

Lifestyle

English for work, socializing & travel

Pre-Intermediate
Teacher's Book



TEST MASTER
CD-ROM

Karen Alexander

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Pre-intermediate Teacher's Book



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Introduction	5
Lifestyle at a glance	8
Teaching notes	
Unit 1	13
Unit 2	19
Unit 3	25
Unit 4	33
Review 1–4	39
Unit 5	40
Unit 6	46
Unit 7	52
Unit 8	58
Review 5–8	65
Unit 9	66
Unit 10	73
Unit 11	80
Unit 12	86
Review 9–12	93
Unit 13	94
Unit 14	101
Unit 15	107
Unit 16	114
Review 13–16	120
Photocopiable notes	121
Photocopiable activities	131

Who is *Lifestyle* for?

Welcome to *Lifestyle*, an international course in English for work, socializing and travel. *Lifestyle* is designed to meet the practical needs of adults who need English for a variety of reasons whether it be in their work or to mix socially with foreign nationals, or for travel and interaction with other travellers.

Lifestyle's syllabus encompasses both professional and general English, so it is particularly suitable for classes where students have mixed needs. You could use *Lifestyle* with any of the following student groups:

- Students who have both professional and social goals for learning English.
- Company classes where the students come from different sections of an organization and perform different jobs.
- Diverse groups of people with different jobs and professions. These groups might also include students embarking on their careers or people preparing for a career change.
- Students who have not yet identified a career specialism but anticipate a need for professional English in their future.

The key goal of *Lifestyle*

Communication strategies

Lifestyle's key goal is to enable students to speak English with confidence. Conversation is unpredictable and we cannot rehearse all the different English conversations our students will have in our lessons. However, we can prepare them with coping strategies for a wide variety of situations. Communication strategies are techniques for overcoming difficulties in communicating. The communication strategies lessons in *Lifestyle* are designed to help students to explain what they mean, build relationships and use English effectively to get things done.

Functional language

In addition to practical techniques such as checking understanding and active listening, *Lifestyle* targets functional language. So it provides practice in language for making requests, offering, inviting, suggesting, thanking, agreeing, disagreeing, etc. But in addition to providing functional expressions, *Lifestyle* aims to provide usage information on when and how we use the expressions.

When we use functional language in English, we follow rules. Like grammar rules, we follow them subconsciously and we are often unaware of them until they are broken. To a large extent these rules are 'secret'. They cannot be uncovered by looking at lists of examples in the way we might discover grammar rules. They depend on context, social relationships and culture. In *Lifestyle*, we aim to uncover the rules.

The same sentence in English can perform different functions. For example, if someone says *Is that your jacket on the floor?* they could simply be enquiring if the jacket belongs to you. But in another context, they could be requesting that you move it. Meanings depend on context and along with understanding the words people say, students need to understand their intentions. To explain how the functional language performs, *Lifestyle* looks beyond the literal meanings of the words that make up functional phrases to the intentions that lie behind them.

Culture and language



Language and culture are tied together in many ways and direct translations from one language to another are not always possible. An appropriate thing to say or do in one situation

in one language may be inappropriate in another. Request forms are a good example. To get people to do things, English speakers often use expressions such as *Could you ...?* or *Would you ...?* where a bare imperative form (*Do it*) would be used in other languages. Translated directly into other languages the English phrases would sound peculiar. But failure to use them in English could make a speaker sound abrupt, uncaring, or even rude in many circumstances. *Lifestyle* aims to raise awareness of some of these cultural differences.



Appropriacy and directness

To communicate effectively, both grammar and appropriacy are important. If a student begins a discussion with *I am not agree*, there is clearly a grammar issue. *I don't agree* or *I disagree* would be the correct form. But there may also be an appropriacy issue. Disagreement is often signalled tentatively at the start of English discussions and it is possible that the student is sounding more forceful and argumentative than they intended. *Err, yes but ...* might better represent what they intended to say in English.

When students make grammatical mistakes in English, people generally recognize them as exactly that and they understand that they result from the language learning process. However, when students make mistakes like this, they are often interpreted on a social or personal level. People may attribute an inappropriate form to someone having a difficult personality.

There are many things we routinely say in English which are indirect. For example, if someone asks you *Are you busy?* it could be a genuine inquiry about your workload, or it could be a polite signal that they want your help or attention. Many people feel a direct style of communication would be better. Saying *I want your help* would certainly be clearer. However, indirectness is a regular feature in English conversation (as it is in many other languages) and it is not realistic to expect that students won't encounter it. Also, indirectness can have social

Introduction

benefits. *Are you busy?* can demonstrate a polite concern that *I want your help* lacks.

Lifestyle's approach to communication strategies

Critical incidents

To raise cultural awareness, *Lifestyle* includes critical incidents. These are short anecdotes about situations where cross-cultural miscommunication has occurred. The stories are generally told from two angles and illustrate two different ways of thinking. Both ways are logical and neither one is *right* or *wrong*. They are simply different. The incidents illustrate ways in which the social rules people follow can vary from culture to culture.

Conversational dynamics

Conversation is a dynamic process that involves turn taking. If A says *Hi, how are you?* we can expect that B will respond with something like *Fine thanks, and you?* It is a unit of conversation where one person says something that almost requires another to respond in a certain kind of way. In *Lifestyle*, functional language is generally presented in pairs of utterances rather than single-item lists. The goal is to equip students with units of conversation, which are the basic building blocks of conversation.

Communication strategies

Lifestyle highlights communication strategies that English speakers commonly use when they are getting things done. For example, when we're thanking someone, we might express delight, offer to repay them, say they shouldn't have gone to any trouble or exaggerate and say things like *You're my hero* or *You're a lifesaver*. Some of these strategies will be similar to the strategies students employ in their own language. Others may be different.

You will find further information on communication strategies in the relevant sections of the *Lifestyle* Coursebook and in the detailed teaching notes in this Teacher's book.

Working with Lifestyle

Flexible format

Teaching situations vary so *Lifestyle* has been designed to have a flexible format so that you can work with the units in different ways.

1 You can start at the beginning and work through from beginning to end. Following this path means students build on grammar structures and vocabulary that have gone before and steadily extend their skills. *Lifestyle* includes regular review and provides constant progression.

2 Each spread in *Lifestyle* is a stand-alone lesson. This means you can dip in and out, selecting particular lessons to meet the specific needs and interests of your class. This approach is most effective when time is short and you doubt there will be time to complete everything.

One-to-one classes

Lifestyle can be used for both small and large class sizes and many of the practice activities involve working in pairs or small groups. If you are teaching one-to-one, you can perform the

pairwork activities by taking one of the roles yourself. Where appropriate, you will find ideas and suggestions for adapting the group activities to one-to-one classes in the Teacher's book notes for each lesson.

Lifestyle is particularly appropriate for one-to-one situations as many of the activities in the course draw on a student's individual opinions and experiences which can be particularly fruitful areas to explore in one-to-one settings.

Components of the course

Coursebook

The Coursebook is the central component of *Lifestyle* and it contains the tasks and activities students will work on in class. The Coursebook units are divided into double-page lessons, each with a clear aim, which are designed to make the course flexible and easy-to-use. The number of units varies across the levels. See more detailed information on the structure of each level's Coursebook in *Lifestyle at a glance* on pages 8–12.

CD-ROM

The CD-ROM is attached to the back of the Coursebook. This component provides extra practice and self-assessment for students working alone through a variety of interactive activities, including listenings. It also contains a mini-dictionary and the complete set of Coursebook audio files in MP3 format.

Class CDs

Audio recordings are available on the two CDs that accompany the Coursebook and are also available as MP3 files on the Coursebook CD-ROM.

Workbook

The Workbook contains further practice of areas covered in the corresponding units of the Coursebook and introduces extra vocabulary to build lexis in the topic area. The Workbook is designed to provide practice activities for personal study, allowing students to practise the language they have learnt in class independently outside class. The answer key is included so students can check their own progress.

Workbook CD

Attached to the back of the Workbook, the CD contains all the Workbook listenings for extra practice.

Teacher's book

This provides all the support teachers need including detailed teaching notes, cultural, functional and background notes and extra photocopiable materials. The Teacher's book is accompanied by a Test Master CD-ROM.

Test Master CD-ROM

Attached to the back of the Teacher's book, the Test Master CD-ROM is an invaluable resource to accompany *Lifestyle*. The tests are based strictly on the content of the Coursebooks, providing a fair measure of a student's progress. The audio files for the listening tests are conveniently located on the same CD-ROM. The tests can be printed out and used as they are, or can be adapted using Microsoft® Word to edit them to suit different teaching situations. The Test Master CD-ROM contains the following: Unit Tests (one 'A' and one 'B' test for

each unit); Progress Tests (one 'A' and one 'B' for every three units plus additional optional speaking and writing tests); a Final Test (one 'A' and one 'B' version).

Website

Further materials will be available on the Pearson Longman website: www.pearsonlongman.com/lifestyle. These will include free downloadable wordlists, MP3 files of the listening material for each unit of the course as well as videos explaining aspects of the course for the teacher's reference.

Unit sections

Speaking

Speaking is a top priority skill in *Lifestyle* and every lesson includes a substantial speaking task or activity. There are a wide variety of task types including roleplays, discussions, questionnaires, talks, games, etc. These tasks provide students with opportunities to experiment with new grammar, vocabulary or functional language and put it to use in a freer context.

Talking points

The input lessons in *Lifestyle* finish with Talking points – discussion questions which invite students to express their personal ideas and opinions on the topic of the lesson. They are positioned at the end of the lesson, but the Talking points can also be discussed earlier in the class if students bring them up (see *Lifestyle at a glance* pages 8–12).

Listening

Lifestyle listening texts include social conversations, telephone calls, professional meetings, discussions, talks, etc. Students will hear speakers with different accents in the audio recordings. They include British, American and other native speaker varieties and they also feature many foreign accents from around the world. The goal is to prepare students to operate in international contexts.

Audio scripts of all the recordings can be found at the back of the Coursebook on pages 146–163.

Reading

There are a variety of different reading texts in *Lifestyle* (articles, quizzes, emails, etc.) and they feature many real people, companies, products and dilemmas. They have been designed to provide a clear presentation of new language and also to prompt discussion. Reading texts are generally short and snappy to maximize opportunities for speaking practice in classroom time. More reading practice is available in the Workbook. Mini glossaries are provided with most of the reading texts. These mini glossaries give the student instant definitions for those words in a reading text that are not high frequency but that students would need to know to understand the text.

Grammar

Lifestyle takes a discovery approach to grammar. Multiple examples of grammar structures are presented in context in listening and reading texts and then students are encouraged to deduce the patterns and complete the rules for themselves.

The grammar points presented in these sections will be practised again later with speaking practice activities in new contexts. There is also a Grammar reference at the back of the Coursebook (see section on the Grammar reference).

Word focus

Lifestyle takes a systematic approach to vocabulary development. Each unit is built around a different theme and each lesson has a different topic. Together they cover a wide range of social and professional subjects. To help students fix words and phrases in their memory, each unit of *Lifestyle* contains one or more Word focus activities. *Lifestyle* pays special attention to collocations – words that are frequently used together in phrases.

Writing

Each unit of *Lifestyle* contains a writing task. Emails take priority but tasks such as writing PowerPoints, greeting card messages and reports on progress are also featured. These tasks provide students with an opportunity to use the language they have learnt to produce written messages for a variety of work and social needs.

Extra materials

There are three sections with extra materials at the back of the Coursebook. You might want to draw your students' attention to them at the start of the course.

Information files

These files contain information for pairwork and small group activities. Instructions for when and how to use them are provided in the Coursebook and are labelled 'Turn to File 00, page 00'.

Audio scripts

Scripts of all the listening materials are available on pages 146–163.

Grammar reference

There is a Grammar reference section on pages 164–176 of the Coursebook that draws the grammar information together and provides a comprehensive overview. Grammar is presented step-by-step throughout the lessons in the Coursebook and there are frequent cross-references to the Grammar reference section set within the grammar tables and in the Reminder box of each unit. There is also a list of irregular verbs at the end of the Grammar reference section on page 176.

Input lesson (1)

The teaching points for each unit are clearly labelled at the top of the opening page.

- A Present simple and continuous
- B Present simple and history of frequency
- C Communication strategies: requests
- D Interaction: memorizing

Building networks

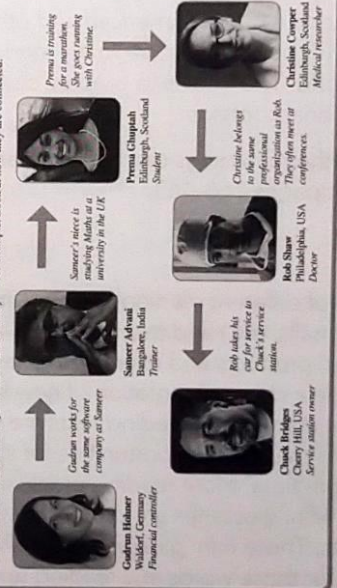
Lifestyle Pre-intermediate is divided into 16 units based around a different theme.

Present simple and continuous

Listening: A chain of acquaintances
 1 Shake hands with some other students in the class and introduce yourself. Make sure you know everyone's name.

Six degrees of separation

Six degrees of separation is the theory that any two people in the world are connected to each other through a short chain of friends and acquaintances. If the theory is true, on average, it takes just six people to make a chain. Take Gudrun in Germany and Chuck in the USA, for example. Look at how they are connected.



Lifestyle Pre-intermediate follows a traditional pre-intermediate grammar-based syllabus that builds on the language structures students already know. The level of challenge increases as students progress through the course and there are many opportunities to put new grammar and vocabulary into action.

Grammar examples presented in context.



- 5 Listen again. Are these statements true (T) or false (F)? Correct the ones that are wrong.
- Christine and Prerna go running on Thursdays and Saturdays.
 - Prerna is training for the New York marathon.
 - Gudrun works closely with the offices in India.
 - Saneer is working in Delhi at the moment.
 - Rob is waiting for the service station to call him.
 - Rob plays Chess by credit card.

Grammar: Present simple and present continuous

6 Look at the table below and answer the questions.

Present simple and present continuous	
Present simple	She lives in Widdorf. They run on Tuesdays and Saturdays. Rob is waiting for his car.
Present continuous	We're working on a project together. Rob is waiting for his car.

- Which tense do we use to talk about:
 - short-term or temporary activities?
 - long-term situations or regular activities?
- When do present simple verbs end in s?
- Find more examples of these two present tenses in the chain. See pages 164 and 165.

7 Complete this text. Use the present simple or present continuous form of the verbs in brackets.

It's 3:30 p.m. in Edinburgh and Prerna 1 **is training** (train) for the London Marathon. She 2 **runs** (run) for three hours every day. Her friend Christine 3 **is waiting** (wait) for her car, but Prerna is alone today. Christine 4 **isn't working** (work) in the United States. Christine 5 **isn't going** (go) to medical conferences in New York. Today she's in Philadelphia with Rob. It's 11:30 a.m. and Prerna 6 **isn't waiting** (wait) for her car. Prerna and Saneer 7 **are meeting** (meet) together and Rob 8 **isn't waiting** (wait) for his car. Meanwhile it's 10:00 a.m. in Bangalore and Saneer 9 **isn't waiting** (wait) for his car. He 10 **isn't waiting** (wait) for his car. He 11 **isn't waiting** (wait) for his car. He 12 **isn't waiting** (wait) for his car.



Speaking: Finding connections

- Work in pairs. Find out more about each other and find connections. Write each other about where you live and your job.
- Tell each other about a project you are working on now.
- Find some things you have in common. Write down the things you share or organizations you both belong to.

10 Report back to the class. Which pairs have most in common?

Each lesson includes a substantial speaking task to activate target language.

TALKING POINT

- Do you think the 'six degrees of separation' theory is true?
- Are you connected to anyone famous?

Talking points draw on the students' views and ideas and round off the lesson topic.

Input lesson (2)

1 Present simple and adverbs of frequency

Reading: Animal networks

- Look at the photos in the article below. What do you think the article is about? Think of some words you expect to read in the article.
- Read the article and find out if you are right.

How does an ant change jobs?



When all know the benefits of networking, it's time to start having contacts. When there's a problem, we often know someone who can help, and life is usually more interesting if we have lots of friends and acquaintances. But it's not just people who network. Ants network, too.

Ants always live in colonies and they do different things. Some work on nest maintenance, and some look after the young. They change their job. But sometimes things happen - rain damages the nest or some ants find extra food. When the colony needs more maintenance workers or food carriers, some ants change jobs.

Ant colonies don't have managers. The queen ant is the biggest ant and she lays eggs. But she never gives orders and nobody is in charge. So how do ants know what job to do? They network. If an ant needs a lot

of food workers, then it becomes a food worker, too. So it changes jobs. The colony doesn't need a leader because the ant network. The system is very successful. Colonies survive for many years and ants cover the Earth.

colonies: groups of animals or plants of the same type that live and grow together

2 Find words in the article that mean the same as these words and phrases.

- good things, advantages
 - people you have met but do not know well
 - meet and communicate with new people, especially people who can be useful in your job
 - the place where ants live (birds live in these places, too)
 - affects something so it doesn't work properly
 - work we do to keep something in order and working properly
 - continue to live, don't die
- 4 Answer these questions about the article.**
- What two benefits of networking does the article mention?
 - In what situations do ants change jobs?
 - Does the queen ant tell the other ants what to do?
 - How do ants know when to change jobs?

5 Discuss with a partner.

- How do organizations survive a long time in your industry? Do they need...
- leaders who give orders?
 - employees who network?
 - something else? (what?)

Grammar: Present simple and adverbs of frequency

- 6 Look at the article again and find examples of these things.**
- Two question forms
 - Two negative forms
 - Six frequency adverbs (verbs that tell you how often things happen)

7 Complete the rules.

Present simple

- + Ants live in colonies. Add 1 _____ to the verb with half the 'f'.
- The queen ant *lays* eggs. The colony *doesn't have* managers. Use 2 _____ or _____ to form negatives.
- ? How does an ant change jobs? How do ants know what to do? Use a question word and 3 _____ to form questions.

8 Where do we generally place frequency adverbs before or after the verb? Write these frequency adverbs in the correct spaces in the table below.

	sometimes	usually	rarely	often
Frequency adverbs				
Ants always live in colonies.				She never gives orders.
always 100%				never 0%

>> For more information on the present simple and frequency adverbs, see pages 164 and 165.

B

Speaking: Questionnaire

- Work in pairs. Complete the questionnaire below and find out if you are good networkers. Ask the questions and make a note of your partner's answers.
- Turn to File 6, page 160. Add up your partner's score and read your results together. Do you agree with them? How important is networking in your job?
- Tell the class two things your partner does that are good ways to connect with other people.

Questionnaires and games provide variety and change of focus.

Each lesson includes a substantial speaking task to activate target language.

Are you a good networker?

- Do you belong to any professional or social organizations?
 - No. I tell them my job title.
 - Yes, but I don't have much to say about my job.
 - Yes, and I talk about my job with my friends.
 - Yes, and I talk about my job with my family.
- When you go to a social event, how many people do you talk to?
 - As many as I can.
 - I usually talk to a lot of people.
 - I don't talk to many people. It's difficult to start conversations.
 - Yes, I always try to learn them.
 - I can never remember names.
 - I remember faces but not names.
- Do you remember people's names?
 - Yes, I always try to learn them.
 - I can never remember names.
 - I remember faces but not names.
- When people give you their business cards, what do you do with them?
 - I put them in a box so I can find them if I need them.
 - I usually put their information on my smartphone.
 - I don't keep them. I just throw them away or lose them.
- How often do you carry business cards?
 - Always. I have some with me now.
 - I don't carry business cards.
 - I sometimes take them to someone and social events.
- What do you usually do on Friday night?
 - I go home and turn on the TV.
 - I usually go out. There is an event or a party somewhere.
 - I go to a bar with my friends and spend time with my family.

TALKING POINT Discuss this questionnaire and compare your results with your partner. Write your answers in your notebook, with writing in blue or purple ink.

Talking points draw on the students' views and ideas and round off the lesson topic.

Short reading texts designed to generate discussion.

New language is presented in listening and reading texts.