



普通高等教育“十一五”国家级规划教材



Powerbase
Pre-intermediate Teacher's Book

新动力英语

教师参考书 **3**

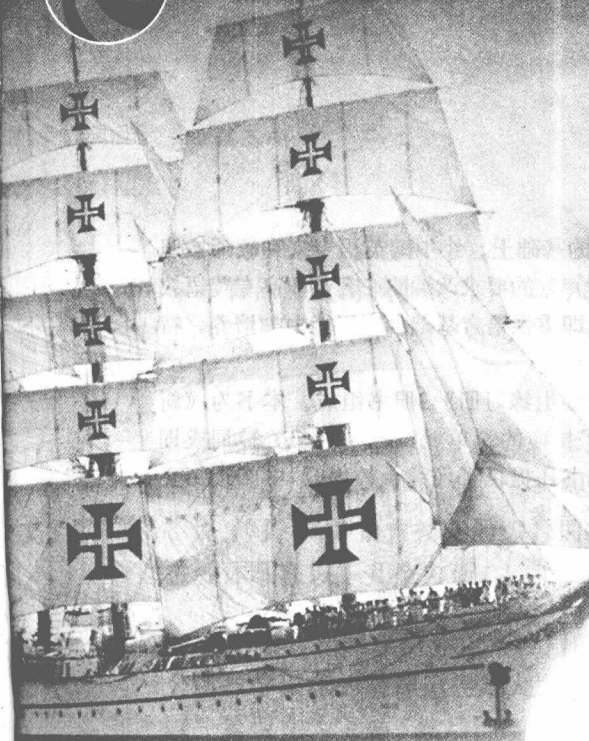
Irene Barrall
改编组



高等教育出版社



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内容提要

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

该系列教材共分3级,每级均由《综合教程》、《教师参考书》和《学生练习册》3册书组成。本书为《新动力英语教师参考书3》。本书针对《综合教程3》每单元的内容给出了相应的“单元目标”、“关键词或词组”、“课堂活动准备”、“内容介绍”、“附加活动”等。此外,本书还提供了《综合教程3》中阅读短文的中文译文及针对《综合教程3》中每个单元“自己做”练习部分的参考答案。

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前 言

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

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

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

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

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

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

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

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

编 者

2006年10月



Introduction

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

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

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

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

THE STRUCTURE OF THE COURSE

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

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

1 Introduction

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

2 Grammar

The main grammar points at pre-intermediate level are introduced and practised in a context that continues the theme of each unit. A *Grammar reference* section at the back of the Coursebook provides learners with additional support.

3 Working life

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

4 Real world

This double-page spread extends the theme of the unit, with a subject relevant to learners' real lives. Topics covered include using a dictionary, making conversation, eating out and complaining.

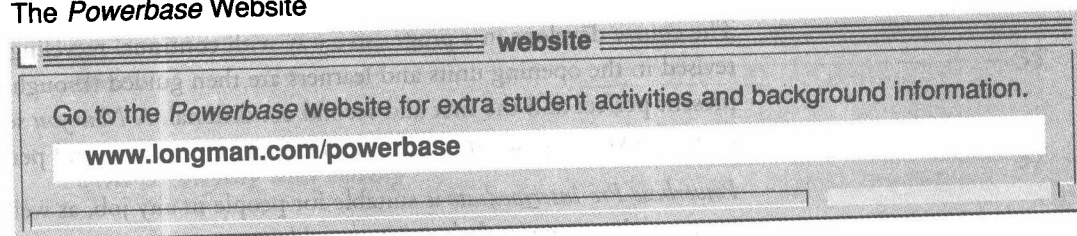
OTHER COURSE COMPONENTS**The *Powerbase* Coursebook recordings**

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

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

The *Powerbase* Teacher's Book

The Teacher's Book provides a step-by-step guide to exploiting each lesson. Information is given on any preparation that is needed and the aims of each unit and lesson are clarified. Sometimes warmers or introductions are suggested, and there is a photocopiable activity for each alternate unit as well as other additional activities suitable for most class sizes. You will also find transcripts and answers to the activities in the Coursebook. At the end of the Teacher's Book there is an exit test with answers.

The *Powerbase* Website

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1

checkpoint

UNIT AIMS

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

weblinks

Go to the *Powerbase* website for extra student activities and background information on the topics in this unit.

www.longman.com/powerbase

LESSON 1 PAGES 4-5

Lesson aims

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

Preparation

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

Warmer

About me

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

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

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

ARRIVALS

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

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

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

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

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

ANSWERS

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

TRANSCRIPT

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

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

- 3
 RECEPTIONIST Good morning.
 BUSINESSMAN Hello. I'm here to see Angela Speake.
 RECEPTIONIST Is she expecting you?
 BUSINESSMAN Yes, I have an appointment at 11.30. My name's Callum Lees.
 RECEPTIONIST I'll let her know you're here, Mr Lees. Please take a seat.
 BUSINESSMAN Thank you.

- 4
 IGOR Yes. Hello.
 BORIS Igor? Is that you, Igor?
 IGOR Yes, I'm Igor. What do you want from me? Who are you?
 BORIS Oh, Igor, don't you recognise me? Don't you remember me? It's me, Boris.
 IGOR Boris? Boris! How can it be? I don't understand.
 BORIS Oh, Igor. It's good to see you again. How are you, Igor?
 IGOR I'm ... I'm very well, thank you. Boris? Is it really you? After all these years?
 BORIS Can I come in?
 IGOR Yes, of course. Please. Come in. Come in.

SOCIAL EXPRESSIONS

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

ANSWERS

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

NOW YOU

These sections provide freer practice of the target language. The focus is on fluency (communicating) rather than accuracy. To encourage students, only stop and correct when communication is affected. Circulate and help, noting any areas that might need further practice or revision in a future lesson.

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

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

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

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

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

Write on the board:

office passport control friend's home
hotel

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

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

Additional activity

How often do you ... ?

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

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

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

LESSON 2

PAGES 6-7

Lesson aims

- present simple
- question words

Preparation

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

Warmer

Countries and cities

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

CHECKING MEANING

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

ANSWERS

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

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

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

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

TRANSCRIPT

DIDO

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

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

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

参考译文

东方艺术

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

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

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

ASKING QUESTIONS

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

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

ANSWERS

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

QUESTION WORDS

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

ANSWERS

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

NOW YOU

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

Additional activity

Who is it?

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

LESSON 3

PAGES 8-9

Lesson aims

- checking understanding
- telephone phrases

Preparation

No additional preparation is required.

Warmer

Question review

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

lives – Riyadh

e-mail – K.Delino@hotmail.com

drives – BMW

has three businesses

travels to Dusseldorf twice a month

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

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

CHECKING UNDERSTANDING

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

ANSWERS

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

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

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

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

A TYPICAL CALL

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

ANSWERS

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

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

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

TRANSCRIPT/ANSWERS

RECEPTIONIST Hello, Junction Products.

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

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

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

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

IDRIS Yes, it's Idris Wassermann.

RECEPTIONIST Idris Wassermann. Can you spell that, please?

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

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

IDRIS I'm from QAX.

RECEPTIONIST QAX. And what's it about?

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

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

PRONUNCIATION Strong and weak forms (1)

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

TRANSCRIPT

to to from from

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

ANSWERS

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

middle of sentence: to /tə/, from /frəm/ (weak)

TRANSCRIPT

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

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

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

TRANSCRIPT

Where are you from?
 I'm from Italy.

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

CHECKING NUMBERS AND LETTERS

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

ANSWERS

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

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

ANSWERS

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

TRANSCRIPT

Conversation 1

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

Conversation 2

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

NOW YOU

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

Additional activity

Telephone cloze

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

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

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

LESSON 4

PAGES 10-11

Lesson aims

- nouns and verbs
- verb and noun collocations

Preparation

Bring in dictionaries for the Warmer activity.

Warmer

Nationality and language

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

TOP PEOPLE AND ENGLISH

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

ANSWERS

(clockwise from top left)

Jacques Chirac; France; speaks English

Sonia Gandhi; India; speaks English

Vladimir Putin; Russia; speaks English

Princess Masako; Japan; speaks English

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

参考译文

漫谈语言

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

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

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

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

FIND THE ANSWERS

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

ANSWERS

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

TALKING ABOUT GRAMMAR

- 3 Close books. Write on the board:

He translates at meetings.

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

POSSIBLE ANSWERS

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

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

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

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

ANSWERS

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

past simple: worked, was, went, learnt

LANGUAGE TASKS

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

ANSWERS

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

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

NOW YOU

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

Additional activity

Wish list

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

group's wish list.

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

KEY to DO IT YOURSELF

SIMULATED SENTENCE WRITING

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

2

lifestyles

UNIT AIMS

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

weblinks

Go to the *Powerbase* website for extra student activities and background information on the topics in this unit.

www.longman.com/powerbase

LESSON 1 PAGES 16–17

Lesson aims

- vocabulary for sleep and work

Preparation

No additional preparation is required.

Warmer

24/7

Keep books closed. Ask the class:

How many seconds are in a minute? (60)

How many hours are in a day? (24)

How many days are in a week? (7)

How many hours are in a week? (168)

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

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

SLEEP AND THE WORKPLACE

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

ANSWERS

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

PEOPLE AND PLACES

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

ANSWERS

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

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