



普通高等教育“十一五”国家级规划教材



Powerbase
Elementary Teacher's Book

新动力英语

教师参考书 **2**

Irene Barrall
改编组



高等教育出版社



普通高等教育“十一五”国家级规划教材



Powerbase
Elementary English Book

新动力英语

江苏工业学院图书馆
藏书章

教师参考书 2

Irene Barrall
改编组



高等教育出版社

内容提要

《新动力英语》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。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。

该教材共分3册,每册均含《综合教程》、《教师参考书》和《学生练习册》。本书为《新动力英语教师参考书2》。本书紧扣《新动力英语综合教程2》的内容,针对主教材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,本书还增编了教材中部分文章的中文译文及针对主教材中每个单元新增的“自己做”练习部分的参考答案。

图书在版编目(CIP)数据

新动力英语教师参考书. 2/(英)巴勒尔(Barrall, I.)
编;《新动力英语》改编组改编. —北京:高等教育出版社, 2007. 2

ISBN 978 - 7 - 04 - 017261 - 4

I. 新… II. ①巴…②新… III. 英语 - 高等学校:
技术学校 - 教学参考资料 IV. H31

中国版本图书馆 CIP 数据核字(2006)第 156847 号

策划编辑	闵 阅 邓中杰	责任编辑	王琳琳
封面设计	王 晔	版式设计	张 彤
责任校对	王琳琳	责任印制	陈伟光

出版发行 高等教育出版社
社 址 北京市西城区德外大街 4 号
邮政编码 100011
总 机 010 - 58581000
经 销 蓝色畅想图书发行有限公司
印 刷 北京市白帆印务有限公司

购书热线 010 - 58581118
免费咨询 800 - 810 - 0598
网 址 <http://www.hep.edu.cn>
<http://www.hep.com.cn>
网上订购 <http://www.landrac.com>
<http://www.landrac.com.cn>
畅想教育 <http://www.widedu.com>

开 本 889 × 1194 1/16
印 张 6.5
字 数 210 000

版 次 2007 年 2 月第 1 版
印 次 2007 年 2 月第 1 次印刷
定 价 17.00 元

本书如有缺页、倒页、脱页等质量问题,请到所购图书销售部门联系调换。

版权所有 侵权必究

物料号 17261 - 00

前 言

《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》三册书组成。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。本套教材有大量与主题相关的启发性图片,在版面编排上力求图文并茂。课堂教学中的许多内容,如果仅用文字去表述会比较“干瘪”,而用图片表现时却显得十分“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2》,由湖北黄冈师范学院张淑标和湖北美术学院周捷峰任主编,担任副主编的有武汉音乐学院常士俊、武汉科技大学中南分校安铁汉、湖北经济干部管理学院刘丽权和十堰职业技术学院蒋玉芳。

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,恳请广大师生在使用过程中批评指正。

编 者

2006年10月



Introduction

Powerbase Elementary is a course for students or adults who need to use English in work, travel and everyday social situations. It is suitable for learners who have completed a beginners' course such as *Powerbase Beginner* as well as those who studied English many years ago and may have forgotten much of their basic knowledge.

The course is extremely practical, with a strong emphasis on speaking, and aims to help learners to operate in English as quickly as possible. It covers the language needed for exchanging personal information, for travel and for essential business communication, such as making a phone call or sending an e-mail.

The first units revise essential grammar, functional language and vocabulary (for example, *to be*, possessive adjectives, numbers and introductions). From then on, the course develops in a progressive way with continual recycling of new structures, functions and vocabulary. A *Now you* section at the end of every lesson provides opportunities for fluency practice and personalisation. *Powerbase Elementary* is suitable for people in any jobs, 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 typical double-page spread introduces the language related to the theme of the unit and then provides activities for development and practice.

2 Grammar

The main grammar points at elementary 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 module, with a subject often, but not always, associated with the working world. Topics covered include telephoning, computer language, leisure interests and hotels.

5 Do it yourself

Key exercises are included in this section. Learners are provided with the real situations in which they can practise what they have learned in the unit.

OTHER COURSE COMPONENTS

The *Powerbase* Coursebook recordings

A cassette/An MP3 of recordings accompanies the Coursebook, containing exercises to develop learners' pronunciation and listening skills.

The *Powerbase* 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 in the Coursebook. Exercises can be set for homework or can be exploited in class to give learners extra practice. A cassette/An MP3 of recordings 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 are some activities 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 Books there is an exit test with answers.

The *Powerbase* Website

website
<p>Go to the <i>Powerbase</i> website for extra student activities and background information.</p> <p>www.longman.com/powerbase</p>

郑重声明

高等教育出版社依法对本书享有专有出版权。任何未经许可的复制、销售行为均违反《中华人民共和国著作权法》，其为人将承担相应的民事责任和行政责任，构成犯罪的，将被依法追究刑事责任。为了维护市场秩序，保护读者的合法权益，避免读者误用盗版书造成不良后果，我社将配合行政执法部门和司法机关对违法犯罪的单位和个人给予严厉打击。社会各界人士如发现上述侵权行为，希望及时举报，本社将奖励举报有功人员。

反盗版举报电话：(010) 58581897/58581896/58581879

传 真：(010) 82086060

E - mail: dd@hep.com.cn

通信地址：北京市西城区德外大街4号

高等教育出版社打击盗版办公室

邮 编：100011

购书请拨打电话：(010)58581118

Introduction

<i>Unit 1 introductions</i>	1
<i>Unit 2 people</i>	10
<i>review 1</i>	19
<i>Unit 3 jobs</i>	21
<i>Unit 4 places</i>	30
<i>review 2</i>	36
<i>Unit 5 speed and power</i>	38
<i>Unit 6 business and pleasure</i>	45
<i>review 3</i>	53
<i>Unit 7 technology</i>	55
<i>Unit 8 careers</i>	63
<i>review 4</i>	72
<i>Unit 9 on the move</i>	74
<i>Unit 10 in the news</i>	81
<i>review 5</i>	87
<i>additional activity</i>	89
<i>test</i>	94

1

introductions

UNIT AIMS

- different ways of introducing yourself
- the verb *to be*: positive, negative and question form
- meeting someone for the first time and meeting a friend
- communicating by phone and e-mail
- numbers and times

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

- different ways of introducing yourself

Key phrases

*Hello. I'm ... My name's ... This is ... It's ... here
Good morning/afternoon/evening on the phone on TV
a pilot on a plane in a meeting on an answerphone*

Preparation

Bring in some bilingual dictionaries, as these will be needed in the lesson.

Introduction

Keep books closed. As students come into the class, smile and say *Hello, I'm [your name]*. Move around the class, shaking

hands with students and repeating *Hello, I'm [your name]*. Then encourage students to repeat the phrase back, using their names.

If you have a large class, get students to stand up. Bring in a soft ball, or roll a sheet 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 his or her own name and so on. Continue until each student has said his or her name at least twice.

HELLO

- Keep books closed. Demonstrate the activity by introducing yourself to a student and encouraging them to introduce themselves to you. Open books. In pairs, students introduce themselves.
- Write *hello* on the board. Encourage students to call out any other English words or phrases they know that mean *hello*. Then, in groups, students write down all the words or phrases they can think of. Elicit all the variations and write them on the board. Say each word/phrase and ask students to repeat. Go round the class, saying some of the phrases to individual students and encouraging them to say the phrase back to you. Finally, students can practise saying the words/phrases to each other in their groups.

POSSIBLE ANSWERS

Hi Good morning Good afternoon Good evening

INTRODUCING YOURSELF

- This is the first listening for students, so reassure them that you will play the recording more than once. Point to the pictures and elicit any vocabulary that the class knows. Demonstrate the activity by playing the first part of the recording and eliciting which speech bubble it is (the news) and which picture it goes with (the newsreader).

Play the rest of the recording for students to match the speech bubbles to the pictures. In pairs, students compare answers. Play the recording again. Pause after each speech bubble and elicit which picture it matches. Model how to say each of the texts and ask the class to repeat. Finally, ask students to circle the different ways of saying *hello* in the texts (*Good Morning*, etc.).

ANSWERS

Clockwise from top left speech bubble: 2, 3, 1, 5, 4

TRANSCRIPT

PATRICIA Good morning. It's 10 o'clock and this is the news. I'm Patricia da Gama. There are problems for President George W Bush ...

WOMAN Hello.

MAN Good afternoon. It's Paul de Gromoboy here. I'm from International Media.

WOMAN I'm sorry ...

MAN It's Paul de Gromoboy ...

WOMAN No, no, I'm sorry, are you a salesperson?

MAN Er ... um ...

WOMAN Are you a salesperson?

MAN Well, yes, yes, I am.

WOMAN Thank you, but I'm not interested. Goodbye.

DAVID Hello. I'm David. Pleased to meet you.

JULIA Oh, hi. I'm Julia.

DAVID Yes ... so ... er ... how are you?

JULIA Fine, thank you ... Fine ... Bye.

DAVID Oh ... Goodbye.

ANSWERPHONE

Hello. This is Ravi Shipman. I'm not here at the moment, but please leave your name and number. Thank you.

PILOT Good evening. This is your captain speaking. My name's Roger Harper. Welcome aboard flight 27409 to Grand Cayman ... I'm sorry. Welcome aboard ... Welcome ... ooh ... er ... just a moment, please.

- 4 In pairs, students look at the texts again and underline the four different ways of telling someone your name. Go round the class, helping as necessary. Check answers together. Ask pairs to practise introducing themselves, using the new phrases.

ANSWERS

My name's ... This is ... It's ... here I'm ...

CONTEXTS

- 5 In pairs, students match the situations to the pictures. Check answers together.

ANSWERS

1 in a meeting 2 on TV 3 on an answerphone
4 a pilot on a plane 5 on the phone

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 practise or revision in a future lesson.

- 6 Demonstrate the activity by introducing yourself, using one of the phrases on the page (e.g. *Good afternoon. It's ... here*). Write on the board:

*On the phone? In a meeting?
On an answerphone?*

Repeat your introduction phrase and encourage students to choose which context it is.

Ask students to stand up and walk around the classroom, introducing themselves to other people, using one of the phrases from the lesson. The person they speak to has to guess the context. If it is not possible for students to mingle, ask them to speak to the people next to them.

Additional activity

Vocabulary review

Close books. Elicit all the new words and phrases that students have learnt in the lesson, and write them on the board. Open books. Ask students to choose four phrases that are useful to them, and to learn them. It is a good idea to encourage students to write new vocabulary in a vocabulary notebook, where they can write a translation of the word as well.

Point to the board, give the class a thumbs-up sign and say *You speak English!*

LESSON 2 PAGES 6-7

Lesson aims

- the verb *to be*: positive, negative and question form

Key phrases

Who is he/she? He/She's ... Where are they from?
They're from ... What business are they in?
They're in the ... business.

Preparation

- If you plan to use the Warmer activity, photocopy an A4 sheet for each student (see below).
- Bring in some bilingual dictionaries, or ask students to bring their own.

Warmer

Vocabulary recycling

The aim of this activity is to recycle vocabulary phrases from the last lesson. It is good to get your class into the habit of regularly recycling vocabulary and structures.

Divide an A4 sheet of paper into two. On the left, draw two stick person on the phone; on the right, draw two stick people talking to each other. Photocopy one sheet for each student in the class. Cut each sheet in half, so that each student has two pictures. Read out some of the phrases below (and any others that you can think of, using your students' names). If students think the phrase is OK for the phone, ask them to hold up the phone picture. If they think the phrase is OK for face to face contact, they should hold up the other picture.

Hi, I'm Jane. (face to face)

This is Ravi. (phone)

It's Paul here. (phone)

My name's Patricia. (face to face)

Good Morning. I'm David. (face to face)

Hello, it's Claudia. (phone)

Ask students which phrases would be OK for an e-mail or written communication (*I'm ...*, *My name's ...*).

WHO ARE THEY?

- Point to the picture of the woman and ask *Who is she?* Elicit *Miuccia Prada*. Point to the first question and example answer, and repeat the question. Focus students

on the answer and elicit *She's Miuccia Prada*. Point to the picture of the man and ask *Who is he?* Elicit *He's Patrizio Bertelli*. Point to the ring finger on your left hand and say *They are married*. Focus students on the speech bubble between the two pictures. Ask *Where are they from?* and *What business are they in?* Elicit the answers.

Then ask students to write the answers to the questions. In open pairs, nominate a student to ask one of the questions and nominate another student to respond. If answers are incorrect or need more information, give students a chance to self-correct before inviting suggestions from the class. Write the answers on the board, underlining *She's*, *He's* and *They're*.

ANSWERS

- He's Patrizio Bertelli.
- They're from Italy.
- They're in the fashion business.

A HOLLYWOOD COUPLE

- Focus students on the information about Jennifer Aniston. Ask *Who is she?* *Where is she from?* *What business is she in?* Elicit answers.

Ask students to write sentences about Jennifer Aniston and Brad Pitt, using *he*, *she* and *they*. Go round the class, checking and helping. Ask students to compare their sentences with another student. Then ask individual students to read out sentences, and write them on the board. Ask the class to correct any sentences where necessary.

ANSWERS

She's Jennifer Aniston. He's Brad Pitt.
 They're from the USA. They're in the movie business.

CHECK *to be*

Note: the Check boxes are intended to be used by students for checking grammatical structures, etc., whilst doing activities. However, they can be used flexibly. If you feel your class would benefit from a presentation on a grammatical point before an activity, you can use the Check box to do this. The *Grammar reference* on pages 142-145 of the Coursebook contains information on the grammar presented in the Check boxes.

The verb *to be* is normally contracted in spoken English. Encourage students to use the contraction to make their English sound more natural. In more formal written English, such as in a letter or a report, contractions would not normally be used.

Note that *You aren't* and *You're not*, etc., are both grammatically correct. To avoid confusion, *You aren't* is used in *Powerbase Elementary Coursebook*. You may wish to highlight that, unlike many languages, English does not distinguish between the familiar form and the polite form of *you*.

Ask students to read the Check box. Close books. Drill the verb *to be* chorally. Write on the board:

I _____	We are
You are	You are
He/She/It _____	They _____

Ask students to help you complete the verb (*am/is/are*).

Point to *I am* and indicate with your hands that you want the contraction. Elicit *I'm* and write it on the board. Elicit contractions for the other forms of the verb. Point to students and ask questions such as *Who are you?* *Who is he?* *Who are they?* Elicit answers. Pick up a book and ask *What is it?* Elicit *It's a book*. Check that students are using the personal pronouns (*It's a book* **not** *Is a book*).

Write ? on the board and elicit the question form of the verb *to be*. Point to students and ask *Is he Juan?* *Is she Katherine?* *Are they Helen and Gerald?* etc. Elicit short answers.

NEGATIVES AND QUESTIONS

- 3 Check that students know the meaning of *true*. Point to the countries in the sentences and ask students to translate them into Chinese. Write on the board:

I'm from Japan.

Ask *Is it true?* If it is not true, ask students to help you correct the sentence and write:

I'm not from Japan.

Students complete the sentences using the correct form of *to be*. Go round the class, checking and helping. Check answers together and write the sentences on the board.

ANSWERS

2 'm/'m not 3 's/is 4 'm/'m not 5 are
6 aren't

- 4 Point to the first sentence on the board and write ? next to it. Elicit the question (*Is Patrizio Bertelli from Germany?*). Encourage students to ask you the question. You respond *No, he isn't*. Ask *Is Patrizio Bertelli from Italy?* Elicit *Yes, he is*. Point out that short answers are used in English because simply answering *yes* or *no* is grammatically correct but can sound abrupt. Emphasize that contractions are not used in positive short answers, i.e. *Yes, he is* **not** *Yes he's*. Go round the class pointing to students and asking questions such as *Is she Miuccia Prada?* *Are you Patrizio Bertelli?* *Are they [student's names]?* *Is it a book?* etc. and elicit short answers in response.

Ask students to work in pairs and write questions and short answers for each sentence in activity 3. In open pairs, nominate a student to ask a question and another to respond.

ANSWERS

- 2 Are you from Japan? Yes, I am. / No, I'm not.
3 Is Jennifer Aniston from the USA? Yes, she is.
4 Are you in the movie business? Yes, I am. / No, I'm not.
5 Are Miuccia and Patrizio in the fashion business? Yes, they are.
6 Are Brad and Jennifer in the travel business? No, they aren't.

ASKING QUESTIONS

- 5 Students put the words in the correct order to make questions. Let them compare answers with a partner, then check together as a class. In pairs, students take turns asking and answering the questions.

ANSWERS

- 2 What business is Miuccia Prada in?
3 Are you from Russia?
4 Where are they from?
5 What business are Jennifer and Brad in?
6 Is he in the movie business?

NOW YOU

- 6 Ask students to use a dictionary to write their hometowns and part-time jobs on the post-it note.
- 7 Focus students on the example. Demonstrate the activity with a student. Then, in pairs, students ask and answer questions about their hometowns and part-time jobs. Ask students to change pairs two or three times and repeat the questions and answers.
- 8 Students return to their original partner and ask and answer questions about other students in the class, using *He, She* and *They*, e.g. *Where is she from? What business are they in?*

LESSON 3 PAGES 8–9

Lesson aims

- meeting someone for the first time and meeting a friend
- communicating by phone and e-mail

Key phrases

I'd like you to meet ... This is ... How do you do?
How are you? Pleased to meet you. Good to see you again.
Fine, thank you. How's business?
I'm very busy at the moment. See you soon.
Just a moment, please. Of course. Can I speak to ... ?
No problem. Can we have ... ? Best wishes Dear

Preparation

No additional preparation is required.

Warmer

Quick question review

Write on the board:

who / you / are ?
from / you / where / are ?
business / what / you / in / are ?

As students come into the class, ask them to put the words in the questions into the correct order. Then, in pairs, students take turns asking and answering the questions.

A FIRST MEETING

- 1 Point to the conversation and say *Read and listen*. Play the

recording. Then ask students to underline three pairs of phrases with similar meanings. Do the first one together as an example. Let students compare their answers with a partner. Check answers together.

ANSWERS

I'd like you to meet ... – this is ...
How do you do? – Pleased to meet you.
... which company are you with? – Who do you work for?

TRANSCRIPT

CARLOS Pedro, I'd like you to meet Tanya.
 PEDRO How do you do?
 CARLOS Tanya, this is Pedro.
 TANYA Pleased to meet you.
 PEDRO So, Tanya, which company are you with?
 TANYA I'm with Telecom International. Who do you work for?
 PEDRO The same company. Telecom International!

- 2 Demonstrate the activity with two confident students. Then, in groups of three, students read the conversation. Finally, ask students to read it again using their real names and companies (if students don't work for a company, they can continue to use the company in the conversation, or make one up).

MEETING A FRIEND

- 3 Point to the phrases in the box and explain that they all fit in the gaps in the conversation. Play the first part of the recording and elicit the words for the first gap. Continue playing the recording for students to complete the conversation. Play it again for students to check. Check answers together. Finally, play the recording one more time, line by line, and ask students to repeat.

TRANSCRIPT/ANSWERS

ENRICO Teresa! Good to see you again. How are you?
 TERESA Fine, thank you. How are you?
 ENRICO Very well, thank you. So, how's business?
 TERESA Oh, OK. I'm very busy at the moment.
 ENRICO Good to hear it. Anyway, see you soon!
 TERESA Yes, see you!

- 4 In pairs, students have a similar conversation to the one in activity 3. Go round the class, monitoring and helping.

ON THE PHONE

- 5 Draw a telephone on the board or pretend to speak into one. Elicit what it is. Then quickly elicit any phone phrases students remember from Lesson 1, and others that they know, and write them on the board. If students call out phrases in L1, try to translate them together.

Students put the conversation in the right order. Play the recording for students to check.

TRANSCRIPT/ANSWERS

RECEPTIONIST Hello, Telecom International.
 RAYMOND Oh, hello. Can I speak to Dorota Celaeno, please?
 RECEPTIONIST Of course. What's your name, please?
 RAYMOND It's Raymond Merope, from Atlas Products.
 RECEPTIONIST Just a moment, please. ... I'm sorry, she's not in the office today.
 RAYMOND Oh, OK. No problem. Goodbye.

- 6 Ask students to read the conversation in pairs. Then ask them to read it again, using their real names and companies (if they don't work for a company, they can make one up). Demonstrate this first with a confident student.

E-MAIL

- 7 Ask students *Do you read e-mails? Do you write e-mails?* Point to the e-mail in the book and say *It's not right! Look!* Point to *hi claudio* and elicit what needs to be changed. Write on the board *Hi Claudio* and underline the capital letters. Point and say *capital letters*. Demonstrate a full stop and a question mark on the board. Then ask students to complete the e-mail with the correct punctuation. As students finish, ask them to compare answers with a partner. Invite students to come to the board and write parts of the e-mail correctly.

If appropriate for your class, you may wish to point out that formal e-mails often need correct punctuation, but informal e-mails have more relaxed punctuation rules and are more like spoken English.

ANSWERS

Hi Claudio,

My name's Maia. I'm new in the company. My phone number's 555 8786. How about a meeting some time soon?

Regards,

Maia

- 8 Ask students to underline the words or phrases in the e-mail that can be replaced with the phrases in the box. Check answers together. Point out that *Hi* is informal, but a lot of people use it when they write e-mails.

ANSWERS

Best wishes – Regards

Dear – Hi

Can we have – How about

- 9 Write a short e-mail on the board (see below). As you write, pause and encourage the class to help you finish the sentences.

Hello class,

My name's [your name]. I'm from [your country]. I'm a teacher. The school telephone number is [insert school phone number]. Can we have a meeting next week?

Best wishes,

[your name]

Wipe the board so that the remaining information reads:

_____ class,

_____ [your name]. I'm _____ [your country].

_____ a teacher. The school _____ is [insert school phone number]. _____ a meeting _____ week?

Best _____,

[your name]

Quickly elicit what words are needed to complete the e-mail. Ask students what other phrases could be used instead of *Hello*, *Can we have* and *Best wishes*.

In pairs, students write e-mails to each other. When they have finished, ask them to read and correct their partner's e-mail. Go round the class, helping and checking.

LESSON 4 PAGES 10–11

Lesson aims

- numbers and times

Key vocabulary/phrases

the news film film star stock market points up
down against good bad losing at home

Preparation

- If possible, bring in a newspaper and/or record the beginning of a local radio/TV news programme to set the scene.
- If you plan to use the Additional activity *Newspaper numbers search*, bring in a selection of English language newspapers.

Warmer

Introducing the news

Hold up the newspaper you have brought in or play the beginning of the news programme you have recorded. Elicit what it is (the news) and encourage students to suggest other places that you can hear/see the news (newspapers, radio, TV, billboards, etc.). Write on the board:

the news

Ask students to call out local/international stories which are in the news at the moment.

THE NEWS

- Open books. Play the first news item on the recording and elicit which picture it goes with. Play the rest of the recording. In pairs, students number the pictures in the order that they hear the news items. Play the recording again, pausing after each news item, and eliciting which picture it goes with.

ANSWERS

- 2 Roskilde rock festival 3 Angelina Jolie
4 The stock market 5 The dollar and the euro
6 Football

TRANSCRIPT

NEWS PRESENTER

Good morning. It's ten o'clock and this is the news. I'm Patricia da Gama.

There are problems for President George W Bush at the start of his three-day visit to Japan.

100 000 people are in Denmark today for the Roskilde rock festival.

And Angelina Jolie is in London tonight for her new film *Gone in 60 seconds*.

Business news. It's a good day on the stock market. In New York, the stock market is up forty-seven points.

But the euro is down eight cents against the dollar.

And sport. It's bad news for Manchester United. They are out of the European Cup, after losing 4 – 2 at home to Galatasaray.

NUMBERS IN THE NEWS

- Play the recording again. Pause after *ten o'clock* and elicit the time. Play the rest of the news. Students listen and tick the correct answers to the questions. Play the recording again for students to check. Ask students to compare with a partner and then check answers together.

ANSWERS

1 10:00 2 3 3 100 000 4 60 5 47
6 8 7 4 – 2

- In pairs, students take turns to ask and answer the questions in activity 2.
- In pairs, students match the numbers and times to the figures in activity 2. Check answers together. If there are any difficulties, write the numbers and times on the board and drill them chorally. Write random numbers and times on the board and ask the class to call out how to say them.

ANSWERS

seventy-eight – 78
five – three – 5 – 3
four o'clock – 4:00
ten thousand – 10 000
a hundred and fifty-five – 155
twelve o'clock – 12:00
sixteen – 16

NOW YOU

- 5 Ask students to write five numbers (from this page or other numbers they know). In pairs, Student A says the numbers to Student B, who writes them down. Students check the numbers together then swap roles.

Additional activity*Newspaper numbers search*

Demonstrate the activity to the class first. Students work in small groups. Bring in one newspaper for each group (a variety of English-speaking newspapers, if possible). The groups quickly look through the newspaper to find a story that contains a number or a time. They write the number/time on a piece of paper then give the newspaper and the piece of paper containing the number/time to a new group, who must identify which story/page the number is on. Groups check that they have found the correct story/page with each other. The groups then use their new newspaper to repeat the activity.

KEY to DO IT YOURSELF

PHONETIC DRILLS

PRONUNCIATION /ɪ/ /i:/ /e/ /ei/

The sixteen pronunciation sections in the course provide opportunities for learners to focus on and practise the most common sounds in the English language. All the words and phrases used in these activities are recorded, using standard British English pronunciation, and they are taken from the spread itself or from other recent lessons, so they also offer an effective way of recycling vocabulary.

These sections also introduce the phonemic symbols used in many English dictionaries, with the exception of a few of the less common diphthongs. A list of all phonemic symbols used in the course, together with examples and page references to the activities, can be found on page 160 of the Coursebook. The time spent on each section may vary depending on the needs and problems of individual learners in the class.

Close books. There are three types of vowel sounds in English: short, long and double (diphthong). If the vowel sound in a word is pronounced incorrectly, the meaning of the word can change. Demonstrate by writing on the board:

chip cheap

Note that this is also true of consonant sounds, some of which will be focused on later in the course. Compare for example *chip* and *ship*, and *cheap* and *sheep*.

Write the phonemic symbols /ɪ/ and /i:/ on the board and discuss the purpose of symbols and how they are used in dictionaries. The more symbols students learn, the easier they will find it to work out the pronunciation of new words they look up in a dictionary. However, tell them that it is not essential to learn them all and that they can refer to the list of phonemic symbols on page 160 of the Coursebook or to lists usually contained in dictionaries. Explain that the vowel sound in *chip* is represented by /ɪ/ (short), and in *cheap* is represented by /i:/ (long).

- 1 Open books. Say the words, emphasizing the vowel sounds, and ask students to point to which word you are saying. Drill pronunciation, chorally and individually.

Play the recording. Students listen and repeat. Play the recording again, pausing after each group of words to elicit whether the vowel sound is short (/ɪ/ and /e/), long (/i:/) or double (/ei/). Drill pronunciation, emphasizing the length of the vowels.

TRANSCRIPT

six	three	ten	eight
fifty	thirteen	twenty	eighteen

- 2 Focus students on the words. Play the recording. Students listen and repeat. Students match the words to the phonemic symbols. Let them compare answers with a partner. Then check answers together by writing the symbols on the board and asking students which group the words should go in. Drill pronunciation, chorally and individually. Ask students, in pairs, to take turns saying the words.

ANSWERS

/i:/	meeting	see	please
/ei/	name	plane	today
/ɪ/	film	business	captain
/e/	well	festival	hello

TRANSCRIPT

meeting	see	please
name	plane	today
film	business	captain
well	festival	hello

FUNCTIONAL SENTENCES TO REMEMBER

- 2 1 Good morning. It's 10 o'clock and this is the news.
- 2 Good afternoon. It's Paul de Gromoboy. I'm from International Media.
- 3 Good evening. This is your captain speaking.
- 4 Hello. This is Ravi Shipman.
- 5 — How do you do?
— How do you do? Tanya, this is Pedro.
- 6 — How are you?
— Fine, thank you. And you?
- 7 Teresa, good to see you again.
- 8 Hello. I'm David. Pleased to meet you.
- 9 Pedro, I'd like you to meet Tanya.
- 10 — Tanya, which company are you with?
— I'm with Telecom International.
- 11 — Who do you work for?
— Telecom International.
- 12 — How's your business?
— Oh, OK. I'm very busy at the moment.
- 13 — Oh, hello. Can I speak to Dorota Celaeno, please?
— Just a moment, please ... I'm sorry, she's not in the office today.
- 14 Welcome aboard flight 27409 to Grand Cayman.