

Unit 7

Talk about projects

Describe past actions

Describe a project

Talk about time



Warm up

When you want to buy something important, for example, a car, a PC, a camera, how do you decide what to buy? Do you ask people for recommendations, read about products in magazines or search the internet?

Building vocabulary

Verbs and nouns

Match the verbs on the left with the noun phrases on the right to describe some of the things you do before buying something. There is more than one way to match some of the verbs. Use a dictionary to help you.

go to	prices
telephone	a store
ask about	a decision
ask for	different suppliers
look at	recommendations
choose	the best model
make	different models

What do you say? 1

Past simple

How do you form the past simple of the verbs in *Building vocabulary*? Write the past simple of each verb in the correct column of the table.

+ -ed	+ -d	Irregular

What is the past simple of these verbs? Add them to the table.

arrive meet finish spend decide start work



Grammar reference: Past simple affirmative, page 89

Task 1

Individually

Objective: Talk about past actions

Step 1 Preparation

Think of something you bought a short time ago. Where did you buy it? How did you choose it? Make a list of things you did before you bought it.

Whole class

Step 2 Practice

Say what you bought and explain where you bought it and how you chose it. Use the past simple.

Listening

Jack Delaney, the CEO of the Northern Bank, describes a project to buy new paintings for the bank's head office. Look at the list of actions below. In what sequence do you think he did them? Under *Your sequence*, order the actions 1-6.

Your sequence

- ☐ Visit different art galleries.
- ☐ Discuss the idea with the board of directors.
- ☐ Order the paintings.
- ☐ Set up a project team.
- ☐ Look at the finances and agree the budget.
- ☐ Present choices to the board.

Jack's sequence

- ☐
- ☐
- ☐
- ☐
- ☐
- ☐



CD 14

Listen to Jack Delaney and see if you were right. Write the correct number under *Jack's sequence*.

3 We often use the words and phrases below to show the sequence of actions. Jack Delaney uses some of these. Listen again and number them in the order that he uses them.

- | | | |
|-------------------------------------|---|--------------------------------------|
| <input type="checkbox"/> First ... | <input type="checkbox"/> After that ... | <input type="checkbox"/> Finally ... |
| <input type="checkbox"/> Second ... | <input type="checkbox"/> Then ... / So then ... | |
| <input type="checkbox"/> Third ... | <input type="checkbox"/> Next ... | |

Task 2
Pairs

Objective: Describe a project

Step 1 Practice

Practise describing the Northern Bank project: take turns to describe each action in the correct sequence. Start each one with an appropriate sequence word or phrase. Use the past simple.

Groups of
2-4

Step 2 Presentation

Choose one of the projects below, or think of a real project you have worked on. Imagine you were responsible for the project. What did you do? Write down five or six actions and number them to show the sequence. Then describe the project to the rest of your group using the past simple. You can start your talk like this:

I'd like to tell you about ...

The aim of the project was to ...

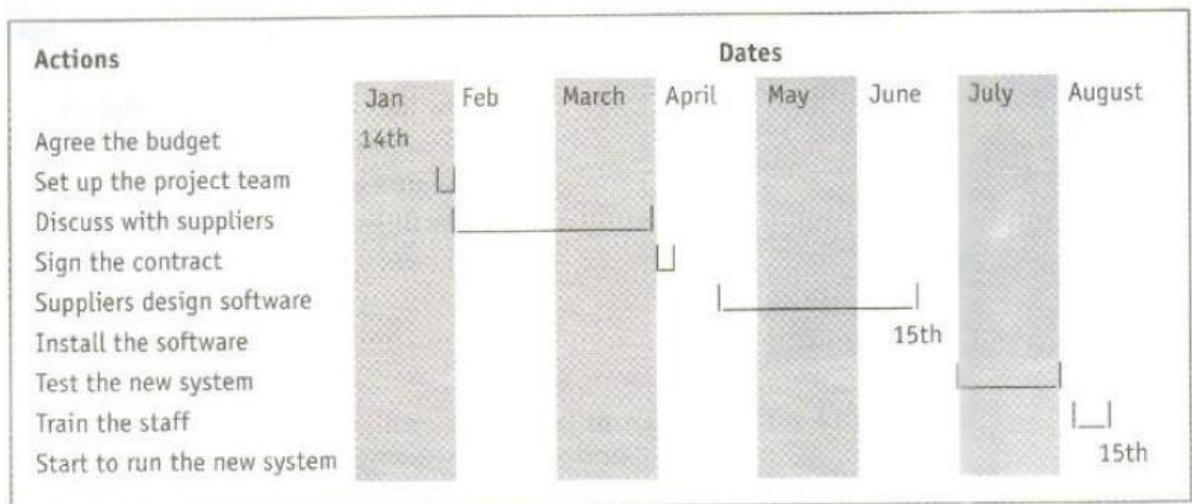
- 1 Finding a hotel for a conference
- 2 Arranging dinner at a restaurant for a group of important customers
- 3 Choosing new desks for your office

What do you say? 2

Talking about time

1 Read the details of the software project below and complete the sentences.

- 1 The first activity was to _____.
- 2 They _____ in July.
- 3 The project finished in _____.



2 Read the sentences below about the project. Today is 16th August. Choose the correct time expression to complete each sentence.

in February and March yesterday between April and June
two months ago last week ~~on 14th January~~ at the end of January
at the beginning of April last month

- 1 The Finance Department agreed the budget on 14th January.
- 2 We set up the project team _____.
- 3 The team discussed ideas for the new system with suppliers _____.
- 4 We signed a contract with the suppliers _____.
- 5 _____, the suppliers designed the new software.
- 6 They installed the software _____.
- 7 They tested the new system _____.
- 8 We trained the staff to use the new software _____.
- 9 We started to run the new system _____.



Strategies: Dates, page 77

Task 3

Pairs

Objective: Talk about time

1 Follow the instructions below.

- Student A turn to page 98. You will see the details of a project that finished recently. Imagine you worked on this project and describe it to your partner. Say when each event happened: give the month or the precise date or say how long ago it happened.
- Student B write the project title and complete the table below.

Project: _____

Actions	Dates				
	Aug	Sept	Oct	Nov	Dec

2 Change roles and repeat the task.

- Student B turn to page 102.
- Student A write the actions and dates in the table.

Summary

In this unit you have learnt to:

- describe past actions
- describe a project and give the sequence of actions
- talk about time and say when you did something

Unit 8

Solve problems

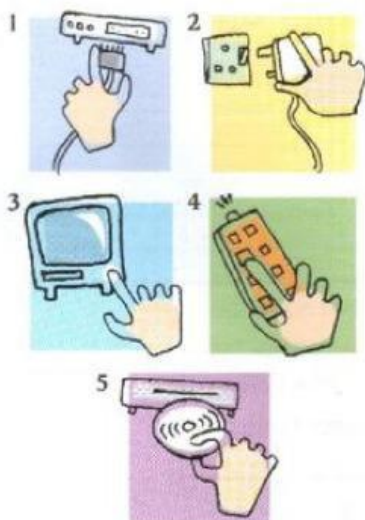
| Describe a problem | Ask check questions | Explain the solution |



Warm up

Think of examples of electrical equipment that sometimes doesn't work. What kinds of problems with equipment do you sometimes have?

Building vocabulary



Using electrical equipment

1 Match these words with the pictures. Use a dictionary to help you.

connect insert plug in turn on press

2 Look at the instructions to set up a DVD player and play a DVD. Number the instructions in the order that you could follow them.

- ☐ Turn the TV on.
- ☐ Connect the DVD player to the TV.
- ☐ Press the <play> button.
- ☐ Plug the equipment in.
- ☐ Insert a DVD.
- ☐ Turn the DVD player on.

3 Describe the sequence to a partner. Use sequence words (*first, then, next, etc.*) and the imperative.

CD 15 ☺ Listening 1

Rita da Silva is staying at a London hotel. She telephones the receptionist to complain about a problem. Listen to the conversation. What does Rita have a problem with?

- a a lamp b the television (TV) c the shower d the fridge

What do you say? 1

Describing a problem

CD 15

Listen to the conversation again. Complete the sentences.

- 1 I have a _____ with the television.
- 2 I think there's something _____ with it.
- 3 I _____ turn it on.
- 4 I pressed the button but _____ happened.
- 5 It doesn't _____.
- 6 I think it's _____.



Strategies, Asking for help and being helpful, page 79

Task 1

Individually

Objective: Describe a problem

Step 1 Preparation

Imagine you are staying at a foreign hotel or conference centre. You have a problem with a piece of equipment. Think of a problem, e.g. there's no hot water and decide how you can describe it using the language from *What do you say?* 1.

Pairs

Step 2 Role-play

Take turns to be a guest with a problem and a receptionist. Role-play their telephone conversation. The guest should describe the problem and the receptionist should be helpful.

What do you say? 2

Asking check questions

When someone tells you about a problem, you often need to get more details so you can understand the problem. To find out more, it is useful to ask check questions.

Look at the procedure below to see how we make questions to check if someone followed the correct procedure. Write check questions for the other steps in the procedure. With a partner, practise asking and answering the questions.

Procedure to read email	Check questions	Answers
1 Plug the computer in.	What did you do first?	I plugged the computer in.
2 Turn the computer on.	Did you turn the computer on?	Yes, I did. / No, I didn't.
3 Wait for the computer to start up.		
4 Connect to the internet.		
5 Click on the email icon.		
6 Type your user name and password.		
7 Click on <check mail>.		



Grammar reference: Past simple negative, question and short answer, page 90

Task 2

Pairs

Objective: Ask check questions**1** Talk about problems. Follow the instructions.

- Student A choose a problem from the boxes below and describe it to your partner. If you can, make it a real problem (name a real person, document, etc.).
- Student B use the verbs in the list to ask check questions. Ask as many questions as you can think of.

*What did you do?**Did you ...?*

Problem 1	Problem 2	Problem 3	Problem 4
You can't contact someone, for example, a colleague or customer.	You can't find an important document.	You want to buy a ... but you can't find the one you want.	You want to find a word in English.
Check questions: call his/her (mobile number / office) ask ... send ...	Check questions: leave it (near the photocopier) look in ... ask ...	Check questions: look for suppliers (in the phone book) try ... search ...	Check questions: go to WordReference.com look in ... ask ...

2 Change roles and repeat the task.CD 16  Listening 2**1** Steve is a computer technician in a small company. He helps other employees with their computer problems. Listen to a phone call between Steve and Fred Smith. Fred is an older employee who doesn't understand much about computers. Answer the questions.

- Does Fred have ...
 - a new computer?
 - an old computer?
- What was his problem? He couldn't ...
 - turn it on.
 - connect to the internet.
 - check his email.
- What did Fred see on the screen when he clicked on the email icon?
 - nothing
 - an error message
 - a box asking for his user name and password
- What did Fred do next?

2 Steve explains the solution. Choose the correct words in *italics*. Listen again and check.

Well, that's why you can't / *couldn't* check your email. You *didn't* / not type your email address.

Task 3
Pairs

Objective: Explain the solution

Look at the problems and follow the instructions.

Problem 1

Setting up a digital projector to give a PowerPoint presentation

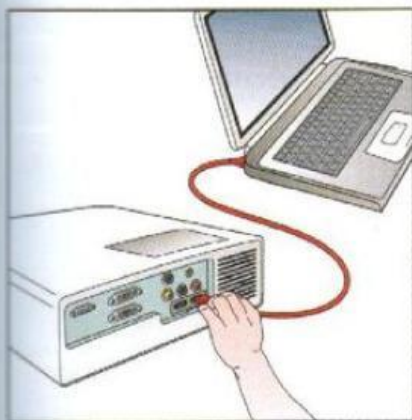
- Student A explain the problem: you tried to set up a PowerPoint presentation, but you couldn't get a picture on the screen. This is what you did:
 - 1 You plugged in the laptop and projector.
 - 2 You turned them on.
 - 3 You connected the laptop to the projector, as in the picture.
- Student B turn to page 104 to find the correct procedure. Ask check questions about each stage in the procedure to find out what your partner did or didn't do.

What did you do first?

What did you do next?

Did you turn them on?

After checking all the steps, tell your partner what they did or didn't do correctly.



Problem 2

Downloading photos from a digital camera to a computer

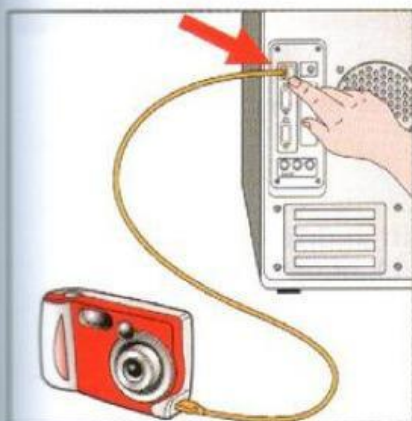
- Student B explain the problem: you tried to download photos from a camera, but you couldn't see the photos on your computer. This is what you did:
 - 1 You used the USB cable.
 - 2 You connected the camera to the computer's USB port.
 - 3 You clicked on the photo wizard.
 - 4 You followed the steps in the photo wizard.
- Student A turn to page 98 to find the correct procedure. Ask check questions about each stage in the procedure to find out what your partner did or didn't do.

What did you do first?

What did you do next?

Did you turn the camera on?

After checking all the steps, tell your partner what they did or didn't do correctly.



Summary

In this unit, you have learnt to:

- describe simple problems and ask for help
- ask check questions, for example, *What did you do?* and *Did you ...?*
- be helpful and explain solutions

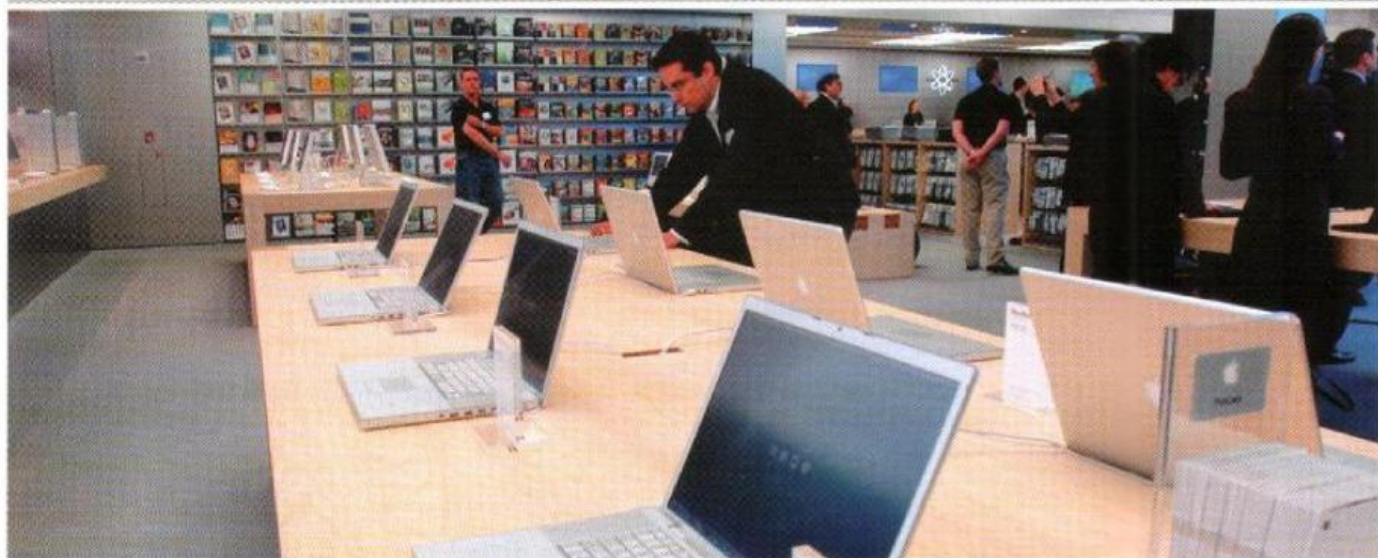
Unit 9

Describe products

| Talk about size |

Describe a product |

Say what you think |



Warm up

What kind of car would you like to have? Give reasons.

Building vocabulary

Adjectives

1 Choose the three best adjectives in the list to describe each type of car 1-3. Use a dictionary to help you. Think of other adjectives to describe the cars.

fast economical practical stylish strong safe reliable exciting
easy (to park / drive)

2 Describe one of the cars using the adjectives above.

It's fast, it's exciting and it's very stylish.

This car is ..., ... and ...

It's a ..., ... and ... car.

3 In small groups, choose three or four products you can describe. Then think of as many adjectives as you can to describe them. Choose something in the classroom, for example a mobile phone, a watch, an item of clothing. Or choose a well-known product and give the brand name.

4 Your trainer will write the names of each group's products on the board. Someone from each group should describe one product. Other groups try to guess which item you are describing.



Grammar reference: Adjectives, page 91



What do you say? 1

Talking about size

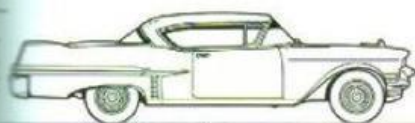
1 Look at the information and complete the sentences below with these words.

high long weighs wide

- 1 The car is 5.070 metres _____.
- 2 It _____ 1,855 kilograms.
- 3 It is 1.950 metres _____.
- 4 It is 1.740 metres _____.

2 Take turns to ask and answer these questions.

- 1 How long is the car? / What is the length of the car?
- 2 How high is it? / What is its height?
- 3 How wide is it? / What is its width?
- 4 How heavy is it? / What does it weigh?



Task 1

Pairs

Objective: Talk about size

Look at the advert below for the KMX Sports Tricycle. At the back of the book, you can find the sizes of different models of the sports tricycle. Take turns to ask and answer questions about the sizes using the language from *What do you say? 1*. Write the sizes of each model in the table below.

- Student A, adult's sports tricycle, turn to page 98.
- Student B, child's sports tricycle, turn to page 100.

	Adult's sports tricycle	Child's sports tricycle
Height		
Length		
Width		
Weight		

Go anywhere
Fast, strong,
turns easily

High Performance sports tricycle

Fun for adults and children

1 Brian Thorpe is a product manager with Magic, a company that manufactures products for the kitchen. Listen to Brian telling some customers about a new product, the Magic Egg Cooker. Does he talk about the size of the product?

2 Listen again and choose the correct option.

- 1 The Magic Egg Cooker cooks eggs a with b without water.
- 2 You can cook a 2 b 4 c 6 eggs at the same time.
- 3 a You set the time. b The cooker sets the time automatically.
- 4 The egg cooker is made of a plastic b rubber c wood d metal.
- 5 It is a large and heavy b small and light.
- 6 It cooks eggs a slowly b perfectly c badly.



Grammar reference: Adverbs, page 91

What do you say? **2**

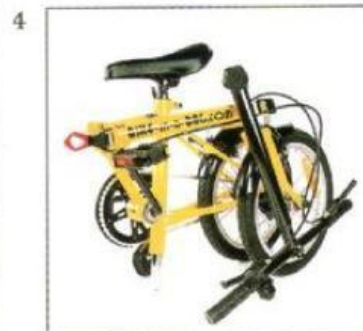
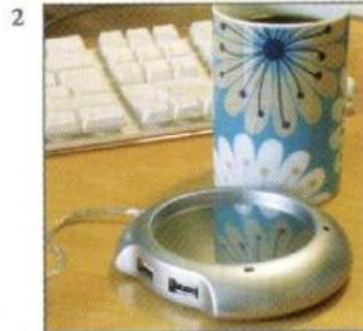
Describe a product

1 Match the phrases 1–5 with the phrases a–e to form five sentences that describe the product.

- | | |
|----------------------|--|
| 1 It's 20cm ... | a strong plastic. |
| 2 You use it for ... | b long and 12 cm wide. |
| 3 It's made of ... | c cooking eggs. |
| 4 It's an ... | d cook eggs perfectly without any water. |
| 5 You can ... | e egg cooker. |

2 Which of the sentences 1–5 above answers each of these questions?

- | | |
|-------------------------------|----------------------|
| a What kind of product is it? | d Why is it special? |
| b What do you use it for? | e What size is it? |
| c What is it made of? | |



Task 2

Pairs

Objective: Describe products

1 Look at the products in the pictures on page 44. Go to the back of the book to find the details for products 1 and 2. Describe your product to your partner. Your partner should write down the details in the table below. Use the language from *What do you say?* 2.

- Student A describe product 1. Turn to page 98.
- Student B describe product 2. Turn to page 102.

	1	2	3	4
Product				
For ...?				
Made of ...?				
Size ...?				
Why special ...?				
Price				

2 With the same partner, take turns to ask and answer questions about products 3 and 4 and write the details in the table. You should only give the product information that your partner asks for.



Strategies: Talking about products, page 80

Task 3

Whole class

Objective: Say what you think

1 You all work for an online shop. Your job is to choose new products to sell on your website. Give your opinions about the sports tricycle, the egg cooker and the four products in Task 2.

I think it's a really good idea. / I don't think it's very useful.

I like it because you can carry it easily. / It's a good product but it's too expensive.

Individually

2 Think of a product you know about. Prepare a short description of it and then tell the rest of the class about it. Say why you like it. Say what you think about the products other people describe.

Summary

In this unit, you have learnt to:

- describe the size (length, width, height) of products
- describe the special features of products
- give your opinion of different products



Writing 3

Report what you did

| Report on a trip | Report a problem |

What do you write? 1

1 Look at the schedule for a sales trip to Helsinki. With a partner, practise asking and answering questions about the schedule.

- Student A ask about Monday.

- Student B ask about Tuesday.

A: *When did you arrive in Helsinki?*

B: *I arrived on Monday at 10am.*

	Monday 10th	Tuesday 11th
morning	10am Arrive in Helsinki	7am Take the train to Pori
successful meeting: signed contract!	11am Have a meeting with Mr Rasonen to discuss the sales contract	10.30am Have a meeting with Mr Salo, the production manager at Vasa Machines
interested in our new model!	Have lunch with Mrs Perkkonen from AU	Meet Mr Salo's team and discuss new production methods
afternoon	Visit Sarja offices – meet the director	Make a tour of the Vasa factory – see their new production line
presentation went well	Give a presentation to the technical team.	3pm Return to Helsinki.
evening		Fly home.

first meeting with Mr Salo, an important new contact.

very modern factory, but small

2 Put the sentences about Monday into the correct order according to when they happened (see the schedule above). The sentences make the first part of a report on the sales trip to Helsinki.

- ☐ She is interested in our new model.
- ☐ In the afternoon, we visited the Sarja offices and met the director.
- ☒ We travelled to Helsinki on Monday, 10th and arrived at 10am.
- ☐ We gave a presentation to the technical team.
- ☐ It was a successful meeting: we signed the contract.
- ☐ We had a meeting with Mr Rasonen at 11am to discuss the sales contract.
- ☐ Then we had lunch with Mrs Perkkonen from AU.
- ☐ It went very well.

Task 1**Objective: Report on a trip**

Now write the rest of the report on the sales trip to Helsinki (about Tuesday). Write a sentence for each event in the schedule using the past simple. Give the time of the event or use sequence words (*first, then, next, after that ...*) to show when it happened. Write another sentence for each of the notes.

What do you write? 2

Ahmed Yasin is a technician. He repairs equipment in the company where he works. After each problem, he writes a report for his boss in the technical department. Below is one of Ahmed's reports. Read the report and answer the questions.

Maintenance report

Name of engineer: Ahmed Yasin

Date: 8th April

Details of problem: There was a fault with a printer in the marketing department.
The copies were black and there was a lot of ink inside the printer.

Reason: One of the ink cartridges was broken.

Action: I cleaned the printer and replaced the broken cartridge.

Result: I tested the printer. It worked well.

- 1 Where was the problem?
- 2 Why was there a lot of ink inside the printer?
- 3 What did Ahmed do?
- 4 Did he fix the problem?

Task 2**Objective: Report a problem**

Use the prompts to make sentences and put them in the correct parts of the report form below. You can write your own name and today's date.

- | | |
|--|-----------------------|
| 1 paper / not go through / smoothly | 4 test / photocopier |
| 2 fault / photocopier / finance department | 5 it / work / well |
| 3 paper tray / broken | 6 repair / paper tray |

Maintenance report

Name of engineer: _____

Date: _____

Details of problem: _____

Reason: _____

Action: _____

Result: _____