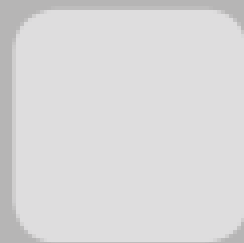
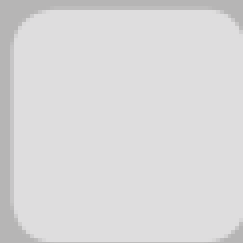
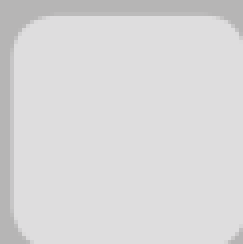
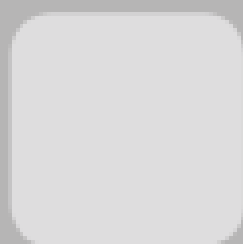
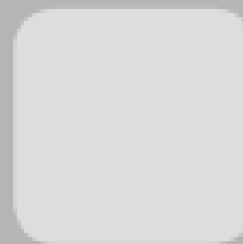
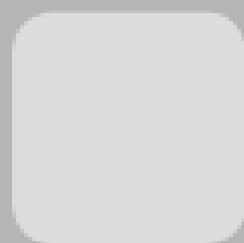
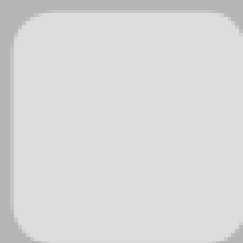


Lifestyle

English for work, socializing & travel

Pre-Intermediate Teacher's Book



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Who is *Lifestyle* for?

Welcome to *Lifestyle*, an international course in English for work, socializing and travel. *Lifestyle* is designed to meet the practical needs of adults who need English for a variety of reasons whether it be in their work or to mix socially with foreign nationals, or for travel and interaction with other travellers.

Lifestyle's syllabus encompasses both professional and general English, so it is particularly suitable for classes where students have mixed needs. You could use *Lifestyle* with any of the following student groups:

- Students who have both professional and social goals for learning English.
- Company classes where the students come from different sections of an organization and perform different jobs.
- Diverse groups of people with different jobs and professions. These groups might also include students embarking on their careers or people preparing for a career change.
- Students who have not yet identified a career specialism but anticipate a need for professional English in their future.

The key goal of *Lifestyle*

Communication strategies

Lifestyle's key goal is to enable students to speak English with confidence. Conversation is unpredictable and we cannot rehearse all the different English conversations our students will have in our lessons. However, we can prepare them with coping strategies for a wide variety of situations. Communication strategies are techniques for overcoming difficulties in communicating. The communication strategies lessons in *Lifestyle* are designed to help students to explain what they mean, build relationships and use English effectively to get things done.

Functional language

In addition to practical techniques such as checking understanding and active listening, *Lifestyle* targets functional language. So it provides practice in language for making requests, offering, inviting, suggesting, thanking, agreeing, disagreeing, etc. But in addition to providing functional expressions, *Lifestyle* aims to provide usage information on when and how we use the expressions.

When we use functional language in English, we follow rules. Like grammar rules, we follow them subconsciously and we are often unaware of them until they are broken. To a large extent these rules are 'secret'. They cannot be uncovered by looking at lists of examples in the way we might discover grammar rules. They depend on context, social relationships and culture. In *Lifestyle*, we aim to uncover the rules.

The same sentence in English can perform different functions. For example, if someone says *Is that your jacket on the floor?* they could simply be enquiring if the jacket belongs to you. But in another context, they could be requesting that you move it. Meanings depend on context and along with understanding the words people say, students need to understand their intentions. To explain how the functional language performs, *Lifestyle* looks beyond the literal meanings of the words that make up functional phrases to the intentions that lie behind them.

Culture and language



Language and culture are tied together in many ways and direct translations from one language to another are not always possible. An appropriate thing to say or do in one situation in one language may be inappropriate in another. Request forms are a good example. To get people to do things, English speakers often use expressions such as *Could you ...?* or *Would you ...?* where a bare imperative form (*Do it*) would be used in other languages. Translated directly into other languages the English phrases would sound peculiar. But failure to use them in English could make a speaker sound abrupt, uncaring, or even rude in many circumstances. *Lifestyle* aims to raise awareness of some of these cultural differences.

Appropriacy and directness

To communicate effectively, both grammar and appropriacy are important. If a student begins a discussion with *I am not agree*, there is clearly a grammar issue. *I don't agree* or *I disagree* would be the correct form. But there may also be an appropriacy issue. Disagreement is often signalled tentatively at the start of English discussions and it is possible that the student is sounding more forceful and argumentative than they intended. *Err, yes but ...* might better represent what they intended to say in English.

When students make grammatical mistakes in English, people generally recognize them as exactly that and they understand that they result from the language learning process. However, when students make mistakes like this, they are often interpreted on a social or personal level. People may attribute an inappropriate form to someone having a difficult personality.

There are many things we routinely say in English which are indirect. For example, if someone asks you *Are you busy?* it could be a genuine inquiry about your workload, or it could be a polite signal that they want your help or attention. Many people feel a direct style of communication would be better. Saying *I want your help* would certainly be clearer. However, indirectness is a regular feature in English conversation (as it is in many other languages) and it is not realistic to expect that students won't encounter it. Also, indirectness can have social

benefits. *Are you busy?* can demonstrate a polite concern that *I want your help* lacks.

Lifestyle's approach to communication strategies

Critical incidents

To raise cultural awareness, *Lifestyle* includes critical incidents. These are short anecdotes about situations where cross-cultural miscommunication has occurred. The stories are generally told from two angles and illustrate two different ways of thinking. Both ways are logical and neither one is *right* or *wrong*. They are simply different. The incidents illustrate ways in which the social rules people follow can vary from culture to culture.

Conversational dynamics

Conversation is a dynamic process that involves turn taking. If A says *Hi, how are you?* we can expect that B will respond with something like *Fine thanks, and you?* It is a unit of conversation where one person says something that almost requires another to respond in a certain kind of way. In *Lifestyle*, functional language is generally presented in pairs of utterances rather than single-item lists. The goal is to equip students with units of conversation, which are the basic building blocks of conversation.

Communication strategies

Lifestyle highlights communication strategies that English speakers commonly use when they are getting things done. For example, when we're thanking someone, we might express delight, offer to repay them, say they shouldn't have gone to any trouble or exaggerate and say things like *You're my hero* or *You're a lifesaver*. Some of these strategies will be similar to the strategies students employ in their own language. Others may be different.

You will find further information on communication strategies in the relevant sections of the *Lifestyle* Coursebook and in the detailed teaching notes in this Teacher's book.

Working with Lifestyle

Flexible format

Teaching situations vary so *Lifestyle* has been designed to have a flexible format so that you can work with the units in different ways.

1 You can start at the beginning and work through from beginning to end. Following this path means students build on grammar structures and vocabulary that have gone before and steadily extend their skills. *Lifestyle* includes regular review and provides constant progression.

2 Each spread in *Lifestyle* is a stand-alone lesson. This means you can dip in and out, selecting particular lessons to meet the specific needs and interests of your class. This approach is most effective when time is short and you doubt there will be time to complete everything.

One-to-one classes

Lifestyle can be used for both small and large class sizes and many of the practice activities involve working in pairs or small groups. If you are teaching one-to-one, you can perform the

pairwork activities by taking one of the roles yourself. Where appropriate, you will find ideas and suggestions for adapting the group activities to one-to-one classes in the Teacher's book notes for each lesson.

Lifestyle is particularly appropriate for one-to-one situations as many of the activities in the course draw on a student's individual opinions and experiences which can be particularly fruitful areas to explore in one-to-one settings.

Components of the course

Coursebook

The Coursebook is the central component of *Lifestyle* and it contains the tasks and activities students will work on in class. The Coursebook units are divided into double-page lessons, each with a clear aim, which are designed to make the course flexible and easy-to-use. The number of units varies across the levels. See more detailed information on the structure of each level's Coursebook in *Lifestyle at a glance* on pages 8–12.

CD-ROM

The CD-ROM is attached to the back of the Coursebook. This component provides extra practice and self-assessment for students working alone through a variety of interactive activities, including listenings. It also contains a mini-dictionary and the complete set of Coursebook audio files in MP3 format.

Class CDs

Audio recordings are available on the two CDs that accompany the Coursebook and are also available as MP3 files on the Coursebook CD-ROM.

Workbook

The Workbook contains further practice of areas covered in the corresponding units of the Coursebook and introduces extra vocabulary to build lexis in the topic area. The Workbook is designed to provide practice activities for personal study, allowing students to practise the language they have learnt in class independently outside class. The answer key is included so students can check their own progress.

Workbook CD

Attached to the back of the Workbook, the CD contains all the Workbook listenings for extra practice.

Teacher's book

This provides all the support teachers need including detailed teaching notes, cultural, functional and background notes and extra photocopiable materials. The Teacher's book is accompanied by a Test Master CD-ROM.

Test Master CD-ROM

Attached to the back of the Teacher's book, the Test Master CD-ROM is an invaluable resource to accompany *Lifestyle*. The tests are based strictly on the content of the Coursebooks, providing a fair measure of a student's progress. The audio files for the listening tests are conveniently located on the same CD-ROM. The tests can be printed out and used as they are, or can be adapted using Microsoft® Word to edit them to suit different teaching situations. The Test Master CD-ROM contains the following: Unit Tests (one 'A' and one 'B' test for

each unit); Progress Tests (one 'A' and one 'B' for every three units plus additional optional speaking and writing tests); a Final Test (one 'A' and one 'B' version).

Website

Further materials will be available on the Pearson Longman website: www.pearsonlongman.com/lifestyle. These will include free downloadable wordlists, MP3 files of the listening material for each unit of the course as well as videos explaining aspects of the course for the teacher's reference.

Unit sections

Speaking

Speaking is a top priority skill in *Lifestyle* and every lesson includes a substantial speaking task or activity. There are a wide variety of task types including roleplays, discussions, questionnaires, talks, games, etc. These tasks provide students with opportunities to experiment with new grammar, vocabulary or functional language and put it to use in a freer context.

Talking points

The input lessons in *Lifestyle* finish with Talking points – discussion questions which invite students to express their personal ideas and opinions on the topic of the lesson. They are positioned at the end of the lesson, but the Talking points can also be discussed earlier in the class if students bring them up (see *Lifestyle at a glance* pages 8–12).

Listening

Lifestyle listening texts include social conversations, telephone calls, professional meetings, discussions, talks, etc. Students will hear speakers with different accents in the audio recordings. They include British, American and other native speaker varieties and they also feature many foreign accents from around the world. The goal is to prepare students to operate in international contexts.

Audio scripts of all the recordings can be found at the back of the Coursebook on pages 146–163.

Reading

There are a variety of different reading texts in *Lifestyle* (articles, quizzes, emails, etc.) and they feature many real people, companies, products and dilemmas. They have been designed to provide a clear presentation of new language and also to prompt discussion. Reading texts are generally short and snappy to maximize opportunities for speaking practice in classroom time. More reading practice is available in the Workbook. Mini glossaries are provided with most of the reading texts. These mini glossaries give the student instant definitions for those words in a reading text that are not high frequency but that students would need to know to understand the text.

Grammar

Lifestyle takes a discovery approach to grammar. Multiple examples of grammar structures are presented in context in listening and reading texts and then students are encouraged to deduce the patterns and complete the rules for themselves.

The grammar points presented in these sections will be practised again later with speaking practice activities in new contexts. There is also a Grammar reference at the back of the Coursebook (see section on the Grammar reference).

Word focus

Lifestyle takes a systematic approach to vocabulary development. Each unit is built around a different theme and each lesson has a different topic. Together they cover a wide range of social and professional subjects. To help students fix words and phrases in their memory, each unit of *Lifestyle* contains one or more Word focus activities. *Lifestyle* pays special attention to collocations – words that are frequently used together in phrases.

Writing

Each unit of *Lifestyle* contains a writing task. Emails take priority but tasks such as writing PowerPoints, greeting card messages and reports on progress are also featured. These tasks provide students with an opportunity to use the language they have learnt to produce written messages for a variety of work and social needs.

Extra materials

There are three sections with extra materials at the back of the Coursebook. You might want to draw your students' attention to them at the start of the course.

Information files

These files contain information for pairwork and small group activities. Instructions for when and how to use them are provided in the Coursebook and are labelled 'Turn to File 00, page 00'.

Audio scripts

Scripts of all the listening materials are available on pages 146–163.

Grammar reference

There is a Grammar reference section on pages 164–176 of the Coursebook that draws the grammar information together and provides a comprehensive overview. Grammar is presented step-by-step throughout the lessons in the Coursebook and there are frequent cross-references to the Grammar reference section set within the grammar tables and in the Reminder box of each unit. There is also a list of irregular verbs at the end of the Grammar reference section on page 176.

Input lesson (2)

1 Present simple and adverbs of frequency

Reading: Animal networks

- Look at the photos in the article below. What do you think the article is about? Think of some words you expect to read in the article.
- Read the article and find out if you are right.

How does an ant change jobs?



We all know the benefits of meeting new people and having contacts. When there's a problem, we often know someone who can help and life is usually easier. Ants do this too. They have friends and acquaintances. But it's not just people who network. Ants network, too.

Ants always live in colonies* and they do different things. Some work on nest maintenance and some camp food. Ant army soldiers do jobs that protect the nest or some ants find extra food. When the colony needs more maintenance workers or food carriers, some ants change jobs.

Ant colonies don't have managers. They don't have leaders. The colony doesn't need a leader because the ants network. The system is very successful. Colonies survive for many years and ants cover the Earth.

colonies: groups of animals or plants of the same type that live and grow together

- Find words in the article that mean the same as these words and phrases.
 - good things, advantages
 - people you have met but do not know well
 - meet and communicate with new people, especially people who can be useful in your job
 - the places where ants live (ants live in these places, too)
 - affects something so it doesn't work properly
 - we'd like to do something in order and working properly
 - continue to live, don't die
- Answer these questions about the article.
 - What two benefits of networking does the article mention?
 - In what situations do ants change jobs?
 - Does the queen ant tell the other ants what to do?
 - How do ants know when to change jobs?

Short reading texts designed to generate discussion.

New language is presented in listening and reading texts.

2 Complete the rules.

Present simple	Use
+	Ants live in colonies. The queen ant lays eggs. Ant colonies don't have managers.
-	Use 1 _____ to the verb with he/she/it. Use 2 _____ or _____ to form negatives.
?	The colony doesn't need a leader. How do ants know what to do?

3 Where do we generally place frequency adverbs: before or after the verb? Write these frequency adverbs in the correct spaces in the table below.

Frequency adverbs	Use
always	She never gives orders.
100%	_____ never _____ 0%
>>	For more information on the present simple and frequency adverbs, see pages 164 and 165.

B

Speaking: Questionnaire

- Work in pairs. Complete the questionnaire below. Ask your partner the questions and make a note of your partner's answers.
- Turn to File 6, page 140. Add up your partner's score and read your results together. Do you agree with them? How important is networking in your job?
- Tell the class two things your partner does that are good ways to connect with other people.

Each lesson includes a substantial speaking task to activate target language.

Questionnaires and games provide variety and change of focus.

Are you a good networker?

- Do you belong to any professional or social organizations?
 - No.
 - I call them my job title.
 - I say a sentence or two about my job.
 - Yes and I take an active role.
 - Yes and I explain who I work for and what I do, and I ask them about their job.
- When you go to a social event, how many people do you talk to?
 - I try to talk to everyone if possible.
 - I try to talk to a lot of people.
 - I don't talk to many people. It's difficult to end conversations.
 - I leave.
- Do you remember people's names?
 - Yes. I always try to learn them.
 - I can never remember names.
 - I remember faces but not names.
- When people give you their business cards, what do you do with them?
 - I put them in a box so I can find them if I need them.
 - I usually put their information on my computer.
 - I don't keep them. I just throw them away or lose them.
- What do you usually do on Friday night?
 - I go home and watch television.
 - I go to a party where I know the host or a party somewhere.
 - I try to get home early and spend time with my family.
- What do you say when someone asks you: 'What do you do?'
 - I tell them my job title.
 - I say a sentence or two about my job.
 - I explain who I work for and what I do, and I ask them about their job.
 - When you leave a job, do you keep in touch with your colleagues?
 - I try to keep in touch with a lot of them.
 - I try to keep in touch with a few of them.
 - I don't keep in touch with any of them.
 - If I don't like someone or something, I say so when I leave.
 - How often do you carry business cards?
 - Always. I have some with me now.
 - I don't carry business cards.
 - I sometimes give them to business and social events.

TALKING POINT Describe how networking has helped you in your career or your life, for example, with finding a job or solving a problem.

Talking points draw on the students' views and ideas and round off the lesson topic.

Communication strategies lesson

Language is a tool for human communication and Lifestyle pays special attention to the social aspects of language. Informed by conversational and intercultural research, these lessons focus on areas where interpersonal and intercultural misunderstandings can occur.

Every unit contains one or more Word focus activities.

1 Communication strategies

Reading: Learning from children

- Answer these questions. What are some useful things that ...
 - parents can teach their children?
 - parents can learn from their children?
- Look at the article. What does the writer think parents can learn from their children? Do you agree?

How children get what they want

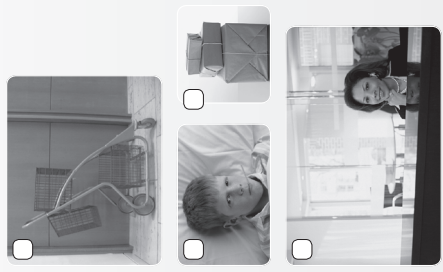
Children are very good at getting what they want. Take this example:
 'Mum, can I go out and see Timmy for an hour?'
 'Yes, of course.'
 'I called Timmy and he's going swimming. Could I go with him?'
 'Oh, OK then.'
 'I don't have any money to get into the swimming pool. Could you give me some?'
 'Well, all right then.'
 'Would you give us a lift there?'
 'I suppose so.'
 'And could you possibly pick us up later?'
 Hang on a minute! What's going on here? First they ask for something, and then they build on that request. And it works because after we say 'yes', we want to think we did the right thing. We don't want to *contradict* ourselves, so we continue to say 'yes'. So here's something we can learn from our children: how to *manipulate* people and make them do what we want.

- Find words and phrases in italics in the article which mean the same as these phrases.
 - say something different from what you said before
 - go and collect someone or something
 - a ride in a car
 - make someone do what you want by influencing or deceiving them
 - wait
- Discuss these questions.
 - Are children good at making their parents do what they want? How? Why?
 - Think of someone you know who is good at getting what they want. How do they do it?

Requests

Listening: Please

- 1-2 English and American parents teach their children to say 'please' to be polite. But when do English speakers use 'please' and when do Americans use 'please' or 'pardon' and match the conversations to the pictures. Then answer these questions.
 - What do they ask for?
 - Do they say 'please'?



- Do English speakers normally say 'please' if they make small requests or big requests?
- Does your language have a word like 'please'? When do you use it?
- When English speakers make big requests, they often explain or apologize first. Find examples of this in exercise 6.
- Read the requests and responses and answer the questions.

A	B
Can I go out for an hour? Could I go with him? Do you mind if I use it? Do you possibly pick us up?	Can you sign here, please? Could you cover for me? Could you give me some money? Could you possibly pick us up?
Saying 'yes' Certainly. I suppose so.	Saying 'no' Well, all right then. No problem. I'm afraid I can't. I'm sorry but ... (a reason)
1 Which request forms (A or B) do we use to ... a ask people to do things? b ask if it's OK to do things?	1 Which request forms (A or B) do we use to ... a ask people to do things? b ask if it's OK to do things?
2 Look at all the request forms. Which ones do we use to ... a make big requests. b make small requests.	2 Look at all the request forms. Which ones do we use to ... a make big requests. b make small requests.
3 Look at the different ways to say 'yes'. Which ones sound most positive?	3 Look at the different ways to say 'yes'. Which ones sound most positive?
Q: Do you mind if I borrow it? A: No, not at all. I'm happy for you to borrow it. If we <i>don't mind</i> something, we'll be happy with whatever happens.	Q: Do you mind if I borrow it? A: No, not at all. I'm happy for you to borrow it. If we <i>don't mind</i> something, we'll be happy with whatever happens.

Word focus: lend and borrow

- Complete these definitions with *lend* or *borrow*.
 - If you _____ something from someone, you take something that belongs to them, use it for a short time and then give it back.
 - If you _____ something to someone, you give it to them so they can use it for a short time.
- Complete these sentences with *lend* or *borrow*.
 - Do you mind if I _____ this pencil for a moment?
 - This book looks interesting. Can you _____ it to me?
 - May I _____ these headphones for a moment?
 - I didn't bring my hairdryer, would you _____ me yours?
 - Could you _____ me \$20? I'll pay you back tomorrow.
 - Could I possibly _____ your car this afternoon?

Speaking: Asking for help

13 Work in pairs. Take turns to make requests and respond to requests in these situations.

- You want to borrow your friend's English dictionary for a day. You can buy a new English textbook.
- You want a friend to give you a lift to the gym. You also want them to stop at the post office and wait while you post a letter.
- You want your assistant to work late tonight. You also want them to go to the office in their lunch hour and pick up your shirts.
- You're going on holiday for a week. You want your neighbour to water your plants. You also want them to feed your cat.
- You want a colleague to show some visitors around your workplace. You also want them to bring a report to the office, make a report and take them back to the airport at the end of the day.

Each lesson includes a substantial speaking task to activate target language.

This lesson targets different functional language areas, develops awareness of speakers' intentions and provides practice in different communication strategies.

Interaction lesson

The Interaction lessons are the culminating challenge of each unit. In Interaction lessons the focus is always on using English to get things done.

Language is recycled in the unit and students are reminded of the language from earlier lessons in the final lesson of the unit.

Each lesson includes a substantial speaking task to activate target language.

1

Interaction Networking

D

Reminder

We use the present simple to talk about long-term situations and regular activities. My friend works with computers. We use the present continuous to talk about short-term or temporary activities. I'm working on a new project.

Grammar reference pages 104 and 105


Listening: Perhaps I can help

1 Where do you sometimes meet new people? Add more places to this list.


- private parties
- conferences
- the gym or sports centre

2 Listen to these people meeting at a party. How are they connected? Answer these questions. Who ...


- 1 is Lucy's neighbour?
- 2 is Lucy's cousin?
- 3 is finishing an MBA course?
- 4 is looking for a job?
- 5 is a financial analyst?
- 6 thinks they need a holiday?
- 7 wants to go to France?
- 8 is trying to find a translator?
- 9 speaks Spanish?



Julia



Lucy



Paul

3 Complete the missing words. Then listen again and check your answers.

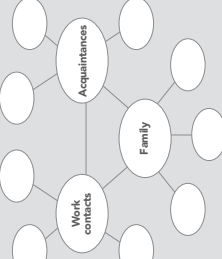
- 1 A: So you're an MBA student?
B: Yes, I'm _____ this summer.
C: Paul? _____ a job.
- 2 A: I think she's a _____.
B: Oh, I'm not. But I think I'd _____ a holiday.
A: I'm _____ to go to Paris for a few days. Do you _____ with me?
- 3 A: I'm _____ find someone who can translate for me.
B: The person who speaks Spanish is _____.
A: Paul? _____ Spanish.

4 Think about some things you want to do. Complete these phrases to make five sentences about your life.

- 1 I'm trying to ...
- 2 I need ...
- 3 I want to ...
- 4 I'm looking for ...

Speaking: Personal networks

Work in pairs. Follow these instructions and talk about some of the people you know.



1 Write the names of three of your work contacts in the diagram. For example, the names of your boss, a colleague, a customer or supplier. Then explain to your partner what each person does.

2 Write the names of three other friends or acquaintances in the diagram. For example, the names of your husband/wife, sister/brother or son/daughter. Then ask and answer questions about each person.

A: Is Johan your brother?
B: No, he's my son.
A: Really, how old is he?
B: He's 12.

3 Write the names of three other friends or acquaintances in the diagram. Then explain how you know these people and how often you meet.


Tom's my neighbour. We sometimes play squash together at weekends.

5 Read some problems with your partner.

- 1 Choose three of the problems and think of someone you know who can help. For example, one of your colleagues, a friend, a neighbour or a relative.
- 2 Tell your partner who can help and why.


Nina needs to speak to Pete. Pete's my neighbour and he runs an import-export business. He often employs interns.

Nina




I'm trying to find a native English speaker. I want to write an English version of my resumé and need some help.

Jean-Claude




I need more exercise. I'm trying to find someone who wants to play tennis or go cycling with me.

Sven




I want to go to New York next summer. I'm looking for someone who knows the city and can tell me about hotels and things to do.

Edyta




I can't take my daughter to her piano lesson next week. I'm looking for someone who can take her on Wednesday and can drive her there.

Zhi Peng



I need to find someone who works with computers. I have a problem with my laptop and I need an internet connection and need help.

Keiko



Fluency and confidence in speaking is gained through practice, practice, practice. The last lesson of each unit provides an opportunity to bring together the language they have just learnt and practise it again in new contexts.

Writing: Keeping in touch

3 You received an email from a friend yesterday. She started a new job this week and says it is going well. Write a reply. Complete the message below with your own ideas.

Hi ...

Great to hear from you. It's good to know that ...

At the moment, I ... I want to ...

... is very well. He/She ... He/She is trying to ...

Hope to hear from you again soon. Take care and keep in touch.

...

Building networks

A Present simple and continuous

Aims and objectives

In this lesson Ss will:

- discuss connections between people
- listen to people talk about what they do or are doing
- be introduced to and practise the present simple and present continuous

Listening: A chain of acquaintances

Ex 1 Ss mingle and introduce themselves to each other. Encourage them to use *Hello, I'm/my name's ...* and to respond with *Pleased/Nice to meet you*. For very formal introductions *How do you do?* is used and the response is *How do you do?* Elicit names of each student from the class at the end of the activity.

Ex 2 Ss look at the photos and the captions to find out how many countries the people are from. Go through the answers as a class.

Four countries: Germany, India, Scotland, the USA

Ex 3 Ask Ss to work in pairs to ask and answer the questions about the six people. Elicit answers from the class.

1/2 See the information below the photos.

3 See the information in italics adjacent to the arrows.

Ex 4 **1.1** Ss listen to three of the people talking and decide which person is speaking and who they are talking about. Ss compare answers briefly before class feedback.

- 1 Christine Cowper is talking about Prema Ghuptah.
- 2 Gudrun Hohner is talking about Sameer Advani.
- 3 Rob Shaw is talking about Chuck Bridges.

Track 1.1: 1A, Pages 4 and 5, Exercises 4 and 5

1

A = Man, **C** = Christine

A: I need to do more exercise.

C: Really?

A: Yes. I'm trying to lose weight. How do you keep fit?

C: I go running with a friend.

A: Oh, I like running.

C: We usually go on Tuesdays and Saturdays.

A: Saturdays?

C: Yes. Do you want to come with us?

A: How far do you run?

C: About 15 miles.

A: Oh ... That's a long way.

C: My friend's training for the London marathon.

A: Wow!

2

A = Man, **G** = Gudrun

A: Do you have any contact with the Indian offices?

G: Yes, we work with them all the time.

A: Oh, because we're working on a sales training project for some clients in Mumbai.

G: Uhuh.

A: And we need to deliver a training program.

G: How do you want to deliver it – over the web?

A: Yes.

G: Then you need to talk to Sameer Advani. He's responsible for web training.

A: Is he based in Mumbai?

G: No, Bangalore, but he travels a lot. He's working in Delhi at the moment.

3

A = Woman, **R** = Rob

A: Are you still here?

R: Yes, my car's at the service station. I'm waiting for them to call me.

A: Oh, I see. Which service station do you use?

R: I go to a place in Cherry Hill.

A: Is it good?

R: Yeah, excellent. It only costs fifty dollars for an oil change.

A: I need to find a new service station.

R: Do you want the address?

A: Yes, thanks.

R: Ask for Chuck. He's the owner.

A: OK.

R: And pay cash. I always pay cash. Chuck likes that.

A: OK.

R: Don't pay by credit card.

Ex 5 **1.1** Ss listen again and this time decide if the statements are true or false and correct the false ones. Play the recording once more if necessary. Encourage Ss to discuss their answers in pairs before checking them.

1 Building networks

- 1 False – They go running on Tuesdays and Saturdays.
- 2 False – She is training for the London marathon.
- 3 True
- 4 True
- 5 True
- 6 False – He pays cash/in cash.

Grammar: Present simple and present continuous

Ex 6 Tell Ss to look at the examples of the present simple and present continuous and answer the questions. Allow a few minutes before checking answers.

- 1
 - a present continuous
 - b present simple
- 2 present continuous
- 3 in the third person singular/with *he/she/it*
- 4
present simple: works, goes, belongs, meet, takes
present continuous: is studying, is training

Optional suggestion: Look at pages 164–165 of the Grammar reference and go through the notes (though you might prefer to do this after working on the grammar in Lesson B, which deals with negatives and question forms). For the present simple affirmative, check Ss understand the rules for using the third person singular, as well as spelling and pronunciation. For the present continuous, draw their attention to the **Watch out!** box about verbs that describe states and the fact that it is not grammatically correct to use them in the present continuous (although McDonald's have coined the phrase 'I'm loving it!'). Allow time to discuss the examples and any problems Ss have.

Ex 7 Ss read the text and change the verbs given into the present simple or present continuous form. Encourage Ss to check answers in pairs before class feedback. Point out that *have* in the text is not used as a stative verb meaning *own/possess* but describes an action taking place now, so needs to be in the present continuous. Write answers on the board to check spelling.

- 1 *is training*
- 2 *tries*
- 3 *comes*
- 4 *is attending*
- 5 *goes*
- 6 *are having*
- 7 *is asking*
- 8 *is checking*
- 9 *is getting*
- 10 *wants*

Ex 8 You could give some examples of friends or family (make them up if necessary) to give Ss some ideas. Allow time for Ss to discuss the questions in twos or threes before asking for ideas from the class.

Speaking: Finding connections

Ex 9 Put Ss into pairs and check they understand the points they will discuss. Monitor Ss, helping as required and noting good language and areas for improvement to discuss during class feedback.

Ex 10 Get Ss to report back to their partners. Decide who has the most in common and discuss any language issues that arose.

TALKING POINT

Encourage wider discussion of the questions.

Homework suggestions

- Ss write a short paragraph about their partner using information from Ex 9.
- Ss write a description of where they live and their job.

B Present simple and adverbs of frequency

Aims and objectives

In this lesson Ss will:

- read about how networking leads to change
- practise different forms of the present simple
- be introduced to and practise adverbs of frequency
- do a communicative activity to find out if they are good networkers

Reading: Animal networks

Ex 1 Refer Ss to the photo of ants and elicit ideas about the topic of the text and words Ss predict will be in the article.

Ex 2 Ss read the article. Briefly discuss who was correct in their predictions.

Ex 3 Ss refer to the article to find words to match the descriptions. Give them time to compare answers with a partner before class feedback.

- 1 benefits
- 2 contacts
- 3 network
- 4 nest
- 5 damages
- 6 maintenance
- 7 survive

Ex 4 Ss read the article again to locate the answers to the exercise. Encourage pairwork and during feedback discuss any other new vocabulary or comprehension problems.

- 1 We can find someone to help us. Life is more interesting.
- 2 When the colony needs more food carriers or more nest maintenance workers.
- 3 No, she doesn't.
- 4 They network.

Ex 5 In pairs, Ss discuss the questions. Monitor and help as needed. Elicit ideas from the class and write useful new language that emerges on the board. Examples of 'something else' could be: an excellent product or service, a respected name, effective advertising and marketing or attractive prices.

Grammar: Present simple and adverbs of frequency

Ex 6 Elicit the meaning of *adverb of frequency* (read the explanation in 3 if necessary) and an example they will know, e.g. *always*. Ask Ss to find the examples of the present simple and six adverbs of frequency in the article and to compare their answers with a partner before class feedback.

- 1 How does an ant change jobs? (article title)/
So how do ants know what job to do?
- 2 Ant colonies don't have managers./
The colony doesn't need a leader ...
- 3 often, usually, always, rarely, sometimes, never

Ex 7 Refer Ss to the examples and ask them to complete the rules. During feedback, give or elicit further examples of the different forms if further explanation is required.

- 1 Add *s* to the verb with *he/she/it*.
- 2 Use *don't* or *doesn't* to form negatives.
- 3 Use a question word and *do* or *does* to form questions.

Ex 8 Ss decide on the position of adverbs of frequency in a sentence. Then they decide where the four adverbs given belong in the table. Allow time for Ss to compare answers with a partner before class feedback.

Adverbs of frequency are generally placed before the main verb but after the verb *to be*.

always usually often sometimes rarely never

Optional suggestion: Refer Ss to pages 164–165 of the Grammar reference. Allow time to discuss examples and any problems Ss have. Provide further examples if required.

Speaking: Questionnaire

Ex 9 Put Ss into pairs and ensure they take turns to ask each other the questions and note their partner's answers. Monitor and help as needed.

Ex 10 Ss check their partner's score on page 140 (File 6) and read about the results. After they have decided if they agree with their results and talked about the importance of networking in their jobs, briefly discuss their results as a class. Go over any language problems they had with the questionnaire or in asking and answering the questions.

Ex 11 Elicit examples of how Ss' partners connect with others. Open up the discussion to include additional examples.

TALKING POINT

Ss discuss the question and provide examples. Give some ideas from your own experience if necessary to get the discussion started.

Homework suggestions

- Ss write 5–8 sentences of their own using the present simple and adverbs of frequency (including a negative and question form).
- Ss write a short paragraph about what they do in their free time (using the present simple and adverbs of frequency).

Photocopiable notes 1.1 (page 121)
Work and free time (Group interviews page 131)

Communication strategies
Requests**Aims and objectives**

In this lesson Ss will:

- discuss what children can teach us and how they get what they want
- look at the use of the word *please* and when and why it is used
- be introduced to and practise making requests and responding to them
- learn the difference between *lend* and *borrow*

Culture and Language**Requests**

To get someone to do something, English speakers generally say things like *Can you do it?* or *Could you possibly do it?* instead of a simple *Do it*. So we use question forms where an imperative would be used in other languages. These request forms don't translate simply into other languages. Failure to use them appropriately can create a negative impression.

The size of the request (how much we are asking for) influences the form we choose. We tend to use more basic forms such as *Can I/you ...?* for smaller or routine requests. We tend to use longer request forms such as *Do you mind/Could you possibly ...?* with requests that involve a larger imposition (ask people to do more).

People's perceptions of the size of a request can vary across cultures. For example, in a culture where phone calls are cheap or free, it may be easy to ask to use someone's phone. In a culture where phone calls are expensive, it would be a larger imposition. Related to this is what right we feel we have to make a request. We may find it easy to ask a waiter in a restaurant to bring us a glass of water if we are a customer. If we're asking our boss for the same favour, it could be more difficult.

Be ready to explore different perceptions of 'request size' and 'rights' as you work through the situations in this lesson.

Please

We generally use *please* in English when we expect a favourable response. So we tend to use *please* with small requests (*Can you pass the salt, please?*) and when we feel we have a right to ask for something (*To a waiter: The bill, please*).

In situations where we are asking for larger favours, we are less likely to use *please* and more likely to offer an explanation or apology (*I have to call the office so could you ...?/I'm sorry to trouble you but ...?*).

In English, *please* tends to be positioned at the end of requests and at the start of invitations (*A cup of coffee, please./Please sit down*). A central position is marked (unusual or different) and so, with a certain intonation, it might indicate annoyance (*I've asked you three times. Would you please bring me the bill?*).

1 Building networks

Reading: Learning from children

Ex 1 Ss discuss the questions in pairs or small groups. During class feedback, write suggestions made under two headings: 'What parents can teach their children' and 'What parents can learn from their children'. Briefly discuss what Ss think are the most important points.

Ex 2 Ask Ss to read the article and answer the question about it. Check class responses and find out who agrees and disagrees, asking for reasons.

The writer thinks parents can learn (from their children) how to make people do what they want (manipulate).

Ex 3 Refer Ss to the words and phrases in italics in the article and ask Ss to match them to the definitions. Encourage Ss to compare answers with a partner before class feedback. Check pronunciation.

- 1 contradict
- 2 pick (someone/something) up
- 3 a lift
- 4 manipulate
- 5 Hang on

Ex 4 Ss discuss the questions in pairs or small groups. Monitor Ss during the activity and note good language use and additional useful language to add in during class feedback. Elicit ideas and examples. Discuss any points which you noted when monitoring.

Listening: Please

Ex 5 1.2 Refer Ss to the questions first and then play the four conversations, pausing between each one. If necessary, play the recording a second time. Ask Ss to compare answers with a partner before class feedback.

- 1
bottom picture – The woman asks for the man's name.
middle left picture – The woman asks the man to cover for her (her son is sick and needs collecting from school).
middle right picture – The man asks the woman where she wants the boxes.
top picture – The man asks the woman if she needs help.
- 2 They say *please* in 1 and 3.

Track 1.2: 1C, Page 8, Exercises 5 and 6

- 1
N = Noburo Nakamura, **R** = Receptionist
N: Hi. I'm here to see Anne Baker.
R: May I have your name, please?
N: Yes, it's Noburo Nakamura.
R: OK, just a second, please ... OK, Mr Nakamura. Have a seat. Anne will be down in a moment.
N: Thanks.
- 2
A = Woman, **B** = Man
A: Sorry to trouble you but I've got a problem.
B: What's that?
A: My son's sick. His school just called me.
B: Do they want you to pick him up?
A: Yes, I need to leave now. Could you cover for me?

B: Yes, of course.

A: Thanks very much.

3

A = Woman, **B** = Man

A: Are they for me?

B: Yes, three boxes. Where do you want them?

A: Over by my desk, please.

B: OK, can you sign here, please?

A: Certainly.

4

A = Woman, **B** = Man

A: Excuse me.

B: Yes?

A: I need to take some stuff up to the third floor ...

B: Oh, do you need some help?

A: No, it's all right thanks but there's a trolley over there. Do you mind if I borrow it?

B: Not at all.

A: Thank you.

B: But could you bring it back?

A: Yeah, no problem.

Ex 6 1.2 Explain to Ss that they will listen to the conversations again, this time completing the sentences with the words they hear. Next, ask them to read through the sentences and, in pairs, try to remember from the first listening what words go in the gaps and/or predict the words. Play the recording again. Ask Ss to compare answers with their partner before going through them. Get Ss to practise the extracts in their pairs and check on intonation.

Conversation 1

1 May I have

Conversation 2

2 trouble

3 problem

4 Could you

5 of course

Conversation 3

6 can you

7 Certainly

Conversation 4

8 stuff

9 Do you mind if

10 at all

Ex 7 Ask Ss to think about which conversations contained a small request (1, 3) and which contained a big one (2, 4) when deciding on their answer. Ss briefly discuss the question with a partner before discussing it as a class.

English speakers normally say *please* if they make small requests.

Ex 8 Encourage Ss to discuss their answers in pairs before opening the discussion up to the class. If they have a word like *please*, do they use it for small or big requests – or both? Note that many languages have words that are similar to *please*. However, these words may not be exact translations, so they may be used differently in some circumstances. For example, the German word for please, *bitte*, might also be used in situations where English speakers would say *thank you*.