>Unit 9 directions</i> | 71 |
| <i>Unit 10 problems</i> | 77 |
| <i>review 5</i> | 83 |
| <i>photocopiables</i> | 85 |
| <i>test</i> | 98 |



introduction

Powerbase Beginner is a course for adults who have no knowledge or experience of English, but who need to gain a basic knowledge of the language for work-related reasons. The course is extremely practical and aims to help learners to operate in English as quickly as possible. It covers the language needed for simple exchanges of personal information, for travel and for basic business communication, such as making a phone call or sending an e-mail.

The course caters for complete beginners by assuming absolutely no experience of English at the start (although learners should be able to read and write the Roman alphabet). Teachers of learners who have some very basic knowledge – for example, greetings and numbers – should treat Units 1 and 2 as revision. However, by the end of Unit 2, all learners will have learnt the basic functional language for an escorted business trip or an organised holiday in an English-speaking environment.

From then on, the course develops in a progressive way with continual recycling of structures, functions and vocabulary. New items of vocabulary are introduced through listening and repeating to help with correct pronunciation, and a *Now you* section at the end of every lesson provides fluency practice and personalisation.

Powerbase Beginner is suitable for people in any job, as well as for students and others who are preparing to enter the working world.

THE STRUCTURE OF THE COURSE

The ten units of the Coursebook are all divided into three double-page spreads, each of which makes up a free-standing lesson (if time is short, each lesson can be further divided on the basis of the left-hand and right-hand page). At the end of every two units, a Review spread tests and consolidates the learners' knowledge and understanding.

The three lessons of a typical unit cover the following:

- 1 Vocabulary**
A double-page spread introducing essential vocabulary and setting the theme of the unit. A typical spread introduces the language and then provides activities for development and practice.
- 2 Grammar**
The main grammar points at beginner level are introduced and practised in a context that continues the theme of each unit. A *Grammar reference* section at the back of the Coursebook provides learners with additional support.
- 3 Real world**
Key functional language is introduced extending the theme of the unit. A typical spread will provide learners with a practical situation in which they can practise and personalise what they have learnt.

OTHER COURSE
COMPONENTS

Coursebook recordings

A cassette/CD of recordings accompanies the Coursebook, containing activities to develop learners' listening skills and pronunciation.

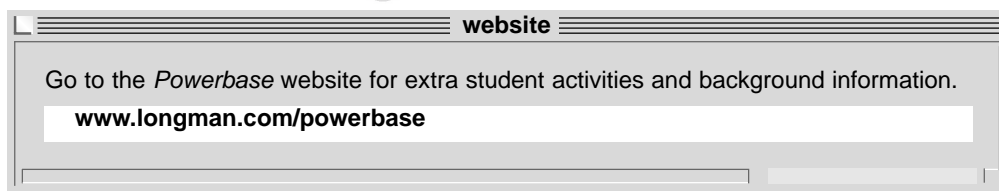
Study Book

The Study Book provides revision, practice and consolidation activities for material introduced in the course. Each page in the Study Book directly corresponds to a lesson (or double-page spread) in the Coursebook. Activities can be set for homework or can be exploited in class to give learners extra practice. A *Powerbase* Study Book cassette/CD accompanies the course.

Teacher's Book

The Teacher's Book provides a step-by-step guide to exploiting each lesson. Information is given on any preparation that is needed and the aims of each unit and lesson are clarified. Sometimes warmers or introductions are suggested, and there is a photocopiable activity for each unit as well as other additional activities suitable for most class sizes. You will also find transcripts, answers to the activities in the Coursebook, and background information on companies and people mentioned. At the end of the Teacher's Book there is an exit test with answers.

Website



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teaching beginners

- Discover learners' needs and expectations at the start of the course. Negotiate clear attainable aims and goals. One way to do this is to ask learners to work in small groups to discuss (in L1 where appropriate) why they want to use English, what they need to use it for and what they want to be able to do by the end of the course. Have a feedback session and agree goals for the course or for each term if applicable. Update regularly to make sure that learners' needs have not changed.
 - Be flexible and open to learners' practical needs for speaking English. Adapt your teaching style and materials accordingly.
- Discuss and negotiate the class homework policy at the beginning of the course. Many learners will have little time to spend on homework, but if they can find time to do extra work on their English outside the class, it will improve their progress.
- Create a relaxed and supportive class atmosphere where learners feel safe to learn from mistakes. Many learners will be nervous at the beginning of a course so give encouragement whenever possible. Asking learners to repeat chorally (all together) helps them to practise new pronunciation and language points without the stress of worrying about making a mistake.
- Pair work allows learners to practise language in a secure environment. Introduce variation by using open pairs (where learners ask and answer across the room) and closed pairs (where learners work with the person next to them). Group work and mingling activities will also maximise learner talking time. Pair and group icons in *Powerbase 1* are not just used for speaking practice. They are also used to indicate that learners should work together to help each other to do the activity.
- If you have a mixed-ability class with true beginners and false beginners, don't aim for the strongest or the weakest but steer a steady middle course. Give learners extra homework in areas where they want to progress, and make sure that stronger learners sometimes work with weaker ones in pairs or groups.
- Let learners know your correction policy. If accuracy is the point of the activity, you will naturally correct more than in a fluency activity. Over-correction can damage confidence, but learners want to know that their language is being monitored. As you circulate round the class, you could make a note of errors and have a group correction spot at the end. Always give learners a chance to self-correct before inviting suggestions from the rest of the class. It also helps if learners realise that they can make progress even though they make mistakes. Encourage learners to monitor their own language without becoming self-conscious.
- Encourage learners to speak as much English as possible in the class. Remember that speaking English at this level will be very tiring, so give one-minute L1 breaks where learners can express themselves in their own language. It can be frustrating at this level not to be able to articulate ideas clearly and this will allow them to let off steam. In monolingual classes, don't be afraid to use L1 to clarify or check understanding, but keep it to a minimum.
- *Powerbase 1* has in-built recycling and revision. Revision is essential to help learners to consolidate and progress, particularly at this level where the learning curve is steep.
- Watch the pace of the class. Don't let activities go on too long or they will drag. At the same time, allow learners time to prepare for activities as this will improve accuracy and allow them to be more adventurous in their use of language. A warmer at the beginning of the class and a wind down session at the end will help learners to be more relaxed and receptive.
- Always look for ways to personalise material. Get learners to say something about themselves, their job or their company, or to give opinions using the new language they have learnt. Making the lesson as relevant as possible to learners will increase interest and motivation.
- Set the contexts for listenings and tell learners that you'll play the recording more than once, so that they don't worry if they miss something the first time. Make use of the pause button to check understanding. Always play the recording all the way through uninterrupted at least once, so that learners can listen globally and set the activity in context. Fully exploit the transcripts to give learners extra practice of reading conversations in pairs. If you have a major problem with your CD or cassette player, use the transcript and read with the help of the class.

1

first words

UNIT AIMS

- basic words
- the verb *to be*. *I'm, you're, he's, she's, it's, we're, they're*
- asking for things: *Can I have ... ?*

website

Go to the *Powerbase* website for extra student activities and background information on the topics in this unit.

www.longman.com/powerbase

In the early lessons of the course, students will begin to get to know each other and you, their teacher. Even using basic communication, it is possible to establish a good class atmosphere. Students may be nervous and this is the time to put them at their ease.

Because your students will have little or no English at this stage, actions and mime will be important to illustrate meaning. If miming makes you feel uncomfortable, don't worry – you can always exaggerate gestures when necessary, draw on the board, bring in realia or translate important information into students' own language (L1). Try a combination of methods to help communication. You can also incorporate a *Getting to know you* activity (page 3).

Bilingual dictionaries will be important, so either provide them in class or recommend that students bring their own.

If your students are from countries which do not use the Roman script alphabet (e.g. countries that use Cyrillic or Arabic scripts), you may wish to introduce some handwriting practice (see pages 85–86). It would be a good idea to introduce this activity early in the first lesson. Students may not be familiar with some of the vocabulary in the exercises. Reassure them that this is not a problem as the aim of the activity is to practise the Roman alphabet and identify non-Roman script letters.

Focus students on the first worksheet, which gives practice in writing the alphabet. Circulate and help. Demonstrate on the board any letters that your class has difficulties with. You could ask students to revise writing the alphabet for homework. Go through the second worksheet, allowing students adequate time to complete. Check answers together (see page 84). As you continue with the first lesson in the Coursebook, check that students are writing words and sentences from left to right across the page, and pause to demonstrate and practise this where necessary.

(Note: all page references refer to pages in this Teacher's Book, unless otherwise indicated.)

LESSON 1

PAGES 4–5

Lesson aims

- basic words

Key vocabulary/phrases

hello goodbye please thank you sorry OK yes no one dollar coffee

Important classroom language:

write listen repeat fill the gaps read

Preparation

No additional preparation is required.

Introduction

Enter the class smiling. Wave to, or shake hands with, a student and say *Hello, I'm [your name]*. Move around the class saying *Hello, I'm ...* to three or four students. Encourage them to repeat the phrase back using their name, e.g. *Hello, I'm [student's name]*. By using gestures, encourage students to turn to the person next to them and say *Hello, I'm ...* and shake hands. Do not correct at this point. Write the phrase on the board and drill chorally and individually. (*I'm / You're ...* is taught more fully in Lesson 2.)

Now walk towards the door, waving and saying *Goodbye*. Go out of the class and close the door briefly. Come in again and get your class to chorus *Hello* loudly.

H E L L O

This activity introduces the key vocabulary in the lesson. After you say each new word/phrase, indicate that you want students to repeat.

Keep books closed. Shake hands, to elicit *Hello*. Walk towards the door waving, to elicit *Goodbye*. If some students say *Bye*, reassure them that this is also correct. Write *Hello* and *Goodbye* on the board.

Put your hands together or make a similar pleading gesture and say *Please*. Take a student's book and say with exaggerated delight *Thank you*. Write *Please* and *Thank you* on the board.

Now pretend to bump into a student, look apologetic and say *Sorry*. At this point you might like to demonstrate that we can use *Sorry* to apologise and also if we want someone to repeat something. Give a thumbs-up gesture and say *OK*. Write *Sorry* and *OK* on the board.

Quickly repeat each word with an accompanying gesture. Indicate that you want students to repeat.

- 1 Open books. Hold your book up and point to the first activity on page 4. Point to the *Hello* picture in the book and elicit *Hello*. Point to *Hello* written on the board and elicit a translation for the word. Write this on the board too, e.g. *Bonjour*. Go through each English word and elicit translations orally. In mixed-nationality classes, choose students from different countries to translate the same word into their own language. In pairs, students write the translation for each word in their own language.
- 2 This is the first listening for students. Indicate that you want them to listen by cupping your hand to your ear. Play the recording twice. Students repeat each word.

T R A N S C R I P T

Hello. Goodbye. Please. Thank you. Sorry. OK.
你好。再见。请。谢谢你。对不起。好的。

Mime each of the gestures you used in the introduction and elicit the word that the gesture matches.

Y E S

- 3 Focus students on the word box. Say the words and ask students to repeat. Point to the pictures. Indicate with

gestures that you want students to write a word under each picture. In pairs, students write the words under the correct picture. Check answers together. Point to a picture. Students chorus the word.

A N S W E R S

coffee no yes one dollar

I N A C A F

- 4 This is a longer listening so students may need to hear the recording several times. Start by writing on the board:

one dollar yes coffee no

Ask students to raise their hands when they hear any of these words. Play the recording. Pause when students raise their hands and elicit which word they heard.

Focus students on the transcript. This might be the first time that your students have come across a gap-fill exercise so demonstrate by writing on the board:

■ Hello.

□ _____.

■ Yes?

Point to the gap for the missing word on the board and say *Fill the gap*. Play the first part of the recording and pause after *Yes?* Elicit the missing word (*Hello*) and write it on the board. Hold up the Coursebook, point to the other missing words and say *Fill the gaps*. Continue playing the recording for students to fill the gaps. Then play it again for students to check. When everyone has finished, elicit the answers from students around the class. If students give an incorrect answer, give them the chance to self-correct before inviting suggestions from the class.

T R A N S C R I P T / A N S W E R S

WOMAN Hello.

MAN Hello.

WOMAN Yes?

MAN Coffee.

WOMAN Sorry?

MAN Coffee!

WOMAN Sorry?

MAN Coffee! Coffee!

WOMAN Sorry?

MAN Oh! Coffee, please.

WOMAN OK. Coffee.

MAN Thank you.

WOMAN One dollar.

MAN One dollar? One dollar?

- WOMAN Oh, sorry. One dollar, **please**.
 MAN **OK**.
 WOMAN Thank you.
 MAN Goodbye.
 WOMAN Thank you. **Goodbye**.

女：你好。
 男：你好。
 女：您要点什么？
 男：咖啡。
 女：对不起，您要…？
 男：咖啡！
 女：对不起，您要…？
 男：咖啡！咖啡！
 女：对不起，您要…？
 男：哦！请来杯咖啡。
 女：好的，咖啡。
 男：谢谢。
 女：1美元。
 男：1美元？1美元？
 女：噢，对不起，请付1美元。
 男：好的。
 女：谢谢。
 男：再见。
 女：谢谢。再见。

NOW YOU

- 5 These sections provide freer practice of the target language. The focus is on fluency (communicating) rather than accuracy. To encourage students, only stop and correct when communication is affected. Circulate and help, noting any areas that might need further practice or revision in a future lesson.

Demonstrate by reading the conversation with a confident student in front of the class. Try to copy the stress and intonation of the recording. In pairs, students practise the conversation. Then they swap roles and practise again. Nominate a pair to read out the conversation to the class.

Additional activity

Anagrams

A couple of minutes before the end of the class write **THANK YOU! – GOODBYE!** as an anagram on the board (e.g. **HATKN UUY! – DOOGBEY!**). Ask students to guess the phrase as quickly as possible (if necessary, indicate that it is on pages 4 and 5 of the Coursebook). When the word has been guessed, point to the class and say *Thank you – goodbye*. You could even give them a big round of applause for doing so well in their first lesson!

Alternative activity

Getting to know you

- Point to yourself and say *Hello, I'm [your name]*. Write on the board *I'm [your name]*. Point to students at random and elicit their name (using *I'm ...* or simply their name).
- In a large class, get students to stand up. Bring in a soft ball, or roll up a piece of paper into a ball, and stand the class in a circle. Hold the ball and say *I'm [your name]*.
- Gently throw the ball to a student, who must then say his or her own name. Indicate that they should now throw the ball to another student, who should say their own name and so on. Go round so that each student says his or her name at least twice. Then stop throwing. Move around the outside of the circle. Stop behind a student and elicit their name by pointing at them. Now students throw the ball again, this time they say their own name plus the name of the person they are throwing to.

LESSON 2 PAGES 6–7

Lesson aims

- the verb *to be*: *I'm, you're, he's, she's, it's, we're, they're*

Preparation

Bring in some pictures of famous people to extend the activity at the end of the lesson. The pictures should be of both individuals and groups to practise singular and plural.

I, YOU

- 1 Point to yourself and say *I'm [your name]*. Write on the board:

I'm [your name].

Point to a student and say *You're [student's name]*. Write on the board:

You're [student's name].

Point to the pairs icon and indicate by gesture that you want students to work in pairs. Point to the gap in the speech bubble in the first picture and say *Fill the gap*. Elicit what the missing word is and write the sentence on the board. Repeat for the second picture.

- 2 Play the recording for students to check. Then play it again for students to repeat. Go round, getting students to point to themselves and say *I'm [name]*. Point to a student and the other students chorus together *You're*

[name]. Repeat, pointing to three or four more students.

TRANSCRIPT / ANSWERS

Hello. I'm Leo. And I'm Charles. Hello.
你好。我叫利奥。 我叫查尔斯。你好。

You're Tony. And you're Jacques.
您是托尼。 您是雅克。

- 3 Play the recording. Nominate a pair of students to read the conversation aloud. Demonstrate the exercise with a confident student by introducing your real names to the conversation.

In pairs, students practise the conversation using their own names. Ask them to close the Coursebook and practise again with another partner.

TRANSCRIPT

Hello. I'm Maria. And I'm John. Hello.
你好。我叫玛丽亚。 我叫约翰。你好。

HE, SHE, IT

Points to look out for: Students leaving personal pronouns out of a sentence, e.g. *Is a book* instead of *It's a book*.

Point to a male student and say *He's [name]*. Point to a female student and say *She's [name]*. (If you have a single-sex class, you could do this by drawing a stick man and woman on the board and writing their names underneath.) Pick up a book and say *It's a book*. Write on the board:

? He's / She's  It's

- 4 Point to the missing words under each picture and say *Fill the gaps*. Do the first sentence together as an example. Play the recording and elicit the answer from the class. Continue playing the recording for students to complete the other two sentences.

TRANSCRIPT / ANSWERS

It's Wall Street. He's Donald Trump.
这是华尔街。 他是唐纳德·特朗普。

She's Hillary Clinton.
她是希拉里·克林顿。

- 5 Demonstrate the activity with a pair of students. Encourage one of the students to point to different students in the class and the other student responds with *He's / She's [name]*. Students continue the activity in pairs.

WE, THEY

Close books. Divide the class into two to four groups. Join one of the groups. Point to the group that you are in and say *We're [name of each of the students in your group]*. Point to another group and say *They're [name of each person in that group]*. In turn, groups point to their own group and to another group saying *We're ...* and *They're ...*.

- 6 Open books. Point to the pictures, then play the recording. In pairs, students fill the gaps. Elicit answers.

TRANSCRIPT / ANSWERS

We're Jaguar. They're Nissan.
我们是“捷豹”公司的。他们是“尼桑”公司的。

- 7 Point to two students and say *They're [name] and [name]*. Write the sentence on the board and elicit what *and* means. In pairs, students talk about themselves and others in the class. Circulate and help as necessary.

CHECK to be

The verb *to be* is normally contracted in spoken English. Encourage students to use the contractions to make their English sound more natural. You can also point out that, unlike many languages, English does not distinguish between the familiar and polite form of *you*.

Students read through the Check box themselves. Answer any questions, then choral drill the verb *to be*.

See *Grammar reference* on page 124 of the Coursebook.

A QUIZ

- 8 Students work in small groups and name the people and things in the pictures. They should use *He's*, *She's*, *It's* and *They're*. The first group to name all the people and things wins. Quickly go round the class eliciting answers.

ANSWERS

Clockwise from top left: She's Aung Suu Kyi / He's Karl Marx / It's a Sony Walkman / They're Venus and Serena Williams / They're Big Macs / It's a dollar / She's Demi Moore / He's the Sultan of Brunei.

If you have brought in some pictures of famous people, show them to the students and elicit who they are.

- 9 Play the recording. In pairs, students listen and point to the people or things as they hear them.

TRANSCRIPT

He's the Sultan of Brunei. He's Karl Marx.
 She's Demi Moore. She's Aung Suu Kyi.
 It's a dollar. It's a Sony Walkman.
 They're Venus and Serena Williams. They're Big Macs.

他是文莱苏丹。
 他是卡尔·马克思。
 她是黛米·摩尔。
 她是昂山素季。
 这是1美元(钞票)。
 这是1部索尼随身听。
 她们是维纳斯·威廉姆斯和塞琳娜·威廉姆斯。
 这些是巨无霸(汉堡包)。

LESSON 3

PAGES 8-9

Lesson aims

- asking for things: *Can I have ... ?*
- practising ordering a meal

Key vocabulary/phrases

the menu the bill a ticket a map a timetable a coffee
fruit cheese pasta salad tomato soup chicken and rice
a journey a restaurant Can I have ... ?

Preparation

If you plan to use the Additional activity *Asking for things* (page 87), photocopy and cut up a set of conversation and picture cards for each pair of students.

CAN I HAVE ... ?

- 1 Keep books closed. Pick up a book and say *book*. Ask students to repeat. Pick up a pen and repeat the procedure. Walk up to a student and say *Hello [name]. Can I have a book, please?* Pick up the book and look at it. Give it back to the student and say *Thank you*. Approach another student and say *Hello [name]. Can I have a pen, please?* Take the pen, write something and give it back. Say *Thank you*. Repeat with two or three other students.

Books still closed, draw a cup and saucer on the board (to represent *a coffee*). Elicit what it might be. Say *a coffee*. Ask students to repeat. Play the recording. Students repeat after each phrase.

Open books. Focus students on the picture and speech

bubble. Play the recording again. Students repeat.

TRANSCRIPT

Can I have ... ? Can I have a coffee, please?
 我想来一份…… 请给我来一杯咖啡。

SIX THINGS

- 2 Say *the menu, the bill, a ticket, a map, a timetable, a coffee*, holding up your book and pointing to the relevant picture. Students repeat.

Play the recording. Pause after the first conversation and elicit what the first thing is (*the menu*). Check that students write *1* in the tinted box under the picture of the menu. Continue playing the recording. Students number the things in the order that they hear them.

Points to look out for: Students may query why it is *the bill* but *a map*, etc. If you wish to give a quick explanation in L1, then do so. Otherwise reassure students it is dealt with later in the course (see Unit 4, page 29). This is to avoid overloading students in the first unit.

ANSWERS

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

TRANSCRIPT

WOMAN Sorry! Hello! Hello!

MAN Yes?

WOMAN Oh, hello, yes. Can I have the menu, please?

MAN The menu? Of course.

WOMAN Thank you.

WOMAN Hello. OK?

MAN Yes, OK, thank you. Can I have a coffee, please?

WOMAN A coffee, of course ... There you are.

MAN Thank you.

WOMAN Hello. Can I have a ticket to York, please?

MAN A ticket to York ... £10, please.

WOMAN Thank you.

WOMAN Hello.

MAN Hello. Can I have a map, please?

WOMAN A map?

MAN Yes. A map of the city.

WOMAN A map of the city. OK. This one?

MAN Yes. Yes, please. Can I have that one, please?

WOMAN Of course.

MAN Anything else?
 WOMAN No, no thank you. Can I have the bill, please?
 MAN The bill? Yes. Um ... There you are.
 WOMAN Thank you.
 MAN Thank you.
 WOMAN Yes?
 MAN Hello. Can I have a timetable, please?
 WOMAN A timetable. OK.
 MAN Thank you. Goodbye.
 WOMAN Bye.

女：对不起！喂！您好！
 男：您要点什么？
 女：啊，你好。是的。请把菜单拿来。
 男：菜单？好的。
 女：谢谢。

女：你好。可以点菜了吗？
 男：是的，谢谢。请来一杯咖啡。
 女：一杯咖啡。好的…这是您的咖啡。
 男：谢谢。

女：你好。我买一张去约克的票。
 男：一张去约克的票…请付10英镑。
 女：谢谢。

女：你好。
 男：你好，我买一张地图。
 女：一张地图？
 男：对。一张本市地图。
 女：一张本市地图。好的。是这种吗？
 男：是的，请给我那一张。
 女：当然可以。

男：还要点儿别的吗？
 女：不了，谢谢。请结账。
 男：结账吗？好的。嗯…这是您的账单。
 女：谢谢。
 男：谢谢您。

女：您有什么事？
 男：你好。我想要一张时刻表。
 女：一张时刻表。好的。
 男：谢谢。再见。
 女：再见。

- 3 Play the recording again. Students write the words under the pictures. In pairs, students compare answers. Check together as a class. Quickly elicit the word for each object in the students' own language.

ANSWERS

a a ticket *b* a coffee *c* a timetable
d the menu *e* the bill *f* a map

4 Write on the board:

a journey *a restaurant*

Encourage students to look up the words in their dictionaries. In pairs, students fill the gaps in the sentences. Elicit the words that pairs have used in their sentences.

POSSIBLE ANSWERS

A journey

- 2 Can I have a ticket, please?
 3 Can I have a map, please?

A restaurant

- 1 Can I have the menu, please?
 2 Can I have a coffee, please?
 3 Can I have the bill, please?

Nominate students to read out their sentences.



Additional activity

Asking for things, page 87

Photocopy a worksheet for each pair of students. Cut out the two pictures and cut up the conversations. Mix both conversations together in an envelope and give an envelope and the two pictures to each pair. Students place the pictures on the table. They take the cut-up conversations out of the envelope and decide which phrases go with the restaurant and which go with the ticket office. Then they put the two conversations in the correct order under the relevant picture. Less confident students could be given one conversation instead of two or you could put students into groups rather than pairs.

Students then role play the two conversations. Encourage them to practise once reading the conversation, and then again without looking at the prompts. You could ask some students to do their role play in front of the class.

ORDERING A MEAL

Close books. Say the following words and clap the syllables:

to•ma•to *soup* *sa•lad* *chic•ken* *and* *rice*
pas•ta *fruit* *cheese*

Pause after each word and get students to repeat. Write the words on the board and point to them while students repeat. Spend time drilling any words they find difficult to pronounce.

- 5 Open books. Divide the class into small groups. Point to the picture of a salad and elicit which word it matches. In groups, students write the words under the pictures. Circulate, helping where necessary. Check together as a class orally. Point to the picture of cheese and say *Is it cheese?* Elicit *Yes*. Point to the picture of fruit and say *Is it tomato soup?* Elicit *No*. Students take it in turns, pointing to pictures and asking *Is it ... ?* The other students in the group answer *Yes* or *No*.

ANSWERS

1 chicken and rice 2 cheese 3 fruit
4 pasta 5 salad 6 tomato soup

- 6 Play the recording. Students listen for what the man chooses from the menu. Check together as a class.

ANSWERS

The man chooses *tomato soup, pasta, cheese*.

TRANSCRIPT

WOMAN Hello?

MAN Oh, hello, yes.

WOMAN So, dinner. Tomato soup or salad?

MAN Can I have tomato soup, please?

WOMAN Tomato soup. And then chicken and rice or pasta?

MAN Can I have pasta, please?

WOMAN Sorry?

MAN Can I have pasta, please?

WOMAN Pasta. And fruit or cheese?

MAN Can I have cheese, please?

WOMAN Cheese. Thank you.

MAN Thank you.

女: 您好, 要点菜吗?

男: 啊, 你好, 对 (我要点菜)。

女: 这么说是要正餐。番茄汤还是沙拉?

男: 我要番茄汤。

女: 番茄汤。再要份鸡肉米饭还是意大利面条?

男: 请给我来意大利面条吧。

女: 对不起, 您要什么?

男: 请给我来意大利面条。

女: 面条。再要份水果还是奶酪?

男: 我要奶酪。

女: 奶酪。谢谢您。

男: 谢谢。

Say *tomato soup*. Students repeat. Say *Can I have tomato soup, please?* Students repeat. Call out other items from the menu, e.g. *pasta*. Students respond with a complete sentence, e.g. *Can I have pasta, please?*

Play a question from the recording again, or model one yourself, so that students use the right intonation.

NOW YOU

- 7 Ask students to look at the menu again, and to choose some food from each section.

To demonstrate the role play activity, choose a confident student to help you. You sit like a customer in a restaurant while the student stands like a waiter / waitress, pen and paper in hand. Look at the menu. Point to *salad*. Say *Can I have salad, please?* Indicate, by pretending to write on your hand, that you want the student to write *salad*. Repeat this with the rest of the menu, e.g. you say *Can I have pasta, please?* And *can I have fruit, please?* And the student writes down *pasta* and *fruit*.

In pairs, students take turns to be the customer and waiter. At the end of the activity, ask some students to read out what their partner has ordered.

KEY to Do It Yourself

FUNCTIONAL SENTENCES TO REMEMBER

- 1 Hello. I'm Jack.
- 2 He is Pierre.
- 3 They are Mike and Hans.
- 4 Can I have the menu, please?
- 5 Can I have a coffee, please?
- 6 Can I have some rice, please?
- 7 Can I have a map, please?
- 8 She is Jennifer.
- 9 They are chips.
- 10 Goodbye.

2

surviving

UNIT AIMS

- numbers 0–12
- basic prices
- phone numbers
- telling the time
- *to be*: question form; positive and negative short answers
- phrases for checking information

website

Go to the *Powerbase* website for extra student activities and background information on the topics in this unit.

www.longman.com/powerbase

LESSON 1

PAGES 14–15

Lesson aims

- numbers 0–12
- practising basic prices, phone numbers and telling the time

Key vocabulary/phrases

*one two three four five six seven eight nine ten
eleven twelve dollar(s) euro(s)
How much is it? What time is it?*

Preparation

- 1 Bring a clock to the class. Or make your own clock face and hands from cardboard, using a drawing pin and cork to fix the hands to the clock.
- 2 Prepare the word cards for the Warmer activity.

Warmer

It is important to get students into the habit of recycling vocabulary and structures, as this will help them retain information. The aim of this Warmer activity is to revise vocabulary from Unit 1.

Write the following words on separate cards: *Hello, Goodbye, Yes, No, Please, Thank you, OK, Sorry, a ticket, a coffee, a timetable, a menu, a bill, a map*. Place the cards in an envelope. Demonstrate by taking out a card from the envelope. Mime the word to the class and elicit the answer. Divide the class into teams and ask one member of each team to come to the front of the class. Take a card from the envelope and show it to each team representative. They memorise the word and return to their team to mime it. The first team to guess the word correctly gets a point. Repeat the process until all the words have been revised.

One-to-one teaching: place the cards face down on the desk. Student and teacher take turns to mime and guess the words.

ZERO TO 6

Keep books closed. Hold up one finger and say *one*. Gradually hold up additional fingers and encourage the class to call out the numbers if they know them.

- 1 Keep books closed. Play the recording. Students repeat after each number. Then choral drill the numbers without the recording. Open books and focus students on the numbers in the box. Play the recording again. Students repeat.

TRANSCRIPT

zero one two three four five six
零 一 二 三 四 五 六

- 2 This activity recycles *Can I have ... ?* and extends the phrase to include numbers. Say *Can I have two books, please?* (point if necessary). Take a book from two students and say *Thank you*. Hold up one book, say *one book*.

Write *1 book* on the board. Hold up both books, say *two books*. Write *2 books* on the board. Draw attention to the plural *s*.

Write *6 coffees* on the board. Elicit *Can I have six coffees, please?* Students work in pairs and take turns to ask for the items on the list. Circulate and check that they are using the plural *s*.

3 Play the recording. Students listen and check.

TRANSCRIPT

Can I have three menus, please?
请给我3份菜单。

Can I have six coffees, please?
我要6份咖啡。

Can I have five tickets, please?
我买5张票。

Can I have four maps, please?
我买4张地图。

Briefly choral drill the phrases, to check pronunciation, and ask individual students to repeat.

HOW MUCH IS IT?

Write the currency symbol for the country you are teaching in on the board (if you have a mixed-nationality class, choose two or three of the currencies represented by the students' countries).

Write \$ and 2 on the board. Try to elicit which country / group of countries they represent (in L1 or L2). Write a figure after the \$ (e.g. \$5), point to the price and ask *How much is it?* Write *five dollars* and ask students to repeat. Again check that the *s* is being sounded.

4 Open books. Focus students on the price tags. Play the recording and ask students to repeat. Drill *How much is it?*

TRANSCRIPT

How much is it? It's two euros.
多少钱? 2欧元。

How much is it? It's six dollars.
多少钱? 6美元。

Quickly write different prices on the board, e.g. *_6 / \$2 / _4 / \$3*, etc. Nominate a student to ask *How much is it?* and another to respond. You could perhaps do this using a ball again.

5 Write on the board:

\$1 one dollar 21 one euro
\$2 two dollars 22 two euros

Ask students to say the prices. Demonstrate the activity with a confident student. Point to one of the pictures and ask *How much is it?* The student replies. Indicate that he / she should now ask you the question and you respond. Students work in pairs to ask and answer questions about the pictures.

6 Play the recording for students to check. Play it again and ask students to repeat the prices.

TRANSCRIPT / ANSWERS

It's **one dollar**. It's **four euros**.
多少钱? 1美元。 多少钱? 4欧元。

It's **six euros**. It's **three dollars**.
多少钱? 6欧元。 多少钱? 3美元。

It's **five dollars**. It's **two euros**.
多少钱? 5美元。 多少钱? 2欧元。

PHONE NUMBERS

Note: In English, each number in a phone number is said individually, e.g. *4632* would be *four, six, three, two* not *forty-six, thirty-two*.

7 On the board, draw a simple picture of a phone and write a phone number below it. Model how to say the number and ask students to repeat. Write your school's phone number on the board and elicit how to say it.

Ask pairs to sit back-to-back. This helps to simulate a phone conversation, as students cannot see their partner's face and gestures. Student A reads the phone numbers on page 114 of the Coursebook. Student B writes them down. When they have finished, Student B reads the numbers on page 117 of the Coursebook and Student A writes them down. Students read back the numbers to each other, to check that they are correct. Nominate individual students to read out one of their numbers.

7 TO 12

8 Close books. Play the recording. Students listen and repeat the numbers. Open books. Listen to the recording again. Students repeat. Then students repeat the numbers again without the recording.

TRANSCRIPT

seven eight nine ten eleven twelve
七 八 九 十 十一 十二

Drill the class chorally and individually, counting from 0–12. Write random numbers on the board and ask students to call out the numbers.

WHAT TIME IS IT?

If possible bring a clock into the classroom or make a cardboard clock. Put the hands of the clock to 5 o'clock. Point to the clock and ask *What time is it?* Write on the board:

What time is it? It's five o'clock

Choral drill both sentences. Quickly go round the class, nominating students at random to ask and respond.

- 9 Open books. Play the recording. Students listen and repeat. Play the recording again. Students repeat.

TRANSCRIPT

What time is it? It's nine o'clock.
(现在) 几点了? 9点钟。

- 10 Point to clock 1 and ask *What time is it?* Elicit *It's eight o'clock*. In pairs, students complete the times for each clock. Then they take turns to point to one of the clocks, asking *What time is it?*, and their partner responds. Play the recording for students to check their answers.

Play the recording again for students to repeat. Encourage students to repeat again without the recording.

TRANSCRIPT / ANSWERS

- 1 It's **eight** o'clock. 4 It's **five** o'clock.
2 It's **twelve** o'clock. 5 It's **two** o'clock.
3 It's **one** o'clock.

- 1 (现在) 几点了? 8点钟。
2 (现在) 几点了? 12点钟。
3 (现在) 几点了? 1点钟。
4 (现在) 几点了? 5点钟。
5 (现在) 几点了? 2点钟。

If you have brought in a clock, hold it up in front of the class and place the hands at different times, asking *What time is it?* and eliciting answers. For more practice, students can work in open pairs. Student A asks *What time is it?* Student B responds.

NOW YOU

- 11 In pairs, students take turns to count backwards from 12–0. You might like to add a fun element by letting them time each other, to see who can do it quickest with the least errors.
- 12 Divide the class into A / B pairs. Student A reads the numbers on page 114 of the Coursebook. Student B writes them down. When they have finished, Student B reads the numbers on page 117 of the Coursebook and Student A writes them down. Students read back the numbers to each other, to check that they are correct. Nominate individual students to read out one of their numbers.

Additional activity*Whispers*

This activity focuses on listening for information. Students stand in a line. The last student stands by the board ready to write. Whisper a number between one and twelve (or a time, a price, a short telephone number) to the first student in the line. They then whisper it to the second person in the line, who whispers it to the next person, and so on, until it reaches the last student, who writes the number on the board. Check if the number is correct. The last student then joins the front of the line and another number is whispered. You could make it more challenging by whispering a short sequence of numbers / times / prices.

LESSON 2

PAGES 16–17

Lesson aims

- the verb *to be*: question form; positive and negative short answers

Key phrases

Who are you? How are you?

Preparation

If you plan to use the Warmer activity, prepare the Student A / B number lists.

Warmer

Running dictation

This activity aims to energise students at the beginning of the lesson. Make Student A / B number lists by writing the

following on separate sheets of A4 paper:

| A | | B | |
|------------|----------|-----------|----------|
| 11 o'clock | 20 66 15 | 9 o'clock | 66 41 93 |
| 43 92 37 | 9 | 39 75 02 | 11 |
| \$5 | 39 58 72 | \$2 | 86 24 79 |
| 12 | \$8 | 10 | \$7 |
| 3 o'clock | | 5 o'clock | |

Fix the lists to the wall (as far from the students as possible). Divide the class into A / B pairs. Student A sits with a pen and paper. Student B goes to list B, memorises one of the numbers and returns to his / her partner. Student B then dictates the number memorised to Student A, who writes it down. (Demonstrate the activity first with a student.) The procedure is repeated until Student B has dictated nine numbers. Students then swap roles, with Student A dictating numbers from list A.

When most of the class have finished, nominate individual students to read out the numbers to you and write them on the board to check.

ASKING QUESTIONS

Open books. Focus students on the picture of the man and woman at the masked ball and nominate a student to read the speech bubble aloud. Point to a student and ask *Are you Anna?* to elicit *No*. Point to another student and ask *Are you [student's name]?* to elicit *Yes*.

1 Write on the board:

You are [student's name].

Model the sentence, then add an arrow over *You are* and write the question form underneath:

You are [student's name].
Are you [student's name]?

Say both sentences again, showing how *you* and *are* are transposed to give the question form. Focus attention on the sentences in the Coursebook, then complete the first question together as a class. In pairs, students complete the rest of the questions.

2 Play the recording for students to check their answers. Then play it again for students to listen and repeat. Students practise reading the sentences in pairs.

TRANSCRIPT / ANSWERS

- 1 Is he Mike? 4 Is it \$5?
 2 Are you OK? 5 Are they sorry?
 3 Is she Leila?

- 1 他是迈克吗?
 2 你好吗?
 3 她是莱拉吗?
 4 是5美元吗?
 5 他们感到遗憾(抱歉)吗?

C H E C K

Question form

Focus students on the Check box. Give them a few moments to read through the information. Answer any queries. Close books. Call out a positive statement, e.g. *I am [name]*, *You are Karin*, etc. Write a question mark on the board and elicit the question form (*Am I [name]?* *Are you Karin?*) Open books to check. Keep this brisk.

See *Grammar Reference* on page 124 of the Coursebook.

W H O A N D H O W

3 Play the recording. Students repeat the phrases.

TRANSCRIPT

Who are you? How are you?
 你是谁? 你好吗?

Write *Who are you?* on the board. Nominate students to read the question to you. You respond *I'm [name]*. Ask two or three students *Who are you?* and check their response. Write *How are you?* on the board. Nominate a student to read the question to you. You respond *Fine, thank you*. Ask two or three students *How are you?* and check their responses. Go around the class asking at random *Who are you?* and *How are you?*

4 Play the recording for students to complete the matching task. Check together as a class.

TRANSCRIPT / ANSWERS

- JIM Hello. Are you André?
 YOSHI No, I'm not. Sorry!
 JIM Oh, Are you Stephan?
 YOSHI No. No, I'm not.
 JIM Oh. **Who are you?**
 YOSHI **I'm Yoshi.**
 JIM Ah, yes! Yoshi! Of course.
 Yoshi, I'm Jim ... Jim Dakota.
 CLAUDIA Clara? Hello, Clara.
 CLARA Claudia! Hey, Claudia. Hello! **How are you?**
 CLAUDIA **Fine, thank you.** How are you?

CLARA Fine. Fine, thank you.

吉姆：你好。(你)是安德烈吗？

吉子：不，我不是。对不起！

吉姆：哦，你是史蒂芬吗？

吉子：不是。我不是。

吉姆：啊，你是谁？

吉子：我是吉子。

吉姆：啊，是的！吉子，没错，是吉子。我是吉姆，吉姆·达科塔。

克劳迪娅：克莱拉吗？你好，克莱拉。

克莱拉：克劳迪娅！嗨，克劳迪娅。喂！你好吗？

克劳迪娅：不错，谢谢。你好吗？

克莱拉：也不错，挺好的，谢谢。

Drill chorally and individually, concentrating on the difference in pronunciation between *who* and *how*.

Write on the board:

A *How are you?*

B *Fine, thank you. How are you?*

A *Fine, thank you.*

Point out that in English it is polite to repeat the question *How are you?* You might also like to point out that *Fine, thank you. And you?* is also OK. Elicit other possible responses to *How are you?*, e.g. *OK, Good, Not bad, Great.*

5 Demonstrate with two students in front of the class.

Then, in pairs, students take turns to ask and answer the two questions.

MORE QUESTIONS

6 In pairs, students complete the questions with the correct form of *to be*.

7 Check answers together by playing the recording and nominating students to read out the questions.

TRANSCRIPT / ANSWERS

1 How much **is** it? 4 **Are** you Stan?

2 Who **are** they? 5 What time **is** it?

3 How **is** he? 6 **Is** she Maria?

1 多少钱? 4 你是斯坦吗?

2 他们是谁? 5 (现在) 几点了?

3 他还好吗? 6 她是玛丽亚吗?

Additional activity

Question review

Material needed = 12 pieces of paper per group. Demonstrate with one of the groups in front of the class. Students work in

groups of six. Give each group six pieces of paper and ask them to write the six questions from the previous activity on the paper (one question = one piece of paper). Give groups another six pieces of paper. Together they write an appropriate response to each question (one response = one piece of paper).

Take in the question papers, shuffle and redistribute so that each person in each group has a question. Do the same with the response papers. Students take turns to read out their question paper. The person with the appropriate response reads it out. Go round the group until all questions and responses have been read.

SHORT ANSWERS

Points to look out for: *He / She / It isn't* and *He's / She's / It's not* are both grammatically correct short forms of *He / She / It is not*. To avoid any confusion, we use *He / She / It isn't* throughout *Powerhouse Beginner*. It is not necessary to introduce *He / She / It's not* at this stage. If any students query this, simply explain that both forms are equally correct.

In English, short answers are important because a simple *Yes* or *No* can sometimes seem abrupt. Keep books closed. Ask students *Am I [your name]?* Nod and say *Yes, I am*. Then ask *Am I Michael Jackson?* Shake your head and say *No, I'm not*. Point to a student and ask *Are you [student's name]?* Elicit *Yes, I am*. Ask *Are you Michael Jackson?* Elicit *No, I'm not*.

8 Open books. Focus students on the sentences. Play the recording. Students repeat after each phrase.

TRANSCRIPT

Are you Anna? Yes, I am.
你是安娜吗? 是的，我是。

Are you Anna? No, I'm not.
你是安娜吗? 不，我不是。

Is it ten euros? Yes, it is.
这是10欧元吗? 是的，10欧元。

Is it ten euros? No, it isn't.
这是10欧元吗? 不是的，不是10欧元。

Go round the class asking questions to elicit positive and negative short answers, e.g. *Are you Madonna / Bill Clinton / Pierre?* (pointing to an object) *Is it a map / a menu / a timetable?* For further practice, call out prompts to the class, e.g. *Yeung*, etc., to elicit the appropriate question, e.g. *Is he Yeung?*

9 In pairs, students practise asking *Are you ... ?* questions and responding with *Yes, I am* and *No, I'm not*. When

they have finished, point to a student in the class and ask *Is he / she [student's name]? Elicit Yes, he / she is or No, he / she isn't.* In pairs, students point to other students and ask their partner *Is he ... ? or Is she ... ?* Their partner responds with *Yes, he/she is or No, he/she isn't.*

Encourage pairs to work together so that they can practise *Are we / they ... ?* questions. Demonstrate to the class with two pairs:

Are we [students' names]? Yes, you are / No, you aren't.
Are they [students' names]? Yes, they are / No, they aren't.

CHECK

Short answers

Note that contractions are not used in positive short answers, i.e. *Yes, I am not Yes, I'm.* Ask students to read the information in the Check box individually.

Point to a student and ask the class *Is he/she Bill Clinton?* to elicit *No, he/she isn't.* Point to another student and ask *Is he/she [student's name]? to elicit Yes, he / she is.* Point to a pair of students and ask *Are they [student's names]? to elicit Yes, they are or No, they aren't.* Indicate the whole class and ask *Are we Manchester United Football Club?* to elicit *No, we aren't.* Continue like this, asking quick questions to elicit different positive and negative short answers.

See *Grammar Reference* on page 123 of the Coursebook.

WHO ARE THEY?

- Focus students on the picture of JFK and ask *Is he Ronald Reagan?* Tell students to look at the example answer. Complete the activity orally with the class first, to clarify any problems that students might have recognising the personalities in the pictures. Then, in pairs, students fill the gaps in the sentences. Finally, play the recording for students to listen and check their answers.

TRANSCRIPT / ANSWERS

- Is he** Ronald Reagan?
No, he isn't. He's John F. Kennedy.
 - Is she** Gwyneth Paltrow? **Yes, she is.**
 - Is she** Anna Kournikova? **Yes, she is.**
 - Is he** George Michael? **No, he isn't. He's Elton John.**
 - Is it** the Eiffel Tower? **Yes, it is.**
 - Are they** The Spice Girls? **No, they aren't. They're The Beatles.**
- 1 他是罗纳德·里根吗?
不是,他不是。他是约翰·肯尼迪。

- 她是温格妮斯·帕特洛吗? 对,是她。
- 她是安娜·库尔尼科娃吗? 对,是她。
- 他是乔治·迈克尔吗?
不,他不是。他是埃尔顿·约翰。
- 这是艾菲尔铁塔吗? 是,这就是。
- 她们是“辣妹组合”吗?
不,她们不是。他们是“甲壳虫(披头士)”乐队。

Ask students to cover the text and to take turns, pointing to a picture and asking *Is he / she / it ... ? or Are they ... ?* Their partner responds with the correct answer.

LESSON 3

PAGES 18–19

Lesson aims

- phrases for checking and clarifying information when you do not understand what the person has said

Key phrases

I'm sorry. I don't understand. Can you say that again, please?
Can you speak more slowly, please?

Preparation

- If you plan to use the Additional activity *I don't understand* (page 88), photocopy and cut up a cartoon story for each pair of students.
- You might like to bring in some relaxing music to play as background to the role play in *Now you* (Coursebook, page 19).

I DON'T UNDERSTAND

Focus students on the pictures. Read the phrases in the speech bubbles and ask students to repeat.

- Draw a tick (✓) on the board. Play the recording. Listen to the whole conversation and ask students to tick the phrases they hear. Play the recording again to check.

TRANSCRIPT / ANSWERS

WOMAN Hello.
 MAN Oh, hello. Can I have six timetables, please?
 WOMAN Sorry. **Can you say that again, please?**
 MAN Oh! Can I Have six timetables, please?
 WOMAN Sorry. **Can you speak more slowly, please?**
 MAN Can – I – have – six – timetables – please?
 WOMAN No. **I'm sorry. I don't understand.**

MAN Six timetables, please! Six timetables!

女: 你好。

男: 啊, 你好。请给我6张时间表。

女: 对不起。请你再说一遍。

男: 请给我6张时间表。

女: 对不起。请你说再慢一点。

男: 请-给-我-6-张-时-间-表。

女: 对不起。我听不懂。

男: 请给我6张时间表! 6张时间表!

Students translate the phrases into their own language. Encourage them to use bilingual dictionaries to do this and when translating in future. (The instruction to write words and phrases in their language doesn't appear again in the Coursebook.)

- 2 Play the recording. Pause after each phrase and ask students to repeat.

TRANSCRIPT

I'm sorry. I don't understand.

对不起。我听不懂。

Can you say that again, please?

请你再说一遍。

Can you speak more slowly, please?

请你说慢一点。

Write the phrases on the board. Model each phrase to demonstrate the stress:

Can you say that again, please?

I'm sorry. I don't understand.

Can you speak more slowly, please?

Drill the sentences chorally and individually.

CHECKING NUMBERS

This will help to focus students' attention on the importance of speaking clearly when exchanging information. Encourage students to use the phrases from the previous activity, to check and clarify the information.

- 3 Divide the class into A / B pairs. Tell students to sit opposite each other, about a metre apart. Demonstrate the activity with a student in front of the class. Then, Student A reads the numbers on page 114 of the Coursebook. Student B writes them down. Encourage students to say each number fast / indistinctly / very quietly first. Then, after their partner has used a phrase to check the information (*I'm sorry. Can you speak more*

slowly, please? etc.), they should say the number again clearly. Swap roles. Student B reads the numbers on page 117 of the Coursebook and Student A writes them down. When they have finished, pairs read back the numbers to each other to check. Nominate individual students to read out numbers.

A SHORT CONVERSATION

- 4 Focus students on the photograph of the two pilots. Make 'plane' noises and cup your hand to your ear to indicate that it is very noisy.

Ask students *What time is it?* Play the recording and elicit the answer (*It's five o'clock*). Play the recording again for students to fill the gaps. Draw students' attention to *Sorry* and elicit which type of *Sorry* this is (asking for repetition or apologising?). Here *Sorry* is used to ask the person to repeat.

- 5 Play the recording again for students to check. In pairs, students read the conversation. Encourage them to practise first reading aloud from the book and then from memory with books closed.

TRANSCRIPT / ANSWERS

MAN 1 What time **is it**?

MAN 2 Can you **say that** again, please?

MAN 1 What **time** is it?

MAN 2 Can you **speak** more slowly, please?

MAN 1 **What** – time – is – it?

MAN 2 Oh! Five **o'clock**.

MAN 1 Sorry?

MAN 2 **Five** o'clock.

MAN 1 Thank you.

男1: 几点钟了?

男2: 请你再说一遍。

男1: 几点钟了?

男2: 请你说慢一点。

男1: 几-点-钟-了?

男2: 哦! 5点钟。

男1: 对不起, 你说什么?

男2: 5点钟。

男1: 谢谢。

COMMUNICATION PROBLEMS

- 6 Close books. Write on the board:

Hello. Can I _____ a map, _____ ?

Elicit possible words that could complete the sentence.

Complete the sentence on the board.

Open books. Point to the missing words in the conversation and say *Fill the gaps*. Students work in pairs and complete the rest of the conversation.

- 7 Play the recording. Students listen and check their answers. Go round the class at random, asking students if there are any differences between their predictions and the recording. If there are any phrases that are not on the recording, but which are grammatically correct and would fit in the gaps, then write these alternatives on the board.

In pairs, students read the conversation. Encourage them to copy the intonation on the recording. Close books. Pairs practise the conversation again to see if they can remember some of the phrases.

TRANSCRIPT / ANSWERS

- WOMAN Hello. Can I **have** a map, **please**?
 MAN I'm sorry. I don't **understand**.
 WOMAN A map. **Can** I have **a map**, please?
 MAN Oh, a map. Yes. Of course.
 WOMAN How much **is it**?
 MAN I'm sorry. **Can you** say that again?
 WOMAN **How much is it**?
 MAN It's \$12.10, **please**.
 WOMAN Can you speak **more slowly**, please?
 MAN I'm sorry. \$12.10, please.
 WOMAN \$12.10. Thank you.
 MAN **Thank you**. Goodbye.

- 女：你好。我买一张地图。
 男：对不起，我没听懂。
 女：一张地图。我买一张地图。
 男：啊，一张地图。好的。没问题。
 女：多少钱？
 男：对不起，请你说慢一点。
 女：多少钱？
 男：12美元10美分。
 女：请你说慢一点。
 男：不好意思，12美元10美分。
 女：12美元10美分。谢谢。
 男：谢谢。再见。

NOW YOU

- 8 Close books. Write on the board:

a café a station a party

Elicit suggestions for phrases for each situation.

Open books. In pairs, students role play a conversation in a café. Student A asks for a coffee and asks *How much is it?* Student B responds, using the information on page 117 of the Coursebook. Swap roles and role play again.

- 9 Students role play a conversation in a station. Student B asks for a ticket to Central Avenue and asks *How much is it?* Student A responds, using the information on page 114 of the Coursebook. Swap roles and role play again.

- 10 Students role play a conversation at a party. You might like to bring in some music to play in the background to create a party setting. Students ask and answer questions. Circulate, helping and encouraging. Listen for any areas that might need further revision.

KEY to Do It Yourself

FUNCTIONAL SENTENCES TO REMEMBER

- 1 What time is it?
- 2 It's twelve o'clock.
- 3 It's eleven Euros.
- 4 Can you say that again, please?
- 5 Can you speak more slowly, please?
- 6 It's five o'clock.
- 7 How much is it?
- 8 Is it ten dollars? Yes, it is.
- 9 It is eight dollars.
- 10 I'm sorry. \$9, please.



Additional activity

I don't understand, page 88

Photocopy and cut up a cartoon story for each pair of students (shuffle the pictures). Students fill the gaps in the speech bubbles and put the cartoon in the correct order. (Answers: *Can you say; I don't; Yes; How much; more slowly; Thank you*) Then pairs read the complete dialogue together.

review 1

REVIEW 1

PAGES 24–25

AIMS

- to revise vocabulary, grammar and functions from Units 1 and 2
- to extend pronunciation
- to extend the language of greetings in the *Focus on ...* section
- to highlight any areas that need further practice

There are many ways to use the Review units. Some classes will benefit from having some quiet time to work individually and consolidate. Alternatively, you may prefer students to work communally in pairs or teams. Or parts of the Review could be set as homework. Work with any combination that suits you and your class best.

Where the Review unit highlights any areas that need further work, you can do this together as a class or guide individual students to relevant sections in the Study Book or the Grammar reference section at the back of the Coursebook.

Encourage students to look through the preceding two units and highlight the words / phrases that are most useful for them. They could do this before or after working through the Review unit. If they are not sure of the meaning of a word / phrase, they should check with you and / or use a bilingual dictionary.

VOCABULARY Crossword

- 1 Encourage students to complete as many of the clues as possible, without looking back at Units 1 and 2. They can then look back to find any answers they did not know and to check those that they did. When most of the class have finished, check together.

ANSWERS

Across: 3 map 5 seven 6 Yes 7 pasta 9 clock
11 eight 13 fruit 14 Fine 15 eleven

Down: 2 have 4 please 5 salad 8 ticket 9 coffee
10 again 12 they

GRAMMAR CHECK to be

- 2 Complete the activity orally, then ask students to fill the gaps. Check that they have understood that using contractions makes spoken English sound more natural.

ANSWERS

You are = You're He is = He's We are = We're
She is = She's You are = You're
It is = It's They are = They're

- 3 Write on the board:

How much _____ ? It's \$12.

Ask students to complete the question, and write it on the board. Students complete the rest of the questions and answers. Elicit answers and write them on the board. In pairs, students take turns to ask and answer the questions.

ANSWERS

2 I'm not 3 is she 4 it isn't 5 are they

PRONUNCIATION Stress

This activity focuses on word stress.

- 4 Play the recording. Students look at the stress in each word. They listen again and repeat after each word. Then ask them to repeat again without the recording.

TRANSCRIPT

coffee ticket again tomato eleven understand
咖啡 车费 又, 再 西红柿 理解

FOCUS ON ... Greetings

Each Review unit has a *Focus on ...* section, which extends an area covered in the preceding two units. In this Review unit, different ways of saying *Hello* and *Goodbye* (see Unit 1) are introduced and practised.

- 5 Write on the board:

Hello. Goodbye.

Play the first part of the recording (up to *Hello, Hi*).

Identify what words were spoken and ask whether *Hi* goes with *Hello* or *Goodbye*. Write it under *Hello*. Continue playing the recording. Students listen and write the words in the correct group. Elicit answers and write them on the board.

TRANSCRIPT

MAN 1 Hello.
WOMAN 1 Hi.
WOMAN 2 Hello.
MAN 2 Good morning.
MAN 1 Hello.
MAN 2 Good afternoon.
WOMAN 1 Hello.
WOMAN 2 Good evening.
MAN 2 Goodbye.
WOMAN 1 See you.
MAN 1 Good night.
WOMAN 2 Good night.

男1: 你好。
女1: 你好。
女2: 你好。
男2: 早上好。
男1: 你好。

男2: 下午好。

女1: 你好。
女2: 晚上好。

男2: 再见。
女1: 再见。

男1: 晚安。
女2: 晚安。

- 6 Play the recording for students to check. Then students listen again and repeat.

TRANSCRIPT/ANSWERS

Hello. Hi. Good morning.

你好。你好。早上好。

Good afternoon. Good evening.

下午好。晚上好。

Goodbye. See you. Good night.

再见。再会。晚安。

- 7 Focus students on the times. Elicit what the times are. Encourage choral repetition. Then students match the times and the phrases. Encourage them to use a dictionary to help. Elicit answers and write them on the board.

You might like to recycle language for telling the time at this point.

ANSWERS

1 Good evening. 2 Good night.
3 Good afternoon. 4 Good morning.

3

people

UNIT AIMS

- vocabulary for jobs and countries
- asking for and giving personal information
- possessive adjectives
- plurals
- telephoning
- *Where* and *How* questions

website

Go to the *Powerbase* website for extra student activities and background information on the topics in this unit.

www.longman.com/powerbase

LESSON 1

PAGES 26–27

Lesson aims

- vocabulary for jobs and countries
- asking and answering personal questions with *you / your*

Key vocabulary/phrases

name job company country

a businessman a businesswoman a student a teacher

Italy Germany France Russia the UK the USA Japan Canada

What's your name? My name's ... What's your job?

Where are you from? What's the name of your company?

Preparation

You could bring in a map of the world to show where you are from.

WHAT'S YOUR NAME?

Write on the board:

name job company country

Talk about yourself. Say a sentence for each piece of information, e.g. *My name's Sean. I'm a teacher. My company is [name of school]. I'm from the UK.* As you say each sentence, point to the information it corresponds to on the board. At this point you may want to introduce the map to indicate where you are from. *I'm ...* for introductions was introduced in Unit 1. You may wish to draw students' attention to this by writing on the board:

I'm [name]. = My name's [name].

Point to *name* on the board. Nominate a student and ask *What's your name?* Elicit their name. Encourage the student to answer in a sentence, e.g. *My name's Katrin*, not just *Katrin*. Ask the same question to another student.

1 Keep books closed. Play the recording. Students repeat.

TRANSCRIPT

name job company country

名字 工作 公司 国家

Drill each word chorally and also at random with individual students.

Open books. Play the recording again while students look at the words in the box. Focus students on the picture of Boris Netzer. Nominate two students to read the question and response in the speech bubbles.

2 Close books. On individual small pieces of paper (one for each member of the class including yourself), write one of the following words: *Germany, Boris Netzer, City Consulting, businessman*. Give each student one of the slips of paper. Explain that you will play the recording, and when they hear the word on their paper, they should put up their hand. Play the recording.

Open books. Play the recording again. Students write the words in the correct place on the card. Nominate

individual students to answer.

ANSWERS

Name **Boris Netzer**
Job **businessman**
Company **City Consulting**
Country **Germany**

TRANSCRIPT

MAN What's your name?
NETZER My name's Boris Netzer.
MAN Where are you from?
NETZER I'm from Germany.
MAN What's the name of your company?
NETZER It's City Consulting.
MAN What's your job?
NETZER I'm a businessman.

男：你叫什么名字？
内策尔：我叫鲍里斯·内策尔。
男：你是哪国人？/你从哪里来的？
内策尔：我是德国人。/我从德国来。
男：你的公司名称是什么？
内策尔：（公司名称是）都市咨询。
男：你是做什么工作的？
内策尔：我是商人。

- 3 Play the recording. Students repeat after each phrase. Play the recording again. Pause after *What's your name?* and answer *My name's [your name]*. Play again. This time nominate a student to answer. Go round the class quickly asking students *What's your name?* In pairs, students take turns to ask and answer the question.

TRANSCRIPT

MAN What's your name?
NETZER My name's Boris Netzer.

男：你叫什么名字？
内策尔：我叫鲍里斯·内策尔。

WHAT'S YOUR JOB?

- 4 In pairs, students match the jobs to the pictures. Monitor and encourage students to look up any unfamiliar words in a bilingual dictionary. Quickly elicit answers, nominating students to answer.
- 5 Play the recording for students to check. Then play it again for students to listen and repeat. Play a final time

and nominate individual students to repeat. Concentrate on pronunciation and word stress.

TRANSCRIPT / ANSWERS

1 a businessman 2 a teacher 3 a businesswoman
一位商人 一位教师 一位女商人
4 a student
一名学生

Write the words on the board, highlighting the stress, and ask students to repeat.

ə *busiˈnɛsmən* *ə* *stjuˈdɛnt*
ə *busiˈnɛswʊmən* *ə* *tiːtʃər*

Point out that in English an article *a* is used before jobs. Circle the articles.

- 6 Ask students to find the name of their job (or a job they would like if they do not have one) in a dictionary, and to write it on the post-it note. Go round the class and help students translate their jobs into English. Help with pronunciation where necessary.

Write students' jobs on the board and practise pronunciation as a class. If any students have a job beginning with a vowel, e.g. accountant or electrician, use this to demonstrate the articles *a/an* on the board:

a teacher *an* accountant
a businessman *an* electrician

Demonstrate the group activity by writing on the board:

Are you a businessman?

Shake your head to elicit *No, I'm not*. Point to the question again and say *Are you a businessman?* This time nod vigorously in order to elicit *Yes, I am*.

In groups, students ask and answer questions about jobs. Go round the class, monitoring and helping.

WHERE ARE YOU FROM?

Background

The *G8* (Group of Eight) is an organisation comprising eight countries, which meets periodically to discuss economic and other global issues.

- 7 Close books. Write *G8 countries* on the board. Play the recording. Pause after each country and students repeat.

Open books. Play the recording again. Nominate individual students to repeat. Encourage students to look up any countries that they are unfamiliar with in a bilingual dictionary.

Write *Italy* and *Germany* on the board. Clap the syllables and say the words. Elicit which syllable carries the stress and mark it on the board (see Transcript). Write the rest of the countries on the board. In pairs, students decide how many syllables are in each word and where they think the stress should be. After five minutes, elicit answers and mark the stress on the board.

TRANSCRIPT

| | | | | | |
|---------|--------|--------|-------|---------|--------|
| Italy | France | the UK | Japan | Germany | Russia |
| 意大利 | 法国 | 英国 | 日本 | 德国 | 俄罗斯 |
| the USA | Canada | | | | |
| 美国 | 加拿大 | | | | |

- 8 Focus students on the map. In pairs, students match the numbers on the map with the countries. Circulate and help where needed. As students finish, encourage pairs to join with another pair to compare answers. Check answers together as a class.

ANSWERS

1 Canada 2 the USA 3 the UK 4 France
5 Italy 6 Germany 7 Russia 8 Japan

Ask students to write their country on the post-it note. In mixed-nationality classes, encourage students to use a bilingual dictionary. Circulate and help with pronunciation.

This is a good time to extend students' vocabulary by introducing any other countries that are relevant to your class (e.g. the country that you are in, countries with which it has special relationships, neighbouring countries, etc.). Say the countries as you write them on the board and ask students to repeat.

Additional activity

Anagrams

Divide the class into small groups. Ask them to make a list of anagrams for ten countries in the world. They can use the countries from the previous activity as well as other countries that they know. Demonstrate first with an anagram on the board, e.g. *TYILA* (Italy). When they have finished, collect in the lists of anagrams and redistribute. Each group solves their list of anagrams. The first group to complete their list is the

winner. (If students are unable to solve any of the anagrams, they should ask the group that wrote the anagram for help.)

PERSONAL QUESTIONS

- 9 Play the recording. Pause after each question and ask students to repeat. Write the questions on the board. Say *What's your name?* Elicit what the important words in the question are, and mark them with a stress blob on the board:

What's your name?

What's your job?

What's the name of your company?

Where are you from?

Ask students to repeat the question. Point out that, generally, the important words in a sentence are stressed. Do the same for the other questions and drill them chorally and individually. Encourage students to exaggerate the stress as they repeat.

Say each question again and ask students to repeat. Finally, ask students to take turns asking and answering the questions in pairs.

TRANSCRIPT

What's your name?
你叫什么名字?
What's your job?
你是做什么工作的?
What's the name of your company?
你的公司名称是什么?
Where are you from?
你是哪儿人?

- 10 Close books. Write on the board:

name? *company?*

Ask students to listen for this information. Play the recording. Elicit any names and company names that students heard. Play the first conversation again. This time students fill the gaps in the conversation. Check answers together as a class.

TRANSCRIPT / ANSWERS

On the phone

MAN Hello. PP.com.

WOMAN Oh, hello. Patrick Partridge, please.

MAN Yes, of course. What's your name?

- WOMAN **My** name's Jane Fong.
 MAN What's the name of your **company**?
 WOMAN **It's** City Consulting.
 MAN Just a moment, please.

电话通话中

- 男：你好。这里是PP.com。
 女：哦，你好。请接帕特里克·帕特里奇。
 男：好的，可以。你叫什么名字？
 女：我叫简·方。
 男：你是哪家公司的？
 女：都市咨询。
 男：请稍等。

Before playing the second conversation, ask students to predict what phrases could complete the dialogue. Play the recording and students check their answers.

TRANSCRIPT / ANSWERS

At a party

- MAN I'm sorry. Are you from City Consulting?
 WOMAN No, I'm **not**.
 MAN Oh. What's the **name** of your company?
 WOMAN I'm not from a company. I'm **a** student.
 MAN **Where** are you from?
 WOMAN I'm **from** the USA.
 MAN The USA? Really?

宴会中

- 男：对不起。你是都市咨询公司的吗？
 女：不，我不是。
 男：哦，你是哪家公司的？
 女：我不是从公司来的。我是个学生。
 男：你打哪儿来？
 女：我从美国来。
 男：美国，真的吗？

In pairs, students read the two conversations aloud.

NOW YOU

1 1 Close books. Write on the board:

name? job? company? country?

Point to *name?* and elicit what the question should be (*What's your name?*). Point to the other prompt words and elicit possible questions. Wipe the board. Open books. In groups, students mingle and ask and answer questions using the prompt words.

LESSON 2

PAGES 28–29

Lesson aims

- possessive adjectives: *my, your, his ...*
- regular and irregular plurals

Key vocabulary

person / people company / companies man / men
woman / women job / jobs name / names

Preparation

Collect pictures of people (famous or otherwise) to use in the Check section.

Warmer

Write on the board:

name your What's?
your What's job?
from are you Where?
company name What's the of your?

Nominate a pair of students to come to the board and unscramble one of the questions. They then choose a student to ask the question to. Repeat the procedure until all the questions have been revised. Keep this short.

Keep books closed. Write on the board:

What's _____ name? _____ name's _____.

Point to a male student (alternatively draw a stick man on the board or bring in a magazine picture of a man). Point to, and say, the question and write *his* in the first gap. Using this as a model, try to elicit the answer *His name's [name]*. Write the information about the student on the board in the gaps.

Write on the board:

What's _____ job? _____'s a _____.

Using the same student/picture as before, elicit what the question should be and write *his* in the first gap. Then elicit the correct response and write it on the board, e.g. *He's a sales manager.*

Underline all the contractions on the board and write:

what's = what is he's = he is name's = name is

Explain that in spoken English, or informal writing such as e-mails, the contraction is usual and sounds more natural. However, when we write letters or other pieces of formal writing, such as reports, we generally use the words without contraction.

GEORGE SOROS

Background

George Soros is a financial speculator, a philanthropist and a billionaire – with probably one of the biggest personal incomes of any private citizen in the world. In August 1992, he made \$1 billion in a day when he bet that the UK's pound would be forced to leave the European Exchange Rate Mechanism. But there have been bad days too. In February 1994, he lost \$600 million when he bet the wrong way on the movement of the Japanese yen.

In recent years, Soros has become less interested in making money and far more interested in giving it away. He has started a charity called the Soros Foundation.

Pick up a male student's book and say *his book* while pointing from the book to the person. Do the same with a female student's book, saying *her book*. Repeat with three or four other students around the class. Encourage the class to call out if it is *his* or *her* book. If your class is single-sexed, draw a stick man / woman on the board to demonstrate the opposite gender. If any of your students have a language in which pronouns agree with the noun, you may wish to clarify that in English nouns do not normally have a gender. Either explain this in L1 or pick up other things that students own and point to the person and the thing, saying *his pen*, *her bag*, *his notebook*, *her glasses*, *his jacket*, etc. to demonstrate that *his / her* describes the gender of the person not the thing.

- 1 Open books. Point to the picture of George Soros. Ask *What's his name?* Elicit *His name's George Soros*.

Play the recording. Students listen and follow the text. In pairs, students take turns reading the text to each other.

TRANSCRIPT

His name's George Soros. He's a businessman from Hungary. The name of his company is Quantum Fund.

他叫乔治·索罗斯。
他是匈牙利商人。
他的公司叫量子基金。

Encourage students to look up *Hungary* in a dictionary. Write it on the board and mark the stress. Students repeat the word.

- 2 Focus on the example *What's his name?* Point to the text and elicit the answer *His name's George Soros*. Write the question and answer on the board. Students then complete the activity individually.
- 3 Play the recording. In pairs, students compare their answers and check.

TRANSCRIPT / ANSWERS

What's **his** name?

他叫什么名字?

His name's George Soros.

他叫乔治·索罗斯。

What's **his** job?

他是做什么的?

He's a businessman.

他是一位商人。

Where's **he** from?

他是哪儿人?

He's from Hungary.

他是匈牙利人。

What's the name of **his** company?

他的公司叫什么名?

Its name is Quantum Fund.

公司名叫量子基金。

Nominate a pair of students to read the first question and answer in front of the class. In pairs, students take turns to read the questions and answers.

CARLY FIORINA

Background

Carly Fiorina is the Chairperson, President and CEO of Hewlett-Packard and she was named the most powerful businesswoman in the USA by *Fortune* magazine in 1998, 1999 and 2000. Since she joined Hewlett-Packard she has reinvented the company. Her purpose is transformation not just leadership, and she aims to inspire 90 000 employees to change their way of thinking and working to excel in the Internet Age.

Close books. Rub out *his* from the board and elicit what the female version is.

- 4 Open books. Play the recording. In pairs, students listen and fill the gaps. Elicit answers and write them on the board.

TRANSCRIPT / ANSWERS

What's **her** name?

她叫什么名字?

Her name's Carly Fiorina.

她叫卡莉·费奥利娜。

What's **her** job?

她是做什么的?

She's a businesswoman.

她是一位商人。

Where's **she** from?

她是哪儿人?

She's from the USA.

她是美国人。

What's the name of **her** company?

她的公司叫什么名?

Its name's Hewlett-Packard.

(她的公司) 叫惠普公司。

- 5 In pairs, students take turns to read the questions and answers. Students close books. Keep your book open and point to the picture of Carly Fiorina. Quickly ask individual students *What's her name? What's her job?* etc. Students answer without referring to the book. If students get any of the answers wrong, encourage them to try to self-correct before inviting corrections from other students.
- 6 In pairs, students ask and answer questions about other students in the class. Demonstrate by pointing to a student and asking *What's his/her name?* Point to another student and ask *What's his/her job?*

CHECK Possessive adjectives

Focus students on the Check box. Give them time to read through the information and to ask any questions that they have.

Close books. Call out a personal pronoun (*I / you / he*, etc.). Students must supply the correct possessive adjective (*my / your / his*, etc.). Go round the class quickly, nominating individual students to answer. If there are problems, spend some time repeating until the class is more confident. Write on the board:

I you he she it we you they

Point to each pronoun and ask students to call out the corresponding possessive adjective.

See *Grammar reference* on page 121 of the Coursebook.

Additional activity

Picture questions

Bring in some pictures of people (not famous) from newspapers and magazines. Demonstrate the activity by fixing one of the pictures to the board and asking students to

imagine personal information about the person / people in the picture. Ask *What's his / her name? Where's he / she from? What's his / her job? What's the name of his / her company?* If appropriate, also ask questions using *they / their*. Write the information on the board.

Divide the class into pairs. Each pair chooses a picture. Tell them not to show it to anyone else. Ask them to imagine what the person / people's name, job, country and company are. Each pair writes the information on a sheet of paper and gives it to you.

When you have all of the information sheets, quickly fix them to the walls. Take back the pictures. Mix them up and give a new picture to each pair. Pairs must circulate, asking questions (e.g. *What's her name? What's her job? Where's she from? What's the name of her company?*) until they can match their picture to the correct information sheet (they can stick it next to the sheet on the wall).

When everyone has finished, quickly nominate pairs to give information about their picture using complete sentences.

PLURALS

- 7 Point to the table and write the example on the board:

| SINGULAR | PLURAL |
|----------|--------|
| person | people |

Say *singular* and hold up one finger. Say *plural* and hold up a few fingers to indicate *more than one*.

Students look at the words in the box and write them on the correct line. Let them compare answers in pairs.

ANSWERS

singular: company, name, job, woman, man

plural: jobs, names, women, men, companies

- 8 Play the recording for students to check. Play again and students repeat. Make sure they pronounce *women* \wImIn\ correctly.

TRANSCRIPT

| | |
|-------------|---------------|
| one person | two people |
| person | people |
| one job | two jobs |
| job | jobs |
| one name | two names |
| name | names |
| one company | two companies |

| | |
|-----------|-----------|
| company | companies |
| one man | two men |
| man | men |
| one woman | two women |
| woman | women |

Point out that the vast majority of nouns simply take an -s in the plural. Draw attention to the singular noun ending in -y, which changes to plural -ies. Elicit words that are regular (*job, name*) and some that are irregular (*man, woman*). Wipe the board clean.

Close books. Divide the class into two teams. Choose a word from the *singular* line. Call it out and nominate a team. They must respond with the plural as quickly as possible. Choose another word for the other team. Then call out some words from the *plural* line and teams respond with the singular. Go faster and faster as the activity progresses.

DAVE AND JERRY

Background

Dave Filo and Jerry Yang met when they were graduate students at Stanford University in California. In the early days of the World Wide Web, they spent their spare time compiling lists of their favourite websites, which they shared with other people on the Internet. By 1995, their lists of recommendations had become so popular that they decided to borrow \$4 million and turn their hobby into a business. As the Internet economy boomed, their company, now called Yahoo!, grew at an amazing speed. When it went public in March 1996, its shares were valued at an incredible \$850 million! Since that time, Yahoo! has gone on to become one of the most important Internet-based companies in the world.

- 9 Students fill the gaps in the text using the words in the vocabulary box. Elicit answers. Read the text to the class. Then ask the class to read the text with you. Finally, in pairs, students take turns to read the text. Circulate and help with pronunciation.

ANSWERS

Hello! Our **names** are Dave Filo and Jerry Yang. We're **businessmen** and we're from California in the USA. The name of **our** company is Yahoo! It's an Internet **company**.

- 10 Close books. Write on the board:

_____?
Their names are Dave Filo and Jerry Yang.

Elicit the question and write it on the board. Open books. In pairs, students write the other questions.

- 11 Play the recording. Students listen and check, then take turns to ask and answer the questions.

TRANSCRIPT / ANSWERS

1 What are their names?

Their names are Dave Filo and Jerry Yang.

他们叫什么名字?

他们叫戴夫·费罗和杰瑞·杨。

2 What are their jobs?

They're businessmen.

他们是做什么的?

他们是商人。

3 Where are they from?

They're from California.

他们是哪里人?

他们是加州人 (加利福尼亚人)。

4 What's the name of their company?

Its name is Yahoo.

他们的公司叫什么名?

公司叫雅虎。

NOW YOU

- 12 Divide the class into A/B pairs. Student A asks questions about picture 1. Student B answers, using the information on page 117 of the Coursebook. Then Student B asks questions about picture 2 and Student A answers, using the information on page 114 of the Coursebook. Circulate, monitoring and helping.

LESSON 3

PAGES 30-31

Lesson aims

- essential telephone phrases
- Where and How questions

Key phrases

Just a moment, please. Can I speak to ..., please?

Where are you from? How are you? Fine, thank you.

Preparation

- 1 You may wish to cut out some handset shapes from cardboard, one for each student, for the telephone role plays. These can be reused in future lessons.
- 2 If you plan to use the Additional activity, *Telephone role play* (page 89), photocopy and cut up a set of cards for each pair of students.

Warmer

The aim of this activity is to focus students on how important it is to listen carefully and speak clearly when exchanging information. Write on the board:

Maria Theresa Lopez.
Brazil.
A sales manager.
Microsoft.
43 65 78.

Say that these are answers to questions. Ask students to quickly work in pairs to decide what the questions could be, using *you / your*. Go around the class eliciting possible questions and write them on the board:

What's your name?
Where are you from?
What's your job?
What's the name of your company?
What's your phone number?

Divide the class into pairs. Students sit back-to-back, a short distance apart. They take turns to ask and answer the questions on the board. They can give real details or invent them.

PHONE PHRASES

- 1 Play the recording. Students listen and repeat. Check intonation.

TRANSCRIPT

Can I speak to John, please?
 请让约翰接电话。
 It's Groucho here.
 我是格劳乔。
 Just a moment, please.
 请稍等。

A COMPANY CALL

- 2 Focus students on the sentences in the box. Read the sentences aloud. Students repeat. Play the recording. Students listen, then write the sentences in the correct

gaps in the phone conversation. Play again to check. Elicit answers.

TRANSCRIPT / ANSWERS

WOMAN 1 **Hello. City Consulting.**
 WOMAN 2 Hello. It's Luisa Briggs here. **Can I speak to Tom Rogers, please?**
 WOMAN 1 Tom Rogers? Of course. **What's the name of your company?**
 WOMAN 2 I'm from PA.com.
 WOMAN 1 **Can you say that again, please?**
 WOMAN 2 I'm from PA.com.
 WOMAN 1 Thank you. **Just a moment, please.**

女1: 你好。这里是都市咨询。
 女2: 你好。我是露伊莎·布里格斯。
 请汤姆·罗杰斯接电话。
 女1: 汤姆·罗杰斯? 好的。
 你是哪家公司的?
 女2: 我是PA.com公司的。
 女1: 请你说一遍。
 女2: 我是PA.com公司的。
 女1: 谢谢。请稍等。

In pairs, students read the conversation and then swap roles.

- 3 Demonstrate the activity with a student. Role play a conversation using the information, then swap roles. Encourage students to make telephone ringing noises, etc. As students can sometimes be nervous the first time they are introduced to telephoning, it helps to make the atmosphere as light and relaxed as possible.

Students work back-to-back in pairs. They role play a short phone conversation and then swap roles.

WHERE AND HOW

- 4 In pairs, students match the questions and answers. Check together as a class and write the sentences on the board.

ANSWERS

How are you? Fine, thank you.
 Where are you? I'm in a classroom.
 Where are you from? I'm from the USA.

In pairs, students take turns asking and answering the questions about themselves. Then ask students to stand

up and circulate, asking and answering the questions with as many people as possible in three minutes.

CALLING A TAXI

- 5 In pairs, students use the sentences in the box to complete the phone conversation. Encourage use of bilingual dictionaries to check unfamiliar words.
- 6 Play the recording. Students check their answers. In pairs, students role play the conversation.

TRANSCRIPT / ANSWERS

- A1 **Hello. A1 Taxis.**
- DAVID Oh, hello.
- A1 Just a moment, please. Yes. Hello.
- DAVID Hello. Can I have a taxi, please?
- A1 Sure. **What's your name?**
- DAVID David Norman.
- A1 David Norman. **Where are you?**
- DAVID I'm at the airport.
- A1 **Can you speak more slowly, please?**
- DAVID Yes. I'm – at – the – airport.
- A1 **At the airport.** Fine. Five minutes, OK?
- DAVID Yes. Thank you. Goodbye.
- A1出租 您好。A1出租汽车公司。
- 大卫 喂，你好。
- A1出租 请稍等。好了。你好。
- 大卫 你好。我要一辆出租车。
- A1出租 当然可以。您的姓名？
- 大卫 大卫·诺曼。
- A1出租 大卫·诺曼。您在哪儿？
- 大卫 我在机场。
- A1出租 请您说慢一点。
- 大卫 可以。我-在-机-场。
- A1出租 在机场。很好。五分钟到，好吗？
- 大卫 好的。谢谢。再见。

- 7 Demonstrate with a student in front of the class. Role play the conversation back-to-back.

Students role play the conversation in pairs, back-to-back. Less confident classes may want to write the conversation first. If so, encourage students to role play once reading the conversation and then a second time without the written prompts. Swap roles.

NOW YOU

- 8 Students role play the phone conversation in pairs. Encourage them to try the conversation without writing it

first. Emphasise that the aim is to practise speaking and they do not have to be word perfect. Move around to help, prompt and encourage students. Ask for volunteers to act out their role play in front of the class.



Additional activity

Telephone role play, page 89

Write *receptionist* on the board. Encourage students to use dictionaries and elicit a translation in L1.

Divide the class into groups of three. Photocopy a worksheet for each group and cut out the cards. Give a set of cards to each group, making sure you shuffle them first. Students read the cards and put the conversation in the right order. When they have finished, check as a class. Then ask groups to role play the conversation. Swap roles and role play again.

If there is time, groups could then write a phone conversation, with Silvia Rodriguez booking a taxi to the offices of NWG Services.

KEY to Do It Yourself

FUNCTIONAL SENTENCES TO REMEMBER

- 1 What's your name?
- 2 Where are you from?
- 3 Where is he from?
- 4 What's your job?
- 5 What's the name of your company?
- 6 Can I speak to Wang Fang?
- 7 Could you say that again?
- 8 Just a moment, please.
- 9 He is an overseas student from China.
- 10 Hello, this is Bill speaking.

4

arrangements

UNIT AIMS

- spoken and written arrangements (including by phone and e-mail)
- days of the week
- prepositions of time and place: *to, at, on*
- *can* and *can't*
- short answers

Background

The building in the photo on pages 36–37 of the Coursebook is the Arabian Tower (Burj al-Arab) of the Jumeira Beach Hotel in Dubai. The tower was designed by the British-based architects WS Atkins and Partners and, from a distance, looks like the sail of a great ship. It is built on an artificial island 300 m from the shore and has 300 luxurious suites as well as a helipad and even an underwater restaurant!

Go to the *Powerbase* website for extra student activities and background information on the topics in this unit.

www.longman.com/powerbase

Warmer

Walk into the class and say *Hello. How are you?* Elicit responses from a few students. Draw the following on the board:

The boss



LESSON 1

PAGES 36–37

Lesson aims

- making arrangements
- days of the week
- prepositions of time: *to, at, on*

Key vocabulary

meet come go see send call

Monday Tuesday Wednesday Thursday Friday

Saturday Sunday

live stay work eat shop

an office an apartment a restaurant a shop a hotel

to at on

Preparation

You will need to bring in some large pieces of drawing paper for the Additional activity *Draw it*; and one A4 sheet of paper per student for the Additional activity *At-on*.

Ask students to look up *boss* in their dictionaries. Point to the boss figure and say *The boss*. Point to the figure at the bottom of the steps and say *You*.

The dashes represent a word learnt in the last unit (*name*). The object of the activity is for students to guess the word before the *You* figure arrives at the top of the steps. Students take turns to call out letters. If a student says a letter that is used in the word, write it on the correct dash. If the letter is not correct, the *You* figure moves one step closer to the boss (wipe off the figure and redraw it on the next step up). As more letters are added to the dashes, encourage the class to call out suggestions as to what the word might be. The student who guesses correctly thinks of another word or phrase from previous lessons, and takes a turn at the board.

SIX VERBS

Keep books closed. Write on the board:

meet come go see send call

In pairs, students quickly look up each word in their dictionary. Mime some of the words and students call out which one you are miming, e.g. mime looking through binoculars (*see*); point to the door and walk towards it (*go*); use your hands to represent a phone receiver and pretend to dial and talk (*call*); draw a rectangle on the board and pretend to post a letter through it (*send*); beckon with your finger (*come*); pretend to shake hands (*meet*).

- 1 Open books and focus students on the word box. Play the recording. Students repeat after each word. Close books. Wipe the words off the board. Quickly go through the mimes again. Students call out the ones they remember. Repeat until all the words are recycled.

TRANSCRIPT

meet come go see send call
会面 来 去 看见 寄, 送 打电话

- 2 Open books. Students complete the note, choosing the right verbs. Elicit the answer for the first sentence as an example. Circulate and help where needed.
- 3 Play the recording. Students check their answers. Nominate students to read out sentences from the note. Help with pronunciation where necessary.

TRANSCRIPT / ANSWERS

Doris,
Can we **meet** at three o'clock on Monday? You can **come** to my hotel or I can **go** to your office. Please **call** on 010 4456 1123 or **send** an e-mail.

See you on Monday!

Bruce

多丽丝:

我们能在星期一的3点钟会面吗? 你可以来我住的旅馆, 或者我去你的办公室。请拨打电话010 4456 1123或发电子邮件。星期一见。

布鲁斯

Close books. Write on the board:

Doris

Can we _____ at three o'clock on Monday? You can _____ to my hotel or I can _____ to your office.

Please _____ on 010 4456 1123 or _____ an e-mail.

_____ you on Monday!

Bruce

In pairs, students reconstruct the note. Elicit answers and nominate pairs to come forward and write in the missing words.

DAYS OF THE WEEK

Elicit the meaning of *day* and *week*. Encourage students to use bilingual dictionaries.

- 4 Open books and focus students on the days in the diary. Play the recording for students to listen and repeat.

TRANSCRIPT

| | | | | |
|----------|---------|-----------|----------|--------|
| Monday | Tuesday | Wednesday | Thursday | Friday |
| 星期一 | 星期二 | 星期三 | 星期四 | 星期五 |
| Saturday | Sunday | | | |
| 星期六 | 星期日 | | | |

Pay attention to pronunciation, in particular *Tuesday* \tjuːzdi\ not \tjuːzdei\ and *Wednesday* \wenzdi\ not \wednezdei\.

Close books. Write on the board:

| | | | |
|----------|---------|----------|-----------|
| Thursday | Monday | Friday | Wednesday |
| Sunday | Tuesday | Saturday | |

Ask students to put the days in the correct order. Nominate two students to come to the board to write while the class calls out suggestions. You may wish to point out that days of the week are written with a capital letter (underline the capitals) and that *Saturday* and *Sunday* = the weekend. If appropriate for your class, you could also teach *yesterday*, *today*, *tomorrow*. Point to today's day on the board and say *today*, point to the day before and say *yesterday* and point to the day after today and say *tomorrow*.

- 5 Close books. The days of the week should still be on the board. Ask *Is Tuesday before Wednesday?* (Draw an arrow going from *Wednesday* back to *Tuesday*.) Elicit *Yes*.

Ask *Which day is before Tuesday?* (Draw an arrow going from *Tuesday* back to *Monday*.) Elicit *Monday*. Ask *Which day is after Wednesday?* (Draw an arrow from *Wednesday* forward to *Thursday*.) Elicit *Thursday*.

Open books. In pairs students take it in turns to ask and answer questions using *Which day is before / after ... ?*

MEETING PLACES

- 6 In small groups, students match the two parts of the sentences. Encourage them to use dictionaries to help with unfamiliar words. Go around the class, checking and helping.
- 7 Play the recording for students to check their answers. Play again. Students listen and repeat.

TRANSCRIPT / ANSWERS

You live in an apartment.
你住在公寓楼里。
You stay in a hotel.
你住在旅馆里。
You work in an office.
你在办公室上班。
You eat in a restaurant.
你在餐馆吃饭。
You shop in a shop.
你在商店购物。

Additional activity

Draw it

Draw an apartment block on the board. It really doesn't matter if your drawing is bad, students will find it funny. Say *What is it?* and elicit *an apartment*. Divide the class into A / B pairs and give each pair a large sheet of paper. Student A faces the board. Student B has his / her back to the board. Write a word on the board. Student A draws it and Student B guesses the word. No speaking or writing words. Students swap places and Student B draws the next word.

C H E C Articles

Write on the board:

a restaurant an office

See if any students know when *a/an* are used. Write on the board:

an + a e i o u (vowels)
a + b c d f g h j k l m n
p q r s t v w x y z
(consonants)

Wipe the board clean. Then write:

___ apartment ___ shop
___ restaurant ___ office

Point to each word and say *a or an*? Elicit the correct article for each word and write it on the board:

an apartment a shop a restaurant an office

See *Grammar reference* on page 120 of the Coursebook.

PREPOSITIONS

Points to look out for: The prepositions used in English may not correspond to those used in the same situation in another language. Depending on the language, no preposition, or a different preposition, may be used. Similarly there may be situations where a preposition is used in L1 where it would not be used in English.

- 8 Play the recording. Students listen and repeat.

TRANSCRIPT

come to Can you come to my apartment?
你能到我的公寓来吗?
go to Can we go to your office?
我们能到你的办公室去吗?
meet at Can we meet at your shop?
我们能在你的商店里见面吗?
at Can we meet at 5 o'clock?
我们能在5点钟见面吗?
on Can we meet on Thursday?
我们能在星期四见面吗?

Write the sentences on the board, underlining the prepositions. Repeat the sentences again. Close books. Rub out the preposition in each sentence on the board, then elicit which preposition goes in each gap.

- 9 Open books. Do the first sentence on the board together as an example. Students complete the rest of the sentences individually. When most of them have finished, ask them to compare their answers with a partner. Elicit answers from pairs and write the answers on the board. Take time to go over problem areas if there are any common mistakes.

Points to look out for: In some languages, the use of a preposition affects the ending of the noun it refers to – this does not happen in English.

ANSWERS

- 2 Can we go **to** the restaurant **on** Monday?
3 Can we meet **at** your shop **at** four o'clock **on** Friday?
4 Can you come **to** my office **at** two o'clock?

Note: You may wish to draw students' attention to *the restaurant* (rather than *a restaurant*). Many speakers of non-western European languages may have difficulty with the concept of definite and indefinite articles. So, at this level, it is important to introduce *a / an* and *the* without confusing students with complex explanations. Compare *Can we go to a restaurant on Monday* (= any restaurant)

and *Can we go to the restaurant on Monday* (= a specific restaurant or the only restaurant). Rather than telling this to students, demonstrate it by asking a student to come to the front of the class. Put three or four pens on the table, point to them and say *Pablo. Can I have a pen, please?* Take the pen, then give it to another student and say *I give the pen to José. José. Give the pen to Paloma.* When the next student has the pen say *Paloma. Give the pen to Enrique*, etc.

Now ask a student *Can I have a book, please?* (point to all the books on the desk). Do the same as above, asking different students to give the book to another student. You could bring in other items to class such as paper cups (filled with orange or coffee if possible), biscuits, sweets, etc., to recycle this in a future lesson.

Additional activity

At-on

Give each student a sheet of A4 paper and tell them to tear it in half. Ask them to write *on* on one piece of paper and *at* on the other. Call out a selection of times and days (e.g. *Friday, 2 o'clock, 10 o'clock, Tuesday*, etc.). Students hold up the preposition they think goes with each phrase. Then encourage students to take turns calling out times and days.

NOW YOU

- 10 Close books. Write on the board:

We go / your shop / Tuesday?

Ask students to add a word and prepositions to make a question. Elicit the answer and write *Can we go to your shop on Tuesday?* Open books. Students work in pairs to make questions with the remaining prompts. When they have finished, go around the class eliciting answers.

ANSWERS

- 2 Can we meet at your office at 3 o'clock?
3 Can you come to my hotel on Wednesday?
4 Can we go to the restaurant at 6 o'clock?
5 Can I come to your apartment on Thursday?

LESSON 2

PAGES 38–39

Lesson aims

- *can* and *can't*
- short answers
- making an arrangement to meet by phone

Key vocabulary/phrases

lunch diary arrangement
(*She's in a meeting.*)

Preparation

No additional preparation is required.

CAN QUESTIONS

- 1 In pairs, students match the two parts of the questions.
- 2 Play the recording for students to check their answers. Check any problems with vocabulary or understanding. Play the recording again for students to repeat. Pay attention to intonation.

TRANSCRIPT / ANSWERS

Can I speak to Maria, please?

请玛丽亚接电话。

Can they come to my office on Monday?

他们能在星期一来我的办公室吗?

Can you say that again?

请你再说一遍。

Can you speak more slowly, please?

请你说慢一点。

Can I have a coffee, please?

请给我来一杯咖啡。

Can we meet at the restaurant?

我们能在饭店见面吗?

C H E C K *can*

Give students a few moments to read through the information in the Check box. Write on the board:

(+) *We can meet on Thursday.*

Indicate that you now want a negative sentence by shaking your head and writing (-). Elicit for the board:

(-) *We can't meet on Thursday.*

Indicate that you now want a question by writing (?). Elicit for the board:

(?) *Can we meet on Thursday?*

See *Grammar reference* on page 120 of the Coursebook.

CAN AND CAN'T

Focus students on the picture of the phone. Say *With this phone can you call people?* Elicit *Yes*. Say *With this phone can you e-mail people?* Elicit *No*.

- 3 In pairs, students complete the sentences next to each picture, using the phrases in the box. Compare together as a class by nominating pairs to read out individual sentences.

Play the recording. Students listen and check, then repeat.

TRANSCRIPT / ANSWERS

With this phone **you can call people, but you can't send e-mails.**

用这部电话，你能打电话，但不能发电子邮件。

With this mobile phone **you can call people and you can send e-mails.**

用这部手机/移动电话，你既能打电话又能发电子邮件。

With this computer **you can't call people, but you can send e-mails.**

用这台计算机，你不能打电话，但能发电子邮件。

- 4 Write on the board:

Can you come to my office on Monday?
No, I'm sorry, _____ on Monday,
but I can come on Tuesday.

Elicit the missing words *I can't come* and write them in the gaps. Point to the gaps in the remaining sentences in the book and say *Fill the gaps*. Explain that it is important to read the question *and* the response in order to be able to complete the activity. When students have finished, elicit the answers.

ANSWERS

2 we can't meet

3 you can call

4 Can I speak; you can speak

SHORT ANSWERS

- 5 Students read the sentences and tick the correct short answer response. Elicit answers around the class.

ANSWERS

2 a 3 b 4 a

C H E C Short answers

Focus students on the examples in the Check box. Give them a few moments to read through the information.

Write on the board:

Can she call on Tuesday?

Yes, she can. (+)

Can she call on Tuesday?

_____, _____ (-)

Elicit *No, she can't* to fill the gaps and write it on the board. Then write:

Is she a businesswoman?

Yes, she is. (+)

Is she a businesswoman?

_____, _____ (-)

Elicit *No, she isn't* to fill the gaps and write it on the board. Go around the class asking random questions, e.g. *Are you Maria? Is he a businessman? Can you go to London on Tuesday? Am I a teacher? Can you send e-mails? Is she a student?*, and eliciting answers.

See *Grammar reference* on page 123 of the Coursebook.

A P H O N E A R R A N G E M E N T

- 6 Close books. Ask students to look up *arrangement* in their dictionary. Briefly revise articles by eliciting whether it is *a* or *an* arrangement.

Draw a phone on the board. Below it write:

Hello. _____ speak to Maggie Khan, please?

Elicit *Can I* to fill the gaps, and write it on the board.

Open books. Play the recording. In pairs, students fill the gaps in the conversation, using the phrases in the box.

Ask check questions, e.g.:

Can he speak to Maggie Khan?

What's his name?

Where does he work?

Can Maggie meet him on Tuesday?

Why not? When can she meet him?

What time can she meet him? Where?

- 7 Play the recording again for students to check. Elicit answers line by line. Students read the conversation in pairs, then swap roles.

TRANSCRIPT / ANSWERS

- MAN Hello. **Can I** speak to Maggie Khan, please?
- WOMAN No, I'm sorry, **you can't**. She's in a meeting.
Can I help you? **I'm** Maggie's secretary.
- MAN Oh, yes. **It's** Nasser Hutchins here.
- WOMAN Nasser Hutchins. Which company **are you** from?
- MAN I'm from the BB Bank.
- WOMAN I'm sorry. **Can you** say that again?
- MAN Sorry, yes. I'm from the BB Bank. Can Maggie meet me in London on Tuesday?
- WOMAN No, I'm sorry, **she can't**. She's in New York on Tuesday.
- MAN Oh. **Can she** meet me on Monday?
- WOMAN Monday? Yes, **she can**. Can you come to her office at one o'clock?
- MAN Yes, **I can**. One o'clock. Thank you.
- WOMAN Thank you. Goodbye.

- 男：请玛吉·可汗接电话。
- 女：对不起，不行。她正在开会。
您有什么事？我是玛吉的秘书。
- 男：啊，好的。我是纳塞尔·赫金斯。
- 女：纳塞尔·赫金斯。您是哪家公司的？
- 男：我是BB银行的。
- 女：不好意思，请再说一遍。
- 男：抱歉，好的。我是BB银行的。
玛吉星期二能在伦敦与我会面吗？
- 女：星期二？不行，不好意思，她不能。
星期二她在纽约。
- 男：噢。她能星期一与我会面吗？
- 女：星期一吗？是的，她可以的。
您能在一点钟去她的办公室吗？
- 男：是的，可以。一点钟。谢谢。
- 女：谢谢。再见。

NOW YOU

- 8 Draw a table with two stick men on the board. Elicit where they are (in a restaurant). Write *lunch*. Elicit what this means or ask students to look it up in their dictionaries. Quickly go round the class, eliciting what time students have lunch. Point to the board and say *Lunch in a restaurant*.

Divide the class into A/B pairs. Student A uses the diary on page 114 of the Coursebook. Student B uses the diary on page 117. Their task is to try and make an arrangement to go to lunch. Remember that in this activity, communication is more important than accuracy. Only intervene with prompts / suggestions if a student is unable to make him / herself understood. At the same

time, it is useful to listen for any common problems and revise them together later.

Additional activity*Diary arrangements*

This is a fast activity. Students can either use their own diaries and their real arrangements for the next week, or they can write Monday to Sunday in their notebooks and write down some arrangements of their own invention. Very quickly elicit some useful phrases for making an arrangement (*Can we meet ... ? / Can I / you / we go ... ? / Can I / you come ... ? / Yes, I can / No, I can't*, etc.). The aim is for students to circulate with their diaries and make as many new arrangements as possible for next week. They have a maximum of five minutes. Stop the activity after five minutes and find out who has been able to make the most arrangements. Then find out who has made the most varied arrangements (lunch / meetings / different locations, etc.).

LESSON 3

PAGES 40–41

Lesson aims

- making an arrangement by e-mail

Key vocabulary/phrases

Hi Best wishes Regards Dear PS
How about ... ?

Preparation

If you plan to use the Additional activity *E-mail* (page 90), photocopy and cut up the worksheet.

E-MAIL WORDS

- 1 Keep books closed. Write on the board:

start end
Hi Best wishes Regards Dear PS

Ask students to look up the words in their dictionaries as quickly as possible. Elicit the meaning or translation of the words.

Open books and focus students on the example. Ask students to write the rest of the words in the *start* or *end* group.

- 2 Focus students on the two e-mails at the bottom of the page. Ask them to read them and check their answers. Draw a page to represent an e-mail on the board. Call out

the words and ask students if they should go at the *start* or *end* of the e-mail.

ANSWERS

At the start of an e-mail: Dear

At the end of an e-mail: Best wishes, Regards, PS

Elicit what other word could replace *Hi (Hello)*. You may wish to advise students that *Hi* and *Hello* are good for e-mails or faxes, but not for more formal letters. *Dear* is suitable for both.

AN E-MAIL ARRANGEMENT

- 3 In pairs, students read the two e-mails and answer the questions.
- 4 Play the recording. Students check their answers.

TRANSCRIPT / ANSWERS

- MAN When is Jill's plane?
 WOMAN **It's at 12 o'clock on Wednesday.**
 MAN Can Clara meet Jill on Wednesday?
 WOMAN **No, she can't.**
 MAN When can she meet Jill?
 WOMAN **On Thursday.**
 MAN How can they speak when Clara isn't in the office?
 WOMAN **Jill can call her mobile phone.**

- 男： 吉尔的飞机是什么时候的？
 女： 星期三12点钟。
 男： 克莱拉能在星期三与吉尔会面吗？
 女： 不，她不能。
 男： 那她什么时候能和吉尔会面？
 女： 星期四。
 男： 克莱拉不在办公室的时候，他们怎么联系呢？
 女： 吉尔可以打她的手机。

AN E-MAIL JUMBLE

- 5 In pairs, students put the sentences into the correct order. Nominate pairs to come to the board and to read then write one sentence of the e-mail. Ask students to look up any unfamiliar words or phrases in their dictionaries.

ANSWERS

Dear Kerry,
 Thank you for the e-mail.

I'm sorry, I can't go to your shop on Friday.
 How about Thursday?
 Please send an e-mail or call my mobile phone.
 Regards, Tom

Underline *How about* and explain that we use this phrase to offer a suggestion.

NOW YOU

- 6 Students read the e-mail and use the information to write a reply. Circulate and assist.

POSSIBLE ANSWER

Dear Suzanna,
 Thank you for the e-mail.
 I'm sorry, I can't go to your office on Wednesday.
 How about Thursday?
 Regards,
 Peter

- 7 Write on the board:

Dear Emma
 I can't come to your hotel on Tuesday. How about Monday?
 Regards,
 Kate

Tell students that this is a reply e-mail. Ask them to help you write the original e-mail from Emma to Kate. Write it on the board:

Dear Kate
 Can you come to my hotel on Tuesday?
 Regards/Best wishes,
 Emma

Now focus students on the e-mail in the book. Say that this is also a reply. Ask students to write the original e-mail from Hassan to Reza.

POSSIBLE ANSWER

Dear Reza,
 How are you?
 Can we meet at the restaurant on Tuesday?
 Best wishes,

Hassan

KEY to Do It Yourself

- 8 Students compare e-mails in pairs.
- 9 Students write an e-mail to make an arrangement with their partner. They then swap e-mails and write a reply to each other.

You may wish to take the e-mails in at the end of the lesson to check for any common problems, which you could revise or work on together as a class. For individual problems, refer students to the relevant page in the *Grammar reference* section at the back of the Coursebook; or if they need more practice, refer them to the Study Book. Alternatively, you may wish to display the e-mails on the wall for students to read.

FUNCTIONAL SENTENCES TO REMEMBER

- 1 Can you come to my office on Monday?
- 2 Can we meet at 5 o'clock in the afternoon?
- 3 Can I meet Prof. Li on Wednesday?
- 4 I will send an e-mail to you on Friday.
- 5 Can we go to London?
- 6 Can you come at 8 o'clock? Sorry, I can't. 11 o'clock is OK.
- 7 Can you come to my apartment?
- 8 Please go to the airport at 5 pm on Sunday.
- 9 You can call me at 10 o'clock on Tuesday.
- 10 She will be in Bangkok on Thursday.

**Additional activity***E-mail, page 90*

Photocopy the worksheet and cut up the e-mail strips. As students arrive, give each student / pair of students one of the strips. When all the strips have been given out, tell students that the strip is part of an e-mail. First they need to fill the gap on their strip, then they need to work with the rest of the class to arrange themselves in order – so that the e-mail reads in a logical sequence. When they have put themselves in order, each student reads out their part of the e-mail. Check that they have the right order, and have filled the gaps correctly. (Answers: *From, Dear, Thank, on, to, can, call, an, See, wishes, number*) Then ask them to dictate the completed e-mail to you so that you can write it on the board. In small groups, students then write a quick response to the e-mail.

Large classes: divide the class into two groups. Photocopy and cut up two sets of the e-mail. Give out the strips to each group. The group that puts itself in the correct order the quickest wins.

One-to-one teaching: photocopy a worksheet and cut up the e-mail strips as directed. The student puts the e-mail in the correct order by laying out the strips on the desk.

review 2

REVIEW 2

PAGES 46–47

AIMS

- to revise vocabulary, grammar and functions from Units 3 and 4
- to extend pronunciation
- to practice spelling in the *Focus on ...* section
- to highlight any areas that need further practice

VOCABULARY Verbs and nouns

Keep books closed. Write on the board:

verbs nouns

Ask students, in pairs, to look up the words in their dictionary. Then ask them to use their dictionary or Coursebook to find an example of a verb and a noun. Elicit examples and write them on the board.

- Open books. In pairs, students decide which of the words are verbs and which are nouns. Encourage use of dictionaries. Invite pairs to come to the front of the class and write one of the words under *verb* or *noun* on the board. Check together as a class.

ANSWERS

verbs: go, send, have, live, eat

nouns: person, woman, office, company, hotel

- In pairs, students write the plurals of the nouns in their list. Encourage use of dictionaries to check. Elicit answers and write them on the board.

ANSWERS

people, women, offices, companies, hotels

- In small groups, students look through Units 3 and 4 to find five more verbs that are useful for each of them. They should compare their list with other students in their group. Have a class feedback session to pool suggestions.

GRAMMAR CHECK Possessive adjectives and *can*

- Elicit answers orally as a class. Then students write possessive adjectives in the gaps.

ANSWERS

your his hers its ours yours theirs

- Close books. Write on the board:

on Thursday / go to / she can't / the meeting

Ask students to put the sentence in the correct order. Elicit the answer and write it on the board (*She can't go to the meeting on Thursday.*) Although *on Thursday* could go at the beginning of the sentence, it is more usual to have time phrases at the end. In sentence 5 *on Wednesday* could also go before *at your shop*, but again encourage students to put it at the end.

Openbooks. Students write the rest of the sentences. Let them compare with a partner and then check together as a class.

ANSWERS

- Can I have a taxi, please?
- Can you come to my office on Friday?
- He can't send e-mails from his hotel.
- We can meet at your shop on Wednesday.
- Can they come to our apartment on Monday?

PRONUNCIATION Sound and spelling

- Close books. Write *eight* on the board. Say the word. Students repeat. Say it again and elicit which letters can't be heard. Cross out *gh* on the board. Open books. Play the recording. Students listen and cross out any letters they can't hear. Elicit answers and write the words on the board, crossing out the silent letters. Say each word and students repeat.

TRANSCRIPT/ANSWERS

eight two where what who Wednesday

- 7 Play the recording. Students listen to the difference in pronunciation between *her* and *here*. Play the words again for students to repeat.

TRANSCRIPT

her here

- 8 In pairs, students take turns to say the list of words. Then play the recording so they can check their pronunciation. Play again. Students repeat.

TRANSCRIPT

mobile phone name plane before office
come rice nine have

FOCUS ON ... Spelling

- 9 Play the first group of letters on the recording. Students repeat the letters. Focus students on the two questions under the letters. Encourage them to use dictionaries to look up any unfamiliar words. In pairs, students take turns to ask and answer the questions. When all students have had a turn at spelling the words, proceed to the next group of letters and play the recording. Repeat the procedure until the end of the activity.

Ask students to repeat each group of letters again.

TRANSCRIPT

A B C D

bad B-A-D

cab C-A-B

E F G H

face F-A-C-E

hedge H-E-D-G-E

I J K L

Jack J-A-C-K

bill B-I-L-L

M N O P

phone P-H-O-N-E

mail M-A-I-L

Q R S T U

quiet Q-U-I-E-T

trust T-R-U-S-T

restaurant R-E-S-T-A-U-R-A-N-T

V W X Y Z

wave W-A-V-E

why W-H-Y

X-ray X-R-A-Y

zero Z-E-R-O

- 10 In pairs, students take turns to ask and answer the questions. Circulate and help where necessary.

- 11 Students choose and write five words from Units 3 and 4. In pairs, students take turns to ask their partner to spell the words. Point out that it is polite to add *please*, e.g. *Can you spell 'understand', please?*

5

travel

UNIT AIMS

- travel vocabulary and information
- numbers 13–100
- present simple: positive and question form
- asking for and giving information

website

Go to the *Powerbase* website for extra student activities and background information on the topics in this unit.

www.longman.com/powerbase

LESSON 1

PAGES 48–49

Lesson aims

- travel vocabulary and information
- numbers 13–100

Key vocabulary/phrases

*station check-in boarding gate airport ticket office
platform train plane
thirteen – a hundred
Which is the platform for ... ? Which is the gate for ... ?
What time is the train to ... ?*

Preparation

- 1 Bring a clock to the class. Or use the clock you prepared in Unit 2 (page 15).
- 2 If you plan to use the Additional activity *Bingo*, bring in some plain cards to use as *Bingo* cards.

TRAINS AND PLANES

- 1 Keep books closed. Tell students that you are going to dictate some words. Elicit phrases to use if they want you to repeat, e.g. *Can you speak more slowly, please? Can you say that again, please? I'm sorry. I don't understand.*

Dictate the following words: *station, check-in, boarding gate, airport, ticket office, platform*. Say each word then spell it twice.

Open books. Students compare their dictated words to those in the first activity. Ask them to look up any unfamiliar words in a bilingual dictionary. Play the recording and students repeat.

TRANSCRIPT

| | | | |
|---------------|----------|---------------|---------|
| station | check-in | boarding gate | airport |
| 车站 | 检票 | 登机口 | 机场 |
| ticket office | platform | | |
| 售票处 | 月台 | | |

- 2 Draw a plane and a train on the board. Elicit what word each picture represents. Write *plane* and *train* under the pictures. Say *station* and elicit whether it goes with *plane* or *train*. In small groups, students look at the words in the box and decide which go with *train* and which with *plane*. Encourage groups to use dictionaries. When everyone has finished, check together as a class. Write the words on the board. Go through, checking that students understand the meaning. Ask *Do you go on planes? Do you go on trains?*

ANSWERS

train: ticket office, platform

plane: check-in, boarding gate, airport

13 TO 29

- 3 Close books. Quickly go round the class revising numbers one to twelve.

Open books. Play the recording. Students listen and repeat each number. Students repeat the numbers again without the recording.

TRANSCRIPT

| | | | | |
|------------|--------------|--------------|-------------|-----------|
| thirteen | fourteen | fifteen | sixteen | seventeen |
| 十三 | 十四 | 十五 | 十六 | 十七 |
| eighteen | nineteen | twenty | twenty-one | |
| 十八 | 十九 | 二十 | 二十一 | |
| twenty-two | twenty-three | twenty-four | twenty-five | |
| 二十二 | 二十三 | 二十四 | 二十五 | |
| twenty-six | twenty-seven | twenty-eight | twenty-nine | |
| 二十六 | 二十七 | 二十八 | 二十九 | |

Write some numbers on the board and quickly elicit what they are. Then count from zero to twenty-nine by nominating students around the class. Ask students *What number is before 18? What number is after 26?* etc. Elicit answers.

- 4 Focus students on the example in the book. Say *Which is the platform for Istanbul?* Elicit *It's platform 14.* In pairs, students take turns to ask and answer questions. When they have finished, nominate students around the class to ask a question *Which platform is ... ?* And another student to answer *It's platform ...*

30 TO 100

- 5 Play the recording. Students listen to the numbers and repeat. Write some numbers on the board at random and students call out what they are.

TRANSCRIPT

| | | | | | |
|--------|-----------|-------|-------|---------|--------|
| thirty | forty | fifty | sixty | seventy | eighty |
| 三十 | 四十 | 五十 | 六十 | 七十 | 八十 |
| ninety | a hundred | | | | |
| 九十 | 一百 | | | | |

Now count through numbers 30–39. Say *thirty-one*, elicit *thirty-two*, say *thirty-four*, elicit *thirty-five*, etc. Do the same for numbers 40–49, 50–59, 60–69, 70–79, 80–89, 90–99.

Dictate the following numbers, saying each number twice (encourage students to stop you and ask you to repeat if

necessary): 3, 13, 33, 15, 55, 14, 40, 80, 18, 90, 19, 66, 16, 59, 83, 71. Students compare their numbers with a partner. Nominate students to read back the numbers.

- 6 In pairs, students match the numbers and words. Check together as a class. Write the numbers on the board (in words and figures) as students say them. Wipe off the words and point to the figures. Students call out how to say them.

ANSWERS

| | |
|--------------------------|-------|
| two thirty | 2:30 |
| forty-four | 44 |
| fifteen forty-five | 15:45 |
| twenty-two fifty | 22:50 |
| a hundred and thirty-six | 136 |
| nineteen | 19 |

Elicit which numbers are times (15:45, 2:30, 22:50).

Bring in a clock, or make your own. Place the hands at different times and elicit what the time would be on the 24-hour clock.

- 7 Students practise numbers and times by dictating to each other in pairs. Divide the class into A / B pairs. Student A reads the numbers and times on page 115 of the Coursebook. Student B writes them down and reads them back to check. Elicit phrases students can use if they do not understand (*Sorry, I don't understand, Can you say that again, please? Can you speak more slowly, please?*). Repeat the procedure, with Student B reading the numbers and times on page 118 of the Coursebook.

Additional activity*Bingo*

Write on the board *Bingo!* Encourage students to shout it loudly. Give each student a blank piece of card and ask them to make a grid of six squares (two rows of three squares). Then ask them to write a number between 0 and 29 in each square. Call out numbers between 0 and 29 at random. If students have one of the numbers you call, they cross it out on their card. When someone has crossed out all their numbers, they shout *Bingo!* Ask the winner to read their numbers back to check. Students can then take turns being the bingo caller, using different numbers as you feel appropriate, e.g. 30–65 and then 66–100. Give students new cards and they write new numbers.

ANNOUNCEMENTS

8 Close books. Write on the board:

| | Time | Platform |
|--------|-------|----------|
| Paris | 15:30 | 15 |
| London | 21:30 | 12 |
| Rome | 22:50 | 13 |

Ask *What time is the train to Paris? Which is the platform for London?* etc. Elicit answers.

Open books. Play the first recording twice. Students complete the time / platform information. Check together as a class. Elicit answers and complete the information on the board.

Play the second recording twice. Students complete the time / gate information. Check answers together and write the information on the board.

ANSWERS

| | | | |
|---|----------|-------|----|
| 1 | Minsk | 15:30 | 17 |
| | Budapest | 15:42 | 14 |
| | Warsaw | 16:10 | 12 |
| | Vienna | 16:15 | 19 |
| 2 | Atlanta | 20:15 | 42 |
| | Dallas | 20:40 | 51 |
| | Montreal | 21:10 | 16 |
| | Bogotá | 21:25 | 33 |

TRANSCRIPT

- 1 The 15:30 train to Minsk is now at platform 17.
The 15:42 train to Budapest leaves from platform 14.
The 16:10 train to Warsaw leaves from platform 12.
The 16:15 express to Vienna leaves from platform 19.

15:30 开往明斯克的列车现在停在17站台。
15:42 开往布达佩斯的列车由14站台发车。
16:10 开往华沙的列车由12站台发车。
16:15 开往维也纳的特快列车由19站台发车。

- 2 The 20:15 plane to Atlanta is now boarding at gate 42.
For the 20:40 plane to Dallas, please go to gate 51.
For the 21:10 plane to Montreal, go to gate 16.
The 21:25 plane to Bogotá will board through gate 33.

20:15 飞往亚特兰大的班机正在42号门登机。
乘坐20:40班机前往达拉斯的乘客请由51号门登机。
乘坐21:10班机前往蒙特利尔的乘客请由16号门登机。
21:25 飞往波哥大的班机将由33号门登机。

- 9 Focus students on the speech bubbles and nominate two pairs of students to read them to the class. In pairs, students ask and answer questions about the boards.

LESSON 2

PAGES 50–51

Lesson aims

- present simple positive and question form for permanent and routine actions

Key vocabulary/phrases

live work by train / car / bus on foot
What's your job? What do you do? Where do you live?
Where do you work? Where's your apartment?
Where's your office? How do you go to work?
How does he / she go to work?

Preparation

If you plan to use the Additional activity *Meet Bob* (page 106), photocopy a worksheet for each pair / group of students.

A BRAZILIAN BUSINESSWOMAN

- 1 Play the recording. Students listen and read the text.
Encourage use of dictionaries to look up unfamiliar words. In pairs, students take turns to read the text aloud.

Focus students on the example. Students answer the rest of the questions individually. Let them quickly compare answers with a partner. To check, nominate one student to read the question and another to say the answer.

ANSWERS

- 2 a businesswoman 3 Santos 4 São Paulo
5 by car

TRANSCRIPT

My name's Sasha Amado. I'm a businesswoman from Brazil. I live in Santos and I work in São Paulo. I have a VW and I go to work by car.

我叫萨沙·阿玛多，是巴西女商人。我住在桑托斯，在圣保罗工作。我有一辆大众车，我开车上班。

- 2 Close books. Write on the board:

I live in _____.
I work in _____.
I go to work _____.

Encourage students to guess the information about you. Write it on the board.

Open books. Students write information about themselves on the post-it note. Circulate and help. At random ask students *How do you go to work?* Check that the correct preposition is being used.

C H E C K Positive

Focus students on the information in the Check box. In English, we use the present simple tense to talk about permanent situations and things that happen regularly or habitually.

Check that students pronounce the *s* in the third person singular form. Remind them when they forget. Pay attention to the ending of *lives* \z\, *works* \s\, *goes* \z\.

Call out some of the verbs that students have used in previous lessons (e.g. *meet*, *call*, *send*, *is*, etc.) and

encourage them to respond with the third person singular form.

You might like to prepare a flash card with a large *s* on it, for future use when students omit the *s* for the third person singular form.

See *Grammar reference* on page 122 of the Coursebook.

Quickly elicit some of the verbs from the last unit (*go*, *send*, etc.) and write them on the board. Call out *You go*, *You send*, etc. and encourage students to respond with the question form *Do you go?*, *Do you send?* etc. Then ask students to call out suggestions to extend the questions, e.g. *Do you go to the office on Monday?* *Do you send e-mail?* etc. Students can work in pairs and use the verbs to ask and answer questions.

See *Grammar reference* on page 122 of the Coursebook.

- 4 Elicit the correct form of the verb to make a question. Students write the answer in their books.

A N S W E R

How **do you go** to work?

- 5 Quickly elicit the questions orally. In pairs, students take turns to ask and answer the questions, using *you*. Allow time to prepare the questions in writing if they prefer. Encourage them to try speaking without the prompts.

ASKING QUESTIONS

This activity introduces different ways of asking the same question. Students may ask which way is more correct. Both forms are equally correct. However, there is a difference in register. The questions *What do you do?* *Where do you live/work?* are more general and help to build context before asking more specific questions. *Where is your apartment / office?* *What's your job?* are very specific and therefore are more direct and personal.

- 3 In pairs, students match the sentences with the same meaning.

A N S W E R S

| | |
|-------------------------|--------------------|
| Where's your apartment? | Where do you live? |
| Where's your office? | Where do you work? |
| What's your job? | What do you do? |

C H E C K Question form

Focus students on the information in the Check box. Encourage them to extend the sentences by writing *You live in Spain* on the board. Elicit *Do you live in Spain?* Write *You work in London* on the board. Elicit *Do you work in London?*

A F R E N C H B U S I N E S S M A N

- 6 Students complete the text using the verbs in the box. Check answers together by asking students to read out individual sentences. Clarify any unfamiliar vocabulary. Read the text aloud together, and then students take turns to read it in pairs.

A N S W E R S

Claude Ozawa **is** a businessman from France. He **lives** in Versailles and he works in Paris. He **has** a Renault and he drives to work. His company also has offices in London and New York. Claude **goes** to London by train, but, of course, he flies to New York.

- 7 Using the text, students answer the questions about Claude. Ask them to call out the answers.

A N S W E R S

1 by car 2 three 3 by plane

- 8 Ask *What's his name?* and *Where does he work?* Students respond. Students write the questions using the prompts. Let them compare questions with a partner and then check together as a class.

ANSWERS

- 1 What **does** he do?
- 2 Where **does** he live?
- 3 What car **does** he have?
- 4 Where **does** he work?
- 5 How **does** he go to London?

- 9 In pairs, students take turns to ask and answer the questions.

CHECK Question form

Focus students on the information in the Check box. Note that the pronunciation of *does* in the question form is \dez\ not \dɒz\.

Close books. Write some question prompts on the board:

Where / live? Where / work? What / do?
How / go to London? What / car?

In pairs, students use the prompts to reconstruct the questions again and answer from memory. As pairs finish, ask them to check their questions and answers in the book.

See *Grammar reference* on page 122 of the Coursebook.

NOW YOU

- 10 Focus students on the question prompts. Quickly elicit what the question form would be for *his / her* and *he / she* for each question.

Divide the class into A / B pairs. Student A reads about the man on page 115 of the Coursebook, and responds to Student B's questions. With less confident classes, you could ask all the 'B's to work together to write the questions and all the 'A's to read their text together to practise their responses. Then students work in A/B pairs to ask and answer the questions. When they have finished, swap roles. Student B reads about the woman on page 118 of the Coursebook, and responds to Student A's questions.

**Additional activity**

Meet Bob, page 91

Divide the class into pairs / small groups. Give each pair / group a copy of the worksheet. Students take turns to point to a picture and ask a question about Bob (e.g. *Where is he from?*). Other students respond (e.g. *He's from the USA*). Go round the class, helping as necessary.

Elicit possible questions and responses for each picture:

Where is he from?

He's from the USA.

Where does he live/work?

He lives/works in San Francisco.

How does he go to work?

He goes to work on foot.

OR

What time does he go to work?

He goes to work at 7:30.

Where does he work?

He works in an office.

What does he do?

He calls people and he sends e-mails.

Acknowledge any questions / responses which are grammatically correct, even if they do not appear on the list above.

Then ask students to cover their worksheets. Each pair / group has three minutes to write sentences about Bob from memory. Elicit sentences around the class.

LESSON 3

PAGES 52–53

Lesson aims

- asking for and giving travel information, including an e-mail enquiry

Key phrases

Can I have some information about ... ?

What time does it arrive / leave?

Thank you for your help.

Preparation

- 1 You might like to set the scene for the theme of the lesson by bringing in pictures of different modes of travel (planes, trains, boats, cars, etc.) and sticking them on the board at the start of the lesson.
- 2 If you plan to use the Warmer activity *Question jumble*, prepare the sentence pieces.

Warmer

Question jumble

Make a grid of fifteen squares (three rows of five squares) on an A4 sheet of paper. Write each of the following sentences on a row in the grid, with a word in each square:

What time does it leave?

What time does it arrive?

Can I have some information?

Cut up the three sentences and put them into individual envelopes. Divide the class into three groups. Give each group an envelope containing one of the cut-up sentences. Students arrange the words into a sentence. The first group to complete their sentence wins. Ask groups to call out their sentence. Elicit: *What time does it leave? What time does it arrive? Can I have some information?*

INFORMATION, PLEASE

- Keep books closed. Play the recording. Students listen to check their sentences from the Warmer activity and then repeat. Ask groups if their sentence was exactly like the recording. Elicit any different/additional words (*Can I have some information? / Can I have some information about the plane to Seoul, please?*).

Write the transcript sentences on the board. Try to elicit the meaning of any new vocabulary from context. Ask what *leave, arrive, about, information* could mean before students check in their dictionaries.

Open books. Play the recording again. Students repeat.

TRANSCRIPT

Can I have some information about the plane to Seoul, please?

请问飞往首尔的班机情况?

What time does it leave?

何时起飞?

What time does it arrive?

何时到达?

- Say *What time does the plane leave? What time does it arrive?* Play the recording. Students listen for the information. Elicit the answers.

ANSWERS

1 It leaves at 19:40.

2 It arrives at 6:30.

TRANSCRIPT

MAN Hello. Travel enquiries.

WOMAN Hello. Can I have some information about the plane to Seoul on Friday evening?

MAN Sure.

WOMAN What time does it leave?

MAN It leaves at 19:40.

WOMAN And what time does it arrive?

MAN It arrives at Kimpo International Airport in Seoul at 6:30 on Saturday.

WOMAN 6:30 on Saturday. Thank you. Goodbye.

MAN Thank you. Goodbye.

男 您好。旅游查询。

女 您好。请问周五晚上有飞往首尔的飞机吗?

男 当然有。

女 什么时间起飞?

男 19时40分起飞。

女 什么时间抵达?

男 周六6时30分抵达首尔的金浦国际机场。

女 周六6时30分。谢谢。再见。

男 谢谢。再见。

AN E-MAIL ENQUIRY

- In pairs, students read the information in the e-mail. Ask *What information does she want?* Students call out suggestions.

ANSWERS

She wants some information about the train from Paris to Madrid on Saturday morning: which station in Paris it leaves from; what time it leaves; and what time it arrives in Madrid.

Elicit what questions are asked to get this information and write the questions on the board:

Which station in Paris does the train leave from?

What time does it leave?

What time does it arrive in Madrid?

- In pairs, students put the reply e-mail in the correct order. Nominate pairs to write parts of the e-mail in the correct order on the board. Check the final e-mail together. Elicit how to say the times, and model any difficult words (e.g. places / names).

ANSWERS

Dear Ms Monte,

Thank you for your e-mail.

The train to Madrid on Saturday morning goes from Gare d'Austerlitz.

It leaves at 9:15 and arrives at 22:30.

Regards,

James Corelli (Business travel co-ordinator)

Point to the questions on the board and elicit answers to each. (*It leaves from Gare d'Austerlitz. It leaves at 9:15. It arrives in Madrid at 22:30.*)

You may wish to draw attention to the title *Ms Monte*. Ask if Rita Monte is married (point to your wedding ring finger). We don't know if she is married. Point out that *Ms* can be used for a woman whether she is married or unmarried. Try to elicit other possible titles and who they are used for (*Mr* = man, *Mrs* = married woman, *Miss* = unmarried woman, *Dr* = Doctor). In each case only the surname is used, e.g. *Ms Monte* not *Ms Rita Monte*.

INFORMATION ROLES

- 5 Divide the class into A/B pairs. Students role play the two telephone conversations. Ask students to sit back-to-back, or to hold a cardboard handset or mobile (turned off), to help simulate a telephone conversation. Better still, if your situation allows, you could get students to have real conversations, using their mobiles in the classroom or in different parts of the building.

For the first situation, Student A asks about the train to Paris on Tuesday. Student B answers, using the travel information on page 118 of the Coursebook.

When students have finished, they swap roles. Student B asks questions about the plane to Tokyo on Wednesday. Student A answers, using the travel information on page 115 of the Coursebook.

Circulate, encouraging and helping where necessary.

STATIONS AND AIRPORTS

- 6 Close books. Write on the board:

Where is the plane to?
When does it leave?

Say the questions. Play the first conversation, stopping immediately after ... *it leaves at 22:15*. Ask *Where is the plane to?* Elicit *Bangkok*. Ask *When does it leave?* Elicit *At 22:15*. Open books and focus students on the note. Play the first conversation again. Students fill the gaps. Elicit answers.

Play the second conversation twice. Students complete the missing information.

In pairs, students compare their information. Play both conversations one more time for them to check. Elicit the questions and answers as complete sentences and write

them on the board.

ANSWERS

- 1 Plane to: Bangkok
Leaves at: 22:15
Arrives at: 18:40
Gate: 72
2 Train to: Turin
How much: £98
Leaves at: 14:44
Arrives at: 17:57
Platform: 12

TRANSCRIPT

- 1 MAN Can I check in for the plane to Bangkok?
WOMAN Yes, of course.
MAN Thank you. What time does the plane leave?
WOMAN It leaves at 22:15. Can I have your ticket, please?
MAN Yes. Here you are. And which boarding gate is it from?
WOMAN It goes from gate 72.
MAN 72.
WOMAN Can I see your passport, please?
MAN Yes, of course. So, what time does it arrive in Bangkok?
WOMAN It arrives at 18:40. Local time.
MAN 18:40. Thank you.
2 MAN Yes?
WOMAN Hello. Can I have a ticket to Turin, please?
MAN Yes, of course.
WOMAN How much is it?
MAN It's £98.
WOMAN What time does it leave?
MAN It leaves at 14:44.
WOMAN 14:44. And what time does it arrive?
MAN It arrives at 17:57.
WOMAN Thank you. Which platform is it?
MAN Platform 12.
WOMAN Thank you.
MAN Thank you. Goodbye.

- 1 男 请给我办理飞往曼谷的班机检票手续。
女 好的, 当然。
男 谢谢。飞机什么时候起飞?
女 22时15分起飞。请出示您的机票好吗?
男 好的, 给你机票。由哪个登机口登机?
女 由72号登机口登机。
男 72号。
女 请出示您的护照。

男 好的，当然。那么，什么时候抵达曼谷？
 女 当地时间18时40分抵达。
 男 18时40分，谢谢。

- 2 男 我能为您做什么？
 女 你好，有去都灵的火车票吗？
 男 当然有。
 女 多少钱一张？
 男 98欧元。
 女 什么时候开车？
 男 14时44分。
 女 14时44分。什么时候到都灵？
 男 17时57分。
 女 谢谢。哪个站台上车？
 男 12站台。
 女 谢谢。
 男 谢谢。再见



NOW YOU

- 7 Divide the class into A / B pairs. Student A looks at the question prompts and prepares questions. Student B looks at the information on page 118 of the Coursebook. When they are ready, ask them to role play the conversation.

Students swap roles. Student B prepares questions using the prompts. Student A looks at the information on page 115 of the Coursebook. They role play the conversation.

KEY to Do It Yourself

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FUNCTIONAL SENTENCES TO REMEMBER

- 1 He lives in Bangkok.
- 2 Where do you work?
- 3 How does he go to Paris for work?
By train.
- 4 Which is the gate for London?
Gate 10.
- 5 The 18:30 train to Tokyo leaves from platform 8.
- 6 The 10:45 plane to Shenzhen is now boarding at gate 12.
- 7 Can I have some information about the plane to New York, please?
- 8 Can I check in for the plane to Hong Kong?
- 9 What time does the plane for Shanghai leave?
- 10 They go to the airport by train.

6

work

UNIT AIMS

- work vocabulary and phrases
- present simple: positive and negative
- recycling short answers
- introducing yourself and others (including by e-mail)
- writing a business card

Go to the *Powerbase* website for extra student activities and background information on the topics in this unit.

www.longman.com/powerbase

LESSON 1

PAGES 58–59

Lesson aims

- work vocabulary and phrases

Key vocabulary/phrases

*a secretary a boss a factory worker a salesperson
a customer people things
sell buy make manage help
a charity a manufacturing company a supermarket
What do you do? Who do they work for?
What kind of company is it?*

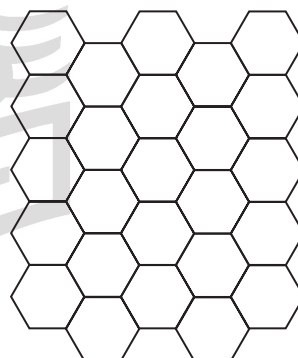
Preparation

The first part of the lesson involves quite a lot of dictionary use. Ask students to bring their own dictionaries or supply bilingual dictionaries in the class.

Warmer

Connect 5

Draw the following grid on the board:



In each hexagon, write the first letter of a vocabulary word that you want to revise from previous units. The object of the game is to connect five hexagons in an unbroken line (from side to side or up and down the grid) by guessing what the letter in each hexagon stands for. Divide the class into two teams: 1 and 2. Each team takes turns to choose a letter on the grid. You give a clue, e.g. *O* – a place where you can work (*office*). If the team get the answer correct, rub out the letter and replace it with the team's number. If they do not answer correctly, the other team is allowed to answer. Teams can attempt to block each other by choosing a letter that the other team may need. The first team to connect five consecutive hexagons wins. Remind students not to call out answers before checking with their team-mates.

WHAT DO THEY DO?

- 1 Open books. Play the recording. Students listen and repeat. Encourage them to look up unfamiliar words in their dictionary. Point out the use of the article. Check together.

TRANSCRIPT

- 1 a factory worker
工厂工人
- 2 a boss a secretary
老板 秘书

3 a salesperson a customer
售货员, 推销员 顾客

- 2 Focus students on the verbs. Encourage them to look up unfamiliar vocabulary in their dictionary. Play the recording. Students listen to five conversations and write the verbs next to the right person. Pause after the first conversation and elicit the answer to demonstrate. Continue the recording, then play again so students can check. Check answers.

ANSWERS

1 makes 2 manages; helps 3 sells; buys

TRANSCRIPT

INTERVIEWER Hello.
SECRETARY Oh, hello.
INTERVIEWER What do you do?
SECRETARY I'm a secretary. You know, I help people in the office.
INTERVIEWER You help people.
SECRETARY Yes. I answer the phone, I send e-mails. That kind of thing.
INTERVIEWER Thank you.
INTERVIEWER I'm sorry! I'm sorry! What do you do?
BOSS I'm a boss.
INTERVIEWER A boss?
BOSS Yes, a boss. I manage people, I manage lots of people, and I'm very, very busy. Now, excuse me!
INTERVIEWER Oh, I'm sorry. Yes, of course.
INTERVIEWER Hello. What do you do?
FACTORY WORKER Sorry. Can you say that again?
INTERVIEWER What do you do?
FACTORY WORKER I'm a factory worker.
INTERVIEWER A factory worker.
FACTORY WORKER Yes. I make things. We make cars here.
INTERVIEWER Yes. Yes. Thank you.
INTERVIEWER I'm sorry. What do you do?
SALESPERSON What?
INTERVIEWER What do you do? What's your job?
SALESPERSON I'm a salesperson. I sell things.
INTERVIEWER You sell things.
SALESPERSON Yes. I sell things ... and I drive a car.
INTERVIEWER Sorry ... Bye!
INTERVIEWER Hello.
CUSTOMER Oh, hello.

INTERVIEWER What do you do?
CUSTOMER I'm sorry, can you speak more slowly?
INTERVIEWER What do you do? What's your job?
CUSTOMER Oh, I don't have a job. I don't work. I'm a customer.
INTERVIEWER Ah! A customer.
CUSTOMER Yes. I buy things.
INTERVIEWER I can see that!

采访者 你好。
秘书 哦, 你好。
采访者 您是做什么的?
秘书 我是秘书。您知道, 我坐办公室为大家服务。
采访者 你是为大家服务的。
秘书 是的。我接听来电, 发送电子邮件。诸如此类的事情。
采访者 谢谢。
采访者 对不起, 对不起。请问您是做什么的?
老板 我是老板。
采访者 老板?
老板 对, 我是老板。我管人, 我管很多人, 因此我很忙, 很忙。现在, 对不起我要走了。
采访者 呵, 不好意思。好的, 那当然。
采访者 您好。您是干什么的?
工人 对不起。请再说一遍。?
采访者 您干什么工作?
工人 我是一家工厂的工人。
采访者 一家工厂的工人。
工人 对, 我制造东西。我们这儿制造汽车。
采访者 对, 对。谢谢。
采访者 对不起。您是干什么的?
推销员 什么?
采访者 您是干什么的? 您干什么工作?
推销员 我是售货员。我卖东西。
采访者 您卖东西。
推销员 对, 我卖东西...我还开车。
采访者 对不起...再见。
采访者 您好。
顾客 哦, 您好。
采访者 您是干什么的?
顾客 对不起, 请再说慢一点。
采访者 您是干什么的? 您干什么工作?
顾客 呵, 我没有工作。
顾客 我不上班。我是顾客。
采访者 啊, 一位顾客。

顾客 对,我买东西。
采访者 看得出来。

3 Write on the board:

people things

Point to students around the class, including yourself, and say *people*. Point to objects around the class and say *things*. You may like to point out that the words are plural and elicit the singular form (*person, thing*).

Say *sell* and point to *people* or *things* on the board. Elicit which word *sell* goes with. Students continue the activity, then call out answers.

ANSWERS

+ people: manage, help

+ things: sell, buy, make

4 Hold up your book and point to the picture of the salesperson. Ask *What does he do?* If students say simply *salesperson*, indicate with gestures that you want more information. Elicit *He's a salesperson*. Then indicate that you want more information. Elicit *He's a salesperson. He sells things*.

If students have problems forming the whole sentence, prompt them by writing on the board:

He's _____ things.

In pairs, students point to the other pictures asking and answering *What does he / she do?*

Say *I am a teacher. I help people*. Write it on the board. Encourage students to write information about their own jobs on the post-it note, using dictionaries as necessary. Circulate, helping with vocabulary and pronunciation. Ask students to read their information to their partner. If appropriate, elicit jobs that students do and write them on the board, to increase class vocabulary.

WHO DO THEY WORK FOR?

5 Focus students on the pictures and ask them to complete the questions and answers. Play the recording to check. Then play it again for students to repeat. Pay attention to the falling intonation of the questions. Write on the board:

Who does he work for?

Who do they work for?

Open questions generally have a falling intonation, whilst closed questions (which require a *Yes/No* answer) have a rising intonation.

TRANSCRIPT / ANSWERS

Who **does he** work for? **He works for BP.**

他为谁工作? (他在哪家公司工作?) 他在英国石油公司工作。

Who **does she** work for? **She works for Compaq.**

她为谁工作? (她在哪家公司工作?) 她在美国康柏(电脑公司)工作。

Who **do they** work for? **They work for Vodafone.**

他们为谁工作? (他们在哪家公司工作?) 他们在沃达丰公司工作。

6 Ask a student *Who do you work for?* and elicit the answer. Go around the class at random asking the question. Also ask the question with *he / she / they* if appropriate, by pointing to other students or bringing in photographs.

In pairs, students take turns to ask and answer *Who do you work for?* They can speak to the student next to them or circulate around the class, shaking hands and saying *I'm [name], I work for [company]*.

WHAT KIND OF COMPANY IS IT?

Background

- Tesco PLC is a major food retailer operating primarily in the UK. It has 845 supermarkets and superstores in the UK, Ireland, Central Europe and Asia.
- Toyota is a Japanese company manufacturing cars, trucks and buses in 26 nations worldwide.
- Save the Children is the UK's leading children's charity, which is active in more than 70 countries worldwide.

7 Play the recording. Students listen and repeat. Check understanding of unfamiliar words / phrases. Encourage students to use their dictionaries.

TRANSCRIPT

a manufacturing company a supermarket a charity
一家制造公司 一家超市 一家慈善机构

8 Students complete the sentences individually, using the phrases in the box. Let them compare answers in pairs. Elicit answers and write the sentences on the board.

ANSWERS

- 2 kind of; a manufacturing company; makes
3 a charity; does it do; helps

NOW YOU

- 9 Students look at the questions and think about answers for themselves, writing them if necessary. Circulate, helping with vocabulary and pronunciation. Write on the board:

What / you / do? Who / you / work?
What / kind / company? What / it / do?

Divide the class into groups. Students circulate in their groups, asking and answering the questions. When they have finished, go around each group, pointing to someone and asking *What does he / she do?* Then encourage groups to nominate someone from another group and to ask that group questions about the person.

LESSON 2

PAGES 60–61

Lesson aims

- present simple: positive and negative
- recycling short answers

Key vocabulary

smoke drink speak Russian mobile phone because so

Preparation

If you plan to use the Additional activity *Tamsin and Carlos* (pages 92–93), photocopy a Student A/B worksheet for each pair of students.

Warmer

In pairs / small groups, students write information about someone in the class (e.g. *She's a salesperson. She sells phones. She works for Nokia.*). Students join with another pair/group and read their description out; the other pair/group have to guess who is being described.

POSITIVE AND NEGATIVE

- 1 Focus students on the pictures. Play the recording. Students repeat.

TRANSCRIPT

I don't work for a company because I don't have a job.
She doesn't understand computers so she doesn't send e-mails.

我不在公司工作，因为我没有工作。
她不懂电脑，所以她不会发送电子邮件。

Write on the board:

(+)
I work for a company.
I have a job.
She understands computers.
She sends e-mails.

Elicit the negatives and write them on the board:

(-)
I don't work for a company.
I don't have a job.
She doesn't understand computers.
She doesn't send e-mails.

- 2 Students match the two parts of the sentences. Let them compare in pairs. Elicit answers around the class.

ANSWERS

They're at the ticket office because they don't have tickets.

He doesn't understand Olga because he doesn't speak Russian.

On Sundays they don't come to the office.

He arrives at the office at 7:30 so he doesn't work after 3:00.

Underline the linking words *because* and *so*. Try to elicit meaning / translation from context, or ask students to look up unfamiliar words in a dictionary. You may wish to draw attention to *On Sundays*. Point out that the plural is used because we are talking about Sundays in general, as opposed to a specific Sunday.

In pairs, students take turns to say the sentences.

CHECK

Positive and negative

Focus students on the Check box. Elicit that, as with the question form, the third person singular takes *does* rather than *do*. Call out some phrases, e.g. *live in an apartment*, and nominate one student to use the negative in the first person (*I don't live in an apartment*) and another student to transform it to the third person (*He / She doesn't live in an apartment*). Then write some sentences on the board:

*I live in an apartment.
He works in Madrid.*

Elicit the negatives.

See *Grammar reference* on page 122 of the Coursebook.

THEY DO, THEY DON'T

- 3 In pairs, students complete the sentences, putting the verbs into the correct form. Play the recording to check. Nominate students to read out their sentences.

TRANSCRIPT / ANSWERS

- 1 He's a customer. He **doesn't sell** things, he **buys** things.
他是顾客。他不卖东西，他买东西。
2 We're factory workers. We **don't work** for a supermarket, we **work** for a manufacturing company.
我们是工厂工人。我们不在超市工作，我们在一家制造公司工作。
3 I'm a salesperson. I **don't manage** people, I **sell** things.
我是售货员，我不管人，我卖东西。
4 It's a charity. It **doesn't make** things, it **helps** people.
这是一家慈善机构，它不制造东西，它帮助他人。

SHORT ANSWERS

- 4 Play the recording. Students listen and repeat.

TRANSCRIPT

| | |
|----------------------------------|-----------------------------|
| Do you speak English? 你会说英语吗? | Yes, I do. 是的，我会。 |
| Do you speak English? 你会说英语吗? | No, I don't. 不，我不会。 |
| Does she understand? 她明白了吧? | Yes, she does. 是的，她明白。 |
| Does she understand? 她明白了吧? | No, she doesn't. 不，她不明白。 |

- 5 Students tick the correct answer (this could also be done as a team activity). Quickly go around the class and check. If there are any problems, go through the relevant short answers again. For further information, refer students to page 123 of the Coursebook.

ANSWERS

2 a 3 b 4 b 5 c

Close books. Ask the questions from the activity and elicit short answers. You may wish to highlight the

pronunciation of weak / strong forms for *does* and *doesn't*: the weak \dez\ form in questions, e.g. *What does she do?*, the strong form \dɒz\ and \dɒznt\ in short answers, e.g. *Yes, she does* and *No, she doesn't*.

Additional activity

Open pair questions

In pairs, students write three questions on a slip of paper. Collect them in, shuffle and redistribute (making sure no one gets their own question back). Students work in open pairs. Student 1 stands up and reads their question. Student 2 responds with a short answer.

NOW YOU

- 6 Focus students on the pictures and ask them to write sentences about themselves, using the positive and negative forms of the present simple.
7 In one large group, or several smaller groups, students circulate and take turns to ask questions and respond with short answers. Allow students time to prepare some questions first, if they prefer. When everyone has finished, point to people and ask *Do they smoke? Does she drink coffee? Do we speak Russian?* etc. Elicit a response.



Additional activity

Tamsin and Carlos, pages 92–93

Photocopy a Student A and Student B worksheet for each pair of students. Divide the class into A / B pairs and give each student a Student A / B worksheet. Using the prompts, students take turns to ask and answer questions about Tamsin and Carlos. (Answers: *Do they speak French? No, they don't. Do they live in an apartment? Yes, they do. Do they go to restaurants on Saturdays? Yes, they do. Do they sell mobile phones? No, they don't. Do they drink coffee? Yes, they do. Do they drink tea? No, they don't. Do they have a car? Yes, they do. Do they smoke? No, they don't. Do they speak Spanish? Yes, they do. Do they sell computers? Yes, they do.*)

They should note the information, then complete their text individually. Students compare texts. Then ask them to cover up their text and say sentences about Tamsin and Carlos, using the pictures as prompts.

LESSON 3 PAGES 62–63

Lesson aims

- introducing others in a social context
- introducing yourself in an e-mail
- writing a business card

Key vocabulary/phrases

business card

This is ... Pleased to meet you. And you.

Preparation

Bring in some blank cards for students to make business cards for the *Now you* section and the Additional activity *Business card game*.

Warmer

Ask two students to come to the front of the class. Introduce them to each other: *This is [name]. And this is [name].* Indicate that you want them to shake hands. Circulate around the class, introducing students to each other and encouraging them to shake hands.

INTRODUCING YOURSELF

- 1 In small groups, students match the three phrases with the three situations.

ANSWERS

Dear Anna ... in an e-mail
Hello, Anna ... on the phone
Hello, I'm ... in a meeting

INTRODUCING OTHERS

- 2 In the photo, Bill and Hillary Clinton meet Jiang Zemin (President of China) and his wife, Yeping Wang. Play the recording. Students listen and repeat. Nominate another two students to come to the front of the class. Introduce them to each other. Indicate that you want them to shake hands, and prompt them to say *Pleased to meet you. And you.* Ask another three students to stand up. Student A introduces Students B and C. Students B and C respond.

TRANSCRIPT

MAN 1 This is Yeping Wang.
MAN 2 And this is Hillary.
WOMAN 1 Pleased to meet you.
WOMAN 2 And you.

男1 这位是王冶坪。
男2 这位是希拉里。
女1 很高兴见到你。
女2 我也是。

- 3 Divide the class into groups of three. Student A introduces Students B and C to each other. B and C respond and shake hands. Swap roles so that everyone has a chance to practise making the introductions.

AT A PARTY

- 4 Draw a balloon and a streamer on the board, and write a party. Tell students that they are going to listen to a conversation at a party. Play the recording. Students listen and complete the information in the table.

Play the recording again for students to check. Elicit answers. Write them on the board. Recycle short answers by asking: *Is his name John? Is she a factory worker? Does she work for Silverchip?* etc.

ANSWERS

| | |
|---------------------------|---------------------------|
| Peter | Anna |
| salesperson | boss |
| Silverchip | AJ.com |
| manufacturing | travel |
| make mobile phones | sell plane tickets |

TRANSCRIPT

WOMAN Hello. Hello, Peter. Now Anna, this is Peter and, Peter, this is Anna.
ANNA Pleased to meet you.
PETER And you.
WOMAN Peter is a salesperson for Silverchip.
PETER That's right.
ANNA Silverchip. What kind of company is it?
PETER It's a manufacturing company. Yes. A manufacturing company. It makes mobile phones.
ANNA Mobile phones. Oh.
PETER And who do you work for, Anna?
ANNA I work for AJ.com.
PETER Ah, I know! Do you sell computers?
ANNA No, we don't.
PETER Oh. So, what do you sell?
ANNA We sell plane tickets.
PETER Plane tickets. Right. So are you a salesperson?
ANNA No. No, I'm not.
PETER What do you do?
ANNA Well, it's my company. I'm the boss.
PETER Ooh. The boss, eh?

女 喂。您好，彼得。现在我来介绍，安娜，这位是彼得。彼得，这位是安娜。

安娜 很高兴见到你。
 彼得 我也是。
 女 彼得是“银芯”的销售员。
 彼得 没错。
 安娜 银芯。这是一个什么样的公司?
 彼得 一家制造公司。对, 是一家制造公司。它生产手机。
 安娜 手机。哦。
 彼得 你在那家公司工作, 安娜?
 安娜 我在AJ.com工作。
 彼得 啊, 我知道了! 你们卖电脑吗?
 安娜 不, 我们不卖电脑。
 彼得 哦。那你们卖什么?
 安娜 我们卖机票。
 彼得 机票。没错, 那你是销售员?
 安娜 不, 我不是。
 彼得 你是做什么的?
 安娜 嗯, 公司是我的。我是老板。
 彼得 哇! 老板, 啊?

- 5 Close books. In pairs, students take turns to ask and answer questions about Peter and Anna. Students make a note of their answers and then check in their book.

AN E-MAIL INTRODUCTION

- 6 Focus students on the gaps in the e-mail. Point to yourself and elicit information about you. Point to the class and say *Now fill the gaps with information about yourself.* Students complete the e-mail about themselves. Circulate, helping and encouraging.
- 7 Ask students to help you write a reply about you on the board. Elicit and write information and phrases. Then rub out the information. Students write a reply about themselves. Circulate and help.

In pairs, students compare their e-mails. If possible, display the e-mails on the wall, or take them in and read them to check any areas that need revision.

A BUSINESS CARD

- 8 Bring a business card into the class if possible. Elicit what it is. Ask students to take out their business cards if they have them and to show them round.

Focus students on the Check box. Then write on the board:

jopak@yadoo.co.ko

Point to the board and say *an e-mail address*. Model how to say the address (*Jo Pak at yadoo dot co dot k-o*) and ask students to repeat. Point out that *co* and *com* are not spelt out but the country's letters (*k-o* for Korea, *f-r* for France,

u-k for the United Kingdom, etc.) are. Write your school's e-mail address on the board and elicit how to say it. If any students have other symbols in their e-mail address, tell them how to say them. Some common symbols are:

/ slash \ backslash
 - dash _ underscore

Focus students on the business card in the book. Divide the class into A / B pairs. Students ask and answer the questions, using the information on the business card.

NOW YOU

- 9 Give a blank card to students who do not have a real business card, and ask them to write information on it about themselves. Students who do have their own business cards can use them. Collect in the business cards. Give out a different card to each student and, in pairs, students ask and answer questions about the person on their business card.

Additional activity

Business card game

Give each student a blank card and ask them to invent details for a business card: name, country, job, company, telephone and e-mail, etc. This is their new identity. Write *a conference* on the board. Students look up the word in a dictionary. Say *We are at a conference*. Elicit questions to ask people at the conference. Write on the board:

name job company country

Elicit possible questions. Students circulate and introduce themselves, asking and answering questions. After five minutes, stop the activity. Students work in pairs, pointing to people and asking and answering questions about them.

KEY to Do It Yourself

FUNCTIONAL SENTENCES TO REMEMBER

- 1 What do you do, Mary?
- 2 They don't make cars.
- 3 I'm a salesperson. You know, I sell things.
- 4 Where does your sister work?
- 5 I work for the Lenovo.
- 6 He's a customer. He buys things.
- 7 What kind of company is Haier?
- 8 Who do you work for?
I work for AJ.com.
- 9 He doesn't understand English, so he doesn't work as an interpreter.

review 3

REVIEW 3

PAGES 68–69

AIMS

- to revise vocabulary, grammar and functions from Units 5 and 6
- to extend pronunciation
- to extend practice of telling the time in the *Focus on ...* section
- to highlight any areas that need further practice

VOCABULARY Wordsearch

- 1 On the board, illustrate *down* and *across* using arrows. Focus students on the example. Then ask them to find a word going down. The first student to find a *down* word stands up, holds up his / her book and shows the word to the class. Then students find the other twelve words. Encourage them to use the wordlists for Units 5 and 6.

As students finish, let them compare answers with another student. When most of the class have finished, write *down* and *across* on the board and elicit all the words.

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| A | R | P | W | S | E | L | L | H |
| K | A | B | O | U | T | I | A | A |
| E | A | I | R | P | O | R | T | R |
| B | U | Y | K | N | O | W | F | I |
| O | D | H | E | L | P | X | O | T |
| S | E | C | R | E | T | A | R | Y |
| S | I | X | T | E | E | N | M | Z |

GRAMMAR CHECK Present simple

- 2 Close books. Write on the board:

How (you go) to work?

Elicit what the question is and write it on the board:

How do you go to work?

Ask a few students the question and elicit an answer.

Then write:

I (go) to work by bus.

Elicit the correct form of the verb (*I go to work by bus*).

Then write:

How does he go to work?

He (go) to work by train.

Elicit the correct form of the verb (*He goes to work by train*) and write it on the board. Open books. Students complete the rest of the sentences, putting the verbs in brackets into the correct form. Check answers together.

ANSWERS

- 2 Where **does he work**?
He **works** in Manila.
- 3 What time **does she come** to the office?
She **comes** to the office at 9:30.
- 4 Where **do they live**?
They **live** in Ankara.
- 5 How **do they go** to New York?
They **fly** to New York.

- 3 Focus students on the example answer. Students make the rest of the sentences negative. Check answers together.

ANSWERS

- 2 You **don't smoke** cigars.
- 3 He **doesn't have** an office in Kiev.
- 4 She **doesn't live** in Cairo.

5 We **don't** speak Japanese.

PRONUNCIATION Thirteen or thirty?

- 4 Play the recording. Students write down the numbers, then compare with a partner. If necessary, play the recording again to check.

TRANSCRIPT/ANSWERS

13 30 14 40 15 16 17 50 60
70 80 18 90 19

- 5 Divide the class into A / B pairs. Student A reads the numbers on page 115 of the Coursebook. Student B writes them down. Then they swap roles. Student B reads the numbers on page 118 of the Coursebook. Student A writes them down. Encourage students to use control language such as *Can you speak more slowly, please?* and *Can you say it again, please?*

Students read back the numbers to check them.

FOCUS ON ... Telling the time

- 6 Focus students on the different ways of telling the time. Read the times and ask students to repeat.
- 7 Students match the times individually, then compare with a partner. Elicit answers around the class. Model the pronunciation of each time and ask students to repeat.

ANSWERS

| | |
|------------------|--------------------|
| quarter to six | five forty-five |
| seven fifteen | quarter past seven |
| five thirty | 5:30 |
| 2:15 | quarter past two |
| three forty-five | 3:45 |

- 8 Students label the picture with the correct times. Check together as a class.

ANSWERS

2 = ten past

5 = twenty-five past

8 = twenty to

11 = five to

- 9 Students write the times under the clocks. Check together.

ANSWERS

2 ten past two 3 five to four
4 twenty-five to ten 5 twenty past six

- 10 Play the recording twice. Students listen and write down the times. Let them compare answers with a partner. Play the recording again to check. Finally, check together as a class.

TRANSCRIPT

| | | |
|----------------------|--------------------|----------------|
| twenty past six | five fifteen | quarter to one |
| 6点过20分 | 5点过15分 | 1点差1刻 |
| twenty-five to three | half past eight | five to eleven |
| 2点35分 | 8点半 | 11点差5分 |
| ten past nine | quarter past seven | six forty-five |
| 9点过10分 | 7点过1刻 | 6点45分 |
| twelve o'clock. | | |
| 12点 | | |

7

products

UNIT AIMS

- adjectives to describe products
- *I like / I don't like ... because ...*
- comparatives
- buying and selling
- *want + noun*
- *want to + verb*

- 2 Bring in enough strips of paper to give every student six each (to be used in *I like ...*).
- 3 Bilingual dictionaries are used in the first part of the lesson. Ask students to bring their own if they have one, or supply enough for students to share.

Warmer

Write on the board:

local companies

international companies

Write the name of a local company and ask students to suggest others. Write them on the board. Do the same for international companies. Then point to some of the companies and try to elicit what products they produce, or what services they provide.

COMPANIES QUIZ

Background

- Nestlé, a Swiss-based company, is the world's largest food manufacturer and is the market leader in coffee and mineral water.
- WalMart operates large supermarkets in the USA.
- Ferrari is an Italian sports car manufacturer, specialising in racing cars.
- Palm, an American company, is the leading global provider of hand-held computer devices.
- Christie's is a London-based auctioneer of fine arts and collectibles, with salerooms worldwide.
- Yves St Laurent, based in Paris, is a manufacturer of fashion clothes, accessories and perfume.

- 1 Point to one of the pictures at the top of the page and ask *What is it?* Elicit suggestions. Point to the quiz and focus students on the example. In small groups, students write the nouns from the box in the correct place in the 'Product' column. Elicit answers from the groups and clarify any queries about what the companies are.

website

Go to the *Powerbase* website for extra student activities and background information on the topics in this unit.

www.longman.com/powerbase

LESSON 1

PAGES 70–71

Lesson aims

- adjectives and other language used to describe products
- *I like / I don't like ... because ...*

Key vocabulary

*coffee food cars computers clothes paintings good
bad cheap expensive slow fast old modern beautiful
ugly small big*

Preparation

- 1 Bring in advertisements from newspapers and magazines (enough for one for each pair / small group). Make sure that the advertisements are for obvious products and are not too complicated.

ANSWERS

2 food 3 cars 4 computers 5 paintings
6 clothes

- 2 Focus students on the example. In pairs, students write the adjectives from the box in the correct place in the 'Adjective' column. Encourage use of bilingual dictionaries. As students finish, elicit answers and compare any differences.

ANSWERS

2 cheap 3 fast 4 small 5 old
6 beautiful

- 3 In pairs, students match the adjectives from the box with their opposites. Again, encourage use of dictionaries.
- 4 Play the recording for students to check their answers. Play it again and ask students to repeat. Close books. Call out an adjective and elicit the opposite adjective.

TRANSCRIPT / ANSWERS

| | | | |
|-----------|--------------|------------|------------------|
| bad | good | modern | old |
| expensive | cheap | ugly | beautiful |
| slow | fast | big | small |

RADIO ADVERTISEMENTS

Keep books closed. Bring in some advertisements from newspapers and magazines. Hold one up, point to it and say *an advertisement*. Ask the class to suggest adjectives to describe the product in the advertisement (*cheap, expensive, good, bad*, etc.). Go round the class encouraging comments on the rest of the advertisements you have brought in. Elicit other places where you can see / hear advertisements (*television, radio, billboards*, etc.).

- 5 Write on the board:

What is the product? Is it expensive?

Play the first advertisement. Ask the two questions on the board and elicit answers (*computers, no*).

Open books. Play the first advertisement again. Students fill the gaps, using adjectives from the opposite page. Play the recording again for students to check. Elicit answers from around the class.

TRANSCRIPT / ANSWERS

DJ And now time for a break ...

MAN Computer Hut is the number one shop for business computers. Do you work for a **big** company? Then come to Computer Hut. We have **big, fast** computers for the **modern** office. Do you travel for business? Then come to Computer Hut. We have **small** computers for the train, car and plane. Oh ... and we're not **expensive**.

SONG Computers for your business, in the office, train and plane. Computers are our business. Computer Hut's our name.

流行音乐节目主持人：现在我们休息...

男：电脑屋是首屈一指的商用计算机商店。您在大公司供职吗？那就请到电脑屋来吧。我们为现代化办公提供大型高速的计算机。您作商务旅行吗？那就请到电脑屋来吧。我们提供有小型计算机，便于您在火车、汽车和飞机上使用。啊...，而且我们的价格不高。

广告歌：各行各业都需要电脑，办公旅行更是离不了；提供电脑是我们业务，电脑小屋就是我字号。

Play the second advertisement. Students fill the gaps, using adjectives from the opposite page. Play it again for students to check and then elicit answers.

TRANSCRIPT / ANSWERS

WOMAN Hi. I'm a **modern** woman and I like **modern** clothes. So I buy my clothes at Sasha Noir. I like Sasha Noir's clothes because they're **beautiful**. And also ... Shhhh! I like them because they're **cheap**.

MAN Sasha Noir. **Beautiful** clothes for **modern** women. Shhhh!

女：您好！我是现代女性，喜欢现代服装。所以我到萨莎·诺买服装。我喜欢萨莎·诺服装，因为它漂亮。还有...嘘...！我喜欢它是因为它便宜。

男：萨莎·诺——现代女性的美丽服装。嘘...！

I LIKE ...

Close books. Draw two pictures on the board: something that you like and something that you don't like (e.g. cars, bicycles, pizza, cats, etc.). Point to the first picture and say *I like ...*. Elicit what word the picture represents. Revise the alphabet by asking students to spell the word (using dictionaries if necessary). Do the same with the second picture, using *I don't like ...*.

Divide the class into pairs. Each student draws a picture of one thing that they like and one thing that they don't like. Then they take turns to show their picture to their partner, who looks at the picture and tries to guess what thing they like / don't like. Encourage students to use *You like ...* and *You don't like ...* when telling their partner what they think the pictures are. Quickly nominate two or three pairs around the class, point to a student and ask their partner *What does he/she like? What doesn't he/she like?*

Now point again to your *I like ...* picture on the board and say *why* you like it (e.g. *I like cars because they're fast*, etc.). Write the sentence on the board and highlight *because*.

- 6 Open books. Focus students on the example. Ask them to think of three products that they like and to write sentences saying why they like them, using the adjectives on the opposite page. Give each student three small strips of paper. Ask them to write each sentence on a different strip of paper. Encourage use of bilingual dictionaries. Go round the class, helping where necessary.

- 7 Now point to your *I don't like* picture on the board and make a sentence saying why you don't like it (e.g. *I don't like bicycles because they're slow*).

Give each student another three strips of paper. Students think of three things they don't like and write sentences on the paper saying why they don't like them. Go round the class helping.

Collect in all the strips and put them in an envelope. Ask a student to take one of the strips from the envelope and to read it to the class. The rest of the class try to guess who wrote it. Do this with five or six students. Then quickly read out the first half of some of the sentences on the strips of paper (e.g. *I don't like cheese ...*, *I like cars ...* etc.) and ask students to call out reasons why they think the person likes / doesn't like the product. Check that students are using *because* in the sentences and prompt where necessary.

NOW YOU

- 8 In groups, students take turns to ask and answer questions about products. Demonstrate with one or two students first. Circulate and encourage. Check that students are using correct short forms in their answers (*Yes, I do not like; No, I don't not No, I not like*).

LESSON 2 PAGES 72–73

Lesson aims
■ comparative adjectives

Key vocabulary/phrases

*bigger / smaller than ... slower / faster than ...
more beautiful / uglier than ... older / more modern than ...
better / worse than ... cheaper / more expensive than ...*

Preparation

- 1 If you plan to use the Additional activity *Compare the pictures* (page 94), photocopy a worksheet for each pair of students.
- 2 You might like to bring in magazine advertisements for similar products with different prices – anything that students can compare easily: cars, houses, computers, mobile phones, etc.

BIGGER OR SMALLER?

- 1 Focus students on the picture of the two cars. Elicit suggestions for adjectives to describe car A, then car B. Write them on the board.

Point to car A and say *It's old*. Shake your head and elicit *No* and write *False* on the board. Say *It's modern*. Nod your head and elicit *Yes*. Write *True* on the board. Say *It's cheap – true or false?* Elicit *False*. Say *It's expensive – true or false?* Elicit *True*. Do the same with different adjectives for car B.

Then students look at the sentences in the book and decide if they are true or false. Look at the example together first. Elicit answers around the class.

ANSWERS

2 T 3 T 4 F 5 F 6 T

- 2 Students write five more sentences about the two cars, using the comparatives in the box. Do the first one together as an example. When most of them have finished, ask them to compare their sentences with a partner. Nominate students to read out a sentence while you write it on the board, and check the answers together.

ANSWERS

1 smaller 2 cheaper 3 older
4 faster 5 better 6 more beautiful

- 3 Point to the two cars. Say *Which is bigger? Which is cheaper?* Elicit answers. In pairs, students take turns to ask and answer questions about the two cars. Go round the class, helping and prompting where necessary.

C H E C K Comparatives

Close books. Elicit some sentences comparing car A and B. Call out adjectives as prompts if necessary. Write the sentences on the board, e.g.:

Car B is cheaper than car A.

Car A is more expensive than car B.

Open books and focus students on the Check box. Give them time to read the information, and clarify any questions. Clap the syllables for each of the adjectives in the Check box. Ask students to repeat the adjectives and clap the syllables with you.

Underline the comparative adjectives and *than* in the sentences on the board. Point out that when two objects are compared in the sentence, *than* must be used, e.g. *B is bigger than A.*

Note: If students query why it is *big / bigger*, you can explain that the letter *g* is doubled because the adjective ends in a vowel followed by a consonant (one vowel + one consonant = double consonant in the comparative). At this level it is only necessary to explain this if the question is asked, otherwise use the Check box as a guideline, so as not to overload students with rules at this stage.

Close books. Wipe the board clean and then write:

| Adjective | Comparative |
|-------------|-------------|
| 1 cheap | |
| 2 ugly | |
| 3 expensive | |
| 4 good | |
| 5 bad | |

Clap the syllables for each adjective and elicit the comparatives. Ask students to spell the comparative as you write. Wipe the board clean. Call out adjectives at random. Quickly elicit the comparative.

If you have brought in some magazine advertisements, you might like to introduce them here. Give a pair of pictures to a small group and ask them to compare the pictures. Alternatively, hold up two pictures in front of the class and ask students to call out comparisons.

See *Grammar reference* on page 120 of the Coursebook.

AN ADVERTISEMENT

- 4 In pairs, students read the advertisement and answer the questions. Encourage use of bilingual dictionaries to look up any unfamiliar words. Elicit answers and explore any differences of opinion (ask *Why?*).

ANSWERS

- 1 It is smaller and older. It has worse salespeople and slower service.
2 It is cheaper.

NOW YOU

Background

Painting A is 'Lady with a Mirror' by Riza Abbasi (Persian, born around 1565) and is exhibited in the Detroit Institute of Arts. Painting B is 'The Guitarist' (El Guitarrista) by Fernando Botero (Colombian, born 1932) and is exhibited in the Museo de Antioquia in Medellín, Colombia.

- 5 Focus students on the two paintings. Point to painting A and elicit some adjectives to describe it. Do the same with painting B. Then elicit sentences comparing the two paintings. In pairs, students compare the two paintings.
- 6 Elicit different kinds of products and write them on the board. Focus students on the speech bubbles and nominate two students to read the sentences.

In groups, students ask and answer questions about products. You may wish to get students to explain their opinions, using *Because ...*. Go round the class helping. If there are areas that need more work, note them down and revise again in a later lesson.



Additional activity

Compare the pictures, page 94

Divide the class into pairs and give each pair a worksheet. Elicit or teach the following things in the pictures that students can compare: *computer, phone, clock, desk, chair, lamp, car, painting, table*. Help with adjectives if necessary so that students can produce sentences like: *Clock A is more modern than clock B. Computer B is older than computer A. Desk A is bigger than desk B.*

LESSON 3

PAGES 74–75

Lesson aims

- buying and selling
- *want* + noun
- *want to* + verb

Key vocabulary/phrases

*very make money customer salesperson**What do you want? What do you want to do?**Do you like this one? Do you have a cheaper one? I want it.*

Preparation

- 1 Bring in pictures, from newspapers and magazines, of people (individuals and in groups), computers, cars, phones, apartments, etc.
- 2 If you plan to use the Additional activity *Write an advertisement*, each group will need a large piece of paper.

WHAT DO YOU WANT?

- 1 Point to the picture and ask a student to read the speech bubble. Write on the board:

*The car is very small.*Say the sentence. Ask *What does he want?* Elicit and write:*He wants a bigger car.*Rub out *car* and write *one* in its place. Write and say:*He wants a bigger one. = He wants a bigger car.*

Focus students on the table. Write on the board:

*The car is very small.**I want a bigger one.*

Elicit what *one* refers to (the car). Draw a stick woman on the board. Point to it and say *Her ticket is very expensive. What does she want?* Elicit *She wants a cheaper one.* In pairs, students complete the rest of the table. Elicit answers around the class. Then ask students to take turns to read out each situation and response.

ANSWERS

- 2 I want a cheaper one.
- 3 I want a faster one.
- 4 I want a smaller one.
- 5 I want a more beautiful one.
- 6 I want a more modern one.

CHECK

want + noun

Focus students on the Check box and give them time to read the information and ask any questions. Point out how we replace the noun with *one*.

See *Grammar reference* on page 124 of the Coursebook.

WHAT DO YOU WANT TO DO?

- 2 Close books. Write on the board:

She's a businesswoman. What does she want to do? (make money)

Under it write:

She _____ to _____.

Try to elicit *She wants to make money* and write it on the board. If there is no response, add one letter/word at a time to help prompt. In pairs, students answer the questions, using the words in brackets to make sentences. Check together as a class and write the answers on the board.

ANSWERS

- 2 I want to buy food.
- 3 He wants to sell cars.
- 4 They want to go to Singapore.
- 5 She wants to send an e-mail.
- 6 He wants to speak to his customer.

CHECK

want to + verb

Focus students on the Check box and give them time to read the information and ask any questions. Draw their attention to the sentences on the board from the previous activity. Underline *want* and *to* and the verb in each sentence.

Write on the board:

I want to go.

Call out verbs from previous lessons (e.g. *have, send, call, meet, go, see*, etc.) and elicit a sentence with *I want* (*I want to have. I want to send.* etc.). Write the sentences on the board. Return to *I want to go* and encourage students to add words to make the sentence longer. Write the sentence on the board, e.g.:

I want to go to Moscow on Thursday by plane.

Divide the class into small groups. Ask them to choose one of the other sentences on the board and to add

words to make it as long as they can. Give them three or four minutes, then elicit sentences and write them on the board. Don't comment as to whether they are correct or not. Ask students to count the words (in English), to check which sentence is the longest. If this sentence is grammatically correct, declare the group the winner. If it is not correct, ask the class to suggest what to change. If there is no response, underline the word(s) that need to be changed. Go through the other sentences, asking if they are correct or not and eliciting changes where necessary. It is important for students to recognise when something is right and when they need to correct.

See *Grammar reference* on page 124 of the Coursebook.

A BUSINESS SUIT

- 3 Point to the suit in the picture and say *a suit*. Ask *Do you like suits? Why? Why not?*

Indicate that you are going to play the recording. Say *How much are the suits?* Tell students that there are two prices. Play the recording and elicit the prices (\$990 and \$199).

Focus students on the phrases in the Salesperson and Customer boxes and check that they understand them. Play the recording again. In pairs, students listen and complete the conversation with the phrases. Check together as a class, line by line. Choral drill *suit, \$990* and *\$199*. Then ask students to read the conversation in pairs.

TRANSCRIPT / ANSWERS

WOMAN Good morning, sir. **Can I help you?**

MAN Yes. **I want to buy** a suit.

WOMAN What kind of suit **do you want?**

MAN I want a good, modern business suit.

WOMAN How about this one, sir? **Do you like this one?**

MAN Oh, yes. Yes, I do. **How much is it?**

WOMAN \$990, sir.

MAN Oh. **It's very expensive.** Do you have a cheaper one?

WOMAN Oh, yes, sir. We have a good suit for \$199.

MAN Can I try it on?

WOMAN Of course, sir ... So, how is it, sir?

MAN Well, it's very small. **Do you have a bigger one?**

WOMAN No, I'm sorry, sir, we don't.

MAN But it is very, very cheap. I want it. **Can I have it, please?**

女 早安, 先生。想买点什么?

男 我想买套套装。

女 我想买套套装。

男 我想要一套时新的职业套装。

女 先生, 这套如何? 您喜欢吗?

男 啊, 喜欢, 我喜欢。要多少钱?

女 990美元, 先生。

男 哦, 太贵了。有便宜的吗?

女 啊, 有的, 先生。这套很好, 卖199美元。

男 我可以穿上试试吗?

女 当然可以, 先生。觉得怎么样, 先生?

男 啊, 太小了。有大一点的吗?

女 没有, 不好意思, 先生, 我们没有。

男 不过真的很便宜。我想买下来。

NOW YOU

- 4 Close books. Write on the board:

You want to buy a mobile phone.

Under it write:

Customer

Salesperson

Ask students to translate the two words. Elicit possible phrases that the customer and salesperson can use to buy/sell a mobile phone, and write them on the board.

Open books. Divide the class into A/B pairs to role play the first situation. Student A is the customer and uses the information on page 115 of the Coursebook. Student B is the salesperson and uses the information on page 118. Circulate and help.

When students have finished, write on the board:

You want to buy a computer.

Under it write

Customer

Salesperson

Elicit phrases as before. Still in pairs, students role play the second situation. Student B is the customer and uses the information on page 118. Student A is the salesperson and uses the information on page 115. Circulate and help.

Additional activity

Write an advertisement

Brainstorm products on the board. Read back the list of products and ask students to put up their hands when they hear a product they like. Draw a circle around the product that gains the most votes and wipe off the other products.

Divide the class into groups and give each group a large piece

of paper. Each group writes an advertisement for the product left on the board. They can draw a design for it, give it a name and a price, and write a short description of it. They must keep these descriptions short and simple and, of course, not become concerned with the usual conventions of advertisement writing.

When groups have finished, ask them to work with another group and to take turns to talk about their product. Then ask the two groups to compare their products. You might like to display the advertisements on the wall. If you have a small class, you could record the group reading the text of their advertisement.

KEY to Do It Yourself

FUNCTIONAL SENTENCES TO REMEMBER

- 1 This painting is better.
- 2 Do you like Dell computers?
- 3 This car is more beautiful than that one.
- 4 I want to buy a smaller mobile phone.
- 5 Do you have a cheaper one?
- 6 Which computer is faster?
- 7 What does Citroen make?
- 8 I don't like Ferrari cars because they are too expensive.
- 9 I want a bigger pizza.
- 10 Room 204 is older than Room 606.



高等教育出版社

8

bookings

UNIT AIMS

- vocabulary and phrases for booking a hotel and renting a car
- dates (ordinal numbers and months)
- *there is / isn't ...* and *there are / aren't ...*
- asking for information
- booking online and by telephone

website

Go to the *Powerbase* website for extra student activities and background information on the topics in this unit.

www.longman.com/powerbase

LESSON 1

PAGES 80–81

Lesson aims

- vocabulary and phrases for booking a hotel and renting a car
- dates (ordinal numbers and months)

Key vocabulary/phrases

*double / single room shower bath a bar a gym
a swimming pool with ... a day / night book a room
rent a car*

*January February March April May June July
August September October November December
first second third ... thirty-first
from the ... of ... to the ... of*

Preparation

- 1 If you plan to use the Additional activity *Draw it*, bring in one large piece of paper for each group.

- 2 Bring in an up-to-date calendar.

HOTEL WORDS

Draw a suitcase on the board and write:

a hotel

Ask students *Do you like hotels?* Ask *Why? Why not?*

- 1 In pairs, students look at the clues and complete the word puzzle. Revise *across* and *down* by drawing arrows on the board. Do the first clue together. Encourage students to use a bilingual dictionary. Go round the class encouraging and helping.
- 2 When all the pairs have finished, play the recording. Students listen and check their answers. Play again and ask students to repeat.

TRANSCRIPT / ANSWERS

1 double 2 shower 3 swimming 4 bath

5 bar 6 single 7 gym 8 room

Additional activity

Draw it

Close books. In groups, students play *Draw it*. See page 29 for instructions, and replace places vocabulary with hotel vocabulary.

BOOKING A HOTEL

- 3 Say to the class *I'm booking a hotel*. Pretend to speak on the telephone. Say *Can I have a single room, please?* *OK. Thank you.*

Play the first part of the recording and elicit the answer to the first question. Play the recording all the way through twice: the first time for students to tick the correct

answer; the second time to check their answers. Let them compare their answers in pairs. Play the recording again if necessary. Check answers together as a class.

A N S W E R S

1 b 2 b 3 c 4 b, c, d

T R A N S C R I P T

RECEPTIONIST Good afternoon. Can I help you?
 CUSTOMER Hello. Yes. I want to book a room, please.
 RECEPTIONIST Yes, of course. What kind of room do you want?
 CUSTOMER Well, it's for two people, so a double room, please.
 RECEPTIONIST A double room. With a bath or with a shower?
 CUSTOMER A double room with a bath, please.
 RECEPTIONIST A double room with a bath. And when do you want it?
 CUSTOMER Well, from today, the first of April to the sixth of April, please.
 RECEPTIONIST From the first of April to the sixth of April. Yes, that's OK.
 CUSTOMER And how much is it?
 RECEPTIONIST It's \$200 a night.
 CUSTOMER \$200 a night. Hmm. That's expensive. Can I have some information about the hotel?
 RECEPTIONIST Of course.
 CUSTOMER Is there a restaurant?
 RECEPTIONIST No, I'm sorry. This is a small hotel, so there isn't a restaurant, but there's a bar and there's room service.
 CUSTOMER A bar and room service.
 RECEPTIONIST There's a small swimming pool, too.
 CUSTOMER Good. OK. Can I book it?
 RECEPTIONIST Yes, of course. What's your name?

接待员 下午好。愿为您效劳。
 旅客 你好。我要预订一间客房。
 接待员 好的。您想要哪种客房?
 旅客 啊,是两个人住的。请订一间双人间。
 接待员 一个双人间。带浴室还是带淋浴?
 旅客 带浴室的双人间。
 接待员 带浴室的双人间。那您什么时候要?
 旅客 从今天起,4月1日至4月6日。
 接待员 啊,4月1日至4月6日。
 旅客 是的,就这样。那么,多少钱?
 接待员 每晚200美元。
 旅客 每晚200美元。嗯…。有点贵。能问问

你们旅馆的情况吗?

接待员 当然可以。
 旅客 有餐厅吗?
 接待员 抱歉,没有。我们这是一家小旅馆,所以没有餐厅,不过有酒吧和客房用餐服务。
 旅客 有酒吧和客房用餐服务。
 接待员 还有一个小游泳池。
 旅客 好的。行。我可以订下来吗?
 接待员 当然可以。您的姓名?

D A T E S

4 Students match the numbers and the words.

A N S W E R S

17th seventeenth
 10th tenth
 23rd twenty-third
 31st thirty-first
 9th ninth

Point out to students that ordinal numbers can be written just as numbers, or with the addition of *-th*, *-nd* and *-rd* as in the Coursebook.

On the board write numbers 1–31. Elicit the ordinal number for as many of these as possible. Write the ordinals on the board in words. Drill the words chorally and individually. Wipe the board clean and write ordinal numbers (as figures) at random, eliciting how to say them.

5 Close books. Bring in a calendar and point to what month it is now. Elicit any other months the class knows. Play the recording twice. Students listen and repeat. Open books and focus students on the calendar. Play the recording again and students repeat again.

T R A N S C R I P T

| | | | | | |
|----------|----------|-----------|---------|----------|------|
| January | February | March | April | May | June |
| 一月 | 二月 | 三月 | 四月 | 五月 | 六月 |
| July | August | September | October | November | |
| 七月 | 八月 | 九月 | 十月 | 十一月 | |
| December | | | | | |
| 十二月 | | | | | |

6 Hold up the calendar. Ask *What is the date today?* Write the date on the board in numbers and words. Point to the numbers and say *We write ...* (make writing gestures with your hand). Point to the words and say *We say ...* (point

to your mouth). Underline *the* and *of* in the dates.

In pairs, students write the dates as numbers. Go round helping. Elicit answers from pairs.

ANSWERS

14/5 25/12 3/3 18/2 30/6

Note: You may need to point out that in US English the dates are reversed. For example, in British English 7/11 is *the seventh of November*, and in US English it is *the eleventh of July*. At this stage, you only need to go into this if your students have regular contact with the USA.

- 7 Students write the numbers as dates. Go round the class helping with any problems. Nominate pairs to write the dates on the board. Check answers together.

ANSWERS

the second of October
the third of August
the twenty-first of April
the nineteenth of January
the fifth of July
the twenty-sixth of September

Write some dates as numbers on the board and elicit how to say them.

Additional activity

Whispers

Close books. In groups, students play *Whispers*. See page 10 for instructions, and replace numbers with dates.

RENTING A CAR

- 8 Play the first part of the recording. Elicit the answer to the first question. Play the rest of the recording twice. Ask students to look at the transcript on page 135 of the Coursebook to check. In pairs, students read the conversation. Go round helping with pronunciation.

ANSWERS

1 a 2 a 3 b

TRANSCRIPT

RECEPTIONIST Hello. PH car rental. Can I help you?
MAN Hello. Yes. I want to rent a car.

RECEPTIONIST Of course. What kind of car do you want?

MAN Oooh, a fast one. A small, fast car.

RECEPTIONIST A small, fast car. Yes. And when do you want it?

MAN From the twenty-sixth of May to the seventh of June, please.

RECEPTIONIST From the twenty-sixth of May to the seventh of June. Just a moment, please. Yes, that's no problem.

MAN How much is it?

RECEPTIONIST Well, we have one for \$175 a day.

MAN \$175 a day! \$175 a day! That's too expensive! Do you have a cheaper one?

RECEPTIONIST Er ... just a moment, please. No, I'm sorry, we don't.

MAN Oh. \$175 a day? Oh, OK, I'll take it.

接待员 您好。PH租车行。要租车吗?

男子 您好。是的。我想租一辆车。

接待员 当然可以。你想要什么样的车?

男子 唔，速度快的。一辆小型快速车。

接待员 一辆小型快速车。您什么时候要用?

男子 从5月26日至6月7日。

接待员 从5月26日至6月7日。请稍等。行，没问题。

男子 租金多少?

接待员 嗯，我们有一辆一天175美元。

男子 一天175美元! 一天175美元! 那太贵了! 有便宜点的吗?

接待员 呃，请稍等。没有。不好意思，我们没有。

男子 哦，一天175美元? 嗯，好吧，我租下了。

NOW YOU

- 9 Focus students on the example. In pairs, students take turns to ask and answer questions about the booking information. Go round the class helping and prompting.

LESSON 2

PAGES 82-83

Lesson aims

- *there is / isn't ... and there are / aren't ...*
- asking for information about a hotel

Key vocabulary/phrases

*There is ... There are ... There isn't a ... There aren't ...
Is there a ...? Are there any ...? There are some ...
There aren't any ... Good evening.*

Preparation

If you plan to use the Additional activity *The Carlton Hotel* (page 95), photocopy and cut up a worksheet for each pair of students.

Warmer

To recycle months and dates, ask students to stand up and arrange themselves in order of birthdays (point to one side of the classroom and say *January* and point to the opposite side and say *December*). Put yourself in the line according to where your birthday is and help students arrange themselves. Encourage them to use English as they discuss this. Then take turns to say your birthdays.

Still standing, divide the line of students into groups. Ask the groups to stand together. Write on the board:

Do you like the Internet?
Why / Why not?

Ask groups to discuss for two minutes. Elicit feedback from each group. Write the positive and negative comments on the board.

A HOTEL WEBSITE

- 1 Open books. Point to the text and say *This is a hotel website on the Internet*. Students read the information and tick the correct answers to the questions. Encourage use of dictionaries. Do the first one or two together as examples. Students complete the activity individually, then compare answers with a partner. Elicit answers round the class. Drill the answers chorally.

ANSWERS

1 b 2 a 3 a 4 b 5 a 6 a 7 a

CHECK there is ... there are ...

Points to look out for: A lot of nationalities may have problems with pronouncing \D\. Students may also confuse *it is* and *there is*.

Focus students on the Check box. Give them time to read the information and then close books. Write on the board:

There is a bar. There are three bars.
(-)
(?)

Elicit the negative (*There isn't a bar*) and question form (*Is there a bar?*), and write them on the board. Then ask students to take turns to ask and answer questions about the hotel.

See *Grammar reference* on page 123 of the Coursebook.

THE GRAND HOTEL

- 2 Students look at the information and write sentences about the Grand Hotel, using *There is ...* and *There are ...*. Elicit sentences and write them on the board. Model the sentences for students to repeat. Students then read their sentences to a partner.

ASKING FOR INFORMATION

- 3 Close books. Write on the board:

Is there a double room with a bath?
Is there a swimming pool?

Say *Listen and answer the questions*. Play the recording and elicit the answer to the questions (*No, there isn't* and *Yes, there is*).

Open books. Play the recording again. Students listen and fill the gaps with the phrases in the box. Let them compare answers in pairs, then play the recording again to check. Check together as a class. Finally, students can read the dialogue in pairs.

TRANSCRIPT / ANSWERS

- RECEPTIONIST Good evening. The Ritz Hotel.
CUSTOMER Good evening. Can I book a room, please?
RECEPTIONIST Yes, of course.
CUSTOMER **Are there any** double rooms with a bath?
RECEPTIONIST No, but there are some double rooms with a shower.
CUSTOMER And are there any single rooms with a bath?
RECEPTIONIST No, I'm sorry, there aren't. But, of course, **there are some** single rooms with a shower.
CUSTOMER Good. Is there a restaurant?
RECEPTIONIST No, there isn't, but **there is a** bar.
CUSTOMER And **is there a** swimming pool?
RECEPTIONIST Yes, there is.
CUSTOMER Thank you.

- 接待员 晚上好。里兹大酒店。
顾客 晚上好。我要订一间客房
接待员 好的，当然可以。
顾客 有带浴室的双人间吗？
接待员 没了，但还有带淋浴的双人间。
顾客 有带浴室的单人间吗？
接待员 抱歉，没有了。不过，还有带淋浴的单人间。
顾客 好的。有餐厅吗？
接待员 没有，但有酒吧。

顾客 有游泳池吗?
接待员 有的。
顾客 谢谢。

C H E C K *some and any*

Some/any are introduced in a simplified form at this level. Focus students on the Check box and give them time to read the information. *Some* is used in positive statements and *any* in questions and negatives. Both are used with plural nouns, e.g.:

There are some restaurants.
There aren't any restaurants.
Are there any restaurants?

Hold up your book and point to *There is a room* and *There isn't a room*. Elicit if there is one room (hold up one finger) or more than one room (hold up three or four fingers). Do the same for the sentences with *some* and *any*.

See *Grammar reference* on page 143 of the Coursebook.

N O W Y O U

- 4 Close books. Ask students to tell you the names of some hotels in your area. Write the names on the board (asking students to help you to spell them). Ask questions about facilities in some of the hotels (*Are there any rooms with showers? Is there a swimming pool?* etc.). Write the name of a hotel that you know and encourage students to ask you similar questions about the hotel.

Open books. In pairs, students take turns to ask and answer questions about The Grand Hotel. As they finish, encourage them to talk about other hotels they know or have stayed in.



Additional activity

The Carlton Hotel, page 95

Divide the class into pairs and give a copy of part A of the worksheet to each pair. Ask students to complete the questions about the hotel. After a few minutes check the questions together as a class.

(Answers: A 2 *How; is* 3 a 4 *Is* 5 *Are* 6 *there* 7 *Are* 8 *Is*
B 1 *Yes, there are twenty-five.* 2 *\$110 a night* 3 *No, there isn't.*
4 *No, there isn't.* 5 *No, there aren't. (But there are taxis.)*
6 *Yes, there is.* 7 *Yes, there are two.* 8 *Yes, there are three.*)

Ask one student in each pair to keep part A of the worksheet. Give the other student part B (with the hotel information). Ask pairs to role play a telephone conversation, asking and

answering questions about the hotel. As each pair finishes, ask them to swap roles. Go round the class, helping and encouraging.

LESSON 3

PAGES 84–85

Lesson aims

- booking online and by telephone

Key vocabulary/phrases

online click web page home accommodation search
business trip holiday
Where / When do you want to go?
How do you want to travel?
What kind of hotel do you want?

Preparation

If your school has Internet facilities, arrange for students to have access to a computer for the last part of the lesson.

B O O K I N G O N L I N E

Note: Online booking is booking a hotel on the Internet.

- 1 Ask students *Is there a good hotel in [your town / country]?* Write the names of hotels that are suggested, and elicit what facilities they have (to recycle vocabulary from the start of the unit).

Write the name of a hotel that you like and ask students to guess which country it is in. Encourage them to ask questions about the hotel facilities. Invite comparisons between the hotel that you chose and the hotel(s) that students suggested.

Write on the board:

online = on the Internet

Elicit ideas for what you can do on the Internet. Prompt suggestions by asking questions: *Can you book a plane ticket online? Can you book a hotel online? Do you book hotels/travel arrangements online?*

Focus students on the web page and do the first question together. In pairs, students answer the other questions. Encourage them to use their dictionary for unfamiliar vocabulary. Check answers together as a class.

A N S W E R S

1 Accommodation 2 Help 3 Maps 4 Flights

5 Write *restaurants in Tokyo* in the Search box and click *Go*.

BOOKING A BUSINESS TRIP

- 2 Focus students on the two web pages. Play the recording for students to write in the missing places and dates, and fill in the appropriate circles. Elicit answers.

ANSWERS

- 1 Flight to: Paris; Leaving: 22/4; Returning: 1/5;
Business class
2 City: Paris; From: 19/12; To: 23/12; Single room with shower

TRANSCRIPT

- 1 BOSS Robert?
SECRETARY Yes.
BOSS Can you book a flight from New York to Paris for me?
SECRETARY A flight from New York to Paris.
BOSS Yes.
SECRETARY When do you want to go?
BOSS The twenty-second of April.
SECRETARY The twenty-second of April.
BOSS Yes.
SECRETARY And when do you want to return?
BOSS I want to return on the first of May.
SECRETARY So, leaving on the twenty-second of April, returning on the first of May. OK.
Oh, yes, what class do you want?
BOSS What class? Business class, of course.
SECRETARY Business class. OK.

老板 是罗伯特吗?
秘书 是我。
老板 请给我订一张从纽约到巴黎的机票。
秘书 从纽约到巴黎的机票。
老板 对。
秘书 您想何时动身?
老板 4月22日。
秘书 4月22日。
老板 好的。
秘书 您想何时返回?
老板 我想5月1日返回。
秘书 就是说是4月22日动身, 5月1日返回。
好的。哦, 对了, 您坐什么舱?
老板 什么舱? 当然是公务舱。
秘书 公务舱。好的。

- 2 AGENT Hello, PH Travel.
CALLER Hello. Can I book a hotel room in Paris, please?
AGENT Is that Paris, France?
CALLER Yes, of course it is.
AGENT Good. A hotel room in Paris, France. And when do you want it?
CALLER From the nineteenth of December to the twenty-third of December.
AGENT From the nineteenth to the twenty-third of December. Right. And what kind of room do you want?
CALLER Oh, it's just for me, so can I have a single room, please?
AGENT A single room. With a bath or with a shower?
CALLER A single room with a shower, please.
AGENT A single room with a shower. Good. Well, there are lots of hotels in Paris, France, but in December ... Hmm.

旅行社 您好。PH旅行社。
打电话人 您好。我想在巴黎预订一间酒店客房。
旅行社 是法国巴黎吗?
打电话人 是的, 没错。
旅行社 好的。一间在法国巴黎的酒店客房。那您订什么日期的?
打电话人 从12月19日至12月23日。
旅行社 从12月19日至12月23日。好的, 那您想要什么样的房间?
打电话人 哦, 就我一个人, 所以, 我要一个单人间。
旅行社 一个单人间。要带浴室的还是要带淋浴的?
打电话人 请订一个带淋浴的单人间。
旅行社 一个带淋浴的单人间。好的。
呃, 法国巴黎有很多旅馆, 可是在12月份... 嗯。

BOOKING ROLES

- 3 Demonstrate the activity with a confident student. Role play a travel agent and customer having a conversation about booking a hotel room. Use the phrases in the boxes.

Divide the class into A/B pairs. Student A turns to page 116 of the Coursebook. Student B turns to page 119. Give them time to read their information, then ask them to take turns to phone and book a hotel room, using the phrases in the boxes. Go round the class helping and encouraging.

- 4 In pairs, students role play a second conversation. Student A turns to page 116 of the Coursebook. Student B turns

to page 119. Give them time to read their information, then ask them to take turns to be the customer and travel agent, using the phrases in the boxes. Ask some pairs to role play their conversations in front of the class.

NOW YOU

- 5 Students decide whether they want to go on a holiday or a business trip, then think about the questions. If they prefer to write down some information, let them. Go round helping and asking students some of the questions.
- 6 In pairs, students take turns to be the customer and travel agent, asking and answering questions about the trip they decided on in activity 1.
- 7 If your school has access to Internet facilities, and the size of your class allows, use a computer and go to a travel website (see Web links for suggestions). Encourage students to discuss how to book a trip online. If you have a large class, this could be done in small groups.

If this is not possible, ask students who have Internet access to do this activity for homework. As an alternative activity, discuss online booking. Write on the board:

*Are travel agents better than online booking?
Why / Why not?*

Students discuss in pairs then in groups. Finally get feedback from the whole class.

Additional activity

Business trip suitcase

Draw a suitcase on the board and write:

a business trip

Say *What things can I take on a business trip?* Elicit some suggestions and write them on the board.

Students work individually and use a dictionary to write a list of ten things to take on a business trip. Then they form pairs, put both lists together and choose five things from the combined list. Finally, in small groups, they put all the lists together and choose three things.

Have a feedback session where each group reads their lists and then the whole class chooses the two most important things to take. Finally, elicit what would be different if you were packing a case for a family holiday.

KEY to Do It Yourself

FUNCTIONAL SENTENCES TO REMEMBER

- 1 There is the Internet access in every room.
- 2 Is there a swimming pool in the hotel?
- 3 What kind of room does he want?
- 4 Are there any double rooms with a bath?
- 5 Can I send e-mails from the room?
- 6 I want to book a train ticket.
- 7 Is there a bus to the airport?
- 8 I'm sorry, there aren't any single rooms.
- 9 If you want to do business in London, welcome to the Shangri-La Hotel.
- 10 There isn't any parking lot around the hotel.

review 4

REVIEW 4

PAGES 90–91

AIMS

- to revise vocabulary, grammar and functions from Units 7 and 8
- to extend pronunciation
- to practise big numbers and dates in the *Focus on* ... section
- to highlight any areas that need further practice

VOCABULARY Collocations

Note: Collocations are words that regularly go together. Using correct collocations will help your students' English to sound more natural.

- 1 Keep books closed. Write *room* on the board. Elicit different words that can be used with *room* (*single room, double room, room service*, etc.). Write them on the board.

Open books. Focus students on the example. Then ask them to match the words that go together. When all students have finished, elicit answers around the class.

ANSWERS

boarding gate room service mobile phone
web page double room travel agent
swimming pool railway station ticket office

Say each collocation and ask students to repeat. Close books. Say *car* and elicit *park*. Do this with three or four more collocations. In pairs, one student reads part of a collocation from their Coursebook. Their partner tries to complete the collocation without looking in the book.

GRAMMAR CHECK Comparatives and *there is ... / there are ...*

- 2 Students complete the table with the correct adjective or comparative. Let them compare answers with a partner. Copy the table onto the board. Nominate pairs to come to the board and write in an adjective or comparative

to complete the table. Check spelling, giving students a chance to self-correct before inviting the class to help.

ANSWERS

big more beautiful cheap faster modern
more expensive ugly better bad

- 3 Students match the two parts of the sentences individually. Nominate a student to read the first part and another to read the concluding part. Students, in pairs, take turns reading the completed sentences.

ANSWERS

There is a gym.
There are some tickets.
There aren't any trains today.
Are there any double rooms?

PRONUNCIATION Sound and spelling

- 4 Write on the board:

bar – *bath* *modern* – *company*

Play the first part of the recording and stop after *bath*. Say *bar, bath* and ask students to repeat. Point to the *a* in both words. Cup your hand round your ear and say *The same or different?* Elicit that the sound is the same and write *X* beside the words. Do the same for *modern* and *company*. Elicit that they are different and write *✓* beside the words.

Play the recording again from the beginning. Ask students to write whether the sounds are the same (✓) or different (X). Play the recording once more for students to check. Elicit answers from around the class.

TRANSCRIPT/ANSWERS

| | | |
|--------|---------|---|
| bar | bath | ✓ |
| modern | company | X |
| want | bad | X |

| | | |
|--------|---------|---|
| please | meeting | ✓ |
| good | food | ✗ |
| web | better | ✓ |
| go | old | ✓ |
| click | big | ✓ |
| but | June | ✗ |
| suit | you | ✓ |

Say each word again, exaggerating the underlined letters, and ask students to repeat, copying your pronunciation.

Close books. Dictate five words from the list. Students write the words. Check together as a class and ask students to spell the five words as you write them on the board.

Open books. Ask students to sit back-to-back in pairs. Student A looks in the Coursebook and dictates five more words from the list. Student B writes them down. Then they swap roles. When they have finished, ask them to check the spelling in their Coursebooks. Alternatively, if they need more practice spelling, ask them to read back the words to their partner and then spell them to check.

FOCUS ON ... Big numbers and dates

- 5 Play the recording. Ask students to listen and read. Play the recording again and pause after each number for students to repeat.

TRANSCRIPT

one thousand two thousand one hundred thousand
 1千 2千 10万
 one million one thousand and forty
 100百万 1千零40
 two thousand and seven
 2千零7
 thirty thousand four hundred and sixty-five
 3万零4百65
 four hundred and six thousand five hundred and twelve
 40万零6千5百12
 one million and fifty-nine
 1百万零59

Write 3 on the board. Elicit how to say it, then write 30. Elicit how to say it, then write 302. Elicit how to say it, then write 3 024. Elicit how to say it, then write 30 245. Elicit how to say it.

- 6 Students write the numbers in figures. Let them compare with a partner, then elicit answers from around the class.

ANSWERS

2 10 600 3 100 000 4 5 820
 5 16 204 6 19 091

Close books. Ask students to take it in turns to read out some of the numbers while their partner writes them down in figures. Then students check by looking in the Coursebook.

- 7 In pairs, students take turns to say the numbers. Go around the class, helping and prompting. Play the recording for students to check. Play it again and ask students to repeat.

TRANSCRIPT

forty-two thousand one hundred and fifty thousand
 4万2千 15万
 six thousand four hundred one million
 6千4百 1百万
 nine thousand nine hundred and ninety-nine
 9千9百99
 twelve thousand six hundred and sixty-six
 1万2千6百66
 five hundred thousand five hundred and twenty
 50万零520
 seventeen thousand one hundred and seventy-seven
 1万7千177

- 8 Close books. Write today's date on the board, excluding the year. Elicit how to say the date. Then add the year and elicit suggestions for how to say it. Model how to say the year and ask students to repeat. Say the whole date including the year and ask students to repeat.

Open books. Students say the date. Then focus students on the notes in the box.

- 9 In pairs, students take turns saying the dates. Play the recording for students to check. Play it again and ask

students to repeat. Write some dates on the board at random and elicit how to say them.

TRANSCRIPT

the twelfth of May two thousand and four

2004年5月12日

the eleventh of November two thousand and nine

2009年11月11日

October the twenty-sixth two thousand and eighteen

2018年10月26日

the thirty-first of August two thousand and twenty-five

2025年8月31日

the third of January two thousand and nineteen

2019年1月3日

the nineteenth of September two thousand and eight

2008年9月19日



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9

directions

AIMS

- vocabulary for things that are inside and outside (US/UK English)
- prepositions of place
- imperatives
- asking for and giving directions

Go to the *Powerbase* website for extra student activities and background information on the topics in this unit.

www.longman.com/powerbase

LESSON 1

PAGES 92–93

Lesson aims

- vocabulary for things that are inside and outside (US/UK English)
- prepositions of place

Key vocabulary/phrases

inside outside pavement / sidewalk lift / elevator toilets / restrooms cashpoint / ATM corridor underground station / subway ground / first / fourth / fifth floor on in next to at the end of at the corner of between

Preparation

Ask students to bring in bilingual dictionaries or supply enough for the class to use in pairs.

INSIDE AND OUTSIDE

Point around the classroom. Say *We are inside*. Point outside the window. Say *They are outside*.

- 1 In pairs, students use dictionaries and write the words in the correct group. Read out the words and ask students to call out which group they should go in. Some words could go in either group.

ANSWERS

inside: lift, corridor, ground floor

outside: pavement

either: toilets, cashpoint, underground station

- 2 Write on the board:

Can I have the bill, please?

Elicit where you would say the phrase (in a restaurant).

Underline *bill* and ask *Is it British English or US English?*

Elicit *British English*. Try to elicit suggestions for what the US English would be (*the check*). Say *Can I have the check, please?* Ask students to repeat.

In groups, students match the British English words from activity 1 with the US English words in the box.

- 3 Play the recording for students to check their answers. Play it again and students repeat.

TRANSCRIPT / ANSWERS

British English

US English

corridor

corridor – it's the same word

lift

elevator

ground floor

first floor

toilets

restrooms

pavement

sidewalk

cashpoint ATM
underground station subway station

Close books. Ask students to write down all the British and US words they can remember from the activity. In pairs, Student A calls out a word (e.g. *pavement*) and Student B tries to respond with the matching word (e.g. *sidewalk*). Keep this short and brisk and end by calling out words at random and students chorally respond with the matching word. Ask check questions to identify whether words are British or US English, e.g. *Elevator – British or US?*

US / UK QUIZ

- 4 If students enquire why it is US not USA, say that both are acceptable and point out that, generally, we use *the* before UK, US and USA.

In pairs, students use the words from the opposite page to answer the questions in the quiz. Nominate a student to read out a question and another to respond.

ANSWERS

1 underground station 2 ATM 3 lift
4 sidewalk 5 fifth floor

PREPOSITIONS

- 5 Ask students to look at the prepositions for a few moments. Ask *Who is between [two students' names]?* *Who is next to [student's name]?* *What is on the table?* Elicit responses.

Play the first conversation, then pause and elicit the answer to the question. Do the same for the other two conversations. Ask students to turn to the transcripts of the conversations (on page 137 of the Coursebook) and to read them in pairs.

ANSWERS

1 the restrooms / toilets 2 the elevator / lift
3 on the sidewalk / pavement

TRANSCRIPT

1 MAN Excuse me.
WOMAN Yes. Can I help you?
MAN Er ... where are the restrooms?

WOMAN I'm sorry, can you say that again?
MAN Um ... Where are the restrooms?
WOMAN Restrooms? ... Ah! You mean the toilets!
They're at the end of the corridor!
MAN At the end of the corridor.
WOMAN Yes, just there!
MAN Thank you. Thank you.

男 劳驾。
女 好的。有事吗?
男 呃...卫生间在哪儿?
女 对不起, 请再说一遍。
男 噢...卫生间在哪儿?
女 卫生间?...呵, 您指的是厕所在走廊尽头。
男 在走廊尽头。
女 对, 就在那儿。
男 谢谢, 谢谢。

2 MAN Hello. Can I help you?
WOMAN Yes. Excuse me. Where is the restaurant in this hotel?
MAN Ah. Take the lift to the first floor.
WOMAN I'm sorry. I don't understand.
MAN The restaurant. It's on the first floor. So, take the lift ...
WOMAN You mean 'elevator'. Not lift, elevator.
MAN Yes. Yes, of course. Elevator. Take the elevator to the first floor.
WOMAN But we're on the first floor now.
MAN No, no. This is the ground floor.
WOMAN Ha! You British! You mean take the elevator to the second floor, right?
MAN Yes, I'm sorry. Of course. Take the elevator to the second floor.
WOMAN Good. OK. So – where – is – the elevator?
MAN Ah! It's ... it's next to the bar.
WOMAN Next to the bar ... Oh, I see. Thank you.
MAN Yes. Thank you.

男 你好。需要帮忙吗?
女 是的, 劳驾。请问这家旅馆的餐厅在哪儿?
男 啊, 乘电梯到一楼。
女 对不起, 我没听明白。
男 餐厅嘛, 在一楼。所以, 您得乘电梯。
女 您是指“升降梯”。不是电梯, 是升降梯。
男 对, 对, 就是升降梯。乘升降梯到一楼。
女 可我们在一楼呀。
男 不, 不对。这是底层。
女 哈, 你们英国人! 您是说, 乘升降梯到二楼, 对不对?
男 对, 对。不好意思。乘升降梯到二楼。
女 对喽。好的。那么...升降梯...在...哪儿呢?
男 啊! 在...在酒吧旁边。

女 在酒吧旁边。哦，我明白了。谢谢。
男 好的。谢谢。

3 POLICEMAN Hey! Hey! Hey, you!

WOMAN Yes, officer. Can I help you?

POLICEMAN You can't leave your car here.

WOMAN I'm sorry. What's the problem?

POLICEMAN It's on the sidewalk! You can't park your car on the sidewalk!

WOMAN You mean the pavement? Oh, I am sorry. Just a moment, please.

警察 喂！喂！喂，说您呢！

女 是，警官。您有事吗？

警察 您不能把车停在这儿。

女 对不起。有什么不对吗？

警察 这是边道！你不能在边道上停车！

女 您指人行道？对不起。请稍等。

NOW YOU

- 6 Demonstrate the activity with a student. Point to the first picture and say *Where's the underground station?* Elicit the response *It's at the corner of the street.*

In pairs, students take turns to ask and answer questions about the pictures. Go round the class, helping and prompting.

Additional activity

British / US English review

This is a team game to recycle British and US English. Keep books closed. Divide the class into two teams. Demonstrate by writing *the bill* on the board. Ask one of the teams *Is 'the bill' British English or US English?* Elicit *British English*. Say *Good! One point* and write 1 on the board. Then ask *What is 'the bill' in US English?* Elicit *the check*. Say *Good! Two points*. Rub out 1 on the board and write 2.

Now read out a US / British word from the lesson (e.g. *sidewalk / pavement, ATM / cashpoint, subway / underground station, elevator / lift, restrooms / toilets*) to one team at a time. The team gets one point for identifying whether the word is US / British English and one point for saying what the word is in US / British English. If a team does not know the answer, then pass the question to the other team. The team with the most points wins. (This activity could also be used to revise opposite adjectives.)

LESSON 2

PAGES 94–95

Lesson aims

- using imperatives to give directions
- extending prepositions of place

Key vocabulary/phrases

out of into round past across

Turn left. Don't turn left. Take the third on the right.

Take the second on the left. Go straight down the road.

Come out of the lift. Take the lift to the second floor.

Preparation

No additional preparation is required.

SIGNS

- 1 Focus students on the signs and elicit what direction the first one represents. In pairs, students use dictionaries to write the directions under the other signs.

ANSWERS

2 Don't turn left.

3 Don't turn right.

4 Take the second on the left.

5 Take the third on the right.

CHECK

Imperatives

Focus students on the information in the Check box. We use imperatives to ask or tell people what to do, or to give instructions. If students ask how it is constructed, explain (in L1 if necessary) that in the positive the imperative is used without *to*. Negative imperatives are constructed with *don't* + imperative (without *to*). This can be demonstrated on the board by writing *to go*. Point, and say *Go!* Cross out *to*. Write *to stand*. Gesture students to stand up and say *Stand!* Again, cross out *to*. Gesture students to sit and say *Don't stand!* Write *Don't stand* on the board.

Encourage students to call out imperatives to you while you do the actions. If all the imperatives are positive, elicit the opposite of some of the actions they have asked you to do.

Ask students, in pairs, to use a dictionary and write down four imperatives. Students take turns to read the imperatives to their partner, who does the actions.

See *Grammar reference* on page 120 of the Coursebook.

GIVING DIRECTIONS

- 2 Play the recording twice. Students put the directions in the correct order.
- 3 In pairs, students compare their order. Check together as a class and play the recording again. Students take turns to read the instructions.

ANSWERS

Take the lift to the second floor.
Come out of the lift.
Turn right.
Go straight down the corridor.
Room 201 is the seventh door on the left.

TRANSCRIPT

RECEPTIONIST So room 201. Here's the key.
GUEST Thank you. How do I get there?
RECEPTIONIST OK. Take the lift to the second floor.
Then come out of the lift, turn right and go straight down the corridor. Room 201 is at the end of the corridor. It's the seventh door on the left.
GUEST So, take the lift to the second floor.
Come out of the lift, turn right. Go straight down the corridor, and it's the seventh door on the left.
RECEPTIONIST That's right.
GUEST Thank you.

接待员 那就201房间。给您钥匙。
来宾 谢谢。怎么去房间?
接待员 好的。乘电梯到2楼;然后走出电梯,右拐;顺着走廊一直走。201房在走廊尽头,是左边第7个门。
来宾 哦,乘电梯到2楼;出电梯往右拐;顺着走廊一直走,左手第7个门。
接待员 没错。
来宾 谢谢。

PREPOSITIONS

- 4 In pairs, students use a dictionary to match the prepositions and pictures.

ANSWERS

1 out of 2 into 3 past 4 across 5 round

Additional activity

Draw the preposition

Close books. On the board draw a stick figure coming out of a doorway (see Coursebook illustration). Elicit the preposition (*out of*). Divide the class into pairs. Student A sits with his/her back to the board and Student B faces the board. Write a preposition on the board. Student B draws something to represent the preposition and Student A guesses what it is. The first pair to guess, get a point. Swap positions: Student A draws and Student B guesses. Encourage a pair of students to come to the board and take turns writing prepositions from Lessons 1/2 for the rest of the class to draw.

THREE MAPS

- 5 In pairs, students fill the gaps with the prepositions from the previous activity. Elicit answers, then students take turns to read the instructions while their partner traces the route with a finger.

ANSWERS

out of past across round into

- 6 Focus attention on *cashpoint*. Ask *What country is it?* Elicit *the UK*. Divide the class into A/B pairs. Student A asks B *Where's the cashpoint?* Using the map, Student B gives directions and Student A follows the route with a finger.
- 7 Focus attention on *elevator* and ask *What country is it?* Elicit *the USA*. Student B asks A *Where's the elevator?* Using the map, Student A gives directions and Student B follows the route with a finger.

LESSON 3

PAGES 96–97

Lesson aims

- asking for and giving directions

Key phrases

I'm afraid ... I'm lost. Look at the sign. Excuse me. What do you mean? How do I get there? Is it near here?

Preparation

If you plan to use the Additional activity *Where is the ...?* (page 96), photocopy and cut up a worksheet for each pair of students.

FIFTH AVENUE

Look at the photos and try to elicit what city and country is portrayed (New York, the USA).

Focus students on the phrases in the box. Ask them: which phrase is similar to *I'm sorry (I'm afraid)*; which phrases ask for more information (*What do you mean? How do I get there?*); which phrase is a polite way to ask for attention (*Excuse me*). Elicit the meaning of *lost* and *sign*.

- 1 Play the recording twice. In pairs, students complete the conversation with the phrases. From context, elicit the meaning of *Is it near here?*

TRANSCRIPT / ANSWERS

WOMAN **Excuse me.**

MAN Yes?

WOMAN **I'm lost.** Where's Fifth Avenue?

MAN Fifth Avenue?

WOMAN Yes, is it near here?

MAN Yes, it is.

WOMAN Oh, good. **How do I get there?**

MAN **I'm afraid** I can't help you.

WOMAN I'm sorry. **What do you mean?**

MAN Well, you're in Fifth Avenue.

WOMAN You mean, this is Fifth Avenue?

MAN Yes, of course it is. **Look at the sign.**

WOMAN Fifth Avenue! Thank you! Now, where are the shops?

女 对不起。

男 什么事?

女 我迷路了。第5大道在哪儿?

男 第5大道?

女 是的, 在附近吗?

男 是的, 就在附近。

女 哦, 好的。我该怎么走?

男 恐怕我帮不了您。

女 对不起。您是什么意思?

男 我说, 您就在第5大道。

女 您的意思, 这就是第5大道?

男 没错。这儿就是。您看路牌。

女 第5大道! 谢谢! 那么, 商店在哪里?

- 2 In pairs, students read the conversation. Circulate and help with pronunciation and intonation.

LOST IN NEW YORK

- 3 Hold up your book, point to the map and ask *Where is the Waldorf Astoria? Where is Fifth Avenue? Where is Saks?*

Ask students to point to them on their own map.

Play the first set of directions. Students listen and follow the route on the map. Pause regularly to check where they are. Elicit the destination. Then repeat the procedure for the second set of directions.

ANSWERS

- 1 subway station
- 2 Sony Building

TRANSCRIPT

- 1 Go out of the Waldorf Astoria and turn right. Go across the road and take the first on your left, that's East 51st Street. Go straight down East 51st Street, across Madison Avenue and at the corner of Fifth Avenue, turn right and then go straight down the road. Go past the Olympic Tower and the subway station is on the corner of the second street on the right.

出沃尔多夫酒店右拐; 过马路, 第一个路口往左拐, 那是51东街, 沿51东街一直走, 过麦迪逊大道, 在第5大道拐角处往右拐, 然后顺着马路往前走。经过奥运塔楼, 地铁站就在右手第2条街的拐角处。

- 2 Go out of Saks Fifth Avenue and turn right. Go straight down Fifth Avenue. Go past the Olympic Tower and the subway station and then turn right down East 55th Street. Hmmm. It's the sixth on the right. Then, go down East 55th Street and the Sony Building is the first on your left, just round the corner.

走出第5大道的萨克斯商场后右拐弯。顺着第5大道往前走。经过奥林匹克塔楼和地铁站, 再右拐弯沿55东街走。嗯...是右手第6个路口。然后, 顺着55东街走。索尼大楼在您左手的第一个路口, 就在拐角那儿。

- 4 In pairs, students take turns to ask for and give directions to the subway station and the Sony Building, using the map of New York. Circulate and help.

NOW YOU

- 5 Divide the class into A / B pairs. Using the map of New York, students take turns to ask for and give directions. Student A asks for directions from the Trump Tower to the Waldorf Astoria. Student B asks for directions from the Museum of Modern Art to Saks Fifth Avenue. Check that they are using *Excuse me*. Also, elicit phrases to check information (*Can you say that again, please?* etc.).



Additional activity

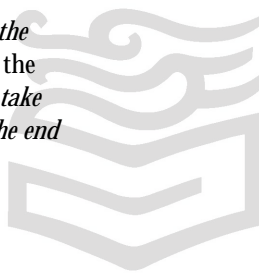
Where is the ... ?, page 96

As an introduction, think of a room inside the building that you are in (reception, the toilets, another classroom, etc.).

Ask the class to give you directions for how to get there from the room that you are in at the moment.

Divide the class into A / B pairs and give out the Student A/B worksheets. Tell them that the map is secret. Point to the example dialogue in the speech bubbles and nominate a pair of students to read it out. In pairs, students take turns to ask for and give directions inside the hotel. Go round the class, helping and prompting where necessary.

Apart from the Internet room (*Go out of the lift and it's the first on the right.*), directions for all the places start as in the example dialogue. For room 12 and the toilets, include *take the first corridor on the left*. For room 11, include *go to the end of the corridor and it's on the left*.



KEY to Do It Yourself

FUNCTIONAL SENTENCES TO
REMEMBER

- 1 Take the lift to the first floor.
- 2 Enter the bar and you will see the reception room.
- 3 Take the second street on the right and you can see the bookstore.
- 4 The toilet is at the corner of the park.
- 5 Go past the Olympic Tower and go straight ahead.
- 6 The lift is at the end of the corridor.
- 7 Excuse me, where is Wangfujing Shopping Center?
- 8 Go out of Fifth Avenue and turn left.
- 9 The ATM is at the corner of the street.
- 10 The bank is between the hotel and the shopping center.

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10

problems

UNIT AIMS

- to consolidate, revise and extend structures and vocabulary from the course
- How* + adjective + verb
- answerphones, voicemail and text messaging

website

Go to the *Powerbase* website for extra student activities and background information on the topics in this unit.

www.longman.com/powerbase

LESSON 1

PAGES 102–103

Lesson aims

- travel and money problems
- asking for help and information

Key vocabulary/phrases

late to take a flight delayed cancelled boarding final call boarding pass tomorrow morning to wait lounge currency cash credit card cheque coins Go straight to the boarding gate.

Preparation

Ask students to bring bilingual dictionaries to class, or supply enough for each pair in the class.

TRAVEL PROBLEMS

Focus students on the information board and elicit where you would see it (at an airport). Point to the first flight number and say it. Elicit how to say the other flight numbers

around the class.

- In pairs, students look at the information board and answer the questions. Encourage the use of a bilingual dictionary. Nominate pairs to answer the questions.

ANSWERS

1 VA 97689 2 KLM 874 3 SA 45011
4 BA 43210

- In pairs, students use the phrases in the box to complete the two conversations.
- Play the recording. Students listen and check. Ask students to read the conversations together.

TRANSCRIPT / ANSWERS

- CLERK Good morning.

PASSENGER Good morning. **Can I check in** for the flight to Delhi, please?

CLERK The flight to Delhi?

PASSENGER Yes, I'm sorry. I know **I'm late**.

CLERK **Don't worry**. Here's your boarding pass. **Go straight to the boarding gate**.

PASSENGER Thank you.

职员 早上好。

乘客 早上好。请给我办理飞往德里航班的乘机手续。

职员 飞往德里的航班？

乘客 是的。对不起，我知道我迟到了。

职员 别担心。这是您的登机牌。直接去登机口。

乘客 谢谢。
- PASSENGER Excuse me. **Can I have some information** about the flight to Sydney, please? BA 43210.

CLERK BA 43210. Oh ... I'm afraid **it's cancelled**.

PASSENGER Well, **when's the next flight**?

CLERK Tomorrow morning at 6.00.

PASSENGER Tomorrow morning!

CLERK Yes, I'm sorry. **Do you want to wait in the lounge?**

PASSENGER What? Wait in the lounge!

乘客 对不起。我想了解飞往悉尼的航班，BA 43210。

职员 BA 43210。噢...对不起取消了。

乘客 那下个航班是什么时候?

职员 明天上午6点。

乘客 明天上午!

职员 是的，我很抱歉。你要在休息室等候吗?

乘客 什么? 在休息室等候!

MONEY PROBLEMS

- 4 Using a dictionary to help, students complete the sentences with the words in the box.

ANSWERS

1 currency 2 credit card 3 cash 4 cheque

- 5 In pairs, students look at the three questions and choose one for each situation in the table.

ANSWERS

- 1 Can I write a cheque?
2 Can I change some money?
3 Can I pay by credit card?

- 6 Play the recording. Students listen to the conversation and answer the questions. Elicit answers and write them on the board. Ask *What's her room number?* Elicit 314. Write the number on the board. Point out that each number is said separately (3, 1, 4).

ANSWERS

- 1 b 2 by credit card 3 b
4 She writes a cheque.

TRANSCRIPT

GUEST Hello.

RECEPTIONIST Good morning.

GUEST Can I check out, please?

RECEPTIONIST Yes, of course. What's your room number?

GUEST Er ... 314.

RECEPTIONIST 314 ... Mrs Blake. Just one night.

GUEST Yes.

RECEPTIONIST How do you want to pay?

GUEST Can I pay by credit card?

RECEPTIONIST Yes, of course ... Thank you ... Oh. I'm sorry. Hmm. There's a problem with our machine.

GUEST Oh. Um ... Can I write a cheque?

RECEPTIONIST Yes, of course.

GUEST Do you have a pen?

RECEPTIONIST Yes. Here you are.

客人 您好。

接待员 早上好。

客人 请给我办离店手续。

接待员 是的，当然。你是几号房间?

客人 呃...

接待员 314...布莱克太太。就住了一夜。

客人 是的。

接待员 您怎么付款?

客人 可以用信用卡吗?

接待员 当然可以...谢谢。哦，抱歉，我们的机器出问题了。

客人 哦。嗯...我可以签支票吗?

接待员 是的，当然。

客人 您有笔吗?

接待员 有的，给您。

NOW YOU

- 7 Students role play two situations. Divide the class into A / B pairs. In the first situation, Student A is at the airport and wants to check in for a flight to Buenos Aires. Student B uses the information on page 119 of the Coursebook to respond.

In the second situation, Student B wants to check out of his / her hotel room (room 872). Student A uses the information on page 116 of the Coursebook to respond.

Go round the class, prompting and encouraging.

LESSON 2 PAGES 104-105

Lesson aims

- revision of question words
- *How* + adjective + verb

Key vocabulary/phrases

problem meeting room ground control
How ... is it?

Preparation

No additional preparation is required.

QUESTION WORDS

Write ? on the board. Brainstorm question words and write them under the question mark (*who, why, where, when, how*, etc.). Ask students, in pairs, to choose two question words and use them to write two questions. Go round, checking the questions and offering help where necessary. Students take turns to ask their partner the questions. Then ask students to join another pair and to take turns asking each other the questions.

- 1 Focus students on the example, and match the next question and answer together. In pairs, students complete the rest of the matching activity. Elicit answers. Ask students to take turns asking and answering the questions.

ANSWERS

Why do you come to work by car?

– Because there aren't any trains.

Who is the old man in your office?

– He's my boss.

How much is it? – It's \$1 000.

What do you do? – I'm a salesman.

Which company do you work for?

– I work for IBM.

How are you? – Fine, thank you.

Where is your office?

– It's next to the supermarket.

What kind of company is it?

– It's a bank.

- 2 In pairs, students complete the conversation, using the question words from the previous activity. Do the first one together as an example. When students have finished, elicit answers round the class. Note any confusion between question words and revise together.
- 3 Play the recording for students to listen and check their answers. Ask students to read the conversation in pairs.

TRANSCRIPT / ANSWERS

ANNA Hi, Carl. **What's** the problem?

CARL Hi. I'm late for the meeting.

ANNA **When** does it start?

CARL Nine thirty.

ANNA Nine thirty? It's nine thirty now! **Who's** the meeting

with?

CARL It's with my boss and her boss! Now, **where's** meeting room two?

ANNA It's on the second floor at the end of the corridor.

CARL **Which** floor?

ANNA The second floor!

安娜 嗨，卡尔。出什么问题了吗？

卡尔 嗨。我赶不上会唔时间了。

安娜 会唔什么时候开始？

卡尔 9点30分。

安娜 9点30分？现在已经是9点30分了。你和谁会唔？

卡尔 和我的老板和她的老板！快点，第二会议室在哪儿？

安娜 在二楼走廊的尽头。

卡尔 几楼？

安娜 二楼！

HOW BAD IS IT?

- 4 Focus students on the five questions. Play the recording and pause after the example question. Continue playing the recording for students to complete the rest of the questions. Elicit answers and write them on the board.

ANSWERS

2 How bad is it?

3 How big is the problem?

4 What can you do about it?

5 How good are you?

- 5 Play the recording again. This time students listen for Major Tom's answers to the questions. Elicit the answers and write them on the board. Ask students to take turns asking and answering the questions.

ANSWERS

1 It's a bad situation.

2 It's very bad.

3 It's a very big problem.

4 I can do something.

5 I'm very good.

TRANSCRIPT

TOM Major Tom to Ground Control. Major Tom to Ground Control.

CONTROL Major Tom? This is Ground Control. What's the

situation, Tom?

TOM It's a bad situation, Ground Control.

CONTROL How bad is it, Tom? How bad is it?

TOM It's very bad, Ground Control. There's a big problem here.

CONTROL How big is the problem, Tom?

TOM Well, we have a dead circuit on the QVCA17TF here.

CONTROL Sorry, Tom, can you say that again, please?

TOM There's a problem with ... Oh, don't worry, Ground Control. It's a very big problem, OK?

CONTROL OK. What can you do about it, Tom? What can you do?

TOM Don't worry, Ground Control. I can do something. I'm good at my job.

CONTROL We know you're good, Tom. But how good are you?

TOM Oh, I'm good. I'm very good. I'm ...

CONTROL Major Tom? Can you hear me, Major Tom? Can you hear me, Major Tom?

汤姆 汤姆少校呼叫地面控制。

控制 汤姆少校呼叫地面控制。

汤姆 出现了什么情况，汤姆？

控制 情况很糟，地面控制。

汤姆 情况有多严重，汤姆？情况有多严重？

控制 情况非常严重，地面控制。这儿出现了大问题。

汤姆 问题究竟有多大，汤姆？

控制 啊，我们的QVCA17TF元件电路不通。

汤姆 抱歉，汤姆。请你说一遍，好吗？

控制 问题出在... 哦，别着急，地面控制。这是个很大的问题，明白吗？

汤姆 明白。你有办法解决它吗，汤姆？你有办法吗？

控制 别担心，地面控制，我能想点办法。这活我在行。

汤姆 我们知道你在行，汤姆。可你究竟有多在行？

控制 啊，我在行。我很在行。我...

汤姆 汤姆少校？你能听到我吗，汤姆少校？

控制 你能听到我吗，汤姆少校？

- 6 Focus students on the table. Nominate one student to read out the first piece of information they want to know and another one to read the example question. Students look at the rest of the information they want to know and write suitable questions, using *How*. Elicit the questions and write them on the board.

ANSWERS

- 2 How expensive are your products?
- 3 How good are your products?
- 4 How fast is your service?
- 5 How old is your office?

- 7 In pairs, students take turns to ask and answer the questions from activity 6 about their own companies.

C H E C *How + adjective + verb*

Focus students on the information in the Check box. On the board, brainstorm adjectives and verbs. Ask students, in pairs, to make as many sentences as possible in five minutes, using *How + adjective + verb*. Then ask them to take turns to ask and answer the questions.

N O W Y O U

- 8 Tell students they are going to take turns to ask and answer questions about themselves and other people in the class. Elicit possible conversation subjects and write them on the board. If necessary, give students time to prepare some questions. Then, in pairs, students ask and answer their questions. As they finish, ask students to swap partners and repeat. Have a feedback session where students offer information about their partners.

LESSON 3 PAGES 106–107

Lesson aims

■ answerphones, voicemail and text messaging

Key vocabulary/phrases

answerphone message tone ring bleep voicemail

text message early lost

I'm afraid ... leave a message take your call

as soon as possible

Preparation

If you plan to use the Additional Activity *Business trip game* (page 97), photocopy a gameboard for each pair / group. Each pair / will also need a coin and small pieces of card / paper to use as counters.

A N A N S W E R P H O N E M E S S A G E

- 1 Focus students on the questions and deal with any vocabulary problems. Play the recording twice. Students

answer the questions. Nominate students to give their answers and write the information on the board.

ANSWERS

1 9:30; Tuesday 2 b 3 at the airport
4 07861 424248 5 c

TRANSCRIPT

ANSWERPHONE This is the answerphone for Ravi Shipman. I'm afraid I can't take your call at the moment, so please leave a message after the tone or ring my mobile on 07771 456321.

KATIE Hello, Ravi ... Ravi, are you there? ...
Um ... OK. It's Katie here and it's half past nine, yes 9:30 on Tuesday. Yes, I know. I'm sorry, I'm late for the meeting. But ... well, I'm at the airport. My plane's delayed ... So, if you have any questions, please call me on my mobile – the number's 07861 424248, that's 07861 424248 – and, of course, please start the meeting without me. Bye.

录音电话机 这里是拉维·希普曼的录音电话机。对不起我此刻不能接您的电话，请在听到提示音后留言或是拨打我的手机，号码是07771 456321。

卡蒂 喂，拉维。拉维，你在吗？嗯...好吧。我是凯蒂，现在是9点半，不错，是星期二9点30分。是的，我知道。对不起，我赶不上开会时间了。但是...呃，我现在在机场。我的飞机晚点了...因此，如果你有什么问题的话，请拨打我的手机——号码是07861 424248，就是07861 424248——还有，当然你们开会吧，别等我了。再见。

ANSWERPHONE WORDS

- 2 Draw a phone on the board and write the words from the vocabulary box around it. Try and elicit translations for as many of the words as possible, or ask students to check the vocabulary in a bilingual dictionary.

Play the recording twice. Students fill the gaps in the message with the words from the box. Read the message to the class. Encourage students to guess the meaning of any new words from context. Ask them to look up any

words they are unsure of in a bilingual dictionary.

TRANSCRIPT / ANSWERS

This is the **answerphone** for Ravi Shipman. I'm **afraid** I can't **take** your call at the moment, so please **leave a message** after the **tone** or **ring** my mobile on 07771 456321.

这里是拉维·希普曼的录音电话机。对不起，我此刻不能接您的电话，请在听到提示音后留言或是拨打我的手机，号码是07771 456321。

- 3 Focus students on the words in the box. Elicit any words that they already know. Ask them to look at the message and to call out words to fill the gaps. Write the suggestions on the board.

Play the recording. Students compare their suggestions with the recording. Play it again for students to complete the message in their books.

TRANSCRIPT / ANSWERS

This is the **voicemail** for Ravi Shipman. I'm **sorry** I can't **answer** your call at the moment, so please **speak** after the **bleep** or **call** my office on 0787 56522.

这里是拉维·希普曼的语音信箱。不好意思，我此刻不能回您的电话，请在听到提示音后留言或是拨打我的办公电话，号码是0787 56522。

Ask students, in pairs, to match the words/phrases with similar meanings in activities 1 and 2. Elicit the phrases and write them on the board.

Still in their pairs, students take turns reading the answerphone message.

- 4 Ask students to help you to write a message for your answerphone and write it on the board. Elicit the difference between an answerphone and voicemail.

Students write a message for their own voicemail or answerphone. In pairs, they read their message. Encourage students to help each other correct their messages. Go round the class, helping and correcting where necessary.

Point out that if students need to leave an answerphone message, it is a good idea to write it down and practise it first.

TEXT MSG

- 5 Close books. Write on the board:

Pls open yr books at pg 71.

Elicit the meaning of the sentence and write it in full:

Please open your books at page 71.

Underline the abbreviations and say *They are abbreviations*. Elicit where you might see abbreviations like this.

Write on the board:

It's a txt msg.

Try to elicit what the abbreviations are (*text message*). Ask if any students send text messages.

Open books. Focus students on the text message and the words in the box. In pairs, students replace the abbreviations with the full words / phrases and add punctuation. Elicit the full message and write it on the board.

ANSWERS

Ravi,

Thank you for your message. I'm now on the train, late for the meeting again. Please say sorry for me. See you as soon as possible.

Katie

NOW YOU

- 6 Demonstrate with a confident student. Ask them to leave a message on your answerphone. Tell them to leave their name and number. Read your answerphone message and the student leaves their message. Write it on the board. Then ask the student to read their answerphone message and you leave a message. Indicate that you want the student to write it down.

Divide the class into A / B pairs. Students take turns to leave answerphone messages. Student A turns to page 116 of the Coursebook and leaves a message. Student B takes notes and reads out the message for Student A to check. Student B turns to page 119 and leaves a message. Student A takes notes and reads out the message for Student B to check.

- 7 In pairs, students exchange text messages. If they have mobile phones, encourage them to use them. If not, ask students to write the message on paper. Student A turns to page 116 of the Coursebook. Student B turns to page 119. When students get their message, ask them to write it in full with punctuation. Go round the class, helping

and encouraging. If there's time and students are enjoying the activity, let them write more messages for each other.



Additional activity

Business trip game, page 97

If possible, copy the gameboard onto A3 paper, one board for each pair/group. The game includes grammar, vocabulary and functions from Units 1–10 in the Coursebook.

Ask students to write their names on a small piece of card/paper – these are their counters. All students begin at the *Start* square. They flip a coin to decide where they move: heads = 1 square, tails = 2 squares. Students move their counters around the board, following the instructions or carrying out the task written on the square they land on. The first person to arrive at the *Finish* square wins.

If you wish to speed up the game, increase the amount of squares that students can move for each head/tail throw.



Test

pages 98–99

This is an optional end-of-book test, covering the key vocabulary, grammar and functional language presented in the Coursebook. The answers are on page 84.

KEY to Do It Yourself

FUNCTIONAL SENTENCES TO REMEMBER

- 1 Hi, Henry, what's the problem?
- 2 Excuse me, what time is the flight to New York?
- 3 Can I pay by cheque? I don't have enough cash.
- 4 Do you want to wait for me in the lounge?
- 5 Please leave me a message or send me an e-mail.
- 6 How big is your school?
- 7 Please call her back as soon as possible.
- 8 The train to London is cancelled.
- 9 There is a problem with the computer.
- 10 Is the service good or bad in this hotel?

review 5

REVIEW 5 PAGES 112–113

AIMS

- to revise vocabulary, grammar and functions from Units 9 and 10
- to extend pronunciation
- to practise abbreviations in the *Focus on ...* section
- to highlight any areas that need further practice

VOCABULARY Crossword

- 1 Focus students on the crossword. Point to 1 across. Nominate a student to read the first clue and elicit the answer from the class (*cashpoint*).

Ask students to read the rest of the clues and complete the crossword. Go round, helping where necessary. As students finish, let them compare answers with a partner. When most of the class have finished, read out the clues and elicit the answers.

ANSWERS

Across: 1 cashpoint 5 elevator 7 toilets
8 between 12 possible 14 Turn 15 worse
Down: 1 credit card 2 pavement 3 next
4 corner 6 answer 8 bleep 9 job
10 cheque 11 late 13 slow

PRONUNCIATION s or z?

- 2 Say the first two words, slightly emphasising the *s* or *z* sound. Repeat and ask students if they can hear *s* or *z*. Play the recording and pause after each word, eliciting if it is an *s* or *z* sound. Play the recording again and ask students to repeat.

ANSWERS

as – z answer – s business – z solve – s
days – z weeks – s message – s phrase – z
excuse me – z outside – s

TRANSCRIPT

as answer business solve days
weeks message phrase excuse me
outside

GRAMMAR CHECK Imperatives, prepositions and question words

As this is the last Review unit, you may wish to present this section as a grammar quiz, with students working in pairs or small groups. Award points for correct answers and give extra points by asking pairs / groups to spell words, etc.

- 3 Students look at the signs and write the instructions. Check answers together.

ANSWERS

Turn right. Don't turn left.

- 4 Students match the prepositions to the pictures. Check answers together.

ANSWERS

2 between 3 at the end of 4 next to
5 round

- 5 Students complete the questions. Check answers together. If students think of other possibilities that fit the gaps, write them on the board.

ANSWERS

2 How much 3 Where 4 What kind of
5 How bad

FOCUS ON ... Abbreviations

- 6 Focus students on the word box. Quickly go through the words / phrases, checking that students understand them.

In pairs, students look at the documents and find an

abbreviation for each word/phrase. Write the words / phrases on the board and elicit the abbreviation for each one.

Point to the note on the post-it and ask the class to help you write it in full. As students call out the message, write it on the board. Then ask students to take turns reading the other documents in full.

ANSWERS

| | |
|------------------------|----------------------------|
| morning – am | Tuesday – Tues |
| company – Co | number – no. |
| please turn over – PTO | afternoon – pm |
| Wednesday – Wed | as soon as possible – asap |
| copies to – cc. | |

Ask students, in pairs, to write a short message with abbreviations. Collect in the messages and give each one to another pair. Ask the new pair to write a reply underneath the message. Collect in the messages again and give them back to the original pair to check.

Write on the board:

Gdbye bk. Gd wk class!

Hold up the Coursebook and point to the last page to indicate that the book is finished. Elicit what the abbreviations in your text message mean (*Goodbye book. Good work class!*).

Additional activity

End of book quiz

Divide the class into two teams (if you have a very big class, divide into four). Ask each group to look in their Coursebook and to write eight questions to ask the other team. Set a time limit for preparing the questions (ten to fifteen minutes). Go around helping the teams and eliciting corrections where necessary. Remind teams that they must know the answers to the questions they write!

The teams take turns to read a question to the opposing team, and award points for each correct answer. Let students decide how many points to award and whether an answer is accepted. Keep the score, writing the points that the teams tell you to. At the end of the quiz, ask the teams to count the points.

ANSWERS TO TEST

- 1 please – thank you arrive – leave
before – after cash – cheque hello – goodbye
- 2 months: July, February; days: Friday, Thursday;
countries: Italy, Russia
- 3 nineteen ninety-nine 1999
nine fifteen 9:15
three hundred and sixty 360
nineteen 19
ninety 90
- 4 2 5/8 3 10/6
- 5 2 the sixteenth of July 3 the third of November
- 6 2 a 3 a 4 b 5 b 6 a
- 7 expensive uglier good
more beautiful cheap
- 8 come go call send See
- 9 2 at, at 3 to, on 4 to, at
- 10 2 b 3 b 4 a 5 b 6 a 7 a
8 b 9 a 10 b

ANSWERS TO HANDWRITING PHOTOCOPIABLE

- 1 2 □ = a 3 ψ = I 4 ∫ = e 5 Δ = n
- 6 Σ = t 7 η = r 8 6 = f 9 ∞ = h 10
- Λ = m
- 3

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| o | o | b | d | y | e | u | ? | r | r | j |
| z | o | g | g | H | P | O | r | O | x | o |
| H | e | l | l | o | H | O | y | r | r | O |
| Y | e | s | G | o | o | d | b | y | e | K |
| S | e | Y | T | a | n | k | q | l | e | s |
| m | q | N | o | H | α | r | α | e | k | O |
| w | P | l | e | a | s | e | φ | k | V | e |
| S | o | r | y | l | r | e | s | a | e | l |
| P | l | i | s | T | h | a | n | k | y | o |
| s | r | L | g | Λ | s | Λ | r | V | O | o |
| T | S | o | r | r | y | φ | a | n | k | j |
| r | t | a | n | r | j | o | u | u | O | s |
| Y | e | z | U | e | l | o | O | K | u | O |

Aa Bb Cc Dd Ee

Ff Gg Hh Ii Jj

Kk Ll Mm Nn Oo

Pp Qq Rr Ss Tt

Uu Vv Ww Xx Yy Zz

1 What is not a letter? Underline it and write the correct letter.

- | | |
|------------------------------------|------------------------------|
| 1 Hello, my name i@ Sarah. _____ s | 6 WhaΣ is your name? _____ |
| 2 It is ^ book. _____ | 7 How aΔe you? _____ |
| 3 ~ am a businessman. _____ | 8 I'm fine, thank you. _____ |
| 4 H6 is a teacher. _____ | 9 Wψo is he? _____ |
| 5 She is a student. _____ | 10 What time is it? _____ |

2 Match these groups of letters.

- | | | |
|--------|-----|-----|
| 1 UAE | bbc | vat |
| 2 VAT | gpo | klm |
| 3 JAL | eec | uae |
| 4 BBC | cnn | jal |
| 5 EEC | uae | ibm |
| 6 IBM | jal | gpo |
| 7 KLM | ncc | bbc |
| 8 NCC | vat | cnn |
| 9 CNN | klm | eec |
| 10 GPO | ibm | ncc |

3 Find these words.

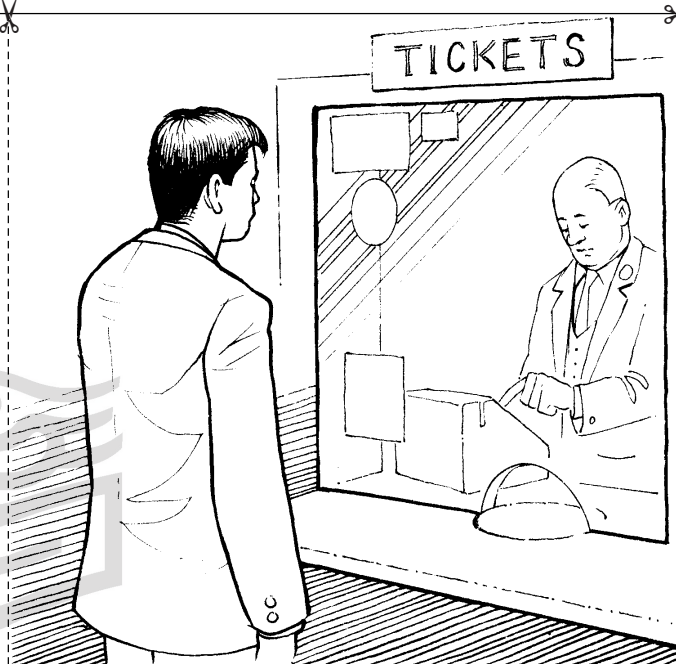
| | | |
|-----------|---------|--------|
| Hello | Goodbye | Please |
| Thank you | Sorry | OK |
| Yes | No | |

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| ə | o | o | b | d | y | e | u | ʔ | r | r | J |
| z | o | ʝ | ʝ | H | P | O | r | O | ʝ | o | ɾ |
| H | e | e | l | l | o | H | O | y | r | r | O |
| Y | e | s | G | o | d | b | y | e | K | o | |
| S | e | Y | T | a | n | k | q | l | e | s | e |
| m | q | N | o | H | α | r | α | e | k | O | u |
| w | P | L | e | a | s | e | φ | k | V | e | s |
| S | o | r | y | l | r | e | s | a | e | l | P |
| P | l | i | s | T | h | a | n | k | y | o | u |
| s | r | L | ʝ | ^ | s | Λ | r | V | O | o | n |
| T | S | o | r | r | y | φ | a | n | k | j | u |
| ɿ | t | a | n | r | J | o | u | W | O | s | l |
| Y | e | z | U | e | l | o | O | K | u | O | N |

1

ASKING FOR THINGS

For instructions, see page 6.



Hello. Can I have the menu, please?

Hello. Can I have a ticket to Madrid, please?

The menu? There you are.

A ticket to Madrid. OK.

Thank you. Can I have a coffee, please?

Thank you. Can I have a map, please?

A coffee, of course. Anything else?

A map?

No thank you. Can I have the bill, please?

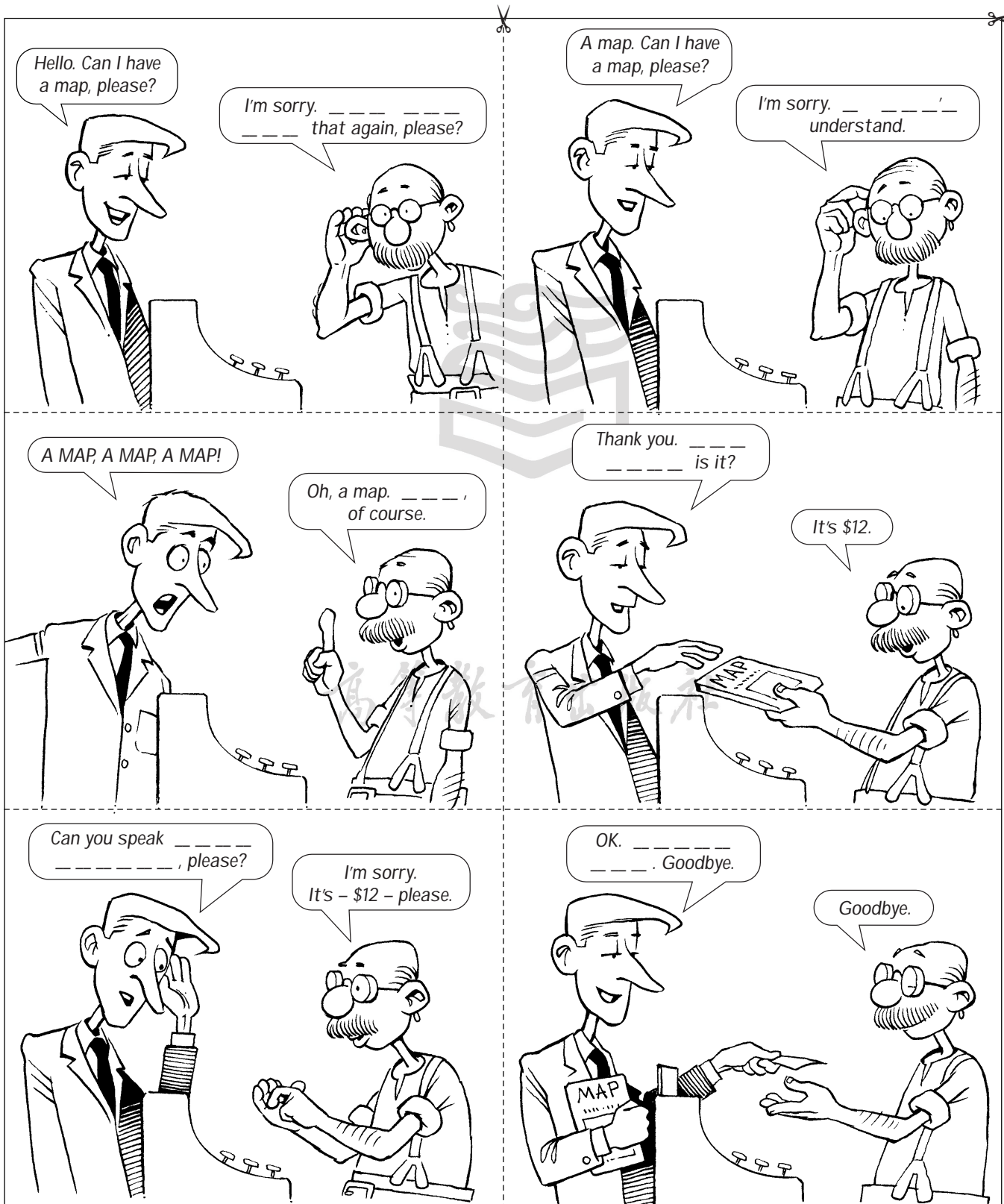
Yes. A map of the city.

The bill? Yes. There you are.

No. Sorry.

Thank you.

OK. Thank you. Goodbye.



3

TELEPHONE ROLE

For instructions, see page 26.

| | | |
|--|---|---|
| <p>RECEPTIONIST</p> <p>Hello, NWG Services.</p> | <p>SILVIA</p> <p>Hello. Can I speak to George Denver, please?</p> | <p>RECEPTIONIST</p> <p>George Denver? OK. What's your name, please?</p> |
| <p>SILVIA</p> <p>Silvia Rodriguez.</p> | <p>RECEPTIONIST</p> <p>Sorry, can you say that again, please?</p> | <p>SILVIA</p> <p>Yes, my name's Silvia Rodriguez.</p> |
| <p>RECEPTIONIST</p> <p>Thank you. And what's the name of your company?</p> | <p>SILVIA</p> <p>Can you speak more slowly, please?</p> | <p>RECEPTIONIST</p> <p>Sorry, what's – the – name – of – your – company – please?</p> |
| <p>SILVIA</p> <p>Oh, WT computing.</p> | <p>RECEPTIONIST</p> <p>WT computing. Thank you. Just a moment, please ...</p> | <p>GEORGE</p> <p>Hello. George Denver here ...</p> |

To : Ellen

_____ : Sunil

_____ Ellen.

_____ you for your e-mail.

I can meet you _____ Friday at two o'clock.

You can come _____ my office.

or I _____ go to your hotel.

Please _____ me on my mobile phone.

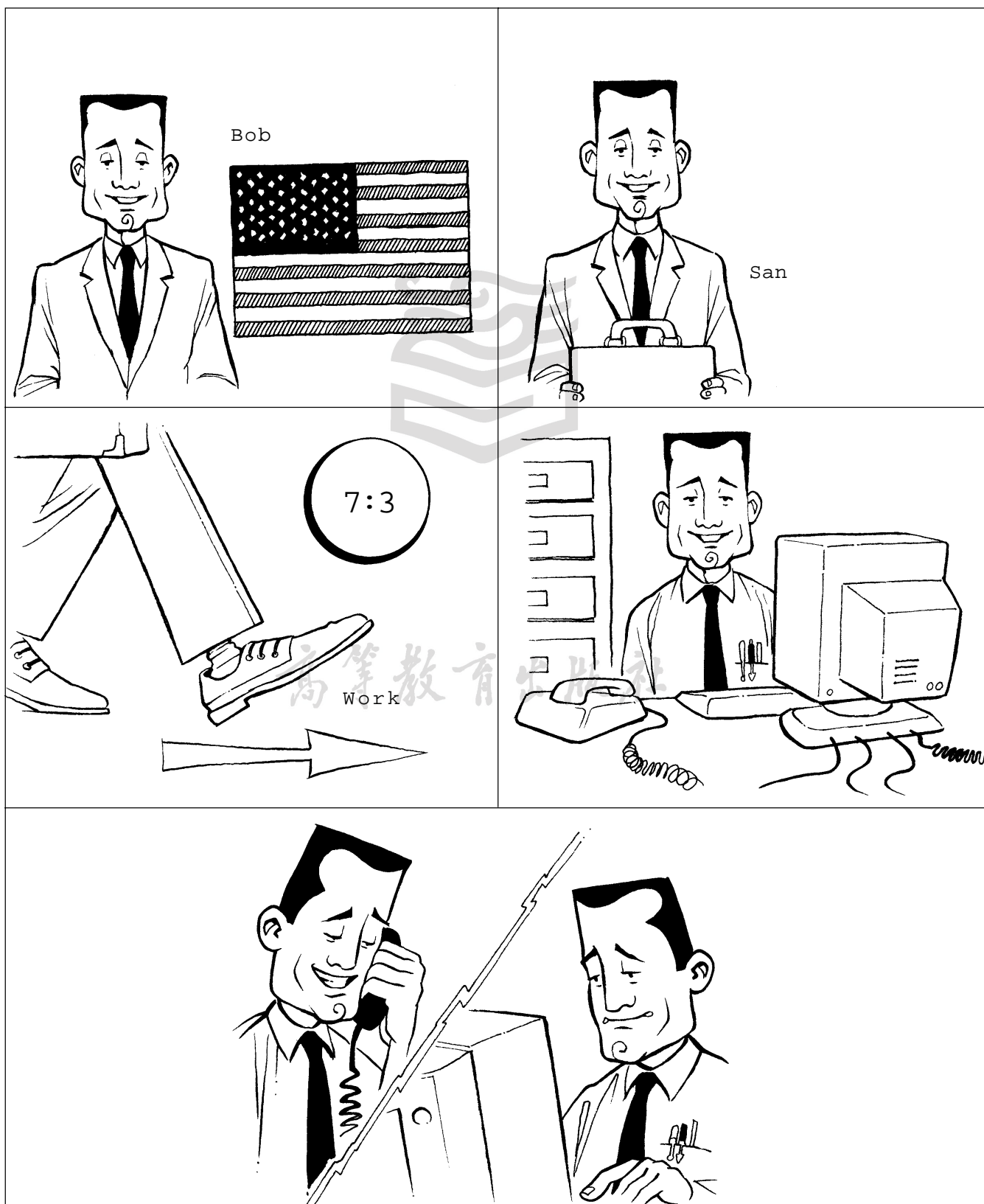
or send _____ e-mail.

_____ you on Friday!

Best _____.

Sunil

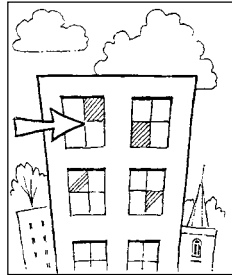
PS My mobile phone _____ is 03 48 75 92.



Student A

1 Ask B questions about Tamsin and Carlos: *Do they ... ?*

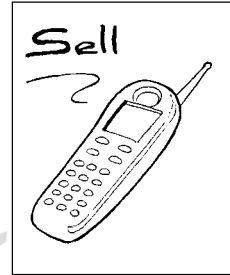
speak/French



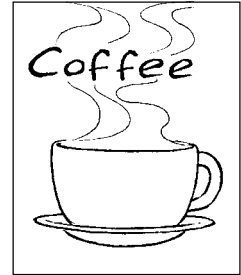
live/apartment



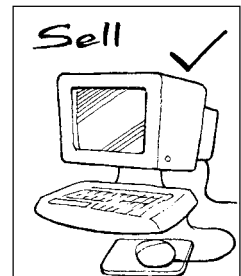
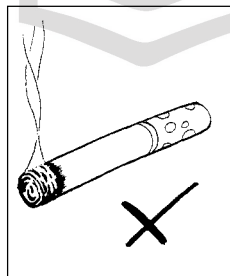
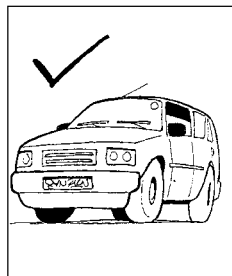
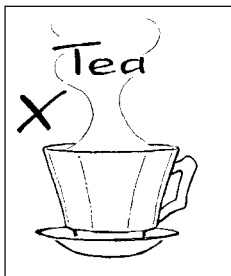
go to/restaurants



sell/mobile phones



drink/coffee

2 Answer B's questions about Tamsin and Carlos: *Yes, they do.* [✓] *No, they don't.* [X]

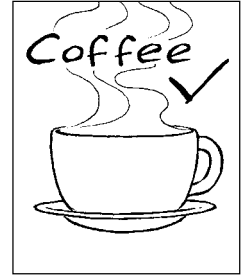
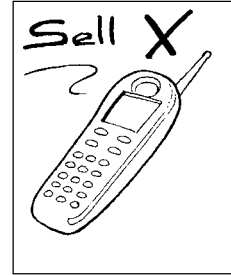
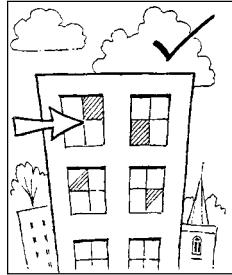
3 Fill the gaps.

Tamsin and Carlos are salespeople. They sell computers; they _____ sell _____. They speak Spanish and English. They _____. French. They _____ coffee but they don't drink tea. They live in an _____ and they have a car. They go to _____ on Saturdays. They don't smoke.

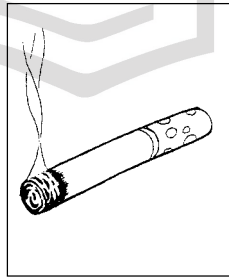
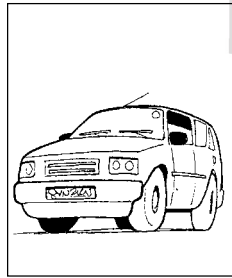
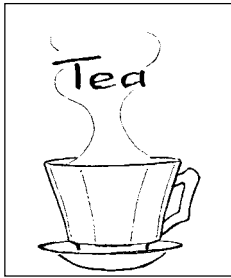
4 Now cover the text and say sentences about Tamsin and Carlos.

Student B

- 1 Answer A's questions about Tamsin and Carlos: *Yes, they do.* [✓] *No, they don't.* [X]



- 2 Ask A questions about Tamsin and Carlos: *Do they ... ?*



drink/tea

have/car

smoke

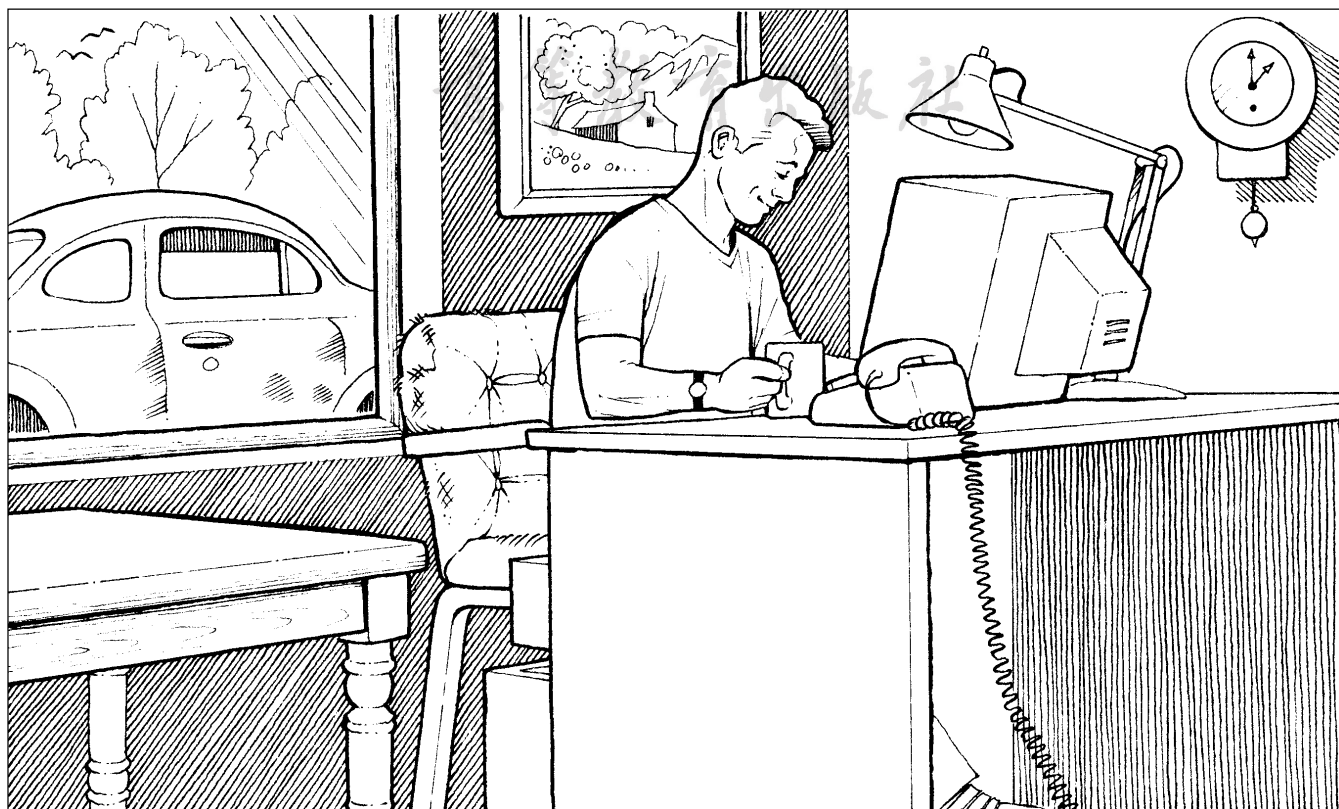
speak/Spanish

sell/computers

- 3 Fill the gaps.

Tamsin and Carlos are salespeople. They _____
 _____ ; they don't sell mobile phones. They speak
 _____ and English. They don't speak French. They drink
 coffee but they _____ tea. They live in an
 apartment and they have a _____. They go to
 restaurants on Saturdays. They _____.

- 4 Now cover the text and say sentences about Tamsin and Carlos.



A Fill the gaps.

- 1 Are there any single rooms with shower?
- 2 much a single room with bath?
- 3 Is there phone in single rooms?
- 4 there a swimming pool?
- 5 there any buses to the airport?
- 6 Is a gym?
- 7 there any bars in the hotel?
- 8 there a restaurant?

Now phone B. Ask the questions about the hotel: *Hello. Can I have some information about the hotel, please?*

B Answer A's questions on the phone.

The hotel has:



15 with shower \$120 a night
10 with bath \$150 a night



25 with shower \$95 a night
12 with bath \$110 a night



in double rooms ✓
in single rooms ✗



2



3



✗



✓

To airport



✗

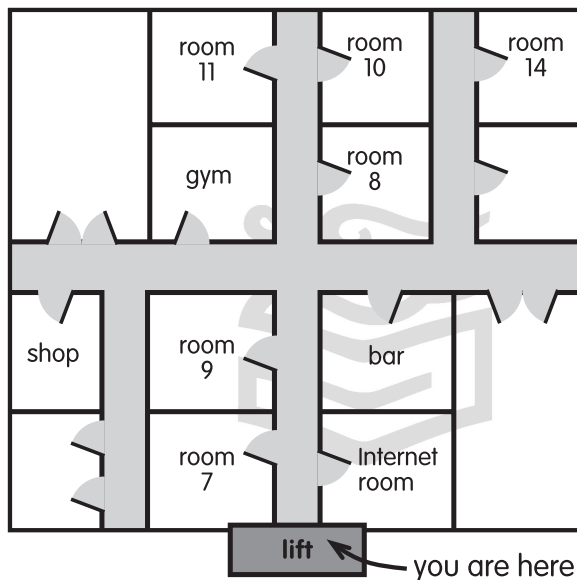


✓

Student A

You are at the Tower Hotel. Take turns to ask for and give directions. Student B starts.

You want:



Example:

Excuse me please,
where is the shop?

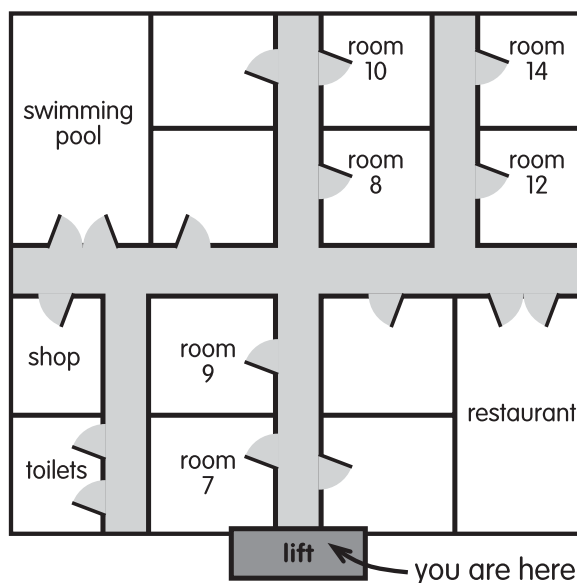
Go out of the lift, go along
the corridor and turn left.
It's the second on the left.

Thank you.

Student B

You are at the Tower Hotel. Take turns to ask for and give directions. You start.

You want:



Example:


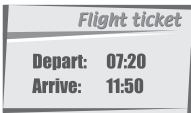






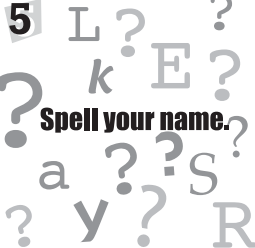

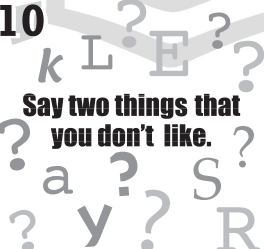
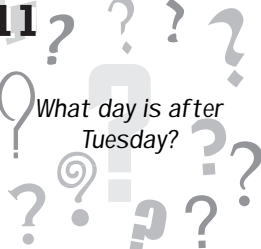

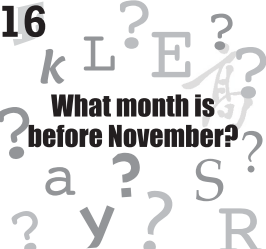
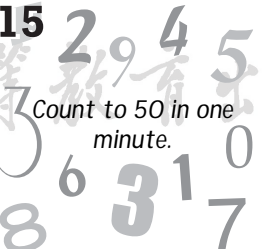

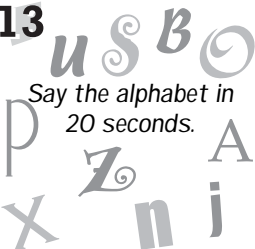

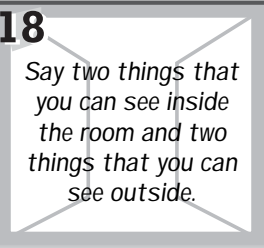
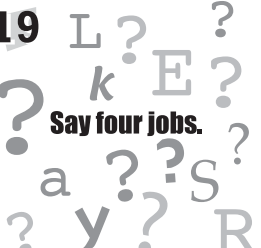




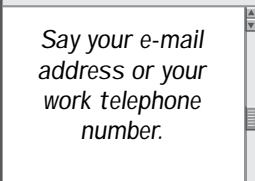
Excuse me please,
where is the shop?

Go out of the lift, go along
the corridor and turn left.
It's the second on the left.

Thank you.

BUSINESS TRIP GAME

For instructions, see page 82.

| | | | | |
|---|---|--|--|--|
| START  | 1  Depart: 07:20 Arrive: 11:50 You arrive at the airport. Look at your ticket. Say the times. | 2 You arrive at the hotel. You want:  What do you say? | 3  Single room \$109 Double room \$124 How much is a double room? | 4 You are in the hotel bar. Ask for:  |
| | 8  Name five G8 countries. | 7  Spell the name of your company or a company that you know. Hewlett Packard | 6  Total goods \$6.13 What is 'the bill' in US English? | 5  Spell your name. |
| | 9  Say some information about you. | 10  Say two things that you don't like. | 11  What day is after Tuesday? | 12  What time is it now? |
| | 16  What month is before November? | 15  Count to 50 in one minute. | 14  What is the date today? | 13  Say the alphabet in 20 seconds. |
| | 17  You want to rent a car from 21/8 to 26/8. What do you say? | 18  Say two things that you can see inside the room and two things that you can see outside. | 19  Say four jobs. | 20  What is the ninth month? |
| FINISH!  | 24  You want to pay the hotel but you don't have any cash. What do you say? | 23 Why? Who? How? Which? How many questions can you ask in two minutes? What? When? Where? How much? | 22  Phone the person next to you and arrange a meeting. | 21  Say your e-mail address or your work telephone number. |

TEST

1 Match the opposites.

| | |
|--------|-----------|
| yes | leave |
| please | cheque |
| arrive | goodbye |
| before | no |
| cash | thank you |
| hello | after |

5 Write these numbers as dates (UK).

- 1 4/10 the fourth of October
- 2 16/7 _____
- 3 3/11 _____

2

6 Tick (✓) the correct question for the answer below.

2 Put the letters in the correct order to make words.

| MONTHS | DAYS | COUNTRIES |
|-----------------------|-------------------------------|-------------------------|
| charm <i>March</i> | sedwneyad <i>Wednesday</i> | cranfe <i>France</i> |
| yulj | difray | layit |
| furyerba | ashtudry | susria |

- 1 a Where they do live?
b Where do they live? ✓

They live in New York.

- 2 a What's her job?
b What's his job?

She's a businesswoman.

- 3 a How much is it?
b How much it is?

It's \$25.

- 4 a When is the time?
b What is the time?

It's three o'clock.

- 5 a Where do you from?
b Where are you from?

I'm from Dubai.

- 6 a How are you?
b Who are you?

I'm fine, thanks.

3 Match the words and the numbers.

| | |
|-------------------------|------|
| thirty-three | 19 |
| nineteen ninety-nine | 90 |
| nine fifteen | 360 |
| three hundred and sixty | 1999 |
| nineteen | 33 |
| ninety | 9:15 |

4 Write these dates as numbers (UK).

- 1 the seventh of October 7/10
- 2 the fifth of August _____
- 3 the tenth of June _____

2

5

7 Fill the gaps.

| ADJECTIVE | COMPARATIVE |
|-----------|----------------|
| big | bigger |
| | more expensive |
| ugly | |
| | better |
| beautiful | |
| | cheaper |

5

8 Choose the right verbs in this e-mail.

Hassan
Can we meet / see at nine thirty on Friday? You can come / send to my office or I can see / go to your hotel. Please go / call me on 040 796 132 or send / go an e-mail.
Come / See you on Friday!
Regards,
Martine

5

9 Fill the gaps with *to*, *at* or *on*.

- Can you come ~~to~~ my office ____ Thursday? *on*
- Can we meet ____ your hotel ____ six fifteen?
- Can he go ____ the restaurant ____ Monday?
- Can I come ____ your shop ____ twelve thirty?

6

10 Tick (✓) the correct answer.

- How are you?
a I'm fine. And you? ✓
b My name's Karsten.
- What kind of company is it?
a Is a bank.
b It's a bank.
- Is the Ritz Hotel near here, please?
a Turn on the left. It's on the corner.
b Turn left. It's on the corner.
- Can you speak more slowly, please?
a OK.
b Thank you.
- Do you like hamburgers?
a Yes, I like.
b Yes, I do.
- Can you meet me on Tuesday?
a No, I can't.
b No, I don't.
- Are there any double rooms with a shower?
a Yes, there are.
b Yes, we have.
- How do you go to work?
a Yes, I do.
b By car.
- What do you do?
a I'm a salesperson.
b I'm salesperson.
- When do you leave?
a In London.
b At 6:30.

9

TOTAL:

50