

Lifestyle

English for work, socializing & travel

Upper Intermediate
Teacher's Book



with TEST MASTER
CD-ROM

Karen Alexander

Lifestyle

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Upper Intermediate Teacher's Book



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www.pearsonlongman.com/lifestyle

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First published 2012

ISBN-13: 978-1-4082-9157-3

Set in: Avenir Book 9/11pt

Printed and bound by: Graficas Estella, Bilbao, Spain

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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 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 7–12.

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 two

Introduction

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 website: www.pearson.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 7–12).

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 136–155.

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.

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 136–155.

Grammar reference


There is a Grammar reference section on pages 156–176 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 156.

Input lesson (1)

The teaching points for each unit are clearly labelled at the top of the opening page.









1

- A Tense overview
- B Question forms
- C Link
- D Communication strategies: Developing conversations
- E Interaction: Making a good impression



Connections

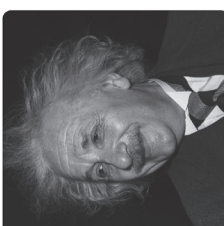
A

Tense overview

Reading: First impressions

- Discuss these questions.
 - Some psychologists say that it takes people 20 seconds to form a first impression. Do you agree? How long does it take you?
 - People who have to speak in front of an audience generally try to make a good first impression. How do they do it?
- Read the magazine article below. Do you agree with what the author says about presentations? Why/Why not?



Listening: Getting it right

- Read these quotes. How do they relate to first impressions?
 - A *'Jack is what happens when preparation meets opportunity.'* (Obama)
 - B *'It's always the badly-dressed people who make the most interesting observations.'* (Morgan Lincoln)
 - C *'I don't like that man. I must get to know his character.'* (Morgan Lincoln)
- Listen to three people talking about first impressions. Match the quotes in exercise 4 to the conversations.
 - Vladimir
 - Rick
 - Liliana
- Listen again and complete the sentences.

Conversation 1

 - When _____ you first _____ her?
 - She _____ biochemistry _____ her once without being aware of it.

Conversation 2

 - _____ you _____ what it _____ to really know someone?
 - _____ always _____ in that class.

Conversation 3

 - But competition _____, fierce, no doubt about that.
 - _____ How To Make A Positive First Impression.

Looking for maximum impact

As the saying goes, you never get a second chance to make a first impression.


Have you wondered why first impressions are so important? As the saying goes, you never get a second chance to make a first impression. In other words, when you make a great first impression, people keep looking for the good points in you. On the other hand, if you miss out, you have to work really hard afterwards to project a positive image.

A few years ago, I attended a seminar for the first time and was struck by the fact that people not only hold on to them, but also seek to reinforce them. In other words, when you make a great first impression, people keep looking for the good points in you. On the other hand, if you miss out, you have to work really hard afterwards to project a positive image.

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A few years ago, I attended a seminar for the first time and was struck by the fact that people not only hold on to them, but also seek to reinforce them. In other words, when you make a great first impression, people keep looking for the good points in you. On the other hand, if you miss out, you have to work really hard afterwards to project a positive image.

So, next time you're going to give a presentation, make an important phone call or write an email, ask yourself these two questions: 'How am I going to command attention? How am I going to enter the other person's world?'



Speaking: What makes you tick?

- What is most important for you about someone you meet for the first time? Add your own ideas to the list. Then work in pairs and agree on the three most important points.
 - They have a firm handshake.
 - They tell you a lot about themselves.
 - ...

TALKING POINT

How can companies make a good impression when emailing a potential customer? And when phoning a business contact for the first time?

Tense overview

	Present	Past	will/future
Simple			
Continuous			
Perfect			
Perfect continuous			

>> For more information on the English tense system, see pages 154-162.

- Match these sentence halves. Then complete the table in exercise 7 by writing a-e in the appropriate spaces.
 - By the end of this year, _____ will before the deadline.
 - I was exhausted on Tuesday _____ because I'd been entertaining guests all 2 am.
 - I've been working all morning, _____ but I still have a lot to do.
 - This time next week, I'll be _____ we'll have been going out for three years
 - We'll have finished everything _____ heading for Singapore.
- Explain the uses of the different tenses in these pairs of sentences.
 - We work for a Canadian NGO.
 - We are working on an educational exchange programme.
 - What did you do when the head nurse came in?
 - What were you doing when the head nurse came in?
 - When the visitors arrived, they were redecorating the office.
 - When the visitors arrived, they had redecorated the office.
 - She's given some lectures on Brazilian culture.
 - She gave some lectures on Brazilian culture.
 - I've been filling in forms all day.
 - I've filled in my visa application form.

Grammar: Tense overview

Look at the tenses used in the sentences in exercise 6. Then write 1-7 in the appropriate spaces in the table below.

Lifestyle Upper Intermediate follows a traditional grammar syllabus that builds on the language structures that students already know. The level of challenge increases as students progress through the course and there are many opportunities to put new grammar and vocabulary into action.

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

TALKING POINT

How can companies make a good impression when emailing a potential customer? And when phoning a business contact for the first time?

Input lesson (2)

1 Question forms

Listening: Speed is the word

- 1 Discuss these questions.
- 2 How can people make new business contacts?
- 3 What questions would you ask when meeting a potential business contact for the first time?



- 2 What do you understand by 'speed business networking'? Look at the text and see if you are right. Do you think it can work?

Short reading texts designed to generate discussion.

Looking extremely graceful in her smart two-piece suit, Louise DeVillie is casually holding a drink in one hand and a list of names in the other. She is listening intently to a man who is talking to her with genuine enthusiasm. They frequently exchange warm smiles. You'd be forgiven for believing that these two are at an ordinary party. But after a few minutes, a going sound and each moves to a different partner. Ah, you think, 'speed-dating'! You are not far from the truth, although Louise is not looking for someone romantically compatible. She has just received an MBA from a prestigious business school, and her ambition is to become a business development manager. The evening, together with dozens of other graduates and as many executives, she is attending a speed-networking event. The aim of this particular event is to enable young graduates and business executives alike to establish valuable connections.

- 3 Look at the text again and make questions for these answers.

- 1 A smart two-piece suit.
- 2 A list of names.
- 3 Just a few minutes.
- 4 No, it isn't.
- 5 She'd like to become a business development manager.
- 6 Because they hope to make useful professional connections.
- 7 Write three questions about speed networking – things you'd really like to know about it. Then work in pairs and compare your questions.
- 8 Listen to a radio programme about speed networking. Which of your questions, if any, does it address?

B

Grammar: Question forms

- 8 Put the questions in exercise 6 into two groups and complete the sentence below.

yes / no questions	wh- questions
Questions number _____ and _____	Questions number _____ and _____
The usual word order in yes / no questions is: auxiliary before subject. The auxiliary can be any form of be, have or do, or a modal like can, will, should, etc.	The usual word order in wh- questions is: question word + auxiliary + subject. Question words are how, why, when, who, whose, which, what and where.
! When a question word is the subject of a question, we do not use do/does/did/are/is/are you/has/have you/should/shouldn't in answers 6.	
>>> For more information on question forms, see pages 162–163.	

- 9 Make questions from the groups of words in the box. Then match the questions to B's answers in the conversation below.

- a yourself five time see do years' where you in
- b hope what achieve you do to
- c this you career influenced choose what to
- d with up going anyone to you are follow
- e from you graduate did where
- f in and business of what you like
- g changed a college how person you has as
- h been how you in working have long

- 1 A: _____ ?
B: I'm in property investment.
- 2 A: _____ ?
B: Well, my favourite start was an estate agent. I used to help her in the summer.
- 3 A: _____ ?
B: Since I graduated in 2004.
- 4 A: _____ ?
B: The Munich Business College.
- 5 A: _____ ?
B: It's showed me the value of teamwork, and it's made me more goal-driven.
- 6 A: _____ ?
B: I'd like to set up my own international real estate agency.
- 7 A: _____ ?
B: Well, I want to make valuable business connections.
- 8 A: _____ ?
B: Sure! I'm having lunch with a realtor from California on Thursday.

Speaking: Question time

- 10 Work in pairs. Your task is to ask your partner questions until their reply consists exactly of the short sentence on your card.

Sentence on A's card: (No, never)
A: Are you sometimes late for work?
B: Well, yes, but not very often.
A: Do you ever have breakfast in bed?
B: Only when I'm ill.
A: Have you ever been to Korea?
B: No, never.

Student A: Turn to File 1, pages 114.
Student B: Turn to File 63, page 126.

- 11 Work in pairs. Take turns to ask (and answer) as many questions as you can to get to know each other better. You have three minutes altogether.

Find out which pair has asked the most questions.

Writing: An evaluation questionnaire

- 12 Work in pairs. You have just organized a speed-networking event for young graduates and employers. In order to continue to ensure quality, you want some written feedback from the participants on specific aspects of the event. Agree together on six key questions.

TALKING POINT Some big companies, such as Deloitte, organize speed-networking events for their own members of staff from different departments. What do you think of the idea?

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

Input lesson (3)

1 Emails

Reading: Emailing dos and don'ts

- 1 Discuss these questions.
 - 1 How many emails do you receive every day? How many do you send?
 - 2 What kind of emails do you find difficult to deal with? Why?
 - 3 What can sometimes be difficult about writing emails in English?
- 2 Complete the emailing guidelines with the words in the box.

attach, attachments, copy in, details, locate, paragraphs, personal, proofread, relationship, subject line



TOP 10 EMAILING TIPS

- 1 Think carefully and creatively about your subject line. It should be clear, concise and state the purpose of the email clearly.
- 2 Focus on one subject per email, so that the reader can message easily and deal with it appropriately.
- 3 Always double-check that you are sending the message to the right person, and _____ any relevant individuals.
- 4 Remember that emails, just like letters, can be formal or informal: the style used depends on the writer/reader _____ if you have to send a large one, you might want to tell the recipient in advance.
- 5 Use fancy fonts, colours and emoticons (smiley's) in _____ emails only.
- 6 Do not use CAPITAL LETTERS - it's like shouting. Use bold, italics and underlining don't come out clearly in your emails.
- 7 Use relatively short sentences, use _____ and, whenever appropriate, use headings and bullet points.
- 8 You can include a 'signature' (i.e. your contact _____ like on a business card), but keep it short and up-to-date.
- 9 Be careful with _____: if you have to send a large one, you might want to tell the recipient in advance.
- 10 Always _____ your emails and use spell-check and grammar check before sending them off.

New language is presented in listening and reading texts.

3 Work in pairs. Discuss these questions.

- 1 Are the guidelines in exercise 2 valid in your country and in your company?
- 2 Which guideline would you say is the most useful? Why?
- 3 What other guidelines can you add to the list?
- 4 Read the email. Decide which these guidelines the writer did not follow. Then suggest improvements.

The Email Header
To: Julian
Subject: Warm greetings

Dear Edna

It was great to meet you at the Dehresso Trade Fair earlier this month, and we are delighted that we have accepted our invitation to attend our annual conference in March.

Please note that WE HAVE HAD TO RESCHEDULE THIS EVENT FOR TUESDAY, 23 MARCH, INSTEAD OF WEDNESDAY 7/4.

Could you please confirm that you will be able to attend?

Sorry for any inconvenience.

We look forward to seeing you again.

With best wishes,

Julian

Julian Powell,
Sales Director,
Stevens International

- 5 Test your knowledge of formal and informal email opening and closing expressions.

Student A: Turn to File 2, page 114. Student B: Turn to File 70, page 128.
- 6 Read Edna's reply to Julian's email in exercise 4. Underline the most appropriate option each time.

Dear Sir, / Hiya buddy! / Dear Julian,

1 Thank you for your email of the 12th inst. / Thank you for your email. / Thanks for dropping me a line.

2 I'm sorry to hear that the conference has been rescheduled. / What a shame you've changed it with profound regret that I hear your conference has been brought forward to 23rd March.

3 Because of previous arrangements between 9 and 11 a.m. on the 23rd, I'm afraid I won't be able to come. / Owing to prior engagements between 9 and 11 a.m. on the 23rd, I am afraid I will not be in a position to participate. / I've got zillions of things to do in the morning, so there's no way I could be there.

4 Nevertheless, being free after 11 o'clock, I might be able to be there early afternoon. / But I've got nothing to do after 11, so I could just make a dash for it. / However, I'm free after 11, so I could be there for the afternoon.

5 By the way, OK if I'm there just for the afternoon? / Please let me know if it's all right to attend only the afternoon sessions. / I would be grateful if you could inform me whether it is convenient to attend only the afternoon sessions.

6 Looking forward to hearing from you soon. / Write soon. / I look forward to receiving your reply in due course.

7 Bye bye, / Best wishes, / Sincerely,

Edna

Word focus: Making and changing arrangements

Complete these extracts from emails with the words and phrases in the box.

- available come up do good got something on instead postpone suits tied up work
- 1 We've got an appointment for 9.30, Monday 25th, but I'm afraid I can't make it. _____ Could it be moved to another day this week? Does Tuesday _____ for you?
 - 2 I suggest we meet next week. What's a _____ day for you?
 - 3 Would it be possible to _____ our meeting?
 - 4 Wednesday is the for me. What time _____ you? I'm afraid I can't _____ 10.30 on Monday. I've _____ that morning.
 - 5 I'm _____ all day on Friday. I'm afraid. How about next Monday _____?
 - 6 Could you please let me know if you'd be _____ for a conference call next Tuesday from 10.00 to 11.30?

Speaking: Style in emails

- 8 Consider the three different registers in exercise 6 and discuss these questions.
 - 1 If you used the most formal expressions in an email to someone you know well, what would they think?
 - 2 If you used the most informal expressions in an email to someone you hardly know at all, what would they think?
- 9 Work in pairs. You both have half the sentences of an email, but all jumbled up. Your task is to reconstruct the email. You mustn't write anything or show each other your sentences.

Student A: Turn to File 3, page 114. Student B: Turn to File 66, page 127.
- 10 Work in pairs or in small groups. Think of three ways in which you could use email to improve your writing skills and further develop your English. Compare with another group and come to a decision on the best four ways.

TALKING POINT Which emailing tips do people most often fail to follow? How does that make you feel?

Every unit contains one or more word focus activities.

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.

1 Communication strategies Developing conversations

Listening: It's good to talk

- Discuss these questions.
 - What are the most usual small talk topics in your culture and which ones are best avoided?
 - Think about people you enjoy chatting with. What personal qualities do they have?
 - What makes a conversation successful and enjoyable?
- 1.3 Listen to six conversation extracts. How does the second speaker sound each time? responses (e-f).
 - Yes, of course. Ben and I go back at least ten years.
 - They're really nice. I just feel as if we've been working together for years.
 - Not very. About 20 minutes in the morning. A bit longer in the evening, but it depends on the traffic.
 - No. I really want to see a bit more of my family.
 - Great idea. So we can catch up with all our news!
 - Fine, thank you. Our new project is really interesting. I find...
- Work in pairs. Ask each other the questions from the conversations (use the audio script on page 137 to help you). Give your own answers, adding a comment each time.
- Sometimes, a person can feel excluded from a conversation. Why does this happen? What can be done about it?

i In normal conversation, minimal answers, a sign of indifference, lack of interest, and a change of subject. Add a comment. A comment would help the conversation to develop.



- Work in pairs. A is having different conversations with B. What could C say to join the conversation? Use one of the strategies in exercise 6.
 - At Torino Vecchio is one of the best Italian restaurants in town. B: Yeah. We had dinner there last Saturday. Fabulous!
C: _____
 - A: I thought the match was terrific. B: Kevin's second goal was a thing of beauty.
C: _____
 - A: Simon's been on sick leave for more than a month. B: And no one knows when he'll be back.
C: _____
 - A: I'm at an inspector. B: Who. That can't be an easy job.
C: _____
 - A: This weather seems to be driving everyone mad. B: It does, doesn't it. Absolutely dreadful.
C: _____
 - A: The guys in Accounts are looking exhausted. B: They're all overworked, that's the problem.
C: _____
- 1.4 Listen and compare C's responses to the ones you thought of in exercise 7.



- How can an active participant in a conversation encourage a quieter one to take part? What exactly could they say?
- 1.7 Listen to these conversations. Complete the questions that are used to involve the quieter person.

- Conversation 1**
B: ... I'd say they're just completely incompetent. ... What corner?
C: Well, I think these guys are quite good, actually.
- Conversation 2**
B: ... I doubt it will save us a lot of money. Have you got a Car?
C: Erm ... I think you're right, Bill. Besides, it will have a bad effect on morale.
- Conversation 3**
B: Erm ... You've been to Vietnam, haven't you, Stanley? What did you ... ?
C: Well, I was there on holiday ...

- 1.5 Listen to three extracts from conversations. Which strategy from the table below does the third person use in each case?

Conversation 1: _____	Conversation 2: _____	Conversation 3: _____
-----------------------	-----------------------	-----------------------
- If nobody asks you a question directly and you would like to be included in a conversation, it is often enough for you to do one of the following:
- express an opinion
 - make a comment
 - ask a follow-up question

Speaking: Count me in!

- Work in pairs. Student A chooses a conversation starter B answers. A comments and/or asks a follow-up question. Change roles: B chooses another conversation starter, etc.
 - What line of business are you in?
 - I'm in the pharmaceutical industry.
 - Oh, really. What's your company called?

Conversation starters

What line of business are you in?
Think goodness! It's Friday!
Have you seen the headlines today?
So your company headquarters are now in Zurich.
How many people does your company employ?
I hope we can make it to the quarter finals.
Business travel is such a pain.
Patricia has changed her hairdo again.

- Write four statements / questions that you could use as conversation starters. Then work in new pairs and have more mini-conversations like the ones in exercise 11.

- Work in groups of three (A, B and C). Roleplay three conversations on these topics:
 - Topic 1: The retirement age should be lowered, not raised.
 - Topic 2: It's the individual's job – not the State's – to put money aside in case they fall ill.
 - Topic 3: Working from home has more disadvantages than advantages.

- Student A: Turn to File 4, page 114.
Student B: Turn to File 67, page 127.
Student C: Turn to File 76, page 129.

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

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.

1 **Interaction** Making a good impression

Reminder

Topic overview page 5 • Grammar reference pages 155-162
Question forms page 7 • Grammar reference pages 162-163
Developing conversations page 10

Reading: It's not just what you say

1 Discuss these questions.

1 Think of a presentation, a talk, a lecture or a workshop that you really enjoyed. Apart from the content, what exactly was it that you liked about it? Make a list of useful tips.

2 Read the article. Are any of your tips mentioned?

According to Albert Mehrabian (Professor Emeritus of Psychology, UCLA), when we communicate (feelings and attitudes, what makes people behave or to talking to us), we depend on three things: our words (7%), our voice (38%), while our words account for only 7%.

Although business and academic presenters do not talk about feelings and beating in mind. A key idea is that, the verbal (the words we use), the content) and the non-verbal (our tone of voice and body language) need to be in harmony, to support each other.

Good presenters, of course, know their subject matter and are well prepared, but they are also aware of how their non-verbal communication affects their audience.

For example, they turn the volume of their instrument, so they turn the volume of their instrument, also of how they pitch, speed up or slow down an appropriate.

As regards body language, good presenters generally have four or five main areas of their gestures and eye contact. They know that appearance matters, so they dress up or down depending on the context; they stand their full height and avoid moving from side to side or swaying; they control their gestures and facial expressions, using them to emphasize a point. They are also aware of the importance of eye contact. With about ten friendly-looking people in different sections of the room and regularly make eye contact with them.

2 **Interaction** Making a good impression

Part 1

Work together. Put these words and phrases in the correct order to make questions. You both need to write down all three questions.

1 Mehrabian's theory is of key idea what theory ?

2 consist does communication what non-verbal of ?

3 do can contact what eye about presenters ?

Part 2

Use the article to work out the answers to questions 1-3 together. Make sure you remember the answers as you need them for Part 3.

Part 3

Each one of you now works with a partner from the other pair. Answer the questions your partner asks you. Then ask your questions. Help or correct your partner whenever necessary.

3 **Interaction** Making a good impression

Word focus: Structuring presentations

4 Listen to the openings of four different presentations. How positive a first impression do they create? Rate them from 1 (= least positive) to 5 (= most positive). Compare your answers and tell each other which criteria you used.

1 2 3 4 5

1 2 3 4 5

5 Complete the opening expressions in the table.

Telling an anecdote	A funny thing I _____ a few weeks ago. I was _____
Using a quote	_____ says Jim Belsh, the great American entrepreneur, who said: 'Effective communication is 20% what you know and 80% how you feel about what you know.'
Adding a question / Mentioning a surprising fact	_____ that one of the most frequent employee complaints in large organizations is: 'We're kept in the dark?'

6 Listen to the fourth presenter for a little bit longer this time and complete the table.

Introducing the topic:	This morning, I'd like to talk about _____ programme which ...
Outlining your talk:	I have divided my talk into three main parts. I'll begin with a brief overview of ... / Firstly, I'll give you ... of ... / Secondly, I'll discuss ... the consequences of ... / And finally, I'll tell you about ...
Concluding:	Let me sum up ... / To sum up then, ... / To summarize the main points of my talk, ... / I'd like to conclude by reminding you of ...

4 **Interaction** Making a good impression

Speaking: Planning a presentation

8 Work in pairs. Choose one topic each and help each other prepare a presentation outline.

- My city
- Smoking
- Why we all need a pet
- How to make friends and be popular
- How to prepare for an exam
- My company
- Commuting made easy
- Working abroad: some advice
- How to be a great colleague
- How to achieve a work-life balance

9 Think of an opening that will make an impact.

2 Briefly introduce your topic.

3 Outline your talk (three parts). You do not need to describe the content.

4 Think of a strong conclusion.

5 Think about your tone of voice and body language as well as what you say!

6 Work in small groups. Take it in turns to present your outline to the group.

7 **Interaction** Making a good impression

7 Listen to parts of a talk on Tai Chi and complete the script. Student A: Turn to File 7, page 115. Student B: Turn to File 75, page 129.

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

