

内 容 提 要

《新动力英语》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。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。

该教材共分 3 册,每册均含《综合教程》、《教师参考书》和《学生练习册》。本书为《新动力英语教师参考书 2》。本书紧扣《新动力英语综合教程 2》的内容,针对主教材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,本书还增编了教材中部分文章的中文译文及针对主教材中每个单元新增的“自己做”练习部分的参考答案。



高等教育出版社

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》三册书组成。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。本套教材有大量与主题相关的启发性图片,在版面编排上力求图文并茂。课堂教学中的许多内容,如果仅用文字去表述会比较“干瘪”,而用图片表现时却显得十分“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2》,由湖北黄冈师范学院张淑标和湖北美术学院周捷峰任主编,担任副主编的有武汉音乐学院常士俊、武汉科技大学中南分校安铁汉、湖北经济干部管理学院刘丽权和十堰职业技术学院蒋玉芳。

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,恳请广大师生在使用过程中批评指正。

编 者
2006年10月

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Introduction

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Introduction

Powerbase Elementary is a course for students or adults who need to use English in work, travel and everyday social situations. It is suitable for learners who have completed a beginners' course such as *Powerbase Beginner* as well as those who studied English many years ago and may have forgotten much of their basic knowledge.

The course is extremely practical, with a strong emphasis on speaking, and aims to help learners to operate in English as quickly as possible. It covers the language needed for exchanging personal information, for travel and for essential business communication, such as making a phone call or sending an e-mail.

The first units revise essential grammar, functional language and vocabulary (for example, *to be*, possessive adjectives, numbers and introductions). From then on, the course develops in a progressive way with continual recycling of new structures, functions and vocabulary. A *Now you* section at the end of every lesson provides opportunities for fluency practice and personalisation. *Powerbase Elementary* is suitable for people in any jobs, as well as for students or others who are preparing to enter the working world.

THE STRUCTURE OF

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

The four lessons of a typical unit would cover the following:

1 Introduction

A typical double-page spread introduces the language related to the theme of the unit and then provides activities for development and practice.

2 Grammar

The main grammar points at elementary 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 Working life

Key functional language is introduced in a work-related situation, and learners are given practical situations in which they can practise and personalise what they have learnt.

4 Real world

This double-page spread extends the theme of the module, with a subject often, but not always, associated with the working world. Topics covered include telephoning, computer language, leisure interests and hotels.

5 Do it yourself

Key exercises are included in this section. Learners are provided with the real situations in which they can practise what they have learned in the unit.

OTHER COURSE COMPONENTS

The *Powerbase* Coursebook recordings

A cassette/An MP3 of recordings accompanies the Coursebook, containing exercises to develop learners' pronunciation and listening skills.

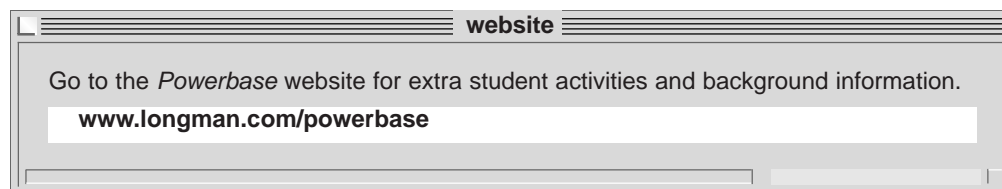
The *Powerbase* Study Book

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 in the Coursebook. Exercises can be set for homework or can be exploited in class to give learners extra practice. An MP3 of recordings accompanies the course.

The *Powerbase* 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 are some activities for each alternate unit as well as other additional activities suitable for most class sizes. You will also find transcripts and answers to the activities in the Coursebook. At the end of the Teacher's Book there is an exit test with answers.

The *Powerbase* Website



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introductions

UNIT AIMS

- different ways of introducing yourself
- the verb *to be*: positive, negative and question form
- meeting someone for the first time and meeting a friend
- communicating by phone and e-mail
- numbers and times

weblinks

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 4–5

Lesson aims

- different ways of introducing yourself

Key phrases

Hello. I'm ... My name's ... This is ... It's ... here
Good morning/afternoon/evening on the phone on TV
a pilot on a plane in a meeting on an answerphone

Preparation

Bring in some bilingual dictionaries, as these will be needed in the lesson.

Introduction

Keep books closed. As students come into the class, smile and say *Hello, I'm [your name]*. Move around the class, shaking

hands with students and repeating *Hello, I'm [your name]*. Then encourage students to repeat the phrase back, using their names.

If you have a large class, get students to stand up. Bring in a soft ball, or roll a sheet 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 his or her own name and so on. Continue until each student has said his or her name at least twice.

HELLO

- 1 Keep books closed. Demonstrate the activity by introducing yourself to a student and encouraging them to introduce themselves to you. Open books. In pairs, students introduce themselves.
- 2 Write *hello* on the board. Encourage students to call out any other English words or phrases they know that mean *hello*. Then, in groups, students write down all the words or phrases they can think of. Elicit all the variations and write them on the board. Say each word/phrase and ask students to repeat. Go round the class, saying some of the phrases to individual students and encouraging them to say the phrase back to you. Finally, students can practise saying the words/phrases to each other in their groups.

POSSIBLE ANSWERS

Hi Good morning Good afternoon Good evening

INTRODUCING YOURSELF

- 3 This is the first listening for students, so reassure them that you will play the recording more than once. Point to the pictures and elicit any vocabulary that the class knows. Demonstrate the activity by playing the first part of the recording and eliciting which speech bubble it is (the news) and which picture it goes with (the newsreader).

Play the rest of the recording for students to match the speech bubbles to the pictures. In pairs, students compare answers. Play the recording again. Pause after each speech bubble and elicit which picture it matches. Model how to say each of the texts and ask the class to repeat. Finally, ask students to circle the different ways of saying *hello* in the texts (*Good Morning*, etc.).

ANSWERS

Clockwise from top left speech bubble: 2, 3, 1, 5, 4

TRANSCRIPT

PATRICIA Good morning. It's 10 o'clock and this is the news. I'm Patricia da Gama. There are problems for President George W Bush ...

WOMAN Hello.

MAN Good afternoon. It's Paul de Gromoboy here. I'm from International Media.

WOMAN I'm sorry ...

MAN It's Paul de Gromoboy ...

WOMAN No, no, I'm sorry, are you a salesperson?

MAN Er ... um ...

WOMAN Are you a salesperson?

MAN Well, yes, yes, I am.

WOMAN Thank you, but I'm not interested. Goodbye.

DAVID Hello. I'm David. Pleased to meet you.

JULIA Oh, hi. I'm Julia.

DAVID Yes ... so ... er ... how are you?

JULIA Fine, thank you ... Fine ... Bye.

DAVID Oh ... Goodbye.

ANSWERPHONE

Hello. This is Ravi Shipman. I'm not here at the moment, but please leave your name and number. Thank you.

PILOT Good evening. This is your captain speaking. My name's Roger Harper. Welcome aboard flight 27409 to Grand Cayman ... I'm sorry. Welcome aboard ... Welcome ... ooh ... er ... just a moment, please.

- 4 In pairs, students look at the texts again and underline the four different ways of telling someone your name. Go round the class, helping as necessary. Check answers together. Ask pairs to practise introducing themselves, using the new phrases.

ANSWERS

My name's ... This is ... It's ... here I'm ...

CONTEXTS

- 5 In pairs, students match the situations to the pictures. Check answers together.

ANSWERS

1 in a meeting 2 on TV 3 on an answerphone
4 a pilot on a plane 5 on the phone

NOW YOU

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 practise or revision in a future lesson.

- 6 Demonstrate the activity by introducing yourself, using one of the phrases on the page (e.g. *Good afternoon. It's ... here*). Write on the board:

On the phone? In a meeting?

On an answerphone?

Repeat your introduction phrase and encourage students to choose which context it is.

Ask students to stand up and walk around the classroom, introducing themselves to other people, using one of the phrases from the lesson. The person they speak to has to guess the context. If it is not possible for students to mingle, ask them to speak to the people next to them.

Additional activity*Vocabulary review*

Close books. Elicit all the new words and phrases that students have learnt in the lesson, and write them on the board. Open books. Ask students to choose four phrases that are useful to them, and to learn them. It is a good idea to encourage students to write new vocabulary in a vocabulary notebook, where they can write a translation of the word as well.

Point to the board, give the class a thumbs-up sign and say *You speak English!*

LESSON 2

PAGES 6–7

Lesson aims

- the verb *to be*: positive, negative and question form

Key phrases

Who is he/she? He/She's ... Where are they from?

They're from ... What business are they in?

They're in the ... business.

Preparation

- If you plan to use the Warmer activity, photocopy an A4 sheet for each student (see below).
- Bring in some bilingual dictionaries, or ask students to bring their own.

Warmer

Vocabulary recycling

The aim of this activity is to recycle vocabulary phrases from the last lesson. It is good to get your class into the habit of regularly recycling vocabulary and structures.

Divide an A4 sheet of paper into two. On the left, draw a stick person on the phone; on the right, draw two stick people talking to each other. Photocopy one sheet for each student in the class. Cut each sheet in half, so that each student has two pictures. Read out some of the phrases below (and any others that you can think of, using your students' names). If students think the phrase is OK for the phone, ask them to hold up the phone picture. If they think the phrase is OK for face to face contact, they should hold up the other picture.

Hi, I'm Jane. (face to face)

This is Ravi. (phone)

It's Paul here. (phone)

My name's Patricia. (face to face)

Good Morning. I'm David. (face to face)

Hello, it's Claudia. (phone)

Ask students which phrases would be OK for an e-mail or written communication (*I'm ...*, *My name's ...*).

WHO ARE THEY?

- Point to the picture of the woman and ask *Who is she?* Elicit *Miuccia Prada*. Point to the first question and example answer, and repeat the question. Focus students

on the answer and elicit *She's Miuccia Prada*. Point to the picture of the man and ask *Who is he?* Elicit *He's Patrizio Bertelli*. Point to the ring finger on your left hand and say *They are married*. Focus students on the speech bubble between the two pictures. Ask *Where are they from?* and *What business are they in?* Elicit the answers.

Then ask students to write the answers to the questions. In open pairs, nominate a student to ask one of the questions and nominate another student to respond. If answers are incorrect or need more information, give students a chance to self-correct before inviting suggestions from the class. Write the answers on the board, underlining *She's*, *He's* and *They're*.

ANSWERS

2 He's Patrizio Bertelli.

3 They're from Italy.

4 They're in the fashion business.

A HOLLYWOOD COUPLE

- Focus students on the information about Jennifer Aniston. Ask *Who is she?* *Where is she from?* *What business is she in?* Elicit answers.

Ask students to write sentences about Jennifer Aniston and Brad Pitt, using *he*, *she* and *they*. Go round the class, checking and helping. Ask students to compare their sentences with another student. Then ask individual students to read out sentences, and write them on the board. Ask the class to correct any sentences where necessary.

ANSWERS

She's Jennifer Aniston. He's Brad Pitt.

They're from the USA. They're in the movie business.

CHECK *to be*

Note: the Check boxes are intended to be used by students for checking grammatical structures, etc., whilst doing activities. However, they can be used flexibly. If you feel your class would benefit from a presentation on a grammatical point before an activity, you can use the Check box to do this. The *Grammar reference* on pages 142–145 of the Coursebook contains information on the grammar presented in the Check boxes.

The verb *to be* is normally contracted in spoken English. Encourage students to use the contraction to make their English sound more natural. In more formal written English, such as in a letter or a report, contractions would not normally be used.

Note that *You aren't* and *You're not*, etc., are both grammatically correct. To avoid confusion, *You aren't* is used in *Powerbase Elementary Coursebook*. You may wish to highlight that, unlike many languages, English does not distinguish between the familiar form and the polite form of *you*.

Ask students to read the Check box. Close books. Drill the verb *to be* chorally. Write on the board:

I _____	We are
You are	You are
He/She/It _____	They _____

Ask students to help you complete the verb (*am/is/are*).

Point to *I am* and indicate with your hands that you want the contraction. Elicit *I'm* and write it on the board. Elicit contractions for the other forms of the verb. Point to students and ask questions such as *Who are you? Who is he? Who are they?* Elicit answers. Pick up a book and ask *What is it?* Elicit *It's a book*. Check that students are using the personal pronouns (*It's a book* not *Is a book*).

Write ? on the board and elicit the question form of the verb *to be*. Point to students and ask *Is he Juan? Is she Katherine? Are they Helen and Gerald?* etc. Elicit short answers.

ANSWERS

2 'm/'m not 3 's/is 4 'm/'m not 5 are
6 aren't

- 4 Point to the first sentence on the board and write ? next to it. Elicit the question (*Is Patrizio Bertelli from Germany?*). Encourage students to ask you the question. You respond *No, he isn't*. Ask *Is Patrizio Bertelli from Italy?* Elicit *Yes, he is*. Point out that short answers are used in English because simply answering *yes* or *no* is grammatically correct but can sound abrupt. Emphasize that contractions are not used in positive short answers, i.e. *Yes, he is* not *Yes he's*. Go round the class pointing to students and asking questions such as *Is she Miuccia Prada? Are you Patrizio Bertelli? Are they [student's names]? Is it a book?* etc. and elicit short answers in response.

Ask students to work in pairs and write questions and short answers for each sentence in activity 3. In open pairs, nominate a student to ask a question and another to respond.

ANSWERS

- 2 Are you from Japan? Yes, I am. / No, I'm not.
3 Is Jennifer Aniston from the USA? Yes, she is.
4 Are you in the movie business? Yes, I am. / No, I'm not.
5 Are Miuccia and Patrizio in the fashion business? Yes, they are.
6 Are Brad and Jennifer in the travel business? No, they aren't.

NEGATIVES AND QUESTIONS

- 3 Check that students know the meaning of *true*. Point to the countries in the sentences and ask students to translate them into Chinese. Write on the board:

I'm from Japan.

Ask *Is it true?* If it is not true, ask students to help you correct the sentence and write:

I'm not from Japan.

Students complete the sentences using the correct form of *to be*. Go round the class, checking and helping. Check answers together and write the sentences on the board.

ASKING QUESTIONS

- 5 Students put the words in the correct order to make questions. Let them compare answers with a partner, then check together as a class. In pairs, students take turns asking and answering the questions.

ANSWERS

- 2 What business is Miuccia Prada in?
3 Are you from Russia?
4 Where are they from?
5 What business are Jennifer and Brad in?
6 Is he in the movie business?

NOW YOU

- 6 Ask students to use a dictionary to write their hometowns and part-time jobs on the post-it note.
- 7 Focus students on the example. Demonstrate the activity with a student. Then, in pairs, students ask and answer questions about their hometowns and part-time jobs. Ask students to change pairs two or three times and repeat the questions and answers.
- 8 Students return to their original partner and ask and answer questions about other students in the class, using *He, She* and *They*, e.g. *Where is she from? What business are they in?*

LESSON 3

PAGES 8–9

Lesson aims

- meeting someone for the first time and meeting a friend
- communicating by phone and e-mail

Key phrases

I'd like you to meet ... This is ... How do you do?
How are you? Pleased to meet you. Good to see you again.
Fine, thank you. How's business?
I'm very busy at the moment. See you soon.
Just a moment, please. Of course. Can I speak to ... ?
No problem. Can we have ... ? Best wishes Dear

Preparation

No additional preparation is required.

Warmer

Quick question review

Write on the board:

who / you / are ?
from / you / where / are ?
business / what / you / in / are ?

As students come into the class, ask them to put the words in the questions into the correct order. Then, in pairs, students take turns asking and answering the questions.

A FIRST MEETING

- 1 Point to the conversation and say *Read and listen*. Play the

recording. Then ask students to underline three pairs of phrases with similar meanings. Do the first one together as an example. Let students compare their answers with a partner. Check answers together.

ANSWERS

I'd like you to meet ... – this is ...

How do you do? – Pleased to meet you.

... which company are you with? – Who do you work for?

TRANSCRIPT

CARLOS Pedro, I'd like you to meet Tanya.

PEDRO How do you do?

CARLOS Tanya, this is Pedro.

TANYA Pleased to meet you.

PEDRO So, Tanya, which company are you with?

TANYA I'm with Telecom International. Who do you work for?

PEDRO The same company. Telecom International!

- 2 Demonstrate the activity with two confident students. Then, in groups of three, students read the conversation. Finally, ask students to read it again using their real names and companies (if students don't work for a company, they can continue to use the company in the conversation, or make one up).

MEETING A FRIEND

- 3 Point to the phrases in the box and explain that they all fit in the gaps in the conversation. Play the first part of the recording and elicit the words for the first gap. Continue playing the recording for students to complete the conversation. Play it again for students to check. Check answers together. Finally, play the recording one more time, line by line, and ask students to repeat.

TRANSCRIPT / ANSWERS

ENRICO Teresa! Good to **see** you again. How are you?

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

ENRICO Very well, **thank you**. So, **how's** business?

TERESA Oh, OK. I'm very busy at the moment.

ENRICO Good to hear it. Anyway, **see you** soon!

TERESA Yes, see you!

- 4 In pairs, students have a similar conversation to the one in activity 3. Go round the class, monitoring and helping.

ON THE PHONE

- 5 Draw a telephone on the board or pretend to speak into one. Elicit what it is. Then quickly elicit any phone phrases students remember from Lesson 1, and others that they know, and write them on the board. If students call out phrases in L1, try to translate them together.

Students put the conversation in the right order. Play the recording for students to check.

TRANSCRIPT / ANSWERS

RECEPTIONIST Hello, Telecom International.
 RAYMOND Oh, hello. Can I speak to Dorota Celaeno, please?
 RECEPTIONIST Of course. What's your name, please?
 RAYMOND It's Raymond Merope, from Atlas Products.
 RECEPTIONIST Just a moment, please. ... I'm sorry, she's not in the office today.
 RAYMOND Oh, OK. No problem. Goodbye.

- 6 Ask students to read the conversation in pairs. Then ask them to read it again, using their real names and companies (if they don't work for a company, they can make one up). Demonstrate this first with a confident student.

E-MAIL

- 7 Ask students *Do you read e-mails? Do you write e-mails?* Point to the e-mail in the book and say *It's not right! Look!* Point to *hi claudio* and elicit what needs to be changed. Write on the board *Hi Claudio* and underline the capital letters. Point and say *capital letters*. Demonstrate a full stop and a question mark on the board. Then ask students to complete the e-mail with the correct punctuation. As students finish, ask them to compare answers with a partner. Invite students to come to the board and write parts of the e-mail correctly.

If appropriate for your class, you may wish to point out that formal e-mails often need correct punctuation, but informal e-mails have more relaxed punctuation rules and are more like spoken English.

ANSWERS

Hi Claudio,
 My name's Maia. I'm new in the company. My phone number's 555 8786. How about a meeting some time soon?
 Regards,
 Maia

- 8 Ask students to underline the words or phrases in the e-mail that can be replaced with the phrases in the box. Check answers together. Point out that *Hi* is informal, but a lot of people use it when they write e-mails.

ANSWERS

Best wishes – Regards
 Dear – Hi
 Can we have – How about

- 9 Write a short e-mail on the board (see below). As you write, pause and encourage the class to help you finish the sentences.

Hello class,
 My name's [your name]. I'm from [your country]. I'm a teacher. The school telephone number is [insert school phone number]. Can we have a meeting next week?
 Best wishes,
 [your name]

Wipe the board so that the remaining information reads:

_____ class,
 _____ [your name]. I'm _____ [your country].
 _____ a teacher. The school _____ is [insert school phone number]. _____ a meeting _____ week?
 Best _____,
 [your name]

Quickly elicit what words are needed to complete the e-mail. Ask students what other phrases could be used instead of *Hello*, *Can we have* and *Best wishes*.

In pairs, students write e-mails to each other. When they have finished, ask them to read and correct their partner's e-mail. Go round the class, helping and checking.

LESSON 4

PAGES 10–11

Lesson aims

- numbers and times

Key vocabulary/phrases

*the news film film star stock market points up
down against good bad losing at home*

Preparation

- 1 If possible, bring in a newspaper and/or record the beginning of a local radio/TV news programme to set the scene.
- 2 If you plan to use the Additional activity *Newspaper numbers search*, bring in a selection of English language newspapers.

Warmer

Introducing the news

Hold up the newspaper you have brought in or play the beginning of the news programme you have recorded. Elicit what it is (the news) and encourage students to suggest other places that you can hear/see the news (newspapers, radio, TV, billboards, etc.). Write on the board:

the news

Ask students to call out local/international stories which are in the news at the moment.

THE NEWS

- 1 Open books. Play the first news item on the recording and elicit which picture it goes with. Play the rest of the recording. In pairs, students number the pictures in the order that they hear the news items. Play the recording again, pausing after each news item, and eliciting which picture it goes with.

ANSWERS

- 2 Roskilde rock festival 3 Angelina Jolie
4 The stock market 5 The dollar and the euro
6 Football

TRANSCRIPT

NEWS PRESENTER

Good morning. It's ten o'clock and this is the news. I'm Patricia da Gama.

There are problems for President George W Bush at the start of his three-day visit to Japan.

100 000 people are in Denmark today for the Roskilde rock festival.

And Angelina Jolie is in London tonight for her new film *Gone in 60 seconds*.

Business news. It's a good day on the stock market. In New York, the stock market is up forty-seven points.

But the euro is down eight cents against the dollar.

And sport. It's bad news for Manchester United. They are out of the European Cup, after losing 4 – 2 at home to Galatasaray.

NUMBERS IN THE NEWS

- 2 Play the recording again. Pause after *ten o'clock* and elicit the time. Play the rest of the news. Students listen and tick the correct answers to the questions. Play the recording again for students to check. Ask students to compare with a partner and then check answers together.

ANSWERS

1 10:00 2 3 3 100 000 4 60 5 47
6 8 7 4 – 2

- 3 In pairs, students take turns to ask and answer the questions in activity 2.
- 4 In pairs, students match the numbers and times to the figures in activity 2. Check answers together. If there are any difficulties, write the numbers and times on the board and drill them chorally. Write random numbers and times on the board and ask the class to call out how to say them.

ANSWERS

seventy-eight – 78
five – three – 5 – 3
four o'clock – 4:00
ten thousand – 10 000
a hundred and fifty-five – 155
twelve o'clock – 12:00
sixteen – 16

NOW YOU

- 5 Ask students to write five numbers (from this page or other numbers they know). In pairs, Student A says the numbers to Student B, who writes them down. Students check the numbers together then swap roles.

Additional activity*Newspaper numbers search*

Demonstrate the activity to the class first. Students work in small groups. Bring in one newspaper for each group (a variety of English-speaking newspapers, if possible). The groups quickly look through the newspaper to find a story that contains a number or a time. They write the number/time on a piece of paper then give the newspaper and the piece of paper containing the number/time to a new group, who must identify which story/page the number is on. Groups check that they have found the correct story/page with each other. The groups then use their new newspaper to repeat the activity.

KEY TO DO IT YOURSELF

PHONETIC DRILLS

PRONUNCIATION \ɪ\ \i..\ \e\

The sixteen pronunciation sections in the course provide opportunities for learners to focus on and practise the most common sounds in the English language. All the words and phrases used in these activities are recorded, using standard British English pronunciation, and they are taken from the spread itself or from other recent lessons, so they also offer an effective way of recycling vocabulary.

These sections also introduce the phonemic symbols used in many English dictionaries, with the exception of a few of the less common diphthongs. A list of all phonemic symbols used in the course, together with examples and page references to the activities, can be found on page 160 of the Coursebook. The time spent on each section may vary depending on the needs and problems of individual learners in the class.

Close books. There are three types of vowel sounds in English: short, long and double (diphthong). If the vowel sound in a word is pronounced incorrectly, the meaning of the word can change. Demonstrate by writing on the board:

chip *cheap*

Note that this is also true of consonant sounds, some of which will be focused on later in the course. Compare for example *chip* and *ship*, and *cheap* and *sheep*.

Write the phonemic symbols \ɪ\ and \i..\ on the board and discuss the purpose of symbols and how they are used in dictionaries. The more symbols students learn, the easier they will find it to work out the pronunciation of new words they look up in a dictionary. However, tell them that it is not essential to learn them all and that they can refer to the list of phonemic symbols on page 160 of the Coursebook or to lists usually contained in dictionaries. Explain that the vowel sound in *chip* is represented by \ɪ\ (short), and in *cheap* is represented by \i..\ (long).

- 1 Open books. Say the words, emphasizing the vowel sounds, and ask students to point to which word you are saying. Drill pronunciation, chorally and individually.

Play the recording. Students listen and repeat. Play the recording again, pausing after each group of words to elicit whether the vowel sound is short (\ɪ\ and \e\), long (\i..\) or double (\eɪ\). Drill pronunciation, emphasizing the length of the vowels.

TRANSCRIPT

six	three	ten	eight
fifty	thirteen	twenty	eighteen

- 2 Focus students on the words. Play the recording. Students listen and repeat. Students match the words to the phonemic symbols. Let them compare answers with a partner. Then check answers together by writing the symbols on the board and asking students which group the words should go in. Drill pronunciation, chorally and individually. Ask students, in pairs, to take turns saying the words.

ANSWERS

\i..\	meeting	see	please
\eɪ\	name	plane	today
\ɪ\	film	business	captain
\e\	well	festival	hello

TRANSCRIPT

meeting	see	please
name	plane	today
film	business	captain
well	festival	hello

FUNCTIONAL SENTENCES TO
REMEMBER

- 2 1 Good morning. It's 10 o'clock and this is the news.
- 2 Good afternoon. It's Paul de Gromoboy. I'm from International Media.
- 3 Good evening. This is your captain speaking.
- 4 Hello. This is Ravi Shipman.
- 5 — How do you do?
— How do you do? Tanya, this is Pedro.
- 6 — How are you?
— Fine, thank you. And you?
- 7 Teresa, good to see you again.
- 8 Hello. I'm David. Pleased to meet you.
- 9 Pedro, I'd like you to meet Tanya.
- 10 — Tanya, which company are you with?
— I'm with Telecom International.
- 11 — Who do you work for?
— Telecom International.
- 12 — How's your business?
— Oh, OK. I'm very busy at the moment.
- 13 — Oh, hello. Can I speak to Dorota Celaeno, please?
— Just a moment, please ... I'm sorry, she's not in the office today.
- 14 Welcome aboard flight 27409 to Grand Cayman.



高等教育出版社

2

people

UNIT AIMS

- vocabulary for people and places
- regular and irregular plurals
- family relationships
- possessive adjectives
- asking for and giving information on a business card
- spelling
- vocabulary for food and drink
- ordering food from a menu
- *this, that, these, those*

weblinks

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 16–17

Lesson aims

- vocabulary for people and places
- regular and irregular plurals

Key vocabulary

*people places boss businessman businesswoman
home hotel manager customer employee shop
factory office city*

Preparation

Bring in some bilingual dictionaries, or ask students to bring their own.

Warmer

Numbers and times revision

Write a mix of five numbers on the board. Elicit how to say them. In groups, students write five numbers in figures on a piece of paper. Collect in the papers and redistribute them to another group, who write the numbers in words. Return the paper to the original group to check.

PEOPLE AND PLACES

- 1 Keep books closed. Ask students to look up *person* and *place* in a dictionary, and then elicit the plural form for each word. Open books. Write *boss* on the board and elicit whether it should go with *people* or *places*. Ask students, in pairs, to use their dictionaries to write the rest of the words in the correct group. Chorally drill each word. Write *people* and *places* on the board. Nominate a student to say one of the words in the box and ask another student whether it goes with *people* or *places*. Write the words on the board in the correct column.

ANSWERS

people: boss, manager, businessman, businesswoman, employee, customer

places: hotel, home, shop, office, factory, city

PLURALS

- 2 Point to *home* and elicit what the plural is (*homes*). In pairs, students write the plural form of the other words (they can refer to the Check box, if necessary). Nominate pairs to write the plural forms on the board, then drill the pronunciation of each word.

ANSWERS

homes hotels employees factories bosses
cities

CHECK Regular verbs

You may wish to highlight the difference in pronunciation of the regular plural endings: *shops* \s\, *hotels* \z\, *bosses* \ɪz\, *cities* \ɪz\. Drill the

- 3 Tell students that most plurals end in -s, but that there are exceptions. In pairs, students complete the table of irregular plurals. Nominate pairs to say the singular and plural form of a word in the table while you write it on the board. Say the singular and plural form of each of the words and drill chorally and individually. Highlight the pronunciation of *woman* \ˈwʊmən\ and *women* \ˈwɪmɪn\.

ANSWERS

people man woman

You may wish to point out that in English (unlike in some other languages), when *people* is followed by a verb, the verb is always in the plural form (e.g. *The people are in the office* **not** *The people is in the office*).

A JAPANESE BUSINESSWOMAN

- 4 Focus students on the article. Play the recording and ask them to fill the gaps. Play the recording again for students to check. Go through the article, asking individual students to give the answers. Check whether the singular or plural form of each noun is being correctly used.

TRANSCRIPT / ANSWERS

Hanae Mori is from Japan and her **homes** are in Paris and Tokyo. She's in the fashion business and she's the **boss** of Hanae Mori International. It's an international company with hundreds of **employees**. Her clothes are for **women** and her **customers** are from many different countries. She has **shops** in many of the world's big **cities**, including New York, Paris and Tokyo.

NOW YOU

- 5 Focus students on the information about Stelios Haji-Ioannou. Ask questions such as *Where's he from? What's his job?* Elicit answers. Ask students to write sentences about him, using the information from the lesson. Make sure they use *he* and *his* instead of *she* and *her*. As students finish, ask them to compare sentences with their partners. Check answers together as a class. Ask students to close

their books and to say what information they can remember about Mr Haji-Ioannou.

ANSWERS

He's from Greece. He's in the airline business. He's the chairman. He's in easyJet company. He has 1 500 employees. He has offices in London, Athens, New York.

Additional activity

All about me

Give each student a sheet of paper. Copy the following onto the board and ask students to write it on their paper:

Name
Country
Business
Job
Company
Number of employees
Offices

Ask students to write basic information (not sentences) about themselves beside the words. Demonstrate on the board by writing information about you and your school next to each word. Collect in the papers, shuffle and redistribute around the class. Students then use the information on their paper to write sentences, using *he/she* and *his/her*. When they have finished, ask for volunteers to read their sentences aloud, omitting the name. The rest of the class guess who they are reading about.

LESSON 2 PAGES 18–19

Lesson aims

- family relationships
- possessive adjectives

Key vocabulary

father mother husband wife brother sister son daughter

Preparation

Bring in a selection of magazine photographs of non-famous people. (It is useful to compile a file with pictures of people, places, things, which you can use as a springboard to a

variety of classroom activities.)

BUSINESS FAMILIES

Warmer

Family photo

If possible, bring in a photo of your family. Show it to the class, explaining who each person is in connection to you (*This is my brother Sean, this is my mother, etc.*).

- 1 Open books. Ask students, in pairs, to use dictionaries to complete the table with the words in the box. Check answers together. Drill pronunciation, paying particular attention to *daughter* \ˈdɒ...tər\. Close books. Call out a word from one of the columns in the table and ask students to call out the opposite word. Then ask students to do the same thing in pairs.

ANSWERS

husband mother son sister

- 2 Focus students on the pictures. Point to two of the people in the picture to the right of the first text and elicit suggestions about the relationship between them. In pairs, students talk about the relationship between the various people in the pictures. Nominate pairs to call out their suggestions.
- 3 Students read the texts to find out if they were right. Encourage the use of dictionaries for unfamiliar words. Read the first text aloud. Then ask pairs to take turns to read the text. Do the same with the second text.

参考译文

《纽约邮报》、《泰晤士报》和天空电视都是新闻集团公司的组成部分。这是一家巨大的新闻传媒公司，而且还是一个家族企业。老板鲁伯特·默多克是澳大利亚人。该公司第三号人物是他的儿子拉其兰，拉其兰的兄弟詹姆斯是该公司的一名高级主管。他们的妹妹伊丽莎白也是传媒界的一名经理。

索菲娅·科普拉来自好莱坞第一家庭。她的父亲是弗朗西斯·福特·科普拉，他导演了很多著名电影，包括《现代启示录》和《教父》。尼古拉斯·凯奇是一位影视巨星，也是他们家庭的一员。

索菲娅的丈夫斯拜克·琼兹是电影《约翰·马尔柯维奇》的导演。当然，她本人同样是一位成功的导演。

WHO'S WHO?

- 4 In pairs, students take turns to ask and answer the questions. Allow students adequate time to prepare their answers. Nominate pairs to read out a question and answer.

ANSWERS

- 2 James Murdoch. 3 Spike Jonze.
- 4 Francis Ford Coppola.

- 5 Write on the board:

Who's Lachlan Murdoch's sister?

Underline the first 's and elicit what it means (*is*). Point out (in L1, if necessary) that 's can indicate the verb *to be* and it can also indicate the possessive. Draw a circle around the 's in *Murdoch's*. Elicit whether it indicates the verb *to be* or the possessive (the possessive). Focus students on the remaining questions. In pairs, students decide which 's means *is* and which 's is possessive. Check answers together and highlight the information in the Check box.

ANSWERS

- 1 *Who's* = *is*; *Murdoch's* = possessive
- 2 *Who's* = *is*
- 3 *Who's* = *is*; *Coppola's* = possessive
- 4 *Who's* = *is*

- 6 In pairs, students find examples of 's for *is* and 's for possessive in the texts in activity 3. Highlight that *it's* (... *it's also a family business*) means *is* but that the possessive is written *its* (*Its boss is an Australian, Rupert Murdoch ...*) without the apostrophe. Students often confuse these words, so remind them of the difference whenever possible. Go round the class helping. Ask pairs to call out examples.

CHECK Apostrophe s

Ask students to read the information. Close books. Write on the board:

Who's his father?

Underline 's and ask *Is or possessive?* Elicit *is*. Then write:

His father's Rupert Murdoch.

Underline 's and ask *Is or possessive?* Elicit *is*. Write:

Rupert Murdoch's son's Lachlan.

Underline both examples of 's and ask *Is or possessive?*

Elicit *possessive* and *is*. Open books. Focus students on the Check box. You might like to draw a simplified version of your own family tree (bring in photos if possible to create extra interest). Encourage students to describe the relationship between some of the people on the tree (e.g. *Peggy's Bill's wife*, etc.) and to ask questions (e.g. *Is Claudia Martin's daughter?*).

Additional activity

Ask students to draw their own family tree. Keep this simple, but help with the names of other family members, if

LESSON 3

PAGES 20–21

pairs, students take their families.

- 7 Open books. Focus students on the example. Students then rewrite the questions using *his*, *her*, *its* or *their*. Ask students to compare answers. Check answers together.

ANSWERS

2 Who's her father?

C H E C K

Possessive adjectives

Focus students on the information in the Check box. Say each of the possessive adjectives and ask students to repeat. Close books and call out *I / you / he / she / it / we / they*. Ask students to call out the corresponding possessive adjective.

N O W Y O U

- 8 In pairs, students ask and answer questions about Rupert Murdoch. Go round the class, helping and monitoring. In open pairs, nominate a student to ask a question and another to answer.
- 9 In pairs, students take turns to ask and answer more questions about the other people in the texts. Ask students to prepare four or five questions and to take turns asking and answering them. Go round the class, monitoring and helping. Drill pronunciation where necessary. As students finish, ask them to join with another pair to ask and answer questions in groups of four.

Lesson aims

- asking for and giving personal information on a business card
- spelling

Key phrases

What's her name? What's her job?

Which company is she from? What's her company's address?

What's her e-mail address? What's her work/home phone

number? Can you spell that, please? Can you speak more slowly, please? Can you say that again, please?

Preparation

- 1 Bring in a selection of business cards to show to students.
- 2 If you plan to use the Additional activity *Business card game* (page 89), photocopy a worksheet for each student.

Warmer

Keep books closed. If possible, bring in a selection of business cards, and hold one up (if not, make one up on a piece of paper or use one of the cards on page 89). Try to elicit what the card is. If there is no response, say *This is a business card*. Hand the business cards around for students to look at. Any students who have their own business cards can show them around, too.

Draw a large square on the board to represent a business card. Write your name on it. Then ask students to call out suggestions for other information to put on it (company name and address, job title, telephone number, e-mail, etc.). Write the information on the board as the class calls it out.

A BUSINESS CARD

- 1 Open books. Focus students on the business card and the example. In pairs, students draw a line from the question to the correct information on the business card. In open

pairs, nominate a student to ask a question and another to respond. Pause on the e-mail address and model how to say it (*p marina dot kimm at time h u zero three dot com*).

ANSWERS

What's her home phone number? – 0052 36 3425

What's her job? – Sales Manager.

Which company is she from? – Timehub International Inc.

What's her company's address? – Hub House, PO Box 2318, Guadalajara, Mexico

What's her e-mail address? – pmarina.kimm@time hu03.com

What's her work phone number? – 0052 36 4514

With the phone numbers, you may wish to point out that in English, each number is said individually (e.g. 4514 *four five one four*). There is a difference in how double phone numbers are said in British and US English (e.g. 00 99 554 would generally be *double oh, double nine, double five, four* in British English and *zero, zero, nine, nine, five, five, four* in US English). Write the phone number of your school on the board and elicit how to say it. In pairs, students take turns to say their own phone number and their partner writes it down, then reads it back to check.

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

CAN YOU SPELL THAT?

- 3 Play the recording. Students listen and repeat the letters of the alphabet. Close books. Write the alphabet on the board in groups of similar sounding letters.

\eI\ a h j k
 \i...\ b c d e g p t v
 \e\ f l m n s x z
 \aI\ i y
 \ʊ\ o
 \u...\ q u w
 \a...\ r

Say each group of letters and ask students to repeat. Point out that in US English *z* is pronounced \zi...\ . Write your name on the board and say *Can you spell my name?* Call out the names of two or three students and ask the class to spell their names. Ask students, in pairs, to take turns spelling their name to their partner.

If your students are from a country which does not use the Latin alphabet, you may wish to take this opportunity to practise writing the alphabet in upper and lower case.

TRANSCRIPT

A B C D E F G H I J K L M N O P Q
 R S T U V W X Y Z

- 4 Focus students on the e-mail Check box. Write the e-mail address from the business card in activity 1 on the board, and ask the class to say it. Write the e-mail address of your school on the board and elicit how to say it. Students could also practise in pairs with their own e-mail addresses (as they did with telephone numbers in activity 1).

Focus students on the questions in the speech bubbles. Say each question and ask students to repeat. In pairs, students look at the business card in activity 1 and ask and answer the questions. Go round the class, helping with pronunciation and spelling where necessary.

ASKING QUESTIONS

- 5 This is the first information-gap activity in the Coursebook. Give instructions carefully, in L1 if necessary, and demonstrate the activity with a student. The aim of the activity is to practise spelling in pairs.

Focus students on the questions in the speech bubbles and elicit a translation in L1. Divide the class into A/B pairs. Student A looks at the woman's business card on page 134 of the Coursebook. Student B asks the questions in activity 1 and writes down A's answers. When students finish, they swap roles. Student B looks at the man's business card on page 137 of the Coursebook. Point out that because it is a man's card students should use *his* instead of *her*.

NOW YOU

- 6 In pairs, students make a business card for their partner by asking questions to get the information they need. You may wish to collect in the cards to make a collage for the wall or to use for revision at a later date.

Additional activity

Business card game, page 89

The business cards can be used in two ways.

Version 1

Make enough copies of the worksheet so that there is a business card for each student. Then write the names from the business cards on small pieces of paper/cards.

Write on the board:

name? job? company? company's address?
phone number? e-mail address?

Ask students to call out possible questions using *your* (e.g. *What's your name? What's your job? Which company are you from? What's your company's address? What's your phone number? What's your e-mail address?*).

Give each student a business card. Say *This is you*. Give them time to read the details on the card. Go round, helping with the names of the jobs and any difficult vocabulary. Tell them not to worry about the pronunciation of foreign names. Then give students a name card and say *Find this person*. Students stand up and mingle asking *Are you ... ?* When they find the person on their name card, they ask questions to discover more information, using the question prompts on the board. The other student responds, using the information on their business card. Ask students to write notes about the person they speak to. Remind them to use the controlled language as necessary, e.g. *Can you spell that, please?* When students have finished, collect in all the business cards and spread them out on a table, so that students can check their written information.

Version 2

Make enough copies of the worksheet so that there is a business card for each student. Write on the board:

a conference

Ask students to 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? company's address?
phone number? e-mail address?

Elicit possible questions using *your* (e.g. *What's your name?*).

Give a business card to each student. Ask them to read the information on their cards – this is their new identity. Go round, helping with the names of the jobs and any difficult vocabulary. Students circulate and introduce themselves to

each other, asking and answering questions (using the **LESSON 4** PAGES 22–23). When students stop the activity, stop the activity. In pairs, students point to people and ask and answer questions about them.

Lesson aims

- vocabulary for food and drink
- ordering food from a menu
- *this, that, these, those*

Key vocabulary/phrases

*lunch cheese tomatoes avocado prawns chicken eggs
mushrooms cucumber smoked salmon tuna fruit
orange apple banana orange juice milk coke coffee
eat drink customer assistant
at home in a restaurant in a café
in the company canteen in a sandwich bar
How about ... ? Can I have ... Can I help you?
I'd like ... What's this? What's that? What are these?
How much is it? What are those? Thank you very much.*

Preparation

No additional preparation is required.

Warmer

Spelling dictation

Spell the following words and ask students to write them down:

lunch home restaurant café canteen sandwich bar desk

Ask the class to spell the words back to you to check. Write them on the board. Elicit translations for as many of the words as possible and ask students to look up the rest in their dictionaries.

BUSINESS LUNCH

- 1 Tell students where you have lunch. Open books. Focus students on the places in the box. Repeat where you have lunch and ask two or three students around the class *Where do you have lunch?* Elicit answers.

In groups, students ask and answer questions about where they have lunch. Elicit other meals (*breakfast, dinner, supper*, etc.). Write them on the board and drill

pronunciation.

- 2 In small groups, students point to the food and drink in the picture and say any English words they know. Do not use dictionaries at this stage. Give each group a large piece of paper and ask them to make a list of the words for food and drink they know in English. Encourage groups to ask you for help with spelling: *How do you spell ... ?* You may wish to ask groups to draw a picture to illustrate what each word on their list represents.

Tell groups to put their lists on the desk and then circulate to look at other groups' lists. Encourage groups to ask each other questions about any vocabulary they don't know, e.g. *What's an avocado?* etc.

When students return to their places, have a feedback session, eliciting vocabulary from each group. Write the vocabulary on the board (use this as a chance to revise spelling by asking groups *How do you spell orange juice?* etc.).

Finally, if there are any words in the picture that have not been found, ask students to look them up in a dictionary and write them on the board. Drill pronunciation. After students have noted any vocabulary, erase the words from the board, hold up the picture in the book and point to food and drink, eliciting what it is. Ask students, in pairs, to take turns pointing to different objects in the picture while their partner says the word.

ANSWERS

Left to right from the top: milk cola orange juice
apple orange banana coffee avocado mushroom
cheese tomato egg cucumber prawn tuna
chicken smoked salmon

A SANDWICH BAR

- 3 Write on the board:

to eat? to drink?

Ask students to listen and note what the person orders to eat and drink. Play the recording. Then play it again for students to check. Check answers together.

ANSWERS

He orders a chicken, prawn and tomato sandwich and an orange juice.

- 4 Focus attention on the *assistant* and *customer* phrases. Elicit suggestions for where the phrases could go in the conversation. Play the recording. In pairs, students fill the gaps. Play the recording again for students to check. Check answers together. Then ask pairs to read the conversation, taking turns to be the assistant and the customer.

TRANSCRIPT / ANSWERS

ASSISTANT Yes. **Can I help you?**
CUSTOMER Hello. **I'd like** a chicken sandwich, please.
ASSISTANT Just chicken?
CUSTOMER Er ... well, **what's this?**
ASSISTANT That's avocado. It's very good with chicken.
CUSTOMER Hmm. Avocado. And what are those?
ASSISTANT Those are prawns.
CUSTOMER OK. **Can I have** a chicken and prawn sandwich?
ASSISTANT **How about** some tomatoes with that?
CUSTOMER Tomatoes? Hmm. OK. Why not?
ASSISTANT Right. One chicken, prawn and tomato sandwich!
CUSTOMER And I'd like an orange as well, please.
ASSISTANT Sorry. **Can you say that again, please?**
CUSTOMER I'd like an orange juice as well.

CHECK *this, that, these, those*

Focus students on the Check box. To highlight the difference between *this/that* and *these/those*, touch something close to you and ask *What's this/these?* Then point to something across the room and ask *What's that/those?* Ask students, in pairs, to point to things around the room and ask and answer questions. Circulate, checking they are using *this* and *that* correctly.

NOW YOU

- 5 Divide the class into A/B pairs. Student A looks at the picture in activity 2 and orders a sandwich and a drink. Student B uses the information on page 140 of the Coursebook. Demonstrate the activity with a confident student. You are the customer; the student is the assistant. Have a conversation like the one in activity 4 and order food and drink. Pretend that you don't know the English words for some things and point and ask questions (*What's this? What's that? What are these? What are those?*).

In pairs, students role play the situation, using the language from the lesson. When they have finished, they should swap roles. Go round the class, helping and encouraging. Point to three or four students around the class and ask *What's his/her order?*

Additional activity

Spelling challenge

Divide the class into two groups. Each group chooses eight words from the lesson and writes them down.

Group A says a word from their list. Group B spells the word, while a representative from their group writes the word on the board. They should not look at the Coursebook or their own list (which may have the word on it).

If the word is spelt correctly, Group B gets a point. Then Group B says a word and Group A spells it. Continue until both groups have said all the words on their lists.

KEY TO DO IT YOURSELF

PHONETIC DRILLS

PRONUNCIATION \s\ \z\

- 1 Close books. Put your hand in front of your mouth, palm inwards. Indicate that you want students to do the same. Say \s\ with a long breath (ssssss). Students should be able to clearly feel their breath on their hands as they make the sound. Now say \z\ (zzzzzz) with a long breath. Students should only feel their breath lightly on their hands. Put your hands on your throat and indicate that you want students to copy you. Again say \s\ and \z\. Students should feel a stronger vibration in their throats with the \z\ sound.

Open books. Focus students on the words. Play the recording. Students listen and repeat. Then ask students to use the methods above (particularly the hand on throat) to decide if the underlined sounds in the words are /s/ or /z/. Write /s/ and /z/ on the board and elicit which words go in each group.

ANSWERS

/s/ city customer office person shops
/z/ employees factories managers

TRANSCRIPT

boss business city customer employees
factories office managers person shops

\ Å \ \ ʊ \ \ ø \

- 2 Close books. Remind students of the different lengths vowel sounds have and ask them if they can remember examples from the pronunciation section on page 12. Write the phonemic symbols on the board and demonstrate that two are short vowel sounds (\ Å \ and \ ø \) and one is a double (diphthong) sound (\ ʊ \). Open books. Focus students on the words. Play the recording. Students listen and repeat. Drill pronunciation, emphasizing the vowel sounds.

TRANSCRIPT

job dot phone slowly number company

- 3 Focus students on the words. Play the recording. Pause after the first pair of words and elicit whether the underlined letters sound the same or different (the same). Play the rest of the recording for students to complete the activity. Check answers together. Close books. Drill the pairs of words. Then say the words again, pausing after each pair. Ask students to clap if the vowel sounds are the same, and to bang their desk if the vowel sounds are different. Then ask students which phonemic symbol each word goes with (\ Å \ boss, from, what, shop, clock; / ʊ / hotel, home, Tokyo, clothes; \ ø \ customer, country, son, London, husband, mother, brother).

TRANSCRIPT / ANSWERS

hotel	– home ✓	clothes	– from ✗
customer	– country ✓	what	– shop ✓
boss	– son ✗	husband	– mother ✓
Tokyo	– London ✗	brother	– clock ✗

FUNCTIONAL SENTENCES TO REMEMBER

- 2 1 Marina Kimm is a sales manager.
- 2 Her e-mail address is pmavina.kimm@timehu03.com.
- 3 She is from Timehub International Inc.
- 4 My office number is 0052 36 4514.

- 5 My home phone number is 0052 36 3425.
6 I can spell her company's address.
7 Please speak more slowly.
8 Please say that again.
9 I had lunch in a restaurant.
10 — Can I help you?
— I'd like a chicken sandwich, please.
11 That's avocado. It's very good with chicken.
12 Can I have a chicken and prawn sandwich?
13 — How about some tomatoes with that?
— Right. One chicken, prawn and tomato sandwich.
14 I'd like an orange juice as well.
15 — How much is it ?
— It's \$5.50, thank you very much.



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review 1

REVIEW 1 PAGES 28–29

AIMS

- to revise vocabulary, grammar and functions from Units 1 and 2
- to extend pronunciation
- to extend practice of articles 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 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 practice, you can do this together as a class or guide individual students to relevant sections in the Study Book or the *Grammar reference* at the back of the Coursebook.

VOCABULARY Wordsearch

- Open books and focus students on the wordsearch. Quickly illustrate *across* and *down* on the board, 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 book and shows the word to the class. Students find the other twelve words.

As students finish, ask them to compare answers with a partner. When most of the class have finished, write *down* and *across* on the board and elicit the words.

ANSWERS

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

GRAMMAR CHECK

- Quickly revise the verb *to be* by saying *I am, you ...* and encouraging the class to call out the form of the verb. Then ask the class to fill the gaps in the sentences with the correct form of *to be*. Check answers around the class.

ANSWERS

1 I'm not 2 are; They're 3 is; It's
4 Is she; she isn't 5 are; we're

- Focus students on the responses and encourage them to look at the pronouns, which indicate which possessive adjective should be used. Students complete the questions with the correct possessive adjective. Check answers together.

ANSWERS

1 My 2 his 3 her 4 our 5 their

FOCUS ON ... Articles

- 4** Focus students on the words. Quickly drill pronunciation. Say *a* or *an* manager? Elicit *a*. Say *a* or *an* employee? Elicit *an*. Students decide which words go with *a* and which go with *an*. Go round the class, helping and monitoring. Check answers together and write the words and the articles on the board. Ask the class *When do we use "a"?* Elicit a response (*after a consonant – b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z*). Ask *When do we use "an"?* Elicit a response (*after a vowel – a, e, i, o, u*).

ANSWERS

a: manager, customer, name, number, tomato
an: employee, address, avocado, egg

- 5** Close books. On the board write:

Rupert Murdoch is a businessman.
 Rupert Murdoch is the boss of News Corp.

Ask students, in pairs, to call out suggestions why *a* is used in the first sentence and *the* is used in the second.

Open books. Give students time to read the explanation. Look at the example sentences together and check that students understand the difference between the articles. Collect in some pens from students and put them on the table. Say to a student *Give me a pen, please*. The student chooses one of the pens and gives it to you. Take the pen, then give it to another student and say *Give the pen to [Maria]*. When the next student takes the pen say *Give the pen to [Boris]*, etc. Repeat with other multiple objects in the class such as books and bags.

- 6** Students circle *a/an* or *the* in the sentences. Check answers around the class. For information on articles, refer students to page 142 of the Coursebook.

ANSWERS

2 a 3 the 4 an 5 the

PRONUNCIATION /b/ and /p/ /h/ and /j/

- 1** Open books. Focus students on the underlined sounds for the first pair of symbols. Ask them to watch your lips as you say the /b/ sound and then the /p/ sound. Play the recording. Students listen and repeat. Give each student

an A4 sheet of paper. Place your sheet so that the top of the paper lightly rests on the tip of your nose and the sheet is held between your thumb and forefinger at the bottom. Ask students to do the same. Demonstrate by saying /b/. The paper should not move. Then say /p/, emphasizing the sound. This time the paper should move away from your nose. Say each sound again and ask students to repeat. Drill the class, alternately saying words from the /b/ and /p/ groups and using the paper method to differentiate between the two sounds.

TRANSCRIPT

business best person place

- 2** Focus students on the phrases. Play the recording. Students listen and repeat. Ask them to practise saying the phrases individually. Then ask students, in pairs, to take turns saying the phrases.

TRANSCRIPT

A plate of prawns, please.
 My boss's brother's bar.
 Help, please! It's a big problem.

- 3** Focus students on the underlined sounds for the second pair of symbols. Point out that the phonemic symbol /j/ (as in *your* /jɔ:/) is pronounced differently to the letter *j* (as in *jump* /dʒʌmp/). Play the recording. Students listen and repeat. Drill pronunciation.

TRANSCRIPT

her who your USA

- 4** Focus students on the phrases. Play the recording. Students listen and repeat. Ask which sounds are /h/ and which are /j/ (/h/ *who's, have, home, have, here, /j/ your, employee, you, USA, yes, your*). Drill the phrases, chorally and individually.

TRANSCRIPT

Who's your new employee?
 Do you have a home in the USA?
 Yes, we have your number here.

3

jobs

UNIT AIMS

- vocabulary for jobs
- present simple: positive, negative, question forms and short answers
- daily working routines
- adverbs of frequency
- making arrangements
- telephoning
- making excuses
- object pronouns

weblinks

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 30–31

Lesson aims

- vocabulary for jobs

Key vocabulary

*job advert accountant manager secretary salesperson
teacher shop assistant manage read speak type make
send earn sell*

Preparation

- 1 If you plan to use the Warmer activity, provide a large piece of drawing paper for each group.
- 2 Bring in a newspaper or magazine containing job adverts.

Warmer

Draw the job

Spend a few minutes brainstorming jobs. If students don't know many, you could mime some jobs and teach their names. Write the jobs on the board and drill pronunciation. Then wipe the board and draw a quick picture of one of the jobs. Elicit what job it represents.

Divide the class into teams. A representative from each team comes to the front of the class. Write a job on a piece of paper and show it to the representatives. They then return to their teams and, without speaking or writing any words, draw a picture to represent the job. The first team to guess correctly is awarded a point. New representatives then go to the front of the class to be given a new job to draw. This game can be adapted to recycle vocabulary and structures throughout the course.

JOB ADVERTS

- 1 Keep books closed. Hold up a newspaper/magazine and point to a job advert. Say *What is it?* Try to elicit *advert* or *advertisement* in L1 or English. Say *It's a job advert*. Open books. Focus students on the names of the jobs in the box and ask them to look up unfamiliar words in their dictionaries. Ask students around the class *Are you an accountant?* etc. and elicit replies.

Divide the class into small groups. Focus attention on the adverts. Ask students to read them quickly and fill the gaps with the jobs in the box. Check together as a class.

ANSWERS

Clockwise from top left: shop assistant secretary
manager teacher salesperson accountant

Ask students to read the job adverts again, then ask check questions such as: *What is Trevor Gibbons's telephone number? Where do they want a piano teacher? Can you spell Manchester? What is the e-mail address for the accountant's job?* etc.

Write *I'm a teacher* on the board and highlight the indefinite article. Focus students on the jobs in the box and elicit which jobs take *a* and which take *an*. Since many languages do not use the indefinite article with the noun in this way, students will need to be reminded to use it.

BUSINESS VERBS

- 2 In pairs, students read the job adverts again and find two more verbs which mean *phone*. Ask students to call out suggestions and write them on the board.

ANSWERS

call ring

- 3 Students find the verbs in the adverts. Encourage them to guess the meaning of the unknown words from the context. Then ask them to match the verbs with the words in the circles. Check answers together. Say each verb and ask students to repeat.

ANSWERS

read the newspaper send an e-mail manage a team
speak English and Spanish make arrangements
earn \$40 000 sell advertising

- 4 Students look again at the verbs in the box and decide which other words in the circles they can go with. Ask students to call out answers and write them on the board.

ANSWERS

read/send letters read/type an e-mail make \$40 000
read English and Spanish sell the newspaper

TWO CALLS

- 5 Play the first conversation. Elicit what job the person is talking about. Do the same with the second conversation. Play the recording again and ask check questions such as: *How much does Paul earn? Is it a good job? Does the woman want the job? What language does Mr Heywood speak? Does he get the job?* etc.

ANSWERS

Conversation 1: telephone salesperson

Conversation 2: accountant

TRANSCRIPT

Conversation 1

- DEBORAH So what about the money? \$40 000 a year.
Is that right?
TREVOR Well, I earn \$40 000 a year. But I work very, very hard and I sell a lot of advertising.
DEBORAH So?
TREVOR So I earn my money because I'm good at my job.
DEBORAH I see.
TREVOR In this job, you earn money when you sell.
DEBORAH And when you don't sell ...
TREVOR ... you don't earn any money.
DEBORAH Oh, I see. Oh, well, thank you, Trevor.
Goodbye.
TREVOR Goodbye.

Conversation 2

- CAROLE Hmm. So you know the oil industry, Mr Heywood, but what languages do you speak?
MR HEYWOOD Oh, well, I speak English.
CAROLE English.
MR HEYWOOD Yes. I speak English very well.
CAROLE And what about Spanish?
MR HEYWOOD Spanish? Er ... no.
CAROLE Spanish is very important in this job, Mr Heywood.
MR HEYWOOD Yes. I see. Well, no problem. Lessons.
CAROLE Lessons.
MR HEYWOOD Yes, Spanish lessons. Easy.
CAROLE I'm sorry, Mr Heywood, you're not the person for us.
MR HEYWOOD Oh, well, thank you, Carole. Goodbye.
CAROLE Goodbye, Mr Heywood.

NOW YOU

- 6 Say three sentences about your job, using the verbs from the lesson. Then students write three sentences about their job and compare with a partner. If students don't have a job, they can write about one of the jobs on the page. You could also turn this activity into a guessing game. Students write three sentences about their job, read them out and their partner has to guess what their job is.

Additional activity

Vocabulary discussion

This might be a good opportunity to discuss how students learn new vocabulary. Ask students, in small groups, to tell

each other how they learn new vocabulary. Ask groups to call out suggestions and write them on the board. Encourage students to keep a vocabulary notebook and to experiment with different vocabulary learning techniques (writing vocabulary in topic groups, using word webs, etc.). You may wish to set the verbs from this lesson as homework, so that students can try one of the techniques discussed.

参考译文

工作

在有些工作当中，你仅仅需要打字，做各种安排和看报纸——但本项工作则不然。在这项工作中，你要帮助办公室做每一件事务。每天都不相同，但工作决不停止。你有兴趣吗？

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LESSON 2

PAGES 32-33

Lesson aims

- present simple: positive, negative, question forms and short answers

Key vocabulary

boss flight travel arrangements briefcase prefer book (v)

Preparation

No additional preparation is required.

Warmer

Fast food brainstorm

Write *fast food* on the board and brainstorm different types of fast food (if there is no response, write *hamburger* on the

board to start the ball rolling). If students don't come up with *pizza*, draw a pizza on the board and teach the word. Ask the class *Do you like fast food? Do you like pizza? Why/Why not?*

A MANAGER'S WORKING LIFE

- 1 Open books. Ask students to read the article. Clarify any unfamiliar vocabulary. Focus students on the sentences and ask them to read the text again and to tick the sentences that are true. Check answers together.

ANSWERS

- 2 He doesn't have a secretary.
- 3 He books his flights.

Then ask students, in pairs, to correct the false sentences. Elicit answers around the class. Ask students to underline all the positive sentences in the text and to circle all the negative sentences.

YOUR WORKING LIFE

- 2 Ask students some questions about yourself (e.g. *Do I have an office?*). Students guess the answers. Write some true positive and negative sentences about yourself on the board. Circle examples of *don't* and underline the positive verbs. Read the sentences, shaking your head as you say the negative sentences and nodding as you say the positive ones.

Students write true sentences about themselves, using the text about Ian Elridge as a model. Go round the class helping. Ask individual students to read out some sentences and write them on the board.

Point to one of the positive sentences on the board and ask the class to help you turn it into a sentence using *she*. Write the sentence on the board and highlight the third person singular form (e.g. *She makes her calls*). Do the same with another sentence using *he*. Then continue eliciting the third person singular form for the remaining positive sentences. Highlight that *have* is irregular and elicit the third person singular form (*has*).

Select a negative sentence on the board and work with the class to transform it to the third person singular. Point out the form of the negative: *don't* becomes *doesn't* (e.g. *He doesn't have an office*). Highlight that the main verb remains in the infinitive (i.e. it doesn't take an *-s* even in the third person singular form). Only the auxiliary verb *do* changes form in a negative sentence. Elicit the third person singular form for the remaining negative sentences.

Focus students on the short answers in the Check box. Point to a student and ask *Does he/she have an office?* Elicit *Yes, he/she does* or *No, he/she doesn't*. Point to another student and ask *Do you have a secretary?* Elicit a response and ask the class *Does he/she have a secretary?* Ask questions around the class to elicit short answer responses. For one-to-one classes, bring in magazine pictures or draw stick men on the board to elicit third person singular responses.

Write on the board:

have manage make

Elicit the third person singular form for each verb and write it on the board (*has, manages, makes*). Point out that the *-s* ending can be pronounced in three ways: \s\, \z\ and \Iz\. Focus students on the verbs on the board and elicit which sound they go with (*makes* \s\, *has* \z\, *manages* \Iz\). Spend time practising the different endings and drilling pronunciation.

Close books. On the board write a positive sentence (e.g. *We write*) and elicit the negative (*We don't write*). Then elicit the question form (*Do we write?*). Repeat the procedure for other verbs.

PIZZAEXPRESS

- 3 In pairs, students read the article and circle the correct form of the verbs in italics. Do the first sentence together as an example.

When pairs have finished, check answers together. Ask students to take turns reading the text with their partner. Go around the class, monitoring and helping with pronunciation.

ANSWERS

doesn't have work has thinks play
don't find says

- 4 In pairs, students complete the questions and write short answers. Check answers together.

ANSWERS

2 Do; Yes, they do. 3 Does; Yes, it does.
4 Do; No, they don't. 5 Does; Yes, he does.

NOW YOU

- 5 Ask students to prepare five questions about their working life. In pairs, students take turns to ask and answer their questions.

LESSON 3 PAGES 34–35

Lesson aims

- daily working routines
- adverbs of frequency
- making arrangements

Key vocabulary/phrases

*never sometimes always breakfast customer team golf
Monday morning/afternoon working routine
See you there. It's about ... Can you make it ... ?*

Preparation

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.

Warmer

PizzaExpress revision

Keep books closed. Write on the board:

*office? secretary? travel arrangements?
calls? letters?*

In small groups, students write down any information they can remember about Ian Eldridge of PizzaExpress. Go around the groups, monitoring and prompting. Then ask groups to use their sentences to write three questions about Ian Eldridge. Nominate a group to ask a question and another to respond. Continue until all groups have asked and answered questions.

A MANAGER'S DIARY

- 1 Keep books closed. Ask *What time is it?* Elicit the answer. Use the clock you have brought in to practise times.

Open books. Focus students on the times. Say each time and ask students to repeat. Then, in pairs, students read the sentences, find the times and write them in numbers. Ask pairs to come to the board to write the times as numbers.

Read each of the sentences together and drill pronunciation. Then ask pairs to take turns to read the sentences.

ANSWERS

quarter to nine – 8:45
three thirty – 3:30
eleven fifteen – 11:15
quarter past ten – 10:15
half past one – 1:30

You may wish to point out that there are different ways of telling the time (e.g. 8:15 can be said as *eight fifteen* or *a quarter past eight*). The digital method is easier to learn but students also need to be able to recognize and use the more traditional method. Check that students are only using *o'clock* on the hour (e.g. *seven o'clock not five past seven o'clock*).

Your class may ask how to distinguish between morning/evening time. In informal English, we often use *in the morning/afternoon/evening* (e.g. *eleven o'clock in the morning*). In more formal English, we use *am* (before midday) and *pm* (after midday), e.g. 11 am.

The twenty-four hour clock (e.g. 20:15) is used for timetables and other official announcements. It is not necessary to introduce it here as it is not normally used in everyday speech.

- 2 Focus students on the Check box. Ask them to underline *never*, *sometimes* and *always* in the sentences in activity 1. Then ask students to use the sentences to make notes about Philippe Sebald's working routine in the diary. To demonstrate, elicit an example of an arrangement that is definite (e.g. *He always has lunch with a customer ...*) and an arrangement that is not definite (e.g. *He sometimes has dinner with his team ...*). Go round the class, checking and helping. Ask students to compare their diary with a partner.

ANSWERS

Tues. 11:15 Arrive in office
Weds. 1:30 Lunch with a customer
Thurs. 7:45 Dinner with team?
Fri. 3:30 Meeting with boss
Sat. 10:15 Play golf?
Sun. –

Tell students to cover the sentences in activity 1. Focus

students on the diary and elicit sentences about Philippe Sebald's working routine. Write some of the sentences on the board and elicit where *never*, *sometimes* or *always* could go. Elicit whether the adverb goes before or after the verb (before). You may wish to point out that the exception to this rule is the verb *to be*. In this case the frequency adverb goes after the verb. Point out as well that *sometimes* can also go at the beginning or end of a sentence (*Sometimes I work on Sunday. I work on Sunday sometimes*).

ANSWERPHONE MESSAGES

- 3 Play the recording. Students make a note of the days and times. Play the recording again for students to check. Say each of the arrangements and students call out the day and time.

ANSWERS

Lunch with Imran – Wednesday 1:30 pm
Meeting with Birgit – Tuesday 3:00 pm
Meeting with Bruno – Sunday 2:45/3:00 pm

TRANSCRIPT

ANSWERPHONE

Hello. This is Philippe Sebald at Lost River.com. I'm not here at the moment, but please leave your name and number. Thank you.

MESSAGE 1

Philippe, hello. It's Dima here, from the accounts department. It's about your expenses for the New York trip. Can we have a meeting on Monday afternoon? Is two forty-five OK with you? Goodbye.

MESSAGE 2

Hi, Philippe, this is Imran here. How about lunch some time next week? Maybe Wednesday at half past one? Call me in the office on 48769. Thanks. See you!

MESSAGE 3

Oh, hello, Mr Sebald. My name's Birgit van der Gouwe. I'm a salesperson with Lightweight Industries. Thank you for your call. I can meet you next week. ... Tuesday is OK with me. Is three o'clock in the afternoon possible? Thank you very much. Goodbye!

MESSAGE 4

Hi, Philippe, it's Bruno here. I'm in town this weekend. How about a meeting on Sunday? Two forty-five? Three

o'clock? I know, I know, it's Sunday, but ... well, hope it's OK with you. Call me at the New York office. Bye now.

- 4 Focus students on the diary again. Ask them to check which arrangements are possible and which are not possible. Write on the board:

He ____ have a meeting with Dima at 2:45 on Monday afternoon.

Point to the gap and elicit *can*. Then write:

He ____ have a meeting with Dima at 8:45 on Monday morning.

Point to the gap and elicit *can't*. Underline *can* and *can't* and draw attention to the Check box (see *Grammar reference* on page 142 of the Coursebook).

ANSWERS

He can't have lunch with Imran on Wednesday at 1:30.

He can have a meeting with Birgit at three o'clock on Tuesday.

He can't have a meeting with Bruno on Sunday.

Write the following dialogue on the board:

Can you have a meeting on Tuesday?

No, I can't.

Can you have a meeting on Wednesday?

Yes, I can.

OK. We can have a meeting on Wednesday.

Say each sentence and tap out the stress of the key words marked. Drill the sentences chorally and individually. Ask students to read the dialogue in pairs. Monitor and help with stress and pronunciation.

A TELEPHONE ARRANGEMENT

- 5 Nominate two students to read out the questions. Play the recording and elicit answers. In open pairs, ask one student to read the question and another to answer.

ANSWERS

1 Bruno. 2 Saturday afternoon at 2:15.

- 6 Focus students on the phrases in the box and ask them to fill the gaps in the conversation. Play the recording again

for students to check. Then ask students to read the conversation in pairs.

TRANSCRIPT / ANSWERS

BRUNO Hi. Bruno Ponzi.

PHILIPPE Hello, Bruno. **It's Philippe here.**

BRUNO Hey, Philippe. **How are you?**

PHILIPPE Fine, thanks, fine. Bruno, **it's about** this meeting on Sunday. I'm sorry but **I can't meet you** then. I never work on Sunday. How about Saturday? **Can we meet** on Saturday afternoon?

BRUNO Saturday afternoon's OK. Two o'clock?

PHILIPPE **Can you make it** two fifteen?

BRUNO Two fifteen's great. At the office?

PHILIPPE Sure. See you there.

BRUNO Great. See you.

NOW YOU

- 7 Write on the board

■ Hello.

□ Hello.

■ Lunch on Saturday?

□ No. Sunday?

■ OK. One o'clock?

□ One thirty.

■ OK.

□ OK. Bye.

Point to the board and tell students that it's a phone conversation. Ask *Is it polite?* (no, it's too short and abrupt). Point to each line and elicit more words/phrases to make the conversation more polite. Ask students, in pairs, to role play the dialogue, using the prompts on the board.

Then divide the class into A/B pairs. Students role play two situations where they make arrangements. Student A turns to page 134 of the Coursebook. Student B turns to page 137. Give students time to read the information and prepare their roles. Some classes may prefer to write the dialogue first. If so, encourage students to read the dialogue first from their notes and then to role play without using the written prompts.

Additional activity

True sentences

Write three true sentences about your daily routine on the board, omitting adverbs of frequency. Ask the class to guess

which adverb should go in the sentences (e.g. *I read a newspaper in the morning* – elicit whether you *always*, *sometimes* or *never* read a newspaper in the mornings).

Students use their imagination to write three sentences about their partner's routine (omitting adverbs of frequency). Then students swap sentences, read what their partner has written and insert *always*, *sometimes* or *never* to make true sentences about themselves. Ask two or three students to read a sentence to the class.

LESSON 4

PAGES 36–37

Lesson aims

- telephoning
- making excuses
- object pronouns

Key vocabulary/phrases

excuse certainly

Just a moment. Can you hold? Of course.

He's on another line. You're welcome. Can you tell him ... ?

Would you like to leave a message? I'm afraid that ...

Can you ask him to call me? My number's ...

Preparation

No additional preparation is required.

Warmer

Can/can't whispers

Students stand in a line. The last student stands by the board ready to write. Whisper one of the following sentences to the first student in the line:

I can have a meeting on Friday at 5:45.

I can't have lunch on Tuesday at 12:15.

I can't play golf on Saturday at 10:30.

I can have dinner on Monday at 7:45.

They then whisper the sentence to the next person in the line, who then whispers it to the next person, and so on, until it reaches the last student, who writes the sentence on the board. Check if the sentence is correct. Read the original sentence to the class and elicit any changes. The last student then joins the front of the line and another sentence is whispered.

STARTING A CALL

- 1 Keep books closed. Say and spell: *student, customer, secretary, teacher, salesperson, manager*. Students write the words. Ask them to spell the words back to you to check. Write the words on the board and ask students to put the words into pairs (*teacher–student*, etc.).

Open books. Focus students on the pairs of words. Ask *Who are the two people?* Play the conversation and elicit answers.

ANSWERS

a manager and a secretary

TRANSCRIPT

- SECRETARY Good afternoon, sales and marketing.
- LISA Oh, hello. **I'd like to speak to Alan**, please.
- SECRETARY Yes, **of course**. Can I have your name, please?
- LISA Yes. It's Lisa.
- SECRETARY I'm sorry. **Can you say that again**, please?
- LISA Yes. It's Lisa. Lisa Castle. You know, Alan's boss. And I'd like to speak to him, please.
- SECRETARY Yes. Yes, of course. I'm sorry, Lisa. **Just a moment**, please.

- 2 Students match the phrases with similar meaning. Play the recording again and elicit which phrases students hear in the conversation (in bold in transcript above).

ANSWERS

I'd like to speak to Alan. – Can I speak to Alan?

Certainly. – Of course.

Can you repeat that? – Can you say that again?

Just a moment. – Can you hold?

MAKING EXCUSES

- 3 Write *excuse* on the board and ask students to look up the word in their dictionaries. Nominate students to read the four excuses. Play the recording. Ask students to tick the two excuses that Alan uses for not speaking on the phone. Play the recording again to check. Check answers together.

ANSWERS

He's at lunch. He's in a meeting.

TRANSCRIPT

ALAN Yes!

SECRETARY Alan. I'm sorry to interrupt, but there's a phone call for you.

ALAN Oh! Who is it?

SECRETARY I'm afraid it's the boss.

ALAN Oh, no. Can you tell her I'm in a meeting?

SECRETARY What? Again?

ALAN Well ... tell her I'm at lunch.

SECRETARY Is that a good excuse?

ALAN No. ... Well, you think of something then.

SECRETARY Thank you very much.

OBJECT PRONOUNS

- 4 Close books and drill the object pronouns in the Check box. Open books. Ask students to replace the names in brackets with an object pronoun.

ANSWERS

1 her 2 him 3 us 4 them 5 it 6 him, me

LEAVING A MESSAGE

- 5 Focus students on the questions. Play the recording and ask students to answer the questions. Check answers together.

ANSWERS

1 Alan is with a customer.
2 Call her on 777 9876.

TRANSCRIPT

SECRETARY Hello? I'm afraid that Alan's with a customer at the moment. Would you like to leave a message?

LISA Yes. Can you tell him it's Lisa? And can you ask him to call me? My number's 777 9876.

SECRETARY Certainly.

LISA Thank you.

SECRETARY You're welcome. Goodbye.

- 6 Do the first phrase together as an example. Then, in pairs, students replace the underlined phrases with phrases from the box. Play the recording again for students to check, pausing after each phrase.

ANSWERS

You're welcome. – Not at all.
My number's – I'm on
Can you tell him – Say that
I'm afraid that – I'm sorry, but
Would you like to leave – Can I take
And can you ask him to call me? – And can he ring me?

NOW YOU

- 7 Demonstrate with a confident student. In pairs, students take turns to play each role in the phone call. Ask them to sit back-to-back. Circulate, helping as necessary. Ask for volunteers to act out their phone call in front of the class.

Additional activity*Answerphone role play*

Ask students to write an answerphone message for themselves. Divide the class into pairs. Student A reads out his/her answerphone message. Student B leaves a message on the answerphone. Student A then writes down Student B's message. Swap roles. If you have a small class, you might like to let students record their messages.

KEY to DO IT YOURSELF

PHONETIC DRILLS

PRONUNCIATION \m\ \n\

Open books. Focus students on the phrases and the underlined consonants. Play the recording. Students listen and repeat. Drill the phrases chorally. Then ask students, in pairs, to take turns saying the phrases. When they have finished, see who can be first to find another word containing /m/ and /n/ on the page.

TRANSCRIPT

a meeting on Monday morning
never in the afternoon

FUNCTIONAL SENTENCES TO
REMEMBER

- 2 1 In this job, you help with every part of office life.
- 2 You are the right person for us.
- 3 She knows the oil industry and speaks English and Spanish.
- 4 Ring Carole on 00 3245 2345 or send an e-mail to carolep@ecb.com.
- 5 We are a top Internet company with a fantastic future.
- 6 Please join us and manage a team of twelve people in our Berlin office.
- 7 Send an e-mail now to gretahj@intgo.co. de or call 987987 888.
- 8 I make my travel arrangements.
- 9 He books his flights.
- 10 Philippe always has a breakfast meeting with his secretary at 8:45 on Monday morning.
- 11 Our company has offices around the world.
- 12 He sometimes has dinner with his team at 7:45 on Thursday evening.
- 13 He sometimes plays golf at 10:15 on Saturday morning.
- 14 I'm sorry to interrupt, but there's a phone call for you.
- 15 I'm afraid that Alan's with a customer at the moment.
Would you like to leave a message?

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4

places

UNIT AIMS

- adjectives
- comparatives and superlatives
- giving directions verbally and by e-mail
- comparing hotel facilities

weblinks

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 42–43

Lesson aims

- adjectives

Key vocabulary

*building street area car weather boring interesting
old new busy quiet clean dirty safe dangerous
rich poor expensive cheap fast slow hot cold
sunny dull*

Preparation

- 1 Bring to class a few magazine pictures of different buildings (modern, old, small and large).
- 2 If you plan to use the Additional activity *Estate agents*, provide an A4 sheet of paper for each group of students.

Warmer

Describe the building

Elicit/teach the following adjectives: *big, small, old, new*.

Hold up the magazine pictures of buildings you have brought in and elicit which of the adjectives describe the buildings.

THE LOYOLA LAW SCHOOL

- 1 Open books. Hold up your book and point to the picture of the Loyola law school. Elicit adjectives from the Warmer to describe the school. Then ask some questions about the picture and elicit responses (*Do you like it? Is it interesting? Is it beautiful?* etc.).

Focus students on the questions. Say the adjectives and try to elicit an L1 translation. Encourage students to use dictionaries to clarify any unfamiliar words. In pairs, students discuss their answers to the questions. Elicit responses around the class.

Close books. Divide the class into two teams. Say an adjective and nominate a team to call out the opposite adjective.

A LOYOLA STUDENT

- 2 Write on the board:

*Is the area safe or dangerous?
Is the weather good?*

Play the recording and elicit responses. Play the recording again. In pairs, students complete the text, using adjectives. Check answers around the class. Play the recording a final time so that students can listen and read the completed text.

TRANSCRIPT / ANSWERS

STUDENT The Loyola Law School? I love it. I think it's a really **interesting** building. I mean, it's **new** and it's beautiful. The street? It's nothing special. It's a **quiet** street, it's usually **clean**. You know, it's a good area. It's not a **rich** area, but it's **safe**. And the car? Actually, that's my car. I always park there on Tuesdays. OK, it's not an **expensive** car, but it's very **fast**. So, today's weather? Well, it's **cold** and it's **dull**. It's a good day to study, I guess.

SHORT CONVERSATIONS

- 3 In pairs, students use the adjectives in activity 1 to complete the conversations. Check answers together. Then ask pairs to take turns asking and answering the questions.

ANSWERS

2 old 3 rich 4 fast 5 clean 6 hot, sunny
7 busy 8 expensive

NOW YOU

- 4 Tell students about the area you live in, your street, your car, etc., using adjectives from the lesson. In pairs, students use the adjectives from the lesson to talk about their area, car (if they have one), building, street and the weather. Go round the class, prompting and encouraging.

Additional activity*Estate agents*

Write on the board:

estate agent

Elicit the meaning or ask students to look up the word in a dictionary. Divide the class into small groups. Give each group a magazine picture of a building and an A4 sheet of paper. Say: *You are estate agents. You want to sell this building. Write a description of the building, the street and the area. Write how much the building costs.* Go round the class and help with the descriptions – encourage students to use their imaginations. As groups finish, attach their pictures of a building and their descriptions to the wall. Groups circulate and read the descriptions, deciding which property they would like to buy.

To add interest, you may wish to give each group a budget to spend on buying a building. If time allows, students could also role play selling the building, with groups taking turns to be the estate agent and the customer.

LESSON 2 PAGES 44–45

Lesson aims

- comparatives and superlatives

Key vocabulary

*good bad expensive cheap dangerous safe long
small cold popular*

Preparation

If you plan to use the Additional activity *Comparatives and superlatives* (page 90), photocopy a worksheet for each group of students.

Warmer

Which adjective?

Mime some of the adjectives from Lesson 1 and ask students to call out the adjectives.

COMPARING PLACES

- 1 Open books. In pairs, students discuss the questions in the travel quiz. When they have finished, ask them to turn to page 141 of the Coursebook (*Interactions* section) to check their answers. Encourage them to look up unfamiliar words in their dictionaries. Have a whole-class discussion about the answers and the statistics provided. This can be in L1, if necessary.

ANSWERS

1 New York 2 Los Angeles 3 Johannesburg
4 Sweden 5 London 6 Bangkok
7 Luxembourg 8 Rio de Janeiro

GOOD, BETTER, BEST

- 2 In pairs, students use words in the quiz to complete the table of comparatives and superlatives. Check answers together.

ANSWERS

better best worse worst most expensive
cheaper more dangerous safest

Ask students to read the information in the Check box. Close books. Write the four adjectives from the Check box on the board. Elicit the comparative and superlative adjectives and write them on the board. You may also wish to hold up some of the magazine pictures and ask *Which is best?* Elicit a response and ask *Why?* Encourage students to use comparative and superlative adjectives to expand their opinions.

See *Grammar reference* on page 143 of the Coursebook.

COUNTRY FACTS

- 3 Open books. Point to the adjectives in the box and elicit the superlative forms. In pairs, students complete the sentences, using the superlative forms of the adjectives. Nominate pairs to read out a sentence to the class.

ANSWERS

1 longest 2 coldest 3 smallest
4 most popular 5 most dangerous

Write on the board:

Oymyakon in Siberia is the coldest town in the world.

Focus students on the sentences in the book and ask them to underline all the examples of *the* + superlative. Elicit examples and write them on the board.

- 4 Write on the board:

Is Siberia colder than Norway?

Point out that when two things are compared, it is necessary to use *than*. In pairs, students use the prompts to write questions using comparatives. Ask students to refer to the Check box when necessary. Ask individual students to give their answers and write them on the board. Drill the questions. In pairs, students take turns to ask and answer the questions.

ANSWERS

2 Is Spain more popular with tourists than France?
3 Are working hours in Chile longer than in Germany?
4 Is Madagascar smaller than Vatican City?
5 Is your home more dangerous than the city streets?

NOW YOU

- 5 Brainstorm other countries and cities that students know and write them on the board. In groups, students compare their own country or city with those on the board. If there is time, call out two or more cities or countries from the board and elicit sentences comparing them.

**Additional activity**

Comparatives and superlatives, page 90

Photocopy and cut up a worksheet for each group of students. Ask students to call out any adjectives that they know, and write them on the board. Divide the class into

groups of four. Give each group the three car pictures from the worksheet (point out that *kph* means *kilometres per hour*). Ask them to look at the pictures and to use the adjectives on the board to write as many comparative and superlative sentences as they can in three minutes. Nominate different students to call out sentences. If students have come up with mainly comparative sentences, encourage them to think of a few sentences using superlatives.

Give each group a complete set of picture cards and adjective cards. Shuffle the picture cards and give each student three cards. Shuffle the adjective cards and place them face down on the table. Students turn over all their picture cards and leave them face up, so that they can see each other's cards.

Students take turns to pick up an adjective card. They then look at the other cards on the table and try to think of a comparative or superlative sentence, using one of their own picture cards and one or more of the cards in the same set belonging to another student, e.g. *Car A is slower than Car B.* / *Car A is the slowest car.* The other students decide if the sentence is correct. If it is correct, the student keeps the adjective card and the next student takes a turn. If it is incorrect, the card must be replaced face down on the table. Students continue the activity until all the adjective cards have gone. The student with the most adjective cards wins. If students haven't made many superlative sentences, you could award bonus points for superlative sentences when counting up who is the winner. Hold up an adjective card. The first student to put up his hand and say a correct superlative sentence (using the picture cards on the table) gets a bonus point.

The cards can be further exploited by asking students to look at all the picture cards and to write comparative and superlative sentences.

LESSON 3

PAGES 46–47

Lesson aims

- giving directions verbally and by e-mail

Key vocabulary/phrases

land (v) *late*

Turn left. Take the first turning on your right. Go past ... Go out of the door. Take the second turning on your left. Go straight ... Take the third turning on your right.

Preparation

No additional preparation is required.

Warmer

E-mail dictation

To revise how to say e-mail addresses, write on the board:

@ .

Elicit how to say these symbols (at, dot). Then write:

- dash
/ slash

Dictate the following e-mail address to the class:

www.longman.com/powerbase

Ask students to read the address back to you, and write it on the board to check. In pairs, students write an e-mail address (real or imaginary) and take turns to dictate it to their partner, who writes it down. Students check the addresses together.

GIVING DIRECTIONS

- 1 Pre-check that students can distinguish between left and right. Stand with your back to the class. Hold out your right arm and elicit *right*. Do the same with your left arm to elicit *left*. Then ask students to match the directions to the signs. Hold up your book and point to the signs, eliciting responses.

ANSWERS

- 1 Turn left.
- 2 Take the second turning on your left.
- 3 Go straight ...
- 4 Take the first turning on your right.
- 5 Go past ...
- 6 Take the third turning on your right.

A MEETING IN RIO

- 2 In pairs, students read the e-mail. Focus attention on the map of the opposite page. Ask pairs to find the hotel, follow Mois's route and fill the boxes on the map with the correct words. Check answers together.

ANSWERS

Clockwise from top: country club gym obelisk

参考译文

莫伊斯:

你好!

我想你已经为里约之行作好了准备! 你下周的巴西之旅安排如下:

你的班机将会在周一晚上很晚抵达, 所以请你抵达后搭乘出租车从机场去位于伊帕内玛的凯撒公园酒店。

我们能否在周二一起共进午餐? 十二点半在凯卡尔斯乡村俱乐部好吗? 那儿离你住的宾馆只需步行十五分钟。去那里的路线是: 出宾馆后往右拐, 沿着海滩走, 经过体育馆, 在第三个转弯处向右拐(亨利克·杜蒙特大街)。经过路中间的石碑; 然后往前走, 直到看到一个大湖。俱乐部就在前方的岛上, 你决不会错过的!

午餐期间, 我们可以谈一谈为你安排的会晤以及我们本周的其他计划。

见面再谈!

埃瑞卡

3 Write on the board:

What time is the meeting?

Where is it?

Play the recording. Then play it again to check, pausing to elicit answers.

ANSWERS

His meeting is now at 1:15 in the office.

TRANSCRIPT

ERICA Hi, Mois! Welcome to Brazil! I'm sorry, but we can't meet at the country club at 12:30. Can we meet at the office instead? At about 1:15? How do you get there? OK. Go out of your hotel and turn left, walk along the beach and then turn left into Vinicius de Moraes ... it's the third turning, I think. OK. Then, go past the Girl from Ipanema bar and the office is on the next corner. It has a big sign outside, so you can't miss it. See you there! ... Oh, my mobile number is 06878 098778. Bye!

NOW YOU

- 4 Divide the class into A/B pairs. Students take turns to give directions on the map. Student A turns to page 135 of the Coursebook and gives B directions. Then Student B turns to page 138 and gives A directions. Circulate and help as necessary.
- 5 Students write an e-mail giving directions: either how to get from their home to a shop or supermarket or how to get from their workplace to a restaurant nearby (keep this simple). You may wish to collect in the e-mails to check, and include any common errors in a correction spot in the next lesson.

Additional activity

Where am I?

In groups, students write directions from where they are now to a nearby landmark. When groups have finished writing, help them to check their work and encourage self-correction. Then ask groups to take turns to read out their directions. The other groups listen and try to work out where the directions lead to.

LESSON 4

PAGES 48–49

Lesson aims

- comparing hotel facilities

Key vocabulary/phrases

facilities sauna swimming pool luxury suite room service gym fax machine Internet access good transport links city centre location meeting rooms conference rooms prices guest rooms bar health and fitness rates location guide business facilities

Preparation

If you plan to use the Additional activity *Our perfect hotel*, provide a large piece of paper and a selection of coloured markers/pens for each group of students.

Warmer

Hotels and facilities

Ask the class to name some hotels in your area. Write the hotels on the board. Point to the name of a hotel and ask questions such as: *Does it have a swimming pool? Is it expensive? Is there a restaurant / bar / gym?* Elicit any other facilities that the hotel has.

Point to another hotel and ask: *Is it a good hotel for a family holiday? Is it a good hotel for a business meeting?* Ask *Why/Why not?* Then point to two or more hotels on the board and ask students to compare them. If you have the names of a few different hotels, ask *Which is the best? Why?*

A HOTEL WEBSITE

- 1 In pairs, students look at the hotel website and discuss where to click to find information about the facilities listed. Ask them to write the words in the correct boxes.

ANSWERS

guest rooms: luxury suites
location guide: good transport links, city centre location
rates: cheap prices
restaurant and bar: good food
health and fitness: swimming pool, sauna, gym
meetings and conferences: meeting rooms, conference rooms
business facilities: fax machines, Internet access

- 2 In small groups, students discuss what facilities they think are important in a good business hotel. Ask them to list their top five. Elicit opinions from the groups and ask students to expand on any differences of opinions.

COMPARING HOTELS

- 3 Write the names of the three hotels on the board. Play the recording. Ask students to listen and note down what they can about each hotel (there is a lot of information on the recording, so they won't be able to note down everything). Divide the class into small groups and ask them to compare their notes and make a list of facilities for each hotel. Play the recording again for groups to check.

TRANSCRIPT / ANSWERS

WOMAN 1 When you go into the Chelsea Hotel in New York, you know you're in a special place. Its guests include many of the world's most famous names: Bob Dylan, Jimi Hendrix, Andy Warhol ... The Chelsea's **right in the centre of the city**, so there are **very good transport links**. And, of course, the world's best shops, theatres and nightclubs are all around you. There are **more than four hundred rooms and suites** in the hotel, but you can only stay in about a hundred of them. That's because a lot of people like the Chelsea so much that they actually live there!

MAN The Oriental, Bangkok in Thailand has more than a hundred years' experience in the hotel business. That means it knows what businesspeople want. It has **conference rooms** for big meetings and **meeting rooms** for small ones. For private meetings there are also **a lot of suites** – the biggest is more than three hundred square metres!

WOMAN 2 Sweden's Ice Hotel is a very different kind of hotel. They make it from snow and ice every December and it stays open until May. That's when the weather gets hotter and the hotel simply melts and disappears. The hotel has **an Ice Sauna, an Ice Cinema** and if you want a drink in the **Ice Bar**, it even comes in an ice glass. There's just one problem with the Ice Hotel: it's very cold! The temperature in the suites and bedrooms is between minus four and minus nine degrees Celsius.

NOW YOU

- 4 In groups, students discuss which hotel is the best for a holiday, which is the best for a big business meeting and which is the most interesting. Circulate and encourage students to explain their opinions. Have a quick feedback session eliciting opinions from groups.

Additional activity

Our perfect hotel

Divide the class into medium-sized groups. Give each group a large piece of paper and some coloured markers. Tell groups that they have fifteen minutes to discuss and design their perfect hotel. They can draw the hotel or describe it in writing. They should think of a name for the hotel and include details of the hotel facilities and room prices.

After fifteen minutes, groups take turns presenting their hotel to another group. The two groups should then discuss why they think their hotel is the best one for a family holiday/business meeting.

KEY to DO IT YOURSELF

PHONETIC DRILLS

PRONUNCIATION \u...\ \A...\ \O...\

- 1 Open books. Focus students on the underlined vowels and phonemic symbols. Play the recording. Students listen and repeat. Drill pronunciation, emphasizing the length of the vowel sounds, all of which are long.

TRANSCRIPT

school beautiful car are short boring

- 2 Focus students on the phrases. Play the recording. Students listen and repeat. Ask students to look at the phrases and circle the vowel sounds that are the same. Let students compare with a partner, then check answers together.

ANSWERS

Park car
Do you
New School York Law

TRANSCRIPT

Are you a student? Park your car here.
Do you like it? New York Law School.

- 3 Open books. Focus students on the phrases and the underlined consonants. Play the recording. Students listen and repeat. Drill pronunciation. Ask students, in pairs, to take turns saying the phrases.

TRANSCRIPT

room rates health club hotel restaurant Chelsea Hotel
luxury location transport links conference rooms

FUNCTIONAL SENTENCES TO REMEMBER

- 2 1 I think the buildings are boring.
2 The street is quiet. It's nothing special.
3 Siberia is colder than Norway.
4 Oymyakon in Siberia is the coldest town in the world.
5 Turn left/right.
6 Take the first turning on your right.
7 Take the second turning on your left.
8 Turn right at the crossroad.
9 Walk along the beach, past the gym and take the third turning on the right.
10 Go past the obelisk in the middle of the road and then go straight until you come to a big lake.
11 I think the Chelsea Hotel is the best for a holiday.
12 I think the most important thing is a swimming pool.
13 It is a good hotel for a family holiday.
14 The hotel has conference rooms for big meetings.

review 2

REVIEW 2

PAGES 54–55

AIMS

- to revise vocabulary, grammar and functions from Units 3 and 4
- to extend pronunciation
- to extend practice of prepositions of movement in the *Focus on ...* section

VOCABULARY Crossword

- 1 Open books. Focus students on the first clue for the crossword and the example answer. Point to *2 Down* and ask the class to read the clue and call out suggestions. Students complete the rest of the crossword. Circulate and help. When most of the class have finished, ask students to compare their answers. Write *Across* and *Down* on the board and elicit answers to each clue.

ANSWERS

Across: 1 first 3 half 6 do 9 interesting
10 to 11 always 12 worst 14 rates
16 sunny 17 leave
Down: 2 salesperson 4 assistant 5 flights
6 dirty 7 on 8 repeat 13 his 15 See

GRAMMAR CHECK

- 2 Focus students on the first question and answer. Highlight the question and elicit what auxiliary verb is needed (*do*). Elicit what the question and response should be (*Where do you live? I live in Cairo*). Students complete the other questions and answers, putting the verbs in brackets into the correct form of the present simple. Ask students to compare with a partner and then check answers together.

ANSWERS

- 1 do you live; live
2 does she do; works
3 do they come; don't know
4 does he go; goes
5 does the secretary give; says
6 do people work; work

- 3 Students complete the table with the correct adjective, comparative or superlative. Check answers together and write them on the board.

ANSWERS

better bad worst more expensive most expensive
dirty dirtier fast fastest

FOCUS ON ... Prepositions of movement

- 4 Drill pronunciation of each preposition. Ask students to demonstrate any of the prepositions they know. Students write the prepositions under the correct arrow. Play the recording. Students listen and check. Check answers together.

ANSWERS

1 out of 2 round 3 through 4 up 5 across
6 down 7 along 8 into

TRANSCRIPT

INSTRUCTOR

All right, are you ready? ... Right, out of the door. Now! Come on, out of that door! Go round the post. Round it! Now through the tunnel! Through! Through! Through! Come on, come on! Up the steps! Up! And across the bridge! Come on, across the bridge! Now, down the slope! Down the slope! And along the path now! Come on! Along the path! Right! Into the building! Into the building, now!

Draw a house and garden with a fence around it on the

board. Outside the fence, draw an X. Point to the X and say *This is me. I don't have the keys to my house. How can I get in?* Ask the class to give you instructions where to go, using the prepositions of movement.

PRONUNCIATION /g/ /k/

- 1 Open books. Focus students on the underlined sounds. Play the recording. Students listen and repeat. Put your hand in front of your mouth, palm inwards. Indicate that you want students to do the same. Say /k/ and ask them to repeat. Students should be able to clearly feel their breath on their hands as they make the sound. Now say /g/ together. Students should hardly be able to feel their breath on their hands. Say each sound again and ask students to repeat. Drill the class, alternately saying words from the /g/ and /k/ groups and using the hand method to differentiate between the two sounds.

TRANSCRIPT

get guide call quiet

- 2 Ask students to say each pair of words, using the method shown in 1. Play the recording and pause after the first word. Elicit which word from the first pair it is (*good*). Continue with the rest of the recording. Students tick the words that they hear. Ask students, in pairs, to take turns saying a word from each pair. Their partner listens and points to the word they hear.

TRANSCRIPT/ANSWERS

good cold bank

5

speed and power

UNIT AIMS

- transport vocabulary
- *there is / there are ...* and *some / any / a lot of*
- countable and uncountable nouns
- talking about companies
- *How much? How many?*
- *more than / less than / around / about*
- talking about leisure activities
- *I like + verb -ing*
- *I spend + time + verb -ing*

weblinks

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 56–57

Lesson aims

- transport vocabulary
- *there is / there are ...* and *some / any / a lot of*

Key vocabulary

*bicycle bus camel car helicopter motorbike plane
boat taxi train tourist*

Preparation

- 1 If possible, bring a map of the world to class.
- 2 Bring in a selection of pens.

Warmer

Directions revision

Ask the class to work together to write directions from the room you are in at the moment to another room in the building (tell them not to write the name of the room). They have five minutes to complete the task. Go outside while the class discusses and writes the directions. After five minutes return to the class. Ask one of the students to read the instructions to you (you can ask questions to clarify information). Then guess where the directions lead.

TRAVEL IN DUBAI

- 1 Open books. Point to the pictures and see if students can tell you what country it is (Dubai). Try to elicit where Dubai is. If you have brought in a map, ask students to gather round it to find Dubai (it is within the Union of Arab Emirates on the coast of the Persian Gulf).

In pairs, students look at the pictures of Dubai and tick the kinds of transport they can see. Encourage them to use dictionaries to check any unfamiliar words. Check answers together.

ANSWERS

bicycle ✗ bus ✓ camel ✓ car ✓
helicopter ✓ motorbike ✓ plane ✗
boat ✓ taxi ✗ train ✗

- 2 In pairs, students decide which of the sentences is true. Check answers together.

ANSWERS

There's a helicopter.

Write the three sentences on the board. Say *There's a helicopter* and hold up a finger to indicate *one*. Highlight *some* in the second sentence and ask *One or more than one?* Elicit *more than one*. Elicit whether these two sentences are positive or negative (positive).

Highlight *any* in the third sentence and ask *Positive or negative?* (negative). You may also wish to write a question on the board (e.g. *Are there any buses?*). Point out that *any* goes with questions and negative sentences, and highlight the inversion of *there are* in the question form.

- 3 Students write sentences about the other kinds of transport in the box. Encourage them to use the Check box as necessary. Elicit sentences around the class and write some of them on the board.

POSSIBLE ANSWERS

There are some boats.	There are some cars.
There's a bus.	There aren't any trains.
There aren't any bicycles.	There are some camels.
There's a motorbike.	There aren't any taxis.

A TRAVEL REPORT

- 4 The travel report about Dubai practises the use of *some* and *any*, and introduces *a lot of*. Focus students on the report. Play the recording and ask students to listen and read. Play the recording again. In pairs, students circle the correct words/phrases in italics. Then play the recording a final time to allow students to check their answers. Nominate students to read out correct sentences from the report.

TRANSCRIPT / ANSWERS

REPORTER

For tourists and businesspeople, Dubai is one of the most popular places in the Middle East. There are **some** fantastic facilities for businesspeople and, for tourists, there are **a lot of** great hotels, beaches and shops.

Transport in Dubai is not a problem. There's **a** big new airport, there are **a lot of** taxis and there are also **some** buses. But I'm afraid there aren't **any** trains and, of course, there aren't **any** bicycles, because it's very, very hot!

But in this city, there's really only one way to travel – the car. People in Dubai love their cars. And there's **a** good reason for this: petrol here is very cheap. So, there are always **a lot of** cars on the streets and there are **some** very noisy motorbikes, too!

And for people who want the old Dubai, there are still **some** camels here!

Focus students on the Check box. Read the sentences and ask the class to repeat.

Collect a pen from each student (if you have a small class,

bring some extra pens in to supplement these). Hold up a pen and say *There's a pen*. Hold up two or three pens and elicit *There are some pens*. Hold up all the pens and elicit *There are a lot of pens*. Hide the pens, hold up your empty hands and elicit *There aren't any pens*. Hold up other objects (e.g. books) and drill *some, any, a* and *a lot of*.

参考译文

迪拜市

对于商人和游客而言，迪拜是中东地区最受欢迎的城市之一。这里有商人梦寐以求的商用设施，也有许多高级酒店、海滩和商店供游客使用。

迪拜的交通不成问题。这里有新建的大型机场、大量的出租车和公交车。但是没有火车，当然也没有自行车，因为这里太热了！

在这座城市里只有一种便捷的旅行方式——驾车旅行。迪拜的人们酷爱他们的车。有个很好的理由即：这里的汽油很便宜。于是，大街上都是各式车辆，还有轰鸣的摩托车！

对于那些怀念旧时迪拜的人来说，这里仍然还有骆驼队！

NOW YOU

- 5 Write on the board:

transport

Talk about the transport in your home town (or in a town you know, if your home town is the same as the students'). Encourage the class to ask you questions.

In pairs, students talk about transport in their town or city. Circulate to monitor and help. Make a note of any errors, without interrupting, and hold a correction spot at the end of the activity.

Additional activity

Comparing transport

Write the transport words from activity 1 on the board. Elicit any other forms of transport that students know. Elicit some adjectives (e.g. *safe, dangerous, expensive, fast, slow*, etc.). In small groups, students choose two forms of transport to compare and have five minutes to prepare a comparison. When they have finished, ask groups to present their ideas to the class.

Ask the class *What kind of transport is the best?* Students discuss quickly in groups. After two or three minutes, elicit opinions around the class. Encourage students to expand their opinion (e.g. ask *Why do you think cars are the best? Are they safer/faster than trains?* etc.).

LESSON 2

PAGES 58–59

Lesson aims

- countable and uncountable nouns
- there is / there are ...

Key vocabulary

electricity information money barrel room bottle
factory space star pollution power station water
dollar oil newspaper accommodation

Preparation

No additional preparation is required.

Warmer

In my town

Quickly brainstorm different things that are in a town (transport, shops, facilities, buildings, parks, etc.).

Ask the class to stand up. Demonstrate the activity by saying *In my town there are a lot of taxis*. Ask the next student to repeat this and then to add more information (e.g. *In my town there are a lot of taxis and some trains*). The next student in line repeats both yours and the previous student's information and then adds some information of his own (e.g. *In my town there are a lot of taxis and some trains and a supermarket*, and so on). Each student must remember all the things that previous students have said before adding their own information. If a student forgets any of the information he sits down. The winner is the last student to remain standing.

CAN YOU MATCH THEM?

- Open books and focus students on the pictures and the words in the box. In pairs, students match the words to the words in the pictures. Encourage them to look up unfamiliar words in their dictionaries. Hold up your book and point to the pictures, eliciting the correct words. Say the pairs of words and ask students to repeat.

ANSWERS

stars – space pollution – factory dollars – money
water – bottle oil – barrels
newspapers – information accommodation – rooms

CAN YOU COUNT THEM?

- Focus students on the information in the Check box (see *Grammar reference* on page 144 of the Coursebook). Ask *Can we count bottles?* Elicit *Yes*. Ask *Are bottles countable or uncountable?* Elicit *countable*. Say *Can we count information?* Elicit *No*. Ask *Is information countable or uncountable?* Elicit *uncountable*. Point out that uncountable words do not take a plural *s* (you can't say *informations*).

Focus students on the pairs of words in activity 1. Ask them to decide which word in each pair is countable/uncountable. Check answers together.

ANSWERS

countable: stars, factory, power station, bottle, barrels, newspapers, rooms
uncountable: space, pollution, electricity, water, oil, information, accommodation

THERE IS ... THERE ARE ...

- Highlight that we use *There is ...* for uncountable nouns and *There are ...* for countable nouns. Students complete the sentences using *There is* and *There are*. Nominate students to read out sentences. Write the sentences on the board and underline the *s* on the countable nouns (e.g. *There are some English language newspapers in Singapore*).

ANSWERS

2 There is 3 There are 4 There are
5 There is 6 There are

NOW YOU

- Point to the first prompt and elicit what the question is (*Are there a lot of cars in Egypt?*). In pairs, students complete the questions. Go round the class, helping and checking.

In pairs, students take turns asking the questions and replying using short answers. Go round the class, monitoring and helping.

- In pairs, students think of five more questions. Then pairs join together to make groups of four, and take turns asking and answering their questions. If group work is not

possible in your classroom, nominate a pair to ask a question and another pair to answer. Circulate and make a note of any areas that may need extra work next lesson.

LESSON 3 PAGES 60–61

Lesson aims

- talking about companies
- *How much? How many?*
- *more than / less than / around / about*

Key vocabulary/phrases

*make main competitors big markets head office
wind turbines profit strong
more than less than around about How much/many?
The financial position of the company is good.*

Preparation

No additional preparation is required.

Warmer

Countable and uncountable revision

Give each student two A4 sheets of paper. Ask students to write *countable* in large letters on one sheet and *uncountable* on the other. Call out the vocabulary words from the last lesson (*pollution, information, barrels, money, rooms, space, power station, bottle, water, cars, shops, electricity*). Students hold up their sheets of paper to indicate whether they think the noun is countable or uncountable.

QUESTIONS ABOUT COMPANIES

- 1 Open books. Focus students on the first activity. In pairs, students match the phrases in the box with the question words in the ovals. Elicit answers around the class. Drill the questions. Check comprehension of *competitors* and *markets*.

ANSWERS

What ... does it make?
Where ... is its head office? / are its big markets?
Who ... is its boss? / are its main competitors?

- 2 Students read the information. Highlight the phrase *around the world* and ask students if they know another way to say this (e.g. *in different countries*). Then ask

students to underline all the verbs in the text. Elicit which verbs are in the third person singular (*is, sells, manages, makes*). Next ask students to call out all the adjectives in the text (*big, cheap, quiet, good, strong*).

In pairs, students take turns to ask and answer the questions in activity 1. Circulate and help. Check answers together.

ANSWERS

What is its name? – Vestas.
What does it make? – Wind turbines.
Where is its head office? – Ringkøbing, Denmark.
Where are its big markets? – Denmark, Spain, Germany, India, and the USA.
Who is its boss? – J Poulsen.
Who are its main competitors? – NEG Micon A/S (Denmark), Babcock Borsig AG (Germany).

参考译文

公司情况

公司信息：维斯塔斯公司
维斯塔斯A/S风力系统公司是一家大型风力涡轮机生产厂家。（这些机器使用风力发电。）

维斯塔斯风力涡轮机有的价值超过100万美金，但是它们能生产廉价的电力。它们无噪音，也不产生任何污染。

维斯塔斯公司生产的风力涡轮机不仅大量销往欧洲市场，特别是丹麦、西班牙和德国等国；而且，它们在印度与美国也占有很大的市场。实际上，现今全世界大约35个国家拥有超过7000台维斯塔斯风力涡轮机。

公司老板杰·波尔森通过在丹麦灵可宾的总公司来管理其业务，全世界有4000余名员工在维斯塔斯下属的工厂和办事处工作。

该公司的财务业绩斐然，其销售利润占整个销售额的10%左右。然而，在这一市场中也有一些强劲的竞争对手，其中包括麦康公司(丹麦)和巴柏库克公司(德国)。

STATISTICS

- 3 Write on the board:

$$2 < 3 \quad 1 > 5$$

Say *Two is less than three* and *Five is more than four*. Write 99 on the board. Say *Ninety-nine is around one hundred or ninety-nine is about one hundred*.

In pairs, students look at the information in the text and decide if the sentences are true or false. Check answers together. Encourage students to correct the false sentences.

ANSWERS

1 T 2 F (more than 7000) 3 F (about 35)

4 F (more than 4000) 5 F (around 10 per cent)

HOW MUCH? HOW MANY?

- 4 Ask a student
- How many pens do you have in your bag?*

Ask another student *How much money do you have in your pocket?* Elicit responses. Write the questions and responses on the board. Highlight the form. Ask *Which sentence is countable? Which is uncountable?*

Focus students on the Coursebook and ask them to write questions with *How much* or *How many*, putting the verbs in brackets into the correct form. Check answers together. For question 6, point out that it would be equally correct to say *How much does a wind turbine cost?* Drill the questions.

ANSWERS

2 How much profit does the company make?

3 How much pollution do the turbines produce?

4 How many employees does the company have?

5 How many turbines are there in the world?

6 How much money does a wind turbine cost?

- 5 In pairs, students take turns to ask and answer their questions. Encourage them to use the text in activity 2 to answer the questions. Focus students on the Check box and expand the explanation, using board work if necessary (see *Grammar reference* on page 144 of the Coursebook).

NOW YOU

- 6 Brainstorm some famous international and local companies. Students write some sentences about their own company or one of the companies on the board. Go round the class, helping and monitoring.
- 7 In pairs, students use the questions on the pages to find out about their partner's company. They should make notes. Students then swap roles.
- 8 Ask students to use the notes they made in activity 7 to write a short summary of their partner's company for a web page. Tell them to use the Vestas web page as a

model. When they have finished, you may wish to collect in their summaries, to check for any common errors and to display around the class.

LESSON 4

PAGES 62–63

Lesson aims

- talking about leisure activities
- *I like + verb -ing*
- *I spend + time + verb -ing*

Key vocabulary/phrases

*slowing down survey questionnaire leisure time
leisure activities watching TV spending time with the family
working in the garden fishing walking going to the movies
using a computer socializing with friends playing sports
once twice three times four times normally*

Preparation

No additional preparation is required.

Warmer

Guess the leisure activity

Draw some pictures on the board, to represent things you like and don't like doing in your leisure time. Students guess what the activities are, using a dictionary to look up unfamiliar words. Point to the pictures and say the things you like and don't like doing.

LEISURE TIME IN THE USA

- 1 Open books and focus students on the survey about leisure time in the USA. Ask students to read the survey and then to find the leisure activities that match the pictures on the pages. Check answers together. Go through the list of activities and check comprehension.

ANSWERS

From top left: Going fishing Reading / Spending time with the family Working in the garden Going to the gym or playing sports

- 2 Focus students on the Check box. Highlight the form. Say *I like reading* and write the sentence on the board. Elicit the negative and question forms of the sentence

(*I don't like reading. Do you like reading?*).

Ask students to write sentences about their three favourite leisure activities. They can choose from the list or use a dictionary to help them write about their own activities. Nominate students around the class to read out their sentences.

Finally, point to your pictures on the board from the Warmer and elicit sentences about the activities.

- 3 Focus students on the speech bubbles. Ask a pair of students to read the bubbles. Indicate that you want the class to ask you the questions and you respond.

In pairs, students take turns to ask and answer the questions in the speech bubbles. They should use their sentences from activity 2 to answer the first question. When they have finished, ask students to report back to the class about their partner's leisure activities.

LEISURE TIME IN THE UK

- 4 Close books. Ask students *How many hours do you think people in the UK work?* Then ask for ideas about what people in the UK do in their free time.

Tell the class that the recording is a conversation between a researcher and a British worker. The information is from UK government statistics about a typical working person in the UK. Play the recording. Students listen and complete the information. Ask students to compare their answers with a partner. Play the recording again for students to check. Check answers together.

ANSWERS

1 50 2 30 hours 3 a watching TV – 14
b socializing – 10 c reading – 3

TRANSCRIPT

RESEARCHER Hello. I'm doing a survey of work and leisure time. Can I ask you some questions?

MAN Yeah, all right.

RESEARCHER How many hours a week do you normally work?

MAN I work about ... oh, about fifty hours a week.

RESEARCHER So, how much free time do you have?

MAN Oooh. About ... can I think about this for a moment? ... Yeah, about thirty hours.

RESEARCHER Thirty hours. And how do you spend your

free time?

MAN Well, I spend about two hours a day watching TV, so what's that?

RESEARCHER About fourteen hours a week?

MAN Yeah.

RESEARCHER And how do you spend the rest of your free time?

MAN I don't know ... I probably spend about an hour a day talking to family or friends ... no, more than that. You know, on the phone or socializing or whatever.

RESEARCHER So, about ten hours?

MAN Yeah. That sounds about right. Then I spend about, maybe, three hours a week reading ... and the rest of the time? I probably spend the rest of the time doing nothing at all. Do you know what I mean?

RESEARCHER Yes, yes, I do.

- 5 In pairs, students take turns to ask the questions from the survey in activity 4, answering with information about their life.

Focus students on the Check box. Then ask them to ask you the questions in the survey. Say your answers and write them on the board. Underline examples of *I spend + time + verb -ing*.

NOW YOU

- 6 Tell students to imagine that they work for a leisure magazine and are researching information about leisure time in their area.

In pairs, students write a questionnaire about leisure time, with four or more questions. Go round the class helping.

Then pairs circulate and ask other pairs the questions, making a note of their answers. In medium-sized groups, students pool their information and decide what the five most popular activities in the class are. Ask groups to present their information to the class.

Additional activity

Leisure discussion

In pairs, students read the survey about leisure time in the USA again and discuss any information which surprises them or which is different from their country. Then pairs join together in groups of 4–6 and discuss what they think are the ten most popular leisure activities in their own country. When they have finished, ask each group to write their list on the board. Have a class discussion, comparing the lists. Then get students to help you make one list for the whole class of the ten most popular leisure activities in their country.

KEY to DO IT YOURSELF

PHONETIC DRILLS

PRONUNCIATION \s\ \t\ \S\

- 1 Open books. Focus students on the underlined sounds. Play the recording. Students listen and repeat. Drill pronunciation.

TRANSCRIPT

star space Tokyo Internet shop information

- 2 Focus students on the words. Play the recording. Students listen and put the words in one of the three groups in 1. Check answers together and write the words on the board. Drill pronunciation.

ANSWERS

\s\ sea Singapore electricity

\t\ bottle water lot

\S\ Russia accommodation English

TRANSCRIPT

Russia sea accommodation Singapore bottle
water electricity English lot

\n\ \N\

- 3 Put your hand on the side of your nose and ask students to copy you. Say *down*. Then say *slowing*. Students should be able to feel the longer vibration in their nose when they say the \N\ sound. Write the symbols on the board and ask students which they think represents which sound (\n\ for *n*, /N/ for *ng*).

Focus students on the phrases. Play the recording. Students listen and repeat. Ask students to say each phrase, using the technique above. Then ask students, in pairs, to take turns saying the phrases.

TRANSCRIPT

slowing down watching television having fun
working in the garden

FUNCTIONAL SENTENCES TO REMEMBER

- 2 1 There is a big new airport in this city.
2 There are some very noisy motorbikes, too!
3 There aren't any trains in Dubai.
4 Some Vestas turbines cost more than \$1 million.
5 The company sells a lot of its wind turbines in Europe, especially in countries like Denmark, Spain and Germany.
6 The company makes a profit of around 10 percent on its total sales.
7 However, there also are some strong competitors in this market, including NEG Micon A/S (Denmark) and Babcock Borsig AG (Germany).
8 — What do you like doing in your free time?
— I like going to the movies.
9 — How often do you go to the movies?
— I go twice a week.
10 — How do you spend your free time?
— I spend about 8 hours a week watching TV.
11 I don't like walking. I like reading.
12 I normally work eight hours a day.
13 Hello, I'm doing a survey of work and leisure time.
14 I like socializing with friends.
15 — Are there a lot of cars in Egypt?
— Yes, there are.

6

business and

UNIT AIMS

- countries and cities
- present continuous: positive, negative and question forms
- present simple or present continuous?
- customer service
- shopping phrases
- networking
- question words

weblinks

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 68–69

Lesson aims

- countries and cities
- present continuous: positive

Key vocabulary

*Brazil China France Japan Morocco Pakistan Russia
USA come rise have start get close relax set
work leave*

Preparation

No additional preparation is required.

Warmer

Countries twenty questions

Brainstorm countries in the world and write them on the board. Choose one of the countries (don't tell students which one) and ask the class to discover which one it is by asking *Yes/No* questions, e.g. *Is it a big country?* They can ask a maximum of twenty questions. When they have guessed the country, ask a student to choose a country and the class asks questions to guess its name.

COUNTRIES AND CITIES

- 1 Open books. Focus students on the list of countries and drill their pronunciation. In pairs, students look at the map and find cities from the countries. Check answers together. Then ask students to call out the names of any other countries that they know.

ANSWERS

China – Beijing France – Paris Japan – Tokyo
Morocco – Casablanca Pakistan – Karachi
Russia – Moscow USA – New York

AROUND THE WORLD

- 2 Focus students on the eight cities on the map. Play the recording. Students listen and write the time next to the cities. Ask students to compare their answers, then play the recording again for students to check. Check answers together. Write the times on the board and drill pronunciation.

ANSWERS

2 9 o'clock 3 11 o'clock 4 1 o'clock
5 3 o'clock 6 5 pm 7 8 o'clock 8 9 pm

TRANSCRIPT

PRESENTER And before we finish today's programme, let's take our normal trip around the world. Today, we start in the USA, with New York City. Hello, New York, what's happening with you?

USA Yes, good morning! It's early here in New York — it's just 7 am. The sun's coming up and we're getting ready for the day.

PRESENTER And what about down in South America, in Brazil? Are you ready for the day, as well?

BRAZIL Yes, we certainly are. It's the end of the morning rush hour here in São Paulo. It's nine o'clock right now and everyone's starting work.

PRESENTER And on the other side of the Atlantic Ocean, what about Morocco? Good morning, Casablanca, what's the weather like with you?

MOROCCO Hello. Good morning. The temperature is rising in Casablanca, it's eleven o'clock and I can tell you it's pretty hot here already.

PRESENTER Now, let's go north, to France. Hello, Paris. How are you?

FRANCE We're fine, thank you. Here in Paris, it's one o'clock and, in fact, we're having lunch. Cheers!

PRESENTER Cheers! And, what's happening further east, in Russia? Can you hear us in Moscow?

RUSSIA Yes, we can hear you very well. Here in Moscow it's three in the afternoon and I'm afraid that already it's getting dark and it's getting cold.

PRESENTER Next, we go to Pakistan. Hello, Karachi!

PAKISTAN Good afternoon to you. Well, in Karachi, it's the end of the working day. It's 5 pm, the stock market is closing and people are leaving their offices.

PRESENTER And I guess it's the end of the working day in China as well. What's happening in Beijing at the moment?

CHINA Yes, it's eight o'clock in the evening here in Beijing. The sun is setting and everyone's relaxing at the end of the day.

PRESENTER And finally, to Japan. Are you ready for bed in Tokyo?

JAPAN No, we aren't. It's 9 pm in Tokyo but we're still working!

PRESENTER Thank you, Tokyo. Well, wherever you are in the world — good morning, good afternoon, good evening, and from me, goodbye!

- 3 Students read sentences 1–4 on the map and fill the gaps with the verbs in the box. Ask students to compare answers with a partner.

Focus students on the *-ing* ending of the verbs in the box. Highlight *coming, rising, having*. Elicit what the infinitive of each verb is (*come, rise, have*). Ask students what letter the three verbs end in (*-e*). Elicit what letter is dropped when the verbs are in the present continuous (the final *-e*). Point to *getting*. Elicit the infinitive (*get*). Highlight the vowel and consonant at the end of *get*. See if students can tell you that the consonant is doubled in the present continuous form.

- 4 Ask students to put the verbs into the *-ing* form. Call out a verb and elicit the *-ing* form. Then students use the verbs to complete sentences 5–8. Again, students can compare answers with a partner.

- 5 Play the recording again for students to check their answers to activities 3 and 4. Check answers together.

ANSWERS

1 getting 2 9 am, starting 3 11 am, rising
4 1 pm, having 5 3 pm, getting 6 5 pm, closing, leaving
7 8 pm, setting, relaxing 8 9 pm, working

Focus students on the information in the Check box. Highlight the *-ing* form (*to be + verb -ing*). Write on the board:

have read sit

Elicit the *-ing* form for each verb and write them on the board (*having, reading, sitting*). Point to *reading* and elicit all the forms of the verb in the present continuous.

Emphasize that the present continuous is used for things that are happening now. Mime having lunch/breakfast, reading a book and sitting on the table. As you mime each action, ask the class *What am I doing now?* Elicit a response (e.g. *You are having lunch*).

See *Grammar reference* on page 145 of the Coursebook.

NOW YOU

- 6 Focus students on the map. Point to a country and elicit what time it is there. Elicit ideas for what people are doing there at the moment. Encourage students to use verbs other than the ones on the page. Help them to put the verbs in the *-ing* form.

Then, in pairs, students point to other places on the map and talk about what time it is there at the moment and what people are doing.

Additional activity*Miming game*

In pairs, students take turns to mime an activity (from the information on the map). Their partner looks at the map in the Coursebook and guesses what country it is happening in.

LESSON 2 PAGES 70–71

Lesson aims

- present continuous: negative and question forms
- present simple or present continuous?

Key vocabulary/phrases

giraffe costume advertise programme children's TV
appear show theatre raise money charity run
marathon usually

What does she do? What is she doing?

Where does she come from? What is she wearing?

Preparation

- 1 If possible, bring in photos/magazine pictures of people carrying out actions (walking, sitting, reading, talking, etc.) to introduce the *Now you* section.
- 2 If you plan to use the Additional activity *Usually or now?* (page 91), photocopy and cut up a worksheet for each pair of students.

Warmer

Drawing verbs

Brainstorm verbs from the last lesson. Quickly revise the present continuous by asking the class to put them in the *-ing* form.

Choose one of the verbs and draw a stick person on the board to illustrate its meaning. The class guess which verb it is. In pairs, students take turns to draw a picture to represent

one of the verbs. Their partner guesses which verb it is.

Point to the drawing on the board again and draw a clock. Elicit what time it is *now* and draw the clock hands to represent the time. Elicit a sentence for what the stick person is doing *now* (e.g. *It's nine o'clock, she's going to work, etc.*).

WHAT'S SHE DOING?

- 1 Open books. Focus students on the picture and the questions. Check comprehension, encouraging students to look up any unknown words in their dictionaries. In pairs, students look at the picture and talk about the questions. Elicit ideas around the class.
- 2 Play the recording. Students listen and write true sentences, putting the verbs in brackets into the positive or negative form of the present continuous. Refer students to the Check box as necessary (see the *Grammar reference* on page 145 of the Coursebook).

Ask individual students to give their answers, and write them on the board, highlighting the positive and negative forms of the present continuous.

ANSWERS

- 2 She isn't making 3 She isn't appearing
4 She's raising 5 She's running

TRANSCRIPT

The woman in the photograph is Christine Edwards. So, what's she doing? Well, she isn't advertising a new product, she isn't making a programme for children's TV and she isn't appearing in a show at the theatre. In fact, she's wearing a giraffe costume because she's running in the London marathon. At the same time, she's also raising a lot of money for charity.

Christine comes from Wales in the west of the UK and she works as an administrator. But every year she runs the London marathon in a funny costume. Although she's smiling at the camera and she's waving her arms, she's feeling very tired at the moment. Her costume is over three metres tall and it's very hot inside. But the worst thing is that the marathon usually takes her more than seven hours!

Ask the class check questions to elicit short answers: *Is she advertising a new product? (No, she isn't.) Is she running a marathon? (Yes, she is.)*

Point to students around the class asking: *Is [student's name] making a programme for children's TV? Are you learning English? Are [student's name + student's name] running a marathon? Are we thinking about lunch?* etc. Elicit short answers.

SIMPLE OR CONTINUOUS?

- 3 Students match the questions and answers. Then play the recording for students to check. Check answers together. Drill the questions and answers. Ask students, in pairs, to take turns asking and answering the questions.

ANSWERS

What does she do? – She works as an administrator.
(usually true)

What is she doing? – She's running a marathon.
(happening now)

Where does she come from? – She comes from Wales.
(usually true)

What is she wearing? – She's wearing a funny costume.
(happening now)

- 4 Focus students on the information in the Check box (see *Grammar reference* on page 145 of the Coursebook). Ask *Do we use the present continuous for things that are usually true or for things that are happening now?* (things that are happening now). Emphasize that the present simple is used for things that are always or usually true.

Write on the board:

He works in an office.

He's writing a report.

We live in [country].

We are learning English.

Elicit which sentences are present simple and which are present continuous. Then ask which sentences are about something that is *usually* true and which are about something that is happening *now*.

In pairs, students look at the questions and answers from the previous activity and decide which questions and answers are about something that's happening *now* and which are about something that's *usually* true. Elicit answers around the class (see answers to activity 3).

- 5 Students complete the sentences, putting the verbs in brackets into the present simple or the present continuous. Check answers together.

ANSWERS

1 runs 2 's/is smiling 3 's/is feeling 4 takes

NOW YOU

- 6 Hold up a photo or magazine picture and elicit what the person is doing and wearing, etc. Focus on the question prompts. Ask students to call out questions using the prompts.

Divide the class into A/B pairs. Students take turns to ask and answer questions about the people in the pictures. Student A asks questions about the person in the picture on the left and Student B turns to page 138 of the Coursebook and answers. Encourage students to try to guess the name of the person when their partner has answered their questions. Then Student B asks questions about the person in the picture on the right and Student A turns to page 135 and answers. Have a short feedback session, eliciting information about the people in the pictures.

**Additional activity**

Usually or now?, page 91

Photocopy and cut up a set of cards for each pair of students. Ask students to shuffle the cards and spread them out face down on the table. Students take turns to turn over two cards to see if they match (i.e. if both cards have the same person/people on). If the cards match, the student keeps the cards and takes another turn. If the cards don't match, the cards are turned face down again and the next student takes a turn. The person with the most pairs of cards wins.

Then students spread out all the matching pairs, face up on the table. Explain that a circle on a card means that the activity is something that usually happens; the square symbol means that the activity is happening now. In pairs, students use the picture prompts on the cards to write or say sentences about each character, e.g. *Bob usually drinks coffee. Now he's drinking water.* Encourage them to use *at the moment* and *today* in their answers, as well as *now*. Circulate and help. Nominate pairs to say or read out some of their sentences. (Possible sentences: *Stella works in an office. At the moment Stella is making a call. Bob usually drinks coffee. Today Bob is drinking water. Cheng and Xiao usually watch TV. Today Cheng and Xiao are going to the movies. Jane usually goes to work by bus. Today Jane is going to work by train. Marco drives a taxi. Today Marco is gardening. Alan, Mari and Nina arrive at work at 8:30. Alan, Mari and Nina are having*

a meeting at the moment. Pablo speaks Spanish, French and English. Pablo is speaking English now. Elena usually plays tennis. Today Elena is playing football.)

LESSON 3

PAGES 72–73

Lesson aims

- customer service
- shopping phrases

Key vocabulary/phrases

polite impolite friendly unfriendly helpful unhelpful
mistake wetsuits try crazy supplier size decision
cash record
I'm looking for ... Have a nice day. Can I try them on?
Can I have this one? Can I have a receipt?
Can I pay by credit card?

Preparation

No additional preparation is required.

Warmer

Sports shop

Close books. Write on the board:

sports shop

Elicit ideas for things you can buy in a sports shop. Encourage students to use their dictionaries to look up the names of items. As students call out suggestions, encourage the class to help you spell the words as you write them on the board. Point to some of the suggestions and elicit what sport goes with the item.

BAD SERVICE

- 1 Open books. Focus students on the adjectives in the box. Encourage them to check any unfamiliar words in a dictionary. Play the recording. Students listen to a conversation in a shop and decide which adjectives describe the assistant. Check answers together.

ANSWERS

impolite, unfriendly, unhelpful

TRANSCRIPT

CUSTOMER Good morning.
ASSISTANT Yeah. What do you want?
CUSTOMER I'm looking for a wetsuit.
ASSISTANT Well, you're in the wrong shop.
CUSTOMER But it says in the window that you sell wetsuits.
ASSISTANT Yeah. Well, that's because the manager's an idiot.
CUSTOMER Oh ... I see. Well, do you sell surfboards?
ASSISTANT No, of course not.
CUSTOMER What? Are you joking? This shop is Surfer's Paradise, right? And you're telling me that you don't sell surfboards.
ASSISTANT Yeah.
CUSTOMER I see. Well, where can I buy a surfboard?
ASSISTANT I've no idea.
CUSTOMER Right. Well, thank you very much. Goodbye.
ASSISTANT Yeah. And don't come back.

- 2 In groups, students discuss what the shop assistant does wrong. Elicit ideas around the class.
- 3 In groups, students choose the correct form of the verbs in italics. Play the recording again for students to check. Ask individual students to give their answers and write them on the board. Point to the first answer (*I'm looking for a wetsuit*) and ask *Why can't we say "I look for a wetsuit"?* (because the action is happening *now*). Highlight that *I'm looking for ...* is an important phrase for asking for things in shops. Point to a few more answers and encourage discussion as to why the present simple/present continuous is used in each case.

ANSWERS

I'm looking for it says do you sell
Are you joking? don't sell I see

BETTER SERVICE

- 4 Explain to students that they are going to listen to the customer in the same situation, but now he is talking to a more polite assistant. Ask students to complete the conversation with the sentences in the box. Let them compare answers with a partner. Play the recording for students to listen and check.

TRANSCRIPT / ANSWERS

CUSTOMER Good morning.
 ASSISTANT **Hello. Can I help you?**
 CUSTOMER I'm looking for a wetsuit.
 ASSISTANT **I'm sorry, but we don't sell wetsuits.**
 CUSTOMER But it says in the window that you sell wetsuits.
 ASSISTANT **Yes. I'm afraid that sign's a mistake.**
 CUSTOMER Oh ... I see. Well, do you sell surfboards?
 ASSISTANT **No, I'm afraid we don't.**
 CUSTOMER What? Are you joking? This shop is Surfer's Paradise, right? And you're telling me that you don't sell surfboards.
 ASSISTANT **Yes, I know it's crazy, but we're having problems with our supplier.**
 CUSTOMER I see. Well, where can I buy a surfboard?
 ASSISTANT **Why don't you try the shop across the road?**
 CUSTOMER Right. Well, thank you very much. Goodbye.
 ASSISTANT **Goodbye. Have a nice day.**

- 5 Ask students to read the conversation they have written in pairs. Go round, checking they are using polite intonation.

SHOPPING PHRASES

- 6 Focus students on the phrases in the box. Ask them to write the phrases next to the four steps. Explain that a step is one of a series of things that you do to achieve something. Play the recording for students to check. Check answers together and drill pronunciation.

ANSWERS

Can I try them on? Can I have this one?
 Can I pay by credit card? Can I have a receipt?

TRANSCRIPT

ASSISTANT Hi! Can I help you?
 CUSTOMER Hello. I'm looking for a wetsuit. Do you sell them?
 ASSISTANT Of course we do. Hey, this is a surf shop!
 CUSTOMER Great!
 ASSISTANT How about these?
 CUSTOMER Oh, yeah! I like this one ... and this one. Can I try them on?
 ASSISTANT Sure. The changing room's just through there. ... So, what do you think?

CUSTOMER Great! Can I have this one, please?
 ASSISTANT Sure. That one's \$150. Is that OK?
 CUSTOMER Yeah. Can I pay by credit card?
 ASSISTANT No problem.
 CUSTOMER Oh ... and can I have a receipt?
 ASSISTANT Sure ... Just sign there.

Close books. Write on the board:

I'm / for / sports shoes / looking

Ask students to put the phrase in the correct order (*I'm looking for sports shoes*). Then, call out the four steps and elicit the correct phrase for each (e.g. *What do you say when you want to check the size?* Elicit *Can I try them on?* etc.).

NOW YOU

7 Write on the board:

sports bag running shoes tennis racquet

Elicit what the words mean and ask *Where can you buy them?* Elicit *a sports shop*. Remind students of the Warmer activity and revise the vocabulary for things you can buy in a sports shop.

Divide the class into A/B pairs. Students role play two conversations in a sports shop. Student A is the customer in the first role play and turns to page 135 of the Coursebook. Student B uses the information on page 138. Student B is the customer in the second role play and turns to page 138. Student A uses the information on page 135. Circulate and help. If there is time, ask for volunteers to act out their role play in front of the class.

Additional activity*Lost luggage*

Draw a suitcase on the board. Tell the class that they are at an airport in New York but their luggage is in Tokyo! In groups, they must decide what five essential things to buy until their luggage arrives. Elicit ideas from groups. Then, in pairs, students role play buying some of the things.

LESSON 4

PAGES 74–75

Lesson aims

- networking
- question words

Key vocabulary

networking address book mean

Preparation

No additional preparation is required.

Warmer

Small talk

Write *small talk* on the board and explain that it refers to topics of conversation used with people that you don't know well. Elicit some conversation topics and write them on the board (e.g. sport, work, the weather, travel, news, leisure activities, politics, religion, family, etc.). Elicit which topics are OK to use when you meet someone you don't know well. Elicit which topics are not so good (religion and politics are often avoided and some cultures prefer not to discuss family). Wipe off the subjects that are not so good.

In pairs, students write a social question for each of the remaining subjects. Elicit sentences around the class. Ask students to keep their sentences safe for later in the lesson.

MEETING PEOPLE

- Students answer the questions for themselves, then compare answers in groups.

NETWORKING ADVICE

- Write *networking* on the board. See whether any students know what the phrase means. If there is no response, say *Networking is when we make new business contacts*. In pairs, students read the text and then answer the questions. Check answers together. Ask check questions such as *Where can you network?* (*at conferences, parties, dinners, and lunches*); *Is it OK to spell people's names incorrectly when you write to them?* (*no*); *What should you write after a party?* (*a thank-you letter or e-mail*).

ANSWERS

- More than 14 000.
- Top businesspeople, politicians, film stars.
- Networking*.

参考译文

公关“皇后”

结识新朋友对任何工作都是重要的。新朋友意味着新商机，因此，商人们个个都去出席会议、参加聚会、应邀赴宴。这就是关系网。

但是，如何才能建好关系网呢？还是问问卡罗尔·斯通吧！

卡罗尔·斯通是伦敦的公关“皇后”，她的通讯录上有14 000多个名字。每年她都要举行一场有1400人参加的聚会。她的朋友们包括顶尖级的商人、政治家以及电影明星。

她是怎样做到这一切的呢？在她的《关系网》一书中，她介绍了与人交往的成功秘诀。以下便是她的一些忠告：

- 总是随身携带很多自己的名片。
- 见人多提问。（在会议或聚会之前，想一些“怎样…？”和“什么…？”之类的问题。）
- 与新朋友交谈时，绝不可以谈论你的麻烦事。
- 会晤或聚会结束后，简要记下关于新朋友和谈话的内容。
- 聚会、宴请或工作午餐后，一定要写一封感谢信或发一封电子邮件。
- 给他们写信时一定要把他们的名字拼写正确。

QUESTION WORDS

- Students complete the questions with the question words in the box. Check answers together. Drill the questions and answers. In pairs, students take turns to ask and answer the questions.

ANSWERS

- Why
- How
- Where
- How many
- What

ASKING QUESTIONS

- In pairs, students match the questions with similar meanings. Check answers together and drill pronunciation. In pairs, students take turns asking the questions and answering with information about themselves.

ANSWERS

- Where do you live? – Where's your home?
 Who do you work for? – What's the name of your company?
 What do you do? – What's your job?
 What's your name? – Who are you?

NOW YOU

- In groups, students network with other people in the class using Carole Stone's advice. Go round the class, checking that students are asking lots of questions. Encourage them to use the questions they wrote in the Warmer. After students have circulated, ask them to write some notes

about the people they met.

Additional activity

Networking notes

Collect in the notes students have made and read out some of the information, without saying the name of the person you are reading about. Ask the class to guess who the notes are about.

KEY TO DO IT YOURSELF

PHONETIC DRILLS

Pronunciation \æ\ \aɪ\ \ʌ\

- 1 Focus students on the underlined vowel sounds. Play the recording. Students listen and repeat. Tell students that three of the sounds are short and one is a diphthong, and ask which they think is the diphthong (\aɪ\).

TRANSCRIPT

cash and nice try the afraid good look

- 2 Focus students on the words. Play the recording. Students listen and put the words in one of the four groups in 1. Play the recording again for students to check. Check answers together and write the words on the board. Drill pronunciation. It is worth spending extra time on the schwa sound, which is one of the most difficult in English.

ANSWERS

\æ\ racquet bad manager
 \aɪ\ right buy sign
 \ʌ\ across supplier polite
 \U\ woman put

TRANSCRIPT

across racquet bad right buy sign
 manager supplier polite woman put

FUNCTIONAL SENTENCES TO REMEMBER

- 2 1 Hello, can I help you?

- 2 It says in the window that you sell wetsuits.
- 3 I'm afraid that sign's a mistake.
- 4 You may try the shop across the road.
- 5 We are having problems with our supplier.
- 6 Goodbye. Have a nice day.
- 7 I meet new people at parties/conferences.
- 8 I always spell people's names correctly.
- 9 — Can I pay by credit card?
— No problem.
- 10 — Can I have a receipt?
— Sure ... Just sign there.
- 11 Good morning. I'm looking for a wetsuit.
- 12 I'm sorry, but we don't sell wetsuits.
- 13 He is advertising for a new product.
- 14 He is raising money for charity.
- 15 She is an administrator.

review 3

REVIEW 3 PAGES 80–81

AIMS

- to revise vocabulary, grammar and functions from Units 5 and 6
- to extend pronunciation
- to extend practice of adverbs in the *Focus on ...* section

VOCABULARY Collocations

- 1 Open books. Explain that *collocations* are words that regularly go together. Focus students on the example. Then encourage students to look at Units 5 and 6 if they need help in deciding which of the words go together. Check answers around the class and write them on the board. Drill pronunciation.

ANSWERS

head office film star address book credit card
customer service power station wind turbine

- 2 Students decide which verbs and nouns go together. Check answers together.

ANSWERS

spend time play sports go fishing run a marathon

Ask the class to use the verbs and nouns to prepare questions about what their partner does in their free time. In pairs, students take turns to ask and answer the questions.

GRAMMAR CHECK

- 3 Students complete the questions with *How much* or *How many*. Check answers and make sure students understand when to use *How much* (with uncountable nouns) and when to use *How many* (with countable nouns).

ANSWERS

- 1 How much 2 How much
3 How many 4 How many 5 How much

- 4 This activity revises the present simple and the present continuous. Focus students on the sentences. Ask them to work out which sentences are about something which usually happens or which are about something that is happening now. Once they have done this, they can put the verbs in brackets into the correct form of the present simple or present continuous. Check answers carefully together, to make sure that students are clear about when to use the present simple or the present continuous.

ANSWERS

- 1 happening now – 're working
2 usually happens – arrives
3 happening now – 'm looking
4 happening now – 's having
5 usually happens – does your company produce
6 happening now – is he looking

If further explanation is needed, emphasize that the present simple is used for regular actions and the present continuous is used for what's happening now. Draw a stick woman on the board. Point to her and say *Ann speaks four languages*. Draw a speech bubble coming out of Ann's mouth and in it write *Bonjour! Say Ann is speaking French at the moment*.

FOCUS ON ... Adverbs

- 5 Give an example of an adjective, e.g. *polite*. Tell the class that an adjective is a describing word. Ask them whether an adjective describes a noun or a verb. Elicit *noun*, e.g. *Bob is polite*. Give an example of an adverb, e.g. *politely*. Then ask the class what they think an adverb describes. Elicit or tell them that an adverb describes a verb, e.g. *Bob speaks politely*.

Focus students on the report. Ask them to read the text, then to use the underlined adverbs to complete the table. Check answers together. Write the adjectives and adverbs on the board and drill pronunciation.

ANSWERS

clearly efficiently well politely quickly usually

Elicit the rule for forming regular adverbs: add *-ly* to the adjective. You may wish to try to elicit the opposite adjectives and adverbs to those in the table (*dangerous – dangerously, unclear – unclearly, inefficient – inefficiently, bad – badly, impolite – impolitely, slow – slowly, unusual – not usually / unusually*).

6 Students complete the sentences using some of the adverbs from the table. Check answers together. (For information on adverbs, see *Grammar reference* on page 142 of the Coursebook.)

ANSWERS

1 carefully 2 usually 3 clearly 4 efficiently / quickly / well

PRONUNCIATION /f/ and /tʃ/ /z/ and /dʒ/

1 Focus students on the underlined sounds for the first pair of symbols. Remind students that they have worked on /ʃ/ recently (see page 64 of the Coursebook) and ask if they can remember any words with that sound (apart from *shop*), e.g. *Russia, accommodation*. Play the recording. Students listen and repeat. Drill pronunciation chorally.

TRANSCRIPT

shop conversation machine cheap check
watch

2 Focus students on the phrases. Play the recording. Students listen and repeat. Ask students, in pairs, to take turns saying the phrases. Note that with these words the spelling for /ʃ/ is *sh* and for /tʃ/ is *ch*, though this is not always the case.

TRANSCRIPT

children's show charity shop how much cash?
fish for lunch

3 Focus students on the underlined sounds for the second pair of symbols. Play the recording. Students listen and repeat. Drill pronunciation, chorally and individually.

TRANSCRIPT

pleasure usually joke Germany

4 Focus students on the underlined sounds. Play the recording. Students listen and put the words in one of the two groups in 3. Say the words or play the recording again for students to check. Check answers together and write the words on the board. Drill pronunciation.

ANSWERS

/z/ television decision
/dʒ/ giraffe job

TRANSCRIPT

giraffe television decision job

7

technology

UNIT AIMS

- business developments
- dates
- past simple: the verb *to be*
- past simple: regular and irregular
- computer problems
- contacting a computer helpline
- computer vocabulary

weblinks

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 82–83

Lesson aims

- business developments
- dates
- past simple: the verb *to be*

Key vocabulary/phrases

events passenger flight January February March April May June July August September October November December

Preparation

No additional preparation is required.

Warmer

Write on the board:

QWERTYUIOP

Elicit suggestions as to what it might mean. Tell students they will find out what it means in the lesson. Say each letter and ask students to repeat.

BUSINESS FIRSTS

- 1 Open books. Point to each picture, asking *What is it?* Elicit suggestions. In pairs, students put the events in the correct chronological order. Check answers together. Encourage them to use *first*, *second*, etc., when they are giving their answers.

ANSWERS

- 1 the first phone call
- 2 the first passenger flight
- 3 the first TV advert
- 4 the first e-mail
- 5 the first tourist in space

DATES

- 2 Say the dates and ask students to repeat. Then ask them to write the dates as figures. Nominate students to come to the board to write the figures.

ANSWERS

2 1971 3 1/7/1941 4 28/4/2001 5 1/1/1914

Point out that in US English the month comes before the day when writing dates, e.g. 10/3/1875 = 3 October 1875 **not** 10 March 1875. Also emphasize that it is not necessary to include *-th*, etc. when writing the date, e.g. 28 April 2001.

- 3 In pairs, students match the dates in activity 2 to the events in activity 1. As students finish, ask them to turn to page 141 of the Coursebook to check.

.....
A N S W E R S

- 1 10/3/1875 the first phone call
2 1971 the first e-mail
3 1/7/1941 the first TV advert
4 28/4/2001 the first tourist in space
5 1/1/1914 the first passenger flight
.....

Additional activity

Birthdays

Close books. Say *January* and elicit *February, March*, etc. Say the twelve months again, drilling pronunciation.

Elicit what the date is today. Write some random dates on the board and ask students to say them. Point out the difference between *birthday* (date and month) and *date of birth* (date, month and year). Say your birthday and date of birth and ask students to write it.

Then ask students to stand up and place themselves in a line, in order of their birthdays (January first, then those with a birthday in February stand next to them, etc.), so that the dates and months run concurrently. Place yourself in the line according to where your birthday is. Ask each student to say the date of their birthday.

Ask students to sit down and quickly ask the class *Which month has the most birthdays?* Point to three or four students and ask *When is/was [student's name]'s birthday?*

THE FIRST E-MAIL

- 4 Refer students to the Check box. Then, to practise the past of *to be*, ask questions about the business firsts: *Was the first phone call in 1875? (Yes, it was), Was the first TV advert in 1971? (No, it was in 1941), When was the first passenger flight? (It was in 1914), When was the first tourist in space? (It was in 2001), When was the first e-mail? (It was in 1971).* If students are interested, spend time discussing the business developments.

Play the recording. Student's listen to the story of the first e-mail. Then ask them to read the text and choose the correct form of *to be*. Check answers together.

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

The first e-mail

The American computer scientist, Ray Tomlinson, **was** the

first person to send an e-mail. It **was** some time in 1971, but he can't remember exactly when. It **wasn't** big news at the time because the two computers **were** in the same room. And his message **wasn't** very interesting – it **was** just: "QWERTYUIOP". Why? **Was** this a new computer language? No, they **were** the letters at the top of his computer's keyboard!
.....

Ask the class *What does QWERTYUIOP mean?* (the letters at the top of an English language keyboard).

Write on the board:

was were

Elicit the negatives and write them on the board:

wasn't weren't

Drill pronunciation. Read the text aloud with the class. Ask students, in pairs, to take turns reading the text. Go round, helping with pronunciation.

参考译文

美国计算机科学家雷·汤姆林森是第一个发电子邮件的人。那是1971年的某个时候，不过他记不起确切的时间了。当时这算不上是一件大新闻，因为两台计算机都在同一个房间里。而且他发的信息也不大有趣，只写有：“QWERTYUIOP”。怎么回事？难道这是一种新的计算机语言吗？不，它们只是他计算机键盘最上端的一行字母！

- 5 In pairs, students fill the gaps in the questions with *was* or *were*. Check answers together. Then students take turns to ask and answer the questions.

.....
A N S W E R S

2 Was 3 were 4 was 5 were
.....

Focus students on the Check box and expand the explanation with board work if necessary. Close books. Elicit the past form of *to be* and write it on the board. Then write:

It was the first e-mail.

Elicit the negative (*It wasn't the first e-mail*) form and the question form (*Was it the first e-mail?*) and write them on the board. Then write:

There were two computers.

Elicit the negative (*There weren't two computers*) and the question form (*Were there two computers?*) and write them on the board.

To practise short answers, ask:

Was the first e-mail in 1981? (No, it wasn't.)

Was it in 1971? (Yes, it was.)

Was Ray Tomlinson the first person to send an e-mail?
(Yes, he was.)

Were we the first people to send an e-mail? (No, we weren't.)

See *Grammar reference* on page 165 of the Coursebook.

NOW YOU

6 Draw a space rocket on the board and write:

on the man the first moon

Ask students to put the phrase into the correct order (*the first man on the moon*). Then write

When _____ the _____ man on the _____? 1969.

Point to the gaps and elicit the question (*When was the first man on the moon?*).

Divide the class into A/B pairs. Student A turns to page 135 of the Coursebook. Student B turns to page 138. Give students time to prepare their questions. Go round the class, helping and encouraging. Then students take turns asking and answering questions about business firsts.

LESSON 2

PAGES 84–85

Lesson aims

- business developments
- past simple: regular and irregular

Key vocabulary

*appear disappear watch stay ask interrupt laugh
call realise show start leave go fly cost have
make*

Preparation

No additional preparation is required.

Warmer

Past simple dictation

Read the following dictation to the class and ask them to write it down:

The Spanish computer scientist, Ray Tomlinson, was the first

person to send an e-mail. It was in 1998. There were three computers in the room. His message wasn't very interesting. It was WXYZ.

Ask students if the information about *Ray Tomlinson* is correct (get them to check in their Coursebooks if they can't remember). Ask them to call out any information in the dictation that they disagree with (e.g. *He wasn't Spanish, he was American*, etc.). Then ask students to rewrite the dictation using the correct information. When they have finished, ask them to read the dictation back to you. Write it on the board and stop occasionally to ask students to spell words.

REGULAR VERBS

- 1 Keep books closed. Teach/elicit *baseball* and *watch*. Ask students *When was the first TV advert?* Elicit *1941*. Open books. Focus students on the verbs. Encourage use of dictionaries to look up unfamiliar words. Students read the story of the first TV advert and write the past form of the verbs. Check answers together.

ANSWERS

disappeared watched stayed asked interrupted

Close books. Write on the board:

disappear stay appear

Quickly elicit the past simple form of the verbs (*disappeared, stayed, appeared*). Then write:

*The first TV advert was in 1941. A Bulova _____
_____ on the screen. It _____ for _____ seconds,
then it _____.*

Quickly elicit the missing words (*watch, appeared, stayed, sixty, disappeared*).

参考译文

第一个电视广告

1941年7月1日晚，许多纽约人正在家中观看电视播放的纽约道奇队与费城菲力队之间的棒球比赛。但是那天晚上他们不止观看了一场棒球比赛，他们还看到了商业历史上的一个小片段。

因为在那晚的某一时刻，电视台中断了节目，一只布洛瓦牌手表出现在屏幕上，它停留了60秒后便消失了。

“这是什么？”人们问道。其实，这就是世界上第一个电视广告！

- 2 Focus students on the verbs in the box. Elicit what the past forms might be and write them on the board. They

are all regular verbs so students should suggest *-ed* endings. Play the recording. Students listen and then fill the gaps with the past form of the verbs. Play the recording again for students to check. Check answers together.

TRANSCRIPT / ANSWERS

The first phone call

The first phone call was on March 10 1875, when Alexander Graham Bell, the inventor of the telephone, **called** his assistant. His first words were, "Mr Watson, come here, I want you."

Bell and Watson **realised** that their phone was a fantastic business idea. They **showed** it to some American businessmen and **asked** for \$100 000. But the businessmen **laughed**: "It's just an electrical toy."

So Bell **started** his own company and soon, with the name American Telephone and Telegraph, it was the top company in the USA.

Focus students on the Check box. Ask *What letters do you add to regular verbs to make them into the past simple? (-ed, or -d if the verb ends in -e).*

See *Grammar reference* on page 144 of the Coursebook.

Additional activity

Pronunciation of regular past simple verbs

Write on the board:

\d\	\t\	\Id\
showed	asked	started

Point to the board and tell students that there are three ways to pronounce the *-ed* ending of regular past simple verbs. Drill the three example verbs, emphasizing the sound of the *-ed* ending. To highlight the difference between the \d\ and \t\ endings, ask students to put the palms of their hands near their mouths and say *showed*. Then ask them to say *asked*. Students should feel their breath on their hands stronger when saying *asked*.

Ask students, in pairs, to look at the verbs in activities 1 and 2, and to put them in one of the three pronunciation groups. Elicit answers and drill pronunciation.

ANSWERS

\d\	\t\	\Id\
appeared	laughed	interrupted
stayed	watched	
disappeared		
called		
realised		

Finally, ask pairs to take turns reading the text in activity 1, to practise pronunciation.

IRREGULAR VERBS

3 In pairs, students read the story of the first passenger flight and write the past form of the verbs listed. Tell students to refer to the Check box as necessary. Check answers together. For more on irregular past verbs see page 160 of the Coursebook.

ANSWERS

went had flew cost made

参考译文

第一次载客飞行
第一次载客飞行于1914年1月1日从佛罗里达州圣·彼得堡出发飞往坦帕湾，距离不到40公里远。这是一架很小的飞机，只能容纳一名飞行员和一名乘客。

在随后的4个月里，这架飞机往返于圣·彼得堡与坦帕湾之间，一天两次，往返票价10美元。作为第一家航空公司，它赚的利润很少，但这却是一个大型产业的开端！

REGULAR AND IRREGULAR

4 In pairs, students read the story of the first tourist in space and put the verbs in brackets into the correct form (all the verbs have appeared in the lesson). Point out that some of the verbs are regular and some are irregular. Then play the recording for students to check. Check answers together.

TRANSCRIPT / ANSWERS

The first tourist in space

For many years Dennis Tito **was** a top American businessman. During his career, he **made** millions and millions of dollars. But he always **had** a dream – to be an astronaut. So, one day, he **asked** the American space agency NASA, "How much does it cost to go into space?" The answer **was**: "Sorry. Space is not for tourists."

So, Tito **went** to the Russians and **asked** them the same question. The Russians **weren't** sure. "How about \$20 million?" **asked** Tito. This time, the answer **was** "Yes".

And so in April 2001, Tito **left** from Baikonur, Kazakhstan in a Russian Soyuz-TM rocket and **flew** to the International Space Station. While he **was** in space, Tito **had** a fantastic time, just like a normal tourist!

NOW YOU

- 5 Close books. Check what students remember from *The first tourist in space* text. Divide the class into A/B groups. Group A turns to page 135 of the Coursebook. Group B turns to page 138. Give them plenty of time to prepare. Groups practise their story then take turns to tell their stories to each other. If you wish, groups could try telling the other stories on the page, without prompts.

Additional activity*Story exchange*

Close books. Ask each group to write down the story told to them by the other group. Then ask groups to take turns reading the text they have written. The other groups listen and correct information where necessary.

LESSON 3 PAGES 86–87

Lesson aims

- computer problems
- contacting a computer helpline

Key vocabulary/phrases

problem contact screen blank drive someone crazy busy system mouse solve yesterday afternoon last night last month tomorrow next week Thanks very much.

Preparation

No additional preparation is required.

Warmer

Past simple verbs review

Divide the class into groups. Each group writes six verbs from the previous lesson. Groups then take turns to say the infinitive of the verb and another group says the past simple form. Write all the verbs on the board.

Dictate the following text to the class:

I went to Spain in 1999. I flew to Madrid. The hotel was expensive – it cost £150 a night. I realised that I had the wrong credit card ...

Quickly check the dictation with the class. Elicit how many past simple verbs were used and which were regular/irregular. Then read the text again and ask the class *What do you think happened?* Elicit suggestions (*You asked to pay by cheque. The*

manager said "No/OK". You went to the bank. You phoned a friend).

Point to the verbs on the board. Tell students that they have ten minutes to write a text using as many of the verbs as possible (make sure they keep the text short and simple). Go round, helping and encouraging. Encourage students to use past tense time expressions (*yesterday, last night, last year, in 2001, etc.*). After ten minutes, ask each group to read their text. The other group listens and corrects any errors. At the end, count how many verbs have been correctly used.

E-MAIL

- 1 Open books. Point to the picture of the computer. Ask the class *Do you sometimes have problems with your computer? What do you do?* Nominate a student to read out the rubric instructions and another to read out the questions. Check comprehension. In pairs, students read the e-mail and find the answers to the questions. Check answers together.

ANSWERS

- 1 the screen
2 It was new last month.
3 call her on her mobile phone; e-mail her
4 She is working in an Internet café.

Ask students to look at the picture of the computer and elicit any computer vocabulary they already know.

参考译文

你好，阿列克斯：

我写信向你请求帮助，因为真的很糟糕，我拿我的电脑一点办法也没有。昨天下午我的电脑出了一些问题，然后昨天晚上电脑屏幕一片空白，我的大约3小时的活全都丢失了！我该怎么办？我简直快让它逼疯了，因为这台电脑可是上个月新买的！

话说回来，我知道你很忙，因为你下个星期要去度假，但是你能帮个忙吗？明天一整天我要参加一个重要的会议，所以，请你在今天某个时候打我的手机，行吗？我今天上午在一家网吧工作，所以你也可以给我发电子邮件。

深表谢意。

塔玛娜

- 2 Ask students to look at the e-mail again and to underline all the time expressions (*yesterday afternoon, etc.*). Then students look at the list and write when the six things happened. After they have done this, ask them to put the things in time order. Check answers together.

A N S W E R S

Her screen goes blank.	last night	3
She gets a new computer.	last month	1
Alex goes on holiday.	next week	6
Tamara has an important meeting.	tomorrow	5
She works in an Internet café.	this morning	4

A N E - M A I L R E P L Y

- 3 Close books. Check what students remember from the conversation in the previous activity. Open books. Focus students on the phrases. Elicit what phrase goes after *Dear Tamara ... (Thanks for your e-mail)*. In pairs, students put the phrases in the right order to write Alex's reply. Ask the class to dictate the e-mail to you in the correct order and write it on the board.

A N S W E R S

Dear Tamara,
Thanks for your e-mail. It's good to hear from you.
I'd really like to help but I'm in a meeting for the rest of the day.
Why don't you call a computer helpline?
Regards,
Alex

A C O M P U T E R H E L P L I N E

- 4 Write *computer helpline* on the board and elicit what it is. Ask students if they have ever used a computer helpline. Encourage them to talk about their experiences.

Play the recording. Students listen to the conversation and answer the questions. Nominate a student to ask a question and another to respond.

A N S W E R S

1 Windows 2 Nothing. 3 Nothing. 4 No.

T R A N S C R I P T

RUUDI Hello, IT helpline. I'm Ruudi. How can I help you?
TAMARA Oh, hello. Yes. There's a problem with my computer.
RUUDI Can I take your name and phone number, please?

TAMARA Yes. I'm Tamara Vela and my number's 555 7785.

RUUDI Thank you. Which system do you have?

TAMARA Er ... it's a laptop.

RUUDI No, I'm sorry, which system do you have? You know, is it Apple, Windows, Linux?

TAMARA Oh, I'm sorry. It's Windows 2000.

RUUDI Right. So, what's the problem?

TAMARA Well, last night the screen suddenly went blank and all my work just disappeared.

RUUDI OK. Are you sitting in front of the computer now?

TAMARA Yes, I am.

RUUDI And is the computer on?

TAMARA Yes, of course.

RUUDI OK. What's on the screen at the moment?

TAMARA There's nothing there.

RUUDI And what happens when you move the mouse?

TAMARA Er ... nothing.

RUUDI OK, on the keyboard can you press Alt and Delete?

TAMARA At the same time?

RUUDI Yes.

TAMARA Er ... nothing, it's still blank.

RUUDI Just a moment, Tamara ... actually, can I call you back?

TAMARA Oh. OK, sure.

RUUDI Two minutes, OK? Bye.

TAMARA Bye.

- 5 In pairs, students write phrases for the helpline manual.

Play the recording again. Students listen and compare the conversation with their own phrases.

N O W Y O U

- 6 Say *You have a problem with your computer, who do you phone?* Elicit *the computer helpline*. Elicit useful phrases from the previous activity and write them on the board.

Divide the class into A/B pairs. Students role play two calls to a computer helpline. For the first role play, Student A calls a helpline about a computer problem and uses the information on page 136 of the Coursebook. Student B works on a computer helpline and gives advice, using the information on page 139. Students swap roles for the second role play and use the information on the relevant pages of the Coursebook.

LESSON 4

PAGES 88–89

Lesson aims

- computer vocabulary

Key vocabulary

network click website equipment system

Preparation

No additional preparation is required.

Warmer

Yesterday evening

Elicit past time phrases from the last lesson (e.g. *yesterday afternoon, last night*) and write them on the board. Write a time next to each phrase (e.g. *2 o'clock, 8 o'clock*). Circle one of the phrases and mime an action to show what you did then. Students guess the action and say the sentence (e.g. *Last night, you wrote an e-mail*).

Students work in two teams. Circle another time phrase. A representative from each team comes to the front of the class. Whisper an action. The students return to their team and mime the action. The first team to say a *complete* correct sentence about the action gets a point.

ARE YOU A COMPUTER PERSON?

- 1 Open books. Students look at the questions and decide on the answers that are true for themselves. Then, in groups, students compare and discuss their answers. You may wish to use the questions as a springboard for a class discussion about computers and the Internet, eliciting positive and negative things about each. Students may wish to consider what their answers to the questions would have been five or ten years ago.

COMPUTER WORDS

- 2 In groups, students use the clues to complete the crossword. Do the first clue together to demonstrate. Encourage students to use dictionaries to look up unknown words. When students have completed the crossword, go round the class, nominating a student to read a clue and another to respond with the answer.

ANSWERS

Across: 1 virus 6 web 7 Ray 8 off 9 net
10 mouse 13 data 15 screen 18 laptop
19 helpline

Down: 2 robot 3 surf 4 keyboard 5 Apple
6 Windows 11 modem 12 IT 14 at
16 crash 17 home

- 3 Focus students on the pictures on the spread. Ask them to match them to words in the crossword. Encourage the use of dictionaries if needed. Ask for answers around the class.

ANSWERS

Clockwise from top centre: surf windows web
crash apple mouse keyboard net

NOW YOU

- 4 In pairs, students put the words from the crossword in four groups: *equipment, the Internet, problems* and *systems*. Write the four groups on the board. Ask students to call out words for each group and write them in the correct column.

ANSWERS

equipment: mouse, screen, laptop, keyboard, modem
the Internet: web, net, data, surf, home (page)
problems: virus, helpline, crash
systems: Apple, Windows

- 5 In pairs, students think of words to add to the groups in activity 4. Ask pairs to call out their words and to tell you which group to put them in. Recycle spelling by asking pairs to spell the words. Help with pronunciation.

KEY to DO IT YOURSELF

FUNCTIONAL SENTENCES TO REMEMBER

- 1 You can call me on my mobile today.
- 2 I'm working in an Internet café this morning, so you can also e-mail me.
- 3 Dear Tamara, thanks for your e-mail.

- 4 It's good to hear from you.
5 I usually contact Mary by e-mail.
6 I usually look for job information on the Internet.
7 "www" is the world wide web.
8 He always had a dream — to be an astronaut.
9 How about \$20 million?
10 Sorry. Space is not for tourists.
11 I'd really like to help but I'm in a meeting for the rest of the day.



高等教育出版社

8

careers

UNIT AIMS

- vocabulary for jobs and careers
- past simple: questions and negatives
- describing graphs
- explaining problems
- past simple: irregular verbs

weblinks

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 94–95

Lesson aims

- vocabulary for career and personal history

Key vocabulary/phrases

career curriculum vitae qualifications profile education interests work experience marketing specialist excellent business studies novel electrical engineer position school course university subject study research interview a great opportunity resume join (a company) offer (a job) leave (university)

Preparation

- 1 Find a curriculum vitae to bring to class.
- 2 Bring in a selection of magazine pictures of people (an equal number of males and females).

Warmer

Bring in a curriculum vitae. Hold it up to show the class. Elicit what it is. Ask if anyone knows the abbreviated word (CV). Point out that a CV is called a resume in America.

Ask students to suggest what information is in a curriculum vitae (*name, address, education, job information, interests, etc.*). Encourage the use of dictionaries to help with unfamiliar words and write suggestions on the board.

CAREER SUMMARIES

- 1 Open books. Focus students on the headings in the box. In pairs, students write the headings on the appropriate lines of the document. Encourage them to use dictionaries as necessary. Check answers together. Ask check questions about Anna (*What does she do? When did she go to Leeds University? What are her interests?* etc.). Ask the class to guess what your interests are. Then, in pairs, students tell each other about their interests.

ANSWERS

Profile Work experience Education
Qualifications Interests

- 2 In pairs, students look at Tammy Vo's career summary and find words or phrases with similar meanings to those in the table. Check answers together.

ANSWERS

curriculum vitae – resume
specialist – expert
looking for – seeking
job – position
work experience – employment history

EDUCATION

- 3 Close books. Ask students to call out information about Anna and Tammy's careers. Open books. Play the recording. Students listen and decide if it is Anna or Tammy speaking. Check the answers together and ask students what helped them to decide on their answers.

ANSWER

Tammy Vo

TRANSCRIPT

TAMMY VO

At school I was very interested in math and physics. They were my favourite subjects. So, when I went to university, I studied electrical engineering. At the end of the course I stayed at university for another year and did some research into systems management.

Anyway, then I left university in 2001 and worked as the night manager of a 24-hour store. It wasn't a fantastic job, but I made some money and after a while I heard about a great opportunity. A computer company in California wanted a young electrical engineer for a new project. So I sent a resume and a letter. Two weeks later I had an interview and the next day they offered me the job. So I joined the company and moved to California. Yeah, it's a good life here, but now I feel I want a change ...

- 4 Say the words in the box and ask students to repeat. Students fill the gaps in the text with the words. Play the first part of the recording again for students to check. Check answers together. Then, in pairs, students take turns to read the text.

TRANSCRIPT / ANSWERS

At **school** I was very interested in math and physics. They were my favourite **subjects**. So, when I went to **university**, I **studied** electrical engineering. At the end of the **course** I stayed at university for another year and did some **research** into systems management.

Brainstorm school subjects (*biology, maths, music*, etc.) and write them on the board. Drill pronunciation. Ask students what they think your favourite subjects were at school. Tell them if they are correct or not. Ask students, in pairs, to tell each other about their favourite subjects. Nominate two or three students to tell the class about their partner.

参考译文

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工作经历

2001—目前 意大利米兰 Cassanti 广告代理公司市场营销经理

1999—2001 英国伦敦 Avanti & Driver 广告代理公司市场营销助理

教育经历

1996—1999 利兹城市大学

1991—1996 艾瑟顿·布里奇女子学校

资格证书

意大利文学兼商业研究荣誉学士学位
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电器工程师, 有管理经验。移动通信网络3G系统专家。寻求马来西亚或者新加坡大型电信公司的工程师职位。

工作经历

2002—目前 加利福尼亚州帕洛阿尔托市 Oliphant Industries 公司工程师

2001—2002 俄亥俄州哥伦布市Cicadian超市夜场经理

教育经历

2000年获得俄亥俄州立大学电器工程专业学士学位

GETTING A JOB

- 5 Focus students on the events. Ask them to number the events in the correct order, based on what they remember from the recording and using logic. Ask students to compare their answers with a partner. Play the second part of the recording again for students to check. Check answers together.

ANSWERS

2 I heard about a great opportunity.

3 I sent a resume and a letter.

- 4 I had an interview.
 5 They offered me a job.
 6 I joined the company.

TRANSCRIPT

Anyway, then I left university in 2001 and worked as the night manager of a 24-hour store. It wasn't a fantastic job, but I made some money and after a while I heard about a great opportunity. A computer company in California wanted a young electrical engineer for a new project. So I sent a resume and a letter. Two weeks later I had an interview and the next day they offered me the job. So I joined the company and moved to California. Yeah, it's a good life here, but now I feel I want a change ...

NOW YOU

- 6 Students use the language from the lesson to write a short summary of their career. Go round the class helping.
- 7 In pairs, students show each other their career summaries and take turns to talk about their education and their first job.

At the end of the lesson, you may wish to collect in the career summaries to check if there are any areas that need revision.

Additional activity*Curriculum vitae*

Students work in small groups. Give each group a magazine picture of a person. Each group has ten minutes to write a short curriculum vitae for the person in the picture. Encourage them to use their imagination. Collect in the curriculum vitae and redistribute them to the groups. Spread out the pictures of people on the desk. Groups circulate and find the picture that they think matches their curriculum vitae. Quickly ask each group to say why they chose their picture.

LESSON 2 PAGES 96–97

Lesson aims

- past simple: questions and negatives

Key vocabulary

grow up be born

Preparation

If you plan to use the Additional activity *Job interview* (page 92), photocopy a worksheet for each group of students.

Warmer

What? How? When?

Write on the board:

What did I do last night?

How did I come to this English class?

When did I send my first e-mail?

Point to yourself. Students guess answers about you.

PAST QUESTIONS

- 1 Open books. In pairs, students match the questions and answers. Nominate a student to read a question and another to respond.

ANSWERS

When did you send your first e-mail? – I think I sent it in 2005.

Where were you on 31/7/2006? – I was at a party with my family.

How many countries did you visit last year? – I visited two.

When were you born? – I was born on 16/6/1971.

How did you come to this English class? – I came by taxi.

Elicit what key words helped students match the questions and answers. Highlight that *were you* in a question leads to *I was* in response (e.g. *When were you born? I was born on 16/6/1971*). Write on the board:

where / born?

Elicit the question (*Where were you born?*). Indicate that you want the class to ask you the question, and respond with *I was born in ...*. Then ask two or three students *Where were you born?* and elicit responses.

- 2 In pairs, students take turns to ask the questions and answer with their own information. Go around the class, helping and monitoring.

INTERVIEW QUESTIONS

- 3 Focus students on the Check box. Highlight the positive, negative and question forms (see *Grammar reference* on page 144 of the Coursebook). Then students use the phrases and the question words to make past simple questions about work experience and personal history. Ask students to compare their questions with a partner. Ask for the correct questions around the class.

ANSWERS

When did you join your present company?
 What was your first job?
 Where were you born?
 Where did you grow up?
 Where did you go to school?

Refer students to the Check box. Highlight that in past simple questions the auxiliary verb is in the past but the main verb is in the infinitive.

- 4 Explain to students that they are going to hear part of a job interview, which includes the questions in activity 3. Play the recording. Students listen and number the questions in the order that the interviewer asks them. Check answers. In pairs, students take turns to ask and answer the questions about themselves.

TRANSCRIPT / ANSWERS

WOMAN So, tell me about yourself. **Where were you born?**
 MAN I was born in Addis Ababa.
 WOMAN Ethiopia?
 MAN Right.
 WOMAN And **where did you grow up?**
 MAN I grew up in New York. My father worked for the United Nations.
 WOMAN Really? So did you grow up in Manhattan?
 MAN No. No, I didn't. I grew up in Queens. That was where we lived.
 WOMAN Interesting. So, **where did you go to school?**
 MAN I went to school at Haddonfield High.
 WOMAN OK. So, tell me about your work experience. **What was your first job?**
 MAN Well, I went to university at Harvard and then I got a job as a consultant with McKinsey in Philadelphia.
 WOMAN McKinsey? Wow! That's a good company ... and now you're with a small company in ...

where? ... Vancouver? Is that right?

MAN Yes. Yes, it is.
 WOMAN So, **when did you join your present company?**
 MAN I joined them in ... er ... February 2002.
 WOMAN And **why did you leave your last job?**
 MAN Well, it was tough at McKinsey. I have a young family and I didn't like the long hours.
 WOMAN And tell me about your present job ...

NEGATIVES

- 5 Play the recording again. Students decide if the sentences are true or false. Do the first sentence together as an example. Check answers together and ask students to correct the false sentences.

ANSWERS

2 T 3 F 4 F 5 F 6 T

Focus students on the Check box on the opposite page. Write some positive sentences on the board (e.g. *I was born in Taiwan, I worked for EMG*) and ask the class to turn them into negative sentences.

- 6 Students make questions from the negative sentences in activity 5. Check the questions together.

ANSWERS

2 Did he grow up in Manhattan?
 3 Did he go to Harvard?
 4 Did he get a job as a consultant?
 5 Did he join his present company in 2002?
 6 Did he like the long hours at McKinsey?

Then, in pairs, students take turns to ask and answer the questions, using short answers. Circulate and help, making sure that short answers are being correctly used.

- 7 Students make the sentences negative. Ask individual students to read their sentences and write them on the board.

ANSWERS

2 He didn't work for the United Nations.
 3 I wasn't on holiday last week.

- 4 We didn't live in New Jersey.
 5 She didn't leave the company.
 6 They weren't in the office on Tuesday.

NOW YOU

8 Write on the board:

born? grow up? education?
 work experience? interests?

Elicit any other ideas for questions. Give students time to write four or five questions. In pairs, students take turns interviewing each other about their personal history and work experience. Nominate students to tell you information about their partner.



Additional activity

Job interview, page 92

Photocopy and cut up a worksheet for each group of four students. Divide the class into groups of four. Tell students that they are going to interview each other for the job of Marketing Manager with an international promotion company. Write on the board:

Where / born? Why / leave first job?
 What / interests?

Point out that two of the questions are in the past simple (elicit which ones) and one is in the present simple. Elicit the *you* questions (*Where were you born? Why did you leave your first job? What are your interests?*).

Give a question card to three students in each group (the interviewers), and a role card to the fourth student (the interviewee). Allow time for the interviewers to prepare their questions and the interviewees to study their role cards. (Note: *MBA* = Master of Business Administration.) Remind the interviewers that two of the questions are past simple and one is present simple. Then ask students to role play a job interview. When groups have finished, ask them to swap roles so that a different student is the interviewee (interviewers can swap question cards, too). Continue the role plays until all students have had a turn being the interviewee. At the end, groups could decide who should get the job – perhaps based on who did the best interview (in terms of their English!). The activity can be adapted for small classes and one-to-ones by using only the required number of question/role cards.

LESSON 3

PAGES 98–99

Lesson aims

- describing graphs
- explaining problems
- past simple: negative questions

Key vocabulary/phrases

graph go up go down stay the same share prices tax sales figures profit warehouse product calm angry nervous confident

Preparation

No additional preparation is required.

Warmer

Temperature graph

Draw a simple graph on the board. The vertical line represents the following degrees: 0°, 5°, 10°, 15°, 20°, 25°, 30°, 35°, 40° (amend as appropriate for the country that you are in). The horizontal line represents the following times of day: 9 am, 11 am, 1 pm, 3 pm, 5 pm, 7 pm, 9 pm. Ask students to help you to plot the graph for the temperature in your town/city yesterday. Point to the graph at various points and elicit whether the temperature goes up, goes down or stays the same.

DESCRIBING GRAPHS

- 1 Open books. Focus students on the graph and the first question. Play the recording for students to answer the question. Elicit the answer. Then play the recording again and ask students to draw a line from the verbs to the part of the graph they describe. Check answers around the class. Then elicit the past simple of the verbs (*went up, went down, stayed the same*).

ANSWERS

1 sales figures

2 go down – April go up – Jan stay the same – Feb/Mar

TRANSCRIPT

BOSS OK, Martha, what can you show me?

MARTHA Well, this graph shows our sales figures for the year. As you can see, January was a good

month. Sales went up. Sales stayed the same in February and March, and then in April they went down.

- 2 In pairs, students take turns to describe the graphs. Student A describes graph 1 and Student B describes graph 2.

EXPLAINING A PROBLEM

- 3 Read out the rubric instruction and check that students understand. Tell them to use dictionaries to help with any unfamiliar words. Play the recording. Students tick the right answers to the questions. Check answers together.

ANSWERS

- 1 a big customer
2 There was a problem at the factory. 3 in America
4 angry 5 nervous

TRANSCRIPT

- BOSS Excuse me, Martha, did you say "they went down in April?" Why did they go down?
- MARTHA Well, there are two reasons, really. Er ... we had a problem with a big customer.
- BOSS Which one?
- MARTHA Wiley's in London.
- BOSS OK. What was it?
- MARTHA He didn't pay us for his last order, so we didn't ...
- BOSS What? Why didn't he pay us?
- MARTHA I don't know. I'm sorry. I asked him but he didn't really explain. He just called me one day and said he didn't have the money.
- BOSS He didn't have the money?
- MARTHA I'm sorry, I ...
- BOSS OK. OK. What's the other reason?
- MARTHA Um ... there weren't any new products in the shops.
- BOSS I don't believe this. Why weren't there any new products in the shops?
- MARTHA Well, there was a problem at the factory in March so we didn't have the products in the warehouse.
- BOSS What? That's crazy! Why didn't you do something?
- MARTHA I wasn't here at the time so I didn't know about it.
- BOSS Why weren't you here?
- MARTHA I was on holiday.

BOSS Oh, I see. Well, why didn't you tell me about this when you got back?

MARTHA I didn't tell you because you were in America.

BOSS So, why didn't you phone me?

MARTHA I tried to call you, but you were always in a meeting.

BOSS Why didn't you send an e-mail? Why didn't you leave a message?

MARTHA I ... I didn't leave a message because ... because I didn't want you to know.

BOSS Well, I know now and I'm not happy.

MARTHA Yes. I ... I don't know what to say.

NEGATIVE QUESTIONS

- 4 This activity focuses on negative questions used for clarifying information, and for complaining or criticising. Students use the prompts to write the negative questions used by the boss in the conversation in activity 3. Encourage students to refer to the Check box. When students have finished, play the recording again so they can check their answers. Check answers together. The boss in the recording is angry about the situation. Negative questions are often used by people when they're angry that something hasn't been done, and you should warn students that they could sound impolite when using them. However, we do use them in other situations, for example when we are very puzzled by something.

ANSWERS

- 2 Why weren't there any new products in the shops?
3 Why weren't you here?
4 Why didn't you tell me about this?
5 Why didn't you phone me?

Highlight the word order in negative questions: question word + auxiliary verb + *n't* + subject (*Why didn't he pay us?*). Note that this is only true of contracted negative questions. At this stage, it is only necessary to discuss negative questions that are not contracted, if your class bring it up (question word + auxiliary + subject + *not* e.g. *Why did he not pay us?*).

NOW YOU

- 5 Write on the board:

Your friend didn't phone you yesterday. Why not?

With the help of the class, write a short conversation on the board. Ask students to call out suggestions and pause to allow students to finish some of the sentences, e.g.:

- Why didn't you phone me yesterday?
○ I was at work.
■ Why didn't you phone me after work?
○ I'm sorry, I forgot.

In pairs, students role play four situations, practising negative questions and explaining and answering. Student A uses the information on page 136. Student B uses the information on page 139. Give pairs time to prepare their conversations in writing first, if they prefer. Encourage them to read the conversation first and then to cover their notes and practise the conversation again without referring to them. Go round the class monitoring, and helping if necessary.

LESSON 4 PAGES 100–101

Lesson aims

- vocabulary for jobs and careers
- past simple: irregular verbs

Key vocabulary

musician businessperson writer advisor hear know
learn meet read say see take teach win write

Preparation

No additional preparation is required.

Warmer

What job?

Brainstorm jobs and write them on the board. Think of a job (but don't tell the class) and get students to ask you questions to guess which job it is. In pairs, students take turns to choose a job and their partner asks them questions to try to guess which job it is.

JOBS

- 1 Keep books closed. Elicit from students the names of some of the most important universities in their country. Then write on the board:

Harvard Yale

Elicit any information that students know about the two universities. If there is no response, explain that they are two very important universities in the USA.

Open books. In pairs, students read the text and

underline John Kao's jobs. Then elicit which jobs are similar to those in the box.

ANSWERS

musician – rock star businessperson – entrepreneur
writer – author teacher – lecturer
advisor – consultant

参考译文

有些人一辈子都干同样的工作。而约翰·卡奥这个人喜欢不停地换工作。他现在是有名的咨询师和企业家。同时他也写作，还是一名医生。卡奥曾经在哈佛大学从教14年，还曾经做过少年摇滚歌星！

KAO'S CAREER

2 Write on the board:

work university school

Elicit from students what order people usually do these things in their country. Ask *Is it possible to do these things in a different order?* If there is no response, explain that sometimes people work before they go to university.

Focus students on the four texts and ask them to read them. Elicit which text is first (text 1). Ask students what key words helped them to decide (e.g. *grew up, 1950s, school*). Elicit what text goes next (text 3), again focusing on key words or phrases that helped students decide (e.g. *eighteen, Kao really wanted to go to university*).

In pairs, students read the four texts again and number them all in the correct order. Check answers together, asking what words or phrases helped them decide on the order of texts 2 and 4.

ANSWERS

Clockwise from top left: 1 3 2 4

Read the texts aloud (in the right order). Pause at any difficult words/phrases and help with understanding. e.g. *I was like a cultural astronaut* (he lived between two different cultures). Draw attention to the name of Zappa's band: *The Mothers of Invention*. Tell students that there is an English saying "Necessity is the mother of invention". Explain that this means that difficult situations sometimes lead to creative solutions. Then ask students to take turns to read alternate paragraphs with their partner.

When they have finished ask a few check questions, e.g.:

Where did Kao grow up?

When did he live there?

How old was Kao when he wrote to Frank Zappa?

What did Kao do after he trained as a doctor?

What was Steven Soderbergh's job?

When did the film win the top prize at Cannes film festival?

Close books. Write on the board:

Kao went to school ...

Ask students *What happened then?* Elicit short sentences to explain what happened in Kao's life and in what order (e.g. *He worked in a band, went to university, trained as a doctor, studied Business at Harvard, taught business at Harvard, met a film director, worked as a producer, etc.*). Open books again and ask students to check the information.

- 3 Students look at the verbs in colour in the four texts and use them to complete the table of irregular verbs. Ask students to call out answers and write them on the board. Drill pronunciation. Close books and say one of the verbs from the table in the infinitive. Elicit what the past simple form is.

ANSWERS

did	got	grew	heard	knew	learnt	met
read	said	saw	took	taught	won	wrote

- 4 Open books. Play the recording. Students listen and use the past simple form of some of the verbs in the table to complete the text. Play the recording again for students to check. Check answers together.

TRANSCRIPT / ANSWERS

In 1986, Kao **heard** about some interesting research at the Harvard Medical School. A professor showed him how he **grew** sheets of human skin in his laboratory. Because Kao was a doctor and also **knew** about business, he **saw** an opportunity. He **took** the professor's idea and started a small bio-tech company.

"I **did** everything," **said** Kao. "I **wrote** the business plan, I **got** the money and I employed the managers."

Before long, Kao's small company was worth millions of dollars.

Over the next few years, Kao started more small companies. He also **wrote** a successful book about his ideas, called *Jamming*. When other businesspeople **read** his book, they **came** to him and asked for his advice. By 1996 Kao was so busy that he stopped teaching at the Harvard Business School and started a company called Idea Factory.

Today, Idea Factory is a way for Kao to share his ideas

and his advice with other businesspeople. It's also a way for him to make a very good profit!

NOW YOU

- 5 In pairs, students write some sentences about their career, using the language from the lesson. Then students compare their sentences with their partner. Nominate students to tell the class some information about their partner. Encourage the class to ask further questions about the person.

参考译文

约翰·卡奥 第一部分

约翰·卡奥的父母来自中国，但他是二十世纪五、六十年代在纽约长大的。对他来说，那是一段非常有趣的经历。他曾经说过：“在学校里，我融入了美国的世界。但回到家里，我却进入了一个中国的世界。我就像一个遨游于不同文化之间的宇航员。”卡奥在学业上非常优秀，在家他还学弹钢琴。

1969年在他18岁的时候，他写信给摇滚歌星弗兰克·扎帕，表示想参加他的乐队。扎帕听了卡奥的音乐，而且很喜欢。于是，卡奥来到洛杉矶，在扎帕的“创造之母”乐队做键盘手。这次经历非常有意义，但卡奥非常想上大学。

最初，卡奥在耶鲁大学学习哲学，后来又在哈佛大学医学院学医，但这些都还不够。之后，卡奥又在哈佛商学院选修商务课程。很快，他才知道商务才是自己应该学习的专业。修完课程以后，他到商学院任讲师。

在其后的14年里，卡奥在哈佛商学院授课。但他总是热衷于新的想法。有一天，他遇见了史蒂文·瑟德贝里，一位年轻的电影导演。瑟德贝里谈到了他的新影片，并说他需要一笔钱。卡奥读了瑟德贝里的影片脚本，并从中看到了商机。于是，他当起了瑟德贝里的制片人。他们一起弄到了一笔钱。该影片获得了巨大的成功，事实上，该部影片在1989年戛纳电影节上获得了最高奖。

约翰·卡奥 第二部分

1986年，卡奥听说哈佛医学院有一个有趣的研究项目。一位教授向卡奥展示他是如何在实验室里培养出一块块人的皮肤。正因为卡奥是医生，也懂经商，他看到了商机。于是他就根据那位教授的研究成果，开办了一家小型生物科技公司。

“什么都是我干的，”卡奥说，“包括写商业计划、融资和经理层的聘用。”

不久，卡奥的小公司就价值几百万美元了。

其后的几年里，他又开办了几家小公司，还写了一本关于自己经商谋略的书，名为《充实的人生》，书写得非常成功。有的商人读了他的书，还来向他咨询。1996年因为太忙，卡奥辞掉了哈佛商学院的教职，开了一家名为“创意工厂”的公司。

如今，卡奥借助“创意工厂”与其他商人分享其商业创意、做商业咨询，同时，也靠它赚进大笔的钱！

Additional activity

Who is it?

Read the following information one sentence at a time:

He was born on 28 October 1955 in Seattle, USA. He went to Harvard University in 1973, but didn't finish his degree. He started his company in 1975 with his friend Paul Allen. He is married and has two children. He likes playing golf and reading. He is very rich. The computer company he started is very famous. Who is he?

After each sentence, invite the class to guess who the person is. When they have guessed who it is (Bill Gates), ask them to repeat the information that you gave them and write it on the board.

For homework, students could think of a famous person (living or from history) and write a short text about them. Encourage students to use the Internet to find information. In the next lesson, you could ask students to read their text to a partner, who tries to guess who the person is.

KEY TO DO IT YOURSELF

PHONETIC DRILLS

Pronunciation \z... \e \aU

- 1 Open books. Focus students on the underlined vowel sounds. Play the recording. Students listen and repeat. Tell students that three of the sounds are diphthongs and one is long, and ask which they think is the long sound (\z... \). Drill pronunciation, chorally and individually, emphasizing the double sounds in the diphthongs.

TRANSCRIPT

work were where there how about
appear experience

- 2 Focus students on the words. Play the recording. Pause after the first pair of words and elicit whether the underlined letters sound the same or different (the same). Play the rest of the recording for students to complete the activity. Check answers together and drill pronunciation. Say the words again, pausing after each pair. Ask students to clap if the vowel sounds are the same, and to bang their desk if the vowel sounds are different. Then ask

students which phonemic symbol each word goes with (\z... \ first, research, thirty, word, \e \ wear, airport, \aU \ thousand, house, now, \I \ here, dear, idea).

TRANSCRIPT / ANSWERS

first – research ✓ here – thirty ✗
dear – wear ✗ airport – idea ✗
thousand – house ✓ now – word ✗

FUNCTIONAL SENTENCES TO REMEMBER

- 1 At school I was very interested in math and physics.
- 2 Physics and math are my favorite subjects.
- 3 When I went to university, I studied biology.
- 4 After three days he heard about a great opportunity.
- 5 I sent them a resume and a letter.
- 6 I was born on June 16, 1971.
- 7 Tell us about your education and interest.
- 8 This graph shows our sales figures for the year.
- 9 He didn't pay us for his last order.
- 10 I didn't leave a message because I didn't want you to know.
- 11 The bio-tech company offered him a very good job.
- 12 I was born in Ankara but grew up in Manhattan.

review 4

REVIEW 4 PAGES 106–107

AIMS

- to revise vocabulary, grammar and functions from Units 7 and 8
- to extend pronunciation
- to practise giving reasons in the *Focus on ...* section

VOCABULARY Regular and irregular verbs

- 1** Open books. Focus students on the verbs in the box. Ask *Is “need” regular or irregular in the past tense?* Elicit *regular*. Then ask *Is “leave” regular or irregular in the past tense?* Elicit *irregular*. Students look at the remaining verbs and decide if they are regular or irregular in the past tense. Check answers together.

ANSWERS

regular: need, appear, show, work, start
irregular: leave, go, write, get, hear

- 2** Students write the past form of the irregular verbs from activity 1. Check answers around the class and write them on the board. Drill pronunciation.

ANSWERS

left went wrote got heard

- 3** Students look back at Units 7 and 8 and add at least five verbs to each of the groups in activity 1. When most students have finished, ask them to compare answers with a partner. Elicit suggestions around the class.

POSSIBLE ANSWERS

regular: stay, disappear, ask, watch, interrupt, join
irregular: be, fly, cost, have, make, grow, learn, say, know, read, take, see, win, meet

GRAMMAR CHECK

- 4** Focus students on the example. Draw attention to the negative form: *didn't* plus the infinitive. Then ask students to make the rest of the sentences negative. Check answers and write them on the board.

ANSWERS

- 2 We didn't stay at the Grand Hotel.
3 They weren't in Germany last month.
4 She didn't talk about the new film.
5 I didn't take the train.
6 He wasn't at the meeting.

- 5** Students put the words in the right order to make questions in the past simple. Check answers together.

ANSWERS

- 2 What did he do yesterday?
3 Where did they go last week?
4 Where were you last night?
5 How did you come here?
6 Did you have a holiday last year?
7 What time did you finish the report?
8 She was at the restaurant at eight o'clock.

FOCUS ON ... Giving reasons

- 6** Nominate a student to read out the explanation and another two to read out the example dialogue.

Say *I went to the post office yesterday*. Indicate that you want the class to ask *Why?* Respond *To post a letter to my friend*.

- 7** Students match the two parts of the sentences. Check answers around the class.

ANSWERS

- 2 He travelled all night to be at the breakfast meeting.
- 3 They sent him an e-mail to invite him for an interview.
- 4 She's surfing the Internet to get some information.
- 5 They had a meeting to discuss the plans.
- 6 She went to university to study engineering.

Ask students, in pairs, to take turns reading the sentences. Then ask them to write sentences about three things they did last week, giving three reasons for their actions (using the *to*-infinitive). In pairs, students take turns to read their sentences. Their partner asks *Why?* and they respond using the infinitive.

PRONUNCIATION /d/ /t/ /ɪd/

Students often try to pronounce *-ed* endings as /ed/. The aim of these activities is to help students hear and produce the /d/ /t/ and /ɪd/ sounds of *-ed* endings.

- 1 Focus students on the underlined sounds. Play the recording. Students listen and repeat. Give each student an A4 sheet of paper. Place your sheet so that the top of the paper lightly rests on the tip of your nose and the sheet is held between your thumb and forefinger at the bottom. Ask students to do the same. Demonstrate by saying /d/. The paper should not move. Then say /t/, emphasizing the sound. This time the paper should move away from your nose. Say each sound again and ask students to repeat. Drill the class, alternately saying words from the /d/ and /t/ groups and using the paper method to differentiate between the two sounds.

TRANSCRIPT

do day doctor two today teacher

- 2 Focus students on the verbs. Play the recording. Students listen and repeat. Play the recording again and ask students to notice the three different sounds of the final *-ed*.

TRANSCRIPT

showed asked started

- 3 Focus students on the verbs. Play the recording. Students listen to the endings of the verbs and write the verbs in the correct column. Check answers together and drill pronunciation.

ANSWERS

/d/ appeared realised played listened
 /t/ watched laughed finished
 /ɪd/ interrupted visited

TRANSCRIPT

watched appeared interrupted realised
 laughed finished played visited listened

9

on the move

UNIT AIMS

- travel vocabulary
- *can* for possibility and permission
- *have to* for necessity
- managing e-mail
- asking for and giving advice
- tipping and giving business cards in different cultures

weblinks

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 108–109

Lesson aims

- travel vocabulary

Key vocabulary

*boarding gate accident suitcase ticket office passport
check-in visa driving licence cancellation platform
hand luggage delay traffic jam excuse*

Preparation

No additional preparation is required.

Warmer

Travel vocabulary

Keep books closed. Write *travel* on the board and brainstorm any vocabulary students know connected with travel. Write all suggestions on the board.

TRAVEL WORDS

- 1 Open books. Focus students on the vocabulary network. Point to the words in the box. Ask students, in groups, to add the words to the vocabulary network, using a dictionary if necessary. Check answers together.

ANSWERS

airport: boarding gate, check-in

railway station: ticket office, platform

problems you meet: accidents, cancellations, delays, traffic jams

things you carry: suitcase, passport, visa, driving licence, hand luggage

- 2 In groups, students add words to the network. After five minutes, have a feedback session and drill pronunciation of new words. Remind students that vocabulary can be divided into many different topic groups and categories and that students can organise vocabulary in a way that is most useful to them.

CHECKING IN

- 3 Focus students on the conversation. Ask *Where are the two people having the conversation? (at an airport)*. Students work individually and complete the conversation with the singular or plural of some of the words in the vocabulary network.

Play the recording for students to check. Play it again, pausing after each gap and eliciting the missing word(s). Ask students, in pairs, to read the conversation together.

TRANSCRIPT / ANSWERS

PASSENGER Good morning. Can I check in for Kuala Lumpur, please?

CLERK Of course. Can I see your ticket and your **passport**, please? ... Thank you. Are you checking in any luggage?

PASSENGER Yes. These two **suitcases**.

CLERK OK. And do you have any **hand luggage**?

PASSENGER Just this.

CLERK Good. Now, I'm afraid there's a short **delay** on the flight this morning. So, can you go to **boarding gate** 32 at 11:55? Here's your boarding pass.

PASSENGER Thank you.

CLERK Have a good flight.

L A T E F O R W O R K

- 4 Draw a speech bubble on the board. Inside the bubble, write:

I didn't do my homework because my dog ate my study book.

Point to the sentence and say *It's an excuse*. Elicit other possible excuses for not doing homework. Play the recording. Students listen and answer the three questions about the excuses the man gives for being late for work. Check answers together.

A N S W E R S

- 1 The police stopped him and he didn't have his driving licence.
- 2 There was an accident.
- 3 He was in a traffic jam.

T R A N S C R I P T

MAN Good morning, everybody. I'm sorry I'm late.
 WOMAN What was the problem this time?
 MAN I'm sorry. The police stopped me and I didn't have my driving licence.
 WOMAN What? I don't believe this. Yesterday you were late because there was an accident, the day before you were in a traffic jam.
 MAN I'm sorry. I'm having a bad week.
 WOMAN Yes, you are. How about coming to work by bus tomorrow?

Ask students, in pairs, to imagine that they are late for class and to think of an excuse. Elicit excuses. The class then votes for the most interesting/unusual excuse.

N O W Y O U

- 5 Focus students on the questions. Nominate students to ask you the questions and then answer them. Encourage the class to ask you more questions, if they want more information.

In pairs, students discuss each question. Go round the

class, monitoring and helping. Nominate two or three students to tell the class some information about their partner.

Additional activity

Guess the word

Define, or ask a question about, one of the vocabulary words from the lesson and get students to guess which word it is, e.g. *This is something you put your clothes in when you go on holiday. / What do you put your clothes in when you go on holiday? (a suitcase).*

Ask students, in groups, to write definitions for two of the vocabulary words from the lesson. Groups take turns to read their definition and another group guesses the word. Award points for correct answers.

LESSON 2 PAGES 110–111

Lesson aims

- *can* for possibility and permission
- *have to* for necessity

Key vocabulary/phrases

international driving licence gun health problems worry (v) downtown chewing gum

Preparation

No additional preparation is required.

Warmer

Vocabulary revision

Keep books closed. Divide the class into two teams. Read out one of the following definitions of vocabulary words from the previous lesson:

*What can you take on to the plane with you? (hand luggage)
 What do you have to have to drive a car? (a driving licence)
 When you arrive at the airport, you can go to the ... ? (check-in)
 In some countries you have to have a passport and a ... (visa)
 Another word for late. (delay)
 If you are late for work or English class you can give an ... (excuse)
 You wait for the train on the ... (platform)
 I was late for work because the cars weren't moving. It was a ... (traffic jam)*

Nominate a team to guess the word. Award one point for the

correct word and a bonus point if the team can spell the word correctly. Repeat the procedure for each word.

TRAVEL INFORMATION

- 1 Open books. Focus students on the signs and the sentences below them. In pairs, students tick the sentence that describes each sign. Check answers around the class.

ANSWERS

You can't go in the water.
 You can't give food to the birds.
 You have to be careful.
 You have to stand on the right.

LEAVING KATHERINE

- 2 Ask the class which country *Darwin* is in (*Australia*) and brainstorm things that they know about Australia (if necessary, ask prompt questions about the climate, the language spoken, whether it is a big/small country, what animals can be found there, etc.).

Play the recording and ask students to answer the questions. Play the recording again for students to check. Nominate a student to read a question and another to answer.

ANSWERS

- 1 Before tomorrow evening.
- 2 There aren't any trains in Katherine.
- 3 Yes. 4 Yes. 5 Yes.

TRANSCRIPT

ASSISTANT Yes, mate, how can I help you?
 TOURIST Yes, hello. We're trying to get to Darwin. We have to be there before tomorrow evening. Er ... can we take a train?
 ASSISTANT Sorry, mate. There aren't any trains in Katherine.
 TOURIST Oh, I see.
 ASSISTANT What about a bus?
 TOURIST Oh, no. I don't think so. We don't like buses.
 ASSISTANT Well, you have to hire a car, then, mate.
 TOURIST Can we hire one today?
 ASSISTANT Yes, you can. But you have to have an international driving licence.

TOURIST That's OK. I have one of those.
 ASSISTANT And do you carry a gun?
 TOURIST No ... no ... I ...
 ASSISTANT You have to be careful of the crocodiles, you know.
 TOURIST Really? Are you serious?
 ASSISTANT Am I serious? ... Of course not! I'm only joking, mate. They ate three tourists last week, so they're not that hungry any more!

Write the answers on the board and elicit which sentences are about something possible/not possible and which are about something necessary/not necessary.

Focus students on the Check box. Highlight that *can* and *can't* do not change in the *he/she/it* form. Also, *do* is not used as an auxiliary in questions and negatives (e.g. *I can't not I don't can*, and *Can you come?* **not** *Do you can come?*). In contrast, for *have to*, *have* changes in the *he/she/it* form (*He has to*, etc.). The auxiliary *do* is used in questions and negatives (e.g. *Do we have to go to work?* *We don't have to go to work*, etc.).

See *Grammar reference* on pages 142 and 144 of the Coursebook.

SINGAPORE REPORT

- 3 Tell students that they are going to listen to a report about travelling to Singapore. Elicit any information that students know about Singapore. Play the recording. Students listen to the report then, in pairs, use the prompts to write sentences with *can/can't* and *have to / don't have to*. Play the recording again for students to check. Check answers together.

ANSWERS

- 2 You don't have to worry about health problems.
- 3 You have to pay to use some roads.
- 4 You have to buy a licence to drive in the downtown area.
- 5 You have to drive on the left.
- 6 You can't smoke in most public places.
- 7 You can't take chewing gum into the country.

TRANSCRIPT

REPORTER

Singapore has one of the best international airports in the world and, for most people, it's very easy to get into and out of the country. Visitors don't usually have to get a

visa and you certainly don't have to worry about health problems while you're here.

When you're out of the airport, transport in Singapore is no problem. It's a small place and there's an excellent public transport system. My advice is – use it. But if you have to hire a car, remember that you have to pay to use some roads and you have to buy a special licence to drive in the downtown area. Oh ... and you also have to drive on the left. It's important to remember that!

And just two final points. Singapore is a very clean city and the government wants to keep it that way. So, if you're a smoker, you have to be careful. You can't smoke in public places – even when you're waiting for a bus. And if you like chewing gum, forget it. You can't even bring chewing gum into the country.

Write the answers on the board. Again, elicit which sentences are about something which is possible/not possible and which are about something necessary/not necessary. Highlight *allowed/not allowed* in the Check box. Elicit some things that are allowed/not allowed in the class. Drill pronunciation.

ASKING FOR INFORMATION

- 4 Write *Russia* on the board. Ask students to call out information about the country.

Divide the class into A/B pairs. Students ask and answer questions about a trip to Moscow using *can/can't* and *have to / don't have to*. Student A uses the prompts to ask questions. Student B answers, using the information on page 139 of the Coursebook. Give students time to prepare their questions and information.

- 5 Write *South Africa* on the board. Ask students to call out information about the country.

Students work in A/B pairs again, and ask and answer questions about a trip to Johannesburg using *can/can't* and *have to / don't have to*. Student B uses the prompts to ask questions. Student A answers, using the information on page 136 of the Coursebook. Give students time to prepare their questions and information.

- 6 Ask the class to brainstorm countries, and write them on the board. Choose one or two countries and ask the class to call out suggestions about things that you can/can't, have to / don't have to do in the countries.

Divide the class into small groups. Students talk about other countries, using language from the lesson (it doesn't matter if the information isn't accurate).

LESSON 3 PAGES 112–113

Lesson aims

- managing e-mail
- asking for and giving advice

Key vocabulary/phrases

percentage delete reply advice helpful recommendations prepare for the meeting sales figures

Preparation

No additional preparation is required.

Warmer

E-mails

Keep books closed. Write on the board:

Dear class

Thanks for your e-mail. Here are the answers to your questions. My train arrives at 6:30 pm. You don't have to meet me at the station. Yes, we can meet on Friday morning. My mobile phone number is 0123 45 45 45.

Best wishes

[your name]

Ask students, in pairs, to decide what the original questions were (*What time is your train? Do I have to meet you at the station? Can we meet on Friday morning? What is your mobile phone number?*).

Ask the class *Do you send e-mails? How many e-mails do you send in a week?* Elicit verbs connected to e-mails (e.g. *write, read, reply, send, delete*, etc.). Write the verbs on the board and check comprehension and pronunciation.

E-MAIL AND YOU

- 1 Open books. Focus students on the questions. In groups, students talk about their answers to the questions. Hold a short feedback session and highlight any similarities/differences between groups.

CHECKING AN INBOX

- 2 Focus students on the e-mails. Ask a student to read out the instructions. Check that students understand the meaning of *advice* by asking for a definition or L1 translation. In pairs, students quickly read the e-mails and

answer the questions. Check answers around the class.

ANSWERS

- 1 E-mail 3 2 E-mails 1 and 4
3 E-mails 2 and 5 4 any recommendations; suggest

AN E-MAIL REPLY

- 3 Students read the e-mail reply and answer the questions.
Check answers around the class.

ANSWERS

- 1 E-mail 5
2 Search for "business in India" on the Internet. Ask in your local bookshop
3 don't you; about

Highlight that a question mark is used at the end of sentences beginning *Why don't you ...* and *How about ...*. Point out that *How about* is followed by the *-ing* form of the verb. Say *I can't sleep. Can you give me advice?* Ask students to call out suggestions using *Why don't you ... ?* and *How about ... ?*

NOW YOU

- 4 In pairs, students write a reply to the marketing department at Owais's company, thanking them for their e-mail and giving some advice. Go round the class, helping and checking. As pairs finish, ask them to compare e-mails with another pair.
- 5 Students write an e-mail to their partner, asking for advice about where to go on holiday next year. Students then swap e-mails and write a reply, giving some advice.

LESSON 4 PAGES 114–115

Lesson aims

- tipping and giving business cards in different cultures

Key vocabulary/phrases

travel worries tip tipping leave a tip hairdresser haircut rude folded it in two I worry about ...

Preparation

If you plan to use the Additional activity *Our \$15 000 tip*, draw a mock cheque for \$15 000 on a large piece of paper.

Warmer

Travel worries

Keep books closed. Draw a suitcase on the board. Say *When I travel, I worry about being late for the flight*. Ask students, in pairs, to talk about other travel worries that they have and have a class feedback session. Write the worries on the board and ask students, in groups, to prioritise them.

TRAVEL WORRIES

- 1 Keep books closed. Revise phrases for giving/asking for advice (*Why don't you ... ? How about ... ? Have you got any suggestions?* etc). Open books and focus students on the questions. In groups, students talk about which questions people worry about when they travel. Ask groups to quickly think of some advice they would give to people, to help them with these worries. Elicit ideas from each group.

TIPPING

- 2 Check that students understand the meaning of *tipping* and *a tip*. Ask them to use dictionaries, if necessary. Write a % symbol on the board and elicit what it is.

Play the recording. Students read and listen to the story. Point to the glossary box. Check if there are any other words that students aren't sure of and encourage them to guess the meaning from context. Explain that *a very good day's work* means *they made a fortune*. Then ask students, in pairs, to answer the questions. Check answers together.

ANSWERS

- 1 20 per cent.
2 They had had a good day at work and made a lot of money.
3 The USA.

TRANSCRIPT

The world's biggest tip

In this city, you always have to leave a tip. When you take a cab, you usually give the driver a 10 per cent tip. When you have a haircut, you leave the hairdresser 15 per cent. And when you eat in a restaurant, the waiter usually gets a 20 per cent tip. Usually – but not always.

In April 2001, two businessmen walked into one of the city's busiest restaurants after a very good day's work. They said to the waiter, "We'd like to buy a drink for everyone here." Then they ordered a very, very expensive meal. When they asked for the check, the waiter was worried: it was for around \$9 000.

But the check wasn't a problem for the two businessmen. They were happy to pay and they even added a tip of \$15 000 for the waiter!

参考译文

世界上最大的一笔小费

在这个城市，你干什么都要给小费。要是坐的士，你通常给司机车费10%的小费。要是理发，你就得给理发师15%的小费。在餐馆吃饭，侍者通常拿20%的小费。给小费通常按此惯例，但并非总是如此。2001年4月，两个商人在认真工作一天后走进了这个城市里最热闹的一家餐馆。他们对侍者说：“我们想请这儿的每个人喝一杯。”然后，他们又点了一桌非常昂贵的佳肴。当他们付账的时候，侍者有些担心了：账单有9 000美元左右。

但是，对于这两个商人来说，这份账单并不算什么。他们很高兴地付了账，甚至还加了15 000美元给那位侍者做小费！

- 3 In groups, students talk about the questions. Hold a short feedback session.

Additional activity

Our \$15 000 tip

Tell students to stay in the same groups. Ask them to think about what they would do if someone gave their group a \$15 000 tip: what would they spend the money on? Or would they save it / use it for a business project / donate it to a good cause? Give groups a few minutes to discuss, then elicit ideas around the class. Ask students to vote on which idea they think is the most original (groups cannot vote for themselves). Award a mock cheque for \$15 000 to the group with the most votes.

BUSINESS CARDS

- 4 Elicit what information is usually on a business card. Point out that business cards are very important in Japan and that it is considered impolite not to read a business card. Fold a piece of paper (or a business card) in two to demonstrate ... *he folded it in two.*

Play the recording. Students read and listen to the story. Then, in pairs, students answer the questions. Check answers around the class.

ANSWERS

- 1 With two hands (so that the other person can read it easily).
2 Read it very carefully.
3 He folds the business card in two. 4 Japan.

TRANSCRIPT

A bad introduction

It was the boss's first day in his new job, so he walked around the office and introduced himself to everyone. He offered his business card to each person in the usual way: he held it with two hands, so that the other person could read it easily.

But one man in the office said, "I don't want your business card. I already know who you are."

"Please take it," said the boss and smiled.

Slowly, the man took the business card ... and then he folded it in two.

Everyone in the office knew that this was very rude. When you receive a business card in this country, you always have to read it very carefully.

In fact, the next day the story was in the newspapers and the boss got more than 10 000 e-mails of support from people right across the country.

参考译文

一次尴尬的介绍
这是老板新上任的第一天。于是，他在办公室走了一圈，给每位员工做自我介绍。他给每人递了一张名片。他按照通常的做法，双手拿着名片，以便接名片的人阅读。

但办公室有一个人说：“我已经知道你是谁了，我不想要你的名片。”

“还是请你收下这张名片。”老板微笑着说。

那人不情愿地收下了名片，然后，他把名片折成了两半。

办公室的人都知道这样做非常粗鲁。在这个国家，接到名片的时候，你应该认真地看一看。

事实上，第二天报纸就登了这个故事。那位老板收到了来自全国各地的10 000多封电子邮件，人们都支持他。

- 5 In groups, students discuss the questions. Hold a short feedback session after a few minutes.

NOW YOU

- 6 Ask students, in small groups, to write down as many countries as they can in two minutes. Have a feedback session and write the countries on the board. If a group has a country that no other group has, award one point.

In their groups, students talk about the other ways that working life is different in their country from other countries, by discussing the questions. Go round the class, monitoring and encouraging. Have a short feedback session and open it out to a class discussion, if groups have different opinions. You may wish to elicit other cultural differences between some of the countries.

- 8 You can't smoke in public places.
 9 We can meet on Friday morning.
 10 You may search for business opportunities in China on the Internet.
 11 Thanks for a great day yesterday.
 12 My problem is – I don't know anything about India.
 13 She wants your business card.
 14 Here are the answers to your questions.
 15 When I travel, I always worry about being late for the flight.

KEY TO DO IT YOURSELF

PHONETIC DRILLS

PRONUNCIATION \f\ \v\ \w\

- 1 Open books. Focus students on the underlined sounds. Play the recording. Students listen and repeat.

TRANSCRIPT

flight traffic visa driving where network

- 2 Focus students on the phrases. Play the recording. Students listen and repeat. Drill pronunciation. Ask students, in pairs, to take turns saying the phrases. Point out that sounds and spelling correspond in these words.

TRANSCRIPT

foreign office platform fifty-five travel advisor
 working women the world's worst visitor

FUNCTIONAL SENTENCES TO REMEMBER

- 2 1 Good morning. Can I check in for New York, please?
 2 I am checking in John's luggage.
 3 You can go to boarding gate 22 at 9:15.
 4 Here's your boarding pass.
 5 Have a good flight.
 6 How about coming to work by bus tomorrow?
 7 You have to have a local driving license.



10

in the news

UNIT AIMS

- vocabulary for the news
- the *going to* future: positive, negative, question form, short answers
- talking about company news
- introducing an opinion
- agreeing and disagreeing
- talking about a person's career

headline, saying *the headline*. Write the following jumbled headline on the board

school English sends to Mars students

Divide the class into two teams. Point to the board and ask the teams to put the words in the correct order to make a headline (*English school sends students to Mars*). Ask teams to call out their headlines.

TOP STORIES

- 1 Open books and focus students on the headlines. In pairs, students look at the headlines and decide which of the four subjects they think the stories are about (make sure they don't write anything in the ovals yet). Check answers together.

ANSWERS

US shares crash – business
Spice Girls say "Stop!" – entertainment
Ronaldo out again – sport
A Happy New Euro – business / politics

- 2 In pairs, students put the words into each of the groups, using dictionaries where necessary. Check answers around the class. Spend time checking pronunciation.

ANSWERS

politics: government
business: stock market, currency, share prices
entertainment: pop, hits, band
sport: match, stadium, injury

- 3 Students read the articles and fill the gaps with the words from the previous activity. Ask students to compare their answers with a partner, then check answers around the class.

weblinks

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 120–121

Lesson aims

- vocabulary for jobs

Key vocabulary

*politics entertainment pop match reforms stock market
hits stadium parliament currency injury band
share prices government*

Preparation

Bring some newspapers (local or English) to class.

Warmer

Headline

Bring a newspaper to class. Hold it up and point to the

A N S W E R S

stock market share prices
band pop hits
injury match stadium
population appreciate
currency government

- 4 In pairs, students read the texts again and answer the questions. When most of the class have finished, check answers together.

A N S W E R S

- 1 Terrible.
- 2 Sporty Spice (Melanie C).
- 3 Ronaldo.
- 4 In Europe.
- 5 EU – European Union; PM – prime minister;
US – United States.

N O W Y O U

- 5 Write the headline from the Warmer on the board:

English school sends students to Mars

Elicit what the story is about. Ask *Why did the school send the students to Mars? How long is the journey? Were the students happy about travelling to Mars? Were there any problems? What did they see?* etc. Encourage the class to call out ideas about the imaginary news item.

Elicit ideas about the main stories in the news today.

Then ask students to write a news headline, in one or two sentences, about one of the stories.

Additional activity*Extend headlines*

In groups of four, students compare their news headlines from the previous activity and choose which will be the main story. Using dictionaries, the groups then expand the main story into four or five sentences. Nominate groups to read out their sentences and ask the class to guess what the headline was.

LESSON 2

PAGES 122–123

Lesson aims

- the *going to* future: positive, negative, question form, short answers

Key vocabulary

hot sunny cold wet feel

Preparation

No additional preparation is required.

Warmer

Weather

Keep books closed. Draw or mime the following words: *hot, sunny, cold, wet, stormy, snowy, the weather, rain, sunshine.*

Write the words on the board. Pretend to read a weather report, miming the weather vocabulary instead of saying it, e.g. *Today the weather is ... Tomorrow it's going to be ... There's going to be a lot of ...* Elicit from the class what your weather report was and write it on the board. Then write:

Today the weather is ...

Tomorrow it's going to be ...

In pairs, students use the prompts to mime their own weather report.

WEATHER AND TRAVEL

- 1 Open books. Play the recording. Students listen and tick the correct answers to the questions. Play the recording again for students to check. Check answers around the class.

A N S W E R S

- 1 Hot and Sunny.
- 2 There are going to be delays.
- 3 No, there aren't.

T R A N S C R I P T

Now the weather. Well, **it's going to be** a lovely day in San Berdino today. **We're going to see** a lot of sunshine, and if you're out this afternoon, **you're going to feel** the heat! Forty-two degrees is today's top temperature!

Travel news. After yesterday's problems at San Berdino Airport, the situation is returning to normal this

morning. **There aren't going to be** any more cancellations, although I'm afraid **there are going to be** some delays on international flights.

On the roads, no problems! But don't forget the big match at the City Stadium this evening. It's the S B Bluesocks against D C Thumpers, so **there's going to be** a lot of traffic around the stadium just before 7:00.

- 2 Focus students on the phrases in the box. Check that they understand the meaning of the phrases. Play the recording again. Students listen and fill the gaps with the phrases. Ask students to compare their answers with a partner and then check together as a class.

ANSWERS

We're going to see you're going to feel
There aren't going to be there are going to be
there's going to be

Highlight the weak pronunciation of *to /tə/*. Read the weather and travel report together. Then, in pairs, students take turns to read the report.

Ask students which words refer to the future (*going to*). Focus students on the Check box. Highlight the form: *to be + going to + infinitive* (see *Grammar reference* on page 143 of the Coursebook).

Say *This evening I'm going to ...* (mime reading a book). Elicit the sentence (*This evening I'm going to read a book*). Shake your head and say *This evening I'm not going to ...* (mime driving). Elicit the sentence (*This evening I'm not going to drive*).

Ask students to write a sentence about their plans for this evening. Drill *What are you going to do this evening?* In pairs, students take turns asking each other the question and responding with their sentences. Quickly go round the class, asking *What are you doing tomorrow / at the weekend / next week?* etc.

NEWS HEADLINES

- 3 In pairs, students look at the headlines and decide if the sentences are true or false. In open pairs, ask a student to read out a question and another to respond with *true* or *false*. Then ask students to rewrite the false sentences. Check answers together.

ANSWERS

1 T 2 F: There isn't going to be a new airport in Montreal. 3 F: Share prices are going to fall. 4 T
5 F: Safin Marat isn't going to play at Wimbledon.
6 F: The American economy is going to get worse next year.

- 4 In pairs, students write sentences about the headlines using the *going to* future. Ask students around the class to read their sentences, and write them on the board.

ANSWERS

The Thai government is going to introduce reforms next year.
Bush is going to cancel his visit to Japan.
Tyson is going to fight again next year.
A computer company is going to close three factories.
Schroder and Jospin are going to meet in Berlin.
There's going to be no agreement this year on tax changes.

FUTURE QUESTIONS

- 5 Focus students on the example answer. Students use the prompts to write questions using the *going to* future. Check answers together as a class, and write the questions on the board.

ANSWERS

2 ... when are they going to meet?
3 ... how are we going to pay?
4 ... how is she going to get home?
5 ... where are we going to eat?
6 ... where are they going to stay?

In open pairs, use prompts to get students to ask and answer questions, e.g. point to a student and say *travel* to elicit *How are you going to travel?* Point to another student and say *plane* to elicit *I'm going to travel by plane*. Possible prompts include: *stay / hotel, pay / credit card*.

Say to the class *You are going on a business trip*. Write on the board:

How / travel? Where / stay? Who / see?

Ask students, in pairs, to take turns asking and answering questions about the trip.

NOW YOU

- 6 Close books. Brainstorm vocabulary for the weather and travel. Write the words on the board. In pairs, students talk about the weather and travel today or tomorrow, using the *going to* future. Go round the class, monitoring and checking that students are using *going to*.

LESSON 3 PAGES 124–125

Lesson aims

- talking about company news
- introducing an opinion
- agreeing and disagreeing

Key vocabulary/phrases

an announcement job cuts a takeover a product launch
In my opinion ... My guess is ... I think ...
I'm sure ... I reckon ... I'm afraid I have to disagree.
That's right. That's nonsense. I completely agree.
I'm sorry, but I don't agree. That's a good point.

Preparation

No additional preparation is required.

Warmer

What are you going to do?

Keep books closed. Dictate the following sentences to the class:

Your best friend invites you to a special party next week. Your boss invites you to a conference on the same day. What are you going to do?

Check the dictation together. In pairs, students talk about what they are going to do. Have a short feedback session.

COMPANY WORDS

- 1 Open books. In pairs, students match the phrases to their descriptions. Check answers around the class. Drill pronunciation.

ANSWERS

an announcement – when managers tell people important news

job cuts – when people lose their jobs
 a takeover – when a company buys another company
 a product launch – when a company introduces a new product

- 2 Play the recording. Students listen and tick the three phrases that they hear from activity 1. Check answers together.

ANSWERS

announcement job cuts product launch

TRANSCRIPT

BRIAN Hello there.
 MIRA Oh, hello, Brian.
 ANGIE Hi, Brian.
 BRIAN So what are you two talking about?
 ANGIE Well, the announcement, of course.
 BRIAN The announcement?
 MIRA Yes, there's going to be an announcement this afternoon.
 ANGIE And I think it's really important.
 MIRA That's right. That's what everyone's saying.
 BRIAN Oh, really. What's it about?
 ANGIE Well, we don't know. But I think it's going to be bad news. My guess is there are going to be some more job cuts.
 MIRA That's nonsense. I'm sure it's going to be good news. I reckon it's going to be a product launch or something like that.
 ANGIE What do you think, Brian?
 BRIAN Well, I'm sorry, but I don't agree with either of you. In my opinion, nothing's going to change. We have these announcements every six months. They're always the same.
 MIRA Oh, right. Well, thanks for that, Brian.

OPINIONS

- 3 Play the conversation again. Students number the speech bubbles in the order that they hear them. Check answers together.

ANSWERS

Clockwise from top left: 2 3 1

- 4 In pairs, students look at the speech bubbles and find phrases to introduce an opinion. They then add the phrases to the list. Check answers around the class.

ANSWERS

I'm sure I reckon I think My guess is

Ask students which phrase they think is most formal (*In my opinion ...*) and which is the most informal (*I reckon ...*). Then ask students which phrase is the most certain (*I'm sure ...*) and which is the least certain (*My guess is ...*).

AGREEING AND DISAGREEING

- 5 In pairs, students look at the phrases and decide which are for agreeing (A) and which are for disagreeing (D). Check answers together.

ANSWERS

D A
A D
D A

- 6 Play the conversation again. Students tick the phrases that they hear from activity 5. Check answers together.

ANSWERS

That's right. That's nonsense.
I'm sorry, but I don't agree.

Ask students *Which phrase is not polite? (That's nonsense)*. Then go through which phrases are most suitable for a formal meeting (e.g. *I completely agree. That's a good point. I'm afraid I have to disagree*, etc.).

WHAT DO YOU THINK?

- 7 In small groups, students look at the magazine covers and talk about what they think the main story inside the magazine is about. Go round the class monitoring. Check that students are using appropriate phrases to introduce an opinion and to agree/disagree.

When students have exchanged opinions ask them to turn to page 141 of the Coursebook to see if they are right.

ANSWERS

Clockwise from top left: new products politics
the weather the Internet

NOW YOU

- 8 Ask students, in pairs, to use their imagination to think of things that are/aren't going to happen in class next lesson. Encourage students to use phrases to introduce opinions and to agree/disagree.

In small groups, students talk about things that are/aren't going to happen in their company or in the news (again, encourage them to use their imagination). Ask students to give their opinions and to agree/disagree about what's going to happen next. Go round the class, monitoring and encouraging.

Additional activity

One-minute conversations

Brainstorm conversation subjects and write them on the board. In pairs, students choose a subject and discuss it for a minute, using language from the lesson to introduce opinions and to agree/disagree. Remind students of the difference between formal and informal phrases. Elicit which of the agreeing/disagreeing phrases is not polite (*That's nonsense*).

After a minute, clap your hands to signal that students should change partners and conversation subjects. Continue until students have changed partners three or four times.

LESSON 4 PAGES 126–127

Lesson aims

- talking about a person's career

Key vocabulary/phrases

*success failure positive negative unemployment rejection
a pay rise a pay cut promotion the sack a bonus
opportunity forward backward toss a coin
land on a square heads tails*

Preparation

- 1 Each pair will need a coin to play *The game*.
- 2 If you plan to use the Additional activity *Class quiz* (page 93), photocopy a worksheet for each team.

Warmer

Life

Write *life* on the board and elicit a translation. Ask *What is important in life?* Elicit two or three suggestions. If necessary, prompt with *Job? Family? Money?*

Ask students, in pairs, to think of six things that are important in life. Encourage students to use dictionaries.

As pairs finish, they can join with another pair to compare lists. Working in groups of four, ask students to look at both lists and choose three things that are most important in life. Then ask students to put the three things in order of priority. After a few minutes, have a class feedback session comparing lists.

SUCCESS AND FAILURE

- 1 Write *positive* and *negative* on the board. Elicit the meaning. If there is no response, give a thumbs-up sign for *positive* and a thumbs-down sign for *negative*.

In pairs, students decide which words are positive and which are negative, using dictionaries where necessary. Check answers together and spend some time drilling pronunciation.

ANSWERS

positive: a pay rise, a promotion, a bonus, opportunity
negative: unemployment, rejection, a pay cut, the sack

Look at some of the negative situations and ask students to suggest advice that you could give to someone in that situation.

THE GAME

- 2 Ask students to suggest positive/negative things about being the boss.

Demonstrate how to play the game with two students in the class. In pairs, students play the game together to see who will become the boss. To move forward, students toss a coin. Demonstrate *heads* and *tails*. If *heads* is thrown, the student moves forward one square; if *tails* is thrown, the student moves forward two squares.

When students land on a square, they have to read and carry out the instructions. If a student cannot think of what to say in response to the instructions in the square, they must move back three squares. The first student to get to the last square becomes the boss.



Additional activity

Class quiz, page 93

Photocopy a worksheet for each A/B team. Divide the class into two teams: A and B (if you have a very large group, split into an even number of teams). Give each team a question sheet. Ask students to read the questions and then to write the answers. Tell them to use the Coursebook to help as necessary. Go round monitoring, then check the answers to both teams' questions. (A: 1 b 2 *businessman* 3 His secretary doesn't write his letters. 4 *busiest* 5 *uncountable* 6 *unfriendly* 7 June 8 left 9 have to 10 laptop B: 1 a 2 *equipment* 3 We don't go to lunch at 12:30. 4 *quieter* 5 *uncountable* 6 *impolite* 7 Monday 8 sent 9 can't 10 takeover)

Focus students on the space in the quiz for five more questions. Ask each team to look in their Coursebooks and work together to write five more questions (and answers) to complete the quiz. Then teams take turns to ask each other a question, and award two points for every correct answer. Remind teams to agree on their answers before shouting it out.

KEY to DO IT YOURSELF

FUNCTIONAL SENTENCES TO REMEMBER

- 2 1 It's going to be a lovely day today.
- 2 I think it's going to be hot this afternoon.
- 3 There are going to be no problems on the roads tomorrow morning.
- 4 I'm sure it's going to be a good opportunity.
- 5 I reckon it's going to be a product launch or something like that.
- 6 In my opinion, nothing's going to change.
- 7 We will have this announcement published tomorrow.
- 8 I'm afraid I have to disagree.
- 9 I completely agree.
- 10 I think Real Madrid are going to win on Monday.
- 11 He is looking for a new job.
- 12 I am interested in the job advertisement in the newspaper.
- 13 You get a promotion. Go up the ladder.
- 14 Introduce yourself and say three things about yourself, please.



Test

pages 94–95

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 88.

review 5

REVIEW 5 PAGES 132–133

AIMS

- to revise vocabulary, grammar and functions from Units 9 and 10
- to extend pronunciation
- to revise past, present and future tenses in the *Focus on ...* section

VOCABULARY Crossword

- 1** Open books and focus students on the crossword. Point to *1 Across*. Nominate a student to read the first clue and elicit the answer from the class (*cancellation*).

Ask students to read the rest of the clues and complete the crossword. Go round the class, helping where necessary. As students finish, let them compare answers. To check, write *Across* and *Down* on the board. Read out the clues and ask students to give the answers. Pause occasionally and ask students to spell some of the words.

ANSWERS

Across: 1 cancellation 5 euro 6 stadium
9 so 10 no 12 market 13 gum
14 crocodile 18 star 19 boarding 20 next
22 visa 23 big 24 ticket 25 agree
Down: 1 chewing 2 cross 3 ladder
4 nonsense 7 tomorrow 8 met 11 outside
14 cab 15 card 16 driving 17 luggage
20 net 21 hit 23 be

GRAMMAR CHECK

- 2** Focus students on the sentences and signs. Students complete the sentences using *can/can't* or *have to / don't have to*. Check answers and write them on the board. Brainstorm other signs that students know. Draw the signs on the board and ask students to write sentences saying what the signs mean.

ANSWERS

1 don't have to 2 can't 3 can 4 have to

- 3** Do the first sentence together to demonstrate. Students write sentences about the future by putting the underlined verbs into the positive or negative with *going to*. Check answers.

ANSWERS

- 1 The next Olympic Games are going to be in Beijing.
2 More and more people are going to speak English.
3 Before I die I'm going to / I'm not going to make a million dollars.
4 An American rocket isn't going to land on Jupiter next year.
5 Elvis Presley isn't going to have another hit song.

FOCUS ON ... Past, present and future

- 4** Write on the board:

We (not do) _____ our homework last week, but we (learn) _____ English today.

Point to the time phrases and elicit what tenses are needed to complete the sentence. Ask students to call out the correct form of the two verbs in brackets (*didn't do, are learning*).

Focus students on the sentences in the Coursebook. Ask them to put the verbs in brackets into the correct tense. Emphasize that the verbs might need to go into the past, present or future tense. Check answers together. Spend time giving further explanation if there is any confusion between the tenses.

ANSWERS

- 1 didn't see, had 2 doesn't have, makes
3 isn't listening, 's watching 4 aren't taking, 're flying

PRONUNCIATION /θ/ /ð/

- 1 Focus students on the underlined sounds. Play the recording. Students listen and repeat. Give each student an A4 sheet of paper. Place your sheet so that the top of the paper lightly rests on the tip of your nose and the sheet is held between your thumb and forefinger at the bottom. Ask students to do the same. Demonstrate by saying *there*. The paper should not move. Then say *three*, emphasizing the sound. This time the paper should move away from your nose. Say each sound again and ask students to repeat. Drill the class, alternately saying words from the /θ/ and /ð/ groups and using the paper method to differentiate between the two sounds.

TRANSCRIPT

three bath there clothes

- 2 Focus students on the words. Play the recording. Students listen and put the words in one of the two groups in 1. Play the recording again for students to check. Check answers together and write the words on the board. Drill pronunciation. Ask students, in pairs, to take turns saying the words.

ANSWERS

/θ/ thank you nothing thirty think

/ð/ than another they the

TRANSCRIPT

thank you than another nothing thirty they
the think

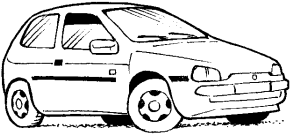
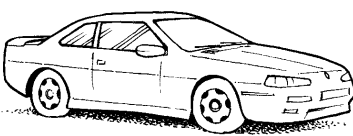
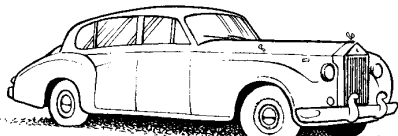
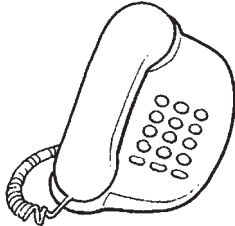
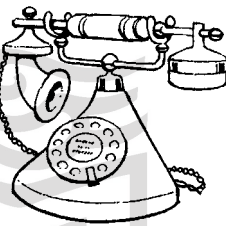

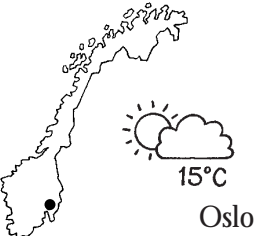
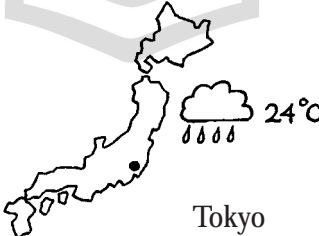
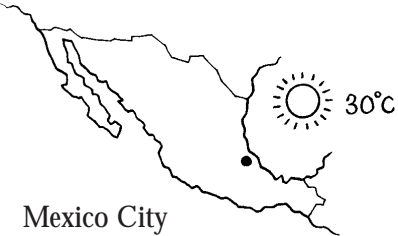



TEST ANSWERS

- 1 dangerous safe
learn teach
out of into
husband wife
hot cold
boss employee
daughter son
join leave
sell buy
left right
- 2 safer most interesting worse dirtiest better
- 3 2 Are 3 was 4 aren't 5 were 6 isn't
- 4 1 T 2 F 3 F 4 T 5 F 6 France.
7 20% on its total sales. 8 Émile. 9 Alice.
10 Production manager.
- 5 2 went 3 don't live 4 travels 5 have 6 is writing
7 was 8 wanted 9 is 10 had 11 'm going to fly
- 6 spend time send an e-mail go swimming
speak German play sports watch TV
run a marathon earn \$70 000 sell products
book a flight
- 7 2 was born 3 grew up 4 Economics 5 left
6 1992 7 took 8 joined 9 marketing
10 travelled 11 didn't speak
- 8 1 When 2 Where 3 Why 4 What 5 Did

BUSINESS CARD

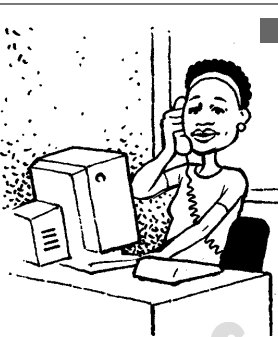
For instructions, see page 14.

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<p>150 kph</p>  <p>Car A</p>	<p>200 kph</p>  <p>Car B</p>	<p>250 kph</p>  <p>Car C</p>
 <p>Phone A</p>	 <p>Phone B</p>	 <p>Phone C</p>
 <p>Oslo</p>	 <p>Tokyo</p>	 <p>Mexico City</p>
 <p>Book A</p>	 <p>Book B</p>	 <p>Book C</p>
<i>fast</i>	<i>slow</i>	<i>old</i>
<i>new</i>	<i>expensive</i>	<i>cheap</i>
<i>cold</i>	<i>hot</i>	<i>sunny</i>
<i>dull</i>	<i>interesting</i>	<i>boring</i>



Stella



Stella



Bob



Bob



Cheng and Xiao



Cheng and Xiao



Jane



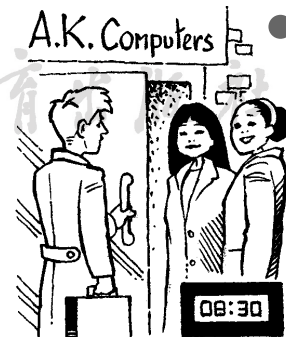
Jane



Marco



Marco



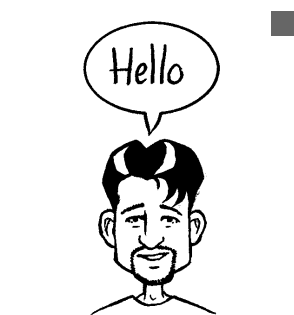
Alan, Mari, Nina



Alan, Mari, Nina



Pablo



Pablo



Elena



Elena

where / born?

what / first job?

who / work for now?

where / grow up?

why / leave first job?

how many / languages speak?

when / join present company?

where / go university?

what / interests?

Born in Florence, Italy 10/6/71. Grew up in Milan, Italy. I have excellent marketing and media experience. I speak Italian, French and English.

Work experience

1999–present Assistant Marketing Manager at Ashby Promotions, London
1994–1998 Media sales – left to do an MBA

Education

1982–1990 Martin Hall School, Italy
1990–1994 Milan University, Italy
1998–1999 Insead Business School, France

Qualifications

BSc Statistics; MBA Insead

Interests

travel, languages, cooking

Born 1969 in Brighton, England. Grew up in Dubai, UAE. I am a marketing specialist with many years' experience in the marketing business. I speak English and Arabic.

Work experience

1997–present Marketing Consultant at Trigg Publishing
1990–1997 Production Assistant – left to join Trigg Publishing

Education

1980–1987 Kempin High School, Dubai
1987–1990 London Business School, UK

Qualifications

BA (Hons) Business Studies

Interests

cinema, sport, reading

Born in Chile, 1966. Grew up in the USA. I am the best marketing manager in my company. I speak English and some Spanish.

Work experience

1992–present Marketing Manager, Milton Computers
1986–1990 Marketing Assistant at Palace Promotions – left to travel to India

Education

1977–1984 Newton School, USA
1984–1986 University of California, USA

Qualifications

BA History

Interests

tennis, socialising with friends, fishing

Born 1975 Russia. Grew up in France. I have very good marketing skills and learn quickly. I speak English, Russian and French.

Work experience

1999–present Marketing Manager for Peck Communications
1997–1998 Accounts Executive for the Davies Group – left to do a Business English diploma in the UK

Education

1986–1993 St Petersburg School, Russia
1993–1996 Nice University, France

Qualifications

BA Marketing and Computer studies

Interests

music, cars, art

- A 1 Read the questions and write the answers.
 2 Write five more questions and answers to complete the quiz.
 3 Ask the other team the questions. Give 2 points for each correct answer.

- 1 Which sentence is correct?
 a Where is they from?
 b Where are they from?

- 2 Spell *businessman*.

- 3 Make this sentence negative.
 His secretary writes his letters.

- 4 What is the superlative of *busy*?

- 5 Is *information* countable or uncountable?

- 6 What word is the opposite of *friendly*?

- 7 What is the sixth month?

- 8 What is the past simple tense of *leave*?

- 9 *Can* or *have to*?
 In England you *can* / *have to* drive on the left.

- 10 You can carry this kind of computer:
 a _____.

- 11 _____

- 12 _____

- 13 _____

- 14 _____

- 15 _____

- B 1 Read the questions and write the answers.
 2 Write five more questions and answers to complete the quiz.
 3 Ask the other team the questions. Give 2 points for each correct answer.

- 1 Which sentence is correct?
 a Where is Brad Pitt from?
 b From where is Brad Pitt?

- 2 Spell *equipment*.

- 3 Make this sentence negative.
 We go to lunch at 12:30.

- 4 What is the comparative of *quiet*?

- 5 Is *money* countable or uncountable?

- 6 What word is the opposite of *polite*?

- 7 What day is before Tuesday?

- 8 What is the past simple tense of *send*?

- 9 *Can't* or *have to*?
 You *can't* / *have to* smoke in the office.

- 10 When a company buys another company
 it's called a _____.

- 11 _____

- 12 _____

- 13 _____

- 14 _____

- 15 _____

TEST

- 1 Match the words on the left to their opposites on the right.

fast	leave
dangerous	employee
learn	buy
out of	safe
husband	slow
hot	son
boss	right
daughter	teach
join	wife
sell	cold
left	into

- 2 Complete the table.

COMPARATIVE	SUPERLATIVE
<i>cheaper</i>	cheapest
	safest
more interesting	
	worst
dirtier	
	best

- 3 Fill the gaps with the correct forms of *to be*.

- In 1882 there weren't any computers.
- _____ you having a meeting at the moment?
- Ernst _____ 26 years old in 1999.
- We _____ from Italy, we're from Poland.
- Armel and Paloma _____ in Budapest last Thursday.
- She _____ a sales manager, she's a marketing manager.

- 4 Read the text and answer the questions.

Frère Robert is a French company that makes olive oil. It's a family business. The company's boss is Émile Robert. His son, Anton, is the marketing manager and his daughter, Alice, is the production manager. Émile's father, Christophe Robert, started the company in 1964. The company has only 25 employees but it makes a profit of around 20% on its total sales. The company's main markets are in Spain and the UK and its main competitors are in Italy. It sells its products in small specialist shops and it never sells to large supermarkets.

Are these sentences true (T) or false (F)?

- Frère Robert is a small family business. ☐
- The company's main markets are in the UK and Italy. ☐
- It sells its products in supermarkets. ☐
- It has twenty-five employees. ☐
- The boss's daughter is the marketing manager. ☐

Write the answers.

- What country is the company in?

- How much profit does the company make?

- Who is Christophe Robert's son?

- Who is Anton Robert's sister?

- What's her job?

- 5 Put the verb in brackets () into the correct form of the present simple, the present continuous, the past simple or the *going to* future.

Tara (be) ¹ was born in Australia in 1963. She (go) ² _____ to university in Melbourne in 1981. She is a teacher and she helps children who (not live) ³ _____ near a school or a town. She flies all over Australia teaching Maths, English and Science. She usually (travel) ⁴ _____ to work by plane. Sometimes, the children (have) ⁵ _____ their lesson with Tara by radio. At the moment she (write) ⁶ _____ a new Internet course for her students. Tara loves her work. She says, "When I (be) ⁷ _____ twenty I (want) ⁸ _____ to be a businesswoman with a big office and a big bank account. But I am happy with my life and my work. Every day (be) ⁹ _____ different, it's never boring. Yesterday I (have) ¹⁰ _____ a meeting in Sydney, a big city. Tomorrow I (fly) ¹¹ _____ to a farm that is 200 km from the nearest town. Every day I help people learn something new. That's a great job!"

20

- 6 Match the verbs on the left to the words on the right.

20

make	German
spend	sports
send	\$70 000
go	a flight
speak	products
play	a marathon
watch	an e-mail
run	time
earn	arrangements
sell	swimming
book	TV

10

- 7 Use the notes to complete the report about a job interview.

meet James 10:30
born / 1969 grow up / Liverpool
study / Economics / Manchester University
leave / Aden Consultants / 1992
take / MBA / Oxford Business School
join / MEM group / 1993
be / marketing manager
travel / a lot of countries
speak / French and Russian – not German

Report

We ¹ met James for his interview at 10:30 yesterday. He ² _____ in 1969 and he ³ _____ in Liverpool, England. James studied ⁴ _____ at Manchester University. His first job was with Aden Consultants, and he ⁵ _____ the company in ⁶ _____. Then he ⁷ _____ an MBA at Oxford Business School. He ⁸ _____ the MEM group in 1993. He was a ⁹ _____ manager for the company and he ¹⁰ _____ to a lot of countries. He spoke French and Russian in his last job but he ¹¹ _____ German.

- 8 Fill the gaps with these words to complete the questions for the interview in exercise 7.

Did	What	Where	When	Why
-----	------	-------	------	-----

- 1 _____ were you born? In 1969.
2 _____ did you grow up? In Liverpool.
3 _____ did you leave your job at Aden Consultants?
Because I wanted to do an MBA.
4 _____ languages do you speak?
French and Russian.
5 _____ you travel a lot in your last job?
Yes, I did.

5

TOTAL: 100