

内 容 提 要

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

该系列教材共分 3 级, 每级均由《综合教程》、《教师参考书》和《学生练习册》3 册书组成。本书为《新动力英语教师参考书 3》。本书针对《综合教程 3》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, 本书还提供了《综合教程 3》中阅读短文的中文译文及针对《综合教程 3》中每个单元“自己做”练习部分的参考答案。



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前 言

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

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

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

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

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

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

本书为《新动力英语》系列教材中的《新动力英语教师参考书3》,由中南民族大学易立新老师和湖北经济大学何明霞老师任主编,担任副主编的有武汉大学朱宾忠老师、武汉公交职业学院王木林老师、湖北财税职业学院江喜玉老师和襄樊职业学院付文龙老师。

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

编 者
2006年10月

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Introduction

Powerbase Pre-intermediate is a course for working adults who need to use English in work, travel and everyday social situations. It is suitable for learners who have completed an elementary course such as *Powerbase Elementary* as well as those who need to refresh their knowledge of English.

The course is extremely practical, with a strong emphasis on speaking, and gets learners using English in realistic situations from the very first lesson. It covers the key language of conversation and travel as well as the language and skills needed in the modern workplace – from participating in a conference call to joining in an online discussion.

The course develops in a progressive way with continual recycling. Basic grammar is thoroughly revised in the opening units and learners are then guided through new structures such as the present perfect and the first and second conditional. A *Now you* section at the end of every lesson provides opportunities for fluency practice, writing and personalisation.

Powerbase Pre-intermediate is suitable for people in any job, as well as for students or others who are preparing to enter the working world.

THE STRUCTURE OF THE COURSE

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

2 Grammar

The main grammar points at pre-intermediate 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 unit, with a subject relevant to learners' real lives. Topics covered include using a dictionary, making conversation, eating out and complaining.

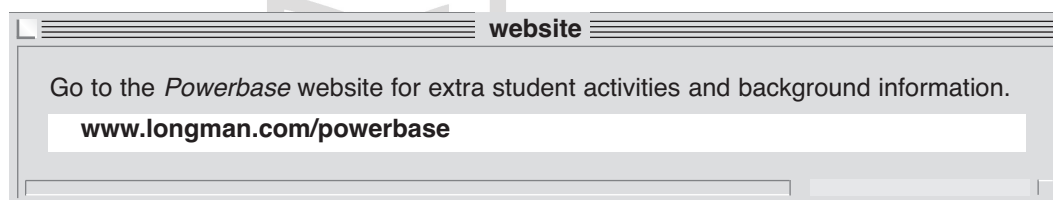
**OTHER COURSE
COMPONENTS****The *Powerbase* Coursebook recordings**

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

The *Powerbase* Study Book provides revision, practice and consolidation activities for material introduced in the course. Each page in the Study Book directly corresponds to a lesson (or double-page spread) in the Coursebook. Exercises can be set for homework or can be exploited in class to give learners extra practice. A Study Book cassette/CD 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 is a photocopiable activity 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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1

checkpoint

UNIT AIMS

- greetings
- adverbs of frequency: *always, sometimes, never*
- social expressions
- present simple
- question words
- checking understanding
- telephone phrases
- nouns and verbs
- verb and noun collocations

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

- greetings
- adverbs of frequency: *always, sometimes, never*
- social expressions

Preparation

Supply enough A4 sheets of paper and strips of paper for the Additional activity.

Warmer

About me

Keep books closed. As students come into the class, smile and introduce yourself. Draw a triangle, a square, a circle and

a rectangle on the board and elicit what they are. Ask students to draw the four shapes in their notebooks, and then to write their name in the triangle, three things that they like to do in the square, their job and company in the circle, and a place where they can relax in the rectangle. You may wish to demonstrate by using information about yourself and writing it in the shapes on the board.

Divide the class into pairs and ask students to tell their partner about what they have written. Then invite each student in turn to tell the class their partner's name and give some information about him/her. When all students have been introduced, call out a student's name and ask the class to point to who it is. Finally, go round the class and stand next to a student, asking the class to call out the student's name. Larger classes will take longer to learn each other's names, so recycle at the start of the first few lessons and encourage students to work with different partners for pair work and group exercises, to allow students to get to know each other.

ARRIVALS

- 1 Keep books closed. Convey the meaning of *shaking hands*, *giving a present*, *offering a business card* and *looking another person in the eye* using mime/drawing as appropriate. Open books. Focus students on the list of actions. Mime the four actions again and encourage students to match them to the correct actions in the list.

Divide the class into small groups. Focus students' attention on the examples in the speech bubbles and ask if the adverb is before or after the verb (before). Point to the four places (passport control, hotel, office, friend's home) and ask students to talk about how often they do the four actions when they arrive at the places. Less confident groups can write down which actions they do always, sometimes, never, before saying the sentences to each other. Circulate and help where needed. Ask groups to call out ideas for other things that they always, sometimes and never do in the four places.

If time allows, have a discussion about how behaviour in the four situations might differ in other cultures.

- 2 Point to the first phrase and say *It's good to see you again*. Ask students to call out in which of the four situations they would expect to hear the phrase (4). Check that students are familiar with the vocabulary in the remaining phrases.

Groups write the phrases under the correct situation (two phrases for each situation). Play the recording. Check answers together (some of the phrases could be used in more than one situation, e.g. *It's good to see you again* could also be used in a hotel). Quickly brainstorm any other phrases that could be used in the four situations.

ANSWERS

- 1 Are you here for business or a holiday? / Is this your first visit here?
2 A single room for two nights. / I have a reservation in the name of Hardy.
3 Is she expecting you? / I'm here to see Angela Speake.
4 It's good to see you again. / Come in.

TRANSCRIPT

- 1
OFFICER Yeah. Can I see your passport, please?
TRAVELLER Here you are.
OFFICER Are you here for business or a holiday?
TRAVELLER Business.
OFFICER Business. What do you do?
TRAVELLER I'm a salesperson.
OFFICER A salesperson. Uh-huh. Is this your first visit here?
TRAVELLER No. I was here three times last year.
OFFICER There you are.
TRAVELLER Thank you.

- 2
GUEST Excuse me.
RECEPTIONIST Yes. Can I help you?
GUEST Hello. Yes. I have a reservation in the name of Hardy.
RECEPTIONIST Ms Hardy. Just a moment, please. Ah, yes, Ms Hardy. A single room for two nights.
GUEST That's right.
RECEPTIONIST Good. It's room 402. How would you like to pay?
GUEST By credit card?
RECEPTIONIST Yes. That's fine. Can I just take the details?
GUEST Sure.

3

- RECEPTIONIST Good morning.
BUSINESSMAN Hello. I'm here to see Angela Speake.
RECEPTIONIST Is she expecting you?
BUSINESSMAN Yes, I have an appointment at 11:30. My name's Callum Lees.
RECEPTIONIST I'll let her know you're here, Mr Lees. Please take a seat.
BUSINESSMAN Thank you.

4

- IGOR Yes. Hello.
BORIS Igor? Is that you, Igor?
IGOR Yes, I'm Igor. What do you want from me? Who are you?
BORIS Oh, Igor, don't you recognise me? Don't you remember me? It's me, Boris.
IGOR Boris? Boris! How can it be? I don't understand.
BORIS Oh, Igor. It's good to see you again. How are you, Igor?
IGOR I'm ... I'm very well, thank you. Boris? Is it really you? After all these years?
BORIS Can I come in?
IGOR Yes, of course. Please. Come in. Come in.

SOCIAL EXPRESSIONS

- 3 In pairs, students match the phrases and responses. Play the recording again for students to check answers. Ask pairs to take turns reading the phrases and responses together.

ANSWERS

- How would you like to pay? – By credit card.
Excuse me. – Yes, can I help you?
What do you do? – I'm a salesperson.
Please take a seat. – Thank you.
How are you? – Very well, thank you.
Can I see your passport, please? – Here you are.

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 practice or revision in a future lesson.

- 4 Close books. Say the following phrases and ask the class to guess where you are (use mime where appropriate):

Hello, I'm here to see Angela Speake. (at an office)

Can I see your passport, please? (at passport control)

Hi. How are you? It's good to see you again. (at a friend's home)

I have a reservation in the name of [your name]. (at a hotel)

Write on the board:

office passport control friend's home
hotel

Ask students to suggest other phrases that could be used in these situations. Open books. Check the phrases together by referring to the situations in the Coursebook and write them on the board.

Choose one of the situations and role play a short conversation with a confident student, to demonstrate. In pairs, students role play the four situations. Point out that they do not have to use the exact phrases from the Coursebook. Some students may prefer to prepare their dialogues in writing before role playing. If so, let them use their notes initially but then encourage them to attempt to have a conversation without referring to their written work. Throughout the course it may be useful to encourage students who finish exercises early to read the transcripts from the lesson, in pairs, for extra oral practice.

Additional activity

How often do you ... ?

On three separate sheets of A4 paper, write *always*, *sometimes* and *never* (one word per A4 sheet). Stick *always* on the far left side of the wall at head height, *sometimes* in the middle and *always* on the far right, so that the adverbs are as far away from each other as possible. Give pairs of students two strips of paper and ask them to write a sentence on each about things that they do during the day (e.g. *I have breakfast, I go to the office*, etc.). Collect in the strips of paper. Ask the class to stand up. Read one of the sentences on the paper, correcting any grammar mistakes. Ask students to position themselves along the wall depending on whether they do the actions always, sometimes or never. If appropriate, question students about their choice (*So, Brigitte and Roger, you never have breakfast, why? Bernadette and Jonathan, you always go to work by train, why?* etc.). You may wish to keep the written sentences, to check for any areas that might need working on during the course.

If your class prefers not to move around the room, give each student three A4 sheets of paper. Ask them to write *always*,

sometimes and *never* (one word per sheet). Read out the sentences as instructed above and students hold up their A4 sheet to indicate whether they do the activity always, sometimes or never.

LESSON 2

PAGES 6–7

Lesson aims

- present simple
- question words

Preparation

If possible, bring in an atlas for the Warmer activity.

Warmer

Countries and cities

Draw a compass on the board and elicit *north*, *south*, *east* and *west*. Brainstorm continents and write them on the board.

Divide the class into groups. Give groups five minutes to write down as many countries as they can for each continent. Nominate groups to call out the countries that they have for one of the continents. As suggestions are called out, write them on the board. Focus on the countries under Asia. Ask groups to name the capital city of as many of the Asian countries as possible. After two minutes, stop the activity and ask groups to call out their cities. If you do not have access to an atlas, ask students to check any countries/cities that the class is unsure of for homework and use the information as a recycling activity next lesson.

CHECKING MEANING

- 1 Nominate a student to read out *What does oriental mean?* Respond *I think it means ...* and leave a pause. Indicate to the class that you want them to call out suggestions to finish the sentence. In pairs, students take turns asking about the meaning of the words and choosing the correct alternative. Nominate pairs around the class to read a word and give the definition. Quickly go through the alternatives not chosen, to check their meaning.

ANSWERS

oriental – from the east; catalogue – a list of things for sale; diary – a list of past and future events; exhibition – a show; audio – sound

- 2 Focus students on the web page. Ask them to listen to and read the information. Play the recording. Tell students to underline any words that they don't know. In pairs, students ask their partner *What does ... mean?* Check any words that remain unfamiliar and encourage the class to call out suggestions or translations for what they might mean. Focus on the e-mail address and ask students how to say it. Check that they know how to say @ (at) and . (dot). Elicit other characters that are used in e-mail addresses, e.g. - (dash), _ (underscore), / (slash).

Focus on the Check box on page 7 and read the information with the students. Then ask them to underline all the verbs in the web page text, and elicit the negative and question forms.

Finally, read the first paragraph aloud. Then ask students to take turns reading the remaining text with a partner. Go around the class, helping with pronunciation and word stress.

TRANSCRIPT

DIDO

Welcome to my website. My name's Dido Fhan and I'm a dealer in Oriental art. I specialise in the art of Korea, Japan and Thailand and I offer a full range of services to both buyers and sellers.

My main shop is here in my home city, Tokyo, but my customers come from all around the world, so I have shops in Bangkok and Seoul as well. Every May I go to the International Art Fair in London and I also have exhibitions in New York twice a year.

For more information, look round this website, visit one of my shops or e-mail me at didofhan@orart.org.

参考译文

东方艺术

欢迎访问我的网站。我叫Dido Fhan，经营东方艺术品。我专营韩国、日本和泰国艺术品，并且为买卖双方提供全方位的服务。

我的总店设在我的家乡——东京，但由于我的顾客遍布世界各地，所以在曼谷和首尔设有分店。每年5月我都参加伦敦国际艺术品博览会，并且每年2次在纽约举办产品展销会。

如果想了解更多的信息，请浏览本网站，光顾我的任一商店，或发e-mail至didofhan@orart.org。

ASKING QUESTIONS

- 3 In pairs, students complete the questions using the correct form of *be* or *do*. Check answers together by nominating

students to read out the questions. Students then take turns asking the questions and answering by referring to the text.

ANSWERS

1 is (Dido Fhan) 2 does (dealer in Oriental art) 3 do (all around the world) 4 are (Tokyo, Bangkok, Seoul) 5 does (twice a year) 6 do (About Dido)

QUESTION WORDS

- 4 Close books. Brainstorm as many question words as possible and write them on the board. Open books. In pairs, students choose the correct question word for each sentence. Do the first one together. Check answers. Then students take turns to ask and answer the questions.

ANSWERS

1 What kind of (Oriental) 2 Where (Tokyo) 3 When (every May) 4 What (didofhan@orart.org) 5 How many (three) 6 How (website, shops, e-mail) 7 How much (\$1 200) 8 Where (Japan)

NOW YOU

- 5 Encourage students to find out information about you, using the question words from the lesson. Divide the class into A/B pairs. Students take turns to find out information about each other. Student A starts by asking questions about job, e-mail address and number of children. Student B starts by asking about company, work phone number and car. Then both students try to think of at least three more questions to ask each other. Less confident students may wish to write questions before asking them. Circulate, checking that questions are being formed correctly, and help where necessary. Nominate pairs to share information that they have found out about their partner. (Note down information about students to use in the Additional activity.)

Additional activity

Who is it?

Call out information about a student (gained from the previous activity): *She drives a Toyota, She works for IBM, etc.* Students call out who they think you are talking about. In small groups, students take turns to describe someone in the class, without using names. The rest of the group guess who is being described.

LESSON 3 PAGES 8–9

Lesson aims

- checking understanding
- telephone phrases

Preparation

No additional preparation is required.

Warmer

Question review

Keep books closed. Draw a stick man on the board. Write the following next to him:

lives – Riyadh

e-mail – K.Delino@hotmail.com

drives – BMW

has three businesses

travels to Dusseldorf twice a month

Point to the e-mail address and elicit how to say it (*K dot Delino at hotmail dot com*). Point to *lives – Riyadh* and elicit the question (*Where does he live?*).

In small groups, students write a question for each piece of information. Ask one group to read out a question and another to respond with the answer. Possible questions: *What's his e-mail address? What car does he drive? What car does he have? How many businesses does he have? How often does he travel to Dusseldorf? Where does he travel to twice a month?*

CHECKING UNDERSTANDING

- 1 Open books. Point to the four situations and the phrases in the speech bubbles. In pairs, students match the phrases to the four situations. Check answers together.

ANSWERS

You don't understand something. – Can you say that again, please?

You don't know how to write a word. – Can you spell that, please?

The other person is speaking too quietly. – Can you speak up?

The other person is speaking too quickly. – Can you speak more slowly?

A TYPICAL CALL

- 2 Close books. Write *caller* and *receptionist* on the board. Quickly brainstorm any telephone phrases that the class know and write them on the board, pausing to ask who would say them – the caller or the receptionist. Open books. Focus students on the phrases. Elicit whether the caller or the receptionist would say *What's it about?* (the receptionist). In pairs, students complete the activity. Check answers together.

ANSWERS

Caller: Can you ask her to call me? (7) / Can I leave a message? (6) / Can I speak to Jane Cader, please? (1)

Receptionist: What's it about? (3) / Hold the line, please. (4) / Can I ask who's calling, please? (2) / I'm afraid she's in a meeting. (5)

- 3 Focus on the phrases again and elicit which phrase students would expect to hear first in a telephone conversation (*Can I speak to Jane Cader, please?*). In pairs, students put the phrases in the order that they would occur in a conversation, numbering them 1–7 (suggested order is given in brackets in the key above). Play the recording for students to compare their answers to the phone call (the phrases in the activity are from a typical phone call, they are not all in the recording). Ask students to turn to the transcript on page 146 and to read the conversation in pairs. Go round, helping with pronunciation and intonation.

TRANSCRIPT / ANSWERS

RECEPTIONIST Hello, Junction Products.

IDRIS Oh, hello. Can I speak to Jane Cader, please?

RECEPTIONIST Can you hold the line, please? ... I'm sorry about that. Now, who do you want to speak to?

IDRIS I'd like to speak to Jane Cader, please.

RECEPTIONIST And can I ask who's calling, please?

IDRIS Yes, it's Idris Wassermann.

RECEPTIONIST Idris Wassermann. Can you spell that, please?

IDRIS Yes. It's I – D – R – I – S W – A – double S – E – R – M – A – double N.

RECEPTIONIST I – D – R – I – S W – A – double S – E – R – M – A – double N. Thank you. And which company are you from?

IDRIS I'm from QAX.

RECEPTIONIST QAX. And what's it about?

IDRIS It's about the meeting next Tuesday.
 RECEPTIONIST Hold the line, please. ... I'm sorry, she's in a meeting at the moment. Can I take a message?
 IDRIS Yes, can you ask her to call me back?
 RECEPTIONIST Can I take your number?
 IDRIS Yes. I'm on 0 double 7 double 7 464 645.
 RECEPTIONIST Sorry, can you say that again?
 IDRIS Yes. 0 double 7 double 7 464 645.
 RECEPTIONIST Thank you. I'll give her the message.
 IDRIS Thank you. Goodbye.

- 4 Point to *Can you ask her to call me?* Elicit a phrase with a similar meaning (*Can she call me back?*). In groups, students try to think of other possibilities for the remaining phrases (e.g. *What's it about? – What's it in connection with? Can I leave a message? – Can you take a message? Hold the line, please. – One moment, please. Can I ask who's calling, please? – Who's calling, please? / What's your name, please? I'm sorry, she's in a meeting. – I'm afraid she's in a meeting. Can I speak to Jane Cader, please? – I'd like to speak to Jane Cader, please.*). Have a feedback session to pool ideas, and write them on the board, checking pronunciation and stress.

PRONUNCIATION Strong and weak forms (1)

- A Focus students on the strong and weak forms of *to* and *from*. Play the recording. They hear the strong form first. Students listen and repeat. Ask students to practise saying the different forms. Explain that using strong and weak forms correctly will help their pronunciation sound more natural.

TRANSCRIPT

to to from from

- B Focus on the questions and answers. Play the recording. Pause after each phrase and ask students to repeat. Play the recording again and elicit how *to* and *from* are pronounced both at the end of a question and in the middle of a sentence. In pairs, students take turns saying the questions and answers, focusing on the correct pronunciation of *to* and *from*.

ANSWERS

end of question: to /tu.../, from /frɒm/ (strong)

middle of sentence: to /ɪ/, from /frɪm/ (weak)

TRANSCRIPT

Who do you want to speak to?
 I'd like to speak to Jane Cader, please.

Which company are you from?
 I'm from QAX.

- C In pairs, students take turns asking and answering the questions. Play the recording for students to check the correct pronunciation of *to* and *from*.

TRANSCRIPT

Where are you from?
 I'm from Italy.

Who can I give this message to?
 You can give it to me.

CHECKING NUMBERS AND LETTERS

- 5 Focus students on the phone message. Play the recording of the phone conversation in activity 3 again and ask students to correct the mistakes in the message, in groups. Ask students to call out the corrected message and write it on the board. Ask check questions, e.g. *Is her name Peta Cader?*, and elicit the answers.

ANSWERS

For: **Jane Cader**
 Time: **Thursday 10:45**
 Caller: **Idris Wassermann** from QAX
 Re: **Meeting next Tuesday**
 Message: Can you call him on 077 464 645?

- 6 Play the first conversation. Students listen and answer the questions in the table. In pairs, students compare their answers. Do the same with the second conversation. Then play the two conversations again for students to check, pausing at the parts which answer the questions. Check answers together.

ANSWERS

Conversation 1: 1 she's not in the office today
 2 Jock Lermontov 3 231 4097
 Conversation 2: 1 he's on another line
 2 Fay Navayuth 3 6874 9812

TRANSCRIPT

Conversation 1

RECEPTIONIST Good morning. Malicom.
 JOCK Hi. Grace Marconi, please.
 RECEPTIONIST I'm sorry, but she's not in the office today. Can I take a message?
 JOCK Yes. Can she call me tomorrow? It's Jock Lermontov here.
 RECEPTIONIST Can you spell that, please?
 JOCK Yes. J - O - C - K Jock. Lermontov L - E - R - M - O - N - T - O - V.
 RECEPTIONIST J - O - C - K L - E - R - M - O - N - T - O - V.
 JOCK That's it.
 RECEPTIONIST And can I have your number, please?
 JOCK Yes, I'm on 231 4097.
 RECEPTIONIST 231 4097.
 JOCK That's right. Thank you.
 RECEPTIONIST Thank you. Goodbye.

Conversation 2

RECEPTIONIST Good afternoon. Rangsit Technologies.
 FAY Hello. It's Fay Navayuth here. I'd like to speak to Rory Manning, please.
 RECEPTIONIST I'm sorry, but he's on another line. Do you want to hold?
 FAY Er ... No, thank you. Can I leave a message?
 RECEPTIONIST Of course.
 FAY It's Fay, that's F - A - Y Navayuth N - A - V - A - Y - U - T - H.
 RECEPTIONIST N - A - V - A - Y - U - T - H?
 FAY Yes, that's right. And my number's 6874 9812.
 RECEPTIONIST 6874 5812.
 FAY No. 6874 9812.
 RECEPTIONIST Oh, I'm sorry. Thank you.
 FAY Can he call me this afternoon?
 RECEPTIONIST No problem. I'll give him that message.
 FAY Thank you. Goodbye.
 RECEPTIONIST Goodbye.

NOW YOU

- 7 Divide the class into A/B pairs. Student A turns to page 134. Student B turns to page 137. Students sit back-to-back and role play the two situations. Less confident classes may wish to write notes or complete dialogues before doing the role play. If so, encourage students to read the dialogue the first time and then to try to do it again without notes, to practise the phrases.

Additional activity

Telephone cloze

Close books. Divide the class into teams. Write on the board:

_ a _ _ _ e _ e _ _ e _ _ a _ e?

Tell the class that this is a telephone phrase from the lesson. The first team to guess the phrase (*Can I leave a message?*) writes another telephone phrase as a cloze on the board, for the other teams to guess. If the class cannot guess a phrase, ask them to call out letters while you write them in the cloze where appropriate. Pause as each additional letter is added to see if the class recognise the phrase.

LESSON 4 PAGES 10-11

Lesson aims

- nouns and verbs
- verb and noun collocations

Preparation

Bring in dictionaries for the Warmer activity.

Warmer

Nationality and language

Keep books closed. Divide the class into groups. Ask students to write down three countries and to give the nationality, and the language spoken there. Encourage use of dictionaries to check. Groups take turns to read out a country and the rest of the class call out the nationality and language that goes with it. Write all the countries/nationalities/languages on the board. Spend a few moments checking pronunciation and stress.

TOP PEOPLE AND ENGLISH

- 1 Open books. Focus students on the photos of the four famous people. Ask students, in groups, to try to answer the questions without looking at the texts. Then ask groups to read the texts to check their answers.

ANSWERS

(clockwise from top left)

Jacques Chirac; France; speaks English
 Sonia Gandhi; India; speaks English
 Vladimir Putin; Russia; speaks English
 Princess Masako; Japan; speaks English

Ask students if they know of any other famous people who are known for their good English.

参考译文

漫谈语言

在国际会议上，法国总统雅克·希拉克有时为同僚将英语翻译成法语。他精通英语，因为年轻时他曾在美国酒店和餐馆工作过。

雅子是日本太子妃。当她到国外旅行时，能用纯熟的英语与人交谈。这并不会让人感到意外，因为她曾在美国上中学和大学。

尽管印度政治家索尼娅·甘地说的英语带有意大利口音，但她常常用英语发表重要的演说。她在意大利出生，然后在英国剑桥的一所语言学校学习英语。

俄罗斯总统弗拉基米尔·普京的英语理解能力比英语口语好。不过他的英语水平在不断进步，因为每天开始工作前，他都要上英语课。

FIND THE ANSWERS

- 2 In pairs, students read the texts again and answer the comprehension questions. Check answers together.

ANSWERS

- 1 He translates from English into French for his colleagues.
- 2 everyday before he starts work
- 3 Italian
- 4 He worked in hotels and restaurants in the USA when he was a young man.
- 5 It's perfect.
- 6 at a language school in Cambridge, England
- 7 Princess Masako
- 8 Mr Putin's

TALKING ABOUT GRAMMAR

- 3 Close books. Write on the board:

He translates at meetings.

Elicit which word is the noun (*meetings*) and which is the verb (*translates*). Open books. Focus students on the examples. In pairs, students find three nouns and three verbs in the texts and write them in the correct group. Nominate pairs to call out nouns or verbs that they have found.

POSSIBLE ANSWERS

nouns: colleagues, hotels, restaurants, man, conversations,

school, university, politician, speeches, accent, lessons, work

verbs: knows, worked, was, travels, has, went, makes, was born, learnt, understands, speaks, is getting, starts

- 4 Ask students to look at the texts, and elicit a verb in the present simple tense and a verb in the past simple tense. In pairs, students underline two more verbs in the present/past simple. Ask pairs to call out suggestions.

ANSWERS

present simple: knows, travels, has, makes, understands, speaks, starts

past simple: worked, was, went, learnt

LANGUAGE TASKS

- 5 Focus on the example. In pairs, students match the verbs to the phrases, using the texts to help. Check answers together.

ANSWERS

to translate – from English into your language
to make – a speech in English
to have – a conversation in English
to speak – English with a colleague
to read – an English newspaper

- 6 Tell groups which of the things in activity 5 is easiest and most difficult for you to do, and which you are OK at. In groups, students rank the phrases in order of difficulty (1–6). Have a feedback session and compare answers.

NOW YOU

- 7 Nominate two students to read out the examples. Tell students about your experience in language learning, saying which world leader you are most like. In groups, students talk about their experience of English and which world leader they are most like.

Additional activity

Wish list

Write *I want to ...* on the board. Ask students to write a short paragraph about what they want to be able to do in English. In groups, students listen to each other's 'wish list'. Then ask groups to write a joint wish list. Hold a short feedback session, nominating a student to read out each

group's wish list.

If appropriate, students could suggest a class wish list, which may be useful in setting aims and goals for the course.

KEY to DO IT YOURSELF

SIMULATED SENTENCE WRITING

- 1 I want to reserve two single rooms for a week.
Can I reserve a double room and two single rooms for this weekend?
- 2 Are you here in Beijing for a meeting or sightseeing?
Are you here for business or shopping?
- 3 He reserved a flight ticket to London in the name of Li Wei.
I opened an account in your name.
- 4 This shop specializes in a full range of motorcycles.
He decided to specialize in economics.
- 5 This department store sells a wide range of TV sets.
The student has a very wide range of interests.
- 6 For detailed information about Franklin, check out the web page at <http://www.ushistory.org/franklin/>.
For comprehensive information about Hollywood, please refer to <http://www.ci.west-hollywood.ca.us/>.
- 7 Although his English is very poor, he still often writes for the college paper.
He practises speaking English although he makes a lot of mistakes.
- 8 He always does less than he talks.
The engineer is better at repairing a car than he drives it.

2

lifestyles

UNIT AIMS

- vocabulary for sleep and work
- present simple and continuous
- *Wh-* question words
- e-mail vocabulary
- writing e-mails
- using a dictionary effectively

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 sleep and work

open 24/7. Would they like to work for a company that opened these hours? Why/Why not?

SLEEP AND THE WORKPLACE

- 1 Open books. Ask students to read and discuss the questions in groups. Give them about five minutes to exchange ideas and then hold a quick feedback session.
- 2 Ask the class to read the questions, and check for any unfamiliar vocabulary. In pairs, students read the article and answer the questions (the painting in the article is 'La Meridienne' by Vincent Van Gogh). Encourage the use of dictionaries such as *Longman Wordwise*. Nominate students to read out each of the questions and elicit answers around the class.

ANSWERS

- 1 36%
- 2 a nap in the afternoon increases productivity and improves safety
- 3 at about 2 or 3 o'clock
- 4 Some companies have quiet areas where people can relax; others have beds for their workers.

Preparation

No additional preparation is required.

Warmer

24/7

Keep books closed. Ask the class:

How many seconds are in a minute? (60)

How many hours are in a day? (24)

How many days are in a week? (7)

How many hours are in a week? (168)

Write 24/7 on the board. Elicit how to say it as a date (*the 24th of July*). Tell the class that it can also mean something else. Elicit suggestions (it means 24 hours, 7 days a week or, more generally, all the time). Ask students which places are

PEOPLE AND PLACES

- 3 In pairs, students find words in the article to write in the correct group. Check answers together, focusing on pronunciation. Ask students if they can add any other jobs and workplaces to the lists.

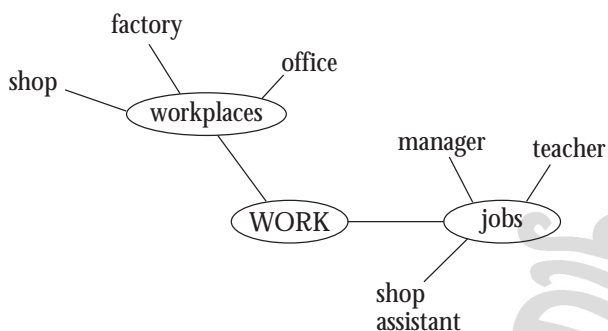
ANSWERS

jobs: secretaries, salespeople, shop assistants, doctors
workplaces: supermarkets, shops, factories, offices

This would be a useful point to introduce or revise vocabulary-learning techniques. Ask students, in groups, to discuss how they note and revise vocabulary. Give groups a few minutes to exchange ideas, and then elicit

techniques around the class. If students do not have many ideas, you may wish to introduce the following techniques:

- note vocabulary in topic groups as in this activity
- create word webs:



- create word cards: write a word in English on one side of the card and on the other draw a picture / write a sentence using the word / a translation / a cloze sentence to check the meaning of the word
- record key vocabulary and phrases and play them to revise pronunciation
- write vocabulary in alphabetical order in a notebook to form a mini-dictionary
- when noting new words, record what part of speech they are (verb, noun, adjective, etc.).

Encourage students to use these techniques throughout the course, for recording new vocabulary. Suggest they vary the techniques they use, to increase motivation. You can suggest any other techniques that you have found helpful. Ask the class to note the key vocabulary from the lesson, using one of the techniques discussed, and to revise it for the next lesson.

ODD ONE OUT

- 4 Ask students to look at the article and find the words listed. Encourage them to guess their meaning from context where necessary. Focus on the first group of words and highlight the example. In pairs, students then cross out the word in each group which does not have a similar meaning to the other two words. Check answers around the class.

ANSWERS

2 desks 3 countries 4 international 5 productivity
6 areas 7 in fact 8 again

Ask the class to call out all words in the activity connected to sleep. Quickly elicit what part of speech each word is (*waking up*, *dozing* and *sleeping* are verbs, and *a short sleep* and *a nap* are nouns).

参考译文

午后小憩

现在世界各地越来越多的经理注意到这样一种令人吃惊的情况：许多员工在工作时间内酣然入梦！秘书熟睡在办公桌旁，销售员躺在汽车里，售货员在超市后房打盹。这种情况似乎不可思议，但是据统计，美国大约有36%的员工在工作时段内会小睡片刻。

更令人惊讶的是，有些经理却认为这是一件好事。数据表明午休能提高生产力，有利于安全。事实上，疲惫不堪的员工会让公司损失巨大。

当然，在那些气候炎热的国家，商店、工厂和机关常常在午餐后休息数小时，下午晚些时候再继续工作。许多医生赞同这个观点，他们说人体在大约两点或三点时感到困乏是完全正常的。所以，当我们的身体需要休息时，为什么多数跨国大公司仍要我们工作呢？

好啦，情况或许正在发生改变。的确，在德国，人们正在认真考虑午后小憩的观点。一些公司开辟了一些僻静的场所，供人们休息；还有些公司为员工提供床铺。如果这样还不够的话，甚至还有“午休学校”，在那里你可以学会如何在家里、在工作时、甚至在英语课堂上打盹休息！

NOW YOU

- 5 Nominate students to read the questions. Check comprehension. In groups, students discuss the questions. Circulate and encourage. At the end of the discussion hold a feedback session and open up the discussion by focusing on the questions that groups found interesting. Elicit ideas, opinions and any personal experience of the situations.

LESSON 2 PAGES 18-19

Lesson aims

- present simple and continuous
- *Wh-* question words

Preparation

If you plan to use the Additional activity *Questions and answers* (page 89), photocopy a worksheet for each pair of students.

Warmer

Vocabulary techniques revision

Keep books closed. Elicit the vocabulary learning techniques discussed in the last lesson. Ask students what techniques they tried and if they liked them or not. Write on the board:

jobs workplaces

Elicit as many words as possible for each group.

A CITY LIFESTYLE

- 1 Open books. Focus students on the picture. Ask *Where is she?* (the gym). Tell students they are going to listen to a conversation between two women in a gym and then answer the questions. Play the recording. Then play it again and pause to check answers.

ANSWERS

1 journalist, banker

2 running, talking, listening

TRANSCRIPT

ALICE Hello? Excuse me.

RONI Yeah. What is it?

ALICE My name's Alice Goss. I'm a journalist. I write for *Little Island* magazine and I'm interviewing people about their lifestyles. Do you have a moment?

RONI Do I have a moment? Are you kidding? Honey, I don't have time to breathe. Listen, OK, I'm a banker. Right? I work for one of the biggest banks in this city and right now I'm working a hundred hours a week. OK? And I'm not doing it for my health, I can tell you; the bank is 'increasing productivity' – whatever that means.

Then, I'm buying a new apartment – or, rather, I'm not buying a new apartment, because the guy who's buying my apartment can't find the money.

Let me tell you, things are getting so bad that I'm not sleeping at night. Oh, on top of that, I'm looking after my mother's cat while she's on vacation. And on top of that, look at me, I'm running because I'm trying to keep fit. Phew. How am I doing here? Oh! Four more kilometres.

Anyway, sorry, honey, I'd love to help, but I'm just much too busy.

ALICE Oh, OK, well, thank you.

- 2 In pairs, students decide which sentences describe a situation at the moment and which describe the usual situation. Do the first sentence together as an example. Write on the board:

at the moment usual situation

Elicit which sentences go under each heading.

ANSWERS

the situation at the moment: 2, 4, 5

the usual situation: 1, 3

Focus students on the sentences under *at the moment*. Ask *What is the first verb in the sentences? (to be) What letters go at the end of the second verb? (ing)*.

- 3 Focus students on the information in the Check box. The aim of this lesson is to quickly revise the use of the present simple and then to contrast the present simple and continuous. Take this opportunity to focus on the use of the present continuous for talking about current projects and the 'long now' (this week/month/year) as well as 'at the moment'.

In pairs, students complete the sentences with the correct form of the present continuous. Play the recording again to check. Check answers around the class.

ANSWERS

2 'm not doing, is increasing

3 'm not buying, 's buying

4 are getting, 'm not sleeping

5 'm trying, am I doing

A COUNTRY LIFESTYLE

- 4 Focus students on the picture. Ask *What is he doing?* Play the recording. In pairs, students answer the questions. Play the recording again to check. Check answers around the class. You may wish to have a class discussion comparing the advantages and disadvantages of the two lifestyles explored in the lesson (the fast paced and exciting life of the woman in activity 1 compared to the slower and more tranquil life of the man). Which lifestyle would students prefer? Why?

ANSWERS

1 yes 2 motel, magazine, idea 3 Duane falls asleep

TRANSCRIPT

ALICE Excuse me ... Hello!

DUANE Well, hi there. How can I help you?

ALICE Do you have a moment? I'm interviewing people about their lifestyles.

DUANE Hey, I have all the time in the world. So what do you do? Are you a journalist?

ALICE Yes ... I work for *Little Island* magazine ... in New York ...

DUANE New York, you say. Do you live in New York?

ALICE Yes, yes, I do.

DUANE Well, we don't meet many people from New York round here, I can tell you. But it's nice to meet you. My name's Duane.

ALICE And it's good to meet you, too. I'm Alice, Alice Goss.

DUANE Alice Goss, eh? Well, Alice Goss, you're travelling around at the moment, are you?

ALICE Yes, that's right.

DUANE Here, sit down.

ALICE Thank you.

DUANE So, where are you staying?

ALICE I'm staying in the motel down the road.

DUANE The Bates Motel? That's a nice place. ... Oh, excuse me. Long day.

ALICE That's OK. Now, Duane, I'm writing about different lifestyles in the USA ...

DUANE That's a fine idea. ... Oh, I'm sorry.

ALICE And, I'm ... er ... looking for people who still live in the old way.

DUANE Well, Alice, you're in the right place. ... Oh, dear.

ALICE Um ... you know, people who aren't always rushing, people who have the time to relax a little. So ... er ... you see, I'm ... I'm looking for someone ... Er ... Duane? Oh! Oh, Duane! Duane! Duane!

- 5 In pairs, students choose the correct form of the verb. Play the recording again to check. Check answers and emphasise how the present tenses are used in the sentences.

ANSWERS

1 I have 2 We don't meet 3 You're travelling
4 are you staying 5 I'm looking for

- 6 Focus students on the response to the first question and elicit what the question is (*What does she do? / What's her job? What does she do?* was in activity 3 on page 7 of the Coursebook). Students complete the remaining questions. Check answers, making sure that the present simple and continuous have been used correctly.

ANSWERS

1 does she do 2 's she doing 3 does she live 4 are they talking about
5 is she interviewing Duane / is she travelling around at the moment

NOW YOU

- 7 Tell the class about a few things you usually do and then something different that you are doing today/this week. Encourage the class to ask questions to gain more information. In pairs, students take turns to talk about someone they know who is doing something different today, etc. Circulate, encouraging students to ask questions and checking that they are using the correct tenses.



Additional activity

Questions and answers, page 89

Write on the board:

Her name is _____.

She is driving to _____.

Elicit what questions to ask to complete the two sentences (*What is her name? Where is she driving to?*). Ask how the questions would change if they were about a man (*her - his; she - he*).

Divide the class into A/B pairs and give each student an A/B worksheet. Explain that each student has a text, and some sentences which are about their partner's text. Give students time to read their text and to work out the questions they need to ask about their partner's text (you could divide the class into A/B groups to prepare the questions together). Student B asks questions to complete their sentences. Student A answers by referring to the text. Then Student B checks their answers by saying the complete sentences to Student A (*1 Dan, 2 Spain, 3 journalist, 4 a magazine / Sports International, 5 an interviewer, 6 France, 7 40, 8 Jane*).

Students swap roles. Student A asks questions to complete their sentences. Student B answers by referring to the text. Then Student A checks their answers by saying the sentences to Student B (*1 Jane, 2 a famous film star, 3 Radio Euro, 4 movies, 5 two, 6 Arabic, 7 38, 8 Dan*).

To extend the activity, ask students to suggest who the famous film star might be. Then, in pairs, students write five questions for an interviewer to ask the film star. Finally, pairs role play the interview.

LESSON 3

PAGES 20–21

Lesson aims

- e-mail vocabulary
- writing e-mails

Preparation

No additional preparation is required.

WARMER

Computers

Keep books closed. Mime working on a computer. Ask *What am I doing?* Elicit suggestions for things that you can do on a computer, e.g. *What can you write? What can you receive?* Ask *How many hours a week do you spend on a computer at work/home?*

E - WORDS

- 1 Open books. Focus students on the icons and check which ones they know. In pairs, students match the verbs and icons. Check answers together. Ask the class to call out suggestions for things that they attach, send, receive, etc.

ANSWERS

1 attach 2 find 3 reply 4 print
5 send and receive 6 delete

- 2 In pairs, students look at the e-mails and find each of the items listed. You may wish to explain that a disclaimer is used by companies to say that the content of the e-document is the responsibility of the person writing the e-mail rather than the company. Hold up your book and nominate students to come and point to each item.

ANSWERS

below the subject line of e-mails 1 and 3 – an attachment;
at the bottom of e-mail 2 – a disclaimer; on the third line
of all e-mails – a subject line

- 3 In pairs, students answer the questions. Check answers together.

ANSWERS

1 a subject line 2 an attachment 3 a disclaimer

AN E-MAIL EXCHANGE

- 4 In pairs, students read the e-mails and write the titles on the correct subject lines. Check answers.

ANSWERS

1 Lifestyles article 2 Two problems 3 Revised article

4 Re: Revised article

- 5 In pairs, students read the e-mails and answer the questions. Check answers around the class.

ANSWERS

1 The article is 200 words too short; he can't open the photographs.
2 She sends a revised article with the extra 200 words; she sends the photographs saved as jpeg files.
3 for the delay in replying

E - PHRASES

- 6 Ask students to look at the e-mails and find a friendly phrase to start an e-mail (e.g. *Hope all's well with you*). Then, in pairs, students find words or phrases in the e-mails to write in the groups. Check answers together. Ask students to learn the vocabulary using one of the vocabulary-learning techniques suggested on page 11 of this Teacher's Book. Encourage them to experiment by using a different technique to the one that they used in Lesson 1.

ANSWERS

friendly phrases to start an e-mail: Hope all's well with you. / Good to hear from you. / Thanks for your e-mail. / Sorry for the delay in replying.
phrases to talk about an attachment: ... is attached / I'm also sending ... / open / Can you send them in another format? / This e-mail and any attachments are confidential. / here's / here are / saved as jpeg files
words or phrases that mean 'also': as well / too
friendly phrases to finish an e-mail: Best wishes / I look forward to hearing from you / Regards / See you soon / Let me know if there are any problems / Many thanks for the good work!

NOW YOU

- 7 Write on the board:

Dear Class

I am a new student. Can you give me some information about your language course?

Many thanks

Ask the class to help you write a short reply saying that you're sending some information as an attachment. Write

the reply on the board. Divide the class into A/B pairs. Student A turns to page 134. Student B turns to page 137. Students write e-mails to their partner using the language from the lesson. Circulate and help where needed.

Additional activity

E-mail exchange

Ask the class how often they write e-mails. How many e-mails do they receive a day? Write on the board:

formal letter e-mail

Elicit style differences between the two (e.g. use of abbreviations and contractions in e-mails, differences in starting and ending, etc.). Quickly elicit some difficulties that can occur with e-mail systems e.g. problems with opening attachments, viruses, spam mail (advertising), etc. In pairs, students write a short e-mail to their partner asking advice about one or two e-mail problems (real or imaginary). Students exchange e-mails and write a reply with their ideas/advice. Open up the discussion to the class, expanding on e-mail problems that they have encountered and eliciting ideas on how to deal with them.

LESSON 4 PAGES 22–23

Lesson aims

- using a dictionary effectively

Preparation

Make sure that a monolingual dictionary is available for each student (encourage students to bring in their own).

Warmer

Dictionaries

Keep books closed. Elicit ideas about what information you can find in a dictionary. How many students use a dictionary when working at home? Do they have any problems when using it? Are all dictionaries the same? If students have brought in their own dictionaries, encourage them to spend a moment looking at their partner's. What differences do they notice? Elicit what letter the first/last word in a dictionary begins with. Can they guess what these words are? Open dictionaries to check. Check that students know that words are ordered alphabetically in a dictionary.

READING AN ENTRY

- 1 Open books. Focus students on the words in the box. Ask what letter the words begin with. In pairs, students

number the words in the order that they appear in a dictionary. Check answers around the class.

ANSWERS

1 lend 2 licence 3 lifestyle 4 lift 5 loo 6 loud

Choose a letter and ask students to call out five words beginning with that letter. Write the words on the board and elicit which order they appear in a dictionary.

- 2 Focus on the dictionary extract. Check that students understand the questions and clarify where necessary. Remind them that *part of speech* refers to the type of word, e.g. noun, adjective. In pairs, students draw a line between each question and the information that it asks for. Check answers around the class.

ANSWERS

What part of speech is it? – *noun*

How do you spell the word? – *lifestyle*

How do you pronounce the word? – */ˈlaɪfstaɪl/*

Which syllable is the stress on? – " (this is called a stress mark and the stress occurs on the syllable immediately after the mark)

Can you give me an example? – *They have a very exciting lifestyle.*

What does it mean? – the way that ... things they own

- 3 Point to the words in the box. In pairs, students read the dictionary entries and complete them using the words. Check answers around the class. Point to different entries and ask questions, e.g. *How do you spell ... ? How do you pronounce ... ? What does it mean? What part of speech is it?* etc.

ANSWERS

1 £10 2 an official document 3 a machine
4 a toilet 5 a lot of noise

FIND THE ANSWERS

- 4 In pairs, students use the dictionary entries from the previous activity to answer the questions. Check answers around the class.

ANSWERS

1 licence 2 lift 3 loud 4 lift 5 loo 6 lend
7 the first syllable

PRONUNCIATION Vowels (1)

- A Elicit what letters of the alphabet are vowels (*a, e, i, o, u*). Play the recording. Students listen and focus on the underlined vowel sounds. Say the words again and ask students to repeat.

TRANSCRIPT

lifestyle loud lend lift licence loo

- B Play the recording. Students listen to the underlined vowel sounds in each word. Play the recording again. In pairs, students put two of the words into each group in activity A. Check answers around the class. Spend time drilling pronunciation of the vowel sounds. Try to elicit any other words that students know that have these sounds.

ANSWERS

/aɪ/: write, find
/aʊ/: how, around
/e/: let, best
/ɪ/: listen, guitar
/ʔ/: the, about
/u.../: too, soon

TRANSCRIPT

the listen how too write let about guitar best
find around soon

- C Focus students on the phonemic chart on page 159. Spend some time going through the sounds. In pairs, students look at the phonemic spellings, try to decide what the words are and write them down. Play the recording for students to check. Write the phonemic spellings on the board and spend some time practising the sounds. Point out that *pronounce* and *again* have the stress on the second syllable. Most two-syllable words have the stress on the first syllable. In general unstressed *a, o, u* becomes /ʔ/. You may wish to write *again* on the board and underline the first *a*, and write *pronounce* and underline the first *o*. These letters have weak pronunciations which is why they become a /ʔ/.

TRANSCRIPT / ANSWERS

do never pronounce idea again

NOW YOU

- 5 Choose a word from Unit 1 or 2 and write it on the board. Encourage the class to ask you the example questions. In pairs, students write five to eight words from Units 1 and 2 and take turns to ask their partner questions about the words, using a dictionary to help. Circulate and encourage, helping where necessary. Less confident students may prefer to prepare the questions in writing in exercises like this throughout the Coursebook. Such exercises are good for vocabulary development and are useful to do when you find you have spare time at the end of a class, etc.

Additional activity*Odd sound out*

Write on the board:

house dog now

Elicit which two words have the same vowel sound (*house, now*). Which is different? (*dog*). Underline the sounds that are the same. In groups, students choose three words (encourage use of dictionaries). Two words must have the same vowel sound and the third must look similar but have a different vowel sound. Circulate and check the words that students have chosen, helping with pronunciation where necessary. Groups take turns to write their words on the board and the class decide which words have the same sound.

KEY to DO IT YOURSELF

SIMULATED SENTENCE WRITING

- 1 Your proposal sounds quite feasible.
That argument sounds reasonable.
- 2 Now more and more people take part in sports.
She became more and more nervous, even frightened.
- 3 According to my friend, she is an excellent player.
According to my judgment, he hasn't finished his after-class exercises yet.
- 4 Industrial production has increased by 20 percent.
In recent years foreign investments in this area have increased six times.
- 5 I said it was Tuesday, but in fact it was Monday.
He said he would pay, but in fact he had no money.
- 6 They move to the countryside, where the air is fresh.
This is the house where I was born.
- 7 Which word do you spell differently in American and British English?
Sorry for the delay in replying.
- 8 We are all looking forward to graduation.
I look forward to seeing you and your family.

review 1

REVIEW 1 PAGES 28–29

AIMS

- to revise vocabulary, grammar and functions from Units 1 and 2
- to extend grammar: present simple and continuous for future
- to extend practice of articles in the *Focus on ...* section
- to extend pronunciation

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.

You may wish to use some of the activities in the Review units as an opportunity to check students' understanding of the topic and language points of previous lessons. Ask students to look back through the relevant units in their Coursebook to find other examples of the language points revised in the Review. Check vocabulary by asking the class to make sentences using some of the vocabulary, or to test each other on meanings. Check any points that you remember students having difficulty with in previous lessons.

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 *Reference* at the back of the Coursebook.

VOCABULARY Crossword

- 1 Open books. Focus students on the first clue for the crossword and the example answer. Point to *1 Down* and elicit the answer (*call*). Students complete the rest of the crossword. Circulate and help. As students finish, ask them to compare their answers with a partner. Write *Across* and *Down* on the board and elicit answers to each clue.

ANSWERS

Across: 4 Just 5 leader 7 lunch 10 or
11 personal 13 seat 14 e-mail 15 out
19 message 21 true 22 relax 23 ten

Down: 1 call 2 line 3 Match 4 journalist
6 delete 7 too 8 colleague 9 customer
11 PA 12 shake 16 tell 18 teen 20 art

GRAMMAR EXTRA Present simple and continuous for future

- 2 Elicit two ways of talking about the future (*will* and *be going to*). Point out that there are other ways of talking about the future. Write on the board:

The train leaves at 9:30 on Sunday.

Ask the class to identify the tense used (present simple). Say *Does the train leave now or in the future?* Elicit *future*. Tell the class that the present simple is often used when talking about timetables and things that happen repeatedly at a fixed time.

Then write on the board:

He's meeting Klaus next Thursday.

Elicit the tense used (present continuous). Ask *Is he meeting Klaus now or in the future?* Elicit *future*. Point out that this is a fixed arrangement that was planned in the past.

Read the grammar explanation together. Focus on the examples and ask students to call out similar sentence checks for understanding. Students put the verbs in brackets into the present simple or the present continuous. Check answers around the class. If there is time, students can use their diaries to talk about their plans for next week with a partner.

ANSWERS

1 's playing 2 leaves 3 starts 4 're going
5 'm spending

REVIEW 1

FOCUS ON ... Articles

- 3 Students can continue to have difficulty with articles even at higher levels. Regular revision and recycling will help familiarise students. Focus on the Check box and read the information together. Write on the board:

- 1) *Is there a bank near here?*
2) *Is the bank in Prince Street open on Saturdays?*

Highlight the use of *a* in question 1 above, when someone is talking about any bank, but *the* in question 2 when they are talking about the only bank or a particular bank that they know.

Students complete the sentences with *a*, *an* or *the*, then look back at Units 1 and 2 to check. Check answers around the class. Ask students, in pairs, to look back through Unit 1 to find other examples of articles. This might be a good time to look at the information on articles in the *Grammar reference* on page 141 of the Coursebook.

ANSWERS

1 a 2 a 3 the, a 4 a, the 5 an

PRONUNCIATION Strong and weak forms (2)

- A Strong and weak forms of *the* are practised. Deal with this lightly and recycle in future lessons by occasionally checking whether a weak or strong form has been used in appropriate sentences.

Write \Di...\' and \D\'\' on the board. Point to each form and model pronunciation. Ask students to call out an example of a vowel and a consonant. Focus students on the four phrases. Play the recording. Ask students to repeat, and elicit how *the* is said before a vowel and how *the* is said before a consonant.

ANSWERS

\Di...\' before a vowel (strong)
\D\'\' before a consonant (weak)

TRANSCRIPT

the e-mail the message the Internet the computer

- B Focus students on the words. In pairs, students practise saying *the* before each word. Play the recording for students to check. Drill pronunciation of each phrase, pointing to the weak or strong form on the board as you do so.

TRANSCRIPT

the visit the object the figures the employees
the area the morning the English language
the French language

- C This activity practises the strong and weak forms of *do*. You may wish to occasionally highlight weak and strong forms as they occur in future lessons. Focus students on the questions and short answers. Play the recording. Students listen and repeat. Elicit how *do* is said in questions and short answers.

ANSWERS

\dʒ\'\' in a question (weak)
\du...\' in a short answer (strong)

TRANSCRIPT

Do you live near here? Yes, I do.
Do you work in an office? Yes, I do.
Do you speak English? Yes, I do.

In pairs, students take turns to read the questions and short answers. You may wish to ask students to write five more questions to ask their partner, and to take turns asking the questions and responding with a short answer.

3

making plans

UNIT AIMS

- vocabulary for domestic tasks
- *going to* for intentions
- the future *will* for predictions
- planning a trip
- making arrangements
- making suggestions for eating out
- writing a restaurant review

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 domestic tasks

Preparation

No additional preparation is required.

Warmer

Shopping and work

Keep books closed. Ask the class: *Do you do your shopping during the week? Is it difficult to find time to do it?* Brainstorm other things that are difficult to find time to do when working full time (e.g. going for a haircut, getting shoes mended and clothes dry-cleaned, etc.). Ask students if their boss allows time to go out and do these things in work hours. Should companies allow time for learning English? What

about homework and revision – should this be done in v time or in students' free time? What techniques do stude use to remember all the things that they have to do at w and home?

A 'TO DO' LIST

- 1 Explain what a 'To Do' list is by writing yours for to on the board. Quickly elicit things that students have their To Do list for today/this week. Students read th whole text fairly quickly. Read paragraph 1 again, al with the class. In pairs, students find the three verbs. Check answers around the class.

Read paragraph 2 again. Students look at the To Do l and tick off the things they could do while in the offi they were an employee at Merck. Check answers arou the class. Students read paragraph 3 again and decide which of the services mentioned in it is most useful.] a quick feedback session.

Focus students on paragraph 4 and ask *What verb is i to talk about the future? (going to)*. Pairs read the para again and talk about how things are going to change the next few years. Elicit ideas, checking that student using *going to* in their responses, where appropriate. A students to suggest any other good ideas for helping employees with domestic tasks. Do they think emplo should help in this way?

ANSWERS

- 1 rush, dash; fix
- 2 mend shoes, dry-clean suit, send present to Yuri, b dinner, get new Hugh Grant video
- 3 Students' own answers
- 4 More and more companies are going to help empl with their busy, modern lives.

3 MAKING PLANS

WORD WORK

- 2 Ask students to look at the text again and to do the three tasks in pairs. Go round the class monitoring. When students have finished all the tasks, check answers around the class. For task two, make a list on the board of other words that can go with the verbs, e.g. *send a card*, *book a doctor's appointment*, *drop off children*, *pick up a car* (from the garage). Close books. Call out an adjective from the text or task 3; students call out the opposite adjective.

ANSWERS

- 1 employees – workers; a vacation – a holiday; a film – a movie; on the Internet – online; ten years – a decade; a hundred years – a century
 2 book: tickets; drop off: dry cleaning, shoe repairs; send: gifts, flowers; pick up: a movie, an evening meal, their groceries
 3 empty – full; wet – dry; low – high; short – long; last – first; old-fashioned – modern

参考译文

尽情工作，享受购物

一个忙碌的人的工作日程总是排得满满的，其中既有公事也有私事。一般说来，这些人往往在中午跑商店，傍晚奔超市，周末修理汽车。

不过，这已是20世纪90年代的事情。如今很多员工可以在上班时把要处理的家务事的清单列出来。在默克这样的美国大公司，员工可以把要干洗的衣服和要修的鞋子交给洗衣店和修鞋店，可以让旅行社安排假日旅行，让公司安排送礼等活动。在走出办公楼的途中，他们还能去看一场电影，并且吃一顿晚餐。

有些英国银行代员工们订票和送花，为员工们看戏提供咨询，并为他们查收私人包裹。微软公司支付超市一定的费用，条件是超市接受其员工网上定货，下班时才提取所购食品杂货。

并非所有人都能享受这种服务，那些工作时间长的高科技和银行部门的员工才有此殊荣。但是在新世纪的头10年里，越来越多的公司打算为其员工忙碌的现代生活提供某些便利。

YOUR LIST

- 3 Ask students to write their own 'To Do' list with at least five items on it. They can use the language from the lesson, and any other phrases they know. Circulate and help as necessary. In pairs, students tell each other about their lists. Circulate, checking that *going to* is being used where appropriate. Ask pairs to report back to the class. Do they ever manage to do all the things on the lists they make?

NOW YOU

- 4 Tell the class about your present company, or any company that you have worked with in the past, and how it helped/didn't help with your domestic tasks. In groups, students talk about how their company or place of study helps with domestic tasks and if they think it should do more. Circulate, checking that everyone has a chance to give their opinion. Have a feedback session and nominate the company that does the most to help its employees with their domestic tasks.

PRONUNCIATION Word stress

- A Remind students what a syllable is and how syllables are marked in dictionaries. Write *cen / tu / ry* on the board and ask students how many syllables it has (three). Clap the word stress (main stress on *cen*). Drill the stress. Ask students, in pairs, to say the words in the box together. Elicit which words have two syllables and which have three. Write the words on the board showing the syllable breaks:

lunch / time do / me / stic eve / ry / one
i / tem a / rrange ho / li / day eve / ning
em / ploy / ee com / pa / ny ban / king

ANSWERS

two syllables: lunchtime, item, arrange, evening, banking
 three syllables: domestic, everyone, holiday, employee, company

- B Point to *cen / tu / ry* on the board again. Elicit which syllable the stress is on and mark it with a large circle:

cen / tu / ry

Focus students on the list of words in activity A. Play the recording. Students listen and repeat. Then ask students to mark the syllable which the main stress is on. Check answers around the class and mark the stress on the relevant syllable in the words on the board. Drill the words and clap the stress together. Encourage students to mark word stress when recording new vocabulary.

TRANSCRIPT / ANSWERS

lunchtime domestic everyone item
arrange holiday evening employee
company banking

Additional activity

Tasks committee

Students remain in their groups. Tell each group that they are employers on a committee to help employees balance their tasks at work and home. Each group chooses four domestic tasks that they think it would be a good idea for employees to be able to do while at work. Students can use ideas from the text or think of other suitable tasks. Ask each group to report to the class what, as employers, they are going to change (check that groups use *going to* when reporting). Have a class discussion to prioritise the four domestic tasks that the whole class would find helpful to do at work. What are the possible benefits to the company?

Then ask the class to imagine that they are the directors of the company. What reasons can they think of for *not* doing these things?

LESSON 2 PAGES 32-33

Lesson aims

- *going to* for intentions
- the future *will* for predictions

Warmer

Predictions

Keep books closed. Elicit some of the things that have been important in the 80s and 90s (computers, Internet, mobile phones, etc.). Ask the class what they think will be important in the next decade or two.

PREDICTIONS

- 1 Open books. This activity focuses on the use of *will* and *won't* for positive and negative predictions. Ask students to read through the text and fill the gaps with *will* or *won't*. Play the recording. Students listen and check their answers. Check any unfamiliar vocabulary (e.g. *decade*, *inventor*, *optimistic*, etc.).

TRANSCRIPT / ANSWERS

'The 1980s was the decade of the personal computer, the 90s was the decade of the Internet, but I believe the next ten years **will** be the decade of the robot,' says Toshi Doi, the head of Sony's Digital Creatures Laboratory. Doi is the inventor of the AIBO, a robot pet that looks like a dog or a baby lion.

'In ten years' time,' he says, 'most families **will** have two or

three robots in their homes and their performance **will** hundred times better than now.'

Doi predicts that robots **will** talk naturally to people, but they **won't** be as intelligent as humans and they **won't** replace human workers.

'They'll perform simple, useful jobs around the house,' predicts.

But other people at Sony are more optimistic. Robot specialist Hiroaki Kitano believes that a team of robots play the World Cup champions at football in 2050. And result? Kitano thinks the human team **won't** have a chance. 'The robots **will** win easily,' he says.

- 2 Focus students on the first prompt and elicit positive negative alternatives (*AIBOS will / won't become very popular in my country*). Brainstorm phrases for giving opinions (*I think, I'm sure, In my opinion, I reckon*, etc. and agreeing/disagreeing (*I agree, So do I, Sorry, but I agree, That's right*, etc.). Also focus students on the information in the Check box.

In pairs, students take turns to make predictions about the things listed, and then make at least two more predictions of their own. Circulate and encourage students to respond to their partner's statements. You wish to point out that when using *I think* to offer an opinion it is possible to say, e.g., *I think AIBOS won't become very popular ...* but it is more usual to say *I think AIBOS will become very popular*.

DISCUSSING PLANS

- 3 Elicit things that students talk about with their boss in meetings. Tell students that they are going to listen to conversation between a salesman and his manager. Play the recording and ask pairs to discuss what is unusual about the situation (the manager is a robot). Ask the if they would like a boss like this. Why? Why not?

TRANSCRIPT

ROBOT Right. Next. Number 39. What are your plan this week?

HUMAN Well, it's a busy week, certainly.

ROBOT Of course. Are you prepared for your meeting Tuesday?

HUMAN Yes, that's all under control: we're going to meet here at three o'clock.

ROBOT Of course. And what are the objectives of the meeting?

HUMAN Um ... Oh, I'm sorry, I'm not sure, but I'll check that immediately.

ROBOT Not good enough, 39.

3 MAKING PLANS

HUMAN Yes, I'm sorry, but ...
 ROBOT Next meeting. Wednesday. What are the objectives of the meeting?
 HUMAN Ah, I know this one. Well, the meeting is with the company from London.
 ROBOT Of course.
 HUMAN And we're going to tell them that we're not going to do business with them any more.
 ROBOT Next meeting. Thursday. What are the objectives ...?
 HUMAN Ah ... I'm afraid I can't go on Thursday because I'm going to be in Paris.
 ROBOT You humans are useless: I'll go myself.
 HUMAN I'm sorry. I promise I'll try harder.
 ROBOT Of course. Next. Number 40. What are your plans for this week?

- 4 Focus students on the phrases in the box and the example sentence. Play the recording again. In pairs, students complete the sentences using the phrases. Ask students to compare their answers in small groups. Check answers around the class.

ANSWERS

2 I'll check that immediately.
 3 we're not going to do business with them any more.
 4 I'm going to be in Paris.
 5 I'll go myself.
 6 I'll try harder.

- 5 It may be a good idea to explain the difference between past decisions and new decisions and to study the Check box before asking students to do this activity. Write on the board:

I'll phone the helpline.

I'm going to phone the helpline on Monday.

Ask students to call out which sentence was planned in the past (*I'm going to*) and which was decided at the time of speaking (*I'll phone*). Elicit/Give examples of things that are easy to plan in advance (meetings, visits, holidays, etc.) and contrast with situations where a decision/reaction has to be made immediately (when you run out of coffee, the photocopier has broken, a package needs to be sent very quickly, etc.). Emphasise that *when* the decision is made decides whether *going to* or *will* is used.

Focus students on the information in the Check box. Say *It's hot in here!* Indicate that you want students to respond

with suggestions (*I'll open a window, I'll turn on the air conditioning, etc.*). Point out that *will* is also more commonly used than *going to* with *I think, perhaps, maybe* and *I don't know*.

Ask students what they are going to do after the lesson. Elicit responses, then ask what they are going to do tomorrow evening. Check that *going to* is being used for things that are already planned and *will* is used if students are uncertain or making decisions at the time of speaking.

In pairs, students decide which sentences in activity 4 are about past/new decisions. Check answers together, asking with each sentence *When did they make the decision?*

ANSWERS

past decisions: 1, 3, 4 (use *going to*)

new decisions: 2, 5, 6 (use *will*)

Don't be afraid to tell students that mastering future tenses in English is not at all easy and that at this level it is important to begin to understand the differences between the various forms, which are often interchangeable.

WILL OR GOING TO?

- 6 Ask students to look at the sentences and encourage them to focus on the situation in which each response is made, i.e. is the person making an immediate decision / acting on new information or has the decision been made in advance? Reassure students that the use of the future is complex and that it is difficult to make rigid rules as much depends on the perspective of the person speaking. In pairs, students decide which form of the future is better in each sentence. Check answers around the class.

ANSWERS

1 I'll send 2 we're not going to have 3 I'll answer
 4 I'll watch

NOW YOU

- 7 Ask the class to guess what you are going to do next weekend. Talk about your plans using *going to* / *not going to* and *Perhaps I'll* / *I don't think I'll*. In pairs, students talk about their plans for next weekend. Circulate and check they are using the correct forms. Encourage the use of follow-up questions (*What are you going to see at the cinema?* etc.), and short answers where appropriate. Have a short feedback session, contrasting students who have plans and those who don't.

Additional activity

Excuses

Write on the board:

Your boss tells you that he wants you to work this Sunday. What do you say?

In small groups, students prepare a response, giving an excuse if they can't work, e.g. *I'm going to visit my family*. Elicit ideas around the class.

Ask each group to write a short situation like the one above on a piece of paper. Collect in the situations and give them out to other groups, who have to think of a response. If you find that students are predominantly using *will/won't* (because they are making the decision on the spot), ask them to say their response and then to write it as a short e-mail using *going to* (because the decision has already been made).

LESSON 3 PAGES 34–35

Lesson aims

- planning a trip
- making arrangements

Preparation

No additional preparation is required.

DON'T FORGET

- 1 Open books. Ask students if they ever forget things when they go on a trip. Elicit some things that people might forget. Students write a list of five or more things that are important to take on a business trip to a hot country. Encourage them to use dictionaries to check spelling and pronunciation of words. In groups, students compare their lists. Encourage them to make sentences about what they are going to take with them on their trip (*I'm not going to forget my passport, I'm going to take my English dictionary*, etc.). Finally, ask the class to make a note of any new vocabulary, using the vocabulary techniques discussed in Unit 2.

MAKING ARRANGEMENTS

- 2 Ask the class if they use a year planner or a calendar at work. Point to the letters at the top and side of the year planner in the Coursebook. In pairs, students take turns to say what the letters stand for. Check answers around the class.

ANSWERS

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

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

Focus students on the Check box. Point to the UK d and elicit how to say it (*the eighth of October*). Empha that the day comes before the month. Explain that it the opposite in the US – the month comes before the

Write your birthday on the board in the UK style and the class how it would be written in the US. In pairs, students take turns to dictate their birthday and write their partner's birthday in the UK and US style.

- 3 Point to the year planner and ask *Is she free on the first Friday in April?* Elicit *No, she's busy*. In pairs, students turns to ask the questions and answer using the year planner. Check answers around the class.

ANSWERS

1 yes 2 yes 3 no 4 no

- 4 Elicit ways to ask if the businesswoman is busy (*Is she available on ... ? Is she free on ... ? Can she go to a ... on ... ? Is she busy on ... ?*) and possible responses (*Yes, she's free/available, No, she's busy on ..., She isn't free/available on ...*). In pairs, students take turns to a and answer questions about when the businesswoman available. Circulate and help where necessary. Encour students to vary how they phrase their questions and responses.

CHECKING TRAVEL INFORMATION

- 5 Ask what the time is now. Elicit what the time would using the 24-hour clock. Ask when the 24-hour clock usually used (in timetables). Quickly go through the questions and encourage students to look up any unfamiliar vocabulary in a dictionary. Ask students w tense is being used to talk about timetables (the prese simple). In pairs, students read the e-mail and say wh of the questions it answers. Check answers around the

ANSWERS

Which airline am I flying with?
Where do I pick up my tickets?
What time does the flight leave?

3 MAKING PLANS

How am I going to get from the airport to the hotel?

- 6 Play the recording. Students note the answers to Ms Moodli's questions. Check answers around the class.

ANSWERS

Which terminal does the plane leave from? – Terminal 3
And what's the check-in time? – two hours before the flight leaves

And when does it arrive in Bogotá? – 6:40 pm local time

And do I need to reconfirm the flight? – reconfirm the return flight

TRANSCRIPT

RECEPTIONIST Business Breaks Travel.
MOODLI Hello. Can I speak to Angela Meekins, please?
RECEPTIONIST Just a moment, please. Hello. Business Breaks Travel. Can I help you?
MOODLI Yes. I'd like to speak to Angela Meekins, please.
RECEPTIONIST Oh, I'm sorry. Just a moment, please.
MEEKINS Yes, Angela Meekins.
MOODLI Oh, hi, Angela. It's Melanie Moodli here. You're arranging a trip to Bogotá for me.
MEEKINS Oh, yes. I sent you an e-mail this morning.
MOODLI That's right. Can I check a few things with you?
MEEKINS Of course.
MOODLI Which terminal does the plane leave from?
MEEKINS It's ... er ... Avianca, isn't it?
MOODLI Yes, it is.
MEEKINS Er ... Avianca. That'll be Terminal 3.
MOODLI Terminal 3. And what's the check-in time?
MEEKINS The check-in time is two hours before the flight leaves.
MOODLI Two hours before. And when does it arrive in Bogotá?
MEEKINS It arrives in Bogotá ... just a moment ... it arrives at 6:40 pm local time.
MOODLI 6:40 pm local time. And do I need to reconfirm the flight?
MEEKINS You need to reconfirm the return flight. But I'm sure your hotel will do that for you.
MOODLI Thanks very much.
MEEKINS No problem. Goodbye.
MOODLI Goodbye.

- 7 Students use their notes to write an e-mail from Angela Meekins to Ms Moodli, confirming the travel arrangements in the conversation. Focus on the start of the e-mail and elicit ways to finish an e-mail. When they have finished, ask students to compare their e-mail with a partner. Circulate and note any areas that may need further work in another lesson.

POSSIBLE ANSWER

Dear Ms Moodli,

Further to our telephone conversation, I confirm that your plane leaves from Terminal 3 at 10:35 and arrives in Bogotá at 6:40 pm local time. Check-in time is two hours before the flight leaves. You need to reconfirm the return flight.

NOW YOU

- 8 Brainstorm useful phrases used by the passenger and travel agent in the phone call in activity 5, e.g. *Which terminal does the plane leave from? It's Avianca, isn't it? That'll be Terminal What's the check-in time? When does it arrive in ... ? It arrives in ... at Do I need to reconfirm the flight? You need to / You don't need to ... Thanks very much. No problem. etc.* Ask students to suggest any other phrases they know.

Divide the class into A/B pairs. Student A turns to page 134 of the Coursebook. Student B turns to page 137. Students role play the situations, taking turns to be the passenger and travel agent.

LESSON 4 PAGES 36–37

Lesson aims

- making suggestions for eating out
- writing a restaurant review

Preparation

Bring in some menus from restaurants for the Additional activity.

Warmer

Eating out

Ask students, in groups, to write three things that they look for in a restaurant when they are eating out socially, and

three things that they look for when they are eating out for business. Have a feedback session and expand the discussion to talk about differences between social and business meals (who orders, pays, tips, etc.). Are business lunches useful? What do students like/dislike about different restaurants (no smoking areas, mobile phones going off, etc.).

CHOOSING A RESTAURANT

- 1 Ask students how they choose a restaurant when they go out (personal recommendations, reviews, cuisine, price?). Divide the class into A/B pairs. Read the instructions together. Focus students on the speech bubbles. See if they can add any other phrases for saying more than just 'Yes' and 'No'. Students then take turns to ask and answer the questions in the flow chart to lead them to a suggestion for the best restaurant for them. Circulate, helping where necessary.

RESTAURANT REVIEWS

- 2 Students read the reviews. Encourage use of dictionaries to check unfamiliar vocabulary. In pairs, students find the restaurant that was suggested to them in activity 1 and write its name in the correct space. Go round and check they are matching the restaurants correctly. Then ask students to talk about the extra information that they got from their restaurant review.

In pairs, students use the flow chart to identify the names of the other restaurants in the review. Check answers around the class.

ANSWERS

The LA Experience; The Gaucho Garden;
The White Tower; Rene's Place; Dragon Eyes

- 3 Ask students, still in their pairs, to discuss whether they would like to change their choices now that they know more information about the restaurants. Have a feedback session and allow the class to exchange opinions. Ask which restaurants seem more formal / informal. Which would students prefer for business / pleasure?

WHAT'S ON THE MENU?

- 4 Brainstorm restaurant vocabulary (*menu, starter, main course, dessert, bill, tip*, etc.). Focus students on the dishes in the box. In groups, students decide in which of the restaurants they would expect to find the dishes. Have a

brisk feedback session.

ANSWERS

vegetable stew with sweet potatoes – Rene's Place; spi
prawn noodles – Dragon Eyes; double cheeseburger a
fries – The LA Experience; chicken curry and rice – T
White Tower; grilled T-bone steak with tomato salad
The Gaucho Garden

- 5 In groups, students list other dishes that could be on menu in the five restaurants. If time allows, students could write a simple recipe for their favourite dish and explain it to their partner. Help with vocabulary as necessary. If the class are motivated, this would be a good point to do a restaurant role play or you might wish to spend a future lesson on this. It might be helpful to brainstorm phrases that students could use to order a meal (*Can I have ...? etc.*).

NOW YOU

- 6 Encourage students to ask you questions about the kind of restaurant you like. When they have some information ask them if they can recommend any local restaurant you to visit and dishes to try.

Students work with a new partner and use the language from the lesson to ask and answer questions about the sort of restaurants that they like. They should then recommend a restaurant in their home town that is suitable for their partner.

Additional activity

Restaurant review

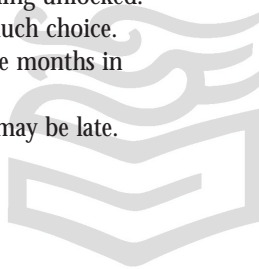
Students write a short, simple review for the restaurant they recommended for their partner in activity 6. Students compare reviews and decide if they would like to visit the restaurant recommended. It may be useful to have a small selection of menus or restaurant flyers to give to any student who cannot think of a restaurant to write about.

KEY TO DO IT YOURSELF

SIMULATED SENTENCE WRITING

- 1 I'm going to visit my parents.
They are not going to do business with that company any more.
- 2 The teacher ticked off that little boy's name on the list.

- He should have ticked off John's name on the list.
- 3 I'll drop the magazine off at your place after class.
She usually drops her child off at school on her way to work.
- 4 I've booked a table for four at the Holiday Inn tonight.
We have booked two tickets for theatre on Friday evening.
- 5 Citizens may have free access to the library.
He has access to classified material.
- 6 My parents paid for my driving lessons.
They paid her \$200 for this painting.
- 7 It seemed that someone left the building unlocked.
It seems to me that you don't have much choice.
- 8 We are supposed to pay the rent three months in advance.
I should tell you in advance that we may be late.



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4

going places

UNIT AIMS

- past simple revision: regular and irregular verbs
- past simple: negatives and questions
- vocabulary for business expenses
- taking notes, using abbreviations
- writing reports from notes
- starting a conversation
- talking about interests

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

- past simple revision: regular and irregular verbs

Preparation

No additional preparation is required.

Warmer

Running a country

Keep books closed. Brainstorm with the class what a country needs for visitors to enter (passports? visas? customs?); and what institutions a country needs to operate (police? army? health service? education? government? etc.). Which are essential and which could a country operate without? In groups, students put the institutions in order of priority. Have a feedback session and encourage groups to elaborate on their ideas.

WHAT IS IT?

- 1 Open books. Focus students on the picture on page 42. In pairs, students discuss what they think it is. Elicit ideas around the class and ask students to explain their choices.

FIND THE ANSWERS

- 2 Read the first paragraph of the article aloud while students read. Ask students, in pairs, to answer the first two questions. Check answers. Pairs continue to read the article, stopping at the end of each paragraph to answer the questions. Check answers together.

ANSWERS

- 1 an independent country
- 2 you can't find it on most maps; it stands on two legs; there aren't any laws; there aren't any police
- 3 Britain / the UK
- 4 It didn't belong to anyone.
- 5 It has passports, stamps, a flag and currency.
- 6 It stores data on computers put in Sealand's legs.
- 7 They think criminals are using the computers.

PRESENT AND PAST

- 3 This activity revises the present and past form of regular and irregular verbs. In pairs, students use the article to complete the table. Check answers around the class.

ANSWERS

arrived became belong built was left looked
made put said spent

- 4 In pairs, students look through the article again and note other past simple verbs. Elicit the present simple form of each one.

ANSWERS

realised, decided, called, designed, invented, seemed, signed

Elicit what letters are added to regular verbs in the past simple (-d or -ed). Focus students on the information in the Check box and ask students to call out some examples of regular verbs used in the text.

Check the meaning of any new vocabulary in the text (e.g. *independent*). Ask students to record new words using one of the techniques discussed in Unit 2.

参考译文

西兰公国

在多数地图上找不到西兰公国。它面积仅有2000平方米，由两个墩柱支撑在海上，距英国仅十公里。英国政府称它是英国的一部分，但国际律师则持否定意见。他们认为西兰公国是一个独立的国家，该国没有法律，没有警察。目前这种状况正惹来大麻烦。

二战期间，英国人建造了西兰（一个军事堡垒），但是战后他们离开了这个堡垒。此后许多年该堡垒一直空无一人。直到1967年英国商人罗伊·贝茨和他全家来到这里。贝茨查看地图，发现这里不是英国的地盘。实际上，它不属于任何国家。因此，他宣布西兰公国是他的领地。

贝茨声称西兰公国是独立王国，他是该国的罗伊亲王，他的妻子琼是王妃。尽管他们是这个国家的唯一家庭，但他们印制了护照和邮票，还设计了国旗，发行了货币。当时看来，这些做法有点像开玩笑。

但是到了2000年，情况日趋严重。罗伊王子与避风港有限公司签订一份协议。该公司投资数百万美元，在该地安装了大量功能强大、价格昂贵的计算机，可以通过电话、卫星与世界各地的计算机连接通讯。人们可以在西兰公国的计算机上贮存数据，通过因特网调阅这些数据，但是他们所在国的政府和警察却无法干涉。避风港有限公司有意把西兰公国变成世界上储存计算机数据最安全的地方。

许多国家的政府正密切注视西兰公国。他们认为犯罪分子正在利用该公司安装的计算机，但避风港有限公司却不承认，他们说：“自由通讯永远不是犯罪”。

NOW YOU

- 5 Tell the class about any similarities between your country and Sealand. In groups, students try to find at least five differences between their country and Sealand. Have a feedback session. Elicit class opinions on Sealand. Would they like to live there? Ask students, in groups, to list the advantages and disadvantages of living on Sealand. Tell the class that in the UK there has been a lot of discussion about privacy laws, especially about who can read private e-mails. Ask the class if they think that the police/

government, etc. should be able to access people's e-mails.

Additional activity

My Sealand

Ask students, in groups, to imagine that they are going to spend a year on Sealand. What rules would they make to help them live together? Feed back as a class. Then tell groups that each person can take one book to Sealand with them, one piece of music, one luxury item and one souvenir from their home country. Talk about the things that you would take and why. Students discuss the things that they choose with the rest of the group.

PRONUNCIATION -ed endings

- A Students may pronounce -ed endings as /ed/, so remind them that there are three ways to pronounce -ed endings (/d/, /t/, /ɪd/). Focus on the three words. Play the recording. Students listen and repeat. To demonstrate the difference between the /d/ and /t/ sounds, give each student an A4 sheet of paper. Take a sheet yourself and place it so that the top of the paper rests lightly on the tip of your nose. Ask students to do the same. Demonstrate by saying /d/. The paper should not move. Then say /t/, emphasising the sound. This time the paper should move away from your nose. Say each sound again and ask students to repeat.

TRANSCRIPT

belonged looked invented

- B Focus students on the list of verbs. Play the recording. Students listen to the endings of the verbs and write them in the correct column. Check answers together and drill pronunciation.

ANSWERS

/d/: realised, called, signed, seemed

/t/: watched, accessed

/ɪd/: decided, communicated

TRANSCRIPT

watched realised accessed decided called

signed communicated seemed

LESSON 2

PAGES 44–45

Lesson aims

- past simple: negatives and questions
- vocabulary for business expenses

Preparation

If possible, bring copies of a financial newspaper to class, or ask students to bring their own to use in activity 4. If you have access to the Internet, you may wish to print out an up-to-date foreign exchange chart.

Warmer

Work expenses

Keep books closed. Write *expenses* on the board and ask students to look up the word in their dictionaries. Check comprehension. Ask the class what sort of things people claim expenses for at work. Have any of the students filled in an expenses claim form? What sort of information does the claim form ask for? Do they think that people are always honest about what they claim for?

AN EXPENSES CLAIM

- Open books. Focus students on the information in the Check box. Draw attention to the form, emphasising *did(n't)* and the infinitive. Then point to the information at the top of the expenses claim form. Do the first answer as an example together. In pairs, students fill the gaps in the questions and answers using the correct forms of the verbs and the correct information. Check answers around the class.

ANSWERS

- went ... Bangkok
- arrive; 3 March
- did; left ... 4 March
- did ... go; key customers
- currency; used
- spend; ฿29 838.50

TRUE OR FALSE?

- Focus students on the 'Details' section of the expenses claim. Say *He didn't take a taxi to the airport – true or false?* Elicit *false*. In pairs, students look at sentences 1–5

and decide if they are true or false. Check answers together.

ANSWERS

- T
- F
- F
- F
- F

- Focus on the first false sentence (number 2). Elicit how to make it true (*He didn't have dinner in an expensive restaurant*). In pairs, students rewrite the other false sentences as true ones. Check answers around the class.

ANSWERS

- He didn't have dinner in an expensive restaurant on 3 March. (he had lunch)
- He spent ฿330 on dry cleaning.
- He made some international phone calls.
- He didn't drive his car to the airport. (he took a taxi)

A MANAGER'S QUESTIONS

- If you have brought in some financial newspapers, ask students to work in small groups and look up the value of the baht (Thai currency). Tell the class to imagine that they are Jacob's manager. Having checked baht against students' currency, elicit ideas for an item on the claim form that a manager might question. In pairs, students look at the expenses claim form again and note all the items or amounts that seem strange. Elicit ideas around the class.
- Play the recording. In pairs, students note down the items on the list that Jacob's manager asks about. Check answers around the class.

ANSWERS

car rental, lunch, dry cleaning, international phone calls, taxi to airport

TRANSCRIPT

- RITA Jacob!
- JACOB Oh, hello.
- RITA Did you have a good trip?
- JACOB Yeah. Oh, yeah. It was ... er ... very successful.
- RITA Good. And thanks for the expenses claim. But ... er ... can I ask you a few questions about it?
- JACOB Oh, yeah, sure.
- RITA OK. This was a two-day trip, right?
- JACOB Right.

RITA So, why did you dry-clean your business suit?
 JACOB Ah. I had an accident, I'm afraid.
 RITA Er ... do you want to give me a few details?
 JACOB Well ... er ... I spilled coffee all over myself at lunch on the first day.
 RITA Oh, I see. And it was an expensive lunch, too. Why did you spend so much?
 JACOB I had a meeting with a really important customer.
 RITA Ah, hmm. So, what about these international phone calls? They weren't cheap. Who did you call? You didn't phone us at the office.
 JACOB Oh, I had some problems at home.
 RITA Ah. Actually ... um ... why didn't you call the office?
 JACOB Oh, I was too busy.
 RITA Oh, were you? And ... um ... you also rented a car.
 JACOB Sure. Is there a problem with that?
 RITA Oh, no no, not with that. But why did you take a taxi to the airport?
 JACOB Well, I'm afraid I had a bit of a ... er ... crash.
 RITA You crashed the car?
 JACOB Yes. I ... er ...
 RITA Er ... why didn't you tell me this before?
 JACOB I was ... I was embarrassed.
 RITA I see. Well, perhaps we can talk about this in my office, then. Come and see me at four o'clock this afternoon.
 JACOB Four o'clock. OK.

- 6 Focus students on the speech bubbles. Point to the first question prompt and elicit the question (*Why did he dry-clean his suit?*). Elicit the answer by pointing to the correct prompt on the right (*Because he spilled coffee on himself*). Nominate two confident students to say the question and response again. In pairs, students take turns to ask and answer questions about Jacob's trip. Circulate and help. Play the recording again to check. If students need more practice, ask them to change partners and to ask and answer the questions again. As pairs finish, ask them to read the transcript together.

ANSWERS

Why did he dry-clean his suit? – Because he spilled coffee on himself.
 Why did he spend so much on lunch? – Because he had a meeting with an important customer.
 Why did he make a lot of phone calls? – Because he had problems at home.
 Why didn't he call the office? – Because he was too busy.

Why did he take a taxi to the airport? – Because he crashed the car.

Why didn't he tell his boss about the crash before? – Because he was embarrassed.

NOW YOU

- 7 Divide the class into A/B pairs. Student A turns to page 135. Student B turns to pages 137/138. Give them time to prepare their roles. Demonstrate the role play with a student. Then students role play the two situations. Circulate and encourage use of language from the lesson. Smaller classes could record their conversations.

Additional activity

My expenses

Ask students to write down some items (real or imaginary) that they could have on their own expenses claim form for this month. Tell them to include prices. In pairs, students compare their expenses claim forms and ask questions about the items or amounts included.

LESSON 3

PAGES 46–47

Lesson aims

- taking notes, using abbreviations
- writing reports from notes

Preparation

If you plan to use the Additional activity *International meeting maze* (page 90), photocopy and cut up a set of cards for each group.

Warmer

Keep books closed. Write *CD* on the board. Elicit what it is an abbreviation for (*compact disc*). Elicit any other abbreviations that students know in their own language and English and write them on the board.

ABBREVIATIONS

- 1 Open books. Focus students on the salesman's notes. In pairs, students find abbreviations for the words and phrases in the box. Check answers around the class. Close books. Write some of the abbreviations on the board and elicit what the word or phrase is.

A N S W E R S

as soon as possible – asap; weekend – w/end; about – re;
 Chief Executive Officer – CEO; different – diff; very – v;
 programme – prog; information – info; and – &;
 headquarters – HQ; conference – conf; problems – probs

- 2 In pairs, students read the salesman's notes and answer the questions. Check answers around the class and focus on the key words that helped students make their decision.

A N S W E R S

1 a conference 2 Ryan Potowski

W R I T I N G F R O M N O T E S

- 3 In pairs, students compare the note and the sentence from the report. Point out that the pronoun and the article are missing from the note. Elicit what is different about the verb (it is in the past tense in the sentence but in the present in the note). Ask which was written at the time (the note) and which was written after the visit (the report).
- 4 Point to the notes from the 9:30 meeting and the salesman's report. In pairs, students compare the two. Go through the first difference together as an example. Check the differences together and clarify where necessary.
- 5 Focus on the notes from the 11:00 meeting. Elicit what the first sentence of the report could be (*I visited Neminem Systems*). Students continue the report, using the notes. Ask them to check their report with a partner and then ask a few pairs to dictate their report for you to write on the board. Pause to clarify where necessary.

A N S W E R

I visited Neminem Systems and I met the Sales Director, Valerie Ahn. We discussed problems with the conference programme. Ms Ahn suggested a different design. I'll call her this week to confirm the arrangements for the conference.

T W O B U S I N E S S T R I P S

- 6 Ask students what sort of things people do on business trips (go to meetings, give presentations, etc.). Draw a stick man and a stick woman on the board. Focus students on the notes and play the recording up to 'I drove'. Pause and ask which note is being talked about

(*drive to Prague*) and whether it is about the man's or the woman's trip (the woman's). Write *drive to Prague* on the board under the stick woman. Play the rest of the recording. In pairs, students decide which notes are about the woman's trip and which are about the man's trip. Play the recording again for students to check. Check answers around the class.

A N S W E R S

man: fly to Prague, meet Jan, get info re new products,
 have lunch with Michael, speak re plans for next yr

woman: drive to Prague, go to conf, give presentation, see Gretel, take big order

T R A N S C R I P T

JULIE Hello, Paul.
 PAUL Oh, hi, Julie. How was your weekend?
 JULIE Oh, I didn't really have a weekend. I was in Prague on business.
 PAUL What? Were you? Me too. How did you get there, then?
 JULIE I drove.
 PAUL Ah, right. I flew.
 JULIE Lucky you. So, what did you do there?
 PAUL Well, I met Jan – do you know him?
 JULIE Jan? Yeah, sure.
 PAUL And I got some information about the new products. After that I had lunch with Michael and we spoke about the plans for next year. And then I got the plane home on Saturday evening. What about you?
 JULIE Oh, I went to a conference – the business development conference.
 PAUL Yeah, I know.
 JULIE And I gave a presentation.
 PAUL Great.
 JULIE Yes, it went well. And then I saw Gretel and I took a big order, so it was a good trip.
 PAUL Congratulations!
 JULIE And then, of course, I drove home, which took about six hours because the traffic was terrible ...

- 7 Divide the class into A/B pairs. Ask the A students to call out the notes for the man, and the B students to call out the notes for the woman. Write the notes on the board and check that they are in the correct order. Student A uses the notes to talk about the man's trip. Student B uses the notes to talk about the woman's trip. Circulate and check that the past simple is being used.

NOW YOU

- 8 Tell students that you went on a business trip. Ask them to listen to what you say and take notes about your trip. Say the following at normal speed twice:

I flew to Hong Kong and went to a presentation about the new Powerbase book. We had a meeting at 9:30 with Mr Evans. I'll call next week to confirm the date of the next conference.

Tell the class to use their notes to dictate your report back to you. Write it on the board.

Divide the class into A/B pairs. Student A uses the notes on page 135 to talk about a recent business trip. Student B listens and takes notes. Then Student B uses the notes on page 138 to talk about a recent trip. Student A takes notes. Students compare notes with their partner and correct any mistakes.

- 9 Students use their notes from activity 8 to write a short report about their partner's trip, using *He/She ...*. Circulate and help where necessary.

**Additional activity**

International meeting maze, page 90

Divide the class into small groups. Photocopy and cut up a full set of eleven cards for each group. Retain the cards yourself and keep each group's set of cards separate. Tell the class that they are going to an important international meeting where they must make quick decisions. Give each group card 1. Students read and discuss the situation and decide what number card they want next. Move around the class, giving out the requested cards from each group's set. When all groups have finished the maze, ask them to look through the cards in order. Encourage them to discuss good/bad decisions they made. Groups then write a short report about their meeting. Display the reports on the walls around the classroom and allow groups to circulate and read other groups' work. Have a feedback session.

LESSON 4

PAGES 48–49

Lesson aims

- starting a conversation
- talking about interests

Preparation

No additional preparation is required.

Warmer

Making conversation

Keep books closed. Ask students to brainstorm conversation topics suitable for talking to a person you have just met (job, company, music, last holiday, sport, news, etc.). Elicit any topics that are best avoided at a first meeting (religion, politics, salary, etc.). Ask students, in pairs, to suggest one question for each of the acceptable conversation topics. Ask the class whether they think suitable conversation topics vary amongst different cultures. What examples can they think of?

Ask a student: *Do you like music? What sort of music do you like?* Elicit the possible answers to the first question (*yes/no*) and possible responses to the second question (there should be a number of suggestions, e.g. *I like rock and techno*). Point out that conversations often start with a general *Yes/No* question and after that it's important to ask an open question to give the person a chance to expand on their answer. If a conversation is based only on *Yes/No* questions, it will soon finish.

STARTING A CONVERSATION

- 1 Open books. Focus on the photos and elicit what is in each one. In pairs, students match two of the questions to each of the situations.
- 2 Point to the first situation and elicit another possible question that could be asked in conversation (e.g. *Do you enjoy your job?*). In groups, students think of any other questions that could be asked in each of the situations (e.g. *Is it a big company? What does it do? / Who was the referee? How many red cards were there? / Were the bands good? What sort of music was it? / Where did you buy them? Were they a present?* etc.).

FOUR CONVERSATIONS

- 3 Play the first conversation. Pause and check which questions are asked from activity 1. Play the other conversations, pausing after each one to check which questions are asked.

ANSWERS

business card: Why is the company called that? What exactly do you do?

newspaper: Who won yesterday? What was the score?

T-shirt: Did you go to that concert? Which bands did you see?

earrings: They're nice – where did you get them? Are they real stones?

TRANSCRIPT

TIM Hi. Let me introduce myself. I'm Tim Shepet.

FIORALBA Oh, hi. I'm Fioralba Camma ... Just a moment, here's my card.

TIM Thank you. Wicked Working – that's an interesting name. Why's the company called that?

FIORALBA Oh, that's a long story. I guess we just liked the name.

TIM Really? And I see that you're the President. So, what exactly do you do?

FIORALBA Well, I'm the boss. It's my company, actually – I started it nearly three years ago.

TIM That's interesting. So, how many employees do you have now?

FIORALBA There are twelve of us.

TIM Really?

FIORALBA And what about you? What do you do?

TIM Oh, I'm sorry. Let me give you my card.

WAITRESS Yeah?

MAN 1 Coffee, please.

WAITRESS One coffee. White?

MAN 1 Er, yes, please. Two sugars. Er ... I'm sorry to disturb you, but who won yesterday?

MAN 2 Eh?

MAN 1 Who won yesterday?

MAN 2 United.

MAN 1 Oh, no. What was the score?

MAN 2 What?

MAN 1 What was the score?

MAN 2 Three – nil.

MAN 1 Three – nil? Oh, no. Who got the goals?

MAN 2 Beckham got all three.

MAN 1 Oh, no, not him. I hate Beckham.

MAN 2 Excuse me, mate. What's your problem?

MAN 1 Oh, I'm sorry. Do you really like United?

MAN 2 Actually, I'm their number one fan.

MAN 1 Sorry. I didn't realise. They're a great team, obviously. And Beckham's a fantastic player ...

MAN Excuse me.

WOMAN Yeah.

MAN I just noticed your T-shirt.

WOMAN What did you say?

MAN I said, I just noticed your T-shirt.

WOMAN Oh, yeah.

MAN Did you go to that concert?

WOMAN Yeah. Yeah, I did, actually.

MAN Really? Er ... which bands did you see?

WOMAN What?

MAN Which bands did you see?

WOMAN Um ... oh, I don't know. Radiohead, I think. And ... er ... oh, I can't remember.

MAN Do you like Radiohead?

WOMAN No, not really. Listen, I'm sorry, I'm just going to speak to my friend over there. OK?

MAN Oh. OK ... I really like Radiohead, actually.

WOMAN 1 Hi, I'm Esme. Esme Robertson

WOMAN 2 Hi, Esme. I'm Sinead Myers.

WOMAN 1 Oh, nice to meet you, Sinead.

WOMAN 2 And you.

WOMAN 1 They're nice earrings, where did you get them?

WOMAN 2 Thank you. I got them in a little shop downtown.

WOMAN 1 Are those stones real?

WOMAN 2 Oh, no. They weren't expensive.

WOMAN 1 Really? They look great.

WOMAN 2 Thank you. And I really like your bag. Where did you get that?

WOMAN 1 It's ... er ... Gucci.

WOMAN 2 I could tell! I have three just like it at home.

WOMAN 1 Really?

WOMAN 2 I love Gucci. Yes ...

- 4 Students listen again and answer the questions in groups. Check answers around the class.

ANSWERS

1 (following order in phrase box in 1)

yes	no
they liked the name	three – nil
in a little shop downtown	Radiohead
I'm the boss	United

- 2 So, how many employees do you have now? / Who got the goals? / Do you really like United? / Do you like Radiohead? / Where did you get that?

3 Really?

Play the recording again, pausing after the first *Really?* Highlight the upward intonation and ask the class to repeat. Now say *really* with a downward intonation and ask the class to repeat. Point out that with an upward intonation *really* expresses interest, whereas with a downward intonation it can express lack of interest or boredom. Now contrast with *I really like* where the intonation is more neutral and goes down slightly.

Focus on the third question and elicit other non-verbal ways to show that you are interested in a conversation

(nodding, focusing on the person, facial expression, etc.) and what things give signals that you are not interested (looking at your watch or around the room, folded arms and stiff posture, no expression, etc.). Is body language the same or different in students' home countries?

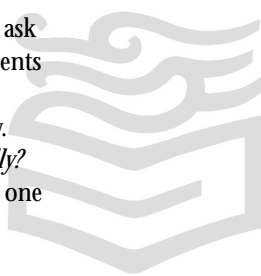
The seven-day holiday can bring good revenue to the government.

- 8 It takes us thirty minutes to walk from here to the station.

It will take a lot of courage to tell the truth.

TALKING ABOUT INTERESTS

- 5 Point to the three columns and make a sentence about yourself. Then students make at least three sentences about themselves, using one word or phrase from each column. Circulate and help as necessary.
- 6 Focus on the speech bubbles. Encourage students to ask you about your interests, and respond. In pairs, students take turns to ask and answer questions about their interests, using the information from the last activity. Monitor students' use of upward intonation on *Really?* Have a feedback session where students tell the class one or two things about their partner's interests.



NOW YOU

- 7 Go through the situations and ask the class to call out suggestions for phrases that could be used in each one. In pairs, students take turns to start a conversation in each of the four situations. They should continue the conversation as long as possible, asking and answering questions.

KEY to DO IT YOURSELF

SIMULATED SENTENCE WRITING

- 1 My best friend, Anna, was here last night.
You should see Mr. Smith, our manager.
- 2 The school is about five kilometers away from the center of the city.
The railway station is twenty minutes' ride from my home.
- 3 Can you look at my car?
I didn't have time to look at my paper again.
- 4 What he said was a worn-out joke, it's not funny at all.
My arrest and trial in court was a complete joke.
- 5 You can't spend so much money for nothing.
Tom spent a whole morning mowing the lawn.
- 6 I'm not really interested in politics.
I am only interested in sitting alone in a boat and doing nothing at all!
- 7 Many people take advantage of the two-day weekend to do some housework.

review 2

REVIEW 2 PAGES 54–55

AIMS

- to revise vocabulary, grammar and functions from Units 3 and 4
- to extend grammar: time expressions
- to extend the practice of pronouns, object pronouns and possessive adjectives in the *Focus on ...* section
- to extend pronunciation

VOCABULARY Collocations

- 1 Open books. Focus students on the example. Remind students that certain words go together and these are called *collocations*. Match the words in the two columns as a class. Refer students back to Units 3 and 4 to help where necessary. Pause, now and then, to encourage an exchange of ideas about the meaning of some of the words and to elicit examples of how they could be used in a sentence. Model and drill pronunciation and see if students can remember any of the topics from Units 3 and 4 that the words refer to.

ANSWERS

dry cleaning personal computer
vegetarian restaurant To Do list
independent country expenses claim
car rental chief executive officer

- 2 Focus students on the example. Students match the verbs and nouns. Check answers together.

ANSWERS

sign an agreement spend money
spill a cup of coffee stand on two legs

Close books. Call out a verb, and students call out the matching noun. You may wish to remind students again of the vocabulary recording techniques suggested in Unit 2, and encourage them to record any words in Units 3 and 4 that they haven't already recorded.

GRAMMAR EXTRA Time expressions

- 3 Close books. Write the time expressions from the table on the board (omit *past* and *future*). Clarify any unfamiliar phrases. Quickly elicit whether each phrase is used with the past or future. Ask for example expressions using *ago* and *next* (e.g. *a week ago*, *next Thursday*, etc.). Open books. Point to the first sentence and ask Is *one day* a time expression for the past or the future? Elicit *future*. Ask students to call out how to complete the sentence (*I'm going to / I'll go ...*). Using the table to help, students complete the sentences by putting the verbs in brackets into the past simple or future. As students finish, ask them to compare answers with a partner. Check answers around the class. Ask students, in pairs, to take turns to talk about their plans for tomorrow, next week and next year.

ANSWERS

1 'm going to / 'll go 2 was, wasn't 3 met
4 went 5 'll / 's going to send
6 'll / 're going to visit

FOCUS ON ...

- 4 Focus students on *I*, *me*, *my* in the table. Say *I am a teacher*, *look at me*, *this is my pen*. Ask students to complete as much of the table as possible and then to refer to the *Reference* section on page 144 to help them fill any gaps. Check answers around the class.

ANSWERS

you – **you** – **your**
he – him – **his**
she – **her** – her
it – it – **its**
we – **us** – **our**
they – **them** – their

- 5 Students complete the sentences, using words from the table. They should then look back at Units 3 and 4 to locate and check the sentences. Check answers together.

ANSWERS

1 their 2 it 3 your 4 his 5 them

PRONUNCIATION Vowels (2)

- A Play the recording. Students listen and repeat. Focus on the circled sounds and drill pronunciation. Elicit any other words students know that contain these sounds (e.g. *girl, bar, dog*).

TRANSCRIPT

Work hard, shop hard.

- B Write ✓ and ✗ on the board. Point to ✓ and say *sounds the same*. Point to ✗ and say *sounds different*. Play the recording and pause after the first pair of words. Elicit if the underlined letters sound the same or different (same). Play the rest of the recording. Students repeat and decide if the underlined sounds sound the same or different. Play the recording again to check. Check answers around the class and drill pronunciation.

TRANSCRIPT / ANSWERS

world	service	✓
car	park	✓
pop	concert	✓
passport	office	✗
modern	robot	✓
stock	market	✗
birthday	party	✗
word	search	✓

- C Focus students on the two verbs. Play the recording. Students listen and repeat. Highlight the underlined vowel sounds and play the recording again.

TRANSCRIPT

booked cut

- D Focus students on the verbs. Play the recording. Students listen to the underlined vowel sounds in the verbs and put them into the correct group. Play the recording again, pausing to check answers. Write the past simple verbs on the board in the two groups and drill pronunciation.

ANSWERS

\U\ looked, pulled, put, took
\ø\ rushed, touched, won

TRANSCRIPT

looked pulled put rushed took touched
won

高等教育出版社

5

buying and selling

UNIT AIMS

- vocabulary for buying and selling
- *should, have to* and *must*: positive, negative, question form and short answers
- brand names and slogans
- figures (large numbers, percentages, fractions)
- describing trends
- language for shopping

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

- vocabulary for buying and selling

Preparation

Bring in a newspaper or magazine to demonstrate advertisements in activity 2.

CROSSWORD

- 1 Open books. Focus students on the crossword and point to the first clue. Ask how many letters the word has (eight) and elicit the correct word from the box (*research*). In pairs, students read the clues and complete the crossword with the words in the box. You may wish to give the class a time limit (ten minutes). Check answers together.

ANSWERS

Across: 4 purchase 5 cost 7 free 9 advert
10 win 11 spend

Down: 2 Sir 3 customers 4 profit 6 brand
8 earn

THREE ADVERTS

- 2 Hold up an advert from a newspaper or magazine. Elicit what it is and what it is advertising. Write *advertising* on the board. Elicit what the verb is (*to advertise*) and the noun (*advertisement*). Ask the class to suggest ways that the word *advertisement* can be shortened in everyday speech (*advert, ad*). Point out the difference in word stress: *advertisement*, *advert*.

Point to the adverts in the Coursebook. In pairs, students look quickly at the adverts and say what they are advertising. Check answers around the class.

ANSWERS

- 1 a reading of a new novel by an author
- 2 a display of Russian jewellery
- 3 a concert by a band called Metric Head

- 3 Point out that 1, 2 and 3 indicate which advert the word/phrase can be found in. Focus on *successful* in the first list. Ask students to find the example answer (*best-selling*) in advert 1. In pairs, students look at the adverts again to find words or phrases with a similar meaning to those listed. Check answers together. Close books. Say some of the words in the lists and ask the class to call out the words or phrases from the adverts with similar meaning.

ANSWERS

- 1 50% off advance online
- 2 advised chance on display extraordinary
- 3 sold out due to credit card hotline out now

A TICKET HOTLINE

- 4 Open books. Ask students to choose one of the events in the adverts. Play the recording. Students listen to the recorded message for information about what to do to buy tickets for the event they've chosen. Play the recording again to check. Nominate several students to say which event they chose, and which button they should press to order their tickets. Those hoping to go to the Metric Head concert will find the tickets are sold out. See if any students decide to press 3 for other concerts. If any events were not chosen by the class, listen to the recording again and elicit the answer.

A N S W E R S

1 press 5 2 press 4 3 tickets sold out

T R A N S C R I P T

Thank you for calling the Topshows Ticket Hotline, the number one agent for all the top shows, concerts and arts events. This week's special offer: we're offering three tickets for the price of two for next week's fabulous concert Classics in the Park. Also, a reminder that tickets are now available for *Aida* at the National Opera in July.

In a moment, you'll be through to one of our sales assistants, so please be ready with your credit card details.

For general enquiries and information about current shows and future attractions, press 1 now.

To take advantage of this week's special offer, press 2 now.

Concert tickets. We're sorry, but tickets for Metric Head are now sold out for both nights. For tickets for all other concerts, press 3 now.

For galleries and exhibitions, press 4 now.

And to purchase advance tickets for all other events, press 5 now.

In a moment, you'll be through to one of our sales assistants, so please be ready with your credit card details.

- 5 In pairs, students complete the sentences from the recorded message with words or phrases from the adverts and previous exercises. Play the recording again and pause to check answers.

A N S W E R S

1 available 2 credit card 3 special offer 4 sold out
5 advance tickets

N O W Y O U

- 6 Ask the class: *What's another word for 'chance' (opportunity) How do you spell it? What does 'customer' mean? (a person who buys things).*

Focus students on the example questions and elicit suggestions for any other possible questions (e.g. *What's the opposite of ... ?* etc.). In pairs, students take turns to ask questions about words/phrases from the lesson. Circulate and encourage, helping where needed. For homework, you may wish to ask the class to note and learn new vocabulary from the lesson, using one of the techniques discussed in Unit 2.

LESSON 2

PAGES 58–59

Lesson aims

- *should, have to* and *must*: positive, negative, question form and short answers

Preparation

No additional preparation is required.

Note: This lesson provides an introduction to modals and aims to help students understand their meaning and use. It is not necessary to go into too much detail at this level.

Warmer

Vocabulary review

Keep books closed. Ask the class:

How do you spell 'opportunity'?

What does 'in stock' mean? (when a shop has a product available)

What's the opposite of 'win'? (lose)

What's another word for a 'gift'? (a present)

Ask the class, in groups, to write four questions about different new words from the last lesson. Groups take turns to read a question to another group, who try to answer. If the group cannot answer, throw the question open to the rest of the class.

S H O U L D

- 1 Keep books closed. Say to the class: *I have a headache. Is it a good idea to drink lots of coffee now?* Elicit *No, you should drink (water).* Respond *So, I should drink water.*

Thanks for your advice. If the class has difficulty producing *should*, you may wish to refer back to *should* for advice in *Choosing a restaurant*, Unit 3. Ask the class for more advice on things you should and shouldn't do if you have a headache (e.g. *You should take medicine / You shouldn't listen to loud music*, etc.). Thank the class for their advice and repeat their suggestions (*So, I should ... and I shouldn't ...*). Check understanding of *should*, *shouldn't* and *advice*, using L1 if necessary.

Open books. Focus students on the Check box and read the information together. Nominate a student to read the activity instructions. Focus students on the prompts and elicit a sentence with *should* and with *shouldn't* to demonstrate. In pairs, students take turns to use the prompts to give advice to a new salesperson. Circulate, checking that *should* and *shouldn't* are being used.

Play the recording. Elicit the advice that is given. Have a brief feedback session comparing the advice from the recording with the advice that students suggested. Ask the class if they agree/disagree with the advice on the recording.

TRANSCRIPT

MANAGER OK, kid, if you wanna succeed in this business, you listen to me. You should dress smartly, nice suit and tie, and you should always arrive on time for meetings. OK?

When you first meet the customer, you should give him your business card and you shouldn't forget his name – that's important. If he's Ben, don't call him Ken, if he's Ken, don't call him Len. They don't like that kind of thing.

You're a smoker, right? Well, you shouldn't smoke during meetings and you should always be polite. OK, don't forget to say 'Please', 'Thank you', 'Excuse me', 'Sorry'.

Now, it's important that you make friends with the customer, but you shouldn't tell them your whole life story. They don't wanna hear that.

And one last thing – don't talk all the time. You should always listen to the customer. Is that clear?

SALESPERSON Er ... yuh.

MANAGER And here's something else you should remember: you should never under any circumstances talk about the price ...

HAVE TO

- 2 Focus students on the information in the Check box, particularly the use of *do* in the negative, question form and short answers. Ask the class to compare *should* and *have to*. Which is used for advice (*should*); which means 'it is necessary to' (*have to*)? Check that students understand that *He doesn't have to pay* means it is not necessary to pay.

Read the advert together. Ask the class: *What information does the company want?* (where you went on holiday last year and what you thought of the travel arrangements) *What time do you have to call before?* (6 pm) *How many telephone operators does the company have?* (over 100).

Focus on the example sentences. In pairs, students use the prompt words to write sentences using *have to* and *don't have to*. Check answers around the class. Ask students for suggestions about what the free gift might be.

ANSWERS

You have to phone before 6:00 pm today.

You have to spend five minutes of your time with one of our researchers.

You have to tell the operator where you went on holiday last year and what you thought of the travel arrangements.

You have to give us your address.

You don't have to give us any other personal information.

You don't have to wait in a long queue.

You don't have to pay for the call.

MUST

- 3 *Must* and *have to* have a similar function. It is not necessary to go into the differences in usage at this stage. Focus students on the information in the Check box. Point out that *must* expresses that there is an obligation to do something (e.g. rules). Elicit the long form of *mustn't* (*must not*). Write on the board:

a) *You mustn't ...*

b) *You don't have to ...*

Elicit which sentence says it is *not necessary* to do something (b) and which says that it is important *not to do something* (a). Point out that no question form is shown in the Check box – this is because in modern English we don't normally say *Must you ... ?* Instead *Do you have to ... ?* is used to check whether something is necessary.

Focus on the example. In pairs, students take turns to make sentences by matching a phrase in column A with a phrase in column B and linking them using *must* or *mustn't*. Check answers around the class.

ANSWERS

Products in shops must display the correct prices.
In most countries, shopkeepers mustn't sell cigarettes to children.
People who earn money must pay tax to the government.
Photos of products on the box must look like the products inside.
On the phone, customers must give correct credit card details.

SHOULD, HAVE TO OR MUST?

- 4 Quickly elicit what word we use for advice (*should*), for saying something is necessary (*have to, must*), for saying something is not necessary (*don't have to*), and for saying that it's necessary *not* to do something (*mustn't*). Read the instructions to the class. Highlight the example. Demonstrate that more than one answer is possible by focusing on the second prompt and eliciting suggestions (*You shouldn't miss this great opportunity / You mustn't miss this great opportunity*). In pairs, students write sentences about the remaining phrases using *should, have to* or *must* in positive or negative form. Circulate and help. Check answers around the class.

ANSWERS

You shouldn't/mustn't You must / have to You should
You must / have to You don't have to You mustn't

NOW YOU

- 5 Tell students that you are new to their town and ask them to quickly call out advice about things to see and do in the area. In pairs, students think of five pieces of advice for people spending a weekend in their area. Point out that *must* can be used for strong advice (e.g. *You really must go and see ...*). Stop after a few minutes and pool ideas. Write suggestions on the board and discuss any areas where students disagree.

Then students write five rules for newcomers to their English class. Again, have a short feedback session, checking that all forms of *must* and *have to* are being used

correctly. You may wish to collect in the written work to check any areas that may need revision.

Additional activity

Rules

If you have a mixed-nationality class, you could extend the activity by having group discussions about rules in students' home countries. In monolingual classes, ask students what advice and information they would give to someone coming to work in their country. What rules are important that might be different in the person's native country?

LESSON 3

PAGES 60–61

Lesson aims

- brand names and slogans
- figures (large numbers, percentages, fractions)
- describing trends

Preparation

Bring in three magazine photos showing a car, a computer and a soft drink, to use in the Warmer activity.

Warmer

Brands

Keep books closed. Use three magazine photos showing a car, a computer and a soft drink, and attach them to the board (if you cannot source magazine photos, write/draw the words on the board). Elicit what is in each picture and ask students to call out suggestions for a brand for each product (e.g. car – BMW, computer – Apple, soft drink – Pepsi, etc.).

In groups, students have five minutes to write down as many brands as they can think of for the three products. Ask groups to count how many brand names they have for each product and then brainstorm the brands, writing them on the board. Pause occasionally to ask the class to spell a brand name. Focus on one of the brands and ask how it is advertised (TV, radio, newspapers, magazines, Internet, the cinema, etc.). Elicit any brand slogans that the class know.

BRAND NAMES

- 1 Open books. Tell the class what brand names you are wearing. In groups, students talk about brand names that they are wearing or that they can see around the class. Elicit which brands spotted are the most famous.

If there is time, you may wish to introduce a discussion about the modern pressure to buy brand names, especially among children/teenagers.

- 2 In groups, students look at the article quickly to find brand names and company slogans. Ask groups to call out the brands/slogans and write them on the board. Focus on the companies and elicit what they are famous for.

ANSWERS

slogans: Just do it ... (Nike); The real thing ... (Coca-Cola); Intel inside ... (computers); I want my MTV ... (music television)

brand names: Nike (sportswear); Tommy Hilfiger (clothes)

- 3 Nominate students to read out the questions, and check comprehension. In pairs, students read the article carefully and answer the questions. Check answers around the class. Check any unfamiliar vocabulary in the article.

ANSWERS

1 We're all becoming more similar – we're all speaking the language of brands. 2 communist North Korea
3 Some companies plan to display their names on the moon's surface. 4 up 5 by signing his name
6 No – some adverts decrease the sales of products.

FIGURES

- 4 Focus on the information in the Check box. In pairs, students find the numbers in the article. Say the numbers aloud together. Check answers around the class.

ANSWERS

1.5 one thousand five hundred

150 million 150 billion 500 million 50%

Write the following numbers on the board and elicit how to say them:

2.4 (two point four)

24% (twenty-four per cent)

2 400 (two thousand four hundred)

240 000 000 (two hundred and forty million)

240 000 000 000 (two hundred and forty billion)

Point out that people often use *millions* and *billions* to mean *a lot*, e.g. *I've got millions of things to do*.

- 5 In pairs, students take turns to say the numbers. Check answers around the class. You may also wish to teach/ elicit *two thirds* and *three-quarters*, and other fractions.

ANSWERS

a/one quarter

three hundred and fifty-two thousand

thirty-seven million

a/one third forty billion

thirty-two million, seventy-six thousand, four hundred and one

a/one hundred and one million, seven hundred and twenty-three thousand and seventeen

sixteen point five per cent

- 6 Ask the class to look at the article again to find a word that means *approximately* (*around*). In pairs, students find two more words that mean *approximately*, one word that means *more than* and one that means *less than*. Check answers around the class. You could point out that *nearly* means *almost*.

ANSWERS

approximately – around, roughly, about;
more than – over; less than – under

DESCRIBING TRENDS

- 7 Focus students on the two groups. Ask the class to look at the underlined words in the article to find an example for each group. In pairs, students complete the groups using the underlined verbs. Encourage them to use dictionaries to check any unfamiliar vocabulary. Check answers around the class.

ANSWERS

going up: rose, increased, growing

going down: shrinking, falling, decrease

- 8 In pairs, students write the infinitive and past simple forms of the verbs. Encourage students to use the list of irregular verbs on page 160. Check answers together, and remind students to note any new vocabulary using one of the techniques discussed in Unit 2.

ANSWERS

infinitive: rise, increase, grow, shrink, fall

past simple: grew, shrank, fell, decreased

参考译文

品牌广告语

人们说世界在缩小，我们彼此越来越相似。人们为什么这样认为呢？因为时下流行这些品牌广告语：

Just do it ... The real thing ... Intel inside ... I want my MTV ...

当今世界范围内，从北京到布宜诺斯艾利斯，流行着许多有价值的广告语。甚至有些公司计划把它们的名字展示在月球表面上。

广告业是一个大产业。1995年美国公司花在广告上的费用不足1500亿美元；2000年却超过2000亿美元。耐克是20世纪90年代最成功品牌之一，其广告费从1990年的将近1.5亿美元提高到90年代末的5亿美元。

广告使产品销售信息遍布每一个角落。在美国，平均每个成年人每天看到或听到大约一千五百条广告。（他们起床后每分钟大约会接触到1.5条广告。）

那么，为什么广告越来越重要呢？原因之一是生产成本降低。现在生产产品的成本很低。但是拥有良好品牌声誉的产品才能获取丰厚的利润。因此世界上许多顶级公司其实并不生产产品。例如，唐美希维格公司销售的服装并非该公司所生产。公司仅靠出售其品牌赚取利润。

然而，巨大的广告费并不能完全保证产品成功。研究表明，有些广告实际上降低了产品的销售量。事实上，大多数商人认为其广告费用的约50%被白白浪费——问题是他们还不知道被浪费掉的到底是哪一部分。

complete the cloze (*How much / did*).

Open books. Read the instructions. Ask *How much money did Nike spend in 1992?* Nominate a student to answer by referring to the speech bubbles and the information on page 138. Divide the class into A/B pairs. Student A asks how much money Nike spent on advertising in each year from 1992 to 1997. Student B turns to page 138 and answers the questions while Student A takes notes.

Then Student B asks how much money Reebok spent on advertising for each year from 1992 to 1997. Student A turns to page 136 and answers the questions while Student B takes notes. Ask pairs to check the information they noted by referring to the relevant pages in the Coursebook.

Quickly revise expressions for *approximately*, *more than* and *less than*, and brainstorm verbs to talk about finances going up and going down. Students use the notes from the previous activity to write a short report. If you have time, ask students to compare their reports in pairs. You may wish to collect in the reports to check any areas that need further work.

Additional activity

Verbs revision

Close books. Brainstorm as many verbs from the article as students can remember, and write them on the board. In pairs, students take turns saying a verb and responding with its past simple form.

LESSON 4

PAGES 62–63

NOW YOU

- 9 Close books. Ask students to brainstorm companies that make sports equipment / sports clothes. If Nike and Reebok are not mentioned, give them as a spelling dictation and ask the class if they have any products from these companies.

Write on the board:

1992 1993 1994 1995 1996 1997

Elicit how to say each date. Then write:

___ / ___ Nike spend on advertising in 1992?

Elicit the question words and the correct form of *do* to

Lesson aims

- language for shopping

Preparation

No additional preparation is required.

Warmer

Shops

Keep books closed. Divide the class into groups. Tell them that they have five minutes to list as many shops as possible. Ask groups to call out the shops and write them on the board, pausing to check spelling and pronunciation. Brainstorm things that you can buy from each shop.

CAN I HELP YOU?

- 1 Open books. Focus on the photo and ask the class where you can buy this (at a fish market). Point to the four places in the box and ask if there are any of these places in the town/city that you are in. Say *Can you suggest something for a bad stomach?* Ask in which of the four places you could hear this phrase (a pharmacy). Point out that in British English a *pharmacy* can also be called a *chemist's*. In pairs, students decide where they would expect to hear each phrase in column A. Encourage use of dictionaries where needed. Check answers around the class.

ANSWERS

Can you suggest ... – pharmacy
I'm looking for ... – fish market
I want something ... – clothes shop
I'm interested in ... – electrical goods store

- 2 Again, say *Can you suggest something for a bad stomach?* Ask the class to identify which phrase in column B is the correct suggestion (*We normally recommend this medicine*). In pairs, students match the phrases in column A and the suggestions in column B. Check answers together. Ask pairs to take turns reading the phrases and suggestions.

ANSWERS

Can you suggest ... – We normally ...
I'm looking for ... – What about ...
I want something ... – So, you're looking
I'm interested in ... – Let me show ...

- 3 Ask the class to suggest the two most appropriate questions from the list to ask in a clothes shops (*Can I try it on? / Do you have any other sizes?*). In pairs, students decide which two questions go with each of the remaining situations.
- 4 Play the recording for students to check their answers in pairs.

TRANSCRIPT / ANSWERS

ASSISTANT Good morning. Can I help you?
MAN Oh, hello, yes. Can you suggest something for a bad stomach?
ASSISTANT A bad stomach? Well, we normally recommend this medicine.
MAN Does it taste horrible?
ASSISTANT Oh, no, it's not too bad, actually.
MAN OK. **How often do I have to take it?**
ASSISTANT This one ... I think you take two spoonfuls

after every meal.

MAN Oh, really? Oh, and **will it make me feel sleepy?**
ASSISTANT Oh, no. There are no problems like that.
MAN OK. I'll take it. How much is it?
ASSISTANT Just a second, I'll look that up for you. I'm new here, I'm afraid – it's my first week.
MAN Hmm.
ASSISTANT Hello. Can I help you?
WOMAN Oh, hello. Yes. I want something to wear at a conference.
ASSISTANT So, you're looking for something quite smart.
WOMAN Yes. Some kind of business suit ... Hmm. This is nice. Is this one in the sale?
ASSISTANT Yes, it is. There's a 25% reduction on this one. It's a real bargain.
WOMAN Hmm. It's still a bit expensive for me. Is there a discount for cash?
ASSISTANT Oh, no, I'm sorry.
WOMAN Size 12. **Do you have any other sizes?**
ASSISTANT No, I'm afraid this is the only one in stock.
WOMAN Oh, well, **can I try it on?**
ASSISTANT Yes, of course. The changing room's just over there.
WOMAN Thank you.
MAN Excuse me.
ASSISTANT Yes?
MAN I'm interested in a DVD player.
ASSISTANT A DVD player? Just a moment. Let me show you the latest model.
MAN Wow! It's so small ... and it's a great picture.
ASSISTANT Yeah, it's a beauty.
MAN **Does it come with instructions?**
ASSISTANT Oh, yes, there's an excellent user's manual which tells you everything you need to know.
MAN And is there a guarantee?
ASSISTANT Yes, of course. There's a 12-month guarantee, so if you have any problems with it, just bring it back and we'll give you a new one.
MAN Excellent.
ASSISTANT But you must keep the receipt to show that you bought it here.
MAN Sure ... What else? Um ... **Are batteries included?**
ASSISTANT Yes, they are.
MAN So ... er ... give me the bad news. How much is it?
ASSISTANT Well, actually, there's a special offer on this

one at the moment.

MAN Really?

ASSISTANT Yes. Ten per cent off.

FISHMONGER Yes, next please! Yes, madam.

WOMAN Oh, hello. I'm looking for something to feed two people.

FISHMONGER What about a lobster?

WOMAN A lobster?

FISHMONGER Yes, a lobster. Look at that – delicious!

WOMAN **Is it fresh?**

FISHMONGER Is it fresh? Madam, it's still alive.

WOMAN Really? Oh ... Well ... er ... **how do I prepare it?**

FISHMONGER Oh, you don't have to worry about that.

WOMAN Oh, really? And how should I cook it?

FISHMONGER Ooh! ... Oh, dear, I'm sorry.

WOMAN Don't worry, I'll get it ... Ow! ... Oh, no ... Get it off me! Get off! ... Ow! ... Uh! ... Uh! ...

FISHMONGER I am sorry, madam. Are you OK?

WOMAN Yes, thank you, I'm OK. I'm fine.

FISHMONGER So, I'll just put it in a bag for you.

WOMAN Er, maybe not. Thank you. I think perhaps we'll eat in a restaurant this evening.

PRONUNCIATION Sentence stress (1)

A Sentence stress is important as it can change the meaning of a sentence. Write *I like you* on the board. Point out that normally *like* is stressed. However, stressing the *I* means 'me as opposed to anyone else'; and stressing the *you* means 'I like *you* as opposed to anyone else'. Many other languages manipulate meaning in this way by changing word order rather than changing sentence stress. Emphasise that in English, main verbs and nouns (the words that convey meaning) are usually stressed. Focus students on the sentences. Play the recording. Students listen and circle the stressed word in each sentence. Check answers together.

TRANSCRIPT / ANSWERS

Does it taste **horrible**?

This is the **only** one in stock.

Give me the **bad** news.

I'll just put it in a **bag** for you.

B In pairs, students take turns to say the sentences, stressing the words they have circled. Play the recording again and drill the sentences, clapping the stressed words together.

READ THE LABEL

5 In pairs, students read the instructions and then look at the bottle. Play the recording of the conversation in the pharmacy again. Students listen for mistakes that the assistant makes when she talks about the medicine. Check answers around the class.

ANSWERS

She says to take two spoonfuls after every meal (instead of one) and that the medicine won't make the man feel sleepy (but it could).

GETTING THINGS CHEAPLY

6 In pairs, students listen to the conversation in the clothes shop again and complete the gaps in the sentences with the words in the box. Check answers together.

ANSWERS

1 the sale 2 reduction 3 bargain 4 discount

DOCUMENTS

7 In pairs, students listen to the conversation in the electrical goods store again and match the documents to their descriptions. Check answers together. Ask students what products they have bought recently that have had a guarantee or a user's manual.

ANSWERS

guarantee – an agreement to replace ...

user's manual – a small book ...

receipt – something which shows ...

A LOBSTER

8 Focus on the photo of the lobster and ask students what it is and if they have ever eaten it. In pairs, students listen to the conversation in the fish market again and answer the questions. Check answers around the class.

ANSWERS

1 It's still alive. 2 eat in a restaurant

NOW YOU

9 Write on the board:

customer shop assistant

Ask students, in pairs, to look back through the lesson for vocabulary/language that could be used by a customer or a shop assistant in a conversation in a shop (e.g. *I'm looking for something ...*). Have a feedback session and write suggestions on the board.

Divide the class into A/B pairs. Student A is a customer and turns to page 136. Student B works in a shop and turns to page 139. Demonstrate the role play with a confident student. When they have finished the first role play, they swap roles. Student B is a customer and turns to page 139. Student A works in a shop and turns to page 136. Circulate, encouraging and prompting where necessary. Less confident students may wish to make notes before starting the role play. Ask one or two pairs to act their role play for the class.

KEY TO DO IT YOURSELF

SIMULATED SENTENCE WRITING

- 1 They took full advantage of the school's facilities.
I'm afraid she is just taking advantage of your good nature.
- 2 Blue skies are no guarantee of fine weather.
Wealth is no guarantee of happiness.
- 3 If you want tickets you'll have to wait in a queue at the ticket office.
There was heavy traffic stretching down the road in a long queue.
- 4 They made a lot of money last year.
His investments haven't made much money this year.
- 5 Never, under any circumstances, touch the switch.
Under the circumstances, it was not surprising that there was trouble.
- 6 It's about two kilometers from the airport to your hotel.
The number of people employed by the company has risen from 25 to 200 in three years.
- 7 We don't have any green jackets in stock at present.
I'm afraid we have no red ones in stock at the moment.
- 8 At the end of the lesson, we prepared to go home.
Many people were in tears at the end of the film.

6

opinions and decisions

UNIT AIMS

- abbreviations in text messages
- giving opinions and reasons
- order of adjectives
- comparatives and superlatives
- language for conference calls
- complaining face-to-face and by letter

TEXT MSG

1 Write on the board:

R U lucky?

Point to the abbreviations and elicit what they mean. Give an example of when something lucky happened to you. Then ask the class to give examples of when they have been lucky. Elicit what the opposite is (*unlucky*).

In pairs, students find the abbreviations in the text message. Check the meaning of the abbreviations. Elicit what the message offers and ask the class to suggest what could be a problem with it. Ask pairs to tell each other about any examples of text message offers they have seen or heard about.

ANSWERS

- 1 u – you; 2 – to; R – are; B4 – before; 2day – today, min – minute
2 the chance to win \$500; the telephone call could be expensive

OPINIONS AND REASONS

- 2 Students use the word boxes to give advice to the colleague who received the message, choosing one word or phrase from each box and linking them with *so* or *because* to make a sentence. Check answers around the class.

ANSWERS

- I think you should delete the message ... / The best thing to do is delete the message ... because it's just a trick to get your money.
I think you should call right away ... / The best thing to do is call right away ... so you don't miss the opportunity.

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

- abbreviations in text messages
- giving opinions and reasons

Preparation

If you have a mobile phone that receives and sends text messages, bring it into class to demonstrate text messages.

Warmer

Mobiles

If you have brought in your mobile, hold it up and ask the class what things you can do on modern mobile phones apart from making and receiving calls (surf the net, send text messages, send photos, etc.). What do students think they will be able to do in the future with mobile phones? Ask the class if they receive or send text messages. In groups, students discuss the advantages and disadvantages of text messaging.

- 3 Play the recording. Students listen to some people discussing the same problem to find out which person gives the same advice as them.

TRANSCRIPT

DUNCAN Oh, hi, you two.
 MEGAN Hi, Duncan.
 SEAN Hello, Duncan.
 DUNCAN Look at this on my mobile phone.
 MEGAN Let me see ... Oh, yeah.
 DUNCAN What do you think I should do?
 SEAN Well, the best thing to do is delete the message because it's just a trick to get your money.
 DUNCAN Really?
 SEAN Oh, yes. The same kind of thing happened to me once. I called them, OK, and then I was on the phone for over ten minutes, just waiting. It cost me ... I don't know ... a lot. I didn't win anything at all.
 DUNCAN Oh.
 MEGAN Well, maybe that happened to you, Sean, but I don't agree with you. Duncan, I think you should call right away so you don't miss the chance. I know someone who did that. They made the call, they waited for about thirty seconds and they won. It was great.
 DUNCAN Really? ... Oh. Well, thanks for the advice.

EXAMPLES

- 4 Play the recording again. In pairs, students answer the questions. Play the recording a further time, pausing to check answers around the class.

ANSWERS

1 man: he called, waited on the phone for over ten minutes – this cost a lot but he didn't win anything
 woman: someone made the call, waited for 30 seconds and won
 2 I know someone who did that. / The same kind of thing happened to me once.

TWO PROBLEMS

- 5 Read through the two problems together, checking any unfamiliar vocabulary. You may wish to elicit the

difference between *borrow* and *lend* after reading the first problem. In pairs, students look at the phrases and choose two actions and two reasons that relate to each problem, writing the numbers in the table. Do the first one together as an example, eliciting the full sentence, e.g. *Refuse politely because you shouldn't trust people you don't know*. Check answers around the class.

ANSWERS

Problem 1: 2 – 4; 5 – 3 Problem 2: 1 – 7; 8 – 6

- 6 In pairs, students take turns to use the phrases from the lesson to give their own opinions about the problems. They should use examples to support their views. Circulate, encouraging and helping where necessary.

NOW YOU

- 7 Close books. Say to the class: *You are at a party and you hear a colleague discussing confidential company business plans with two people that you don't know. What should you do?* Elicit opinions around the class. Point out that there is no one correct answer. Encourage students to give reasons for their opinions or give examples where appropriate. Open books. In pairs, students discuss the two problems. Encourage students to exchange opinions, giving reasons and examples where possible.

Additional activity*I have a problem*

Ask students, in groups, to write a short problem based on their own situations/experiences (or they can invent one). Groups exchange problems and discuss. Hold a short feedback session, reading out the problems and eliciting the main opinions, reasons and examples that have been discussed.

LESSON 2 PAGES 70–71

Lesson aims

- order of adjectives
- comparatives and superlatives

Preparation

No additional preparation is required.

Warmer

Town and country

Ask the class to think of adjectives to describe the town that you are in. Then ask them to think of adjectives to describe a place in the country. Write the adjectives on the board. Ask the class to match as many opposite adjectives on the board as possible and, using dictionaries to help, to find opposites for any remaining adjectives.

ORDER OF ADJECTIVES

- 1 Go through the adjectives in the box, checking meaning. Encourage students to use dictionaries to quickly look up any unfamiliar words. In pairs, students put the adjectives into the correct column in the table. Check answers together around the class. You may wish to point out that sometimes *material* can come before *origin*.

ANSWERS

opinion: practical, stupid	colour: purple, brown
size: huge, tiny	origin: Japanese, British
age: middle-aged, modern	material: stone, metal
shape: triangular, round	

Ask the class to call out any other adjectives that they know that could be added to the table. Write *a car* on the board. Ask the class to brainstorm adjectives that could be used to describe a car, and elicit in what order the adjectives should be placed.

- 2 In pairs, students use the table to identify which one of the five sentences is correct. After eliciting the correct sentence (3), ask pairs to rewrite the other four sentences correctly. Check answers together.

ANSWERS

1 ... a lovely little Mexican ... 2 ... a black leather ...
3 correct 4 ... a tall young Polish ...
5 ... a fantastic new Indian ...

- 3 Students write sentences about a person, a chair, a book and the place where they live, using two or three adjectives in each sentence. In pairs, students compare their sentences.

Additional activity

My favourites

Students describe the following to their partner: favourite article of clothing; most treasured possession; best friend.

Encourage use of dictionaries. Circulate, checking that adjectives are being used in the correct order. Students could write up their descriptions for homework.

PRODUCT DESCRIPTIONS

- 4 Close books. Ask students, in groups, to think of three things that would make their workplace more interesting. Have a brisk feedback session. Open books. Read the text together, pausing to elicit how to say the prices and e-mail addresses. Ask if students would like any of these items in their workplace. Why? Why not? In pairs, students read the text again and answer the questions. Check answers around the class.

ANSWERS

1 pool table 2 aquarium
3 pool table 4-6 Students' own answers

- 5 In pairs, students make lists of the comparative and superlative adjectives in the text. Check answers together, writing the comparatives and superlatives on the board.

ANSWERS

comparative: more exciting, more interesting, better,
more competitive, friendlier, more relaxing, calmer,
happier
superlative: most important, finest, most delicious,
toughest, most stressful

Elicit the adjective and comparative/superlative form for each of the words on the board. Focus students on the information in the Check box.

参考译文

工作中放松的三种最佳办法

你是否觉得办公室的生活很枯燥？是否想找一个更加刺激的地方工作？这里我们介绍三种产品，能使你的办公场所多一点情趣。

那些拼命工作又拼命享受的人会喜欢这种大型号的美国台球桌。鹦鹉台球公司曾经为世界上一些最重要的台球比赛生产过台球桌，因为他们的产品使用了最好的材料。除了台球，再也没有一种更好的方式让同事们聚在一起，使你的公司充满竞争力。

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NOW YOU

6 Close books. Write on the board:

I like the coffee bar _____ it's _____.

Elicit suggestions to complete the sentence, using a comparative or superlative (e.g. *because ... the most practical/relaxing*, etc.). Open books. Nominate a student to read the instructions to the class. Focus attention on the example sentences. In pairs, students discuss the three items in order to choose one of them for their school or workplace. Encourage use of comparatives and superlatives.

7 Focus on the example phrase. In groups, pairs explain their choices to other people.

LESSON 3

PAGES 72-73

Lesson aims

- language for conference calls

Preparation

If you plan to use the Additional activity *Revision snakes and ladders* (page 91), photocopy a worksheet for each pair/group of students. Each pair/group will also need a coin and counters made out of small pieces of paper.

Note: The language from this lesson is equally useful for meetings.

Warmer

What makes a good meeting?

Keep books closed. Write on the board:

good meeting bad meeting

Ask the class, in groups, to discuss what makes a good meeting (clear agenda, keeping to the point, good preparation, set time limit, etc.) and what makes a bad meeting (too many interruptions, not knowing what the meeting is about or why it was called, not keeping to the agenda or point of the meeting, going on too long, etc.).

What difference has technology made to meetings (e.g. people can now have meetings by phone or video)?

PROS AND CONS

- 1 Open books. Check that students understand what a conference call is. In groups, students compare conference calls and face-to-face meetings (e.g. *In face-to-face meetings, you can see people's reactions to ideas. In conference calls, you can't check body language*, etc.). Hold a feedback session comparing the two and listing the advantages and disadvantages.

LEADING THE DISCUSSION

- 2 Check comprehension of the four functions. Focus students on the box in the middle of the spread. In pairs, students choose phrases for each of the four functions. Check answers together.

ANSWERS

- 1 Can we all hear each other?
- 2 Today we're going to talk about ...
- 3 Go ahead.
- 4 What do you think?

- 3 In pairs, students listen to the conference call and answer the questions. Check answers around the class.

ANSWERS

- 1 to talk about cutting costs 2 disagree
- 3 expensive, profitable, big 4 Remi's baby wakes up
- 5 in half an hour

TRANSCRIPT

FRANK OK. Can we all hear each other? Remi?

REMI Yes, I'm here.

FRANK How about you, Ashok?

ASHOK Loud and clear, Frank!

FRANK And Komal? ... Komal?

KOMAL Yeah, I'm here, Frank. Sorry about that, I'm on the car phone. There was a bit of traffic.

FRANK No problem. Well, good. Now, as you know, today we're going to talk about cutting costs in this company. We have to reduce our spending by ten per cent over the next six months. And we need

some ideas ...

REMI Can I just say something here?

FRANK Sure, Remi. Go ahead.

REMI We all understand the problem: we have to close one of our shops ... like maybe the one in Paris. It's very expensive ...

ASHOK Hang on a moment, Remi. I have to disagree with you. Perhaps we don't have to close one of our shops. You know, maybe there's another solution. Like ... um ... well ... you know ...

FRANK I see where you're coming from, Ashok. Do we close one of our shops or is there another solution? Komal, what do you think?

KOMAL Thanks, Frank. Aren't we forgetting something? We know the Paris shop is the most expensive, but it's also the most profitable. This is not just about cutting costs, you know.

FRANK Yes, that's a good point. It's the most profitable and it's also the company's biggest shop.

REMI Sorry, everyone, the baby's waking up. Can we continue this a bit later?

FRANK Er ... sure. In half an hour?

REMI Yeah, that sounds OK. ... Sorry, I must go.

FRANK OK, everyone. Let's talk again in half an hour.

PARTICIPATING IN THE DISCUSSION

- 4 In pairs, students find phrases from the box to answer the three questions. Play the recording again to check. Check answers around the class. Spend time modelling and drilling intonation.

ANSWERS

- 1 Can I just say something here? Hang on a moment.
2 That's a good point. I have to disagree with you.
I see where you're coming from.
3 Aren't we forgetting something?

PRONUNCIATION Intonation (1)

- A Play the recording. Students listen and repeat the sentences. Elicit where the tone rises and falls. Point at the arrows in the book to emphasise this. Play the recording again. Students listen and repeat.

TRANSCRIPT

We know the Paris shop is the most expensive, but it's also the most profitable.
It's the most profitable and it's also the company's biggest

shop.

- B Students complete the sentences with *rises* or *falls*. Check answers together.

ANSWERS

falls rises

- C In pairs, students take turns to say the sentence. Play the recording for students to check. Play the recording again and ask the class to repeat chorally and individually. Students could then think of similar sentences to practise in pairs.

TRANSCRIPT

REMI We all understand the problem: we have to close one of our shops.

NOW YOU

- 5 Divide the class into groups. Ask students to quickly choose a group leader. Groups choose one of the discussion subjects and sit face-to-face for a meeting or back-to-back for a conference call. Circulate, checking that language from the lesson is being used.



Additional activity

Revision snakes and ladders, page 91

Students can work in pairs or small groups. Give each pair/group a worksheet and a coin. Ask students to use small pieces of paper as a counter. Students take turns to flip the coin and move their counter around the board (heads – move one square; tails – move two squares), answering questions and responding to the prompts. If students land on the head of a snake, they must slide down to the tail if they answer the question incorrectly. If they arrive at the foot of a ladder, they can go up if they answer the question correctly. The first student to reach the *Finish* square wins the game. Some of the squares have more than one possible answer/response (2 receipt, guarantee, instructions, user's manual 3 You don't have to book in advance. 6 twenty-three million, five hundred thousand 7 Can I just say something here? / Hang on a moment. 8 bargain 10 connected to the Internet 11 Can you call before 11 am today? 12 She has a lovely black modern table 14 sold out 15 e.g. You should see a doctor. / You shouldn't go to work. 17 friendlier 19 It's the wrong size.)

LESSON 4 PAGES 74-75

Lesson aims

- complaining face-to-face and by letter

Preparation

No additional preparation is required.

Warmer

Best and worst

Ask the class, in pairs, to think about the best and worst hotels that they have stayed in. What made them so good or bad? Have they complained about bad service in a hotel or restaurant?

THE WORLD'S WORST HOTELS

- 1 In pairs, students read the article and answer the questions. Check answers around the class.

ANSWERS

1 Luanda 2 photograph, mosquito, chambermaid, mouse

参考译文

那天晚上,我睡在洗手间外面

即使在最好的酒店里呆一会儿,都会让人感到有点像在监狱里一样。我试着在浴室的镜子上贴上照片,或者摆上书本,使房间有一种家的感觉,但是,这一切总是枉然。

在我住过的酒店中,发生过老鼠啃照片的事件,也有人偷走过细小的物品。有一个女服务员尽管对英语一窍不通,竟然偷走了我的一本美国诗歌集。

在罗安达那家酒店的经历尤为难受。那天天气十分炎热,整个晚上我汗流浹背,成群的蚊子叮我。而我在酒店洗手间外面睡着的那段时间则更糟糕。厕所气味令人作呕,可我还是睡着了,因为我疲惫不堪。两小时后我醒来,发现身上到处都是被蚊子叮咬过的大片的红色疤痕。同事们看见我时,笑着尖叫道:真是典型的记者!

- 2 In pairs, students tick the phrases that Fergal Keane could use to complain about his hotels. Check answers together.

Check any new vocabulary.

ANSWERS

Tick: Something's missing ... The air conditioning ... It's full of insects. It needs cleaning.

- 3 Draw two columns on the board and write:

a product in a shop a meal in a restaurant

In pairs, students identify which of the other phrases in the box could be used to complain about these two things. Ask students to call out the phrases and elicit which column they should go in.

ANSWERS

a product in a shop: It's the wrong size. It's broken. It's faulty.

a meal in a restaurant: It tastes disgusting. I didn't order this. It's not cooked.

COMPLAINING IN A RESTAURANT

- 4 Ask the class what things you could complain about in a restaurant (service, cold food, wrong orders, etc.). Play the recording and ask students to answer the questions. Check answers together. Finish by asking students to think of any other phrases they could use in this situation.

ANSWERS

1 It tastes disgusting. / I didn't order this. / It's not cooked.

2 Her food takes a long time to come; she ordered fish not steak; the steak isn't cooked properly; the steak tastes disgusting.

3 write to the manager

TRANSCRIPT

WOMAN Excuse me.

WAITER Yeah, what is it?

WOMAN I got here at one o'clock and it's now past two o'clock and I still don't have my food.

WAITER Yeah. Well, we're busy. It's lunchtime.

WOMAN This is not good enough. I ...

WAITER Just a moment. I think it's coming now ... There you are! Enjoy your meal.

WOMAN But I didn't order this.

WAITER What do you mean?

WOMAN I ordered fish. I didn't order steak. And it's not

cooked properly.

WAITER It is! That steak's the chef's speciality. It's delicious. Try a bit. You'll see.

WOMAN Ugh! It tastes disgusting. Take it away this minute.

WAITER Oh, all right, then, we'll get you some fish.

WOMAN Oh, no, thank you. I'm not waiting any longer. And I'm going to write to your manager about this.

WAITER Be like that.

A LETTER OF COMPLAINT

- 5 Ask the class if it is easier to complain face-to-face or by letter. What are the advantages and disadvantages of each?

Students read the letter and fill the gaps. Ask students to compare their letters in pairs. Check answers.

ANSWERS

at lunchtime over an hour instead of fish the steak
the waiter extremely rude

KEY TO DO IT YOURSELF

SIMULATED SENTENCE WRITING

- 1 The most important thing to do now is to study hard because the final examination is approaching.
The most necessary thing to do is to find him right now, because it will be his turn to make a speech soon.
- 2 I know everything which is about this accident.
I understand these students who made mistakes.
- 3 There is no better way to improve our English.
There is no better way to save his life.
- 4 This dress looks smart.
The proposal sounds quite all right.
- 5 The beautiful jewels laid out in the shop window are very expensive.
Please lay out all the clothes you want to take on holiday.
- 6 The little girl is so lovely that we all like her very much.
The rain is so heavy that we have to cancel our plan.
- 7 I want to watch TV instead of doing homework.
I am the headmaster in this school instead of Mr. Wu.
- 8 The statue is a lasting reminder of Chairman Mao's greatness.
This picture is a reminder to us that we should never forget the past.

NOW YOU

- 6 Refer students to the letter in activity 5 and focus on how to start and finish a letter. Brainstorm ideas for what Fergal could complain about. Then ask students to imagine that they are Fergal and to write a letter of complaint to the manager of one of the hotels mentioned in his article. Circulate, helping where necessary.

Additional activity

The follow-up call

Tell the class that it is two weeks after they have written the letter of complaint to the hotel manager and they have had no reply. Ask them to suggest what they should do now (try to elicit *phone the manager*). Elicit helpful phrases (*I wrote you a letter but you didn't reply. Did you receive my letter?* etc.).

In pairs, students sit back-to-back to simulate a phone call, and take turns to be Fergal and the hotel manager, discussing the points in their letter. Hold a brief feedback session, checking the outcomes of the calls.

review 3

REVIEW 3 PAGES 80–81

AIMS

- to revise vocabulary, grammar and functions from Units 5 and 6
- to extend grammar: *-ed* and *-ing* adjectives
- to extend practice of prepositions in the *Focus on ...* section
- to extend pronunciation

VOCABULARY Word groups

1 Go through the words in the box together. Ask the class to call out suggestions as to which unit/topic introduced the words. Focus on the example and elicit a word for each of the other word groups. In groups, students put the remaining words into the correct groups. Check answers around the class. Quickly go round the class asking groups to think of an example sentence containing one of the vocabulary words.

ANSWERS

documents: instructions, guarantee
 saving money: discount, bargain, half price
 describing a good product: fresh, modern, practical
 complaining about a bad product: faulty, broken, disgusting

2 Give groups a time limit (five to ten minutes) to look back over Units 5 and 6 and to add more words and phrases to each of the four groups. Elicit suggestions and write them on the board. Check pronunciation. Ask groups to take turns choosing one of the words from the board and describing its meaning. The rest of the class try to guess what word is being described.

POSSIBLE ANSWERS

documents: business card, user's manual
 saving money: free, special offer, 50% off, reduction, sale
 good product: beautiful, fabulous
 bad product: horrible, appalling, wrong size

GRAMMAR EXTRA *-ed* and *-ing* adjectives

3 Write on the board:

- a) *She is interested in music.*
 b) *It was an interesting concert.*

Ask the class to look at the two sentences, and elicit suggestions for the difference in meaning between them. Ask: *Which sentence describes a person's feelings?* (a) and *What is being described in sentence b?* (the concert). Highlight which sentence uses *-ed* and which uses *-ing*. Read the information in the Check box together.

Students complete the sentences using the adjectives from the box. Check answers around the class. Ask students, in groups, to choose a pair of *-ed/-ing* adjectives and use them to write two sentences. Ask groups to call out their sentences, and check whether the rest of the class thinks they are correct or not.

ANSWERS

1 excited 2 boring 3 disgusting 4 interested
 5 confusing

FOCUS ON ... Prepositions

4 Focus on the first sentence. Elicit the correct prepositions (*on, of*). Ask the class to refer to page 58 of the Coursebook to check. Students complete the rest of the activity and then look back at Units 5 and 6 to check.

ANSWERS

1 on, of 2 from, to, at 3 at 4 for
5 at, to 6 from 7 outside 8 to, about, in

Give each student two A4 sheets of paper. Tell them to draw a ✓ on one sheet and a ✗ on the other. Explain that you are going to read out some sentences and ask the class to hold up the ✓ if they think the sentence uses a correct preposition and the ✗ if it doesn't.

Read out the sentences below, pausing to check if students think the sentence is correct or incorrect and encouraging them to call out the correct preposition, where appropriate.

What did you think on the presentation? (incorrect – of)

Where are you going to holiday this year? (incorrect – on)

We looked at two products. (correct)

He is interested of sport. (incorrect – in)

She asked for information. (correct)

If time allows, you may like to ask students to work in small groups and write two or three of their own correct/incorrect sentences and read them to the rest of the class.

PRONUNCIATION Vowels (3)

A Focus students on the phrase and the three different sounds. Play the recording. Students listen and repeat. Focus on the second sound. Explain that it is a combination of two sounds (a diphthong). To demonstrate, turn your head to the right and say /ɔ/ then turn your head to the left and say /ɪ/. Now move your head from right to left gliding from one sound to the other. Repeat and ask the class to copy you. You can use this method to clarify the pronunciation of any diphthong.

TRANSCRIPT

eight point three

B Read through the sentences together, checking comprehension. Focus on the example. Read the sentence to the class and then highlight the three identical vowel sounds. Play the recording. Students listen and repeat. Elicit three vowel sounds in each sentence that are the same. Ask students if they can think of other words containing any of these vowel sounds.

TRANSCRIPT/ANSWERS

Why does **he** always disagree with **me**?

That **noisy boy's** annoying me.

Please **take** the **steak away**.

This is my new **DVD**.

I'm sorry you had to **wait**; my **train** was **late**.

I don't **enjoy oysters**; they are always disappointing.

It's **faulty**, but here's the **receipt** and **guarantee**.

C Play the recording. Students listen and repeat. Focus on the underlined vowel sounds. Say each sound individually and ask the class to repeat.

TRANSCRIPT

brand share dear

D Go through each of the words checking understanding. Play the recording. Students listen and repeat. Play the recording again. Students put the words into one of the three groups in activity C. Ask students to compare their answers with a partner. Check answers around the class.

ANSWERS

/æ/ Japan, black, cash, hang

/eə/ wear, air, square, compare

/ɪə/ idea, appear, near, experience

TRANSCRIPT

wear idea Japan air black cash
appear square hang near compare
experience

Ask the class, in groups, to look at Units 5 and 6 for five minutes to find any other examples of the three vowel sounds. Elicit suggestions (e.g. *advert*, *prepare*, *nearly*), and write them on the board, underlining the vowel sounds.

7

changes

UNIT AIMS

- introducing the present perfect (for describing changes)
- past participles: regular and irregular
- present perfect: positive, negative, question form, short answers
- editing a document on a computer
- writing a summary
- describing people

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

- introducing the present perfect (for describing changes)
- past participles: regular and irregular

Preparation

No additional preparation is required.

Note: Some students may find the present perfect challenging as this aspect does not exist in many languages. To help students, take time to explain and clarify, and make sure that students understand the concept of joining past time and present time using the present perfect.

Warmer

Your town

Keep books closed. Ask students to describe some aspects of their home town as it was ten years ago. They could work in pairs or groups depending on whether they come from the same town or not. Encourage students to say things like *There were a lot of cars and buses in the centre*. Then ask them to describe it now, e.g. *People can't drive cars in the centre*. In the *Now* you section at the end of the lesson, students will talk about how things have changed, but don't mention this now.

参考译文

又换新颜

20世纪60年代,这座城市是中东最令人振奋、最富有魅力的地方。那时世界各地的旅游观光者纷至沓来,游览博物馆、品味风味佳肴、纵情于夜总会。

但是,紧接着的历时15年的战争却使这座城市变成一片废墟。几乎市中心的每一座建筑都遭受了战火的摧残;其中许多建筑甚至被完全摧毁。1990年战争结束时,整座城市如同幽灵般狰狞恐怖。

然而,自1990年以来,这座城市却有了大的变迁,人们目睹了翻天覆地的变化。为重建这座城市,政府花费了超过180亿美元的巨资。道路得到了修缮;许多从前的建筑都恢复了原貌。工商企业纷纷兴建新的商场和办公大楼;在滨海地区的废墟上,一座座豪华的宾馆拔地而起。城市的重建计划圆满地完成了。结果,旅游观光者又重新回来了,他们发现这座城市丝毫没有失去昔日的魅力;人们又找回了欢乐开怀的时光!

THEN AND NOW

- 1 Open books. Focus students on the pictures. Ask them to quickly describe/contrast the pictures. In pairs, students decide which of the words in the box go with picture 1, and which go with picture 2. Encourage use of dictionaries to help with unfamiliar words. Check answers around the class and spend time modelling and drilling pronunciation.

ANSWERS

picture 1: destroy, damage, in ruins

picture 2: reconstruct, restore, repair

Ask students to look at the pictures again (without referring to the texts) and decide which city it is. Ask them to call out suggestions. Play the recording. Students read and listen to the texts to check. Elicit which city it is (*Beirut*). Point out that the name of the city is mentioned in the listening text but not in the reading text. Ask students if there is anything in the texts that surprised them. Would they like to visit Beirut as a tourist?

TRANSCRIPT

In the 1960s, this city was the most exciting, glamorous place in the Middle East. Tourists came from all over the world for its museums, restaurants and nightclubs.

But then fifteen years of war left the city in ruins. The fighting damaged almost every building in the city centre and completely destroyed many of them. When the war ended in 1990, the city looked like a ghost town.

But a lot has happened to the city since 1990 and people have seen huge changes. The government has spent over \$18 billion on a plan to reconstruct the city. It has repaired the roads and it has restored many of the old buildings. Businesses have built new shops and offices, while luxury hotels have risen from the ruins along the seafront. The plan has been a great success. At last, tourists have come back and they've found that the city of Beirut hasn't lost any of its glamour and that the people haven't forgotten how to have a good time!

FROM PAST TO PRESENT

- 2 Focus students on text 1. In pairs, students underline the verbs and decide which tense is used. Check answers around the class.

ANSWERS

was, came, left, damaged, destroyed, ended, looked (all the verbs are in the past simple)

- 3 In pairs, students read text 2 again and find four things that have changed since 1990. Check answers around the class.

ANSWERS

The government has repaired the roads and restored old buildings; businesses have built new shops and offices;

luxury hotels have risen from the ruins; tourists have come back.

Elicit the verb form used to talk about each change, highlighting *have* + past participle. Read through the Check box together. Play the recording again. Ask the students to listen and read, and to say *Stop!* when they come to a verb in the present perfect tense. Focus on the use of *has/have* and the past participle, and drill pronunciation.

- 4 In pairs, students match the verb forms in the phrases on the left to the time phrases on the right. Check answers together.

ANSWERS

Things change – every day.
Things are changing – at the moment.
Things changed – ten years ago.
Things have changed – since 1990.

Elicit what the verb forms are (present simple, present continuous, past simple and present perfect). Highlight the difference between the past simple *Things changed ten years ago* (connected only to the past) and the present perfect *Things have changed since 1990* (connecting the past to the present).

Tell the class one or two things that you did ten years ago, and a few things that you have done since 1990. Use time lines on the board to demonstrate the past simple activities compared to the present perfect activities. For example:

NOW

← X →

I visited Tokyo ten years ago.

----- NOW

← X →

I have lived in Budapest for three years.

Then ask students to discuss in pairs: *What did you do ten years ago? What have you done since 1990?*

PAST PARTICIPLES

- 5 In pairs, students refer to text 2 to complete the table of past participles. Check answers around the class. Spend

some time modelling and drilling pronunciation.

ANSWERS

built come found forgotten happened lost
repaired restored risen seen spent

Still in pairs, students note which past participles in the table are regular and which are irregular. Encourage students to use the list on page 160 of the Coursebook to help. Check answers together. Elicit which letters are added to make regular past participles (-d or -ed). Point out that this is the same as for the past simple form.

ANSWERS

regular: happened, repaired, restored

irregular: been, built, come, found, forgotten, lost, risen, saw, spent

NOW YOU

- 6 Focus students on the two pictures of Beirut. Elicit something that has changed since the past picture. Write the sentence on the board and highlight the use of the present perfect, e.g. *They have built a Hard Rock café*. Use time lines to clarify as necessary. In pairs, students talk about things that have changed between the two pictures. When they have finished, elicit suggestions around the class and write some of the sentences on the board to highlight the form and use of the present perfect. Give ample time for explaining and clarifying where necessary. You could also remind students of what they said about their home towns in the Warmer, and ask them to make similar sentences about how it has changed.

LESSON 2 PAGES 84–85

Lesson aims

- present perfect: positive, negative, question form, short answers

Preparation

No additional preparation is required.

Warmer

School reunion

Keep books closed. Ask the class what things they remember from their schooldays. Do they have good memories? Who was their favourite teacher? Why? What were their favourite subjects? Write on the board:

school reunion

Elicit the meaning (encouraging use of dictionaries). Would they go to a school reunion if the opportunity arose? Why? Why not? If anyone has been to a school reunion, ask them to tell the class about the experience. In pairs, students write three questions that they would ask an old school friend if they met them at a school reunion.

CHANGES IN LIFE

- 1 Open books. Point to the picture of Todd on the web page and ask the class to guess what he was like at school. What job do they think he is doing now? In pairs, students read the web page and answer the questions. Check answers together. Use the answers to highlight the positive and negative forms of the present perfect. Point out that *he has* can be contracted to *he's*.

ANSWERS

- 1 He would like to get in touch with old school friends.
- 2 He's become a retail manager; he's had jobs with three different companies; he's learnt to drive; he's grown a beard.
- 3 He hasn't made a fortune; he hasn't got married; he hasn't moved out of his parents' house; he hasn't lost his sense of humour.

- 2 Focus students on the information in the Check box, paying particular attention to the question form and short answers. Point to the prompts and highlight the example question and answer. In pairs, students take turns to ask questions about Todd's life, using the prompts and putting the verbs into the present perfect. They should reply using short answers. Elicit the first question as an example (*Has he seen a lot of his old friends?*) and elicit the short answer (*No, he hasn't*). Some students may prefer to prepare in writing first. Check answers around the class.

ANSWERS

- Has he made a lot of money? No, he hasn't.
Has he fallen in love? No, he hasn't.
Has he had more than one job? Yes, he has.
Has he enjoyed his jobs? No, he hasn't.

Has he changed his appearance? Yes, he has.

Has he become much more serious? No, he hasn't.

A SUCCESS STORY

- 3 Students complete the gaps in the web page by putting the verbs in brackets into the present perfect. Elicit the first verb as an example (*I haven't spoken*). Encourage students to use the table of irregular past participles on page 160. Check answers around the class. Read the web page together to model pronunciation.

ANSWERS

haven't spoken haven't heard 've/have moved
've/have started 've/have bought 've/have had
have you done

- 4 In pairs, students use the prompts to make questions using the present perfect or the present simple. Check answers together. Pairs then take turns asking and answering the questions.

Compare the strong form of *has* /hæz/ used in the *Yes/No* questions in activity 2 (where the auxiliary is at the start of the sentence) with the weak form of *has* /həz/, etc. used in the *Wh-* questions in this activity (where the auxiliary is in the body of the question).

ANSWERS

Why does Jane feel bad? Because she hasn't spoken to anyone from school for a long time.

How far away has she moved? She has moved a long way out of the area.

Where do she and Leroy live? They live in Anchorage / Alaska.

What kind of company have they started? They've started a marketing company.

What kind of house have they bought? They've bought a big, modern house.

What does she think of Alaska? She loves it.

How many children does she have? She has one child.

NOW YOU

- 5 Ask the class, in pairs, to think of questions to ask you (or someone they know if you don't want to answer questions about your own life) to find out what things have changed in your life since you left school. Let the natural curiosity of the class dictate what questions are asked (they do not

necessarily need to use the present perfect). The focus is on communication, but encourage students to self-correct where necessary. In pairs, students tell each other what they have done since school (or in the last year if they are still at school) and what things have and haven't changed in their life. Some students may wish to prepare in writing first. Circulate, encouraging and helping where needed.

Additional activity

Together again profile

Ask students to work in the same pairs. Tell them that they work for the *Together again* website and that they have to write a short profile about their partner. Using the information from the previous exercise and asking any additional questions, students write a short profile of their partner saying what he/she is doing now and what has changed in their life since leaving school (or in the last year). Students compare their profile with their partner. Collect in the written work to check any areas that may need revision.

LESSON 3

PAGES 86–87

Lesson aims

- editing a document on a computer
- writing a summary

Preparation

Bring in a magazine picture of a (living) internationally famous person that most of your students know, to use in the Warmer activity.

Warmer

What has changed?

Keep books closed. Show a magazine picture of a (living) internationally famous person to the class. Elicit what things might have changed in his / her life since he / she was at school (e.g. *He / She has written a book / become a singer / made films*, etc.). Ask what questions a journalist from the *Together again* website might ask the person.

Divide the class into two groups, A and B. Ask Group A to think of a famous person and to write down (or invent) some details about him/her. Ask Group B to write down a list of questions to ask a famous person about the things that have changed in their life. Then put students into A / B pairs. Student A is the famous person and Student B is the reporter.

Pairs spend five minutes asking and answering questions.

A COMPUTER MENU

- 1 Open books. Focus students on the computer menu. In pairs, students match the commands to the questions. Check answers around the class.

ANSWERS

Grammar check – Is this phrase ...
Punctuation check – Should I use ...
Word count – How long ...
Summarise – How can I ...
Dictionary – What does this word ...
Thesaurus – What other words ...

READ THE DOCUMENT

- 2 In pairs, students read the chairman's message and answer the questions. Encourage use of dictionaries to help with any unfamiliar vocabulary. Check answers together. Ask students what helped them to decide on the main points.

ANSWERS

1 cleans offices
2 Suggested answer: the company has done a great job this year; profits have risen; the company has grown (opened three new offices and employed 83 new people)

CHECK THE DOCUMENT

- 3 In pairs, students look at the windows around the document and decide what commands from the computer menu each window relates to. Check answers together.

ANSWERS

1 Dictionary 2 Punctuation check 3 Spell check
4 Word count 5 Thesaurus 6 Grammar check

- 4 In pairs, students identify which windows suggest changes to the document and decide if they think the changes are a good idea. Check answers together. Spend time going through the alternatives and discussing which are

appropriate and which are not.

ANSWERS

windows 2, 3, 6 (window 5 suggests an alternative)

- 5 In pairs, students look at the other underlined mistakes and correct them. Check answers around the class.

ANSWERS

to to = *to*; you're = *you're*; the the = *the*; has = *have*; did = *done*; that that = *that*; profits = *profits*; we've = *We've*; its = *it's*; beter = *better*

A SUMMARY

- 6 In pairs, students compare the chairman's message with the computer summary and talk about the questions. Check answers around the class.

ANSWERS

1 no 2 offices have *never* been cleaner; *satisfied* customers; cut *costs* – profits have risen; opened *new* offices; welcomed *new* people *to the company*; another *fantastic* year; make *sure* the next one *is even better*
3 risen = *have risen*; cut = *have cut*; profits = *profits*; this = *This*; its = *it's*

NOW YOU

- 7 Ask the class to call out the main points of the chairman's message again. In pairs, students work together to write their own summary of the chairman's message in less than 80 words. Circulate, helping where needed. Students exchange their summary with another pair to compare. You may wish to collect in the summaries to check any areas that may need recycling.

ANSWER

Model summary:

Many of our customers have told us that we have provided excellent service over the past year. The figures tell the same story: sales have gone up and costs have gone down, so profits have risen. We have now opened new offices and employed more people.

This year has been fantastic and we must make sure that next year is better.

LESSON 4 PAGES 88–89

Lesson aims
■ describing people

Preparation

- 1 If you have a one-to-one lesson or a small class, you may wish to bring in magazine photos of people for the Additional activity.
- 2 For activity 4, bring in a magazine photo of a person.

A CHANGE OF IMAGE

- 1 Open books. Focus students on the pictures and elicit any words that they know to describe the two women. Play the recording. In pairs, students answer the questions. Play the recording again to check. Check answers around the class.

SUGGESTED ANSWERS

- 1 the woman on the right
- 2 She's slim. / She has short hair. / She's early thirties. / She wears a suit. / She's smart.
- 3 She now has short hair and dresses smartly.

TRANSCRIPT

RECEPTIONIST Hello. Can I help you?
MAN Hello, yes. I'm looking for someone who works here. I think she's called Camilla.
RECEPTIONIST Camilla? Hmm. What does she look like?
MAN Oh, she's early thirties, slim, she has long hair.
RECEPTIONIST Yes.
MAN Er, she's always very casual. You know, she always wears jeans, T-shirts, that kind of thing.
RECEPTIONIST Hmm. Are you sure you mean Camilla?
MAN Well, I haven't seen her for a month or two. Perhaps she's changed her image.
RECEPTIONIST I think you mean Carla.
MAN Carla?
RECEPTIONIST Is that her over there?
MAN Where?

RECEPTIONIST She's the woman in the suit with the short hair standing by the door.
MAN What? Talking to the man with a ponytail?
RECEPTIONIST Hmm.
MAN Actually, yes, that is her! Wow! She has changed her image! Thanks very much.

PRONUNCIATION Consonants (1)

- A Focus students on the sentence. Play the recording. Students listen and repeat. Highlight the circled sounds. Ask students to think of other words containing /ʃ/ (e.g. *shop*), /tʃ/ (e.g. *lunch*) and /dʒ/ (e.g. *Germany*).

TRANSCRIPT

She's changed her image.

- B Focus students on the list of words. Play the recording. Students listen and put the words into the correct group. Check answers around the class and drill pronunciation.

ANSWERS

/s/: shaved, moustache, reception
/tʃ/: each, picture, cheap
/dʒ/: jeans, age, general

TRANSCRIPT

shaved jeans each moustache age reception
picture general cheap

WHAT DOES SHE LOOK LIKE?

- 2 Ask students to read the questions and check comprehension. In pairs, students complete the seven tasks. Circulate and help. Check answers around the class. The answers for item 4 list the usual situation but, for example, some women wear a tie. This could lead to an interesting discussion on male/female dressing conventions, if there is time.

ANSWERS

- 1 young – old; slim – well-built; tall – short
- 2 a beard, a moustache
- 3 1 – a teenager; 2 – mid twenties; 3 – early thirties;
4 – middle aged; 5 – late sixties; 6 – elderly
- 4 He wears: a tie; She wears: high heels, a skirt; He/She

wears: a suit, glasses, jeans

5/6/7 Students' own answers

Encourage students to call out other words that they know for appearance (e.g. *bald, plump, curly/straight hair, bushy eyebrows*, etc.). You may wish to spend more time, now or in a future lesson, extending vocabulary of appearance and facial features. The class could look up words and phrases, using a dictionary, and describe a friend or famous person to their partner.

guess who you are describing. Then, in pairs, students write a description of another class member. Students swap descriptions with a partner and each tries to guess who is being described. If you have a one-to-one lesson or a very small class you may wish to bring in magazine pictures of people for students to describe.

You may wish to mark the finished e-mails to check for any areas that need revision in a future lesson.

KEY to DO IT YOURSELF

A MAKEOVER

- 3 Focus students on the pictures. Ask the class to call out words to describe how the businessman looked before and how he looks now. In pairs, students discuss how he has changed his appearance and if he looks better now. Check answers together.

ANSWERS

He has changed the colour of his shirt from yellow to blue; he is wearing a plain blue tie instead of a brightly patterned tie; he is wearing a more modern business suit with smaller lapels; his jacket is now buttoned to add to the smart look.

NOW YOU

- 4 Close books. Hold up a magazine photo of a person and ask the class if there is anything that the person could do to improve their appearance for a business trip. Ask students to call out suggestions.

Open books. Remind students that we use *should* when giving advice. Focus students on the picture. In pairs, students suggest how the woman should change her appearance for her business trip. Elicit ideas around the class. Ask students to turn to page 139 of the Coursebook to find out what Color Me Beautiful advised her to do. Do they agree with this advice?

Additional activity

E-mail describing self

Tell students to imagine they are visiting another country for a business trip. Ask them to write a short e-mail describing themselves to help their colleague recognise them. Ask students to compare e-mails in pairs.

Collect in the e-mails. Read out a few and ask the class to

SIMULATED SENTENCE WRITING

- 1 He has come from his dormitory for his notebook.
Mary came from the campus for me.
- 2 The bullet wound left a scar on his chest.
His bankruptcy has left him in despair.
- 3 A lot has happened to the experiment and the scientists have to give it up.
A lot has happened to Chinese countryside since the opening policy to the outside world and farmers' living standards have been improved greatly.
- 4 The institute has spent 5 million yuan on the training building to recruit 2 000 students.
Parents have spent a lot of care on children's study to make them enter into key middle schools.
- 5 He felt asleep while he was reading his grammar book.
She had an accident while she was on her way here.
- 6 Those figures told only part of the story.
Only a group of figures can't tell the story.
- 7 She's absolutely slim, but she still eats much every day!
He is absolutely old-fashioned in dress, but he has romantic feelings!
- 8 We'd like to get in touch with each other once a month after graduation.
Please keep in touch with each other after the deal.

8

ambition

UNIT AIMS

- comparing business in the past and present
- parts of speech: noun, verb, adjective and adverb
- present perfect and past simple
- *Have you ever ... ?*
- job interview questions
- time expressions
- talking about experience, achievements and ambitions
- making conversation
- opening and follow-up questions

you are in. What does it sell? Who owns it? Open books and look at the man in the picture. Do they know who it is (Mohamed Al Fayed, the owner of Harrods)? What else can they see/recognise in the picture (part of a football stadium)?

SYMBOLS OF SUCCESS

- 1 Read the questions together and check any unfamiliar vocabulary. In pairs, students read the first two paragraphs of the article (as far as '... his home town, Alexandria'). Encourage use of dictionaries. Pairs then answer the questions. Check answers around the class.

ANSWERS

- 1 He comes from an ordinary Egyptian family which didn't have a lot of money; his family is wealthy and successful now.
- 2 his businesses (e.g. Ritz Hotel); he gives millions to charity; his family socialises with the most glamorous people in the world; he owns a yacht and several private planes; he has his own football team (Fulham, a top London club)
- 3 Students' own answers

BUSINESS, THEN AND NOW

- 2 In pairs, students read to the end of the article and answer the questions. Check answers together.

ANSWERS

- 1 hard work and talent
- 2 business is now more about ideas and less about things
- 3 management consultancy
- 4 Al Fayed – put business first; young people today – a balance between work and their family and social life
- 5 Students' own answers

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

- comparing business in the past and present
- parts of speech: noun, verb, adjective and adverb

Preparation

No additional preparation is required.

Warmer

Harrods

Keep books closed. Write *Harrods* on the board. Elicit what it is (a famous department store in London). Ask the class to name the most famous store in the town/city/country that

RELATED WORDS

- 3 Focus on the first adverb in the table (*ambitiously*). Ask students to look at the first sentence in the article and to find a related word (*ambition*). What part of speech is it (a noun)? Then ask them to find another related word in paragraph 4 (*ambitious*). What part of speech is this (an adjective)? Ask if the word can also be made into a verb (*no*). In pairs, students find the words in the article to complete the table. Check answers around the class. Spend some time modelling and drilling pronunciation and word stress.

ANSWERS

difference – different – differently
priority

society – socialise – social

success – succeed – successful

wealthy

- 4 Focus students on the words in the box. Quickly elicit the meaning/translation of each word. Ask them to find a word related to *competition* in the article (paragraph 1: *competes*). Ask what part of speech *competes* is (verb) and check *competition* as well (noun). (The parts of speech of the words in the box as well as the related words in the article are given in the answer key below.) In pairs, students look at the article again to find words related to the words in the box and say what part of speech they are. Check answers around the class.

ANSWERS

competition (noun) – compete (verb); fly (verb) – flier (noun); glamour (noun) – glamorous (adjective); incredible (adjective) – incredibly (adverb); marry (verb) – marriage (noun)

参考译文

谁是现在的大亨?

只有穆罕默德·阿·法耶德才能完整地诠释何谓抱负。他是一位极其富有和成功的人士。巴黎的里兹大饭店和伦敦最豪华的哈罗德百货商场都是他旗下的产业。每年他都要给慈善机构捐资数百万美元。与他的家族交往密切的都是世界顶级社会名流(他的儿子多迪在与戴安娜王妃乘坐同一辆车时不幸死于非命)。他拥有一艘巨大的游艇和数架私人飞机。他甚至还拥有私人足球队;他的足球队是英国顶级足球联赛中的一支劲旅。

然而,阿·法耶德出生于20世纪30年代埃及的一

个普普通通的家庭。他的父亲是一名教师,自然他们的家庭不会富裕。事实上,他的第一份工作是在他家乡亚历山大的大街上叫卖可口可乐。

凭着勤奋、天赋以及一点点好运,阿·法耶德成功了。但自他年轻时代以来,现在的社会已经发生了变化。那么,如今的新锐人物与他又有什么不同之处呢?

一个最关键的区别就是,如今赚钱更多靠的是“点子”,而不是实物交易。阿·法耶德一直所从事的都是看得见、摸得着的实物交易,如运输、建筑和零售等行业。然而,如今踌躇满志的年轻人更多的却是倾向于用“点子”赚钱。最近的一次商学院的民意调查表明:最热门的工作是管理咨询,其次是市场营销和传媒。

还有,或许现代商人的观念也是不同的。阿·法耶德成功的秘诀之一就是:永远把生意置于第一位。24岁时,他的第一次婚姻破裂了。自此,他独身了20余年,目的就是为了能够全身心投入他的生意。如今的人也会如此吗?商学院的调查表明,大多数学生的首选是工作与家庭、社交生活能和谐兼顾。(有外出旅行机会的工作和从事挑战性的工作机会则被摆在第二和第三位。)

当然,或许民意调查数据并不能完全说明问题。顶级商业大亨的产生总是出人意料。他们或许产生于世界著名的商学院,或许产生于你家乡大街上的商贩之中。谁又能预测下一个穆罕默德·阿·法耶德会在哪儿诞生呢?

NOW YOU

- 5 Ask the class to underline the six different kinds of business in the second column (shipping, construction, retail, management consultancy, marketing, the media) and check their meaning. In groups, students discuss where each business should go in the matrix, and also where they would put their own field of work.

Have a feedback session and ask groups to give reasons for their choices and to discuss any differences of opinion.

Additional activity

Prioritising jobs

Brainstorm jobs that students know and write them on the board. Ask them to call out which of the jobs pay the most in their country and then elicit the jobs that pay the least. Ask students, in groups, to prioritise the jobs in a list, with the most important/useful job at the top and the least important/useful at the bottom. Elicit ideas around the class and encourage groups to discuss what led them to their choices. Ask students which jobs they think should be paid more. Why?

LESSON 2

PAGES 96–97

Lesson aims

- present perfect and past simple
- *Have you ever ... ?*
- job interview questions
- time expressions

Preparation

No additional preparation is required.

Warmer

Then and now

Keep books closed. Draw a stick person on the board and write:

- then ↑
- 1 He is working in his office at the moment.
 - 2 He worked in Malawi for five years.
 - 3 He went to university in the USA.
 - 4 He has lived in Sydney since 1999.
 - 5 He left school in 1992.
- ↓ now
- 6 He was born in 1974.

Elicit what event happened first (*He was born in 1974*). In pairs, students put the rest of the events in the most likely order (6, 5, 3, 2, 4, 1). Quickly elicit the tense of the sentences (2, 3, 5, 6 are past simple, 4 is present perfect, 1 is present continuous). Rewrite the sentences in the correct order and draw attention to *then* and *now*. Point to *He worked in Malawi ...* and ask *Does he live in Malawi now?* Elicit *no*. Point to *He has lived in Sydney since 1999* and ask *Does he live in Sydney now?* Elicit *yes*. Ask *Did he start to live in Sydney in the past?* Elicit *yes*. Draw a circle around the sentence and join it to the arrow linking *then* and *now*.

FINISHED OR UNFINISHED?

- 1 Open books. Focus on the information in the Check box and refer back to the sentences on the board. In pairs, students look at the verbs in the sentences on the left and decide whether they are present perfect or past simple. Do the first one together as an example. Quickly elicit

the tenses. Then ask pairs to answer the questions on the right. Check answers around the class.

ANSWERS

- 1 present perfect; yes
- 2 past simple; no
- 3 present perfect, past simple; Cairo
- 4 past simple; no
- 5 present perfect, past simple; Nissan

A JOB INTERVIEW

- 2 Quickly go through the question prompts in the form to check vocabulary. Play the recording. Students complete the form with information about the woman. Check answers around the class. Focus on the Check box, reading the information together. Point to the first question prompt and elicit what the question is (*Have you ever worked abroad before?*) and write it on the board. Underline *ever* and point out that this is used in questions when we mean *at any time in the past*. We are more interested in the action than when it happened. Point out that we don't have to use *ever*, but that it does emphasise that we are asking about any time in the past. Also point out that *ever* is not generally used in positive or negative sentences. We use *never* in negative sentences, e.g. *I have never been to the USA*.

Quickly elicit how the remaining questions are formed. Play the recording again for students to check.

ANSWERS

Yes/No	If yes, when
No	–
Yes	15 years ago
Yes	2 years ago
No	–
No	–
Yes	5 years ago
No	–

TRANSCRIPT

- man Have you ever worked abroad before?
- woman No, I've never actually worked abroad.
- MAN And have you ever lived abroad before?
- WOMAN Yes, yes, I have.
- MAN And when was that?

WOMAN Let me see. It was about fifteen years ago, I was a child. We lived in Muscat for a year.

MAN OK. No problem. Have you ever changed your name?

WOMAN Yes, I have. I took my husband's name when we got married.

MAN And when did you get married?

WOMAN Two years ago.

MAN Fine. What else? Ah, yes. Have you ever had any problems with passports or visas?

WOMAN No.

MAN Have you ever had any serious medical problems?

WOMAN No, thank goodness.

MAN Have you ever had a car accident?

WOMAN Yes, I'm afraid I have, actually.

MAN And when did it happen?

WOMAN Just over five years ago.

MAN Oh, I think that'll be OK. And one more – have you ever been in trouble with the police?

WOMAN Certainly not!

MAN I'm pleased to hear it! Well, that's just about it ...

4 Have you ever been; 've never been

5 Have you seen; looked

TRANSCRIPT

WOMAN So, Raoul, how long have you worked with Rita?

MAN She's been my manager since 2002.

WOMAN Right. And who was your manager before that?

MAN I worked for Ivan ... Ivan Medved.

WOMAN Ah, yes, I remember Ivan. Now you realise there'll be a lot of travel in this job.

MAN Yes, of course.

WOMAN Do you travel a lot at the moment? I mean – how many business trips have you made so far this year?

MAN Er ... six. In fact, I got back from a trip just three days ago.

WOMAN Really? Hmm. Well, most of the travel in this job will be in the South Pacific region. Have you ever been to Australia?

MAN No, I've never been there, but I'd like to go.

WOMAN Well, that's good, because we're starting a big new project in a town just outside Sydney. Actually, have you seen the new company website yet?

MAN Yes, I looked at it yesterday.

WOMAN Ah, well, then you probably saw some information about it there.

MAN Yes, I think I did.

WOMAN We're looking for someone to travel there at least once a month to work with the Australian team and report back ...

HAVE YOU EVER ... ?

- 3 In pairs, students decide whether the past simple or present perfect form is the correct alternative in italics. Play the recording again to check. Check answers around the class. You may wish to point out that in American English *Did you ever change your name?* and *Have you ever changed your name?* are both usually acceptable.

ANSWERS

1 Have you ever changed; have; took; got; did you get

2 Have you ever had; have; did it happen

INTERVIEW QUESTIONS

- 4 Do the first question together as an example. In pairs, students complete the questions and answers from the job interview by putting the verbs in brackets into the past simple or present perfect. Circulate, helping where necessary. Play the recording for students to check. Elicit answers around the class.

ANSWERS

1 have you worked; 's been

2 was; worked

3 have you made; got

TIME EXPRESSIONS

- 5 In pairs, students decide which of the time expressions refer to unfinished time (present perfect) and which refer to finished time (past simple). Check answers together. Ask students to write three sentences about themselves, using the time expressions, and to compare their sentences with a partner.

ANSWERS

unfinished time: yet, since, ever, never, so far this year, how long?

finished time: three days ago, yesterday, before that

NOW YOU

- 6 Tell the class that they are going to interview a new English teacher. Ask students, in pairs, to think of some questions to ask the candidate and to call them out. Pretend that you are the new teacher and answer the questions. In pairs, students work together to prepare at least ten questions to ask a candidate in a job interview, using the language from the lesson. As pairs finish, ask them to work with another pair to ask and answer the questions.

Additional activity

Find someone who ...

Write the following sentences on the board (or dictate them for students to write down):

- 1 ... has travelled abroad this year.
- 2 ... watched TV yesterday.
- 3 ... has never been to the USA.
- 4 ... did English homework last night.
- 5 ... has visited an English website since the last lesson.

Tell the class they have five minutes to find people in the class who have done these things. Before they start, elicit the questions they will need to ask (*Have you travelled abroad this year? Did you watch TV yesterday? Have you ever been to the USA? Did you do English homework last night? Have you visited an English website since the last lesson?*). Students move around the class asking the questions (they can ask the same person more than one question). If your class prefer not to move around, nominate a student to ask one of the questions and another to answer. Have a brief feedback session, asking questions (e.g. *Did Mehmet watch TV last night? Has Claudia travelled abroad this year?*) and eliciting responses around the class. Encourage students to use short answers (e.g. *Yes, she did. No, she hasn't*).

LESSON 3

PAGES 98–99

Lesson aims

- talking about experience, achievements and ambitions

Preparation

No additional preparation is required.

Warmer

Interview ideas

In small groups, students discuss what advice they would give someone who is going for a job interview. Have a feedback session. Then ask the class to call out suggestions for non-verbal things that give a good impression in an interview situation (e.g. firm handshake, smile, appropriate dress, appearing interested, not fiddling with pens / hands, etc.).

FIRST IMPRESSIONS

- 1 In pairs, students quickly look at the three documents and choose a phrase from the box to describe each one. Check answers together. Ask the class what made them decide on each phrase.

ANSWERS

Carmen leaflet – a politician in a local election
letter – a manager applying for a new job
Hetti Ricard summary – an actress looking for work

TALKING ABOUT EXPERIENCE

- 2 In pairs, students read the leaflet from a local politician and decide on the two best reasons for voting for her. Hold a brief feedback session where students exchange ideas.
- 3 In pairs, students put the verbs in brackets into the correct tense. Do the first question together and highlight the form. Pairs complete the remaining questions. Check answers around the class.

ANSWERS

1 has she lived 2 did her children go
3 has she worked 4 did she spend

Focus on the information in the Check box. Point out that *since* is used to give information about a point in time or to describe when an activity started (*She has lived here since 2001 = She started living here in 2001*); *for* gives information about length of time (*She has lived here for two years*). Both can be used to answer present perfect questions with *How long ... ?* Pairs take turns to ask and answer the questions. Circulate, checking they are using the correct tenses.

- 4 Ask the class if they would like to be a politician. Why? Why not? In pairs, students talk about any experience they have had that would make them a good local politician. Nominate students to tell the class information about their partner.

TALKING ABOUT ACHIEVEMENTS ...

- 5 In pairs, students match the verbs on the left with the nouns on the right. As they finish, ask them to read the letter to check. Check answers around the class (other possible matches are given in brackets). Elicit what kind of job the person wants. As usual, encourage students to record any new words using one of the techniques discussed in Unit 2.

ANSWERS

launch – a new product (a website)
 manage – a team (a website, a conference)
 design – a website (a new product)
 arrange – a conference (a presentation)
 increase – productivity
 give – a presentation

- 6 In pairs, students compare the writer's achievements to their own achievements in the past year. Encourage the class to ask you questions about your achievements (if you feel comfortable with this).

... AND AMBITIONS

- 7 Focus students on the phrases in the box. Pre-teach any new vocabulary, e.g. *to play a role*, *appear in*, *voice-over*. You may also wish to teach other vocabulary that would be useful for students to use, e.g. *a play*. Do the first two sentences together. Students then complete their own summary of the actress's experience, achievements and ambitions. Ask students to compare their summary with a partner. Circulate and check their work.

ANSWERS

Model summary:

I was a student at the National Drama School for three years and I have been a professional actress since 2002. I have been a singer with the band Metric Head for three years. I have played theatre roles and have appeared on TV. I have also done voice-overs on radio adverts. Next year I plan to make a TV advert for IBM in January and to tour Italy with Metric Head in February and March. My ambitions are to sing with Pavarotti, to work with Steven Spielberg and to climb Mount Kenya.

NOW YOU

- 8 Ask students to imagine they are applying for a job or trying

to win an election of some kind. Students write a short summary of their experience, achievements and ambitions using some of the language from the lesson. Circulate, helping where necessary. Ask students to compare their summary with a partner. You may wish to collect in their summaries to check any areas that need further work.

Additional activity

Look what we have done!

Encourage the class to help you write a summary of the experience and achievements of your English class since the start of term. Ask students to call out things that the class has achieved (grammar or vocabulary learnt, language points mastered, projects completed, individual achievements, etc.) and experienced (funny moments, favourite lessons) and ambitions (what the class wants to achieve in the future). Write the summary on the board and tell the class that they should be proud of themselves for all they have achieved.

LESSON 4

PAGES 100–101

Lesson aims

- making conversation
- opening and follow-up questions

Preparation

If using the Additional activity *The conversation game* (page 92), prepare a set of question cards and conversation cards for each pair of students.

Note: Look back at *Making conversation (1)* on pages 48–49 of the Coursebook, and revise some of the language there.

Warmer

Keep books closed. Ask the class what is the longest distance they have ever driven. Do they ever get sleepy when driving? What do they do to keep themselves awake when driving at night? Is it a crime to drive when sleepy?

ARTIFICIAL PASSENGER

- 1 Open books. Read the article with the class. Encourage use of dictionaries to check unfamiliar vocabulary. In pairs, students answer the questions. Check answers around the class. Ask students to think of other questions that the Artificial Passenger could ask. What do they think of the joke?

ANSWERS

- 1 to make sure drivers don't fall asleep while they're driving
- 2 ask questions, change the radio station, wind car windows down, spray you with cold water, make jokes
- 3/4 Students' own answers

OPENING AND FOLLOW-UP QUESTIONS

- 2 In pairs, students complete the opening questions using the phrases in the box. Check answers around the class. Elicit the two possible responses to the questions (*Yes/No*). Focus on the follow-up questions. Ask the class to suggest any other suitable questions.

ANSWERS

been to the UK; eaten Turkish food; done water-skiing; seen the new Spielberg movie; heard the new Shakira album; read the latest Harry Potter book

- 3 Play the recording. Students listen to the two conversations and tick the follow-up questions that they hear.

TRANSCRIPT / ANSWERS

- MAN So, have you ever done water-skiing?
- WOMAN Yeah, I have, yeah.
- MAN **Where did you do that?**
- WOMAN Greece. I had some lessons when I was on holiday.
- MAN Really? **Did you enjoy it?**
- WOMAN No, I hated it. I really hated it. I fell in every thirty seconds, I got water up my nose, I broke my glasses, I nearly drowned and everyone on the beach laughed at me.
- MAN So you're not planning to do it again, then?
- WOMAN Certainly not.
- COMPUTER Have you ever eaten Turkish food?
- DRIVER Huh? What?
- COMPUTER Have you ever eaten Turkish food?
- DRIVER Yes, yes, I have, actually.
- COMPUTER **What did you think of it?**
- DRIVER Well, I really liked it.
- COMPUTER **How long ago was that?**
- DRIVER Oooh. About three years ago. I was on a holiday in Istanbul ...

COMPUTER Now, a joke. What is Dracula's favourite building in New York?

DRIVER Er ... don't know.

COMPUTER The Vampire State Building.

DRIVER Oh, shut up.

PRONUNCIATION Intonation (2)

- A Play the recording. Students listen and note the rising intonation of the first question and the falling intonation of the second. Model the questions and ask the class to repeat. Some students may be embarrassed about using intonation as it can sound exaggerated compared to their own language. Reassure them that it will make their English sound more natural and will help communication.

TRANSCRIPT

Have you met your new boss?

What did you think of him?

- B Play the recording. Students repeat and decide if the tone rises or falls at the end of each question. Check answers together. Model the questions and drill intonation, encouraging students to exaggerate the falling and rising intonation so that it can be clearly heard. Compare the rising tone for *Yes/No* questions to the falling tone of *Wh-* questions. You could also encourage students to refer back to *Making conversation (1)* in Unit 4, focusing on the rising intonation of *Really?*

TRANSCRIPT / ANSWERS

Have you ever driven a Ferrari? (rise)

How fast did you go? (fall)

Have you ever lived abroad? (rise)

Where were you? (fall)

- C In pairs, students take turns to ask the pairs of questions in exercise 2, using rising or falling intonation. Circulate, drilling individually where necessary.

NOW YOU

- 4 Choose a confident student to help you demonstrate the activity. In pairs, students imagine that they are colleagues that have worked together for about a year. They take

turns to start a conversation in each of the four situations listed. They should try to keep the conversation going for at least three minutes. Circulate and encourage students to use language from the lesson.



Additional activity

The conversation game, page 92

Divide the class into pairs. Give each pair a set of conversation cards and a set of question cards. Ask them to place the two sets side by side, face down on the table. Students take turns to turn over one card from each set and use the question card as a prompt to ask their partner a question about the topic on the conversation card. Their partner responds and the student who asked the question tries to ask a follow-up question, using the language from the lesson or any other phrases that they know (e.g. *What's your favourite sport? Tennis. Have you played tennis this week?*). If a student can't think of a follow-up question, they can turn over another question card. Pairs continue until all the conversation cards have been used. The question cards can be reused as many times as necessary.

- 7 Have you ever been to Europe?
Have you ever worked abroad before?
- 8 The per unit area yield of cotton has increased by 15% than that of last year.
The population has increased by 200 000 to 50 000 000.

KEY TO DO IT YOURSELF

SIMULATED SENTENCE WRITING

- 1 His businesses include the Asian Hotel in Wuhan and Shenzhen's most exclusive yacht.
Her businesses include all chain stores across the country and Beijing's most exclusive headquarters.
- 2 College students should learn how to socialise with people.
They are willing to socialise with people from all classes.
- 3 We had to sleep in our wet clothes, which was most uncomfortable.
He said he had never seen her before, which was not true.
- 4 The key solution is that we should do more and speak less.
One key step is that computer needs more practice and less theory.
- 5 The term ends up with English speech competition, followed by pleasant traveling.
Followed by a group of students, the teacher entered the classroom.
- 6 The top sportsmen are sometimes an exception.
The top leaders are not always an exception.

review 4

REVIEW 4 PAGES 106–107

AIMS

- to revise vocabulary, grammar and functions from Units 7 and 8
- to extend grammar: present perfect with *already* and *yet*
- to extend practice of adjectives and adverbs in the *Focus on ...* section
- to extend pronunciation

VOCABULARY Word pools

1 Open books. Focus students on the two word boxes and the word pools. Point to the example in the *Education* word pool. Make sure students realise that *student* came from the *people* word box. Focus on the *other words* box. Point to the four word pools again and ask the class which pool *marketing* should go in (Business). Ask students to look at the remaining words in the two boxes and write them in the correct circles in the word pools. Check answers around the class and drill pronunciation and word stress.

ANSWERS

Education: schoolteacher; study, university
 Politics: politician, mayor; election, government
 Entertainment: actress, singer; nightclub, theatre
 Business: manager, assistant; marketing, retail

Give students a time limit (five to ten minutes) to look back at Units 7 and 8 and add as many words as possible to the word pools (e.g. *class*, *vote*, *movie*, *company*). Hold a feedback session. Note suggestions on the board and, if appropriate, elicit which words are verbs and which are nouns. On the board write:

The student studies at Stanford University.

Elicit which word pool the key words come from (Education). Give students, in pairs, three minutes to choose a word pool and to write a sentence using as many of the words as possible.

GRAMMAR EXTRA Present perfect with *already* and *yet*

2 Write on the board a list of things to do this week. It is now the middle of the week, put ticks/crosses on the list to show whether you've done the things or not:

To Do

- write to Jane ✗
- buy Dad's birthday present ✓
- phone my sister ✗
- finish report ✓

Point to the first sentence and say *Have I written to Jane yet?* Elicit *no*. Write on the board:

I haven't written to Jane yet.

Ask *Have I bought Dad's birthday present yet?* Elicit *yes*. Write on the board:

I've already bought Dad's present.

Do the same for the next two things on the list. Elicit which word indicates that something has not been completed up to this moment (*yet*) and which word means that something has been completed on time or earlier than expected (*already*).

Read the grammar explanation and the example sentences together. Highlight that *already* is used in positive sentences and *yet* in negative sentences. We usually use *yet* in question forms. Ask the class *Have we finished Unit 8 yet?* Elicit *Yes, we've already finished it*. Then ask *Have we finished the review yet?* Elicit *No, we haven't finished it yet*. Point out that *not ... yet* always implies that something hasn't been done but is going to be done. Both *already* and *yet* are used for emphasis (e.g. when talking about a list of things to do). If students choose not to use them, it will not interfere with communication.

3 Ask the class what sports tournaments are held in their country. Check understanding of the four verbs in the box. Point to the information about the Irish team in the tournament chart and the example sentence. Students write sentences about the remaining teams, using the four verbs in the present perfect (the past participles are shown in brackets). Circulate, helping and clarifying where necessary. Ask students to compare their sentences with a partner. Check answers around the class and write some of the sentences on the board, highlighting the use of *already* and *yet*.

ANSWERS

France have already beaten Ireland and Costa Rica, but they haven't played Senegal yet.

Costa Rica have already beaten Senegal and lost to France, but they haven't played Ireland yet.

Senegal have already lost to Costa Rica and drawn with Ireland, but they haven't played France yet.

FOCUS ON ... Adjectives and adverbs

4 Close books. Write on the board:

She had a quick lunch.

She quickly had her lunch.

Point to *quick* in the first sentence and ask *Is it describing the noun or the verb?* Elicit *noun*. Point to *quickly* in the second sentence and ask *Is it describing the noun or the verb?* Elicit *verb*. Underline the *-ly* in *quickly*. You may wish to point out that the sentence could also be written *She had her lunch quickly*.

Open books. Focus students on the Check box and read the information together. Point to the first sentence and elicit the correct adjectives/adverbs in italics (*exciting, glamorous*). Students complete the task. Check answers around the class. Ask students, in groups, to think of an animal and to describe it to the class (without saying its name), using adjectives and adverbs where appropriate. The rest of the class guess the animal.

ANSWERS

1 exciting, glamorous 2 probably, boring 3 cute
4 differently 5 successfully 6 quickly, correctly

PRONUNCIATION Vowels and consonants

A Focus students on the three words. Play the recording. Students listen and repeat. Highlight the underlined vowel sounds and drill the words.

TRANSCRIPT

four home sure

B Play the recording and pause after the first pair of words. Elicit whether the underlined sound is the same or different (same). Play the rest of the recording and students decide whether the underlined sound in each

pair is the same or different. Check answers around the class. Drill the pairs of words and focus on any sounds that are causing difficulties.

TRANSCRIPT/ANSWERS

launch	abroad	✓
war	water	✓
phone	tourist	✗
home	poor	✗
ago	joke	✓
program	restore	✗

C Practise saying the pairs of words in the first group. Use *think* and *thing* to highlight the pronunciation of /k/ and /g/. Play the recording and students tick the word from each pair they hear. Check answers together. Do the same with the second group of words. In pairs, students take turns to say one of the words in each pair in both groups. Their partner has to guess which word is said. Some students may have difficulty with /l/ and /r/ (in fact, some will never pronounce them correctly, so don't persist for too long). Check that students are placing their tongue behind their front teeth to pronounce /l/ by drilling *lalalalalalala* and asking students to note that their tongue hits the back of their teeth as they say it. In contrast, the tongue should touch neither the top, bottom or sides of the mouth when pronouncing /r/, but should be positioned in the middle and low down (demonstrate by showing the class where your tongue is positioned, if you feel comfortable doing so). Write on the board:

Lazy Lenny didn't like running around the rocks.

Drill chorally and individually and ask students to practise the sentence in pairs.

TRANSCRIPT/ANSWERS

think	ghost	good	classes
light	leader	word	wrong

9

working together

UNIT AIMS

- vocabulary: phrasal verbs
- first conditional
- time clauses
- writing: online conventions
- lessons that business can learn from jazz

weblinks

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

www.longman.com/powerbase

pronunciation. Leave the adjectives on the board for the *Now you* at the end of the lesson.

ARE YOU A GOOD COLLEAGUE?

- 1 Open books. Focus students on the quiz. Explain that the sentences in the rectangles are things that a new colleague says to them; the sentences in the ovals are the possible responses they can make. Read the opening sentence in the first rectangle to the class and nominate students to read the two possible responses. Ask *What would you say?* In pairs, students take turns to read the sentences and choose which response they prefer, following the arrows until they find out what kind of colleague they are. When the class have finished, have a feedback session. Discuss whether students agree with the conclusions the quiz arrived at.

LESSON 1

PAGES 108–109

Lesson aims

- vocabulary: phrasal verbs

Preparation

If you plan to use the Additional activity, write the phrasal verbs from activities 2 and 3 onto small pieces of paper and place them in an envelope.

Warmer

A good colleague

Keep books closed. Elicit words that mean *people I work with* (e.g. *colleagues*, *workmates*, etc.). Write on the board:

good colleagues *bad colleagues*

Ask students, in groups, to brainstorm adjectives for good and bad colleagues e.g. *helpful/unhelpful*. After five minutes have a feedback session. Write the adjectives on the board and check

PHRASAL VERBS

- 2 Tell students that the verbs in red and purple in the quiz are all phrasal verbs – these are verbs with more than one part. Focus on the example in the table. In pairs, students match the verbs in red in the quiz to the verbs in the table which have similar meanings. Check answers around the class. Drill pronunciation and word stress. Ask students to call out any other phrasal verbs that they know, and write them on the board.

ANSWERS

give up	come in
get on with	make up for
come with	work out
get down	go through
	throw away

- 3 Ask the class to look at the verbs in purple in the quiz. Focus on the example answer in the first sentence. In pairs, students use the verbs to complete the sentences. Check answers together.

ANSWERS

2 stand for 3 ran out of 4 look ... up
5 looks after 6 look forward to

Check students' understanding of all the phrasal verbs from activities 2 and 3. Ask them to turn to the information on phrasal verbs in the *Grammar reference* on page 144 of the Coursebook. Read the information together. Ask the class to suggest which of the phrasal verbs in the quiz can be divided and have an object pronoun between the verb and the particle (e.g. *look it up* – the others are *write down*, *give up*, *find out*, *pick up*, *work out*, *get down*, *throw away*). Then ask which phrasal verbs always stay together, with the object pronoun coming after the particle (e.g. *look at it* – the others are *get through*, *stand for*, *run out of*, *look forward to*, *get on with*, *look after*, *go through*, *make up for*). As this is an introduction to phrasal verbs, it is not necessary to go into the complexities of transitive and intransitive verbs though you could suggest that students note down new phrasal verbs and write an example sentence in their vocabulary notebooks to show where the object pronoun can go.

NOW YOU

- 4 Tell the class about a good colleague you have worked with. What qualities made them special? Nominate students to read the example phrases in the speech bubbles. In groups, students discuss what three things they look for in a good colleague at work or in the classroom. Groups also discuss who was the worst colleague they ever had. Encourage them to use the adjectives from the Warmer activity. Have a feedback session and compare the opinions of different groups.

Additional activity*Phrasal verb sentences*

Write the phrasal verbs from the lesson onto separate pieces of paper and put them into an envelope. Divide the class into new groups. Ask each group to take three verbs out of the envelope. Groups have five minutes to write three sentences using one of the phrasal verbs in each sentence (the sentences do not have to connect). Groups read out their sentences and the rest of the class decide if they are correct or not. Use the sentences to clarify any difficulties with the phrasal verbs and to check pronunciation.

LESSON 2

PAGES 110–111

Lesson aims

- first conditional
- time clauses

Preparation

You may wish to bring in a current local / national newspaper to help with the Additional activity.

Warmer

Voicemail

Ask students if they have ever left a voicemail message. What are some of the difficulties they have when leaving a message in their own, or another, language? What information does a voicemail announcement usually ask the caller to include in their message (name and number)? Ask students, in pairs, to tell each other what they would like their own voicemail message to say. Encourage them to be funny and creative.

CLAUSES WITH IF

- 1 Open books. In pairs, students read the voicemail announcement and answer the three questions. Check answers around the class.

ANSWERS

1 future 2 present simple 3 will future

- 2 Focus students on the Check box and read the information together. Write on the board:

I / finish / report / go home early

Ask students to make a first conditional sentence (*If I finish the report, I'll go home early*). Ask *Have I finished the report yet?* (no). *Is there a realistic possibility that I will finish it?* (yes). Reinforce that the verb used in the *if* clause is the present simple and the verb in the other clause is the *will* future. Ask the class to suggest any other ways that the sentence could be written using the same words (*I'll go home early if I finish this report*).

In pairs, students make first conditional sentences by putting the verbs in brackets into the correct form. Check answers around the class. Choose one or two sentences and ask the class to change the position of the *if* clause (e.g. *We'll continue next week if we run out of time today*).

ANSWERS

- 1 run, 'll continue
- 2 'll go, come
- 3 don't see, 'll phone
- 4 won't answer, rings
- 5 'll come, don't finish
- 6 Will you call, get

A VOICEMAIL MESSAGE

- 3 Tell students they are going to hear Romesh leaving a message on Jay Klavan's voicemail. Play the recording. Students listen and answer the questions. Play the recording again for students to check. Check answers around the class.

ANSWERS

- 1 a price for the IBM work
- 2 Paris
- 3 5:15 (British time)

TRANSCRIPT

ANNOUNCEMENT

Hi. You've reached the voicemail for Jay Klavan. I'm sorry, but I can't answer the phone right now. If you leave your name and number, I'll call you back later. If you send me a text message, I'll try to reply straightaway. Thanks.

MESSAGE

Hi, Jay, it's Romesh here. It's about the work for IBM. We have to agree on a price. Unless we give them a decision today, we won't get the job. Can you call me as soon as you pick up this message? I'll be in the office until my meeting ends at 2:30, and after that, you can get me on my mobile until about four o'clock – that's when my flight to Paris leaves. Obviously, you can't get me while I'm on the plane. But I'll call you when I get to Paris. That'll be about 5:15 your time, which is probably too late so ... um ... if I don't hear from you, I'll take the decision myself. OK? Anyway, hope to hear from you, Jay. Thanks.

TIME CLAUSES

- 4 Focus students on the sentence halves. Ask if any students know the meaning of *unless* (*if ... not*). Do the first sentence together as an example (*Unless we give them a*

decision today, we won't get the job) and ask students to replace *unless* with *if ... not* (*If we don't give them ...*). Students match the remaining halves. Play the recording again to check. Check answers around the class.

ANSWERS

Unless we give them a decision today, – we won't get the job
 Can you call me – as soon as you pick up this message?
 I'll be in the office – until my meeting ends at 2:30.
 You can't get me – while I'm on the plane.
 I'll call you – when I get to Paris.
 If I don't hear from you, – I'll take the decision myself.

- 5 In pairs, students read the sentences again and find two examples where *can* is used instead of *will*. Ask the class to underline the words that introduce clauses (e.g. *if*, *when*, etc.). Elicit which words relate to time. Check their meaning – play the recording again and/or use dictionaries. Read the Check box together.

ANSWERS

- 1 Can you call me; You can't get me
- 2 *Unless, If, when, while, until, as soon as* introduce clauses; *when, while, until, as soon as* relate to time.

NOW YOU

- 6 Focus on the first prompt and the example question. In pairs, students make questions from the prompts. Briefly, check questions together around the class. Elicit an answer to the example question. Students then take turns to ask and answer the questions with their partner. Circulate, helping and encouraging.

ANSWERS

What is the first thing you'll do when you wake up tomorrow?
 What will you do if this lesson finishes early?
 What will you do as soon as you get home today?
 Which language will you speak if you meet an English person tomorrow?

Additional activity*In the news*

Brainstorm two or three current news stories. Ask students,

in pairs, to talk about possible outcomes to some of the stories (e.g. *If the government put up taxes, they won't win the election. If ... lose against ..., they will be out of the European Cup.* Etc.). Circulate, encouraging students to use the first conditional where appropriate. Have a brief feedback session and if any of the news stories capture students' interest, you could open it out to a class discussion.

LESSON 3 PAGES 112–113

Lesson aims

- writing: online conventions

Preparation

No additional preparation is required.

Warmer

Chatting online

Keep books closed. Ask the class if they have ever seen or used an online discussion group. In groups, students discuss the advantages and disadvantages of online discussion groups. Have a quick feedback session.

POSTINGS

- 1 Open books. Focus students on the postings (messages) from a company's online discussion group. In pairs, students quickly read the postings and answer the questions. Check answers around the class. Ask students if their company has an online discussion group. Would it be a good idea to have one? Why/Why not? What is/would it be used for?

ANSWERS

- 1 deciding which charity to give money to
- 2 Number 18
- 3 Possible answers: cynical – Alex; supportive – Elsie; enthusiastic – Jenny

ONLINE CONVENTIONS

- 2 Quickly elicit some examples of formal writing (formal letters, reports, etc.) and informal writing (faxes, e-mails, notes, etc.). Ask the class to suggest one or two

conventions for formal and informal writing (e.g. contractions are not normally used in formal writing but are in informal; formal letters normally start with *Dear*, informal letters, etc. can start with *Hello* or *Hi*, etc.). Ask students to call out any ways that online writing is different to other kinds of writing. In pairs, students read the messages again and answer the questions. Were any of their suggestions mentioned in the answers? Check answers around the class. Ask students if they use any of the conventions mentioned. Are any of the conventions different in their language? Do they know of any others?

ANSWERS

- 1 to show what someone else has written (the italicised sentences are extracted from posting 16)
- 2 this is the written equivalent of shouting
- 3 IMO – in my opinion; FYI – for your information
- 4 :- (– I'm crying; :- O – I'm angry; :-) – I'm laughing

LINKS

- 3 Ask students to point out the links in postings 16, 19 and 20. In pairs, students match the links to the opening sentences of the articles. Check answers together. Ask the class if they use links. Are they useful?

ANSWERS

- | | |
|-----------------------|------------|
| Angry parents ... | posting 19 |
| There is a crisis ... | posting 16 |
| Local politician ... | posting 20 |

NOW YOU

- 4 Students write a short posting that gives their view on the subject of the online discussion group. Encourage students to imagine that they are writing online and to use the conventions discussed in the lesson. Circulate, helping where needed.
- 5 Students swap postings with a partner and write a reply to him / her. Collect in the written work to check any areas that may need revision. If the class are interested in the subject matter, you may wish to widen it to a group or whole-class discussion.

LESSON 4

PAGES 114–115

Lesson aims

- lessons that business can learn from jazz

Preparation

No additional preparation is required.

Warmer

My music

Keep books closed. Ask the class to brainstorm different types of music, and write them on the board (e.g. pop, classical, opera, jazz, country, blues, rock, techno, etc.). Ask students, in pairs, to guess which types of music their partner likes and doesn't like. Pairs then talk about their favourite song or piece of music. Find out if anyone was surprised by their partner's music likes and dislikes.

JAZZ LESSONS

- 1 Ask if anyone likes jazz music. What words can they think of to describe jazz? Can they name any instruments that might be used in a jazz band? Open books. Read the paragraph aloud together and check any unfamiliar vocabulary. In pairs, students read the paragraph again and answer the questions. Check answers together. Point to the question at the end of the text. Ask students to suggest ideas about what lessons jazz can teach business.

ANSWERS

- 1 in the poor bars and nightclubs of the southern USA
- 2 the classrooms of business schools and offices of international companies
- 3 many top managers believe that business people can learn a lot from jazz musicians

参考译文

商业与爵士乐

爵士乐起源于大约100年前美国南部破败的酒吧和夜总会，到现在已经历了一段很长的发展历程。如今，爵士乐演奏家不仅在世界上最好的音乐厅里演奏，而且还在一些人们意想不到的地方，如商学院的教室和跨国公司的办公室里吸引着新的听众。这是因为很多高层经理认为商人可以从爵士乐演奏家那里学到很多东西。那么，爵士乐究竟能有什么值得商业学习呢？

爵士乐有很多值得商业借鉴的地方。不过，就我而言，最应该借鉴的一点是，爵士乐演奏家告诉我们如何协作。在爵士乐队演奏时，每一个人都是团队的一部分，大家共同努力，这一点很重要。当然，首席演奏家总是必不可少的。但是，每一个人都有出人头地的机会。最好的公司也应该这样运行。

- 2 Explain that the sentences in the speech bubble answer the question in the text. In pairs, students fill the gaps, using words from the box in the middle of the page. Play the recording to check. Check answers together. Check understanding of the sentence. Elicit class opinion: do students think this is useful advice for business?

TRANSCRIPT / ANSWERS

Jazz has many lessons for business. But, for me, the most important lesson is that jazz musicians show us how to work together. When you play in a jazz band, it's important that everyone works together as a **team**. Of course, there's always a **leader**, but each **individual** also has a chance to be a star. And that's the way the best companies work, too.

COMMUNICATION

- 3 In pairs, students read the paragraph and answer the questions. Ask them to look up any unfamiliar vocabulary in their dictionaries. Check answers around the class. Ask students to suggest possible answers to the question at the end of the text.

ANSWERS

- 1 the noise of other instruments; not easy to talk and play an instrument at the same time
- 2 drums, saxophone

参考译文

如果有人在离你不到1米的地方敲鼓，你就很难听清你同事说的话。当然也很难做到一边交谈，一边演奏萨克斯管。不过，爵士乐队的乐手在演奏时却能毫无阻碍地相互交流。他们能准确地在同一时间加速、减速或停止演奏。他们是如何做到这一点的呢？

爵士乐队队员一起演奏时，通常通过身体语言和目光接触进行交流。在工作中，我们常常忘了这些，其实我们不应该忘记，因为这两点都是非常有效的沟通方式。

- 4 In pairs, students fill the gaps in the speech bubble, using words from the box. Play the recording to check. Check answers together.

TRANSCRIPT / ANSWERS

When a jazz band plays together, they normally communicate through **body language** and **eye contact**. We often forget about these things in our working life – and we shouldn't, because they're both very powerful ways of communicating.

Check understanding of the text in the speech bubble and elicit opinions around the class. Is it important to be able to read body language? What non-verbal signs tell us that someone is interested in what we are saying (e.g. eye contact, leaning closer, mirroring the way we stand or sit)? What signs tell us someone is bored or not interested (e.g. yawning, looking around the room or at a watch, body turned away, tense posture, etc.). Does body language differ in different countries?

THE SAME OLD SONGS

- 5 Read the paragraph aloud together. In pairs, students talk about their answers to the questions. Have a brief feedback session and ask students to suggest answers for the question at the end of the text.

参考译文

在工作单位，很多人发现他们天天面对同样的问题。但是，尽管这些问题极其类似，却又极少完全相同。我们必须学会以新的方式分析每一个问题，并且找到不同的解决办法。那么爵士乐对解决问题的过程有什么启示呢？

当然，很多乐队总是重复演奏同样的旧曲目。不过，他们决不重复以前的演奏。爵士乐是即兴演奏。一方面必须遵守规则，另一方面也要有所创新。在生意场上保持这二者的均衡也很重要。

- 6 In pairs, students complete the gaps in the speech bubble, using words from the box. Check understanding of *improvisation*. Play the recording for students to check. Check answers around the class. Do students think that this is good advice for businesses?

TRANSCRIPT / ANSWERS

Of course, lots of jazz bands play the same old songs again and again, but they never play them in exactly the same way. Jazz is all about **improvisation**. You have to know the **rules**, but you also have to be **creative**. And it's very important to have that balance in business, too.

WHAT IS JAZZ?

- 7 In pairs, students read the paragraph and answer the questions. Check answers together. Ask students if they find jazz hard to understand. Do they agree with Louis Armstrong's comment 'You'll never know if you have to ask'?

TRANSCRIPT / ANSWERS

I think I know what Louis Armstrong means. He means that jazz is not something that you can **analyse**; you have to **feel** it. And it's a good point to remember, because often at work we spend too long with figures and graphs and we forget that they only tell part of the story.

参考译文

但有些商人很难理解演奏爵士乐给我们的启示。这可能是由于有些人对这种音乐形式缺乏理解所致，而且显然很难给爵士乐下一个确切的定义。路易斯·阿姆斯特朗是一位杰出的歌唱家和小号演奏家。当有人问“什么是爵士乐”时，他作了这样简单的回答：“如果你一定要问，你将永远找不到答案。”

我明白路易斯·阿姆斯特朗这句话的含义。他的意思是你不能对爵士乐进行条分缕析；你必须用心去感受。这一点我们要铭记在心，因为在工作中，我们花太多的时间与数字和图表打交道，所以忘记了这只能解决部分问题。

NOW YOU

- 8 In groups, students discuss the questions for about ten minutes. Ask them to present their summaries to the class. Possible things that businesses can learn from jazz include: learn to value body language in communication; give people an opportunity to show their individual talents as well as their team skills; be creative as well as follow the rules; analysis is important but you also have to trust your feelings.

Focus on question 2 and have a whole-class discussion about ideas for other activities that business can learn from. Discuss any activities that they have done or that their company does.

Additional activity

Jazz portrait

Tell the class that in the 1940s a photograph portrait was taken of the jazz musician Lester Young – but Young was not in the portrait himself; instead it showed essential objects that described him – a suitcase filled with sheet music, his

hat, an empty Coke bottle in front of the case and a burning cigarette on the lid.

Ask the class to guess what essential objects may be in your portrait. Brainstorm suggestions and write them on the board. Then describe what may be in your portrait (the picture does not have to contain a suitcase, it can feature any items which describe you / your job / your interests, etc.).

Ask students, in pairs, to describe what essential things may be in a portrait of themselves, e.g. *My portrait has a large box with different sports equipment in it, a keyboard, a ...*

KEY to DO IT YOURSELF

SIMULATED SENTENCE WRITING

- 1 He tried hard and he couldn't finish his work in time.
He tried hard to control himself and he couldn't hold back his tears.
- 2 Why don't you make Christmas card by yourself?
Why don't you call him yourself?
- 3 There is something wrong with my watch. I have to get it repaired.
There is something wrong with my TV again.
- 4 He most probably thinks he is right when he says things like that.
We are going on holiday soon, probably next month.
- 5 He has read the poem ten times and he still can't remember it.
He has thought about the problem for a whole day and he still can't find a solution to it.
- 6 There is no problem. I'll look after the child for you.
There is no problem. I'll carry the luggage for you.
- 7 You are certainly a very considerate person, but do you have enough time to think about your own matter?
You are certainly a very helpful person, but do you have enough time to do your own homework?
- 8 The film is interesting but short.
He is clever but lazy.



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10

different cultures

UNIT AIMS

- comparing different cultures
- stereotypes
- the second conditional
- conditional questions
- presenting information
- first and second conditional sentences
- understanding native speakers
- different varieties of English

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

- comparing different cultures
- stereotypes

Preparation

- 1 If you plan to use the Warmer activity, bring in a globe if possible. You will need dictionaries for this activity.
- 2 If you plan to use the Additional activity, bring in some gift catalogues.

Warmer

Globe

Keep books closed. Bring a globe to the class or draw one on the board. Ask students to tell you what it is, using dictionaries

if necessary. Acknowledge suggestions that have similar meanings (e.g. *world*, *earth*, *map*, etc.) but wait for someone to say *globe*. Ask students, in groups, to use their dictionaries to find as many words as possible connected to *globe*. Elicit ideas and write them on the board (e.g. *global*, *globally*, *globalisation*). Check understanding of the words. Use clapping to model the syllable stress for each word and drill pronunciation. Ask groups to think of as many global companies as they can in three minutes. Have a brief feedback session.

If there is time, here or at the end of the lesson, check students' understanding of what *global economy* means, and ask students what products and services their country imports and exports. What countries does their country/company do business with?

THINK GLOBALLY, ACT LOCALLY

- 1 Open books. Write on the board:

Think globally, act locally

Check understanding of each word. In groups, students discuss what the phrase might mean (that companies need to think about global markets but must also take local culture and customs into consideration). Hold a feedback session to exchange ideas. Ask students if they think it is important for companies to do this. Why?

TIMEKEEPING

- 2 Point to *punctuality* and elicit what it means (to be on time). Ask the class if they are punctual when they meet friends. Are they punctual when they go to meetings? In pairs, students read paragraphs 1 and 2 of the text (using dictionaries as necessary) and decide how important punctuality is for France, Germany, Italy and Switzerland. Encourage them to make a cross on the line for each country. Elicit suggestions around the class. Read the first two paragraphs aloud together and clarify any unfamiliar pronunciation.

ANSWERS

Germany and Switzerland should go on the right of the line (very important); Italy should go on the left of the line (not very important); and France should go in the middle of the line.

- 3 In pairs, students decide how important punctuality is for Britain and for their own country. Have a brief feedback session. Ask the class if they can think of any other countries where punctuality is/isn't very important.

ANSWER

Britain would be somewhere in the middle.

GIFTS

- 4 Read the sentences together and check understanding. In pairs, students read the sentences again and decide which they think are true and which are false.
- 5 In pairs, students read paragraph 3 and compare their answers for activity 4 with the text. Check answers around the class. Read paragraph 3 aloud together. Ask the class what sorts of business gifts are acceptable in their country and other countries that they know. Are there any that are unacceptable (e.g. don't give an even number of flowers in Germany; it is not a good idea to give wine in France and in Britain; a dozen roses are usually only given on romantic occasions)?

ANSWERS

1 true 2 false 3 false 4 false

STEREOTYPES

- 6 Read the definitions together. Check understanding. In pairs, students match the definitions to the words underlined in paragraph 4. Do the first one together to demonstrate. Check answers around the class.

ANSWERS

foreign countries – overseas; describes a person ...
– pushy; a fixed idea ... – stereotype; a movement ...
– gesture; describes people ... – reserved

- 7 Students read paragraph 4 again and write a sentence to summarise it. Then ask them to compare their sentences in groups. Ask groups to decide on the best summary

sentence and to read it out to the class.

POSSIBLE ANSWER

Forget about stereotypes because people are individuals.

参考译文

以开放的思想去旅行

在经济全球化的这个时代，谙熟其他国家文化就显得比以往更为重要。商务旅行成功的关键或许就是真正尊重他国文化。对于一个商务旅行者来说，“放眼全球，着手身边”这句俗语当然是再正确不过了。

在生意场上，时间就是一切。西方商人对时间尤其重视。毕竟，时间就是金钱。但是，即使在欧洲，对守时的态度仍以地方习俗而定。在德国或瑞士，出席会议时你绝不应该迟到十五分钟以上。而在法国，这一情况是完全可以接受的。如果你答应十二点去见意大利同事，而他们却晚来了半个小时，他们很可能不会道歉。但几乎可以肯定的是，他们迟到都会找到充分的理由。至于英国人，一位商人曾讽刺说，他们假装是德国人，事实上，他们更愿是意大利人。

各种文化对于礼物的看法也大不相同。比如说，在深受英国文化影响的国家里，商人并不希望接受来访者的礼物，任何比钢笔这样的小礼品贵重一点的东西都会引起尴尬。但在亚洲，尤其是日本和中东，礼物在个人和商务交往中的作用非凡。即使在那些地方，礼物也无需太贵，但质量必须上乘。

在与单个的人打交道时，按照某种文化的固定思维模式办事往往行不通。不是所有的美国人都莽撞和吵闹，也不是所有英国人都含蓄而正统。这一点放之四海而皆准。有的意大利人就不爱做手势，也有从不道歉的日本人。因此，当你在国外旅行时，把所有来自笑话和电影里的那些想法都抛在脑后吧。保持开放的思想，你会发现，你所遇到的单个的情况要远远多于固定的文化模式。

NOW YOU

- 8 Ask students to say what stereotypes people have about Britain, e.g. unreliable weather, reserved people, warm beer, animal lovers, bad food, etc. Tell the class which of the stereotypes you think are true/false.

In groups, students talk about what stereotypes other people might have about their country. Which stereotypes about their country do they think are true/false? Have a feedback session. Ask the class to suggest why stereotypes and prejudices can be damaging to businesses.

Additional activity

Gifts

Write on the board:

giving gifts receiving gifts

Ask the class to suggest some phrases for giving and receiving gifts (*Here is a small gift ... / This is from my company ... / Here is something for you ... / Thank you (very much) / That's very kind of you*, etc.). Students work in groups. Give each group a gift catalogue or pages from a gift catalogue (if you do not have any catalogues, ask groups to brainstorm gift ideas). Tell groups that they have five minutes to buy a gift for an important client that they are going to visit. Give each group a different nationality for their client. Ask each group to tell the class which gift they have chosen and why. If time allows, students could role play giving and receiving gifts.

LESSON 2

PAGES 122–123

Lesson aims

- the second conditional
- conditional questions

Preparation

No additional preparation is required.

Warmer

A tricky situation

Keep books closed. Write on the board:

a tricky situation

Ask the class to suggest what *tricky* might mean (difficult/complicated). Dictate the following and ask students to write it down:

Your teacher has given you some very important English homework. You work hard all evening to complete it and arrive in class early the next day, before the teacher. Another student arrives and says that he has forgotten to do his homework and asks if he can copy the answers.

Ask the class to read back the dictation, to check. In small groups, students decide what to do in this situation and what to say to their colleague. Hold a feedback session.

TRICKY SITUATIONS

- 1 Open books. Read the two situations together and check understanding. In pairs, students describe the people and discuss why the situations are tricky. Students say what they would do in the situations and complete the

sentences with phrases from the box. Check that students understand what tense the verb is in the *if* clause (past simple) and what form is used in the other clause (*would* (*'d*) + infinitive). Have a feedback session. Ask students to give reasons for their answers.

- 2 Focus students on the Check box on page 123 and read the information together. Close books. Write on the board:

___ / I / ___ / a million dollars, / ___ / buy ...

Elicit suggestions to fill the gaps (*If I had a million dollars, I'd buy ...*). Then ask the class to suggest ideas to finish the sentence. Ask: *Are we millionaires?* (elicit *no*), *Is it a real or an imaginary situation?* (elicit *imaginary*). Point out that, as with the first conditional, the *if* clause can be the first or the second clause in the sentence (e.g. *I would buy a yacht if I had a million dollars*). Open books. Look at the first question in activity 2 together and elicit possible sentences (e.g. *If the man had a young child with him, I would say 'No problem' / I would still refuse*). In pairs, students answer the remaining questions. Circulate, checking that the second conditional is being used correctly and helping where necessary. Remind the class about the discussion on stereotypes in the last lesson. Ask students if they treat / respond to people differently depending on how the person looks. Do the clothes people choose to wear influence our opinion of them? Are we happy for people to judge us on our appearance?

Focus students on the note in the Check box. This form of the second conditional is often used for giving advice, as we imagine ourselves in someone else's situation and say what we would do.

CONDITIONAL QUESTIONS

- 3 Write on the board:

What (you buy) ___ if you (be) ___ a millionaire?

Ask the class to put the verbs in brackets into the correct form to make a second conditional question (*What would you buy if you were a millionaire?*). Ask students if there is any other way the question could be written (*If you were a millionaire, what would you buy?*). In pairs, students make questions by putting the verbs in brackets into the correct form. Check answers around the class. Pairs then take turns to ask and answer the questions. Have a brief feedback session.

ANSWERS

- 1 would you do, were 2 would you say, invited
3 weren't, would you stay 4 Would you change, were

IF ONLY ...

- 4 Do the first sentence together as an example. Students use the remaining prompts to write sentences. Go round checking that students are using the second conditional correctly and help where necessary. Ask students to compare their answers with a partner. Check answers around the class.

ANSWERS

- 1 If he had more money, he'd buy a mobile phone.
2 If he looked smarter, he'd get a job.
3 If they weren't so boring, they'd have more friends.
4 If I didn't work so hard, I'd have more energy.
5 If I had a mobile phone, I would be happy to help.
6 If I were free, I would love to come.

NOW YOU

- 5 Write on the board:

What (you do) if you (find) a wallet containing \$500 and no address?

Elicit the correct form of the verbs in brackets (*would you do, found*). Ask the class to suggest ideas about what they would do in this situation. In pairs, students use the prompts to ask and answer questions about imaginary situations. Circulate, helping and encouraging. Students could then make up their own questions to ask.

Additional activity

Questionnaire

Write on the board:

What would you do if you found a wallet containing \$500 and no address?

- a) take the money and spend it on an evening out
b) take the wallet to the police station
c) take \$300 and give \$200 to charity

Ask students to call out which answer they would choose and nominate two or three students to expand on and explain their choice. Wipe off the three possible responses and ask the class to suggest three more. Write these on the board and ask students which new response they would choose.

Tell students that they are going to write their own questionnaire. In groups, students write three questions using

the second conditional (using those from activity 5 as a model) and three possible responses (a, b and c). Groups swap their questionnaire with another group and answer the questions. Have a feedback session and ask groups to read out the questions and the responses they chose. Ask groups if they were surprised at any of the answers chosen. Why? Collect in the questionnaires and check any areas that may need revision.

LESSON 3

PAGES 124–125

- presenting information
- first and second conditional sentences

Preparation

No additional preparation is required.

Warmer

Presentations

Keep books closed. Ask students, in groups, to discuss what makes a good presentation. Have a feedback session and ask students if they have ever given a presentation. Have they ever listened to a presentation in English?

HOLIDAY INFORMATION

- 1 Open books. Focus students on the slides from a presentation. Ask them to suggest what they think the presentation is about and to predict what order the slides might go in. Play the recording. Students listen and number the slides 1–6. Check answers together.

ANSWERS

- | | |
|-------------------------|------------------|
| 1 Welcome to ... | 4 Diving |
| 2 1 General information | 5 Tues Beach ... |
| 3 Map | 6 Problems ... |

TRANSCRIPT

RACHEL

Right. Hello. Thank you for coming, everyone. Welcome to the Colleen Activity Centre. I'm your holiday representative. My name's Rachel and I'm here today to give you some important information.

Now, if I told you everything about this activity centre, we'd be here all night. So I'm going to talk about three

main things. Firstly, I'm going to give you some general information about the centre. Then I'll tell you about the special activities we're running this week. And finally, I'll talk about some of our plans for the evenings.

Right. This activity centre's a big place and everyone gets lost at some point. Believe me, even if you stayed here for six months, you'd get lost. But, don't worry about it. If you get lost, we'll find you ... eventually. Anyway, let's have a look at this map. So, we're here in the main hotel at the moment. Now, if you go out towards the beach and turn right, you'll come to the nightclub and pool. If you turn left, you'll find the restaurant. The tennis courts are behind the restaurant and, beyond that, is the golf course. Got that? Good. Because you'll need to remember all that if you want to do any of our special activities. There are four main activities this week and they all start at 12:00 today. So, people who want to do diving, please meet me at the pool. If you want to do windsurfing, meet on the beach just in front of the nightclub. For tennis, meet at the courts. And golfers, please meet at the restaurant and you'll walk up to the course together. And, of course, if you just want to lie on the beach all day, that's fine by us.

OK. Those are the special activities for the daytime. Let's move on and talk about the evenings.

Right. Tonight there's a beach barbecue starting at nine o'clock. Tomorrow is quiz night at the restaurant. Karaoke is on Thursday in the nightclub, on Friday it's a games night, which is in the main hotel, and then on Saturday it's the last night disco.

So, I hope you're going to have a great time with us. Remember my name's Rachel and if you have any problems or queries, you can just call me on my mobile – there's the number. And if you have any questions now, I'll try to answer them.

PRESENTATION PHRASES

- 2 In pairs, students match one phrase to each of the slides. Check answers around the class.

ANSWERS

(numbers relate to order given in the activity 1 key)

- 1 My name's Rachel 2 I'm going to talk ...
3 Have a look at ... 4 There are four ...
5 Let's move on ... 6 If you have any ...

LISTENING FOR DETAIL

- 3 Play the recording again. Students answer the questions.

Check answers and elicit which key words / information helped students with their answers.

ANSWERS

- 1 holiday representative 2 12:00
3 at the restaurant 4 9:00 5 at the restaurant

FIRST AND SECOND CONDITIONAL

- 4 Ask students to look through the five sentences and elicit which are possible or realistic situations and which are imaginary. Ask students which conditional is used for possible situations (first) and which is used for imaginary situations (second). Elicit how the first and second conditionals are formed and write the structures on the board as a reminder. In pairs, students put the verbs in brackets into the correct form to make first or second conditional sentences. Check answers around the class. If necessary, spend more time revising the two forms.

ANSWERS

- 1 told, would be 2 stayed, would get
3 get, 'll/will find 4 go, 'll/will come
5 'll/will need, want

PRONUNCIATION Sentence stress (2)

- A Focus students on the sentences. Play the recording. Students listen and circle the two words that are stressed in each sentence. Play the recording again, pausing after each sentence to check answers.

TRANSCRIPT/ANSWERS

Firstly, I'm going to give you some general information about the **centre**.

This activity centre's a **big** place and everyone gets **lost** at some point.

If you turn **left**, you'll find the **restaurant**.

So, people who want to do **diving**, please meet me at the **pool**.

- B In pairs, students take turns to say the sentences, stressing the circled words. Circulate, helping and encouraging. Play the recording again for students to check. If you have time, you may wish to focus on other sentences from the recording and elicit the stressed words.

NOW YOU

- 5 In pairs, students take turns to talk about the slides in the correct order, using the language from the lesson. Circulate and help as necessary.
- 6 Ask the class to look at the transcript of the presentation and to underline any useful language for presentations. Read the three subjects together and check understanding. Depending on the size of your class, individual students can prepare to give a presentation to the rest of the group, or small groups can prepare a presentation together to give to the rest of the class. Students choose one of the subjects (or another subject they would like to talk about) and prepare a short presentation. Elicit any useful phrases students know for beginning and ending the presentation (e.g. *I'd/We'd like to talk about ... / The subject of our presentation is ... / Finally ... / To conclude our presentation ...*, etc.). Set a time limit of about fifteen minutes to prepare and tell groups that the presentation should not last for more than five minutes. Alternatively, students could prepare their presentations as homework and find pictures to use as slides. Those with suitable equipment could actually use Powerpoint for their presentation. You could video the presentations to discuss how well they performed. As groups listen to each other's presentations ask them to think of questions to ask at the end of the presentation.

Lesson aims

- understanding native speakers

LESSON 4

PAGES 126–127

Preparation

If you plan to use the Additional activity *Which company?* (pages 93–94), prepare the worksheets for each group.

UNDERSTANDING NATIVE SPEAKERS

- 1 Open books. In groups, students discuss the questions. Have a feedback session to exchange ideas. Remind students that native speakers often stress key words in a sentence, so focusing on these can help comprehension. Elicit phrases to use when you can't understand something, e.g. *Sorry? I didn't catch that. Could you say that again, please?*

VARIETIES OF ENGLISH

- 2 Check students' understanding of the words in the box. See if the class can predict which words will go in the first column of the table. Play the recording. Students complete the first column of the table. Check answers around the class.

TRANSCRIPT/ANSWERS

The other day, I went to the local shop to buy some **sweets** for my children. On the way there, I saw a man sitting on **the pavement**. At first, I thought he was a **tramp**. I was wrong, though, he was just from **out of town**.

- 3 In pairs, students look at the words in the box and guess which four are from American English. Play the recording. Students listen and complete the second column of the table. Check answers together. Compare the American and British English words in the table.

TRANSCRIPT/ANSWERS

The other day, I went to the local shop to buy some **candy** for my children. On the way there, I saw a man sitting on **the sidewalk**. At first, I thought he was a **bum**. I was wrong, though, he was just from **the boonies**.

- 4 In pairs, students guess which Australian English words fill the final column in the table. Play the recording. Check answers around the class.

TRANSCRIPT/ANSWERS

The other day, I went to the local shop to buy some **lollies** for my children. On the way there, I saw a man sitting on **the footpath**. At first, I thought he was a **derro**. I was wrong, though, he was just from **the back of Bourke**.

- 5 In groups, students discuss which accent was easiest to understand. Which was the most difficult? Do groups know any other words that are different in British / American / Australian English? You may wish to point out that sometimes words may originate from one country but then will be used in all countries. Ask students if their country uses any British / American / Australian words.

CATCHPHRASE BINGO

- 6 Focus students on the bingo card and the phrases in the box. Do the example matching first (*Good – Cool*). In groups, students match the phrases and catchphrases. Check answers around the class and make sure students understand all the catchphrases.

ANSWERS

- 1 I can't understand it.
- 2 Are you joking?
- 3 No problem.
- 4 Look after yourself.
- 5 You're not being realistic.
- 6 I'm feeling tired and worried.
- 7 Would you like to help me?
- 8 It's what I'm looking for.
- 9 Can I ask you a question?
- 10 I have to go.
- 12 I won't tell anyone your secret.

- 7 Shout 'Bingo!' and ask the class to repeat. Read the instructions to the class. Play the recording. In pairs, students listen to the conversation and tick the phrases on the card as they hear them. All the students should shout simultaneously as they hear the last catchphrase (*Take it easy*) just before the end of the recording. Play the recording again for students to focus on how the catchphrases are used.

TRANSCRIPT

- STEVE Hi, Helen, how are you doing?
 HELEN Oh, hi, Steve. Fine, thank you. You?
 STEVE I'm a bit stressed out, actually.
 HELEN Really. Why's that?
 STEVE Well, I've been here since half past six this morning.
 HELEN Are you kidding?
 STEVE No, it's this new project. I can't get my head round it. Do you fancy giving me a hand?
 HELEN Er ... no way. Thanks all the same. I think I'll leave that one to you.
 STEVE You're very wise.
 HELEN Hmm. That's a nice suit. Is it new?
 STEVE Yeah, it is actually. Do you like it?
 HELEN Yeah, it's cool.
 STEVE I thought it made me look a bit like Brad Pitt.
 HELEN Oh, yeah, in your dreams, Steve. But do you mind me asking – where did you get it?
 STEVE That new shop – just opposite the office.
 HELEN Oh, yeah, I know. Cool.
 STEVE Why do you want to know?

- HELEN Well, I'm looking for a present for Guy's birthday. It's just the job. But it has to be a surprise, so don't tell him.
 STEVE My lips are sealed.
 HELEN Anyway, must dash. There's a big meeting on the third floor. And thanks for that idea.
 STEVE No worries.
 HELEN OK. Take it easy.
 STEVE Yeah. See you.

NOW YOU

- 8 Tell the class about any progress that you have noted that they have made, and about particular lessons that you have enjoyed with them. In groups, students answer the questions. Have a feedback session to exchange ideas and add your advice about how students can continue to improve (e.g. read English books, readers, magazines; watch English TV if possible; look through the *Powerbase* course, note any areas to revise and refer to the Grammar reference or Study Book; keep up and regularly revise vocabulary notebooks; talk to English speakers whenever the opportunity arises, etc.).

And, of course, go on to study *Powerhouse Intermediate*!

Additional activity

Which company?, pages 93–94

Divide the class into groups. Tell students they are going to role play a meeting to decide which company the MEG group should buy.

The company cards (worksheet B) can be used in the following group formations: six students – give each student one company information card; three students – give each student two different company information cards; two students – give each student three different company information cards.

Give each group a copy of worksheet A. Do activity 1. Give out the company information cards and ask students to read the information, using dictionaries as necessary. They then complete the sentences by putting the verbs in brackets into the correct tense (*downwards starting top left*: designs, lost, will increase, hasn't employed; buys, made, have campaigned; will; has, have closed, are falling, is going to build; has made, asked, is making / is going to make, haven't increased; sells, has grown, is doing / is going to do / will do, continue; won, have delayed, isn't, will make). Do activity 2 and encourage students to put the information into their own words rather than simply reading the card. Then do activity 3 and spend

about ten minutes on the meeting. Ask groups to spend a further ten minutes preparing for activity 4. Then ask groups to give their presentation to either another group or the whole class, depending on class size.

Test

pages 95–97

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.

KEY to DO IT YOURSELF



RELATED SENTENCE WRITING

- 1 It's more important than ever to master a foreign language.
It's more important than ever for him to keep fit.
- 2 The key to success is preparation.
This is the key to solving the problem.
- 3 Money isn't everything.
A warm and comfortable home means everything to her.
- 4 It is regarded as the sign of success.
She regards him as her elder brother.
- 5 As for this problem, we have talked too much about it.
As for John, I don't want to see him again.
- 6 I expect to hear from you soon.
I didn't expect him to become a successful writer.
- 7 Not all the people are lying.
Not all girls like dessert.
- 8 There are some girls who don't like long hair.
There are many boys who like computer games.



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review 5

REVIEW 5 PAGES 132–133

AIMS

- to revise vocabulary, grammar and functions from Units 9 and 10
- to extend practice of infinitives and gerunds in the *Focus on ...* section
- to extend pronunciation

VOCABULARY Crossword

- Open books. Focus students on the crossword. Point to the clue for *1 Across* and elicit the correct word (improvisation). Students complete the rest of the crossword (they could work in pairs or small groups to do this). Set a time limit (ten minutes). When they have finished, read the clues aloud and check answers around the class.

ANSWERS

Across: 1 improvisation 6 in 7 down
 8 charity 12 money 13 IMO 15 drums
 17 create 19 Australia 22 list 23 sealed
 25 best 26 owner

Down: 1 individual 2 ring 3 on 4 analyse
 5 out 8 cynical 9 invitation 10 your
 11 hours 14 Mr 16 Sir 18 later 20 test
 21 away 24 do

GRAMMAR EXTRA First or second conditional?

- Nominate a student to read the instructions to the class. Ask students to identify which of the sentences are possible or realistic situations (2, 6 and others depending on the circumstances). Students complete the sentences by putting the words in brackets into the correct form to make either the first or second conditional. Ask students to check their answers with a partner. Check answers around the class. Spend time revising the form and use of the first and second conditional if the class need more practice.

ANSWERS

- 1 would you do, saw 2 see, 'll/will explain
 3 would, won 4 met, would you say
 5 would you buy, won 6 don't come, 'll/will have

FOCUS ON ... Infinitives and gerunds

- Read out the first sentence and elicit which is the correct form of the verb in italics (*working*). Ask students to look back at page 109 and check. Students circle the correct forms of the verbs in italics in the remaining sentences and look back at the page indicated to check their answers. Elicit which verbs in the activity are followed by the infinitive (*decide, pretend, expect*) and which by the gerund (*stop, see*). Ask students what other verbs they know that are followed by the infinitive or the gerund, e.g. infinitive: *want, would like*; gerund: *enjoy*. It is not possible to give firm rules as to why some verbs take the infinitive and others take the gerund. Advise students to check whether a particular verb takes the infinitive or gerund and to note it in their vocabulary notebook.

ANSWERS

- 1 working 2 to give 3 to be, to be 4 to receive
 5 sitting 6 to help

PRONUNCIATION Consonants (2)

- Play the recording. Students listen and repeat. Play the recording again so they can notice the difference between the 'th' sounds.

TRANSCRIPT

think other

- Focus students on the list of words. Play the recording. Pause after *health* and ask the class to repeat the word. Elicit which group it should go in (/t/). Continue playing the recording. Students put the words into the correct group. Check answers together. Say the words and

ask the class to repeat. Ask students, in pairs, to list any other words they know that contain these sounds.

ANSWERS

/e/ health, through, enthusiastic, thought, footpath

/ð/ there, then, although

TRANSCRIPT

health through enthusiastic there thought then
although footpath

- C Model \s\ and \z\ and ask the class to repeat. Play the recording and pause after the first pair of words. Elicit whether the underlined sound is the same or different (same). Play the rest of the recording and students decide whether the underlined sound in each pair is the same or different. Check answers around the class. Drill the pairs of words and focus on any sounds that are causing difficulties. Ask students, in pairs, to take turns reading the pairs of words. In pairs, students take turns to say one of the words in each pair. Their partner has to guess which word is said.

TRANSCRIPT

jazz	news	✓
embarrassment	price	✓
result	send	✗
message	answer	✓
ends	office	✗
as	soon	✗
business	quiz	✓
service	similar	✓

TEST ANSWERS

- increased rose
perhaps maybe
recommend advise
opportunity chance
also as well
- 1 T 2 T 3 T 4 F 5 F
- 1 I'm sorry you **don't** like the table.
2 It is a **beautiful modern metal** table.
3 We want to help with **your** problem.
4 We have **found** a big, old table for you.
5 It is **cheaper** than the other table.

- come come
find found
forget forgotten
left left
look looked
lost lost
rise rose
say said
see seen
spent spent

- 1 For your information / very
2 conference / programme
3 Chief Executive Officer / headquarters
4 In my opinion / problems
5 as soon as possible / weekend

- book a holiday
drop off dry cleaning
meet new people
sign a letter
taste horrible
specialise in Oriental art
spill a cup of coffee
apply for a job
increase productivity
launch a new product

- A 1 Which 2 Where 3 Who 4 When
5 How

- 1 They are flying with KLM.
2 They pick up their tickets from the travel agent.
3 They will meet Gerry at the airport.
4 It leaves at 9:30 am.
5 They will get to their hotel by taxi.

- competition/competitor compete competitively
success successful successfully
differentiate different differently
priority

- twenty-five per cent 25%
3 700 three thousand seven hundred
two point five 2.5
1/3 one third
half a billion 500 million
1998 nineteen ninety-eight
35 000 000 thirty-five million
two hundred billion 200 000 000 000
537 000 five hundred and thirty-seven thousand

20th February (US) 02/20

- 1 work 2 have organised 3 took 4 will / is
going to build 5 is finding out 6 has worked
7 am learning 8 am going 9 don't pay
10 were

Student A

- 1 Read the text and answer B's questions about it.

Dan is a journalist for a magazine called *Sport International*. Normally, he works about 40 hours a week. He lives in France. At the moment he is driving to Spain. He is listening to an interview on the radio. He usually listens to music but the interviewer is his best friend, Jane.

- 2 Ask B questions about their text to fill the gaps in these sentences.

- 1 Her name is
- 2 She is interviewing
- 3 She works for
- 4 She doesn't like
- 5 She has cats.
- 6 She is learning
- 7 She usually works hours a week.
- 8 is her best friend.

- 3 Now check your answers by saying the sentences to B.

Student B

- 1 Ask A questions about their text to fill the gaps in these sentences.

- 1 His name is
- 2 At the moment he is driving to
- 3 He works as a
- 4 He works for
- 5 He is listening to on the radio.
- 6 He lives in
- 7 He usually works hours a week.
- 8 His best friend is called

- 3 Read the text and answer A's questions about it.

Jane works for Radio Euro. She usually works 38 hours a week. She lives in Oxford and has two cats. At the moment she is interviewing a famous film star. She doesn't like movies. In her free time she is learning Arabic. Her best friend is Dan.

- 2 Now check your answers by saying the sentences to A.

CARD 1

You joined a new international company last week. You go to your first international meeting but your plane is delayed and you arrive late. Do you:

- a** go directly to the meeting? (Go to card 2)
- b** go to your hotel first and have a shower? (Go to card 3)

CARD 2

The meeting started fifteen minutes ago. Do you:

- a** apologise and introduce yourself? (Go to card 4)
- b** sit down quickly before your boss sees you? (Go to card 5)

CARD 3

You arrive at the hotel. There is a message for you. Do you:

- a** put it in your pocket and go to the meeting? (Go to card 2)
- b** read it now? (Go to card 6)

CARD 4

Your boss says: 'No problem. I am looking forward to your presentation.' No one asked you to give a presentation! Do you:

- a** smile and say: 'Good'? (Go to card 7)
- b** say that you do not have a presentation? (Go to card 8)

CARD 5

Your boss sees you and says: 'Hhm, someone is always late.' Do you:

- a** say: 'He's not happy today' to the person next to you? (Go to card 9)
- b** apologise for your late arrival? (Go to card 4)

CARD 6

It says: Don't come to the meeting. Check last month's sales figures and write a report. Do you:

- a** spend half an hour on the report then go sightseeing and claim it on expenses? (Go to card 10)
- b** spend all day on the report and e-mail it to your boss? (Go to card 11)

CARD 7

Your presentation is a disaster. After the meeting, do you:

- a** leave quickly and return to the hotel? (Go to card 10)
- b** say you did not know about the presentation, apologise to your boss and offer to prepare a presentation for the next meeting? (Go to card 11)

CARD 8

Your boss says: 'Oh, sorry – Ms Burns is giving the presentation.' The rest of the meeting goes very well. Do you:

- a** go back to the hotel, spend a lot of money in the restaurant and claim it on expenses? (Go to card 10)
- b** stay after the meeting to chat to your boss? (Go to card 11)

CARD 9

Your boss hears you speak and asks what you said. Do you:


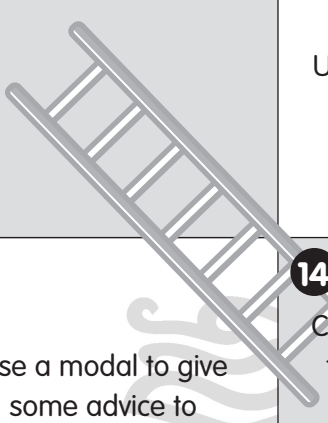



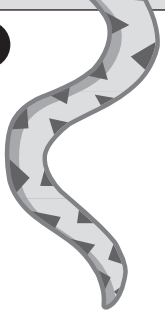
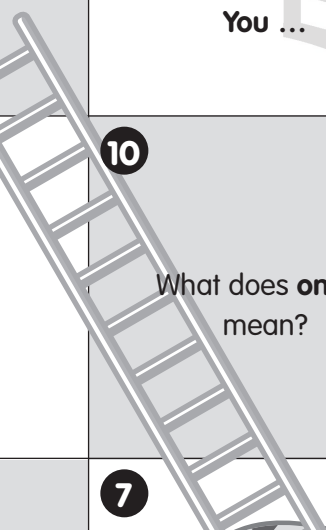
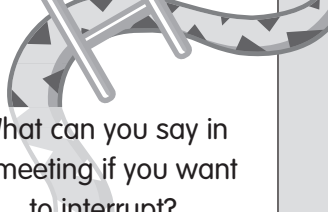
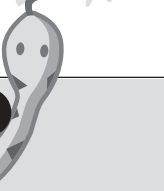
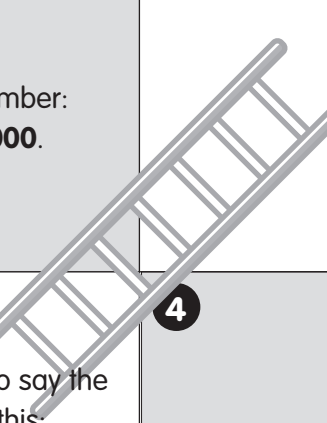
- a** say: 'This is a good company to work for'? (Go to card 11)
- b** say: 'I forgot my minutes and agenda'? (Go to card 10)

CARD 10

Your boss doesn't ask you to go to any more international meetings and you never get promoted.

CARD 11

Your boss says: 'I like your style. You are just the person for our new Barbados operation.'

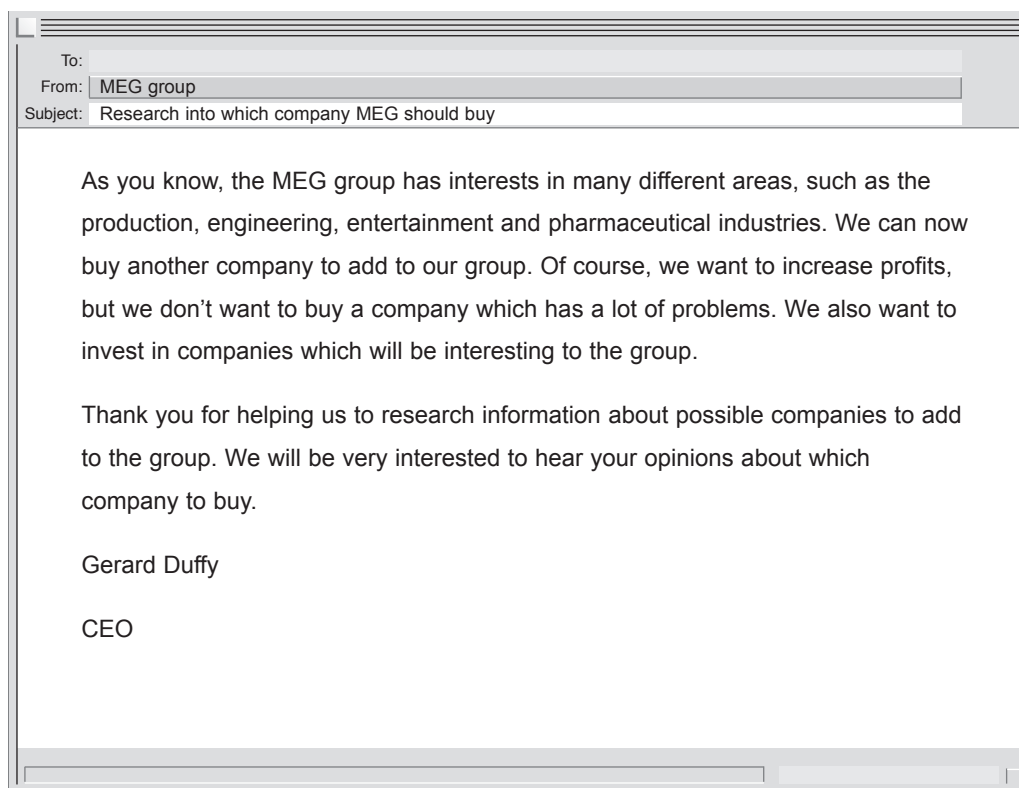
<p>17</p>  <p>Spell the comparative adjective of friendly.</p>	<p>18</p> 	<p>19</p>  <p>Use the word wrong in a sentence to show something is too big or too small.</p>	<p>20</p> <p>FINISH</p> <p>You win!</p>
<p>16</p> 	<p>15</p> <p>Use a modal to give some advice to someone who is ill. You ...</p>	<p>14</p> <p>Complete this sentence to show there are no more tickets: I can't go to the concert next month because it's _____.</p>	<p>13</p> 
<p>9</p> 	<p>10</p>  <p>What does online mean?</p>	<p>11</p> <p>Say this in full: Can u call B4 11 am 2day?</p>	<p>12</p> <p>Put the adjectives in this sentence into the correct order: She has a black lovely modern table.</p>
<p>8</p> <p>Choose the correct word (discount / decrease / bargain / fall) to complete this sentence: Only €7 – that's a real _____!</p>	<p>7</p>  <p>What can you say in a meeting if you want to interrupt?</p>	<p>6</p>  <p>Say this number: 23,500,000.</p>	<p>5</p> 
<p>1</p> <p>START</p>	<p>2</p> <p>What are the names of two documents related to buying something, e.g. a mobile phone?</p>	<p>3</p> <p>Use a modal to say the same as this: It isn't necessary to book in advance. You ...</p>	<p>4</p> <p>Go forward 2 squares.</p>




	music	TV	sport
	books	English	cars
	holidays	food	cinema
	work/job	abroad	art
?	Have you	Have you	Have you
?	What	What	How
?	How	Do	Do
?	Did	Where	When

Worksheet A

You are going to hold a meeting to discuss what companies you would advise the MEG group to buy.

- 1 Read this e-mail from the company's CEO.



- 2  Read your company information card(s). Tell the people in your group about the company/companies. Listen and take notes about the other companies discussed in your group.
- 3  Hold a meeting to decide which company MEG should buy.
- 4  Present your group's decision to the rest of the class.
Listen to the other presentations and discuss whether you agree/disagree with their decision.

Worksheet B

Put the verbs in brackets () into the correct form and tell your group about the company.

Pheobe Fashions

- Pheobe Fashions (design) clothes for children aged 5–11.
- In 2002 the company (lose) £1 400 000.
- The children's clothes market (increase) by 28% in the next five years.
- The company (not employ) any famous designers yet, but will in the future.

Put the verbs in brackets () into the correct form and tell your group about the company.

Howard Films

- This independent film company (make) short films since 1995.
- The employees (ask) for a pay rise in 2001 but the company said 'No'.
- Next year the company (make) a film about the effect of large companies on the global economy.
- Profits (not increase) in the last two years but the company are sure things will improve next year.

Put the verbs in brackets () into the correct form and tell your group about the company.

Oneworld Solutions

- This company (buy) industrial waste from Asia and the USA and disposes of it around the world.
- It (make) a profit of 33% last year.
- Since 1998 environmental groups (campaign) against the company. The company is often in the newspapers due to problems with international law.
- Their accountants say that profits (increase) by 41% in the next three years.

Put the verbs in brackets () into the correct form and tell your group about the company.

Ashby Inc

- This company (sell) equipment for the kitchen such as cookers and fridges.
- It is a new company and (grow) from 24 to 180 employees in two years.
- From next year, it (do) all its business on the Internet to increase profits and reduce costs.
- If sales (continue) to rise, profits will double in the next five years.

Put the verbs in brackets () into the correct form and tell your group about the company.

Nell Hotels

- This French company (have) hotels in Europe, the Caribbean and Southeast Asia.
- Problems with local economies mean that five hotels (close) since 2001.
- Profits (fall) at the moment, but the future looks good for tourism.
- The company (build) a new luxury 'superhotel' in Iceland next year.

Put the verbs in brackets () into the correct form and tell your group about the company.

Peck Engineering

- A medium-sized engineering company which (win) an international prize for excellence last year.
- Industrial problems with employees (delay) two projects since 2001.
- The company (not be) popular in Europe but it has won a lot of contracts in South America.
- If the company completes its current project on time and on budget, it (make) a profit of 17% this year.

TEST

- 1 Match each word on the left to a word or phrase on the right that has a similar meaning.

employees	chance
increased	rose
perhaps	as well
recommend	workers
opportunity	advise
also	maybe

- 2 Read the e-mail and answer the questions.

Dear Sir or Madam

I am writing to complain about a table that I bought from your Internet company last week.

The advertisement said that the table was big and old but it is tiny and new. It is also made of metal not wood. Your sales manager offered to give me a \$30 discount (the advertised table cost \$60). But I do not want to buy this table – it is not what I asked for.

I have a receipt and I do not have to accept this product.

I have never had any problems with your products before; they usually look exactly like their picture on your website. What went wrong? Can you please provide some kind of explanation?

Yours faithfully

Mel James

Are these sentences true (T) or false (F)?

- 1 Mel received a small modern table. ☐
- 2 The sales manager offered Mel a 50% reduction on the original price. ☐
- 3 Mel has a document that shows where she bought the table and how much she paid. ☐
- 4 She thinks that she must keep the table. ☐
- 5 This is the first time she has bought anything from this website. ☐

- 3 Here are some sentences from the reply to Mel's e-mail. Find one mistake in each sentence and rewrite it correctly.

1 I'm sorry you not like the table.

2 It is a metal beautiful modern table.

3 We want to help with you problem.

4 We have find a big, old table for you.

5 It is cheapest than the other table.

4 Complete the table.

INFINITIVE	PAST SIMPLE	PAST PARTICIPLE
arrive	arrived	arrived
	came	
		found
	forgot	
leave		
		looked
lose		
		risen
		said
	saw	
spend		

6 Match the verbs on the left to the words or phrases on the right.

make	productivity
book	horrible
drop off	for a job
meet	a holiday
sign	a new product
taste	new people
specialise	in Oriental art
spill	a cup of coffee
apply	dry cleaning
increase	a letter
launch	a speech

5 Write the underlined abbreviations in full.

1 FYI the sales figures are attached – they look y good.

_____ / _____

2 The conf is next Friday – the prog looks interesting.

_____ / _____

3 The CEO called from HQ.

_____ / _____

4 IMO there have been too many software probs.

_____ / _____

5 Please send the report asap and have a good w/end!

_____ / _____

7 Read these notes about some travel arrangements and do the following.

KLM flight 020, London–Brazil. Apr 3rd 9:30 am.
Collect tkts from travel agent. Meet Gerry at airport. Taxi to hotel.

A Fill the gaps with these question words.

When How Which Where Who

1 _____ airline are they flying with?

2 _____ do they pick up their tickets?

3 _____ will they meet at the airport?

4 _____ does the flight leave?

5 _____ will they get to their hotel?

B Write the answers to the questions in A.

1 _____

2 _____

3 _____

4 _____

5 _____

8 Complete the table.

NOUN	VERB	ADJECTIVE	ADVERB
glamour	glamorise	glamorous	glamorously
		competitive	
	succeed		
difference			
	prioritise		

10

9 Match the words and numbers.

twenty-five per cent	thirty-five million
3 700	02/20
two point five	nineteen ninety-eight
$\frac{1}{3}$	2.5
half a billion	200 000 000 000
1998	three thousand seven hundred
35 000 000	one third
two hundred billion	25%
537 000	500 million
20th February (US)	five hundred and thirty-seven thousand

10

10 Put the verbs in brackets () into the correct form.

Could EMPS be the perfect company to work for? Employees usually (work) ¹ _____ less than 35 hours a week. The company has a gym, swimming pool and an excellent restaurant for all staff to use.

Since 2001 managers (organise) ² _____ monthly discussion groups to get an idea about what staff really want from an employer. Last year most employees (take) ³ _____ six weeks' holiday. Next year the company (build) ⁴ _____ 150 new houses for workers to rent at 50% of the market value.

Currently the company (find out) ⁵ _____ where departments would like to go on holiday, so that they can invest in hotels to give staff cheaper holidays.

Ellen is an engineer. She (work) ⁶ _____ for EMPS for seventeen years. She says: 'At the moment I (learn) ⁷ _____ Spanish three days a week in my lunch hour and next Thursday I (go) ⁸ _____ to the theatre – all free and organised by the company.'

But before you send your CV to EMPS asking for a job, there is something you should know – they (not pay) ⁹ _____ very much. Perhaps if more companies (be) ¹⁰ _____ like EMPS, we would all be poorer but happier – I'm afraid you can't have everything!

20

TOTAL:

100