

Unit 1 Gaining experience

Teacher's Notes

Slide 1: Class discussion on internships (Exercise 1, page 10)

Slide 1 provides a starting point for the discussion in Exercise 1 by getting the students thinking about the concept of internships abroad. Photos of different countries prompt the students to think of possible places they could work and what kind of work they could do. The photos show: the USA, India, Japan, Australia, Russia and China.

Show the first photo and elicit a quick response to the initial question *Would you like to do an internship abroad?* Check understanding of *internship* and *intern* and find out whether any of the students have done one; if so, find out whether the experience was positive or not. Show the next two questions *Where? What type of work?* with the picture prompts and elicit where the places are. Show the labels to confirm the countries and encourage students to think about what they could do there. Divide the class into pairs to discuss the questions in their Student's Book.

[5 minutes]

Slide 2: Pronunciation and spelling exercise (Exercise 4, page 12)

Slide 2 can be used to check students' answers when they have completed the exercise. Alternatively you could use the slide to do the activity as a class. Note that the answers are given in alphabetical order.

If you use it to check answers, do this after students have checked their answers with the audio. The slide is then a double check of the answers and also an opportunity for the students to say the sounds as the answers are revealed, one by one. If you use the slide to do the activity as a class, play the audio after doing the activity as reinforcement.

[5 minutes]

Slide 3: Digital and analogue time exercise (Exercises 7 and 8, page 12)

Slide 3 provides feedback for Exercise 7 and can be used to introduce Exercise 8.

Show the slide at the beginning of the activity and use it to clarify any issues about how to do the activity or the difference between digital and analogue. When students have completed Exercise 7 in pairs, use the slide to provide feedback as a class.

Show the question stem *What time do you ...?* and elicit possible completions before showing the prompts. Elicit answers from individual students to check their language and understanding of the task before asking them to do Exercise 8 in pairs.

[10 minutes]

Slide 4: Class discussion on stereotypes (Exercise 1, page 14)

Slide 4 provides a starting point for the discussion on stereotypes. There are four pictures showing typical stereotypes: an American eating a burger, New Zealand full of sheep, Chinese on bicycles and a British woman drinking tea.

Show the slide and elicit a definition of *stereotype*. Point out that cultural identity is a sensitive topic and although it can be amusing to think of all people from a country doing certain things, this is not the case. It is also important to understand that stereotypes are often based on historical issues that no longer apply. Elicit any stereotypes the photos indicate. Then reveal the two sentences phrase by phrase to provide stereotypes of New Zealand and the UK. Discuss the views of students about each stereotype.

[10 minutes]

Commentary

It is true that Americans love burgers, but with the influx of immigrants from various parts of the world, such as Mexico, the diet is changing rapidly.

Although once a nation of bike riders, the Chinese are abandoning them more and more for cars and public transport.

New Zealand has 60 million sheep and a population of only 3 million so this stereotype has some truth. However, New Zealand is about much more than sheep, for example the *Lord of the Rings* films were made there.

Although the British still drink a lot of tea, they have also become a nation of coffee lovers and this can be seen by the number of coffee shops that have opened in every town.

Slide 5: Opening and closing conversations (Exercise 3, page 16)

Slide 5 has examples of eight things that people might say to each other at a conference, either when they meet or when they leave. The slide is best used as an introduction to the Listening in Exercise 3 to get the students used to some of the expressions. The slide includes some of the expressions from the checklist in Exercise 4.

Show the slide and introduce the concept of expressions that can be used when meeting someone or when saying goodbye. Go through the expressions one by one putting them in order. Then show the answers in speech bubbles. Note that the speech bubbles do not appear in the same order, so students will have to identify which they go with. Finally, elicit the ones used for beginning a conversation and the ones used for ending a conversation.

[10 minutes]

Commentary

Point out to students that it is not just non-native speakers of English that need help in using the appropriate expressions when meeting people; this is an area that native speakers also need practice in. The reason it is so important to get this right is that first impressions can make the difference between the start of a useful business relationship or wasted opportunities.

Slide 6: Using opportunities (Exercise 6, page 17)

Slide 6 provides an opportunity to get the students thinking more about the importance of using opportunities to talk to strangers and to network. The pictures show the following situations: on a plane, sitting on a step (perhaps outside a conference), during the tea break and one in less formal surroundings. The slides and text appear together.

Show the slide and encourage students to think about the different opportunities to meet people as represented in the photos. Ask them to think about other opportunities and how each one can create its own possibilities, for example on a plane the person sitting next to you is a captive audience. This means that you might wish to be careful about talking too much (and appearing a nuisance) as there is plenty of time for discussion. On the other hand, in a coffee break at a conference, you not only have a short time to talk to someone, but you know you can easily find an excuse to move on should you wish.

[5 minutes]

Slide 7: Phone, text, email or letter (Exercise 1, page 18)

Slide 7 is an introduction to the discussion in Exercise 1. Before students open their book, they can think about the advantages of the various means of communication.

Show the representations of the letter and email. Elicit a few differences between both these methods of writing. Then show the photos representing texting and phoning, and discuss when it is more appropriate to use these.

[5 minutes]

Slide 8: Formal/informal language (Exercise 4, page 19)

Slide 8 is a visual introduction to the formal/informal language contained in Exercise 4. It can be used as a class introduction to the exercise or as feedback when students have completed the task.

The first part shows each phrase for comment and the final part shows how each phrase can be used. The colour coding relates to the categories a-e: a=red, b=blue, c=orange, d=green, e=purple.

Go through the phrases one by one eliciting but not confirming the uses for each one. Finally show each phrase categorized as how it can be used.

[5 minutes]

Commentary

Not everyone will agree on these categories as the culture of formality and informality is constantly changing. However, as can be seen from the answers, we live in a fairly informal world these days and, depending on the situation, it is often considered acceptable to write to someone you don't know using their first name.

Slide 9: Picture prompt for introductory discussion (Exercise 1, page 20)

Slide 9 shows a variety of ways of finding information about internships. Some, such as the two people looking at the computer, could represent more than one idea: networking or a job fair; the images come up one by one with the labels later.

Show the images one by one and elicit ideas. Once students have provided their own interpretation, you can confirm or add ideas, using the labels.

[5 minutes]

Slide 10: Picture prompt for introductory discussion (Exercise 3, page 20)

Slide 10 shows the two job adverts for Exercise 3. These can be referred to as a class, for example to introduce new vocabulary or to compare and discuss.

(5 minutes)