



普通高等教育“十一五”国家级规划教材



Powerbase
Beginner Teacher's Book

新动力英语

教师参考书 1

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1》。本书针对《综合教程1》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,本书还增编了录音材料的中文译文及针对《综合教程1》中每个单元新增的“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“Booking”(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 1》,由武汉职业技术学院宁毅副教授和湖北城市建设职业技术学院孟兴坤副教授任主编,担任副主编的有武汉工业学院何敏老师、湖北大学知行学院冯健老师、湖北大学职业技术学院赵静洁老师和湖北船舶职业技术学院沈朝晖老师。此外,武汉职业技术学院胡新莲副教授参与了本书的审校工作。

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 Beginner is a course for adults who have no knowledge or experience of English, but who need to gain a basic knowledge of the language for work-related reasons. The course is extremely practical and aims to help learners to operate in English as quickly as possible. It covers the language needed for simple exchanges of personal information, for travel and for basic business communication, such as making a phone call or sending an e-mail.

The course caters for complete beginners by assuming absolutely no experience of English at the start (although learners should be able to read and write the Roman alphabet). Teachers of learners who have some very basic knowledge – for example, greetings and numbers – should treat Units 1 and 2 as revision. However, by the end of Unit 2, all learners will have learnt the basic functional language for an escorted business trip or an organised holiday in an English-speaking environment.

From then on, the course develops in a progressive way with continual recycling of structures, functions and vocabulary. New items of vocabulary are introduced through listening and repeating to help with correct pronunciation, and a *Now you* section at the end of every lesson provides fluency practice and personalisation.

Powerbase Beginner is suitable for people in any job, as well as for students and others who are preparing to enter the working world.

THE STRUCTURE OF THE COURSE

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

The three lessons of a typical unit cover the following:

1 Vocabulary

A double-page spread introducing essential vocabulary and setting 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 beginner 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 Real world

Key functional language is introduced extending the theme of the unit. A typical spread will provide learners with a practical situation in which they can practise and personalise what they have learnt.

**OTHER COURSE
COMPONENTS****Coursebook recordings**

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

Study Book

The 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. Activities can be set for homework or can be exploited in class to give learners extra practice. A *Powerbase* Study Book cassette/CD accompanies the course.

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 unit as well as other additional activities suitable for most class sizes. You will also find transcripts, answers to the activities in the Coursebook, and background information on companies and people mentioned. At the end of the Teacher's Book there is an exit test with answers.

Website**website**

Go to the *Powerbase* website for extra student activities and background information.

www.longman.com/powerbase

teaching beginners

- Discover learners' needs and expectations at the start of the course. Negotiate clear attainable aims and goals. One way to do this is to ask learners to work in small groups to discuss (in L1 where appropriate) why they want to use English, what they need to use it for and what they want to be able to do by the end of the course. Have a feedback session and agree goals for the course or for each term if applicable. Update regularly to make sure that learners' needs have not changed.

Be flexible and open to learners' practical needs for speaking English. Adapt your teaching style and materials accordingly.

- Discuss and negotiate the class homework policy at the beginning of the course. Many learners will have little time to spend on homework, but if they can find time to do extra work on their English outside the class, it will improve their progress.
- Create a relaxed and supportive class atmosphere where learners feel safe to learn from mistakes. Many learners will be nervous at the beginning of a course so give encouragement whenever possible. Asking learners to repeat chorally (all together) helps them to practise new pronunciation and language points without the stress of worrying about making a mistake.
- Pair work allows learners to practise language in a secure environment. Introduce variation by using open pairs (where learners ask and answer across the room) and closed pairs (where learners work with the person next to them). Group work and mingling activities will also maximise learner talking time. Pair and group icons in *Powerbase 1* are not just used for speaking practice. They are also used to indicate that learners should work together to help each other to do the activity.
- If you have a mixed-ability class with true beginners and false beginners, don't aim for the strongest or the weakest but steer a steady middle course. Give learners extra homework in areas where they want to progress, and make sure that stronger learners sometimes work with weaker ones in pairs or groups.
- Let learners know your correction policy. If accuracy is the point of the activity, you will naturally correct more than in a fluency activity. Over-correction can damage

confidence, but learners want to know that their language is being monitored. As you circulate round the class, you could make a note of errors and have a group correction spot at the end. Always give learners a chance to self-correct before inviting suggestions from the rest of the class. It also helps if learners realise that they can make progress even though they make mistakes. Encourage learners to monitor their own language without becoming self-conscious.

- Encourage learners to speak as much English as possible in the class. Remember that speaking English at this level will be very tiring, so give one-minute L1 breaks where learners can express themselves in their own language. It can be frustrating at this level not to be able to articulate ideas clearly and this will allow them to let off steam. In monolingual classes, don't be afraid to use L1 to clarify or check understanding, but keep it to a minimum.
- *Powerbase 1* has in-built recycling and revision. Revision is essential to help learners to consolidate and progress, particularly at this level where the learning curve is steep.
- Watch the pace of the class. Don't let activities go on too long or they will drag. At the same time, allow learners time to prepare for activities as this will improve accuracy and allow them to be more adventurous in their use of language. A warmer at the beginning of the class and a wind down session at the end will help learners to be more relaxed and receptive.
- Always look for ways to personalise material. Get learners to say something about themselves, their job or their company, or to give opinions using the new language they have learnt. Making the lesson as relevant as possible to learners will increase interest and motivation.
- Set the contexts for listenings and tell learners that you'll play the recording more than once, so that they don't worry if they miss something the first time. Make use of the pause button to check understanding. Always play the recording all the way through uninterrupted at least once, so that learners can listen globally and set the activity in context. Fully exploit the transcripts to give learners extra practice of reading conversations in pairs. If you have a major problem with your CD or cassette player, use the transcript and read with the help of the class.

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1

first words

UNIT AIMS

- basic words
- the verb *to be*: *I'm, you're, he's, she's, it's, we're, they're*
- asking for things: *Can I have ... ?*

website

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

www.longman.com/powerbase

In the early lessons of the course, students will begin to get to know each other and you, their teacher. Even using basic communication, it is possible to establish a good class atmosphere. Students may be nervous and this is the time to put them at their ease.

Because your students will have little or no English at this stage, actions and mime will be important to illustrate meaning. If miming makes you feel uncomfortable, don't worry – you can always exaggerate gestures when necessary, draw on the board, bring in realia or translate important information into students' own language (L1). Try a combination of methods to help communication. You can also incorporate a *Getting to know you* activity (page 3).

Bilingual dictionaries will be important, so either provide them in class or recommend that students bring their own.

If your students are from countries which do not use the Roman script alphabet (e.g. countries that use Cyrillic or Arabic scripts), you may wish to introduce some handwriting practice (see pages 85–86). It would be a good idea to introduce this activity early in the first lesson. Students may not be familiar with some of the vocabulary in the exercises. Reassure them that this is not a problem as the aim of the activity is to practise the Roman alphabet and identify non-Roman script letters.

Focus students on the first worksheet, which gives practice in writing the alphabet. Circulate and help. Demonstrate on the board any letters that your class has difficulties with. You could ask students to revise writing the alphabet for homework. Go through the second worksheet, allowing students adequate time to complete. Check answers together (see page 84). As you continue with the first lesson in the Coursebook, check that students are writing words and sentences from left to right across the page, and pause to demonstrate and practise this where necessary.

(Note: all page references refer to pages in this Teacher's Book, unless otherwise indicated.)

LESSON 1

PAGES 4–5

Lesson aims

- basic words

Key vocabulary/phrases

hello goodbye please thank you sorry OK yes no one dollar coffee

Important classroom language:

write listen repeat fill the gaps read

Preparation

No additional preparation is required.

Introduction

Enter the class smiling. Wave to, or shake hands with, a student and say *Hello, I'm [your name]*. Move around the class saying *Hello, I'm ...* to three or four students. Encourage them to repeat the phrase back using their name, e.g. *Hello, I'm [student's name]*. By using gestures, encourage students to turn to the person next to them and say *Hello, I'm ...* and shake hands. Do not correct at this point. Write the phrase on the board and drill chorally and individually. (*I'm / You're ...* is taught more fully in Lesson 2.)

Now walk towards the door, waving and saying *Goodbye*. Go out of the class and close the door briefly. Come in again and get your class to chorus *Hello* loudly.

HELLO ...

This activity introduces the key vocabulary in the lesson. After you say each new word/phrase, indicate that you want students to repeat.

Keep books closed. Shake hands, to elicit *Hello*. Walk towards the door waving, to elicit *Goodbye*. If some students say *Bye*, reassure them that this is also correct. Write *Hello* and *Goodbye* on the board.

Put your hands together or make a similar pleading gesture and say *Please*. Take a student's book and say with exaggerated delight *Thank you*. Write *Please* and *Thank you* on the board.

Now pretend to bump into a student, look apologetic and say *Sorry*. At this point you might like to demonstrate that we can use *Sorry* to apologise and also if we want someone to repeat something. Give a thumbs-up gesture and say *OK*. Write *Sorry* and *OK* on the board.

Quickly repeat each word with an accompanying gesture. Indicate that you want students to repeat.

1 Open books. Hold your book up and point to the first activity on page 4. Point to the *Hello* picture in the book and elicit *Hello*. Point to *Hello* written on the board and elicit a translation for the word. Write this on the board too, e.g. *Bonjour*. Go through each English word and elicit translations orally. In mixed-nationality classes, choose students from different countries to translate the same word into their own language. In pairs, students write the translation for each word in their own language.

2 This is the first listening for students. Indicate that you want them to listen by cupping your hand to your ear. Play the recording twice. Students repeat each word.

TRANSCRIPT

Hello. Goodbye. Please. Thank you. Sorry. OK.
你好。再见。请。谢谢你。对不起。好的。

Mime each of the gestures you used in the introduction and elicit the word that the gesture matches.

YES ...

3 Focus students on the word box. Say the words and ask students to repeat. Point to the pictures. Indicate with

gestures that you want students to write a word under each picture. In pairs, students write the words under the correct picture. Check answers together. Point to a picture. Students chorus the word.

ANSWERS

coffee no yes one dollar

IN A CAFÉ

4 This is a longer listening so students may need to hear the recording several times. Start by writing on the board:

one dollar yes coffee no

Ask students to raise their hands when they hear any of these words. Play the recording. Pause when students raise their hands and elicit which word they heard.

Focus students on the transcript. This might be the first time that your students have come across a gap-fill exercise so demonstrate by writing on the board:

■ Hello.

□ _____.

■ Yes?

Point to the gap for the missing word on the board and say *Fill the gap*. Play the first part of the recording and pause after *Yes?* Elicit the missing word (*Hello*) and write it on the board. Hold up the Coursebook, point to the other missing words and say *Fill the gaps*. Continue playing the recording for students to fill the gaps. Then play it again for students to check. When everyone has finished, elicit the answers from students around the class. If students give an incorrect answer, give them the chance to self-correct before inviting suggestions from the class.

TRANSCRIPT/ANSWERS

WOMAN Hello.

MAN Hello.

WOMAN Yes?

MAN Coffee.

WOMAN Sorry?

MAN Coffee!

WOMAN Sorry?

MAN Coffee! Coffee!

WOMAN Sorry?

MAN Oh! Coffee, please.

WOMAN OK. Coffee.

MAN Thank you.

WOMAN One dollar.

MAN One dollar? One dollar?

WOMAN Oh, sorry. One dollar, please.
 MAN OK.
 WOMAN Thank you.
 MAN Goodbye.
 WOMAN Thank you. Goodbye.

女：你好。
 男：你好。
 女：您要点什么？
 男：咖啡。
 女：对不起，您要…？
 男：咖啡！
 女：对不起，您要…？
 男：咖啡！咖啡！
 女：对不起，您要…？
 男：哦！请来杯咖啡。
 女：好的，咖啡。
 男：谢谢。
 女：1美元。
 男：1美元？1美元？
 女：噢，对不起，请付1美元。
 男：好的。
 女：谢谢。
 男：再见。
 女：谢谢。再见。

NOW YOU

5 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.

Demonstrate by reading the conversation with a confident student in front of the class. Try to copy the stress and intonation of the recording. In pairs, students practise the conversation. Then they swap roles and practise again. Nominate a pair to read out the conversation to the class.

Additional activity

Anagrams

A couple of minutes before the end of the class write **THANK YOU! – GOODBYE!** as an anagram on the board (e.g. **HATKN OUYI – DOOGBEY!**). Ask students to guess the phrase as quickly as possible (if necessary, indicate that it is on pages 4 and 5 of the Coursebook). When the word has been guessed, point to the class and say *Thank you – goodbye*. You could even give them a big round of applause for doing so well in their first lesson!

Alternative activity

Getting to know you

- Point to yourself and say *Hello, I'm [your name]*. Write on the board *I'm [your name]*. Point to students at random and elicit their name (using *I'm ...* or simply their name).
- In a large class, get students to stand up. Bring in a soft ball, or roll up a piece of paper into a ball, and stand the class in a circle. Hold the ball and say *I'm [your name]*.
- Gently throw the ball to a student, who must then say his or her own name. Indicate that they should now throw the ball to another student, who should say their own name and so on. Go round so that each student says his or her name at least twice. Then stop throwing.
- Move around the outside of the circle. Stop behind a student and elicit their name by pointing at them. Now students throw the ball again, this time they say their own name plus the name of the person they are throwing to.

LESSON 2 PAGES 6–7

Lesson aims

- the verb *to be*: *I'm, you're, he's, she's, it's, we're, they're*

Preparation

Bring in some pictures of famous people to extend the activity at the end of the lesson. The pictures should be of both individuals and groups to practise singular and plural.

1, YOU

- 1 Point to yourself and say *I'm [your name]*. Write on the board:

I'm [your name].

Point to a student and say *You're [student's name]*. Write on the board:

You're [student's name].

Point to the pairs icon and indicate by gesture that you want students to work in pairs. Point to the gap in the speech bubble in the first picture and say *Fill the gap*. Elicit what the missing word is and write the sentence on the board. Repeat for the second picture.

- 2 Play the recording for students to check. Then play it again for students to repeat. Go round, getting students to point to themselves and say *I'm [name]*. Point to a student and the other students chorus together *You're*

[name]. Repeat, pointing to three or four more students.

TRANSCRIPT/ANSWERS

Hello. I'm Leo. And I'm Charles. Hello.
你好。我叫利奥。 我叫查尔斯。你好。

You're Tony. And you're Jacques.
您是托尼。 您是雅克。

- 3 Play the recording. Nominate a pair of students to read the conversation aloud. Demonstrate the exercise with a confident student by introducing your real names to the conversation.

In pairs, students practise the conversation using their own names. Ask them to close the Coursebook and practise again with another partner.

TRANSCRIPT

Hello. I'm Maria. And I'm John. Hello.
你好。我叫玛丽亚。 我叫约翰。你好。

HE, SHE, IT

Points to look out for: Students leaving personal pronouns out of a sentence, e.g. *Is a book* instead of *It's a book*.

Point to a male student and say *He's [name]*. Point to a female student and say *She's [name]*. (If you have a single-sex class, you could do this by drawing a stick man and woman on the board and writing their names underneath.) Pick up a book and say *It's a book*. Write on the board:

♂ He's ♀ She's 📖 It's

- 4 Point to the missing words under each picture and say *Fill the gaps*. Do the first sentence together as an example. Play the recording and elicit the answer from the class. Continue playing the recording for students to complete the other two sentences.

TRANSCRIPT/ANSWERS

It's Wall Street. **He's** Donald Trump.
这是华尔街。 他是唐纳德·特朗普。

She's Hillary Clinton.
她是希拉里·克林顿。

- 5 Demonstrate the activity with a pair of students. Encourage one of the students to point to different students in the class and the other student responds with *He's / She's [name]*. Students continue the activity in pairs.

WE, THEY

Close books. Divide the class into two to four groups. Join one of the groups. Point to the group that you are in and say *We're [name of each of the students in your group]*. Point to another group and say *They're [name of each person in that group]*. In turn, groups point to their own group and to another group saying *We're ...* and *They're ...*.

- 6 Open books. Point to the pictures, then play the recording. In pairs, students fill the gaps. Elicit answers.

TRANSCRIPT/ANSWERS

We're Jaguar. **They're** Nissan.
我们是“捷豹”公司的。他们是“尼桑”公司的。

- 7 Point to two students and say *They're [name] and [name]*. Write the sentence on the board and elicit what *and* means. In pairs, students talk about themselves and others in the class. Circulate and help as necessary.

CHECK to be

The verb *to be* is normally contracted in spoken English. Encourage students to use the contractions to make their English sound more natural. You can also point out that, unlike many languages, English does not distinguish between the familiar and polite form of *you*.

Students read through the Check box themselves. Answer any questions, then choral drill the verb *to be*.

See *Grammar reference* on page 124 of the Coursebook.

A QUIZ

- 8 Students work in small groups and name the people and things in the pictures. They should use *He's*, *She's*, *It's* and *They're*. The first group to name all the people and things wins. Quickly go round the class eliciting answers.

ANSWERS

Clockwise from top left: She's Aung Suu Kyi / He's Karl Marx / It's a Sony Walkman / They're Venus and Serena Williams / They're Big Macs / It's a dollar / She's Demi Moore / He's the Sultan of Brunei.

If you have brought in some pictures of famous people, show them to the students and elicit who they are.

- 9 Play the recording. In pairs, students listen and point to the people or things as they hear them.

TRANSCRIPT

He's the Sultan of Brunei. He's Karl Marx.
 She's Demi Moore. She's Aung Suu Kyi.
 It's a dollar. It's a Sony Walkman.
 They're Venus and Serena Williams. They're Big Macs.

他是文莱苏丹。
 他是卡尔·马克思。
 她是黛米·摩尔。
 她是昂山素季。
 这是1美元(钞票)。
 这是1部索尼随身听。
 她们是维纳斯·威廉姆斯和塞琳娜·威廉姆斯。
 这些是巨无霸(汉堡包)。

bubble. Play the recording again. Students repeat.

TRANSCRIPT

Can I have ... ? Can I have a coffee, please?
 我想来一份…… 请给我来一杯咖啡。

SIX THINGS

2 Say *the menu, the bill, a ticket, a map, a timetable, a coffee*, holding up your book and pointing to the relevant picture. Students repeat.

Play the recording. Pause after the first conversation and elicit what the first thing is (*the menu*). Check that students write *I* in the tinted box under the picture of the menu. Continue playing the recording. Students number the things in the order that they hear them.

Points to look out for: Students may query why it is *the bill* but *a map*, etc. If you wish to give a quick explanation in L1, then do so. Otherwise reassure students it is dealt with later in the course (see Unit 4, page 29). This is to avoid overloading students in the first unit.

ANSWERS

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

TRANSCRIPT

WOMAN Sorry! Hello! Hello!
 MAN Yes?
 WOMAN Oh, hello, yes. Can I have the menu, please?
 MAN The menu? Of course.
 WOMAN Thank you.
 WOMAN Hello. OK?
 MAN Yes, OK, thank you. Can I have a coffee, please?
 WOMAN A coffee, of course ... There you are.
 MAN Thank you.
 WOMAN Hello. Can I have a ticket to York, please?
 MAN A ticket to York ... £10, please.
 WOMAN Thank you.
 WOMAN Hello.
 MAN Hello. Can I have a map, please?
 WOMAN A map?
 MAN Yes. A map of the city.
 WOMAN A map of the city. OK. This one?
 MAN Yes. Yes, please. Can I have that one, please?
 WOMAN Of course.

LESSON 3 PAGES 8-9

Lesson aims

- asking for things: *Can I have ... ?*
- practising ordering a meal

Key vocabulary/phrases

the menu the bill a ticket a map a timetable a coffee
fruit cheese pasta salad tomato soup chicken and rice
a journey a restaurant Can I have ... ?

Preparation

If you plan to use the Additional activity *Asking for things* (page 87), photocopy and cut up a set of conversation and picture cards for each pair of students.

CAN I HAVE ... ?

1 Keep books closed. Pick up a book and say *book*. Ask students to repeat. Pick up a pen and repeat the procedure. Walk up to a student and say *Hello [name]. Can I have a book, please?* Pick up the book and look at it. Give it back to the student and say *Thank you*. Approach another student and say *Hello [name]. Can I have a pen, please?* Take the pen, write something and give it back. Say *Thank you*. Repeat with two or three other students.

Books still closed, draw a cup and saucer on the board (to represent *a coffee*). Elicit what it might be. Say *a coffee*. Ask students to repeat. Play the recording. Students repeat after each phrase.

Open books. Focus students on the picture and speech

MAN Anything else?
 WOMAN No, no thank you. Can I have the bill, please?
 MAN The bill? Yes. Um ... There you are.
 WOMAN Thank you.
 MAN Thank you.
 WOMAN Yes?
 MAN Hello. Can I have a timetable, please?
 WOMAN A timetable. OK.
 MAN Thank you. Goodbye.
 WOMAN Bye.

女: 对不起! 喂! 您好!
 男: 您要点什么?
 女: 啊, 你好。是的。请把菜单拿来。
 男: 菜单? 好的。
 女: 谢谢。

女: 你好。可以点菜了吗?
 男: 是的, 谢谢。请来一杯咖啡。
 女: 一杯咖啡。好的... 这是您的咖啡。
 男: 谢谢。

女: 你好。我买一张去约克的票。
 男: 一张去约克的票... 请付10英镑。
 女: 谢谢。

女: 你好。
 男: 你好, 我买一张地图。
 女: 一张地图?
 男: 对。一张本市地图。
 女: 一张本市地图。好的。是这种吗?
 男: 是的, 请给我那一张。
 女: 当然可以。

男: 还要点儿别的吗?
 女: 不了, 谢谢。请结账。
 男: 结账吗? 好的。嗯... 这是您的账单。
 女: 谢谢。
 男: 谢谢您。

女: 您有什么事?
 男: 你好。我想要一张时刻表。
 女: 一张时刻表。好的。
 男: 谢谢。再见。
 女: 再见。

ANSWERS

a a ticket b a coffee c a timetable
 d the menu e the bill f a map

4 Write on the board:

a journey a restaurant

Encourage students to look up the words in their dictionaries. In pairs, students fill the gaps in the sentences. Elicit the words that pairs have used in their sentences.

POSSIBLE ANSWERS

A journey

- Can I have a ticket, please?
- Can I have a map, please?

A restaurant

- Can I have the menu, please?
- Can I have a coffee, please?
- Can I have the bill, please?

Nominate students to read out their sentences.



Additional activity

Asking for things, page 87

Photocopy a worksheet for each pair of students. Cut out the two pictures and cut up the conversations. Mix both conversations together in an envelope and give an envelope and the two pictures to each pair. Students place the pictures on the table. They take the cut-up conversations out of the envelope and decide which phrases go with the restaurant and which go with the ticket office. Then they put the two conversations in the correct order under the relevant picture. Less confident students could be given one conversation instead of two or you could put students into groups rather than pairs.

Students then role play the two conversations. Encourage them to practise once reading the conversation, and then again without looking at the prompts. You could ask some students to do their role play in front of the class.

ORDERING A MEAL

Close books. Say the following words and clap the syllables:

to•ma•to soup sa•lad chic•ken and rice
 pas•ta fruit cheese

- 3 Play the recording again. Students write the words under the pictures. In pairs, students compare answers. Check together as a class. Quickly elicit the word for each object in the students' own language.

Pause after each word and get students to repeat. Write the words on the board and point to them while students repeat. Spend time drilling any words they find difficult to pronounce.

- 5 Open books. Divide the class into small groups. Point to the picture of a salad and elicit which word it matches. In groups, students write the words under the pictures. Circulate, helping where necessary. Check together as a class orally. Point to the picture of cheese and say *Is it cheese?* Elicit *Yes*. Point to the picture of fruit and say *Is it tomato soup?* Elicit *No*. Students take it in turns, pointing to pictures and asking *Is it ... ?* The other students in the group answer *Yes* or *No*.

ANSWERS

1 chicken and rice 2 cheese 3 fruit
4 pasta 5 salad 6 tomato soup

- 6 Play the recording. Students listen for what the man chooses from the menu. Check together as a class.

ANSWERS

The man chooses *tomato soup, pasta, cheese*.

TRANSCRIPT

WOMAN Hello?

MAN Oh, hello, yes.

WOMAN So, dinner. Tomato soup or salad?

MAN Can I have tomato soup, please?

WOMAN Tomato soup. And then chicken and rice or pasta?

MAN Can I have pasta, please?

WOMAN Sorry?

MAN Can I have pasta, please?

WOMAN Pasta. And fruit or cheese?

MAN Can I have cheese, please?

WOMAN Cheese. Thank you.

MAN Thank you.

女: 您好, 要点菜吗?

男: 啊, 你好, 对 (我要点菜)。

女: 这么说是要正餐。番茄汤还是沙拉?

男: 我要番茄汤。

女: 番茄汤。再要份鸡肉米饭还是意大利面条?

男: 请给我来意大利面条吧。

女: 对不起, 您要什么?

男: 请给我来意大利面条。

女: 面条。再要份水果还是奶酪?

男: 我要奶酪。

女: 奶酪。谢谢您。

男: 谢谢。

Say *tomato soup*. Students repeat. Say *Can I have tomato soup, please?* Students repeat. Call out other items from the menu, e.g. *pasta*. Students respond with a complete sentence, e.g. *Can I have pasta, please?*

Play a question from the recording again, or model one yourself, so that students use the right intonation.

NOW YOU

- 7 Ask students to look at the menu again, and to choose some food from each section.

To demonstrate the role play activity, choose a confident student to help you. You sit like a customer in a restaurant while the student stands like a waiter / waitress, pen and paper in hand. Look at the menu. Point to *salad*. Say *Can I have salad, please?* Indicate, by pretending to write on your hand, that you want the student to write *salad*. Repeat this with the rest of the menu, e.g. you say *Can I have pasta, please?* And *can I have fruit, please?* And the student writes down *pasta* and *fruit*.

In pairs, students take turns to be the customer and waiter. At the end of the activity, ask some students to read out what their partner has ordered.

KEY to Do It Yourself

FUNCTIONAL SENTENCES TO REMEMBER

- 1 Hello. I'm Jack.
- 2 He is Pierre.
- 3 They are Mike and Hans.
- 4 Can I have the menu, please?
- 5 Can I have a coffee, please?
- 6 Can I have some rice, please?
- 7 Can I have a map, please?
- 8 She is Jennifer.
- 9 They are chips.
- 10 Goodbye.

UNIT AIMS

- numbers 0–12
- basic prices
- phone numbers
- telling the time
- *to be*: question form; positive and negative short answers
- phrases for checking information

website

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 14–15

Lesson aims

- numbers 0–12
- practising basic prices, phone numbers and telling the time

Key vocabulary/phrases

one two three four five six seven eight nine ten
 eleven twelve dollar(s) euro(s)
 How much is it? What time is it?

Preparation

- 1 Bring a clock to the class. Or make your own clock face and hands from cardboard, using a drawing pin and cork to fix the hands to the clock.
- 2 Prepare the word cards for the Warmer activity.

Warmer

It is important to get students into the habit of recycling vocabulary and structures, as this will help them retain information. The aim of this Warmer activity is to revise vocabulary from Unit 1.

Write the following words on separate cards: *Hello, Goodbye, Yes, No, Please, Thank you, OK, Sorry, a ticket, a coffee, a timetable, a menu, a bill, a map*. Place the cards in an envelope. Demonstrate by taking out a card from the envelope. Mime the word to the class and elicit the answer. Divide the class into teams and ask one member of each team to come to the front of the class. Take a card from the envelope and show it to each team representative. They memorise the word and return to their team to mime it. The first team to guess the word correctly gets a point. Repeat the process until all the words have been revised.

One-to-one teaching: place the cards face down on the desk. Student and teacher take turns to mime and guess the words.

ZERO TO 6

Keep books closed. Hold up one finger and say *one*. Gradually hold up additional fingers and encourage the class to call out the numbers if they know them.

- 1 Keep books closed. Play the recording. Students repeat after each number. Then choral drill the numbers without the recording. Open books and focus students on the numbers in the box. Play the recording again. Students repeat.

TRANSCRIPT

zero one two three four five six
 零 一 二 三 四 五 六

- 2 This activity recycles *Can I have ... ?* and extends the phrase to include numbers. Say *Can I have two books, please?* (point if necessary). Take a book from two students and say *Thank you*. Hold up one book, say *one book*.

Write *1 book* on the board. Hold up both books, say *two books*. Write *2 books* on the board. Draw attention to the plural *s*.

Write *6 coffees* on the board. Elicit *Can I have six coffees, please?* Students work in pairs and take turns to ask for the items on the list. Circulate and check that they are using the plural *s*.

3 Play the recording. Students listen and check.

TRANSCRIPT

Can I have three menus, please?
请给我3份菜单。

Can I have six coffees, please?
我要6份咖啡。

Can I have five tickets, please?
我买5张票。

Can I have four maps, please?
我买4张地图。

Briefly choral drill the phrases, to check pronunciation, and ask individual students to repeat.

HOW MUCH IS IT?

Write the currency symbol for the country you are teaching in on the board (if you have a mixed-nationality class, choose two or three of the currencies represented by the students' countries).

Write \$ and € on the board. Try to elicit which country / group of countries they represent (in L1 or L2). Write a figure after the \$ (e.g. \$5), point to the price and ask *How much is it?* Write *five dollars* and ask students to repeat. Again check that the *s* is being sounded.

4 Open books. Focus students on the price tags. Play the recording and ask students to repeat. Drill *How much is it?*

TRANSCRIPT

How much is it? It's two euros.
多少钱? 2欧元。

How much is it? It's six dollars.
多少钱? 6美元。

Quickly write different prices on the board, e.g. €6 / \$2 / €4 / \$3, etc. Nominate a student to ask *How much is it?* and another to respond. You could perhaps do this using a ball again.

5 Write on the board:

\$1 one dollar	€1 one euro
\$2 two dollars	€2 two euros

Ask students to say the prices. Demonstrate the activity with a confident student. Point to one of the pictures and ask *How much is it?* The student replies. Indicate that he / she should now ask you the question and you respond. Students work in pairs to ask and answer questions about the pictures.

6 Play the recording for students to check. Play it again and ask students to repeat the prices.

TRANSCRIPT/ANSWERS

It's one dollar. 多少钱? 1美元。	It's four euros. 多少钱? 4欧元。
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It's six euros. 多少钱? 6欧元。	It's three dollars. 多少钱? 3美元。
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It's five dollars. 多少钱? 5美元。	It's two euros. 多少钱? 2欧元。
---------------------------------	------------------------------

PHONE NUMBERS

Note: In English, each number in a phone number is said individually, e.g. 4632 would be *four, six, three, two* not *forty-six, thirty-two*.

7 On the board, draw a simple picture of a phone and write a phone number below it. Model how to say the number and ask students to repeat. Write your school's phone number on the board and elicit how to say it.

Ask pairs to sit back-to-back. This helps to simulate a phone conversation, as students cannot see their partner's face and gestures. Student A reads the phone numbers on page 114 of the Coursebook. Student B writes them down. When they have finished, Student B reads the numbers on page 117 of the Coursebook and Student A writes them down. Students read back the numbers to each other, to check that they are correct. Nominate individual students to read out one of their numbers.

7 TO 12

8 Close books. Play the recording. Students listen and repeat the numbers. Open books. Listen to the recording again. Students repeat. Then students repeat the numbers again without the recording.