



## How long

**1** Work through the prompts for the first item in the activity with the class. Ask which question is about an action in the past which is now completed (*Why / choose it?*) and elicit that this requires the Past Simple. Ask a student to supply the correct question (*Why did you choose it?*).

Then ask which question is about a present situation (*What kind of car / have?*) and elicit that this requires the Present Simple. Again, ask a student to supply the correct question (*What kind of car do you have?*).

Finally, ask which question is about a situation that began in the past, but is still continuing (*How long / have / it?*). Elicit that this requires the Present Perfect and ask a third student to supply the correct question (*How long have you had it?*).

The final two questions (f and g) give students more flexibility to form their own questions about subjects which interest them.

### ANSWERS

- a What kind of car do you have? How long have you had it? Why did you choose it?
- b Do you have a mobile phone? How long have you had it? Do you use it a lot?
- c Where do you live? How long have you lived there?
- d Who do you work for? How long have you worked there? What is your job?
- e How long have you had your present job? Do you like it?
- f/g Students' own questions

**2** In pairs, students ask and answer the questions they formed in 1. Encourage students to ask follow-up questions to find out more details. Allow students to take notes of their partner's answers if they wish, as these will be useful for the next exercise.


**3** Students use what they remember of their partner's replies to their questions in 2 or the notes they made to tell a new partner what they have learned about their original partner.

## YOUTUBE

In this section, students listen to and read a text about Jawed Karim, a college student who was one of the founders of YouTube, the popular internet website where people can watch and upload video clips. Students correct the differences between the written and spoken accounts, do some work on some of the useful vocabulary in the text and use it to complete sentences.

### WARM-UP

Find out what your students' favourite YouTube clips are. If you have the facilities, show a few of them in class. Ask students if they can name the people originally behind the YouTube site.

**1**  **1.41** Focus students' attention on the words and phrases they have to listen out for. The listening text is quite long, so reassure them that all they have to do as they listen is to number the items in the order they hear them. You could ask students to put their hands up as soon as they hear an item. In this way, weaker students will be helped by stronger students alerting them to the fact that one of the target items has just been mentioned. Allow students to check their answers as they read the script in the next exercise.

### ANSWERS

- 1 millionaire
- 2 co-founders
- 3 West Germany
- 4 employees
- 5 video-sharing
- 6 management roles
- 7 smaller stake
- 8 entrepreneur
- 9 university professor

### 1.41

Jawed Karim is a college student with a difference. For a start, he is not worried about the \$100,000 cost of his Master's program at Stanford University because he is already a millionaire. He first hit the jackpot in 2002 when eBay bought the online payment company he was working for. Then, in November 2006, he got lucky again when Google agreed to buy YouTube for \$1.65 billion. When the deal was signed, everybody was talking about two of YouTube's co-founders – Chad Hurley and Steve Chen. After all, they were the public face of YouTube. Most people didn't know that there was also a third co-founder of YouTube, Jawed Karim. In fact, he was the person who actually first proposed the idea. Karim grew up in West Germany, but has lived in the USA since his family emigrated there when Karim started high school. His Bangladeshi father is a chemist at 3M, and his German mother is a professor at the University of Minnesota. Karim obtained his degree in computer science and engineering in 2004 at the University of Illinois.

Hurley, Chen and Karim have known each other since they met as employees at PayPal, the payment service. When eBay bought PayPal for \$1.5 billion in 2002, they all received substantial payments. Now rich, the three men often met late at night for brainstorming sessions at Max's Opera Café near Stanford, and discussed possible ventures. Karim said he originally pitched the concept of a video-sharing website to his friends because at the time it was difficult to download videos off the Net. The three agreed to divide up the work based on their different skills. Hurley designed the site's interface and logo, while Chen and Karim shared responsibility for technical aspects. At a later stage, when it was necessary to take on management roles, Hurley became CEO and Chen the Chief Technology Officer. However, Karim really wanted to return to his computer studies, so he chose not to be part of the management team. As a result, he agreed to take a smaller stake than the other two founders, and not to take a salary or even a formal title because, in his own words, he was 'focused on school'. Although since then he has continued in an informal advisory role, he admits it was the other two who actually turned the basic idea into reality.

Jawed Karim is not the first entrepreneur to lose his place in history. Popular wisdom, for example, says that Bill Gates started Microsoft and Sam Walton founded Wal-Mart on their own, but they too had co-founders. In any case, it is not likely that Karim has too many regrets. While his former colleagues continue to run YouTube, his dream is to teach and become a university professor. Whatever he does, money is not likely to be a problem.

**2** Make sure students realise that there are ten mistakes in the article, not the script, and that these are factual rather than grammatical errors. Ask them to read the article carefully and underline any information that they think is different from what they heard in 1. Allow them to compare notes in pairs or small groups before playing the recording again for them to check.

## ANSWERS

- \$100,000 is the cost of his Master's program, not the cost of his Ferrari.
- It was Google, not Microsoft, who bought YouTube.
- Karim was the person who proposed the idea, not the person who uploaded the first video.
- Karim has lived in the USA since his family emigrated, not Canada.
- Karim's degree is in computer science and engineering, not economics and engineering.
- They discussed possible ventures at the café, not possible film plots.
- It was difficult to download videos off the Net, not to watch them on TV.
- Karim didn't want to relax, he wanted to return to his computer studies.
- He doesn't deny that the other two turned the basic idea into reality; he admits this.
- Karim's dream is not to run a school, it is to be a university professor.

3 Allow students to do this in pairs if they wish. Then check the answers with the class. Make sure they use the script on page 148.

## ANSWERS

He has lived in the USA since his family emigrated there when Karim started high school.

Hurley, Chen and Karim have known each other since they met as employees at PayPal, the payment service.

Although, since then, he has continued in an informal advisory role ...

4 Students should cover the text in 2 as they try to reconstruct the story from the words in 1. Alternatively, ask students, in pairs, to reconstruct half of the story each. The student who is not speaking at any one time can look at the script and give help by prompting if his/her partner gets stuck.

5 Allow students to work in pairs to find the words. You could make this a race between pairs to see who can find all the words first. The winning pair should read out their answers and the others should fill in any gaps they have.

## ANSWERS

- |                           |                        |
|---------------------------|------------------------|
| a hit the jackpot         | f pitched the concept  |
| b got lucky               | g interface            |
| c deal                    | h stake /              |
| d obtained (his/a) degree | i substantial payments |
| e brainstorming session   |                        |

6 Students use the words they have just learned to complete the sentences. Check answers by asking them to read their sentences aloud so that they hear the words in context.

## ANSWERS

- |                          |                   |
|--------------------------|-------------------|
| a (have) hit the jackpot | f get lucky       |
| b stake                  | g interface       |
| c obtain a degree        | h pitch a concept |
| d substantial payments   | i deal            |
| e brainstorming session  |                   |

7 As students write, go round checking that they are using the words correctly.

## LANGUAGE LINKS


Direct students' attention to the *Language links* section on page 75, where they will find more on the vocabulary of company news.

## HEADHUNTERS

In this section, students look at the practice of tempting top executives to move jobs by promising them a better salary or a better position. This is done by professional companies called 'headhunters' who act on behalf of a client who is looking for someone to fill a vacant post. Headhunters discreetly contact suitably qualified people who may be interested in moving jobs and applying for this post. Students listen to a phone call from a headhunter, answer questions about what is said and then discuss whether they think it is an ethical way to behave. They then interview each other about their present jobs and write short texts which would be useful to a headhunter.

### WARM-UP

Focus students' attention on the rather grisly photo on page 73 (from a horror film) and tell students that the word *headhunters* originally referred to primitive tribes who cut off their enemies' heads as battle trophies. Ask what students think a *headhunter* is in the context of the business world (see above or ask them to read the definition given on page 73).

1  1.42 Focus students' attention on the picture at the top of page 74. Find out if they work in open-plan offices where everyone can hear everybody else's phone calls. What are the advantages of this? What problems can it create? What do they do if they receive a personal phone call at work? Make sure students have read the questions before you play the recording so that they know exactly what information they are listening for. Allow them to compare their answers in pairs or small groups before checking the answers or playing the recording again.

## ANSWERS

- He wants to headhunt him for a job.
- About six years ago.
- He worked for Navigate as a trainee manager.
- A year.
- About two years ago.
- Yes, he has recently become a father.
- Not at first, but he does agree to think about it and talk to him again.

### 1.42

A: Good morning. Could I speak to Peter Davis, please?

B: Speaking.

A: Oh, hello, Mr Davis. My name is John Lindsay.

B: What can I do for you, Mr Lindsay?

A: It's more a case of what I can do for you ... Em, how long have you worked for *Blueprint International*, Mr Davis?

B: For about six years. Why do you ask?

A: And before that you worked for *Navigate* for three years.

B: Yes, I joined them as a trainee manager when I left university. But ... what is this about?

A: And you were made Head of the International Division a year ago. How is it going?

B: Very well, thank you. Now, could you tell me what you want, Mr Lindsay?

A: I'd like to talk to you about an extremely interesting career opportunity. I work for *People Search*, the management consultants. We've been approached by a client who's looking for someone with just your professional profile.

B: Oh, I see. So that's what it's about. Listen, Mr Lindsay, I'm really quite busy and ...



- A: Yes, I understand that, but you should know I'm talking about a considerable salary increase. You've been married for a couple of years now and recently became a father, I believe.
- B: What's that got to do with it?
- A: Well, think about your family and the financial possibilities of an advantageous career move at this moment in your life. I think you should at least talk to me.
- B: Em, well, I suppose so. What's the name of the company?
- A: I'd rather not say over the phone. Perhaps we could meet to discuss things further?
- B: I'm not sure I'm that interested ... Blueprint International have been very good to me.
- A: Oh, come on, Peter! What are the real prospects in your present post? You've got as far as you can in Blueprint. Do you want to be in the same place ten years from now? At least find the time to talk to us.
- B: I'd like to think about it. Can I phone you back?
- A: No, I'd prefer to phone you back myself in a couple of days. In the meantime, think about what I've said. A more stimulating work situation, not to mention a considerable rise in salary ... Talk it over with your wife.
- B: Fair enough.
- A: Oh, and one more thing, Peter. I'd appreciate it if you didn't mention this call to anyone in your company, okay?
- B: Yes, yes, all right. So, you'll call me, then?
- A: That's right. In a couple of days. We'll arrange a meeting somewhere. Bye for now, then.
- B: Bye.

### Discussion

**2** This could be done as a class discussion or a discussion in small groups. Ask students to tell each other if they have any personal experience of being contacted by a headhunter. What was their reaction? Does anyone hold their present position because they were headhunted?

### Writing

**3** This writing exercise could be set for homework if you do the preparatory interviews in class. You could display the finished descriptions on the wall to allow everyone in the class to read them.

1:1

Get your student to interview you and make notes on your answers. Then set the report for homework and go over it in the next lesson.

### ▶ LANGUAGE LINKS

#### ANSWERS

#### VOCABULARY

##### Company news

a 4 b 10 c 8 d 1 e 7 f 5 g 9  
h 2 i 3 j 6

#### GRAMMAR

##### Practice 1

a since b since c since d for e for  
f since g for h since i Since j for

##### Practice 2

- How long have you worked here?
- How long has he known about this problem?
- How long has she been a director of the company?
- How long have you wanted to change jobs?
- How long have they had their website?
- How long has he been interested in working for us?
- How long has he had a company car?
- How long has she been responsible for that account?

##### Practice 3

- He's worked here since January.
- He's lived in Paris since he was born.
- He's been a computer programmer since he left university.
- They've made furniture for over a hundred years.
- She's owned a business for five years.
- They've been market leaders since 1998.

##### Practice 4

- I've known him since university.
- Mr Jones has been here for hours.
- How long have you had your car?
- I've been in this job since January.
- I've known about the problem since yesterday.
- They've been divorced for two years.

##### Practice 5

- He's been an aeronautical engineer since 1990.
- He smoked for 19 years / from 1984 to 2003.
- He studied engineering at university for three years / from 1986 to 1989.
- He has been interested in boats since 1991.
- He has been married since 1992.
- He worked for Rolls Royce for three years / from 1990 to 1993.
- He has had a yacht since 1993.
- He lived in Canada for six years / from 1995 to 2001.
- He has lived in the UK since 2001.
- He has had a job in Portsmouth since 2006.
- He has worked for P&W since 1995.
- He hasn't smoked since 2003.