

Unit 1 How's it going?

Get ready to listen and speak

- Students complete this on their own.
- Students work in groups and speculate about each other's characters, based on their answers to the first exercise. You may wish to give a demonstration of this activity by having the class begin by asking you each question, and then encouraging them to say what your answers indicate about your personality. For example, students may say *You don't like going to parties so you're probably quite shy and introverted, but you do like meeting new people so perhaps you're fairly curious, too.*

A Listening – Starting a conversation

1–2 Play the recordings and get students to do the exercises.

B Listening – Making small talk

Before students begin, explain that 'small talk' is conversation about insignificant matters, and we usually *make small talk* with people we do not know well.

- 1 Play the recording and get students to circle the correct answers.
- 2 Play the recording again and get students to discuss the answer. Then point out that there are three techniques here which Nick uses to help keep the conversation going: he asks follow-up questions; he uses question tags and he also asks reply questions. Explain that they will now cover each of these techniques in turn.

C Speaking – Keeping a conversation going (1)

1–3 Before students do the exercises, explain that follow-up questions are questions we ask to find out more information about something we have just heard. Give an example, by saying *I've worked at this school for xx years* and encourage students to ask follow-up questions, e.g. *Where did you work before? Why did you choose to come to this school? What's the best thing about working here?* etc. Get students to do the exercises, playing the recording where indicated.

D Speaking – Keeping a conversation going (2)

- 1 Discuss Exercise 1 as a whole class.
 - 2 Play the recording and check answers as a whole class.
 - 3 After checking answers, make sure students understand that the intonation we use on the question tag can affect its purpose. If we do not know the answer and are asking for clarification, then we use a rising intonation (our voice goes up). However, if we know the answer and are simply asking for the listener to agree with us, then we use falling intonation (our voice goes down).
- 4–5 Students practise rising and falling intonation in pairs.

E Speaking – Keeping a conversation going (3)

- 1 Explain that reply questions are short questions we ask immediately after hearing something, in order to show interest and ask for more information. Point out that the auxiliary is used, in the same way as for question tags.
- 2 Get students to do the exercise.
- 3 Play the recording to check answers. Play the recording again and get students to take the role of B. Tell students to try and speak at the same time.
- 4 Play the recording and get students to do the exercise. After students finish, put them into groups of three and tell them to take turns making statements. Their partners must compete to be the first to respond with the correct reply question.

Focus on... question tags

Get students to do the exercises. Students can work in pairs to read the statements and question tags with rising or falling intonation. Students should identify whether their partner is using rising or falling intonation.

Class bonus

Review the three techniques to keep a conversation going. During the role play, monitor and check for accuracy. Make a note of any language errors you hear, and go through these at the end of the class.

F Listening – Understanding irony

1–5 Explain that irony is fairly common, especially in British English, is often hard to understand but because an ironic comment expresses an idea which is the opposite, or very different, from what is actually meant. Understanding irony is an important skill and helps avoid misunderstandings. Get students to do the exercises, playing the recordings where indicated.

Sound smart – Indicating emotion

Get students to do the exercises. After checking answers, put students into pairs and get them to practise the sentences in Exercise 3 alternating between *enthusiastic* and *bored*. Students have to identify which emotion their partner is expressing.

Focus on... Exclamations

Students could work in pairs to do this exercise. After checking answers, say to the class, *I think we should finish early today*, and encourage students to respond with an appropriate exclamation, such as, *what a great idea! what a relief!* or even, *what a pity!* Then tell students to practise in pairs.

Unit 2 I'm looking for a camera

Get ready to listen and speak

Get students to match the items to the pictures and then tick the ones they own. After students finish, tell them to talk about the items they own. If you wish, write some questions on the board to guide them, e.g. Which item do you use the most? How long have you had it? Where did you buy it from? How much did it cost? etc.

A Listening – In an electrical shop

1–2 Play the recording and get students to do the exercises.

B Listening – Asking for information

1–4 Before students begin, explain that a 'smart phone' is a mobile phone that has many different functions, such as video, Internet browsing and email, personal calendar, etc. Ask if any students have a smart phone, and encourage them to explain what they use it for. Play the recording and get students to do the exercises.

Learning tip

Read aloud the text and point out that students should not be afraid to make notes to plan what they want to say before an important conversation. Add that even native speakers sometimes make notes, especially before important business calls.

Did you know...?

Tell students that the European Union's WEEE Directive will soon affect all businesses, setting collection and recycling targets for all types of electrical goods. Add that there is even a 7 metre tall sculpture of a robot made from 3.3 tonnes of waste electrical products, called the WEEE man. This represents the average waste of electrical and electronic items a UK citizen is responsible for in a lifetime.

Sound smart – The schwa /ə/

Play the recordings and get students to do the exercises. Remind students that the schwa is the unvoiced, or weak, vowel sound that is so common in spoken English. Point out that it does not represent a single letter, but sometimes two or more letters (e.g. *sister*, *thorough*, etc.). Emphasize the fact that if they learn to use the schwa correctly it will help them sound more natural when they speak in English.

C Speaking – Finding out about a product

1–3 You could work through these exercises as a whole class. After students finish, put them into pairs and tell them to exchange their mobile phones (or another electronic device, if they prefer). Explain they should ask and answer questions about their functions, using the language in Exercises 1 and 2 to help them.

D Listening – Making a purchase

1–3 Play the recording for each exercise and get students to write the answers before reviewing answers as a class.

E Speaking – Getting a good deal

- 1 Get students to underline the words James uses to bargain with the assistant.
- 2 Get students to use the words from Exercise 1 to bargain with the assistant in Exercise 2. Explain that in the UK it is not normally possible to haggle (bargain) over the price in a shop, although it may be possible to negotiate a better deal. Ask students if it is possible to haggle in their countries and in which kinds of shops.

Focus on... the language of sales

Get students to circle the correct preposition in each sentence.

Class bonus

Before they begin, make sure you give students who are role playing shop assistants enough time to make a list of items and services they have to sell, and the prices they want to ask. Students who are role playing customers can use the time to decide what items and services they want to buy, and prepare to haggle. You will then need to rearrange the desks in the classroom into 'stalls'. Begin by sending the customers outside, and getting them to enter pretending to be customers in a shop. Monitor and make a note of any errors you hear for review later.

F Listening – Returning an item to a shop

1–2 Before students begin, ask them to raise their hands if they have ever returned an item to a shop. If enough students raise their hands, put them into groups to tell each other. If only one or two students raise their hands, ask volunteers to explain what they returned, when and why. Play the recording and get students to do the exercises.

G Speaking – Returning items

1–3 Get students to look at Exercise 1. Play the recording and get students to do Exercise 2. Get students to use the phrases from Exercises 1 and 2 to explain their problems in Exercise 3. After students finish, get them to role play conversations in pairs, using the items in Exercise 3. Tell them to use the pictures and information to guide them.

Extra practice

Encourage students to record what they say and then listen to themselves afterwards. Explain they should try to identify any areas they could improve, such as their grammar or pronunciation. You may even wish to collect their recordings to grade, and give individual feedback.

Unit 3 I need to see a doctor

Get ready to listen and speak

- Get students to match the problems with the symptoms.
- Get students to discuss what advice they would give to someone suffering from these problems.

A Listening – Getting the right healthcare

1–4 Before students begin, put them into pairs and tell them to take turns describing each picture. Explain that their partner should listen and identify the correct picture. Play the recordings as required and get students to do the exercises. After checking answers, get students to role play each conversation from memory. Explain they can use the pictures and the information on the page to help them.

B Listening – Registering at a doctor's surgery

1–2 Play the recording and get students to do the exercises. After students finish, encourage the class to compare this registration process in the UK with the system in their own country. Do they know what documents and information they need to provide?

Did you know...?

You may wish to also tell students that in the UK over 1.3 million people are employed in the UK's National Health Service, making it the largest employer in Europe and the third largest in the world, according to the specialist recruitment agents, NHS Employers. The annual budget is around £100 billion. Explain that the NHS was set up in 1948 and guarantees free healthcare to all UK citizens (although people have to pay for medication prescribed by their doctor).

C Listening – Finding out about health services

1–3 Before students begin, give them time to look at the Cranfield House Surgery information leaflet. You might want to ask them to explain what they think each section covers (e.g. the Well Person Clinic gives simple health checks and advice on how to stay healthy). Play the recording as required and get students to do the exercises. If you wish, put students into pairs and get them to compare the health services offered at Cranfield House Surgery with those offered by the medical practice they attend.

D Listening – At the doctor's

- 1** Before students begin, make sure they understand the meaning of each of the symptoms. Play the recording and get students to do the exercise.
- 2** Play the recording and get students to complete the doctor's notes.
- 3–5** Get students to do the exercises, playing the recordings where indicated. Check answers as a class after each exercise. At the end, you could write on the board these adjectives to describe pain, and ask students to check the meaning of any they do not know: *sharp, throbbing, stabbing, shooting, dull*.

Learning tip

Emphasize to students the fact that they should not pretend to understand if they do not understand! It is perfectly natural among native speakers to ask for confirmation in this way so they will not appear foolish.

E Speaking – Understanding the diagnosis

- 1–2** You could do these exercises as a class and drill some of the phrases.
- 3** Play the recording, pausing it where appropriate. You could get students to confer with a partner quietly after each statement and then check answers as a whole class.

Sound smart – Using stress to correct misunderstandings

Play the recording for students to notice the word stress. Play the second recording, pausing where necessary and check students stress the important words.

Class bonus

Allow some preparation time for this exercise. Students who are playing doctors should review the language they will need to use when giving a diagnosis by looking at the audioscripts on p88. Students who are role playing patients can use the time to decide what symptoms and illnesses they have. Rearrange the desks in the classroom into 'consultation rooms'. Tell students who are patients to see as many doctors as they can. Tell them to listen to each doctor's diagnosis and advice, and remind them to repeat back the important information. Monitor and make a note of any errors you hear, to review later. Ask students to feedback on which doctor gave the best advice.

Extra practice

Encourage students to visit the BBC *Learning English* website regularly throughout the course. Explain that it offers an excellent source of online practice material, on a wide range of topics and issues.

Unit 4 What's the problem?

Get ready to listen and speak

Get students to label the diagrams and match the expressions. After checking answers, put students into groups to make a list of some more common problems that people encounter in their daily lives with everyday items they use (e.g. a car can have a flat tyre, a light bulb can 'go', etc.). Write their ideas on the board. Then put students into groups to discuss what they would do in each situation. You may wish to give an example yourself, such as *When my car has a flat tyre I never try to repair it myself. I take it to my local garage and they fix it.*

A Listening – Dealing with everyday problems

1–3 Play the recordings and get students to do the exercises, checking and discussing as a class after each individual exercise.

Learning tip

Read aloud the text and emphasize the fact that information can be transmitted not only in the words we hear, but the background noises that accompany them. Tell students you are going to demonstrate this. Ask students to close their eyes, and listen to what you are doing. Walk to the door, open it, step out of the classroom, and then close the door behind you. Wait a moment, then open the door, step into the classroom, close the door behind you, and return to your desk. Get students to open their eyes and tell their partner what they think you did.

Focus on... modals of deduction

Do Exercises 1 and 2 as a whole class to present the language to students.

B Speaking – Finding solutions

- 1 Ask students to say whether the speaker of each of the sentences is sure or not sure about the cause of what has happened.
- 2–3 Get students to work in pairs, allowing enough time between the playing of each example, and then feedback as a whole class. When students finish, you could put them into pairs and ask them to imagine another item of electronic equipment is not working (e.g. their TV, phone, etc.). Tell them to role play the conversation, with one student making suggestions as to the possible causes, and the other student giving replies.

C Speaking – Offering your opinion

- 1 Get students to underline the expressions. Make sure students understand that all the expressions are for giving strong advice. Explain that all the positive expressions are interchangeable and all the negative ones are also interchangeable.
- 2–3 Play the recordings and allow students enough time to practise the language in the responses.

D Speaking – Speculating about consequences

- 1 Get students to underline the consequences. Point out the use of 'will' in the consequence clause.
- 2 For weaker students you may want to allow them to write down the responses after each statement. You could then replay the recording two more times: the first time students should read out the answers, the second time they should respond without looking at their notes.

E Listening – Coping in an emergency

- 1 Before students begin, tell them to speculate about each of the pictures. Write these questions on the board to guide them: *Who can you see? Where are they? What might have happened?* Play the recording and get students to match the emergency to the picture.
- 2–4 Get students to do the exercises. Check the answers as a class after each exercise. After checking answers, put students into pairs and tell them to close their books and say everything they can remember about each of the situations.

Class bonus

Get students to prepare the details of an emergency situation of their choice. Then ask students to prepare a role play for the emergency situation they thought of, including what they decided to do. When they are ready, get volunteers to act out their situation in front of the class. Ask the class if they would do the same if faced with the same situation.

Extra practice

Explain to students that this website offers a wide choice of video material they can watch and listen to, covering practical advice on many topics. Encourage students to find different topics they are interested in and to watch more videos.

Unit 5 What a lot of red tape!

You could ask students if they know what we mean by *red tape* at the start of the class. If they do not know refer them to the **Did you know...?** box.

Get ready to listen and speak

Get students to discuss the questions in pairs.

A Listening – Contacting the visa office

1–2 Play the recordings and get students to do the exercises.

Did you know...?

Get students to read the text. You could also tell them that the origin of the term *red tape* goes back to 17th century England when official documents were tied together using a red tape.

Learning tip

Get students to read the text. Ask students to share examples of symbols that they use in notes, and tell students some of the symbols you use.

B Listening – Enquiring about a visa

1–2 Make sure students read through the questions before they listen. After students finish, you could put them into pairs and tell them to use the questions and their notes to role play the conversation between Yuki and the visa officer.

C Speaking – Making sure you understand

- 1 Get students to underline the expression.
- 2 Get students to rephrase Yuki's question in Exercise 1 with the alternative expressions in Exercise 2.
- 3 Play the recording and allow students time to formulate their responses. After students finish, put them into pairs to role play each conversation. Explain that one student should be the UK visa official while their partner should play the role of enquirer. Can they remember what each of the terms (a–e) means? Refer them to the audioscript on p89 for the answers.

Focus on... official language

Students can do the exercise individually. Get students to check their answers in pairs before checking as a whole class. After checking answers, you could ask students to make one more sentence using each word or phrase from the box. Monitor and check for accuracy, then put students into groups to read aloud their sentences to each other.

D Listening – Applying for a green card in the US

1–2 Check students know what a green card is. If they do not, refer them to the **Did you know...?** box. Play the recording and get students to do the exercises.

- 3 Get students to read the requirements and then play the recording. Students should number each requirement in order.
- 4 Play the recording and get students to tick the relevant requirements. After checking answers, ask if they know what procedures and documents are required in their country for people from other countries to work or live there.

Did you know...?

Get students to read the text. You might also tell students that every year there is a green card lottery in which 50,000 green cards are given away, giving winners the right to live and work in the US without the need to go through all this red tape!

E Speaking – Giving explanations

- 1 Discuss the question as a whole class. Explain that in most cases officials only want clear, short and simple answers to the questions they ask. There is no advantage in giving lots of unnecessary detail, which will only make the process longer.
- 2 Give students a chance to note down the answers the first time they listen. Play the recording a second time and nominate students to give the answers. Then, get students to work in pairs with one playing the role of the immigration official and reading the questions from the audioscript on p90.

Class bonus

Give students enough time to prepare the role play and tell them to use the language and strategies in the unit to help them. During the role play, monitor and check for accuracy. Make a note of any language errors you hear, and go through these at the end of the class. If you wish, conclude the activity by having volunteers come to the front of the class to act out their role play.

Extra practice

As a variation, you may wish to suggest students research the requirements for immigrating to a country they would like to work and live in. At the beginning of the next class, you could ask them to report their findings to each other.

More activities

If it is not too sensitive an issue with your class, you could continue the green card theme and set up a debate about immigration. Divide the class into two groups and tell one group to list the benefits of immigration and the other group to list the drawbacks. When they are ready, put students into pairs (comprising one student from each group) and get them to tell each other their ideas. Finally, encourage students to discuss their own experiences of immigration, and take a class vote to see who is in favour of more immigration control.

Unit 6 What a great view!

Before students begin, get them to call out all the different types of holiday they can think of, and write their ideas on the board, e.g. a camping holiday, a sightseeing holiday, a cruise, a hiking holiday, a city break, a holiday by the beach, an adventure holiday, a skiing holiday, etc. Put them into groups to talk about the type of holiday they prefer and why.

Get ready to listen and speak

Get students to answer the questions in pairs. Next, get students to talk about the last time they visited a city as a tourist. Write these questions on the board: *Where did you go? When? Why did you choose this place? What did you do there? What was the most impressive thing you saw? What was the most entertaining thing you did?* First, get the class to ask you each question in turn and give your own answers. Then tell students to ask and answer the questions together.

A Listening – Showing someone around

- 1 Before students begin, ask them to raise their hands if they have ever shown a friend or relative around their home town. Get any students who raise their hands to tell the class who they showed around, when and what they did. Play the recording and get students to compare their answers in pairs before checking together as a class.
- 2 Play the recording again and get students to do the exercise. After checking answers, you could get students to choose a different place from those in **Get ready to listen and speak**, and make a list of associated words and phrases. When they are ready, get them to talk about the place they chose to the class, using the words and phrases in their list. Can their classmates identify which place they are talking about?

Learning tip

Read the text aloud and point out that we can understand a lot by listening to verbal clues provided by key words and phrases and then 'stepping back' to consider the whole picture in this way.

Focus on... strong adjectives

Get students to do the exercises. Make sure that students understand that you can not use 'very' before strong adjectives and that you can not use 'absolutely' before base adjectives (tired, bad, etc.). After checking answers, you could put students into pairs to take turns making more sentences using the adverbs and adjectives listed. Monitor and check for accuracy, providing help as needed.

Sound smart – Exaggerating

Get students to listen to the recordings and do the exercises. Before students listen to the recording for Exercise 3, model the exaggerated intonation for items a–h (e.g. I'm starving) and get the class to repeat in a choral drill.

B Speaking – Talking about places of interest

- 1 Play the recording and get students to tick the expressions they hear. Make sure students know they can also use the expressions that Sarah and Paul do not use.
- 2–4 Students could also talk about the town they are in now if it is more interesting for the whole group. Put students into groups for these activities and get them to tell each other about things to do and places of interest in their home town. Tell them to use their notes to help them, and monitor to make sure they use the language presented in Exercise 1.

C Listening – Asking about attractions

- 1–4 Do not focus too much on the picture as students are asked which city this is in Exercise 4. Play the recordings and get students to do the exercises. After checking answers to Exercises 1–4, put students into pairs to role play the conversation with their partner. Explain one person should be Mark while their partner is the travel agent. Encourage them to refer to the questions and answers to help them.

Sound smart – Stress and rhythm

- 1 Play recording 56 and get students to notice the stress and rhythm.
- 2 Get students to underline where they think the stress is.
- 3 Play recording 57 and get students to check. Play the recording again and get students to repeat the sentences copying the stress and rhythm.

D Speaking – Giving advice on where to go

- 1 Point out that all these expressions are equally strong.
- 2–4 Play the recording and get students to do the exercises.

Class bonus

Give students enough time to prepare and emphasize they should use the language and strategies in the unit to help them. Then put them into groups and tell them to ask their classmates some questions about the town or city they have chosen. Monitor and check for accuracy. Make a note of any language errors you hear, and go through these at the end of the class.

Extra practice

Tell students there are many great podcast sites and tourist sites where they can find audio and video material giving information on popular cities to visit. If you wish, tell them to choose one city they would like to visit and to find out as much as they can about it. In the next class, get them to present their findings to the class.

Unit 7 I'd appreciate it

Explain what a conference centre is and ask whether students have ever been to a conference centre. If they have, ask why they were there and what the facilities were like.

Get ready to listen and speak

Ask students to look at the pictures and explain that the Møller Centre is a top residential conference and training centre in Cambridge, UK. It is part of Churchill College, one of the thirty-one colleges that make up Cambridge University. Get students to match each statement with a picture.

A Listening – Understanding detailed requirements

- 1 Allow students time to read through Exercise 1 before listening and refer them to the **Learning tip**.
- 2 Make sure students understand the Conference Booking sheet before listening. Play the recording and get students to complete the booking sheet.

B Speaking – Asking for services

- 1 Play the recording and get students to tick the expressions they hear. Make sure students understand that the other statements are equally polite.
- 2–3 Get students to do the exercises. After students finish, get them to role play the short conversations with a partner.

C Speaking – Overcoming language difficulties

- 1–2 Get students to do the exercises and play the recording to check. After students finish, you could hand out pieces of paper with other items to describe on them and get students to practise the language.
- 3 Play the recording and get students to respond to the receptionist, using the ideas a–d. Remind students that they can use the expressions in Exercise 1 to explain what they need to the receptionist.

D Listening – Specifying your requirements

- 1 Play the recording and get students to tick the adjectives they think describe Viktor's attitude. Ask students how they identified Viktor's attitude.
- 2 Play the recording again and get students to answer the questions. After checking answers ask students whether they think Viktor is a good boss and why?

Did you know...?

Ask students what they know about Dubai. Dubai is one of the seven emirates that make up the United Arab Emirates. It has the largest population, and is home to the Burj Al Arab, and the Rose Tower, two of the tallest hotels in the world (321m and 333m respectively).

Sound smart – Detecting mood

- 1–2 Before listening, check students understand the meaning of the adjectives. Play the recording and get students to identify the speakers' attitudes. For Exercise 2, encourage students to identify what it is about the way each sentence is spoken that changes the mood it reflects. For example, a lively, high tone indicates friendly, cooperative mood, while a fast, hard tone indicates anger or impatience.
- 3 Play the next recording and get students to identify the attitudes. After checking answers, put students into pairs to take turns saying the same sentence in different ways. Their partner must identify the mood they are trying to reflect.

E Speaking – Arguing your case

- 1–2 Look at the expressions as a whole class. Play the recording and get students to tick the expressions they hear.
- 3 Encourage students to use different expressions for each of the prompts in Exercise 3. Emphasize that using language such as the expressions here can help them to insist on their point without causing an argument or offence.

Focus on ... interrupting

Get students to do the exercises. Point out that it is especially important to be polite and diplomatic when interrupting someone, particularly in a work context. After checking answers, tell students to close their books and try to remember all six phrases they can use to interrupt someone. You might wish to get students to identify the most formal and informal expressions.

Class bonus

Explain to students how the flow diagram works, showing the flow their conversation should take. Give them enough time to prepare and emphasize they should use the language and strategies in the unit to help them. Then get them to role play their conversation in front of the class, and note any language errors you hear. Finish by going through the errors.

More activities

If you wish, tell students to write another conversation similar to the one in Class bonus. Tell them to hand their work in at the next class for you to grade.

Unit 8 This is your office

Get ready to listen and speak

After students have identified each company with its area of business activity, check answers then put them into small groups to discuss the last question. If you wish, finish by having a class debate on the benefits of working for a small or large business. Finally, tell students to discuss which company they would like to work for one day, and to give their reasons.

Did you know...?

Tell students that at Google's headquarters in California employees enjoy free gourmet meals, free transport to and from local stations, free car wash, laundry service and hairdressers, free child care, an excellent gym, a dog walking service, language lessons, and many more perks. Ask students what services *they* think employers should provide to keep their employees happy.

A Listening – Getting an overview

- 1 Play the recording and get students to complete the company profile. Then get students to compare answers in pairs before reviewing as a class.
- 2 Before students begin, point out that many organizations have a 'mission statement' which tries to encapsulate the values and ideals the company stands for. Ask if they know the mission statement for their own company, college or organization. Refer students to the **Learning tip** and tell students that sometimes they need to listen for 'the big picture' as well as small details. Read through the four possible answers (a–d), then tell students to listen while you play the recording and consider which one summarizes the company's values.
- 3 Play the recording and get students to complete the chart. Check students understand the functions of the different departments.

B Speaking – Talking about organizations

- 1–2 Encourage students to describe the company in Exercise 2 using the expressions in Exercise 1.
- 3 Put students into groups to choose a company and work together to share the information they know. Allow students plenty of time for this. They could do some research on the internet if you have the facilities to do this. Each group should present their company profile to the class, with each student in the group presenting one part. Encourage the other students to be prepared to ask questions at the end.

C Listening – Introducing new staff members

- 1 Get students to underline the expressions.
- 2–3 Play the recording and get students to do the exercises. Encourage students to refer back to the organization chart on p40 in order to identify the correct department, if necessary.

Focus on... job titles

Get students to do the exercise. Ask students if they know of any other popular job titles, and write their ideas on the board. Point out that not every job title has an abbreviation.

D Listening – Roles and responsibilities

- 1–2 Play the recording and get students to do the exercises. After checking answers, refer students to the audioscript on p92 and identify any other words or phrases specific to the departments that the people work in.

E Speaking – Describing your personal qualities

- 1 Check students understanding of the vocabulary in Exercise 1.
- 2 Get students to discuss this in pairs and then as a whole class. Ask students to justify their answers.
- 3 If students feel uncomfortable about doing this they can complete the profile for a particular job, or for a different person rather than for themselves.

Sound smart – Word stress

Play the first recording to highlight word stress and get students to do Exercise 1. Encourage students to say the words in Exercise 2 out loud to identify the stress pattern. Then get students to put the words in the correct column. Play the second recording to check answers and get students to repeat each word.

F Speaking – Talking about your work

- 1 Play the recording and get students to identify who uses which expression.
- 2 Give students plenty of time to prepare notes on one of the topics, then put them into small groups and tell them to take turns talking about their topic. Emphasize they should use the language listed. Monitor and correct any errors you hear.

Focus on... prepositions with work

Get students to do the exercise.

Class bonus

Perhaps give an example first by thinking of a job and telling students about the personal qualities needed, and the main responsibilities. Be sure to use the language in the unit. After you finish, get them to guess what the job is. Then tell students to work individually and think of a different job and prepare to talk about the personal qualities a person needs and the main responsibilities involved. When they are ready, get students to talk about the job to the class, or put them into small groups to tell each other. In each case, those listening should try to identify what the job is that is being described.

Extra practice

If you wish, get students to present their findings to the class. Give students time to research their company and practise their presentation. Help students where needed, and when students are ready, ask them to each give their presentation to the class. Tell the class to evaluate each presentation using the form on p85. To encourage them to do their best, you could grade their presentation.

Unit 9 I'll sort it out

Get ready to listen and speak

After students have matched the adjectives, check answers, and then put them into small groups to discuss the top three qualities needed to work in Customer Services. Give them time to decide on the top three, then get each group to report their ideas to the class and encourage students to debate any differences of opinion. Finally, read aloud the saying 'The customer is always right' and ask volunteers to say what they think this phrase means. Then ask the class if they agree with this saying or not, and encourage them to give their reasons.

A Listening – Handling customer complaints

1–2 Play the recording and get students to do the exercises.

Did you know...?

Read aloud the text and ask students if they have ever complained to a friend or relative about poor customer service they have received from a particular company. You may wish to ask students to raise their hands if they have ever sent an email or letter to thank a company for good customer service.

B Speaking – Keeping the customer happy

1 Before students begin, brainstorm ways of keeping a customer happy, e.g. *be polite and diplomatic, offer an apology or an explanation if possible, resolve the situation speedily, remain calm and professional however angry or unpleasant the customer is*. Get students to match the expressions from Exercise 2, Section A with the functions in this exercise.

2–4 Play the recordings where indicated and get students to do the exercises. After students finish, put them into pairs to role play each conversation with their partner.

C Speaking – Getting it right

1 Get students to look at the extracts. Explain that to confirm information you can repeat the details and use the expressions in bold. Emphasize that when taking orders over the phone it is important to make sure you have all the right information from a customer.

Learning tip

Model the key expressions *Is that correct?* and *Is that right?* making sure that your voice goes up at the end. Get students to listen and repeat.

2 Get students to do the exercise. After students finish, put them into pairs and tell them to imagine one person works in a call centre and the other is a customer phoning with an order. Tell them to sit back to back and practise placing and taking orders.

Sound smart – Linking – /w/ and /j/

- 1 Play the recording and highlight the linking sounds /w/ and /j/. Get students to practise.
- 2 Tell students to do this exercise in pairs. Then play the recording and check answers as a class. Play the recording again and get students to repeat each sentence.

Class bonus

Before they begin, make sure you give students who are role playing customers enough time to decide what they want to complain about. Students who are role playing customer service assistants can use the time to decide what language and strategies to use, and prepare to deal with complaints. You will then need to rearrange the desks in the classroom into a 'call centre', with customer service assistants sitting individually back to back with an empty chair (which the customers sit on to make their call). Begin by having the customers choose a seat, and sit back to back with a customer service assistant. Encourage customers to 'call' several different customer service assistants. Ask the customers to identify which customer service assistant dealt best with their complaint.

D Listening – Problems in the office

- 1 Play the recording and get students to match the pictures to the speakers.
- 2–5 Play the recordings as appropriate and get students to do the exercises.

Did you know...?

You might add that the remaining 'top ten' complaints here are: 6 – poor indoor air quality, 7 – no privacy, 8 – inadequate parking, 9 – computer problems, 10 – noise. You could ask students to call out any other problems they think office workers might complain about, and then put them into groups to choose which of these problems would bother them most, and to explain why.

E Speaking – Finding solutions

- 1–2 Get students to underline the relevant expressions. Ask two students to read the dialogue in Exercise 1, replacing the key expressions with the expressions in Exercise 2.
- 3 Play the recording. Explain to students that they need to use ideas a–f to suggest solutions to each problem.

More activities

Write this website address on the board and get students to copy it. [Http://iteslj.org/links/ESL/Pronunciation](http://iteslj.org/links/ESL/Pronunciation). Explain that there are many useful pronunciation activities here which they can try.

Unit 10 Can I call you back?

Ask students if they like using the phone or if they prefer to speak face to face. Elicit some of the advantages of the two types of communication (by phone / face to face).

Get ready to listen and speak

- Get students to tick their answers.
- Get students to write *Do* or *Don't* for each phrase and check their answers with a partner.
- Finally, get them to tell each other whether they think they have good telephone manners or not, and to explain why.

A Listening – Making a call

1–5 Play the recordings where indicated and get students to do the exercises. For Exercise 2 students could try and complete the gaps before listening. For Exercise 4, get students to list any suitable expressions before they listen.

Focus on... telephoning

Get students to do the exercise. After checking answers, write the expressions on the board. Then erase all the prepositions and some other key words and get students to repeat each sentence in full with their partner.

B Speaking – Making calls successfully

- 1 Students can work in pairs to do the exercise.
- 2 Play the recording. Explain to students that they need to use ideas a–e to have a formal conversation with the receptionist.
- 3 Play the recording. Explain to students that they need to use ideas a–e to have an informal conversation with a colleague. After students finish, emphasize that the conversation in Exercise 2 is more formal than that in Exercise 3, because it is to an outside company rather than an internal call. Ask students to listen again while you take the role of caller in each conversation. Tell them to note the formal and informal language they hear. Play the recording and complete each conversation yourself using the answers suggested in the Answer key. When you finish, review answers and then get students to role play each conversation, to reinforce the formal and informal distinction.

Learning tip

Read aloud the text and ask students if they ever make notes before a call. Explain that many native speakers do this, if the call is important or there are a lot of details to check, so they should not feel embarrassed to do the same.

C Listening – Receiving a call

- 1–3** Play the recording and get students to do the exercises. Emphasize that students should take care to use the appropriate register for each call they take. For example, to take a call from an important client they should use formal language, while they can use more informal language for a call from a colleague. Encourage them to think of more situations when they might receive calls, and to identify the appropriate register for each one.

D Speaking – Practise receiving calls

- 1 Students can work in pairs to do the exercise.
- 2 Before students begin, remind them that this call comes from a client and therefore they should use more formal language. Play the recording and allow students time to respond.
- 3 This time, remind students that the call is from a colleague so more informal language is appropriate. Again, play the recording and allow students time to respond.

Sound smart – Connected speech

- 1–2** Before students listen and repeat each sentence, you might want to model each target word or phrase (Do you /dʒə/, etc.) and get them to repeat. Then play the recording and get them to listen and repeat each sentence in turn.
- 3–4** Play the recording, get students to count the words and try to write the whole sentence. Refer students to the audioscript on p93 to check their answers. Finally, get students to practise the sentences. After students finish, put them into pairs to write one more sentence (similar to the ones they have just heard and practised). When they are ready, get them to take turns reading their sentence aloud to the class. Their classmates must identify the number of words they hear in each sentence.

E Listening – Overcoming difficulties

- 1 Discuss the picture. Elicit other reasons why it might be difficult to understand someone on the phone.
- 2 Check if any of the students' ideas are listed. Play the recording and get students to match each speaker with a reason why the call is difficult to understand.
- 3 Play the recording and get students to complete the sentences. Then get students to compare their answers in pairs, before checking as a class.
- 4 Play the recording and get students to do the exercise. Then get students to role play the conversations in pairs.

Class bonus

You could prepare some situations on cards to give to students for this role play.

Unit 11 Shall we move on?

Get ready to listen and speak

- Get students to tick their top three factors.
- Get students to note down three things that need to be done to chair a meeting effectively. Next, put students into small groups to discuss their opinions. Encourage them to justify their choices and explain the group must decide together on the most important three factors for both questions. Finally, get each group to report their decisions, and debate any differences. You may wish to finish by asking if there are any other factors that students think are important for an effective meeting, which are not covered here.

A Listening – Starting a meeting

- 1–2** Before students begin, tell them they are going to listen to the start of a formal, high-level business meeting on a very important issue. Students could try to complete the gaps before listening and then listen to check. Then get students to match the expression to the function.
- 3** Write any extra expressions that students can think of on the board. Then point to each one in turn and get students to call out the function each expression fulfils. Finally, mark the sentence stress on each expression, and model it telling students to listen and repeat.
- 4** Before students listen again, get them to read through the sentences and see if they can remember any of the information from the first listening. Get them to write true or false for each statement, then play the recording to check.

B Listening – Identifying opinions

- 1–4** Play the recording where indicated and get students to do the exercises.

Learning tip

Read aloud the text and emphasize the fact that people do not always express their opinion directly and simply. Tell students they need to listen carefully and identify any expressions they can that may reflect someone's real opinion. Add that if they also try to notice people's facial expression and body language while they speak, this can often give them a clue as to their opinion.

Did you know...?

Read aloud the text and add that wasted time in meetings is one of the most common complaints of employees all over the world. Ask students why they think so much time is often wasted in meetings. Can they think of other, more effective ways of managing staff and running a company?

Focus on...the language of meetings

Get students to match the words / phrases to the definitions. After checking answers, you may wish to put students into pairs and get them to test each other by taking turns to say a word or phrase while their partner has to give a definition.

C Speaking – Acting as chair

- 1–3** Before students begin, explain that *to chair* a meeting means to control the meeting, and that *a chair* is the person who fulfils this role. You could also explain that the term, *chair* is often preferred to *chairman* or *chairwoman* because it is not gender specific. Get students to do the exercises and play the recording when appropriate.

Sound smart – Using stress to emphasize a contrast

Play the first recording and elicit the stressed words and pronunciation rules from the students. Get students to do Exercise 3 and play the second recording to check answers. Get students to repeat the sentences.

D Speaking – Avoiding conflict

- 1–3** Before students begin, point out that it can be very important to make sure they avoid causing offence when expressing an opinion that is opposed to someone else's. Explain that speaking too directly is sometimes not a good idea, and that they should try to use language to help soften criticism. This is especially important in meetings where ideas and opinions vary a lot. Do the exercises with the students and get them to practise the language in Exercise 3.

Class bonus

Before students begin, review the language and techniques they can use in a meeting. Then put them into groups and tell them to imagine they are in a meeting. Encourage students to take different roles, e.g. sales manager, marketing manager, etc. If you wish, have one group volunteer to role play the situation to the class.

Alternatively, you could do this activity using the 'goldfish bowl' approach: have just one group role play the situation, in the middle of the classroom. Tell students they can raise their hand to exit the role play at any point. Those students waiting on the outside can then take over their role. This is a good way to keep everyone listening carefully and to ensure you hear all the language produced.

During the role play, monitor and check for accuracy. Make a note of any language errors you hear, and go through these at the end of the class.

Extra practice

You may wish to record a suitable programme yourself, and use it in the following class. Play a short section and get students to note all the language they hear to express various functions and opinions.

Unit 12 I'd like to begin by...

Get ready to listen and speak

Get students to look at the different ways of taking notes. Elicit which example students think is best, and ask them whether they use a system like the ones shown when they take notes. Tell students that obviously each method of note taking has its advantages and disadvantages, and that they should use whichever method they prefer. Point out that some methods are better than others for certain things. Tell students they can find out about each of these methods by looking at the many sources available online. Tell them they can start at: http://edutechwiki.unige.ch/en/Note_taking and follow links of interest from there.

A Listening – Dos and don'ts

- 1 Before listening, ask students to predict what they might hear. Play the recording and get students to make notes in the chart.
- 2 Ask students to try and answer the questions from memory before playing the recording again.

Focus on... arrows, symbols and abbreviations

Get students to do the exercises, compare answers with a partner, and then with the whole class. After checking answers, tell students to work individually to make a list of all the symbols and abbreviations they use when they make notes. Encourage them to add any new ones from the **Focus on...** box they think might be useful.

B Listening – Note taking

Before students begin, explain that they are going to listen to a lengthy extract from a lecture on the Chinese economy. Put them into pairs or small groups to make a list of everything they know about the Chinese economy. Then tell them to note any words or phrases they think they may hear. Explain that reflecting on what they already know before they listen will help to focus their mind.

- 1 Tell students that you will pause the recording after each section of the extract, and that each time you pause they should choose the most suitable heading for the section they have just heard.
- 2 Before students listen again, tell them to make sure they only note the key points, and remind them to use the abbreviations and symbols they wrote down previously.
- 3 When they finish, get students to compare their notes with a partner. They should make suggestions and give each other constructive criticism.

C Speaking – Passing information on

- 1 Explain that talking about a lecture afterwards with friends will help students to review what they have learned, and also help them to make sure they understood all the main points. They might also need to summarize the lecture. Get students to look at the expressions they can use to talk about a lecture and add this list if they can.
- 2 Give students time to prepare a list of the main points, and tell them to use their notes from the extract of the lecture to help them. Then put them into groups to read aloud their summaries. Tell students to listen to their classmates and to choose the best summary from their group. Monitor each group. Ask them which summary is best and to explain their reasons.

D Listening – Summarizing

- 1–2 Now tell students they will hear two other summaries of the extract from the talk on the Chinese economy they have heard. After they choose the best one, tell them to note the strengths and weaknesses of each summary in detail.

E Listening – Time for questions

- 1 Explain that often the question and answer session at the end of a talk can be the most interesting part. Tell students that they should try to identify the main point of each question they hear people ask.
- 2–3 Play the recording and get students to do the exercises. After checking answers, tell students to close their books and repeat the four expressions a speaker might use to clarify what they mean.

F Speaking – Asking questions

- 1 Get students to underline the expressions. You may wish to model the pronunciation of each expression, getting students to repeat in a choral drill.
- 2 Get students to practise the questions in pairs, checking each other's pronunciation.

Class bonus

This can be done in small groups if you prefer, with students listening to each other's mini-presentations and then asking questions. They should then summarize the best presentation together. When they finish, get one student from each group to come together to form new groups, and tell each other about the best presentation they heard.

Unit 13 Let's take a closer look

Get ready to listen and speak

Get students to identify the visual presentations.

A Listening – Charts and statistics

- 1–2 Play the recording and get students to do the exercises.
- 3 Ask students to try and answer the questions from memory before playing the recording again.

Focus on... describing statistics

Get students to do the exercises. After checking answers, you may wish to put students into pairs and get them to take turns to say a verb while their partner has to give the collocating adverb. Give an example first by saying *increase* and encourage students to call out *dramatically, sharply, slightly*, etc. They should write down all the possibilities they can think of. When they are ready, review answers as a class.

B Speaking – Presenting detailed information

- 1–3 Get students to complete the expressions in Exercise 1. Explain that when presenting detailed statistical information, it is easy for the audience to become lost unless the information is clearly presented both visually and orally. Point out that if they use the expressions in this section, together with the language in **Focus on...**, then this will help them to succeed in presenting information clearly and concisely. Put them into pairs and get them to take turns to talk about each slide, for both Exercise 2 and 3.

Did you know...?

You may wish to find various examples of detailed information presented visually (e.g. in newspapers and magazines, or research reports). Show students and encourage them to assess how accessible the information is, and whether it is presented in the best format, e.g. would a pie chart be better than a bar graph?

Sound smart – Mentioning several points

Play the recordings and get students to do the exercises. After students finish, put them into pairs to practise the sentences once again. Explain they should take turns to listen to their partner and decide whether the intonation they use is correct. Monitor and help as needed.

Learning tip

Read aloud the text and emphasize that to successfully present detailed statistics students should go through each slide first explaining the topic of the information, and then going through the main details. They can use signposts to help clarify what they are taking about. Point out that signposts are words and phrases which help to direct the audience so they can understand the flow of the presentation. You may also wish to remind students they can use a laser pointer, to direct the audience's gaze as they speak.

C Speaking – Using signposts (1)

- 1 Explain that different signposts have different functions. Read aloud the list of words and expressions and point out that these signposts help to either link supporting ideas or contrast different ideas. Tell students to identify which function each signpost fulfils, then compare with a partner.
- 2 In pairs, get students to introduce the information on each chart and link the ideas.

Focus on... expressing contrast

Get students to do the exercise and check answers.

D Listening – Using signposts (2)

- 1 Put students into pairs to make a list of as many expressions as they can think of to fulfil each of the four functions listed.
- 2 If you wish, get students to compare their lists, and then play the recording.
- 3 Play the recording again so that students can note any other expressions. Students could check their answers against the audioscript if necessary.

E Speaking – Making your point

- 1 Get students to match the expressions and functions. Check answers before moving on to Exercise 2.
- 2 Explain to students that they need to use ideas a–e to finish one point, start another and emphasize important points in a presentation. Monitor and make sure students use the signposts correctly. If you wish, go round the class and get volunteers to call out possible sentences for items a–e.

Class bonus

You may wish to set the preparation phase of this activity, where students prepare a talk, for homework. Encourage them to use statistical information where possible.

Before students begin, review the various signposts they have covered in the unit, and the functions they each fulfil. Then get students to either present to each other in groups, or come to the front and present to the whole class. Make a note of any language errors you hear, and go through these at the end of the class.

Extra practice

Point out that there are many sources students can choose from when finding a talk in English to listen to such as the BBC World Service or CNN. There are also many websites with famous speeches from the past they could refer to. Tell students to simply go to a search engine and type 'famous speeches'.

Unit 14 Can you expand on that?

Get ready to listen and speak

Get students to do the exercises. After checking answers, emphasize to students that seminars are an opportunity for them to learn and that how much they get from a seminar depends to a great extent on how much they put in, i.e. if they do the reading, prepare their ideas, and participate actively with an open mind then they should find them fun and informative. Make sure students understand that a seminar is an informal exchange of ideas where they can openly express their ideas. They should not be afraid to argue or defend their opinions.

A Listening – Following a discussion

- 1–4** Play the recording and get students to do the exercises. Check answers after each exercise. Then tell students to close their books and in pairs try to remember what they heard in the discussion.
- If it is appropriate and not too sensitive an issue, you could have a class debate on the value of 'language revitalization' and encourage students to give local examples where they can.

Learning tip

Read aloud the text and tell students that a free-flowing discussion between native speakers can be hard to follow at first, but they should not be deterred from participating. Emphasize that if they are having trouble then they should focus on following the general thread of the discussion, rather than the details.

B Speaking – Expressing your ideas

- 1–3** Ask students to explain the difference between a fact and an opinion. Accept any answer along the lines of a fact is something that can be proved, whereas an opinion is a belief which people can agree or disagree with. Get students to do the exercises, listening to the recordings and practising the language.

Sound smart – Sounding polite

You may wish to demonstrate the difference here by modelling the example sentence yourself. First, in a tentative way with a soft, high tone and then a second time, with a quicker, sharper tone that sounds more aggressive. Encourage volunteers to say the same sentence twice in a similar way. Then get students to listen to the sentences and identify which is more polite, A or B. Finally, put students into pairs to practise.

C Speaking – Making sure you understand

- 1** Explain that it is normally possible to ask questions during a seminar, and that these can be a useful way to further the discussion. Tell students not to worry about interrupting if they want more detail. Get students to underline the expressions.
- 2** Get students to work in pairs and practise asking for more detail using a variety of the expressions from Exercise 1.

D Listening – Asking effective questions

- 1–3** Get students to do the exercises, playing the recording where appropriate. After checking answers, put students into pairs and tell them to close their books. How many of these expressions can they remember?

E Listening – Participating effectively

- 1–2** Play the recording and get students to do the exercises. Check answers after each exercise.
- 3** Put students into pairs and tell them to work together to make a list of any additional expressions they can think of. When they are ready, get them to write their expressions on the board. After checking them, point to each expression, model the pronunciation for students to repeat, and ask which function each one expresses. Tell students to note any expressions they feel are particularly useful.

Class bonus

You may wish to ask students to prepare for this activity, by setting the topic yourself and giving them a list of required reading (i.e. articles on the Internet, or your own handouts). Tell them that the seminar will be held in the next class. If you have a large class, divide students into groups. You might like to ask each student to prepare a short presentation of their ideas on a separate theme connected with the topic. In the next class, hold a seminar and encourage students to use the language and strategies covered in the unit. Monitor and check for accuracy. Make sure that students understand this is not a formal presentation, but a seminar, and encourage them to debate their ideas openly. Make a note of any language errors you hear, and go through these at the end of the class.

More activities

Tell students to listen to a debate on a current affairs programme on the TV or radio, or via the Internet. Point out that there are many videos of news interviews and discussions they can choose from. Tell them to listen out for the language the speakers use to express their opinions, and to agree and disagree with each other.

Unit 15 It'll help me get a good job

Get ready to listen and speak

Get students to think about the questions and then tell a partner about their ideas. Then get each pair to make a list of the advantages of studying abroad, and any disadvantages they can think of. When they finish, ask them to call out their ideas and list them on the board.

A Listening – Making plans

Before students begin, tell them they need to be selective when they make notes. If they have done Unit 12, remind them to use the note-taking techniques they covered there (e.g. using symbols, abbreviations, etc.). Explain they should listen to each person and note the important details, and then try to find three common goals they mention.

B Speaking – Talking about your study plans

- 1–2 Get students to do the exercises, playing the recording at the appropriate time. Get students to practise the expressions to express Stefania and Habib's ambitions. They can then practise the sentences with their own ambitions.
- 3 Get students to look at the advert for San Francisco Language Center. Put students into pairs to talk about what they are going to do and what they hope to achieve on this programme.

Class bonus

Tell students to consider their own study plans and what they hope to achieve. When they are ready, put students into pairs or small groups to tell each other about their plans. You may wish to review students' ideas together as a class, to find out if there are any common interests or study goals they share.

C Speaking – Seeking advice

- 1–2 Play the recording and get students to practise the language in Exercise 1 to make their responses. When students finish, get them to role play the conversation in pairs. Then tell them to use their own ideas to make further conversations. Monitor and check for accuracy, noting any errors you hear to deal with later in the class.

D Listening – Understanding course requirements

- 1–3 Play the recording and get students to do the exercises.

E Listening – A tour of the library

Before students begin, write these questions on the board and put students into pairs to answer them. *How often do you go to the library? When was the last time you went to the library? What do you use the library for most?*

- 1–4 Play the recordings where indicated and get students to do the exercises. Check answers after each exercise. When students have finished, ask them to close their books. Put them into pairs and tell them to take turns giving facts about the university library. For example, *The library opens at 9 am during term*, etc. If you wish, you could ask pairs to make a list of five true or false sentences. When they finish, get them to read their sentences to the rest of the class.

Did you know...?

You could add that the largest library in Britain is the British Library, followed by the Bodleian Library in Oxford. The University Library (or UL as it is known) in Cambridge is Britain's third largest library.

Learning tip

Read aloud the text and emphasize to students that if someone is speaking very quickly they should not be afraid to ask them to slow down by saying *Could you speak a little slower, please? or Sorry, can you slow down a bit?*

F Listening – Asking about services

- 1 Give students one minute to brainstorm possible questions to ask. Then write their ideas on the board.
- 2–4 Play the recordings where appropriate and get students to do the exercises. Check answers after each exercise. After checking answers, put students into pairs and tell them to ask and answer questions about what they have just heard. For example, *What's the charge for an InterLibrary loan?*, etc. If appropriate, they should compare these facts with the library they use.

Sound smart – Intonation in questions

Play the recordings where appropriate and get students to do the exercises. For Exercise 4, get students to repeat each question, copying the intonation. After checking answers, put students into pairs and get them to practise making *Yes / No* and *Wh-* questions. Monitor and check that they use the correct rising or falling intonation.

Unit 16 I work well under pressure

Get ready to listen and speak

Get students to do the exercises. After checking answers, put students into groups and tell them to compare their answers. Encourage them to discuss any differences of opinion. Check answers as a class, then write on the board *Have you ever attended an interview? What was it for? How did it go?* and put students into small groups to discuss their answers.

Did you know...?

Point out to students that the more confident and enthusiastic they appear, the more an interviewer will warm to them during the interview. Appearing positive and friendly can go a long way to making a successful interview.

A Listening – Getting off to a good start

Before students begin, tell them that many schools and colleges have a careers counsellor. Ask them what they think a careers counsellor does, and if any students have been to a careers counsellor, encourage them to talk about their experiences.

- 1 Point out that in this exercise students just have to count the number of points. Play the recording.
- 2–4 Play the recordings as appropriate and get students to do the exercises. Check answers after each exercise.

B Speaking – Beginning an interview

- 1–2 Get students to look at the expressions in Exercise 1. Play the recording. Get students to match the expressions to the people.
- 3 Before students begin, review the guidance made in Section A and make sure students know the points they should try to cover. Read aloud the **Learning tip**, then monitor and help as necessary while students prepare their answers.
- 4 Put students into small groups to do this activity. Have them take turns to talk about themselves, and tell their classmates to time them to make sure they do not go over one minute. After each student finishes, tell their classmates to ask at least five questions for further information, based on what they have heard.

Focus on... personal qualities and skills

Get students to do the exercises. For Exercise 3, you may wish to put students into small groups. Tell students to listen to each other and emphasize that they should explain exactly why they think they are strong in the areas they mention, giving concrete examples.

C Listening – Knowing what employers want

- 1–2 Play the recordings as appropriate and get students to do the exercises. Check answers after each exercise. When they finish, put them into pairs and tell them to discuss which of the five skill areas they think they are strongest in. Encourage them to explain why, giving at least one example.

- 3–4 Play the recording and get students to do the exercises.

Then encourage students to discuss and explain their opinions of Raj's performance before checking answers as a class.

Sound smart – Sounding confident

Play the recording and get students to do the exercises.

D Listening – Dealing with difficult questions

- 1 Refer students to the three questions. Elicit that sometimes an interview can be deliberately challenging and even uncomfortable, because the interviewer wants to 'put the interviewee on the spot' and see how they cope with hostile questioning. Remind them that the advice here can help them not to panic in such situations. Play the recording and get students to match each speaker with a question.
- 2 Get students to match each speaker with a strategy. Check answers and discuss the strategies that the interviewees used.
- 3 Put students into groups for this activity and tell them to share their ideas. When they are ready, get each group to report back to the class and encourage a class debate on the best way to tackle each of these difficult questions.

Learning tip

Read aloud the text and emphasize to students that it is vital they always tell the truth in an interview. An experienced interviewer can detect a lie quite easily. They should always be honest, and try to put a positive spin on any negative aspects of their experience or qualifications.

Class bonus

Give students enough time to prepare and tell them to use the language and strategies in the unit to help them. During the role play, monitor and check for accuracy. Make a note of any language errors you hear, and go through these at the end of the class. If you wish, conclude the activity by getting volunteers to come to the front of the class to act out their interview. You might even want to do this in groups, with students evaluating each other's performance. If possible, bring a camcorder into the class and record students interviewing each other.