

## Unit aims

In Unit 2, students learn about:

- Starting a presentation
- Presenting information: Openings / introductions
- Guiding a visitor: Making suggestions
- Viewpoints: Stereotypes and generalisations
- In business: An orientation for foreign students

The aims for each class can be written on the board to orient students to the unit content and objectives.

## Getting started

Begin this unit by reviewing the strategies students learnt in Unit 1 for making small talk and introductions. Before class, write a list of small talk topics on the board, for example:

*films*  
*hometown*  
*hobbies and interests*  
*part-time job*  
*last weekend*  
*music*

- Put students with a partner and tell them that they will have two minutes to have a small talk conversation with their partner. Partners should first introduce themselves, and then they should choose one of the topics on the board and talk about it. Students should begin when you say, *Go!*. Remind them to find things in common and to ask follow-up questions.
- After two minutes, tell students to stop. Then ask them to change partners and repeat the process with a new topic.
- Ask students to change partners three or four times.
- To finish, ask for volunteers to introduce one of the classmates they spoke with to the rest of the class.

## Listen and practise:

Starting a presentation p12

### Vocabulary and expressions

*background*  
*computer security*  
*cut costs*  
*data protection*  
*installing*  
*slide*  
*values*  
*vision*

1

- Read the instructions aloud. Ask students to discuss the photo with a partner.
- Ask students to tell you where they think the people are and what is happening.
- Elicit that they are in a conference room, and that a woman is giving a presentation to employees about the company's future.

2  1.06

- Ask students to look again at the photo in Exercise 1. Ask students to predict some of the things they think the woman will talk about, for example, sales goals, organisational change, future plans, etc.
- Read the instructions aloud and call on a student to read the answer choices aloud.
- Play the audio and ask students to mark their answers. Then elicit the answers and ask students to explain how they arrived at their answers.

**Answers**

- a** T  
**b** F

3  1.06

- Before you play the audio, ask students to read the presentation opening silently and predict the missing words. Elicit ideas from several students.
- Read the instructions aloud. Then play the audio once or twice as needed, and ask students to complete the passage.
- To check answers, ask students to read the sentences aloud, inserting the correct information.

**Answers**

to talk to you, message, to cover three, After that, Finally

- Before students practise reading the passage, go over some important points for giving a presentation to a group, for example,
  - take a deep breath and relax before starting
  - stand straight and tall
  - speak loudly and clearly
  - make eye contact with the audience.

Model these skills by reading the first few lines and applying the skills above.

- Put students with a partner or into groups to practise reading the presentation. Ask students to stand and roleplay giving the presentation to an audience. Remind them to use the suggestions above for giving presentations. Walk around the class as students work, listening in and offering help as needed. Remind students to take turns.

4

- Read the instructions aloud. Go over any unfamiliar vocabulary.
- Put students into groups of four, and ask them to take turns giving the presentation, inserting the new information. Ask students to stand and encourage them to use the suggestions above.

5  1.07

- Read the instructions. Ask for volunteers to read the answer choices aloud. Elicit a few guesses.
- Make sure students understand that they can choose more than one answer.
- Play the audio and ask students to check their guesses. Then go over the answers with the class.

#### Answers

- b** Are there any questions so far?
- d** Let me start by giving you some background.

- To finish, ask for volunteers to tell you what specific background information Lisa gives. (Two years ago, the company expanded business in Europe and Asia; They now have production plants in the US, France, Japan and Singapore.)

## Presenting information: Openings / introductions p13

### Vocabulary and expressions

*automatic/manual*

*benefits*

*fuel economy*

*make/model*

*reducing waste*

1  1.08

- Read the instructions aloud. Give students time to read the partial phrases in the table.
- Elicit the type of information included in each of the four parts:
  - Opening – a greeting, your name and job
  - Subject – the main topic of the presentation
  - Message – the main point of the presentation/what you will say about the topic
  - Outline – how many topics you will talk about and in what order
- Ask students to predict the missing words or phrases. Elicit some ideas from the class.
- Play the audio once or twice as needed. Then ask for volunteers to tell you the answers.

#### Answers

- a** subject today
- b** main point
- c** is divided into

- For lower-level classes, ask students to repeat the phrases after you. For higher-level classes, ask them to practise with a partner. Then give students some topic prompts to choose from, and ask them to work together to write a presentation introduction using some of the phrases in the table. For example:
  - My subject today is saving energy (office safety, international marketing, etc.).*
  - My message today is that we need to stop wasting energy.*
  - I'm going to cover three areas today: recycling, saving electricity and saving heating fuel.*

2  1.09

- Read the instructions aloud. Before you play the audio, elicit some words or phrases students might hear for each part of an introduction. For example, for *Opening*, they might hear *Good morning*; a person's name or company name, etc.
- Play the audio once or twice as needed. Then check answers with the whole class. Ask students to tell you any words or phrases they heard that helped them get the answers.

#### Answers

- a** opening      **d** subject
- b** outline      **e** message
- c** opening      **f** outline

3

- Read the instructions aloud. Then ask students to read the phrases aloud.
- Ask students to form pairs to classify the phrases as parts of a presentation. Walk around the class as students work, offering help as necessary.
- To check students' answers, copy the headings onto the board and ask for volunteers to come up and write the phrases under the correct headings.

### Answers

Opening	Subject
I'm Andrew Thomson. I work for ABT industries.	Today I'll describe ... This morning I'm going to talk about ...
Message	Outline
The main thing I want to say is this, ...	There are two parts to my presentation ... I'm going to talk about three things ...

- For additional practice, ask students to continue working with a partner. Ask them to choose phrases from each column and add their own information to put together a presentation introduction. Then ask them to share their introductions with the class. For example:

*I'm Andrew Thomson. This morning, I'm going to talk about an exciting new product. The main thing I want to say is that our new product is different from anything our competition offers. There are two parts to my presentation: First, I'll talk about how we developed the product. Then I'll compare it to the competition.*

### 4

- Read the instructions aloud. Give students time to read the list of topics and subtopics. Go over any unfamiliar vocabulary.
- Remind students that they can look back at the phrases on page 13 if they need help, and encourage them to be creative when thinking of company names and information to include in their introductions.

- For lower-level classes, you may want to prepare a written example before class and write it on the board or on an overhead projector or slide to help students prepare. For example:

*Good morning. I'm \_\_\_\_\_. I work for Green Dream Environmental. Today I'm going to talk to you about saving the environment. My main point is that we can save the environment if everyone helps. I'm going to cover three areas today. First, I'll talk about ...*

You may also want to give students a target length for their introductions, for example, six to eight sentences.

- Walk around the class as students work, offering help with spelling and vocabulary as needed. When students finish, give them time to practise their introductions with a partner before moving on to Exercise 5. Use the example above to model how to look down and refer to notes, then look up when speaking. When students practise, ask them to focus on maintaining eye contact with their partner.

### Teaching tip

#### Presentation skills – reading from notes:

Students may not be accustomed to giving presentations, especially in English, so they may feel more confident reading the information verbatim from their notes. It's important to train students to look down and use their notes for reference only when they need them, and then to look up at the audience when speaking. Ask students to practise this skill several times before they practise their presentation in larger groups.

### 5

- Read the instructions aloud.
- Ask students to form groups of four or five to give their introductions. Ask them to stand and remind them to use the strategies they have practised for giving presentations – making eye contact, standing straight and tall, speaking loudly and clearly, etc.
- Walk around the class as students work, listening in and taking note of any presentation skills or strategies that might be useful to address later.
- To finish, lead a brief class discussion about students' experiences with the activity. Ask a few reflection questions, for example:

*How did you feel giving the presentation introduction?*

*What do you think you did well?*

*How could you improve it?*

## Guiding a visitor: Making suggestions p15

### 1 1.10

- To lead into this lesson, tell students to imagine that you are a visitor to their area from another country. Ask the class to suggest interesting places to go and activities to do. On the board, write any useful phrases students use to make their suggestions, for example, *How about ...?, You should ...*, etc. As students offer their ideas, respond using some of the phrases in the right-hand column in Exercise 2. This will preview the language students will learn later.
- Ask students to look at the photos and ask if anyone knows the places shown. Explain that the photos show popular sightseeing spots around Manchester. You may want to give some brief cultural information about each location. (See culture notes overleaf.)
- Read the instructions aloud. Before you play the audio, ask students to predict some possible words or phrases that might help them get the answers, for example, Likes: *sounds great, good idea, I'd like to go there*, etc.; Dislikes: *not sure, don't know, not interested*, etc.
- Play the audio and ask students to mark their answers.
- Ask students to compare answers with a partner. Then go over the answers with the whole class. Ask for volunteers to share any words or phrases they heard that helped them get the answers.



### Answers

- Arndale Centre: likes
- Chinatown: likes
- Old Trafford: doesn't like
- The Printworks: doesn't like
- Manchester Museum: likes
- U of M Library: likes
- Royal Exchange Theatre: likes

## Culture notes

### Places around Manchester

Students may be interested to know a bit of information about the places pictured in Exercise 1. Here is some useful background information.

**Arndale Centre:** Europe's largest city centre shopping mall. It has 38 million visitors every year.

**Chinatown:** Home to many Chinese shops, bakeries and supermarkets. It's the third largest Chinatown in Europe and the second largest in the UK next to London.

**Old Trafford:** Home of Manchester United Football Club, one of the most famous football teams in the world. Rio Ferdinand, Wayne Rooney, Ryan Giggs, David Beckham, Bryan Robson, Bobby Charlton and George Best have all played for the team.

**The Printworks:** An entertainment venue containing many bars, restaurants and a cinema with an IMAX screen. The building originally housed a large printing press, hence the name.

**Manchester Museum:** Is owned by the University of Manchester and houses over 6 million items. It is free to the public and is a resource for academic research.

**University of Manchester Library:** The Library is on Deansgate in Manchester and was opened to the public in 1900. It houses extensive collections of books and has a beautiful interior.

**Royal Exchange Theatre:** Is located in the city centre in St Ann's Square. Shakespeare's plays and the plays of many others are performed there. It is also said to be haunted!

### Tips for entertaining a business visitor

- If it is an international visitor, do some cultural background research before the visitor arrives, so that you can be aware of any possible dietary restrictions or cultural or religious customs.
- Find out ahead of time what the individual visitor is interested in doing. Common activities are dining in local restaurants, theatrical performances, sports events, visiting historical sights, etc.
- Give a small token or gift. This can either be merchandise from your company (clothing, pens, etc. with the company logo) or a locally made item.
- For dining, suggest several options you know are good (try out any new restaurants before your guest arrives). Make sure there are vegetarian menu options. Make reservations ahead of time to avoid having to wait a long time.

## 2 1.10

- Read the instructions aloud. Then ask students to read the suggestions and responses aloud.
- Ask students to look at the list of responses and tell you which ones indicate that the person likes and dislikes the suggestions. (Likes: *Sounds great, Absolutely, I'd love that, That sounds great*; Dislikes: *We could do, but ..., It's a nice idea, but ...*)
- Play the audio and ask students to draw lines to match the responses to the suggestions.
- Check answers by asking pairs of students to read the suggestions with the correct responses.

### Answers

Why don't we go to The Arndale Centre? – That sounds great!

We could go to Chinatown. – Absolutely!

How about visiting Old Trafford? – We could do, but ...

We could go to The Printworks. – It's a nice idea, but ...

Why don't we go to the Manchester Museum? – Sounds great!

How about going to see a play at the Royal Exchange Theatre? – I'd love that!

- Put students with a partner to practise the suggestions and responses. Encourage them to roleplay the situation, rather than simply reading the phrases, and to choose responses that reflect their own interests, i.e., if they are interested in trying local food, they should choose one of the positive responses. For lower-level classes, elicit some possible ways to complete the two negative responses before pairs begin practising.

## Language note

**Responding politely to suggestions:** It's important to teach students that in English, it is not polite to give a direct negative response to a suggestion, especially in business situations. For higher-level students, you can teach some additional ways for students to respond when they dislike a suggestion, for example:

*Hmm. I like that idea, but I wonder if we could save it for another time.*

*That's a good suggestion, but I'm not sure I'm up for that today.*

*That sounds really interesting, but I'm a little tired. Would it be all right if we did something else?*

## 3

- Ask students to work with their partners from Exercise 2, or ask them to change partners.
- Before you begin this exercise, elicit some activities visitors to a new place might enjoy doing, and list the activities on the board, for example:

*go sightseeing*  
*try local food*  
*shop for souvenirs*  
*see famous or historical sights*  
*learn about local culture*

- Gives students time to think of places in their area where visitors can do the activities on the board.
- Ask for two volunteers to read the model conversation, and ask them to continue the exchange with one student offering suggestions and the other responding. Then ask pairs to practise the conversation, changing roles at least once.
- To extend the practice, ask students to change partners several times and practise the conversation. Students can also choose other locations they know, for example, places they've been on holiday.

## Photocopiable activity

pp94–95

### Suggestions roleplay

- 1 Ask students to work in groups of four or five. Prepare one copy of *Suggestions roleplay* for every group. Cut out each card and place them face down in the centre of each group.
- 2 Explain that students will take turns drawing a card and reading the scenario. The other group members will offer suggestions. If necessary, write the suggestions language from page 15 of the Student's Book on the board: *Why don't you ... ; How about -ing; You could ...*
- 3 The student who reads the scenario should respond to each suggestion. Again, you can refer students to page 15 or write the language on the board: *Absolutely!, It's a nice idea, but ... ; That sounds great!* etc.
- 4 This can also be done as a written exercise, either in class or for homework. In this case, each student should be given one card and should write out several suggestions, using different introductory phrases each time.

## Viewpoints:

Stereotypes and generalisations

p16

### Vocabulary

*efficient*  
*formal*  
*high-tech*  
*image*  
*punctual*  
*traditional*

1

- Before you begin this lesson, write the words *stereotype* and *generalisation* on the board. Ask students to talk with a partner or in small groups about what they think those two words mean, and come up with some examples. After a few minutes, elicit students' ideas. Then work with the whole class to come up with a definition of stereotypes and generalisations (oversimplified – and often inaccurate – opinions or images of a particular nationality or group).
- Ask for volunteers to read the adjectives aloud, explain – or elicit an explanation for – any unfamiliar vocabulary.
- Give students time to think of their responses.

2

- Ask students to form pairs or small groups to compare their answers to Exercise 1. Remind them to share their reasons for their answers. Walk around the class as students work, listening in and making sure all students are participating.
- When students finish their discussion, elicit some responses from the class. Lead a class discussion about the stereotypes of various countries or cultures and the possible reasons for them. Discuss the fact that stereotypes may be positive or negative, and that making generalisations about any group of people may be harmful because these images are most often untrue.

3



1.11

- Read the instructions and the questions in the table aloud. Introduce the three speakers in the pictures: Hiroki from Japan, Markus from Germany and Tanisha from the US. Then elicit a few predictions for how each speaker might answer the first question.
- Play the audio once or twice as needed, and ask students to write their notes in the table. Remind them that they should not write every word. They should write only key words that answer the question. For lower-level classes, you may want to play each speaker one at a time, stopping in-between to go over the answers.
- Ask students to compare their tables with a partner. Then go over the answers with the whole class.

### Answers

(Answers will vary. The following are sample responses.)

#### Hiroki

- a Mount Fuji, cherry blossoms, kimono, samurai, high-tech games and electronics, quiet, polite, hard-working
- b some true (Mt Fuji, cherry blossoms,) but not everyone quiet, polite, don't all work so hard
- c no, image of US different from what I thought

#### Markus

- a efficient, punctual, good at manufacturing and engineering, drink beer, eat sausages
- b no, except being punctual (always in a hurry, never want to be late)
- c no, everyone different, dangerous

#### Tanisha

- a Statue of Liberty, Grand Canyon, friendly, talk a lot
- b yes, but Americans all different
- c maybe (as starting point), important to keep an open mind

## 4

- Ask students to form groups of four or five. Read the instructions aloud. Then ask students to read the discussion questions aloud.
- Give students about ten minutes for their discussions. To facilitate independent discussion, tell groups to assign the following roles to each member:

**Facilitator:** asks the questions, and makes sure all group members participate

**Time-keeper:** makes sure the group spends equal time on each question, and that the discussion finishes on time

**Secretary:** takes notes on the main points of the group's discussion

**Reporter:** Reports the main points of the group's discussion to the class.

- Walk around the class as students work, listening in and encouraging students as necessary.
- When students finish, ask the reporter from each group to share the group's ideas with the class.
- To finish, ask the class question **c** from the table in Exercise 3, *Do you think stereotypes are useful?*, and elicit responses from several students.

## In business:

### An orientation for foreign students p17

- Before you begin this lesson, read the two sets of In business task activity instructions, so that you can be prepared to answer students' questions.

### Scenario

- Ask a student to read the *Scenario* aloud for the class. Explain or elicit the meaning of *orientation* (a meeting designed to help new students [in this case] get to know their new school and surroundings).

### Task 1

- Divide the class into two groups. If your class is large, divide each group (A and B), so that there are no more than five or six students per group.
- Tell each group to look at the appropriate page in their Student's Books (Group A – page 85; Group B – page 94).
- Give groups time to read the student profiles. Tell students to pay attention to the majors, interests, and other information that might help determine what the new students would enjoy doing. Walk around the class as students work, helping to clarify the activity as necessary.

### Task 2

- Read the instructions aloud. Give groups time to brainstorm some ideas for their orientation. Refer students back to the bulleted instructions in the *Scenario*, and remind them to choose places and activities they think would be most useful and interesting for the new students.
- If available, supply each group with a piece of poster paper and a marker, and ask them to choose one student to write the group's brainstorm ideas.

### Task 3

- Ask students to form new groups of three to join with one member from each larger group (A or B).
- Ask students to take turns sharing their ideas. Walk around the class, listening in and making sure all students have a chance to participate.
- Tell students they are going to make a plan for their orientation. To help structure the activity, give groups a basic general schedule to follow for each day, for example:

8:30am start

12:30–1:30 lunch

4:00 finish

- Give groups about 15 minutes to plan their orientations. Walk around the class as groups work, offering suggestions and ideas as necessary.

### Follow-up

- When groups have finished planning their activities, ask for a volunteer from each group to share their plans with the class. Ask the class to discuss each plan, saying what they like about it, and what could be improved. Then ask the class to vote on the best plan.