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Second Edition

# MARKET LEADER

Elementary Business English Teacher's Resource Book



# 体验<sup>®</sup>商务英语 教师用书 |

(第二版)

Irene Barrall

《体验商务英语》改编组



高等教育出版社  
HIGHER EDUCATION PRESS



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## 第二版前言

《体验商务英语》系列教材自 2005 年 8 月出版以来，以其鲜明的特色、真实生动的内容、较强的教学操作性，在国内高等院校商务英语教学实践中，得到了广泛认可，并入选普通高等教育“十一五”国家级规划教材。

2011 年，中国加入世界贸易组织已十年。随着我国融入全球商务大环境的进程不断加快，对具备英语语言技能和商务知识的复合型人才的需求日益增长；商务英语教学的范围不断扩展，尤其是高校商务英语专业的正式设立，也促使商务英语教学与研究不断向专业化迈进。同时，网络技术、数字技术、多媒体技术等在教育领域的广泛应用，为商务英语教学资源的立体化建设带来了新的机遇。在这样的背景下，高等教育出版社于 2011 年组织专家力量，推出了《体验商务英语》（第二版）系列教材。

《体验商务英语》（第二版）系列教材的改编原则如下：

### 教材体系更加完善

1. 《体验商务英语综合教程》由四册增至五册，即增编了高级教程，以更加灵活地满足读者的多样化需求。
2. 为第一版《体验商务英语听说教程》增加了视频资源及配套练习，并与原版教材的配套视频资源材料（Video Resource Book）整合，成为全新的四册《体验商务英语视听说教程》，增强了课堂教学的直观性与丰富性。

### 内容设置更加合理

1. 更新了大部分阅读、听力材料以及案例分析，做到与时俱进。
2. 改编组对第一、二册的语言点和语法知识作了部分增加和替换，使其更能适应我国学生的英语学习特点；在《体验商务英语同步练习》中增加了英汉、汉英互译练习，帮助学生巩固相关知识的理解及运用。

### 商务英语立体化配套教学资源

1. 综合教程（1-5）配有多媒体学习光盘，包括 MP3 和自主学习软件（Self-Study CD-ROMs）。自主学习软件以单元主题为主线，设置了大量练习，从语言运用、商务背景知识及重点案例分析等方面强化课堂学习内容。视频模块（Videos）以情景剧模拟商务场景，为学生自学时扩大知识面、增强交际能力提供支持。
2. 教学参考书（1-5）均配有测试软件（Test Master CD-ROMs），提供了丰富的教学参考资源，包括各单元介绍、入门测验、进度测验、单元测验等各类测验，以及相关音频、视频材料等，使用灵活方便。

《体验商务英语》系列教程（第一版）面世以来，高等教育出版社为配合教材的推广，以论坛、教学培训、科研立项等形式，开展了一系列活动，使体验式的商务英语教学深入人心。相信《体验商务英语》系列教材（第二版）将为我国的商务英语教学注入更新的活力，为人才培养和社会发展做出进一步的贡献。

改编组

2011 年 12 月

## 第一版前言

为了迎接入世挑战,满足高等院校和广大学习者提高商务英语技能的需求,高等教育出版社引进了培生教育出版集团出版的 *Market Leader* 和 *Powerhouse* 系列教材,将这两套教材改编为《体验商务英语》系列教材。该系列教材由《综合教程》、《同步练习》、《听说教程》、《教师用书》以及配套的录音带和录像资料组成。该系列教材为学习者提供了全新的学习方式,即在体验中学习商务英语,进而提高运用英语进行商务交际的能力。针对中国人学习商务英语的特点,改编组在原教材的基础上补充了有关商务知识的注释和有中英文注释的词汇表。

《体验商务英语》系列教材具有全球化视野和时代特色,其特点主要表现在以下几个方面:

**将国际商务活动的真实内容引入课堂教学,体验真实的商务世界。**在商务英语教学中,缺少真实的商务活动,商务活动与英语教学不能充分融合,这一直是困扰教师的难题。本系列教材为商务英语教学提供了大量真实、生动的素材,使学生在掌握语言技能的同时,了解现代国际商务的现状,以达到在体验商务中学习语言、提高商务交际能力的目的。这一特色反映在选材上是丰富多彩的国际商务内容,涉及现代市场经济条件下商务活动的各个方面和时代课题,如全球化、国际营销、技术创新、营销策略、企业文化、市场竞争、经营风险、危机管理、电子商务等等。

**角色扮演和案例学习将体验式学习引向深入。**本系列教材的突出特色是任务式、体验式的教学活动设计。《综合教程》和《听说教程》的每个单元都有角色扮演和案例学习等交际任务。每个交际任务都以真实的商务交际情景为参照,交际任务目标明确,鼓励学习者在完成交际任务的过程中复用所学语言知识,提高交际能力,将自己的经历和观点融入交际活动之中。

**教学设计严谨,为体验式学习打好基础。**《综合教程》的每个单元通过讨论与学习者相关的话题导入教学。然后是相关商务词汇、听力和阅读、语法和商务技能的学习。中间穿插形式多样的任务活动。最后,在充分学习、掌握相关内容和技能的基础上,进行案例学习和商务写作练习。《听说教程》的单元设计以语言和商务技能为主线,商务词汇、语法的学习与讨论相结合,听力和阅读部分配有角色扮演等交际活动,最后是案例分析或技能运用。整体编排层层递进,前面的学习为角色扮演、案例学习等实践型交际训练打下了基础。

**教学资源丰富,为体验式教学提供有力支持。**《综合教程》和《听说教程》主要供课堂教学使用。《综合教程》的大部分素材源自《金融时报》等著名财经报刊近年的文章,具有时效性,语言简练、鲜活。《听说教程》的素材比较多样,有当代电影中的对白节选和小说片断等。与《综合教程》配套的《同步练习》可供自主学习和测试使用,《教师用书》还提供了可复印的补充阅读、补充技能练习等课外学习资料,教师可选择使用。配套录音和录像资料(包括短片、著名企业家访谈等)提供了生动的视听素材,可作为课堂教学或补充学习使用。

**从学习者的需求和兴趣出发编写,使体验式学习更方便。**《综合教程》中的主题全部通过在师生中广泛调研精心挑选,反映了大部分学习者的需要和兴趣,可激发学生进一步学习、探索。词汇、语法的学习和语言技能训练与商务话题紧密结合,在规范语言的同时增添了针对性和趣味性。语法学习部分篇幅短小,内容精练,例句生动,书后还附有语法复习部分,使语法学习更加方便。此外,活泼的版式,具有启发性的图片,使商务英语的学习更加形象、直观。

本书是《综合教程》第1册,有12个单元和4个复习课,内容涉及日常工作和商务活动,包括介绍、工作与休闲、问题、旅行、餐饮娱乐、销售、人事、市场、公司、网络、文化和求职等主题。每单元围绕主题进行相关语言和技能的学习。书后附语法总结(Grammar reference)、写作活动(Writing file)、角色扮演(Activity file)、分类词汇表(Vocabulary file)、改编的词汇和注释(Glossary and notes)以及不规则动词表(Irregular verbs)。

《体验商务英语》系列教材的适用面广,既可以作为国际经贸、国际金融等涉外专业的商务英语教材,也可以作为英语专业商务英语教材,还可以作为大学英语选修课教材和行业培训教材。

改编组  
2005年4月



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# Introduction

## 1 Course aims

*Market Leader* is an extensive new Business English course designed to bring the real world of international business into the language teaching classroom. It has been developed in association with the *Financial Times*, one of the world's leading sources of professional information, to ensure the maximum range and authenticity of business content.

The course is intended for use either by students preparing for a career in business or by those already working who want to improve their English communication skills.

*Market Leader* combines some of the most stimulating recent ideas from the world of business with a strongly task-based approach. Role-plays and case studies are regular features of each unit. Throughout the course, students are encouraged to use their own experience and opinions in order to maximise involvement and learning.

An essential requirement of Business English materials is that they cater for the wide range of needs which students have, including different areas of interest and specialisation, different skills needs and varying amounts of time available to study. *Market Leader* offers teachers and course planners a unique range of flexible materials to help meet these needs. This book makes suggestions on how to use the unit material extensively or intensively and indicates how the material in the Practice File integrates with the Course Book. This book contains extensive extra photocopiable material in the Text bank and the Resource bank.

## 2 The main course components

### Course Book

This provides the main part of the teaching material, divided into 12 topic-based units, plus four revision units. The topics have been chosen following research among teachers to establish the areas of widest possible interest to the majority of their students. The Course Book provides input in reading, speaking and listening, with guidance for writing tasks as well. Every unit contains vocabulary development activities, essential grammar and opportunities for speaking practice. There is a regular focus on key business functions, and each unit ends with a motivating case study to allow students to practise language they have worked on during the unit. For more details on the Course Book units, see **Overview of a Course Book unit** below.

### Practice File

This gives extra practice in the areas of grammar and vocabulary, together with a complete syllabus in business writing. In each unit, students work with text models and useful language, and then do a writing task to consolidate the

learning. Additionally, the Practice File provides regular self-study pronunciation work (with an audio CD and exercises), and a valuable survival Business English section for students.

### Audio materials

All the listening activities from the Course Book (interviews with business practitioners and input for other activities such as role-plays and case studies) and the Practice File (pronunciation exercises) are available on cassettes and audio CDs, depending on the user's preference.

### Teacher's Resource Book

This book provides teachers with an overview of the whole course, together with detailed teaching notes, background briefings on business content, the Text bank (24 optional extra reading texts) and the Resource bank (photocopiable worksheets practising communication skills).

### Test File

Six photocopiable tests are available to teachers and course planners to monitor students' progress through the course. There are an entry test, four progress tests and an exit test, which reviews the work done throughout the course.

## 3 Overview of a Course Book unit

A typical unit consists of the following sections:

### Starting up

Students have the opportunity to think about the unit topic and to exchange ideas and opinions with each other and with the teacher. There is a variety of stimulating activities, such as answering quiz questions and completing charts. Throughout, students are encouraged to draw upon their life and business experience.

### Vocabulary

Essential business vocabulary is presented and practised through a wide variety of creative and engaging exercises. Students learn new words, phrases and collocations, and are given tasks which help to activate the vocabulary they already know or have just learned.

There is further vocabulary practice in the Practice File.

### Reading

Students read interesting and relevant adapted authentic texts from the *Financial Times* and other business sources. They develop their reading skills and acquire essential business vocabulary. The texts provide a context for language work and discussion later in the unit.

## Listening

The listening texts are based on interviews with businesspeople and experts in their field. Students develop their listening skills such as prediction, listening for specific information and note-taking.

## Language focus

These sections focus on accuracy and knowledge of key areas of grammar. If students already know the grammar point, this section works as a quick check for them and the teacher. If they need more explanation, they are referred to the Grammar reference at the end of the Course Book.

There is further grammar practice in the Practice File (see **Extending the course** below).

## Skills

This section helps learners to develop their communication skills in the key business areas of presentations, meetings, negotiations, telephoning and social English. Each section contains a Useful language box, which provides students with the support and phrases they need to carry out the business tasks in the regular role-play activities.

## Case studies

Each unit ends with a case study linked to the unit's business topic. The case studies are based on realistic business problems or situations and are designed to motivate and actively engage students. They use the language and communication skills which they have acquired while working through the unit. Typically, students will be involved in discussing business problems and recommending solutions through active group work.

All of the case studies have been developed and tested with students in class and are designed to be easy to present and use. No special knowledge or extra materials are required. For teaching tips on making the best use of the case studies, see **Case studies that work** below.

Each case study ends with a realistic writing task. These tasks reflect the real world of business correspondence and will also help those students preparing for Business English exams. Models of writing text types are given in the Writing file at the end of the Course Book.

## 4 Using the course

### Accessibility for teachers

Less experienced teachers can sometimes find teaching Business English daunting. They may be anxious about their lack of knowledge of the business world and of the topics covered in the course. *Market Leader* sets out to provide the maximum support for teachers. The Business brief section at the beginning of each unit in the Teacher's Resource Book gives an overview of the business topic, covering key terms and suggesting a list of titles for further reading and information.

These briefs have been written at native-speaker level and are not intended for Elementary students.

## Authenticity of content

One of the principles of the course is that students should deal with as much authentic content as their language level allows. Authentic reading and listening texts are motivating for students and bring the real world of business into the classroom, increasing students' knowledge of business practice and concepts. Due to its international coverage, the *Financial Times* has been a rich source of text and business information for the course.

The case studies present realistic business situations and problems, and the communication activities based on them – group discussions, simulations and role-plays – serve to enhance the authenticity of the course.

## Flexibility of use

Demands of Business English courses vary greatly, and materials accordingly need to be flexible and adaptable. *Market Leader* has been designed to give teachers and course planners maximum flexibility. The course can be used either extensively or intensively. At the beginning of each unit in this book are suggestions for a fast route through the unit if time is short. This intensive route focuses mainly on speaking and listening skills. If the teacher wants to extend this concentration on particular skills, optional components are available in the course (see **Extending the course** on page 7).

## 5 Case studies that work

The following teaching tips will help when using case studies.

- 1 Involve all the students at every stage of the class. Encourage everyone to participate.
- 2 Draw on the students' knowledge of business and the world.
- 3 Be very careful how you present the case study at the beginning. Make sure your instructions are clear and that the task is understood. (See individual units in this book for detailed suggestions on introducing the case study.)
- 4 Ensure that all students have understood the case and the key vocabulary.
- 5 Encourage the students to use the language and communication skills they have acquired in the rest of the unit. A short review of the key language will help.
- 6 Focus on communication and fluency during the case study activities. Language errors can be dealt with at the end. Make a record of important errors and give students feedback at the end in a sympathetic and constructive way. Note good language use, too, and comment on it favourably.
- 7 If the activity is developing slowly or you have a group of students who are a little reticent, you could intervene by asking questions or making helpful suggestions.
- 8 Allow students to reach their own conclusions. Many students expect there to be a correct answer. Teachers can give their opinions but should stress that there usually is no single 'right' answer.
- 9 Encourage creative and imaginative solutions to the problems expressed.

- 10 Encourage students to use people-management skills such as working in teams, leading teams, delegating and interacting effectively with each other.
- 11 Allocate sufficient time for the major tasks, such as negotiating. At the same time, do not allow activities to drag on too long. You want the students to have enough time to perform the task and yet the lesson needs to have pace.
- 12 Students should identify the key issues of the case and discuss all the options before reaching a decision.
- 13 Encourage students to actively listen to each other. This is essential for both language practice and effective teamwork.

## 6 Extending the course

Some students' needs will require more input or practice in certain areas, either in terms of subject matter or skills, than is provided in the Course Book. In order to meet these needs, *Market Leader* provides a wide range of optional extra materials and components to choose from.

### Teacher's Resource Book

The Text bank provides two extra reading texts per unit, together with comprehension and vocabulary exercises.

The Resource bank provides photocopiable worksheet-based communication activities, linked to the skills introduced in the Course Book units.

### *Business Grammar and Usage*

For students at higher levels needing more work on their grammar, this book provides reference and practice in all the most important areas of Business English usage. It is organised into structural and functional sections.

### The Test Master CD-ROM

The Teacher's Resource Book includes a Test Master CD-ROM which provides an invaluable testing resource, to accompany the course.

- The tests are based strictly on the content of the corresponding level of *Market Leader* New Editions, providing a fair measure of students' progress.
- An interactive menu makes it easy to find the test you are looking for.
- Keys and audio scripts are provided to make marking the tests as straightforward as possible.
- Most tests come in A and B versions. This makes it easier for you to invigilate the test by making it harder for students to copy from each other.
- The audio files for the listening test are conveniently located on the same CD.

### Type of test

The Test Master CD contains five types of test.

- Placement Test(s)
- Module Tests
- Progress Tests
- Mid-Course Test
- End-of-Course Test

### Flexible

You can print the tests out and use them as they are, or you can adapt them. You can use Microsoft® Word to edit them as you wish to suit your teaching situation, your students or your syllabus.

# Introductions

## At a glance

	Classwork – Course Book	Further work
<b>Lesson 1</b> <i>Each lesson (excluding case studies) is about 45–60 minutes. This does not include administration and time spent going through homework.</i>	<b>Starting up</b> Ss listen to four businesspeople and match the speakers to their business cards. <b>Vocabulary: Nationalities</b> Ss match countries and nationalities. <b>Reading: Describing people</b> This reading section can be completed in two parts. Ss can start preparatory work on the article about Jeffrey Immelt, the Chairman and CEO of General Electric, and complete Exercise A.	<b>Practice File</b> Vocabulary (page 4)
<b>Lesson 2</b>	<b>Reading: Describing people</b> Ss complete more detailed comprehension questions about Jeffrey Immelt (Exercises B and C). <b>Language focus 1: to be</b> Ss are introduced to positive and negative forms of the verb <i>to be</i> . <b>Language focus 2: a/an with jobs; wh- questions</b> Ss look at the use of <i>a/an</i> before vowels and consonants and are introduced to <i>what, who</i> and <i>where</i> question words.	<b>Text bank</b> (pages 114 and 115)  <b>Practice File</b> Language review (page 5)
<b>Lesson 3</b>	<b>Listening: Talking about yourself</b> Ss listen to three people talking about their jobs. <b>Skills: Introducing yourself and others</b> Ss listen to three conversations where people introduce themselves and others. They then practise introductions.	<b>Resource bank</b> (page 148)
<b>Lesson 4</b> <i>Each case study is about 30 minutes to 1 hour.</i>	<b>Case study: Aloha in Hawaii</b> Ss find out information about people at a conference. <b>Writing</b> Ss write an e-mail about two people from the conference.	<b>Practice File</b> Writing (page 7)

For a fast route through the unit focusing mainly on speaking skills, just use the underlined sections.

For 1-to-1 situations, most parts of the unit lend themselves, with minimal adaptation, to use with individual students. Where this is not the case, alternative procedures are given.

## Business brief

'You never get a second chance to make a first impression.' \*

The tone of a business relationship can be set by an initial introduction. It is important to make a good impression right from the first handshake.

When meeting businesspeople for the first time, is it better to be formal or informal? If in doubt, advise students to adopt a more formal approach. Here are some points to remember when making business introductions in English-speaking western countries:

- Introduce businesspeople in order of professional rank – the person of highest authority is introduced to others in the group in descending order, depending on their professional position. Gender does not affect the order of introductions.
- When possible, stand up when introductions are being made.
- If clients are present, they should be introduced first.
- The name and title of the person being introduced is followed by the name and title of the other person. It is also helpful to include a small piece of information about each person to start the conversation.
- If you are being introduced to someone, shake hands and say *Hello* (informal) or *Pleased to meet you/How do you do* (formal), followed by the person's name.
- Treat business cards with respect. Take a moment to read them and carefully put them somewhere safe.
- Address people by their first names only if they indicate that they want you to.

Of course, in practice we often break these rules – but knowing they exist provides a starting point.

It is also worth remembering that many aspects of etiquette are not universal – **cultural norms** vary from country to country. What passes for good manners in one country may be frowned on in another. A firm handshake may be appreciated in the USA, the UK and Australia, but a French businessperson is more likely to offer a single, light handshake. In Japan it is more usual to bow. Preparation is important in order to avoid **culture clash**. Doing some background research to get acquainted with local **business etiquette** and **social customs** can spare the blushes of both visitor and host and avoid causing offence.

Elementary students may find introducing themselves and others intimidating. Help students to navigate these situations by highlighting key phrases such as those in the Useful language box (see Course Book page 12). Drill pronunciation and intonation and give students plenty of opportunity to use the language with short role-plays. Imagine what you would feel like if you were in a strange city meeting business contacts for the first time, using an unfamiliar language. A few well-practised phrases may help to give enough confidence to make that first impression count.

\* anecdotal saying

# Lesson notes

## Warmer

- ⊗ This activity will build Ss' confidence by reminding them of international English and basic English words that they already know.
- ⊗ Divide the class into two teams. Name one team noughts (O) and the other crosses (X).
- ⊗ Draw a noughts-and-crosses grid on the board.
- ⊗ Demonstrate that teams need to get three noughts or crosses in a row (horizontally, vertically or diagonally).
- ⊗ To place a nought or a cross on the grid, teams have to say the English word for a picture that you draw.
- ⊗ Demonstrate by drawing a television and asking the crosses team to call out what the object is. If they say the correct word, write *television* on the board (say the word as you write it to model pronunciation) and ask one of the team to come to the board and place a cross on the grid.
- ⊗ Continue until one team wins. Possible words to include are: *pen, book, pizza, football, camera, hamburger, car*. Include other English words that your class knows.
- ⊗ If teams reach a stalemate, then draw a picture on the board and the first team to say the word wins.

## Overview

- ⊗ Introduce Ss to the Overview section on page 6. Point to each heading and elicit or explain a little about each. Point to the sections you will be covering in this lesson, using the table on page 8 of this book as a guide.

## Quotation

- ⊗ Write the quotation on the board.
- ⊗ Ask the class to say it.
- ⊗ Check if Ss know who James Bond is.
- ⊗ *Casino Royale* is one of a series of action films about the secret agent James Bond. Many famous actors have played James Bond including Sean Connery, Roger Moore, Timothy Dalton, Pierce Brosnan and Daniel Craig.

## Starting up

**Ss listen to four businesspeople and match the speakers to their business cards, then practise the alphabet and spelling names.**

If this is your first lesson with the group and they have not done a listening exercise before, take time over Exercises A and B. Reassure the class that they will hear the listening more than once.

If you have a business card, show it to the class and try to elicit what it is. If not, draw a large business card on the board. Ask Ss what information is normally on a business card (*name, position, company*). Complete the card with details about yourself. Encourage Ss to show their own business cards to the class if they have them.

### A

- ⊗ This is a warmer exercise designed to remind Ss of the language they are likely to hear in introductions. The sentences come from the listening in Exercise B, so will 'sensitise' Ss to what they will hear and familiarise them with the names.
- ⊗ Allow Ss to work in pairs to complete the four sentences. Although it should be fairly obvious, make sure that Ss are aware that there are two words in the box (*You* and *She*) that they will not need.
- ⊗ You can either check Ss' answers now, or let them check themselves when they listen in Exercise B.

1 I'm 2 My 3 name's 4 from

- ⊗ Ask Ss what other words mean *Hi* (*Good morning, Hello*). Can they add any others to the list (*Good afternoon, Good evening*)?
- ⊗ Ask what the opposite of *hello* is (*goodbye, bye*).
- ⊗ See if Ss can say two ways to introduce themselves (*Hello, I'm ... / My name's ...*).
- ⊗ Model how to say the sentences and ask Ss to repeat.

### B

- ⊗ Play the recording from beginning to end and ask Ss how many speakers they can hear (*four*).
- ⊗ Play the first part of the listening and elicit which business card matches the speaker. (*Speaker 1 is Emma Schneider, card B.*)
- ⊗ Ask Ss to complete the exercise in pairs. Play the recording at least twice and ask the class if they need to hear it again.
- ⊗ Play the recording again. Pause after each speaker and elicit the answers.

1 B 2 D 3 A 4 C

### C

- ⊗ On the board write  
*Hello, my name's ..., I'm from ...*  
Introduce yourself to the class using the prompts.
- ⊗ Divide the class into pairs. Tell Ss to take turns to tell their partner about themselves. Circulate, monitor and encourage.
- ⊗ Depending on your class, you could ask Ss to change partners two or three times to continue practising the language. This is also useful to help the class get to know each other.

#### 1 to 1

If this is your first lesson with your student, use the exercises as an opportunity to get to know each other better. This would also be a good time to check or supplement the information in the needs analysis, if there is one.



## D 1.2

- Write the alphabet on the board and ask Ss if they can say it in English. You can either do this in chorus, or by going round the class asking each student to say a letter. Pay particular attention to letters that likely to cause Ss problems.
- Once you are happy that Ss are reasonably confident with the English alphabet, ask them to look at the way the letters are grouped in this exercise and see if Ss can explain why they are grouped like that. If necessary, encourage Ss to read each group aloud. (Each group contains the same vowel sound.)
- Play the recording, then ask Ss to repeat the letter groups.

## E 1.3

- Write your name on the board and ask Ss to spell it.
- In pairs, ask Ss to spell their own name or company name for their partner.
- Explain to Ss that they are going to hear four people speaking. Each of them is going to say a sentence that includes a name that they spell out. (The names have already appeared in Exercises A and B, but you may prefer not to tell Ss this.)
- Play the recording and ask Ss to write just the names that are spelled out.
- Play the recording again if necessary and check answers.

1 Emma 2 Payton 3 Anyukov 4 Oreiro

## F

- Ss work in pairs to spell out three names each.
- Have one or two pairs come to the front to model; one student speaks while the other writes the name on the board.
- For extra practice, ask pairs to continue with names of friends or colleagues. Student A says and spells the name, and Student B writes the name down. Alternatively, this could be done as a class activity, with a student coming to the board to write down names spelled by other Ss.

### Vocabulary: Nationalities

Ss complete a chart of countries and nationalities and ask and answer questions about companies.

## A

- Look at the chart together. Highlight the endings in each section: *-an*, *-ese*, *-i* and *-ish*.
- Point to the first example. Say *The country is Brazil, the nationality is Brazilian.*
- Point to the second example. Say *The nationality is German, the country is ...? (Germany).*
- Point to the next entry in the chart (*Italy*). Ask Ss to find the nationality from the box.
- Divide the class into groups of three or four.

- Get Ss to complete the chart using countries and nationalities from the box.
- Check the answers together.

Country	Nationality
	<b>-an</b>
Brazil	Brazilian
Germany	German
Italy	Italian
Russia	Russian
	<b>-ese</b>
Japan	Japanese
China	Chinese
	<b>-i</b>
Kuwait	Kuwaiti
Oman	Omani
	<b>-ish</b>
Poland	Polish
Spain	Spanish
Sweden	Swedish
Turkey	Turkish
	<b>others</b>
France	French
Greece	Greek
the UK	British
the USA	American

- Spend some time comparing the word stress for countries and nationalities.
- Ask Ss if they know any other countries and nationalities and write them on the board.
- You could refer Ss to the Vocabulary file (countries and nationalities) at the back of the Course Book.

## B 1.4

- Play the recording for Ss to check their answers. Ask Ss what they notice about the stress patterns of each ending (with *-(i)an*, *-i* and *-ish* endings, the stress falls on the syllable before the ending; with *-ese* endings, the stress is on the ending).
- For extra practice, ask Ss to 'test' each other in pairs, taking it in turns to prompt one another:  
A: She's Brazilian. B: Yes, and he's from Brazil, too.  
A: He's from Germany. B: Yes, and she's German, too.
- This can be done with both, one or neither student referring to the Course Book.

## C

- Highlight the example, particularly the short answers *Yes, it is* and *No, it isn't*.
- Write *Volvo* on the board. Ask Ss to call out a question and answer about the company.