

## Teacher's Notes Unit 5 Selling

### Level: Pre-Intermediate

The slides in this PowerPoint presentation focus on:

- Keyword *advertising* – Derivatives and collocations from Lead-in activity on page 63 of the Teacher's Book (Slide 1)
- Collocations matching exercise – Answers to exercise 7 on page 58 of the Student's Book (Slide 2)
- Characteristics of a good salesperson – Discussion activity for exercise 1 on page 60 of the Student's Book (Slide 3)
- Question forms – Answers to listening from exercise 4 on page 61 of the Student's Book (Slide 4)
- Question forms – Supplementary question forms activity (Slide 5)
- Comparatives and superlative – supplementary activity to grammar exercises 1 and 2 on page 62 of the Student's Book (Slides 6, 7 and 8)
- Negotiating – Supplementary discussion activity to complement exercise 1 on page 64 of the Student's Book (Slide 9)
- Negotiating questionnaire with suggested answers – from exercise 2 on page 64 of the Student's Book (Slide 10)
- Negotiating by e mail – Visual representation of discussion in exercise 1 on page 66 of the Student's Book (Slide 11)
- Skim reading of emails – Answers for exercise 2 on page 66 of the Student's Book (Slides 12, 13 and 14)
- Negotiating language – Answers for exercise 4 on page 67 of the Student's Book (Slides 15 and 16)
- Responding to an order – model answer to exercise 6 on page 67 of the Student's Book (Teacher's Book page 72) scrambled and then with correct answer (Slides 17 and 18)

**Slide 1:** Keyword *advertising* – Derivatives and collocations from Lead-in activity on page 63 of the Teacher's Book. Use this slide as an introduction to the theme in this unit and to practise the stress and intonation of the key derivatives and collocations. If you wish, change the font colours back to black and then ask students to mark the stress with the pen feature found in PowerPoint's presentation mode. You could also add to the word list here with any other students' suggestions again using the pen feature.

[5 minutes]

**Slide 2:** Collocations matching exercise – Answers to exercise 7 on page 58 of the Student's Book. Ask the students to match the collocations. The answers are presented one by one on a single mouse click. A further click makes the answers disappear and *Can you remember?* appears in their place. Students can test their memories. The answers then reappear on a further click.

[10 minutes].

**Slide 3:** Characteristics of a good salesperson – Discussion activity for exercise 1 on page 60 of the Student’s Book. Students have to come up with the matching adjectives based on the first few letters they see. Each answer is then displayed on a mouse click. After discussing with a partner, the class can add their votes for each characteristic (explaining reasons why) and the teacher can help come up with a final result of which characteristics are the most important using the PowerPoint pens.

[10 minutes].

**Slide 4:** Question forms – Answers to listening from exercise 4 on page 61 of the Student’s Book. Three questions which are included in the listening change to red on a mouse click (*Which model?*, *What about the engine?* and *Are you planning to travel long distances?*). Students then need to listen again for other questions which are asked (*Do you want a new car or a used one?*, *Two or four doors?* and *What do you want to spend?*).

[10 minutes]

**Slide 5:** Question forms – Supplementary question forms activity following on from exercise 4 on page 61 of the Student’s Book. Students rearrange the words to make questions that a salesperson could ask. Answers appear one by one on a mouse click and the question form is highlighted in bold.

[5 minutes]

**Slides 6, 7 and 8:** Comparatives and superlatives – supplementary activity to grammar exercises 1 and 2 on page 62 of the Student’s Book. Use these slides for further practice of comparatives and superlatives. Ask students to look at the three images on each slide and try to compare them using comparative and superlative forms accurately. Give students a few examples to get them started.

Slide 6 looks at different forms of transport (Suggested answers; the tandem is cheaper than a motorbike, the sports car is more expensive than the motorbike, the sports car is more comfortable than the tandem, the motorbike is the quickest transport in town, the tandem is the most sociable way to travel, the sports car is the most sophisticated etc).

Slide 7 looks at three jobs (Suggested answers; the doctor is better paid than the cleaner, the cook works longer hours than the cleaner, the cleaner is less stressed than the doctor, the doctor is the most qualified, the cleaner is the hardest worker, the cook is the most creative).

Slide 8 looks at holidays. (Suggested answers; the cruise is more expensive than a camping holiday, the camping holiday is more fun than a cruise, the beach holiday is cheaper than a cruise, the cruise is the most exciting, the camping holiday is the cheapest, the beach holiday is the most relaxing).

[15 minutes]

**Slide 9:** Negotiating – Supplementary discussion activity to complement exercise 1 on page 64 of the Student’s Book. Ask students to guess what is being negotiated and what is being said. Pictures appear on a mouse click.

Picture 1. Couple sitting in boot of car looking at map. Suggested answers; a couple are negotiating which route to take or when to have a break.

Picture 2. Colleagues are getting into a car. Suggested answers; colleagues are deciding who should drive or which products they should take to an exhibition.

Picture 3. Father and daughter are having dinner. Suggested answers; father is trying to persuade daughter to eat one more sprout by eating one himself – if he eats one, she eats one.

Picture 4. Two colleagues looking at a laptop. Suggested answers; colleagues are looking at sales figures and negotiating who will tell the manager about the drop in sales.

Picture 5. A saleswoman is showing two customers a mobile phone. Suggested answers; the customer is trying to get a cheaper deal and a better tariff for this phone.

If time permits, the students could choose one of the conversations to act out in pairs.

[15 minutes]

**Slide 10:** Negotiating questionnaire with suggested answers – from exercise 2 on page 64 of the Student’s Book. Please note these are suggested answers only! See Teacher’s Book page 69 for complete answers.

[10 minutes]

**Slide 11:** Negotiating by e mail – Visual representation of discussion in exercise 1 on page 66 of the Student’s Book. The emoticons are;

:) = smile

:-S = confused

:( = crying

:-@ = angry

See Teacher’s Book page 71 for suggested answers to other questions.

[10 minutes]

**Slides 12, 13, 14:** Skim reading of emails – Answers for exercise 2 on page 66 of the Student’s Book – six emails over three slides. The key language and category of e mail is highlighted on two separate mouse clicks.

[5 minutes]

**Slides 15, 16:** Negotiating language – Answers for exercise 4 on page 67 of the Student’s Book.

[10 minutes]

**Slides 17 and 18:** Responding to an order – model answer to exercise 6 on page 67 of the Student’s Book, taken from page 72 of the Teacher’s Book, scrambled and then with correct answer. If you wish you can move the text boxes around into the correct position using the mouse if you come out of presentation mode and run the PowerPoint in normal view.

[10 minutes]

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