



Business Result

Elementary Teacher's Book

John Hughes



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Introduction

The course

Who is *Business Result* for?

Business Result is a comprehensive multi-level course in business English suitable for a wide range of learners. The main emphasis is on *enabling* your students; helping them to communicate more effectively in their working lives.

In-work students

Unlike many business English courses, *Business Result* addresses the language and communication needs of employees at all levels of an organization who need to use English at work. It recognizes that the business world is truly international, and that many people working in a modern, global environment spend much of their time doing everyday tasks in English – communicating with colleagues and work contacts by phone, via email, and in a range of face-to-face situations, such as formal and informal meetings / discussions, and various planned and unplanned social encounters. It contains topics relevant to executive-level learners, but doesn't assume that the majority of students will be international managers who 'do business' in English – the activities allow the students to participate in a way that is relevant to them, whatever their level in their company or organization.

Pre-work students

Business Result can also be used with pre-work students at college level. The course covers a variety of engaging topics over the twelve units, so students without much work experience will receive a wide-ranging overview of the business world, as well as acquiring the key communication skills they will need in their future working lives. Each unit in this *Teacher's Book* contains suggestions for adapting the material to the needs of pre-work students.

One-to-one teaching

Many of the activities in the book are designed for use with groups of students, but they can also be easily adapted to suit a one-to-one teaching situation. Notes in the individual *Teacher's Book* units offer suggestions and help with this.

What approach does *Business Result* take?

Business Result helps students communicate in English in real-life work situations. The priority at all times is on enabling them to do so more effectively and with confidence. The target language in each unit has been carefully selected to ensure that students will be equipped with genuinely useful, transferable language that they can take out of the classroom and use immediately in the workplace.

The course recognizes that, with so many businesses now being staffed by people of different nationalities, there is an increasing trend towards using English as the language of internal communication in many organizations. As well as learning appropriate language for communicating externally – with clients or suppliers, for example – students are also given the opportunity to practise in situations that take place within an organization, such as asking for help, giving updates, and talking about schedules.

The main emphasis of the course is on the students speaking and trying out the target language in meaningful and authentic

ways; it is expected that a large proportion of the lesson time will be spent on activating students' interest and encouraging them to talk. The material intentionally takes a communicative, heads-up approach, maximizing the amount of classroom time available to focus on and practise the target language. However, you will also find that there is plenty of support in terms of reference notes, written practice, and review material.

The syllabus is essentially communication-driven. The topics in each of the twelve units have been chosen because of their relevance to modern business and the world of work. Vocabulary is presented in realistic contexts with reference to authentic companies or organizations. Grammar is also a key element of each unit. It is presented in an authentic context, and ensures that students pay attention to accuracy, as well as become more proficient at expressing themselves clearly and precisely. The *Business communication* sections ensure that students are provided with a range of key expressions they can use immediately, both in the classroom and in their day-to-day work.

Student's Book

The Student's Book pack

The *Student's Book* pack offers a blend of classroom teaching and self-study, with an emphasis on flexibility and time-efficiency. Each of the twelve *Student's Book* units provides around four hours of classroom material with the potential for two to three hours of additional study using other components in the package.

There are no long reading texts in the units, and with an emphasis on listening and speaking, written exercises are kept to a minimum. Instead, students are directed to the *Practice file* at the back of the book. Here they will find exercises which can be used as supplementary material in class or for homework, as well as more extensive grammar notes.

Encourage your students to look at and use the *Interactive Workbook* on CD-ROM – there are cross-references at appropriate points in each unit. Here they will find a range of self-study material to help them review, consolidate, and extend their learning.

Writing is a key feature of the course, but is not part of the main *Student's Book* units. The *Interactive Workbook* has an email writing section with exercises and model emails related to the content of every unit. There is also a writing file on the *Business Result* website.

Key features of a unit

Each unit has three main sections – *Working with words*, *Language at work*, and *Business communication* – dealing with core vocabulary associated with the unit theme, related grammar, and key functional expressions. Each main section ends with a short fluency task to enable students to personalize the target language. Each unit ends with a *Case study* or related *Activity*.

Unit menu

This lists the key learning objectives of the unit.

Starting point

Each unit opens with some lead-in questions to raise awareness of and interest in the unit theme. Use these questions to help you to

establish what students already know about the topic and how it relates to their own working lives. They can usually be discussed as a class or in small groups.

Working with words

This first main section introduces key vocabulary in a variety of ways, including authentic reading texts, listenings, and visuals. Students are also encouraged to look at how different forms of words (verbs, adjectives, and nouns) can be built from the same root, or to look at common combinations (e.g. verb + noun, adjective + noun) that will help them to expand their personal lexicon more rapidly. This section also offers opportunities to work on your students' reading and listening skills. There is an interactive glossary of all target lexis, plus other reference vocabulary, on the *Interactive Workbook* and in PDF format on the *Business Result* website.

Language at work

The grammar is looked at from a communicative point of view; this will meet your students' expectations with regard to learning form and meaning, but also reminds them how the grammar they need to learn commonly occurs in business and work situations.

Practically speaking

This section looks at various practical aspects of everyday communication from a 'how to' perspective – for example, apologizing, talking about money, as well as useful social interaction, such as responding to news.

Business communication

In the earlier units, this section focuses on social encounters (saying hello and goodbye, making conversation at a conference, showing a visitor round), and practical situations where information needs to be exchanged – for example, asking for and offering help, booking and ordering, solving problems. A lot of this information is exchanged on the telephone, which provides particularly useful practice for students at this level. In the later units, there are several authentic meeting contexts, where useful functional language for comparing and making a choice, giving opinions, and planning a schedule is presented.

Typically, the section begins with students listening to an example situation (a meeting, a social encounter, a telephone call, etc.). They focus on *Key expressions* which are listed on the page. Students are then given the opportunity to practise these in various controlled and more open work-related tasks.

Case studies

Most units end with a *Case study**. This gives students an opportunity to recycle the language from the unit, demonstrate progress, and use their knowledge and ideas to resolve an authentic problem or issue. The *Case studies* have been compiled using authentic content and contexts in a way that connects with the unit theme. The content is accessible, and preparation time is minimized by including only as much information as can be assimilated relatively quickly in class. Even so, you may wish to optimize classroom time even further by asking students to read the background material before the lesson.

The *Case studies* follow a three-part structure:

Background – a short text (or texts) or listening about a real company, product, or related situation.

Discussion – two or three discussion questions on key issues arising from the background information and associated issues, providing a natural bridge to the task.

Task – a discussion, meeting simulation, or series of tasks, aimed at resolving a core issue related to the case and providing extended practice of the target language of the unit.

*Note that in four units, the *Case study* format is replaced with an *Activity* (Units 1, 6, 8, and 12); this is designed to be fun and is usually presented as a game aimed at recycling the language from the unit. The *Activity* in the final unit offers students a review and further practice of language from across the twelve units.

Tips

Short, practical tips with useful language points arising from a particular section or exercise.

Additional material

At the back of the *Student's Book*, you will find the following sections.

Practice file

This provides unit-by-unit support for your classroom work. Each file provides additional practice of target language from the three main unit sections, *Working with words*, *Language at work*, and *Business communication*. This can be used in two ways:

For extra practice in class – refer students to this section for more controlled practice of new vocabulary, grammar, or key expressions before moving to the next stage. The optimum point at which to do this is indicated by cross-references in the *Student's Book* unit and the teaching notes in this book.

For self-study – students can complete and self-check the exercises for review and revision outside class.

Answers for the *Practice file* appear on pages 99–103 of this book, and on the *Business Result* website.

Information files

Additional information for pair work, group activities, and *Case studies*.

Irregular verb list

Audio script

Interactive Workbook

This is a self-study component on CD-ROM. It contains:

- interactive Exercises and Tests for each unit, with answers
- interactive Email exercises, plus a model email for each unit
- interactive Phrasebank – students can create their own personalized 'Phrasebook'
- interactive Glossary for students to test their vocabulary
- *Student's Book* audio in MP3 format.

For additional practice and reference material, refer your students to the website at www.oup.com/elt/result.

Teacher's Book

What's in each unit?

Unit content

This provides an overview of the main aims and objectives of the unit.

Context

This section not only provides information on the teaching points covered in the unit, but also offers some background information on the main business theme of the unit, and its importance in the current business world. If you are less familiar with the world of business, you will find this section especially helpful to read before starting a unit.

Teaching notes and answers

Notes on managing the *Student's Book* exercises and various activities are given throughout, with suggested variations that you might like to try. You will find comprehensive answers to all *Student's Book* exercises, as well as notes on possible responses to discussion questions.

Extension

With some students it may be appropriate to extend an exercise in some way or relate the language point more specifically to a particular group of students. Suggestions on how to do this are given where appropriate.

Extra activity

These may present lead-in ideas – for example, a fun warm-up, comprehension questions to help clarify a particular context, or a pre-listening or reading activity if students are likely to have difficulty with a particular text or listening. Also, if you have time or would like to develop further areas of language competence, extra activities are suggested where they naturally follow the order of activities in the *Student's Book*. For example, if your students need writing practice or more confidence with speaking, extra follow-up ideas may be provided.

Alternative

With some students it may be preferable to approach an activity in a different way depending on their level or their interests. These options are provided where appropriate.

Pronunciation

Tips on teaching pronunciation and helping students improve their intelligibility are provided where there is a logical need for them. These often appear where new vocabulary is taught or for making key expressions sound more natural and fluent.

Dictionary skills

It's helpful to encourage students to use a good dictionary in class and the relevant notes suggest moments in the lesson when it may be useful to develop your students' skills in using dictionaries.

Pre-work learners

Although most users of *Business Result* will be students who are already in work, you may also be teaching classes of students who have little or no experience of the business world. Where

necessary, you may want to adapt certain questions or tasks in the book to their needs, and extra notes are given for these types of learners.

One-to-one

In general, you will find that *Business Result* can be used with any size of class. However, with one-to-one students you will find that activities which have been designed with groups of students in mind will need some adaptation. In this case, you may wish to follow the suggested alternatives given in this book.

Feedback focus

Throughout the course, students are involved in speaking activities using the new language. You will want to monitor, correct, and suggest areas for improvement, as well as acknowledging successes. During and after many of the freer practice activities it will be helpful to follow the guidelines in the teaching notes on what to monitor for and ways of giving feedback.

Watch out

This is a note to highlight any potentially problematic language points, or language which students may ask about, and which has not yet been formally presented. There are suggestions on how to pre-teach certain vocabulary or clear up misunderstandings.

Photocopiable tests (pages 72–95)

There are two types of test to accompany each unit. These can be administered at the end of each unit in order to assess your students' learning and allow you, the student, or the head of training to keep track of their overall progress.

Progress test

Each of these twelve tests checks key vocabulary, grammar, and key expressions from the unit. They provide a final score out of 30. Students will need between twenty and thirty minutes to complete the test, although you can choose to set a time limit that would be appropriate for your students.

Speaking test

To help you assess communicative performance, students are given a speaking task that closely resembles one of the speaking activities in the unit. Students get a score out of a possible ten marks.

How to manage the speaking test

These are mostly set up as pair work activities. This may be in the form of:

- a single role-play or discussion activity (see for example *Unit 1*)
- two role-plays where Student A is assessed in the first, and Student B in the second (see for example *Unit 4*)
- two role-plays where the teacher will need to assess both students in both role-plays (see for example *Unit 6*)

There are also one or two speaking tests set up as presentations, where students work alone (see for example *Unit 2*).

The marking criteria require students to perform five functions in the speaking test, and it is advised that you make students familiar with these criteria beforehand. You can grade each of the five

stages using a straightforward scoring system of 0, 1, or 2, giving a final score out of ten. This kind of test can be carried out during the class, perhaps while other students are taking the written progress test, or you can set aside a specific time for testing.

Note that if testing is not a priority, the role-plays can also be used as extra classroom practice without necessarily making use of the marking criteria.

Teacher's Book DVD

The *Teacher's Book* at each level of *Business Result* is accompanied by a DVD which demonstrates how sections from the *Student's Book* can be used with a typical group of students. It addresses key issues relevant to the level and looks at various classroom approaches. The DVD also includes commentary from teachers and one of the *Student's Book* authors, and addresses many of the questions that teachers have to ask themselves when starting a new business English course. The *Elementary DVD* uses sections from *Student's Book Unit 6*.

There are a number of different ways to use the DVD.

Orientation through the course

Watching the DVD is a fast way to familiarize yourself with the course – how the course is organized, its approach to business English, and ways of using the material in the classroom.

Supporting new teachers

If this is your first time teaching business English, you will find watching the DVD especially helpful. It provides guidance, advice, and tips on the difference between general English and business English, and suggests approaches to working with business English students.

Teacher development

You may be a more experienced teacher, in which case the DVD will address many issues you are already familiar with, but perhaps never have the opportunity to discuss with fellow professionals.

Teacher training

Directors of Studies or teacher trainers will be particularly interested in using the DVD as part of a complete teacher-training package. Each DVD forms the basis of a training session lasting approximately 45 minutes. You can use the DVD in different segments with ready-to-use worksheets (with *Answer key*) on pages 104–111 of this book, and training notes that are available from the *Business Result* website (see below). Simply photocopy the worksheets and download the training notes to use in conjunction with the DVD in your staff training and development sessions. Note that DVDs at other levels of *Business Result* address different business English themes; together, the DVDs from the different levels form an entire training package in teaching business English. See the website for more information.

Teacher's website

The Teacher's website can be found at www.oup.com/elt/teacher/result. It contains a range of additional materials, including:

- needs analysis form – for use at the start of the course
- downloadable diagnostic test
- progress test record
- course management & assessment tools
- DVD training notes
- wordlists
- additional activities
- writing file
- reading bank.

Using the course

How to use *Business Result*

From start to finish

You can, of course, use *Business Result* conventionally, starting at *Unit 1* and working your way through each unit in turn. If you do so, you will find it works well. Each section of the unit is related thematically to the others, there is a degree of recycling and a steady progression towards overall competence, culminating in the *Case study* or final *Activity*. Timing will inevitably vary, but allow approximately four classroom hours for each unit. You will need more time if you intend to do the *Practice file* activities in class.

The 'fast-track' option

If you have less time, you can create a 'fast-track' course using the *Language at work*, *Practically speaking*, and *Business communication* sections of the unit. This will still provide solid input of the core grammar that students need at this level, along with a range of useful expressions for communication in professional contexts. You should find with this option that each unit provides at least two hours of classroom material.

If your students need vocabulary support or revision, use as much of the *Working with words* section as you feel is appropriate, and refer students to the exercises in the *Practice file*.

Mix and match

If your students have more specific needs and you would like to 'cherry pick' what you feel are the most interesting and relevant sections of the book, this approach should work well. You will find that all the sections are essentially free-standing, despite being thematically linked, and can be used independently of the rest of the unit. Mix and match sections across the book to create a course that is tailored to your students' needs.

1 | Jobs

Unit content

By the end of this unit, students will be able to

- talk about countries, nationalities, and jobs
- ask about and give personal information
- spell and note down spellings
- say hello and goodbye.

Context

The topic of *Jobs* will be relevant to all your students and is the most obvious way to begin a language course. Any student who needs to use English in their work will want and usually need to give basic personal information relating to their name and occupation.

This unit looks at giving basic information about who you work for and what you do, as well as asking for this information from others. Students support this work by practising spelling. A key communication skill for students at any level is the ability to introduce him/herself confidently in social situations, perhaps meeting a client for the first time. All languages include conventions (both linguistic and non-linguistic) for welcoming and greeting, and English is no exception. Students look at some key phrases for this skill and receive plenty of opportunity to use the new expressions.

Starting point

As this is an elementary level course, it is assumed students will be familiar with the language here. However, if students are false beginners or haven't studied English for a number of years, then allow a little time for them to study the questions. You could begin by asking the questions yourself so each student answers. This means that you can feed in any key vocabulary such as the student's job title. It's also a useful way for everyone in the class to find out about each other. Also ask a student to ask you the questions so that you answer for yourself. When you feel everyone is reasonably confident, put them into pairs and let them ask each other the three questions.

Pre-work learners

If you are teaching students at a college, rewrite the questions on the board.

- 1 *What is your name?*
- 2 *What is the name of your college / business school / university?*
- 3 *What is your course?*

Watch out! Some students might be familiar with contracting the verb *be*. For example: *What is your name?* = *What's your name?* At this stage, allow either and note that the issue is dealt with formally later in the unit.

Extension

Once students have asked each other the questions, they could change pairs or stand up and move around the room asking their questions to everyone else in the classroom.

Working with words

- 1 As this is the first exercise in this section, work together and complete it as a class. Ask students to match the person to the country and make sentences. Make sure students say the whole sentence when giving their answers.

Answers

Dahlia is from India.
Charlotte is from the UK.
Yuko is from Japan.
Lukasz is from Poland.
Raquel is from Brazil.
Randy is from the USA.
Tiziana is from Italy.
Jacob is from South Africa.

Watch out! If a student asks why UK and USA need *the* (definite article) before them, explain that we use *the* when the country is actually a *group* of countries, regions, or states.

Extension

If your students all come from different countries, use this opportunity to teach, or get students to say the name of their country. It might be useful to bring in a world map to class to refer to. If the students all come from the same country, they could say the names of countries they regularly travel to or where their clients are based. Don't forget to tell students which country you are from!

- 2 01 ▶** Draw students' attention to the difference between country and nationality by pointing at the picture of Dahlia and saying the sentences: *Dahlia is from India, Dahlia is Indian*. You could also model the form by saying your own country and nationality.

Students can work in pairs to create the sentences before listening to check. For more practice, play the audio and pause after each sentence. Students can listen and repeat.

Answers

Dahlia is Indian.
Charlotte is British.
Yuko is Japanese.
Lukasz is Polish.
Raquel is Brazilian.
Randy is American.
Tiziana is Italian.
Jacob is South African.

Extension

Students can say where they are from again and then say their nationality, or you can use this opportunity to teach them how to say their own nationality.

- 3 02 ▶** This exercise asks students to identify word stress. Many students at this level may not be aware of word stress (even in their own language), so you might want to introduce the idea quite carefully.

Pronunciation

Write the name of your country on the board and mark the word stress. Say the word, giving strong emphasis to the stressed syllable and ask students to repeat it a number of times. Then ask them to write their own country and nationality and try to identify the word stress.

You will probably need to play the audio at least twice so that students hear and underline. You could also ask them to listen and repeat.

Answers

Japan Japanese British Italy Italian India American Brazilian
Polish Africa

Dictionary skills

Point out to students that they can check word stress by using a good dictionary. If possible, make a set of dictionaries available in your lessons so students can refer to them and become accustomed to using them. Also, encourage students to mark word stress on any new words they learn.

- 4 03 ▶** Before listening, students complete the second column in the table. They will need to look at the pictures in **1** again and guess the jobs. They then listen and check their answers. Tell students they won't hear the names of the people – they have to work out who is talking by listening for the nationality.

- 5 03 ▶** Play the audio again to hear the nationalities of the companies. Students work out which company the speakers each work for and complete the third column. Note that students could check the answers in their tables by looking at the *Audio script* at the back of the *Student's Book* afterwards.

Answers

	Name	Job title	Nationality of company
1	Dahlia	Receptionist	American
2	Raquel	Human Resources Manager	Italian
3	Randy	Sales Rep	Japanese
4	Lukasz	Team Leader	Indian
5	Tiziana	Personal Assistant	Polish
6	Charlotte	Chief Executive Officer	British
7	Yuko	Technician	Brazilian
8	Jacob	Financial Director	South African

Pronunciation

As a follow-up to the earlier work on word stress, ask student to underline the word stress in the jobs in the table. Answers: *Receptionist*, *Human Resources Manager*, *Sales Rep*, *Team Leader*, *Personal Assistant*, *Chief Executive Officer*, *Technician*, *Financial Director*
(Note: Students often make the mistake of thinking *Sales* as in *Sales Rep* is two syllables, not one.)

Tip Refer students to the *Tip* about *a / an*. Point out the use of the indefinite article *an* before a vowel sound as in *an American*. Ask students to identify all the nationalities in column 3 of the table which would use *an* not *a*. Answer: *American, Italian, Indian, English*

- 6** If everyone in the class is from the same company, discuss the question together. For classes with students from different companies, allow time for them to think about the different jobs in their companies before telling the class.
- 7** To start the students off, tell them to look back at the jobs in **4** and find three that will fit into the groups of job titles (*Financial Director, Personal Assistant, Human Resources Manager*). Then students can work in pairs and try to think of more. When students are ready they could join up with other pairs and share their ideas.

Possible answers

managing director, sales director, technical assistant, production assistant, sales manager, production manager

- » If students need more practice, go to **Practice file 1** on page 78 of the **Student's Book**.

Extra activity

Note that this is the first time in the book that students will see a cross reference sending them to a *Practice file*. You won't necessarily always refer to the file in the middle of the unit, but as this is the first lesson you could show students where to find the extra practice and either do the related exercises in class or set them for homework.

- 8** Students fill in the information for themselves.

Alternative

Ask students to create new identities or make up new information to add variety, especially if everyone is from the same company or country, or if students have little work experience.

- 9** Students work in pairs and practise the target language from **8**. The student who is listening needs to note down the information in order to introduce their partner in **10**.
- 10** For a new class, this is a good activity for everyone to get to know each other.

Feedback focus

If this is your first lesson together, you may want to limit how much feedback you give and most of it will be positive. However, it might be helpful to focus on the students' use of correct word stress on the key words and to deal with any pronunciation difficulties.

One-to-one

Where you are teaching one student only, you will need to do all the pair work activities with the student. However, to add variety you could ask the student to prepare a mini self-presentation for the next lesson using all the language in **9** and **10**.

- ① Refer students to the **Interactive Workbook Glossary** for further study.

Language at work

- 1** Before reading, find out if any students already know about Facebook or have used it. Perhaps they know of similar websites in their own countries. Also check students remember from the previous *Working with words* section what the abbreviation CEO stands for.

Answers

Facebook is a website for people to meet friends*.
Mark Zuckerberg is the CEO.

* You could also teach the official term for Facebook: Social Networking Site

- 2** Students need to complete the grammatical rule for the present simple form of the verb *be* using the verbs in bold.

Answers

1 's, are **2** aren't (or: 're not) **3** it is

Tip Refer students to the *Tip* about *'m* or *am*. After students have completed the rules in **2**, ask them to read the tip. This clarifies the issue of contracted forms. You could read the full form and the contracted form aloud for students and then ask them to listen and repeat. Draw their attention to the fact that we use full forms when giving short answers.

- 3 04 ▶ Students complete the text with the correct form. Then play the listening so they can check their answers.

Answers

- 1 is 3 are 5 am 7 is
2 's 4 are 6 are 8 're

- 4 Before putting students into pairs, you might want to model the activity by demonstrating how students create questions from the table.

Feedback focus

Concentrate on whether students are using the correct form of *be* and if their answers are correct.

- 5 Students practise using the verb *be* by personalizing sentences 1–5. Encourage stronger students to extend the sentences by making them more accurate or detailed. For example: *My company isn't American, it's German.* After they have created new sentences, ask them to read them aloud to the class and compare their answers.

Pre-work learners

As an alternative to the sentences in 5, write the following on the board for students to use instead.

- 1 I' _____ *Spanish.*
2 My college _____ *American.*
3 (Some of) the other students _____ *from Asia.*
4 The other students _____ *my friends.*
5 English _____ *important in my company / studies.*

- 6 Students make questions and answers following their work in 5.

- 7 Students have already seen some of the possessive forms in *Working with words* (exercises 8–10), but in this exercise they look at them more formally. Give plenty of time for reading the sentences and completing the answers.

Answers

- 1 my 2 your 3 her 4 its 5 their

Pronunciation

Point out to students that the following words have the same or very similar pronunciation. Write them on the board and say them.

they're – their
are – our
its – it's
you're – your

- 8 Students complete the interview using the possessives from 7.

Answers

- 1 your 2 my 3 His 4 My (or: Our)

- ▶ If students need more practice, go to Practice file 1 on page 79 of the Student's Book.

- 9 This is the first time students turn to the *Information files* at the back of the *Student's Book*, so allow time for students to find the right page. Check that they know where to find the correct file. Students are given prompts to help them create the questions to complete the missing information from their file and they will need time to prepare what to say. With classes that will find the task difficult, you could group the A students and B students together to think about what they will say, before putting them into A/B pairs.

Feedback focus

Allow time at the end of the task for feedback on the correct use of *be* and the possessives. You could note down any incorrect sentences, write them on the board, and ask students to correct them.

Practically speaking

- 1 05 ▶ Students listen to the letters and repeat them.

Answer

The letters are grouped because they have the same vowel sound.

Pronunciation

Point out the two pronunciations of *Z*. *Z* is pronounced /zed/ in British English and /zi:/ in US English.

Also note that in some countries students are aware of phonemic script, so you could write the sounds in phonemic script on the board: /eɪ/ /i:/ /e/ /aɪ/ /eʊ/ /u:/ /a:/

- 2 06 ▶ Students write the names.

Answers

- 1 Gorski 2 Lufthansa

- 3 Play the recording again if necessary in order to answer this.

Answer

How do you spell that?

Point out to students that the word *that* can be replaced with the actual word(s). For example:

How do you spell Gorski?

How you spell your name?

- 4 Put students into pairs to practise spelling.

Extension

For more practice with spelling, you could also ask students to spell the name of their

- country
- nationality
- boss or a colleague.

Business communication

- 1 07 ▶ Ask students to look at the visitor board. Ask them if they have similar boards for visitors where they work. Then ask them to say what kind of information is missing on the board in the picture. Answers: a surname and two first names.

Expect to play the audio more than once for students to listen and write the names.

Answers

1 Gorski 2 Elzbieta 3 Maria

- 2 07 ▶ Students match first and then check, but with weaker classes they could listen and match. They could also check their answers by looking at the *Audio script*.

Answers

1 c 3 e 5 d
2 a 4 f 6 b

Watch out! Students are often confused by the expression *How do you do?* which is a question but which doesn't require a literal answer. Instead we can reply *How do you do?* or *Pleased to meet you*. One way to illustrate how greetings often use fixed expressions and follow conventions is to ask students to think of how they greet people in their own language. Many other languages have similarly odd conventions for formal language exchanges and it demonstrates that language does not always follow logical rules. Note also that students may confuse the expressions *How do you do?* and *How are you?* In British English only the latter will expect a response such as

Fine thanks. / Not bad., etc. However, in American English you may hear someone respond to *How do you do?* with a similar response.

- 3 Students categorize the expressions.

Answers

1 1c, 2a 2 3e, 6b 3 4f, 5d

- 4 Put students into groups of three. Students take turns to play the different roles. Initially students can sit together and will want to refer to the *Key expressions* list. However, once you think they are more confident, ask them to stand and role-play the conversation formally with handshakes. You could also ask them to put their books down and try it from memory.
- 5 This exercise gives students the language they need to say goodbye and move on from the greetings stage.
- 6 08 ▶ Students check their answers by listening.

Answers

1 See you soon
2 Nice meeting you
3 Bye. Have a good journey.

After the listening, in the same groups of three as 4, students practise the conversation by reading. You could then encourage them to try from memory. Also refer them to the *Practice file* if they need more confidence before moving on to 7.

» If students need more practice, go to **Practice file 1** on page 78 of the **Student's Book**.

- 7 The groups try the conversations in 4 again but this time they also say goodbye using the new expressions from 6.

Feedback focus

Monitor for correct use of expressions and give feedback on good use of expressions and points to work on. With stronger groups you could also drill for intonation to make the expressions warm and friendly and do the role-plays again if necessary.

- ① Refer students to the **Interactive Workbook Email** and **Phrasebank** sections for further study and to the **Exercises and Tests** for revision.

Activity

This is a fun and easy way to review all the language in this unit as well as giving the students more time to get to know each other and gel as a group.

Each player has a counter, e.g. a pen top, coin, business card, etc., and puts it on the *START* square. They use a coin and take it in turns to move squares. Students work their way round the board completing each language task.

Feedback focus

Monitor the games but avoid interrupting. You might need to help some students as they play but allow plenty of time for experimenting and practice. If students can't remember a phrase or how to say something, encourage them to ask the other player or look it up in their book before asking you.

One-to-one

With one-to-one lessons, play the game with the student and use the opportunity to extend the role-plays and relate them to the student's own context. As you move round you can also correct the student or (re)teach any necessary language they are still having difficulties with.

» Unit 1 Progress test and Speaking test, pages 72–73.

2 | Products & services

Unit content

By the end of this unit, students will be able to

- talk about company types and activities
- ask about companies
- say numbers
- book and order by phone.

Context

The topic of *Products & services* is one all business people can relate to. One of the first things business people will talk about, once they've exchanged names, is their company and what areas of business they are involved in. With globalization, this has become a more complex area because of the fact that more and more companies deal in multiple business areas. It's no longer the case that companies only manufacture products or only provide services. For example, the company featured in this unit (CJ) has four main areas of business which combine products and service.

Business people need to describe their products and services and also say whether these can be delivered, imported, exported, bought or sold. So in this unit students begin by asking and answering basic questions about their company and its activities and they learn some useful verbs for talking about products. Students also practise booking and ordering items by phone. This is feasibly a task that an elementary student can and may be required to complete in English. The final *Case study* asks students to look at what is important when choosing a service and then make a decision between two suppliers.

Starting point

This can be done like a quiz with teams or students receiving points for each question they get right. Refer to the answers in the *Information file* at the end of the *Student's Book* for the answers, or appoint one of the students to do this.

Answers

- 1 Lufthansa – German (airline)
Sony – Japanese (electronics)
Coca-cola – American (drinks products)
- 2 Philips – electronics
Bayer – pharmaceuticals
Microsoft – software
- 3 Banco do Brasil – financial services
Allianz Worldwide Care – insurance
CNN – news / media

Extra activity

Put students into pairs / groups and ask them to prepare three more similar questions about companies they know about. They can then ask their questions to other pairs / teams of students in the class.

Working with words

- 1 Students match the words to the pictures.

Answers

- | | |
|-------------------|----------------------|
| 1 electronics | 5 automobile |
| 2 pharmaceuticals | 6 software |
| 3 recruitment | 7 hospitality |
| 4 real estate | 8 financial services |

- 2 09▷ Students listen and tick the words.

Watch out! Check students understand that a job fair is an event for people to find a new job or for companies to recruit new employees. Ask if any of your students go to such events with their company. If you teach pre-work students, you could ask them if they have attended any job fairs to look for a job.

Answers

recruitment, pharmaceuticals, software, financial services, electronics, automobile

- 3 09▷ Students listen again and complete sentences 1–3.

Answers

- | | | |
|-------------------|----------------------|---------------|
| 1 recruitment | 3 software | 5 electronics |
| 2 pharmaceuticals | 4 financial services | 6 automobile |

- 4 10▷ Students listen and underline the word stress.

Answers

pharmaceuticals electronics recruitment
hospitality finance automobile

Pronunciation

Play audio 10▶ again and students listen and repeat the words. You might also want to review all the new vocabulary so far and drill it for good pronunciation.

- 5 Discuss the two questions as a class. Input any specific vocabulary students need for their personal area of business and help students with pronunciation.

Tip Refer students to the *Tip* about *work* + preposition. Explain the three ways we can use a preposition with the verb *work*. For practice, ask students to write or say three sentences about their own job using the three forms. You could also play this language game: Students write three sentences with the three forms but one sentence is false. They read out the sentences and other students guess which one is untrue.

Pre-work learners

Ask students to think of someone they know well (parent, relative, or friend) who works and then to answer the questions in 5, or to write *work* + preposition sentences to describe that person; e.g. *He works for...*

- 6 Ask students to read the explanation of *produce* and *provide* and then to categorize the business areas in column C.

Answers

2 service	4 product	6 product
3 product	5 service	

Pronunciation

Check students can pronounce the words *product*, *services*, *provides* and *produces*.

- 7 Now students use all three columns (A, B, and C) to help them make complete sentences.

Answers

GlaxoSmithKline produces pharmaceuticals.
Microsoft produces software.
Manpower provides staff.
Toyota produces cars.
Deutsche Bank AG provides finance.

Watch out! At this stage students may start to notice that we add *-s* or *-es* to third person singular verbs. Most students will have at least some passive understanding of this grammar point. As this is dealt with in more detail in the *Language at work* section, you can avoid going into detail here. You are also advised to deal with any pronunciation issues linked to the grammar point in the next section.

- 8 Discuss the question as a class.

Pre-work learners / Extra activity

As an alternative to 8 or for further practice, ask students to write three more sentences like the ones in the table in 6 about companies they know well.

- 9 11▶ Ask students to study the slides and summarize what they think Kikkoman does. They then listen and number the slides in the order they hear them.

Answers

A 2	C 4
B 1	D 3

- 10 Students complete the details about Kikkoman. If they have problems with the answers, play the audio again straight away, rather than waiting for 11.

Answers

1 sell	3 export	5 buy
2 employ	4 develop	6 provide

- 11 11▶ Students listen again to check.

» If students need more practice, go to **Practice file 2** on page 80 of the **Student's Book**.

- 12/13 If students want to practise first, put them in pairs and let them present to their partner before giving their presentations to the whole class. If time is limited you could ask students to prepare and give their presentations for the next lesson. This would also give them time to prepare similar slides to those used in the Kikkoman presentation.

Pre-work learners / Alternative

Pre-work learners can choose and research a company which they'd like to present. Similarly, if your class of in-work learners are all from the same company, they could present another company such as a client or competitor.

Feedback focus

Most of your focus will be on correct word stress of the new vocabulary and making sure students use the new verbs correctly.

- ② Refer students to the **Interactive Workbook Glossary** for further study.

Language at work

- 1 Students match the business areas. Beforehand you could ask them to say what types of products or services you expect each business area to deal with.

Answers

- A Food and Food Service C Entertainment and Media
B Bio Pharma D Home Shopping and Logistics

- 2 12 ▶ Ask students to read the whole text first before listening. Stronger students could try underlining the correct verb form before listening, and then listen to check.

Answers

- | | | | |
|------------|------------|-----------|-------------|
| 1 produce | 4 export | 7 import | 10 have |
| 2 has | 5 develop | 8 have | 11 provides |
| 3 provides | 6 produces | 9 provide | |

- 3 This exercise checks students understanding of the third person singular -s.

Answer

Students tick 2 (*he / she / it*).

Watch out! Exercise 3 points out that we can add -s or -es. Note that in all the verbs in 1, we are only adding -s. You could point out that typically, verbs ending with the letter 'o' need -es. For example *do* → *does* and *go* → *goes*. Later students may also come across verbs ending with -y (*reply* → *replies*), and with *ch* or *sh* (*watch* → *watches*, *push* → *pushes*), so you might also want to touch on these spelling points now.

Tip Refer students to the *Tip* about *have / has*. Draw attention to the irregular form. Ask students which other verb they have seen in this book which is irregular. Answer: the verb *be*.

Pronunciation

Draw attention to the pronunciation of the -s on the end of the verbs. Write these verbs from 1 on the board and indicate the pronunciation as shown here:

/ɪz/	/z/	/s/
<i>produces</i>	<i>has</i>	<i>exports</i>

Point out that the /ɪz/ sound in verbs like *produces* adds an extra syllable.

Next, ask students to categorize the other verbs in 1 with these sounds.

Answers:

/ɪz/ none of the verbs

/z/ *provides*

/s/ *develops, imports*

- 4 In this exercise, students practise using the third person singular form in pairs. They read the example and then create new sentences of their own.

Extension

They could also prepare sentences about their own company. These could then be read out to the class.

- 5 13 ▶ Be prepared to play the audio at least twice so students can listen and complete the missing words. You could advise them to listen for the questions the first time and the short answers the second time.

Answers

- | | |
|-------------------------|-----------------------|
| 1 Do you do | 3 Does doesn't |
| 2 Does, company it does | 4 Do, import we don't |

Extension

Put students in pairs and tell them to practise the four A/B conversations to build their confidence.

- 6 This exercise makes sure everyone understands how to use the present simple in questions and short answers. Students should study the conversations in 5 to find answers.

Answers

- | | |
|------------------|------------------|
| 1 does, do | 3 does, do |
| 2 doesn't, don't | 4 doesn't, don't |

Tip Refer students to the *Tip* about *short answers*. Make sure students understand how short answers are used from this explanation. You could ask some of the students *Do you / Does your company...?* questions to check they know how to answer correctly. These questions could be taken from the next exercise.

» If students need more practice, go to **Practice file 2** on page 81 of the **Student's Book**.

Pronunciation

Refer back to the earlier pronunciation point that verbs ending in -s have different sounds: /ɪz/, /z/, /s/
Ask which of the sounds occurs in *does*. Answer: /z/

- 7 Allow plenty of time for this exercise. Once students have completed it with one partner, you could also ask them to change partners and start again.

Feedback focus

During the activity in 7 you may need to interrupt if students are not using the third person -s or they have problems pronouncing the -s at the end. It's unfair to expect they will easily use /s/ and /z/ correctly, but omitting the extra syllable /ɪz/ sound will make the verb difficult to understand.

Pre-work learners / Extra activity

Pre-work learners could do the following activity as an alternative to 7 and it could also be done for extra practice with all learners. Put students in pairs. They each think of a company they know well but don't tell their partner. They then ask and answer *yes / no* questions to guess the company. For example:

A *Does it export?*

B *Yes, it does.*

A *Does it produce food?*

B *No, it doesn't.*

Practically speaking

Extra activity

As an introduction to 1, write these words on the board:
price telephone number year number of employees
Students match these to the four numbers shown in 1.
Answer: 0778456365 = telephone number, \$45.60 = price, 1,300 = number of employees, 2001 = year

- 1 Students can work in pairs and try and say the four numbers.

Tip Refer students to the *Tip* about *saying '0'*. Note how '0' can be said differently, in telephone numbers for example.

- 2 14 ▶ Play the audio to check. You could play it again and students could repeat what they hear if they are still struggling to say the numbers correctly. Ask them which form of '0' they heard in the telephone number. Answer: *oh*.

Alternative

If you think your students are confident with numbers already, ask them to close their books. Play the audio. Tell them to write the four numbers they hear and then afterwards check them by looking at the numbers in the book.

- 3 Students practise saying the numbers for each question.

Extension

For further practice, write the following prompts on the board and ask students to say the numbers for them.

- *last year and next year*
- *a colleague's telephone number(s)*
- *number of business areas and types of products or services at your company*
- *price of your competitor's main product or service.*

Business communication

- 1 Students can work in groups and brainstorm things they order by telephone. At the end the groups can compare who listed the most things.

Possible answers

computer hardware, pizza, insurance, office equipment, tickets

Extra activity

15 ▶ To provide extra pre-listening practice with the audio in 2, write the following on the board:

- *number of people*
- *prices.*

Students listen to the telephone call and write down the information. Note that there are two prices.

Answers: number of people = 20, prices = £25, £35

- 2 15 ▶ If students did the *Extra activity* above, then perhaps they can read and guess the answers first before listening to check.

Answers

1 C 2 R 3 C 4 C 5 C 6 R

- 3 15 ▶ Students listen again and write the verbs in the questions.

Answers

2 give 4 repeat 6 confirm 8 speak
3 tell 5 have 7 have 9 spell

- 4 16 ▶ Students listen to part of the conversation again in order to focus on how we say *yes* or *no* politely.

Watch out! Draw attention to the fact that only responding *yes* or *no* to a request can sound too direct in English. In students' own language this may be acceptable, but English usually requires a little more.

Answers

1 Yes, of course. Yes, we do. Yes, certainly.
2 I'm sorry, but ...

- 5 Students work in pairs and practise the *Key expressions* for this section.

» If students need more practice, go to **Practice file 2** on page 80 of the **Student's Book**.

- 6 Students will need to make the conversation more polite using *Can I / you...?* expressions and polite ways of saying *yes* and *no*. They prepare the conversation together. Discourage them from writing the conversation out in full.

As it's a telephone conversation, students can sit back-to-back to role-play. They should practise the conversation at least twice, with students taking it in turns to play both parts A and B. After feedback, they could change partners to repeat the conversation.

Possible answer

A Hello. Can I order some mobile phones, please?
B Can I have the product code, please?
A Yes, of course. It's DFK 1678.
B Sorry, can you speak more slowly?
A Certainly, it's DFK 1678.
B OK. Thank you.
A Can you deliver next week?
B I'm sorry, but that isn't possible. We don't have them in stock at the moment.
A OK. Can you send them as soon as possible?
B Yes, of course. Can you confirm that by email?
A Sure. Can I have your email address?
B Yes, it's info at bcom dot biz.
A Can you spell that?
B Yes, of course. It's info, I-N-F-O, at bcom, B-C-O-M, dot biz, that's B-I-Z.
A That's great. Thank you very much. Goodbye.

Feedback focus

Give positive feedback for use of the expressions in this section. You could add comments on use of polite intonation in the questions and drill any of the expressions which need improved intonation.

- 7 Students turn to the *Files* and read the two role-plays. Students may want time to prepare the expressions they plan to use before starting. The caller should make notes on the details that the other student gives him / her. Afterwards, the students can feed back to the class, and compare the information they obtained as a customer.

Feedback focus

Give positive feedback for good use of *can* questions and responses from the list of *Key expressions*.

- ② Refer students to the **Interactive Workbook Email** and **Phrasebank** sections for further study and to the **Exercises and Tests** for revision.

Case study

Background

This *Case study* focuses on a company which sells products but also tries to provide good services to customers. Students begin by reading the information about Viking before discussing what makes a good service. In the final task students listen to a telephone conversation with another company, Eurooffice, and then compare the two companies and their services. The task ends with a telephone call to review the language from the *Business communication* section.

Discussion

- 1 Students can discuss this question in groups before comparing their views with the rest of the class.
2 The class can discuss the importance of each item on the list. If students need time to prepare their answers, tell them to number each one from 1 to 5: 1 = very important, 5 = not very important. They can then give their answers with reasons.

Task

Extra activity

To help students understand the context before beginning the task, write the following questions on the board.

- 1 *Who do you work for?*
- 2 *What does the whole company want?*
- 3 *What kind of service from the supplier do you want?*

Students read about the company they work for and answer the questions you wrote on the board.

Answers:

- 1 An international company in the Purchasing Department
- 2 The same supplier
- 3 A supplier which can provide products worldwide, flexibility, and good prices.

- 1 17 ► Having read the context, students listen and fill in the table.

Answers

Catalogue? No, but products are online.

Free delivery? Yes, for orders over £30. For orders under £30 there is a £3.90 delivery charge.

Delivery times? Next day for orders over £30. Other orders take two days.

Return products? Yes, within 14 days.

International deliveries? No, only in the UK.

- 2 Students work with a partner and compare the information. The two companies are quite competitive but one difference is that Eurooffice only delivers within the UK and not internationally. This will not be helpful for the company described in the Case study, as they want a supplier which provides products worldwide. Students can report back to the rest of the class on which supplier they prefer, with their reasons.
- 3 This is a role-play in which students will use expressions from *Business communication*.

- Unit 2 Progress test and Speaking test, pages 74–75.

3 | Location

Unit content

By the end of this unit, students will be able to

- talk about their company location and buildings
- ask for details about a workplace
- start and end a telephone call
- leave telephone messages.

Context

The topic of *Location* affects all organizations, as increasingly companies and their divisions are located all over the world. Many of your students will work in businesses which deal with clients and companies abroad, as well as having regular contact with colleagues overseas.

Location is also a factor in making certain business choices. For example, how far a product is exported will have an impact on price. The location of a business event (for example a trade fair or conference) could change a decision on whether to attend. A person will want to know how good communications and international connections are to the event, as well as what facilities are available.

This unit provides students with the language to talk with confidence about their work and company's different locations in terms of markets and where parts of the company are based. They also practise asking about different locations for a business meeting.

The unit also deals with a communication skill which is probably the one the majority of students find most difficult at this level; students practise the language for starting and ending telephone calls and also for leaving and taking messages on the phone. This involves the three skills, speaking, listening and writing, and the need for practice cannot be underestimated.

Starting point

These warm up questions allow students the opportunity to review names of countries from *Unit 1*. When answering these questions, if students struggle to say some of the names, you might want to refer them back to *Unit 1* to spark their memories.

Watch out! You might need to define the noun *operations*. It can also have different meanings so confirm that in this context it means *company, part of a large company, or activities in which a company is involved*.

Pre-work learners

As an alternative to the *Starting point* questions in the *Student's Book*, write the following discussion questions on the board.

- 1 *How many locations does your college / business school / university have?*
- 2 *Do you always study at the same place?*
- 3 *Where is the administrative centre of the college / business school / university?*

Working with words

- 1 Students read about Spectrum Brands and answer the question about location.

Answer

The company is in different locations: on six continents in 120 countries.

Watch out! Words like *batteries* and *lighting* can be clarified by pointing them out on the photographs. Explain the word *grooming products* as *things for personal care, e.g. shavers, hair products*.

Extra activity

To make more use of the reading on Spectrum Brands and to review question forms from *Units 1* and *2*, write the following on the board.

- 1 *Spectrum Brands / a / global consumer products / is / company?*
- 2 *produce / electrical products / does / it?*
- 3 *operate / it / continents / does / on / seven?*
- 4 *it / have / does / four thousand / employees?*
- 5 *does / countries / Spectrum Brands / its products / sell / in one hundred?*

Students put the words in the right order to make five questions. When they have written their questions, they read the text about Spectrum Brands again and answer the questions using the forms: *Yes, it is / does. No, it isn't / doesn't.*

Answers:

- 1 Yes, it is.
- 2 Yes, it does.
- 3 No it doesn't. It operates on six continents.
- 4 No, it doesn't. It has about ten thousand employees.
- 5 No, it doesn't. It sells its products in one hundred and twenty countries.

Tip Refer students to the *Tip* about *about*, *around*. Then ask them to create two similar sentences; for example, sentences about the number of employees in their own company and how many countries it sells to. Insist they use *about* and *around* in the sentences – you don't want them to use exact figures.

- 2 Students work together to test their general knowledge of countries in the locations listed.

Possible answers

North America – USA, Canada
 Latin America – Argentina, Chile
 Asia-Pacific – China, Vietnam
 Africa – Cameroon, Egypt
 Europe – Denmark, Poland

Extension

You could also ask students to give the nationality form of some of the country names they list in 2 as a review and extension of the vocabulary in *Unit 1*.

- 3 18 ▶ Students listen and number the locations in 2 in the order they hear them.

Answers

1 North America 3 Europe 5 the Middle East
 2 Latin America 4 Asia-Pacific 6 Africa

- 4 18 ▶ Give students time to study the handwritten notes. If they ask for definitions of any of the workplaces in the left-hand column, briefly define them but note that exercise 5 and 6 will also help with this.

Answers

1 North America 6 13
 2 Latin America 7 3
 3 Europe 8 14
 4 China 9 Middle East
 5 10 10 38

- 5 Students match the words to the pictures.

Answers

1 factory 3 distribution centre 5 sales office
 2 head office 4 technical centre

- 6 Students now match the definitions to the workplaces.

Answers

1 factory 3 sales office 5 distribution centre
 2 technical centre 4 head office

Pronunciation

Check students know how to pronounce the workplaces. Read them aloud and students underline the word stress:

factory, technical centre, sales office,
head office, distribution centre

Extension

Ask students to say which of the workplaces exist in their company. For example, do they have a head office? Where is it? Do they know the names of other parts of their company? For example, they might have a call centre or a warehouse.

- » If students need more practice, go to **Practice file 3** on page 82 of the **Student's Book**.

- 7 Students tell the class where they work in the company and say one or two sentences about what they do.
 8 Students prepare notes about their own company using the same format as the notes in 4. If students don't want to talk about their own company (or perhaps you want some variety if all the students in your class are from the same company), they can study the notes about the pharmaceutical company Astra Zeneca in the *File* and use these. This option is also useful if teaching pre-work learners.

Alternative

You could set 8 for homework so students have time to prepare their presentation with slides and do some research. Pre-work students could prepare a presentation about a company they are interested in.

- 9 Students give their presentation to a partner or to the class. This will depend on how confident you think the students are. Presentations to the whole class will work best if you have managed to establish a supportive atmosphere in the classroom by this stage of the course.

Extension

While students listen to the presentation(s) they can take notes under the headings *What* and *Where*. Afterwards they can check their notes with the presenter's original notes.

Feedback focus

Give positive feedback for good use of numbers and pronunciation of workplace names. If you know that students will have to make presentations in the future, then you might want to ask them to repeat the presentation again after feedback to work on any difficulties and to gain more confidence.

One-to-one

With a one-to-one student you could record the presentation, and then play it back with the student. Encourage him / her to note any mistakes or ways to make it better. Then the student can re-present, record it again, and listen for improvement.

Extra activity

For homework, ask students to write a short text about their company (or one they are familiar with) similar to the text about Spectrum Brands at the beginning of *Working with words*.

- i Refer students to the **Interactive Workbook Glossary** for further study.

Language at work

- 1 Ask if anyone in the class has ever been to Dubai for business or on holiday. Students then read the text. Ask them to underline reasons why it's a good location for business.

Possible answers

At the centre of the Middle East and near to Europe, Asia, and Africa
An international airport
Conference and exhibition centres
Excellent services (banks, law firms, advertising agencies)
Hotels at every price
Good transport (taxis, public transport, bus every 20 minutes)

- 2 Ask students to begin by underlining any examples of the structure in the text about Dubai first. They then complete the rules about *there is / there are*.

Answers

1 there are 2 there isn't 3 there is, there aren't

- 3 19 ▷ Students complete the conversation with the words and then listen to check. Alternatively, for students needing more help, play the audio and students listen and number the words in the list in the order they hear them.

Answers

1 Are there 3 there isn't 5 there is
2 there are 4 is there

Extra activity

To give confidence with the new form, students could work in pairs and practise reading the conversation between A and B in 3.

- 4 We often use *some* and *any* with *there is* and *there are* and this exercise clarifies when we use them. Students read the sentences and form their own rules. They can then check their ideas by looking in the *Practice file* on page 83.

Answers

We use *some* with plural nouns after *there are*.
We use *any* with plural nouns after *Are there...?*
or *There aren't...*

- 5 Students work in pairs and make questions about the facilities in the table. Check closely for correct use of *there is / there are* and the negative and question forms.

Pre-work learners

Instead of talking about their company or place of work, students can talk about their place of study and its facilities.

- » If students need more practice, go to **Practice file 3** on page 83 of the **Student's Book**.

- 6 Students work in pairs. Student B starts by asking Student A about The Arabian Garden Hotel and fills in the table.

- 7 The students repeat the process in 6 but this time Student A asks the questions. By the end of the activity the completed table will look like this:

Answers

	The Arabian Garden Hotel	The Dubai Grand Hotel
Bus to the airport?	Yes, every 30 minutes	Yes, every 20 minutes
Car park?	No but you can park on the street	Yes, for 100 guests
Restaurants and bars?	2 restaurants and 1 bar	No, but there are some near the hotel
Leisure facilities (swimming pool, gym)	Swimming pool, gym, and sauna	Swimming pool and gym
Services (Internet, bank)?	Internet access in all rooms	Internet access in all rooms Bank and post service
Conference / Meeting rooms?	Conference room for 80 people and 4 meeting rooms	6 meeting rooms
Other services?	Tourist information and day trips	Free taxi service to city centre

- 8 In the same pairs students compare the two hotels. Then, each pair joins another pair and they compare their views.

Feedback focus

Check for correct use of *there is / are* and the negative forms *there isn't / aren't*, together with *some* and *any* in sentences with plural nouns. After the activity you could write some of the mistakes with these forms on the board, and encourage students to correct them themselves.

Practically speaking

- 1 As a lead-in to starting and ending a telephone call, ask students how much they have to speak English on the telephone for their job. Find out what kind of calls they deal with.

Watch out! Clarify the terms *caller* and *receiver*.

Students read the list of typical expressions and categorize them.

- 2 ▶ 20 Students listen to a call which is split into two parts (the start and the end of a call to a hotel) and check their answers from 1.

Answers

	start / end	caller / receiver
1 Hello, the Dubai Grand hotel.	start	receiver
2 Can I help you?	start	receiver
3 This is ...	start	caller
4 I'm calling about ...	start	caller
5 Thanks for your help.	end	caller
6 You're welcome.	end	receiver
7 Goodbye.	end	caller / receiver

Pronunciation

Draw attention to the fact that in English we often use quite animated intonation on the telephone because there is no body language. You can illustrate the importance of this by saying the expressions in the table in a flat, monotone way, and then saying them in a more friendly, natural way. You could also say each expression with telephone intonation and students repeat each one.

- 3 Students work in pairs and role-play two telephone conversations. The conversation about the facilities is very similar to the one in exercises 6 and 7 in *Language at work*, but students are now also practising telephone language and the expressions in 1. Also, this time students invent the hotel information. They could prepare before the role-play by noting both the information they are going to give the caller when they are the hotel representative, and the questions they want to ask when they are the caller.

Business communication

- 1 21 ▶ The first part of this section focuses on the language and techniques students will need for checking and correcting details on the phone. Students listen to two calls and say what mistake the receiver makes.

Answers

Call 1: The receiver makes a mistake when noting down the spelling of a name.

Call 2: The receiver makes a mistake when noting down a telephone number.

- 2 21 ▶ Play the audio again to highlight the correction techniques.

Answers

Call 1: The caller clarifies the spelling with the names of cities.

Call 2: The caller clarifies the telephone number by saying the numbers in different ways.

- 3 Before students turn to the names and numbers in the *Files* refer them to the list of *Key expressions* for checking and correcting details. Allow plenty of time for practising this activity. When students finish they could swap their *Files* and repeat the task (perhaps with a new partner).
- 4 22 ▶ Having looked at details left in telephone messages (names and telephone numbers), students now go on to listen to a whole telephone message. They complete the message as they listen.

Answers

Message for: Teresa Baum
 From: Richard Andac
 Calling about: your meeting
 Phone number: 0044 207 399 6344
 Call back? ✓
 Urgent? ✓

- 5 22 ▶ Students match the two halves of the expressions, then listen again and check their answers.

Answers

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

» If students need more practice, go to **Practice file 3** on page 82 of the **Student's Book**.

Pronunciation

Expect students to need help with the pronunciation of the word *available* as in *I'm sorry, but she isn't available* in the *Key expressions* list. Drill it before starting **6**.

- 6** Students can work with the same partner as for **3** and they take turns to leave messages.

Feedback focus

Give feedback on good use of expressions for leaving messages and also comment on how well students started and ended their calls. You could also monitor for intonation which is friendly and helpful. You may also find that you need to do some remedial work, especially for spelling.

Extra activity

Ask each student to write a message for a colleague or client at work. They then take turns to role-play leaving the message for that person on the telephone.

- ① Refer students to the **Interactive Workbook Email** and **Phrasebank** sections for further study and to the **Exercises and Tests** for revision.

Case study

Background

This *Case study* focuses on the importance of location in business. Students study some suggested questions to ask about location and then discuss how location is important and relevant to their business. The main task asks students to imagine they run a business which they want to expand by opening more shops. In groups of three they study information that will affect their decision and then try to agree on a final location.

Discussion

- 1, 2, 3** Discuss these three questions as a class. Students need to draw on the information in the magazine article in *Background* and then use knowledge about their own company.

Possible answers

1 and 2

If there are other businesses in the area with the same product. If there are, then it may be hard to compete with someone already established and local people may not need another supplier of the same item. On the other hand, you know the demand for that product already exists in that area and you could aim to compete, and be better than the other established businesses.

If there are lots of people nearby. This is because you need customers to buy your products but you also need a source of potential employees to work for you.

You need to know about car parking and public transport because your workforce needs to be able to get to work easily. You might also have visitors who come by car.

Pre-work learners

Ask the students to discuss similar issues which will affect a choice of location for a new business college.

Task

- Put students into groups of three and let them begin by reading about one of the three possible locations for a new sandwich bar.
- As each student summarizes the information and makes recommendations about the location, remind them to say if the information is an advantage or not. For example, Student A's location is a business park of a big city so there is likely to be lots of daytime business for lunch, but fewer people in the evening. As students listen to the other students, they should take notes.
- Each group discusses the information and should make a final choice. They can present this to the rest of the class with reasons why.

One-to-one

With a one-to-one lesson, you could use the *Files* for Students A and B only, or alternatively look at each *File* with your student and ask them to discuss the advantages and disadvantages of the three locations.

4 | Technology

Unit content

By the end of this unit, students will be able to

- talk about technology
- talk about everyday activities
- ask questions
- talk about procedures in order of sequence
- ask for and offer help.

Context

The topic of *Technology* will figure in your students' working lives more than ever before. It is no longer only relevant to people in the engineering department or IT. Everyone is affected by technology and especially equipment related to information technology. As technology is now so present in the workplace, business people also need to be confident in talking about technology.

This unit begins by providing students with some high-frequency nouns and verbs. Many of these will be used for giving instructions when using office equipment or industrial machinery. Students also build on their knowledge of the present simple by learning adverbs of frequency in the context of using robots in business.

Part of dealing with technology also involves explaining processes. Even at elementary level, students can explain a process in order of sequence, or respond to requests / ask for help with technology. This unit addresses the language and skills needed for this.

Starting point

This can be done as a quick classroom warm up. Students can either work alone or in pairs to make two lists of technology they use at work and in their private life. Then ask different students to read their lists aloud and compare ideas. You can help with any pronunciation problems or, if you are able to, input vocabulary that students need to describe specific technology in their workplace.

Pre-work learners

Students can talk about technology they use where they study.

Working with words

Extra activity

As a lead-in to **1**, ask if students have heard the brand name Virgin. Make a list of any areas of business that your students mention. These could include: travel and tourism, leisure and health, shopping, media and telecommunication, finance and banking. Ask the students to read the text a first time in order to identify which area of Virgin's business it comes from. Answer: travel

- 1 Ask students to define the word *service* as this was taught in *Unit 2*. If they need help, remind them that we *provide services* and *produce products*. Students read the text again, and underline any services Virgin offers its customers.

Answers

new Fast Ticket Machines at all stations
the train seats have power points for laptops or recharging mobile phones
business waiting areas at stations with desks, photocopiers, and wireless Internet connections

- 2 Students find words in the text and label each picture.

Answers

- | | |
|------------------|--------------------------------|
| 1 ticket machine | 4 wireless Internet connection |
| 2 laptop | 5 photocopier |
| 3 mobile phone | |

- 3 **23** ▶ Students listen to four short conversations and should concentrate on listening for the words in **2**.

Answers

- | | |
|------------------|---------------|
| 1 ticket machine | 3 laptop |
| 2 mobile phone | 4 photocopier |

- 4 **23** ▶ Play the audio again. Students now need to listen for the words associated with the technology in **1** and **2**.

Answers

- | | |
|--------------|-------------------------|
| 1 screen | 4 username and password |
| 2 battery | 5 button |
| 3 start menu | |

Pronunciation

Review the pronunciation and word stress of any potentially difficult words in **3** and **4**. For example, write these words on the board and read them out: *mobile, photocopier, battery, username, password*

Ask students how many syllables each word has. Then ask them which syllable is stressed in all of them. Answer: the first syllable

- 5** Give each student time to think of the technology and definitions before testing their partner. Alternatively, ask students to work together on the definitions and then to test another pair.
- 6** Discuss these questions as a class. With classes made up of students from different countries allow plenty of time. Words such as *computer, Internet, and laptop* are fairly international but note that even these might have translations in some languages.
- 7** Underlining the *verb + noun* combinations in the *Audio script* will help the students complete the word spiders in **7**.

Answers

- | | | | |
|------------|--------------|------------|---------|
| 2 touch | 4 log on to | 6 recharge | 8 press |
| 3 click on | 5 switch off | 7 key in | |

Watch out! Students might ask about the phrasal verbs (*put in, switch on, click on, etc.*). This could be quite new for some students, although they have seen *work for / with / in in Unit 2*. Explain that English has many phrasal verbs but avoid going into detail about different types, or the fact that you can separate some with the object (e.g. *put in the money / put the money in*). This unit only presents the phrasal verb + object.

Extension

You could use this opportunity to point out that the verbs in the word spiders are in the imperative form. We use the imperative to give instructions. Students will probably have an equivalent form in their language and it rarely causes too much difficulty for elementary level students. You could also ask students to look at *Audio script 23* again, and to decide which of the verb + noun combinations appear in the imperative. Answer: *insert your credit card, touch the screen, click on the start menu, press the red button*

» If students need more practice, go to **Practice file 4** on page 84 of the **Student's Book**.

- 8** Students can work in pairs or small groups to make combinations about each picture.

Answers

- | | |
|------------------------------|----------------------|
| 2 key in the code | 5 click on an icon / |
| 3 recharge your mobile phone | switch off a laptop |
| 4 touch the screen | 6 push the button |

- 9** Students study the pictures and say which actions they do at work. Note that the grammar of the verbs shifts from being focused on the imperative form to the present simple for the first person *I*.

Feedback focus

Make sure students combine the verbs and nouns correctly and be ready to help with pronunciation work. Students may have problems with the word stress in the verbs *insert, connect* and *recharge* because it is always on the second syllable.

Extension

Bring some machines or technology into class such as a laptop or mobile phone, and ask the class to write a set of instructions to switch it on and use it. Alternatively, take your students out of the classroom, and find some machines around the building. If your students work in a factory, ask them to explain some of the machinery and what you do with it. This kind of activity will have obvious relevance for some students. You can take a break or end the lesson by finding the coffee or drinks machine. Students give instructions for how to use it with the new vocabulary they have learnt.

- ② Refer students to the **Interactive Workbook Glossary** for further study.

Language at work

- 1** Discuss the lead-in question as a class.

Pre-work learners

Students can answer the same question in **1** with reference to studying. Note that other questions in this section refer to the students' work so your pre-work learners can talk about their place of study where relevant (see exercises **3, 6, and 7**.)

Extra activity

Before answering the three questions in 2, ask the students to find out who the 'Super employees' are referred to in the title of the reading. They should look for the answer without reading the text in detail. Answer: robots

- 2 Ask students to read and answer the three questions. When checking answers with the students, ask them to read out the relevant part of the text.

Answers

- 1 No, they don't. (They always work 16 hours a day, seven days a week.)
 - 2 Yes, they do. (They are never late for work.)
 - 3 Yes, they do. (But: They rarely take breaks – only to recharge their batteries.)
- 3 If any students work for a company which uses robots, ask them to explain in as much detail as they can how and where they are used. Then ask students to suggest how robots might help them. You could encourage flippant answers as well; for example: *robots can make the coffee*.
- 4 Explain to students that the words on the scale and in bold in the text are called *adverbs of frequency*. Give a few personal example of how we use them. For example, say how often you get up at a certain time or if you are ever late. Then ask students to complete the scale.

Answers

- 1 never 2 rarely 3 always

Pronunciation

The words *rarely* and *usually* are often difficult for many students so drill them and check everyone can say them.

- 5 This exercise focuses students on the correct word order for adverbs of frequency.

Answers

- 1 before 2 after

Watch out! Note that these two rules give the students two key rules to follow at this level. However, be prepared for students to ask you about exceptions. For example, the adverb *sometimes* has more flexible positioning and can also appear at the beginning and the end of a sentence.

- 6 Students practise putting the adverbs in the right position and personalizing the sentences.

Possible answers

- 1 I often work ten hours a day.
- 2 I'm never late for work.
- 3 I usually take breaks.
- 4 I always work five days a week.
- 5 I'm rarely sick and never take a day off.

- 7 Start the activity by asking some of the students yourself, and then put students in pairs to ask each other the questions. Note that they are only using *Do you...?* questions at this stage of the lesson.

- 8 Students look back at the text to find the two questions. This raises awareness to questions beginning with question words.

Answers

How often do you work 9 or 10 hours a day?

Where do these robots work?

The two question words are *How often ...?* and *Where ...?*

- 9 Students match the answers to the questions about Staples and the robots.

Answers

- 1 g 2 a 3 f 4 e 5 b 6 c 7 d

- 10 Students check their understanding of the meaning for each question word.

Answers

- 3 When 6 Why
4 Who 7 How often
5 Where

- » If students need more practice, go to Practice file 4 on page 85 of the Student's Book.

- 11 You could begin by asking students to work in pairs and prepare the questions first so that you can check everyone has understood. Then, they can work together to practise asking and answering.

Answers

Who do you work for? / I work for ...

What does your company produce? / My company produces ...

Where do you work? / I work at / in ...

Why do you like your job? / I like my job because ...

When do you start work? / I start work at ...

How often do you take a day off? / I never / rarely / sometimes / often take a day off.

Pre-work learners

You could write the following questions on the board as an alternative to **11** (answers shown in brackets).

- *Where / study?* (Where do you study?)
- *What / study?* (What do you study?)
- *Why / like your course?* (Why do you like your course?)
- *When / start / English lesson?* (When do you start your English lesson?)
- *Who / study with in your class?* (Who do you study with in your class?)
- *How often / have English lessons?* (How often do you have English lessons?)

Extension

Ask students to prepare five more questions to ask their partner. These could be about their home life as well as about work; for example: *Where do you live?* *How often do you get up at seven?*

Practically speaking

- 1 24** ▶ Students listen and number the stages.

Alternative

Stronger classes could read the list of stages first and predict the order before listening.

Answers

a 4 b 1 c 5 d 3 e 2

- 2 24** ▶ This introduces students to sequencing words which students will find useful when explaining any process or set of instructions.

Answers

b 1 first of all d 3 next c 5 finally
e 2 then a 4 after that

Pronunciation

You can draw attention to the fact that we often stress these sequencing words and pause slightly after them. This is helpful to the listener when explaining a complex process or long series of steps. For example:
First of all [pause] the warehouse computer receives customer orders.

- 3** Students who regularly work with processes will find this task very useful and have an obvious context they can use. Other students can choose something like their typical day. You could also describe your own day to the class in order to give another model of how we use sequencing words.

Business communication

- 1** Discuss the two questions as a class.

Answer

Anyone can use the Internet, but only people in a particular organization / company can use the Intranet for that organization / company.

Extra activity

Ask the class if they have problems with the Internet or Intranet at work. If so, who do they ask for help? For example, do they have an IT person who can fix problems with the computers?

- 2 25** ▶ Students need to read the sentences first before listening, so that you can deal with any vocabulary questions at this stage.

Answers

1 Intranet 4 colleagues
2 lower case letters 5 log out of the Intranet
3 news

- 3** Students read expressions from the audio and decide on the function.

Watch out! The expression *I'm trying to...* in question **4** might confuse students as it isn't a question. However, we often use this expression to point out to someone that help is needed.

- 4 25** ▶ Students could check their answers by looking at the *Key expressions* list at the end of the section, but playing the audio also allows students to hear the expressions again in context.

Answers

1 A 2 R 3 A 4 A 5 O 6 R

» If students need more practice, go to **Practice file 4** on page 84 of the **Student's Book**.

- 5** Students will find four different speaking situations that allow them to practise using the expressions in **3**. For further practice, students can swap roles and repeat the task again.

- 6 Students stand (or can move into large groups around tables) and ask people for help. They give answers which are true for them.

Extension

Continue the task in 6 by asking students to think of three things at work they currently need help with. They walk around class asking for help and try to find someone who can help them.

Feedback focus

Note down good use of the expressions in 3 and check that students are switching comfortably between asking for help and responding. As these are 'technical' problems, check also that students are using the new verbs / technology vocabulary from *Working with words*. The sequencing words from *Practically speaking* may also be useful here.

- ② Refer students to the **Interactive Workbook Email and Phrasebank** sections for further study and to the **Exercises and Tests** for revision.

Case study

Background

This *Case study* focuses on different types of technology and how people make use of it. The students' task is to create a new product to improve people's lives, and then present it to the class. This gives students the chance to practise the new technology vocabulary from *Working with words*, together with the sequencing words from *Practically speaking*. After listening to the other presentations in the class, students ask questions, thereby recycling question forms from *Language at work*.

- 1 Students identify the six technological items from the pictures and discuss what they are used for.

Answers

- | | |
|-----------------|-------------------------|
| 1 an i-phone | 4 a GPS sat-nav system |
| 2 a Wii | 5 a Blue-tooth earpiece |
| 3 an in-car DVD | 6 an MP3 player |

- 2 26 ▶ Students listen to two people talking about how they use two of the technology items in 1.

Answers

- | | |
|-------|--------------|
| 1 GPS | 2 MP3 player |
|-------|--------------|

- 3 Discuss the question as a class. Encourage students to think about unusual uses for the items.

Discussion

- 1/2 Students label the scale of *useful / not useful* with the items in the pictures and then compare their answer with a partner.
- 3 Students can work in groups of three or four and try to agree on a final answer before feeding back to the whole class.

Task

- 1 If students are having problems thinking of a new product, they could begin by listing some of the jobs they don't like doing at work or at home. For example, *writing reports, making the coffee, cleaning and tidying*. They then think of a way to deal with the job. Encourage students to think of any method they like and not to be too serious about it. Suggest they draw a sketch, add buttons and switches, and think about what each one does. Monitor each group and input any extra vocabulary they need.
- 2 When students prepare their presentation remind them to use sequencing words, and verbs from the *Working with words* section. You could write the following expressions on the board to help students frame their presentations.

Good morning everyone ...

Let me introduce my new idea ...

First of all ..., then ..., next ...

Switch ..., Enter ..., Click on ...

Finally ...

Do you have any questions?

Remind students who are listening to note questions about the product to ask at the end.

- 3 Students can discuss the ideas at the end and even vote on the best idea.

One-to-one

Your student could work on the *Task* section at home and then present their product / technology to you at the next lesson.

Feedback focus

Give lots of positive feedback to the groups for managing to give a full presentation and for any particularly imaginative new ideas.

5 | Communication

Unit content

By the end of this unit, students will be able to

- deal with documents and correspondence
- talk about a past event
- check actions
- apologize
- solve problems by phone.

Context

The topic of *Communication* is particularly important in the modern business world. Following on from *Unit 4*, which addressed the growing impact of technology on students' working lives and the need to be able to talk about it in English, this unit looks at forms of communication, which have also been influenced by new technologies.

The *Working with words* section looks at different types of correspondence. Students are likely to need to communicate using a range of different document types, which they may need to understand, write, or send. You may also want to use this unit as an opportunity to help students with their own industry-specific documentation (for example, a student in the shipping industry will deal with bills of lading).

This unit also looks at spoken communication, both face-to-face and on the telephone. It introduces students to the past simple of the verb *be* and regular verbs, in the context of organizing a presentation through spoken communication and email. The importance of communication in dealing with problems on the telephone is also dealt with.

In the *Case study* students consider the uses of an office service to help with everyday administrative tasks at work. In the final role-play, students will need to make use of all the functional language taught in this unit which includes apologizing, problem solving and promising action.

Starting point

While working through this unit, ask your students to bring some of their correspondence from work to the lessons. They can present examples of what they deal with (and possibly write) to the rest of the class. It will also allow you to evaluate the specific needs of your students in relation to written correspondence. If they can bring these examples to the first lesson, then link them in with the first *Starting point* question. Discuss the two questions as a class.

Watch out! Make sure students are aware of the difference between the two terms, *correspondence* (written documents sent between people, especially emails and letters), and *paperwork* (a more general term referring to the work done with any kind of written document such as reports, forms, etc.)

Pre-work learners

Ask students what types of correspondence they send from home and what documentation or correspondence they receive from their place of study. What forms of written communication do they use with their tutors / other students?

Working with words

Extra activity

The text about Fujitsu is a little harder than the readings in previous units so you can help students by setting this extra initial reading task. Ask them to read the text quickly (without reading for detail) and identify the three companies in the text and the areas of business they are involved in. This reviews language and vocabulary from *Unit 2*.

Answers:

PinnacleHealth – hospitals / medicine / healthcare

Spring Personnel – human resources / recruitment / personnel

TNT – delivery / courier / transportation

- 1 Students read the text and then work in pairs to try and answer the two questions.

Answers

1 and 2

Pinnacle Health – pen tablets – they have more time for patients

Spring Personnel – ScanSnap – reduces paper in the office by 90%

TNT – electronic system PACS – reduces delivery times by up to 8 hours

- 2 Discuss this question as a class. Extend the question by asking if students think their company could use the pen tablet or ScanSnap in the reading.

- 3 The seven situations listed act as definitions to the documents in the text.

Answers

- | | |
|-----------------|-----------------|
| 1 CV | 5 invoice |
| 2 order form | 6 delivery note |
| 3 receipt | 7 hard copy |
| 4 business card | |

Pronunciation

Check everyone can say the words in 3. Students will probably have particular difficulty with the words *receipt* and *invoice* so drill them.

Watch out! Note that in American English, a CV (or *curriculum vitae*) is called a *resumé*.

- 4 Ask students to say what documentation they use at work. Note that this may have come up already in the *Starting point* questions, though the focus there was on correspondence rather than documentation in general.
- 5 27 ▶ Students listen to a typical telephone conversation dealing with a problem relating to documentation. The context will be familiar to many students working in offices.

Answers

- 1 There is a problem with an invoice.
- 2 invoice, order form, email

Watch out! In their answer to question 2 in 5, some students might also have noted down the words *hard copy* and *attachment*. Explain that these aren't actual documents but the form of the document.

- 6 27 ▶ Students were introduced to the idea of verb + noun combinations (also known as collocations) in Unit 4 so this should be a familiar area now. Note that there is more than one combination for certain verbs and nouns but students focus on matching those in the audio. They then match them to the pictures.

Answers

- | | |
|----------------------|---------------------|
| b print a hard copy | e open a folder |
| c save an order form | f attach a document |
| d forward an email | g send an email |

- 7 You can put students into pairs or groups for this in order to generate plenty of word combinations.

Possible answers

receive / print / attach / send a hard copy
 receive / print / save / open / attach / send / forward a CV
 receive / print / send a business card
 receive / print / save / attach / send / forward an order form
 receive / print / save / attach / send a delivery note
 receive / print / attach / send a receipt
 receive / print / save / open / attach / send / forward an email
 receive / print / save / open / attach / send / forward a document
 receive / print / save / attach / forward / send an invoice

Pronunciation

Point out to students that the indefinite article (*a* or *an*) is weak in sentences, so rather than saying phrases such as *send a letter* /send ə letə/, encourage students to say /send ə letə/. You could drill some of the answers in order to focus on this.

- » If students need more practice, go to Practice file 5 on page 86 of the Student's Book.
- 8 This role-play presents students with a situation where they take turns to tell their partner what action is required with some emails. Students practise some of the verb + noun combinations from 6 and 7.

Extension

More advanced students could write the emails as instructed by their partners in the role-plays in 8.

- 9 This is an end-of-lesson discussion focusing on some of the most common forms of communication (*emails, letters, and telephoning*). Students discuss in groups and then feed back to the rest of the class.
- ② Refer students to the Interactive Workbook Glossary for further study.

Language at work

- 1 Discuss the lead-in question as a class. Note that in some countries it is considered reasonable to meet over breakfast, and in many cultures lunchtime forms an important part of a meeting.

Extra activity

Ask the students to read the invitation card in 2 and then write these questions on the board to make sure they understand the context fully (answers shown in brackets).

- Who organizes the event? (Alpha Marketing Consultants)
- What's the title of the event? (Sobieski on Brands: The Branding of Eastern Europe)
- Where is the event? (The Century)
- Who's the speaker? (Maike Sobieski)

2 28 ▶ Students listen and underline.

Answers

- 1 presentation 2 Hotel 3 breakfast

Extra activity

Before listening again, ask students if the event is now or in the past.

You want to elicit 'the past' so students are clear on the grammar point of the lesson and why we use these forms of the verb *be*. Note that we learn from the audio that the event was *this morning*. It might help to draw a simple time line on the board:



3 28 ▶ Students listen and underline.

Answers

- 1 was 3 was 5 was 7 was 9 were
2 Wasn't 4 Was 6 were 8 weren't

Extension

If this is clearly the first time students have met the new form, put them in pairs so they can practise reading the conversation between Janusz and Carlos to gain confidence.

4 Students complete the grammar rules.

Answers

- 1 was, were 2 wasn't, weren't 3 before

Pronunciation

Drill the negative forms *wasn't* and *weren't* so that students are confident with the contracted forms.

5 Students turn to their *Files* and practise asking and answering questions about a similar context to the event in 2. Monitor carefully for correct use of the past simple form of *be*. For more practice, students change partners and repeat the task taking on the opposite A/B role of before.

6 Check answers to the questions about the emails together as a class.

Answers

- 1 The meeting was last Monday.
2 The meeting was to decide about next month's business event.
3 Piotr didn't have time to organize it and now he's away for a week.

7 This exercise now focuses students on the past simple forms with regular verbs.

Answers

- 1 -ed* 2 didn't 3 did
(*Point out to students that if the verb ends in the letter *e* we only add the letter *d*. For example: *decide* – *decided*, *telephone* – *telephoned*)

8 29 ▶ Students now listen to the past simple regular verbs being used in a telephone conversation.

Answers

- Call Ron Peters ✓
Confirm the time of the presentation ✗
Telephone 'Century Hotel' ✓
Book the room ✗

9 29 ▶ If you think students are ready, they could try completing the sentences before listening and then check afterwards.

Answers

- 1 wanted 4 didn't, want
2 called 5 telephoned
3 did, say 6 Did, book, didn't

Extension

Ask students what was on their 'to do' list this week. Did they do everything on it?

» If students need more practice, go to Practice file 5 on page 87 of the Student's Book.

- 10 30 ▶** This is an important pronunciation point for students. You could drill the first two examples (*decide* and *telephone*) in order to emphasize the point and help students add the extra syllable.

Answers

- | | |
|-----------------------|--------------------------|
| 2 telephone (3) | 4 call (1) called (1) |
| telephoned (3) | 5 invite (2) invited (3) |
| 3 want (1) wanted (2) | |

Extension

After students have listened and answered, play the audio again so they can listen and repeat.

- 11** The format of this exercise is similar to the one in **5**, so it should be straightforward. The key differences are that students are filling in missing information, rather than checking information is correct, and they will need to use regular verbs instead of the verb *be*.
- 12** Give students time to study the questions and to think about the answers they can give.

Pre-work learners

If your students don't attend meetings you can suggest they ask questions about their last holiday, English lesson, or training course, for example. For more confident students, ask them to think up their own questions to ask. For example:

- Was the hotel nice?*
How often did you eat out?
Were there lots of new words to learn?
Who were the other people on the course?

Extension

For consolidation and writing practice, ask students to write an email to a colleague about the meeting described in **12** as if it is a report. They can refer to the second email from Piotr in **6** as a model to follow. This could also be set for homework.

Practically speaking

- 1 31 ▶** Check students understand what *apologize* means. Ask students to suggest situations when they apologize – for example, when they make a mistake or a customer has a problem. Then play the audio. Students can write down the phrases they hear in the three conversations for apologizing.

Answers

- 1 Sorry I'm late. / Sorry about that. / I'm really sorry.
- 2 Problems with the flight. / The speaker was busy. / The speaker didn't remember.

- 2** Give students time to read the five situations and think of ways to apologize and their reason in each case. Then students work through the situations. Afterwards, ask different pairs to perform some of their conversations to the class.

Extension

Point out to students that in English we use the word *sorry* a lot and we may apologize for quite small things. Ask students if they think people would apologize as much in their language / culture.

Business communication

- 1** Give students a few minutes to read and think about their answers to the questions. They could discuss them in pairs or with the whole class afterwards.
- 2 32 ▶** Students listen and tick any of the problems from the list in **1**.

Answer

- late deliveries (need to give another delivery date)
 bad products (logos on the caps didn't work; wrong colours)
 machinery not working (need to fix the machine today)

- 3 32 ▶** Be prepared to play the audio twice so that students can listen and write. They can check their answers by looking at the *Key expressions* list.

Answers

- | | | |
|-------------------------|-------------|---------------------|
| 1 've got | 4 Don't | 7 'll call, 'll let |
| 2 did, can, didn't work | 5 'll speak | 8 would |
| 3 need to | 6 need to | |

Watch out! The expressions in this section include various verb patterns which students may ask you about. Point out that we always follow the verb *need* with the 'to' infinitive form. *Will* or *'ll* is a modal verb and so it is followed by the bare infinitive. Note also that some students may have learnt that we always use *will* to talk about the future. In this context make sure they understand that it is used for promising action.

- » If students need more practice, go to **Practice file 5** on page 86 of the *Student's Book*.
- 4** Students read the email and can ask you about any vocabulary. You may have to explain the words *leaving party* and *present*. Once everyone is familiar with the

content of the email, they turn to their *Files* where both students have different information. The two students role-play a telephone call in which they discuss the problems and suggest possible solutions.

Feedback focus

Now that students are familiar with the format of the role-plays in the *Business communication* sections, you could try varying this by putting the students into groups of three. The third student (Student C) listens to the role-play and ticks any of the phrases he / she hears the other two students using from the *Key expressions* list. This will focus students on the language and encourage them to use it. Adding the third person like this also gives the responsibility of evaluating and giving feedback to the students.

- 5 Students work together and try to use the *Key expressions* to solve their own problems at work.
- ② Refer students to the **Interactive Workbook Email and Phrasebank** sections for further study and to the **Exercises and Tests** for revision.

Case study

Background

This *Case study* looks at how everyday tasks can often be outsourced to other companies. In this case, a company called *Tasks Everyday* deals with routine office tasks. This kind of scenario is becoming more and more the norm and may be very familiar to some of your students as larger companies use external companies to do the basic jobs, or to do the work that isn't part of their core business.

Discussion

- 1–3 Students can discuss these questions as a class.

Possible answers

- 1 They are 'virtual' assistants, so we assume they work elsewhere and can be contacted by phone or online via the Internet or email.
- 2 Some students might like the idea that someone else can save them time by doing the day-to-day work for them as if they had a secretary. Other students may not see the need – nowadays a lot of business people don't rely on a PA or secretary, but find it more efficient to do these tasks themselves on the Internet, or via email.
- 3 Problems might include the fact that they are not in the office next to you. Working at a distance could create

more room for error. If there's a sudden problem it may be harder to solve. Some people might not like the fact that they aren't working with the same person every time, and so it could be difficult to follow up an assigned task. The service may appear impersonal – there isn't the personal touch of somebody you work with very closely and who understands your specific needs.

Task

- 1 Put students into pairs and give time for them to study the four pieces of information.

Possible answers

Omega has sent an order form but there's no information on it. The *Tasks Everyday* person will need to contact Omega for the actual order.

Human Resources need to be phoned or emailed to confirm the booking.

The e-confirmation needs to be printed and given to Ms K Adams.

Someone will have to be found to replace Tony at the meeting in London.

- 2 This task is about deciding what is most urgent and what is least urgent.

Possible answer

Dealing with the phone message and finding a replacement for Tony is the most urgent problem and should be done first. Then contacting Omega about their order form could be done so that there isn't a further delay in any delivery to the customer.

- 3 Students role-play two telephone calls related to the order form and the message from Tony. This provides them with the opportunity to practise language covered in this unit, including apologizing, problem-solving and promising action. It also recycles language from *Unit 3* for starting and ending a telephone call, and leaving / taking telephone messages.

Extension

Students could also write the email in reply to the company in Budapest.

Feedback focus

Monitor for use of the language from *Business communication* in the telephone calls and remind students of any key language such as starting and ending calls.

» Unit 5 Progress test and Speaking test, pages 80–81.

6 | Contacts

Unit content

By the end of this unit, students will be able to

- talk about food and drink
- order food in a restaurant or café
- talk about the past with time expressions
- describe a trip
- make conversation.

Context

The topic of *Contacts* will be relevant to all your students. Much of the content of this unit might seem a little less 'business' oriented than previous units. However, the topics of food, drink, and making conversation about where people are from, what a country was like, and how a trip went are crucial to many business English students. This is the language that is needed when clients arrive, during the breaks in formal meetings, or over dinner at the end of a hard day. Social English and vocabulary for making small talk rates very highly with many students. They often have the words they need for their specialized area of English but stumble when it comes to more general and personal topics.

This unit begins with the context of choosing and ordering lunch in a café. As well as learning key vocabulary and expressions for this, the unit also deals with the issue of cultural and national differences in terms of eating out. For example, students often need and want to know what the local expectations are when paying the bill or leaving a tip. Students also want to know what a local delicacy is so that they can either try it or avoid it! The grammar of this unit also builds on *Unit 5* and introduces common irregular verbs in the past simple in the context of a trade fair. Students are given plenty of opportunity for free practice and the unit finishes with a board game to review the language of socializing.

Starting point

Discuss the questions as a class. Draw on the experience of class members who often meet overseas visitors as part of their job or who visit companies. Note that where a company takes a visitor may depend on their seniority in the company and their personal tastes or interests.

Pre-work learners

Ask students where they like to eat out for lunch. What do they like about the café or restaurant? What sort of food and drink is there?

Working with words

- 1** If some students don't travel much, they can still answer the question for their own country. Note that they can also talk about travel abroad when they've been on holiday if necessary.

Allow plenty of time for classroom discussion of the questions. Students in most countries always seem to enjoy talking about food and the best places to eat. Students can also compare their experience of eating in different parts of the world.

Pre-work learners

Students can miss out question 5, or discuss it in relation to family, friends, or fellow students.

- 2 33 ▶** Note that there are two parts to the audio. We hear two people ordering their meal and then ordering coffee at the end. The total bill isn't in the audio. Students will have to add it up afterwards by referring back to the menu in **2**.

Answers

They order a bottle of sparkling water, grilled vegetables, sushi and two coffees. The total bill is 29.50.

- 3 33 ▶** Play the audio again and students underline.

Answers

- | | | | |
|------------------|------------|------------------|----------|
| 1 Do | 4 I'll | 7 Would you like | 10 Could |
| 2 We'd like | 5 I'd like | 8 I'll have | |
| 3 Would you like | 6 was | 9 We'd | |

- 4** This focuses on a language point which often causes confusion for students. The customer requests (*We'd like ... I'll have ... Could I have ...?*) are contrasted with statements (*I have ... We like ...*), and the specific questions in relation to ordering (*Would you like ...? Are you ready to ...?*) are contrasted with the general question *Do you like ...?* The exercise checks students are aware of these differences in meaning.

Answers

- | | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|
| 1 c | 2 a | 3 c | 4 b | 5 c | 6 b | 7 a | 8 b |
|-----|-----|-----|-----|-----|-----|-----|-----|

Watch out! Point out to students how important modal verbs are in the sentences in 4. We often use *'ll (will)*, *would*, *could* to request or offer things politely. Compare for example *Could I have / I'll have ...* (polite) versus *I want ...* (impolite), and *Would you like ...?* (polite) versus *Do you want ...?* (less polite).

- 5 To help students think about the language they will need for the role-play, explain that they can use any of the expressions marked (a) or (b) in 4. With weaker classes, students could write a conversation between a customer and waiter using the expressions, and then perform it afterwards.

Feedback focus

Focus on the use of the expressions in the role-play. You might hear problems with the use of *a / an* and *some* because students are unsure of the grammar of countable and uncountable nouns. This is dealt with in the following exercise, and so you don't need to focus on it at this point. You could however note down some of the students' sentences with incorrect use of *a / an* and *some*. You could refer back to these examples and get students to correct them after 7.

- 6 Students read the sentences and complete the rules.

Answers

1 a

2 some

Tip Refer students to the *Tip* about *countable and uncountable nouns* and check their understanding of the rules in 6. Make sure they understand how some nouns can be both uncountable (*coffee*), and countable (*a cup of coffee*). You can extend this point by giving further examples. For example: *water* and *a (bottle of) water* and *salad* and *a (plate of) salad*.

Dictionary skills

This is a good point in the lesson to show students how a good dictionary tells you if a noun is countable or uncountable, usually with the symbols [C] and [U].

- 7 Students work together in pairs to decide whether the words need *some* or *a / an* before them. When checking answers as a class, you can also ask students why they chose *some* or *a / an*.

Answers

3 some

4 a

5 some

6 a

7 some

8 a

Extra activity

Students will also find it useful to refer to dictionaries when completing the following activity.

Students work in pairs to review all the food and drink vocabulary from the section (including the words in the *Tip* box, menu, and exercises) and categorize it.

Write these categories on the board:

Drinks

Meat

Fruit

Vegetables

Fish

Other

Students place the words under these headings, and then note down whether they are countable or uncountable. At the end, pairs can join each other in larger groups or as a class to share all their words.

Answers:

Drinks: alcohol [U], water [U], (a bottle of) water [C], coffee and tea [U] a (cup of) coffee / tea [C], a soft drink [C]

Meat: steak [C/U], chicken [C/U]

Fruit: apple [C]

Vegetables: french fries [C plural], grilled vegetables [C plural]

Fish: sushi [U], a plate of sushi [C]

Other: pasta [U], pizza [C/U], salad [C/U], sandwich [C], dessert [C/U]

- » If students need more practice, go to **Practice file 6** on page 88 of the **Student's Book**.

- 8 Students need to spend some time thinking about their answers before telling the class. This discussion should help to generate use of food words studied in this section.

Extra activity

For further practice with the language, put students into small groups. Ask them to design a menu for their country or imagine they are opening an international restaurant – what will they include on the menu? At the end students present their new restaurants and choices.

- i Refer students to the **Interactive Workbook Glossary** for further study.

Language at work

- 1 Check that everyone knows that a trade fair is an event where companies show their products. The trade fair often has a 'theme' so companies in similar areas of business can easily meet in one place. Many larger trade fairs are international and business people from around the world will attend.

- 2** Students read about Industry Expo and check their understanding of the text. Then in question 4 find out what your students know about trade fairs. If some of them go to trade fairs, then ask them to give details about where they are, what time of year, and what happens.

Pre-work learners

With question 4, ask about the area of business your pre-work learners intend to go into. Do they know if it has trade fairs?

Answers

- 1 The textile industry
- 2 1–4 August, 2009 in Ho Chi Minh City
- 3 China, the Republic of Korea, India, Taiwan, Hong Kong, Vietnam, Austria and Italy

- 3** Students find the irregular verbs in the past simple.

Answers

The verbs are *went, met, had*. They describe the past.

Extension

Point out that these are irregular verbs so we don't add *-ed* endings. Check that students recognize the infinitive forms: *go, meet, have*

- 4 34 ▷** Students listen to check overall understanding.

Answers

- 1 Italy
- 2 business cards
- 3 They both flew.

- 5 34 ▷** Explain to students that these are also irregular verbs in the past simple. Explain that some of the most commonly used verbs in English are irregular.

Answers

- 2 came
- 3 left
- 4 flew
- 5 had
- 6 met
- 7 were

- 6** Students match the verbs.

Answers

- | | | | |
|--------|-------|--------|--------|
| 2 took | 4 met | 6 left | 8 flew |
| 3 went | 5 had | 7 came | |

Pronunciation

Spend some time drilling the pronunciation of these past simple verbs.

- 7** Students read the text and complete the timeline with the time expressions.

Answers

a year ago last month two days ago yesterday last night this morning

Extension

To provide controlled practice with these time expressions, ask students to write four or five sentences using some of them with the verbs in **6**. This could be done alone or in pairs. This task will be helpful as preparation for the next speaking task.

- 8** Students work in pairs (or groups of three) and describe their recent trips.

Alternative

If your students don't go on business trips, they can describe a holiday or even somewhere they went for the day at the weekend.

Feedback focus

Monitor the conversations for correct use of irregular verbs in the past simple and the correct positioning and use of time expressions in the sentences.

Extension

For writing practice (and consolidation or homework), students could write a short email to their boss which reports how their (real or imaginary) trip went and who they met using the prompts in **8**.

- 9 35 ▷** The listening context here is Giang and Enzo making conversation at the trade fair. Students listen and complete the questions. Afterwards, you could ask students which of the three verbs they wrote down are regular / irregular. (Answer: *become* and *leave* are irregular; *join* is regular). These three questions will help students focus on the key information about Enzo's career when they listen again in **10**.

Answers

- 1 become
- 2 leave
- 3 join

10 35 ▶ Students listen again and answer the questions. Note that Enzo uses both regular and irregular verbs to talk about his career.

Answers

- 1 Because the family was in textiles and his father owned a company.
- 2 He went to University and he wanted to work abroad.
- 3 He joined his current company in 2003.

Watch out! You might need to deal with the following sentence in the audio: *My family was in textiles*. The use of *in* means *involved in*. We use it to describe our area of business. For example, your students can say: *I'm in* + area of business, as well as *I work in* + area of business (see Unit 2, *Working with words*).

Extra activity

Students can role-play the situation in the audio. Student A (Giang) asks the three questions in **9** and Student B (Enzo) has to respond from memory with the answers in the audio. They can then swap roles.

» If students need more practice, go to **Practice file 6** on page 89 of the **Student's Book**.

- 11 Students write their own sentences about their careers and then swap to make further questions for their partner about the past.

Pre-work learners

Students can write and ask about their education so far. For example:

I studied economics at school ...

Feedback focus

In this task, check students are using verbs in the past simple (both regular and irregular) in statements and questions, as well as time expressions. You will need to make notes on any errors and remind students at the end of any common mistakes.

Practically speaking

- 1 Students match the adjectives to the nouns. Point out to them that there will be more than one possible answer for each one.

Possible answers

hotel – nice, good, comfortable, OK, terrible, fine
journey – nice, good, boring, comfortable, interesting, OK, terrible, fine
meal or food – nice, good, boring, delicious, interesting, OK, terrible, fine
presentation – good, boring, interesting, OK, terrible
city or country – nice, boring, interesting

Pronunciation

It is important that students can put the correct word stress on these adjectives: *boring*, *delicious*, *comfortable*, *interesting*, *terrible*. You could also point out to students that often when we hear the words *comfortable* and *interesting*, (especially with native speakers) a syllable disappears: /'kʌmfətl̩/, /'intrəstɪŋ/

- 2 Students A/B will each find a series of photographs of an imaginary business trip in their *Files*. They are also given questions starting *How was...?* that they ask their partner about their imaginary business trip.

Possible answers

Student A:	Student B:
1 The journey was terrible.	1 The journey was fine.
2 The hotel was nice.	2 The hotel was ok.
3 The food was delicious.	3 The food was boring.
4 The meeting was boring.	4 The meeting was good.
5 The city was interesting.	5 The city was interesting.

- 3 This is a freer practice activity as an extension to **2**. Students can describe any kind of trip or make up their own scenario of a good or terrible trip.

Feedback focus

Give feedback after listening to students in **2** and **3**, on good use of the adjectives to describe their imaginary / real trips. Also check students are pronouncing the adjectives correctly.

Business communication

- 1 Elicit some ideas from the whole class on how to start conversations in these scenarios. Students might suggest ways rather than what to say. So if a student says 'you can offer someone a drink', make sure they also say the exact expression you might use. For example: *Can I get you a drink?*

Extension

Write some of the elicited ideas from **1** on the board. Then put students in pairs and ask them to create mini conversations using as many of the suggested expressions as possible. As this is a warm up, don't worry too much about accuracy at this stage.

- 2 36, 37 ▶** Students listen to two conversations and match them to the situations in **1**.

Answer

Audio 36 is situation 1 and audio 37 is situation 2.

- 3 36 ▶** These expressions are taken from the first situation. If students find matching the expressions difficult, then play the audio again to help them instead of waiting until afterwards.

Answers

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

- 4** Students role-play using the expressions from **3**. They can also repeat the activity changing the roles round.
- 5 37 ▶** Students read the expressions and make up possible responses. Make sure they realize that even though their response isn't in the audio, it may still be correct. Spend some time taking suggestions and dealing with any variations or ways in which their ideas can be improved or corrected.

Answers in the audio

- 1 Yes, please. I have an appointment with....
- 2 Yes, it is.
- 3 Thank you.
- 4 Yes, please.
- 5 Yes, and you.

» If students need more practice, go to **Practice file 6** on page 88 of the **Student's Book**.

- 6** Students finish by role-playing a similar scenario to audio **37 ▶**, with a visitor arriving at a company. As with **4**, they should do the role-play at least twice so they play the part of the visitor and the host.
- 7** The roles in the *Files* provide further practice of the expressions in this section.

Feedback focus

Monitor in particular for correct responses to the expressions.

- ② Refer students to the **Interactive Workbook Email** and **Phrasebank** sections for further study and to the **Exercises and Tests** for revision.

Activity

Students can also play the game in groups of three if necessary. Let them try to work out the rules by reading the instructions above the board game. Then check everyone understands what to do before starting. For example, ask questions such as *What do you do on a blue square? How many squares do you need to win?*

You could also choose one or two squares from the board to complete with the class, as further examples, before students begin the game.

Students will often play this kind of board game in different ways. Some will be very competitive and others will co-operate and spend a long time discussing possible language for different squares. Either way, it should provide plenty of opportunity for discussion and practice. It also gives you the chance to move round the class giving extra help to students who are still having difficulty, and to clarify any remaining queries.

One-to-one

Rather than playing the game competitively, simply look at each square with your student and elicit what they could say in each case or provide input where necessary.

» Unit 6 Progress test and Speaking test, pages 82–83.

7 | Departments

Unit content

By the end of this unit, students will be able to

- describe responsibilities and departments
- describe location and give directions
- show a visitor round.

Context

The topic of *Departments* is an important one for students to be able to talk about. Businesses can be very complex with many different divisions and departments. These may have traditional titles such as Marketing or Production, but they may also cover slightly different areas of responsibility in different companies. A department may therefore need explaining to a visitor, for example. He / she may need to know what it does, what the people within it are responsible for, and how it relates to other departments in the organization.

This unit provides students with common names for departments but also helps them to develop skills for explaining what a department does, and what their own individual responsibilities are. As this language is so relevant when showing a visitor round, students practise the language they need in order to give directions to a visitor to their company. This includes revision and extension of the language for socializing, and students also practise the language a visitor might need when asking questions about the company he / she is visiting.

In the final *Case study*, students discuss their ideal workspace. They have to consider who is responsible for what in their company, and how different departments relate to each other, so that their new office layout makes communication as easy as possible.

Starting point

Students can work in small groups to discuss these three questions.

Some companies have detailed diagrams (known as *organigrams*) showing the structure of a company. This will have details of all the departments. If you are teaching in a company, then it should be easy to get a copy and have it for reference during the lesson. Alternatively, ask students to bring one in or get them to sketch out an approximate drawing of the management structure and the departments.

Pre-work learners

Ask students to talk about their place of study. How is it organized? How many departments does it have?

Working with words

- 1 Before reading and matching, ask students what they think people with these job titles might do or be involved in. Find out if there are any students who work in these areas or departments (or who even have the same job titles).

Answers

- 2 Finance Director
- 3 Commercial Manager
- 4 Logistics Manager

- 2 Students read through the profiles again and match the verbs in bold.

Answers

- Profile 2
- a checks
 - b 's in charge of
- Profile 3
- a develop
 - b 's responsible for
- Profile 4
- a deals with
 - b control

- 3 Students check their understanding and use of the verbs in 2.

Answers

- | | |
|----------------------|------------|
| 1 deal with | 4 develops |
| 2 is responsible for | 5 check |
| 3 controls | |

- 4 Students now practise using the verbs from 2. Encourage students to try and make more than one sentence for the jobs.

Possible answers

Teachers check students' work. / Teachers are responsible for their students.

An engineer controls projects. / An engineer deals with projects.

Team leaders manage the team. / Team leaders are in charge of a team.

A production manager is responsible for the factory. / A production manager checks the machines in the factory.

Extra activity

Students continue to work in pairs. They think of three more jobs and make similar sentences with the verbs.

- 5 Having talked about jobs, students now make sentences about departments. The structure and use of the verbs is similar to before.

Possible answers

Finance deals with money.

Sales works with customers.

IT is responsible for computers.

R & D develops products.

HR works with other departments.

Marketing organizes information.

Customer Services deals with customers.

Production checks machinery.

- » If students need more practice, go to **Practice file 7** on page 90 of the **Student's Book**.

- 6 38 ▶ It will help to say the sounds in isolation before the listening. Students also hear the three examples (*works*, *is*, and *manages*) before listening to words 1–10.

Answers

1 deals /z/

6 computers /z/

2 plans /z/

7 controls /z/

3 organizes /ɪz/

8 develops /s/

4 products /s/

9 resources /ɪz/

5 departments /s/

Pronunciation

Drill the words in 6. Students will probably have most difficulty distinguishing between the /s/ and /z/ sound. However, the main issue for them at this stage will be to notice how the /ɪz/ sound in *manages*, *organizes* and *resources* adds an extra syllable to the word.

- 7 Students can refer back to the profiles in the reading in 1 for a model of what you want them to produce. Monitor students and input any extra job-specific words.
- 8 This pair work activity is a guessing game. Students could prepare sentences in pairs first, before testing them on another pair.

Extra activity

Students can also make sentences about the department they work in, or about some of the departments in their company. With confident classes, ask them to prepare a short presentation about their company. They could design a diagram of the company structure (or use an existing one) and formally present it to the class with an explanation of each department and what it does. Alternatively, they could research a company on the Internet and present its departments.

Tip Refer students to the *Tip* about *word building*, and note the different forms of words. You could also read them aloud and ask students to underline the word stress. In the case of the words listed, the stress remains on the same syllable, with the exception of *produce* – *products*. As students come across more words related to jobs and departments, remind them of word building and see if they can create verbs or other noun forms from the words. For example: *develop* – *development*.

- ① Refer students to the **Interactive Workbook Glossary** for further study.

Language at work

- 1 Students read the email and study the map. There is one mistake.

Answer

The security cabin is on the right, not the left.

Extension

Ask students to notice the prepositions in bold in the email. You could spend some time clarifying the meaning if students are unsure of this vocabulary. Position some objects around the classroom and say where they are. Then ask students to make sentences with the prepositions.

- 2 This exercise will check if students know how to use the prepositions of place.

Answers

- 1 right
- 2 below
- 3 next to
- 4 second (US = third)
- 5 below
- 6 between

Tip Refer students to the *Tip* about *UK and US English*. Some students may be more familiar with American English from their work. This won't result in much difficulty, but the issue of the different terms for the ground or first floor is a common cause of confusion.

- 3 Students will find diagrams showing the layout of a building with departments. They take turns to describe the locations. Monitor for correct use of the prepositions of place.
- 4 Students describe their company building and the location of departments. Sometimes companies have maps of their building so students could bring these to class.
- 5 **39 ▶** This listening follows on from the context set up in the email in 1. However, in this conversation, the security man uses prepositions of movement instead of prepositions of place.

Answers

- 1 along 2 past 3 down 4 into

- 6 Students check their understanding of the prepositions of movement by completing the diagrams.

Answers

- 3 into
- 4 along
- 5 past
- 6 down

Tip Refer students to the *Tip* about *giving directions and instructions*. Students first saw the imperative form in *Unit 4* for giving instructions with office equipment and technology. This tip explains how we also use it for giving directions. Point out that *you* can be added to sound polite and less direct. Typically we use it at the beginning of a set of directions with the first verb before using direct imperative forms afterwards. Refer students to *Audio script 39*, where the security man begins with *you*, and then continues, using the imperative form.

» If students need more practice, go to **Practice file 7** on page 91 of the **Student's Book**.

- 7 Students practise giving directions to the destinations listed. Not all will be appropriate and students may also choose to give directions for other locations.

Extension

If you are teaching in a company with students who all work there, they can take turns to give directions from the classroom to a mystery location in the building. The other students have to listen and guess the location.

Feedback focus

Monitor for correct use of the prepositions and the imperative form. Any correction can be done quickly and you can probably give individual help on the spot, rather than waiting until after the task.

Practically speaking

- 1 We use the words *this*, *that*, *these*, *those* all the time and students will find them helpful when showing someone round or explaining technical processes with machinery in particular.

Answers

- 1 This 2 Those 3 These 4 that

- 2 Students take turns to be the host and visitor in the pictures.
- 3 Students use the words more freely in the classroom.

Extra activity

If you are teaching in the students' place of work, you could take them around the building and ask them to point out objects, people and departments to you. This could be a nice introduction to the following *Business communication* section, which looks at showing a visitor round.

Business communication

- 1 Discuss these questions as a class, finding out from different students what happens when visitors arrive. Check everyone understands the verb *sign in*.

Pre-work learners

Students can describe what happens when someone comes to their college or place of study. They may have also visited a company in the past and can describe where they went.

2 40 ▶ Students listen and answer.

Answers

- 1 a visitor's pass
- 2 no
- 3 Diego is in charge of Production.

3 These expressions are taken from the audio, so if students have problems completing them you can always play the audio again to help.

Answers

- | | | |
|--------|--------|--------------|
| 1 have | 5 will | 9 show |
| 2 sign | 6 see | 10 introduce |
| 3 is | 7 find | |
| 4 take | 8 like | |

4 Students categorize the expressions and decide who is likely to say them.

Answers

- | | | | | |
|-----|-----|-----|-----|------|
| 2 R | 4 R | 6 V | 8 H | 10 H |
| 3 R | 5 R | 7 H | 9 H | |

5 40 ▶ Students listen to check their answers to 3 and 4.

They also listen and write down the visitor's question which comes near the end.

The final task is for students to write other questions a visitor could ask. This has two purposes. They can personalize the task by thinking of questions they could use when visiting companies for their work, or the type of questions they think someone might ask them. The task also encourages them to revise questions from previous units about companies and jobs (see in particular the *Language at work* sections for Units 1–4). Students could refer back to previous units for ideas as well as thinking of new ones.

Answer to 2

How many people work on it (the main production line)?

Possible answers to 3

- Who is responsible for ... ?
 Are you in charge of this department?
 What do you produce here?
 Do you export these products?
 What do you do in this part of the factory / building?
 Do you ever close (for holidays)?

What's over there?

How many do you produce a day?

Is there a canteen for staff?

Extension

Students could ask each other their questions from 5 as if they are visitors. Note that they also do this in 6 below, but this shorter activity will give the chance for more controlled practice and the opportunity for you to monitor for any mistakes with any of the questions.

» If students need more practice, go to **Practice file 7** on page 90 of the **Student's Book**.

6 Students role-play a similar situation to the listening in 2. They can also repeat it in order to take turns at being the different people. Students can either use their own real identities and companies, or create new identities.

Feedback focus

Make sure students are using the expressions from the audio. If the intonation doesn't sound warm and friendly, then drill the expressions a few times before asking students to repeat the role-play.

② Refer students to the **Interactive Workbook Email** and **Phrasebank** sections for further study and to the **Exercises and Tests** for revision.

Case study

Background

This *Case study* looks at how the layout of a company's workspaces can influence communication between departments. Students read about a real situation where a branch of the company Pfizer relocates in order to work in premises more suited for modern business. Students then consider their own current premises and how the layout of these might be improved.

The discussion questions in the *Task* and the final presentation bring together all the target language from the unit. Students have the opportunity for further practice in talking about responsibilities and departments, and describing location and giving directions.

Discussion

- 1–3** Students read the text in the *Background* section and make notes on the first three questions.

Answers

- 1 The old offices didn't have many meeting spaces. The new offices have open spaces for meeting.
- 2 The staff work in small offices so they can concentrate when they need to.
- 3 The new design connects different departments by stairs and meeting areas between floors.

- 4** Discuss this question as a class.

Pre-work learners

These students can discuss their place of study when talking about their workspace in question 4. For example, what are the classrooms like? Are there places to go for private study? Could the library be improved? Are there areas for students to meet outside class?

Task

- 1 If you have students from the same company, then they can be grouped so they discuss the same place. For groups of students from different companies, they can discuss the questions and compare their situations.
- 2 Students will need to draw their designs to help their descriptions. Ideally, they could work with large pieces of paper such as flip charts. If students work in different companies they can design an imaginary work space to suit all of their requirements.
- 3 Students can give group presentations using their designs and presenting different parts of the company.

One-to-one

Your student could create a design for homework and prepare the presentation ready for the next lesson.

Pre-work learners

They can redesign their place of study or choose an imaginary company, think about what departments it will need, and design the perfect office space for it.

Feedback focus

The *Task* gives students the opportunity to practise using all the target language from the unit, so feedback can cover a number of different language points. In your global feedback to the class, pick out the target language which seems to be causing most difficulties. Then after each presentation in **3**, you can also make notes to give to individual students on any particular language problems (in addition to saying what they did well).

» Unit 7 Progress test and Speaking test, pages 84–85.

8 | Employment

Unit content

By the end of this unit, students will be able to

- talk about professional qualities, skills and experience
- say what they are doing and talk about current trends
- tell the time
- arrange to meet.

Context

The topic of *Employment* affects all your students. The Human Resources department has become one of the central departments in any large company. It will have contact with many people including job applicants with experience, recent graduates, work experience students, through to line managers who need staff. It could also be involved in recruiting employees from overseas or selecting candidates to work in offices abroad. English will be the language of communication for many international HR managers and is often used to interview prospective employees.

This unit looks at the issue of employment in terms of how we recruit people and the kinds of qualities or skills that might be required for a job. We hear two people in an HR department assessing candidates for different positions. Students then have the opportunity to talk about their own positions, and the qualities, skills, experience, and qualifications they need for their jobs.

Students also look at the grammar for discussing *change and trends in employment* and think about how they themselves might be affected. In the final *Activity*, students design a job advert and interview potential candidates for a job. This task allows them to recycle the target language from the unit, including arranging times to meet for the interviews, which is covered in *Business communication*.

Starting point

Discuss the questions as a class. If students are from different companies, then they can compare the different ways in which their companies recruit.

Pre-work learners

If you are teaching students who will be looking for jobs after they complete their course, then this is a good moment to discuss what their future employment plans are. For example, you could write the following questions on the board for discussion.

- *What job do you want when you finish at your place of study?*
- *Which companies do you want to apply to?*
- *How do they normally recruit people? Do they have a Human Resources department?*

Working with words

Watch out! You may need to pre-teach the following from the job adverts:

HTML = a computer language used in websites

summer placement = when a student helps in a company during the summer holidays in order to gain work experience; they may be paid, or work for free in exchange for the experience

editor = someone who checks the content of, for example, a website, film or book.

- 1 Students read the three job adverts. The first question only requires students to read for gist, so you could set this task first before asking them to find answers to question 2 and 3.

Answers

- 1 The company designs and produces websites.
- 2 position, post
- 3 The post of website production assistant states that you need skills in HTML.

Watch out! With reference to question 2, point out that the words *position* or *post* tend to be used more formally. We often use them in job adverts.

- 2 Students match the adjectives in bold in the job adverts to the definitions.

Answers

- | | | | |
|-------------|---------------|------------|---------------|
| 1 careful | 3 imaginative | 5 focused | 7 experienced |
| 2 practical | 4 energetic | 6 friendly | 8 patient |

- 3 41 ▷ This exercise helps students with the pronunciation of the adjectives in 2. Afterwards, students can listen again and repeat. You might need to drill some of the adjectives a few times for accuracy.

Answers

- | | | | |
|---------------|-------------|-----------|---------------|
| imaginative 5 | friendly 2 | focused 2 | experienced 4 |
| careful 2 | practical 3 | patient 2 | |

- 4 Students take turns to describe a job shown and use some of the adjectives. For example: *This person is energetic and patient.* (= an aerobics instructor). Students could also add other adjectives they know.

After the activity, ask each pair to say which adjectives describe each job. Ask them to give reasons for their answers so you can check their understanding of the meaning. You can also correct any difficulties with pronunciation students are still having.

- 5 42 ▶ The discussion in the audio is based around the three jobs shown in 1. Students complete the table with notes about Monica and Roberto. Students might find it hard to write everything with only one listening so you could play it twice, or encourage students to work in pairs or groups and then share their answers afterwards.

Answers

	Monica	Roberto
Personal qualities	friendly	energetic, nice, not good at working on his own
Current situation	works in publishing	looking for a job
Skills and experience	book editing editing websites	summer placement with company, no editing experience
Qualifications		in IT

- 6 42 ▶ The discussion contains useful phrases to describe a person's experience and qualifications. Students can either listen and match the two halves of the sentences, or try to match them first and then listen to check.

Answers

1 b 2 e 3 d 4 c 5 a

Tip Refer students to the *Tip* about *experience in + -ing*. You can extend this rule by pointing out that we often use the *-ing* form of the verb after an adjective + preposition so we can also say *good at doing something*.

Extension

Write the following phrases from the audio on the board.

- *have a lot of experience in / don't have any experience in ...*
- *good at / not very good at ...*
- *have a qualification in ...*

Ask students to write sentences about themselves using the expressions. This will provide them with controlled practice with the new language and prepare them for the next exercise.

Dictionary skills

The words in 6 include use of dependent prepositions (*good at, experience in*). To show students how a good dictionary will include information on which preposition normally appears with a noun or adjective, ask them to look up the words and see if they can find the preposition. Then ask them to find the prepositions that normally go with the words *bad, knowledge, interested*.

Answers: *bad at, knowledge of, interested in*

- » If students need more practice, go to **Practice file 8** on page 92 of the **Student's Book**.

- 7 Students work in pairs and interview each other. As they listen, they should make notes so they can present the person in the next exercise.
- 8 Students present their partner to another pair. With smaller classes, students can tell the whole class about their partner.

Feedback focus

Monitor for correct use of the forms from 6. For example, check that students are adding *-ing* to the verb where necessary. You can also check students' pronunciation of the adjectives from 3 again.

- ① Refer students to the **Interactive Workbook Glossary** for further study.

Language at work

- 1 43 ▶ Students only need to listen for key words on this first audio.

Answers

Conversation 1: Sandra is interviewing someone for a job.

Conversation 2: Chantelle is finishing her report for her boss.

Conversation 3: Bill and Sofia are doing a training course.

- 2 44 ▶ Play the first conversation and students write in the correct verb forms.

Answers

2 are you doing 3 are interviewing 4 's waiting

- 3 Students study the present continuous forms in the conversation and decide what they refer to.

Answer

an action or event now or around the moment of speaking

Extension

Ask students which verb form they could use to describe general facts or repeated actions or routines. Answer: present simple

- 4 The affirmative, negative, and question forms for the present continuous all appear in the conversation in 2, so students can refer to these to complete the rules.

Answers

1 be 2 be 3 be, verb

- 5 This provides students with controlled practice of the form. The conversations are the second two in the audio.

- 6 45 ▶ Students listen and check.

Answers

1 isn't working 3 are Bill and Sofia going
2 's finishing 4 're doing

- 7 Students match questions and answers containing the present continuous.

Answers

1 c 2 d 3 e 4 b 5 a

- 8 Students take turns to ask each other the five questions in 7 and give their own answers.

- 9 This part of the section on the present continuous shifts focus by looking at how we often use it to describe current trends and developments.

Ask students to read the text and underline verbs in the present continuous. The second question checks students' understanding of its use.

Answers

- 1 Employment news: What is changing our working world? Computers changed employment in the twentieth century so what is changing our work and lives in this century? Employees aren't staying in the same job. Nowadays, the average employee starts a new job every three years. The number of women in work is rising and more women are working in higher positions. More people are working from home and deciding their own working hours.
2 The verbs here describe a changing situation.

Extension

Ask students to tell you what verb form the two remaining verbs in the text are in, and why.

Answers: *changed* as in *Computers changed employment ...* is in the past simple because it refers to the last century. *Starts* as in *... the average employee starts a new job every three years* is in the present simple because it describes a repeated action with the adverbial phrase *every three years*.

- 10 Students could discuss these questions in pairs or small groups before telling the rest of the class.

» If students need more practice, go to Practice file 8 on page 93 of the Student's Book.

- 11 Students might prefer to make their list by working with a partner if they come from the same company.

Pre-work learners

Students could make a list of current changes where they study. For example, the way they learn, the use of computers and the Internet, how much time they study in class or at home.

Alternatively, following on from the text in 9, students may have something further to say about general changes in the way people work.

- 12 Students report to each other on their lists. Make sure they are using the present continuous form.

Feedback focus

This is the first really free practice students have in this section, so expect there to be some mistakes with the present continuous forms. Give feedback on any problems, though also be aware that students will return to the present continuous in Unit 10 with a review, and extension (dealing with its future reference).

Practically speaking

Extra activity

At this level students should have basic knowledge of telling the time, so as a lead-in ask students to say what the time is on each clock.

- 1 46 ▶ Play the audio and match the conversations to the clocks.

Answers

- A conversation 3
B conversation 1
C conversation 4
D conversation 2

Extension

Ask students to look at the *Audio script* to read how the speaker says the times on the clocks. Then ask students if they know any other ways of saying the times, or you can teach them. The following are some possibilities to point out.

- 7.30 a.m. – *seven thirty, half past seven (in the morning)*
12 o'clock – *twelve o'clock, midday, midnight*
11.10 a.m. – *ten past eleven (in the morning), eleven ten*
5.45 p.m. – *five forty-five, a quarter to six (in the afternoon)*

- 2 Students work in pairs to ask the questions and say times.

- 3 This is an extension task for the students where they create questions to generate more times.

Tip Refer students to the *Tip* about *at* / *on*. Make sure they understand that we use *at* with times, and *on* with days of the week.

Business communication

- 1 Take answers from everyone in the class or put students in groups to answer the questions. Check students' use of prepositions *at* when talking about times, and *on* when talking about days of the week. (See the *Tip* at the end of the *Practically speaking* section.)
- 2 47 ▶ Before listening, students read the context. As a pre-listening discussion, ask students if they ever work from home. Does their company encourage it? What do they think the advantages and disadvantages might be? One answer to this, for example, might be that a company doesn't need a lot of office space if people work at home. However, it's more difficult to manage people who are out of the office.

Students now listen for when Kasia and Bruno are busy.

Answers

Thursday	Kasia	Bruno
0800-0900	x	
0900-1000	x	
1000-1100		
1100-1200		
1200-1300	x	
1300-1400		
1400-1500		x

- 3 47 ▶ Students listen again and write in the missing words.

Answers

- | | |
|----------------|--------------|
| 1 meet about | 7 good for |
| 2 Can, arrange | 8 can't meet |
| 3 Is | 9 Are, busy |
| 4 then | 10 Is |
| 5 What about | 11 fine |
| 6 free | |

- 4 Students categorize the phrases.

Answers

- | | |
|------------------|---------|
| a 1, 2 | c 7, 11 |
| b 3, 5, 6, 9, 10 | d 4, 8 |

» If students need more practice, go to **Practice file 8** on page 92 of the **Student's Book**.

- 5/6 Following on from the audio in 2, students role-play the two telephone conversations between Dolores and Kasia, and Bruno and Chen.

In the first call (exercise 5), only Student B (Dolores) needs to refer to the *File*. Student A looks at the calendar in 2, which he / she made notes on during the listening. In the second call (exercise 6), Student A refers to Chen's calendar in the *File*, and Student B (Bruno) looks at the calendar in 2.

In the audio, the provisional time agreed was 10.15, but after checking with Chen and Dolores, students should find out they are both busy then, and so the meeting should be rearranged for between 11.00 and 12.00.

- 7 Students could begin by making notes on their diary for this week, and inventing a series of times they are busy. Alternatively, they could look at their real diaries before role-playing the situation. They then arrange times with the other students in their group based on their real commitments.

Feedback focus

Monitor for correct use of the *Key expressions* in this section. You could also listen for any further problems with telling the time and using the prepositions *at* and *on* with times and days.

One-to-one

You can role-play making the three arrangements with your student. Add some more reasons to meet for further practice.

- ② Refer students to the **Interactive Workbook Email and Phrasebank** sections for further study and to the **Exercises and Tests** for revision.

Activity

This *Activity* brings together the various aspects of employment covered in the unit, including job ads, and assessing personal skills, qualities, and experience, as well as providing the opportunity for further practice of arranging to meet.

Each stage is self-explanatory and students work in pairs on each step, with the exception of *Stage 4* where they take turns to interview students from another pair. The jobs students advertise at the beginning can be in their company or, if necessary, students can create imaginary jobs.

One-to-one

You could work on *Stages 1 to 3* together. Then the student could interview you for *Stage 4* as if you are an applicant for one of the jobs. Miss out *Stage 5*.

- » Unit 8 Progress test and Speaking test, pages 86–87.

9 | Competition

Unit content

By the end of this unit, students will be able to

- talk about competition
- compare products and companies
- say prices
- compare and choose.

Context

The topic of *Competition* will be relevant, whether students approach this subject as business people who work in a competitive industry, or as consumers who regularly make choices based on a comparison of products and services from different companies.

Competition in business can work on many levels. There are immediate competitors, who offer similar products or services locally, but globalization also means that the range of competitors can extend beyond a region or country to businesses on the other side of the world. Price is a key factor, but competition is also important with regard to delivery times, after sales service, quality, and choice.

In this unit, students will develop the language they need to compare their own business with the competition. Students also learn useful adjectives for talking about the factors that affect customer choice. From a client's viewpoint, they learn useful phrases for discussing differences and similarities, and for making a final choice between competing companies offering a similar product or service. On a practical level, they also learn to say prices, which are key when making a customer choice. In the *Case study* at the end of the unit, students work on a real-life situation, where they must make a business more competitive.

Starting point

Check that the class understands the term *competition* from the unit title. Elicit from students the idea that it can relate to other companies which produce / provide similar products / services to our own. Either discuss the three questions as a class, or put students in pairs to answer the questions before feeding back their answers to the class.

Pre-work learners

Students can answer the questions about an industry / companies they are familiar with. Alternatively, ask them to think of a product they often buy and write the following questions on the board for discussion.

- Which companies normally produce it?
- What are the main brands?
- Which brand do you normally buy?
- What are your reasons?

Working with words

Extra activity

Before playing the audio in **1**, ask students to look at the picture and information about Accor. Ask them what type of business it is, how competitive they think the industry is, and how big they think Accor is.

Answers: Accor is a hotel business. The hotel industry is very competitive. The fact file suggests Accor is a big international chain, with hotels to cater for all budgets.

- 1 48** ▶ Give the students a minute to read what information they are listening for. They should note that they are listening for numbers, names of hotel chains and locations.

Answers

1 170,000	3 4,000	5 All Seasons
2 100	4 North America	6 Novotel

- 2** Put students into groups so that they can discuss the two questions. Then each group can feed back to the whole class on its views, particularly related to the three most important factors in the second question.
- 3 48** ▶ Students need to know before listening that the words in the list are not always explicitly given. The manager describes different types of hotel in the Accor group and what they offer. When you check students' answers afterwards, ask them to give examples for each area they've ticked. They could also check their answers by reading the *Audio script* and underlining the key words.

Answers

The areas the manager mentions with examples in brackets:
Price (budget hotels; low-price hotels; cheap option; economy level; pay more at these hotels; expensive)

Choice and range (hotels in every market segment; offer all our customers a wide choice)

Services (modern up-to-date business facilities like meeting rooms and office services)

Location (in over 100 countries; over four thousand hotels worldwide; they are easy to find in city centres or at international airports)

Staff (employ one hundred and seventy thousand people; friendly staff)

Quality (five star quality)

Something else (every hotel is different and gives the customer a special experience)

Answers

- | | |
|------------------|--------------------|
| 1 wide | 4 high, up-to-date |
| 2 low, cheap | 5 expensive |
| 3 good, friendly | |

6 Students should be able to make a variety of combinations.

Answers

good – prices, choice and range, location, technology, quality, service, delivery time

bad – prices, location, quality, service

cheap / expensive – location, service

fast / slow – service, delivery time

up-to-date – location, technology

wide – choice and range

Pronunciation

The words in the list may not be new (for example, *location* is the unit topic for *Unit 3* and *technology* is the unit topic for *Unit 4*), but if students still have problems saying some of them, you could drill them.

For example: *technology* (4 syllables), *delivery* (4), *location* (3), *quality* (3)

- 4 So far, students have considered the list of factors in relation to the hotel industry. Now they discuss them in relation to the business they work in. If all your students work in the same industry, they can compare their views and see if they agree. When asking for answers at the end, make sure students give reasons for their choices.

Pre-work learners

Divide the class into groups and assign a different type of business to each group. For example: supplier of computer equipment, a supermarket, a website to download music, an airline. Each group discusses which factors would be important for their business. For the 'something else' factor, they can also think of something special they would like to receive as a customer from that kind of business.

- 5 49 ▶ These sentences relate back to the hotel industry, and they all come from the interview students listened to in 1. Students may come up with more than one possibility when matching the adjectives to the nouns (for example, they may suggest *good* for the first question, as an alternative to *wide*), but they should choose the most likely combination and then compare it with the answers in the audio.

Extension

Once students have a comprehensive list of combinations, ask them to make some full sentences about areas of businesses or companies they know well. This will help check students are able to use the combinations in context, and will also help students before the presentation in 7. For example:

In my business, a customer pays a high price for good quality.

» If students need more practice, go to **Practice file 9** on page 94 of the **Student's Book**.

- 7 Students can work alone or in groups to prepare their presentations. If you think they will need help with the structure of their presentations, write the following phrases on the board for them to use.

- *Good morning everyone.*
- *Today, I'd like to tell you why my company is competitive.*
- *One of the main areas is ...*
- *... is very important.*
- *We also offer ...*
- *And also ...*
- *Do you have any questions?*

Students should have time to practise saying their presentation to another student, before giving it to the whole class. If students work for the same company, and are working in pairs or groups, then they need to decide who is going to present which part.

- 8 If you feel students need more time to prepare, you might want to ask them to give the final presentations at the following lesson.

Feedback focus

Monitor and give positive feedback to any group using any of the vocabulary in **6**. Listen closely for any incorrect word combinations.

- ① Refer students to the **Interactive Workbook Glossary** for further study.

Language at work

- 1 The main context for this section is the comparison of selling through a traditional bricks and mortar location (e.g. a shop), with sales via a website. All students should be able to relate to this first exercise, which is a discussion about shopping habits from the customer's viewpoint. Make sure students explain as clearly as they can the reasons for their answers.
- 2 Discuss these questions as a class. As students describe the ways their companies sell, write the different options on the board. For example, through a shop, a warehouse, online, direct to the home, through sales reps, etc.

Pre-work learners

As an extension from **1**, and as an alternative to **2**, ask students to think how many different ways they buy products or services and make lists in groups.

- 3 50 ▶** Students listen for gist to match the speaker to the two companies.

Answer

Business owner 1: high street shop

Business owner 2: web-based mail order company

- 4 50 ▶** With stronger classes, ask students to look at the information on the two companies and try to predict what comparative adjectives could be missing before listening. On the other hand, weaker classes might benefit from checking their answers by reading the *Audio script*, especially if the comparative form is entirely new to them.

Answer

- | | | |
|--------------------|-------------------|----------|
| 1 better | 4 more up-to-date | 7 faster |
| 2 more experienced | 5 lower | 8 wider |
| 3 friendlier | 6 bigger | |

- 5** Students refer to the words written in **4**, and try and complete the rules.

Answers

- | | | | |
|-------|--------|--------|----------|
| 1 -er | 2 -ier | 3 more | 4 better |
|-------|--------|--------|----------|

- 6** This exercise checks students are able to apply the rules from **5** when forming comparatives. Students read the text to find out what *Multichannel Selling* is, and complete the forms.

Watch out! *Multichannel Selling* is a piece of business jargon which in simple terms refers to selling in different ways. The concept emphasizes that most successful businesses now sell both through shops and also online, or using whatever method reaches the most customers.

Answers

- | | | |
|----------|-----------|--------------------|
| 2 better | 4 cheaper | 6 more experienced |
| 3 wider | 5 easier | |

- » If students need more practice, go to **Practice file 9** on page 95 of the **Student's Book**.
- 7** Students work together to make sentences with the words in the table. This exercise offers further practice of the comparative forms, and also checks students are able to form sentences comparing two different things.

Possible sentences

DVDs are more expensive than CDs.
English is easier (or more difficult) to learn than Chinese.
Wine isn't cheaper than mineral water.
Sales managers are more experienced than sales reps.
Flying is faster than sea travel.

Extension

Ask students to think of three more comparisons with any unused adjectives in the table.

Pronunciation

You can focus students on the schwa /ə/ sound which features in sentences with comparatives. Write this sentence on the board and mark the schwa as shown:

Supermarkets have a ^{/ə/} wider ^{/ə/} choice than small shops.

Point out that the vowel is reduced on the comparative adjective ending *-er* and *than* in comparative sentences. Drill the above sentence. Then ask students to say three sentences again from **7** (with the comparative adjective ending *-er*), and check they are able to pronounce the schwa sound on the comparative adjective ending and *than*.

- 8 Give students a few minutes to make notes about their company and one competitor. They then tell their partner.

Pre-work learners

Students think of two shops in their town which sell similar products. They compare the shops. Alternatively, they could think of two websites with similar services and compare them.

Feedback focus

Listen closely for correct use of comparative forms, and full sentences where students are using *than* to make comparisons. You might also need to provide some vocabulary where students are talking about industry-specific areas of competition.

Practically speaking

Watch out! Check that students recognize the three currencies with the prices in 1. They are the Yen, the Dollar, and the Euro.

- 1 51 ▶ Students listen to three short conversations where different prices are discussed. This exercise helps students listen out for the prices they will need in the following exercise. You will probably need to play the audio twice so students can be sure they have ticked the correct prices.

Answers

€29.99, €17.50, €11.75, \$500, \$7.15, \$30, \$28.60, ¥2,860, ¥170, ¥2,690

- 2 Students listen again and match the ticked prices in 1 to the information.

Answers

1 €29.99; €17.50; €11.75
2 \$500; \$7.15; \$28.60
3 ¥2,860; ¥170; ¥2,690

- 3 Having familiarized themselves with listening to the prices, students can now practise saying them themselves. In order to check if they are correct, ask them to look at *Audio script 51* and find out how the speakers say the prices.

Extension

Write the following on the board and ask students to note down the approximate price of some or all of these, including the currency.

- *your company's most popular product*
- *the last thing you bought*
- *the price of petrol in your country*
- *the cost per minute on your mobile phone*
- *the cost of a first class stamp.*

Students then work in pairs and dictate to their partner the prices they've noted down. They can say the prices in any order so their partner has to guess what they are referring to.

Business communication

Extra activity

Ask students to read the context about Javier Sampedro. Check their understanding of the context by asking the following questions.

- 1 *Does Javier's company have a website?*
- 2 *How many companies did he get prices from?*
- 3 *Who does he discuss the prices with?*

Answers:

- 1 *Yes, but they want to update it.*
- 2 *two companies*
- 3 *his managing director*

Watch out! You might need to pre-teach the meaning of *quote*. It is the price a company will ask for if they do some work for you. They give you this before starting the work, so you have some idea of the price before you agree to using that company.

- 1 52 ▶ Students listen and tick.

Answers

	Weblines	ITE
Lower price?		✓
Smaller company?		✓
Older company?	✓	
Better quality of work?	✓	✓
More experience with online businesses?		✓
Faster delivery?	✓	✓

- 2 52 ▶ Students complete the phrases with words from the audio.

Answers

a compare	d similar	g difference
b cheaper	e advantage	h prefer
c better	f disadvantage	i choose

- 3 Students categorize the phrases.

Answers

1 a, c	2 d, g	3 b, e, f	4 h, i
--------	--------	-----------	--------

- 4 Student B will need more preparation time than Student A to consider the pros and cons of each pair, so make sure everybody is ready before starting the conversations. Each conversation follows a similar format, with Student B describing similarities and differences. At the end Student A can also ask Student B which of the two options in each pair he / she prefers. After three conversations, students change roles. Student A now has three further comparisons and choices to make.

» If students need more practice, go to **Practice file 9** on page 94 of the **Student's Book**.

- 5 In the *Files*, students find out that their company must choose a new courier firm and a hotel for some training seminars. Student A has information on the courier firms and Student B has the information about the two hotels. The students present their information and then compare and choose the best quote.

At the end, ask each pair to present their choices and give reasons.

Feedback focus

Focus on correct use of the phrases from this section, but also remind students of forming comparatives if they are having any difficulty.

Extra activity

For further work with comparing, ask students to work in groups and discuss the following questions.

- 1 Does your company offer different products or services? What are they? Compare them.
- 2 Which ones do your customers generally prefer?

- ② Refer students to the **Interactive Workbook Email** and **Phrasebank** sections for further study and to the **Exercises and Tests** for revision.

Case study

Background

This *Case study* focuses on an authentic situation in which three UK supermarkets compete for market share. The students are presented with a real task, as they consider how they can help the fourth supermarket, Morrisons, improve its image and bring in more customers. At the end students read what action Morrisons took.

Discussion

- 1 Begin by asking students to read the text and answer question 1 only, before reporting their answers back to the whole class (or smaller groups).

Answers

Morrisons – low price, wide range, friendly staff
Tesco – small and big shops, healthy eating range, loyalty card, also sells non-food products
Sainsbury's – expensive image, 'green' and fair-trade products, emphasizes quality, well-trained staff

- 2/3 Having listed the features and differences between the three supermarkets in 1, students can discuss these questions in groups or as a class.

Task

- 1/2 Put students into A and B pairs and make sure each pair is only working on ideas for their list. After 10–15 minutes, put A and B pairs together to make groups of four. The groups hold meetings and present their ideas before choosing the best five at the end.
- 3 The students look in the *File* and find out what Morrisons did in reality. They can see how close their ideas were.

One-to-one

Complete the *Discussion* questions with your student. Then in the *Task*, you and your student can discuss each of the points listed for Pairs A and B. Work together and choose the most likely five ideas before comparing them with the information about Morrisons in the *File*.

» Unit 9 Progress test and Speaking test, pages 88–89.

10 | Teamwork

Unit content

By the end of this unit, students will be able to

- talk about teams
- discuss problems
- talk about present and future arrangements
- choose the best options
- respond to news
- give opinions.

Context

The topic of *Teamwork* is particularly relevant to successful, modern companies, where staff work together by combining their different areas of expertise. Effective teamwork brings together groups of people who complement each other.

Even if your students don't work in a team as such, it is likely they will still need to work together and communicate with other people at some level. Departments must be able to work together, managers must have systems in place to gain from everyone's knowledge, and good communication will mean staff know what is expected of them, and the aims of a new project or a particular task they are working on.

In many multinational companies, English will be the means of communication within and between teams, and so this unit provides students with the language for discussing and solving problems. When working with other people, your students are also likely to need to attend meetings, and in this context, the unit also covers giving and listening to opinions, as well as finding the best option. There is a final *Case study* in which the class discusses and plans teams for a variety of new projects. Students carry out this task working as a team, which gives them further opportunity to practise the language they have studied in the earlier sections of the unit.

Starting point

You could put students into pairs or groups of three to discuss and make notes on their ideas before telling the class.

Questions 1, 3, and 4 personalize the topic of teamwork, so students can think about the subject from their own point of view. Even if your students don't work in a team, they can discuss the issue of working in a team versus working alone, and consider whether they have the qualities of a team player or prefer to work alone.

Question 2 is a more general question, but where students may also speak from their own personal experience.

Possible answers to question 2

You can create more ideas more quickly.

You can learn from others.

Teamwork builds good relationships between people.

Everyone knows what's happening, which is good for motivation.

Not everybody is good at the same thing, and so it's good for people to combine their different skills / qualities.

Extension

Extend question 2 by asking students to list some of the disadvantages of teamwork. For example:

It can take longer to make decisions.

Stronger members can force the group to make a bad decision.

Working in teams can also create bad relationships between people.

Pre-work learners

The students can answer the same questions but might want to relate them to the context of study and working in class. For example, do they like English exercises which they do on their own or do they prefer working with a partner or in a group?

Working with words

Extra activity

As a pre-reading discussion question, ask if students have heard of the Gore company. If they have, ask about what it produces. Note that the company is famous for its textiles and outdoor clothing. However, it also produces a range of other materials for other industries including cables, electronics, medical and pharmaceuticals.

- 1 Allow plenty of time for students to read the text and ask questions about any vocabulary. Ask them to underline or note any parts of the rules which they think are similar to those in their company. As a follow-up task, students could also say which rules they would like to apply in their place of work.

Pre-work learners

As an alternative, ask students to underline anything that surprises them about Gore (for example, the company has no bosses or job titles), and then to say why. You could also ask them to say which rules they like.

- 2 To check more detailed comprehension of the article about the Gore approach, students decide which of the six phrases a Gore employee might say. When checking answers as a class, ask students to say which sentences in the text helped them decide whether a Gore employee would say each phrase or not.

Answers

3, 4, 6

Extension

Ask your students how many of these phrases (or something similar) they hear at their place of work.

- 3 Students match the verbs to the nouns to form verb + noun combinations. They should be familiar with this kind of work now from previous units.

Answers

1 d 2 a 3 e 4 f 5 c 6 b

- 4 Using their answers from 3, students complete the questions.

Answers

1 decisions	3 work	5 develop
2 attend	4 solve	6 solution

- 5 Students practise using the verb + noun combinations by taking it in turns to ask and answer the questions in 4.

Pre-work learners

Students can still answer the questions in 4 with reference to their daily lives or to how they solve problems or make decisions when working in groups in class, for example.

- 6 53 ▶ Play the audio and ask students to note down the problem in each conversation.

Answers

Conversation 1: The speaker's assistant wants more money.

Conversation 2: The Managing Director wants to reduce staff numbers in the speaker's department.

Conversation 3: The speaker can't make a decision (and she thinks the team can't agree on a final decision).

Alternative

If you think students might have difficulty with this task, write the three problems on the board but not in the correct order. Students listen and match the conversation to the problem. For example:

There are too many staff. (Answer: Conversation 2)

The person can't decide. (Answer: Conversation 3)

The assistant wants more money. (Answer: Conversation 1)

- 7 53 ▶ Students listen again to complete a set of useful phrases they can use when discussing and solving problems.

Answers

1 small	3 big	5 final
2 good	4 difficult	6 bad

Pronunciation

Also point out to students that we often add extra stress to the adjectives in the phrases to give them more feeling. For example:

There's a small problem with ...

That's a good idea!

I have a really big problem.

Read the phrases aloud and ask students to listen and repeat.

- » If students need more practice, go to Practice file 10 on page 96 of the **Student's Book**.

- 8 You might want to model one of these conversations first. Choose a strong student in the class and have the discussion. Alternatively, elicit the first few lines of the conversation from the class and write it on the board so students know what is expected. For example:

A *I have to make a decision about a customer. He wants 20% discount, not 10%.*

B *That's a difficult decision. You can offer 15%.*

A *That's a good idea.*

Then ask students to work in pairs to discuss the problems.

Feedback focus

You could comment on conversations that sounded fluent/natural, and ask students for feedback on the kind of solutions they came up with for each problem. You could then ask different pairs to perform the conversations they had for some of the problems. Give praise for use of the phrases, and correct use of the adjective + noun combinations from **7** and the verb + noun combinations from **3**.

One variation to the task in **8** that allows students to give each other feedback is to set the task with groups of three. The third student listens to the conversation and then reports back on which phrases or combinations were used successfully. They could give examples of sentences where these were used.

- 9** Students can work in pairs and personalize the language by discussing any problems at work.

Alternatives

With smaller classes, brainstorm some of the problems student share and write them on the board. Then ask the whole class to discuss and suggest solutions for each problem. With larger classes, hand out slips of paper to each student and ask them to write down a problem. By getting students to write the problem down, you will give them more time to think and add detail.

Then collect in the papers and read them one by one for the class to discuss, or put students into groups and give each group an equal number of the handwritten problems to work through.

You can also have fun by letting students make up imaginary problems for imaginary characters, which everyone will enjoy trying to solve. This is also a good alternative for pre-work learners.

- ①** Refer students to the **Interactive Workbook Glossary** for further study.

Language at work

Two distinct grammar items are taught in this unit, both of which have been presented previously. The present continuous first appeared in *Unit 8* for describing actions happening around the moment of speaking, and in this unit students are also introduced to its usage for future arrangements. The second grammar point covered in this unit is superlatives, which follows on from the comparative forms presented in *Unit 9*.

- 1** Ask students to read the situations and to decide on the nature of the problem.

Answers

1 personnel **2** supply **3** technical

- 2 54 ▶** Before listening you could ask students to study the four problems and say if they ever have any similar problems in their work. Then ask students to listen and tick which ones are discussed. You could ask students to listen a second time, so that they can note any details on the problem from the audio.

Answers

An employee is often late. (Jorge is speaking to the team leader on line 2 – he was late again.)

There are some technical problems in the factories. (Production line 1 is slow – the new components didn't arrive on Friday. In Recife production is still slow – the new components don't work well.)

The new components for the production line don't work. (Pedro says the new components don't work well.)

- 3** Students should already know how to form the present continuous but you might need to check they remember by doing the first question together as a class.

Answers

1 is, speaking **3** Are, arriving **5** Is, dealing
2 Is, having **4** is, going **6** is, meeting

- 4 54 ▶** Students listen and note down answers to the questions. When checking answers as a class, you could encourage students to give full sentences so that they practise the present continuous.

Answers

1 Jorge is speaking to the team leader on line 2.
2 Yes, it is.
3 Yes, they are.
4 Adriana is going to Recife tonight at six.
5 Yes, he is.
6 She is meeting Pedro, the line manager.

- 5** To help students answer this, draw their attention to the words in *italics* which give a clue.

Answers

the present: **1, 2,** the future: **3, 4, 5, 6**

Watch out! Students may want clarification as to why we use the present continuous here as opposed to other future forms. This is dealt with in more detail in the next unit and also in *Business Result Pre-intermediate*. However, at this stage you can explain that we usually use the present continuous to describe future arrangements involving times, dates, and meetings with other people.

- 6 Students make a variety of questions to ask each other using ideas from the table. Note that students should feel free to add their own words or to personalize some of the questions.

Possible answers

Is your department meeting this afternoon?
What are you working on at the moment?
When are your visitors arriving?
When are you starting your new English course?

Feedback focus

Concentrate on whether students are producing the correct form. Also check for use of the present continuous to refer to the present or the future, and that the students' questions and answers are logical and make sense.

- 7 55 ▷ This part of the section continues with the same context but introduces students to the superlative form. Students read the sentences first and then listen to the telephone call. Ask students to give reasons for their answers.

Answers

- 1 F (The problem is bigger than we thought.)
- 2 T (They were the most expensive solution.)
- 3 T (They were also the best idea.)
- 4 F (Pedro says that the new components are worse than the old components.)
- 5 T (the problem isn't technical ... I think it's a personnel problem.)
- 6 T (Do you know that staff turnover in Recife is the highest?)
- 7 F (The biggest problem is Pedro.)

- 8 Find out what students remember about comparative forms from *Unit 9* by eliciting some example sentences from the class. Then ask students to categorize the sentences.

Answers

a 1 b 4, 5 c 2, 3, 6, 7

- 9 Students complete the rules.

Answers

1 -est 2 most 3 best

Watch out! You might want to remind students about some spelling changes:
adjectives ending in *-y* change to *-i*
adjectives with one vowel + one consonant double the consonant. For example: *easy* → *easiest*, *big* → *biggest*

- 10 Students complete the email by referring to the rules in 9.

Answers

1 the most important 2 the best 3 the cheapest

Extra activity

Before turning to the *File* for the task in 11, check students' overall comprehension of the email and the situation in Recife. Ask them these questions:

Ricardo has three solutions for what to do with Pedro – what are they?

(Answer: fire him, offer him a different job, move him to Rio)

Which solution does Ricardo prefer? Why?

(Answer: To offer him a different job because it's the cheapest solution.)

- » If students need more practice, go to **Practice file 10** on page 97 of the **Student's Book**.

- 11 Students turn to the *File* for information on three possible candidates for the job in Recife. They need to read it and then discuss the options. Make sure they are using the comparative and superlative forms during the discussion. Afterwards, ask each group to present their final decision to the class and give reasons.

- 12 Students work alone for a few minutes. You could encourage them to make notes on their answers to each of the points, so they have some ideas to compare with their partner.

Extension

With stronger classes, you can extend the activity in 12 by encouraging partners to suggest solutions to each other for the current problems at work, or to comment on the new ideas and perhaps to suggest more ideas as well. This is also a good way to review some of the vocabulary taught in the *Working with words* section of this unit.

Practically speaking

- 1 Explain to students that it's important to show you are listening to another person, and that the expressions here will help them sound more fluent and interested.

Answers

1 c, f 2 a, e 3 b, d

- 2 56 ▷ Many of these expressions will sound flat (and could even sound sarcastic) if students don't say them with the right pronunciation. Students listen to the sentences and mark the main stress. Play the audio again so students get used to saying the expressions and then drill students individually, giving remedial help where necessary.

Answers

Oh no. That's terrible. Wow. That is surprising.
Really? How amazing. I'm sorry. How disappointing.
Great. That's fantastic! Good. That's excellent news.

- 3 Student A tells Student B the news in their *File* and Student B practises responding, using the expressions (with plenty of correct sentence stress!). Then students swap roles. Student B reports the news in their *File*, and Student A responds.
- 4 Students can prepare three pieces of news (true or imaginary), and take turns to tell their partner and respond.

Business communication

- 1 Students will need time to read the details about Papotech and its competitors and to understand the report. Check that everyone knows that a call centre is a place dedicated to answering customer calls.

Extra activity

After students have read and studied the information, it's worth concept checking the key points by asking the class the following questions (answers shown in brackets).

- What are Papotech's problems? (staff leaving / customer complaints)
- Does Papotech pay staff more or less than others? (less)
- Are its products the cheapest or most expensive? (the most expensive)
- Does it employ more or less people in its call centre? (less)
- Do call centre staff spend longer on the phone than other companies? (yes)

Once you are happy students have understood the key points in the report, put them into groups and they discuss reasons for Papotech's problems. This exercise provides further practice of comparative and superlative forms as students compare Papotech with its competitors. At the end, collate a list of everyone's ideas on the board.

- 2 57 ▶ Students listen to the discussion about the information in 1.

Answers

- 1 They discuss prices and long call times. They don't discuss salary or number of phone staff per 1,000 customers.
2 They have the highest prices and delivery times are slow.

- 3 57 ▶ Students listen to the phrases in context and categorize them.

Answers

- 1 a, e 2 b, c, h 3 d 4 f, g

▶ If students need more practice, go to Practice file 10 on page 96 of the Student's Book.

- 4 Students work in pairs and have controlled practice of the expressions in 3. When they have finished, they can switch A/B roles and discuss 1–4 again.
- 5 Students now study the *File* on Papotech, which includes a list of possible ways to solve the company's problems. Each group has a budget of €200,000 to spend so they will need to keep track of the costs as they choose different solutions.

At the end, the group can present their plans with reasons and an outline of the total costs. Encourage other groups to ask questions if they disagree with the plan.

Feedback focus

Make sure groups are using the expressions from this section for asking and giving opinions, and agreeing and disagreeing. Also give extra praise for recycling of language from earlier in the unit – for example, verb + noun, and adjective + noun phrases from *Working with words*, or comparative / superlative forms.

One-to-one

You can do 5 working with the student. Alternatively, set the exercise for homework and ask the student to arrive at the next lesson with a presentation of their plan. Then the student asks for your opinion and you discuss what you agree or disagree on.

- ① Refer students to the **Interactive Workbook Email** and **Phrasebank** sections for further study and to the **Exercises and Tests** for revision.

Case study**Background**

This *Case study* presents the organization, SEI. In many ways, it resembles the company Gore, which students read about at the beginning of the unit. There is little or no hierarchy, and people work in teams according to the needs of the business. The background information on SEI sets the context for the *Task*, where students have to organize several teams for specific projects. Much of this *Task* lends itself to the language of *giving opinions* presented in *Business communication*, and students also need to work together in teams to complete the activity.

Discussion

- 1–3** These are reading comprehension questions so begin by students reading and answering before starting discussion of questions **4** and **5**.

Answers

- 1** No, there are no fixed offices.
- 2** Usually two or three.
- 3** The roles of managers and secretaries do not exist. There are only team leaders and team members.

- 4/5** As students discuss these questions, make sure they support their answers by referring to the text.

Task

- 1** Students read the situation and the list of projects. Then put them into pairs to make lists of what sort of people would need to be on the project. They should make quite detailed notes at this stage so they can report to their groups in the next stage.
- 2** Divide students into groups. You could put two pairs from **1** together to create groups of four. Assign one person to take notes and be prepared to report back to the class on what was decided.
- 3** After the discussion in **2** and when groups have all reported back, open up the last question for discussion. This is addressing the actual process of working in teams and whether the students like this way of working in class or at work.

One-to-one

You can work through all the stages of this *Case study* with your student, except stage **2** in the *Task* section.

- » Unit 10 **Progress test** and **Speaking test**, pages 90–91.

11 | Travel

Unit content

By the end of this unit, students will be able to

- talk about air travel
- check in at an airport
- talk about future plans
- give reasons for actions
- talk about money
- book and check in at a hotel.

Context

The topic of *Travel* will be relevant to most of your students, who should have some kind of travel experience either for work or going on holiday. In fact some of them might agree with the opening survey in *Working with words*, which indicates that modern business travellers believe that travel has lost its glamour and become an endless chore with delays and discomfort. No doubt they will have their own stories of travel difficulties to add to the growing list.

However, the unit also shows how one business has emerged out of the needs of the busy traveller. City Running Tours is a new idea which makes it possible for business people to fit in some sightseeing by jogging with a tour guide as part of a hectic schedule.

Whether your students feel that travel is a chore, or still enjoy business / holiday trips, it's likely they will all agree that English is indispensable for every stage of travel. This unit provides students with the practical language for travelling by air and staying at a hotel. Students learn key words and expressions for booking and checking in, and also for dealing with situations where they have to pay for things. In addition, they learn to talk about future travel plans, and there is also plenty of opportunity to personalize the topic and to talk about their own past experiences of travel. At the end of the unit, students take part in a *Case study* in which they have to organize a business trip.

Starting point

Begin the lesson with an open discussion about the three questions. You can extend answers to question 2 by asking: *What is your least favourite destination?*

Working with words

Extra activity

You can follow on from the *Starting point* questions and lead into the next section by asking students the following questions:

- *Do you often travel by plane?*
- *Which airline do you prefer? Why?*

- 1 Students categorize the four aspects of air travel. When they have finished, discuss everyone's views as a class. Ask students to give reasons for their answers, and try to reach agreement.

Alternatives / Pre-work learners

If your students have little or no experience of air travel, you could adapt the question to refer to other forms of travel such as train travel. For students who haven't travelled much in their lives, ask them to imagine they are advertising a new airline. What are the three main things that they think would attract customers to using their airline? Ask them to compare their three points with the rest of the class.

- 2 Before reading the text and matching the headings, check students understand the word *survey*.

Answers

- | | |
|-------------|------------------------|
| 1 No delays | 3 Comfortable seating |
| 2 Security | 4 Fast Internet access |

Watch out! Students won't need to understand every word to match the headings, but they may have questions about vocabulary. Note that the vocabulary in bold is dealt with in **3**. However, check that students understand that the word *cool* is an informal way of saying something is really good.

Extra activities

For further reading practice, write the following comprehension questions on the board.

- 1 *How many people were in the survey?*
- 2 *Do travellers think travel is cool and exciting?*
- 3 *What are two reasons for being late?*
- 4 *Why are 47% of travellers tired?*
- 5 *Why do companies put their employees in economy class?*

Answers:

- 1 1,600 travellers.
- 2 No, modern travel is stressful and boring.
- 3 Long queues and cancelled flights.
- 4 Because they don't have comfortable seating.
- 5 To save money.

If you have students who are experienced business travellers, ask them if they agree or disagree with the views in the article. For example: Is air travel stressful? Are there always long queues? Do they get proper sleep? Do they travel business or economy?

3 Students check their understanding of the words in bold.

Answers

- | | |
|------------------------------------|----------------------------|
| 2 gate | 6 bags |
| 3 passport control | 7 terminal |
| 4 business class,
economy class | 8 queues |
| 5 hand luggage | 9 cancelled |
| | 10 window seat, aisle seat |

Pronunciation

Most of the vocabulary will be straightforward, but drill the words *aisle* /aɪl/ and *queue* /kju:/. These can cause problems.

4 These discussion questions should generate practice of the new vocabulary from the text in **2**. As students discuss in pairs, monitor for any particularly interesting answers to question 2 and ask the student to tell the whole class afterwards.

5 58 ▶ As a lead-in to the listening, ask a student to describe what happens at the check-in desk at the airport. What does the person ask you and what documents do you have to show? Some students might also be used to using automatic check-in machines nowadays, in which case you could ask one of them to describe the process.

Play the audio and remind students they are only listening for a flight detail at the moment. Note that students need to work out the answer by looking at the departure board while noting the gate number in the audio.

Answer

BA335, Hong Kong

Extra activity

As a quick review of spelling and saying the time, ask different students to read out details from the departure board. For example:

What time does the flight to London leave?

What's the flight number?

6/7 ▶ 58 Students read the conversation from the audio and complete it with the missing words. They then check by listening again.

Answers

- | | |
|----------------|---------|
| 1 check-in | 5 aisle |
| 2 bags | 6 gate |
| 3 hand luggage | 7 seat |
| 4 window | |

Extra activity

If you think the students need more confidence with the language before trying **8**, put them in pairs and ask them to practise reading the conversation aloud in **6**.

▶▶ If students need more practice, go to **Practice file 11** on page 98 of the **Student's Book**.

8 Ask students to cover the conversation in **6** when they role-play the situation.

Feedback focus

Monitor the conversations for correct pronunciation and usage of the new vocabulary from this section. Also focus on how well students form the questions when they are playing the employee at the check-in desk. Note down any particular problems so that you can help with remedial work afterwards.

9 Students discuss the questions in small groups. All students should have something to say from their personal experience, and they can talk about travel in general if they don't have any experience of business travel.

Feedback focus

Ask the groups to feed back to the whole class with their views on the questions. As well as listening out for any commonly-held opinions in the class, you could remind students where necessary of useful language for comparing and giving opinions from *Units 9 and 10*.

For example:

... is more comfortable now than 20 years ago,

We think ...,

In our opinion ...,

The advantage / disadvantage of business travel now is ...

- ② Refer students to the **Interactive Workbook Glossary** for further study.

Language at work

Unit 10 looked at use of the present continuous for future reference. Students continue to work on this area in this section, with *going to* for future reference.

- 1 If your students often go on business trips, as a lead-in before reading the text, ask them if they have any spare time for sightseeing. (This also allows you to clarify and check understanding of the word *sightseeing*.)

Students then work on their own. They read the text and answer the questions.

Answers

- 1 Business travellers only see the airport, hotel and conference room. They don't usually have time for sightseeing.
- 2 City Running Tours takes you running with a tour guide so you can see the city and get exercise at the same time.
- 3 They operate in the USA in Charleston, Chicago, New York, San Diego, and Washington.
- 4 They plan to offer the service in more cities.

- 2 Discuss the questions as a class, making sure everyone understands clearly.

Watch out! Note that the reason for the second question is to distinguish the meaning of the *going to* form from the present continuous for specific arrangements. There are other uses of *going to* and the difference between the two forms can be quite subtle, but note that these are dealt with in *Business Result Pre-Intermediate*. At this level, most students will only need to understand this basic difference.

Answers

The sentences refer to the future. They talk about a general plan.

- 3 Refer to the forms in the text to complete the rules for formation.

Answers

- 1 going to
- 2 to be ('m not, isn't, 're not / aren't)

Tip Refer students to the *Tip* about *go* and *come*. Note that this points out a difference in use between the *going to* and present continuous forms which is lexical, rather than related to future meaning. The fact is that using the verbs *go* and *come* in the *going to* form isn't grammatically incorrect, but it sounds more natural to use the present continuous.

- 4 Students role-play a guided conversation using the notes about the trip. Students can make use of the first two examples given. The remaining conversation will sound similar to the following.

A Are you going to present the new product?

B Yes, I am.

A Are you going to open a new sales office?

B Yes, I am.

A Are you going to visit our Ottawa office?

B No, I'm not, but I'm going to visit Montreal.

A Are you going to take the train to Montreal?

B Yes, I am.

A Are you going sightseeing?

B No, I'm not because I'm not going to have time.

Watch out! Listen carefully to see if students remember not to use *going to go sightseeing* but *going sightseeing* in the final question.

- 5 Students have freer practice with the words in the table by asking about their own trips or holidays. If students don't have any trips planned in the near future, tell them to think back to a previous trip or holiday, or to invent an imaginary trip, and to make answers based on that.

Extension

For further practice, move away from the theme of travel and ask students to use the table to make questions about other topics. Write the following suggestions on the board.

- your plans this week or this month
- your career plans.

- 6 59 ▶ Students listen and note where the traveller is going, including the country and the names of the cities.

Answer

Canada – Toronto and Quebec (but not Vancouver)

7 59 ▶ Students listen and match.

Answers

1 c 2 a 3 b 4 d

8 Students study the words in bold.

Answers

The verb is in the *to* infinitive form.

We use it to explain why something happens.

» If students need more practice, go to **Practice file 11** on page 99 of the **Student's Book**.

- 9 This is quite a straightforward task to focus on structure. Students need to combine the *going to* form with the infinitive. Encourage them not only to use *I* as in the example, but to vary their answers with *he / she, we, they*.

Possible answers

- 2 We're going to do a course to learn a new computer program.
- 3 She's going to visit Delhi to see clients.
- 4 I'm going to ring Sashia to arrange a meeting.
- 5 He's coming to the office at the weekend to finish his report.

Watch out! Make sure that students are not led to believe that the infinitive of purpose only appears in combination with the *going to* form. It can appear with other verb forms. Note, for example, that the final answer in 9 will use the present continuous with the verb *come*, and the infinitive still appears here.

- 10 Students work alone and write their own sentences combining plans with the infinitive of purpose. They then tell their partner.

Alternative / Pre-work learners

Students don't only have to write about work-related plans for their companies. For example, they could describe plans for moving house, going on holiday, or taking a new course.

Practically speaking

Extra activity

As a fun quiz to lead in to the topic of money, write the following types of currency on the board.

Yen (Japan)
Renminbi (China)
Real (Brazil)
Krone (Denmark)
Tenge (Kazakhstan)
Rand (South Africa)
Dong (Vietnam)
Rupee (India)

Ask students to identify where (which country) they spend this currency.

- 1 60 ▶ Students listen to the conversations and match them to the three places.

Answers

Conversation 1: b Conversation 2: c Conversation 3: a

- 2 Students listen again and note down the amount of money each traveller pays or receives.

Answers

Conversation 1: 20 pounds (18 pounds plus a tip of 2 pounds)

Conversation 2: 58 euros (29 euros each)

Conversation 3: pays 500 dollars; receives 406 euros

- 3 60 ▶ Students listen to complete useful expressions for dealing with money when travelling.

Answers

1 much 3 by 5 rate
 2 change 4 change 6 total

- 4 The three pictures provide prompts for a conversation in different locations. Note that all three are exactly the same contexts as those in the audio. It may therefore be helpful for students to read through the conversations in *Audio script 60* and to note and underline any other expressions or questions they think might be helpful.

After students have practised their role-plays, ask some pairs to perform a conversation in front of the class.

Business communication

- 1/2 61** ▶ This task is slightly different from previous listening tasks as the pairs of students listen for different information. Student A focuses on the information for the hotel visitor and Student B listens to the information for the hotel receptionist. Then students share their information and listen again to check.

One-to-one

The student can listen twice. Firstly, for Student A's information and then for Student B's information.

Answers

Student A:

120 euros
breakfast
any time
at the airport

Student B:

She's missed her flight.
one night
Visa card number 6674 8596
8374 6374; expiry date 03/14

- 3** Students categorize the expressions according to who they think said them. You could play the audio again afterwards to check if necessary.

Answers

1 V	3 V	5 R	7 R
2 V	4 R	6 R	8 V

- 4** Students now take turns to role-play two different telephone calls between a customer booking a room and a hotel receptionist. Students will need to pay particular attention to spelling and giving details about price and credit cards.
- 5 62** ▶ This listening follows on from the context in the previous listening where Ms Chiang was booking her room. In this listening she checks in to the hotel and then telephones reception from her room with a few questions. Students listen and answer the questions.

Answers

1 501
2 between 5.00 and 10.00 a.m.
3 No, she doesn't.
4 a wake-up call at 6.00 a.m.; a taxi to the airport at 7.00 a.m.
5 Internet access and dinner

- 6 62** ▶ Students complete the sentences and then listen to check. With weaker classes, play the audio and students write as they listen.

Answers

1 reservation
2 credit card
3 room
4 breakfast
5 table
6 wake-up call
7 Internet access
8 room service

- » If students need more practice, go to **Practice file 11** on page 98 of the **Student's Book**.

- 7** This role-play is similar to the one in **4** between a customer and a hotel receptionist. However, this time the two students have a more authentic task with the receptionist having to work with fuller details about the hotel. They will need to read the text and scan quickly for the necessary information, just as they might do in a real context.
- 8** Students repeat the role-play in **7** but in different roles.

Feedback focus

The *Key expressions* that you want students to use in this section are often questions – both the customer and receptionist need information from each other – so listen in particular for correct formation of questions. Note that there are a variety of forms – *yes / no* questions such as *Can I / you ...?*, *Is / Are there ...?*, *Do you have ...?*, *Does that include ...?*, and then questions beginning with question words and asking for more information, such as *What time is ...?* You may need to help students out, as they could have problems with word order and structure once they start trying to use all of these forms freely. You may also wish to monitor the language the 'hotel receptionist' uses to respond politely to the *yes / no* questions, either confirming that they do have a particular service, or apologizing for something not being available.

- ② Refer students to the **Interactive Workbook Email and Phrasebank** sections for further study and to the **Exercises and Tests** for revision.

Case study

Background

Students read about a company which organizes all aspects of business travel, and then role-play a situation where they have to help organize a trip for a company called EuroStamp.

Discussion

- 1/2** These are reading comprehension questions so students can work alone.

Answers

- 1** Companies use Strand in order to get better prices for business trips.

Possible answers to 2

Advantages: Using a travel agent should save you time because the agent does the research for you, and they should also be able to find some good deals and offer some extras. If there is a special arrangement with the whole company for booking business travel, then the agent may offer some special discounts.

Disadvantages: You can't be sure the agent has found you the best price. There isn't the flexibility you have when looking yourself on the Internet and when you have a whole range of prices and times to choose from. It might also be more expensive as you pay fees to the agent.

Alternative

For pre-work students, ask how they normally book a holiday or travel.

Task

Ask students to read the requirements for the event in the notes. Ask a student to summarize what the hotel will need to provide.

Answer: Space for 30 people, accommodation for three days, a large meeting space for everyone and rooms for small group sessions, dining space for 30, and entertainment.

- 1** Students complete this first task in pairs. One of them works for the travel agent Strand and the other works for Hotel Supreme. The student working for Strand needs to fill in the information about Hotel Supreme, so that they can work together in the next task and compare three hotels. This task will review plenty of language from *Business communication*.
- 2** Students discuss and compare the features of each hotel and then choose a final venue. They need to make notes and list reasons for their choice as they will need these in **3**. Comparative forms, expressions for comparing, choosing the best option, and giving opinions from *Units 9 and 10* will all be useful to students here.

- 3** At the end, each pair presents their choice and gives reasons. Discuss everyone's choices as a class and try to agree on a final venue. Here students have a further opportunity to practise the *going to* form for the future, as they explain to staff what they are going to do and where they are going to stay.

One-to-one

Stages **1** and **2** of the *Task* can both be done as pair work, with you and the student working together. In stage **1**, your student can work for Strand, and ask you for the information on Hotel Supreme. For homework, the student could write an email to summarize reasons for the choice instead of doing **3**.

» Unit 11 Progress test and Speaking test, pages 92–93.

12 | Schedules

Unit content

By the end of this unit, students will be able to

- talk about schedules
- talk about recent past actions
- say when something happens
- say dates
- plan a schedule.

Context

The topic of *Schedules* affects most businesses. They all tend to experience times of the year when they are especially busy or perhaps quieter, and these periods will influence how companies plan their year and what they decide to do when. Many of your students will be involved in the kind of planning process that needs to take into account different seasons or months of the year, as well as issues such as staff availability, annual events, or deadlines set by customers or other departments or divisions.

When using English for the purpose of planning and scheduling, students are likely to need language for giving updates on what has or hasn't happened, discussing the plan, and then finally, summarizing what will happen next and when. Of course, schedules don't necessarily go to plan, in which case, students also need to be able to deal with changes in English and to revise dates and times.

In this unit, students are given plenty of practice with key vocabulary and expressions in the context of planning and scheduling. They are also introduced to the present perfect, which they'll find useful for giving updates.

In the final *Activity*, students play a game which recycles language from across the twelve units, and which gives the teacher the opportunity to note any areas of language where remedial work may still be required.

Starting point

Extra activity

Briefly review the days of the week and the months of the year, and find out if students know the seasons. Input any of this vocabulary if it's new to the class or if students need reminding.

Watch out! When teaching the seasons, note that some students may be more familiar with the American word *fall* rather than the British *autumn*.

Students can discuss the three questions as a class or in small groups.

Working with words

- 1 The students study the three graphs. To check they are reading properly, ask them what the X axis represents (the months of the year) and the Y axis represents (busy and quieter periods). Note that at this stage, students are only guessing which graph represents which kind of industry. They won't know the correct answers until completing 2. However, ask them to give reasons for their answers at this stage.
- 2 Students read the three texts for the first time in order to check their answers to 1.

Answers to 1

Graph A: selling houses

Graph B: delivering flowers

Graph C: trade fair industry

Then they can read the text again to answer questions 1–3.

Answers

- 1 Katrina and Jayne
- 2 You can't predict the market these days. For example, even Christmas can be busy.
- 3 public holidays, Valentine's Day, Mother's Day

Extension

As a follow-up, write the following questions on the board for discussion.

- Do you and your industry have a similar schedule every year? Can you predict it?
- Do you celebrate Valentine's Day or Mother's Day? What are some of the public holidays in your country? Do these affect your business?

- 3 Students create combinations with the words in the A/B lists by finding them in the text.

Answers

tight deadline annual leave busy schedule time off
busy period public holiday quiet period

- 4 Students complete the questions.

Answers

1 period, quiet 2 off, leave 3 tight 4 public

Extra activity

Before doing 5, students could sketch similar graphs to those in 1 illustrating their typical year / day with peaks and troughs. They can use these graphs in 5 to help them discuss questions 1, 2, and 3 with their partner.

- 5 After students have interviewed each other, they can tell the class what they found out from their partner. Note that questions 1–3 give students the opportunity to personalize the new vocabulary. In question 4, this will depend on the country, but if a public holiday falls at the weekend, workers may get an extra day off on a weekday (for example on the Monday that follows).
- 6 A quick read of the schedule will tell students that it belongs to Katrina Bieber in 2, and that she isn't busy all week because she's taking Friday off for a long weekend.
- 7 Students learn four more words / collocations by matching the definitions to words in the schedule.

Answers

1 long weekend 3 timetable
2 reminder 4 annual conference

Tip Refer students to the *Tip* about *remember* and *remind*. (This follows on from the introduction of the noun *reminder* in 7.) The two verbs can often be confused by learners. It may help to add that we *remember something* / *to do something* but we *remind somebody to do something*.

Pronunciation

At this stage, you could review the pronunciation of some of the key vocabulary introduced in this section. Tell students to close their books and then dictate the following words to the class. Students note the number of syllables in each one and underline the word stress:

holiday (3), *period* (3), *annual* (3), *schedule* (2), *quiet* (2), *deadline* (2), *timetable* (3), *reminder* (3), *remember* (3), *conference* (3).

» If students need more practice, go to **Practice file 12** on page 100 of the *Student's Book*.

- 8 Students work in pairs and talk about each of the points in the list. You could extend the task by asking students to note down the information about their partner. They then team up with another pair and report back on what they learnt about their partner's week, month, or year.

Pre-work learners

These learners can still comment on each point, but you could also ask them to say when they have busy periods for exams, or whether they have tight deadlines for handing in assignments.

You could also ask them if they know what the annual schedule is like (busy and quiet periods, annual events, holidays) in the industry they hope to work in.

Feedback focus

Note that in this exercise, students may cover similar ground to the initial *Starting point* discussion questions. However, at this point encourage them to go into more detail, and also check that they are now using the new key vocabulary they have learnt in this section.

- ① Refer students to the **Interactive Workbook Glossary** for further study.

Language at work

- 1 Give students a few minutes to read the information and email, and then answer the questions as a class.

Answers

1 high street shops in Western Europe
2 Pakistan, India and, this year, from Nepal
3 delivery of oil by 20th October (to produce soap for Valentine's Day)

- 2 Students look at the verbs in the present perfect. Note that some of your students may have come across the present perfect, so you can ask if anyone knows the name of the verb form, or you could tell students if they don't know.

Answers

1 a past action 2 the present

Watch out! If students ask what the difference between the present perfect and past simple is (because both refer to past actions), point out that we don't know when the past action happened with the present perfect. We also use it to show how a past action affects the present in some way. However, this distinction is dealt with in *Business Result Pre-Intermediate*, so avoid too much detail at this stage. The aim behind this section is to introduce the basic form and its use, to say what has or hasn't been done.

- 3 Students look at the verbs in the text again and complete the rules for the form.

Answers

1 has 2 hasn't 3 -ed

Watch out! Note that the rule in 3, question 3, only deals with the fact that the past participle for regular verbs has the same ending as regular verbs in the past simple (with -ed). Irregular past participle forms are introduced in 6.

Tip Refer students to the *Tip* about *yet*. As students read this tip, explain that if they see the word *yet*, then they should expect to see the present perfect.

- 4 Students work in pairs to complete this controlled practice. If necessary, they can write the sentences before saying them.

Answers

He's contacted the shipping firm.
He's emailed the producer.
He hasn't telephoned Greta (yet).
He hasn't arranged the next visit to the producers (yet).
He's updated the website with product details.

Extension

Ask students to write a similar list of what they have or haven't done this week. They then tell their partner using the present perfect.

Pronunciation

You may need to review or remind students of the contracted forms of *has* ('s) / *have* ('ve) and *hasn't* / *haven't* during 4 and the *Extension* activity.

- 5 63 ▶ Students listen to a call between Greta and Barati.

Answers

Yes, the delivery is going to be late (by a week).
Greta is going to change the schedule.

- 6 63 ▶ Students listen again and write the present perfect. Note that all the verbs are irregular, so students could check their answers afterwards by reading the *Audio script*. This will also allow them to check spelling.

Answers

1 've sent 4 's been
2 've had 5 Have, seen
3 Have, taken 6 Have, been

- 7 Students read the *Audio script* (or you could play the audio again and they listen for the short answers).

Answers

Yes, I have. No, I haven't.

- » If students need more practice, go to **Practice file 12** on page 101 of the **Student's Book**.

- 8 This is a similar task to 4 (and the *Extension* activity that was suggested). However, in this task, students produce the question form and reply with short answers, using the information in their *Files*.

Practically speaking

- 1 Throughout this unit, students will need to use prepositions with times, days, and dates, so this section helps with an area that students often find hard. This first exercise gets students to recognize the preposition in each sentence.

Answers

1 in 2 at 3 on 4 in 5 on 6 at

- 2 Students decide which preposition belongs with which column of phrases in the table. The sentences from 1 should help them to work this out.

Answers

1 on 2 in 3 at

- 3 Students share information about themselves. They can monitor each other for correct use of prepositions.

Business communication

The context here follows on from the *Language at work* section. If for some reason you missed this out, it shouldn't affect students' understanding of the material in this section. However, if you wish, you could get students to read the background information about the company Original Oils in 1 of *Language at work*, and *Audio script* 63 on page 127, before reading the context at the beginning of *Business communication*. Alternatively, you could summarize these for students.

Extra activity

Ask students to read the context and write the following questions on the board to check their understanding (answers shown in brackets):

- *Who is at the meeting?* (Greta, Soledad, and Martin)
- *What's the product?* (Palmarosa soap)
- *What are they discussing?* (the schedule)
- *What are Martin and Soledad responsible for?* (Martin deals with production; Soledad deals with sales.)

- 1 64 ▷ Students read the notes for the schedule and listen for dates.

Answers

- 1 Valentine's Day (14th February)
- 2 20th January
- 3 the 31st (of October)
- 4 the end of December
- 5 5th January

- 2 64 ▷ Students listen again in order to match the sentence halves. Alternatively, they could also try to match some of the sentences before listening.

Answers

- | | | | |
|-----|-----|-----|------|
| 1 h | 4 e | 7 c | 10 i |
| 2 k | 5 b | 8 g | 11 f |
| 3 a | 6 l | 9 d | 12 j |

- 3 Students categorize the sentences. For ease of checking after they've finished, tell students to mark their own answers by looking at the headings and lists in the *Key expressions* at the end of the section.

Answers

- | | |
|--------------|------------|
| 1 1h, 2k, 3a | 4 9d, 10i |
| 2 4e, 7c | 5 11f, 12j |
| 3 5b, 6l, 8g | |

- » If students need more practice, go to **Practice file 12** on page 100 of the **Student's Book**.

Extra activity

Before working on 4, you could ask the class to brainstorm what they think they might need to prepare if they are planning a company brochure. The following are possible suggestions.

- *find a printer*
- *get prices and details from all the departments*
- *find a photographer*

- 4 Students work in groups of three and simulate a similar meeting to that between Greta, Martin, and Soledad in audio 64 ▷. In their *Files*, Student A is in charge of the schedule and has the job of finding out information from Students B and C. Student A also needs to explain that the final deadline is 1st November. Working back from this date, the students need to decide on a schedule. One student should take detailed notes during the meeting so that they can present the final schedule in 5.

One-to-one

The student and you can be Student A and B, and then you both read the information for Student C in order to complete the task.

- 5 Students give their presentations and compare their schedules. It will be helpful if they can display their schedules visually – perhaps on large pieces of flip chart paper. With larger classes, pair up the groups and let them compare rather than presenting to the entire class.

Possible solution

Here is one possible solution that groups might present. Note that this takes into account Student B's and Student C's annual leave.

1st July to 14th August – get all the information (about 6 weeks)

14th August to 14th September – design brochure (Student B hands the text over to designers; Student C in contact with designers while Student B on annual leave)

14th September to 5th October – printing (finish before Student C's annual leave)

18th October – start sending brochures (once Student C is back from annual leave)

1st November – all clients have received brochures

Feedback focus

During exercises 4 and 5 you will need to give feedback on the *Key expressions* for discussing schedules, but you could also comment on the presentations in 5 as this is the final unit. If you think students will need more help with their presentations, provide some useful language, or see how they do in the task in 5 and then provide any expressions which might help in the future. For example:

We propose that ...

First of all / Next, ...

In addition, ...

The reason is that ...

And finally, ...

- 6 Students work on their own and choose a task from the list or something relating to their job. They then map the stages for the task with scheduled times and dates. Students might want more time to think about this and even to design the schedule on their computers. In this case, you could set the exercise for homework and then they can produce a timetable or chart for the next lesson and present it.

- ① Refer students to the **Interactive Workbook Email and Phrasebank** sections for further study and to the **Exercises and Tests** for revision.

Activity

Students read the instructions together and then you could check they've understood. They can play in pairs or groups of three. If students work in groups of three, then one student can monitor for correct language during any of the role-play activities on the yellow squares.

Feedback focus

Avoid any direct involvement with the game and encourage students to try correcting each other or to give feedback. Monitor conversations and make notes on any recurring mistakes. Note that the game draws language from the whole book and not just from this unit, so if pairs / groups can't remember some key language, tell them to look back through the book and find it before you provide any answers.

One-to-one

As this is the final activity in the book, the game is a useful test of the student's progress. You could ignore the game aspect and simply work through the task on each square with your student in order to evaluate what they need to work on next with recommendations for further study.

1 | Progress test

Working with words

Complete the table with countries and nationalities.

Country	Nationality
India	Indian
Japan	1 _____
2 _____	Italian
Brazil	3 _____
4 _____	Polish
South Africa	5 _____

Complete the two conversations with words from the list.

team Chief marketing personal human

Conversation 1:

- A What's your job?
 B I'm the ⁶ _____ director for a small online company.
 What about you?
 A I'm a ⁷ _____ resources manager and this is Nigel. He's
 a ⁸ _____ leader in our design department.

Conversation 2:

- A Who's that?
 B That's Sheila McFee. She's our ⁹ _____ Executive
 Officer. It's her company and I'm her ¹⁰ _____
 assistant.

Language at work

Complete this interview with the correct form of the verb *be*.

- A Hello, my name ¹¹ _____ Ali Kishan and I ¹² _____
 the Managing Director of Kishan Foods.
 B Good morning, Mr Kishan. Where ¹³ _____ your
 company exactly?
 A We ¹⁴ _____ in England
 B ¹⁵ _____ you also in other countries?
 A No, we ¹⁶ _____.
 B But you ¹⁷ _____ English. Where ¹⁸ _____ you
 from?
 A I ¹⁹ _____ from India but my wife ²⁰ _____ from
 the UK.

Underline the correct answer from the words in *italics*.

- 21 *Our* / *We* customers are in Asia and South America.
 22 *They* / *Their* company is Polish.
 23 Are *you* / *your* Spanish?
 24 Where is *he* / *his* company based?
 25 That's Brigit. *She's* / *Her's* a colleague and a friend.

Business communication

Match 26–30 to a–e.

- 26 It's good ... ____
 27 How do ... ____
 28 Pleased to ... ____
 29 Have a ... ____
 30 See you ... ____
 a meet you.
 b soon.
 c to see you again.
 d good journey.
 e you do, Anna?

Result _____ / 30 marks

Speaking test

Role cards

Copy this page and cut out the role cards for the students. Then use the *Speaking test results* form to evaluate each student's performance. You can then cut out the results and give them to the students.

Cut along this line

Student A

Meet someone at a conference for the first time.

- say hello
- introduce yourself
- say where you are from (country)
- ask the other person to spell their name and spell your name
- ask the name of the other person's company and say the name of your company.

Student B

Meet someone at a conference for the first time.

- say hello
- introduce yourself
- say where you are from (country)
- ask the other person to spell their name and spell your name
- ask the name of the other person's company and say the name of your company.

Cut along this line

Speaking test results

Use these forms to evaluate the students.

Cut along this line

Student A

Can the student ...	Didn't do this (0 points)	Yes, but with some mistakes (1 point)	Yes, did this very well (2 points)
say hello			
introduce him/ herself			
say where he / she is from			
ask the other person to spell his / her name and spell his / her own name			
ask the name of the other person's company and say his / her own company name			

Result _____ / 10 marks

Student B

Can the student ...	Didn't do this (0 points)	Yes, but with some mistakes (1 point)	Yes, did this very well (2 points)
say hello			
introduce him/ herself			
say where he / she is from			
ask the other person to spell his / her name and spell his / her own name			
ask the name of the other person's company and say his / her own company name			

Result _____ / 10 marks

Cut along this line

2 | Progress test

Working with words

Match the company types in the list to the groups of companies 1–4.

pharmaceuticals automobile
financial services electronics

- 1 HSBC, Credit Suisse, Wells Fargo _____
- 2 AstraZeneca, Pfizer, Bayer _____
- 3 Philips, Sony, Panasonic _____
- 4 Tata Motors, Toyota, Fiat _____

Complete this presentation with verbs from the list.

export develop work provide 'm
produce employ

I'm from Spain but I ⁵ _____ for a French company. We ⁶ _____ computer equipment and software. We also ⁷ _____ training with the products for our customers. We ⁸ _____ over five hundred people and we ⁹ _____ to ten different countries including Russia and Brazil. I ¹⁰ _____ a research technician and I ¹¹ _____ new products.

Language at work

Add -s, -es, or no letters (-) to the words in sentences 12–20.

- 12 The company develop_____ products for hospitals.
- 13 Do_____ you import films?
- 14 She provide_____ meals to schools.
- 15 David work_____ for a company in Sweden.
- 16 We have_____ three suppliers.
- 17 Does it sell_____ electronics?
- 18 The shops don't buy_____ all their packaging from us.
- 19 Do_____ the company deliver within 24 hours?
- 20 Yes, it do_____.

Business communication

Complete this conversation with the missing words.

- 21 Can I b_____ a room for two, please?
- 22 A Can you s_____ that?
B Sure. It's hotel A-R-N-O.
- 23 A Can you send me the prices?
B Yes, of c_____.
- 24 A Can I have item AD11T?
B I'm s_____ but it isn't in stock at the moment.
- 25 A Do you have a set menu for large groups?
B Yes, we d_____.
- 26 Can you c_____ the booking by email?
- 27 Sorry, can you s_____ more slowly?
- 28 Can you g_____ me your name again, please?
- 29 Can I o_____ some mobile phones, please?
- 30 A Can you say that again?
B S_____. It's H-O-R-I.

Result _____ / 30 marks

Speaking test

Role cards

This Speaking test has only one role because each student has to give an individual presentation. Copy this page and cut out the role card for the student. Then use the *Speaking test results* form to evaluate the student's performance. You can then cut out the results and give them to the student.

Note: Pre-work learners can prepare a presentation about a company they are familiar with.

Cut along this line

Prepare a presentation about you and your company.

Include the following information:

- your name and your country
- the name of your company and area of business
- your products or services
- number of employees
- countries or companies you sell and export to.

Give your presentation to your teacher.

Cut along this line

Speaking test results

Use this form to evaluate the student.

Cut along this line

Can the student ...	Didn't do this (0 points)	Yes, but with some mistakes (1 point)	Yes, did this very well (2 points)
say his / her name and country			
say the name of his / her company and area of business			
state his / her company's products or services			
state number of employees			
talk about countries or companies they sell and export to			

Result _____ / 10 marks

Cut along this line

3 | Progress test

Working with words

Which continent or world region are these countries in?

- 1 Hungary, Sweden _____
- 2 Nigeria, Botswana _____
- 3 Ecuador, Argentina _____
- 4 Saudi Arabia, Oman _____
- 5 Malaysia, New Zealand _____

Match sentences from a telephone caller (6–10) to the workplace he / she calls (a–e).

- | | |
|---|-----------------------|
| 6 'Can I speak to the Warehouse Manager about our delivery, please?' _____ | a Sales Office |
| 7 'Is Mike there? He works in Research and Development.' _____ | b Factory |
| 8 'Hello, can I have a price for item R-33, please?' _____ | c Head Office |
| 9 'Hello, I have the new parts for Production. Do you need them today?' _____ | d Technical Centre |
| 10 'Could I leave a message for the Head of Administration?' _____ | e Distribution Centre |

Language at work

Complete these three conversations with words from the list.

any Are there there's Is there there are
there isn't a some an there aren't

Conversation 1:

- A ¹¹_____ a Thai restaurant in the city centre?
B Yes, that's right. The Blue Boat.
A Is it good?
B Yes, not bad. There are ¹²_____ nice fish dishes.
But there aren't ¹³_____ parking spaces in the centre. So take the bus.

Conversation 2:

- A Can I help you?
B Yes, is there ¹⁴_____ coffee machine here?
A Yes, ¹⁵_____ two actually. There's one in the canteen and there's another in the factory.
B ¹⁶_____ any in this building?
A No, ¹⁷_____. Sorry!

Conversation 3:

- A Hello, is there ¹⁸_____ Internet cafe near this hotel?
B No, ¹⁹_____. But take the 32 bus to the centre – ²⁰_____ a bus stop at the end of this road.

Business communication

Complete this telephone conversation with the missing words.

- A Hello, the Dubai Grand Hotel. Can I ²¹h_____ you?
B Yes, could I ²²s_____ to the manager, please?
A I'm sorry but he isn't ²³a_____ at the moment. Can I ²⁴t_____ a message?
B Thanks. It's Danuta Norvig. Can he call me ²⁵b_____ as soon as possible? My ²⁶n_____ is oh seven eight eight, three five four, three seven eight two.
A So ²⁷t_____ 's Danuta Norvid on oh seven eight, three five four, three seven eight two. Is that ²⁸r_____?
B No, it's zero seven ²⁹d_____ eight.
A OK. I'll ³⁰g_____ him your message.
B Thanks for your help.
A You're welcome.

Result _____ / 30 marks

Speaking test

Role cards

Copy this page and cut out the role cards for the students. Students should do both role-plays. Then use the *Speaking test results* form to evaluate each student's performance. You can then cut out the results and give them to the students.

Cut along this line

Student A

- 1 Telephone Maston Retail and leave a message. Remember to start and end the call correctly:
 - you want to speak to Ms Harper
 - leave your real name and telephone number and ask Ms Harper to call you back as soon as possible.
- 2 You work for Expos Conference Centre. Answer Student B's phone call. The Conference Manager isn't here this morning. Ask Student B to spell his / her name and leave a contact number. Take a message.

Student B

- 1 You work for Maston Retail. Answer Student A's phone call. Ms Harper isn't in the office today. Ask Student A to spell his / her name and leave a contact number. Take a message.
- 2 Telephone Expos Conference Centre and leave a message. Remember to start and end the call correctly:
 - you want to speak to the Conference Manager
 - leave your real name and telephone number and ask the Conference Manager to call you back as soon as possible.

Cut along this line

Speaking test results

Use these forms to evaluate the students.

Cut along this line

Student A

Can the student ...	Didn't do this (0 points)	Yes, but with some mistakes (1 point)	Yes, did this very well (2 points)
start the call			
ask to speak to someone			
leave a message			
take a message			
end the call			

Result _____ / 10 marks

Student B

Can the student ...	Didn't do this (0 points)	Yes, but with some mistakes (1 point)	Yes, did this very well (2 points)
start the call			
ask to speak to someone			
leave a message			
take a message			
end the call			

Result _____ / 10 marks

Cut along this line

4 | Progress test

Working with words

Match 1–10 to definitions a–j.

- | | |
|-----------------------|--|
| 1 ticket machine ____ | a You call people on this. |
| 2 mobile phone ____ | b You enter this with your username. |
| 3 put in ____ | c You buy your tickets from this. |
| 4 Internet ____ | d You do this with your money at the coffee machine. |
| 5 laptop ____ | e You do this when you finish work on your computer. |
| 6 button ____ | f You press this. |
| 7 start menu ____ | g You work on this when you travel for business. |
| 8 switch off ____ | h You copy documents on this. |
| 9 password ____ | i You can search for information on this. |
| 10 photocopier ____ | j You click on this to select a computer program. |

Language at work

Tick (✓) the correct sentences and change the incorrect sentences.

Example:

We work 8 hours always a day. ✗

We always work 8 hours a day.

- 11 They're always late for work. ____
- 12 We work on sometimes Saturdays. ____
- 13 She takes a lunch break never. ____
- 14 Do you often take a sick day? ____
- 15 I finish rarely on time. ____
- 16 Is he usually at the warehouse in the afternoon? ____

Complete these conversations with the missing question words.

- 17 A ____ do you work for?
B Microsoft.

- 18 A ____ does your company produce?
B We don't produce anything. We provide financial services.
- 19 A ____ do you work?
B In Lyon in France.
- 20 A ____ do you have meetings with your boss?
B Never.
- 21 A ____ do you travel to work?
B By bus.
- 22 A ____ do you start work?
B At nine o'clock.
- 23 A ____ do you work at home?
B Because I write computer software. I don't have to work in an office.

Business communication

Replace 24–30 in the conversation with a–g, so that the meaning stays the same. Write the letters next to the numbers.

- | | |
|---------|-----------------------|
| 24 ____ | a Do you want a hand |
| 25 ____ | b help me |
| 26 ____ | c Insert |
| 27 ____ | d Next |
| 28 ____ | e Yes, of course. |
| 29 ____ | f That would be good. |
| 30 ____ | g I'm trying |

- A Hi, can you ²⁴give me a hand?
- B ²⁵Sure. What's the problem?
- A Well, how do I buy a ticket from this machine?
- B First of all, touch the screen. ²⁶Then, press the ticket. Do you want me to press the next train?
- B ²⁷Yes, please. And also ²⁸I don't know how to pay with my credit card.
- B ²⁹Put in the card here. And finally, take your ticket.
- A Thanks a lot.
- B ³⁰Can I help you with your luggage?
- A No, it's OK. I can carry it.

Result ____ / 30 marks

Speaking test

Role cards

Copy this page and cut out the role cards for the students. Students should do both role-plays. Then use the *Speaking test results form* to evaluate each student's performance. You can then cut out the results and give them to the students.

Cut along this line

Student A

- It's your coffee break. You see a visitor at the coffee machine in your company:
 - offer help
 - explain how to get a cup of coffee (*put money in, press button, etc.*)
 - ask the visitor who he / she works for
 - ask another question about his / her company
 - ask how often the person visits your company.
- You are at a conference in Germany. You want to buy a ticket for the bus to the city centre. You don't understand the ticket machine. Respond to Student B's offer and answer his / her questions.

Student B

- You are a visitor at a company. You want a cup of coffee but you don't understand the coffee machine. Respond to Student A's offer and answer his / her questions.
- You are at a conference in Germany. You want to buy a ticket for the bus to the city centre. Another person at the conference doesn't know how to use the ticket machine:
 - offer help
 - explain how to buy a ticket (*press button, put in credit card, etc.*)
 - ask the visitor who he / she works for
 - ask another question about his / her company
 - ask how often the person visits Germany.

Cut along this line

Speaking test results

Use these forms to evaluate the students.

Cut along this line

Student A

Can the student ...	Didn't do this (0 points)	Yes, but with some mistakes (1 point)	Yes, did this very well (2 points)
offer help			
explain how a machine works			
ask a visitor who he / she works for			
ask another question about the visitor's company			
ask how often the person visits			

Result _____ / 10 marks

Student B

Can the student ...	Didn't do this (0 points)	Yes, but with some mistakes (1 point)	Yes, did this very well (2 points)
offer help			
explain how a machine works			
ask a visitor who he / she works for			
ask another question about the visitor's company			
ask how often the person visits			

Result _____ / 10 marks

Cut along this line

5 | Progress test

Working with words

Complete these sentences with words from the list.

CV copy business card note order receipt

- 1 Nice to meet you. Here's my _____.
- 2 That's two dollars ninety nine. Do you want a _____?
- 3 To apply for the job, please send your _____.
- 4 A I'd like five printers and twenty boxes of discs.
B Sure. Can you fill in an _____ form, please?
- 5 Can you send a hard _____ of the invoice in the post, please?
- 6 Did the driver leave a delivery _____ with this package?

Underline the correct verb in *italics*.

- 7 I'll *attach* / *open* the form to an email.
- 8 Did you *save* / *receive* my letter last week? I posted it on Tuesday I think.
- 9 *Open* / *Print* the folder marked KEYdoc_1. The document is in there.
- 10 Can you *receive* / *send* me another copy of the invoice? I can't find it.
- 11 Can you *forward* / *open* the document to me with your email?
- 12 I'll *print* / *place* these photographs of the office party so everyone can look at them.

Language at work

Complete this conversation with the past simple form of the verbs in brackets.

- A Hi! Where ¹³ _____ (be) you this morning?
- B At the meeting with Mark and Barbara. Why ¹⁴ _____ (not / be) you there?
- A Oh no! I ¹⁵ _____ (not / remember), I'm really sorry. What ¹⁶ _____ (you / say) to them?
- B I ¹⁷ _____ (apologize) for you and they ¹⁸ _____ (be) fine about it. Anyway, we

¹⁹ _____ (decide) to book the Century Hotel for the conference in October.

- A ²⁰ _____ (you / call) the hotel? They are often very busy in October.
- B No, I ²¹ _____ (not / do).
- A I'll do it.
- B Thanks. Who ²² _____ (Mark and Barbara / want) to give the main presentation?
- A We ²³ _____ (not / have) time to discuss that. I'll call them tomorrow about that.

Business communication

Put the words in *italics* in the right order to complete these sentences.

- 24 I'll *as* / *know* / *can* / *let* / *soon* / *you* / *as* / *I*

- 25 There *some* / *with* / *problems* / *your* / *order* / *are*

- 26 We *to* / *documents* / *send* / *the* / *need*

- 27 We *some* / *'ve* / *problems* / *got*

- 28 We *that* / *but* / *did* / *didn't* / *work* / *it*

- 29 That *great* / *be* / *would*

- 30 Thanks *for* / *help* / *a* / *your* / *lot*

Result _____ / 30 marks

Speaking test

Role cards

Copy this page and cut out the role cards for the students. Students should do both role-plays. Then use the *Speaking test results* form to evaluate each student's performance. You can then cut out the results and give them to the students.

Cut along this line

Student A

- 1 Your manager (Student B) is out of the office. You have a 'to do' list. Your manager telephones you about the list. See your notes in brackets:
 - call Ms J Walters about her visit (✓ visit on Thursday 9th)
 - confirm her time of arrival (✓ 10 o'clock)
 - book the hotel for Ms Walters (* you didn't remember – apologize and promise to book it).
- 2 You are out of the office. Your colleague (Student B) has a 'to do' list. Telephone and check what your colleague did:
 - book the conference centre?
 - email information to people about the conference?
 - invite main speaker, Beatrice Keenoy?

Student B

- 1 You are out of the office. Your assistant (Student A) has a 'to do' list. Telephone and check what your assistant did:
 - call Ms Walters about her visit?
 - confirm her time of arrival?
 - book the hotel for Ms Walters?
- 2 Your colleague (Student A) is out of the office. You have a 'to do' list. Your colleague telephones you about the list. See your notes in brackets:
 - book the conference centre (✓ conference on 16th–18th September)
 - email information to people about the conference (✓ 120 people)
 - invite main speaker, Beatrice Keenoy (* you didn't have time yesterday – apologize and promise to call today).

Cut along this line

Speaking test results

Use these forms to evaluate the students.

Cut along this line

Student A

Can the student ...	Didn't do this (0 points)	Yes, but with some mistakes (1 point)	Yes, did this very well (2 points)
start and end the call			
say what he / she did do			
say what he / she didn't do			
apologize			
promise action			

Result _____ / 10 marks

Student B

Can the student ...	Didn't do this (0 points)	Yes, but with some mistakes (1 point)	Yes, did this very well (2 points)
start and end the call			
say what he / she did do			
say what he / she didn't do			
apologize			
promise action			

Result _____ / 10 marks

Cut along this line

6 | Progress test

Working with words

Complete this text about eating out in someone's country with words from the list.

order fish tip coffee bill

When a visitor comes to my part of the country, we normally go to a traditional restaurant. We eat a lot of ¹ here, so visitors usually ² a local dish to try. At the end of the meal it's normal to have a ³. Of course, the host always pays the ⁴ and it's normal to leave a ⁵. About 10% is right, but only if the service was good!

Complete these sentences with the correct word, a, b, or c.

- 6 _____ you ready to order?
a Do b Would c Are
- 7 _____ have the chicken salad, please.
a I b I'll c I'd
- 8 A: _____ you like sushi?
B: Yes, it's OK.
a Do b Would c Could
- 9 _____ I have the bill, please?
a Could b Would c Do

Match 10–13 to a–d to make sentences.

- 10 Could we have two ... _____ a cups of coffee, please?
- 11 We'd like some ... _____ b apple, please.
- 12 I'll have an ... _____ c sandwiches.
- 13 Would you like a ... _____ d drink?

Language at work

Complete these sentences with the past simple form of verbs from the list. Note that some answers need the question form.

fly take come join be go leave meet become

- 14 I _____ my home in Rome at three o'clock yesterday.
- 15 _____ you _____ here last night? That's right. We arrived at midnight.
- 16 We _____ by plane from London to Moscow.

- 17 Ronan and I _____ at the conference last week.
- 18 They _____ a taxi from the station.
- 19 He _____ the Managing Director of the company in 2004.
- 20 _____ you here for the main presentation? Yes, it was interesting.
- 21 After the conference, we _____ to a party but it was really boring.
- 22 When _____ you _____ your current company?

Business communication

Complete this conversation with expressions from the list.

Can I get you something? Please take a seat.
Can I join you? Please excuse me. See you later.
That's right. What do you think of it? Is this your first time?

- A ²³ _____
- B Yes, of course. ²⁴ _____
- A Thanks. I hear you work for United Care Insurance.
- B ²⁵ _____ Do you know someone there?
- A I worked for them about five years ago.
- B How interesting.
- A Then I left and became a sales manager at Cover Shield. ²⁶ _____
- B No, thanks. I'm fine.
- A ²⁷ _____ at this conference?
- B Yes, it is.
- A ²⁸ _____
- B It's good. Today was interesting. I'm sorry but I have to go now. ²⁹ _____
- A Sure. Nice talking to you.
- B Yes, and you. ³⁰ _____

Result _____ / 30 marks

Speaking test

Role cards

Copy this page and cut out the role cards for the students. Students should do both role-plays. Then use the *Speaking Test results* forms to evaluate each student's performance. You can then cut out the results and give them to the students.

Cut along this line

Student A

- You are in the bar at a trade fair. The person next to you works for an important client:
 - start a conversation
 - ask about the trade fair
 - ask about his / her hotel
 - offer a drink
 - end the conversation.
- You are a visitor in reception. Someone comes to talk to you:
 - introduce yourself and say you are here to see Nigel Marsh
 - respond 'yes' to the offer
 - say you had a good journey
 - answer a question about your company
 - you arrive at the office; say goodbye.

Student B

- You are in the bar at a trade fair. The person next to you starts a conversation with you:
 - respond
 - say what you think about the trade fair
 - describe your hotel
 - you don't have time for another drink; say goodbye.
- You see a visitor in reception at your company and you go to talk to him / her:
 - ask if the visitor needs help
 - offer to take the visitor to Nigel Marsh's office
 - ask about his / her journey
 - ask about his / her company
 - you arrive at the office; end the conversation.

Cut along this line

Speaking test results

Use these forms to evaluate the students.

Cut along this line

Student A

Can the student ...	Didn't do this (0 points)	Yes, but with some mistakes (1 point)	Yes, did this very well (2 points)
start a conversation			
ask and respond to questions about an event / hotel / journey / person's company			
offer something			
respond to an offer			
end the conversation			

Result _____ / 10 marks

Student B

Can the student ...	Didn't do this (0 points)	Yes, but with some mistakes (1 point)	Yes, did this very well (2 points)
start a conversation			
ask and respond to questions about an event / hotel / journey / person's company			
offer something			
respond to an offer			
end the conversation			

Result _____ / 10 marks

Cut along this line

7 | Progress test

Working with words

Complete these sentences with words from the list.

develop charge check responsible plan deal

- 1 Sorry, can you _____ with this? I don't have time.
- 2 In R & D we _____ new ideas from the planning stage through to testing for production.
- 3 How many people are you in _____ of?
- 4 I'm not sure if this is correct. Can you _____ it for me?
- 5 I'm the Finance Director so I'm _____ for all the money coming in and out.
- 6 We _____ to launch this product at the beginning of next year.

Underline the correct department in *italics*.

- 7 *Logistics* / *IT* manages computer systems in the company.
- 8 I work in *HR* / *R&D* so a lot of my work is about finding new staff.
- 9 Can you call *Production* / *Finance* and ask if the new machinery is ready for the factory?
- 10 My order was late so I called *Customer Services* / *Marketing*.

Language at work

Match 11–19 to a–i to make sentences.

- | | |
|---|---|
| 11 The MD's office is between ... | a front of the car park. |
| 12 Is your office next ... | b stairs, and the toilets are there. |
| 13 The factory is in ... | c below my office. |
| 14 Walk up these ... | d along this road to the end and turn right. |
| 15 Drive ... | e the third floor. |
| 16 Take the lift, the cafeteria is on ... | f the coffee lounge – the meeting room is at the end of the corridor. |

- | | |
|--|--|
| 17 You need to go past ... | g to the reception area? |
| 18 Take the lift down one floor, the coffee machine is ... | h left and then look for the sign to the car park. |
| 19 Turn ... | i the Finance Director's office and the conference room – it's easy to find. |

Business communication

Complete these three conversations with expressions a–k.

- | | |
|-------------------------|--------------------|
| a can you sign | g in charge of |
| b right down | h Would you like |
| c I have an appointment | i Let me introduce |
| d show you round | j that's |
| e This is your | k Nice to see you |
| f please take a | |

Conversation 1:

- Rafael Good morning. ²⁰_____ with Natasha Grant.
- Receptionist Certainly, ²¹_____ here, please?
- Rafael Sure.
- Receptionist ²²_____ visitor's pass. Now, ²³_____ seat. Ms Grant will be ²⁴_____.

Conversation 2:

- Natasha Hello Rafael.
- Rafael Hi Natasha. ²⁵_____ again.
- Natasha Nice to see you too. ²⁶_____ a coffee first?
- Rafael Actually, I'm fine.
- Natasha OK. Let me ²⁷_____ first.
- Rafael Great.

Conversation 3:

- Natasha So, this is Design and ²⁸_____ the area for programming.
- Rafael How many people work on it?
- Natasha About ten full-time staff. And we have about ten freelancers at the moment. ²⁹_____ you to Bryan. He's ³⁰_____ our IT section...

Result _____ / 30 marks

Speaking test

Role card

This *Speaking test* has only one role card because each student has to give an individual presentation. Copy this page and cut out the role card for each student. Then use the *Speaking test results* form to evaluate each student's performance. You can then cut out the results and give them to the students.

Note: Pre-work learners can prepare a presentation about an imaginary job – one they would like to do in the future, for example. Alternatively, they could spend some time interviewing someone they know who works for a company. They can then give a presentation about that person and their company.

Cut along this line

Prepare a presentation about your job and the departments where you work.

You can use visual aids if you wish. The time limit is five minutes. Your presentation has five parts:

- introduce yourself, give your job title, and the department you work in
- explain what your department does, and what you do in your job (responsibilities, etc.)
- explain where your office is from the company entrance
- present the other departments in your place of work (branch or company)
- explain what each department is responsible for.

Give your presentation to your teacher.

Cut along this line

Speaking test results

Use this form to evaluate the student.

Cut along this line

Can the student ...	Didn't do this (0 points)	Yes, but with some mistakes (1 point)	Yes, did this very well (2 points)
introduce him/ herself and give his / her job title and department			
explain what the department does, and what he / she does			
describe where the office is / give directions from the company entrance			
present the other departments			
explain what the other departments are responsible for			

Result _____ / 10 marks

Cut along this line

8 | Progress test

Working with words

Complete these words with the missing letters.

- 1 She's so ____ n ____ r ____ e ____ i _____. When does she take a break?
- 2 We need an ____ m ____ g ____ n ____ t ____ v ____ and creative person for this job.
- 3 Mike is very p ____ a ____ t ____ c ____ l and can deal with any problem.
- 4 Details in R&D are important so our staff are very c ____ r ____ f ____ l.
- 5 I like Michelle in HR. She's f ____ i ____ n ____ l ____ and easy to talk to.
- 6 You need to be f ____ c ____ se ____ on your job in the factory with all the dangerous machinery.
- 7 Jim left school and joined the company. He's very e ____ p ____ r ____ e ____ c ____ d in every part of the production process.

Put these words in the right order to make sentences.

- 8 good / at / managing / I'm / people

- 9 have / in / diploma / I / a / Economics

- 10 sales / has / of / experience / a / she / in / lot

- 11 very / at / isn't / he / checking / good

- 12 have / qualifications / business / they / don't / any / in

Language at work

Complete this conversation with the present continuous form of the verbs in brackets.

- A You're busy. What ¹³ _____ (you / work) on?
 B My company ¹⁴ _____ (build) a new tower in the centre of London.

- A Really? So, ¹⁵ _____ (they / employ) more people for the contract?
 B No, they ¹⁶ _____ (not / be). But we ¹⁷ _____ (interview) more people to work on another project in Germany at the moment. Why ¹⁸ _____ (you / ask)? ¹⁹ _____ (you / leaving) your current employer?
 A Yes, I am. I ²⁰ _____ (currently / finish) one more contract with them but I ²¹ _____ (not / do) anything after that. I want a change.
 B O.K. We ²² _____ (have) a meeting today about it. I'll tell my boss that you ²³ _____ (look) for a job.
 A Thanks a lot!

Business communication

Replace 24–30 in the conversation with a–g, so that the meaning stays the same. Write the letters next to the numbers.

- | | |
|----------|-------------------|
| 24 _____ | a Are you free |
| 25 _____ | b We need to meet |
| 26 _____ | c twelve o'clock |
| 27 _____ | d is fine |
| 28 _____ | e I'm busy |
| 29 _____ | f good |
| 30 _____ | g When |

- A Hello. ²⁴ *I'd like to meet* about the interviews.
 B Sure. Is tomorrow ²⁵ *OK* for you?
 A Yes. ²⁶ *What time* are you free?
 A ²⁷ *Can we meet* at ²⁸ *midday*?
 B Sorry, ²⁹ *I can't meet* then but the morning ³⁰ *is good*.
 A OK. Is nine forty-five OK?
 B Yes. See you then.

Result _____ / 30 marks

Speaking test

Role cards

Copy this page and cut out the role cards for the students. Students should do both role-plays. Then use the *Speaking test results* form to evaluate each student's performance. You can then cut out the results and give them to the students.

Cut along this line

Student A

- You want to arrange a meeting with your colleague (Student B) to talk about the candidates for a job:
 - ask to meet and explain why, and ask to meet on Friday
 - ask to meet at 2.30pm
 - say you aren't free at 11am, but you're free at 4.45pm
 - agree on the time and day.
- Your supplier (Student B) asks to arrange a meeting to talk about his / her new product:
 - say Monday is OK
 - say you aren't free at 9.30pm, but say you're free at 12.00
 - say you're free at 2.45pm
 - agree on the time and day.

Student B

- Your colleague (Student A) asks to arrange a meeting to talk about the candidates for a job:
 - say Friday is OK
 - say you aren't free at 2.30pm, but you're free at 11am
 - say you're free at 4.45pm
 - agree on the time and day.
- You want to arrange a meeting with a client (Student A) to talk about your new product:
 - ask to meet and explain why, and ask to meet on Monday
 - ask to meet at 9.30pm
 - say you aren't free at 12.00, but you're free at 2.45pm
 - agree on the time and day.

Cut along this line

Speaking test results

Use these forms to evaluate the students.

Cut along this line

Student A

Can the student ...	Didn't do this (0 points)	Yes, but with some mistakes (1 point)	Yes, did this very well (2 points)
ask to meet			
ask about days / times			
say he / she isn't free			
say when he / she is free			
agree on a date / time			

Result _____ / 10 marks

Student B

Can the student ...	Didn't do this (0 points)	Yes, but with some mistakes (1 point)	Yes, did this very well (2 points)
ask to meet			
ask about days / times			
say he / she isn't free			
say when he / she is free			
agree on a date / time			

Result _____ / 10 marks

Cut along this line

Working with words

Match the words from the list to the comments by customers 1–5.

service choice technology price location

- 1 'They are similar. I paid about the same at both shops.' _____
- 2 'This hotel is great. If you want something, they bring it to your room immediately.' _____
- 3 'It's easy to get there by car and there's lots of parking.' _____
- 4 'There are so many different brands on the shelves. I never know which one to buy!' _____
- 5 'The only problem is that after a year it's out-of-date and you have to buy a newer version.' _____

Match 6–12 to a–g to make sentences.

- 6 We offer our customers a wide ... _____
 - 7 This is the most up-to-date ... _____
 - 8 Our new headquarters are in a really good ... _____
 - 9 The staff here aren't very ... _____
 - 10 I'd like a fast ... _____
 - 11 It's a high ... _____
 - 12 Your new prices are ... _____
- a piece of technology on the market.
 b delivery time, please.
 c range of products.
 d high. Can you explain why?
 e friendly, are they?
 f quality car at a low price.
 g location.

Language at work

Complete these conversations with the comparative form of the adjectives in brackets.

Conversation 1

- A Can I have a ¹³ _____ (good) price, please?
 B Well, we can offer you a ¹⁴ _____ (low) price on the discs.
 A What about the printers? They are ¹⁵ _____ (expensive) than your competitor's down the road.
 B I'm afraid I can't give you a discount on the printers. The quality of these is ¹⁶ _____ (high) than any others on the market.

Conversation 2

- A I order all my books on the Internet now. It's ¹⁷ _____ (easy) than going to the shop.
 B But the service is ¹⁸ _____ (bad) if you buy online. It's ¹⁹ _____ (difficult) to speak to somebody if you have a problem.
 A That's true, but the Internet offers a ²⁰ _____ (up-to-date) service. Also, you have a ²¹ _____ (wide) selection with a website and the books are usually ²² _____ (cheap).

Business communication

Complete these sentences with the missing words.

- 23 These are the same price so what's the d _____?
 24 The prices in the two shops are s _____ but the quality is different.
 25 Did you receive the two quotes? How do they c _____?
 26 The a _____ of English lessons online is that you can study any time.
 27 The d _____ of English lessons online is that you don't meet your teacher.
 28 Their quote is lower. Let's c _____ them.
 29 This o _____ better than that one.
 30 I think I p _____ this hotel. It's bigger.

Result _____ / 30 marks

Speaking test

Role cards

Copy this page and cut out the role cards for the students. Then use the *Speaking test results* form to evaluate each student's performance. You can then cut out the results and give them to the students.

Cut along this line

Student A

You and your partner want to hire a catering company for your company's annual summer party.

You both have information on different companies. A colleague recommended this company to you:

Business Buffet Services: catering for the business world since 1995

– provide five-star buffet food and you choose what style of food you want (Italian, Indian, Chinese etc.)

– can also organize live music

– price €30 per person

Have a meeting with your partner:

- present the company and explain what it offers
- ask about your partner's company and any differences
- talk about similarities
- talk about differences
- choose and agree on one company.

Student B

You and your partner want to hire a catering company for your company's annual summer party.

You both have information on different companies. You found out about this company from their website:

Chesham Caterers: small friendly business, started in 2001

– specializes in high-quality traditional food

– price €30 per person but €25 per person for bookings over 50 people

Have a meeting with your partner:

- present the company and explain what it offers
- ask about your partner's company and any differences
- talk about similarities
- talk about differences
- choose and agree on one company.

Cut along this line

Speaking test results

Use these forms to evaluate the students.

Cut along this line

Student A

Can the student ...	Didn't do this (0 points)	Yes, but with some mistakes (1 point)	Yes, did this very well (2 points)
present a company and explain what it offers			
ask about another company and any differences			
talk about similarities			
talk about differences			
choose and agree on one company			

Result _____ / 10 marks

Student B

Can the student ...	Didn't do this (0 points)	Yes, but with some mistakes (1 point)	Yes, did this very well (2 points)
present a company and explain what it offers			
ask about another company and any differences			
talk about similarities			
talk about differences			
choose and agree on one company			

Result _____ / 10 marks

Cut along this line

10 | Progress test

Working with words

Match 1–9 to a–i to form questions.

- | | |
|---|--------------------------|
| 1 How often do you attend ... | a problem? |
| 2 Is that your final ... | b in a team? |
| 3 Do you like to work ... | c the problem? |
| 4 Is it a very big ... | d new ideas? |
| 5 Did you find ... | e decision? |
| 6 How good is your team at developing ... | f meetings? |
| 7 When can we make ... | g a decision about this? |
| 8 Is that a good ... | h idea? |
| 9 Why can't you solve ... | i a solution? |

Language at work

Are the verbs in the present continuous in this conversation talking about the present (P) or the future (F)? Write your answers (P or F) next to the numbers.

- | | |
|----|----|
| 10 | 15 |
| 11 | 16 |
| 12 | 17 |
| 13 | 18 |
| 14 | |

- A Hello, I ¹⁰*'m calling* about my late delivery.
 B I'm sorry, who ¹¹*'s speaking*?
 A This is Nicola Havers of HVS. We ¹²*'re still having* problems with deliveries from you.
 B Well, I'm sure we can solve them. First of all, what ¹³*'are you waiting* for at the moment?
 A The replacement components for our conveyor belts.
 B Oh yes. I know. We ¹⁴*'re bringing* them next week.
 A Really? But why ¹⁵*'aren't you delivering* them this week?
 B Actually, I'm sorry, we have a small problem. They ¹⁶*'re waiting* in our Cardiff warehouse, but our delivery driver is off sick.

- A When ¹⁷*'s he coming* back? Do you know?
 B I'm not really sure. Don't worry. I'll find a solution. Can I call you back this afternoon?
 A This morning's better. I ¹⁸*'m going out* after midday.
 B OK, I'll call you back later this morning.

Underline the correct answer from the words in italics.

- 19 That's the *most expensive* / *expensivest* restaurant in town.
 20 These new components are *better* / *best* than the old ones.
 21 I don't think the problem we have in the factory is very *big* / *bigger*.
 22 Our company has the *high* / *highest* turnover in the industry.
 23 The *worse* / *worst* problem we have is that staff are leaving.
 24 It's the *more* / *most* up-to-date technology on the market.
 25 Is there an *easier* / *easiest* solution than this one?

Business communication

Replace 26–30 in the conversation with a–e, so that the meaning stays the same. Write the letters next to the numbers.

- | | |
|----|-------------------|
| 26 | a 's your opinion |
| 27 | b 'm not so sure |
| 28 | c we should |
| 29 | d that's true |
| 30 | e I think |

- A Did you read the report?
 B Yes, I did.
 A So, what ²⁶*do you think*?
 B ²⁷*In my opinion* it's a salary problem. I think ²⁸*it's a good idea* to increase pay.
 A Sorry, but I ²⁹*don't agree*.
 B Do you think we can increase numbers of staff? With more staff, they won't work long hours.
 A Yes, ³⁰*I agree*.

Result _____ / 30 marks

Speaking test

Role cards

Copy this page and cut out the role cards for the students. Students work together and discuss the problems. Use the *Speaking test results* form to evaluate each student's performance. You can then cut out the results and give them to the students.

Cut along this line

Student A

- You work in a team of eight people. Here are two of the team's problems:
 – You have a team meeting every Friday afternoon to discuss the week's work; it's always too long.
 – People often don't read emails from other members of the team.

- Think of one solution for each problem in 1.

- Have a meeting with Student B. Discuss four problems (your problems and your partner's problems)

Remember to:

- present and explain the problem
- ask for opinions
- give opinions
- agree and disagree
- find a solution.

Student B

- You work in a team of eight people. Here are two of the team's problems:
 – Your new team leader often goes home at 5pm; the rest of the team is there until 7 or 8pm.
 – It's noisy in the office when people are on the phone at the same time.

- Think of one solution for each problem in 1.

- Have a meeting with Student A. Discuss four problems (your problems and your partner's problems).

Remember to:

- present and explain the problem
- ask for opinions
- give opinions
- agree and disagree
- find a solution.

Cut along this line

Speaking test results

Use these forms to evaluate the students.

Cut along this line

Student A

Can the student ...	Didn't do this (0 points)	Yes, but with some mistakes (1 point)	Yes, did this very well (2 points)
present and explain the problem			
ask for opinions			
give opinions			
agree and disagree			
find a solution			

Result _____ / 10 marks

Student B

Can the student ...	Didn't do this (0 points)	Yes, but with some mistakes (1 point)	Yes, did this very well (2 points)
present and explain the problem			
ask for opinions			
give opinions			
agree and disagree			
find a solution			

Result _____ / 10 marks

Cut along this line

Working with words

Underline the correct answer from the words in *italics*.

- 1 *Business* / *Economy* class is expensive but the seating is more comfortable.
- 2 I'd like *an aisle* / *a window* seat, please. I want to see the mountains on this flight.
- 3 Are you taking any *bags* / *hand luggage* with you onto the plane?
- 4 Flight number BA 343 is now leaving from *terminal* / *gate* 49. This is the final call.
- 5 You need to wait in the *delay* / *queue*, just behind those people over there.
- 6 Excuse me, where is *passport control* / *check-in*? I need to get my boarding card.
- 7 I'm sorry but your flight's *cancelled* / *boarding* because of bad weather.
- 8 Excuse me, is there *Internet* / *Security* access in the airport? I need to send an email.

Language at work

Complete this conversation with the *going to* form of the verbs in brackets.

- A So are you ready for your trip next week?
- B Nearly. I ⁹ _____ (get) my visa from the Russian embassy tomorrow.
- A Great. ¹⁰ _____ (you / fly) to Moscow?
- B That's right. But I ¹¹ _____ (not / stay) there. I ¹² _____ (take) a train to St Petersburg when I arrive.
- A Who ¹³ _____ (meet) you there?
- B One of our colleagues from the office in St Petersburg.
- B Oh, that's good. And ¹⁴ _____ (you / have) time for any sightseeing?
- A I think so. We ¹⁵ _____ (have) one free afternoon so maybe I'll have time.

Correct these sentences with the missing word.

- 16 Shelly going to arrive by taxi on Thursday.
- 17 We're going to take Friday off look round the city.
- 18 When are you going visit Ingrid to discuss the problem in Budapest?
- 19 Ryan and I are to present the new products at next week's exhibition.

Business communication

Complete these conversations with the missing words.

Conversation 1

- A Hello, I'd like to ²⁰b_____ a room for two nights. Do you have any ²¹v_____?
- B Certainly. We have a double room for 70 euros a night.
- A Does that ²²i_____ breakfast?

Conversation 2

- A Hello, my name's Smythe. I have a ²³r_____ for two nights.
- B OK Ms Smythe. Your ²⁴r_____ is 203 on the second floor. Can I see your ²⁵c_____ c_____, please?
- A Sure. Is there a restaurant in the hotel?
- B Yes.
- A Do I need to book a table for ²⁶d_____?
- B No, it's OK. There are plenty of tables this evening.

Conversation 3

- A Hello, this is Ms Smythe in Room 203. Can I have a ²⁷w_____ - _____ call, please?
- B Sure. What time?
- A At seven please. And can you ²⁸o_____ me a taxi to the airport? For eight o'clock.
- B I'll do that for you. Is there anything else?
- A Yes, do the rooms have Internet ²⁹a_____?
- A Yes they do, but I'm sorry, we have a problem with our Internet connection this evening.
- A That's OK. I'll get some exercise. Is ³⁰t_____ a gym in the hotel?
- B Yes, it's at the top of the hotel on the seventh floor.

Result _____ / 30 marks

Speaking test

Role cards

Copy this page and cut out the role cards for the students. Students should do both role-plays. Then use the *Speaking test results* form to evaluate each student's performance. You can then cut out the results and give them to the students.

Cut along this line

Student A

1 You need a hotel room. Telephone the Hotel Supreme. Ask about:

- double rooms and cost for two nights
- breakfast and dinner (included?)
- location of hotel.

Ask to book a room. Here are your name and credit card details:

- S. Salvisberg
- American Express
- 6677 5674 3310 9011
- expiry date: 6/13

2 You are the receptionist at the Hotel Orient. Student B telephones to book a room:

- you have double rooms (\$130 / night)
- breakfast is extra (\$20)
- the hotel is near the airport.

Take the caller's name and credit card details.

Student B

1 You are the receptionist at the Hotel Supreme. Student A telephones to book a room:

- you have double rooms (\$145 / night)
 - the cost includes breakfast and dinner
 - the hotel is in the business district of the city.
- Take the caller's name and credit card details.

2 Now you need a hotel room. Telephone the Hotel Orient. Ask about:

- double rooms and cost for two nights
- breakfast (included?)
- location of hotel.

Ask to book a room. Here are your name and credit card details:

- E. Mukherjee
- Visa
- 8746 4563 3327 1194
- expiry date: 11/14

Cut along this line

Speaking test results

Use these forms to evaluate the students.

Cut along this line

Student A

Can the student ...	Didn't do this (0 points)	Yes, but with some mistakes (1 point)	Yes, did this very well (2 points)
explain the reason for calling (to book a room)			
ask about prices			
ask about what's included			
ask about the location			
give name and credit card details			

Result _____ / 10 marks

Student B

Can the student ...	Didn't do this (0 points)	Yes, but with some mistakes (1 point)	Yes, did this very well (2 points)
explain the reason for calling (to book a room)			
ask about prices			
ask about what's included			
ask about the location			
give name and credit card details			

Result _____ / 10 marks

Cut along this line

Working with words

Match 1–10 to a–j to make sentences.

- 1 This project has some very tight ... ____
 - 2 Christmas is one of our busiest ... ____
 - 3 May 1st is a public ... ____
 - 4 Have you taken any annual ... ____
 - 5 You look tired. Why don't you take some time ... ____
 - 6 Next Monday is a public holiday so we have a long ... ____
 - 7 Did you email everyone ... ____
 - 8 Please find attached the ... ____
 - 9 Everyone is flying over for the annual ... ____
 - 10 There's no one in your headquarters. Is this a quiet ... ____
- | | |
|--|--|
| a leave this year? | f timetable for the training course next week. |
| b weekend. | g a reminder about the meeting? |
| c deadlines, so we need to work quickly. | h period? |
| d conference in Athens. | i off later this week? |
| e periods. | j holiday in many countries. |

Language at work

A project manager is giving a report to his boss. Underline the correct answer from the words in *italics*.

- A As you know, we've ¹¹*had* / *have* a few problems on this project but I think we've ¹²*solve* / *solved* them all now.
- B ¹³*Have* / *Did* you found a different supplier?
- A Yes, I ¹⁴*have* / *had*. In fact they ¹⁵*'s* / *'ve* worked with us before.
- B That's good. And how about the packaging company? Have we ¹⁶*sended* / *sent* them the designs?
- A No, we ¹⁷*haven't sent* / *haven't*. Unfortunately, I wasn't happy with the original designs.
- B So what have you ¹⁸*did* / *done*?
- A I've asked a different designer to work on it. He ¹⁹*hasn't* / *haven't* finished ²⁰*yet the designs* / *the designs yet*, but I'm sure he'll be fine.

Business communication

Complete these sentences with a, b, or c.

- 21 At the _____, the schedule is about a week late.
a moment b date c deadline
- 22 We've _____ lost two days on this.
a yet b already c have
- 23 The _____ of this is to have it in the shops by December.
a plan b schedule c aim
- 24 What's the _____ for this report? Next Friday at the latest.
a time b week c deadline
- 25 _____ much time do we need for production?
a What b How c Why
- 26 _____ start on January 31st.
a Let's b Why don't c What if
- 27 Why don't we _____ online?
a sell b to sell c selling
- 28 Is _____ happy with that date?
a people b everyone c you all
- 29 We're _____ ship it because it's cheaper.
a going b going to c are going
- 30 So, to _____, we've agreed to launch it on July 1st.
a sum b summary c summarize

Result _____ / 30 marks

Speaking test

Role cards

Copy this page and cut out the role cards for the students. Students work together to discuss the schedule and decide what needs to be done. Use the *Speaking test results* form to evaluate each student's performance. You can then cut out the results and give them to the students.

Cut along this line

Student A

You are planning a new English course at work. You are organizing 25 students for the course.

You have received emails from twenty students. They want to do the course.

Five students are on holiday so you haven't received confirmation from them.

Everyone is back at work on July 30th.

You still need to find a classroom.

Today is 15th July. You are meeting Student B, who is organizing a teacher:

- state the current situation to Student B
- ask Student B about the date when the qualified teacher can start work; note that the deadline for the course to begin is 30th August
- discuss what needs to be done
- propose ideas for a final plan
- agree and confirm the plan with dates.

Student B

You are planning a new English course at work. You are organizing a teacher for the course.

You have contacted three possible teachers. One teacher hasn't replied. One teacher isn't qualified.

One has sent her CV and she's qualified.

You still need to find a classroom.

Today is 15th July. You are meeting Student A, who is organizing students:

- state the current situation to Student A
- ask Student A about the deadline for the course to begin; note that the qualified teacher can start on 5th September
- discuss what needs to be done
- propose ideas for a final plan
- agree and confirm the plan with dates.

Cut along this line

Speaking test results

Use these forms to evaluate the students.

Cut along this line

Student A

Can the student ...	Didn't do this (0 points)	Yes, but with some mistakes (1 point)	Yes, did this very well (2 points)
state the current situation			
ask about dates			
decide what needs to be done			
propose a plan			
agree on a final plan			

Result _____ / 10 marks

Student B

Can the student ...	Didn't do this (0 points)	Yes, but with some mistakes (1 point)	Yes, did this very well (2 points)
state the current situation			
ask about dates			
decide what needs to be done			
propose a plan			
agree on a final plan			

Result _____ / 10 marks

Cut along this line

Progress test answer key

Unit 1

- 1 Japanese
- 2 Italy
- 3 Brazilian
- 4 Poland
- 5 South African
- 6 marketing
- 7 human
- 8 team
- 9 Chief
- 10 personal
- 11 's / is
- 12 'm / am
- 13 is
- 14 're / are
- 15 Are
- 16 aren't ('re not)
- 17 aren't ('re not)
- 18 are
- 19 'm / am
- 20 's / is
- 21 Our
- 22 Their
- 23 you
- 24 his
- 25 She's
- 26 c
- 27 e
- 28 a
- 29 d
- 30 b

Unit 2

- 1 financial services
- 2 pharmaceuticals
- 3 electronics
- 4 automobile
- 5 work
- 6 produce
- 7 provide
- 8 employ
- 9 export
- 10 'm
- 11 develop
- 12 -s
- 13 -
- 14 -s
- 15 -s
- 16 -

- 17 -
- 18 -
- 19 -es
- 20 -es
- 21 book
- 22 spell
- 23 course
- 24 sorry
- 25 do
- 26 confirm
- 27 speak
- 28 give
- 29 order
- 30 Sure

Unit 3

- 1 Europe
- 2 Africa
- 3 Latin America
- 4 The Middle East
- 5 Asia-Pacific
- 6 e
- 7 d
- 8 a
- 9 b
- 10 c
- 11 Is there
- 12 some
- 13 any
- 14 a
- 15 there are
- 16 Are there
- 17 there aren't
- 18 an
- 19 there isn't
- 20 there's
- 21 help
- 22 speak
- 23 available
- 24 take
- 25 back
- 26 number
- 27 that
- 28 right
- 29 double
- 30 give

Unit 4

- 1 c
- 2 a
- 3 d
- 4 i
- 5 g
- 6 f
- 7 j
- 8 e
- 9 b
- 10 h
- 11 ✓
- 12 X (We sometimes work on Saturdays.)
- 13 X (She never takes a lunch break.)
- 14 ✓
- 15 X (I rarely finish on time.)
- 16 ✓
- 17 Who
- 18 What
- 19 Where
- 20 How often
- 21 How
- 22 When
- 23 Why
- 24 b
- 25 e
- 26 d
- 27 f
- 28 g
- 29 c
- 30 a

Unit 5

- 1 business card
- 2 receipt
- 3 CV
- 4 order
- 5 copy
- 6 note
- 7 attach
- 8 receive
- 9 Open
- 10 send
- 11 forward
- 12 print
- 13 were
- 14 weren't
- 15 didn't remember
- 16 did you say

- 17 apologized
- 18 were
- 19 decided
- 20 Did you call
- 21 didn't
- 22 did Mark and Barbara want
- 23 didn't have
- 24 I'll let you know as soon as I can.
- 25 There are some problems with your order.
- 26 We need to send the documents.
- 27 We've got some problems.
- 28 We did that but it didn't work.
- 29 That would be great.
- 30 Thanks a lot for your help.

Unit 6

- 1 fish
- 2 order
- 3 coffee
- 4 bill
- 5 tip
- 6 c
- 7 b
- 8 a
- 9 a
- 10 a
- 11 c
- 12 b
- 13 d
- 14 left
- 15 Did, come
- 16 flew
- 17 met
- 18 took
- 19 became
- 20 Were
- 21 went
- 22 did, join
- 23 Can I join you?
- 24 Please take a seat.
- 25 That's right.
- 26 Can I get you something?
- 27 Is this your first time
- 28 What do you think of it?
- 29 Please excuse me.
- 30 See you later.

Unit 7

- 1 deal
- 2 develop
- 3 charge
- 4 check
- 5 responsible
- 6 plan
- 7 IT
- 8 HR
- 9 Production
- 10 Customer Services
- 11 i
- 12 g
- 13 a
- 14 b
- 15 d
- 16 e
- 17 f
- 18 c
- 19 h
- 20 c
- 21 a
- 22 e
- 23 f
- 24 b
- 25 k
- 26 h
- 27 d
- 28 j
- 29 i
- 30 g

Unit 8

- 1 energetic
- 2 imaginative
- 3 practical
- 4 careful
- 5 friendly
- 6 focused
- 7 experienced
- 8 I'm good at managing people.
- 9 I have a diploma in Economics.
- 10 She has a lot of experience in sales.
- 11 He isn't very good at checking.
- 12 They don't have any qualifications in business.
- 13 are you working
- 14 's building / is building

- 15 are they employing
- 16 aren't / 're not
- 17 're interviewing / are interviewing
- 18 are you asking
- 19 Are you leaving
- 20 'm currently finishing / am currently finishing
- 21 'm not doing / am not doing
- 22 're having / are having
- 23 're looking / are looking
- 24 b
- 25 f
- 26 g
- 27 a
- 28 c
- 29 e
- 30 d

Unit 9

- 1 price
- 2 service
- 3 location
- 4 choice
- 5 technology
- 6 c
- 7 a
- 8 g
- 9 e
- 10 b
- 11 f
- 12 d
- 13 better
- 14 lower
- 15 more expensive
- 16 higher
- 17 easier
- 18 worse
- 19 more difficult
- 20 more up-to-date
- 21 wider
- 22 cheaper
- 23 difference
- 24 similar
- 25 compare
- 26 advantage
- 27 disadvantage
- 28 choose
- 29 one's / one is
- 30 prefer

Unit 10

- 1 f
- 2 e
- 3 b
- 4 a
- 5 i
- 6 d
- 7 g
- 8 h
- 9 c
- 10 P
- 11 P
- 12 P
- 13 P
- 14 F
- 15 F
- 16 P
- 17 F
- 18 F
- 19 most expensive
- 20 better
- 21 big
- 22 highest
- 23 worst
- 24 most
- 25 easier
- 26 a
- 27 e
- 28 c
- 29 b
- 30 d

Unit 11

- 1 Business
- 2 a window
- 3 hand luggage
- 4 gate
- 5 queue
- 6 check-in
- 7 cancelled
- 8 Internet
- 9 'm going to get
- 10 Are you going to fly
- 11 'm not going to stay
- 12 'm going to take
- 13 's going to meet
- 14 are you going to have
- 15 're going to have

- 16 Shelly's going to arrive by taxi on Thursday.
- 17 We're going to take Friday off to look round the city.
- 18 When are you going to visit Ingrid to discuss the problem in Budapest?
- 19 Ryan and I are going to present the new products at next week's exhibition.
- 20 book
- 21 vacancies
- 22 include
- 23 reservation
- 24 room
- 25 credit card
- 26 dinner
- 27 wake-up
- 28 order
- 29 access
- 30 there

- 27 a
- 28 b
- 29 b
- 30 c

Unit 12

- 1 c
- 2 e
- 3 j
- 4 a
- 5 i
- 6 b
- 7 g
- 8 f
- 9 d
- 10 h
- 11 had
- 12 solved
- 13 Have
- 14 have
- 15 've
- 16 sent
- 17 haven't
- 18 done
- 19 hasn't
- 20 the designs yet
- 21 a
- 22 b
- 23 c
- 24 c
- 25 b
- 26 a

Practice file answer key

Unit 1

Working with words

Exercise 1

- 1 a 2 g 3 d 4 c
5 e 6 b 7 h 8 f

Exercise 2

- 1 Personal assistant
- 2 Sales Rep
- 3 Financial Director
- 4 Human Resources
- 5 Team Leader
- 6 Technician
- 7 Receptionist

Exercise 3

- 1 Haruo Ogawa
- 2 Japan
- 3 Financial Director
- 4 Japanese
- 5 Isadora de Souza
- 6 Brazilian
- 7 Receptionist
- 8 Brazil
- 9 Jade Botha
- 10 South Africa
- 11 Team Leader
- 12 South African

Business communication

Exercise 1

- 1
a 3 b 2 c 4 d 1
2
a 2 b 1 c 4 d 3
3
a 3 b 4/5 c 2 d 1 e 4/5

Exercise 2

- 1 This is Pietre.
- 2 How do you do?
- 3 And you.
- 4 Do you know Franziska?
- 5 It's good to see you again.
- 6 How are you?
- 7 My name's
- 8 How do you do?
- 9 nice to meet you.

Exercise 3

- 1 my name's
- 2 Nice to meet you
- 3 Do you know
- 4 How do you do
- 5 Nice meeting you
- 6 Have a good journey
- 7 see you soon
- 8 Bye

Language at work

Exercise 1

- 1 Is, isn't
- 2 Are, aren't, 're
- 3 Is, is
- 4 isn't
- 5 are
- 6 Are, are
- 7 Are, am
- 8 Is, isn't, 's

Exercise 2

- 1 my
- 2 her
- 3 Your
- 4 his
- 5 our
- 6 their

Exercise 3

- 1 is
- 2 am
- 3 are
- 4 my
- 5 Our
- 6 are
- 7 is
- 8 is
- 9 her
- 10 your

Unit 2

Working with words

Exercise 1

- 1 c 2 a 3 d 4 b
5 f 6 g 7 e

Exercise 2

- 1 recruitment
- 2 real estate
- 3 financial
- 4 hospitality
- 5 electronics
- 6 software
- 7 automobile

Business communication

Exercise 1

- 1 b 2 a 3 c 4 e
5 g 6 d 7 f

Exercise 2

- 1 Can you give me a special price
- 2 I'm sorry, but we don't
- 3 Yes, we do.
- 4 Can you confirm
- 5 Can you give me
- 6 Can you spell that?

Exercise 3

- 1 a 2 b 3 a 4 b 5 b

Language at work

Exercise 1

- 1 Do, export, do
- 2 Do, work, do
- 3 Does, sell, does
- 4 Does, provide, doesn't
- 5 Do, employ, do
- 6 Do, buy, don't

Exercise 2

- 1 produces
- 2 employs
- 3 doesn't export
- 4 sells
- 5 don't work
- 6 have

Exercise 3

- 1 You do Do you
- 2 We imports We import
- 3 Nokia doesn't works Nokia doesn't work
- 4 Yes, she do: Yes, she does.
- 5 Yes, I work: Yes, I do.
- 6 Max doesn't develops software: Max doesn't develop software.
- 7 Your company employs Does your company employ

Unit 3

Working with words

Exercise 1

- 1 c, e
- 2 b, k
- 3 i, j
- 4 d, l
- 5 a, g
- 6 f, h

Exercise 2

- 1 head office
- 2 sales offices
- 3 distribution centres
- 4 factories
- 5 technical centre

Exercise 3

- 1 factories
- 2 technical centre
- 3 sales offices
- 4 head office
- 5 distribution centres

Business communication

Exercise 1

- 1 C 2 R 3 C 4 R
5 C 6 C 7 R 8 R

Exercise 2

- 1 is Galina there, please?
- 2 Can I take a message?
- 3 Can she call me back?
- 4 Can I have a contact number?
- 5 So that's 0747 58360?

Exercise 3

- 1 Could I speak to
- 2 I'm sorry but she's
- 3 Could I leave a message?
- 4 Can she call me back
- 5 Is that right?
- 6 I'll give her your message.

Language at work

Exercise 1

- 1 there are
- 2 No, there aren't
- 3 Are there any
- 4 No, there isn't
- 5 Are there any; Yes, there are
- 6 Are there any
- 7 Yes, there is.

Exercise 2

- 1 some
- 2 any
- 3 any
- 4 a
- 5 a
- 6 some
- 7 a
- 8 a
- 9 any
- 10 some
- 11 an

Exercise 3

- 1 a 2 a 3 a 4 b
- 5 b 6 b 7 b 8 b

Unit 4

Working with words

Exercise 1

- 1 screen
- 2 username and password
- 3 button
- 4 battery
- 5 start menu

Exercise 2

- a 5 b 4 c 3 d 1 e 2

Exercise 3

- 1 d 2 a 3 g 4 c
- 5 b 6 e 7 f

Exercise 4

- 1 Insert, touch
- 2 Switch on, enter
- 3 Click on, connect
- 4 Press

Business communication

Exercise 1

- 1 give me a hand
- 2 don't know how to
- 3 trying to
- 4 help me
- 5 of course
- 6 How do
- 7 want a hand
- 8 would be good
- 9 help
- 10 yes, please

Exercise 2

- A 1c 2a 3b 4e 5d 6f
B 1e 2a 3b 4c 5d

Exercise 3

- 1 That would be good.
- 2 Sure.
- 3 Yes, of course.
- 4 Yes, please.

Language at work

Exercise 1

- 1 never
- 2 usually
- 3 sometimes
- 4 rarely
- 5 always
- 6 often

Exercise 2

- 1 She always takes a break
- 2 We're rarely sick
- 3 They never work seven days
- 4 I usually take Friday off
- 5 We sometimes finish work
- 6 He's often late for work

Exercise 3

- 1 b 2 d 3 f 4 e 5 a 6 c

Unit 5

Working with words

Exercise 1

- 1 an invoice
- 2 delivery note
- 3 hard copy
- 4 CV
- 5 business cards
- 6 an order form
- 7 receipt
- 8 letters

Exercise 2

- 1 print
- 2 send / forward
- 3 open
- 4 save
- 5 forward / send
- 6 receive

Exercise 3

The verbs to cross out are:

- 1 attach 3 forward
- 2 open 4 print

Business communication

Exercise 1

- 1 There are some problems with
- 2 You need to
- 3 explain the situation
- 4 I'll speak to
- 5 That would be great
- 6 We can't
- 7 You need to
- 8 We did, but
- 9 I'll call
- 10 I'll explain
- 11 for your help
- 12 No problem

Exercise 2

- 1 need
 - 2 worry
 - 3 explain
 - 4 great
 - 5 problem
 - 6 call
 - 7 can't
 - 8 didn't
 - 9 can
- Hidden message: don't panic

Language at work

Exercise 1

- 1 was
- 2 wasn't
- 3 was
- 4 was
- 5 was
- 6 were
- 7 were
- 8 wasn't

Exercise 2

- 1 Why weren't they at the meeting? (c)
- 2 Was it interesting? (a)
- 3 Were there many questions? (e)
- 4 When was your last business trip? (b)
- 5 Who was at the meeting? (d)

Exercise 3

- 1 decided
- 2 called
- 3 emailed
- 4 wasn't
- 5 didn't contact
- 6 tried
- 7 received
- 8 were
- 9 offered
- 10 booked
- 11 confirmed
- 12 was
- 13 wanted

Exercise 4

- 1 When did you start work?
- 2 Where did she go on holiday?
- 3 Why didn't you email me?
- 4 How did you contact her?
- 5 Who did they speak to?
- 6 Why didn't we call him?

Unit 6**Working with words****Exercise 1**

- 1 courses
- 2 Starter
- 3 Main course
- 4 Dessert
- 5 Dish
- 6 side salad
- 7 order

Exercise 2

- | | | |
|------|--------|--------|
| 1 a | 2 some | 3 a |
| 4 an | 5 an | 6 some |
| 7 a | 8 a | |

Exercise 3

- A**
- 1 c 2 b 3 a 4 e 5 d
- B**
- 1 a 2 f 3 b 4 e 5 d 6 c

Business communication**Exercise 1**

- 1 Can I join you?
- 2 Yes, of course.
- 3 Is this your first time?
- 4 What do you think of it?

Exercise 2

Extra words to cross out are:

- 1 do
- 2 is
- 3 get
- 4 you're
- 5 me
- 6 to (after nice)

Exercise 3

- 1 Can I join you?
- 2 I hear you work for KPMG.
- 3 Can I get you something?
- 4 What do you think of the exhibition?
- 5 Please excuse me.

Language at work**Exercise 1**

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

Exercise 2

- 1 flew
- 2 met
- 3 spent
- 4 had
- 5 did
- 6 didn't see
- 7 left
- 8 came

Exercise 3

- 1 went, a week ago
- 2 gave, last Thursday
- 3 left, two days ago
- 4 met, yesterday
- 5 saw, last night

Unit 7**Working with words****Exercise 1**

- | | | | |
|-----|-----|-----|-----|
| 1 b | 2 a | 3 b | 4 c |
| 5 c | 6 c | 7 c | 8 b |

Exercise 2

- 1 Logistics
- 2 Production
- 3 Service
- 4 Marketing
- 5 Research
- 6 Finance
- 7 Human
- 8 Technology

Business communication**Exercise 1**

- | | | | |
|-----|-----|-----|-----|
| 1 g | 2 b | 3 f | 4 a |
| 5 d | 6 e | 7 c | |

Exercise 2

- 1 nice to meet you
- 2 Did you find us OK?
- 3 Would you like a coffee?
- 4 let me show you round

Exercise 3

- 1 have an appointment
- 2 Can you sign here, please?
- 3 will be right with you
- 4 Nice to see you again
- 5 Would you like a coffee?
- 6 let me introduce you to

Language at work**Exercise 1**

- 1 next to
- 2 between
- 3 on
- 4 in
- 5 on the right
- 6 on the left
- 7 in front of
- 8 behind

Exercise 2

- 1 Sales
- 2 the stairs
- 3 Marketing
- 4 2nd floor

Exercise 3

- 1 on
- 2 in front of
- 3 on
- 4 Next to
- 5 past
- 6 between
- 7 above
- 8 below
- 9 on the right

Unit 8**Working with words****Exercise 1**

- 1 careful
- 2 practical
- 3 focused
- 4 experienced
- 5 energetic
- 6 friendly
- 7 patient
- 8 imaginative

Exercise 2

- 1 a qualification in
- 2 doesn't have any experience in
- 3 good at
- 4 has a lot of experience in
- 5 isn't very good

Business communication**Exercise 1**

- | | | | | | |
|-----|-----|-----|-----|-----|-----|
| 1 c | 2 e | 3 a | 4 f | 5 b | 6 d |
|-----|-----|-----|-----|-----|-----|

Exercise 2

- 1 Can we arrange a meeting?
- 2 is Thursday OK?
- 3 sorry, I'm busy then.
- 4 are you free on Friday?
- 5 Is 11 a.m. OK?

Exercise 3

- 1 We need to meet about
- 2 Are you busy on
- 3 can't meet
- 4 Wednesday OK
- 5 Wednesday's good
- 6 What time are you free
- 7 is fine

Language at work

Exercise 1

- 1 is / 's finishing
- 2 are / 're contacting
- 3 is checking
- 4 am / 'm arranging
- 5 are not / aren't inviting
- 6 are you planning

Exercise 2

- a 3, 5, 6, 7 b 1, 2, 4

Exercise 3

- 1 ~~Where~~ Zoran Where are Zoran ...
- 2 ~~They're do~~ They're doing ...
- 3 ~~comming~~ coming
- 4 ~~He not leading~~ He isn't leading ...
- 5 ~~We training~~ We're training ...
- 6 ~~Are they meet~~ Are they meeting ...

Unit 9

Working with words

Exercise 1

- 1 wide
- 2 high
- 3 low
- 4 up-to-date
- 5 fast
- 6 friendly

Exercise 2

- 1 c 2 a 3 b 4 b 5 a 6 c

Exercise 3

- 1 friendly
- 2 delivery time
- 3 expensive
- 4 quality
- 5 choice
- 6 good

Business communication

Exercise 1

- 1 compare
- 2 similar
- 3 difference
- 4 advantage
- 5 disadvantage
- 6 prefer

Exercise 2

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

Language at work

Exercise 1

- 1 low – lower, fast – faster, cheap – cheaper
- 2 friendly – friendlier, easy – easier
- 3 expensive – more expensive, experienced – more experienced, difficult – more difficult

Exercise 2

- 1 ~~more cheap~~ cheaper
- 2 ~~gooder~~ better
- 3 ~~like~~ than
- 4 ~~easier~~ easier
- 5 ~~that~~ than
- 6 ~~more lower~~ lower
- 7 ~~difficulter~~ difficult
- 8 ~~worser~~ worse

Exercise 3

- 1 more
- 2 wider
- 3 than
- 4 higher
- 5 more
- 6 friendlier
- 7 expensive
- 8 easier
- 9 better
- 10 worse

Unit 10

Working with words

Exercise 1

- 1 in a team
- 2 solutions
- 3 decisions
- 4 problems
- 5 meetings
- 6 ideas

Exercise 2

- 1 attend
- 2 difficult
- 3 big
- 4 find
- 5 work
- 6 develop
- 7 good
- 8 make
- 9 solve
- 10 final

Business communication

Exercise 1

- 1 What do you think
- 2 I think
- 3 Yes, I agree
- 4 Do you think
- 5 my opinion

Exercise 2

- 1 I don't agree
- 2 What's your opinion
- 3 I'm not so sure
- 4 I think we should
- 5 That's true

Exercise 3

- 1 Well I think ...
- 2 I'm not so sure.
- 3 I disagree.
- 4 In my opinion, ...
- 5 Yes, I agree.

Exercise 4

- 1 What do you think?
- 2 That's true.
- 3 Do you think ...
- 4 I'm not so sure.
- 5 In my opinion, ...

Language at work

Exercise 1

- 1 is she doing
- 2 's finishing
- 3 is leaving
- 4 's taking
- 5 Are you visiting
- 6 'm going
- 7 're meeting
- 8 're having
- 9 Are you taking
- 10 'm still working

Exercise 2

- 1 P 2 P 3 F 4 F
5 F 6 F 7 F 8 P

Exercise 3

- 1 a 2 b 3 a
4 b 5 b 6 a

Unit 11

Working with words

Exercise 1

- 1 terminal
- 2 hand luggage
- 3 business class
- 4 check-in
- 5 queues
- 6 aisle seat

Exercise 2

- 1 terminals
- 2 delays
- 3 check-in
- 4 passport control
- 5 business class
- 6 gate
- 7 economy
- 8 hand luggage
- 9 cancelled
- 10 bags

Exercise 3

- 1 aisle
- 2 gate
- 3 check-in
- 4 control
- 5 economy
- 6 queue
- 7 bags
- 8 terminal
- 9 cancelled

Business communication**Exercise 1**

- 1 d 2 b 3 h 4 a
- 5 c 6 g 7 f 8 e

Exercise 2

- 1 Do you have any vacancies?
- 2 Does that include breakfast?
- 3 Can I book a room?
- 4 What time is breakfast served?

Exercise 3

- 1 e 2 c 3 b 4 a 5 d

Language at work**Exercise 1**

- 1 They're going to visit their customers.
- 2 I'm not going to ask Patrice to help.
- 3 We're going to take Tuesday off.
- 4 It isn't going to rain today.
- 5 Are you going to discuss the contract at the meeting?
- 6 I'm going to see José at the conference.

Exercise 2

- 1 b 2 c 3 d 4 a 5 f 6 e

Exercise 3

- 1 ~~is going to cancel~~ is going to cancel
- 2 ~~Silvia going to~~ Silvia is going to
- 3 ~~Marco are going~~ Marco is going
- 4 ~~I'm going to not finish~~ I'm not going to finish
- 5 ~~Are you visit Jess~~ Are you going to visit Jess
- 6 ~~for to cancel~~ to cancel
- 7 ~~to discussing~~ to discuss
- 8 ~~going take~~ going to take

Unit 12**Working with words****Exercise 1**

The words to cross out are:

- 1 public
- 2 annual
- 3 time
- 4 busy
- 5 annual
- 6 public

Exercise 2

- 1 busy period
- 2 deadline
- 3 some time off
- 4 public holiday
- 5 long weekend
- 6 annual leave

Exercise 3

- 1 reminder
- 2 annual conference
- 3 timetable
- 4 tight
- 5 busy schedules
- 6 quiet period

Business communication**Exercise 1**

- 1 The situation is that
- 2 The aim is to
- 3 What's the deadline
- 4 why don't we
- 5 So to summarize

Exercise 2

- 1 We've already
- 2 How much time do we need for
- 3 Let's
- 4 I'm going to

Exercise 3

- 1 schedule
 - 2 date
 - 3 aim
 - 4 don't
 - 5 plan
 - 6 situation
 - 7 need
 - 8 everyone
 - 9 summarize
- Hidden word = deadlines

Language at work**Exercise 1**

- 1 I've finished
- 2 I haven't called
- 3 I've finalized
- 4 I've booked
- 5 I haven't sent
- 6 I've checked
- 7 I haven't cancelled

Exercise 2

- 1 have you sent
- 2 haven't
- 3 've posted
- 4 has had
- 5 haven't spoken
- 6 has broken down
- 7 haven't fixed

Material used in the DVD

Business Result Elementary Student's Book, Unit 6, pages 38–39

Part 1 | How is business English different from general English?

- 1** Read comments a–i from teachers. Decide if they refer to teaching general English (gE), business English (bE), or both (b)?
- a 'To teach this it's only necessary to have knowledge and experience of teaching the language.'
 - b 'The courses tend to be more needs-driven and you can often focus on what will help your students in the immediate future.'
 - c 'The students are usually motivated because they have an immediate need for learning English.'
 - d 'There's time for fun, like playing language games or discussing any subject under the sun.'
 - e 'You can only start teaching it once the students have reached intermediate level or above.'
 - f 'The classroom can be anywhere – from a plush training room, to a room at the back of a warehouse.'
 - g 'Grammar is really important. The students want to be accurate as well as fluent.'
 - h 'Lessons can be realistic. Students don't need to imagine the situation – they know the situation.'
 - i 'While they are learning language, you are learning a lot too.'

- 2** ► Watch this section. Make notes on what John (the co-author) says about each of the following issues in relation to teaching business English.

Needs: _____

Motivation: _____

Location: _____

Experience: _____

Part 2 | Can you teach business English at any level?

- 3** Compare the following texts. Text A is the text Maciej (the teacher) uses from *Business Result Elementary*. Text B is taken from a lesson with similar objectives in the general English course book, *New Headway Elementary* (Unit 7, page 57). How similar are the texts in terms of
- a level of difficulty? _____
 - b verb tenses? _____
 - c vocabulary? _____
 - d context and authenticity? _____

Text A

Ho Chi Minh City International Exhibition & Convention Center, Vietnam
Almost 100 companies went to this year's Industry Expo. Manufacturers and suppliers from China, the Republic of Korea, India, Taiwan, and Hong Kong met Vietnamese producers, and two companies from Austria and Italy also had representatives at the event.

Don't miss this event next year. [Click here](#) for early registration.

Text B

Yuri Gagarin - His early years

Yuri was born on a farm and his family were very poor. As a teenager in World War II, he saw his first plane – a Russian jet fighter. At that moment, he knew that he wanted to be a pilot. He studied hard so that he could join a flying club. His teachers thought he was a natural pilot and told him to join the Russian Air Force.

- 4** ▶ Watch this section. Does Maciej include anything you wouldn't include in a general English lesson?

Part 3 | Is the approach to grammar different in business English?

- 5** ▶ Watch this section and answer questions 1–2.

- 1 What is Maciej's opinion on grammar in business English?

- 2 John mentions some benefits of teaching business English. What are they? Do you agree with him?

- 6** After watching, put stages a–e from Maciej's lesson plan into the correct order (1–5).

- a Students read the text about a trade fair and check their understanding.
- b Give feedback on any incorrect past simple forms.
- c Students underline any verbs in the text and they identify that the verbs refer to the past.
- d Brainstorm topic of trade fairs and find out what students know about them.
- e Students practise using the verbs – this includes forming questions about each other's professional lives.

- 7** Read John's comment on lesson structure and answer questions 1–2.

“ At the lower levels we've structured the lessons so we're inputting the language ... they then use that language in authentic business settings. ”

- 1 Does Maciej's lesson follow the 'input→output' structure that John describes?

- 2 How might the approach to lessons change at higher levels? When could it be appropriate to begin with an output task followed by input of the language?

Material used in the DVD

Business Result Elementary Student's Book, Unit 6, pages 40–41

Part 1 | Why is teaching social English important?

- 1** Look at these situations and tick [✓] any that you have experienced this week.
 - meeting a new employee or colleague
 - finding out the latest gossip
 - networking
 - building trust / relationships
 - filling the silence while waiting
 - re-establishing an old contact
 - taking a coffee or lunch break
 - telling a story or describing something that happened to you
 - asking if anyone heard something on the news
- 2** Think about the situations you ticked in **1**. Which of the following social English areas did you deal with?
 - a introducing yourself
 - b talking about the weather
 - c finding out about the other person's home life, family etc.
 - d offering or recommending something
 - e asking questions about another person's journey or their accommodation
- 3** Look at these business situations. In each case students may need specific business language relating to their work. Which situations will also require some use of social English? In what way?
 - a giving a presentation of a new product
 - b meeting to discuss a project
 - c telephoning a customer
 - d negotiating terms and conditions with your boss
 - e showing visitors round the factory
 - f attending a conference
- 4 ►** Watch this section and answer questions 1–5.
 - 1 For what kind of situation is Maciej (teacher) teaching the language of social English?

 - 2 When does Hugo (student) say he needs social English?

 - 3 What percentage of his time requires this kind of language?
10% 25% 50%
 - 4 What kind of topics does he need to talk about?

 - 5 Why does John (the co-author) think social English is important?

5 Think about your students and answer questions 1–2.

- 1 What percentage of their work will require social English?
- 2 What kind of topics do you think they will talk about socially? Are there any topics they would never discuss, e.g. politics?

Part 2 | What do we teach in a social English lesson?**6 Think of three useful expressions you might teach for each of the following areas of social English.**

Greeting someone and introducing yourself

Starting and making conversation

At the restaurant and talking about food

7 At what level (elementary, pre-intermediate, etc.) would you introduce the expressions you have listed?**8 ► Watch this section and answer questions 1–4.**

- 1 Did the students use any of the expressions you listed in 4? Did they use any different expressions?

- 2 Which of the situations in 6 does John think you can prepare elementary students for?

- 3 Which of these activity types does Maciej use in the lesson?
 - a listening to a conversation and writing down useful expressions
 - b providing students with a flowchart of a conversation which they follow to make the conversation
 - c playing a board game in which students make conversation in different situations
 - d role-playing different conversations at a conference
 - e reading a dialogue with the conversation in the incorrect order and students re-order it
 - f matching an expression to another for the correct response
- 4 Which of these activity types do you often use in class? At what stage of the lesson do they normally occur?

9 At what level would you deal with each of the following areas of social English? Are there any areas you wouldn't deal with at all? Why?

- a using the correct level of formality in different situations
- b recognizing polite intonation when listening
- c using polite intonation when speaking
- d being aware of cultural differences across nationalities and knowing which topics might be inappropriate
- e using gesture and body language
- f showing you are listening (e.g. using phrases such as *Really? That's interesting.*)

Material used in the DVD

Business Result Placement tests (written and spoken), www.oup.com/elt/teacher/result

Business Result Elementary Teachers' Book, Speaking Progress Test, Unit 6, page 83

Business Result Interactive Workbook on CD-ROM

NB: There is also a Needs analysis form on the *Business Result* website that can be used in conjunction with the placement test.

Part 1 | Why is testing and assessment important in business English?

1 Why do you give your students tests? Tick [✓] the reasons from this list that apply to your situation.

- to find out their level
- to find out their needs
- to motivate them
- to check they have studied at home
- to make them revise
- to measure progress during the course
- to measure progress at the end of the course
- to give a sense of achievement
- to assess what needs to be worked on in class next
- because my school wants me to
- because the student wants me to
- because the company paying for the course wants me to
- to prepare students for a public examination or to help them get a recognized qualification

2 Watch this section. Which of the reasons in **1** does John (the co-author) mention?

Part 2 | What kinds of tests are included with *Business Result*?

3 Match test types 1–4 with definitions a–d.

- | | |
|--------------------|---------------------|
| 1 Placement _____ | 3 Progress _____ |
| 2 Diagnostic _____ | 4 Achievement _____ |

- a This kind of test can be given to students throughout a course in order to check that students' level of English is improving and that they have understood the recently taught content. It is a useful way to encourage students to revise regularly.
- b This is given to students when they begin a course. It's a way to find out their level.
- c This test is given at the end of a course (or after a significant period of time) and checks the student's English. In some cases placement tests are used in this way as they can identify if a student's level has gone up since taking the same placement test at the beginning of the course.
- d This is used to identify a student's particular needs and may include questions about previous learning, as well as future needs and wants. It's often referred to as a 'needs analysis' and can be done in conjunction with a placement test.

4 ► Watch this section. John describes three types of tests provided with *Business Result*. For each test make notes on

- a the function of the test (e.g. placement, progress, etc.)
- b the format (e.g. written or spoken, etc.)
- c where it can be found (e.g. back of book, website, etc.)

1 _____

2 _____

3 _____

Part 3 | Two speaking placement tests

5 ► Watch the interviews with Hugo and Tam. Look at the level descriptors below (taken from the *Speaking placement test* form which you can download in full from www.oup.com/elt/teacher/result). Do you agree with the assessment of their levels?

Elementary – A student at this level can:

- answer questions about personal and work-related information (name, company, nationality, job title, department, products, services)
- meet and greet a visitor
- talk about basic topics (work, free time activities)
- talk about events in the past and future, such as basic career history and plans for the future
- deal with and share details related to information on schedules, projects, timetables, and correspondence.

Upper-intermediate – A student at this level can:

- interact quite fluently and spontaneously on a variety of topics, such as ethics in business, motivation, culture, outsourcing, etc.
- participate in meetings and discussions where he / she will give views, is able to state both advantages and disadvantages, and make recommendations
- present complex information and handle difficult questions
- summarize key points based on texts or documentation.

Part 4 | Speaking progress test (Elementary Unit 6)

6 ► Watch this section. The students are being tested on their use of social English. Answer questions 1–4.

- 1 Does Yuri use expressions for socializing effectively?
- 2 How well does she achieve the task?
- 3 Do you agree with Maciej's assessment of Yuri?
- 4 What score would you give Joaquim?

DVD worksheet answer key

Introduction to business English

- 1 a could be referring both gE and bE. Some teachers argue that in order to teach bE you also need knowledge and experience of business. This probably depends on your students and on how specialized their area of business needs to be.
- b bE
- c Probably bE unless you have gE students who also need English for work.
- d Probably gE. Quite often teachers assume that you can only have fun and games in gE classes. However it is also possible to incorporate games into bE. Nevertheless, your choice of topics and related activities are likely to be more focused.
- e bE. In the past this was a commonly held view about business English, but as we see later in the DVD, many students need it from an elementary level onwards.
- f bE
- g b
- h bE
- i This is possibly true for both gE and bE, but certainly in bE a teacher learns a lot about business and specialized areas of students' professional work.

- 2 **Needs:** Business English is more needs-driven than general English.

Motivation: Students are usually highly motivated because their performance in English might affect their work / promotion.

Location: The lessons can be run in a variety of locations (e.g. in offices as opposed to a school or classroom).

Experience: You can draw on the students' knowledge and experience (of business) and so make the lessons more authentic and relevant.

- 3 The two texts are similar in terms of level of difficulty and verb tenses. However, the topic vocabulary is quite different. Also, Text A is more authentic for business English students since they are more likely to come across this kind of text in their working lives. This comparison illustrates that you can start teaching business English even at an elementary level because all that is different is the context and some vocabulary.
- 4 In this section we see Maciej ask students to find verbs in a text and he asks the students if these refer to the past or the present. He also focuses on irregular verbs. So essentially there is nothing you wouldn't also do with a general English elementary class. This shows that business English lessons should not cause any insurmountable problems for a teacher who only has experience of teaching general English.

- 5 1 Maciej thinks that grammar in business English is very important, but that it needs to be taught in authentic or real-life situations.
- 2 John believes some of the benefits are that business English is more satisfying for the teacher because the language you teach has a clear purpose. In return he says you learn a lot about new subjects. He then suggests that teachers can become coaches or trainers and can then help with the professional content (this is particularly true with pre-work students or students who have little work experience).

- 6 1 d
2 a
3 c
4 e
5 b

- 7 1 The lesson structure follows a basic 'input→output' structure.
- 2 Sometimes at higher levels, teachers will give the students a task and analyse what language is needed or how they could improve. They then input the language and give the task again.

Social English

- 1 Answers will vary.
- 2 Answers will vary.
- 3 Arguably, social English will be needed in all six situations.
- a The speaker will want to chat to the audience before and after the presentation.
- b There may be coffee breaks during or after the meeting where participants will chat.
- c In many cultures, there is a period of small talk at the beginning and end of a call.
- d When negotiating it may be helpful to start with some friendly conversation to lead carefully into requests for better terms.
- e This will involve meeting, greeting, and saying goodbye to visitors.
- f Starting conversations and introducing yourself are part of the networking that occurs at conferences. There may also be opportunities to eat out or to offer new contacts drinks.

- 4** 1 Hugo says it's a coffee break. In fact the picture referred to in the book is at a conference.
 2 When he has meetings or travels.
 3 50%
 4 family, weather, sport
 5 Because lots of students request it and it's the language for building relationships and trust with people.
- 5** Answers will vary.
- 6** Answers will vary, although the following are possible.
 Greeting someone and introducing yourself: Hello, my name's ... / How do you do? / Nice to meet you.
 Starting and making conversation: May I join you? / What do you think of the ...? / Where are you from?
 At the restaurant and talking about food: What's this dish? / It's made of ... / Do you like ...?
- 7** The suggested expressions above can all be taught at elementary or pre-intermediate level.
- 8** 1 Answers will vary.
 2 John thinks you can prepare elementary students for all three of the situations in **6**.
 3 c, d, f
 4 Answers will vary.
- 9** It's likely that you would teach a, b, c, and f from fairly low levels and these are all connected to language teaching so are likely to be dealt with by most teachers. Many teachers do not feel it is their role to deal with non-linguistic aspects, such as d and e. Other business English teachers argue that you have to deal with such aspects because they are all part of the same communication skill. The more experienced you become, the more you may feel that you want to deal with these issues or at least encourage students to comment on issues such as cultural difference.
- 4** 1 a Placement b written and spoken
 c on the *Business Result* website
 2 a Progress b written and spoken
 c Teacher's Book
 3 a Self-study / Progress b computer-based
 c *Interactive Workbook* on CD-ROM
- 5** Answers will vary. Hugo seemed to fit the Elementary level descriptors, although there was some confusion about his current job situation during the interview. Tam again seemed to fit the descriptors. Her level of fluency is high, although she makes a few errors.
- 6** 1, 2 Yuri manages to use several expressions correctly and she achieves the task of socializing at a conference.
 3 Answers will vary.
 4 Joaquim is much weaker. He seems to understand the questions, but gives incomplete simplistic answers. Based on what is seen, his score would be significantly lower than Yuri's.

Testing and assessment

- 1** Answers will vary.
- 2** John mentions the following:
- to motivate them
 - because the student wants me to
 - to monitor progress during the course
 - because the company paying for the course wants me to
- 3** 1 b
 2 d
 3 a
 4 c

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