

4 Experience

Lesson 4.1

Discussing past performance

Grammar

be: past simple *too/enough*

Vocabulary

Describing products

PRE-TEACHING

Recycle and practise the past simple of *be* in the context of days, dates and weather. Ask questions: *What day was it yesterday? What was the date?* etc.

- 1a** Students discuss the sentence and say whether they agree or not. This could be done in pairs first and then as a class discussion. Ask for examples of 'simple' inventions.
- 1b** Students work with a partner and discuss why the bicycle was a successful invention. They should list its advantages/disadvantages to feed back to the class.
- 1c** ▶▶▶ **24** Point to the photo of Rob Martel and read the rubric with the class. Play the recording for students to listen and answer the question.

Key

Because the bicycle is a very successful invention.

Transcript

- Rob** So, to start with, I want to talk about ... the bicycle – a very successful invention. Any ideas why? What are the main advantages of bikes?
- Woman 1** They don't cost much.
- Rob** OK.
- Man** They're not complicated.
- Rob** They're easy to use, yeah.
- Woman 1** Not too easy when you're going uphill!
- Rob** No, that's true. Let's say 'simple'.
- Woman 2** Running costs are low.
- Rob** OK, yeah. Very cheap to run.
- Man** They don't often break down.
- Rob** Yeah. Reliable.
- Woman 1** They're safe. Well ...
- Rob** They're not too dangerous. OK. So, a successful invention, for all those reasons. And, with modern bikes, we have a good example of using the latest materials for a design that's over a hundred years old.

- 1d** Students build up their vocabulary base with a gap-fill activity based on the sentences from the recording.

- 1e** ▶▶▶ **24** Play the recording for students to listen and check their answers.

Key

1 successful 2 much 3 complicated 4 low
 5 often 6 dangerous

- 1f** ▶▶▶ **25** Students listen to Rob and make a list of the adjectives he uses. The listening is short, so play the recording more than once, to give students time to write down all the adjectives.

Key

cheap, simple, economical, efficient, reliable, safe

Transcript

So, to sum up, then. Why are bicycles popular? They're cheap, simple, economical and efficient, reliable and safe. Now, that checklist is the same, no matter what sort of ...

- 1g** Vocabulary practice ...> SB Page 97, Exercise 1.

Key

1 d 2 c 3 g 4 a 5 f 6 b 7 e

PRE-TEACHING

Ask: *What products are/were very popular in your country? What products does everybody buy/want to buy?* to introduce *success/flop*. Have students brainstorm on very successful products and products that have failed.

- 2a** Point to the photo of the Sinclair C5 and see if students know what it is. Ask if it looks useful.
- 2b** Students then read the text to find out if the C5 was a success. With weaker groups, do this with the class.

Key

No, the Sinclair C5 was a failure.

- 2c** Students then consolidate the past simple of *be*. They need to refer to information in the text.

Key

1 was 2 wasn't 3 were 4 weren't

GRAMMAR

be: past simple

Point out that there are only two positive forms of the verb *be* in the past (*was/were*) and only two negative forms (*wasn't/weren't*).

Grammar reference ...> SB Page 108, Section 4.1.1.

Experience 4

2d Grammar practice → SB Page 98, Exercise 2.

Key

1 Was, was 2 Were, were 3 Was, wasn't, were
 4 Were, weren't, were

PRE-TEACHING

Present *too/enough* by asking questions:

Teacher *Can I carry my office computer in this bag?
 No, the computer is ...*

Student *... too big/heavy.*

Teacher *Can I carry a laptop in this bag? Yes, a
 laptop is ...*

Student *... small/light enough.*

Alternatively, you can use Resource sheet 4.1 to present and practise *too/enough*.

RESOURCE SHEET 4.1 → Page 97.

Use the picture on Resource sheet 4.1 to elicit sentences with *too/enough*. Go through the picture with the whole class, eliciting sentences. Model contrasting sentences and have students repeat them, e.g.:

Teacher *The office is too small for three people.
 It's not big enough for three people.*

Once students are confident, they continue in pairs, taking turns to make sentences about the picture, using *too* or *enough*.

2e Students work with a partner and take it in turns to ask and answer questions about the Sinclair C5 using the prompts in the book. Stronger students could do the exercise in front of the class after the pair work.

2f This activity consolidates the positive and negative forms of *be* in the past and how we use *too/enough*.

Key

1 was 2 small 3 wasn't 4 small 5 little

GRAMMAR***too/enough***

Point out that *too* and *not enough* are used in different ways to say the same thing.

Grammar reference → SB Page 107, Section 2.3.

2g Grammar practice → SB Page 98, Exercise 3.

Key

1 That car isn't fast enough. 2 This is too expensive. 3 The price of this product isn't low enough. 4 These products are too dangerous. 5 The design isn't simple enough.

2h Students then work with a partner to sum up why they think the Sinclair C5 was a flop. Collate the results of the pair work on the board after a class discussion. Encourage students to use *too/enough*.

2i ▶▶▶ **26** Students listen to Rob Martel and list his reasons why the Sinclair C5 was a flop. They could then compare their ideas from 2h with his, to see how many were the same.

Key

too small, too low, difficult for other drivers to see you, quite dangerous, water splashing from other cars, the battery was heavy, battery wasn't very powerful

Transcript

There were lots of problems with the Sinclair C5. The biggest problem, I think, was ... it was too small, and especially, too low. Because it was so low, it was difficult for other drivers to see you. It was actually quite dangerous. And, obviously, if you're very low, and it's raining, then there's water splashing on you from cars. And then there was the battery. It was heavy. It wasn't very powerful, every night you had to recharge it. I mean, forget it!

3 **COMMUNICATION PRACTICE 10** → SB Pages 81 and 89.

Divide the class into pairs and each pair into A and B. Give them time to look at their different pages. Say that the two products were complete flops last year. Tell student A to look at the information about product A and try to guess why it wasn't successful. Emphasise that he/she should use *too/enough*. Tell Student B to refer to the information on his/her page about why product A was a flop and tell Student A whether he/she is right or not. Student A should make notes of what student B says. Demonstrate by playing the part of A with a student. Then change roles and play the part of B to show how to give the additional information. While students do the role plays, monitor that they use *too/enough*.

OPTIONAL ACTIVITIES

- Students might like to develop the idea of successful inventions from their own country and prepare a short presentation for the class.
- Hold a class discussion on the use of helmets on bikes and motorbikes and seat belts in cars. Attitudes towards safety can vary considerably and this might generate a heated discussion! Collate students' ideas under the headings of *Advantages* and *Disadvantages*.

Student A *I think helmets are too uncomfortable.*

Student B *Yes, and too hot in summer.*

Student C *OK but it's too dangerous to ...*

Lesson 4.2

Discussing past projects

Grammar

Past simple: regular and irregular verbs

Vocabulary

Problems and solutions

PRE-TEACHING

To reactivate what students know of the regular past simple, write a list of regular verbs from the lesson on the board. Model the infinitive and the simple past tense:

phone Last night I phoned my boss at home.

start Yesterday I started a new job.

work Last year I worked for a company in Germany.

Then write up the past tense next to each infinitive and ask students to tell you the pattern. Elicit that the verb ends in *-ed* and that the *-ed* can be pronounced in three different ways: *phoned* /d/, *worked* /t/ and *started* /d/.

- 1 Talk about a project you worked on last year to provide a model. Say why it was interesting/boring/difficult. Then ask students to describe their own experiences. With some classes it might be better for students to tackle this in pairs first and then share their experiences with the whole class.

- 2a Some students might find it daunting to tackle a longer reading text without support, so read the text with them and clarify unknown vocabulary. Alternatively use the cut-up version of the text on Resource sheet 4.2, to introduce the text. Then focus students' attention on finding the three main problems with the project.

Key

1 cost 2 It wasn't possible to use computers to create forests, lakes and mountains, so the team needed to film at real locations 3 It was also impossible to use computers for dinosaurs that were near the camera.

RESOURCE SHEET 4.2 ...> Page 98.

Cut up one copy of the Resource sheet for each pair or small group. The aim is for the group to reconstruct the text together and thus become familiar with it, in the context of a game. You could make it competitive and the first pair/group to construct the text 'wins'. To make the activity simpler, you could read out the text first and then students reconstruct it.

- 2b Students work with a partner to read the text to find the solutions and match them to the problems.

Key

1 c 2 a 3 b

- 2c Students consolidate the past simple by completing a gap-fill activity. Do the activity orally with students who need support. Students should refer back to the text, for examples, if they are unsure of the past simple forms.

Key

1 made 2 didn't have 3 cost, took 4 wanted
 5 couldn't 6 found 7 went 8 ate, drank
 9 didn't use 10 watched

GRAMMAR

Past simple: positive and negative

Point out that the positive formation of irregular verbs has no set pattern in the past simple. Students just have to learn the different forms by heart. Refer them to the list of irregular verbs on SB page 113.

Point out that the formation of the negative in the simple past is the same for regular and irregular verbs: *didn't* + infinitive.

Grammar reference ...> SB Page 109, Sections 4.1.2 and 4.1.3.

- 2d Grammar practice ...> SB Page 98, Exercise 4.

Key

a 1 He didn't start his new job last week.
 2 They didn't make the film in India. 3 They didn't have a very big budget. 4 The project didn't cost £2 million. 5 She didn't finish the job on time.
 6 They didn't use very expensive computers.
 b 1 The photos looked very good. 2 They took a long time to finish the job. 3 They wanted to use computers. 4 She went to Malaysia. 5 I drank coffee in the break. 6 They ate lunch.

OPTIONAL ACTIVITY

Play a game of past simple 'ping pong' with students. Call out the infinitive of a verb and point / call out to a student. The student must call out the past simple of the verb, then call out the name of another student and a different verb infinitive. The game continues, without pausing, until the teacher calls for it to end.

Teacher Go. Luis.

Student 1 Went. Carla: have.

Student 2 Had. Jan: work.

Student 3 Worked. etc.

Experience 4

- 3a** **27** Tell students that Jake Stern makes promotional videos for companies and that he's talking to a customer about a video he made at a chemicals factory. Read the questions with students and check they understand them. Then play the recording for students to listen and answer.

Key

- 1 the heat/temperature 2 They put the camera in a box, to protect it. 3 There was no light.
 4 There was no solution. No, it wasn't possible.

Transcript

- Jake** So this is quite an easy project ... certainly compared with the one we did last month, at a chemicals factory. It was, um ... quite a challenge!
- Client** At a chemicals factory?
- Jake** Yeah. It was a marketing video, for a chemicals company. They wanted to film different ... parts of the factory. The first problem was the heat. It was ... I don't know what the temperature was, exactly, but it was *extremely* hot.
- Client** So it was difficult to work?
- Jake** Well, the trouble was, it was too hot for the camera.
- Client** Oh, right. So what did you do?
- Jake** We put the camera in a box, to protect it. We made a box, with a small hole in the front ...
- Client** Yeah.
- Jake** And we filmed with the camera in the box.
- Client** And did it work?
- Jake** Yeah, it worked OK.
- Client** So how did you make the box? What did you use?
- Jake** Just wood. Nothing complicated. So, anyway, we finished filming in this hot area ... and then they wanted us to film with no light. They had another production process where, um ... they couldn't have any light at all. It was completely black.
- Client** And they wanted you to film it?
- Jake** Yeah.
- Client** So what did you say?
- Jake** I said, no, it's impossible. They thought maybe we could use a special camera or something, but, um ... it wasn't possible. So, filming in your offices isn't a big problem!
- Client** Well after that, no! So, when can you start setting up ...

- 3b** Vocabulary practice ...> SB Page 98, Exercise 5.

Key

- 1 solve 2 trouble 3 work 4 impossible
 5 solution

- 3c** **27** Students listen to the recording again to complete the questions from the dialogue.

Key

- 1 So what did you do? 2 did it work
 3 did you make the box 4 did you use

GRAMMAR**Past simple: questions**

Point out that the formation of questions for both regular and irregular verbs is: *did* + infinitive.

Grammar reference ...> SB Page 109, Section 4.1.2.

- 3d** Grammar practice ...> SB Page 98, Exercise 6.

Key

- 1 did you buy it 2 Did she work in the office today?
 3 Did he make a video? 4 did they see the product
 5 Did you find my office (very) easily? 6 did you go there

- 3e** Students work with a partner using the prompts in the book. They take it in turns to ask and answer questions about *Walking with Dinosaurs*. Check that they use the past simple for questions and answers.

- 4** **COMMUNICATION PRACTICE 11** ...> SB Pages 81 and 89.

Divide the class into pairs and each pair into A and B. Give them time to look at their different pages.

A asks B to talk about a project he/she worked on last year, using the notes as prompts. A makes notes of B's replies. Demonstrate by playing the part of A with a student. Then students do the role plays. Monitor that they use the past simple.

Then students change roles. At the end choose one or two pairs to do the second role play for the class. Students could vote on who they would give the job to!

- 5** Before students tackle this pair work activity, talk briefly about a project you worked on last year to provide a model. Students then have an opportunity to personalise the topic with a partner and take it in turns to talk about a project they worked on themselves.

OPTIONAL ACTIVITY

Ask students to prepare a short talk in English about a project they worked on recently. They write notes to help them give the talk.

Last month I ...

The preparation of the notes could be a homework assignment, then call on different students to give their talks in the next class.

Lesson 4.3

Talking about the weekend

Vocabulary

Life at home

PRE-TEACHING

Encourage students to talk about what they normally do at the weekend to elicit what they already know. Collate all their ideas on the board in a word web under the heading *Weekend*.

- 1a** Read the three sentences with the class and then say which one describes you best. Then students decide which one describes them best. They could do this in pairs.

OPTIONAL ACTIVITY

After the pair work in 1a, students could feed back the results to the whole class. Have a class vote to find out how many students identify most with each of the sentences 1–3 in 1a. What comes top – relaxation, jobs around the house and garden, or family and friends?

- 1b** Read through the rubric and points with the class. Then talk about how certain factors change people's lives and the amount of free time they have. After this, students continue to discuss in pairs and also talk about any personal experiences they have. There is a lot of ground to cover here, so it is best if each student makes brief notes of what their partner says, so that they can feed back to you or to the class. Collate the main points from the group on the board under three headings.

Age and family

Home

Town or country

PRE-TEACHING

Point to the pictures of things people do at the weekend and elicit what they are doing in each picture. Practise the new vocabulary by calling out the letter of a picture and students give you the verb to describe it.

- 2a** Model the sentences 1–10 for the class. Students work with a partner and match the answers to the photos.

Key

1 c 2 i 3 a 4 g 5 b 6 e 7 f 8 d
 9 j 10 h

- 2b** Students ask and answer questions in the past simple. They each guess what their partner did at the weekend and tick the activities on the list in 2a. They then ask questions to confirm their guesses. Model a few questions with a student before they start the activity in pairs.

- 2c** Vocabulary practice → SB Page 98, Exercise 7.

Key

1 cleaned 2 lie 3 meal 4 shopping
 5 gardening 6 cooked 7 round

- 2d** ▶▶ **28** Read through the list with the class and tell students to listen to a conversation between two colleagues and tick the things that Dave did last weekend.

Key

1 ✓ 5 ✓

Transcript

Tessa So, did you have a good weekend, Dave?

Dave Yeah, OK, thanks. It was nice to have some warm weather for a change. We ate outside yesterday, at lunchtime. We sat outside in the garden.

Tessa Did you?

Dave Yeah. We wanted to have a barbecue, actually, but I forgot to buy some charcoal, so ...

Tessa Oh, no. You didn't have people coming round?

Dave Oh, no. It was just me and my wife, so ... it wasn't too bad. In fact, I was quite pleased. Normally, when we have a barbecue, I do the cooking, you see. But otherwise my wife cooks, so ...

Tessa So you slept in the sun, and your wife did all the cooking!

Dave Well ... I wasn't asleep – I had one eye open ... so I could see when it was ready! No, actually, I had quite a busy weekend. I put a new front door on the house on Saturday. It was a bigger job than I thought, actually. I got up early on Saturday and worked all day. Then on Sunday, I got up early and painted it ... What about you? What did you do?

Tessa Not much really. We went to the cinema on Saturday night.

Dave Oh yeah? What did you see?

Tessa Oh, it wasn't very good. It was that new film with ...

- 2e** Read through the sentences with the class and students fill in the gaps orally with the past simple form of the irregular verbs. Alternatively, give students a few minutes to prepare the task with a partner, before feeding back to the class.

- 2f** Students can look at the transcript on SB page 117 to check their answers and read the whole of the extended listening.

Key

1 ate 2 sat 3 forgot 4 slept 5 did 6 had
 7 thought 8 got

- 2g** Students work with a partner to ask and answer questions about Dave's weekend. Write up the key questions on the board (*What, Where, When, What time* and *Why*) and model a few questions first, e.g.:
- What did Dave do on Sunday?*
Where did Dave have lunch?
Why didn't Dave cook?

- 3**  **29** Students listen and repeat the questions. Check carefully that they use the correct intonation (rising at the end of *Yes/No* questions and falling at the end of neutral *Wh-* questions). Once they are confident they could continue practising in pairs.

- 4** **COMMUNICATION PRACTICE 12** ...> SB Page 82.

Divide students into pairs and read through the rubric for the activity with them. Ask them to write 1–5 on a piece of paper, and to write down five things that they find they both normally do or did last weekend. Model the exchange with a strong student. If the student's answer is 'No.' then continue asking questions until you find an activity that you both do/did and pretend to write it down on your list. Students can then start the activity in pairs, and some pairs can report back to the class at the end:

We both watched TV on Saturday night. etc.

RESOURCE SHEET 4.3 ...> Page 99.

For further consolidation of leisure activities, give one copy of Resource sheet 4.3 to each student and students move round the class and interview as many students as possible in ten minutes. They then feed back the results to the whole group. Collate these on the board under short headings (e.g. *Relaxing day*, etc.). Finally students could vote on the most interesting thing done last year.

OPTIONAL ACTIVITY

Students might like to do a survey of activities that people do at the weekend and draw up a class list of popularity.

.....
WORKBOOK ...> Pages 14–16.

5 Arrangements

Lesson 5.1

Making arrangements

Grammar

will/shall: offers and suggestions

Vocabulary

Communication

- 1a** Be aware that many students may not arrange anything other than occasional meetings with colleagues or customers, so after the initial discussion, you might want to give them different identities using Resource sheet 5.1. After the pair work some students could talk to the class about what they do.

RESOURCE SHEET 5.1 → Page 100.

Copy and cut up one sheet for each pair. Students work with a partner and place the cards face down on the table. They take it in turns to pick up a card and imagine they are the person on the card and talk to their partner about the arrangements they make at work.

- 1b** Students summarise the advantages/disadvantages of making arrangements in international business by telephone and by email. Give one or two examples orally first to provide a model. Students could work initially in pairs before feeding into a class discussion. Collate what students say under the two headings on the board: *Telephone* and *Email*.
- 2a**  **30** Point to the photos of Michael Morgan and Sylvie Dam and tell students that they are two colleagues who are phoning to arrange a trip to a conference in San Francisco. Read through the questions with the class and check that students understand everything. Students then listen to the telephone conversation and answer questions.

Key

1 They decide to catch the same flight. 2 He says he'll look into flights to San Francisco. 3 She says she'll contact the San Francisco office to see if they know any good places to stay. 4 They arrange to speak again at about 4.30.

Transcript

Michael Hello.
Sylvie Hello. Is that Michael?
Michael Speaking.
Sylvie Hi Michael, it's Sylvie in Brussels.

Michael Hi Sylvie, how are you?
Sylvie Fine, thanks. You?
Michael Yeah, very well, thanks.
Sylvie Are you getting ready for the conference next month?
Michael Um ... not really. What about you?
Sylvie Well, that's what I'm phoning about, actually. How are you going to San Francisco? Are you flying direct from Dublin?
Michael Um ... well, I still need to book my flight. But I'll probably have to change in ... either in London or ... in Amsterdam. What about you?
Sylvie Well, I still need to book my flight, from Amsterdam. So, um ...
Michael Well, shall we catch the same flight?
Sylvie Yeah. That's what I thought, actually. Then we can work on the plane.
Michael Yeah, that makes sense. So I need to book a flight to Amsterdam, then. Shall I look into flights to San Francisco, as well?
Sylvie Um ... yeah, if that's OK.
Michael Yeah, no problem. I'll look on the Internet after lunch and, um ... I'll call you back. What about booking a hotel?
Sylvie Um ... Well, shall I contact the San Francisco office ... see if they know any good places? I can get in touch with Rita.
Michael Yeah, good idea.
Sylvie I'll give her a call this afternoon, as soon as the office opens.
Michael Excellent. So I'll look into flights. And, um ... I'll get back to you.
Sylvie Great. Shall we speak at about four thirty?
Michael Yes, fine. I'll call you then.
Sylvie OK. Bye.
Michael Thanks for calling, Sylvie. Bye.

- 2b** Students then consolidate the new vocabulary with a gap-fill activity. Ask students round the class to give their answers orally.

Key

1 call, give 2 speak 3 back, get
 4 contact, touch 5 look

- 2c** Vocabulary practice → SB Page 99, Exercise 1.

Key

1 speak 2 give 3 touch 4 contact 5 back
 6 look

PRE-TEACHING

Present and practise *Shall I* in the classroom context. Ask: *Shall I open the window / close the door / take your coat / get a chair / move the table / get a dictionary / switch on/off the TV?* Then teach *I'll* in reply to *Shall I?* Get a student to make an offer with *Shall I ...* and reply with *I'll ...*:

Student *Shall I open the window?*

Teacher *No, I'll do it. (Mime.)*

Students then continue in pairs to practise the two-line dialogue.

Student A *Shall I get a chair?*

Student B *No, I'll do it.*

- 2d** ▶▶ **30** Students listen again and focus on sentences in the conversation with *I'll* and *Shall I* which match sentences in the exercise. Pause the CD at the appropriate moment to allow students to write their answers.

- 2e** Students look at the transcript on SB page 118 to check their answers.

Key

1 I'll look on the Internet after lunch. 2 I'll give her a call this afternoon. 3 Shall we catch the same flight? 4 Shall I look into flights to San Francisco? 5 Shall I contact the San Francisco office? 6 Shall we speak at about four thirty?

GRAMMAR**will/shall: offers and suggestions**

Tell students that *I'll* is short for *I will* and that we always use the contracted form, when we offer to do something. Explain that we use it to make an immediate, spontaneous offer at the time of speaking. Say that we also use *Shall I* to offer/suggest doing something and *Shall we* when we suggest doing something with someone else.

Grammar reference → SB Page 111, Section 8.

- 2f** Grammar practice → SB Page 99, Exercise 2.

Key

1 I'll do it later. 2 Shall we call them back? 3 I'll check the details today. 4 I'll give her a call this afternoon. 5 Shall I contact the hotel? 6 Shall we book seats now?

- 2g** This activity gives students the opportunity to put the language of offers and suggestions into practice. Students take it in turns with a partner to offer solutions to four problems. The solutions are open-ended, so it might be interesting to write up a variety of suggestions when students feed back to the class.

Key (example answers)

1 Shall I find out? 2 I'll give him a call. 3 I'll get back to you. 4 Shall I get in touch with her?

- 3** ▶▶ **31** This pronunciation activity focuses on recognising the *I'll* form when embedded in a dialogue. Some students will find this very difficult, so you might choose to do it as a whole class activity. Students could 'vote' on which of three choices they hear.

Key

1 b 2 c 3 a 4 b

Transcript

- Yes, I'll call him.
- I talked to Christine, and there's no problem.
- I email the minutes to everyone.
- Yes, I'll contact him.

- 4** **COMMUNICATION PRACTICE 13** → SB Pages 82 and 90.

Divide the class into pairs. Tell them that each pair is meeting to discuss a presentation they are giving in Barcelona next month. Read through the list of action points with the class and stress that they must agree to do all the jobs between them as pairs. Emphasise that they each have different skills and time available, so they must find a solution that suits them both. Remind them that they should use *I'll ...* and *Shall I ...?* Then students do the role play. Monitor that they use *I'll ...* and *Shall I ...?* correctly. After the pair work choose one or two pairs to do the role play for the class.

- 5** Students work in groups of three to plan a trip to a conference in San Francisco, based on the scenario given. As the reading element of the task is quite long, it might be best to do it with the class, to ensure that all the groups are well prepared. Point out the note on UK and US spellings of *centre/center* in the Useful language box.

Some students could perform the role play in front of the class after the group work.

OPTIONAL ACTIVITY

- For fun, students could take it in turns to role play being too polite/overbearing much to the annoyance and exasperation of their partners! This could be in a restaurant or café situation, for example.

Student A *I'll ask for a table near the window.*

Student B *No, let's sit here.*

Student A *Shall I order for you?*

Student B *No thanks. etc.*

Lesson 5.2

Confirming arrangements

Grammar

Present tenses as future

Vocabulary

Confirmation by email

PRE-TEACHING

Draw a timeline on the board and mark *past* at one end and *future* at the other. Draw an arrow and write *now* in the middle. Then ask students: *What are you doing tomorrow?* Write *tomorrow* on the timeline to indicate clearly that it's in the future. Present and practise the present continuous in this context. Give an account of what you're doing tomorrow to provide a model, e.g.: *Tomorrow morning I'm having a meeting with some clients. Then we're having lunch together and in the afternoon I'm finishing a report.* Then consolidate cognitively by writing on the board:

future plans/arrangements = tense?

Elicit the answer: *present continuous.*

OPTIONAL ACTIVITY

With stronger students you might also want to talk briefly about future timetables and schedules:

I'm flying to Paris next week. My flight leaves on Wednesday at 10 am.

I'm catching the train to Manchester. It leaves from Euston Station.

Write the sentences on the board and ask students to identify the two tenses. Elicit that the present simple is used for schedules or timetables and the present continuous for plans and arrangements.

- 1** Point to the photo of Sylvie and ask students to say what she's doing. Elicit or feed that she's writing an email/letter. Discuss the advantages of confirming phone calls in writing by asking students if they agree with the statements. Then broaden the discussion to include what students do.

OPTIONAL ACTIVITY

With stronger students you could also extend the discussion to include examples of problems that occurred because people didn't confirm in writing.

- 2a** Tell students that Sylvie and her colleague, Michael, are going to a conference in San Francisco. Students read the email to the conference organiser in order to complete the three sentences. Again, with some classes you may find it preferable to read the email together.

Alternatively, with students who need more support, use the cut-up version of the email on Resource sheet 5.2 to introduce the text.

Key

1 slides for the presentation 2 on Wednesday evening 3 Thursday morning

RESOURCE SHEET 5.2 ...> Page 101.

Cut up one copy of the text for each pair or group. Students become familiar with the language by reconstructing the text together. Set a short time limit to inject pace into the activity. With weaker students provide extra support by reading the text out loud, before they start piecing it together.

- 2b** Students then read the email (b) from the hotel to confirm the details of the telephone conversation and complete the three sentences to demonstrate comprehension and build their vocabulary base.

Key

1 Luis Gomez 2 the hotel reservation
 3 contact the hotel manager / Luis Gomez

- 2c** Ask students when they use formal language and when they use informal language. Elicit that informal language is just for close colleagues, friends or family. Then students work with a partner and find examples of formal and informal words and phrases in the two emails. Students feed to the class after the pair work.

Key

Formal: b

Informal: a

(Example answers)

Formal: I confirm ..., do not hesitate to contact me, Best regards

Informal: Hi, let me know, Bye for now

- 2d** Students then read the emails again to find more specific vocabulary in the emails.

Key

1 Please find attached, Please find below
 2 Following our telephone conversation this morning, As discussed 3 If you need any further details, please do not hesitate to contact me.

- 2e** Vocabulary practice ...> SB Page 99, Exercise 3.

Key

1 confirm 2 find 3 discussed 4 hesitate
 5 forward 6 attached 7 Following

- 3a** This activity focuses on understanding the difference between arrangements and timetables and links the tenses (present continuous and present simple) clearly to each.

Arrangements 5

Key

1 A 2 T 3 A 4 A 5 T

GRAMMAR

Present tenses as future

Point out that both the present simple and the present continuous can be used with future meaning. Refer students to the examples in the grammar box and ask them to provide other examples, of their own, to illustrate the difference in meaning.

Grammar reference → SB Pages 109 and 110, Sections 5.1 and 5.2.

3b Grammar practice → SB Page 99, Exercise 4.

Key

1 arrives 2 starts 3 'm going 4 'm giving
 5 finishes 6 're staying

4a ▶▶ **32** Students listen to Naomi Lind and Tom Dent making arrangements and note key information.

Transcript

Naomi So, when's the best time to meet, for you?
Tom I'm free next week.
Tom Um ... I can't make it next week. I'm ...
 I'm busy all week. The week after's OK
 for me.
Naomi The week after. What about Monday? Monday,
 December the twelfth?
Tom Yes, that's OK for me.
Naomi In the morning?
Tom Yeah.
Naomi Half past nine?
Tom Nine thirty? Yeah, that's fine.
Naomi OK. Monday, December the twelfth at nine
 thirty, then.
Tom And can you send me an agenda?
Naomi Yes, I'll write an agenda this morning, and send
 it to you this afternoon.
Tom Excellent. OK, so I look forward to receiving
 that, and I'll see you on the twelfth.
Naomi OK. I look forward to seeing you then.
Tom OK. Bye.
Naomi Bye.

4b Students check their answers by referring to the transcript on SB page 118. You could conclude by playing the recording once more, for them to listen and read through the whole dialogue.

Key

1 Monday, December 12th 2 at 9.30 3 agenda

4c Following the telephone conversation students write an email, from Naomi Lind to Tom Dent, confirming the arrangements and sending the document as an attachment.

Key (example answer)

To: Tom Dent
 From: Naomi Lind
 Subject: meeting details
 Dear Tom,
 Following our telephone conversation, I confirm that the meeting is on Monday 12th December at 9.30 am. Please find attached the agenda for the meeting. I look forward to seeing you there/then.
 Regards,
 Naomi

5 **COMMUNICATION PRACTICE 14** → SB Pages 82 and 90.

Divide the class into pairs and each pair into A and B. Give them time to look at their different pages. Summarise the scenario by telling them that Student A wants to visit a company to make a presentation. He/She phones the sales manager (Student B), and makes arrangements for the visit. Student A starts and should make notes of what they agree. Demonstrate the start of a phone call with a student before students do the role play in pairs. Monitor and support them during the conversation. After the pair work choose one or two pairs to do the phone call for the class.

Finally, pairs work together to write an email from the sales manager confirming the arrangements made on the phone. Refer students to email b, on SB page 32 as a template. Afterwards one or two students could read out the email to the class.

6 To personalise the language of the unit, students think of an email they wrote recently to confirm arrangements and write it in English. This could be done as a homework assignment.

Lesson 5.3

Sightseeing

Vocabulary

Tourist information

PRE-TEACHING

Ask students where they went on holiday last year. Ask them about tourist information: *What places did you visit? Did you go to any tourist information offices? Were the people there very helpful? What sort of information could you get there? Did you have to pay for it or was it free?*

Ask if any students went to the USA last year. Ask what town and places they visited. Get them to talk about their experiences. It would be helpful if you could show the places on a map.

- 1a** Brainstorm on what students know about San Francisco. Write their ideas on the board. Then brainstorm on Alcatraz. *Do you know any films or documentaries about Alcatraz? Who was 'The birdman of Alcatraz'? Why was Alcatraz a good place to have a prison? How do you get to Alcatraz from San Francisco? Do you think it's an interesting place to visit?*

- 1b** Students look at the photo of Alcatraz and say what they think of it and if they would like to visit it. Read the questions through with students and check comprehension. Ask students if they can predict the answers before they read the text. Students then read the leaflet about Alcatraz and answer the questions. With some classes you might choose to read the text with students or divide the class into pairs/groups and give each pair/group a different paragraph to read. They then talk to the class about the paragraph they have read and explain any unknown vocabulary.

Key

1 It is open to tourists all year round, except Christmas Day and New Year's Day. 2 It's best to book a week in advance. 3 A shuttle is a regular bus service which links two destinations, to transfer people. On Alcatraz there is a shuttle because there is a short road up a hill from the dock to the prison, which could be a difficult walk for some people. 4 There are 'Self Guide' booklets in English, Spanish, German, French, Italian and Japanese and other guide books in the shop. 5 The island after dark offers some of the best views of San Francisco's city lights and the Golden Gate Bridge.

CULTURAL POINT

You could present and practise other UK and US holidays in addition to Christmas Day and New Year's Day (Boxing Day, Good Friday, Easter Monday, Whitsun, Independence Day, Thanksgiving, etc.).

Also introduce the concept of 'bank holidays' in the UK, which are often on Mondays. (August Bank Holiday is the last Monday in August and Spring Bank Holiday is the first Monday after May 1st. Easter Monday is a bank holiday and if Christmas or New Year's Day fall on a Saturday or Sunday, the following Monday is set as a holiday.) Talk about the significance in the USA of 4th July (the celebration of Independence) and of Thanksgiving (which commemorates the meal of thanksgiving the early settlers in America gave, after surviving the harsh winter).

Point out that the UK is very multi-cultural and that the holidays of many other cultures and faiths are also celebrated, especially in big cities.

- 1c** Students then develop their vocabulary by matching definitions to words from the text.
- 1d** ▶▶ **33** Play the recording for students to listen and check their answers. They then listen again and repeat the new vocabulary. After students have checked their answers, they could 'test' each other orally in pairs.

Key

1 peak periods 2 leaflet/booklet, booklet/leaflet
 3 history 4 map 5 souvenir 6 museum
 7 guided tour

- 1e** Vocabulary practice → SB Page 99, Exercise 5.

Key

1 map 2 shuttle 3 souvenirs 4 guided
 5 leaflet 6 peak

OPTIONAL ACTIVITY

Say that a prison is an unusual tourist attraction. Ask students to talk about any other strange tourist attractions they know of.

- 2a** ▶▶ **34** Play the recording for students to listen to four short dialogues in a tourist information office in San Francisco. In each dialogue there is a 'beep' sound where a word is missing. Students infer from the context which word (chosen from a-d) is missing in each dialogue. You may need to play the recording more than once and allow them to compare answers before you check answers with the whole class.

Key

1 b 2 c 3 d 4 a

Transcript

- 1 **A** Hi.
B Hello. Do you have any information about Alcatraz? Any ... booklets or (*beep*)?
A Yes. Just behind you, on the shelf, there.
B Ah, OK. Thank you.
- 2 **A** Hi.
B Hi. Is there anywhere near here where you can buy gifts ... and (*beep*)?
A Yeah. If you turn right out of the door, then take the first right, there are gift shops all along the ... the street, there.
B OK. Thanks very much.
- 3 **B** Can you visit the museum all day? What are the opening times?
A It opens at ten and closes at five. If you want to take a (*beep*), they start every hour, on the hour and last ... I think they last forty-five minutes, but I'll just check ...
- 4 **B** Excuse me. Have you got any street (*beep*)?
A Sure.
B ... Thanks. How much are they?
A They're free.

2b Students can quickly work with a partner to fill in the missing words and then feed back orally to the class.

2c  **35** Students listen to the recording to check their answers and then listen again and repeat the new vocabulary. Check students understand how to use *anywhere* to mean 'in any place' and elicit more examples of it in sentences.

Key

1 information 2 anywhere 3 opening 4 street 5 free

OPTIONAL ACTIVITY

For extra controlled speaking practice you could ask students to look at the transcripts of the dialogues from 2a (on SB page 118) and practise them with a partner.

RESOURCE SHEET 5.3 ...> Page 102.

For additional practice of the tourist language, use Resource sheet 5.3. Divide the class into pairs or small groups and give a copy of the incomplete questions to each pair or group. Tell students to place the cut-up cards face down on the table and turn them over one at a time. The first student to complete the question correctly wins the card. Demonstrate a few examples with a strong student before they continue in pairs. The activity could be extended to students taking it in turns to provide answers to the questions.

3 COMMUNICATION PRACTICE 15 ...> SB Pages 82 and 90.

Divide the class into pairs and each pair into A and B. Give them time to look at their different pages. Ask a strong Student A to explain the scenario to the class. Then demonstrate a role play with a student. Play the part of B, the person working in the tourist office, and be very polite and helpful. Then students do the role play. Monitor and support them during the conversation. Students change roles for the second role play, and this time A, the person working in the information office, is tired, busy and new to the job. This should produce a different atmosphere. After the pair work choose two or three pairs to do the role play for the class. Students could vote for the most/least helpful person from the tourist office.

4 To personalise the language of the lesson, students work with a partner and talk about tourism in their town/region. With more confident students, this could be expanded into a presentation to the class using maps and leaflets. This should be given as a homework assignment, to allow preparation.**OPTIONAL ACTIVITY**

Students could write a short email to the tourist information office in Cambridge and ask for information about the town. Tell them they are very interested in history.

.....
WORKBOOK ...> Pages 17–19.

6 Objectives

Lesson 6.1

Forecasting

Grammar

will: predictions

Vocabulary

Probability

⚠ Students will know the form of *will* and associate it with the future, but may not be familiar with its use with predictions and speculation.

1a Students look at the photos of the Tropical Islands Resort and say what they can see. Ask what they think it is and what they think visitors can do there.

1b It would be useful to show students where Brandenburg is on a map of Germany. Students firstly discuss the location of the Tropical Islands Resort in pairs and then join in a class discussion, giving their reasons. Write the arguments for and against the location on the board.

1c Students read the article and answer the questions. With weaker students go through the article together.

Key

1 The Tropical Islands Resort is larger than two football stadiums and higher than the Statue of Liberty. 2 The temperature is 25°C. There's a 'sea' with water at 30°C, and a small 'rainforest'. 3 The advantages are that the sea is quite far away (250 km) and that the dome can be used in winter too, when it is cold. 4 Many of the world's big, rich cities have cold climates and so possibly large markets for 'tropical daytrips'.

1d Students then focus on *will* and *won't* by underlining the correct words to make sentences that match the points of view in the article.

Key

1 doesn't think 2 will 3 won't

GRAMMAR

will: predictions

Read through the examples with the class. Point out that even though *will* is written after nouns, it's usually pronounced as 'll.

Grammar reference → SB Page 110, Section 5.4.1.

1e Grammar practice → SB Page 99, Exercise 1.

Key

1 I don't think he'll finish on time. 2 Personally, I think they'll be over budget. 3 I think it'll be a flop. 4 The project won't be a success. 5 I don't think we'll solve the problem. 6 The sales figures won't improve next month.

2a ▶▶ **36** Read out the last two sentences of the article again to the class. Then read out the rubric and the question. Play the recording the first time for students to listen for the advantage that the resort had.

Transcript

Interviewer What do you think about the location of the resort, near Berlin?

Caroline Well, the reason it's there is, simply, because there was already a dome there. Tropical Islands Resort didn't build the dome. They bought it, for quite a low price. A company called CargoLifter built the dome as a factory, to make big airships. But CargoLifter went out of business and had to sell the dome. So Tropical Islands bought it and ... so they had very low construction costs.

Interviewer So, do you think the resort'll be successful in the long term?

Caroline Possibly. I think it'll probably be quite popular in the short term ... in the first few months. I think a lot of people'll probably come to have a look ... they'll want to see what it's like. After that, it depends what they think of it.

Interviewer Some people say this resort won't help to make forecasts for other resorts because there was no need to build a dome. Do you agree with that?

Caroline Um ... no. I think it'll help a lot. Definitely. The construction costs aren't difficult to calculate. The difficult question is, what sort of people will visit the dome? I'm sure it'll be popular with families with young children, for example. So the project'll be good for getting information about the market.

Interviewer Do you think someone will build another dome like this somewhere, one day?

Caroline It's possible, yeah. Maybe there's a huge market for them. I mean, it's not a completely new idea. There's already a dome like this one in Japan.

Objectives 6

- 2b** ▶▶ **36** Read through the sentences with the class and then students listen again and decide which sentences are true or false.

Key

1 T 2 F 3 F 4 T 5 T 6 T

- 2c** Students correct the false sentences in 2b.

Key

2 The numbers of visitors will probably be high in the first few months. 3 It definitely will / will definitely help to predict the success of other resorts.

- 2d** Students clarify the key language of possibility and certainty by putting the words into a chart.

Key

Very certain: certainly, definitely

Quite certain: probably

Not certain: possibly, perhaps, maybe

- 2e** Ask students to look at the sentences in 2d again. Which of the words in the chart go at the start of a sentence? Which go before the verb?

Key

Perhaps/Maybe go at the start of a sentence.

Probably/Possibly/Certainly/Definitely go before the verb.

- ⚠ Point out that the words for possibility and certainty can come in different positions in the sentences.

Explain that *maybe* and *perhaps* usually come at the beginning:

Perhaps someone will come.

Probably/Definitely/Possibly/Certainly usually come immediately after *will* and before the main verb, but before *won't* in negative sentences. They can sometimes come at the beginning of a sentence.

Probably, there'll be a lot of visitors.

There'll probably be a lot of visitors.

There probably won't be a lot of visitors.

- 2f** Vocabulary practice → SB Page 100, Exercise 2.

Key

1 He's definitely coming tomorrow. 2 They'll probably get the contract. 3 Perhaps I'll go to Spain on business this year. 4 There'll certainly be a big a market for this product. 5 Their profits will possibly be better this quarter.

- 2g** ▶▶ **37** Students listen to extracts from the interview and underline the stressed words. Check answers with the whole class, then ask what effect the stress has on the pronunciation of *will*. Focus students' attention on the contracted form 'll after stressed nouns such as *resort'll* and *people'll*. Students can then practise saying the sentences with the correct stress, in pairs.

Key

1 So, do you think the resort'll be successful in the long term? 2 I think it'll probably be quite popular in the short term. 3 I think a lot of people'll probably come to have a look. 4 They'll want to see what it's like. 5 So the project'll be good for getting information about the market.

- 2h** Students discuss tropical domes with a partner. They speculate, using *will* and the probability words. Hold class feedback to compare different opinions.

RESOURCE SHEET 6.1 → Page 103.

Use Resource sheet 6.1 for additional practice of predictions. Students work in small groups. Give each group a set of cut-up cards with predictions on. Students place the cards face down on the table and turn them over one at a time. When a card is turned up, they discuss whether or not they agree with the prediction. Encourage them to use *definitely*, *probably*, *possibly*, *certainly*, etc.

- 3** **COMMUNICATION PRACTICE 16** → SB Page 83.

Divide the class into pairs and then read through the activity with the class. Check that students understand the ideas and that they are clear about the task. Point out that they have to make predictions about the likely success of the ideas. Give students time to prepare what they are going to predict and make a few notes. Then demonstrate a role play with a student before students continue in pairs. Monitor to check that they use *will/won't* correctly. After the initial pair work, students must look at the list again and agree on how probable it is that the ideas will be successful, using *certainly*, *probably*, *definitely*, *possibly*, *perhaps* and *maybe*. Choose some pairs to report back their opinions to the class.

- 4** Students have an opportunity to personalise the language of the unit by talking to a partner about a project they're planning or starting soon (at work or outside work). Stronger students could do a presentation to the class in the next lesson about the future project. This could be a homework assignment.

Lesson 6.2

Discussing aims

Grammar

First conditional

Vocabulary

Aims

- 1a** Brainstorm generally on the topic of space exploration. Write *Space* in a circle in the middle of the board and write key words around it (important dates, names of spaceships, first people in space etc.). Collate students' contributions. Then students read the three opinions about space tourism and say if they agree with any of them or not. Write the three headlines on the board and record against each the number of students who agree with each:

- 1 *space tourism in 10 years' time*
- 2 *space tourism – big industry in 3–4 years' time*
- 3 *rich tourists in space in 10–20 years' time*

Also write two columns to record reasons *For* and *Against*.

- 1b** Refer students to the photos of Virgin Galactic. Ask them what they know about the Virgin group. Do they know any other Virgin companies? Do they know the name of the owner? What does the company do/sell? (For information see www.virgingalactic.com) First give students time to read the sentences about the text, and check they understand them. Then students can read the article independently or, with a weaker class, go through together as a class. Then students decide which sentences match the company's objectives.

Key

1 ✓ 3 ✓ 6 ✓

- 1c** Students make sentences to describe Virgin Galactic's plans and objectives using prompts and the present continuous.

Key

1 Virgin Galactic *is/s* planning to use the technology from SpaceShipOne. 2 The company *is/s* aiming to start space flights soon. 3 Virgin *is/s* hoping to achieve its objective this decade. 4 The firm *is/s* going to build a ship called Virgin Space Ship.

- 1d** Students work with a partner and ask and answer questions about Virgin Galactic's plans. Monitor to make sure they use the present continuous. After the pair work ask one or two pairs to do the activity for the class.

- 1e** This activity provides a further opportunity for vocabulary building. Students need to refer back to the text to find the words to complete the synonyms and definitions. They can compare answers in pairs, before checking answers with the whole class.

Key

1 goal, target, aim, objective 2 ambitious, optimistic 3 realistic

- 1f** Vocabulary practice → SB Page 100, Exercise 3.

Key

1 c 2 a 3 e 4 b 5 d

- 2a** ▶▶ **38** Read through the sentences with the class and check that students understand what all the options mean. Play the recording for students to listen to Caroline talking about space tourism and to decide which sentences match her views.

Key

1 a 2 a 3 b

Transcript

- Interviewer** Do you think we'll see a space tourism industry in the next ... five years? Is that realistic?
- Caroline** I think so, yeah. I'm not sure how big it'll be. It all depends how much it costs. You know, if a flight costs ... under fifty thousand dollars, I think there'll be a lot of demand. If tickets cost over five hundred thousand dollars, very few people will buy them. Obviously, it'll be expensive. The question is, how expensive?
- Interviewer** Some people say two hundred thousand dollars is a realistic price.
- Caroline** Mmm ... well, that's probably about right for a short-term objective. In the long term, I think the cost will need to be less than that. Probably less than half that.
- Interviewer** What do you think space tourists will want? What sort of experience?
- Caroline** Um ... I think they'll want ... I think it has to be a real space trip. If it's too short, then people won't be happy. I don't think it needs to last for hours, but a couple of minutes won't be enough. It has to be worth the money.
- Interviewer** What do you think it will take to really make space tourism take off?
- Caroline** If somebody shows that it's possible, for a reasonable price, I think that'll be the start. If the first company is successful, a lot of others will follow. And, obviously, the top priority is safety. That's the big challenge – to show that it's safe.

Objectives 6

- 2b** Students match the pairs to make sentences from the conversation. This focuses on first conditional sentences, but here students are only exposed to the form, and do not yet manipulate it.
- 2c** Ask students to check their answers, by finding the sentences in the transcript for Listening 38 on SB page 119.

Key

1 c 2 a 3 d 4 b

GRAMMAR

First conditional

Point out that the present tense is always used after *if* and that *will* is always used with the other verb in the sentence. Stress that this is nearly always shortened to *'ll* when we speak.

Point out that sentences can either begin with *if* or with *will* + verb. Stress that the negative *will not* is very rare and that *won't* is the common form. Provide other positive and negative examples of conditional sentences, if necessary.

Grammar reference ...> SB Page 110, Section 6.1.

OPTIONAL ACTIVITY

To consolidate the first conditional, make up a simple completion drill. Say the first half of sentences and get volunteers to complete them in different ways:

Teacher *If I finish work late this evening, ...*

Student 1 *... I'll miss my bus.*

Student 2 *... I'll start work late tomorrow.*

Teacher *If it rains at the weekend ...*

Student 1 *I won't do the gardening. etc.*

You could also get students to write the first halves of three sentences with *if* and pass them on to a partner to complete.

RESOURCE SHEET 6.2 ...> Page 104.

For additional oral practice of the first conditional students work in pairs using Resource sheet 6.2. Give each pair a set of the cut-out cards. Students place the cards face down on the table and take it in turns to pick a card and then complete the first conditional sentence.

- 2d** Grammar practice ...> SB Page 100, Exercise 4.

Key

1 If the flight's delayed, I'll stay at the airport.
 2 If the suppliers don't deliver it today, we won't finish on time. 3 If you work hard, you'll achieve your goal. 4 If the project isn't successful, we'll lose a lot of money. 5 If they don't finish the job, they'll work late tonight. 6 If the price isn't too high, we'll increase our sales.

- 3** **COMMUNICATION PRACTICE 17** ...> SB Page 83.

Divide the class into pairs and then read through the business plan with the class. Check that students understand the nature of the business. Then tell them they must decide what to do if certain things happen. Some students might be able to come up with other scenarios, so brainstorm and add these to the list. Demonstrate the role play with a student so they are clear about the task. Then give students some time to prepare what they'll do in the different situations before they start the role play. It might help students to make a few notes. Monitor the pair work to check that they use *we'll* correctly. Then each pair joins with another pair to compare their decisions and to see if they had the same solutions to the problems. Hold some class feedback, to make sure that students are using the first conditional correctly in their sentences.

- 4a** Hold a class discussion. Students talk about Virgin Galactic's objectives and comment on whether they are realistic or not.
- 4b** Students have the opportunity to personalise the language of the lesson with a partner. They take it in turns to talk about a project that they're working on at the moment (make it clear it can be a project related to work or spare time). More confident students might do a mini-presentation to the class in the next lesson.

Lesson 6.3

Booking a flight

Vocabulary

Reservations

PRE-TEACHING

Quickly revise the alphabet, especially letters which students frequently confuse (e/i, g/j etc.) as this will be useful for talking about airline names.

Most students will have some experience of flying on business or on holiday. Ask questions to elicit the language they already know about the topic. *How often do you fly? Do you always fly from the same airport/ with the same airline? Do you book tickets online or in a travel agent's?*

- 1a** Ask students about the most popular airlines in their country and to give reasons for their popularity. Write the reasons on the board.
- 1b** Point to the advert for a low-cost airline and ask students the questions about it. Some students might come from countries where there is no tradition of cheap/cut-price airlines, so be prepared to provide examples. Make a list of the disadvantages of very cheap plane tickets on the board (you pay extra for meals or drinks, not much space, not very comfortable, planes nearly always full, tickets non-refundable, airport taxes not included in price, small baggage allowance, you pay a lot for excess baggage).
- 1c** Students tackle the new vocabulary in the advert by finding words from the advert to match the definitions and synonyms. Students could work with a partner to do this and then feed back orally to the class.

Key

- 1 Book your seat in advance for even lower fares.
 2 Tickets are non-refundable and non-transferable.
 3 one-way 4 return 5 lower fares 6 excess baggage 7 Discounts for under 26s. 8 20kg maximum baggage allowance 9 in advance 10 book

- 1d** Vocabulary practice ⇨ SB Page 100, Exercise 5.

Key

- 1 discount 2 include 3 non-refundable
 4 allowance 5 excess 6 advance 7 one-way

RESOURCE SHEET 6.3 ⇨ Page 105.

For additional practice of the language of cut-price air travel students work in pairs using Resource sheet 6.3. Give each pair a copy of the advert and ask students some comprehension questions about it.

*How much is the discount on this holiday?
 How much would the holiday cost for two people?
 Can you get your money back if you need to cancel?
 Do you have to pay airport tax?
 If you want to book for one person, will it cost £209?
 How much do you pay if your suitcase is too heavy?*

Write some prompts up on the board, for simple questions that students can ask each other:

*... destination?
 How long ...?
 Which airport ...?
 What kind of hotel ...?
 How much luggage ...?
 ... summer holiday?
 ... meals included?*

Students ask and answer questions about the holiday in pairs.

- 2a** ▶▶ **39** Students listen to a customer booking a flight with GlenAir and answer the questions.

Key

- 1 Lisbon 2 a return ticket 3 a surfboard

Transcript

- Assistant** GlenAir, good afternoon. How can I help you?
Customer Hello. I'd like to fly to Lisbon at the end of May.
Assistant Lisbon?
Customer Yes.
Assistant What date are you planning to leave?
Customer On May the twenty-fourth.
Assistant May the twenty-fourth. Is it a return flight?
Customer A return, yes. I want to come back on the thirty-first.
Assistant The thirty-first of May ... OK, the cheapest fare's fifty-five pounds.
Customer That's for a return.
Assistant Yes.
Customer OK. Um ... and can I change the date if I need to?
Assistant No. For that fare, you can't change the booking, and there's no refund if you cancel.
Customer Right. So fifty-five pounds. And are there any extra charges? For airport tax, or ...
Assistant No, that's included.
Customer OK. Um ... oh, that's the other question – what's the maximum baggage allowance? Because I want to take a surfboard with me.
Assistant Right. Well, the maximum allowance is twenty kilograms. The excess baggage charge is six pounds per kilogram, but for a surfboard ...

Objectives 6

- 2b** ▶▶ **39** Students listen again for details to complete the information on the page.

Key

1 24th of May 2 31st of May 3 £55 4 20 kg
 5 £6 per kg

- 2c** Students put the words in order to make sentences from the dialogue they have just heard.

Key

1 I'd like to fly to Lisbon at the end of May.
 2 What date are you planning to leave? 3 I want to come back on the 31st. 4 The cheapest fare's fifty-five pounds. 5 Are there any extra charges?
 6 What's the maximum baggage allowance?
 7 The excess baggage charge is six pounds per kilogram.

- 2d** Students work in pairs to invent short exchanges. Student A reads the part of the airline assistant and Student B plays the part of the customer. They then change roles.

Key (example answers)

1 I'd like to fly to Madrid. 2 Can I change the ticket if I need to? 3 Is that for a return? 4 How much is a return fare? 5 Are there any extra charges?
 6 I want to come back on the 6th July. 7 How much is the baggage allowance?

- 3a** ▶▶ **40** Students listen to the rest of the conversation to find out if the customer can choose his seat now.

Key

No. He can't choose his seat until check in.

Transcript

Customer ... OK, can I book a seat, then, please?
Assistant Yes. Can I take your name, please?
Customer Sure. It's Simon Brigton. B-R-I-G-T-O-N.
Assistant And Simon is S-I-M-O-N?
Customer That's right.
Assistant And how would you like to pay?
Customer Do you take Visa?
Assistant Of course, no problem. Could I take the number please?
Customer Sure, it's four six double seven, double three double four, two two two one, four double five. And the expiry date is August ... two thousand and nine.
Assistant Thank you. So, just to confirm, that's one ticket to Lisbon, flying out on May the twenty-fourth at six fifty and returning on May the thirty-first at seventeen thirty. The total cost is fifty-five pounds, including taxes.
Customer OK.

Assistant Check in opens two hours before take-off and closes half an hour before.

Customer OK. Just one more thing ... could I have an aisle seat?

Assistant You can choose your seat when you check in. Obviously, it's best to check in as early as possible.

Customer Right, OK.

- 3b** ▶▶ **40** Students listen again and complete the details of the booking on the form.

Key

Flight 4556 Glasgow – Lisbon
Passenger name: Simon Brigton
Payment method: Visa card
Card number: 4677 3344 2221 455
Expiry date: August 2009
Outbound flight: 6.50
Return flight: 17.30

- 3c** Students work with a partner and practise the dialogue with their own name and invented credit card numbers. They use the transcript on SB page 119 as a support. When they have done the dialogue once, they should change roles and repeat it with different information.

- 4** **COMMUNICATION PRACTICE 18** → SB Pages 83 and 91.

Divide the class into pairs and each pair into A and B. Ask them to look at their different pages. Explain that they are going to take it in turns to book a flight at a travel agent's. Tell them that Student A makes the first enquiry and that Student B is the travel agent and should suggest the best flight and answers questions. Give students time to read their information.

Play the part of Student A and demonstrate an enquiry with a student. Then students carry out the role plays, changing roles after the first role play. Monitor and support during the pair work. At the end, ask pairs to perform their role play for the class.

- 5** Students work in pairs and discuss air travel using the questions as prompts. Hold whole class feedback, to hear a variety of opinions.

OPTIONAL ACTIVITY

Students could design an advert for a low-cost airline. Ask them to look at the advert on SB page 40 for two or three minutes, then close their books. Working in pairs, they design a similar advert for an airline they invent, trying to include the new language they have learned this lesson.

.....
WORKBOOK → Pages 20–22.

Test 2 (Units 4–6)

Name:

1 Fill in the gaps with correct past simple form of *be*.

- 1 A export sales very good last month?
 B Yes, excellent.
- 2 A the marketing strategy successful last year?
 B Yes, very successful.
- 3 We had lots of delivery problems, so sales very high.
- 4 She missed her train so she on time for the meeting.

4

2 Make sentences with *too* or *enough*. Use the past simple of *be*.

- 1 car / be / expensive . (*too*)

- 2 battery / not / be / big . (*enough*)

- 3 products / not / be / cheap . (*enough*)

- 4 delivery / be / slow . (*too*)

- 5 we / not / be / early . (*enough*)

10

3 Fill in the gaps.

safe economical dangerous popular
 complicated reliable

- 1 This software isn't It's very simple to use.
- 2 This car doesn't start in cold weather. It isn't
- 3 Old planes were too There were lots of accidents.
- 4 Lots of people like this product. It's very
- 5 This car is very You can drive for 100 km on four litres of petrol.
- 6 This machine is very The last accident was fifteen years ago.

6

4 Make sentences. Use the past simple.

- 1 this product / make / million dollars / for company .

- 2 it / take / six weeks / to finish / plan .

- 3 that photocopier / not cost / \$10,000 .

- 4 I / go / shopping / yesterday .

- 5 they / can't / find / better location / for factory .

- 6 I / not have / friends round / last weekend .

- 7 we / eat / in restaurant / last night .

- 8 she / drink / coffee / with her breakfast .

16

5 Make questions for these answers.

- 1?
 Yes, I worked on a very difficult project.
- 2?
 Yes, we had problems with the installation.
- 3?
 No, we couldn't solve the problem quickly.
- 4?
 Yes, we finished the job on time.
- 5?
 Yes, we went home early.

10

6 Make offers and suggestions.

- 1 I / call her / this afternoon .

- 2 we / meet again / next Monday ?

- 3 we / get / the same train ?

- 4 I / look into / flights to Madrid .

8

Name:

7 Fill in the gaps in the email.

regards following below single confirm
 discussed hesitate inclusive

Dear Ms Teo,
 1..... our telephone conversation this morning, I 2..... your hotel reservation for next week. Please find 3..... details of the booking.
 • 1 4..... room – in the name of Cindy Teo from Penta International
 • 3 nights: June 26th to 28th 5.....
 • Booking reference: PBV45T67
 As 6....., you're checking in at 20.00.
 If you need any further details, please do not 7..... to contact me.
 Best 8.....,
 Toby Fischer,
 Hotel manager.

8

8 Underline the correct form of the verbs.

- 1 The conference *starts/is starting* on 25th October.
- 2 My flight *gets/is getting* into Paris at 8 pm.
- 3 I *go/am going* on holiday tomorrow.
- 4 He *gives/is giving* a talk at the conference.
- 5 Your train *arrives/is arriving* at 22.45.
- 6 The meeting *starts/is starting* at 9 am.

6

9 Fill in the gaps.

guided leaflets souvenirs maps peak
 information

- 1 Excuse me? Is there a tourist office near here?
- 2 Do you have any about the history of the town?
- 3 Do you have any of the town centre?
- 4 There's a tour of the museum every hour.
- 5 You can buy from the gift shop.
- 6 July and August are the periods.

6

10 Find the mistake in each sentence. Write the correct sentence.

- 1 I think the new product not will be a success.

- 2 They increase profits, if they can deliver on time.

- 3 If the project will be successful, they'll make a lot of money.

- 4 There'll be a big demand, if the price low.

- 5 We're going open a new store next year.

- 6 Shall I to make a reservation for you?

6

Test total 80

7 Success

Lesson 7.1

Talking about your education and career

Grammar

Present perfect/Past simple

Vocabulary

Education Career history

⚠ The introduction of the present perfect is a milestone for *most* students and needs very careful handling. This lesson presents the tense in a very controlled way and focuses on its use to describe general experiences in the past, contrasting this with the use of the simple past to describe specific events.

OPTIONAL ACTIVITY

Many students find dates very hard, so revise them by writing up random dates on the board. Two students come to the front of the class. Say a date and the first student to point to it 'wins' a point. Play to the best of five for each pair.

1a Model the key question and answer and get students to repeat it. Demonstrate an exchange with a student, before students continue in fluid pairs round the class:

Teacher *When did you start work with your present company?*

Student *I started work with ... in ...*

Ask them to note the date each person in the group started work with their present company, so they can report back afterwards.

1b Talk to the class about your own education/career, e.g.: *I went to school from 1978 to 1987 in the north of England. Then I went to university in In ... I joined ...* etc. After students have worked in pairs, ask for some brief feedback from volunteers.

2a Focus on the notice on the PolyVec company noticeboard, for employees to read. Check their gist reading skills, by asking students to read the notice quickly and say what it's about. (It's about Jerome Gilder, who is the new production manager.) Then read through the notice with the class, and check comprehension of new vocabulary (*announce, promote, trainee, Masters, etc.*) by eliciting/giving examples.

2b Students work with a partner, using the information in the notice to complete part of Jerome's CV. They imagine the date on the notice is the present month.

Key

PolyVec	Assistant Production Manager	2003 – 200?
PolyVec	Production Planner	2002 – 2003
BTE	Production Planner	1999 – 2002
Alton	Management Trainee	1996 – 1999
Sanford Institute of Technology	Masters	1995
Cambridge University	Degree	1991 – 1994

2c Students complete the verbs from the notice. This exercise revises the use of the past simple.

Key

1 studied 2 graduated 3 did 4 joined 5 left
 6 spent 7 moved 8 promoted

2d Vocabulary practice → SB Page 100, Exercise 1.

Key

1 graduated 2 post 3 trainee 4 Masters
 5 promoted 6 left 7 joined

2e Students review the past simple in pairs by asking and answering questions about Jerome's education and career. Demonstrate with a strong student so that students have a clear model of the tense to use:

Teacher *What did Jerome study for his degree?*

Student *He studied Business and Economics.*

PRE-TEACHING

Students have read the notice and understood it by this point and will have seen the present perfect tense in the notice, but have not yet been asked to use it.

Present the present perfect by talking about your own career in general terms, e.g.: *I've had lots of different jobs over the past five years and I've travelled all over the world. I've worked in Japan. I've taught English in Italy. I've even been a waiter in Paris* etc. Ask students questions: *Have you had lots of different jobs? Have you travelled a lot? Have you ever been a waiter?*

Write two headings on the board and examples which contrast the present, perfect/past simple.

<u>General experience</u>	<u>Specific experience</u>
<i>I've travelled all over the world.</i>	<i>I travelled to Japan in 2004.</i>
<i>I've taught English in Italy.</i>	<i>I taught English in a school in Lecce.</i>

GRAMMAR

Present perfect/Past simple

Go through the examples in the box and clarify the use of the present perfect for general experiences in the past and the past simple for specific experiences. Point out that the formation

of the present perfect is subject + *have/has* + past participle. Elicit that the past participle of most regular verbs is infinitive + *-ed*. Refer students to the verb list on SB page 113 for the past participles of irregular verbs. Refer students to the grammar reference for more detail.

Grammar reference → SB Page 109, Sections 4.2.1 and 4.2.3.

OPTIONAL ACTIVITY

Focus on the use of the present perfect by asking students to read out loud the sentences with that tense from the PolyVec notice about Jerome Gilder. Then ask them to read out sentences with the past simple.

2f Grammar practice → SB Page 100, Exercise 2.

Key

1 have/ve worked 2 worked 3 did 4 has/s managed 5 has/s worked 6 joined 7 have/ve travelled

3a ▶▶ 41 Play the recording of a conversation between Jerome and his assistant. Students listen to find out which computer programmes he has used.

Key

2 ✓ 3 ✓

Transcript

Maria We use the same software – a system called Nurec – to control all the production processes.

Jerome Nurec?

Maria Yeah. Have you worked with it before?

Jerome No, I haven't used that one. I've used TP Control.

Maria Right. We used that here, a few years ago. So did you use TP in Cape Town?

Jerome Yeah. Then when I was in Boston, we used a system called Arrow.

Maria Oh, I've worked with that before.

Jerome We have so many different types of software in this company, it's unbelievable.

Maria I know. And we've changed so many times, as well. Have you ever used Conductor?

Jerome Conductor? No. I've never heard of it.

Maria That was the system they had when I joined. It was very good, actually.

Jerome That's the trouble, isn't it? These things change all the time, but do they really improve?

3b ▶▶ 41 This activity focuses students on all forms of the present perfect – positive, questions and negatives. Students listen again and fill in the gaps.

Key

1 Have 2 haven't 3 I've 4 we've 5 Have 6 never

GRAMMAR

Present perfect: negatives and questions

Point out that the question form of the present perfect is *have/has* + subject + past participle?. The negative form is *haven't/hasn't* + past participle. Refer students to the grammar reference for more detail.

Grammar reference → SB Page 109, Sections 4.2.1 and 4.2.2.

3c Grammar practice → SB Page 101, Exercise 3.

Key

1 Have you used this programme before?
 2 I haven't seen this version before. 3 Have you worked with her before? 4 Have you ever visited China? 5 I've never visited Canada. 6 I haven't used this system before. 7 Have you ever lived in a different country?

3d ▶▶ 42 Ask students to look at the sentences in the present perfect. Play the recording for them to listen and repeat. Focus on the strong forms of *have* in the question and the negative and the contracted, unstressed form *I've* in the positive sentence.

3e Students work with a partner and take turns to ask each other questions. If the answer is 'yes' then ask for more information. Demonstrate the example dialogue with a student, before they work in pairs. Monitor for the correct use of the present perfect and past simple.

4 **COMMUNICATION PRACTICE 19** → SB Pages 84 and 91.

Divide the class into pairs and each pair into A and B. Ask them to read their different pages. Demonstrate by asking a strong Student A the first two questions in the role play. Students use the information in the chart to answer. Students then change roles and do the second role play.

5 Students work with a partner and ask about his/her education and career. Elicit possible questions, using the prompts given.

RESOURCE SHEET 7.1 → Page 106.

For alternative practice of the present perfect and past simple contrast, use Resource sheet 7.1. Ask students to imagine this is their CV. They introduce themselves to the people they are going to work with in their new company and talk about their experience.

Lesson 7.2

Giving an update

Grammar

Present perfect: *yet/already/so far*

Vocabulary

Good news and bad news

PRE-TEACHING

Pre-teach *yet/already/so far* using examples of students' work and progress in lessons. *Have you read Unit 12 yet? Have we finished Unit 7 yet? Have you read this article yet? Have we done this exercise yet? Have we done Unit 6 yet? Yes, we've already done Unit 6. So far we've done six units in this book. So far we've learned the present simple, the present continuous, the past simple and the present perfect!*

Write up an example of each (*so far, already* and *yet*) on the board and point out the present perfect is often used with these words.

- 1 Talk about planning and schedules in your own job to provide a model, e.g.: *In my job as a teacher it's quite easy to plan work. The problem is, I don't always know how quickly students will learn what I plan for them. Sometimes they learn something very quickly and sometimes it takes a long time. I usually have a fixed schedule for 30/60 hours. In that time I must complete ... lessons.*

Then ask students to read the sentences and underline words so that the sentences are true for them. They can then discuss the reasons for their answers, with the class. Write up the reasons on the board to see if there is a pattern.

- 2a Point to the email and ask what the subject is. Elicit that it's a progress report. Read the email with the class and then students answer the questions. Alternatively, with weaker students, as this is quite a long text, use the cut-up version of the email on Resource sheet 7.2.

Key

- 1 He's working on setting up the Singapore office.
 2 The new accounts department and the new sales rep are doing well. 3 He's having problems with the IT installation / finding IT people.

RESOURCE SHEET 7.2 ...> Page 107.

Use Resource sheet 7.2 to help weaker students access the email in 2a more easily. Divide students into pairs or small groups and give a copy of the cut-up sheet to each pair or group. Read out the email first before students work together to put it in the correct order.

- 2b Students could work in pairs to fill in the chart with good and bad news and then feed back the results orally to the class.

Key

Good news:

We've made good progress with ...
 we're three weeks ahead of schedule with recruitment
 Anna is doing very well
 things are going well

Bad news:

Unfortunately we're having problems with ...
 We've had trouble finding IT people
 we're two weeks behind schedule with IT

- 2c Vocabulary practice ...> SB Page 101, Exercise 4.

Key

1 g 2 c 3 a 4 e 5 d 6 f 7 b

- 3a Students work independently or in pairs to find the past participle of irregular verbs (which are all in the email).



Some students might notice that in the email Andy uses *She's been to ...* to mean *She's gone there and then come back*. This point will be focused on in 3c.

Key

1 been 2 made 3 found 4 had 5 written
 6 done 7 gone 8 flown 9 taken 10 sent
 11 seen

- 3b 43 Students listen and repeat the irregular past participles. They then practise saying them with a partner. Demonstrate how to 'test' their partner with the help of a student:

Teacher Find.

Student Found.

- 3c Read out the two sentences. After each one ask: *Where is Anna now?* Elicit/Explain that *Anna has gone to Kuala Lumpur* means she is still there, while *Anna has been to Kuala Lumpur* means she isn't there now, she has returned. Point out that *she's gone* can only be used in the context of 'still being there'.

- 4a Read through Andy's 'to do' list with the class. Students then use the information in the email to tick the jobs which Andy has already completed.

Key

1 ✓ 4 ✓

- 4b** Students then read the sentences, refer back to Andy's 'to do' list and circle the sentences which are true.

Key

1 a 2 b 3 b 4 a 5 b

GRAMMAR**Present perfect: yet/already/so far**

Read through the examples in the grammar box with the class and clarify that the present perfect is used with *yet*, *already* and *so far*.

Grammar reference ...> SB Page 109, Section 4.2.4.

- 4c** Grammar practice ...> SB Page 101, Exercise 5.

Key

1 yet 2 so far 3 already 4 so far, yet 5 yet
 6 already

- 5a** ▶▶ **44** Students listen to Andy call his boss, Yves, a week later to give another update. They must decide if they think Yves happy with Andy's progress and give their reasons.

Transcript

Yves Yves Cordier.

Andy Yves, it's Andy Bell.

Yves Andy, hi. How are things?

Andy Going quite well.

Yves Is everything nearly ready?

Andy Well, we've got a full accounts department. I interviewed someone on Monday and she's accepted the post. Sara Bernard. I've already sent her details to personnel, so that's gone well ...

Yves OK, good. And, what about the IT system? Have they installed that yet?

Andy Well, that's more difficult. Um ... I've found two technicians so far, er, but unfortunately, I haven't found the third person we need, so ...

Yves So you haven't finished the IT installation?

Andy No, we ... we haven't actually started it yet. But ...

Yves You haven't started it yet? Andy, we need to open that office in two weeks!

Andy I know. I've spoken to Daniela in the Zurich office and she's going to send someone next week. I think we can still open on time.

Yves We need to. How long is it going to take for you to get ...

- 5b** ▶▶ **44** Students listen again and decide which jobs from Andy's 'to do' list in 4a are now completed.

Key

1, 2, 4 and 5 are now completed.

- 5c** ▶▶ **45** Students listen and repeat the questions. Check that they copy the rising intonation correctly.

- 5d** Students look at the 'to do' list of tasks for opening a new office and then take it in turns to ask each other questions using *yet*. They should answer with *not yet*, *already* and *so far*.

- 6** **COMMUNICATION PRACTICE 20** ...> SB Pages 84 and 91.

Divide the class into pairs and the pairs into As and Bs. Tell Student Bs that they have travelled to Poland to look at the possibility of opening a new office there. They look at their 'to do' list and give an update on the phone to their boss in the UK (Student A) on what they've done so far / already. Remind Student As to use *yet* for asking questions. Demonstrate the start of the phone call and the first exchange with a student, then let students continue in pairs.

Teacher *Hello. Is that Teresa? It's John here.*

Student *Hello, John. How are things going?*

Teacher *Quite well.*

Student *Have you met the local property consultant yet?*

Teacher *Yes, I've met him. That was a really useful meeting. etc.*

- 7** Monitor their use of the present perfect. When students have finished the role play, they change roles, so they have a chance to practise all the language.

Students write an email to their boss based on the update they gave in Exercise 6. Students use the email on SB page 44 as a model if they need support. This could be done as a homework assignment.

Lesson 7.3

Discussing interesting experiences

Vocabulary

Describing feelings and experiences

PRE-TEACHING

Write up *Unusual experience* in a circle on the board and tell students about something really unusual that happened to you. Ask each student to describe an unusual experience they've had. Write prompt words or brief notes about the experiences round the circle. Finally, students vote on whose experience was the most unusual.

- 1a** Use the photos of Steve Fossett to set the context for the article. Ask students what the photos suggest about Steve Fossett.

- 1b** Read the title out loud to the class and ask students to predict what the article is about.

Key

The article is about Steve Fossett and his adventures.

- 1c** Read out the past participles in the word box and get students to call out the infinitives of these irregular verbs. Students then read through the first paragraph of the article and fill in the gaps with past participles.

Key

1 become 2 flown 3 been 4 swum 5 driven
 6 run 7 done 8 ridden 9 broken 10 won

- 1d** Ask students if they've ever done any of the things Steve Fossett has done. Is there anything they wouldn't like to do? Do they know anything about the activities/challenges Fossett has taken part in?

CULTURAL POINT

Some students may not be familiar with all the activities mentioned in the article. If necessary, give them some background information on these and on Steve Fossett's activities:

Steve Fossett swam the English Channel (approximately 21 miles / 34 kilometres) from England to France in 1985, with a time of 22 hours 15 minutes. In 2002 he made the first solo round-the-world balloon flight (14 days, 19 hours and 51 minutes). In 2004 he broke the record for round-the-world sailing (58 days, 9 hours and 32 minutes). In 2005 he made the first solo non-stop round-the-world aeroplane flight (67 hours and 2 minutes).

The Le Mans 24 hours is a sports car race which takes place every year in Le Mans in France. The most famous Alaskan dogsled race is the Idatorid, which takes place annually. Teams of dogs pull sleds in a gruelling race from Anchorage to Nome.

- 1e** Students read the rest of the article, using a dictionary if necessary. They read to find out why Steve Fossett does these activities.

Key

Because he likes challenges / scary adventures and would get bored if he didn't find new challenges.

- 2a** Students look at the groups of adjectives and underline the odd one out in each group. They could compare their answers in pairs, before checking with the whole class.

Key

1 terrible 2 relaxing 3 interested 4 happy

- 2b** Students focus on the two forms of adjectives and work out which form describes feelings and which form describes a thing or experience. Ask them to give example sentences using the pairs of adjectives, e.g.: *I feel very relaxed on holiday. Swimming is a very relaxing activity.*

Key

Adjectives ending in *-ed* describe feelings and adjectives ending in *-ing* describe a thing or experience.

- 2c** Read the sentences in 1–5 with the class. Students then work with a partner and imagine they did these things. They describe their experiences and their feelings and compare them with the partner's. Elicit an example before they start:

Teacher *I walked up to the top of the Eiffel Tower. I was ...*

Student *I was a bit frightened. I don't like heights.*

Teacher *It was ...*

Student *It was amazing. The view of Paris was incredible!*

- 2d** Vocabulary practice → SB Page 101, Exercise 6.

Key

1 hard 2 bored 3 frightened 4 happy
 5 interesting 6 boring 7 frightening 8 relaxed
 9 incredible, sad

- 3a**  **46** Students listen to the first part of the conversation between Lisa and her colleague, Brendan. They decide what subjects they talk about and why.

Key

They talk about a parachute jump from space (that Brendan is reading about in the paper) and a parachute jump Lisa did.

Transcript

Brendan This is amazing – this article in the paper. Somebody's planning to do a parachute jump from space.
Lisa From *space*?
Brendan Yeah. An Australian. He's going to jump from a balloon, from forty thousand metres. So that's, what ... forty kilometres.
Lisa That's pretty high. When I did my jump, it was from one thousand metres.
Brendan You've done a parachute jump?
Lisa Yeah.
Brendan Seriously?
Lisa Yeah!

3b ▶▶ **47** Students now listen to the second part of the conversation and decide if the sentences are true or false.

Key

1 F 2 T 3 T 4 F 5 F

Transcript

Brendan You've done a parachute jump?
Lisa Yeah.
Brendan Seriously?
Lisa Yeah!
Brendan When?
Lisa About ... four years ago. A group of us went, from my last company.
Brendan Wow! I'm impressed! So what was it like?
Lisa Fantastic! When you jump out of the plane, it's ... it's just amazing.
Brendan You weren't too scared, then?
Lisa I was before I jumped. Everyone's frightened before their first jump. But as soon as your parachute opens, it's ... it's actually quite relaxing. You're just there in the air – you've got this incredible view ...
Brendan Yeah, I bet. And what about the landing?
Lisa It was OK. Not too hard.
Brendan Because that's the most dangerous moment, isn't it?
Lisa Well, yeah! Even if you jump without a parachute, it's not dangerous until you land!
Brendan No, good point!

3c ▶▶ **47** Students listen again and make a list of adjectives Lisa uses to describe the experiences. You could play the recording once more for them to list the adjectives Brendan uses (*impressed, scared, dangerous*).

Key

fantastic, amazing, frightened, relaxing, incredible, hard, dangerous

3d ▶▶ **48** Students listen and repeat the sentences. Check that they put extra stress on these strong adjectives. They could practise saying the sentences in pairs, with feeling!

4 **COMMUNICATION PRACTICE 21** ...> SB Page 84.

Divide the class into pairs. Students take it in turns to ask and answer questions, using the list. They describe the experience and how they felt. Ask two students to read out the example dialogue before they start, and point out the use of the present perfect in the question with *ever* and the use of the past simple to talk about specific experiences in the past.

RESOURCE SHEET 7.3 ...> Page 108.

Use Resource sheet 7.3 for further consolidation of the present perfect and talking about experiences. Divide the class into pairs and give each pair a set of the cut-up cards with names of famous people and questions and answers about their experiences. Students match the questions and answers to the famous people. Check through the answers when everyone has finished.

Key

1 D 2 C 3 J 4 B 5 A 6 F 7 I 8 H
 9 G 10 E

5 Students can work with a partner first, to practise describing a memorable or interesting experience. They can then tell their experience in a whole class session.

.....
WORKBOOK ...> Pages 23–25.

8 Media

Lesson 8.1

Understanding business news

Grammar

Present perfect: *today, this week/month/year*

Vocabulary

Trends Financial markets

- 1** Introduce the theme of the lesson. Talk about the news with the class. Ask the questions on the page and elicit a variety of answers from different students.

OPTIONAL ACTIVITY

Students could conduct a class survey on reading and viewing habits in connection with the news, with questions such as:

How often do you read a newspaper?

What's your favourite newspaper/magazine?

How much time do you spend reading about or watching the news? etc.

- 2a** Point to the screen from a business and financial channel and ask general questions: *What's this? Have you seen a channel like this before? Do you know the names of any business news channels? Do you watch one regularly?* Read the four descriptions with the class and students then match them to the correct parts of the screen. Students feed back their answers orally to the class.

Key

1 d 2 c 3 a 4 b

- 2b** Students work on the new vocabulary from the text through a gap-fill activity.

Key

1 exchange 2 index 3 currencies
 4 exchange rate

- 2c** Students could do the classification of the verbs in pairs first and then feed back to the class.

Key (any order)

1 go up / increase / rise
 2 go down / decrease / fall

PRE-TEACHING

Introduce the use of the present perfect with *today, this week* and *this month* with timelines on the board. Draw three or four timelines and label them *today, this week, this month, this year*. Indicate where 'now' is on each timeline with an arrow to show the space of time is still incomplete. Ask questions in the present perfect about prices: *Has the price of petrol gone up this week? Has the price of cigarettes increased this month? Have prices in supermarkets fallen or risen this year?* Contrast the same sentences in the simple past: *Did the price of petrol go up last week? Did the price of cigarettes increase last month? Did prices in supermarkets fall or rise last year?* Write up one or two of the questions on the board and elicit which one is the past simple and what time expressions we use with it (*last week/month/year* = past time) and that we use the present perfect with expressions such as *this week/month/year* (a period of time which is not yet completely finished).

- 2d** Refer students to the verb list on SB page 113 for a full list of the irregular forms and point out that one column shows past simple forms and the other past participles (used with the present perfect). Check the answers together.

Key

1 a fell, b fallen 2 a rose, b risen

- 2e** Vocabulary practice → SB Page 101, Exercise 1.

Key

1 currencies 2 fell 3 stock 4 shares 5 index
 6 rose

- 2f** Students focus on the present perfect forms now. Tell students to refer to the text on the TV screen to find the correct forms of the verbs in the sentences.

Key

1 fallen 2 risen 3 risen

GRAMMAR

Present perfect: *today, this week/month/year*

Read through the examples of the use of the present perfect with expressions such as *today, this week* etc. and clarify that we use this tense when the action is still not completed. If students are having difficulty, tell them that as a rough guide, we use the present perfect with *today / this week/month* etc. and the simple past with *yesterday / last week/month* etc.

Grammar reference → SB Page 109, Section 4.2.5

- 2g** Grammar practice → SB Page 102, Exercise 2.

Key

1 What has/s happened to share prices today?
 2 This month the FTSE has risen by 2%. 3 This year the price of oil has/s been stable. 4 This week shares in Volkswagen have gone down. 5 The Dow Jones index has fallen by 5% so far today.

RESOURCE SHEET 8.1 → Page 109.

This is a good point at which to consolidate past participle forms of some common irregular verbs. Divide the class into pairs and give each pair a set of the past participle cards from Resource sheet 8.1. Students place the cut-up cards face down on the table in a square formation and take it in turns to pick up two cards and say the verbs. If the two cards do not match (infinitive and past participle of the same verb) they put them back in the same position. When a student picks up a matching pair he/she keeps the cards after saying them. The winner is the one with the most cards at the end.

2h Students work with a partner and describe things they've done today, this week, this month and this year. Monitor carefully that they use the present perfect. Students could perform some of the conversations in front of the class afterwards.

3a ▶▶ **49** Tell students they are going to hear an interview with Alan Styan, the chief executive of Geo-Core, on a business news programme. Go through the questions before you play the recording and make sure that students understand what they are listening for.

Key

1 Yes, business has been good for Geo-Core.
 2 It/Geo-Core works for oil companies and looks for new oil reserves. 3 Because there isn't enough oil.

Transcript

Presenter It's been an excellent start to the year for Geo-Core. Your share price has risen by forty-two percent in the first quarter of this year. Not a bad performance – the S&P 500 has fallen by three percent so far this year.

Alan Yes. We're obviously very happy with the results we've had. Our profit has increased by twenty-six percent this quarter ... which is better than we forecast – our forecast was for a twenty percent increase.

Presenter What's the main reason for that?

Alan I think, simply, it's because demand has been very strong. Our sales have been good. Um ... the oil price has risen, um ...

Presenter Obviously, your company doesn't sell oil – you're an exploration company, you work for oil companies and ... and look for new oil reserves.

Alan That's right.
Presenter But what do high oil prices mean for your business?

Alan Well, prices are high because, basically, there isn't enough oil to meet demand. That means we need to find more ... which is our job, so ... rising oil prices are certainly good news for us ...

Presenter And looking to the future, do you think that ...

3b ▶▶ **49** Students listen again to the dialogue and tick the boxes.

Key

1 up ✓ 2 down ✓ 3 up ✓ 4 up ✓

3c Refer students to the transcript on SB page 120 to check their answers. You could play the recording once more while they follow the transcript, and check there are no comprehension problems.

Key

1 risen, 42 2 fallen, 3 3 increased, 26

OPTIONAL ACTIVITY

Students might like to role play the interview with Alan Styan in front of the class. If you have a video camera, it might be useful to film such an interview. The interviewer could note down his questions from the transcript and the student in the role of Alan could take some notes, before they perform the role play.

4 **COMMUNICATION PRACTICE 22** → SB Pages 84 and 92.

Divide the class into pairs and each pair into A and B. Give them time to look at their different pages. Tell them that they are both going to explain information about their company's performance so far this year to their partner and complete information about their partner's company.

Play the part of A and demonstrate a conversation with a student B to provide a model. Then students work in pairs. Finally, ask one or two pairs to do the role plays for the class.

5 Ask students to prepare for this pair work for the next lesson, so that they are armed with accurate statistical data. Alternatively, copy the shares pages from a financial paper and give a set to each group. After the group work, a representative from each group gives a brief presentation about recent movements in share prices, exchange rates etc. to the class.

Lesson 8.2

Talking about the economy

Grammar

Review of tenses

Vocabulary

Economic indicators

PRE-TEACHING

Ask: *What do you spend your money on?* and collate students' answers in a word web on the board. Then ask students to work in pairs and say approximately what percentage of their money they spend on the ten most important items. Hold feedback so that you can arrive at the conclusion (most probably) that people spend most of their money on housing.

- 1a** Ask some questions to introduce the topic of houses: *Are houses/apartments expensive in your country? Do most people live in houses or flats?* Read through the rubric and question and encourage a free discussion.
- 1b** Look at the chart with students and clarify that it shows the percentage of households that own their own home in a number of different countries. Then students read out the percentages for each country. Monitor the pronunciation of the countries.
- 1c** Students work in pairs to discuss and fill in the missing countries on the chart. Check the answers and ask how many guessed correctly and if the answers surprised them or not.

Key

1 Ireland 2 Japan 3 Germany

OPTIONAL ACTIVITY

Students could work in pairs to drill countries and percentages.

Student A *What percentage of people in (Sweden) own their own homes?*

Student B *In (Sweden, 60%) of people own their own homes.*

- 2a** This is quite a long text so some students will need support in accessing it. Firstly ask students if there are many programmes about houses on TV in their country. Do they like watching them? Why? Why not? Do people talk much about houses or apartments?

Then ask students to read through the text and underline all the time expressions (*today, in 2000* etc.). Read through the text with the class, sentence by sentence, and clarify the meaning of unknown vocabulary, by eliciting or giving examples. Stop at

each gap, and ask students to look for a time expression in the sentence which will help them to decide what tense to use. Elicit the tense and the correct form of the verb in that tense. When you have gone through the text orally with students, ask students to go through the text again, by themselves, and write the answers using the correct tenses.

Note that for 12–13 there are two possibilities:

If house prices fall suddenly, the UK economy will be in serious trouble.

If house prices fell suddenly, the UK economy would be in serious trouble.

Students are more likely to answer using the first conditional, as they have recently studied it. If any students suggest a second conditional accept the answer, but explain that it depends on how you view the scenario – if you think it is quite possible or not very likely to happen. Students will meet the second conditional in Lesson 10.1.

Key

1 are 2 started 3 are 4 have increased
 5 followed 6 sold 7 moved 8 decided
 9 are rising 10 is 11 will go down 12 fall/fell
 13 will be / would be 14 will stay

- 2b** Read through the questions with the class and then students answer them independently or in pairs. Check answers together.

Key

1 property 2 Because of high property prices.
 3 They aren't rising as fast. 4 Economists think prices will stay high.

- 2c** Grammar practice → SB Page 102, Exercise 3.

Key

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

- 2d** Students work with a partner to ask and answer questions about property prices in their city or country. Before they start, ask them to look at the question prompts and the time expression in them, and decide which tense to use. Elicit the questions. Students then ask and answer the questions in pairs. Monitor carefully the tenses they use. Some students could talk to the whole class about this afterwards.

- 3a** Students match the pairs to complete the definitions. They could work independently, then compare answers in pairs, before checking with the whole class.

Key

1 g 2 c 3 b 4 a 5 h 6 e 7 d 8 j 9 f
 10 i

Media 8

- 3b** ▶▶ **50** The pronunciation activity focuses on silent letters. Students work in pairs to identify the silent letters in the new words from 3a. They then listen and check and practise saying them. Ask students for examples of any other English words they know with silent letters in them.

Key

Words with silent letters: borrow, mortgage, debt

- 3c** ▶▶ **51** Check students understand the statements. Then students listen to an interview with an economist, talking about property prices and the economy. They decide whether he agrees or disagrees with each statement.

Key

1 A 2 D 3 D 4 A

Transcript

- Interviewer** How important are property prices in the economy?
- Roy** In the UK, most people invest most of their money in their house. So property prices are extremely important.
- Interviewer** Mmm. What's your view on the UK property market? Do you think prices are too high?
- Roy** Well, in recent years, prices have gone up ... ten to twenty percent a year, um ... in some years even more. But inflation has been just two or three percent a year. So I think it's clear that, um ... the boom has to end.
- Interviewer** Mmm. The last property market crash, in the UK, was in the late 1980s, and it put the UK economy into a recession. Do you think the same thing will happen again?
- Roy** I don't think prices will crash. The ... the economic situation was different in the late 80s ... interest rates rose quite fast just before property prices fell. Today, the Bank of England is much more careful with ... with changes in interest rates. The other important difference, I think, is that then unemployment was quite high. Today, it's very low – about five percent. So the economic situation's completely different. So I don't think prices will crash, but it is possible they'll fall a little bit. Or stay at the same level for a few years.
- Interviewer** Banks have lent people a lot of money in recent years. People have got big mortgages. Do you think that'll be a problem? Will people have less money to spend in the future?

Roy

Oh, certainly. Because the loans haven't just been mortgages – people have also borrowed money to spend in the shops. So far, that's helped the economy, because spending has been high. But at the end of the day, people will have to pay the money back. So I think we'll see lower consumer spending over the next few years.

- 3d** Vocabulary practice → SB Page 102, Exercise 4.

Key

1 mortgage 2 interest 3 property
 4 unemployment 5 loan 6 lend 7 recession
 8 boom

- 3e** ▶▶ **51** Students work with a partner to recall the reasons Roy Borg gave for his opinions. They then listen again to check their answers. You could refer them to the transcript on SB page 121 to check answers, as this is quite a difficult listening.

- 4** **COMMUNICATION PRACTICE 23** → SB Pages 85 and 92.

Before you start the activity, quickly revise high numbers and years. Write examples on the board, then point to different numbers and ask students to say them.

Divide the class into pairs and each pair into A and B. Give them time to look at their different pages. Tell them that they are going to ask and answer questions about property prices. Play the part of A and demonstrate a conversation with a student B. Focus students' attention on the tense you use in each question. Then students work in pairs. Monitor the use of tenses in the pair work. Finally, ask one or two pairs to do the activity in front of the class.

- 5** Students work in pairs and talk about the economy in their country. They may need a few headings on the board to cue this (*salaries, house prices, food prices, etc.*). Hold class feedback to hear different opinions.

RESOURCE SHEET 8.2 → Page 110.

For a realistic approach to the stock market, use Resource sheet 8.2. Give a copy to each student. Tell students this is their portfolio of shares. They look in a financial newspaper or on the Internet and make notes of what has happened to them so far today and this week and report back to the group. This could be done as a homework assignment.

Lesson 8.3

Discussing what's on TV

Vocabulary

Television programmes

PRE-TEACHING

Write *Television* in a circle on the board. Students brainstorm and you write up suggestions in a word web. Feed in as much of the vocabulary of the lesson as you can, if students do not produce it themselves, e.g.: *What do we call a man or woman who presents a talk show?* (presenter).

- 1 Students talk about television in pairs using the questions as prompts. Conclude with a class discussion.
- 2a  **52** Tell students that they are going to listen to a conversation between Naomi Blake, from the UK, and her French colleague, Valerie Garde. They are having lunch together in Paris. Read through the questions before students listen to the dialogue to answer them.

Key

- 1 Because Naomi watched TV last night.
- 2 *Who Wants To Be A Millionaire?* 3 quiz shows, reality TV

Transcript

- Valerie** So, is your hotel OK? Did you sleep well?
Naomi Yes, fine thanks. I watched TV for a while, then had an early night. I watched a bit of that ... quiz show ... *Who Wants To Be A Millionaire?* – the French version.
Valerie Ah, really?
Naomi It's exactly the same as in the UK. The studio, the music ...
Valerie Yes, I think a lot of those kinds of shows are the same.
Naomi Do you have *The Weakest Link*? It's a quiz show, and the presenter's really horrible to the contestants.
Valerie Oh, yes. Yes, it's the same in France. I've seen the English version, as well, on satellite TV.
Naomi And do you have programmes like *Big Brother*? You know, with people living in a house, and there are cameras filming all the time.
Valerie Yes, we had a similar thing a few years ago. Do you have that programme, um ... in France it's called *Star Academy* ... er, with people who want to be pop stars, and, er, people vote, um ...
Naomi Yeah. It's called *Fame Academy* in England. There've been so many things like that on television in the last few years. Reality TV.

Valerie Reality TV, yeah. It's been the same in France. At home, I have satellite TV, and I get English programmes ...

- 2b Lead a class discussion on the types of programme mentioned in the conversation. Ask if students like them or not.
- 3a Refer students to the photo and cue a discussion on the quiz programme. There are versions of *Who Wants To Be A Millionaire?* on TV in most countries. It should not be difficult to engage students in talking about the programme and expressing their opinions.

OPTIONAL ACTIVITY

Some of the translations of the names of TV programmes in other languages are not word for word translations, so you might ask students to translate the titles in their language back into English for interest (titles already mentioned are *Who Wants To Be A Millionaire?*, *The Weakest Link*, *Big Brother*, and *Fame Academy*).

- 3b Read through the *Who Wants To Be A Millionaire?* text with the class and ask questions to check their comprehension of new vocabulary. Elicit what *When's it on?* means.

Key

It means 'What time does the programme begin?'.

- 3c Ask students to give you examples of the words in the box, to explain them. Then students fill in the gaps with the words.

Key

- 1 quiz programme 2 channel 3 show
- 4 presenter

- 3d Students work with a partner and take it in turns to describe *Who Wants To Be A Millionaire?*.

- 3e  **53** Go through the questions before students do the task. Play the recording for them to listen to the second part of Naomi and Valerie's conversation and answer the questions.

Key

- 1 a satellite channel 2 comedy programmes
- 3 She didn't imagine people watched British soaps in France. 4 dubbed or with subtitles

Transcript

- Valerie** At home, I have satellite TV, and I get English programmes on BBC Prime. They show things like quiz shows, documentaries, comedy programmes. I find comedies quite difficult to understand.
Naomi Yeah, I bet.

Valerie There's a talk show, as well, where they interview famous people. I think the presenter's very well known in Britain. His name's, um ... oh ...

Naomi Michael Parkinson?

Valerie Yes! They also show some good children's programmes. My little boy watches *Teletubbies*.

Naomi Oh yeah.

Valerie There's another thing I sometimes watch. What's the name for the type of programme ... it's about, not real people, they're actors, but about ... just everyday life in a street or, um ...

Naomi A soap opera. Or a soap.

Valerie That's it! There's a soap about the people who live in a ... a square in London. I ... I can't remember ...

Naomi Not *EastEnders*?

Valerie *EastEnders*. That's it. What's so funny?

Naomi Valerie, I can't believe you watch *EastEnders* ... in Paris!

Valerie Actually, I'd like to watch more films in English. On French TV, when they show American films, the voices are in French. How do you say that? They're ...

Naomi Dubbed.

Valerie Dubbed?

Naomi Yeah.

Valerie They're nearly always dubbed in French. On some channels, they show the original film with, er ... you know, text at the bottom of the screen with ... with the translation.

Naomi With subtitles?

Valerie Subtitles, yeah. But I don't like that because you read but you don't really listen to ...

3f  **53** Students listen again and complete the sentences about programmes on BBC Prime.

3g Refer students to the transcript on SB page 121 to check their answers. Ask for examples of other soap operas, talk shows, children's programmes and quiz shows that they know.

Key
 1 quiz 2 talk 3 children 4 soap opera

4a Focus on the words in the box. Elicit what type of programme a documentary is. Tell students that they don't need to understand all the words to do the activity and that the context will help them to guess accurately if they use all the available clues. Students then fill in the gaps.

Key
 1 news 2 Weather 3 Documentary
 4 Soap opera 5 presented 6 Comedy
 7 Talk show 8 Film 9 starring 10 Dubbed

4b Encourage students to discuss the schedule in groups. They should give reasons to the others in the group why they would/wouldn't like to watch the different programmes.

4c Vocabulary practice → SB Page 102, Exercise 5.

Key
 1 d 2 g 3 b 4 e 5 c 6 a 7 f

4d Students have the opportunity to personalise the language of the lesson. They work in pairs and take it in turns to think of a TV show and describe it. Their partner tries to guess what it is.

RESOURCE SHEET 8.3 → Page 111.

In a multinational class, where students may not watch the same TV channels or see the same programmes, students can use the TV schedule from Resource sheet 8.3 for the oral practice in 4d. Give one copy of the sheet to each pair. Students take it in turns to give information bit by bit about a programme and their partner tries to guess which programme they are talking about.

5 **COMMUNICATION PRACTICE 24** → SB Page 85.

Divide the class into pairs. Give students time to read through the rubric, then stress that they must find as many programmes as possible that they share the same opinion on. Do an example exchange with a student, continuing until you find a programme you both like or dislike and write its title on the board. Then students continue in pairs. Have a time limit and see which pair has found the greatest number of programmes they both like or dislike.

6 Hold a class discussion based on the questions about television programmes in general.

OPTIONAL ACTIVITIES

- In pairs, students could design their 'dream' evening's TV schedule, which only has programmes they think are fantastic. After correcting it, you could photocopy it and use it for a pair work discussion with other students or use it for display.
- Students write an email to a friend in the UK telling him/her about television in their country.

.....
WORKBOOK → Pages 26–28.

9 Strategy

Lesson 9.1

Describing a business concept

Grammar

Passive: present simple, past simple

Vocabulary

Marketing and advertising

PRE-TEACHING

Present and practise the present simple passive in the context of describing where things are made or done: *Where are VWs made? Is Toblerone made in Switzerland? What's made in Hollywood?* etc. Introduce the past simple passive by talking about your own clothes and belongings: *I'm very international. My shirt was made in China. My trousers were made in India. My shoes were made in Italy. Where was your handbag made?* etc.

- 1a** Bring a variety of adverts cut out of magazines and pin them on the board to set the scene. Ask questions about advertising to prepare students for the pair work: *Do you like adverts? Do you watch adverts on TV? Is advertising very effective? Do you buy things that you see or read about in adverts?* Students then discuss the questions on the page in pairs and feed back in a class discussion.

- 1b** Refer students to the photos of different types of advertising and ask them to describe what they see. Students then work with a partner and match the words to the photos, then feed back orally to the class. Model the vocabulary for students to repeat.

Key

1 d press ads 2 c billboard ads 3 b TV commercials 4 a sponsorship 5 e product placement

- 2a** **54** Explain to students that Amy Venn is the new marketing manager at a clothing company called Sway and she's making a presentation to the board of directors about advertising. Play the recording for students to listen for the types of advertising which Sway are using at the moment.

Key

press ads, sponsorship, TV commercials

Transcript

So, first, let's look at our present advertising strategy. How are we promoting the brand at the moment? As you know, we advertise in the press – most of our press ads are in magazines read by the eighteen to twenty-four age group. We also use adverts on billboards. We occasionally use TV commercials. And, of course, we market the brand with sponsorship in sports – we sponsor basketball, snowboarding and surfing.

At the moment, our spending on advertising is high as a percentage of sales. The reason for that is the cost of TV commercials. But the problem is, to make TV commercials work, you need a lot of them. A lot more than we have at present. Now, obviously we don't have the budget for that. So, in my opinion, TV commercials are not the right strategy for Sway.

But that doesn't mean we can't advertise on TV. We can. The way to do it more cheaply is to use product placement. The way product placement works is ...

- 2b** **54** Read the questions through with students. They then listen again to answer the questions.

Key

1 The 18–24 age group. 2 Basketball, snowboarding and surfing. 3 They use TV commercials, which cost a lot. 4 By using product placement instead of TV commercials.

- 2c** Refer students to the transcript on SB page 122 to check their answers.

- 2d** Students write the verbs from the nouns. With weaker students do the activity orally first.

Key

1 advertise 2 market 3 promote 4 sponsor

- 2e** **55** Students then listen and repeat the words, underlining the stressed syllables. Do this on the board with weaker students.

Key

1 advertising, advert 2 marketing, market
 3 promotion, promote 4 sponsorship, sponsor

- 2f** Vocabulary practice → SB Page 102, Exercise 1.

Key

1 c 2 d 3 f 4 b 5 g 6 e 7 a

- 2g** Write a chart on the board with three columns to structure the discussion and ask students to make notes for feedback to the class:

Type of advertising Advantages Disadvantages

- 3a** **56** Read through the rubric and questions and check understanding. Check the answers orally.

Strategy 9

Key

1 No. 2 When the name of the product is said by an actor. 3 Cigarettes. 4 Apple.

Transcript

Colleague So, the products are seen in films and TV programmes. They're just ... *seen* on a table or ...

Amy That's right. Or in our case, with clothes, they're worn by an actor, um ...

Colleague And you see the logo.

Amy Sometimes, yeah. It depends. You can't always ... control what happens. Often, products are given to the film company for free. So you know an actor is going to ... to wear your jacket, for example, but ... you don't know if you'll actually see the logo.

Colleague So you can't say to the film company, we want to ... see this part of the jacket, or ...

Amy Well, you can, but then, usually, you have to pay. Sometimes, the film company is paid by the advertiser. And then you have more control. I mean ... sometimes, the name of a product is said by an actor. But that's ... in a film – you're talking big money for that sort of thing.

Colleague Yeah, I bet. ... And when did companies start doing this? I guess it's done more now than in the past.

Amy I think the first placements were used in films in the 1960s, for cigarettes. But the big business really started in the 80s. I think the best placement, though, was, um ... did you see *Forrest Gump*? The Apple placement was done very well in that.

Colleague For Apple computers?

Amy Yeah. There's a scene where *Forrest Gump* gets a letter from Apple ...

3b ▶▶ **56** This exercise focuses on the present simple and past simple passive. Play the recording again for students to listen and fill in the gaps.

3c Refer students to the transcript on SB page 122 to check their answers.

Key

1 are seen 2 are given 3 is paid 4 is said
 5 were used 6 was done

GRAMMAR

Passive: present simple, past simple

Clarify the formation of the passive, using the examples in the grammar box. Explain that we use the passive to describe processes, or when it is not so important to know who or what did the action:

This building was built in 1989. (It doesn't matter who built it).

Grammar reference ...> SB Page 110, Section 7.

RESOURCE SHEET 9.1 ...> Page 112.

Use Resource sheet 9.1 to consolidate the present simple and past simple passive. Divide the class into pairs and give a set of the cut-up sentences to each pair. Students lay the cut-up cards face up on the table and make true sentences. Afterwards students read out the sentences to the class.

3d Ask students if any of them have seen the film *Forrest Gump*. With weaker students read the text with the whole class and fill in the gaps together. They can then consolidate by going through the exercise again, writing the answers.

Key

1 was seen 2 are shown 3 is used 4 was given
 5 are promoted

3e Students check comprehension of the text through this true/false exercise.

Key

1 F 2 T 3 T 4 F

3f Students discuss with a partner, then share their examples with the class.

3g Grammar practice ...> SB Page 102, Exercise 2.

Key

1 The advert was seen by millions of people.
 2 This magazine is read by a lot of businesspeople every week. 3 Lots of products are advertised by companies on billboards. 4 Our basketball team was sponsored (by them). 5 Our new logo was designed by this agency. 6 All contracts are signed by our managing director.

4 **COMMUNICATION PRACTICE 25** ...> SB Pages 85 and 92.

Divide the class into pairs and each pair into A and B. Give them time to look at their different pages. Tell them that they are both going to describe a business concept to their partner, using the passive.

Play the part of A with a student to provide a clear model. Then students work in pairs. Monitor the pair work to make sure students are using the passive. Finally, ask one or two pairs to present their business plan to the class.

5 Students give their own opinions about product placement. They prepare what they want to say in pairs and then take part in a class discussion.

Lesson 9.2

Discussing strategies

Grammar

Adverbs of manner

Vocabulary

Business development

- 1a** Write *dot.com boom* on the board and see what students can say about it. Write up their suggestions. Draw a rapidly rising graph to clarify the meaning of *boom* and then introduce *crash* with a rapidly falling graph.

CULTURAL POINT

Dot.com companies were the collection of start-up companies selling products or services using the Internet. They proliferated in the late 1990s' dot.com boom, a frenzied period of speculation in Internet and Internet-related businesses.

The name 'dot.com' derives from the fact that most of the companies had *.com* built into their company name. By 2002 the value of the shares in many of these companies had fallen dramatically.

OPTIONAL ACTIVITY

You could use this as an opportunity to revise other Internet language, especially website and email addresses (*underscore, backward slash, lower case, capitals, etc.*).

- 1b** Point to the photos and say that the text is part of a book review about a company and that Ernst Malmsten was one of the directors. Read the review with the class and elicit why the book is called *boo hoo* (mime crying, if necessary). Elicit or clarify the meaning of *entrepreneur* and model the pronunciation. (It's a word used to describe a special type of business man, who sometimes looks for business opportunities in unusual areas and is often prepared to take big risks to make a big profit.) Ask if students can name any other entrepreneurs.
- 1c** Students then read the review again independently or in pairs and answer the questions.

Key

1 It's about company failure. 2 It was an Internet sports clothing retailer. 3 Ernst Malmsten is a Swedish entrepreneur.

- 1d** Students work in pairs to complete the chart of boo's history by filling in gaps with the missing texts. For easier access to the matching task in the book use Resource sheet 9.2.

Key

1 d 2 b 3 e 4 a 5 c

RESOURCE SHEET 9.2 ...> Page 113.

Divide the class into small groups and give a set of the cut-up text and missing extracts from 1d to each group. Students place the five missing extracts above the appropriate information. Demonstrate the first one with the group, if necessary. Afterwards students read out their answers to the class.

- 1e** Students develop their vocabulary by matching definitions to words. They can compare and discuss their answers in pairs, before checking answers with the whole class.

Key

1 c 2 f 3 a 4 i 5 g 6 h 7 e 8 b 9 d

- 1f** Vocabulary practice ...> SB Page 103, Exercise 3.

Key

1 set up 2 raise 3 invest 4 launch
 5 cut costs 6 lay off 7 go bankrupt 8 hire

- 1g** Students have the opportunity to express their own opinions about *boo* and discuss what they think *boo's* biggest mistake was. After the pair work, students feed their views into a class discussion.

- 2a** ▶▶ **57** Point to the photo and tell students that the two people are Tony Ellston, an entrepreneur and Jane Rye, an investment banker. She's advising him on business strategy. Read through the sentences with the class and students play the recording for them to decide if they are true or false.

Key

1 F 2 F 3 T 4 F 5 T

Transcript

- Tony** The business has done well over the last three years. And I think now's the right time to expand – to open a new office, hire some good people ... hire a manager to help me, and ... you know, become a bigger organisation. So I need to raise finance, and to do that, I'd like to try and find some people who want to buy shares in the company.
- Jane** Right. So you're not planning to borrow the money?
- Tony** No. And to expand quickly, I need more than just money. I need your advice on how to manage the expansion.

Strategy 9

Jane OK. Well, you're certainly right to recruit a manager for the new office. I'm sure you know what it's like to work hard, seven days a week ... Obviously, you're an entrepreneur, you set up the company. But as the organisation grows, each year, your job changes gradually. If you open a new office, obviously that's a big change, so your job needs to change significantly.

Tony Sure.

Jane Have you thought about your future with the company?

Tony ... You mean, do I want to sell the whole business?

Jane No, that's not what I mean. It's just that, if I find you some investors, they'll want some management control. It won't really be *your* business any more. You understand what I'm getting ...

Tony Sure, sure.

Jane It's not a decision you can make easily. But you need to think about your future carefully ...

PRE-TEACHING

Quickly pre-teach/ elicit some of the adverbs of manner using the classroom context. Ask: *When you speak English, do you speak quickly or slowly? Do you speak English well? Can you speak any other languages well? Do you check your answers carefully when you do an exercise? Have you learned English quickly or gradually?*

2b Students fill in the gaps in sentences from the conversation.

2c ▶▶ **57** Play the recording again for students to check their answers.

Key

1 well 2 quickly 3 hard 4 gradually
 5 significantly 6 easily 7 carefully

GRAMMAR**Adverbs of manner**

Read through the examples with the class and clarify the pattern of adding *-ly* to most adjectives. Point out that there are a few exceptions, which students have to learn off by heart.

Grammar reference ...> SB Page 111, Section 10.

2d Grammar practice ...> SB Page 103, Exercise 4.

Key

1 easily 2 hard 3 carefully 4 quickly
 5 significantly 6 gradually

2e ▶▶ **58** Some students will need support identifying the stress patterns in this pronunciation activity. Students listen and repeat until they are confident and accurate.

Key

The stress patterns are the same in the adjectives and their adverbs.

2f Students have the opportunity to personalise the language of the lesson by working with a partner and making sentences about themselves using the list of adverbs given.

OPTIONAL ACTIVITY

Students could write sentences with adverbs about themselves. You read out the descriptions afterwards to the class and students guess who wrote each description.

3 **COMMUNICATION PRACTICE 26** ...> SB Page 85.

Divide the class into pairs. Read through the scenario with the class and clarify their role and the task of giving advice to the management of the restaurant on how best to expand. Review quickly the language needed to make suggestions and write phrases on the board (*You could ...*, *You need to ...*, etc.). Demonstrate a few examples using the scenario to provide a clear model. Encourage them also to use adverbs of manner (e.g. *expand significantly/quickly/gradually* etc.). Then students work in pairs to produce their strategy for expansion. Once pairs have completed their strategy, they then work with another pair of students, whom they imagine are the restaurant owners, and present their strategy. Pairs then change roles.

OPTIONAL ACTIVITIES

- Tell students that they are designing a web page for a company they know well. They write a brief history of the company for the opening page.
- Students could write a description of a famous person using as many adverbs of manner as possible. They could swap descriptions with another student, and try to guess who the famous person is.

Lesson 9.3

Using the Internet

Vocabulary

Website language

PRE-TEACHING

Write *Internet* in a circle on the board and students brainstorm as you fill out a word web. Feed in the language of the lesson which you can't elicit: *What's Google? What do you key in when you want to check your online bank account?*

- 1a** Students consolidate the language of the brainstorm in a pair work discussion about their personal use of the Internet, using the questions as prompts.

- 1b** ▶▶ **59** Tell students they are going to hear three people being interviewed about what they do on the Internet. Read through the questions and make sure students understand them. They then listen to answer them.

Key

- Person 1: 1 You can find information easily.
 2 viruses
- Person 2: 1 Using bank accounts on the Internet saves time. 2 Nowadays it's fine.
- Person 3: 1 About an investment website.
 2 You can read articles, see share prices and follow your portfolio.

Transcript

- 1 I think the best thing about the Internet is ... the fact that you can find information so easily. You know, you type a keyword into a search engine, and you get a huge list of websites. The worst thing is the problem of viruses. You certainly need antivirus software. And you've got to keep it up-to-date as well – keep downloading and installing updates. But, it's not too much trouble to find a ...
- 2 It's good that you can manage your bank accounts via the Internet. That saves a lot of time. Once you've registered, you just ... put in your password, log in and ... you've got access to all your accounts and everything ... from home. It's um it's good. I think it took a long time before people were confident with, um ... secure servers, with the security side of it, but now it's ... it's just part of everyday life. It's like paying by credit card online ...

- 3 I'm a member of an investment website, which is part of a magazine. I pay ten pounds a month and I get access to articles from the current issue and I can search for articles from previous issues as well. They show current share prices, so you can follow your portfolio. Each time you just log in, with a user name and a password and it automatically lists your shares, shows the current price ...

- 1c** Students consolidate the new vocabulary by matching the pairs to make sentences. They can compare answers in pairs first, before checking answers with the whole class.

Key

- 1 e 2 f 3 b 4 j 5 d 6 g 7 h 8 a 9 c
 10 i

- 1d** Vocabulary practice ⇨ SB Page 103, Exercise 5.

Key

- 1 d 2 c 3 e 4 b 5 a

- 1e** ▶▶ **60** Students listen and repeat the words ending in *-er*. Focus their attention on the pronunciation of the *-er* /ə/ sound.

- 1f** Read through the questions with the class first and answer them for yourself to provide a model. Students then discuss the questions with a partner and finally feed into a class discussion.

RESOURCE SHEET 9.3 ⇨ Page 114.

For further practice of Internet language use Resource sheet 9.3. Divide the class into pairs and give a set of the cut-up cards with Internet vocabulary to each pair. Students place the cards face down on the table and take it in turns to pick up a card, say the word and decide whether it is a noun or verb. Students might then say a sentence with the word in it. A few of them (*file, search, tick, download* and *register*) can be used as a noun or a verb – accept either, but students must give an example of whichever they choose. Demonstrate the activity with students first.

- 2a** Students look at the web pages from the website of a magazine and fill in the gaps, with a partner. They then feed back the answers orally to the class.

Key

- 1 register 2 password 3 Join 4 secure server
 5 search engine 6 keyword 7 download

- 2b** Read the web pages again with the class and go through the questions, before students answer them independently or in pairs.

Key

1 If you register you have free access to selected items. If you become a member you have full access to all past and current articles. 2 You have to complete the registration form. 3 No, you don't have to pay to register. 4 £10 a month and the first month is free. 5 To search for current and past articles. 6 Frequently Asked Questions.

- 2c** Go through the online registration form with the class before they complete the details for themselves.
- 2d** Ask the question about the password. If students don't know why the password wouldn't be accepted point out the expression *case-sensitive* on the form and explain that this means the software recognises capital letters and lower case letters, so the first letter of the password *Elephant* needs to have a capital *E*. Then open the discussion into other issues about passwords (gaps between words, use of letters and numbers, dashes, passwords having a minimum number of letters, etc.).

OPTIONAL ACTIVITY

Discuss how people choose passwords: birthday dates, names of pets or nicknames and how to choose a password that can't be guessed.

3 COMMUNICATION PRACTICE 27 ...> SB Page 86.

Divide the class into pairs. Read through the information about the activity with the class and check they understand what they need to do. Give them time to make notes of the details of their favourite websites and then check they know how to formulate the questions to get further information.

Do you need to register?

Do you need a password?

Are you a member?

How much does membership cost?

Is the site secure? / Does the site have a secure server?

Practise these with the class. Then students work in pairs. Monitor the pair work carefully to see that they ask the follow-up questions. Finally, ask one or two pairs to do the activity in front of the class.

OPTIONAL ACTIVITY

Students could produce a list of key Internet words in English for speakers of their home language. The list could have translations or explanations in the home language.

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WORKBOOK ...> Pages 29–31.
