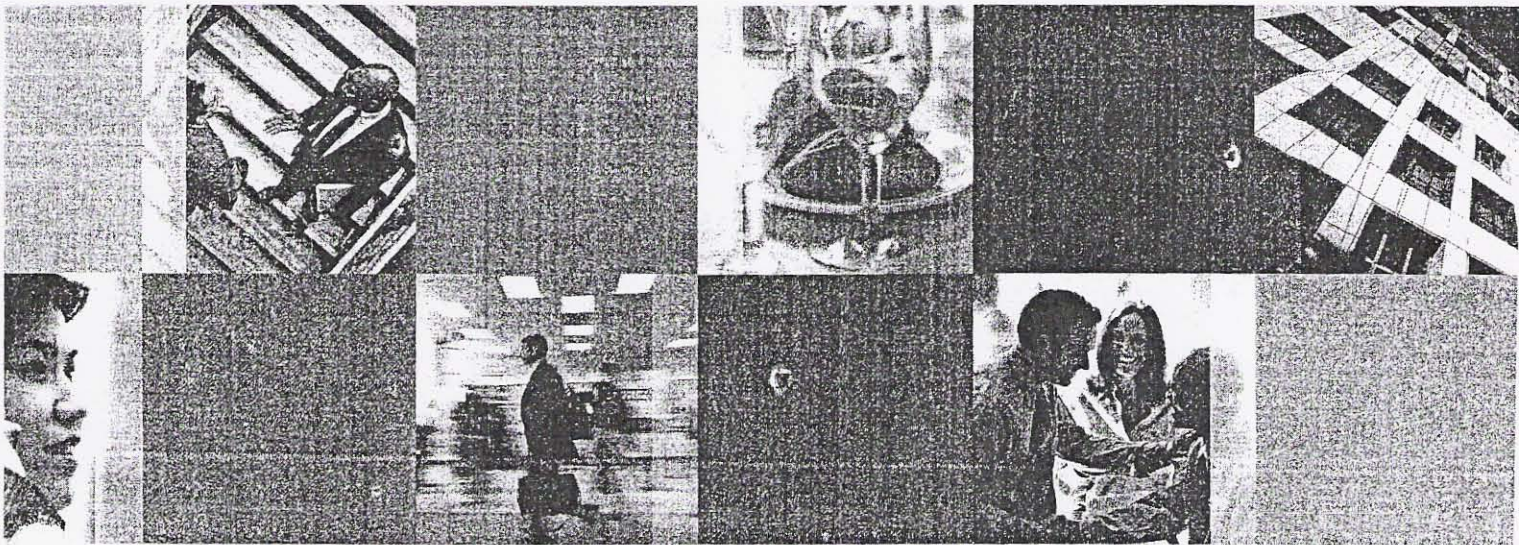


New Edition

# SURVIVAL ENGLISH

International Communication for Professional People



## Teacher's Guide

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## Course Components

### Student Book

The Student Book contains:

- a contents chart at the beginning of the book that provides a summary of the communicative aims, grammar areas, and culture covered in each unit;

- 8 one-page units covering seven topics: business, socializing, travel, hotels, money, food and drink, and communications. The topic is represented by a colored symbol at the top of each unit.

- Culture Files, one per unit, providing information on different cultural aspects associated with the unit. These are for interest and do not contain specific teaching points.

- Grammar Files explaining simply and clearly the main grammar points that come up during the course;

- Vocabulary Files including the most common words related to the topics of the units. These Files both review and expand vocabulary.

- Transcripts of 'blind' listening tasks, i.e. conversations not printed in the unit itself;

- Student CD. This contains the recordings of the blind listening tasks and can be used for selected activities in the Student Book.

- Communication Activities accompanying certain units that provide students with further speaking practice.

### Practice Book

Though intended mainly for individual work outside the classroom, the Practice Book can also be used successfully in class. It reinforces the grammar points, new vocabulary and key expressions covered in each unit. Cross-references are given in the Teacher's Notes to appropriate activities in the Practice Book. The Answer Key is provided at the back of these notes and is photocopiable.

### Teacher's Guide

The Teacher's Guide contains:

- detailed teaching notes, answers and optional activities for every Student Book unit;

- easy-access design, with each page of the Unit Teaching Notes corresponding to a unit in the Student Book;

- photocopiable Communication Activities answer templates;

- photocopiable Answer Key for the Practice Book;

- comprehensive mid-course and end-of-course photocopiable Tests.

For easy reference to the material, the contents chart for each unit is repeated at the top of each page of the Unit Teaching Notes. There is also helpful information about the recorded material.

The Teaching Notes contain many activities and ideas for transfer and personalization. Since these activities do not appear in print on the student's page, students cannot read ahead. As a result, the lesson becomes less predictable, and the course of the lesson flows from the teacher – a sense of freshness and vitality can be retained in the classroom.

The Teaching Notes have two aims:

- to guide the teacher step by step through the various stages of the lesson as it appears in the Student Book. If you wish, you can simply follow the detailed steps for a thorough lesson.
- to expand the lesson into further activities, and to introduce conversation and discussion work that extends beyond the confines of the Student Book lesson. Extension and optional activities are included in the Teaching Notes in easy-to-find boxes.

### Recorded Material

All the conversations and listening activities in the Student Book are available on either the Class CD or Class Cassette. Transcripts of the recorded material not included in the actual units are included at the back of the Student Book.

There are two types of CD symbols in the Student Book: single CD and double CD. All conversations or exercises marked with a single CD symbol are found on the Class CD and cassette. All recordings marked with a double CD are 'blind' listening tasks and are on the Class CD / Cassette and repeated on the Student CD, which is located in the back of each Student Book.

The students can use the Student CD to either listen to these recordings again after class or to prepare the following lesson in advance.

CD has many advantages over cassettes beyond the extra sound quality, lack of background noise, and durability. Track numbers are conveniently located next to every CD symbol in the Student Book and Teacher's Notes. These indicate exactly which track number to press once you have loaded in the Class CD. You will then go instantly to that conversation or listening activity, without wasting time with inlay cards or rewinding.

If you are equipping yourself with CD for the first time, we suggest that you find a player that has a keypad (preferably a remote control keypad). With a keypad, enter the track number specified and listen. Then, for repetition work, return to the beginning of a track instantly, using the 'from ... to'



(or A / B) facility. This facility is excellent. You select 'from' at the beginning of the sentence, and 'to' at the end of the sentence. You can then have this selection repeated instantly as many times as you want.

## About the Course

### Course Objective

This is a course in international communication for professional people. It is not simply a 'business English' course. It will be useful for a wide range of adult students in professional spheres, as well as younger adults on vocational courses that involve communication in English.

The aim of the course is to enable students to function effectively in English at a pre-intermediate level. Too often, students have completed carefully-designed and well-structured English courses, but still can't say anything when it comes to real life. Other students are perfectly capable of telling you how a computer works, but are at a loss when it comes to making an appointment or taking a client out to lunch. This course focuses on real-life situations and presents them in realistic contexts, ranging from ordering breakfast to filling in a customs declaration. We recognize that many professionals are perfectly capable of 'surviving' in their area of expertise. Our joint experience of teaching these students has made us aware that the language of socializing and of survival in set situations is a common need. This, we feel, far outweighs the particular and exclusive demands of job-specific or ESP materials and leads us to favor a broader view of English directed toward these common needs.

### Level

This is a two-level series. *Basic Survival* is for students at high-beginner level and *Survival English* is for use with students at low-intermediate level.

### Preparation

The course keeps the teacher's preparation time to a minimum. Very few activities will require you to research other material or find endless numbers of objects to bring into the classroom. A lot of practice and explanation can be done using books, pens and the sort of objects that can be found lying around a classroom. Any role cards, task sheets, etc. that you prepare should be kept for future classes so as to avoid having to prepare or photocopy them all again.

### Timing

It is always difficult to 'time' lessons. In the Teaching Notes, you will find indications as to the timing of a few individual activities, but generally, timing is not imposed on the teacher so that the course is as flexible as possible.

Lower-level classes may take longer to understand the content of a lesson, but spend little time on discussion. On the other hand, a more advanced class may understand a dialog in five minutes, then spend an hour discussing airport security issues described in the Culture File. We really prefer to leave timing to your discretion. As a very general rule however, each unit represents one classroom lesson (50 minutes).

### Grammar Practice

The course follows an overtly situational pattern, with sub-syllabuses on function, grammar and vocabulary. The grammar component used in the book becomes more complex as the book progresses, but there is no overriding linear progression. A basic knowledge is assumed from the outset, and this is gradually built upon.

All the important grammar points are highlighted and practiced in the Teaching Notes. More mechanical practice activities are recommended if and when necessary, or if requested by the students. Grammar points that students understand perfectly well should not be drilled (but don't be afraid to introduce short drills when there are problems). In many cases, the students will be able to deduce the grammar point of the lesson. There are cross-references throughout the Teaching Notes to the Grammar Files at the back of the Student Book. Your students can either look at these alone or you can go through them as part of the lesson. The Practice Book is mainly grammar-based and will reinforce any language difficulties that might have come up during the lesson.

### Vocabulary

Vocabulary is a vital part of the course. Encourage students to use the Vocabulary Files at the back of the book. Advise students to buy a bilingual dictionary, or a monolingual dictionary that has been specifically designed for learners of English, like the *Macmillan English Dictionary*. Remember that there are authentic and semi-authentic texts and tables in the Student Book where students are expected to complete a task that will not involve understanding every word. They should be encouraged to rely on their ability to understand gist and to 'guess their way through' more difficult passages. It is not necessary to explain every word of such texts.

Key language in the units is sometimes printed in color. The Teaching Notes for each unit explain the best way to exploit the key language.

Teach students words like *thing*. It is better to say: *You put your luggage on the black thing at the check-in desk*, than to hesitate, stop the sentence halfway through, or say the word in the students' mother tongue.



## Pronunciation

Work on pronunciation will involve modeling the recordings and the teacher's own voice. In English, a great deal of the message is expressed by intonation and stress. These could be considered as important as the choice of vocabulary items, and attention should be given to them. There are activities in the Teaching Notes that emphasize pronunciation, stress, rhythm and intonation.

Pronunciation will involve repetition work. Choral repetition minimizes student embarrassment and gives confidence. Individual repetition enables the teacher to check each student's responses. The stressed words and syllables are underlined throughout in the examples given for choral repetition.

There is no such thing as 'English without an accent' and you should expect progress on pronunciation to develop gradually. Insistence on perfect reproduction of sounds and patterns can cause some students to be embarrassed and lose confidence. Communicating ideas and meaning should be the main aim.

## International English

In this course, the language has been made as internationally applicable as possible. The situations in the book take place within the U.S.A. and the course adopts American spelling where appropriate. Grammar and idioms reflect the American situation, but there are a wide variety of accents used on the recordings. As well as a variety of American voices, there are British, Australian and Canadian English speakers and characters from Mexico, France, Korea and Japan. We adopt the principle that students want to understand people speaking English, whether they are native speakers or not – a real-life communication situation. It involves non-native speakers communicating with each other as well as with native speakers. The teacher may choose to model her or his own variety of English, but students will need to be familiar with a range of possible accents. Even within the United States, there are a variety of regional accents among native speakers of English.

The Teaching Notes point out some differences between American and British varieties of English. The grammatical differences are often over-estimated. For example, American speakers will often prefer to say *Do you have ...?*, while British speakers will prefer *Have you got ...?* Both forms, however, are in frequent use by native speakers in both places, and neither will cause communication problems.

## Culture Files

The course covers many social situations such as introductions and business lunches. Specific cultural customs are explained in the Culture Files at the back of the Student Book, or explained, as appropriate, in the Teaching

Notes. The Teaching Notes suggest when the Culture Files can be introduced. However, they can be used at any suitable point during the lesson or according to their location in the Student Book. Contrasts between the United States and Britain, where they exist, are highlighted. The warm-up and discussion activities encourage teachers to ask about customs in the students' own countries. The Culture Files can often be skim-read and used to pre-teach vocabulary or introduce students to an activity in the lesson.

## Linking the Units

This course can be used successfully as a modular resource book, and students and teachers will be able to select materials as appropriate to their needs. A number of units, however, are linked. For example, units 27, 28 and 29 are all about arriving at the airport, so it would be logical and beneficial to students to teach them as a series. Units 17 and 18 are about being invited for dinner at somebody's home. Again, it would be better to teach these in order.

## Staging the Lessons

The various stages of each lesson are indicated by A, B, C, D, etc. headings in the Teaching Notes. A is always a warm-up activity. The others will vary, but follow a pattern explained below. Activities in boxes are optional but recommended. These include: Extension and Extension plus activities, Culture Files, and Practice Book work.

## Warm-up

The Teaching Notes for each unit start with one or more warm-up activities. These are important for drawing the students' attention to the topic they are going to be working with. If students don't know what they're learning, or why, they will soon lose interest. Warm-up activities are a good way to recycle previous knowledge and refresh memories of earlier lessons.

## Presentation

The next step is to present the new language. This is most often done through listening to recorded conversations, the most realistic way of presenting language. Language is also presented by means of forms and tables or other written texts. It is at this point that the teacher should explain new vocabulary, grammar, expressions or cultural aspects to the class.

## Practice

This can include question and answer sessions, pairwork, repetition, and other activities based on the language presented.



## Personalization

Finally, the students are 'on their own' and can move on to role-play and discussion work with a minimum of help from the teacher.

## Teaching Techniques

### Warm-up

The following are activities that can be used to introduce a lesson:

**1** Exploit titles. Check that everyone understands the title of the unit. Use it to do word associations and 'brainstorming' activities. As a result, a lot of the new vocabulary in the lesson will have been pre-taught before the rest of the unit has been looked at.

**2** Focus on the subject and ask general questions. Compare with students' own countries and experience.

**3** Ask questions that are not always directly linked to the Student Book. Draw on students' personal experience: *Who has stayed in an American hotel? Who has had a bad experience at customs?* However, always have general questions to fall back on if students don't provide the answers you expect. Particularly with younger adults on vocational / occupational programs, do not assume that everyone has traveled widely or stayed at international hotels.

**4** Talk about the photos and illustrations in each unit – they are lively and inspiring. Persuade students to create imaginary short background biographies of people in the pictures. Ask searching and unusual questions to test their assumptions; have them study a photograph, then ask questions that involve imaginative input on their part. For example, in Unit 1 we see Ian King sitting in the back of a cab. You could ask: *What do you think he's doing there? Do you think he's there on business? Why?*

### Dialogs

Students should generally listen to dialogs without looking at the written text. Dialogs are usually followed by some form of comprehension check, silent reading and / or reading in pairs, then choral repetition. Further ideas for exploiting dialogs can be found throughout the Teaching Notes, but don't hesitate to change the suggested dialog exploitation for one or more of the following activities. Most of these activities assume that the class has listened to the recording at least once.

**1** Comprehension questions – the basic questions are supplied in the Teaching Notes, but you can always find more. Vary the questions according to the level of your class.

Comprehension questions sometimes involve repeating warm-up questions for answers they didn't find earlier.

Include questions that will elicit a variety of responses: Yes / No questions, *either / or* questions, open questions, indirect questions, questions with tags, questions between students: *Ask Maria if she's ever eaten gator tail or Have you eaten gator tail? Ask Maria. Ask me. Ask each other.*

**2** True / False comprehension statements – Make statements about the dialog (some true, but most false) to elicit reactions from the class.

**3** Read the dialog with mistakes in it. Substitute certain names and facts in the dialog. Students interrupt you to tell you your mistakes.

**4** Set a task before listening. Students have to listen for one or more particular details. This can be done with 'task sheets' (forms with gaps for information), either photocopied in advance or written up on the board.

**5** Students listen for key language or grammar points and interrupt the recording while they are listening. Alternatively, they could highlight the key language or grammar points on the printed page.

**6** Give answers to comprehension questions. Students ask you the questions.

**7** Half the class listens with the dialog uncovered, the other half with it covered. The half who has read the dialog takes the role of teacher and asks the questions to the others.

**8** Stop and start the recording letting students take one role in chorus, i.e. play the first speaker, stop the recording, students take the other speaker's role.

**9** Stop the recording in the middle of sentences. Students finish them.

**10** Give prompts from key sentences. Students reconstruct the whole sentence.

**11** Write up jumbled vocabulary from the dialog on the board. Students put it in order while listening.

**12** Write up jumbled vocabulary on the board, including words not in the dialog. Students put it in order eliminating the wrong words.

**13** Get students to learn short dialogs by heart and act them in pairs in front of the class.

**14** Copy out the dialog and cut it up into as many parts as there are students. The students then mingle and put the dialog in order.

**15** Finally, if you have uninspired or undisciplined students, tell them *not* to listen. Play the recording and both you and they will be amazed what they remember!



## Pairwork and Role-play

Pairwork and role-play are the only practical ways of getting students to practice English, but they are not always easy to organize. Pairwork activities in the Student Book have a special pairwork symbol (see below). Students always work with a partner for these activities.



Here are some further tips you can use to increase your students' opportunity to speak:

### Grammar points

For quick drilling of a grammar point in pairs, it is often easiest to ask each student to work with her or his neighbor. Once the students have understood the grammar point, finish the activity.

### Information gap role-play

Students prepare lists or information in advance (usually working alone), then question or have a discussion with their partner. Discussions become more genuine since students do not know what the partner is going to say.

### Role cards

The teacher prepares the information in advance so that either student knows in advance what they are going to have to say.

### Discourse chains

The teacher writes up on the board the basic 'map' of the role-play. This is often very helpful for lower-level groups.

### Telephone role-play

If you have a telephone in your classroom, use it. Some phones are equipped with loudspeakers so that the class can listen to both speakers. Otherwise, students can sit back-to-back.

### Mingling activities

These have the advantage of getting everyone to stand up and move around. For functions such as greetings and introductions, students should be standing up, since this is how we greet people in real life.

### Switch pairs

Have students do a pairwork activity, then have them change partners. Students then ask about the previous partner's answers. This doubles the practice. In structural terms, it also means that students do two pieces of paired activity. In the first activity, students talk in the first and second persons (*What do you do? I'm still at college.*) In the subsequent activity, they have to shift to talking in the third person (*What does she do? She's still at college.*)

### Surprise pairs

Students prepare their role-play with one partner and you let them to act it out with someone else at the last minute.

## 9 Preparation from the Practice Book

There are many gap-fill dialogs in the Practice Book. Lower levels can complete these exercises in class first and use them as a basis for role-play.

## 10 Model dialogs

If you're not sure that your class is ready to do any of the activities above, have a test run with a good student and yourself, using appropriate language from the model dialog.

Role-play is a fluency exercise so the teacher shouldn't interrupt too often while the students are speaking. Make a mental or written note of mistakes and correct them afterwards if you feel they interfered with communication or were bad habits. Get students to participate in correction and try and find the mistakes themselves.

## Discussion

Discussion can be done in small groups or with the class as a whole. The advantage of working in small groups is that shyer students are less inhibited and more people get talking time. The advantage of working with the class as a whole is that the discussions are often livelier. Discussion will inevitably be limited at lower levels, so it is better to stick to subjects that are quite closely linked to the topic of the unit.

As discussion is also a fluency activity, correction should be limited. It is better not to interrupt students while they are speaking, unless they are totally incomprehensible and nobody understands. Make a mental or written note of major or frequent mistakes and correct *after* the discussion is over.

## Symbols



= Listening material found on the Class CD / Cassette. The numbers indicate the track numbers on either Class CD 1 or 2.



= Listening material found on the Class CD / Cassette and also on the Student CD found at the back of every Student Book. The numbers indicate the track on either Class CD 1 or 2. The Transcripts for these recordings are also in the back of the Student Book.



= Activities to be done in pairs.

Extension and Extension + = Optional extension ideas and activities which relate to the lesson. A plus sign (+) indicates activities which are more challenging.



Whether you intend to use this course page by page or dip into it according to your class's needs, the introduction on pages 4 and 5 of the Student Book makes an ideal first lesson. Not only does it familiarize students with some of the places and characters met regularly throughout the course, but it also gives you and your students an opportunity to get to know each other.

If possible, try and keep all eyes on one book by propping it up against something and having the students centered around it.

## A Geographical questions

■ Point to cities and ask: *What city is this? What country is it in? What nationality are the people? What language do they speak?* Write up on the board names of countries, nationalities, and the languages spoken:

U.S.A.	American	English
France	French	French
Great Britain	British	English
Peru	Peruvian	Spanish ...

■ Point out that a lot of nationalities end in *-an*, *-ian*, or *-ish* but there are exceptions, e.g. *French*

■ Ask: *Which countries speak English?* Depending on the level of your class, move on to questions about climate, food, tourism ... Don't ask questions about students' own experience at this point.

■ Then get the class to repeat in chorus the names of the cities on the map and their countries, paying attention to stress on difficult words such as *Seattle*, *San Francisco*, *Los Angeles*, etc.

■ Ask students to add their own town or city to the map.

■ Ask each student to prepare a list of five cities that are *not* on the map. While they are preparing their lists, write prompts for the questions on the board:

country?  
nationality?  
continent?  
language?

■ In pairs. Students look at the prompts and take turns to ask each other questions about the cities they have chosen.

## B Questions about main characters

■ Point to the characters and follow the lines with your finger. Ask: *Where is this person from? What's her / his name? What does she / he do? Who does she / he work for? or Where does she / he work? or What's the name of her / his company? What language does she / he probably speak?*

■ Ask the class to repeat in chorus the names of the main characters, their titles and the names of their companies.

■ Ask students to draw another box in their books and under it, write their name, job title and company. You could even ask them to stick a portrait photo in the empty box! Ask students to introduce themselves briefly to the rest of the class. (If the class is too big, split into groups.)

■ Mingling game: Write the names of as many main characters from the book as you have students on pieces of paper. Then stick one name on each student's back without telling them who it is. Students mingle and ask each other questions to find out their new identity: *Am I American? What do I do? Where do I work?* They're not allowed to ask the name, of course. You can mingle with them, changing the papers as they discover their identity.

## C Personal questions

(Try to note or remember some of the students' personal experiences – you'll be able to draw on them for future lessons.)

■ Class as a whole. Ask individual students: *Have you visited the U.S.A.? Where did you go? What did you like? What did you find different from your country?* If none of your class has visited the U.S.A., ask: *What countries have you been to?* and ask the above questions about the countries they know. The difficulty of the questions will depend on the level of your group. Get students to ask you questions, too.

■ Finally, find out who does business abroad, who speaks English in their job and what for, who entertains English-speaking (native or non-native) visitors, who uses the phone in English, etc. This information will help you in the following units to make warm-up, role-play and discussion activities appropriate and realistic.





Communication	Grammar areas	Culture File	Recordings on
Personal conversation; taxis	present simple	Tips	Class CD 1, Tracks 2–3 Class Cassette 1, Side A

## A Warm-up

■ Ask students (or explain): *What is an American word for taxi?* Answer: *cab*. *Why do people take taxis?* Elicit: *Because they're late. To go to the airport. Because it's raining. It's late at night ...* Write these reasons up on the board:

late Vacation Security Rain  
heavy luggage Business trips

■ Students work in small groups. Organize a short survey. Give students two minutes to put the reasons for taking a taxi in order of importance. Students use their dictionaries to find words they don't know. Each group gives its answers. Discuss together. Focus on business trips. Ask: *Why do business people take taxis?* Elicit: *To go to or come from the airport. To go to their hotel ...*

■ Ask students if they take taxis themselves, how often and why. Ask: *What are taxis like in your country / city? What color are they? Are they expensive? Are the drivers friendly? Do you talk to the driver? Do you tip?* Explain tip: give extra money after you've paid.

■ Ask students to turn to page 7 in their books and to look at the photos. Ask: *Who is the man on the left? Do you think he's on business or on vacation? What do you think of Atlanta? Is it big or small? Is it modern?*

## B Listening

1.02

■ Ask students to read the introduction, but to cover the conversation. Play the conversation. Ask some comprehension questions: *Is Ian King on vacation?* (No, he's in Atlanta on business.) *Where's he from?* (He's from England.) *Where's he staying in Atlanta?* (the Sheraton Century Center) *How many Sheratons are there in Atlanta?* (three) *Does the cab driver know England?* (Yes, he's been to London.) ... Students may ask you to play the recording again.

Students read the conversation silently, then in pairs.

## C Listening

1.03

■ Play the conversation once. Then, ask students to interrupt and say *Stop* when they hear: 1) the name of a hotel; 2) the price of the taxi ride; 3) the number of dollars that Ian gives the cab driver. Play the recording again. Students should say *Stop* after *Sheraton Century Center*, *16.80*, and *five dollar bill*. Ask: *What mistake did Ian King make?* (He gave the driver a five dollar bill instead of a twenty.) *How much did he give for a tip?* (\$3.20)

■ Students read the conversation silently, then in pairs.

■ Ask students to identify all examples, in both conversations, of the verb *be*. They can do this with a neighbor. See Grammar Files 2 and 8 for the present and past of the verb *be*.

■ Play both recordings again for choral repetition. Check intonation and stress: *Where to? There are three Sheratons here in Atlanta. Winchester. Do you know it? ...*

### Practice Book

Do Exercises 1 to 3 in class or give as homework.

## D Question 1 | Pairwork



With their partner, students take turns to be the cab driver and a passenger, using the questions provided. They invent new answers, or give answers about themselves.

## E Question 2 | Matching exercise

■ If you have any American money, bring it to class and pass it around.

■ Students work alone to match the coins to the correct amounts, and then compare answers. Correct together and explain: a dollar = 100 cents, a penny = 1 cent, a nickel = 5 cents, a dime = 10 cents, a quarter = 25 cents.

### Culture File 1 Tips

Students read the information in the Culture File silently. Answer any vocabulary questions, using Vocabulary File 1 and dictionaries. Ask students to compare how much they tip for these services in their country. Many students will be surprised at 20% tips! Ask students how many bills and coins there are in their country.

### Practice Book

Exercise 4 includes the vocabulary in the Culture File. Do in class or give as homework.

## F Question 3 | Pairwork



Students work in pairs. They ask each other questions about tipping and check the box for their partner. They then compare answers.



Communication	Grammar areas	Culture File	Recordings on
Introductions; greetings	<i>is / are; was / were</i>	Names	Class CD 1, Tracks 4-6 Class Cassette 1, Side A

## A Warm-up


- Have everyone stand up. Choose a student, shake hands and say: *Good morning. My name's ...* They reply in the same way. Get everyone to move around the classroom doing this for about a minute. Vary your greetings to include *Hi!* and *Hello!* encouraging your students to use the same greeting as you.
- Repeat the activity with *How do you do?* Reply: *How do you do?* or *Fine, thanks. And you?* as you mingle.
- Point out that you usually only shake hands with people when you meet them for the first time or haven't seen them for a long time, and, depending on the nationality of your class, mention that it is not usual to kiss people you know!
- Repeat the activity once more with *It's nice to meet you.* Reply: *It's nice to meet you, too.*
- Students sit down. Write up these greetings in the form of a conversation on the board.

## B Listening

1.04 


- Ask students to turn to page 8 in their books and to cover the conversation. Play the recording once. Ask: *Who do you think Michael Robertson is speaking to?* (Ms. Adams' secretary / P.A.) *Why is he there?* (He has an appointment with Ms. Adams.) *Is it 10:15?* (No, it's later.) *What's the secretary asking him to do?* (to follow her)
- Students read the conversation silently, then in pairs.
- Answer any vocabulary or grammar questions.
- Play the recording again for choral repetition to check intonation and stress: *Excuse me. How can I help you? Will you follow me, please? ...*

## C Listening

1.05 

- Students read the conversation. Play the recording once. Play the recording again, stopping each time Michael Robertson is due to speak. Ask students to say his part in chorus.
- Answer any vocabulary or grammar questions. Point out the use of *How + be* to ask for a description of things. The answer is usually an adjective. See Grammar File 12.

## D Listening

1.06 

- Students cover the conversation. Play the recording twice. Then read the conversation to your students making 'mistakes.' Let them interrupt and correct you. For example, read: *our American representative; is the Sales Manager; at BetaCom; in Vancouver; first trip to Los Angeles.*
- Students read silently, then in threes, taking a role each.
- Answer any vocabulary or grammar questions.
- Play the recording once more for choral repetition to check intonation and stress. Point out that although they don't have to learn names, it's useful to practice pronouncing typical English-sounding ones like Michael Robertson, Dave Scott, etc.

## E Question 1 Matching exercise

Students work alone to match the greetings with the responses. Correct together. This question shows that the general rule is to use the same greeting when you reply.

## F Question 2 Pairwork



This reviews the warm-up activity, but enables you to go from pair to pair, listening in for intonation and stress. Have students stand up to make this more realistic. Students can refer to Vocabulary File 6 for more expressions.

## G Questions 3 and 4 'Ice breakers'

- Tell students to highlight the expressions in their books. They should highlight 'ice breakers,' not greetings.

**Answers:** *How was the trip? How was the traffic from the airport? Is this your first trip to Chicago?*

- Students then read the list of questions in Question 4 and think of other ice-breaking questions, e.g. *How was the weather in Amsterdam?*

### Culture File 2 Names

Students read the Culture File silently. Ask: *Do English speakers mostly use first or last names? If you want someone to call you by your first name, how do you introduce yourself? What does 'Ms.' mean?*

### Practice Book

Do Exercises 1 to 4 in class or give as homework.





ommunication	Grammar areas	Culture File	Recordings on
taking appointments; ates	present continuous future; <i>can</i> – future appointments	Time, dates	Class CD 1, Tracks 7–10 Class Cassette 1, Side A Student CD (optional), Tracks 2–4

## Warm-up

Start the lesson by opening your desk calendar or diary and saying: *Tomorrow, I have an appointment with Mr. Jordan at ten thirty. Then, on the 9th, I'm going to London.* Continue doing this until your class understands that you're talking about months, dates, times and places.

Ask students to get out their date book or a calendar and the same. Alternatively, they might make their own imaginary list on a piece of paper, thus creating an information gap that could be explored in pairs.

## Listening

1.07

The key language in blue is needed for Question 1.)

Ask students to turn to page 9 in their books and to over the conversation. Ask students to listen for the answers to the following questions: *What does Julie Morrison want to do? When will she be in L.A.? When are they going to meet?* Play the recording once and ask the questions again.

**Answers:** *To meet Ryan Thomas; next week; 12:30 on Wednesday the 15th.*

Students read the conversation silently. Answer any grammar or vocabulary questions. Refer to Grammar File 16 for the use of *can* in requests and future appointments. Check that everyone understands that the present continuous can be used for future arrangements. See Grammar File 7.

Play the recording again, stopping for choral repetition.

### Practice Book

Exercises 1 and 4 can be used to prepare Question 1, or given as homework.

## Question 1

### Pairwork



Students work in pairs and follow the instructions for making new conversations. Ask students to use their own ideas to make their conversations.

## Question 2

### Look at the calendar

Class as a whole. Write the examples from the book up on the board:

January's the first month of the year.  
It's (cold / hot / wet / dry) in my country.

■ You will probably have to help with the words *second, third, fourth*, etc. so write them up on the board under *first*. Ask students to repeat the sentences in chorus to check intonation and stress: *February's the second month of the year...*

### Practice Book

Exercise 2 can be done in class to provide help with ordinal numbers, or given as homework.

## Question 3

### Listening 1.08–1.10

■ Students look at the table in their books. The activity requires them only to complete the table with the day, date and time, so they shouldn't try and understand everything they hear. Play the conversations twice if necessary. Students fill in the table as they listen, and compare answers afterwards with a neighbor.

■ They could then correct their answers in class using the Transcript at the back of the book, or correct them independently for homework using their Student CD.

### Culture File 3 Time, dates

- Ask students to read the information about time. Ask if they use the 12- or 24-hour clock in their country.
- For further practice of the time, dictate some times to your class and ask them to write them down in digital form. For example, you say: *three thirty*. Students should write either 15:30 or 3:30 p.m. Continue with other times.
- Ask students to read the information about dates. Do the same exercise as above. Say, for example: *October fifteenth, 2005*. Students should write 10/15/05. Continue with other dates.

### Practice Book

Exercise 3 provides further practice on the time. Do in class or give as homework.

## Question 4

### Pairwork



Students work in pairs to ask and answer questions about dates. You can give examples to start the activity: *My birthday's on February 23rd. The national holiday in the U.S.A. is July 4th.*



Communication	Grammar areas	Culture File	Recordings on
Future plans; timetables	<i>going to</i> future; timetable future	Cell phones	Class CD 1, Track 11 Class Cassette 1, Side A

## A Warm-up

■ Ask students which tense was used in Unit 3 for future arrangements. Explain that *going to* + the verb can also be used and that there is really very little difference. Say: *Next week I'm flying to Tokyo.* Then say: *Next week I'm going to fly to Tokyo.* Explain that both are fine.

■ Add: *I arrive in Tokyo at 10:00 a.m.* Explain to your class that you can use the present simple in this case because this is your timetable, and also, the plane always arrives at 10:00 a.m. It's a regular action for the plane!

## B Listening

1.11 

(The key language in blue is needed for Question 1.)

■ Ask students to turn to page 10 in their books and to look at the itinerary. Tell the class that you want them to listen to the conversation and find the line in the itinerary that Jessica and Dave are talking about.

■ Conversation covered, play the recording once. Students should tell you that Jessica and Dave are talking about Thursday.

■ Students read the conversation silently.

■ Ask students to identify the three examples of *going to* and the three examples of the present simple, used for future arrangements. Refer to Grammar Files 7 and 10 if further help is needed.

■ Play the recording once more, stopping for choral repetition to check intonation and stress.

## C Question 1 | Pairwork



Students use the information on the itinerary to make more conversations. As students work through the days, they should become less dependent on the conversation.

## D Question 2 | Pairwork



■ Follow the instructions. Students work in pairs and use the itinerary.

■ Students repeat the days of the week in chorus after you. Check intonation and stress: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday.

■ Point out that we use capital letters for days and months, and that we use the preposition *on* before days. It might be useful to write up a summary of prepositions seen in Units 3 and 4 on the board:

At 12:30      In January

On Thursday      In Seoul

On the 15th      On December 17th

## E Question 3 | Discuss

Ask students to read the questions silently first. Discussion can then be carried out in small groups or by the class as a whole.

## F Question 4 | Communication Activity

■ Students work in pairs. Each partner turns to their role, either Activity A or N, at the back of the book. Students ask and answer the questions and complete the itinerary. When they have finished, they should check their answers together. For fluency, ask your students to repeat the questions and answers.

■ While students are working together, walk around the classroom listening in to individual pairs.

■ Answers to this activity can be found on page 76.

### Culture File 4 Cell phones

Ask students to read the File. Find out how many of your students have a cell phone. Ask them to discuss with a neighbor how often they use them, and if they use them for business or social reasons.

### Practice Book

Do Exercises 1 to 3 in class or give as homework.





Communication	Grammar areas	Culture File	Recordings on
Describing jobs; Personal details	present simple; <i>was / were (born)</i>	Difficult questions	Class CD 1, Track 12 Class Cassette 1, Side A

## Warm-up

Start the lesson by asking the title question: *What do you do?* Students usually know what their own job is in English and should volunteer answers such as: *I'm a secretary. I'm a sales representative.* Unemployed students or college students reply: *I'm a student.* If your class is young, you can ask: *What does your mother / father do?*

Point out the use of *a / an* before jobs in English. Say: *I'm a teacher. She's a student. He's an accountant ...*

Pre-teach *was / were born*. Tell students where you were born, e.g. *I was born in Glasgow.* Then ask individual students: *Where were you born?* and elicit answers.

## Listening

1.12

The language in blue is needed for Question 1.)

Ask students to turn to page 11 in their books and to follow the conversation. Play the recording once. Don't ask questions.

Ask students to sit in pairs. One person in each pair must look at the conversation while you play the recording again. The other listens only. The first person then asks their partner the following comprehension questions. Check questions and answers together afterwards: *Where was Michael born?* (Montreal) *What's the name of the company?* (AlphaCom) *What does Michael do?* (He's in charge of purchasing computer hardware.) *What does Jessica Adams do?* (She owns the company.) ...

Check that everyone used the auxiliary *does* correctly. Use Grammar File 7 to explain the use of the present simple in this unit.

Students read the conversation silently.

Play the recording again for choral repetition to check pronunciation and stress: *What exactly do you do at AlphaCom? ... Sure. Go ahead ... She owns the company.*

## Question 1 | Pairwork



Using true facts about themselves, students replace the words in blue with information about themselves. They then practice their new conversations with a partner.

### Practice Book

Exercise 1 provides practice for Question 2. Do in class or use as homework.

## D Question 2 | Pairwork



Students work in pairs. They ask and answer questions about the organization chart. You may want to do the exercise first with a stronger student to provide a model.

## E Question 3 | Communication Activity

Students work with a partner. Each student turns to either Activity B or Activity O. They take turns to ask their partner questions to complete the information in the book.

### Culture File 5 Difficult questions

- Ask your class to read the Culture File silently. They should discuss with a neighbor if any of the questions are considered acceptable in their country.
- You could also ask if all the questions in the conversation about where you were born and brought up, where you live and what you do, are completely acceptable in their culture.

## F Question 4 | Questionnaire

- Join in this activity to get it started. Students move around the classroom asking the questions in the book and making notes about three other people.
- Ask individual students to report back to the rest of the class and give information about various members of the class, e.g. *Carlos was born in Rio, but he was brought up in São Paulo. He's a computer games tester and he works for Nintendo ...*

### Practice Book

Do Exercises 2 to 4 in class or give as homework.

### Extension + Quiz

Prepare a Famous People quiz. Find photos of famous people from TV magazines, popular newspapers ... (If not, write names on cards.) Divide your class into two teams. Give Team A a picture. They show the picture to Team B and ask questions: *Where was he / she born?* (the country is enough) *What nationality is he / she?* *What does he / she do?* Team B gets a point for each correct answer. If they don't know the answer, Team A gets the point, but they must know the answer themselves! Start again with Team B.



Communication	Grammar areas	Culture File	Recordings on
Buying things; polite response; inquiries	<i>Could I (have) ...?; Will there be ...? I'll (have) ...</i>	Prices, tax	Class CD 1, Tracks 13–17 Class Cassette 1, Side A Student CD (optional), Tracks 5–8


## A Warm-up

■ Ask students to turn to page 12 in their books and to look at the title and the photo. Ask: *What do you think a convenience store is?* (There may be no equivalent in some countries. A supermarket that sells everything and stays open late is a close answer.) Ask *What can you buy?* Elicit store items they already know or let them use dictionaries. Write the words up on the board, getting the class to repeat each item in chorus to practice pronouncing these new words:

magazines, candy, coffee ...

■ Explain the use of the phrases: *Could I have ...? That'll be ... Will that be all ...? I'll have ...* without going into grammatical detail. Explain that they are used in stores when requesting, choosing and paying. Give examples of each. You can refer to Grammar Files 10 and 16.

## B Listening

1.13 

(The language in blue is needed for Question 2.)

- Students cover the conversation. Play the recording once. Ask: *What did the customer buy?* (*Newsweek* magazine, a box of tissues, two packs of gum) *How much is 'Newsweek' magazine?* (\$5.95) *How many packs of gum did he want?* (two) *What kind of gum did he buy?* (sugarless)
- Play the recording again and ask students to note: how much he had to pay (\$12.18), which bill he gave (\$20), and what his change was (\$7.82). You may have to play that part of the recording two or three times! Correct together.
- Students read the conversation silently, then in pairs.
- Answer any questions about grammar or vocabulary.
- Play the recording once. Ask students to repeat Michael's role in chorus after the recording to check intonation and stress.

## C Question 1 | Listening 1.14–1.17

- Students are required to listen and circle the correct size word for each item and to write the prices with tax. Tell them to write the answers in their books as they listen.
- They correct their answers with a neighbor and check their answers using their Student CD and / or Transcript at the back of the book.

**Answers:** Toothbrush – *soft*, \$3.15; chocolate – *small*, \$1.02; film – *40 exposure*, \$8.50; batteries – AAA, \$43.

- For homework, students could listen again to Tracks 6 and 7 on their Student CD and find out how much the chocolate and film are before tax.

### Practice Book

Exercises 1 to 4 provide preparation for Question 2. Do in class or give as homework.

## D Question 2 | Pairwork

Students work in pairs to make conversations. They use the items in Question 1 and replace the words in blue in the conversation with the information in Question 1.

### Culture File 6 Prices, tax

Students read the Culture File silently. Ask them to identify and underline all words concerned with money, tax, buying and paying. They should check any new words in Vocabulary File 1 or in dictionaries. (Tax will be discussed in the following question.)

## E Question 3 | Discuss

- Students should read all the questions about stores silently first, then discuss each one with other students in small groups. If you are teaching a mixed nationality class, put students from different countries in each group.
- Ask individual students to report answers back to the rest of the class.

### Extension

#### Further discussion

Ask students for the names of convenience stores, or the equivalent, in their country. If there isn't an equivalent, ask where they buy the items learned in this unit. Elicit or teach: *at the newsstand*, *at the supermarket*, *at the bakery*, *at the butcher's*.



ommunication	Grammar areas	Culture File	Recordings on
hecking in; hotel ilities; paying by card	Will ...?; I'll ...; Would you like ...?	Credit cards	Class CD 1, Tracks 18-20 Class Cassette 1, Side A

## Warm-up


Introduce your class to the hotel topics in this unit. Ask: *Have you ever stayed in hotels? On business? On vacation? How long do you stay? How do you pay? ...*

If your students don't use hotels themselves, ask: *Do you serve hotel rooms for your boss? What kind of hotels does he or she usually stay in? etc.*

Talk about Consuela. (Ask students to find her in the introduction to the book and to tell you where she's from and what she does.)

Ask students to turn to page 13 in their books and to look at the photo. Ask them what Consuela is doing. Ask: *Who is the other person in the photo? What's his job? Elicit: He's the Front Desk Clerk.*


## Listening

1.18 

Students read the introduction.

Play recording 1.18 once. Students read Conversation A while listening. Explain any vocabulary students don't know. Don't go into too much detail, as Unit 8 covers all hotel information terms.) Ask: *What does Consuela want? (She wants a room.) How long does she want to stay? (four nights) What kind of room does she want? (a single) How is she paying? (credit card) What is she filling in? (a guest registration card)*

## Listening

1.19 

Students read the conversation and listen to recording 1.19. They answer for Consuela in chorus. Check intonation and stress: *Do you have any vacancies? A single. For four nights. MasterCard.*


## Question 1 Communication Activity

Students work in pairs and turn to Activities C or P in their books. They should read through the whole activity silently first. They then interview each other and write their partner's answers on the guest registration card in their books. For efficiency, you may like to ask your students to repeat the activity without writing.



## Question 2

## Listening

1.20 

■ Conversation covered, play the recording and ask the questions in the book.

**Answers:** a *Her credit card, her room key (and her room charge card);* b *the seventh floor;* c *room 743;* d *at two-thirty.*

■ You can add other questions, e.g. *What does the Clerk ask her to do? (to sign the room charge card) Where can she use her room charge card? (in the restaurant or lobby shops)*

■ Students read Conversation B silently, then in pairs. Go from pair to pair checking intonation and stress: *Could you sign it here? Thank you. It's just across the lobby.*

### Culture File 7 Credit cards

Ask students to read the Culture File silently to help prepare for the following question.



## Question 3

## Discuss

First, ask students to look at the photo of the credit and debit cards. Which ones do they know or have? Ask them to show you their credit and debit cards. (But don't allow them to reveal their numbers.) Show yours. Carry out a discussion together or in small groups.

### Practice Book

Do Exercises 1 to 4 in class or give as homework.





Communication	Grammar areas	Culture File	Recordings on
Telephoning; making a reservation; describing a room	<i>Do you have ...?; I'd like ...</i>	Hotel facilities	Class CD 1, Tracks 21–23 Class Cassette 1, Side A Student CD (optional), Tracks 9–10

**A Warm-up**

(This unit is linked to Unit 7.)

- Ask students what type of room they had the last time they stayed in a hotel and what services and facilities the hotel had.
- If your students don't often use hotels, tell them to imagine they've won a weekend in a luxury hotel of their choice. What type of room, services and facilities would they like? Tell your class to use the hotel price list in their book to find ideas and vocabulary. Students may ask you what some of the facilities are, e.g. a *wet bar* is a bar with a sink. Explain the difference between a *king-size*, *queen-size* and *double* bed: *double* = big, *queen* = bigger, *king* = biggest. See Vocabulary File 3.

**B Question 1 | Listening 1.21**

- Ask students to turn to page 14 in their books and to read the comprehension questions.
- Play the recording once. Students listen for the answers to the questions.

**Answers:** a *She wants a single room.* b *The room will be \$295 per night (plus tax).*

- For homework, ask students to listen to Conversation A again on their Student CD and to read the Transcript at the back of their books.

**Practice Book**

Exercise 1 can be used as preparation to Question 2, or given as homework.

**C Question 2 | Pairwork 1.21**

- Students then use the prices from the hotel price list in their books to make similar conversations to Conversation A in pairs. If necessary, have a test-run first with a good student.

**D Question 3 | Listening 1.22**

- Students read Conversation B silently while you play the recording. Then they read the price list.
- Students may ask for grammatical explanations. See Grammar File 2 for the verb *have*. The question *What's it like?* is used to ask for the description of something. See Grammar File 12. You can practice this by asking individual students *What's your car / house / boss / office ... like?* Get them to ask you questions, too.
- Students complete Question 3 in pairs, choosing a type of room from the price list and using the list of hotel facilities for information and ideas.

**Culture File 8 Hotel facilities**

- Ask students to read the Culture File. They can then compare, in small groups, the facilities that you would normally find in large or small hotels in their country.
- Ask one student from each group to report back their group's results to the rest of the class. Decide together which countries have the best hotels!

**Practice Book**

Do Exercises 2, 3 and 4 in class or give as homework.

**E Question 4 | Listening 1.23**

- Students complete Conversation C alone, in pencil. Tell your class to look carefully at the Front Desk Clerk's questions to find the sentences.
- Play the recording and compare answers. Students could then correct their answers in class, using the Transcript at the back of the book, or could correct them independently for homework, using their Student CD.
- Play the recording once more for choral repetition. Check intonation and stress: *What kind of room do you want? I'd like a double room, please. Does it have a bath? ...*





ommunication	Grammar areas	Culture File	Recordings on
ormal and informal reetings and roductions	present continuous; future continuous	Greetings	Class CD 1, Tracks 24–25 Class Cassette 1, Side A

## Warm-up

Ask students to turn to page 15 in their books, but to skip the conversation covered. Talk about the people in the photo. Students can use the introduction to the book for information about Jessica and Michael. Ask: *Who's the man? or Do you remember the woman's name?* <: *Where are they? Have they met before?*

Review greetings and introductions from Unit 2. Ask students to think of expressions used when you greet people, introduce yourself, or introduce two other people. Write these expressions up on the board. Students can refer to Vocabulary File 6 for expressions.

## Listening

1.24

The phrases in blue are for Question 1.)

Conversation still covered. Ask students to listen for expressions they already know. Start the recording. Each time they recognize an expression, they say *Stop*. Check off the expression on the board and the class repeats it in chorus.

Play the whole of Conversation A again and ask some comprehension questions: *What does Josh do? Where's Michael from? How long is Michael staying? Does Michael like the States?*

## Listening

1.25

Students should read the introduction first to establish an informal situation. Proceed as for Conversation A. Then <: *Who are they talking about? Who do you think Jodie is? Where is Jodie living? What's the weather like in Chicago? Is it different in Toronto?*

Ask students to read both conversations silently.

In groups of three, then in pairs, students read conversations A and B. Go around checking intonation: *I'd like you to meet ... It was good meeting you ... etc.*

Reassure students that the future continuous tense in a social context is very similar to the present continuous or *ing to*. Don't attempt to give a more grammatical explanation. See Grammar File 10.

## Practice Book

Exercises 2 and 3 cover the main grammar points. Do in class or give as homework.



## Question 1 | Key expressions

- Students do this question alone or in small groups. You may like to have one group working directly on, and adding to, the expressions on the board. This group then becomes 'Teacher' and organizes feedback.
- Students repeat each expression after you, in chorus.

## Practice Book

Exercise 1 can be used as preparation for Question 2, or given as homework.



## Question 2 | Role-play

Get your class to do this activity standing up and mingling; introductions are usually done standing up in real life. Have a test-run first with yourself and two good students.

## Culture File 9 Greetings

Students read the Culture File silently. This information will prepare them for the following question. Check that they understand all the vocabulary for different forms of greetings.



## Question 3 | Discuss

- Organize students in small groups. Go from group to group, prompting when necessary: *Do you shake hands in your country? Are first names used?*
- In mixed nationality classes, ask students to demonstrate how they greet people.

## Extension

### Further practice

Write *Reception*, *Elevator* and *Office* on three large cards and stick them up in different parts of the class. Have *Reception* nearest the door. Choose one receptionist. Then ask half the class to leave the room and be the visitors. Students come in one by one, introduce themselves (Unit 2), ask to speak to a student still in the class, who comes to meet them, takes them up in the elevator and then into the office. All the time, they have to keep moving and making polite conversation. (If your class is very big, you can have two or three 'receptionists' with two or three conversations going on at the same time.)





Communication	Grammar areas	Culture File	Recordings on
Formal and informal greetings and introductions	present continuous; future continuous	Greetings	Class CD 1, Tracks 24–25 Class Cassette 1, Side A

## Warm-up

Ask students to turn to page 15 in their books, but to skip the conversation covered. Talk about the people in the photo. Students can use the introduction to the book for information about Jessica and Michael. Ask: *Who's the man? or Do you remember the woman's name? or: Where are they? Have they met before?*

Review greetings and introductions from Unit 2. Ask students to think of expressions used when you greet people, introduce yourself, or introduce two other people. Write these expressions up on the board. Students can refer to Vocabulary File 6 for expressions.

## Listening

1.24

The phrases in blue are for Question 1.)

Conversation still covered. Ask students to listen for expressions they already know. Start the recording. Each time they recognize an expression, they say *Stop*. Check off the expression on the board and the class repeats it in chorus.

Play the whole of Conversation A again and ask some comprehension questions: *What does Josh do? Where's Michael from? How long is Michael staying? Does Michael like the States?*

## Listening

1.25

Students should read the introduction first to establish an informal situation. Proceed as for Conversation A. Then ask: *Who are they talking about? Who do you think Jodie is? Where is Jodie living? What's the weather like in Chicago? Is it different in Toronto?*

Ask students to read both conversations silently.

In groups of three, then in pairs, students read conversations A and B. Go around checking intonation: *I'd like you to meet ... It was good meeting you ... etc.*

Reassure students that the future continuous tense in a social context is very similar to the present continuous or *meeting*. Don't attempt to give a more grammatical explanation. See Grammar File 10.

## Practice Book

Exercises 2 and 3 cover the main grammar points. Do in class or give as homework.



## Question 1 | Key expressions

- Students do this question alone or in small groups. You may like to have one group working directly on, and adding to, the expressions on the board. This group then becomes 'Teacher' and organizes feedback.
- Students repeat each expression after you, in chorus.

## Practice Book

Exercise 1 can be used as preparation for Question 2, or given as homework.



## Question 2 | Role-play

Get your class to do this activity standing up and mingling; introductions are usually done standing up in real life. Have a test-run first with yourself and two good students.

## Culture File 9 Greetings

Students read the Culture File silently. This information will prepare them for the following question. Check that they understand all the vocabulary for different forms of greetings.



## Question 3 | Discuss

- Organize students in small groups. Go from group to group, prompting when necessary: *Do you shake hands in your country? Are first names used?*
- In mixed nationality classes, ask students to demonstrate how they greet people.

## Extension

### Further practice

Write *Reception*, *Elevator* and *Office* on three large cards and stick them up in different parts of the class. Have *Reception* nearest the door. Choose one receptionist. Then ask half the class to leave the room and be the visitors. Students come in one by one, introduce themselves (Unit 2), ask to speak to a student still in the class, who comes to meet them, takes them up in the elevator and then into the office. All the time, they have to keep moving and making polite conversation. (If your class is very big, you can have two or three 'receptionists' with two or three conversations going on at the same time.)



Communication	Grammar areas	Culture File	Recordings on
Conversation strategies; exchanging information	present perfect vs. past simple; <i>How / How long?</i>	Starting conversations	Class CD 1, Track 26 Class Cassette 1, Side A Student CD (optional), Track 11

## A Warm-up

■ Tell students that it is quite normal in North America and Great Britain to start conversations by asking questions. (This is not the case in all cultures.)

■ Ask students to tell you all the question words they know and write them up on the board. Make sure they include: *Where?, How long?, When?, How?, What?, Why?* Check everyone understands their use.

■ Write three questions on the board to show the question form: question word, auxiliary, subject, verb.

When did you get here?  
How long have you been in Chicago?  
Where do you come from?

Point out that prepositions usually go at the end of questions. See Grammar File 12.

■ There are five tenses used in the questions in the table on page 16 in the Student's Book. Refer students to Grammar Files 7, 8, 9 and 10 and go through these together if necessary. Note that *for* and *since* are used with the present perfect tense. *Ago* is used with the past simple.

■ Write some prompts up on the board:

staying Where are ...? When ... arrive?  
Why ... you ... here? How long ...? come been

Stand in the middle of the classroom and say: *I'm a visitor from England. Start a conversation with me, using the words from the board.* Elicit questions pointing at words on the board to help. Don't worry about mistakes, but answer the questions correctly.

## B Question 1 | Listening 1.26

■ Ask students to turn to page 16 in their books. Allow them two minutes to read through the questions and answers in the table at the top of the page.

■ Play the recording once while students check the questions they hear. Ask them to compare answers with a neighbor. They could then correct their answers in class, using the Transcript at the back of the book, or correct them independently for homework, using their Student CD.

■ Play the recording once again, stopping after each of the questions for choral repetition. Check intonation and stress: *How long have you been here? How long will you be staying? What are you here for? ...*

## Practice Book

- Do Exercises 1, 3 and 4 for extra practice of tenses and questions, or give as homework.
- Use Exercise 2 as preparation to Question 2, or give as homework.

## C Question 2 | Pairwork

Students work in pairs. Each choose one person from the photographs in their books. Students then work alone. Each partner invents facts about their person. The facts must correspond to the answers in the table in their book – where the person is from, how long they've been here, where they're staying, when they got here, etc.

## Culture File 10 Starting conversations

Before proceeding to Questions 3 and 4, you could ask your students to read the Culture File. They can then add some new questions to the following activity.

## D Question 3 | Pairwork

■ Students now proceed to interview each other about the people in the photographs. Go from pair to pair checking that they are using the correct question forms.

■ You could ask one pair to do the activity in front of the rest of the class.

## E Question 4 | Writing facts

Students work alone. They either invent a character or, alternatively, imagine facts about a famous person. Students invent facts that are responses to the questions in the table and also possible answers to 'ice-breaker' questions, if they have read the Culture File.

## F Question 5 | Groupwork

Students should do this activity without using their books. Circulate around the class with your students, listening in for intonation and correct question forms. If you hear the same mistakes too often, go back over some of the grammar points which came up during the Warm-up.



Communication	Grammar areas	Culture File	Recordings on
Ordering a meal; Waiting out	want / I'll have ...; present simple routines	Lunch	Class CD 1, Track 27 Class Cassette 1, Side A

## Warm-up

Ask students to look at the photo in their books on page 10. Ask: *Where is Julie?* (She's in a restaurant / cafeteria.) *What is she doing?* (She's having lunch.) Then, get your students to brainstorm all the restaurant vocabulary they know with the person sitting next to them: *tables, chairs, waiters, forks, glasses*, etc. Close books.

Draw a menu on the board with plenty of space to write in each category:

**Appetizers:**  
**Entrées:**  
**Desserts:**

Explain that *entrée* is the main dish in the U.S.A. and that in Great Britain, people say *starter* for *appetizer* and *main course* for *entrée*.

Ask your class what they had for lunch (today or yesterday). Start by writing up what you had for lunch. Choose obvious items, e.g. **Appetizer:** mushroom soup, **entrée:** chicken with French fries, **Dessert:** apple pie with ice cream. Write up students' answers. Stop when the menu has four or five items in each category.

Students open their books and look at the menu. Ask: *Is it very different from ours?*

## Listening

1.27 

Students cover the conversation. Play the recording once twice, if necessary. Elicit Julie's meal, asking: *Why didn't she have vegetable soup?* (There was none left.) *What did she have instead?* (Thai fish cakes) *Did she have chicken?* (No, there was none left.) *What did she order for dessert?* (Lime Pie) *What sort of bottled water did she ask for?* (Sparkling)

Students read the conversation silently, then in pairs.

Answer any other questions about grammar or vocabulary. Ask students to tell you all the examples they heard of the present simple. Refer to Grammar Files 2 and 7. Remind students about the use of *I'll have* or *I'll take* when ordering in a restaurant or choosing in a store (Grammar File 10).

Play the recording once more for choral repetition: *Do you have a menu? I'll go for the specials. I'll have vegetable soup. Sounds good ... Do you want to order a dessert?*



## Question 1 | Pairwork



■ In pairs. Students use the menu in the book to role-play a waiter and customer. Ask them to ask for items that are crossed out, too. They should change roles and partners and gradually become less dependent on the book.

■ You may like to ask one pair to come up and act out their role-play in front of the rest of the class.



## Question 2 | Sorting exercise

Students should do this question alone, then check their answers with a neighbor. Answer any vocabulary questions. Refer students to Vocabulary File 4.

**Answers:** A; A or E; E; E; A or E; E; A or E; E; D; A; D; D.

### Culture File 11 Lunch

Students can read the Culture File to find information and vocabulary for the following class activities.



## Question 3 | Pairwork



■ Allow students time to read through the questions in the questionnaire about meals. In pairs, students take turns asking their partner the questions while writing the replies in the spaces on the questionnaire.

■ You could ask one or two students to report back to the rest of the class.



## Question 4 | Pairwork



Students change partners. Go from pair to pair and participate in the discussions. Decide whose lunch you prefer. If some students have little or no lunch, ask what they have for dinner.

### Extension

#### Groupwork

Students plan a lunch menu in small groups, then decide as a class which menu is the healthiest, cheapest, tastiest ...

### Practice Book

Do Exercises 1 to 3 in class or give as homework.



Communication	Grammar areas	Culture File	Recordings on
Checking in at an airport	<i>Do / Did questions; should / shouldn't</i>	Check-in	Class CD 1, Track 28 Class Cassette 1, Side A

## A Warm-up

(The next four units concern airports and flying.)

■ Tell students that they're going to learn how to check in at an airport. In small groups, give them two minutes to brainstorm all the English words they already know concerning airports and check-in.

■ While students brainstorm, write these words on the board:

Destinations:    Flight #s:    Gates:  
Documents:    Seating:    Desks:

■ After the two minutes are up, get each group to volunteer their words. Then, ask them to look at the list on the board and check that they know these words too. They can use Vocabulary File 2 and dictionaries for new vocabulary.

■ Ask students to tell you what you do from arriving at an airport to leaving the check-in desk. Using questions, elicit: *You go to the check-in desk. You show your ticket. You put your baggage on the conveyor ...*

### Practice Book

Exercise 3 gives further practice of flight vocabulary. Do in class or give as homework.

## B Listening

1.28 

(The sentences in blue are for Question 2.)

■ Ask Students to turn to page 18 in their books. Conversation covered. Students read the introduction. Ask: *Where is Jeff Kramer? Where's he going? What's he doing?*

■ Ask students to look at the words on the board and listen for the information.

■ Play the recording and elicit the flight information from individual students.

■ Ask students to read the conversation silently.

■ Answer any grammar and vocabulary questions. Students should note the use of the short answer after the closed questions about packing the baggage.

■ Students read the conversation in pairs. Go from pair to pair listening in for stress and intonation: *Do you have any baggage to check, Mr. Kramer? ... Extra legroom, if possible ... that's Flight U-A-7-5-5 to Denver ...*

## C Question 1 | Communication Activity

■ Students work in pairs using Communication Activities D and Q at the back of their books. They read through all the questions first, then Student 1 asks their partner the questions about the missing information on the Departure Board, writing down the answers in their books. Student 2 then asks their questions.

■ You can ask two students to report the correct answers back to the rest of the class at the end of the activity.

■ Answers to this activity can be found on page 76.

### Culture File 12 Check-in

Students read Culture File 12 silently. Ask if anyone has recent experience of going through security checks at an airport.

## D Question 2 | Pairwork



Students work in pairs and substitute the information on the Departures Board in the Communication Activity for the blue sentences in the conversation. Gradually encourage them to cover the text and use the Departures Board information only.

## E Question 3 | True / False questions

Ask your class to read the Restricted Articles Guidelines. Answer any vocabulary questions. Students complete this question alone. Explain that *should* and *shouldn't* are used for giving advice or making recommendations. See Grammar File 15. Correct together.

Answers: a true; b true; c false; d true.

### Practice Book

Exercise 2 provides extra practice of *should / shouldn't*. Do in class or give as homework.

## F Question 4 | Pairwork



Students with little or no flying experience should ask partners who are able to answer.

## G Question 5 | Discuss



Students change partners and discuss these questions. At the end of the activity, find out how many students had 'banned' articles.

### Practice Book

Do Exercises 1 and 4 in class to give further practice of *Do / Did* questions and short answers, or give as homework.





ommunication	Grammar areas	Culture File	Recordings on
going through a security check; polite requests	instructions	Security	Class CD 1, Tracks 29–30 Class Cassette 1, Side A


## Warm-up

Review Unit 12 briefly as an introduction to this lesson.  
Ask: *Who's at the airport?* (Jeff Kramer) *Where's he going?* (Spain) *What has he already done?* (checked in)

Ask students to turn to page 19 in their books and to look at the photos. Ask: *Where do you think Jeff is now?* *What's he doing?* *What are the people in uniform asking him to do?*

Ask: *Why do you think Security is necessary?* *What sort of things go 'beep' when you walk through the scanner?* Write these objects up on the board.

## Listening

1.29–1.30 

Students cover the conversations. Ask your class to listen for the five items they will hear talked about during the security checks in the recordings.

Play the recordings once. Students volunteer answers: *ys, camera, briefcase, MP3 player, shoes.*

Play the recording once more.

## Question 1 Discuss

Ask students to discuss the answers in small groups or with a neighbor. Correct together.

Answers: *To make sure they really were electronic items.* *He was worried that the scanner wasn't film-safe and that he would lose the pictures of her daughter's wedding.* *Because Jeff had some keys in his pocket. It might detect any metal object.*

### Culture File 13 Security

Students can read the Culture File to prepare for Question 2.

## Question 2 Pairwork



Students read the survey about security. Answer any vocabulary or grammar questions.

Explain that the gerund is used when *Do you mind* (in survey) and *Would you mind* (in conversation) are followed by a verb. See Grammar File 17. *Would you mind (opening your bag)?* is used for polite requests, and the answer is usually *Not at all* or *Yes, I would mind*. Ask individual students: *Would you mind giving me your dictionary?* *Would you mind opening the window?* ... Get them to accept or refuse.

■ The simplest form, however, of giving instructions is to use the infinitive (without *to*) with *Please*. Ask students to find examples in the conversations.

■ Students complete the survey alone, then compare and discuss their answers with a partner. You can look at the results and ask individual students to justify their answers if, for example, some have said that they prefer no security checks, or that they do mind opening their carry-on luggage!

### Extension

#### Mime game

Books closed. Give individual students cards with instructions on them. They must mime their instructions and the others must try and guess what they are doing, e.g. Card: *Put your carry-on luggage on the conveyor.* Students: *(She's) putting (her) carry-on luggage on the conveyor.*

Other instructions: *Empty your pockets. Go through the scanner. Open your briefcase. Turn on your Discman. Pick up your briefcase from the conveyor.*

### Practice Book

Do Exercises 1, 2 and 3 in class or give as homework.



Communication	Grammar areas	Culture File	Recordings on
Talking to strangers; offers; apologizing	present continuous; <i>will have to</i>	Titles and jobs	Class CD 1, Tracks 31–34 Class Cassette 1, Side A

## A Warm-up

- Remind students that Jeff has checked in, been through Security and is now in the plane about to start his flight. Ask what they think *traveling companion* means (= *someone who is traveling with you, e.g. another passenger*).
- Ask: *What do you do when you travel? Do you listen to music? Do you read? Newspapers, magazines or books? Do you like talking to people? What do you do if you don't want to talk to the person next to you? Change seats? Pretend to sleep? Ask them to stop talking?*

## B Listening

1.31 

- Ask students to turn to page 20 in their books and to cover Conversation A. Read the introduction to your class.
- Play the recording once. Ask: *Who made a mistake?* (The woman) *What was the mistake?* (She's sitting in the wrong seat.) Play the recording again. Ask: *What is Jeff's seat number?* (15C) *Was the woman sorry?* (Yes) *What did she say to apologize?* (I am sorry.)

## C Listening

1.32 


- Students cover Conversation B, but they look at the photo of the newspapers. Ask: *What do you think Jeff is going to do?*
- Play the recording twice. Do a true / false comprehension check. Elicit reactions to: *Jeff wants a magazine.* (F); *He wants 'Miami Today'.* (F); *The attendant gives him the paper he wants.* (F); *The other man wants a Denver newspaper.* (T)

## D Listening

1.33 

- Conversation C covered, play the recording once. Ask your class to tell you what the man didn't get.
- Using the photo with the headset, ask students to tell you what other things are on or around your seat when you board a plane (blanket, in-flight magazine, menu, safety card ...)

## E Listening

1.34 

- Conversation D covered, play the recording once. Ask: *Why is the plane full?* (There is a big political convention in Denver.) *Does Jeff like politicians?* (No) *What's the word he used to describe them?* (idiots) *What's the man's title?* (Senator) *Why is Jeff sorry?* (He didn't mean to be rude to the man.)

## F Apologizing

- Students read all four conversations silently.
- Ask students to make a list of the different ways of apologizing and accepting apologies that they find in the conversations. Students volunteer answers. Class repeats in chorus to practice the specific intonation and stress needed when apologizing: *I am sorry, Sorry to disturb you, I'm afraid we're ... That's quite all right ...*

## G Question 1 | Pairwork



Students work in pairs to make similar conversations to Conversations A, B and C. You could do a test-run with better students to get this started.

### Culture File 14 Titles and jobs

Students can read the Culture File to help prepare for Question 2. Ask students to tell you how titles work in their country. Ask: *Which jobs have titles? Are there different titles for married / unmarried women?*

### Practice Book

Exercise 2 provides further practice of titles and jobs. Do in class or give as homework.

## H Question 2 | Pairwork



Students read Conversation D silently. Then, with a partner, they should role-play the conversation, using the jobs and titles in the table in their books. You could do a test-run first with one student.

## I Question 3 | Matching exercise

- Students work alone, then compare with other students.

**Answers:** 1 b; 2 c; 3 d; 4 a.

- Students should note the use of *you'll have to*, a more polite way of telling someone they *must* do something. See Grammar File 15.

- Ask if someone can explain why the present continuous tense is used in the situations in the exercise. See Grammar File 7.

### Practice Book

Do Exercises 1 and 3 in class or give as homework.





Communication	Grammar areas	Culture File	Recordings on
Listening to announcements	present perfect; past simple	In flight	Class CD 1, Tracks 35–39 Class Cassette 1, Side A Student CD (optional), Tracks 12–16

### Warm-up

Ask students to turn to page 21 in their books and to look at the photo. Ask: *Where was the photo taken from? Where's Jeff now?*

Elicit from students what they know about everything that happens during a flight from take-off to landing, including announcements: *During take-off you keep your seat-belts fastened and you can't smoke or get up. The attendants serve you a meal or a drink. Sometimes you watch a movie or listen to music with a headset.*

Add: *The captain makes announcements. What does he say about?* Elicit: *The weather, Air Traffic Control problems, arrival time, the temperature ...*

Ask students to read the travel itinerary before you play the recordings. Ask questions about the itinerary in order to elicit vocabulary such as *arrival time, departure time, estimated time of arrival ...*

### Practice Book

Exercise 3 in class or give as homework.

### Listening

1.35–1.39



Explain that it can sometimes be difficult to understand the captain's announcements in a plane and that even native speakers don't understand every word of what they hear! Students don't need to understand every word to answer the questions.

Play each announcement twice. After each announcement, students do the corresponding questions alone and compare with a neighbor; then you correct together. Students often like to listen once more after correction, so play the recordings again as requested. (For announcement 4, they can either write the answers or compare them mentally. They need the travel itinerary for e.)

Alternatively, you could ask students to listen to one or two announcements on their own Student CD and answer the questions at home.

**Answers:** Announcement 1: a *Boeing 767*; b *They haven't taken off yet*; c *They can't smoke at all during the flight*. Announcement 2: a *They haven't taken off yet*; b *Mr. Amer must be worried about his connection*. Announcement 3: a *False*; b *True*; c *False*; d *False*; e *True*. Announcement 4: a *Estimated Time of Arrival*; b *7:45 p.m.*; c *Mountain Time*; c *It's 7:21 p.m. Mountain Time*; d *29° Fahrenheit*; e *No* (some students may answer yes, which is

acceptable); f *25 minutes (it was supposed to arrive at 7:20)*.

Announcement 5: a *false*; b *true*; c *false (he has 23 minutes)*.

■ Ask students to look at the Transcript at the back of their books and to read silently while you play the recording again. Student repetition isn't appropriate in this unit.

### C Grammar check

■ Students may ask about different tenses used in the announcements. Go through the appropriate Grammar Files with them.

■ Explain that *just* and *yet* are used with the present perfect tense. See Grammar File 9. *I've just done ...* is used when you have very recently completed something. Practice this: Pick up a book, pause and say: *I've just picked up a book*. Open it, pause and say: *I've just opened it*. Ask individual students to do the same and make sentences.

■ *Yet* is used in the negative and in questions (*already* is used in the affirmative). We say *yet* when we expect, or know that, something will happen. It goes at the end of the sentence: *The plane hasn't taken off yet. Has the captain spoken yet?* Students can practice both negative and question forms in pairs. Write up some prompts on the board: *Have lunch. Finish your English lesson. Do your homework. See your boss ...*

### Practice Book

Do Exercises 1 and 2 in class to give further practice of the present perfect and the past simple, or give as homework.

### Culture File 15 In flight

Students read the Culture File silently. Ask what sort of services may have to be paid for on budget airlines. Ask if anyone has recent experience traveling on a budget airline and what they had to pay for.

### Extension + Writing practice

To review Units 12 to 15, ask students, alone or in pairs, to write a report of everything Jeff did from arriving at Orlando airport to landing in Denver. Help students to get started: *First, he went to the check-in desk and gave his ticket ...*





Communication	Grammar areas	Culture File	Recordings on
Using, understanding numbers; paying compliments	<i>be</i> past simple; past simple	Numbers, temperature	Class CD 1, Track 40 Class Cassette 1, Side B Student CD (optional), Track 17



## Warm-up

■ Check that everyone understands *Congratulations!* Ask: *What do you congratulate people for?* Elicit: *Birthdays, weddings, when they are successful, job promotions ...* Ask: *Have you ever been congratulated by your boss? What for?* Ask students to tell the rest of the class what happened. If nobody has ever been congratulated, ask what they think might happen when your boss congratulates you. Elicit: *You get a pay raise. They invite you to lunch. You get a bonus ...* Help with vocabulary.

■ Introduce Wilbur Meeks to the class. Ask them to look for him in the introduction at the beginning of the book. Have them tell you what he does and who he works for. Explain to your class that Wilbur is one of those people who does everything wrong.



## Question 1 | Listening

1.40

■ Ask students to read all of Question 1 (and questions a to h) silently.

■ Answer any vocabulary and grammar questions. See Grammar File 8 for the past tense of the verb *be* and the past simple.

■ Ask students to try and predict the story from the questions. Elicit suggestions: *Wilbur was probably in the Chief Executive's office. They talked about a contract. There was a mistake ...*

■ Students read the questions and listen to the recording. They write the answers alone. They may ask you to play the recording again. Students compare answers with a neighbor. They could then correct together in class or alternatively, listen to the recording again on their own Student CD at home and correct their answers.

**Answers:** a *The Chief Executive's office*; b *No, he wasn't*; c *Because he didn't understand why the boss was so pleased*; d *He thought the new contract was big*; e *No, he didn't*; f *No, it wasn't*; g *It was only worth \$5,000*; h *There was a period missing in the figure.*

■ Students can then read the Transcript at the back of their books.

■ Play the recording once more for selective choral repetition. Students repeat the direct speech only: *Good going, Meeks – a tremendous job. Sit down. Have a cigar! ...*

## Culture File 16 Numbers, temperature

Give students time to read and absorb the information in the Culture File to provide help for the following questions. Ask questions about the information in the Culture File. Write some of the numbers on the board and ask students to find what they refer to in the text.



## Question 2 | Say figures out loud

Students repeat the figures in chorus and individually.



## Question 3 | Matching exercise

■ Students work alone matching the figures with the words.

**Answers:** 314692 = *Three, one, four, six, nine, two*;  
314,692 = *Three hundred (and) fourteen thousand six hundred (and) ninety-two*; 314.692 = *Three hundred and fourteen point six nine two.*

■ Explain that the numbers after the point are usually said separately, and the use of *and* is optional (as illustrated above.) Explain also that hotel room numbers, telephone numbers, flight numbers and street numbers are often said separately.



## Question 4 | Matching exercise

Students work alone matching the number labels on the picture to the words, then compare answers with a neighbor. Correct together. See Vocabulary File 1 for Math signs.

**Answers:** 1 *all clear*; 2 *clear*; 3 *square root*; 4 *percentage*;  
5 *multiply*; 6 *divide*; 7 *subtract*; 8 *memory constant*;  
9 *subtract from memory*; 10 *add*; 11 *add to memory*;  
12 *equals*.



## Question 5 | Say figures out loud

Individual students volunteer to say the numbers out loud, and class repeats in chorus. You may want to ask students to write the figures out in full.



## Question 6 | Communication Activity

In pairs, students turn to Activities E and R in their books and choose one each. They read the instructions carefully and do the game.

## Practice Book

Do Exercises 1 to 4 in class or give as homework.





Communication	Grammar areas	Culture File	Recordings on
Introductions; Greetings in the home; Manners	present perfect; <i>used to do</i> ; reflexive pronouns	Etiquette	Class CD 1, Tracks 41–44 Class Cassette 1, Side B

## Warm-up

Units 17 and 18 are linked.)

Ask: *Have you ever had dinner at your boss's house? Are you nervous? Is it common in your country to do this? What about getting together with work associates / colleagues in the evening? Do you use first names?*

Explain that in the U.S.A. work associates often get together in the evening after work.

Ask students to turn to page 23 in their books and to look at the photo. (Students met Wilbur in Unit 16.) Ask: *Who is this? Who do you think the woman is? How do you think they feel? What is Charlene doing?*

## Listening

1.41

The phrases in color are for Question 1.)

Ask your class to read the introduction to the conversations.

Students cover Conversation A. Play the recording once. Ask: *What did Mrs. Devereux call them when they arrived? (Mr. and Mrs. Meeks) What did Charlene call Helena? (Mrs. Devereux) Who decided to use first names? (Mrs. Devereux) How did Charlene introduce herself and her husband? ("My name's Charlene and this is Wilbur.")*

## Listening

1.42

Conversation B covered, play the recording twice.

Ask students to try to finish the sentences. Stop and start the recording: *How long have you ...? Only ... We love ... I used to ...*, etc. Students may ask you to play the recording again.

## Listening

1.43

Conversation C covered, play the recording once. Ask: *Where was Max until now? (in the kitchen) What is he organizing? (dinner)*

## Listening

1.44

Conversation D covered, play the recording twice. Ask your class to answer the following in chorus: *How do you ask someone to pass a plate / the salt and pepper? (Could you pass me a plate / the salt and pepper (please)?) What do you say when you lift your glass / you start eating? Cheers / Enjoy your meal.*



## Grammar check

- Students read Conversations A to D silently.
- Students may ask you about the tenses. The present perfect continuous is used in *How long have you been living in Seattle?* because the action started in the past and still continues. See Grammar File 9. Ask individual students: *How long have you been living here / learning English / working here?* Students should answer with *for* or *since*.
- Wilbur says *I used to work in the London office* because it was something he did regularly in the past, but which is now finished. See Grammar File 8. Ask individual students: *Where did you use to work / live?* Elicit: *I used to work / live in ...*
- Explain the reflexive pronoun. This pronoun usually emphasizes that the speaker, and not another person, does the action, e.g. *He built his house himself. She makes her clothes herself.* The expression *Help yourselves to salad*, however, is an idiomatic use of the reflexive pronoun.



## Question 1 Role-play

- Ask your class to repeat after you in chorus all the phrases in color in Conversations A to D to prepare for the role-play: *My husband's told me so much about you. Let me take your coats ...*
- Students work in groups of four to role-play similar conversations to Conversations A to D. They can use their own names if they prefer. Listen in for intonation and stress.



## Question 2 Role-play

Students form new groups of four to role-play a dinner party. They can pile up books for plates, use pencil sharpeners for salt and pepper ... Give students time to read through the instructions to the activity and choose roles. Let them have one or two test runs first. You may like to ask one group to do the whole role-play in front of the rest of the class at the end.

### Culture File 17 Etiquette

Students read the Culture File silently. Answer any vocabulary questions. Ask: *Do you have the same rules? Which ones are different? How are they different? What other rules can you think of?*

### Practice Book

Do Exercises 1 to 3 in class or give as homework.





Communication	Grammar areas	Culture File	Recordings on
Thanking; saying goodbye; apologizing	<i>to hope / 'd better</i>	Socializing	Class CD 1, Tracks 45-46 Class Cassette 1, Side B

## A Warm-up

(This unit is linked to Unit 17.)

Ask students to turn to page 24 in their books. Check that everyone understands *courtesies*. Draw attention to the photos. Ask: *Who are the people sitting on the sofa? Where are they? Who's Max? How do you think Wilbur and Charlene feel? Why do you think Max is sleeping?* There are no 'right' answers for the last two questions at this stage.

## B Listening

1.45

(The sentences in color are for Question 1.)

■ Students cover the conversation. Play the recording twice. Correct any warm-up questions now. Then do a true / false comprehension check. Elicit reactions to: *Wilbur and Charlene have just had lunch.* (F); *Charlene told Helena the meal was terrible!* (F); *Wilbur was sorry about the carpet.* (T); *Charlene likes fur coats.* (F); *Charlene and Wilbur are walking home.* (F); *Max is sleeping.* (T).

■ Students read the conversation silently.

■ Play the recording again for choral repetition to practice stress and intonation.

■ Ask: *What sort of person do you think Helena is like? Do she and Charlene have much in common?*

## C Question 1 | Key phrases

■ First, ask the class to repeat after you in chorus the key phrases in the conversation shown in color and the alternatives listed.

■ Students may ask for grammatical explanations: *We have to go ... you'll have to come over ... We'd better go ...* and *We should do ...* are obligations used as polite forms here. See Grammar File 15. *I hope ...* and *I'm sure ...* are, again, used only to start sentences in polite conversation.

■ Students work in groups of three and replace the key phrases in color with the alternatives to make similar conversations.

■ Listen in and check intonation and stress: *It's time we were going. It was a wonderful evening. It's our turn next time ...*

■ Suggest to students that they highlight or make a list of the phrases from Units 17 and 18 that they feel comfortable saying. Although it's important to understand them all, point out that they only need to be able to use one or two from each set.

## D Question 2 | Pairwork

1.46

■ Students read the conversation while you play the recording.

■ Students work in pairs. They write a list of polite excuses to leave a social event.

■ Students then role-play the end of a social event with their partner, using the conversations and the expressions in Question 1. If necessary, have a test-run with one student first.

## E Question 3 | Discuss

■ Class as a whole discuss the questions.

**Answers:** *Because he spilled something on the carpet.*

*She said it was wrong to kill little animals for fur.*

*Maybe because Wilbur was so boring, or because he ate or drank too much, or maybe he was just tired after a long day!*

### Culture File 18 Socializing

■ Students read the Culture File silently. Ask some comprehension questions: *Why do Americans prefer to entertain at home? What sort of gifts do you take? What should you do when you meet the business acquaintance again?*

■ In small groups, students can compare socializing in their countries and in the U.S.A. Ask one student from each group to report back at the end of the discussion.

### Practice Book

Do Exercises 1 to 4 in class or give as homework.

### Extension

#### End of lesson game

Put the whole class around a 'dinner table' or at a cocktail party (standing). Students can't leave the classroom until they've found a polite excuse for getting away, and of course, they can't use an excuse that's already been used by another student.





ommunication	Grammar areas	Culture File	Recordings on
hopping; sizes	present vs. past; <i>May I ...?; made in</i>	Weights and measures	Class CD 1, Tracks 47–50 Class Cassette 1, Side B Student CD (optional), Tracks 18–21

## Warm-up

Indoor shopping centers are found in most countries nowadays and are called *malls* in the U.S.A. Ask your class to look at the photo. Ask: *What are malls? Do you have malls in your country? Do you like shopping in malls? What's nice about malls?* (choice, no rain, everything's together ...) *Do you go shopping when you travel? What kind of things do you buy? What would you buy if you went to the U.S.A.?*

Students study the photo on page 25 in their books. Ask: *What's the brochure for? What can you see on the left-hand page / on the middle page? Where's the list of stores? What kinds of stores are there? Which are the biggest stores?*

For lower level classes, prepare for the conversations by asking: *Where would you buy jeans / sweaters? What about sports shoes? And toys?*

## Question 1 | Listening 1.47–1.50

Ask your class to read the introduction. Explain that it is not the object of this exercise to understand everything. Listen to the recordings twice. Students fill in the table during the second listening. They will probably ask you to play the recordings again. Correct together.

**Answers** (names of stores may vary): 1 *The Sweater Center, sweater, for her husband, \$89.95*; 2 *Kiddies Korner Toys, video game, for an 8-year-old boy, \$39.99*; 3 *Blue Jean Haven, jeans, for herself, \$42.66*; 4 *Kinsey Sports, sports shoes, for her daughter, \$89.45*.

### Extension

For homework, students can listen to Conversations A to D again on their own Student CD and write down any further details about the items being bought. They can then use the Transcripts at the back of the book to check the information.

## Question 2 | Pairwork

With a partner, students take turns asking and answering questions about the stores in the mall. They will be able to find the vocabulary from the Key (right-hand page of the brochure). Give an example: *What can you buy at Top Shirts?* (You can buy T-shirts.)

### Practice Book

Exercises 1 and 2 can be done in class as preparation for the role-play in Question 3, or given as homework.

## D Question 3 | Pairwork

- First, ask students to read the Transcripts of the conversations silently.
- Before starting the pairwork activity, answer any grammar questions. Point out the use of *May I?*, a more formal form of *Can I?* See Grammar File 16. You may like to practice the passive form *made in Italy*, etc. with your students. Point to objects, e.g. the CD player, and ask individual students to say where they think they are made: *It's made in Japan ...* See Grammar File 11. For any questions regarding the present and past tenses used in the conversations, refer students to Grammar Files 7 and 8.
- Students then read the conversations in pairs. Listen in for stress and intonation: *Can I help you? The pink and gray one? No, the blue one. It's for my husband ...*
- Students choose four people they want to buy presents for. They should also decide what they would like to buy for each of the people.
- With their partner, they role-play the conversations, changing the words in blue in the Transcripts. As they become more at ease, get them to change partners and gradually do the role-plays without the book.

## E Question 4 | Discuss

Students prepare notes alone first, then compare in small groups.

### Culture File 19 Weights and measures

Students read the Culture File silently. Ask how many students know their clothes size, shoe size, height or weight in the U.S. system.

### Practice Book

Do Exercise 3 in class or give as homework.

### Extension

#### Further discussion

For or against malls? Are town stores losing business because of malls and out-of-town supermarkets? Will town stores exist at all in the future? How will people who don't drive manage to shop if they all close?



Communication	Grammar areas	Culture File	Recordings on
Requests for assistance; offers of help	I'll ... / Could you ...?; will for future	Cars	Class CD 1, Tracks 51–54 Class Cassette 1, Side B

## A Warm-up

- Write hotel lobby on the board. Ask: *What does this mean?*
- Ask students to open their books at page 26. Using the photo, ask: *What sorts of things do you do in a hotel lobby?* Elicit: *You reserve a room. You pick up your keys from the front desk. You ask the concierge for information. You wait for people ...* Students volunteer answers. They can also use Units 7 and 8 for ideas.
- Ask: *Who works in the hotel lobby?* Teach and write up: *bell captain, valet, Front Desk Clerk.* See Vocabulary File 3.

## B Listening

1.51 

(The words in blue are for Question 1 only.)

- Read the introduction.
- Conversation A covered. Play the recording once. Ask: *What does the guest want? What does the valet need to know? What model is the car? Where is it? What's the valet going to do?*

## C Listening

1.52 

Conversation B covered. Play the recording twice. Play it once more, stopping after: *Welcome to the ... Are you ... Step over to the ... I'll look ... You're ...* Get students to finish the sentences.

## D Listening

1.53 

Books open, Conversation C covered. Play the recording twice, then read the conversation changing certain words: *Could you call me a taxi? ... Yes, sir ... Worldwide Entertainment Center ... take a seat in the reception ... It'll be fifteen minutes ...* Students interrupt and correct you as you read.

## E Listening

1.54 

Play the recording of Conversation D twice. Then ask: *What is he waiting for? Does he have a reservation? What time will the bus be there?*

## F All conversations

- Students read all conversations silently. Refer them to Vocabulary File 3.

- Get students to drill *Could you ...?* and *I'll ...* in pairs. Write up prompts on the board: *open the window / phone the airport / lend me your pencil / get some coffee ...* Practice with one student first: *Could you give me your book, please?* Elicit: *Yes, I'll give it to you right away ...*
- Play the recordings 1.51 to 1.54 again, asking students to repeat the guest's role in chorus each time: *Could you get my car, please? ... It's in lot B ... Could you call me a cab, please?*

## G Question 1 | Pairwork



- Students work with a partner to role-play similar conversations in a hotel lobby. They change the words in color only. Ask them to change roles and redo the four conversations.
- Take advantage of Question 1 to review colors. Brainstorm colors and shades of colors together. Ask students to say the colors of objects in the classroom or people's clothes.
- Go over the time if this causes any difficulty. However, students generally have no problem with digital time.
- You could also look at different kinds of transportation, e.g. bus, car, train ... and the places where you catch or park them: station, parking lot ... Point out to students that *parking lot* is used in the U.S.A. whereas British people say *car park*.

## H Question 2 | Communication Activity

- With a partner, students turn to Activities F and S and role-play asking for information about hotel facilities.
- Using dictionaries and Vocabulary File 3, review the vocabulary needed for this activity. Make sure everyone can say the ordinal numbers: *third, twelfth, eleventh*, etc.
- Answers to this activity can be found on page 77.

### Culture File 20 Cars

Students read the information in the Culture File silently. Ask one student to volunteer to draw a car on the board and label the parts.

### Practice Book

Do Exercises 1 to 4 in class or give as homework.





ommunication	Grammar areas	Culture File	Recordings on
Starting a conversation; Continuing a conversation	Instructions; Present perfect + ever	Maintaining a conversation	Class CD 1, Tracks 55-56 Class Cassette 1, Side B

## Warm-up

Check that your class understands *fitness* and the effective *fit*. Ask: *What do you do to keep fit?* Ask students how often they go to keep-fit activities. Put students in two groups: the 'healthy group' and the 'unhealthy group' and give them two minutes to brainstorm words they associate with *healthy* (sports, yoga, vegetables, fresh air ...) or *unhealthy* (smoking, candy, alcohol, pollution ...). Collectively. One student from each group writes the words on the board. Use dictionaries, or help with new vocabulary.

Ask students to turn to page 27 and to look at the photo of the unit title. Ask what a *fitness center* is. Ask: *Where are the people? What are they doing? Do you think they know each other? If not, what could they be saying?* Elicit expressions learned in Unit 10 for starting conversations.

## Listening

1.55

Students cover Conversation A, but look at the Fitness Center board in their books.

Play the recording once. Ask students which facility Keiko wants to use.

Students read the conversation silently. They then work in pairs and change the word *pool* for other facilities in the Fitness Center.

## Question 1 | Listening

1.56

Students read Question 1 and Conversation B.

Elicit facts about Sue-Ellen and Keiko from individual students. You can ask: *Where are the two women?* (in the swimming pool) *What is Keiko doing in L.A.?* (She's visiting her company's L.A. office.) *Has she been to L.A. before?* (no) *What part of Japan is she from?* (Kobe) *Does the man know where it is?* (yes) *Does she know Japan?* (Yes, she went there a couple of years ago.) *Where is the woman from?* (Houston, Texas)

Students read the conversation again while you play the recording.

■ Play the recording once again for choral repetition of the sentences used to maintain the conversation: *Where are you from? Have you ever been there?*

■ For the second sentence above, see Grammar File 9. Drill this with your class. Write up on the board:

Mark / Tokyo

Anna / Madrid

Paul / Paris

Sarah / New York

Ask individual students: *Has Mark ever been to Tokyo?*

They reply: Yes, he has. Students continue with a neighbor.

## Culture File 21 Maintaining a conversation

Students read the information in Culture File 21 in order to prepare for Question 2.

## D Question 2 | Pairwork



Students read the business cards silently. Each partner takes a role and lists facts from the card about that person. Students then use the facts to role-play a conversation in the Fitness Center, based on Conversation B.

## Practice Book

Do Exercises 1 to 3 in class or give as homework.

## Extension

### Role-play

Students role-play the conversation in Question 2 based on their own business cards or true facts about themselves.





Communication	Grammar areas	Culture File	Recordings on
Discussing / comparing experiences	present perfect; past simple	Business events	Class CD 1, Tracks 57–59 Class Cassette 1, Side B Student CD (optional), Tracks 22–24

## A Warm-up

- Ask students to look at the photos on page 28 in their books and to tell you what the events could be. Elicit: *trade fair, presentation, training course*.
- Ask students to discuss with a neighbor the purpose of trade fairs and other business events: *to promote business, to inform people, to train people, to make contacts, to socialize*, etc.
- Don't ask students about their personal experiences of business events at this stage; this will be covered fully in the unit.

## B Question 1 | Listening 1.57–1.59

Students listen to all three speakers and match the speakers to the pictures.

**Answers:** *Speaker 1 = top right picture; Speaker 2 = bottom right picture; Speaker 3 = left picture.*

## C Question 2 | Listening 1.57

- Ask students to read all of the questions before they listen to the recording.
- Play the recording once. Students decide if the statements are true or false while listening, or afterwards if they prefer.
- Students compare their answers with a neighbor. Correct together.

**Answers:** *a false; b false; c true; d false; e true.*

- Students can listen to this recording at home on their Student CD (Track 22) to correct the false answers to this question.

## D Question 3 | Listening 1.58

- Students read all the questions before they listen.
- Play the recording twice. Students can discuss the answers to the questions with a neighbor.
- Ask individual students to answer the questions.

**Answers:** *a quite a few; b three; c one on communication skills in the workplace, one on management, and one on presentation materials; d five days; e yes, she learned about software; f the section on computer hardware.*

## E Question 4 | Listening 1.59

- Students read all the statements.
- Play the recording once or twice while students check the correct statements in their books. They then compare answers with a neighbor.

**Answers:** *a He's at a trade fair now; b He's made some useful contacts; c He's given away 200 business cards.*

### Culture File 22 Business events

Students can read the Culture File to help prepare for the following question.

## F Question 5 | Pairwork

- Before putting students into pairs to interview each other, you may like to review the past simple and present perfect tenses with your class. The first question in the questionnaire is a general question about past experience. The following questions require answers about specific past events. See Grammar Files 8 and 9.
- Students work with a partner. They read all the questions and answers in the questionnaire before starting to interview each other.
- If your class is young and have not yet attended business events, ask them to answer the questions for someone else, e.g. a parent, an acquaintance, one of their teachers, their boss ...
- At the end of the activity, ask individual students to report back their partner's answers to the rest of the class.

### Practice Book

Do Exercises 1 to 3 in class or give as homework.

### Extension

#### Student CD (Tracks 22 and 24)

For extra homework, students can listen to Speakers 1 and 3 again on their Student CD. Ask them to count the number of times they hear Speaker 1 use the past simple tense, and the number of times Speaker 3 uses the present perfect. They should check the answers by reading the Transcript. If they prefer, they can read the Transcript while they listen, and underline the examples of the tenses.

**Answers:** *Speaker 1 uses the past simple eleven times. Speaker 3 uses the present perfect five times.*





ommunication	Grammar areas	Culture File	Recordings on
uitable topics of onversation; making ocial conversation	present and past tenses	Topics of conversation	Class CD 1, Track 60 Class Cassette 1, Side B


## Warm-up

This unit deals with talking to people you've just met. Students are now familiar with greetings, introductions (Units 2 and 9) and starting conversations (Unit 10).

Ask your class what they talk about with people they've just met. Elicit topics of conversation and write them on the board. Then ask students to choose topics they would talk about with: the boss's husband or wife, a sales representative, somebody famous, the local mayor or a new friend during a first meeting.

Ask students to turn to page 29. They look at the title, the introduction to the conversation and the photo. Ask: *Who are the people in the photo? What are they doing? Is Wilbur holding the menu? What's he holding? Do the two men know each other? What sort of lunch is this?* Then ask students to suggest what they could be talking about and to explain what they think *small talk* means.

## Question 1 | Listening

1.60 

Conversation covered. Play the recording once. Ask students: *What does Wilbur want to talk about?* (the contract / business) *What does Marcus want to talk about?* (food / the weather) Get students to summarize as much of the conversation as they can.

Ask students to read Question 1 silently. Make sure they understand the questions. Ask them to listen for the answers to these questions, then play the recording again. Students answer the questions.

**Answers:** a *a clam chowder (a thick soup of clams [shellfish] and vegetables, very popular in the U.S.A.); b No, he hasn't; c It's in his soup!*

You can also ask: *Why does Marcus like New Orleans?* (it's the place for seafood.) *What time of year is it?* (the fall) *What will Wilbur offer Marcus if he takes the contract?* (a 10% discount)

Students read the conversation silently.

Explain any grammar or vocabulary problems. Students may ask about the tenses. See Grammar File 9 for *Have I ever been to ...* See Grammar File 7 for the use of the present simple with verbs like *love, feel ...*

Play the recording once more for choral repetition: *Great! He's the soup ... Now, I wanted to explain more about the contract ...*

## Practice Book

Exercises 2, 3 and 4 provide further practice on present and past tenses. Do in class or give as homework.

## C Question 2 | Small talk topics

- Students read Question 2 silently. Then, compare with the topics you wrote on the board during Warm-up. Decide together which topics are not suitable for small talk: *medical problems, the news (if political), religion, money, politics, certain jokes ...* Answers may vary according to the nationality of your students.

## Culture File 23 Topics of conversation

- Students read the Culture File silently. Compare together the topics on the board with the information in the text.

## D Question 3 | Introducing topics

- Using the 'right' topics only from Question 2, ask students to prepare sentences, mentally, or in writing, with the phrases in Question 3. Refer them to the right-hand column of Vocabulary File 6.
- You could then put your students in pairs and ask them to prepare suitable answers to the questions and practice them together. Give an example: Q: *Are you interested in gardening?* A: *Well, yes, I am, but I have so little time for my garden.* Tell them that it's usual to return the question: *And what about you? Do you like gardening, too?*
- Get students to mingle, asking and answering these questions.

## E Question 4 | Make a conversation

- Using the phrases from Question 3, students ask questions with the 'wrong' topics from Question 2.
- Teach them to change the subject politely, e.g. Q: *Did you hear about the boss's new salary?* A: *Well, I didn't actually. Tell me, are you interested in the theater?*

## Practice Book

Do Exercise 1 in class or give as homework.





Communication	Grammar areas	Culture File	Recordings on
Talking about menus; food	<i>would like; won't;</i> present perfect	Food taboos	Class CD 1, Tracks 61–62 Class Cassette 1, Side B

**A Warm-up**

- Brainstorm countries and their food specialties. Ask: *What food do you associate with Italy?* Elicit: *pizza, lasagne, spaghetti ...* Ask about Spain, France, China, the U.S.A., etc. Ask about the various specialties. *Are they sweet / spicy / hot?* Use dictionaries or explain these new adjectives. Ask: *Has anyone ever eaten anything really strange in another country? Did you ever have to refuse something politely?* Ask: *Is there a specialty in your country that you think I wouldn't like?* (France: frogs legs, Japan: raw fish ...) Ask how these things are prepared. Students often like talking about the food of their country.
- Mention that Americans say *specialty* while the British say *speciality* (and add an 'i').

**B Listening**

1.61

- Ask students to turn to page 30 in their books. Conversation covered. Draw an alligator on the board with an arrow pointing to its tail. Play the recording once. Ask students to tell you what they understood about the alligator. You will probably have to play the recording again. Ask questions to elicit: *It's a local specialty in Florida. They eat the tail. It's just for tourists. It tastes like chicken. There's a farm outside Orlando ...* Ask: *Did they eat the gator tail?* (No)
- Students read the conversation silently.
- Check that everyone understands the use of *would you like?* and *I'd like ...* *Would you* and *I'd* are polite forms of the verb *want*.
- Make sure your students know that *won't* is the negative of *will*. See Grammar File 10.
- Play the recording again and get students to repeat Ian King's role in chorus: *This is my first visit to Florida. Sounds fine. You're kidding me ...*

**C Question 1 | Listening**

1.62

- Students read the dialog alone. Answer any further questions about grammar or vocabulary. See Grammar File 9 for *Have you ever eaten ...?*
- Students read the dialog again while you play the recording.

**D Question 2 | Pairwork**

Students work with a partner to make similar dialogs, substituting the underlined words from the dialog in Question 1 with those from lines a to d.

**E Question 3 | Vocabulary**

- Students work alone.
  - They compare answers with a neighbor. Correct together.
- Answers:** Starters – *Gazpacho, Clam Chowder, Escargots*  
Entrées – *Gator tail, chicken, Grouper, Red Snapper, Escargots, Sashimi*  
Desserts – *Key Lime Pie*

**F Question 4 | Communication Activity**

- Students work in pairs. They turn to Activities G and T and choose a role each. Students read the whole activity before starting to ask questions.
- For the first part of the activity they have to ask and answer questions about the items on the menus.
- For the second part, they discuss the items.
- Answers to this activity can be found on page 77.

**Culture File 24 Food taboos**

Students read the Culture File silently. Ask them to highlight all the 'food' and 'animal' words. Make sure everyone understands them.

**G Question 5 | Pairwork**

Students work in pairs. If you have a mixed-nationality class, have your students work with a partner from a different culture. Using Vocabulary File 4, students prepare menus and describe them to their partner. Choose some interesting specialties and ask individual students to describe them to the whole class.

**Practice Book**

Do Exercises 1 to 4 in class or give as homework.

**Extension +****Recipe game**

Photocopy recipes from a cook book or download them from the Internet. Cut them up, separating the ingredients from the cooking instructions. Give each student a piece of a recipe. Students mingle and put the recipes together. The more similar the recipes are, the more difficult this game will be.





Communication	Grammar areas	Culture File	Recordings on
telephoning; clarifying; asking for clarification	present simple	Phones	Class CD 2, Tracks 1–3 Class Cassette 2, Side A Student CD (optional), Tracks 25–27

### Warm-up

Make sure everyone knows the pronunciation of letters. Practice spelling names of students, places and characters in the book.

Dictate names and addresses (use your address book, company directory, etc.) to your class and ask individual students to write them up on the board.

You could also review set expressions for the phone: *Can I speak to ...? Hold on, please. I'll connect you ... Can I take a message? ...*

### Listening

2.01

Students read the introduction alone. Refer students to vocabulary File 3 if necessary.

Play the recording. Students write the answers as they listen.

**Answers:** 2, 8, 4, 9, 6, 1 + room number, 743.

Play the recording again while students read the transcript at the back of their books.

Ask your class to identify the telephone expressions they read and hear, e.g. *Please hold. This is the operator. How can I help you? I'd like to speak to ...* Compare with the expressions you found during Warm-up.

Answer any further vocabulary or grammar questions.

### Listening

2.02

Students should read through the whole activity (introduction, spelling chart, note about the spelling chart) before you play the recording.

Play the recording. Students circle the letters as they hear them. You could ask one student to do the exercise on the board. The others can correct afterwards.

**Answer:** PANCHBHAVI

### Question 1 | Listening

2.03

Students use the spelling chart in their book.

Play the recording while they check the words that are the same in their language. Ask them to compare their answers with a neighbor.



### Question 2 | Pairwork



■ Students work with a partner and ask each other the questions in the book.

■ You could ask different students to report back some of their partner's answers.

#### Practice Book

Students can use the spelling chart in Exercise 4 to do Question 3.



### Question 3 | Spelling chart

Students work alone and choose words for their own spelling chart.



### Question 4 | Pairwork



Students work with a partner. Using their new spelling chart from Question 3, they take turns to spell the names.

#### Culture File 25 Phones

■ Students read the Culture File silently. Ask them to write the words in their language for star, pound (hache), cell phone, etc.

■ You could take advantage of this Culture File to review countries and nationalities: *Australia – Australian*, etc. Students can complete the list with countries where they have either worked or had personal contacts.

#### Practice Book

Do Exercises 1 to 3 in class or give as homework.

#### Extension

##### Student CD (Tracks 25–27)

For further practice at home, students listen to the recordings again on the Student CD and read the Transcript at the back of the book. Ask them to highlight all the useful telephone expressions in the Transcript.





Communication	Grammar areas	Culture File	Recordings on
Using the Internet; talking about the Internet	instructions / imperatives; punctuation	The Internet	Class CD 2, Track 4 Class Cassette 2, Side A Student CD (optional), Track 28



## Warm-up

- Ask students to work with a neighbor and brainstorm all the different things you can do on the Internet. Write students' answers up on the board. Elicit: *search for and download information, use chat rooms, buy airline tickets*, etc. (Don't ask students to discuss what they do on the Internet at this stage; this will be covered at the end of the lesson.)
- Ask what *www* and *http* mean: *worldwide web* and *hypertext transfer protocol*.
- Ask if anyone doesn't like using the Internet and get them to explain why!



## Question 1 | Web page

Students work alone and find the words that are the same in their language. Ask them to think of other words they find in computing which are either the same in their language or have been adopted from English, e.g. *software, PC, virus*. Students can refer to Vocabulary File 5.

## Practice Book

Exercise 1 can be done to prepare Question 2, or given as homework.



## Question 2 | Vocabulary

- Students find the meaning of the words in dictionaries or by consulting other students if they're not sure.
- Ask individual students to give definitions of the words.



## Question 3 | Symbols

- Students work alone writing the symbols. They compare their answers with a neighbor.

**Answers:**

dot	.
forward slash	/
back slash	\
hyphen	-
colon	:
line	—
parentheses	( )
plus	+
arrows	→ ←

- You may like to check that students can say e-mail symbols correctly, too. Check: *dash* (-), *underscore* (\_), *dot* (.), and *at* (@).



## Question 4 | Listening

2.04



- Students read the introduction and the list of instructions
- Play the recording while students number the instructions as they hear them.

**Answers:** 1 Key in the site address; 2 Go to 'clients' on the menu; 3 Choose 'search'; 4 Key in 'NSW media'; 5 Key in the password.

- You could also ask students to write the site address and Julie's password, or they could do this at home listening to the recording on their own Student CD (Track 28).
- Check that your class understands that instructions and imperatives in English require the verb only: *Choose 'search'...* The negative imperative is *Don't + verb*, e.g. *Don't press 'send'. Don't double-click ...*
- Ask students to read the Transcript at the back of their books and highlight or underline all the Internet vocabulary. You may prefer to ask them to do this at home using the Student CD (Track 28)
- They can read the Transcript with a neighbor to practice saying the symbols.

## Culture File 26 The Internet

Students can read the Culture File silently to help prepare for Question 5.



## Question 5 | Discuss

- Students work in pairs or in small groups to discuss what they do on the Internet. They read the question and options first and check their answers.
- At the end of the discussion, say each Internet activity out loud and ask for a show of hands to see how many people do it. Ask one person each time to give more information about the site they visit or the information they search for, etc.

## Practice Book

Do Exercises 2 and 3 in class or give as homework.





Communication	Grammar areas	Culture File	Recordings on
going through immigration; form-filling; personal details	<i>How long</i> + future plans; instructional language	Immigration control	Class CD 2, Track 5 Class Cassette 2, Side A Student CD (optional), Track 29

## Warm-up

Ask: *Where do you go in the airport after you land?* Elicit each: *You go through Immigration.* Ask: *What are the reasons for Immigration control?* Elicit: *to stop criminals, illegal immigrants, for statistics, to stop drugs, terrorists, etc.*

Ask: *Have you ever completed an immigration form? In which country? Did you understand all the questions?*

Ask students to turn to page 33 in their books. Give them a few minutes to read the I-94 form and the I-94 instructions in the book, alone. They can use dictionaries for vocabulary, or ask you to explain new words. Discuss any questions together.

## Listening

2.05

Students complete the conversation alone. Answers will vary. The aim is to understand the questions and find suitable answers. You can help lower levels by adding that Kim is coming to the States for three weeks on business.

Play the recording. Students compare Mr. Kim's answers to what they've written. Play the recording again, stopping a short time after Mr. Kim speaks so your class can write in answers.

Students read the conversation in pairs. Listen in for intonation and stress: *Good morning. Where have you come from? Seoul, Korea. Fine. May I see your passport? ...*

### Practice Book

Exercise 2 can be used to prepare Question 1, or given as homework.

## Question 1 | Pairwork



First, make sure everyone understands that *How long ...?* is used to ask about a period of time. The present continuous has a future use here. See Grammar Files 7 and 10.

Students work in pairs and ask and answer the questions in their books.



## Question 2 | Pairwork



Change pairs. Students take turns to ask each other the questions and fill in the forms. Tell students to invent the information where necessary. If necessary, provide model questions, e.g. *What's your family name? What's your first name? ...* You could ask one pair to work on the board, then at the end of the activity, two other students can read back the forms on the board to the rest of the class to practice the third person: *(His) family name is Goya. (He) was born in Seville. (He) boarded in Madrid ...*

### Practice Book

Exercise 1 provides practice of filling in a form. Do in class or give as homework.



## Question 3 | Pairwork



Students can use the I-94 forms they completed in the previous question to role-play the conversation with an Immigration inspector. They work with a new partner.



## Question 4 | Discuss

If students have limited experience of going through Immigration, you could discuss with them how Immigration control works in their country. Is it strict or relaxed? Does a foreigner need a visa to enter their country?

### Culture File 27 Immigration control

Students read the Culture File alone. Ask which students have visited the U.S.A. and if they needed a visa or not.

### Extension

#### Student CD (Track 29)

For further practice, ask students to listen to the recording again at home and read the Transcript. They then rewrite Mr Kim's role in the conversation as if they themselves were visiting the United States.





Communication	Grammar areas	Culture File	Recordings on
Dealing with problems	past simple irregular verbs; sequences in the past	Airline baggage	Class CD 2, Tracks 6–8 Class Cassette 2, Side A Student CD (optional), Track 30

### A Warm-up

■ Ask: *What do you do after you've been through Immigration control? Elicit or teach: You pick up your baggage at the baggage claim.* Students look at the photo on page 34 in their books and tell you what's happening. Ask: *Why do you think Wilbur looks upset? Elicit: He's waiting for his baggage, he's getting impatient, his baggage maybe hasn't arrived ...*

■ Ask: *Do you take a lot of luggage with you when you travel? Too much? Too little? Just enough? What do you always forget?*

### B Listening

2.06



■ Books open, Conversation A covered. Students read the introduction. Play the recording once. Ask: *What does the woman hate doing?* (waiting for baggage) *Why is she nervous?* (Her suitcase was lost last year.) *What's she asking Wilbur?* (if they've ever lost his suitcase) *Whose baggage arrived?* (the woman's)

■ Students read Conversation A silently, then in pairs.

■ Play the recording once more for choral repetition to practice intonation and stress: *I hate waiting for baggage, don't you? Mine always seems to be the last ...*

### C Listening

2.07



■ Conversation B covered. Ask students to listen for specific details: the flight number, the identification on Wilbur's baggage, what Wilbur will have to write, what the insurance will pay for.

■ Play the recording twice. Ask one student to write the answers on the board with help from the others.

**Answers:** *RRA 438; name, address, zip code, telephone number; itemized list of contents; the things Wilbur needs right now.*

■ Students read the conversation silently, then in pairs.

■ Answer any grammar or vocabulary questions. Students should note the use of the irregular verbs in the past simple: *came, had ...* See Grammar Files 8 and 18. You could include a spot check on irregular verbs, using Grammar File 18.



### Question 1

#### Listening

2.08



■ Play the recording of Conversation C once or twice. Students underline the stressed words as they listen and compare their answers with a neighbor.

**Answers:** *a I, You; b found; c bad.*

■ Students don't read the Transcript yet (next question).



### Question 2

#### Listening

2.08



■ Play Conversation C again. You may need to play the recording twice. Students work alone and check the places where the baggage went. Correct together.

**Answers:** *Seattle, Bangkok, Hong Kong, L.A., Bologna.*

■ Students can listen again to the recording on their Student CD (Track 30) and read the Transcript at home, highlighting verbs in the past simple.



### Question 3

#### Pairwork



Give students two minutes to prepare lists alone, then compare with a partner. Discuss together, and go through vocabulary for clothes and belongings.



### Question 4

#### Discuss

Discuss any students' experiences of lost baggage, together or in small groups. If nobody has ever lost baggage, put students in pairs and ask one partner to imagine they've lost their baggage. The other is the airline representative. They role-play the situation.

#### Culture File 28 Airline baggage

Students can read the Culture File silently. Ask your class to find the verbs that can be connected with baggage: *arrive, barcode, track, mark, locate.* Ask them to find others: *carry, pack, unpack, open, close, fasten ...*

#### Practice Book

Do Exercises 1 to 4 in class or give as homework.



ommunication	Grammar areas	Culture File	Recordings on
going through Customs	<i>may / can for permission; Do you have ... (anything to declare)?; How much / many ...?</i>	Allowances	Class CD 2, Tracks 9-10 Class Cassette 2, Side A Student CD (optional), Track 31


## Warm-up

is completes the units on arriving at an airport.)

Ask: *Once you've been through Immigration and picked your baggage, then where do you go?* Elicit: *Customs.*  
 <: *Have you ever been stopped at Customs? Have you  
 r been asked to open your suitcase? What happened?*  
 it personal experiences, not necessarily in the U.S.A.

Ask: *What must you declare at Customs?* Elicit: *large  
 ounts of money, goods to sell, guns, alcohol and  
 acco over the allowance, etc. ...* and write them up on  
 board. Then ask students to turn to page 35 in their  
 oks and to look at the photos. Explain any new  
 abulary. Ask them to explain why the items are  
 hibited at U.S. Customs. (Plants, meats, fruit,  
 etables: possible risk of introducing unknown bacteria,  
 ess, insects ...; Liquor-filled candy: could be eaten by  
 ldren; Ivory: prohibited in an effort to save elephants.)  
 k: *Is it prohibited to bring these items into your country?*

## Listening

2.09 

Students cover the conversation. Play the recording  
 ce. Ask what the Customs Officer asked Mr. Kim.

Students read the conversation silently, then out loud  
 pairs.

Answer any vocabulary or grammar questions. Students  
 ould note the use of *may* when giving permission. *Can* is  
 o correct, but less formal. See Grammar File 16. You  
 uld also review indefinite pronouns with your class. See  
 ammar File 3.

## Question 1 | Listening

2.10 

Students fill in the gaps alone. Answers will vary.

Play the recording twice, stopping and starting the  
 cond time to let students complete the conversation  
 rectly. Correct together.

If you prefer, students can listen again to the recording on  
 ir Student CD (Track 31) and look at the Transcript to  
 rrect their sentences at home.

### Culture File 29 Allowances

Students read the Culture File silently. Ask students to  
 rk with a neighbor and make a list of items you can buy  
 duty-free stores.



## Question 2 | Pairwork



- Students read and fill in the Customs Declaration Form alone. They will have to invent some of the answers. Go around the class helping and giving ideas where necessary.
- In pairs, students take turns finding out what's on their partner's form. Ask one pair to volunteer to do an interview in front of the whole class at the end of the activity.



## Question 3 | Communication Activity

- In pairs. Students turn to Activities H and U and choose one each. They read through the whole activity first before starting the role-play. Make sure everyone understands the difference between *How many ...?* and *How much ...?* See Grammar File 6.
- Answers to this activity can be found on page 29.



## Question 4 | Discuss

Class as a whole or in small groups. Students can use the list of items already on the board as a base for the second question. Explain the word *smuggle*.

### Practice Book

Do Exercises 1 to 4 in class or give as homework.

### Extension +

#### Role-play

Prepare cards with prohibited items. Students role-play going through Customs. Give a card to each 'customs officer.' This is what they're going to find in their partner's suitcase! Each 'passenger' must explain why they have the item, where they have just come from, who it's for, etc. Change cards around and start again. Here are some ideas for cards (if you have a large class, you can repeat the cards): \$100,000 in a toiletries bag, some German sausage meat in a sock, a bag of mangos, some French snails, 20 ivory bracelets.



Communication	Grammar areas	Culture File	Recordings on
Asking for and giving street directions	prepositions of place and movement; instructions	Walking in the U.S.A.	Class CD 2, Tracks 11–13 Class Cassette 2, Side A Student CD (optional), Tracks 32–34



## Warm-up

- Ask: *Do you have a good sense of direction? Are you good at following maps, or do you get lost easily? Do you give good directions to other people?*
- Elicit previous knowledge. Ask: *How do I get from here to the nearest café / bus stop / train station / food store? ...* Get students to direct you to various places nearby. They can draw plans on the board to help you understand. Discreetly repeat their directions, correcting any mistakes, e.g. Student: *You go on the left on the corner ...* You: *OK. I turn left at the corner ...*, etc.
- Ask students to turn to page 36 in their books and to look at the map. Talk about Hollywood: *Where exactly is it? Why is it famous?*



## Question 1 | Abbreviations

- Class as a whole find the abbreviations on the map.  
**Answers:** *Blvd.; Ave.; St.*
- Ask students to name a few boulevards, avenues and streets on the map.



## Question 2 | Find on the map

- Students can work with a neighbor to find the places. Correct together.  
**Answers:** a *Union Station*; b *Paramount Pictures*; c *Dodger Stadium*; d *Our Lady Queen of the Angels*; e *Chinatown*.



## Question 3 | Listening 2.11

- First, explain to your class that they shouldn't try and understand every word. The aim is to follow the map and directions.
- Students look for the Hollywood High School (top left of map). Play Conversation A (2.11). Ask: *Where does the man want to go? Why can't the first person he asks help him? Does the second person he asks know the Walk of Fame? Does he know how to get there? Is he very helpful? What does the woman want to know? Does she know the way?*
- Play Conversation A again and elicit different ways of asking the way. Write these up on the board. Students repeat in chorus: *I'm trying to get to the Walk of Fame. Do you know how to get to the ...?*



## Question 3 | Listening 2.12

- Play the recording of Conversation B twice. Students follow the directions given by the woman.
- Ask someone to repeat the directions.
- Ask: *Why didn't she just stay on Sunset?*



## Question 3 | Listening 2.13

- Play the recording of Conversation C twice.
- Ask someone to repeat the directions given by the kid.
- Ask: *How did the man ask the way?* Add this to the other ways of asking the way on the board. Ask why the kids were so excited.

### Culture File 30 Walking in the U.S.A.

Students read the Culture File silently. Ask them to highlight or underline all the words referring to roads, cities and districts and find the equivalent in their language. Ask how the British say *downtown* (town centre), *sidewalk* (pavement), *parking lot* (car park).



## Question 4 | Pairwork

- First, give your class a few minutes to study the boxes and prepositions. Answer any questions. Students repeat some of the directions in chorus after you: *Go left. Take a right. Go across Vermont Avenue.*
- In pairs, they take turns to ask for and give directions using the map.

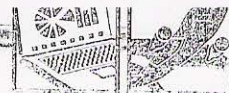
### Practice Book

Do Exercises 1 and 2 in class or give as homework.

### Extensions

- Students read the Transcripts of all three conversations at the back of their books. Ask them to underline the prepositions of place and movement in the conversations. They can then turn to Grammar File 13, section 2, and Grammar File 14 to check any new prepositions.
- Students can do this alone at home using their Student CD (Tracks 32–34) if you prefer.





Communication	Grammar areas	Culture File	Recordings on
telephoning; indirect questions and statements	indirect questions; <i>when</i>	Daylight Savings Time	Class CD 2, Track 14 Class Cassette 2, Side A

## Warm-up

k: *Can anyone explain what time zones are? How many are there? Ask students to look at the map on page 37 in their books. Ask: How many time zones are there in the S.A.? In Europe? Asia? Africa? ... (Students could find out the answers to these questions for homework, for example looking them up on the Internet.) What are the problems business communications caused by time zones? Joining people.) What about air travel? Ask if anyone ever goes long-distance. Where to? How do they feel? Talk about lag.*

## Listening

2.14

Conversation covered. Play the recording once.

Ask your class to listen again and tell you afterwards if:

Wilbur is calling *from the Boston office or from home*  
8:00 a.m. in *Boston* or in *Seattle*  
Seattle it's *11:00 a.m.* or *5:00 a.m.*  
Eastern time is *ahead of* or *behind* Pacific time.

Students may ask you to play the recording again.

Also ask: *How do you communicate with someone in a different zone? Elicit: By sending a fax or e-mail.*

Students read the conversation silently, then in pairs.

Answer any vocabulary or grammar questions. Make sure everyone can make indirect questions. *What time is it?* comes (*Do you know*) *what time it is?*

Play the recording once more for choral repetition, to practice the intonation of the telephone phrases in the conversation. One half can repeat Wilbur's part, the other half Mr. Devereux's: *Hello? This is Max Devereux. Good morning, Mr. Devereux. How are you today? ...*

## Practice Book

Exercises 2 and 3 provide further practice on direct and indirect questions. Do in class or give as homework.

## Question 1 Pairwork



Students take it in turns to ask and answer the questions.

Answers: a Los Angeles – 2:00 p.m.; Paris – 11:00 p.m.; London – 10:00 p.m.; Taipei – 6:00 a.m. the next day; Moscow – 1:00 a.m.; Mexico City – 4:00 p.m.

Hape Town – 8:00 p.m.; Melbourne – 4:00 a.m. the next day; Beijing – 2:00 a.m. the next day; Rome – 7:00 p.m.; Bogotá – 1:00 p.m. the previous day; Buenos Aires – 0 p.m.



## Question 2 Make sentences

Students work alone and write their sentences about the time in different cities. Go around the class after a few minutes to check and correct. Ask students to read out a sentence each afterwards.



## Question 3 Find out

In pairs, students can look on the map to find out the time differences.

Answers: a 3 hours; b 3 hours; c (answer to be calculated depending on where you are).



## Question 4 Pairwork



Using Question 3 as a model, students choose towns on the map and ask and answer similar questions.

## Culture File 31 Daylight Savings Time

Students read the Culture File. Ask if they have Daylight Savings Time in their country and how it works.



## Question 5 Role-play

Students change pairs to role-play a telephone conversation similar to the one between Max and Wilbur. You could do a test-run first with a good student. Make sure students use correct telephone phrases: *This is ... calling from ...* As this is a telephone role-play, you could ask students to sit back-to-back. Get one pair to volunteer to act out their role-play in front of the others at the end of the activity.

## Practice Book

Do Exercises 1 and 4 in class or give as homework.





Communication	Grammar areas	Culture File	Recordings on
Ordering breakfast; explaining	<i>have (something) done</i>	American breakfasts	Class CD 2, Track 15 Class Cassette 2, Side A Student CD (optional), Track 35

## A Warm-up

■ To prepare students for the conversation, review some of the language already learned. Ask your class to look through their book if necessary, and tell you all the different ways of greeting people. Elicit and write up on the board: *Hi! Hello! Good morning. How are you?* etc.

■ Then ask students to find expressions used when asking for things. Elicit and write up on the board: *I'd like ... Could / Can / May I have ...?* etc.

■ Finally, ask students to find different ways of offering things. Elicit and write up on the board: *Would you like ...? Will that be ...? Do you want ...?*

■ Ask your class to look at the photo on page 38 in their books. Ask *What is the woman doing?* Elicit: *She's taking his order. She's asking him what he'd like for breakfast.*

## B Question 1 | Complete the dialog

■ Students work alone. They choose words from the Farmer's Breakfast and the Waitress's role to complete the conversation.

■ Refer students to Vocabulary File 4 and Culture File 32 for this activity.

■ Answers will vary.

## C Question 2 | Listening

2.15

■ Play the recording once. Students compare what they wrote with the recording.

■ Play the recording once more, stopping after each missing word, or words, for correction. Students compare their answers with a neighbor. Correct together or students can correct at home, listening to their own Student CD (Track 35) and using the Transcript.

**Answers:** *sunnyside up, bacon, grits, coffee, orange, coffee and juice.*

## D Question 3 | Find answers

■ Students read the questions and find the answers in the conversation.

**Answers:** a *sunnyside-up, over-easy, poached or scrambled*; b *when the egg isn't turned over*; c *something that is not a main dish but an extra*; d *pancakes*.

■ Answer any other questions about vocabulary and grammar. Students should note the passive structure *have your eggs poached ...* See Grammar File 11. Write different ways that food can be cooked on the board:

poached   scrambled   boiled   grilled  
fried   roasted   baked   stewed

Ask individual students: *How do you have your eggs / steak / fish / vegetables / potatoes?* Elicit: *I have them / it fried / baked / stewed ...*

### Culture File 32 American breakfasts

Using Vocabulary File 4 and dictionaries, students read the Culture File silently to help prepare for Question 4.

## E Question 4 | Discuss

Class as a whole or in small groups discuss breakfast in their own and other countries. If you have a mixed-nationality class, ask individual students to explain what they usually have for breakfast. Discuss which is most healthy.

### Practice Book

Exercise 1 can be used to prepare Question 5, or given as homework.

## F Question 5 | Pairwork



■ Students read the room service card, alone.

■ In pairs, they role-play a conversation about breakfast, choosing items from the card and using the expressions on the board. They change roles. You could then ask students to role-play a guest ordering their breakfast from a room service telephone operator: *This is Room 301. I'd like a grapefruit juice, a bowl of granola, some coffee and two muffins.* Check that everyone is using *a, some, a bowl of, a glass of*, etc. correctly.

### Practice Book

Do Exercises 2 and 3 in class or give as homework.

### Extension

Student CD (Track 35)

For extra practice at home, students can listen to the recording again on their Student CD and read the conversation in their books. Ask them to rewrite Ian King's role as if they were ordering breakfast for themselves.





Communication	Grammar areas	Culture File	Recordings on
Conversation strategies; inquiring after people	Describing people; adjectives	Describing people (1)	Class CD 2, Tracks 16–17 Class Cassette 2, Side A

### Warm-up

Review different ways of starting conversations. Students refer to Units 10, 14, 21 and 23, and Vocabulary File 6.

Then, write up some prompts on the board:

- you're at a cocktail party.
- you're both early for a meeting.
- you're sitting next to each other on a plane.
- you're stuck in an elevator together.

Ask students to start appropriate conversations for each of these situations. Each role-play should last no longer than 5 minutes. Keep this activity going until you feel your students are doing it quite fluently. Change pairs around and practice with weaker students yourself. Then ask some pairs to volunteer to act out conversations in front of the others.

Ask students to look at the photos and at the map at the beginning of the book. Ask: *Who works for the same company? What could they talk about?* Elicit their jobs and people they both know. Explain that Ryan and Consuela already know each other. Ask: *What could they talk about?* Elicit family among the suggestions.

### Question 1 | Listening

2.16



Ask students to turn to page 39. They cover Conversation A, but read the introduction. Ask: *Do Keiko and Natalie know each other? How long ago did they meet?* Play the recording twice. Students look at Question 1 and write the answers in complete sentences. Correct together.

**Answers:** a *He works in the New York office;* b *She works in the Paris office;* c *He's tall, with a beard and glasses;* d *She met them at the Osaka film festival.*

Students read the conversation silently, then in pairs. Answer any vocabulary or grammar questions.

Point out or elicit some common adjectives used to describe people: *tall, small, slim, plump, thin, dark, fair*, etc. Remind students that adjectives go before nouns. Your class should also note both ways of describing people: – with the verb *be*: *He is bearded*, or with the verb *have*: *He has a beard*. Give other examples, e.g. *She has blue eyes. He is blue-eyed*. Ask students to work with a neighbor and practice describing some of the other students near them.



### Question 2

### Listening

2.17



- Students cover Conversation B, but read the introduction.
- Play the recording once. Ask students to say *Stop* each time they hear a question about family. Ask: *Who did they talk about?* (their families) *Who's Marguerite?* (Ryan's wife) *Enrique?* (Consuela's husband) *Laura?* (Ryan's daughter) Students read the conversation alone and highlight the answers to Question 2. They compare answers with a neighbor.

**Suggested answers:** a *It's great to see you again;* b *And how are the kids?* c *... you must come over and visit us;* d *I'd love to.*

- Teach students other family vocabulary. Ask one student to be 'teacher' and write up their family tree, explaining: *This is my mother, my father, my sister, her husband, my niece ...* Students can use dictionaries to find the words and help the student who is at the board.



### Question 3

### Discuss

Class as a whole, or in small groups. If you have a mixed-nationality class, make sure you have different nationalities in each group. Explain to your class that in the U.S.A. and in Britain, it is perfectly polite to ask about someone's family. If you've met the family, it can even be considered rude *not* to ask about them. (In some cultures, this is not the case.) Also, it is common to invite colleagues to your home, especially when they've come some distance. Students can refer back to Culture File 18.

#### Practice Book

Do Exercises 1 to 3 in class or give as homework.

#### Culture File 33 Describing people (1)

Students read the Culture File silently. You could use this text to review world regions, continents and populations.



Communication	Grammar areas	Culture File	Recordings on
Talking about other people	relative pronouns; adjectives	Describing people (2)	Class CD 2, tracks 18–19 Class Cassette 2, Side A

## A Warm-up

■ Ask: *Do you have launch parties, cocktails, or end-of-year parties in your company (or, for college students, parties at the end of the semester?) What are they like? Who goes – just the company staff, or partners, too? Where do they take place? In the company or at a restaurant?*

■ Check that everyone knows what a sit-com is: a situation comedy, usually a 30-minute weekly, but sometimes daily television show.

■ Introduce or elicit previous knowledge of the relative pronouns: *who* and *that* when talking about people. Ask students to turn to the introduction of the book and look at the portrait photos of the main characters. Give an example using the relative pronoun:

*Who's Max Devereux?*


*He works for Devereux Computers.*

*He's the man who works for Devereux Computers.*

*He lives in Seattle.*

*He's the man that lives in Seattle ...* Get students to practice this in a chain using the other characters. Write an example on the board.

## B Listening

2.18–2.19 

■ Ask students to turn to page 40 in their books. Conversations covered, students read the introduction. Play the recordings once. Ask students if they heard examples of *who* (relative pronoun, not question word).

■ Play the recordings again. Ask students to say *Stop* when they hear the relative pronoun *who*. Students repeat the sentences in chorus to practice saying the relative pronoun: *Tony, who's that man who's talking so loudly?*

■ Ask some comprehension questions: *Who's the producer of 'Pals'?* (Mark Harris) *What does he look like?* (He's bald with a mustache.) *How did Ashley guess who his wife is?* (Because she's the only one who isn't laughing at his jokes.) *Why is Ashley at the party?* (Her husband works for WWE.) *What gaffe did the man make at the end of the conversation with Ashley?* (He called Ashley's husband a "funny little man.")

■ Students read the conversations silently, then in pairs.

■ Answer any other vocabulary or grammar questions.

■ Review adjectives and the order of adjectives. See Grammar File 4. Ask students to underline all the adjectives in the two conversations.

## C Question 1 Practice of who's / who

■ Students work with a neighbor and make as many logical sentences as they can from the three lines in the box, using *who* or *who's*.

■ Students write the answers to questions a to d alone, then compare with a neighbor. Correct together.

**Answers:** a *He's the tall attractive guy who's telling them about the program.* b *She's the dark-haired woman who works for Mexican TV.* c *They're the ones who starred in the sit-com.* e *That's the person who works in the Design Department.*

## D Question 2 Ask questions

Students work with a partner. One person looks at the photos of the people, while the other chooses questions from the table to ask about them.

## E Question 3 Pairwork



■ Students work in pairs to ask and answer questions about the people in the photos. They should first practice saying the example question and answer in the book.

■ They then take turns asking and answering questions about the other five people.

## F Question 4 Communication Activity

■ Students work in pairs. They turn to Activities I and V at the back of their books and choose one each.

■ Students read through the whole activity silently. Make sure that students understand the prepositions. You could draw the plan on the board and ask individual students to come up and indicate the following positions: *across from*, *between* and *on the left of*.

■ Students work together and seat the characters. Person 'f' is already placed. They take turns giving the instructions, with student I beginning first.

■ Leave the plan on the board and ask one student to write up the answers at the end of the activity.

### Culture File 34 Describing people (2)

Students read the Culture File silently. You can turn this into a short exercise by reading out words and asking your class to find the 'not polite', 'more polite' or 'most polite' version.

### Practice Book

Do Exercises 1 to 4 in class or give as homework.





Communication	Grammar areas	Culture File	Recordings on
Describing things; ticking to a point; topping interruption	comparative, superlative; <i>How wide / long / high etc.</i>	Comparing things	Class CD 2, Tracks 20–21 Class Cassette 2, Side A Student CD (optional), Tracks 36–37

## Warm-up

Ask your class to turn to page 41 in their books and to look at the photo of the Devereux Egg III. They read the information next to it. Ask: *What is this? What's it used for? Do you own one?* Ask someone to describe it.

Elicit from your class adjectives they already know which could be used to describe computers and computer equipment, and write them up on the board in a column: **all, expensive, reliable, easy-to-use ...** Ask students if they know the opposite of these adjectives and write them in a second column. They can use dictionaries to complete the second column.

Using a few objects in the classroom, pre-teach *How big / long / wide ... is it?* Show the objects to the class and elicit appropriate *How* questions. Answer the first ones yourself, then elicit suitable answers from individual students: *It's about 20 centimeters wide; it's quite cheap; 30 centimeters long ...*

## Question 1 | Discuss

Students work with a partner or in small groups and discuss the questions. If your class is not very 'technical', ask one student who is, to present information about media storage to the others.

## Question 2 | Listening 2.20

First, students read through the whole of Question 2. Ask if students what sort of language Kelly is using. Elicit, or explain that these are expressions used for stopping or giving interruptions in conversation.

Play the recording once. Students follow the instructions in the book.

Answers: K; K; W; K; W; K.

Play the recording once again, stopping for choral repetition after the phrases in the book. Students check their answers.

Students can listen to the recording once again at home on their Student CD (Track 36) and read the Transcript at the back of their books.

## D Question 3 | Listening 2.21

Students read the Dimensions table in their book. Check that everyone understands *height, width* and *length*.

Play the recording once or twice. Students complete the information as they listen. They then compare their answers with a neighbor and use the Transcript at the back of the book to check.

If you prefer, you can ask students to check the answers alone at home, using their Student CD (Track 37) and the Transcript.

Answers: Height – 3.95 cm; Width – 4.82 cm; Length – 7.76 cm.

## E Question 4 | Presentation

Students work alone, using the Transcript and the information in Question 4, and prepare a short presentation about EGG III. They can then present it to a neighbor.

### Culture File 35 Comparing things

Students read the first part of the Culture File and Grammar File 4 for more information about comparatives and superlatives. Ask students to work with a neighbor. They put two or three objects on their table and compare them. Give examples: *My pen is longer than yours. Your bag is smaller than mine, etc.*

Students read the second part of the Culture File. If you have sales people in your class, ask them to give other tips about sales techniques.

## F Question 5 | Communication Activity

Students work with a partner. They turn to Activities J and W at the back of their books and choose one each. They read through the whole activity first.

You may prefer to give them time to write their questions about the scanners: *How wide / deep / thick is it? ...*

Students complete the information in the table and correct together. Answers to this activity can be found on page 79.

### Practice Book

Do Exercises 1 to 3 in class or give as homework.





Communication	Grammar areas	Culture File	Recordings on
Job descriptions; daily routines; working conditions	frequency adverbs; time expressions; <i>have to (do)</i>	Working times	Class CD 2, Tracks 22–27 Class Cassette 2, Side A Student CD (optional), Tracks 38–43

## A Warm-up

- Ask your class to brainstorm industrial sectors and service industries. Write the words up on the board. Elicit: *I.T., Finance, Banking, Insurance, Retail, Manufacturing ...*
- Then, ask them to work with a neighbor and list job titles they already know: *computer engineer, accountant, assistant, manager, doctor, purchaser ...*

## B Question 1 | Job sectors

Students turn to page 42 in their books and look at the photos and the sectors in Question 1. They write the sector in the space next to the name on the photo.

**Answers:** Mark – *Hotel and catering*; Susan – *Healthcare*; Ingrid – *Retail*; Oliver – *Engineering*; Lee – *Office / Business*; Emily – *Sales*.

## C Question 2 | Pairwork



Students work with a partner to guess the information about the people's jobs. Students should write their ideas on a separate piece of paper. Answers will vary.

## D Question 3 | Listening 2.22–2.27



- Tell your class that the first activity is to match the voices to the name. You could also ask students to note the job of each person.
- Play the recordings once. Correct together.

**Answers:** 2.22 – *Mark (chef)*; 2.23 – *Ingrid (sales assistant)*; 2.24 – *Lee (customer services)*; 2.25 – *Susan (nurse)*; 2.26 – *Oliver (construction engineer)*; 2.27 – *Emily (sales executive)*.

## E Question 4 | Listening 2.22–2.27



- Play the recordings once again. Students complete the table with the information from the recording. They compare their answers with a neighbor. You may need to play the recording again.
- Students turn to the back of their books to read the Transcript and check their answers. Ask individual students to give the answers for each character.
- Ask your class to compare the correct answers with their answers to Question 2.

- Answer any grammar or vocabulary questions. Students should note the position of adverbs of frequency (before the verb). See Grammar File 5.

- There are a lot of time expressions in these descriptions. Students should note that they go mostly at the end of sentences, or after the object of the sentence. You could divide your class into six groups and give each group a character. Students read the Transcript for their character and look for all the adverbs of frequency and time expressions.

- If you prefer, students can listen to the recordings again at home on their Student CD (Tracks 38–43), choose a character and do the above activity.

- Students should also note the use of *have to / don't have to* to talk about obligation. See Grammar File 15.

### Practice Book

Exercise 2 gives practice of *have to*. Do in class or give as homework.

## F Question 5 | Pairwork



- Students turn to the Introduction on page 4 in the Student Book. They work with a neighbor and guess each character's working hours, vacation, what they wear, etc.
- Ask individual students to report back on each character to the rest of the class.

### Culture File 36 Working times

Students read the Culture File silently to help prepare for Question 6. Answer any vocabulary questions. Students will discuss their own working conditions in the following question.

## G Question 6 | Discuss

Students read through the whole question first. They may prefer to make notes next to the questions. They compare their working conditions with those of their neighbor. Ask individual students to report back to the rest of the class.

### Practice Book

Do Exercises 1, 3 and 4 in class or give as homework.





Communication	Grammar areas	Culture File	Recordings on
Talking about vacations; describing places	descriptive language; <i>was like</i> ; question words	Vacations	Class CD 2, Tracks 28–31 Class Cassette 2, Side A Student CD (optional), Tracks 44–47

### Warm-up

Ask your class to brainstorm different sorts of vacations. Write about ten answers up on the board. Elicit: *relaxing vacations, water sports, winter sports, the seaside, cultural visits, adventure, theme parks*, etc. Ask what the advantages each vacation are. Elicit adjectives and reasons like: *healthy, cheap, interesting* ... Then ask what the advantages of each vacation are: *expensive, difficult to organize, not interesting for the kids* ...

Ask your class to look at the photos on page 43 in their books. Ask: *Where could these places be?* Write students' suggestions up on the board and keep for Question 2.

### Question 1 | Descriptions

Students look for the words among the description phrases in their books. They can work with a neighbor.

**Answers:** groups of people – *singles, couples, families, kids, seniors*.

Adjectives – *active, famous, good, great, nice, fine, beautiful, perfect, quiet, fresh, educational, expensive, romantic, healthy, exciting, dull, bad*.

### Question 2 | Listening 2.28–2.31

Ask your class to read Question 2 including the table (in Question 3).

Play the recordings once. Students write the number of each picture next to the name of the speaker. Correct together.

**Answers:** Max – 3; Charlene – 2; Wilbur – 1; Helena – 4.

### Question 3 | Listening 2.28–2.31

Play the recordings again while students listen for the phrases in the box at the top of the page. Students may be asked to write the words and phrases on a separate piece of paper.

Students compare their answers with a neighbor, then read the Transcripts to correct. They may also listen to their own Student CD at home (Tracks 44–47) to check their answers.

Answer any other vocabulary or grammar questions.

**Answers:** Max – *Plenty of things to do, Fine for a weekend walk, Educational*.

Charlene – *Romantic, Great weather, Great for couples*.  
Wilbur – *Perfect for families, OK in bad weather, Romantic*.  
Helena – *Perfect for winter sports, Great scenery, Plenty of fresh air, An active vacation, Good for shopping*.

■ Compare answers with students' suggestions during Warm-up.

### E Question 4 | Pairwork

■ Students read the instructions to the activity and the questions in the table alone.

■ Answer any grammar questions. By now, students should be quite familiar with tenses and question forms. See Grammar Files 8 and 9 for past tenses and the present perfect, Grammar File 10 for *going to*, and Grammar File 12 for questions. You may need to explain *What was it like?* This is another way of saying *How was it?* The answer is usually an adjective. See Grammar File 12.

■ Students work with a partner and take turns asking and answering the questions about vacations. You may like to repeat the activity by asking students to change partners and start again without their books.

#### Practice Book

Exercises 1 to 3 provide further practice of the above grammar points. Do in class or give as homework.

### F Question 5 | Describe

This can be done as a writing activity alone, or as a speaking activity with a partner.

#### Culture File 37 Vacations

Students read the Culture File alone. Ask students to talk about the national days or special holidays in their country.

#### Extension Student CD

For further practice in class or at home, ask students to listen again to the recordings, then read the Transcript. They write questions to the speakers using *What was / were ... like?* For example, to Max Devereux: *What was Chicago like? What was the art museum like?*





Communication	Grammar areas	Culture File	Recordings on
Making airline reservations; booking a ticket	would; comparisons; I'll ...	Air tickets	Class CD 2, Track 32 Class Cassette 2, Side A Student CD (optional), Track 48



## Warm-up

- Elicit different ways of reserving airline tickets: *You can reserve by Internet or phone, go to the travel agency or the airline office, go through your company's travel agency ...* Ask students to give you the information needed when reserving a flight: *date, time of day, destination, return date, class, name ...* and write this in a column on the board. Then, elicit the information the travel agent gives back: *confirmation of dates, exact times, destinations, class, name of airline, flight numbers, transfer ...* Write this up in a second column on the board.



## Question 1 | Reading

- Give students about five minutes to read the introduction, the options (under Question 3) and the conversation. They complete Nancy Lee's sentences. Explain that there are no right answers. The aim of the activity is to find appropriate answers. Students can use Vocabulary File 2 and dictionaries. If they prefer, they can work with a neighbor.
- Answer any grammar questions. Students should note the use of *I'd like ...* and *would that be ...* used as polite forms of *want*. See Grammar File 16. Point out also the use of the future *I'll* when offering help. See Grammar File 10.
- Students working alone can compare their choices with a neighbor.



## Question 2 | Listening

2.32

- Play the recording once or twice while students write in the correct answers. Ask individual students to tell you what they wrote and what they heard. Correct together.

**Answers:** Round-trip; Fixed; non-stop; Coach; What's available?; Cathay Pacific 11:45 one; Window.

- Draw attention to the columns on the board. Ask: *What information did Nancy give?* (destination, kind of flight, date, return date, class, time of day, seating preference) *What information did she receive?* (costs, times, name of airlines, connecting flights) Add any words not found during Warm-up on the board.

- Students can listen to the recording once again at home on the Student CD (Track 48), for further listening practice.

## Culture File 38 Air tickets

Students read the Culture File silently. This information will help prepare for the following questions. Ask your class to underline the words in the Culture File that they can find in the completed conversation.



## Question 3 | Pairwork



- With a partner, students read the conversation in the book about booking a flight, but choose different options from the box. They can read it again, changing roles.
- Walk around the class listening in and helping with intonation.

## Practice Book

Exercise 1 can be used to prepare the following role-plays, or given as homework.



## Question 4 | Communication Activity

- Students work with a partner. They choose either Activity K or X at the back of their books and read through the whole of their role.
- Make sure that everyone understands that they will role-play two conversations – one as a customer, and one as a travel agent.
- At the end of the activity, ask some pairs to role-play their conversations in front of the rest of the class.



## Question 5 | Pairwork



- Students first read through all of the questions about flying. Answer any further vocabulary questions.
- If necessary, pair students who don't often use planes with those who do.

## Practice Book

Do Exercises 2 and 3 in class or give as homework.





Communication	Grammar areas	Culture File	Recordings on
Restaurant and theater reservations; credit card slips	passive: <i>printed, assigned, were sold out</i>	Paying over the phone	Class CD 2, Tracks 33-34 Class Cassette 2, Side B Student CD (optional), Track 49

## Warm-up

Ask students what information is needed when reserving a table at a restaurant and write it up on the board. Elicit: *name, the number of people, the time*. Ask: *Why do you have to make reservations at restaurants?* Elicit: *Because the restaurant is popular, it's Saturday night, there're with a group of people, you want a good table ...*

Ask what sort of restaurants your students prefer: Chinese, French, Indian, Mexican ...? Are there any vegetarians in your class?

Finally, get your students to look at the photo on the left page 45 in their books and read the introduction to the conversation. Ask: *What's Hussein doing?* Elicit: *He's writing information in his agenda ...* Ask: *What sort of restaurant do you think Worth the Earth is?*

## Listening

2.33

Ask students to imagine they're Hussein and to take the reservation. Play the recording once. Students write the reservation information as they listen.

To correct, ask one student to write up the information on board, helped by the others. Ask: *What else did Jessica ask about?* Elicit: *She asked if they have a vegetarian menu.* Ask: *What did Hussein reply?* Elicit: *He replied that they have at least three vegetarian dishes on the menu every day.*

Play the recording once more for choral repetition: *Hello, Worth the Earth. Hussein speaking. Oh, hello. Do you have a table for a party of six? ...*

Students read the conversation silently, then in pairs with a neighbor.

## Practice Book

Exercise 1 can be used to prepare Question 1 or given as homework.

## Question 1 | Pairwork



Students work with a partner to role-play calling a restaurant to reserve a table. Have a test-run with one student first, if necessary. Students should do the role-play twice, changing roles. Encourage students to pretend they're calling restaurants they know and like.



## Question 2

## Listening

2.34

- Students read through the whole question and the credit card slip, alone. Answer any vocabulary questions.
- Play the recording twice while students write down the information on the credit card slip.
- Students compare their answers with a neighbor. Correct together.

**Answers:** Type of card: *MasterCard*; Account number: *0003 8426 5951 0079*; Expiration date: *5/12*; Name: *Mr. Michael J. Robertson*; Seat numbers: *ZZ54, 55, 56, 57*; Total deduction: *\$182*.

- Ask other comprehension questions about the conversation: *Why was Michael annoyed at the beginning of the conversation?* (because all the box office lines were busy) *What is he reserving tickets for?* (Carmen) *What night?* (Thursday) *Where did he want to sit?* (in the center close to the stage) *Why didn't he take seats in the lower balcony?* (because they didn't have four seats together)

- Students read the Transcript at the back of their books. They should note the use of the passive form. See Grammar File 11. You could ask them to underline the examples of the passive they find in the Transcript and compare with a neighbor.



## Question 3

## Pairwork



Students can use their own credit cards for this activity, but make sure they change their card number to protect themselves.

## Culture File 39 Paying over the phone

Students read the Culture File silently. Ask your class how they feel about using credit cards over the phone and when they buy things on the Internet.

## Practice Book

Do Exercises 2 and 3 in class.

## Extension

Student CD (Track 49)

Ask students to listen to the recording again at home on their Student CD. While they listen, they write down all the words they hear concerning theater and credit cards. If they prefer, they can read the Transcript while they listen, and underline the words as they hear them.





Communication	Grammar areas	Culture File	Recordings on
Asking for advice; giving advice; form-filling	<i>should; need</i>	Medical services	Class CD 2, Tracks 35–37 Class Cassette 2, Side B

## A Warm-up

■ Ask your class: *Have you ever had a medical problem when abroad or away from home? If so, ask: How did you deal with it? Did the doctor speak your language? Were you covered by (insured by) your country's (or company's) health insurance?*

■ Draw the outline of a person on the board with arrows pointing to the head, nose, teeth, throat, chest, stomach, finger and arm. Draw a little insect next to the person's arm! Teach or elicit the following health problems and write them on the board next to the appropriate arrow (limit this activity to the most common problems and avoid anything which could cause embarrassment): a **headache**, a **migraine** (head), a **cold** (nose), a **toothache**, a **chipped tooth** (teeth), a **sore throat** (throat), a **cough** (chest), **indigestion**, an **upset stomach** (stomach), a **cut** (finger), an **insect bite** (arm).

■ Avoid discussion about students' own medical problems as this inevitably ends up in their own language and won't interest everyone.

## B Listening

2.35

■ Students turn to page 46 in their books. They cover Conversation A but look at the photo. Ask: *Where's Natalie? What's she doing? What could be wrong with her?*

■ Play the recording twice. Ask: *What's wrong with her? What does the pharmacist want to know? What does she suggest? Why? What else does she suggest?*

■ Students read Conversation A silently.

■ Answer any grammar questions. Point out the use of *should* for advice. See Grammar File 15.

## C Question 1 Matching exercise

■ Students do Question 1 alone or in pairs, using the vocabulary on the board from Warm-up and dictionaries, or asking you for definitions. Correct together.

**Answers:** *headache – painkiller; cold – decongestant; a cut – Bandaid, antiseptic cream; an insect bite – antihistamine cream; sunburn – after-sun lotion; indigestion – antacid; upset stomach – kaolin liquid.*

## D Question 2 Pairwork

■ Students change roles each time they role-play the conversation at the drug store again.

■ Towards the end of this activity, encourage them to cover the conversation and to just look at the list in Question 1. Listen in for intonation and stress: *Good morning. Do you have anything for a headache? ... Well, I recommend these painkillers ...*

## E Listening

2.36

■ Explain that Conversation B takes place in Consuela's hotel.

■ Students cover the conversation. Play the recording once and ask why Consuela needs an emergency dental service.

■ Students read the conversation silently.

## F Question 3 Pairwork



In pairs, students substitute the words in the conversation in blue for those in Question 3. Listen in for intonation and stress: *How can I help you? I need a dentist ...*

## G Question 4 Listening

2.37

■ Ask your class to read through the whole of the patient registration form.

■ Students read Conversation C while you play the recording.

■ Students work with a partner. They take turns interviewing each other and completing the registration form.

### Culture File 40 Medical services

Students read the Culture File silently. Ask your class about doctors and the health system in their country. Ask: *Do you have a public health service? Do you pay when you go to the doctor's? Do you have private medical insurance? Ask students if they know what they should do if they get ill abroad.*

### Practice Book

Do Exercises 1 to 4 in class or give as homework.





ommunication	Grammar areas	Culture File	Recordings on
onfrontations and how avoid them	want to do; if clauses; until; could	Confrontations	Class CD 2, Tracks 38–39 Class Cassette 2, Side B

## Warm-up

Ask your class to explain and compare how they deal with problems. Ask: *How do you react when your neighbor makes too much noise / to the waiter when your food is bad / a friend who smokes too much? What would you say if you arrived at your hotel and your room wasn't ready? Who cusses who gets angry, who remains polite and who says nothing? Write up some of the reactions on the board.*

Students look at the photos in their books on page 47. Explain that both men have a problem. Ask: *Who do you think is dealing with the problem best?*

## Listening

2.38



Students cover Conversation A, but read the introduction.

Play the recording once. Ask: *Why is Wilbur angry? (His room isn't ready.) What does the Front Desk Clerk explain? (The official check-in time is 3:00 p.m. and the departing guests don't have to check out until noon.) Why is the hotel manager angry? (There is a convention.) What does the manager suggest? (Wilbur should go to another hotel.) What does Wilbur offer to do? (call a cab for him)*

Students read the conversation silently.

## Question 1 | Listening

2.38



Play the recording while students listen and highlight the sentences that helped cause a confrontation. They then compare with a neighbor. Correct together.

**Answers:** *This just isn't good enough. I want my room now. I want to speak to the person in charge. I want to speak to the hotel manager. I'm sorry, but there's nothing I can do. Well, if I don't get a room now, I'll take my business elsewhere. Don't you understand? I want it immediately.*

## Question 2 | Replace the words

Students work alone to replace the words they highlighted with something more polite. They could use ideas from the warm-up for this. Compare and decide together which expressions sound the best.



## Question 3 | Listening

2.39



■ Play the recording while students read Conversation B. They highlight the expressions that avoid a confrontation. Correct together.

**Answers:** *Sorry to trouble you.*

*I wonder if you can do me a favor.*

*Is there any possibility of ...?*

*I don't want to cause any problems. I'll understand if you can't do it.*

■ Play the recording once more for choral repetition to practice stress and intonation: *Oh, hello. Sorry to trouble you, but I wanted to ask about the check-out time ...*

■ Ask students to look at the various *if* clauses in both conversations.

### Practice Book

Exercises 3 and 4 cover *if* sentences. Do in class or give as homework.



## Question 4 | Pairwork



■ Students work with a partner to role-play the new conversations that Wilbur and Paul have with the Front Desk Clerk.

■ Explain that Wilbur, by asking politely, will get a room immediately. Paul is now rude so he won't get an extended check-out time. They will also have to change what the Front Desk Clerk says, not just Paul and Wilbur's sentences.

### Culture File 41 Confrontations

Students read the Culture File silently. Ask: *How do you reply to a complaint? Why don't personnel actually agree with the complaint? What's the best way to complain?*

### Practice Book

Do Exercises 1 and 2 in class or give as homework.



Communication	Grammar areas	Culture File	Recordings on
Complaining; dealing with complaints	present perfect continuous; <i>have (someone) do</i>	Complaining	Class CD 2, Track 40 Class Cassette 2, Side B

## A Warm-up

- Write up these two headings on the board:

Complaint      Person responsible

- Put students into small groups and give them a few minutes to brainstorm things that can go wrong in hotels, and the people who deal with these things. They can use Vocabulary File 3 and their dictionaries for this. Put one example on the board under the appropriate heading to get them started:

dirty bathtub      housekeeper

- Ask one student from the first group to write up their group's ideas on the board. The second group add theirs and so on. Check that everyone understands all the vocabulary.

## B Listening

2.40 

- Students cover the conversation. Play the recording once.
- Ask one student to come up to the board and underline the Warm-up words that are in the conversation. If none of the words are up there, ask the student to add them to the lists on the board. The others can help. They should add: **no hot water** and **engineer**.
- Students read the conversation silently, then in pairs. They should note *I've been trying to get hot water for ten minutes*. The present perfect continuous tense is used here because of the repeated nature of this action, which started ten minutes ago and continues in the present. See Grammar File 9. Draw attention, also, to the structure: *I'll ask them to send someone up*. This is a more authoritative way of saying; *I'll ask them to send someone up*. See Grammar File 17.

### Practice Book

Exercises 2 and 3 cover the above grammar points. Do in class or give as homework.

## C Question 1 Matching exercise

Students read through the complete list of problems and departments. They complete the question using Vocabulary File 3 and the words on the board. Correct together.

Answers: a 3; b 4; c 1; d 6; e 2; f 7; g 8; h 5.

### Culture File 42 Complaining

Students read the Culture File silently. If your class all have jobs, ask how they deal with complaints in their company or department. If they have to complain themselves, how do they proceed?

## D Question 2 Communication Activity

- Students work with a partner. They turn to Activities L and Y and choose one each. Check that they understand that there are two role-plays.
- Students read through the whole of each question and the corresponding information box before they begin.
- Ask one or two pairs to come up and act out their role-play in front of the whole class at the end of the activity.

## E Question 3 Discuss

In small groups or with class as a whole, have students talk about their personal experience of complaining in a hotel and elsewhere. You could have them talk about funny scenes concerning hotel problems that they've seen in movies or on TV.

### Practice Book

Do Exercises 1 and 4 in class or give as homework.





ommunication	Grammar areas	Culture File	Recordings on
aking suggestions; xpressing preferences	would rather / prefer; Why don't you ...?	Concierge services	Class CD 2, Track 41 Class Cassette 2, Side B Student CD (optional), Track 50

### Warm-up

Ask students: *What sorts of places do you go to in your free time? Where do you take your children? Do you prefer cultural activities like museums and the theater, or me parks, the movies or sports? Write up their favorite activities on the board.*

Ask them to tell you what they like doing when they go abroad. Get individual students to give you the names of the parks or museums, etc. they've visited in the U.S.A. elsewhere, and to describe them briefly. Can anyone talk about Disneyland, or EuroDisney?

Finally, ask your students how they get information about places to see and things to do. Elicit: *Internet, local newspapers, the tourist office, the hotel concierge, taxi drivers ...*

### Question 1 | Read the guide

Ask students to open their books on page 49 and give them a few minutes to read Question 1 and the Internet guide to the Tampa area. Students use dictionaries or ask for new vocabulary. Students find the answers to questions a to d and compare with a neighbor, using the Internet guide.

Make sure everyone understands what goes on in the different places. Ask: *What is Busch Gardens? (a theme park) What's Tampa PAC? (a cultural center with several theaters)* Get students to tell you what the photos show. Elicit: *The top photo is the Salvador Dali Museum. The photo below that is in Busch Gardens ...*

Find out if anyone in your class has visited any of these places, and ask them to describe them to the rest of the class.

#### Culture File 43 Concierge services

Students read the Culture File silently before proceeding to the next question. Ask if the word *concierge* is used in the hotel industry in their country, and if so, do concierges perform the same functions? If not, who provides these services in hotels in their country?



### Question 2

### Listening

2.41



■ Students read the information in Question 2 before listening.

■ Play the recording once or twice while students write down the information. Students compare with a neighbor, then turn to the Transcript at the back of their books to check their answers.

■ Alternatively, students can check their answers at home listening to the conversation on their Student CD (Track 50).

■ Students read the Transcript in pairs.

**Answers:** *Busch Gardens, Salvador Dali Museum in St. Petersburg, St. Petersburg beach.*

*Finally recommends going to St. Petersburg beach after the museum.*



### Question 3

### Pairwork



■ First, ask students to read through all the expressions for suggesting going somewhere and giving alternative suggestions. Point out the use of the gerund after the expressions *How about ...?* and *What about ...?* The infinitive with *to* is used after *Would you like ...?* and *I'd prefer ...*. The infinitive without *to* is used after *Why don't you / we ...?*

■ Make sure everyone understands the expressions, then get your class to practice them in pairs. (Role-playing invitations will be covered in the next unit.)

■ Suggest to your students that they highlight and remember two or three expressions from each list.

#### Practice Book

Do Exercises 1 to 3 in class or give as homework.

#### Extension

##### Writing activity

■ Students read the Transcript again. Ask them to imagine that they are giving advice to a visitor to their town and to write suggestions of interesting places to visit.

■ You may prefer to give this as further practice at home. Ask students to listen to the recording again on their Student CD, then write their suggestions.



Communication	Grammar areas	Culture File	Recordings on
Making / accepting / refusing invitations	talking about the future; <i>How / What about (doing)?</i>	Invitations	Class CD 2, Tracks 42–43 Class Cassette 2, Side B




### Warm-up

■ Ask: *What sort of personal invitations do you give or receive? Elicit: dinner with the family at home, with friends at home or in a restaurant, invitations to parties, weddings, birthdays, etc.*

■ Ask: *What about company visitors from other countries? Do you ever invite them to your home? Have you ever been invited to someone's home, or out with their family, when on a business trip abroad? What happened? What language did you speak?*



### Listening

2.42–2.43 

■ Students turn to page 50 in their books. They read the introduction, but cover the conversations.

■ Play the recording once. Ask your class to look at the tourist guide in Unit 43 and tell you which things Ian has been invited to. Ask if anyone can explain how American football is played. Talk about the photo in the book.

■ Write up these headings on the board in four columns, with plenty of space between each:

Inviting      Refusing      Insisting      Accepting

■ Conversations still covered. Play the recording again, then get one student to come up and fill in the columns on the board, helped by the others. Accept any wrong answers as students will correct this themselves in Question 1.

■ Ask half the class to look at the first conversation, 2.42, while you play it again. Get them to ask comprehension questions to the other students. Prompt, if necessary, to get them started: Ask what Rebecca and her family are doing on Saturday morning. Ask where Ian's staying this weekend. Ask if he has any friends in Tampa, etc.

■ Then do the same for the second conversation, 2.43, getting the second half of the class to ask the first half questions.

■ Students read both conversations silently.

■ Answer any questions about grammar or vocabulary. Point out the use of the future tenses in this unit for planning, organizing and making arrangements. See Grammar File 10. Students should also note the expressions used for suggestions. See Unit 43 and Grammar File 17.

### Practice Book

Exercises 2 and 3 provide further practice of future tenses. Do in class or give as homework.



### Question 1 | Highlight the expressions

■ Students work alone. Ask one student to come up and complete or correct the phrases on the board, helped by the rest of the class.

**Answers:** a *Oh, no, I couldn't. I don't like to intrude on your weekend.* b *Of course you can! I insist! No, I really mean it.* c *OK. Thank you very much. That sounds great. You're both very kind.*

■ Students repeat all the expressions on the board after you in chorus: *Why don't you join us? How about coming along ...? Oh, no, I couldn't ...*

### Practice Book

Do Exercise 1 in class or give as homework.

### Culture File 44 Invitations

Students read the Culture File silently to help prepare for Question 2. Ask about accepting invitations in your country: *Is it usual to accept an invitation immediately or do you hesitate first?* If you have a mixed-nationality class, get students to explain and compare how this works in different countries.



### Question 2 | Pairwork



■ Students work in pairs. Have a test-run with one student first, getting the student to invite you. Refuse once or twice before accepting. Tell students to refuse one of the four invitations completely. They will have to find a good excuse. At the end of the activity, ask one or two pairs to act out one of their role-plays in front of the class.



### Question 3 | Discuss

■ Students can work with a neighbor or in groups and discuss the question. Tell students to look back to the Internet page in Unit 43 for ideas.

■ Ask different students to report back to the rest of the class at the end of the discussion, and work out with your class which are the most popular activities, and what is done most during spare time on business trips.





Communication	Grammar areas	Culture File	Recordings on
Organizing car rental; Explanation; offers	<i>May I ...? Would rather comparison</i>	Renting a car	Class CD 2, Tracks 44–45 Class Cassette 2, Side B Student CD (optional), Track 51

### Warm-up

Introduce or elicit basic car vocabulary. Ask: *What sort of do you have?* Ask students to describe their car: *What is it? What make is it? Where was it made? How long have you owned it?* If your class is young, ask about their parents' car. (You could also pick up brochures from car rentalers and use the photos.)

Ask students to look at the photo of Natalie on page 51 of their books and to read the first line of the introduction. Ask: *Where is she now? What's she doing?* Then ask: *Where's Natalie from?* (Paris) If necessary, get your class to look for Natalie in the introduction to the book. Ask: *What sort of driver's license does she probably have? How do you think she's going to pay? Do you think she's insured to drive in the States?*

Ask: *Why do you think she's renting a car?* Point out that car rental is very common in the U.S.A. Because of the long distances, it's easier to fly and rent a car than it is to drive the way.

### Listening

2.44

Ask students to close their books. Write the following words on the board:

Grade C    Grade F    Grade S  
C.W.    P.A.I.    \$10    Bay 27

Ask your class to listen for the words on the board and write down afterwards what they refer to.

Play the recording once or twice. Students volunteer answers: *Grade C means compact cars, Grade F is full-size, C.W. means Collision Damage Waiver, etc.* Leave any unanswered questions.

Students open their books and read the conversation and the Federal-USA box silently. They check the terms on the board.

Answer any grammar or vocabulary questions. Students should note again the polite form *May I ...?* for permission. See Grammar File 16.

Play the recording once more for choral repetition of Natalie's role, to practice intonation and stress. *Hi, I have a reserved car for three days. There you go. It's pre-paid ...*

### Culture File 45 Renting a car

Ask students to read the information about renting cars in the Culture File, as this provides more detail about the terms in the conversation and will help prepare for Question 1.

### C Question 1 | Pairwork



Students work with a partner. Using the information in the Federal-USA box, they reproduce the conversation.

### D Question 2 | Listening

2.45

- Students read the whole of Question 2.
- Play the recording once or twice. Students write T or F next to the questions, then read the Transcript at the back of their books to check their answers. Correct together.

Answers: a F; b F; c T; d F

Students can listen to the recording again at home on the Student CD (Track 51) for extra listening practice.

### E Question 3 | Pairwork



- Students work in pairs or small groups. They read through all the questions about driving cars first before discussing them. You may need to explain the question form *Would you rather drive ...?* This is the same as saying *Do you prefer to drive ...?*

### Practice Book

Do Exercises 1 to 3 in class or give as homework.

### Extension

#### Discussion

Write up on the board:

Businessman alone

Couple with 3 children

2 students

Rich actor

Teacher with group of 6 children

In small groups, or class as a whole, ask students to discuss which vehicle from the Federal-USA box in their book would be most suitable for these people and why. There are no right answers to this, so let students agree and disagree with each other.



Communication	Grammar areas	Culture File	Recordings on
Language experience; accepting / rejecting compliments	past simple; <i>I wish ... so; but</i>	Compliments	Class CD 2, Tracks 46–47 Class Cassette 2, Side B Student CD (optional), Track 52

## Warm-up

- Write the following words on the board:

reading writing speaking listening

- Ask your students which of these they find most difficult. Ask individual students why they find speaking more difficult than listening, or writing more difficult than speaking, etc.
- Ask what students do outside the classroom to improve these skills. Make suggestions. For reading, suggest simplified readers and magazines; for listening: DVDs and the radio in English; for speaking: join Conversation Exchange clubs; for writing: do more exercises. Remind students to go onto chat rooms on the Internet. Ask students if they have any suggestions to make to the rest of the class.

## B Question 1 | Listening 2.46

- Ask students to turn to page 52 in their books.
- Students read the introduction to the conversation and read Question 1. Make sure everyone understands the word *compliment* and the phrase *to pay a compliment*.
- Play the recording once or twice while students read the conversation and highlight Michael's compliments.
- Students compare what they highlighted with a neighbor. Correct together.
- Play the recording once more for choral repetition of Michael's compliments, to practice intonation and stress: *Your English is excellent. I'm very impressed ...*

## C Question 2 | Highlighting

- Students read Question 2. Students read the conversation again and highlight Elena's responses to the compliments.
- Students compare what they highlighted with a neighbor. Correct together.
- You could play the recording once more for choral repetition of Elena's responses: *Thank you. You're very kind, but I know I make mistakes ...*
- Answer any grammar or vocabulary questions. Students may ask about the sentence: *I wish I could speak a foreign language ...* Explain that *I wish + could* is used to express regret at not being able to do something and means *I'm sorry I can't ...*

- Students can practice this in pairs. They make a list of things they can't do: get up early, speak Spanish, dance, ski, drive, act ... and make sentences: *I wish I could get up early; I wish I could speak Spanish*, etc.

### Culture File 46 Compliments

Students read the Culture File silently. Ask individual students if it's part of their culture to pay compliments and how they react to compliments.

## D Question 3 | Pairwork

- Students work with a partner and reproduce the conversation using phrases from the box. Walk around the classroom listening in and helping with intonation.

## E Question 4 | Listening 2.47

- Students read through the whole of Question 4.
- Play the recording once or twice while students make notes in answer to the questions.
- Students compare their answers with a neighbor. Correct together. Alternatively, students can listen to the conversation again on their Student CD (Track 51) at home and correct their answers using the Transcript.

**Answers:** *Wilbur says he speaks two languages. He studied French at school. He hasn't been learning Spanish very long. He began four weeks ago. He listens to Julio Iglesias cassettes!*

## F Question 5 | Interview

- Students work with a partner. If you have a mixed-nationality class, pair students from different countries.
- Students ask each other about their language learning experience, using ideas from Question 4.

### Practice Book

Do Exercises 1 to 4 in class or give as homework.





Communication	Grammar areas	Culture File	Recordings on
Checking out of a hotel; checking; explaining; pologies	past simple	Check-out	Class CD 2, Tracks 48–49 Class Cassette 2, Side B Student CD (optional), Tracks 53–54

## Warm-up

Use this Warm-up to review hotel facilities and services.)

In small groups with books closed, students try to remember all the hotel services and facilities they've learned this course. Refer them to Vocabulary File 3. Compare together, and write up the words and phrases on the board. Then, using the Contents Chart, students can go through some of the 'hotel' units in the book (Units 7, 8, 20, 21, 25, 41, 42, 43) to check for any important words they might have missed.

Explain that they're now going to learn about checking out of a hotel. Ask them to turn to page 53 in their books and to read the Studios Inn TV check-out system explanation in their books, using dictionaries or asking you for new words. Make sure everyone understands how this works. Explain *scroll up* and *scroll down* (to move information up and down on a screen, in this case using the up and down keys).

## Question 1 | Listening

2.48

Students read Question 1 and Consuela's account, alone. Answer any further vocabulary questions.

Play the recording once while students highlight the two items she is disputing and which one she was wrong about. Correct together:

**Answers:** Room service 9/19 & minibar 9/19. She was wrong about the room service charge.

Play the recording again and ask the following questions about the items: *What mistake did Accounts make with the minibar charge?* (They charged her for two bottles of mineral water and she only had one.) *What mistake did Consuela make about the room service charge?* (She forgot that she had a glass of wine with her salad.) *What did the Accounts Clerk do in the end?* (He deleted the charge for the wine.) *Why?* (Because she'd been a guest at the hotel a long time.)

## Question 2 | Listening

2.49

Students read Question 2 and Wilbur's account before they listen to the recording. Ask: *How many nights did Wilbur stay?* (1) *What services did he use?* (movie rental, telephone, minibar) *Which amounts surprise you?* Elicit: *movie charge, national telephone, mini-bar and breakfast.*

Ask: *Why do you think he had such a big bill for one night?* Students may suggest: *He had a party. He spent all evening on the phone to his wife. He watched movies all night ...* Accept all suggestions.

- Play the recording once or twice. Students make notes while listening, then work with a neighbor and reconstruct Wilbur's stay in the hotel and all the things he did wrong.
- Students read the Transcript at the back of their books.

## D Question 3 | Communication Activity

- Students work with a partner and turn to Activities M and Z at the back of their books. They choose one each. Make sure everyone understands that they will do two role-plays about hotel bills, one as a hotel guest, the other as an Accounts Clerk.
- Give students enough time to read through the information and let them make notes first if they prefer.
- Students should do each role-play twice, once to sort out the bill, and the second time for fluency.

**Answers:** Room 2367: Total = \$281.62, State tax = \$28.16, Amount due = \$309.78.  
Room 946: Total = \$190, State tax = \$19, Amount due = \$209.

### Culture File 47 Check-out

Students read the information in the Culture File silently. Ask students if they have ever used TV check-out systems or any other TV screen services.

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### Extension

Student CD (Track 54)

At home, students listen to the recording of Wilbur and Max again on their Student CD and read the Transcript. They underline in the Transcript all the positive and negative examples of the past simple, and note which verbs are irregular. Refer students to Grammar Files 8 and 18.



Communication	Grammar areas	Culture File	Recordings on
Thanking people; saying goodbye; keeping in touch	present perfect; adjective + infinitive	Goodbyes	Class CD 2, Track 50 Class Cassette 2, Side B


### A Warm-up

■ Ask your class to turn to page 54 in their books and to look at the photo. Ask: *Who are they? Where are they? What is Consuela carrying? What do you think she's doing?* Elicit the following replies: *Consuela Rodriguez and Ryan Thomas; in the lobby of a hotel; she's carrying a suitcase; she's saying goodbye.*

■ Explain that it is important to say goodbye politely and use friendly expressions. You usually shake hands with someone you're not going to see again for a while. Business associates / colleagues usually exchange cards, too.

■ Ask your students to tell you some expressions they already know for saying goodbye. They can refer to previous units. Elicit: *Goodbye ...* and *Take care ... It was good seeing you ...* or *nice meeting you ...* Write these on the board.

### B Listening

2.50 

■ Students read the introduction, but cover the conversation.

■ Play the recording once.

■ Ask your class to listen for all expressions used when thanking and saying goodbye, and to raise their hands as they hear them in the conversation. Play the recording again.

■ Students read the conversation silently, paying attention to the sentences in blue.

■ Play the recording once more for choral repetition of the sentences in blue: *I've enjoyed working with you. You've been very helpful ...*

### C Question 1 | Pairwork



■ Students read the expressions in Question 1 alone. Make sure everyone understands the use of the gerund after *look forward to*. Point out that you can say either *It's been nice / good to meet you* or *It's been nice / good meeting you*. Students should try not to understand these expressions grammatically, however, but learn them as set expressions.

■ Students work with a neighbor. They read the conversation, replacing the sentences in blue with the ones from Question 1.

### D Question 2 | Matching exercise

■ Students work alone to match different situations of saying goodbye with the sentences. They then compare answers with a neighbor. Correct together. More than one answer is possible for some of the situations.

Suggested answers: *d, a, f, c, b, e.*

### E Question 3 | Collect addresses

■ Students stand up and mingle, asking each other for business cards, addresses, or e-mail addresses. Make sure they have a pen and paper to write addresses.

■ If your students work together and will continue seeing each other after their English course is finished, tell them to imagine they're characters from the book. Give them a name each (Max Devereux, Natalie Trudeau, Ryan Thomas, Nancy Lee, etc.) and get them to mingle and ask each other for business cards. You could get them to make the cards first, using the information from the introduction to the book.

#### Culture File 48 Goodbyes

Students read through the Culture File silently to prepare for Question 4. Ask individual students how they say goodbye in their country. If they give farewell gifts, ask what they usually give.

### F Question 4 | Say goodbye

■ Go through the goodbye phrases with your class. Students stand up and mingle again, using the phrases. Join in this activity with your class.

#### Practice Book

Do Exercises 1 to 3 in class or give as homework.



## Taxi!

Driver: are  
 Passenger: was; am / 'm; is / 's  
 Driver: are  
 Passenger: are / 're  
 Driver: am / 'm  
 Passenger: Are; were

- a a business center in this hotel. It's too small.  
 b any taxis here late at night?  
 c no rooms in the Hilton. It was full.  
 d a taxi for you outside the hotel yesterday?  
 e a Best Western Hotel here?  
 f a lot of big hotels in New York.

- a Are they from Florida?  
 b Was Ryan in Washington last year?  
 c Are there many hotels near the airport?  
 d Does Shannon know Asia very well?

- a F They're all the same color.  
 b T  
 c T  
 d F There are 10 dimes in a dollar.  
 e T  
 f F You always give a tip to a cab driver.

## Introductions

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

Suggested answers:

- a You: My name's ...  
 Amanda Wong: How do you do? I'm Amanda Wong.  
 b You: Amanda Wong, this is Justin Pitt.  
 Amanda Wong: Nice to meet you, Justin.  
 Justin Pitt: It's nice to meet you too, Amanda.

a How was    b How was    c How is    d How are

- a You're meeting someone for the first time.  
 b You're offering help.  
 c You're saying hello at around 6:00 p.m.  
 d You're saying hello before noon.  
 e You're making polite conversation.

## Appointments

Matt: This is                      Matt: how about  
 Diego: can I                      Diego: the morning  
 Matt: next week                  Diego: See you  
 Diego: free

2	two	2nd	second
5	five	5th	fifth
13	thirteen	13th	thirteenth
21	twenty-one	21st	twenty-first
23	twenty-three	23rd	twenty-third
30	thirty	30th	thirtieth

- |                        |                      |
|------------------------|----------------------|
| a a quarter to four    | d ten after six      |
| b a quarter after four | e twenty-five to one |
| c ten to six           | f twenty after eight |

- a She's going to Pittsburgh on May 30th.  
 b She's meeting Sarah on May 31st.  
 c She's having lunch with Toshiro on June 1st.  
 d She's visiting the factory on June 2nd.  
 e She's going home on June 3rd.

## 4 Arrangements

- 1 a is; does                      d is; does  
 b am; do                      e are; do  
 c are; do

- 2 Suggested answers:  
 a Where are you going on Wednesday?  
 b What date is that?  
 c What time does your flight leave?  
 d What's the flight number?  
 e What time does your plane arrive?  
 f What are you doing on Thursday?

- 3 Monday: She's going to fly to Rio de Janeiro.  
 Tuesday: She's going to meet Juan at 10:30.  
 Wednesday: She's going to take the train to Vitoria.  
 Thursday: She's going to attend the sales conference.  
 Friday: She's going to return to Rio.

## 5 What do you do?

- 1 Suggested answers:  
 a Where does she work?                      d Where was she born?  
 b What does she do?                      e Where was she brought up?  
 c Where is / Where's she from?                      f Who does she work for?

- 2 travels                      does                      carries  
 speaks                      goes                      flies  
 comes                      passes                      tries  
 visits                                           worries  
 works

- 3 comes; lives; works; travels; flies; visits; speaks; comes

- 4 Suggested answers:  
 a I'm a ...  
 b I live in ...  
 c I was born in ...  
 d I was brought up in ...  
 e I'm ...  
 f I ... (activities in present simple tense)

## 6 The convenience store

- 1 Suggested answers:  
 a Do you have *USA Today*?  
 b How much is it?  
 c Could I have some cookies, please?  
 d How much are they?  
 e How much is the tax on the cookies?

- 2 a the small size, please.                      d \$18.35  
 b anything else?                      e a Mars bar, please?  
 c all?                      f the sugar-free one.

- 3 Suggested answers:  
 a I'd like / I'll take the Adidas shades, please.  
 b I'd like / I'll take the movie pass, please.  
 c I'd like / I'll take the techno CD, please.  
 d I'd like / I'll take the Rolex watch, please.

- 4 a One dollar and ninety cents.  
 b Six dollars and fifty-three cents.  
 c Thirteen dollars and seventy-eight cents.  
 d Eight dollars and thirty-five cents.  
 e Ten dollars and seventy cents.



## 7 Check-in at a hotel

- 1 Suggested answers:  
A: May I help you?  
B: you have  
A: would you like  
A: a single room  
A: you be paying by  
A: you complete
- 2 a 3 b 1 c 2
- 3 Suggested answers:  
a Could you; Sure. d Would you; There you go.  
b Would you; Certainly. e Could you; Sure.  
c Could you; OK.
- 4 a The bell captain will take her bags to her room.  
b The front desk clerk will give her the room key.  
c The housekeeper will turn down her bed.  
d The room service waitress will bring her some coffee.

## 8 Hotel information

- 1 a 4 b 7 c 9 d 6 e 2 f 1 g 8 h 3 i 5
- 2 a Does it have a VCR? Yes, it does.  
b Does it have a DVD? No, it doesn't.  
Does it have a widescreen cable TV? Yes, it does.  
J Does it have direct-dial telephones? Yes, it does.  
e Does it have Internet access? No, it doesn't.
- 3 Suggested answers:  
a It has a VCR, but it doesn't have a DVD.  
b It has a widescreen cable TV, but it doesn't have a DVD.  
c It has direct-dial telephones, but it doesn't have Internet access.
- 4 in the bedroom cable TV king-size bed cot wet bar  
in the bathroom bath hair dryer shower

## 9 Meeting people

- 1 a I'm very well, thank you. d Oh, she's fine.  
b Good. And you? e It was great to see you, too.  
c Nice to meet you, too. f You, too. See you soon.
- 2 a I'm going to stay in Seattle.  
I'll be staying in Seattle.  
b How long are you going to stay here?  
How long will you be staying here?  
: I'm going to stay for a week.  
I'll be staying for a week.  
d What are you going to do?  
What will you be doing?  
e I'm going to work on the Japanese account.  
I'll be working on the Japanese account.
- 3 a Ian King is attending a meeting in Atlanta.  
b Consuela Rodriguez is visiting film companies in Hollywood.  
c Jessica Adams is doing business in Hong Kong.  
d Josh Crosby is signing a contract in New York.  
e Michael Robertson is buying supplies in Chicago.

## 10 Starting conversations

- 1 a Where does Lauren come from?  
b I arrived last night.  
c How long have you been here?  
d Lonny has been in Boston since Tuesday.  
e How do you like it here?

- 2 Suggested answers:  
a What's your name?  
b Where do you come from? / Where do you live?  
c Why are you here? / What are you here for?  
d How long will you be staying?  
e Where are you staying?  
f What do you think of Tokyo?
- 3 a arrived d has she been  
b has been e went  
c did you get f bought
- 4 a for e ago  
b ago f since  
c for g ago  
d since

## 11 A restaurant meal

- 1 Suggested answers:  
a Could I see e Could I have  
b I'd like f Would you like  
c Could I have g I'll have  
d I'll have h Will there be
- 2 a Does Sharon have lunch at work?  
b Does Minoru eat with his family in the evening?  
c Do the students prefer to eat together?  
d Does this restaurant serve all day?  
e Does Rosetta want to go to the cafeteria today?  
f Do they usually order pizza at lunchtime?
- 3 Appetizers: Eggplant dip, Chips and salsa, Nachos  
Entrées: Grilled turkey, Salmon steak, Lamb chops  
Desserts: Pecan pie, Ice cream, Brownies  
Drinks: Mineral water, Sodas, Espresso

## 12 Flight UA755

- 1 a Yes, I do. d Yes, it has.  
b No, I don't. e No, I don't.  
c Yes, I did.
- 2 a You should call a cab now.  
b You should check your ticket now.  
c You shouldn't start writing an e-mail now.  
d You shouldn't phone your friend now.  
e You should label your bags now.  
f You shouldn't go out for coffee now.  
g You shouldn't organize golf for next weekend now.
- 3 a 14:30 b AA322 c 12 d Chicago
- 4 a Does Mark fly to Denver once a month?  
b Did Hee-Yeong book her flight to Seoul yesterday?  
c Do you prefer aisle seats?  
d Did they arrive in Venezuela last Monday?  
e Does the plane leave in five minutes?  
f Did the check-in clerk ask a lot of questions?

## 13 Security

- 1 bag; conveyor; scanner; briefcase; pockets; keys; shoes
- 2 a Would you mind opening the window for me?  
Sure, no problem.  
b Would you mind calling the travel agency for me?  
Suggested answer: No, I wouldn't mind.  
c Would you mind photocopying this 200-page report for me?  
Suggested answer: Yes, I would mind!  
d Would you mind sending this order for me?  
Suggested answer: No, not at all.  
e Would you mind cleaning my desk for me?  
Suggested answer: Yes, I certainly would mind!
- 3 a through b at c on d at  
e out of f through g up h off



## Traveling companions

Suggested answers:

- a A: I'm afraid you'll have to put your cigarette out, sir.  
B: Oh, I'm sorry.  
b A: Excuse me, but you can't play your game here.  
B: Sorry about that.  
c A: I'm sorry, but you'll have to turn that off.  
B: I'm very sorry.  
d A: Excuse me, but you'll have to change seats.  
B: That's all right. It's my fault.  
e A: I'm afraid you can't use that during take-off.  
B: Sorry! I'll switch it off.

- a is watching a military parade.  
b is presenting her new book on philosophy.  
c is attending a Democratic political convention.  
d is speaking at a medical congress.  
e is visiting a high school in his town.

Suggested answers:

- a is reading                      d is watching  
b is talking                      e is working  
c are having                      f am doing

## In flight

- a took                                      d gave  
b have not eaten                      e fastened  
c has just served / just served      f has not made

- a He's just taken off. He hasn't had a drink yet.  
b He's just had lunch. He hasn't watched a movie yet.  
c He's just fastened his seat belt. He hasn't landed yet.  
d He's just landed. He hasn't picked up his bags yet.  
e He's just left the airport. He hasn't found a cab yet.  
f He's just taken a cab. He hasn't checked into the hotel yet.

Traveling to: Reno

- 1) Depart: Charlotte, 7:00 a.m. Eastern Time, Flight #AA429  
Arrive: Dallas, 8:49 a.m. Central Time  
2) Depart: Dallas, 9:30 a.m., Flight #AA1231  
Arrive: Reno, 10:55 a.m. Pacific Time

## Congratulations

- a eleven point zero eight  
b thirty-five degrees Fahrenheit  
c seven thousand two hundred and forty-nine  
d three and a half  
e fifty-one percent  
f eight dollars and ninety-nine cents

- a  $3 \times 10 = 30$                       e  $1 + 8 + 12 - 3 = 18$   
b  $6 - 4 = 2$                       f  $(4 \times 2) - 8 = 0$   
c  $5 \times 5 = 25$                       g  $(3 + 7) - 4 = 6$   
d  $20 \div 4 = 5$

- |             |                     |                   |                 |
|-------------|---------------------|-------------------|-----------------|
| I started   | I didn't start      | Did I start?      | No, I didn't    |
| You came    | You didn't come     | Did you come?     | Yes, you did    |
| She had     | She didn't have ... | Did she have ...? | Yes, she did    |
| We were     | We weren't          | Were we?          | No, we weren't  |
| They worked | They didn't work    | Did they work?    | No, they didn't |

- 4 a came                      d lost                      g found                      j invited  
b lived                      e closed                      h got  
c worked                      f was                      i thanked  
Irregular verbs: come; lose; be; find; get

## 17 At the Devereux's

1 Suggested answers:

- a Please come in.  
b Let me take your coats.  
c Please, call me ...  
d How long have you been living here?  
e Would you like to sit here?  
f Could you pass me the bread, please?
- 2 a She used to live in New York. Now she lives in Seattle.  
b She used to work in Bloomingdale's. Now she doesn't work.  
c She used to sell fur coats. Now she wears fur coats.  
d She used to play golf on Sundays. Now she works out every morning.  
e She used to go to jazz clubs. Now she goes to the theater.
- 3 a Wilbur and Charlene have been living in Seattle for three weeks.  
b Max Devereux has been Chief Executive for ten years.  
c Helena and Max Devereux have been married for a long time.  
d Wilbur has been working at Devereux Computers since 2001.

## 18 Courtesies

- 1 a having                      d meeting / to meet  
b to come                      e seeing  
c to go                      f leaving
- 2 Suggested answers:  
a I hope you had a good time.  
b I hope you can come for dinner at my place.  
c I hope you'll / you find a cab.  
d I hope I didn't offend you.  
e I hope you weren't bored.
- 3 Suggested answers:  
thank; evening; meal; enjoyed; turn; join; sorry
- 4 Suggested answers:  
a They'd better leave.  
b They'd better take a cab.  
c She'd better clean it.  
d He'd better wake up.

## 19 A trip to the mall

- 1 Suggested answers:  
a Amanda: pair of sneakers.  
Sales Clerk: What color do you want?  
b Bill: a tracksuit  
Sales Clerk: What size do you want?  
c Amanda: How much are the video games?  
Amanda: I'll take  
d Bill: looking for a sweater.  
Sales Clerk: Do you want to try it on?
- 2 a eight and a half                      d France  
b \$39.49                      e 100% cotton  
c pale blue                      f Visa
- 3 a greeting cards                      d paper  
b blue jeans                      e shopping mall  
c twenty-nine dollars



## 20 Hotel lobby

Suggested answers:

You: Could you tell  
 Front desk: I'll phone  
 You: Could you ask  
 Front desk: I'll send  
 You: could you lend  
 You: could you give  
 Front desk: I'll prepare

- 1 a airport c station  
 b parking lot  
 2 a 5:20 p.m. d 2:15 a.m.  
 b 10:30 p.m. e 9:35 a.m.  
 c 3:53 p.m. f 8:03 p.m.  
 3 a after d for / in  
 b at, at / after e in  
 c to f to

## 21 Fitness Center

Suggested answers:

- a Would you sign here, please?  
 b Would you put your room number?  
 Would you leave your key at reception, please?  
 d Please write your name on the line.  
 e Would you show me your passport, please?  
 f Please wait here while I get a towel.  
 2 a isn't it; it is  
 Have you been there?  
 b isn't she; she is  
 Suggested answer: Have you met her?  
 c isn't it; it isn't  
 Suggested answer: It's only her first visit.  
 d wasn't she; she wasn't  
 Suggested answer: She was in Tokyo.  
 3 a A: Have you ever been to Vancouver?  
 B: No, but I was in Montreal in 2001.  
 b A: Have you ever visited China?  
 B: No, but I visited Thailand last year.  
 c A: Have you ever worked in Spain?  
 B: No, but I worked in Portugal for two years.  
 d A: Have you ever lived in Brazil?  
 B: No, but I lived in Argentina for a few months.

## 22 Business events

Event	Person	Place
seminar	participant	conference center
trade fair	visitor	hotel
exhibition	exhibitor	exhibition center
presentation	trainee	university
training course	presenter	company offices

- 2 been; have / 've been; was; was; have / 've met;  
 have / 've made; was; exhibited; had; came; met  
 3 a best d exciting  
 b interesting e fun  
 c very useful

## 23 Small talk

- 1 a worked in another country?  
 b about religion?  
 c in politics?  
 d of your boss's salary?  
 e to Florida?  
 f the theater?  
 b, c and d are not suitable for starting conversations.

- 2 A: love; Have; been  
 B: don't like  
 A: Have; played  
 B: played; visited  
 A: 've / have been  
 B: did; go  
 A: did; had; 'm / am going  
 3 a Have you ever toured Europe?  
 b Have you ever watched a baseball game?  
 c Have you ever eaten lobster?  
 d Have you ever owned an American car?  
 4 a 's getting d get  
 b got e are getting  
 c will / 'll get

## 24 Local specialties

- 1 a 3 e 1  
 b 2 f 5  
 c 8 g 7  
 d 4 h 6  
 2 Suggested answers:  
 a Yes, I have. / No, I haven't.  
 I ate it in ...  
 b Yes, I have. / No, I haven't.  
 I had it in ...  
 c Yes, I have. / No, I haven't.  
 I tasted it in ...  
 d Yes, I have. / No, I haven't.  
 I tried them in ...  
 3 a grouper d chowder  
 b seafood e snapper  
 c escargots  
 Missing word = gator

## 25 On the phone

- 1 a May I speak to ...?  
 b I'll transfer you to ...  
 c Please hold.  
 d I didn't understand.  
 e Speaking.  
 f How can I help you?  
 2 held; system; take; operators; inquiries; important; hold;  
 soon; delay  
 3 a information technology  
 b wireless application protocol  
 c World Wide Web  
 d Internet service provider  
 e digital versatile disc  
 f hypertext transfer protocol

## 26 On the Net

- 1 a password b download c upload d key in  
 e secure f search g view  
 3 a mouse b bug c virus  
 d keys e gremlin f browse



## Airport arrivals

- 1 Family name: Binet
- 2 First name: Sandrine
- 3 Birth date: 06/11/80
- 4 Country of citizenship: France
- 5 Sex: Female
- 6 Passport number: F6732098
- 7 Airline & Flight Number: AF5879
- 8 Address in U.S.A.: 4965 Bush Boulevard
- 9 City and State: Las Vegas, Nevada

- a How long is he working  
He's working there for two days.
- b is he visiting  
He's visiting the Tokyo plant on the 3rd.
- c is he going / flying  
He's going / flying to Osaka.
- d is he doing  
He's inspecting the Osaka accounts.
- e is he going  
He's going to Kobe on the 14th.
- f is he meeting  
He's meeting with the Kobe managers.

## Lost baggage

baggage; flight; address; phone; form; itemized; insurance

Infinitive	Past simple	Infinitive	Past simple
speak	spoke	arrive	arrived
lose	lost	come	came
be	was / were	have	had
stop	stopped	find	found
go	went	send	sent
leave	left	live	lived

- a lost
- b Have; spoken
- c sent
- d has forgotten / forgot
- e Have; flown
- f came
- g hasn't been

- a from
- b to
- c off
- d for
- e up
- f for
- g out / in
- h to
- i for
- j out

## Customs

- a Customs: declare  
Customs: proceed
- b Customs: customs form  
Mr. B: nothing; declare  
Customs: open; suitcase
- c Customs: customs declaration  
Customs: have; declare  
Customs: contents; suitcase

Suggested answers:

- a Can I open the window, please?
- b May I use your phone, please?
- c Can I pay by credit card?
- d May I change seats with you, please?

- a ivory
- b soil
- c birds
- d meats
- e vegetables

- a How many
- b How much
- c How much
- d How many
- e How many

## 30 Asking for directions

- 1 a San Julian Church  
b Garnett-Center  
c Civic Center
- 2 Suggested answers:
  - a Go south to Kennedy Boulevard, then turn left at Jackson Street, go straight ahead through the intersection on Martin Luther King Avenue, then turn at the third right and Convention Hall is on your left.
  - b Go up to Perry Street and turn left to Columbus Drive, then turn at the second right on Spring Street. Go across four intersections and you'll see Convention Hall on your left.
  - c Go up to Perry Street and take a right, then when you get to Jackson Street, turn left, go across Jackson Street, turn at the third right, go across Kohler Street and Convention hall is on your left.

## 31 Time zones

- 1 time; now; afternoon; a.m.; morning; hours; ahead of; behind
- 2 a what time it is  
b what her e-mail address is  
c when he arrived  
d how much it costs
- 3 a where he lives?  
b when they are coming  
c which computer they have  
d who she phoned
- 4 a at home.  
b home  
c at home  
d at home / home  
e home  
f home

## 32 Breakfast in America

- 1 a Could I have eggs, please?  
I'll have them scrambled, please.  
b Could I have some coffee, please?  
I'll have (Colombian) please.  
c Could I have some juice, please?  
I'll have (orange), please.  
d Could I have some bread, please?  
I'll have (toast), please.
- 2 a Rob had his breakfast served in his room.  
b Pamela had her report photocopied.  
c Jacqueline will have her hair cut.  
d Carolyn is having her letter faxed.  
e Jeff had his eggs poached.
- 3 a fruit flavor  
b grits  
c freshly-squeezed  
d cornflakes  
e sugar

## 33 Making conversation

- 1 a 4 b 2 c 5 d 3 e 1 f 7 g 6 h 8
- 2 have known; works; is working; has been; went;  
just left / has just left; think; got / has got
- 3 a husband  
b wife  
c daughter  
d son  
e mother  
f father  
g brother  
h sister

## 34 Describing people

- 1 a Joo-Yeon is brown-eyed.  
b Maive is red-haired.  
c Louis has blue eyes.  
d Roy has a beard.  
e Anita is long-haired.  
f Sonia has dark hair.



- a tall, young, blonde
- b good-looking, young, Brazilian
- c beautiful, brown-eyed Japanese
- d pretty, little, dark-haired
- e small, middle-aged, Spanish

- a Ryan is the man who lives in L.A.
- b Wilbur is the man who sells computers.
- c Max is the man who owns Devereux Computers.
- d Consuela is the woman who buys movies.
- e Natalie is the woman who comes from Paris.
- f Ashley is the woman who has the funny little husband.

### 35 Describing things

- a is smaller than the  
isn't as small as the
- b more compact than  
as compact as
- c more expensive than  
as expensive as
- d heavier than  
as heavy as
- e a better value for money than  
as good a value for money as

- It's the smallest on the market.
- b It's the most compact on the market.
- c It's the best value for money on the market.
- d It's the lightest on the market.

- 3 a How wide is the EGG 111?
- b How long is the Mississippi River?
- c How high is the Eiffel Tower?
- d How old are the Pyramids?
- e How far is New York from Washington, D.C.?

### 36 Talking about your job

- 1 a Margaret starts work at 9:00 a.m.
- b The store is open from 10:00 a.m. to 6.30 p.m.
- c Roger works five days a week.
- d Helen doesn't work afternoons / in the afternoon.
- e Sandy has three weeks' vacation a year.
- f Baxter often works until 9:00 or 10:00 p.m.
- 2 a He has to wear a uniform.
- b He doesn't have to wear a suit.
- c He has to work long hours.
- d He doesn't have to work nights.
- e He doesn't have to do paperwork.
- 3 always; usually; often; sometimes; seldom; never

### 37 Talking about vacations

- 1 Suggested answers:
  - a When are Viv and Christine going on vacation?
  - b Where does Frederick usually spend his summer vacation?
  - c Who did Maria go to the ocean with?
  - d How often does Sean fly to the U.S.A.?
  - e How long is Alvaro going to stay in South America?
  - f When did Rodney tour Ireland?
  - g What did Sophie and Jeremy buy in Japan?
- 2 a went      d flew      g took      j finished  
b started      e swam      h visited      k bought  
c knew      f enjoyed      i got
- 3 a What was the swimming pool like?  
It was warm and clean.
- b What was the scenery like?  
It was fantastic.
- c What was the weather like?  
It was hot and sunny.
- d What were the restaurants like?  
They were good, but expensive.

### 38 Options

- 1 a Mr. A: like  
Travel agent: Round-trip  
Travel agent: what date  
b Travel agent: morning flight; afternoon flight  
Travel agent: what time  
c Travel agent: business class  
Mrs. C: How much  
Mrs. C: take
- 2 a A card for people who fly a lot.  
b You go there and back with this ticket.  
c The cheapest class.  
d A flight with no stopovers.  
e You can't return with this ticket.  
f A ticket with no fixed return date.
- 3 a Would you like a one-way ticket?  
b We'd / would like to change our flight.  
c Would you like a morning or afternoon flight?  
d She'd / would like to stay an extra week.

### 39 Reservations

- 1 reserve; party; table; no-smoking; menu; dishes
- 2 a 2      b 1      c 4      d 7      e 8  
f 3      g 6      h 10      i 5      j 9
- 3 a Those tickets were sold out ages ago.  
b His name was printed on the card.  
c The tickets were mailed to Michael.  
d All the reservations are taken by Hussein.  
e Bills are often paid by credit card.  
f The tickets have to be picked up at the theater.

### 40 Medical problems

- 1 Customer: went; ate; have  
Pharmacist: have; had  
Customer: started  
Pharmacist: Have; seen  
Customer: don't live; am visiting  
Pharmacist: I'll give; doesn't get
- 2 a You should see a doctor.  
b You should see a dentist.  
c You should take an / some aspirin.  
or You should take aspirin.  
d You should use (some) antihistamine cream.
- 3 Suggested answers:
  - a You need a passport.
  - b You need a visa.
  - c You need a plane ticket.
  - d You need foreign currency.
- 4 are you; is it; have you had it; suntan lotion did you use

### 41 Hotel problems

- 1 Suggested answers:
  - a Could I speak to the manager, please?
  - b Could you look after my baggage for an hour, please?
  - c Could you call a cab for me, please?
  - d Would it be possible to have a bigger room?
  - e Would you take my bags up to my room, please?
  - f May I check in at 10:00 a.m.?
- 2 a at      b by      c until      d from; to
- 3 a If she misses her train, she'll / will take a cab.  
b If she has a lot of work, she'll / will stay late.  
c If it rains, she'll / will go to the movies after work.  
d If it doesn't rain, she'll / will play tennis after work.



- a If he doesn't like the hotel, he might go elsewhere.
- b If he goes to the restaurant, he might have fish.
- c If he works hard, he might get a pay raise.
- d If he leaves his job, he might go traveling for a year.

## Complaints

- a I'll get the housekeeper for you.
  - b Please call the hotel operator.
  - c I'll contact the room service waiter.
  - d The bellhop is on his way.
  - e I'll send the engineer from maintenance.
- 
- a She's been trying to contact room service for twenty minutes.
  - b He's been waiting for a cab for fifteen minutes.
  - c She's been talking on the phone for half an hour.
  - d He's been working in Greenville for five years.
  - e He's been living in Kobe all his life.
- 
- a I have it repaired.
  - b I have them dry-cleaned.
  - c I have it cut.
  - d I have it fixed.

cold; dirty; broken; freezing; noisy; expensive; out of order

## Somewhere to go

What about; I'd prefer to; Why don't we; Sounds good; Would you like; That suits me

- a going                      d watch                      g to relax
- b visit                      e stay                      h to rent / renting
- c to come                      f listening

- a sunshine state                      d football game
- b Water sports                      e Business trips
- c west coast                      f fishing trip

## Invitations

- |                 |                  |                          |                  |
|-----------------|------------------|--------------------------|------------------|
| <u>Inviting</u> | <u>Insisting</u> | <u>Refusing politely</u> | <u>Accepting</u> |
| a; d            | b; e; f          | c; h                     | g; i             |

- a We're going to take the boys to the game on Sunday.
  - b Larry and Jean are spending the afternoon at the pool.
  - c Is Eduardo going to pick you up at the hotel later?
  - d Ian isn't going to fly to Atlanta for the weekend.
  - e Are Sven and Trudi going to travel to Scandinavia this summer?
  - f Jane's trying that new Mexican restaurant tonight.
- 
- a They'll visit the factory site at 9:00 a.m.
  - b They'll have coffee with the engineers at 11:00 a.m.
  - c They'll have lunch with the managers at 1:00 p.m.
  - d They'll attend a demo at 2:30 p.m.
  - e They'll watch a production video at 3:30 p.m.
  - f They'll return to Tampa at 4:00 p.m.

## Car rental

rent; car; grade; automatic; license; C.D.W.; insurance

- a cheaper; cheapest
  - b bigger; biggest
  - c more spacious; most spacious
  - d faster; fastest
  - e more compact; most compact
- 
- a full-size                      d air-conditioned
  - b automatic                      e radio
  - c adults                      f daily

## 46 Experiences

Suggested answers:

- 1 a Thank you. You're very kind.  
b Thank you. That's a nice thing to say.  
c Thanks, but I think I have a strong accent!  
d Thank you, but I know I still make mistakes.
- 2 a I wish I could speak French.  
b I wish I could play the guitar.  
c I wish I could swim.  
d I wish I could cook like my mother.  
e I wish I could drive.
- 3 a I don't think so.                      d I don't think so.  
b I think so.                      e I think so.  
c I think so.
- 4 a I learned English at school.  
b Did you study languages?  
c Madeleine didn't like the seminar.  
d José went to Spain.  
e Did Elsa work in this company?

## 47 Check-out

- |   |                                     |                         |                         |                              |
|---|-------------------------------------|-------------------------|-------------------------|------------------------------|
| 1 | <u>Apologizing</u><br>a; c; e; g; j | <u>Checking</u><br>h; k | <u>Thanking</u><br>d; i | <u>Explaining</u><br>b; f; l |
|---|-------------------------------------|-------------------------|-------------------------|------------------------------|
- 
- 2 a stayed                      d called                      g paid  
b had                      e made                      h left  
c ate                      f checked  
Irregular verbs: have; eat; make; pay; leave
  - 3 355; American Express; 11:30 p.m.; charge; Room; Buffet; International; calls; total; tax; due

## 48 Goodbye

- 1 Anne: goodbye; enjoyed  
Valerie: pleasure  
Anne: card; touch  
Valerie: address  
Anne: hope  
Anne: trip  
Valerie: care; keep
- 2 a working                      e visit  
b to arrange                      f seeing  
c meeting                      g to stay  
d have
- 3 a I've enjoyed my trip.  
b I've had a great time.  
c You have / 've been very helpful.  
d It's been a pleasure having you here.  
e It's been nice to meet you.  
f I've loved being here.



## Business

- a Sales executive
  - b Nurse
  - c Chief Executive Officer
  - d Company lawyer
  - e Chef
  - f Production Manager
  - g Purchasing Manager
- a fourteen point zero two
  - b 30°C
  - c three thousand two hundred and twelve
  - d  $8\frac{3}{4}$
  - e twenty-nine percent
  - f 62,101
  - g sixty-five degrees Fahrenheit
  - h  $10\frac{1}{2}$

## Socializing

- 1 Hello Goodbye  
a; d; f; g; k; l      b; c; e; h; i; j
- 2 a The plane was a little late.  
b Very comfortable, thanks.  
c Since last Monday.  
d No thanks, I have everything.  
e Yes, thanks. Your map was great!  
f It's chilly at the moment.  
g Until next Tuesday.
- 3 Suggested answers:  
a Where do you come from?  
b Where did you go on vacation last summer?  
c Have you ever been to England?  
d Do you ever go to the theater?  
e Do you have any children?  
f What do you do on the weekend?

## Travel and Hotels

- 1 a baggage claim      e customs  
b immigration control      f departure lounge  
c check-in desk      g security check  
d transfer desk
- 2 you want to relax  
swimming pool      beauty salon  
fitness center      health club  
  
you want to eat or drink  
coffee shop      restaurant  
bar      cocktail bar  
  
you need help or a service  
concierge desk      front desk  
business services      laundry service
- 3 a The bellhop carries luggage  
b The room maid cleans the rooms  
c The concierge gives information  
d The waiter serves dinner  
e The front desk clerk registers guests  
f The guest makes a reservation.

## Money

- 1 a six dollars fifty cents  
b fifteen pounds ninety-nine pence  
c eighty-nine cents  
d two euros sixty cents  
e fifty-nine pence  
f forty-nine dollars forty cents
- 2 a bill; credit card      d change; tip  
b cash      e invoice  
c bill      f check
- 3 

spend	spent	spent
buy	bought	bought
sell	sold	sold
change	changed	changed
purchase	purchased	purchased
tip	tipped	tipped
pay	paid	paid
make	made	made
save	saved	saved
borrow	borrowed	borrowed
lend	lent	lent
lose	lost	lost
waste	wasted	wasted

## Food and drink

- 1 a brownies      d cod  
b cutlets      e pastries  
c tea
- 2 a juice      e wine  
b coffee      f chicken  
c potatoes      g milk  
d eggs
- 3 Suggested answers:  
a I'd like      d I'll have  
b May I have      e Can I get you  
c Would you like      f What about

## Communications

- 1 Suggested answers:  
a Welcome to ...  
b Let me introduce you to ...  
c Could you help me to carry this bag, please?  
d May I read your magazine, please?  
e Would you like to come for dinner?  
f Why don't you go to ...?  
g Thank you very much for your help.
- 2 a 4      e 5  
b 1      f 3  
c 6      g 2  
d 7
- 3 Suggested answers:  
a Could I have your name, please?  
b I'd like to speak to the manager, please.  
c May I have some coffee, please?  
d Could you tell me the time, please?  
e Could you pass me the salt, please?  
f Excuse me, could you tell me where the nearest bank is, please?



# Administering Mid-course and End-of-course Tests

fly explain to your class how the test works before  
ding out any test papers.

re are four sections to each test: listening, reading,  
ng and speaking. The first three sections last 15  
utes. The fourth section, speaking, is optional and is  
ied out separately and individually. It lasts 5 minutes.

students start with a listening section. They have to  
< out whether seven statements are true or false, while  
listen to a recording of a conversation between two  
ole. They listen again and correct the four false  
ements.

second section is reading. Students read a short text  
answer eight multiple-choice questions. Only one  
ver is possible for each question.

third section is writing. This section is in two parts, each  
containing six questions. This section tests students'  
ly to produce written, grammatically correct sentences.

fourth section, the speaking test, is in two parts. In the  
part students answer three questions. The second part  
role-play.

## eparation

hotocopy as many test packages (all sections, including  
role-play card), as you have students in your class. If  
sible, staple Sections 1 to 3 of each set of test papers.  
p Section 4 separate.

ake sure that your CD or tape player is working  
ectly. Set the Class CD or cassette to the correct track  
iber in advance:

est 1  
lass CD 2, Track 51  
lass Cassette 2, Side B

est 2  
lass CD 2, Track 52  
lass Cassette 2, Side B

ait until your whole class has arrived, is sitting down  
settled. Ask them to take out writing materials (pen, or  
cil and eraser).

all your class that the test is about to begin and that  
must no longer talk to each other.

## irt the test

and out test papers for Sections 1 to 3. If you have a  
class, ask students to pass them round.

ask students to write their name on each test paper.

## Section 1 Listening

■ Check the time. From this moment, this section of the  
test will last 15 minutes.

■ Allow students one minute to read through the  
statements 1 to 7 on the test paper.

■ Play the recording twice for questions 1 to 7. Wait about  
30 seconds before playing the recording the second time.  
Students can either check the boxes as they listen, or  
afterwards if they prefer.

■ Wait another minute. Play the recording a third time.  
Students write answers to 8 to 11 as they listen, or  
afterwards if they prefer.

■ After 15 minutes, ask your class to stop, turn over their  
papers, and turn to Section 2 Reading.

## Section 2 Reading

■ Check the time. From this moment, this section of the  
test will last 15 minutes.

■ Students follow the instructions on the test paper.

■ After 15 minutes, ask your class to stop, turn over their  
papers, and turn to Section 3 Writing.

## Section 3 Writing

■ Check the time. From this moment, this section of the  
test will last 15 minutes.

■ Students follow the instructions on the test paper.

■ After 15 minutes, ask your class to stop and turn over  
their papers. Ask them to put away all writing materials.

■ Ask students to check that they have written their name  
on each test paper.

■ Gather Sections 1 to 3 of the test papers. Ask individual  
students to help you if your class is large.

## Section 4 Speaking

■ This section is optional. If done, it is carried out  
individually and lasts approximately five minutes per student  
(plus two minutes preparation for the role-play). For the role-  
play, each student needs a photocopied role-play card (see  
pages 74 and 75), which they should be allowed to look at  
for two minutes before beginning the role-play.

■ While testing each student individually, give the rest of the  
class a writing activity to do, or exercises from the Practice  
Book. There are six pages of miscellaneous exercises at the  
end of the Practice Book if your students have already  
completed the exercises for the units.

■ Follow the instructions on the test paper. If possible, use  
a separate room or a more isolated part of the classroom  
for this section of the test.



# Test One (Units 1–24)

<b>Test One Scores</b>	Writing _____
Listening _____	Speaking _____
Reading _____	<b>Total score</b> _____

## Section 1 LISTENING (15 points)

5 minutes

**A** You have one minute to read questions 1–7. Listen to the recording.

Write True (T) or False (F) next to each statement.

(1 point each)

- |   |                          |
|---|--------------------------|
| 1 Rachel is visiting Paul's offices.                    | <input type="checkbox"/> |
| 2 Rachel and Paul already know each other.              | <input type="checkbox"/> |
| 3 Paul took a taxi from the airport.                    | <input type="checkbox"/> |
| 4 Paul has no other customers in Miami.                 | <input type="checkbox"/> |
| 5 It's the first time Paul's been to Miami on business. | <input type="checkbox"/> |
| 6 Paul often comes to Miami on vacation.                | <input type="checkbox"/> |
| 7 Paul doesn't like the local food.                     | <input type="checkbox"/> |

**B** Listen again. Correct the four false statements above.

(2 points each)

- 8 \_\_\_\_\_
- 9 \_\_\_\_\_
- 10 \_\_\_\_\_
- 11 \_\_\_\_\_

Score \_\_\_\_\_



# Test One (Units 1–24)

## Section 2 READING (8 points)

minutes \_\_\_\_\_

Read the text and the statements 1–8 below. Complete each statement correctly by ticking ☒ one letter: a, b or c.

Andrea Muller is in charge of Sales and Marketing at AlphaCom. Her parents were born in Salzburg, Austria, and moved to New York after they got married. Andrea was born and brought up there. She came to live in Chicago when she got her present job. She has worked for AlphaCom for five years and she has done a lot of business with companies in the region. Last week, however, she signed a contract for \$750,000 with a big corporation in Dallas. She met the Purchasing Manager of the corporation at a trade fair two years ago. It was one of the best contacts she ever made!

### Andrea's parents

- a got married in New York. ☐
- b got married before they moved to New York. ☐
- c left New York to get married. ☐

### When she was a child, Andrea lived in

- a New York ☐
- b Salzburg ☐
- c Chicago ☐

### Andrea came to Chicago

- a to find a job there. ☐
- b because AlphaCom moved there. ☐
- c because she got a job there. ☐

### She started working at AlphaCom

- a during five years. ☐
- b for five years. ☐
- c five years ago. ☐

### 5 She has worked mostly with

- a local companies. ☐
- b companies worldwide. ☐
- c companies all over the U.S.A. ☐

### 6 The contract she signed last week is worth

- a seven fifty thousand dollars. ☐
- b seven hundred and fifty thousand dollars. ☐
- c seven hundred fifty thousand dollars. ☐

### 7 The person she met at the trade fair two years ago

- a is the company lawyer for his corporation. ☐
- b sells for his corporation. ☐
- c buys for his corporation. ☐

### 8 For Andrea, the trade fair was

- a useful. ☐
- b a waste of time. ☐
- c pleased. ☐

Score \_\_\_\_\_



# Test One (Units 1–24)

## Section 3 WRITING (12 points)

15 minutes

A Write the sentences in the correct order. The first word is done for you.

Example: They / from / are / Florida.

They are from Florida.

- 1 This / bill / is / dollar / ten / a  
This \_\_\_\_\_ .
- 2 How / the / from / the / airport / traffic / was  
How \_\_\_\_\_ ?
- 3 What / I / you / do / can / for  
What \_\_\_\_\_ ?
- 4 I'll / bars / take / of / two / please / chocolate  
I'll \_\_\_\_\_ .
- 5 Would / opening / you / briefcase / mind / your  
Would \_\_\_\_\_ ?
- 6 I'd / seat / please / like / aisle / an  
I'd \_\_\_\_\_ .

B Write questions. The answers are in italics.

Example: His name is *Greg*.

What's his name?

- 7 Teresa lives in *Madrid*.  
\_\_\_\_\_ ?
- 8 Bill is traveling to L.A. *tomorrow*.  
\_\_\_\_\_ ?
- 9 Mr. Garrett bought *a computer* yesterday.  
\_\_\_\_\_ ?
- 10 Fay has lost *her* keys.  
\_\_\_\_\_ ?
- 11 The girls are going to stay in Vancouver *for a month*.  
\_\_\_\_\_ ?
- 12 The sweater cost *\$40*.  
\_\_\_\_\_ ?

Score \_\_\_\_\_



# Test One (Units 1–24)

## Teacher's Notes

Section 4 SPEAKING (15 points)

minutes

Take the following into account when assessing your student.

fluency: speed, pronunciation, ability to communicate  
accuracy: grammar, correct choice of words or expressions  
content: originality, length of answer, appropriateness

### Interview (9 points)

Ask your student three questions. Choose one question from each group (1–3) below.

#### 1 Talk about yourself (3 points)

Why are you learning English?

What's your job? / What are you studying?

Where were you born and brought up?

Score \_\_\_\_\_

#### 2 Explain a procedure (3 points)

What do you do from arriving at the airport to getting on the plane?

What happens from arriving at a restaurant to starting your meal?

What happens from going into a store to paying for the goods you buy?

Score \_\_\_\_\_

#### 3 Give your opinion (3 points)

What do you think you'll do after you finish studying?

What do you think is the best way to keep fit?

How do you think foreigners see your country?

Score \_\_\_\_\_

### Role-play (6 points)

Give your student the role-play card (see page 74) and allow them 2 minutes to look at it. Then, ask them to make an appointment with you for a meeting next week. You are not free on the first two days, dates or times that your student suggests. By the end of the role-play, make sure that your student has arranged a date, time and place for the meeting. Your student should use words and expressions such as:

How about ... ?

available

Are you free on ... ?

convenient

What about ... ?

morning or afternoon ... ?

Score \_\_\_\_\_

Total Score \_\_\_\_\_



# Test Two (Units 25–48)

Test Two Scores	Writing _____
Listening _____	Speaking _____
Reading _____	Total score _____

## Section 1 LISTENING (15 points)

5 minutes

1 You have one minute to read questions 1–7. Listen to the recording.

Write True (T) or False (F) next to each statement.

(1 point each)

- |   |  |                          |
|---|--|--------------------------|
| 1 | Jim has been visiting Sarah on business.             | <input type="checkbox"/> |
| 2 | Jim didn't want to go back to New York this evening. | <input type="checkbox"/> |
| 3 | Jim is flying back to New York on Saturday.          | <input type="checkbox"/> |
| 4 | Jim already knows about the art show.                | <input type="checkbox"/> |
| 5 | Sarah is going to the museum with her children.      | <input type="checkbox"/> |
| 6 | Jim politely refuses the invitation first.           | <input type="checkbox"/> |
| 7 | Sarah will pick Jim up at the hotel at 2:00 p.m.     | <input type="checkbox"/> |

3 Listen again. Correct the four false statements above.

(2 points each)

- |    |       |
|----|-------|
| 8  | _____ |
| 9  | _____ |
| 10 | _____ |
| 11 | _____ |

Score \_\_\_\_\_



# Test Two (Units 25–48)

## Section 2 READING (8 points)

10 minutes

Read the text and the statements 1–8 below. Complete each statement correctly by checking ☒ one letter: a, b or c.

Charlene and Wilbur went to Acapulco in Mexico on vacation last summer. They booked round-trip tickets from Seattle to Acapulco with an hour stopover in L.A. They traveled Coach (Economy class) and used Wilbur's frequent flyer card to pay for the trip. When they arrived at the airport in Acapulco, they went through Immigration, then went to the baggage claim. One of their bags didn't turn up, so they had to fill out a form. Next, they went to rent a car. There weren't any economy grade cars left, so they took a sports coupé which was a lot more expensive. Then they drove down to their hotel and got there at about noon. Their room wasn't ready because the check-in time at the hotel was 3:00 p.m., but they only had to wait for an hour in the lobby. When they got to their room, Wilbur tried to take a shower, but the water was freezing. Finally, they went to the beach to relax, but Wilbur forgot his suntan lotion and they spent the rest of the day in the hospital.

### Wilbur and Charlene

- a spent part of their vacation in L.A. ☐
- b took a connecting flight in L.A. ☐
- c flew direct to Acapulco from Seattle. ☐

### Wilbur and Charlene paid

- a nothing for their flights. ☐
- b for frequent flyer cards. ☐
- c for each flight. ☐

### They booked

- a the most expensive class. ☐
- b the cheapest class. ☐
- c business class. ☐

### They had to fill out a form at the airport

- a because they went through Immigration. ☐
- b to claim their baggage. ☐
- c because some of their baggage didn't arrive. ☐

### 5 They rented a sports coupé because

- a they wanted a fast car. ☐
- b they left the economy grades. ☐
- c there were no more cheap grades. ☐

### 6 They waited in the hotel lobby

- a until 1:00 p.m. ☐
- b for three hours ☐
- c from noon to 3:00 p.m. ☐

### 7 Wilbur couldn't take a shower because

- a the water was very cold. ☐
- b there was no water. ☐
- c the water was too hot. ☐

### 8 On the beach, Wilbur got

- a suntanned. ☐
- b sunburned. ☐
- c sunbathed. ☐

Score \_\_\_\_\_



## Test Two (Units 25–48)

### Section 3 WRITING (12 points)

minutes

Correct the mistakes in the sentences. There is one mistake in each sentence.

Example: He come from Korea.

He comes from Korea.

1 I like to speak to Julie, please.

\_\_\_\_\_

2 You can to access the files without a password.

\_\_\_\_\_

3 Do you know what is the time?

\_\_\_\_\_ ?

4 Where does Yoshiko met John?

\_\_\_\_\_ ?

5 It is the most large model on the market.

\_\_\_\_\_

6 My flight not leave until 4:00 p.m.

\_\_\_\_\_

### 3 Write the verb in the correct tense.

Example: She studied (study) in Canada two years ago.

7 Barbara's in San Francisco today. She \_\_\_\_\_ (visit) a new customer.

8 Ray often \_\_\_\_\_ (work) overtime in his job.

9 \_\_\_\_\_ Tom \_\_\_\_\_ (download) that information from the Net last night?

10 \_\_\_\_\_ you ever \_\_\_\_\_ (eat) raw fish?

11 Anna \_\_\_\_\_ (learn) Chinese since she moved to Shanghai.

12 If the weather's nice, I think I \_\_\_\_\_ (go) to the seaside next weekend.

Score \_\_\_\_\_



## Test Two (Units 25–48)

Teacher's Notes

Section 4 SPEAKING (15 points)

minutes

Take the following into account when assessing your student.

Fluency: speed, pronunciation, ability to communicate  
Accuracy: grammar, correct choice of words or expressions  
Content: originality, length of answer, appropriateness

Interview (9 points)

Ask your student three questions. Choose one question from each group (1–3) below.

1 Talk about yourself (3 points)

What do you find difficult about learning English?  
Tell me about your daily routine in your job / studies.  
What do you do in your spare time?

Score \_\_\_\_\_

2 Explain a procedure (3 points)

What do you do from getting off the plane to leaving the airport?  
How do you reserve and pay for theater tickets by phone?  
Explain how to get from here to the nearest station / airport / hotel.

Score \_\_\_\_\_

3 Give a description (3 points)

Describe the place you last went on vacation.  
Describe two people you know well.  
Describe an object you possess, e.g. your cell phone.

Score \_\_\_\_\_

Role-play (6 points)

Give your student the role-play card (see page 75) and allow them 2 minutes to look at it. Then, ask them to reserve and pay for four theater tickets for a show called 'Survive.' You have no tickets for the first performance that your student asks for. By the end of the role-play, your student should have chosen seats for a specific date, arranged how to pick up the tickets and given details of their credit card for payment (students should invent the credit card number). Your student should use words and expressions such as:

Do you have (number of seats) ...?      I'd like ...      I'd prefer ...      days of week and dates  
sit / seats / center / aisle      pick up or mail      credit card number      expiration date

Score \_\_\_\_\_

Total Score \_\_\_\_\_

BLE



# Answer Key and Transcript

## Section 1 LISTENING (15 points)

### A (1 point each)

1 F 2 F 3 T 4 F 5 T 6 T 7 F

### B (2 points each)

Possible answers:

- 8 Paul is visiting Rachel's offices.
- 9 Paul and Rachel have never met.
- 0 Paul has one or two other customers in Miami.
- 1 Paul likes the local specialties.

## Transcript

**Rachel:** Mr. Jackson. Come in. How do you do?  
**Paul:** Fine thank you, Ms. Woods. How are you?  
**Rachel:** Just fine. Oh, please call me Rachel.  
**Paul:** OK. Rachel. And I'm Paul.  
**Rachel:** So, did you find our offices easily?  
**Paul:** I just took a cab all the way from the airport. Like that, I couldn't get lost.  
**Rachel:** That sounds like a good idea. So, how long will you be staying here?  
**Paul:** Well, I have one or two other customers to visit, so I think I'll be here for a few days.  
**Rachel:** Is this your first visit to Miami?  
**Paul:** Oh no. Miami's one of my favorite vacation destinations, so I know it well.  
**Rachel:** But you haven't been here on business before?  
**Paul:** Never. It feels strange to come here to work! I usually come to relax and taste the delicious specialties.  
**Rachel:** Well, in that case, I hope you'll be able to show us the best places to eat!

## Section 2 READING (8 points)

1 b 2 a 3 c 4 c 5 a 6 b 7 c 8 a

## Section 3 WRITING (12 points)

### A

- 1 This is a ten-dollar-bill.
- 2 How was the traffic from the airport?
- 3 What can I do for you?
- 4 I'll take two bars of chocolate please.
- 5 Would you mind opening your briefcase?
- 6 I'd like an aisle seat please.

### B

- 7 Where does Teresa / she live?
- 8 When is Bill / he traveling (to L.A.)?
- 9 What did Mr. Garrett / he buy (yesterday)?
- 10 What has Fay / she lost?
- 11 How long are the girls / they going to stay in Vancouver?
- 12 How much did the sweater / it cost?

## Student's Role-Play Card (Test 1)

## Section 4 SPEAKING

### 3 Role-play (6 points)

You work in an office. You want to make an appointment with a business contact (your teacher!) next week. Arrange a day and a time when you are both free. Also arrange a place to meet. Use expressions such as:

*How about ...?*  
*Are you free on ...?*  
*What about ...?*  
*available*  
*convenient*  
*morning or afternoon ...*

Here is your timetable for next week.

	morning	afternoon
Monday	weekly meeting	free
Tuesday	English lesson	visit customer
Wednesday	free until 11:00 a.m.	prepare budget
Thursday	on business trip all day	
Friday	English lesson	free



## Answer Key and Transcript

### Section 1 LISTENING (15 points)

#### A (1 point each)

1 T 2 F 3 F 4 T 5 F 6 T 7 F

#### B (2 points each)

Possible answers:

- 8 Jim couldn't get a flight to New York this evening.
- 9 Jim is flying back to New York on Sunday morning.
- 0 Sarah is going to the museum with her husband and son.
- 1 Sarah will pick Jim up at the hotel at 1:30 p.m.

### Transcript

Sarah: So, I think we've finished all our business now, Jim. Are you taking the plane back to New York this evening?

Jim: No, I'm not, Sarah. I couldn't get a flight so I decided to stay an extra day. I'll be leaving on Sunday morning.

Sarah: Do you know anyone here?

Jim: No, I don't actually, but I picked up some information in the hotel about things to see.

Sarah: Did you see that there's a show of Native American art on at the Art Museum at the moment?

Jim: Yes, that sounds interesting. The guy in the hotel told me about it.

Sarah: Well, my husband and I are taking our son there tomorrow afternoon. Would you like to join us?

Jim: Oh, I don't want to intrude on your weekend.

Sarah: Hey, I mean it. We'll come and pick you up at your hotel if you like.

Jim: Well, if you're sure.

Sarah: Of course I'm sure. How about 1:30 at your hotel. It's best to get there before 2:00.

Jim: Great. And thank you. This is very kind of you.

### Section 2 READING (8 points)

1 b 2 a 3 b 4 c 5 c 6 a 7 a 8 b

### Section 3 WRITING (12 points)

#### A

- 1 I'd like to speak to Julie, please.
- 2 You can't access the files without a password.
- 3 Do you know what the time is? / Do you know what time it is?
- 4 Where did Yoshiko meet John?
- 5 It is the largest model on the market.
- 6 My flight doesn't / does not leave until 4:00 p.m.

#### B

- 7 Barbara's in San Francisco today. She's / is visiting a new customer.
- 8 Ray often works overtime in his job.
- 9 Did Tom download that information from the Net last night?
- 10 Have you ever eaten raw fish? / Did you ever eat raw fish?
- 11 Anna's (has) been learning Chinese since she moved to Shanghai.
- 12 If the weather's nice, I think I'll / will go to the seaside next weekend.

## Student's Role-Play Card (Test 2)

### Section 4 SPEAKING

#### 1 Role-play (6 points)

You want to reserve four theater tickets for the show 'Survive.' Your teacher works at the theater booking office. You want four seats together for next Friday or next Saturday. You would prefer seats in the center of the theater. You will pick up your tickets at the theater. You want to pay by credit card (you can make up the credit card number).

Use words and expressions such as:

*Do you have ...?*

*I'd like ...*

*I'd prefer ...*

*next Friday*

*sit / seats / center / aisle*

*pick up*

*credit card number*

*expiration date*



## Unit 4 Communication Activities A and B

Answers:

Itinerary for Keiko Ishida

Day	Date	Flight number	From	Depart	To	Arrive
Monday	21st	JAL JL069	Osaka	13:45	Los Angeles	05:40 next day
Tuesday	24th	American AA2408	Los Angeles	06:40	Dallas	11:46
Wednesday	25th	American AA258	Dallas	12:48	Orlando	16:28
Thursday	28th	American AA2074	Orlando	11:31	Chicago	13:18
Friday	30th	Air Canada AC783	Chicago	07:45	Vancouver	10:16
Saturday	31st	All Nippon NH1891	Vancouver	12:35	Osaka	15:30

## Unit 12 Communication Activities D and Q

Answers:

FLIGHT DEPARTURES				
Flight #	Destination	Time	Gate #	Information
AC171	TORONTO	3:45	11	DELAYED - 6:30 pm
BA421	LONDON	5:15	23	CLOSED
AA322	CHICAGO	5:30	17	LAST CALL
UA755	DENVER	5:30	2	NOW BOARDING
AM591	MEXICO CITY	5:40	6	NOW BOARDING
UA632	SAN FRANCISCO	5:45	10	WAIT IN LOUNGE
AA186	BOSTON	6:00	15	WAIT IN LOUNGE
UA409	LOS ANGELES	6:00	12	DELAYED 60 MINS
AA299	HOUSTON	6:10	23	WAIT IN LOUNGE
VS201	LONDON	6:15	8	WAIT IN LOUNGE



## Unit 20 Communication Activities F and S

Answers:

★ STUDIOS INN HOTEL ★ HOTEL GUIDE	
Front Desk	Lobby
Concierge Desk	Lobby
Parking Garage	Basement level 1&2
All-Day Coffee Shop	Lobby
Shopping Gallery	Mezzanine floor
Stars Rooftop Restaurant	12th floor
Fitness Center, Pool	3rd floor
Conference Center	11th floor
Guest Rooms	3rd–10th floors
Business Center	Mezzanine floor

## Unit 24 Communication Activities G and T

Answers:

### REGIONS The regional specialty restaurant

#### Appetizers

##### Black pudding

Blood sausage from Lancashire in England.

##### Foie Gras

Paté made from goose livers. The birds eat the richest food until their livers are huge.

##### Escargots

Snails from France. Served in their shells.

##### Tree top treat

The brains of red squirrels from the Appalachian mountains of the U.S.A.

#### Entrées

##### Gator Tail in tomato sauce

Alligator tail from Florida. Served in a tomato and herb sauce with rice.

##### Rattler Chowder

Rattlesnake tail chowder from Arizona. Served with vegetables.

##### Wiener Schnitzel

Veal steak made from the youngest milk-fed calves.

##### Bambi Sausages

Venison sausages made from young, tender deer from New England forests.



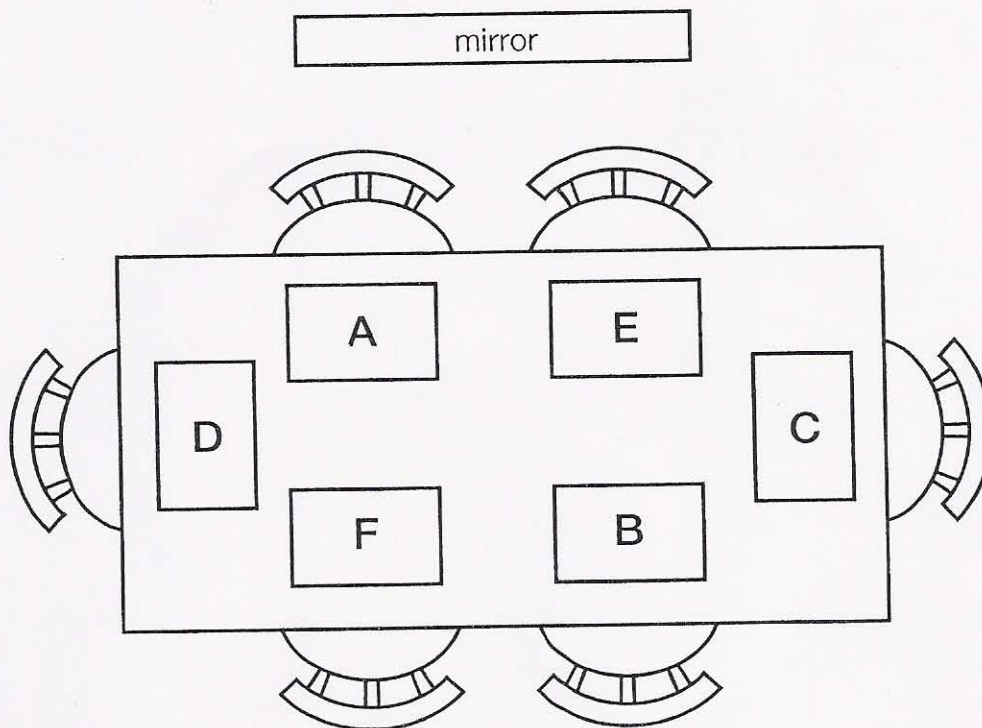
## Unit 29 Communication Activities H and U

Answers:

		Cigarettes	Cigars	Tobacco	Wine	Spirits	Perfume
European Union		200	or 50	or 250 grams	2 liters	1 liter	50 grams
Japan	visitors	400	or 100	or 500 grams	3 bottles	or 3 bottles	2 oz
	residents	200	or 50	or 250 grams	3 bottles	or 3 bottles	2 oz
Saudi Arabia		600	or 100	or 500 grams	Strictly prohibited	Strictly prohibited	for personal use
U.S.A.	visitors-gifts	Nil	100	no limit	Nil	Nil	no limit
	visitors-personal use	200	or 50	or 3 pounds	1 U.S. quart	or 1 U.S. quart	no limit
	residents	200	or 100	no limit	1 liter	or 1 liter	no limit

## Unit 34 Communication Activities I and V

Answers:





## Unit 35 Communication Activities J and W

swers:

	CrystalScan X	Dev-Scan 4800
Width	248 mm	240 mm
Depth	352 mm	346 mm
Thickness	30 mm	21 mm
Speed (2400 dpi color scan 8" x 10")	1 minute 13 seconds	57 seconds
Resolution	1200 x 2400	1200 x 2400
Warranty	3 years (parts and labor)	2 years (parts only)
Price	\$75	\$89
Special features	Power via USB Transparency scanner – optional extra	Separate power supply FireWire, USB