

Business Result

SECOND EDITION

Elementary *Teacher's Book*

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OXFORD
UNIVERSITY PRESS

OXFORD
UNIVERSITY PRESS

Great Clarendon Street, Oxford, OX2 6DP, United Kingdom

Oxford University Press is a department of the University of Oxford.

It furthers the University's objective of excellence in research, scholarship, and education by publishing worldwide. Oxford is a registered trade mark of Oxford University Press in the UK and in certain other countries

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First published in 2017

2021 2020 2019 2018 2017

10 9 8 7 6 5 4 3 2 1

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ISBN: 978 0 19 473872 9 Book

ISBN: 978 0 19 473871 2 Pack

Printed in China

This book is printed on paper from certified and well-managed sources

ACKNOWLEDGEMENTS

Cover image: Getty Images/Clerkenwell

Back cover photograph: Oxford University Press building/David Fisher

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Introduction

The course

Who is *Business Result Second Edition* for?

Business Result Second Edition 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 Second Edition* 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 and activities that allow the students to participate in a way that is relevant to them, whatever their level in their company or organization.

Pre-work learners

Business Result Second Edition can also be used with pre-work learners at college level. The course covers a variety of engaging topics over the 12 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 these 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 Second Edition* take?

Business Result Second Edition 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 giving a report, making arrangements and taking part in meetings.

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 12 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 real 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 12 *Student's Book* units provides around four hours of classroom material with the potential for two to three hours of additional study using other materials in the pack.

The materials that support the *Student's Book* units are:

- *Viewpoint* video lessons
- Practice files
- Progress tests
- Photocopiable worksheets
- *Online practice*

More information on all of these materials and how to use them can be found later in these Introduction pages.

Key features of a 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 establish what students already know about the topic and how it relates to their own working lives. These questions 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, listening texts

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.

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. The *Language point* highlights the target grammar structures, which are then practised in authentic work contexts.

Practically speaking

This section looks at various practical aspects of everyday communication and social interaction from a 'how to' perspective – for example, *How to apologize*, *How to tell the time* – as well as useful ways that we use language in communication, such as *this*, *that*, *these* and *those*.

Business communication

This section focuses on one of five broad communication themes – meetings, presenting, exchanging information, phone calls and socializing. These are treated differently throughout the book so that, for example, students are able to practise exchanging information on the phone as well as face-to-face, or compare the different language needed for giving formal and informal presentations. Typically, the section begins with students listening to an example situation (a meeting, a presentation, a social encounter, a series of phone calls). They focus on *Key expressions* used by the speakers which are listed on the page. They are then given the opportunity to practise these in various controlled and more open work-related tasks.

Tips

Throughout each unit, there are short, practical tips with useful language points arising from a particular section or exercise.

Talking point

All units end with a *Talking point*. These provide the opportunity for students to discuss a range of business concepts, approaches and ideas and how they might apply these in their own work. All of the topics relate to the unit theme and provide the opportunity for students to use the language from the unit.

The *Talking point* follows a three-part structure: Input (a short text, listening or infographic), Discussion, Task.

Note that in some units, the *Talking point* format is presented as a game. This is designed to be fun and is aimed at recycling the language from the unit.

Viewpoint

After every three units there is a two-page *Viewpoint* video lesson. The topic of the *Viewpoint* lesson relates to a theme from the preceding units and includes interviews and case studies of real companies. Each *Viewpoint* has a number of short videos and is divided into three or four sections.

Each lesson usually opens with an introduction to the topic and interviews with people discussing the topic. Key words and phrases are then introduced before students watch the main video section. Here, students can develop listening and note-taking skills with language presented in an authentic context. Each lesson ends with activities to give students speaking practice discussing the topic of the lesson.

Additional material

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

Practice files

These provide 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* exercises appear on pages 76–80 of this book.

Communication activities

Additional information for pairwork and group activities.

Audio scripts

Irregular verb list

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.

One-to-one

In general, you will find that *Business Result Second Edition* 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. The *Teacher's Book* provides suggestions for how to adapt group work activities successfully for one-to-one classes.

Pre-work learners

Although most users of *Business Result Second Edition* 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. The *Teacher's Book* provides suggestions for how to adapt certain questions or tasks in the book to their needs, and extra notes are given for these types of learners.

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

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 need to build 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.

USING THE COURSE

How to use *Business Result Second Edition* to fit your teaching context

Business Result Second Edition provides all the flexibility you need as a teacher. The syllabus and content has been carefully designed so that it can be used either from start to finish, or in a modular way, allowing you to tailor the course to suit your and your students' needs.

Using the course from start to finish

You can, of course, use *Business Result Second Edition* 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, and there is a degree of recycling and a steady progression towards overall competence, culminating in the *Talking point*. 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 'flexible' option

Business Result Second Edition is written in a way that recognizes that many business English courses vary greatly in length. With this in mind, teachers can use *Business Result Second Edition* in a modular way. Although each unit has a logical progression, you will find that all the sections are essentially free-standing and can be used independently of the rest of the unit.

This modular approach provides the flexibility that business English teachers need when planning their course. Teachers might want to choose the sections or unit topics that are the most relevant and interesting to them and their students.

Online practice and teacher resources

For students

The *Online practice* gives your students additional language practice of the *Student's Book* content. For more information, see page 5 of the *Student's Book*.

For teachers

As well as providing access to all of the student online practice exercises, the Learning Management System (LMS) provides an invaluable and time-saving feature for teachers. You can monitor your students' progress and all of their results at the touch of a button. You can also print off and use student reports on their progress.

A user manual for how to use the LMS can be found in the teacher resources in the *Online practice*.

Downloadable resources for teachers

In the teacher resources in the *Online practice* are a number of downloadable resources for teachers to use to complement the *Student's Book*. These include:

- Photocopiable worksheets for every unit
- Progress tests for every unit
- Business cards for role-plays
- Class audio
- Class video

Photocopiable worksheets

New for *Business Result Second Edition* are the photocopiable worksheets. These provide extra communicative practice, often in the form of a game, for every *Working with words*, *Language at work* and *Business communication* section from the *Student's Book*.

There are suggestions in the *Teacher's Book* for when to use these worksheets in class. All of the worksheets, as well as the answer key, can be downloaded and photocopied from the teacher resources in the *Online practice*.

Photocopiable Progress tests

These can be administered at the end of each unit in order to assess your students' progress and allow you, the student, or the head of training to keep track of students' overall ability.

Each test is divided into two sections. The first section tests the vocabulary, grammar and key expressions from the unit. This section is scored out of 30 and students will need about 30 minutes to complete the questions.

The second section is a speaking test. In this section students are given a speaking task that resembles one of the speaking activities in the unit. These are mostly set up as pairwork activities in the form of role-plays, discussions or presentations.

Marking criteria is provided to help you assess students' performance in the speaking test. It requires students to perform five functions in the speaking test, and you can grade each of the five stages using a scoring system of 0, 1 or 2, giving a final score out of ten.

The speaking test role-plays can also be used as extra classroom practice without necessarily making use of the marking criteria.

All of the tests, and the answer keys, can be downloaded from the teacher resources in the *Online practice*.

Business cards

There is a set of downloadable business cards in the teacher resources in the *Online practice*.

The business cards are particularly useful to use in role-play situations from the *Student's Book* if you have students from the same company and they are required to exchange information about their company. You will find suggestions of when to use the business cards in the teacher notes of the *Teacher's Book*.

Class audio and video

All of the class audio and the videos for the *Viewpoint* lessons can be streamed or downloaded from the teacher resources in the *Online practice*.

Alternatively, class audio can be played from the audio CD and the videos can be played from the DVD that is found in the *Teacher's Book* pack.

How to access the Online practice

For students

Students use the access card on the inside front cover of the *Student's Book*. This contains an access code to unlock the content in the *Online practice*.

For teachers

Teachers need to go to www.oxfordlearn.com and either register or sign in. Members of the Oxford Teacher's Club can use their existing sign in details.

Then click on **Register an organization** and follow the instructions. Note that if you are not part of an organization, or you don't have an authorization code from your institution, you will need to click on **Apply for an organization account**. You will then be asked to supply some information. If you don't have an institution, then put your own name next to Institution name.

Teacher's website

Additional teacher resources can be found at www.oup.com/elt/teacher/businessresult

1

Jobs

Unit content

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

- say what they do and where they are from
- ask about personal information
- spell their name, company and job title
- say hello and goodbye and introduce themselves and others.

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, nationality 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 and others 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 expressions for this skill and receive plenty of opportunity to use the new expressions.

Starting point

As this is an elementary 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 questions. 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.

PRE-WORK LEARNERS If you are teaching students at a school or 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?*

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

Exercise 1

As this is the first exercise in this section, complete it as a class. Make sure students say the whole sentence when giving their answers. 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, islands or states.

Answers

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

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 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!

Exercise 2

► **1.1** Draw students' attention to the difference between country and nationality by pointing at the picture of Dahlia and saying *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. If necessary, they can check their answers in the audio script on page 120 of the *Student's Book*. For more practice, play the listening and pause after each sentence. Students can listen and repeat.

Exercise 3

► **1.2** 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. 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 can emphasize the stress by clapping or nodding your head on the stressed syllable. It's a useful habit to mark the stress on new vocabulary which you write up on the board for students.

You will probably need to play the listening 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.

Exercise 4

► **1.3** Ask students to listen and write the job titles from the list in the table. Point out that they will hear the speakers in the same order as they appear in the table.

Exercise 5

► **1.3** Play the listening again to hear the nationalities of the companies. Remind students that they are listening for the nationalities of the speakers' companies not of the speakers themselves.

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

EXTRA ACTIVITY

As a follow-up to the earlier work on word stress, ask students 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

Exercise 6

If everyone in the class is from the same company, discuss the questions 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. Students may not know the names of the jobs they want to mention in English, so be ready to help or ask students to use a dictionary.

Refer students to the *Tip*. You will probably need to explain *vowel* and *consonant*. Ask students to identify all the nationalities in the table which would use *an* not *a* (*American, Italian, Indian*).

PRE-WORK LEARNERS Ask students to think of jobs which their family and/or friends have.

Exercise 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

Further practice

If students need more practice, go to *Practice file 1* on page 86 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.

Exercise 8

Students fill in the information for themselves.

ALTERNATIVE If everyone is from the same company or country, you can give them new identities by downloading the Business cards from the teacher resources in the *Online practice*.

PRE-WORK LEARNERS Ask students to complete the information with their ideal job and company.

Exercise 9

Students work together 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**.

Exercise 10

For a new class, this is a good activity for everyone to get to know each other. 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 pairwork activities with the student. Make sure that you swap roles so that the student gets to play both roles.

To add variety, you could ask the student to prepare a mini-presentation for the next lesson about themselves and another person they know, using all the language in **9** and **10**.

Photocopiable worksheet

Download and photocopy *Unit 1 Working with words worksheet* from the teacher resources in the *Online practice*.

Language at work

Exercise 1

Before reading, find out if any students already know about Marcegaglia. Then ask students to read the text and complete the profile.

Answers

Products: steel pipes

Head office: Italy, near Milan

CEO: Antonio and Emma Marcegaglia

Exercise 2

Students use the verbs in bold from **1** to complete the table. Point out to students the *Grammar reference* for this unit on page 87, and remind them that they can refer to the *Grammar reference* at the end of the book for help at any time.

After students have completed the table, ask them to read the *Tip*. You may like to drill the contracted forms for each person. Draw their attention to the fact that we use full forms when giving short answers.

Answers

	Positive	Negative
I	am ...	am not ... (I'm not ...)
You/We/They	are ...	are not ... (aren't ...)
He/She/It	is ...	is not ... (isn't ...)

Grammar reference

If students need more information, go to *Grammar reference* on page 87 of the *Student's Book*.

Exercise 3

► **1.4** Students complete the text by underlining the correct verbs. Then play the listening so they can check their

answers. For further pronunciation practice, play and pause the listening and ask students to repeat the phrases.

Answers

1 is 2 is 3 are 4 Are 5 're 6 isn't 7 's 8 are
9 are

Exercise 4

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

Answers

1 am or 'm/'m not 4 are/aren't
2 is/isn't 5 is/isn't
3 are/aren't

PRE-WORK LEARNERS As an alternative to the sentences in **4**, write these on the board:

- I' _____ Spanish.
- My college _____ Polish.
- (Some of) the other students _____ from Asia.
- The other students _____ my friends.
- English _____ important in my studies.

Exercise 5

Students have already seen some of the possessive forms in *Working with words (8–10)*, but in this exercise they look at them more formally. You may like to ask different students to read out the example sentences, so that you can monitor pronunciation. Give students time to complete the table. Refer students to the *Tip*. Write the following on the board and model the pronunciation, showing that they also have the same or very similar pronunciation:

they're = their

you're = your

Answers

you → your it → its
he → his we → our
she → her they → their

Exercise 6

Students make questions and answers following their work in **4**. Monitor for the correct form of *be* and for pronunciation.

Exercise 7

Ask students to read Sofia's profile and complete the interview using the possessive forms from **5**. You could ask students to make sentences from the profile for further practice. For example: *Her name is Sofia Aguilera*.

Answers

2 My 3 His 4 our 5 Her 6 Our 7 their

Further practice

If students need more practice, go to *Practice file 1* on page 87 of the *Student's Book*.

Exercise 8

This is the first time students turn to the *Communication activities* at the back of the *Student's Book*, so allow time for students to find the right page. Tell them that they should use the possible answers to make *yes/no* questions, as in the examples. You may like to demonstrate the activity with a stronger student to start them off. Monitor to ensure that all pairs understand what they have to do. You can check answers at the end by asking students to make sentences about the people profiled. For example: *Her name is Renate. She's German.* Allow time at the end of the task for feedback on the correct use of *be* and possessives. You could note down any incorrect sentences, write them on the board, and ask students to correct them.

Exercise 9

Students work in pairs and ask each other questions about their jobs. You may want to elicit possible questions from students first. Then ask them to write a short company profile about their partner's company, using the Marcegaglia profile in **1** to help them.

PRE-WORK LEARNERS For further practice of the verb *be* and *yes/no* questions, play Twenty Questions: think of a famous person (or a person in the class) and have students ask you *yes/no* questions to find out who you are. For example: *Are you American? Are you a business person?* Then students can play in pairs or groups. To make it easier you can write up a list of possible people/companies on the board.

Photocopiable worksheet

Download and photocopy *Unit 1 Language at work worksheet* from the teacher resources in the *Online practice*.

Practically speaking

Exercise 1

► **1.5** Students listen and repeat. Point out the two pronunciations of Z. Z is pronounced /zed/ in British English and /zi:/ in American 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:
1 /eɪ/ 2 /i:/ 3 /e/ 4 /aɪ/ 5 /əʊ/ 6 /u:/ 7 /a:/

Answer

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

Exercise 2

► **1.6** Students listen and write the names.

Answers

1 Gorski 2 Lufthansa

Exercise 3

Play the listening 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 do you spell your name?

Exercise 4

Put students into pairs to practise spelling.

PRE-WORK LEARNERS Students can spell the name of the company they hope to work for and the job they would like to do.

EXTRA ACTIVITY

For more practice with spelling, you could also ask students to spell the name of their city / country / nationality / boss or a colleague.

Business communication

Exercise 1

► **1.7** 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 (a surname and two first names).

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

Answers

1 Gorski 2 Elzbieta 3 Maria

Exercise 2

► **1.7** 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 on page 120 of the *Student's Book*.

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.* They may also confuse the expressions *How do you do?* and *How are you?* In British English, only the latter will elicit 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.

Answers

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

Exercise 3

Students categorize the expressions.

Answers

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

Exercise 4

Put students into groups of three to practise the conversation. Initially students can sit together and will want to refer to the *Key expressions*. 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.

ONE-TO-ONE If you only have one student, you will have to practise introducing an imaginary third person.

Exercise 5

Students change roles and practise the conversation again.

Exercise 6

This exercise gives students the language they need to say goodbye. Students complete the conversation with the expressions listed.

Exercise 7

► **1.8** Students check their answers by listening.

Answers

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

After the listening, in the same groups of three as **4**, students practise the conversation.

Further practice

If students need more practice, go to *Practice file 1* on page 86 of the *Student's Book*.

Exercise 8

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

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.

Encourage your students to say goodbye to you and each other in English at the end of every class.

Photocopiable worksheet

Download and photocopy *Unit 1 Business communication worksheet* from the teacher resources in the *Online practice*.

Talking point

Students work in pairs (or threes if you have an odd number of students). 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 turns to move squares. Students work their way round the board completing each language task.

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.

ONE-TO-ONE 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 the board, you can also correct the student or (re)teach any necessary language they are still having difficulties with.

PRE-WORK LEARNERS Write alternatives to some work-related squares on the board as follows:

Square 2: give your name, course or subject of study, and nationality

Square 7: spell the name of your school or college

Square 9: name? course or subject of study? nationality?

Square 12: tell your partner about one of your teachers

Square 13: introduce your partner to a new student at your school or college

Square 15: tell your partner about some of your friends at school or college: names, subjects of study, nationalities

Progress test

Download and photocopy *Unit 1 Progress test and Speaking test* from the teacher resources in the *Online practice*.

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 using the present simple
- say numbers
- start and end a phone call.

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 *Language at work* (CJ) has four main areas of business which combine products and services.

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 learn how to start and end a phone call, an important workplace skill. The *Talking point* asks students to talk about the industries in their country and gives them the opportunity to use the vocabulary from the unit.

Starting point

This can be done like a quiz with teams or students receiving points for each question they get right.

Answers

- 1 Lufthansa – German (airline)
Sony – Japanese (electronics)
- 2 Philips – electronics
Bayer – pharmaceuticals
- 3 Banco do Brasil – financial services
CNN – news/media

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

Working with words

Exercise 1

Students match the words to the pictures. You may like to ask students to describe what they can see in the pictures, although you will probably need to help them with vocabulary.

Answers

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

Exercise 2

► **2.1** Check students understand *job fair* (an event for people to find a new job and for companies to recruit new employees). Ask if any of your students go to such events. If you teach pre-work students, you could ask them if they have attended or will attend any job fairs to look for a job. Ask students to listen and tick the words in **1** which they hear. Play the listening.

Answers

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

Exercise 3

► **2.1** Students listen again and complete sentences 1–3. Ask students to read through the sentences before listening.

Answers

- 1 recruitment, pharmaceuticals
- 2 software, financial services
- 3 electronics, automobile

Exercise 4

► **2.2** Students listen and underline the word stress. Play the listening again and ask students to repeat the words.

Answers

electronics
recruitment
hotel
finance
automobile

PRONUNCIATION This is an opportunity to review the word stress of the jobs, countries and nationalities vocabulary from *Unit 1*. Write some of the vocabulary, e.g. *Personal Assistant, Japan, Japanese*, on the board and ask students to underline the word stress. Then drill the words.

Exercise 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.

PRE-WORK LEARNERS Ask students to think of someone they know well who works and then to answer the questions in **5**.

Exercise 6

Write *produce* and *provide* on the board and ask students which word goes with *products* and which with *services*. Students then categorize the business areas in column C according to if they are a product or service. Refer students to the example in 1 first.

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

Answers

2 service	5 service
3 product	6 product
4 product	

Exercise 7

Students work in pairs. Ask them to use all three columns (A, B and C) to make complete sentences. Ask a student to read out the example sentence first.

At this stage students may notice that we add *-s* or *-es* to third-person singular verbs. Many students will have at least some passive understanding of this grammar point. Acknowledge this and tell students that you will be working on it in the next section.

Answers

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

Exercise 8

Discuss the question as a class.

PRE-WORK LEARNERS 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.

Exercise 9

► **2.3** Ask students to study the slides and talk about what they think Kikkoman does. They may like to work in pairs for this. They then listen and number the slides in the order they hear about them.

Answers

A 2 B 1 C 4 D 3

Exercise 10

Students complete the details about Kikkoman. They will check their answers by listening in **11**. If they have problems with the answers, play the listening again straight away instead.

Exercise 11

► **2.3** Students listen again and check their answers.

Answers

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

Further practice

If students need more practice, go to *Practice file 2* on page 88 of the *Student's Book*.

Exercise 12

Allow students time to complete the sentences and help them, as necessary. 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.

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.

PRE-WORK LEARNERS Students can choose and research a company which they'd like to present.

ALTERNATIVE If your class are all from the same company, they could present another company such as a client or competitor.

Exercise 13

Students present to the class. 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. When giving feedback, focus on the correct use of the new vocabulary and on correct word stress, and don't forget to give lots of positive encouragement.

Photocopiable worksheet

Download and photocopy *Unit 2 Working with words worksheet* from the teacher resources in the *Online practice*.

Language at work

Exercise 1

Students match the business areas to the pictures. 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
B Bio Pharma
C Entertainment and Media
D Home Shopping and Logistics

Exercise 2

► **2.4** Ask the students to read the whole text first before listening. With stronger students, they could try underlining the correct verb forms before listening, and then listen to check.

Answers

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

Exercise 3

► **2.5** Ask students to listen and complete the questions and answers. Write the answers on the board (or ask the students to write the answers on the board) in order to ensure accuracy.

Answers

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

EXTRA ACTIVITY

Put students into pairs and tell them to practise the four conversations in **3** to build confidence.

Exercise 4

Students read and complete the explanations in the *Language point*. Point out that they should use the examples in **1** and **3** to help them complete the information. Go through the answers as a class.

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

Answers

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

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/
produces	has	exports

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

DICTIONARY SKILLS

Remind students that if they are unsure how to pronounce the -s on the end of a verb, they can check in a good learner's dictionary. You could give them some verbs to check as an example. If they have Internet access, they could use www.oxfordlearnersdictionaries.com.

Grammar reference

If students need more information, go to *Grammar reference* on page 89 of the *Student's Book*.

Exercise 5

Students work in pairs. Ask them to think of companies from the different areas in **1** and talk about them as in the example. Be ready to suggest some companies to them in case they are short of ideas. Monitor for the correct present simple forms.

Exercise 6

Ask a pair of students to read out the example question and answer. Students work in pairs. Ask them to make questions for each other and answer each other's questions. You may like to give them time to write the questions first.

Remind students of the rising intonation for *yes/no* questions (which you introduced in *Unit 1*). Give feedback after the task on the correct present simple forms and pronunciation.

PRE-WORK LEARNERS Ask students to imagine they work for one of the companies they talked about in **5** and answer their partner's questions accordingly.

ALTERNATIVE For variety if students all work for the same company, they could imagine they work for one of the companies they talked about in **5** and answer their partner's questions accordingly.

Further practice

If students need more practice, go to *Practice file 2* on page 89 of the *Student's Book*.

EXTRA ACTIVITY

Put students into 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.

Photocopiable worksheet

Download and photocopy *Unit 2 Language at work worksheet* from the teacher resources in the *Online practice*.

Practically speaking

Exercise 1

Students say what information the four numbers give (A: start date; B: total (number); C: price (total); D: phone number). They can work in pairs and try and say the four numbers. To help less confident students you could write the answers on the board for them to match to the figures (*price, phone number, year, number of employees*). Refer

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

Exercise 2

► **2.6** Students match A–D in **1** with the speakers 1–4.

Answers

1 D 2 C 3 B 4 A

Exercise 3

Students ask and answer the questions in pairs. You could ask them to write down their partner's answers in order to check accuracy.

PRE-WORK LEARNERS Write some alternative questions on the board for pre-work learners:

- 3 *What's your home phone number?*
- 4 *What's your school's/college's phone number?*
- 5 *What's the number of students in your class?*
- 6 *What's the price of a bus or metro ticket in your city?*

Business communication

Exercise 1

► **2.7** Ask students to listen to two phone calls and underline the correct words to complete the sentences. Give them time to read the sentences before playing the listening. You may need to play it twice.

Answers

- 1 Anna, Peter
- 2 knows
- 3 an email
- 4 a hotel
- 5 doesn't put
- 6 meeting rooms

Exercise 2

► **2.7** Students listen and tick the correct box according to who says the expressions. Then check answers as a group. With stronger groups, you can ask students to work in pairs to tick the expressions before playing it for them to check their answers.

Answers

Caller 2, 3, 6, 7, 11
'Receiver'/Receptionist 1, 4, 5, 9, 10, 12
Caller and 'Receiver' 8

Exercise 3

Ask students to complete the two phone calls using the expressions in **2** to help them. Monitor and check that students have written the expressions correctly. Students then practise the conversations in pairs. Monitor and pay attention to pronunciation.

Answers

Call 1

- A Hello, Dubai Hire Cars. How can I help you?
B Hello. This is (student name) from (student's company name). I'm calling about your prices ...
... and you can pay by credit card.
A That's great. Thanks for your help.
B You're welcome.
A Goodbye.
B Goodbye.

Call 2

- A Good morning. (student's company name)
B Good morning. This is (student name) from (student's company name). Is Niki Alstom there, please?
A Yes, I'll put you through.
B Thanks ...
... Good. See you tomorrow then.
A Yes. See you tomorrow/soon. Bye.

PRE-WORK LEARNERS Ask students to think of a company they would like to work for and use that in the exercise.

Further practice

If students need more practice, go to *Practice file 2* on page 88 of the *Student's Book*.

Exercise 4

Students work in pairs or threes to practise starting and ending calls. If possible, use groups of three so that you have someone to play receptionist. Tell students to use their own names and company/school names. Refer them to the *Key expressions* for help. To simulate being on the phone, you can ask students to sit back to back so that they cannot see each other, or even phone each other on their mobiles, if appropriate.

You may like to ask some pairs/groups to practise in front of the class. Feedback should focus on how well they achieved the task and the use of the phoning exponents.

EXTENSION Ask students in pairs to practise a phone call they make in their working or private life. Who do they call? What about?

ONE-TO-ONE You can take turns with your student to play both the receptionist and the receiver.

Photocopiable worksheet

Download and photocopy *Unit 2 Business communication worksheet* from the teacher resources in the *Online practice*.

Talking point

This section facilitates practice of some of the vocabulary from the unit connected to business sectors and activities, as well as numbers. It also gives students the opportunity to talk more about their own country.

Discussion

Exercise 1

Lead in by brainstorming anything the class knows about Hungary. If they have no idea, you might like to show them where it is on a map.

Discuss the questions as a class, writing up the students' ideas on the board. Students then read the text in order to check their ideas. Discuss the ideas as a class after reading.

Answers

exports: cars, textiles and pharmaceuticals

imports: oil and gas

important types of business: cars, textiles, pharmaceuticals, hotels, restaurants, tourist companies

Exercise 2

Students work in pairs or small groups and discuss the questions. At this level, they won't have the comparative forms to discuss question **1**, but given some help they should be able to work around this. You can write on the board:

We both produce/import/export ...

Hungary exports cars, but (your country) doesn't.

You can share ideas as a class after students have discussed in pairs/small groups. Focus on encouraging students to express themselves and building confidence at this stage.

Task

Exercise 1

This is an information gap activity in which students share their information in order to complete their company profiles. Students work in groups of four. Student A turns to page 110, Student B to page 116, Student C to page 117 and Student D to page 114. Check that everyone is looking at the right information before you begin. Tell students to take turns to read out their information. Discourage them from showing their information to the rest of the group. Instead emphasize that they need to read out slowly and clearly, and repeat as necessary. Monitor and help as required.

If your class is not divisible by four, you can have some pairs or threes. In this case, some students will have two sets of information to read out.

ONE-TO-ONE You can do the activity with a one-to-one learner by taking part yourself. Both you and the student will take two student's roles each.

EXTRA ACTIVITY

Students can write a profile of their country or another country of their choosing using the text about Hungary as a model. This could also be a homework activity.

Progress test

Download and photocopy *Unit 2 Progress test* and *Speaking test* from the teacher resources in the *Online practice*.

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 places
- give addresses
- order things by phone.

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 affect 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. They also practise asking about different locations for a conference.

Building on their work on phone calls in *Unit 2*, in this unit students are introduced to and practise language for ordering by phone, including asking for and giving email and postal addresses.

The *Talking point* provides an opportunity for freer practice of the grammar and vocabulary from the unit and students express their opinions and talk about their own city.

Starting point

These warm-up questions allow students the opportunity to review names of countries from *Unit 1*. Refer them back to *Unit 1* to remind students if they struggle to say some of the names. You might need to define *operations*. It can 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, write these questions on the board:

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

Working with words

Exercise 1

Students match the workplaces to the pictures. You may like to pre-teach the names of the workplaces. Point out that we usually shorten *Research and development* to *R&D*.

When checking answers, write up the words on the board with the word stress shown, and conduct a quick pronunciation drill.

Answers

- 1 Factory
- 2 Head office
- 3 Distribution centre
- 4 Research and development (R&D) centre
- 5 Sales office

PRONUNCIATION Rather than noting the word stress on the board for students, you could read out the words and ask them to underline the stress.

Answers

- 1 Factory
- 2 Head office
- 3 Distribution centre
- 4 Research/Research and development (R&D) centre
- 5 Sales office

Exercise 2

Students work in pairs to match the sentences with the workplaces in **1**.

Answers

- 1 Factory
- 2 Research and development (R&D) centre
- 3 Sales office
- 4 Head office
- 5 Distribution centre

Exercise 3

As a lead-in, ask students if they like LEGO® and what they know about the LEGO Group. Then ask them to read the text and find out where LEGO operates.

Answer

LEGO operates on six continents.

Exercise 4

Students look at the map and match the continent names to 1–6 on the map. Students are unlikely to have too much difficulty with the task, but are likely to find the pronunciation of the continent names difficult, so you can model and drill them.

Answers

- | | |
|-----------------|-------------|
| 1 North America | 4 Africa |
| 2 South America | 5 Asia |
| 3 Europe | 6 Australia |

Exercise 5

► **3.1** Students listen to a presentation about the LEGO group and complete the table. You may like to pause during the listening to give students time to write their answers. For more practice, ask students to make whole sentences when you check the answers, e.g. *LEGO has 20 sales offices in Europe*. Refer students to the *Tip*. You could play the part of the listening which mentions *around 20 in Europe* again so that they can hear *around* in context.

Answers

Europe: 20
Asia: 10
North America: 4
South America: 1
Australia: 2
Africa: 1

Exercise 6

► **3.1** Ask students to listen to the presentation again and tick the workplaces that are in each country in the table. Again, you may need to pause whilst playing the listening, or to play it again. Refer students to the *Tip* and point out that we often use *HQ* in speech.

Answers

China: Factory
Czech Republic: Factory, Distribution centre
Denmark: Head office, R&D centre, Factory
Hungary: Factory
Mexico: Factory
USA: Distribution centre

EXTRA ACTIVITY

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

Further practice

If students need more practice, go to *Practice file 3* on page 90 of the *Student's Book*.

Exercise 7

Students prepare a presentation about their company, a company they know well, or the AstraZeneca company detailed in the *Student's Book*. If all your students are from

the same company, it will provide variety if you ask them to research and present another company.

Remind students to use audio script 3.1 on page 121 of the *Student's Book* and the phrases given to help them. They could prepare for homework and make their presentation in the next lesson.

Students may like to practise giving their presentation in pairs or small groups before presenting to the class. You could ask the other students to take notes when listening to the presentations, under the headings *what* and *where*. Feedback should focus on building students' confidence as well as their use of the new vocabulary and its pronunciation.

ONE-TO-ONE If the student is open to the idea, you could record his/her presentation, and then play it back to him/her and discuss the good points and ideas for improvement together.

EXTRA ACTIVITY

For homework, ask students to write a short text about their company (or one they are familiar with) similar to the text in **3**.

Photocopiable worksheet

Download and photocopy *Unit 3 Working with words worksheet* from the teacher resources in the *Online practice*.

Language at work

Exercise 1

Ask if anyone in the class has ever been to Singapore for business or on holiday. Students read the text. Ask them to underline reasons why it's a good location for business. You may want to pre-teach some vocabulary: *island, harbour, goods, taxes, exhibition, crime*. Refer students to the *Tip*.

Possible answer

Singapore is a good location for business because it's in the centre of South-East Asia and has good transport links, taxes are low and it's easy to employ foreign workers. It is also a good place to have conferences because there are hundreds of hotels and exhibition centres.

Exercise 2

Ask students to look at the words in bold in the text in **1** and complete the first part of the *Language point*. Elicit the first couple of answers as a class to ensure that students know what to do. Note that there aren't examples of the question forms in the text, so be ready to guide the students.

Write the answers on the board when checking them in order to ensure accuracy. Students may be familiar with the uncontracted forms of the negatives, so you may like to mention them and point out that the contracted forms are more frequently used. We often use *some* and *any* with *there is* and *there are* and the second exercise in the *Language point* clarifies when we use them. Ask students to read the sentences from the text in **1** and choose the correct words to complete the explanations 1–3. They may like to work in pairs for this. You may need to clarify the meaning of *some* by contrasting it with *many*.

Answers

Singular noun:

Positive: There is (an airport).

Negative: There isn't (an airport).

Question: Is there (an airport)?

Short answers: Yes, there is. / No, there isn't.

Plural noun:

Positive: There are (two airports).

Negative: There aren't (two airports).

Question: Are there (two airports)?

Short answers: Yes, there are. / No, there aren't.

1 plural

2 some

3 any

Grammar reference

If students need more information, go to *Grammar reference* on page 91 of the *Student's Book*.

Exercise 3

► **3.2** Students complete the conversation with the words from the list. Remind them to use the *Language point* for help if necessary. They then listen to check their answers. Ask two students to read out the conversation when checking the students' answers. Students can then practise reading out the conversation in pairs.

Answers

1 Are there

2 there are

3 there isn't

4 is there

5 there is

ALTERNATIVE For students needing more help, play the listening and students listen and number the words in the list in the order they hear them.

EXTRA ACTIVITY

Ask students to think about their workplace/school or city and make a list of what there is/isn't. They then talk about what they like and dislike about the place in terms of what there is/isn't, for example:

There are some good shops and restaurants in my city, but there isn't an airport.

Further practice

If students need more practice, go to *Practice file 3* on page 91 of the *Student's Book*.

Exercise 4

Students work in pairs. Student A should turn to page 116 and Student B looks at the table on page 21. Student B starts by asking Student A about The Arabian Garden Hotel and fills in the table. You may like to model the activity with a stronger student if your students need more support.

Exercise 5

The students repeat the process in **4** but this time Student B turns to page 116, and Student A asks the questions and fills in the table.

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

Exercise 6

In the same pairs, students compare the two hotels and choose one for a conference. 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.

EXTRA ACTIVITY

Play noughts and crosses or tic-tac-toe with the mistakes you would like students to correct. Draw a three-by-three grid and put one mistake in each box. Divide the class into two teams. To win a square, the team has to correct the mistake in it. To win the game, they need to get three in a row horizontally, vertically or diagonally.

Photocopiable worksheet

Download and photocopy *Unit 3 Language at work worksheet* from the teacher resources in the *Online practice*.

Practically speaking

Exercise 1

► **3.3** Students can work in pairs and try to say the email and postal addresses. Then listen and check. You may like to pause the listening so that they can listen and repeat. Students then practise saying the addresses again with their partner.

Refer students to the *Tip*, explaining that we use *all one word* to tell people that there is no space or dot between the words.

Exercise 2

Students can work in pairs to match the symbols and abbreviations to their meanings. Elicit the meaning of *abbreviation* by referring students to the abbreviations in the exercise.

Answers

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

DICTIONARY SKILLS

Tell students that dictionaries usually list common abbreviations and their meanings. You could ask them to look for the abbreviations in the exercise in their dictionaries.

Exercise 3

► **3.4** Students practise comprehension of addresses by listening to a phone conversation and completing the email and postal addresses. You may like to pause the listening to give them time to write and/or play the listening more than once.

Check students' answers by asking a couple of students to write them on the board and ask other students to read out the addresses for practice. Note that *Grosvenor Street* is a UK address and is spelt differently from how it is pronounced.

Answers

Postal address: 30 Grosvenor Street, Cambridge, CB7 9BT

Email address: chris.oakley@homenet.co.uk

Exercise 4

► **3.4** Students listen again and number the expressions in the order they hear them.

Refer students to the *Tip*. You might like to extend this by explaining that *post* (British English) = *mail* (American English), thus we have *postbox*, *postman* (British English) = *mailbox*, *mailman* (American English).

Answers

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

ALTERNATIVE With a stronger group, you could first try eliciting some of the expressions by asking students to ask for each other's email and postal addresses (books closed).

Exercise 5

Students work in pairs to practise asking for and giving contact details. Student A turns to page 110 and Student B to page 116. Make sure that they are looking at the right information.

Ask students to check the information in their tables together after they have finished asking and answering. Give feedback on common mistakes you hear.

Business communication

Exercise 1

Students work in pairs to discuss the questions. This provides a lead-in to the language presentation and practice and also gives them practice in talking about orders and suppliers.

PRE-WORK LEARNERS You could ask pre-work learners to talk about what their school or college may need to order, or you could ask them to choose a business and think about what they order by phone, how products are delivered and what their customers order from them.

Exercise 2

► **3.5** Students listen to a phone call and note who asks for the things listed, the customer or the supplier. Ask students to read through the items first. With stronger groups, you could ask students to predict the answers first.

Answers

1 C 2 S 3 C 4 C 5 S 6 C 7 S

Exercise 3

► **3.5** Students listen again and complete the questions with words from the list. With stronger groups, you could ask the students to complete the questions first and then listen to check. You can drill the expressions for pronunciation, focusing on the polite rising question intonation.

Answers

2 you tell me	5 you repeat
3 I check	6 you confirm
4 I have	7 you say

Exercise 4

► **3.5** Students listen to the conversation again and complete the table with the expressions. Again, stronger students could try the task before listening to check their answers.

Highlight that only responding *yes* or *no* to a request can sound too direct in English, so we usually add a little more, as in the examples in the text.

Answers

Saying 'yes' to a request: Yes, of course., Sure.

Saying 'no' to a request: I'm sorry, but ...

Saying you understand: Got it.

Saying something is correct: Yes, that's right.

Exercise 5

Students work in pairs and ask and answer the questions in **3**. Tell them to take turns to be the customer and the supplier, and to swap roles.

Stronger students may like to try role-playing the whole conversation. Remind them that they don't have to copy the conversation exactly as it was in the listening.

Further practice

If students need more practice, go to *Practice file 3* on page 90 of the *Student's Book*.

Exercise 6

Students work in pairs. Ask them to use the prompts to have a similar conversation to the one they heard. With less confident students, you may like to go through the prompts as a class first, eliciting what they will say. This is also an opportunity to refer students to the *Key expressions* for help. As it's a phone conversation, students can sit back to back to role-play.

Students should practise the conversation at least twice, with students taking turns to play both parts A and B. 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.

Possible answer

- A** Hello. Can I order some mobile phones, please?
B Yes, of course. Can I have the product code, please?
A Sure. It's DFK 1678.
B Sorry, can you repeat that?
A Of course. It's DFK 1678.
B Got it. I'm sorry, but we're out of stock. We have DFK 1688. Is that OK?
A Yes. Can you deliver tomorrow?
B Sure. Can I have your delivery address?
A Yes, of course. It's 35 Waldorf Street.
B Got it, thanks.
A Can you confirm my order by email?
B Sure. Can I have your email address?
A Yes, it's purchasing at bcom dot biz.
B Can you spell that?
A Yes, of course. It's purchasing, P-U-R-C-H-A-S-I-N-G, at bcom, B-C-O-M, dot biz, that's B-I-Z.
B That's great. Thank you very much. Goodbye.

Exercise 7

Students work in pairs and role-play two conversations in which they order by phone. Student A turns to page 110 and Student B to page 116. Allow students time to read through their information first and ask you about anything they are unsure about. They may also want to plan which expressions they will use, but discourage them from writing down all their lines. Remind students to use the *Key expressions* for help. Ask students to note down the information they receive, e.g. product code, delivery address, and then they can check together if they noted the correct information after the role-play.

Give positive feedback for the correct use of the expressions in this section and pay attention to polite intonation. You may like to ask one or two pairs to perform their role-play for the class.

EXTENSION Students can choose something which they would really like to order and practise ordering it by phone with their partner.

Photocopiable worksheet

Download and photocopy *Unit 3 Business communication worksheet* from the teacher resources in the *Online practice*.

Talking point

Discussion

Exercise 1

As a lead-in to the reading, ask students what is important when choosing the best city for a conference. Ask them to read the article for more ideas.

Possible answers

Transport connections to the city, transport within the city, conference facilities, cost.

Exercise 2

Students work in pairs or small groups and discuss the questions.

Exercise 3

This gives students the opportunity to talk about what there is/isn't in their city.

Exercise 4

Check students know the meaning of *perfect* before they discuss this.

Share ideas as a class after students have discussed in pairs or small groups. Focus on encouraging students to express themselves and building confidence at this stage.

Task

Exercise 1

Students work in pairs for this information gap activity. Student A turns to page 111 and Student B to page 117. You may first like to elicit from students the locations of the two cities (Vienna and Vancouver) and ask them if they have visited and if they think they are good conference locations.

Exercise 2

Ask students to tell their partner about their city. Remind them that they will often need to use *There is/are ...* Their partner should complete their table with the details they hear.

Elicit from students what expressions they will use if they don't catch some information or want something spelling, e.g. *Can you repeat that, please?* Monitor and help as required.

Exercise 3

In pairs, students talk about the two cities and discuss which is better for an international conference. Share ideas as a class afterwards. You could hold a vote to find out which is the most popular choice.

Give positive feedback on correct language use and on task achievement, as well as highlighting a few common errors, especially those related to *there is/are, some/any* and question forms.

Progress test

Download and photocopy *Unit 3 Progress test* and *Speaking test* from the teacher resources in the *Online practice*.

Viewpoint 1

Preview

The topic of this *Viewpoint* is *Places of work*. In this *Viewpoint*, students begin by role-playing welcoming a visitor to their company and watching a video of five people discussing their place of work. The students then watch a video showing different offices and use this to practise vocabulary. They then watch a video about somebody choosing an office before discussing which is the best office.

Exercise 1

Students work in pairs to role-play welcoming a visitor to their workplace. Allow them time to think about what they will say first. You may like to brainstorm questions they will ask and things they can talk about as a class first.

Exercise 2

Students swap roles and repeat the conversation.

Exercise 3

Video 01 Students watch five people talking about their job, company and place of work. Ask the students to make notes in the table. Emphasize to students that they shouldn't write down whole sentences, but only key words. If necessary, pause after each speaker to allow writing time.

Exercise 4

Ask students to compare their notes with their partner. You can then check answers as a class.

Answers

	Job	Company	Place of work
Speaker 1	Intern (for 10 weeks)	Large publishing company	Open-plan office, with many people in one room, sharing desks; sometimes noisy
Speaker 2	Head of Advertising and Production	Large UK newspaper organization	Nice environment, open-plan office, very peaceful and quiet; technically able with computers and printers
Speaker 3	Production editor	Large global publishing company	Busy open-plan office; centre of town; 40 other employees in department; lot of chatter, phones ringing

Speaker 4	A rare book specialist	Blackwell's Bookshop / Bookseller	In a bookshop (in Oxford / at a desk); feels like an office (surrounded by books)
Speaker 5	Secondary school teacher (chemistry, physics, biology)	Secondary school (Based on an English public school)	Secondary school, Stanley, Hong Kong; beautiful (pretty) campus by the ocean on a hill; old school (over 100 years), good history and traditions; colleagues fun to work with

Exercise 5

Students select which word does not belong in each category. Do the first question as a class to be sure they know what to do. You may like to conduct a quick pronunciation drill of all the words listed.

Answers

- | | |
|----------|----------|
| 1 webcam | 4 client |
| 2 door | 5 noisy |
| 3 quiet | 6 fast |

DICTIONARY SKILLS

Most of the words are likely to be familiar, but if necessary you could ask students to use a dictionary to check words they are not sure about. You may like to point out the irregular plural of *shelf* – *shelves*, and how students can check plural forms in a dictionary.

EXTENSION Students could brainstorm other words for each category.

Exercise 6

Video 02 Students watch a video of different offices. Ask them to think about which words in **5** they could use to describe what they see when they watch.

Answers

Most of the words in **5** can describe what is in the video, including many of the words that are not part of the correct group. The only things which are not seen in the video are *toilets*, *parking* and *fast*.

Exercise 7

Students work in pairs and describe their place of work to each other. Ask them to use the words in **5**, but point out that they can use other words as well if they wish. Monitor for the appropriate use of the vocabulary.

PRE-WORK LEARNERS Students not in work can describe their place of study.

Exercise 8

Video 03 Students watch Part 1 of the video and answer the questions. Give students time to read the questions before playing the video. Be ready to play the video more than once if necessary.

Answers

- 1 He has to employ some staff so he needs a bigger office for him and his staff.
- 2 The first office is in the centre of town.
- 3 The first office has desks, chairs and phones, and a shared kitchen and toilets.

VIDEO SCRIPT

Tom Sutherland is a web designer. He designs websites for companies. At the moment, he works from home.

Tom My business is getting quite big now. I have a lot of different clients and I can't do the work alone any more. I have to start employing some staff. So I need an office for me and my staff.

Tom has two locations to visit today. The first location is here – an office in the centre of town. In these offices there are desks, chairs and phones, but the offices are quite small.

Tom It's very modern. And it's small, but it has everything I need at the moment. Two rooms – an office and a meeting room – and all the furniture. I don't know ... it's not very attractive, and it is near a main road, so there's a lot of noise. There are lots of other offices here, too, so you have to share the kitchen and the toilets.

But the location is very good – the station is nearby, so it's good for staff getting to work and for clients or visitors. But there's no parking.

ALTERNATIVE You could use the first and second parts of the video as a jigsaw activity: half of the students go out of the classroom while the other half watch Part 1, then they go out while the other students watch Part 2. Students then form pairs and compare the two parts of the video using their notes. Then everyone watches the whole video and answers the questions.

Exercise 9

Video 04 Students now watch Part 2 of the video and answer the questions. Again, make sure they read the questions first. You can use the video to help you explain *barn conversion* (a building converted from an old agricultural building into a new type of building, such as an office or house).

Answers

- 1 The second office is in the countryside, five kilometres from the centre of town.
- 2 The second office has a kitchen and toilets but no furniture. It has a car park.
- 3 No. He needs to think about it.

VIDEO SCRIPT

The second location is a barn conversion in the countryside, five kilometres from the centre of town. The barn conversion is very large but there's no furniture or phone.

Tom It's really nice. It has a lot of the things I need – space, light, a lot of character, very quiet – a good place to be creative.

The facilities are good – a kitchen and toilets. There isn't any public transport here, but there's a car park outside. But there's no furniture, so that would add to the cost.

I don't know if it has an Internet connection. That's not difficult to get, though.

I need to go and think about this before I make a decision. I like both the offices. I think the barn conversion is beautiful, and I think the office in the centre of town is very convenient. I don't know.

Exercise 10

Video 05 Students now watch the whole video again and note down the positives and negatives of each office. You will probably need to explain *convenient* and *character*. You may like to check answers by putting the notes table on the board and inviting students to come and fill it in.

Suggested answers

	Positive	Negative
Office 1	Very modern It has everything (e.g. an office, a meeting room and furniture) Location is good. Near the station. Convenient.	The offices are quite small. It's not very attractive and it's noisy. Shared kitchen and toilets. No parking.
Office 2	Space, light, a lot of character. Very quiet. A good place to be creative. Good facilities (kitchen and toilets, car park). Beautiful.	No furniture (so extra cost). Difficult to get to.

Exercise 11

Students work in pairs to discuss which is the best office for Tom. Point out the different aspects they should talk about. You might like to write some useful expressions on the board for students to use in their discussion:

What do you think? / Which is the best?

I think this office is the best because ...

This office is ... / It has ...

It's in ... / It's near ...

There is/isn't ... / There are/aren't ...

He also needs ... / His staff need ... / His clients and visitors need ...

I agree ... / I disagree because ...

We agree that this is the best office for Tom.

Monitor and help as necessary. Give positive feedback on correct language use and make a note of any common errors.

Exercise 12

Students present their answers to the class and the whole class then discusses the best option.

EXTRA ACTIVITY

If your students have a device which records video, you could ask them to video and describe their place of work/study for homework. They could then show the video in the next lesson.

Further video ideas

You can find a list of suggested ideas for how to use video in the class in the teacher resources in the *Online practice*.

4

Technology

Unit content

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

- talk about technology
- talk about everyday activities
- ask questions in the present simple
- use sequencing words
- 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 in students' everyday working and personal life. 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 and 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 at home. 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 For question 1, students can talk about technology they use where they study.

Working with words

Exercise 1

Students answer the questions as a lead-in to the topic and in order to clarify the meaning of *mobile banking*. Note that *online banking* refers to banking via a bank's website on a computer, whilst *mobile banking* refers to banking using a bank's app on a smartphone or tablet.

Exercise 2

Ask students to read the text to answer the question. Students are likely to be familiar with some of the technology related vocabulary, but be ready to help with unknown words. You can use the pictures in **3** to help. Point out the pronunciation of 60%: *per cent*, not *percentage*.

Suggested answer

Because you can use it anywhere, you can transfer money between accounts, and with some services can make payments using only the recipient's mobile number.

Exercise 3

Students match the words in bold from the text in **2** to the pictures 1–6.

Answers

- | | |
|-------------------|----------------|
| 1 download | 4 app |
| 2 log in | 5 tablet |
| 3 Internet access | 6 bank account |

Exercise 4

► **4.1** Students listen and number the stages in the correct order. If you think it's likely that they do, you could ask if anyone uses a similar mobile payment service, and how they use it. Read out the stages first to help familiarize students with what they will be listening for. You could ask students to predict the order of the stages before listening. You will probably need to play the listening more than once.

Answers

a 2 b 3 c 5 d 1 e 4

Exercise 5

► **4.2** Students work in pairs and complete the phrases with the words given.

Answers

- | | |
|----------------------|------------------------|
| 1 username, password | 4 text message |
| 2 button, link | 5 contact list |
| 3 screen | 6 battery, power point |

PRONUNCIATION Review the pronunciation and word stress of any potentially difficult words in **3–5**, e.g. *register*, *username*, *password*, *screen*, *battery*. Ask students how many syllables each word has and which syllable is stressed.

Exercise 6

Students match the verbs in A to the nouns in B. Remind them to use the text in **2** and audio script 4.2 on page 121 of the *Student's Book* for help.

Refer students to the *Tip* about *sign in/out/up*. Students may be aware of the words *log on/off*. You can point out that this is used in the same way as *log in/out* and *sign in/out*.

Answers

- access an account / a website
- charge / recharge a battery / a phone
- click on a button / a link
- download an app
- key in / enter the details / a phone number
- link an account / a device
- log in (to) / log out (of) a website / an account
- register a device / for a service
- select a contact / an account
- send / receive a text message / money

ALTERNATIVE For variation and a more 'hands-on' activity, you could put the words on cards instead for students to match up physically. This is also a good way of reviewing the vocabulary later.

Further practice

If students need more practice, go to *Practice file 4* on page 92 of the *Student's Book*.

Exercise 7

Students make verb + noun combinations from **6** for each picture.

Answers

- | | |
|------------------------------|--------------------|
| 2 send a text message | 5 select a contact |
| 3 charge your phone | 6 download an app |
| 4 click on a button / a link | |

Exercise 8

First students tick the actions in **6** and **7** which they do at work. Then they tell their partner when they do the actions. You could put some time phrases on the board to help them: *once/twice a day/week; every hour/morning/day; all day; when I...*

Monitor for the use of the correct collocations. Encourage more confident students to give more details about their activities, e.g. which websites they access, what apps they download.

PRE-WORK LEARNERS Students who don't work can talk about the actions in **6** and **7** which they do at school/college or at home.

EXTENSION Ask some students to report to the class on the actions which their partner does, e.g. *Pablo sends texts all day*. Pay attention to the use of the third-person singular verb.

Exercise 9

Students discuss which words in **5** and **6** are similar in their language, and which other technology words are similar. This can be a whole-class discussion. The discussion obviously depends on the nationalities of your students and on whether you have a mixed-nationality group. Your students' language may well use both an English word and an equivalent local language word to describe something. You could ask the students which word they use and which is more common.

EXTENSION Bring some machines or technology into class (or use what is already there) such as a laptop or mobile phone, and ask the class to tell you or 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.

Photocopiable worksheet

Download and photocopy *Unit 4 Working with words worksheet* from the teacher resources in the *Online practice*.

Language at work

Exercise 1

Discuss the questions as a class.

PRE-WORK LEARNERS Students can answer the same questions in **1** with reference to studying.

Exercise 2

Ask students to read and answer the questions. When checking answers with the students, ask them to read out the relevant part of the article. Encourage students to give the correct short answers, e.g. *No, they don't*, not just *yes* or *no*.

Answers

- No, they don't. (They always work 16 hours a day, seven days a week.)
- Yes, they do. (They are never late for work because they never leave the building.)
- Yes, they do. (But only to recharge their batteries.)

Exercise 3

Discuss these questions as a class. If any students work for a company which uses robots, ask them to explain where and about how in as much detail as they can. Then ask students to suggest how robots might help them.

PRE-WORK LEARNERS Students can talk about which jobs a robot could do in their place of study.

Exercise 4

Students look at the sentences with the adverbs in bold in the text in 2. Explain to students that the words on the scale and in bold in the text are called *adverbs of frequency*. Give a few personal examples 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 in *Language point 1*.

Ask some students to read out the example sentences. Students then underline the correct word in italics in a and b. 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.

Answers

- | | |
|----------|----------|
| 1 never | a before |
| 2 rarely | b after |
| 3 always | |

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

Grammar reference

If students need more information, go to *Grammar reference* on page 93 of the *Student's Book*.

Exercise 5

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

Possible answers

- I'm never late for work.
- I usually take breaks.
- I always work five days a week.
- I'm rarely sick and never take a day off.

Exercise 6

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

EXTENSION You can practise third-person verb forms by asking students to report back on what they found out about their partner, e.g. *Maggie works four days a week*.

Exercise 7

Students look back at the text to find the two questions. This raises awareness of questions beginning with question words. With more confident groups, you may like to elicit the other *Wh-* question words from them at this stage.

Answers

- How often do you work nine or ten hours a day?
Where do these robots work?
The question words are *How often ...?* and *Where ...?*

Exercise 8

Students match the questions and answers in *Language point 2*. Ask students to identify what each of the question words refer to from 1–7. This can be a whole-class activity

and at the same time you can elicit or provide extra examples for each question word.

Answers

- 1 g 2 a 3 f 4 e 5 b 6 c 7 d
c When d Who e Where f Why g How often

PRONUNCIATION Model the questions and ask students to identify if the intonation is rising or falling (Answer: *falling*). Point out that this contrasts with the rising intonation of the *yes/no* questions which they have so far learnt.

Exercise 9

You could ask 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. Pay attention to the question forms and help students to correct their mistakes.

Note that students sometimes have difficulty with *When do you start work?* as they think *work* is a verb in this situation and want to add *to* or *-ing*. If so, you can explain that in this case *work* is a noun and *start work* means 'arrive at your place of work'.

Answers

- Who do you work for? / I work for ...
What does your company produce/provide? / My company produces/provides ...
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 these on the board as an alternative to 9 (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?)

Further practice

If students need more practice, go to *Practice file 4* on page 93 of the *Student's Book*.
Download and photocopy *Unit 4 Language at work worksheet* from the teacher resources in the *Online practice*.

Practically speaking

Exercise 1

► 4.3 Students listen and number the stages in the correct order 1–5.

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

Exercise 2

► 4.3 Students listen again and match the sequencing words to the five stages in 1.

Answers

finally c after that a then e next d

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, e.g. *First of all [pause] the warehouse computer receives customer orders.*

Exercise 3

Students describe a process at work or their typical day to their partner, using the sequencing words.

EXTRA ACTIVITY

Students write down the stages of a process at work or at their place of study without using sequencing words. They should write each stage on a separate piece of paper (you can cut up and give out strips of paper). Students work with a different partner, who should try to put the stages in the correct order. The author corrects their partner using the sequencing words. When the order is complete, the partner reads out the process using sequencing words.

Business communication

Exercise 1

Discuss the questions as a class. This introduces the topic, may bring up similar problems to those in the listening, and gives you the opportunity to deal with unknown vocabulary. The services mentioned enable different users to see and edit documents on different computers, without needing to send the files to each other as attachments. Students may mention that they share files via the company's network. Problems which typically occur include users losing their password, using an incorrect password or moving/deleting files so other users can't find them.

PRE-WORK LEARNERS Students not in work can talk about if they share files at school/college, or with friends/family at home.

Exercise 2

► 4.4 Students listen and underline the correct words. Ask them to read through the sentences first so that you can deal with any vocabulary questions.

Answers

- | | |
|----------------------|------------------------|
| 1 log in to | 5 accept an invitation |
| 2 lower-case letters | 6 his inbox |
| 3 meetings | 7 view folder |
| 4 doesn't find | 8 can |

Exercise 3

► 4.4 Students listen again and number the expressions in the order they hear them.

Answers

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

Exercise 4

Students work in pairs to decide on the function of the expressions from 3. You can take the opportunity to model and drill the intonation of the expressions when you check the students' answers.

Answers

a R b O c A d R e A f R g A h R i O j A

Further practice

If students need more practice, go to *Practice file 4* on page 92 of the *Student's Book*.

Exercise 5

Give students time to read the list of technical problems and think about how they will ask for help. Ask them to move around the room and ask different people for help. Students should give answers which are true for them. Remind them to use the *Key expressions*.

Monitor and note the use of the key expressions, and if students are using the sequencing words from *Practically speaking*, as they might be useful here.

Give positive feedback on good use of the key expressions, and if there were frequent mistakes with the target language, or the technical words from *Working with words*, put some examples on the board for students to correct.

ONE-TO-ONE The student can ask you for help and respond to your requests for help.

Exercise 6

Students work in pairs and make a list of things they need help with at work. You could suggest a list of three things in order to focus them. They then join another pair and ask them for help. Encourage students with positive feedback. Is there anything they have improved on from 5?

PRE-WORK LEARNERS Pre-work students can make a list of things they need help with connected with their studies or their personal life. Be ready to give some examples of your own, for example:

I don't know how to search for books on the library computer.
I can't send my photos from my phone to my computer.

ONE-TO-ONE Your student can make a list of things he/she needs help with alone, and then ask you for help.

EXTENSION With more confident groups, you could introduce ways of refusing a request, and ask students to use them in 6. For example:

Sorry, I don't know how to do that.
Sorry, I can't help with that.

Photocopiable worksheet

Download and photocopy *Unit 4 Business communication worksheet* from the teacher resources in the *Online practice*.

Talking point

Discussion

Exercise 1

Students identify the six technology products from the pictures and discuss what they are used for.

Answers

- A smartphone, used for calling and accessing the Internet
- B GPS in vehicle, used for finding your way
- C bluetooth hands-free earpiece, used for telephoning without holding the phone
- D smart TV, used for watching television, including on-demand television and accessing the Internet
- E self-service checkout in shop, enables shoppers to check out their own shopping
- F activity tracker, used to measure and record exercise statistics, e.g. number of steps taken, speed of run

Exercise 2

► **4.5** Students listen and identify which products the people are talking about.

Answers

1 E 2 A 3 C 4 F 5 B 6 D

Exercise 3

Ask students to fill in the table with the products which they use, according to how useful they are for them.

Exercise 4

Students work in pairs to discuss their answers in **3**. Encourage them to give reasons for their answers.

Exercise 5

Students can work in groups of three or four. They discuss their answers in **3** and **4** and try to agree on their favourite product. Then share ideas as a class.

ONE-TO-ONE One-to-one students will naturally have to discuss their ideas with you only. You could ask them to think about different people, e.g. a 12-year-old child, a CEO, their grandfather, and talk about which products are useful for them.

Task

Exercise 1

Students work in small groups and think of a new product or idea for one of the areas given.

If students are having problems thinking of a new product, they could begin by listing some of the jobs they don't like doing, e.g. *writing reports*, *making the coffee*, and then think of a way to deal with the job. 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.

ONE-TO-ONE Ask your student to choose one of the topics. He/she could prepare his/her presentation for homework and present it to you in the next lesson.

Exercise 2

Students present their idea to the class. Remind them to use sequencing words, and verbs from the *Working with words* section, as appropriate.

Students who are listening should note two questions about the product to ask at the end. Allow time for students to ask their questions.

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

ONE-TO-ONE You could give a short presentation to the student to give him/her a chance to ask follow-up questions.

Exercise 3

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

Progress test

Download and photocopy *Unit 4 Progress test* and *Speaking test* from the teacher resources in the *Online practice*.

5

Communication

Unit content

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

- deal with documents
- talk about past events
- apologize
- explain and solve a problem.

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.

Working with words looks at different documents and what students do with them, and different ways in which students communicate. 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.

This unit also looks at spoken communication, both face-to-face and on the phone. 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 phone is also dealt with.

In the *Talking point*, students consider the role of English in the workplace. In the final task, students hold a meeting to decide on the company's English-language policy, which gives them the opportunity to use a wide range of language, including the new vocabulary related to communication.

Starting point

Discuss the two questions as a class.

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

Exercise 1

Discuss the first two questions as a class. Ask students what they use paper for. As the text may be challenging for some students, this is an opportunity to preview and explain some of the vocabulary, e.g. *print, photocopy, save, store, invoice, order form, hard copy*.

Ask students to read the text in order to find out how to use less paper in an office. When you discuss the answers, ask students about which ideas are used in their company / place of study.

Possible answers

It's a good idea to use less paper to save time, trees and money. Ideas to use less paper: don't print; scan and save documents electronically; use electronic documents only.

PRE-WORK LEARNERS Ask students about the use of paper in their place of study.

Exercise 2

Discuss this question as a class.

Possible answers

Use scrap paper, use a smaller font, print on both sides of the paper, have paperless meetings (agenda and materials online only), post 'think before you print' reminders, review distribution lists for printed materials, e.g. brochures, and discard invalid recipients, track how much each employee is printing and publish the results.

PRE-WORK LEARNERS Students can discuss the question with reference to their school or college.

Exercise 3

Students match the words in bold from the text to the situations. Check everyone can say the words. Students will probably have particular difficulty with the words *receipt* (/rɪ'si:t/) and *invoice* (/ɪn'vɔɪs/) so drill them.

Note that in American English, a *CV* (or *curriculum vitae*) is called a *résumé* (/ˈrɛzjʊmeɪ/). Refer students to the *Tip* about *fill in/out*.

Answers

- 1 CV, application form
- 2 order form
- 3 receipt
- 4 business card
- 5 invoice
- 6 delivery note
- 7 hard copy
- 8 contract

Exercise 4

Ask students to match the verbs from the text to their definitions. Refer students back to the text for help and to see how the verbs are used in context. Refer students to the *Tip*.

Answers

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

DICTIONARY SKILLS

Point out to students that they can check what part of speech a word is in a dictionary. Ask them to use their dictionaries to find which of the nouns in **3** and **4** can also be a verb (*contract, invoice, order, note, copy, print, scan*).

Exercise 5

Ask students to say what documents in **3** they use at work. They then make sentences using the verbs in **4** and the nouns to describe what they do with the documents. You could ask students to work in pairs for this. Ask a student to read out the example first.

PRE-WORK LEARNERS Students can talk about the documents they use in their personal life or in their place of study, as they are likely to use many of the same documents.

Exercise 6

► **5.1** Students listen and answer the questions. In their answer to question 2, 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.

Answers

- 1 A customer telephoned because they say there is a mistake on their invoice.
- 2 invoice, order form

Exercise 7

► **5.1** Note that there is more than one combination for certain verbs and nouns but students focus on matching those in the listening.

Answers

- 1 an invoice
- 2 a hard copy
- 3 an order form
- 4 a folder
- 5 a document
- 6 an email
- 7 an email

Exercise 8

Students now match the collocations from **7** to the pictures.

Answers

- 1 receive an invoice
- 2 save an order form
- 3 print a hard copy
- 4 forward an email
- 5 open a folder
- 6 attach a document
- 7 send an email

Further practice

If students need more practice, go to *Practice file 5* on page 94 of the *Student's Book*.

Exercise 9

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 **7** and **8**. Student A turns to page 111, and Student B turns to page 113. Allow students time to read the information and deal with any questions before you begin. Monitor and give feedback on the students' use of the target verbs and nouns, as well as to how well they got their message across.

EXTENSION More advanced students could write the emails as instructed by their partners in the role-plays in **9**. Here are some examples of what they might write:

Student A:

Dear Gill

Thank you for your email. The Finance report is attached to this email. There's also a hard copy on your desk.

To: Supplies

I received this email from a customer. Could you please contact her directly?

Student B:

Dear Jiri

Please find attached the order form and a copy of the brochure.

Thanks for your interest.

Dear ...

Thank you for your CV. I am forwarding it to our HR Department. Please wait to hear from them.

Exercise 10

Students discuss the questions in groups and then get feedback from the rest of the class.

ONE-TO-ONE Discuss the questions with the student, giving him/her the opportunity to expand on their answers.

PRE-WORK LEARNERS Students can discuss their use of documents and email at their place of study.

Photocopiable worksheet

Download and photocopy *Unit 5 Working with words worksheet* from the teacher resources in the *Online practice*.

Language at work

Exercise 1

► **5.2** Ask students to listen to the conversation and underline the correct answers. Make sure they read through

the sentences first. Stronger students can give you more information about what they heard. Ask students to read out the whole sentences when you check the answers.

Answers

- 1 presentation
- 2 breakfast
- 3 wasn't

Exercise 2

► **5.2** Students listen again and complete the conversation with *was*, *wasn't*, *were* or *weren't*. Ask students to practise reading out the conversation in pairs.

Answers

- | | |
|-----------|------------|
| 1 was | 8 were |
| 2 was | 9 was |
| 3 Was | 10 Were |
| 4 was | 11 wasn't |
| 5 were | 12 weren't |
| 6 Were | 13 were |
| 7 weren't | |

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

Exercise 3

Students complete the table in *Language point 1* with *was*, *wasn't*, *were* and *weren't*. Complete the first gap as a class as an example. Remind students to look at the conversation in **2** for help. Point out the negative forms to the students. Refer students to the *Tip* about short forms.

Answers

Positive

I/He/She/It was late.
You/We/They were late.

Negative

I/He/She/It wasn't late.
You/We/They weren't late.

Questions

Was I/he/she/it late?
Were you/we/they late?

Short answers

Yes, I/he/she/it was.
No, I/he/she/it wasn't.
Yes, you/we/they were.
No, you/we/they weren't.

Grammar reference

If students need more information, go to *Grammar reference* on page 95 of the *Student's Book*.

Exercise 4

Students work in pairs and practise asking and answering questions about a similar context to the event in **1**. Student A turns to page 111 and Student B turns to page 118. 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 to before.

Exercise 5

► **5.3** Students listen to a phone conversation. Tell them to listen and tick the things that Lydia did on her 'to do' list.

Answers

- Call presenter Ron Peters ✓
- Confirm the time of the presentation ✓
- Call 'Century Hotel' ✓

Exercise 6

► **5.3** Students listen again and complete the sentences using the past simple. If you think students are ready, they could try completing the sentences before listening and then check by listening afterwards.

Answers

- | | |
|---------------|---------------|
| 1 missed | 6 invited |
| 2 wanted | 7 Did, book |
| 3 Did, call | 8 phoned |
| 4 called | 9 didn't book |
| 5 did, decide | |

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

PRONUNCIATION Highlight the three past tense endings of regular verbs. Write /d/, /ɪd/ and /t/ on the board. Dictate some words and ask students which category to write them under. For example:

/t/	/d/	/ɪd/
<i>missed</i>	<i>phoned</i>	<i>wanted</i>
<i>liked</i>	<i>ordered</i>	<i>visited</i>

Point out that the words ending in /ɪd/ have an extra syllable. You will probably need to explain the meaning of *syllable*: write some words on the board, model the pronunciation and count the syllables (e.g. on your fingers, tapping on the desk) as you say the word. Then ask students to count the syllables while you model some words.

Further practice

If students need more practice, go to *Practice file 5* on page 95 of the *Student's Book*.

Exercise 7

This exercise focuses students on the past simple forms with regular verbs. Students look at audio script 5.3 on page 122 of the *Student's Book* and complete *Language point 2* with *did*, *didn't* and *-ed*. When checking the answers, point out to students that if the verb ends in the letter *e*, we only add the letter *d*, e.g. *decide* – *decided*, *phone* – *phoned*.

Answers

Positive

I/He/She/It/You/We/They verb + -ed

Negative

I/He/She/It/You/We/They didn't + verb

Questions

(What/Why/How) did I/he/she/it/you/we/they + verb?

Short answers

Yes, I/he/she/it/you/we/they did.
No, I/he/she/it/you/we/they didn't.

Exercise 8

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*. Student A turns to page 112 and Student B turns to page 118.

If your students are less confident, you could ask them to write down the question forms first. Monitor and give feedback on the past tense forms and pronunciation. After students have asked and answered, they should check they have written down the correct information together.

Photocopiable worksheet

Download and photocopy *Unit 5 Language at work worksheet* from the teacher resources in the *Online practice*.

Practically speaking

Exercise 1

Students answer the questions either in pairs or as a whole class. Point out that *to apologize* means *to say sorry*.

Exercise 2

► 5.4 Students listen to three conversations and match the problem with the reason in each one.

Answers

- 1 arrived late, train was late
- 2 didn't phone the hotels, was busy
- 3 didn't send the report, forgot

Exercise 3

► 5.4 Students listen again and complete the apologies from the three conversations. Check answers by asking students to read out the whole sentences. Write the answers on the board to ensure accuracy.

Answers

- 1 Sorry I'm late
- 2 Sorry about that
- 3 I'm really sorry

PRONUNCIATION Practise pronunciation and intonation by playing the listening again and asking students to listen and repeat. Pause after each phrase.

Exercise 4

Students work in pairs. Ask them to read the situations first and ask about anything unclear. They then take turns to apologize and give a reason. The other student should respond.

Refer to the *Tip* about *That's OK / No problem*, so that students have an idea how to respond.

Business communication

Exercise 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.

PRE-WORK LEARNERS Pre-work students can talk about problems they have at their place of study, which may also include some of the things listed.

Exercise 2

► 5.5 Students listen to a phone call 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)

Exercise 3

► 5.5 Students listen again and complete the expressions. Be prepared to play the listening twice, or pause it, so that students can listen and write. They can check their answers by looking at the *Key expressions*.

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.

Answers

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

PRONUNCIATION Highlight the contracted forms *I've* (I have), *We've* (We have) and *I'll* (I will) and drill the pronunciation with the students.

Further practice

If students need more practice, go to *Practice file 5* on page 94 of the *Student's Book*.

Exercise 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, students work in pairs to role-play a phone call in which they discuss the problems and suggest possible solutions. Student A turns to their information on page 112, and Student B turns to their information on page 118.

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. Change roles so that everyone has a turn at being Student A, Student B and the listener checking the *Key expressions*.

Exercise 5

Ask students to think back to the problems they have at work or college which they discussed in 1. Students work together and try to use the *Key expressions* to solve their own problems at work.

Photocopiable worksheet

Download and photocopy *Unit 5 Business communication worksheet* from the teacher resources in the *Online practice*.

Talking point

Discussion

Exercise 1

Students read the text and answer the two questions. Students may need help with some vocabulary from the text, e.g. *expand, policy, signs, a high score*. Check that students understand *must* as they will need this in the *Task*.

Answers

The Rakuten group and Fast Retailing. Because they need to be able to communicate quickly in meetings and emails in order to expand their business outside Japan.

Exercise 2

► **5.6** Ask students to listen for the advantages and disadvantages of using English as the company language. You may need to explain the meaning of *advantages* and *disadvantages*.

Answers

Advantages: talk to international customers and suppliers and colleagues abroad more easily; save time and money on translation; employees learn English faster

Disadvantages: difficult to find good employees with good English; English lessons are expensive and take time; some employees don't want to speak English

Exercise 3

Students discuss the question in pairs or small groups.

Exercise 4

Students give their opinion on the policy for the companies they read about.

Exercise 5

Students talk about the use of English in their own company.

PRE-WORK LEARNERS Students can talk about the use of English in companies in their country. Do some companies use English as an official language? Which jobs in big companies typically use English? Is it necessary to speak English to get a good job?

Task

Exercise 1

Students work in small groups and have a meeting to decide how to use an 'English-only' policy in their company.

Ask students to read through the questions first and check understanding. If your students need more support, you can elicit/introduce options for each question. As this is a meeting, you can assign a chairperson in each group who will lead the discussion. Monitor and note down good examples of language and areas that need more work.

ONE-TO-ONE You can take part in the meeting with your student.

PRE-WORK LEARNERS Groups can choose a company. You may like to give them some suggestions to choose from, e.g. Audi, WAPS (a Chinese mobile advertising company), Telepizza (a Spanish fast-food chain with restaurants around Europe), a local company in your country.

Exercise 2

Ask the groups to share the presentation task between them, so that each student has the opportunity to speak.

Progress test

Download and photocopy *Unit 5 Progress test* and *Speaking test* from the teacher resources in the *Online practice*.

6

Networking

Unit content

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

- talk about social media
- use time expressions to talk about the past
- describe a trip
- make general conversation.

Context

Networking is a vital part of business, and in the present day this activity is also increasingly done online. Companies and individuals need to build relationships with customers, colleagues and business partners. Social conversation, including making conversation about where people are from, what a country was like, and how a trip went, are important for 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 by introducing vocabulary connected with social media, as this is now an important tool for many businesses and their employees. Students can talk about their own or their company's use of social media for networking. The grammar of this unit 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

Students can discuss the questions in pairs before sharing feedback as a class. Give examples of social media if students are not sure (Twitter, Instagram, Facebook, Flickr, Google+, LinkedIn). You can ask which communication channels students use with different colleagues.

PRE-WORK LEARNERS Students can talk about communicating with their classmates and teachers and if their place of study uses social media.

Working with words

Exercise 1

This exercise uses descriptions of four big social media sites to introduce social networking vocabulary. Students match the social networking sites with the descriptions.

You will know how familiar your students are with these sites from the *Starting point* discussion. If they are less familiar, you will need to help them.

Answers

- 1 Facebook
- 2 Google+
- 3 LinkedIn
- 4 Twitter

EXTRA ACTIVITY

If you have Internet access, you could go online and look at the sites in order for students to complete the activity.

Exercise 2

Students match the words in bold in **1** to the definitions. Refer students to the *Tip* about *post* being a noun and a verb.

Answers

- | | |
|----------------|----------------|
| 1 professional | 5 profile |
| 2 network | 6 connect with |
| 3 to post | 7 share |
| 4 a post | 8 comment on |

PRONUNCIATION Model and drill the pronunciation of these words.

Exercise 3

Students look at the graph and answer the questions as a whole class.

If your students have used / are using social media for job-seeking, you can discuss more details, e.g. which site(s) they use, how they use them, what job they found.

Answer

Facebook is the most popular social network for people to find a job, followed by LinkedIn. LinkedIn is the site most employers use, followed by Facebook.

Exercise 4

► **6.1** Students listen to an interview about using social media to find a job and tick the things which are mentioned. Stronger students can predict which things will be mentioned and in what context. You may need to play the listening more than once.

Answers

your profile, adding contacts, joining groups, your status updates

Exercise 5

► **6.1** Students listen again and complete the sentences with the words from the list. Stronger students can complete the sentences first, and then listen to check.

Check answers by asking students to read out the whole sentence. Check students' understanding by asking them which of these things they do and/or which things they think are (most) important for finding a job.

Answers

- | | |
|----------|--------------|
| 1 on | 4 add, build |
| 2 update | 5 Update |
| 3 Add | 6 Join |

EXTRA ACTIVITY

Ask students to think of a company they would like to work for and check that company's social media to see if they can find a job they would like. Students can do this for homework and report back on what they found.

Exercise 6

This exercise practises vocabulary from the text in **1** as well as **4** and **5**, so you may like to ask the students to find the words in context in **1**.

Students complete the questions with the words given.

Answers

- | | |
|----------------------|--------------|
| 1 update | 5 join |
| 2 update | 6 share |
| 3 'like', comment on | 7 to follow |
| 4 tweet | 8 search for |

Further practice

If students need more practice, go to *Practice file 6* on page 96 of the *Student's Book*.

Exercise 7

Students work in pairs to ask and answer the questions in **6**. You can encourage more confident students to ask follow-up questions, e.g. *What did you post? Who did you search for?*

EXTRA ACTIVITY

Students report back to the class on one thing they found out about their partner, e.g. *Michelle updates her status on Facebook every day.*

Exercise 8

Students work with a new partner and talk about the two questions. Check understanding of / teach *promote* and *advertise*.

PRE-WORK LEARNERS Students at school or college can talk about how their place of study can use social media to find new staff, advertise itself to potential students and promote events.

EXTRA ACTIVITY

Ask students to look at their company's activity on social media, e.g. Facebook, before or after the lesson, and report on how the company uses social media. If you have a small group, and/or students from one company only, you could look at this together in class.

If your students' company/ies don't use social media, or your students are not in work, you can show them an example, e.g. look for Dr. Martens on Twitter, Lidl on Facebook or AccorHotels on Instagram.

EXTRA ACTIVITY

Students write their LinkedIn (or general social media) profile.

Photocopiable worksheet

Download and photocopy *Unit 6 Working with words worksheet* from the teacher resources in the *Online practice*.

Language at work

Exercise 1

Answer the questions as a whole class. 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.

Exercise 2

Students read and answer the questions. If some of your students 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 students intend to go into. Do they know if it has trade fairs?

Answers

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

Exercise 3

Following the past simple regular verbs in *Unit 5*, this section presents irregular verbs. Ask students to underline the verbs in the Expo description. Ask if they describe the past or present.

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

Answers

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

Exercise 4

► **6.2** Students listen to check overall understanding.

Answers

1 Italy 2 business cards 3 They both flew.

Exercise 5

► **6.2** Students listen again and number the verbs in the order they hear them. Explain to students that these are irregular verbs in the past simple. Explain that some of the most commonly used verbs in English are irregular.

Answers

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

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

Exercise 6

Students complete the *Language point* with the past tense of the verbs in **3** and **5**.

Then ask some students to read out the extract from the conversation. Students should then complete the timeline with the time expressions.

Answers

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

● ————— ● ————— ● ————— ● ————— ● ————— ● ————— ●
a year — last — two days — yesterday — last night — this
ago month ago 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.

DICTIONARY SKILLS

Show students where they can find the past simple forms of irregular verbs in the dictionary (in book or online form depending on your context). Give them a few verbs (e.g. *begin, eat, buy, think, make, say, understand, write*) and ask them to find the past simple forms. This could be a race.

Grammar reference

If students need more information, go to *Grammar reference* on page 97 of the *Student's Book*.

Exercise 7

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

PRE-WORK LEARNERS 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.

EXTENSION For writing practice (and consolidation or homework), students could write a short email to their boss/teacher/friend which reports how their (real or imaginary) trip went and who they met using the prompts in **7**.

Exercise 8

► **6.3** 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 **9**.

Answers

1 become 2 leave 3 join

Exercise 9

► **6.3** Students listen again and note Enzo's answers. Note that Enzo uses both regular and irregular verbs to talk about his career. You might need to deal with the following sentence in the listening: *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*).

Answers

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

EXTRA ACTIVITY

Students can role-play the situation in the listening. Student A (Giang) asks the three questions in **8** and Student B (Enzo) has to respond from memory with the answers in the listening. They can then swap roles.

Further practice

If students need more practice, go to *Practice file 6* on page 97 of the *Student's Book*.

Exercise 10

Students write their own sentences about their careers and then swap to make further questions for their partner about the past. You might like to brainstorm question words with your students first in order to help them think of further questions to ask.

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.

PRE-WORK LEARNERS Students can write and ask about their education so far, e.g. *I studied economics at school*.

Photocopiable worksheet

Download and photocopy *Unit 6 Language at work worksheet* from the teacher resources in the *Online practice*.

Practically speaking

Exercise 1

► **6.4** Students listen to Mike describing his trip and tick the adjectives they hear.

Answers

nice, OK, fine, delicious, interesting, tiring, comfortable, long

Exercise 2

Students categorize the adjectives as positive, negative or neutral. Look at the first couple of adjectives as examples.

Answers

Positive: nice, fine, delicious, interesting, good, comfortable

Negative: terrible, tiring, long

Neutral: OK

PRONUNCIATION It is important that students can put the correct word stress on these adjectives: *tiring*, *delicious*, *comfortable*, *interesting*, *terrible*. Read them out and ask students to underline the stressed syllable. Drill the pronunciation. You could also point out to students that often when we hear the words *comfortable* /'kʌmfətbəl/ and *interesting* /'ɪntərəstɪŋ/, (especially with native speakers) a syllable disappears.

Exercise 3

Ask students which adjectives can describe the items listed. They may like to talk about this in pairs first before discussing as a whole class.

Answers

a hotel: fine, nice, comfortable, good, OK, terrible

a journey: fine, long, tiring, interesting, nice, good, OK, terrible

a city or country: interesting, nice, good, OK, terrible

a meal or the food: fine, nice, good, OK, terrible, delicious

a presentation: long, interesting, good, OK, terrible

EXTRA ACTIVITY

Ask students to brainstorm other adjectives for each category.

Possible answers

a hotel: modern, clean, dirty

a journey: (un)pleasant, exciting, boring

a city or country: beautiful, busy, modern

a meal or the food: lovely, disgusting, cheap, expensive

a presentation: short, funny, educational, boring

Exercise 4

Students work in pairs. Student A looks at page 112, and Student B looks at page 119. They each have a series of pictures of an imaginary business trip. They are also given questions starting *How was ...?* that they ask their partner about their imaginary business trip.

Possible answers

Student A

1 The journey was terrible.

2 The hotel was nice.

3 The food was delicious.

4 The meeting was long.

5 The city was interesting.

Student B

1 The journey was fine.

2 The hotel was OK.

3 The food was terrible.

4 The meeting was good.

5 The city was interesting.

Exercise 5

This is a freer practice activity as an extension to **4**. Students can describe any kind of trip or make up their own scenario of a good or terrible trip.

Give feedback after listening to students in **4** and **5**, on good use of the adjectives to describe their imaginary/real trips. Also check students are pronouncing the adjectives correctly.

EXTENSION Students can show photos from their trip to stimulate their conversation.

Business communication

Exercise 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, e.g. *Can I get you a drink?*

EXTENSION Write some of the elicited ideas from **1** on the board. Then put students into 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.

Exercise 2

► **6.5** ► **6.6** Students listen to two conversations and match them to the situations in **1**.

Answer

Listening **6.5** is situation 1 and listening **6.6** is situation 2.

Exercise 3

► **6.5** Students match the expressions to the responses. These expressions are taken from the first situation. If students find matching the expressions difficult, then play the listening again to help them instead of waiting until afterwards.

Answers

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

PRONUNCIATION Model (or use the listening) and drill these phrases, focusing on polite intonation.

Exercise 4

Students role-play using the expressions from the *Key expressions* and **3**. They can also repeat the activity changing the roles round.

Exercise 5

► **6.6** Students read the expressions and make up possible responses. Then listen for the answers. Make sure they realize that even though their response isn't in the listening, 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

1 Yes, please. I have an appointment with ...

2 Yes, it is.

3 Thank you.

4 Yes, please.

5 Yes, and you.

Further practice

If students need more practice, go to *Practice file 6* on page 96 of the *Student's Book*

Exercise 6

Students finish by role-playing a similar scenario to listening 6.6, 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.

Exercise 7

Students work in pairs and role-play two conversations. Student A turns to page 113, and Student B turns to page 118. Monitor for the use of the *Key expressions* and pay attention to polite intonation. You may like to ask one or two pairs who did a particularly good job to 'perform' their role-play for the class.

Photocopiable worksheet

Download and photocopy *Unit 6 Business communication worksheet* from the teacher resources in the *Online practice*.

Talking point

This game follows the *networking* theme and recycles a lot of language from the unit.

Students work in pairs (but can also play 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 an orange 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. When playing, each student has to decide if his/her partner's answers are correct. If they disagree, they should ask the teacher.

Students will often play this kind of board game in different ways. Some will be very competitive and others will cooperate 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.

ALTERNATIVE Cut up the cards and distribute them to the students. Students move around the class and ask/answer with different partners.

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.

Progress test

Download and photocopy *Unit 6 Progress test and Speaking test* from the teacher resources in the *Online practice*.

Viewpoint 2

Preview

The topic of this *Viewpoint* is Communicating at work. In this *Viewpoint*, students begin by discussing their workplace communication and watching a video of four people talking about this. The students then watch a video about email. Finally they practise their email writing, after reading and contrasting two work emails.

Exercise 1

Give students time to tick the different ways they communicate at work before discussing their answers in pairs. When getting feedback, ask students which methods of communication they prefer and why.

PRE-WORK LEARNERS Students can talk about the different ways they communicate with their classmates and teachers.

Exercise 2

Students work in pairs to ask and answer how much time they spend communicating in the ways listed in **1**. Ask a couple of students to read out the example questions first. Ask students to report back on anything interesting they found out about their partner.

Exercise 3

▶ **Video 01** Students watch four people talking about communication at work. Ask them to note their answers to the questions in the table. If necessary, pause after each question to allow writing time.

Exercise 4

Ask students to compare their notes with their partner. You can then check answers as a class.

Answers

	Speaker 1	Speaker 2	Speaker 3	Speaker 4
How do you normally communicate with people at work?	send emails, make phone calls, (face-to-face) meetings	face-to-face, email, instant messaging system (Lync)	number of different methods – email, Google Chat/instant messenger, telephone, face-to-face	often use social media, blogs, Facebook, Twitter
How much time do you spend communicating in these ways?	2 or 3 hours a day in meetings, 3 hours sending emails, 1 hour on the phone	most of the day by email to different offices, more face-to-face with people based in Oxford	75% of day using these various communication tools	face-to-face meetings (between 30 minutes to 1 hour, per meeting)

Exercise 5

Ask students to complete the sentences to make them true for themselves. You may like to give them your own examples first. Then ask students to compare their sentences in pairs.

Exercise 6

▶ **Video 02** Students watch a video about email communication and answer the questions. Give them time to read the questions before you play the video. When checking answers, ask the students how similar the answers are to their own answers in **5**.

Answers

- 1 more than one
- 2 over 110 emails per day
- 3 11.5 hours per week
- 4 rarely

VIDEO SCRIPT

There are three billion email accounts in the world. Most people have more than one account.

The world sends about 150 billion emails per day.

90 billion are for business.

The average business person sends over 110 emails per day.

And we spend over 30% of our working week checking our emails.

That's about 11.5 hours per week.

A computer programmer called Ray Tomlinson sent the first email in 1971.

But email wasn't popular until after 1991 when Tim Berners-Lee invented the World Wide Web.

In 1998, the *Oxford English Dictionary* added the word 'spam'.

Spam (noun): advertising material sent by email to people who have not asked for it.

Around 75% of email is spam.

The most popular email password is PASSWORD or 123456.

Most people rarely change their password.

We open 29% of our work emails outside the office on our mobile devices.

In the time you watched this video, the world sent 20 million more emails.

Exercise 7

EXTRA ACTIVITY

You may like to first review numbers by asking students to read out the numbers in the table.

▶ **Video 02** Ask students to watch again and make notes about the numbers in the table.

Answers

Number	Notes
150 billion	The world sends about 150 billion emails per day.
90 billion	90 billion emails are for business.
30%	We spend 30% of our working week checking emails.
1971	Ray Tomlinson sent the first email.
1991	Tim Berners-Lee invented the World Wide Web.
1998	The <i>Oxford English Dictionary</i> added the word 'spam'.
75%	Around 75% of email is spam.
123456	The most popular email password is PASSWORD or 123456.
29%	We open 29% of our work emails outside the office on our mobile devices.
20 million	The world sent 20 million more emails during the video.

Exercise 8

Ask students to read the two emails. You might like to give them a global reason for reading first by asking them to answer *What does the sender of each email want?* You may need to explain the expression *short notice* (without much warning or time to prepare) in Email A.

Ask students to match the emails to the sentences 1–6 (note that one sentence is true for both emails).

Answers

- 1 A
- 2 A
- 3 B
- 4 A
- 5 B
- 6 A and B

EXTRA ACTIVITY

Ask students to close their books. Dictate the two emails and ask students to listen and write them out. Then they open their books to check they wrote them correctly.

Exercise 9

Students use the two emails in **8** to complete the table with the missing expressions. When checking answers you may like to ask students which expressions they use / would use in their job / place of study and with whom.

Answers

- 1 Hi
- 2 Dear
- 3 I'm writing to ...
- 4 Let's meet
- 5 Would you like to meet ...?
- 6 See you there
- 7 I look forward to hearing from you.
- 8 All the best
- 9 Yours sincerely

Exercise 10

Ask students to write the two emails. Remind them to use expressions from **8** and **9** to help them.

Possible answers

- 1
Hi Pete and John,
It's about the business trip next week. Let's meet tomorrow and discuss it. Is 12 p.m. in my office OK?
See you there.
All the best,
Pamela
- 2
Dear Mrs Jones,
I'm writing to introduce myself. I am your new sales contact. Would you like to meet to discuss our new products? I am in your area next Wednesday.
I look forward to hearing from you.
Yours sincerely,
Simon Langston

EXTENSION If there is time, students could give their email to a partner to reply to (for example either confirming or trying to change the date/time of the meeting).

Further video ideas

You can find a list of suggested ideas for how to use video in the class in the teacher resources in the *Online practice*.

7

Departments

Unit content

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

- describe departments and responsibilities
- say where things are and give directions using prepositions
- use *this, that, these* and *those*
- leave a phone message.

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.

Following on from work on phoning in *Units 2* and *3*, in this unit, students practise the useful skills of leaving and taking phone messages.

In the *Talking point*, 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 the questions. You may need to help elicit the departments or give suggestions. These could include departments not listed in *Working with words 1*, e.g. *Production, Maintenance, Quality Control*.

Some companies have a detailed diagram (known as an *organigram*) 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

Exercise 1

Students match the department names to the pictures. You could start by asking them to describe what they can see in the pictures. Most of the words should be familiar as they were introduced in earlier units. You can check understanding and preview **2** by asking students what the different departments do.

Answers

- a Customer Services
- b Finance
- c HR (Human Resources)
- d IT (Information Technology)
- e Logistics
- f Marketing
- g R&D (Research and Development)
- h Sales

Exercise 2

Students read the profiles of some employees at Komancom (a fictional company) and complete the text with the department names from **1**. Check answers by asking different students to read out the different profiles.

If your students need more support, you can talk about the meaning of the words in bold now in preparation for the students completing **3**.

Answers

- | | |
|-----------|-------------|
| 1 Sales | 3 Marketing |
| 2 Finance | 4 Logistics |

PRONUNCIATION Pay attention to students pronouncing the third-person singular *-s* on the verb when they read out the profiles, as students sometimes omit the *s* even when reading.

Exercise 3

Students match the verbs in bold in each profile to the definitions. Remind students to look back at the words in context in the text for help. Students may like to work in pairs for this.

Answers

- | | |
|----------------------|-------------|
| 1 develop | 5 promote |
| 2 support | 6 organize |
| 3 be responsible for | 7 check |
| 4 contact | 8 deal with |

PRONUNCIATION Read out the words and ask students to underline the word stress. Then drill the words for pronunciation.

Answers

- | | |
|-------------------------------|---------------------|
| 1 de <u>velop</u> | 5 pro <u>mo</u> te |
| 2 su <u>pp</u> ort | 6 or <u>g</u> anize |
| 3 be re <u>s</u> ponsible for | 7 che <u>ck</u> |
| 4 <u>co</u> ntact | 8 <u>de</u> al with |

EXTRA ACTIVITY

For practice at using the words in context, challenge students to remember and tell you what each of the people in **2** does.

Exercise 4

Students underline the correct verbs to complete the sentences.

Answers

- 1 contact, deal with
- 2 is responsible for
- 3 develops
- 4 check
- 5 promotes
- 6 support, organize

Exercise 5

Students work in pairs and use the words in the table to make sentences about the departments.

Suggested answers

The Finance Department is responsible for accounts.
The Sales Department deals with customers.
The IT Department is responsible for computers.
The R&D Department develops products.
The HR Department supports employees.
The Marketing Department promotes products.
The Customer Services Department deals with customers.

PRONUNCIATION This is an opportunity to work with your students on sentence stress. Model the sentences and ask students to pay attention to which words are stressed. Point out that the content words, for example in the first sentence: *Finance, responsible, accounts*, are stressed, whilst the 'grammar' or unimportant words are unstressed, e.g. *The, Department, is, for*. Drill the sentences with your class, paying attention to the stress and rhythm.

EXTENSION Ask students to extend or add to the sentences to describe what the departments do.

Further practice

If students need more practice, go to *Practice file 7* on page 98 of the *Student's Book*.

Exercise 6

► **7.1** This focuses on the pronunciation of -s at the end of words, including both third-person singular verbs and plural nouns. Model the pronunciation of the examples (*works, is* and *organizes*) first. Students then listen and identify which sound they hear.

Drill the words. 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 *services, organizes* and *resources* adds an extra syllable to the word.

Refer students to the *Tip*, 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, e.g. *develop* – *development*.

Answers

- | | |
|-----------------|---------------|
| deals /z/ | computers /z/ |
| checks /s/ | promotes /s/ |
| contacts /s/ | employees /z/ |
| resources /ɪz/ | services /ɪz/ |
| departments /s/ | |

Exercise 7

Students work in pairs. They ask and answer each other about their job. Encourage them to use the words from **5** and **6**. Monitor students and input any extra job-specific words. Students then tell another pair or the class about their partner's job.

PRE-WORK LEARNERS They can talk about the job they would like to do, or a part-time/holiday job if they have/had one.

Exercise 8

This pairwork activity is a guessing game. Students could prepare sentences in pairs first before testing them on another pair.

PRE-WORK LEARNERS Students can describe places in their place of study.

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.

Photocopiable worksheet

Download and photocopy *Unit 7 Working with words worksheet* from the teacher resources in the *Online practice*.

Language at work

Exercise 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.

Exercise 2

This exercise will check if students know how to use the prepositions of place. Students underline the correct prepositions.

Refer students to the *Tip*. 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.

Answers

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

Exercise 3

Students work in pairs and tell each other where to find the different departments on a company plan. Student A turns to page 113 and Student B turns to page 119. They take turns to describe the locations. Monitor for correct use of the prepositions of place.

Exercise 4

Students describe their company building and the location of departments. Sometimes companies have maps of their building so students could bring this to class.

PRE-WORK LEARNERS Students can describe the layout of their place of study.

EXTRA ACTIVITY

Play a memory game: ask students to memorize the location of things in the classroom. Then send one or a few students out of class. The remaining students move some things around. When the student(s) come back they have to say where things were and are. For example:
The chair was behind the desk. Now it's in front of the desk.

Exercise 5

► **7.2** 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. Students listen and complete the directions.

Answers

- 1 along 2 past 3 down 4 into

Exercise 6

Students check their understanding of the prepositions of movement by completing the *Language point* with the prepositions from **2** and **5**.

Answers

- 2 right
3 above
4 below
5 between
6 next to
7 in front of
8 in
c into
d along
e past
f down

Grammar reference

If students need more information, go to *Grammar reference* on page 99 of the *Student's Book*.

Exercise 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. If your students need more support, you could do an example together as a class first.

Refer students to the *Tip*. 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 7.2 on page 123 of the *Student's Book*, where the security man begins with *you*, and then continues, using the imperative form.

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.

EXTENSION If you are teaching in a suitable location, students 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.

Further practice

If students need more practice, go to *Practice file 7* on page 99 of the *Student's Book*.

Download and photocopy *Unit 7 Language at work worksheet* from the teacher resources in the *Online practice*.

Practically speaking

Exercise 1

► **7.3** 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 in particular. Students listen and match each conversation with a picture.

Answers

- A 3 B 4 C 2 D 1

Exercise 2

► **7.3** Students listen again in order to complete the conversations. Ask students to practise the conversations in pairs to build confidence.

Answers

1 This 2 Those 3 These 4 that

PRONUNCIATION The 'th' sound can be difficult for students. Demonstrate and point out to students that they need to put their tongue between their teeth in order to produce this sound. Note that in *this*, *these*, *that* and *those*, the 'th' is the voiced sound /ð/, so students also need to vibrate their vocal chords (in contrast to the unvoiced /θ/ in, for example, *think*, *both*).

Students may also have difficulty differentiating *this* and *these*. Point out that in *this* the vowel sound is the shorter, relaxed sound /ɪ/, whereas in *these* the vowel sound is the longer /i:/, which involves pulling the mouth to the sides and engaging the facial muscles. The 's' is also pronounced differently in the two words: /s/ in *this* and /z/ in *these*. Spend some time drilling these words if necessary.

Exercise 3

Students draw a picture/map of their company or office. They then ask and answer questions about it in pairs. You may like to demonstrate the activity first by drawing a picture of wherever you are teaching on the board and eliciting questions from the students.

PRE-WORK LEARNERS Students can draw a picture/map of their place of study instead.

Business communication

Exercise 1

► **7.4** 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 phone number.

Exercise 2

► **7.4** Play the listening again to highlight the correction techniques. Students note how the callers correct the information.

Answers

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

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

Exercise 3

Students work in pairs and practise checking and correcting details. Before students turn to their information, refer them to the *Key expressions*. Student A turns to page 113, and Student B turns to page 118. When students finish, they could swap roles and repeat the task (perhaps with a new partner).

Exercise 4

► **7.5** Having looked at details left in phone messages (names and phone numbers), students now go on to listen

to a whole phone 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? ✓

Exercise 5

► **7.5** Students match the two halves of the expressions then listen again and check their answers.

Answers

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

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*. Drill it before starting **6**.

Further practice

If students need more practice, go to *Practice file 7* on page 98 of the *Student's Book*

Exercise 6

Students can work with the same partner as for **3** and they take turns to leave messages. Student A turns to page 113, and Student B turns to page 119.

Give feedback on good use of expressions for leaving messages and also comment on how well students started and ended their calls. Also pay attention to 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, or a fellow student or teacher. They then take turns to role-play leaving the message for that person on the phone.

Photocopiable worksheet

Download and photocopy *Unit 7 Business communication worksheet* from the teacher resources in the *Online practice*.

Talking point

Discussion

Exercise 1

Ask students to read the first column of the text and answer the question. You may like to search for pictures of the office online for your students to see.

Answer

The old offices didn't have many meeting spaces. The new offices have open spaces for meeting.

Exercise 2

Students can read the second column of the text to answer this question.

Answer

The staff work in small offices so they can concentrate when they need to.

Exercise 3

Students answer the question.

Answer

The new design connects different departments by stairs and meeting areas between floors.

Exercise 4

Discuss this question as a class.

PRE-WORK LEARNERS Students can discuss their place of study when talking about their workspace. 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

Exercise 1

Students work in small groups. If you have students from the same company, 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.

ONE-TO-ONE You can discuss the questions with your student.

PRE-WORK LEARNERS Students can talk about their place of study and what they like or dislike about it. You could write these questions on the board to guide them:

How light is it?

How quiet is it?

Is there space to work alone?

Is there space to work together?

Can you hear the teacher and see the board easily?

What resources can you use?

Exercise 2

Students design their perfect workspace. They will need to draw their designs (e.g. on a flip chart) to help their descriptions.

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

PRE-WORK LEARNERS Students can design their perfect place of study (but could also design a workspace if they prefer).

Exercise 3

Students can give group presentations using their designs and presenting different parts of the company.

The *Task* gives students the opportunity to practise using a lot of 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). Don't forget to praise students on their designs as well as their language!

EXTRA ACTIVITY

Students can look at interesting workspaces online (either in class or at home), choose their favourite, and present it to the class/their group. A web search of 'cool offices' should bring up some sites to use.

Progress test

Download and photocopy *Unit 7 Progress test* and *Speaking test* from the teacher resources in the *Online practice*.

8

Employment

Unit content

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

- talk about professional qualities, skills and experience
- talk about what they are doing now
- tell the time
- arrange a meeting.

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 and 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 *Talking point*, 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 these 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

Exercise 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 2 and 3.

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

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.

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.

Exercise 2

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

Answers

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

Exercise 3

► **8.1** 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
careful 2
friendly 2
practical 3
focused 2
patient 2
experienced 4

Exercise 4

Students take turns to describe a job shown and use some of the adjectives from **1**, e.g. *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.

Exercise 5

► **8.2** The discussion in the listening 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

Exercise 6

► **8.2** 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.

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*.

Answers

1 b 2 e 3 d 4 c 5 a

EXTENSION Write these phrases from the listening on the board:

have a lot 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 phrase. 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* and *interested*.

Answers

bad at, knowledge of, interested in

Further practice

If students need more practice, go to *Practice file 8* on page 100 of the *Student's Book*.

Exercise 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.

PRE-WORK LEARNERS Students not yet in employment can talk about the qualities, skills, experience and education needed for their ideal job.

Exercise 8

Students present their partner to another pair or with smaller classes, students can tell the whole class about their partner. 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.

ONE-TO-ONE As a follow up to **7**, ask your student to present to you which qualities, skills, experience and qualifications you both need for your jobs and which are different. Ask him/her how suitable you would each be for each other's job.

Photocopiable worksheet

Download and photocopy *Unit 8 Working with words worksheet* from the teacher resources in the *Online practice*.

Language at work

Exercise 1

► **8.3** Students listen to two conversations in an office and answer why the people are busy at the moment.

Answers

Chantelle is finishing her report. Bill and Sofia are doing a training course.

Exercise 2

► **8.3** Students listen again to complete the conversations.

Answers

- 1 isn't working
- 2 's working
- 3 is she doing
- 4 's finishing
- 5 're doing
- 6 Are they doing
- 7 they aren't

Exercise 3

Students look at the verbs in **2** and complete the exercises in the *Language point*. You may like to highlight the use of the present continuous by asking students to look at the sentences in **2** and asking concept checking questions. For example:

She's not working in the office today.

Ask: *Does she usually work in the office? Is she in the office today? Will she be in the office tomorrow?*

Ask students which tense we use for general facts or regular actions (present simple).

Answers

We use the present continuous for an action or event in progress now and an action or event in progress around the time of speaking.

Positive

You/We/They are + verb + *-ing*.

Example: They're doing the training course ...

He/She/It is + verb + *-ing*

Examples: She's working at home, She's finishing her report.

Negative

You/We/They aren't (are not) + verb + *-ing*.

He/She/It isn't (is not) + verb + *-ing*.

Example: She isn't working in the office today.

Questions

(Question word) are you/we/they + verb + *-ing*?

Example: Are they doing the course all day?

(Question word) is he/she/it + verb + *-ing*?

Example: Why is she doing that?

Short answers

Yes, you/we/they are.

No, you/we/they aren't.

Example: No, they aren't.

Yes, he/she/it is.

No, he/she/it isn't.

PRONUNCIATION Point out the use of the contracted forms in everyday conversation and drill them if necessary.

Grammar reference

If students need more information, go to *Grammar reference* on page 101 of the *Student's Book*.

Exercise 4

Students match the questions and answers containing the present continuous.

Answers

- 1 c 2 d 3 e 4 b 5 a

Exercise 5

Students take turns to ask each other the five questions in **4** and give their own answers.

Exercise 6

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 article and underline verbs in the present continuous. The second question checks students' understanding of its use. Contrast with the use of the present simple in the article by eliciting which sentences are in the present simple and why:

Mobile technology allows us to work on the move. (general ability over a longer period of time)

Nowadays, the average employee moves to a new job every three years. (a regular action: every three years)

Some people now work longer days. (regular routine)

Answers

- 1 What is shaping our working world?

Computers are continuing to affect our employment in the twenty-first century. Mobile technology allows us to work on the move, as well as at home. But what else is shaping our working lives in this century?

• Employees aren't staying in the same jobs for long. Nowadays, the average employee moves to a new job every three years.

• The number of women in work is rising and more and more women are working in higher positions in companies.

• Many people are deciding their own working hours. Some people now work longer days but only four days a week, so more people are enjoying a longer weekend for the same amount of pay!

- 2 The present continuous verbs describe a changing situation.

Exercise 7

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

PRE-WORK LEARNERS Students can discuss the questions in relation to companies in their country in general.

EXTENSION Depending on your teaching context, you might also want to talk about to what extent these changes are taking place in the students' country/ies. Are there different work trends in their country/ies?

Further practice

If students need more practice, go to *Practice file 8* on page 101 of the *Student's Book*.

Exercise 8

Students list current changes at their place of work. They might prefer to make their list by working with a partner if they come from the same company. Read the examples first to give students ideas.

PRE-WORK LEARNERS Students could make a list of current changes where they study, e.g. 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 **6**, students may have something further to say about general changes in the way people work.

Exercise 9

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

This is the first really free practice students have in this section, so expect there to be some mistakes with the present continuous forms, and give students lots of encouragement.

Photocopiable worksheet

Download and photocopy *Unit 8 Language at work worksheet* from the teacher resources in the *Online practice*.

Practically speaking

Exercise 1

► **8.4** Students listen to four conversations and match them to the times on the clocks.

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 in each clock.

Answers

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

EXTENSION Ask students to look at audio script 8.4 on page 124 of the *Student's Book* 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. Here 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)

Exercise 2

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

PRE-WORK LEARNERS Students can answer the questions in relation to their day in their place of study.

Exercise 3

This is an extension task for the students where they create questions to generate more times. Be ready to give them some ideas, e.g. *get up / go home yesterday / do your homework / go to bed*.

Business communication

Exercise 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 *Practically speaking*.)

Exercise 2

► **8.5** 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

	Kasia	Bruno
0800–0900	X	
0900–1000	X	
1000–1100		
1100–1200		
1200–1300	X	
1300–1400		
1400–1500		X

Exercise 3

► **8.5** Students listen again and complete the sentences. To ensure accuracy, write the answers on the board, or ask students to write them on the board, when checking answers.

Answers

- 1 meet about
- 2 Can, arrange
- 3 Is, OK
- 4 busy then
- 5 What about
- 6 are, free
- 7 good for me
- 8 can't meet
- 9 Are, busy, that
- 10 have, appointment, let's meet
- 11 Is, good for you
- 12 fine

Exercise 4

Students match the phrases to make sentences and questions.

Answers

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

PRONUNCIATION Model and drill the sentences and questions focusing on question intonation, and giving a negative response politely.

Further practice

If students need more practice, go to *Practice file 8* on page 100 of the *Student's Book*

Exercise 5

Following on from the listening in **2**, students role-play the two phone conversations between Dolores and Kasia, and Bruno and Chen.

In the first call Student B (Dolores) turns to page 116. Student A (Kasia) looks at the calendar in **2**, which he/she made notes on during the listening.

Exercise 6

Now students arrange the meeting with Chen. Student A refers to Chen's calendar on page 114, and Student B (Bruno) looks at the calendar in **2**.

In the listening, 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.

Exercise 7

Students look at their diaries and arrange times with the other students in their group based on their real commitments. If they don't have diaries, you can ask them to create one, or even hand out a photocopy of a week from a diary.

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.

Photocopiable worksheet

Download and photocopy *Unit 8 Business communication worksheet* from the teacher resources in the *Online practice*.

Talking point

This *Talking point* 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. Employed students can create job advertisements for real vacancies in their own company if they prefer.

If your students need more support, you may like to first elicit and write up possible interview questions for the whole class.

Monitor and help as necessary with the different stages. Note down common errors, especially with the language of jobs, question forms, and arranging to meet, for feedback. Don't forget to give feedback on how the students achieved the task, e.g. how easily did they find a time to meet, who did they choose and why, as well as praise on correct language use.

Stage 2 Possible answers

Tuesday before 11.30 a.m., or between 2 p.m. and 3 p.m.
Wednesday before 11 a.m., or between 1 p.m. and 3 p.m.
Thursday before 10 a.m., or from 12 p.m. to 2 p.m.
Friday – any time after Student A gets back from the bank

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*.

Progress test

Download and photocopy *Unit 8 Progress test and Speaking test* from the teacher resources in the *Online practice*.

9

Competition

Unit content

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

- talk about competition
- compare products and companies
- say prices
- talk about differences and similarities.

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 is key when making a customer choice. In the *Talking point* at the end of the unit, students talk about supermarket competition, and plan a competitive business.

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 or provide similar products or services to our own. Either discuss the questions as a class, or put students into pairs to answer the questions before feeding back their answers to the class.

PRE-WORK LEARNERS Students can answer the questions about an industry or company 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:

Are there many companies producing the same product?

Is it a competitive industry?

Who are the main competitors? Why do you buy this product and not the competitor's product?

Working with words

Exercise 1

Students can discuss the questions in pairs before giving feedback to the class. This is an opportunity to preview the ideas and vocabulary for the listening, so you can elicit further information about the criteria given. For example, what size options are there? Which size hotels do your students prefer? Students may also think of other factors, e.g. the brand, number of stars.

ALTERNATIVE Ask students to rank the criteria in order of importance.

Exercise 2

Discuss this question as a class. Encourage students to give reasons for their answers.

Exercise 3

► **9.1** You could start by asking students if they are familiar with the Accor hotel group and what they know about it. Are there Accor hotels in their city?

Students listen and tick the things in **1** which the hotel manager mentions. Explain 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.

Answers

price, choice and range, size, services, location, quality, staff

Exercise 4

► **9.1** Students listen again and complete the table. Give them time first to read what information they are listening for. You might need to explain *market segment*: a group of people/customers who form one part of the market for a product/service. They may be grouped according to different criteria, in this case, price.

When checking answers, clarify the meaning of the new words. Students are likely to be uncertain about the difference between the words connected with price. You can explain that *budget*, *economy* and *cheap* are often used as synonyms, but in this case *budget* is used to describe something lower priced than *economy*.

Answers

- 1 budget
- 2 cheap
- 3 economy
- 4 friendly
- 5 mid-range
- 6 very high
- 7 up-to-date
- 8 quality

Exercise 5

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, e.g. a 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 special' factor, they can also think of something they would like to receive as a customer from that kind of business.

Exercise 6

Students complete the sentences with words from the list. They can refer to audio script 9.1 on page 124 of the *Student's Book* for help if necessary.

Answers

- 1 competitive
- 2 market
- 3 wide
- 4 budget
- 5 mid-range, comfort
- 6 expensive

Exercise 7

Students work in pairs. They use adjectives and nouns from the list to talk about their choice of hotel or other company. Ask a student to read out the example first. You could first elicit ideas of different kinds of companies to talk about, e.g. restaurants, taxi companies, recruitment companies. Point out to students that we usually use the collocations *low/high prices*, rather than *cheap/expensive prices*.

Refer students to the *Tip* about word stress and the different forms of *compete*. Practise the pronunciation with the group.

DICTIONARY SKILLS

Following on from the *Tip*, ask students to look up *economy* in order to find the different parts of speech and word stress.

Answer

economy (noun), economist (noun), economize (verb),
economic (adjective), economical (adjective)

Further practice

If students need more practice, go to *Practice file 9* on page 102 of the *Student's Book*.

Exercise 8

Students can work alone or in groups to prepare their presentations on how their company or a company they know well is competitive. 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 giving 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.

Exercise 9

Students present to their partner or the class. If you feel students need more time to prepare, you might want to ask them to give the final presentations in the following lesson. Monitor, and give positive feedback for, the use of the vocabulary in **7**. Pay attention to any incorrect word combinations.

Photocopiable worksheet

Download and photocopy *Unit 9 Working with words worksheet* from the teacher resources in the *Online practice*.

Language at work

Exercise 1

Make sure students explain as clearly as they can the reasons for their answers. Students can also talk about items which they rent as well as buy, e.g. property, movies.

EXTENSION Students could make a two-column table for the two categories (shop and online) and list products and services which aren't given here in each of the columns.

Exercise 2

Discuss these questions as a class. As students describe the ways their companies sell, write the different options on the board, e.g. through a shop, a warehouse, online, direct to the home, through sales reps.

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.

Exercise 3

► **9.2** Students listen to two business owners and match the speakers to the two companies.

Answer

The second speaker has an online retail/e-commerce company.
The first speaker has a high street shop.

Exercise 4

► **9.2** Students listen again and complete the table. Check students understand *competitive advantage* (an advantage that a company has over its competitors). 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 audio script 9.2 on page 124 of the *Student's Book*, especially if the comparative form is entirely new to them.

Answers

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

Exercise 5

Students use audio script 9.2 on page 124 of the *Student's Book* to help them complete the *Language point* table for comparative adjectives. You might want to complete the first one as a class first.

Explain that some two-syllable adjectives can take the *-er* ending, e.g. *simple* → *simpler*, *narrow* → *narrower*, *gentle* → *gentler*. Students should be familiar with *syllable* from *Unit 5*.

Draw students' attention to the use of *less* as opposite to *more* in comparatives.

You may like to elicit/give students other irregular adjectives: *far* → *further/farther*, *well* (meaning *healthy*) → *better*, *much/many* → *more*.

Answers

Adjective	Comparative form	Examples
short adjectives (one-syllable)	add <i>-er</i>	<i>faster, cheaper</i>
adjectives ending in <i>-y</i>	replace the <i>-y</i> with <i>-ier</i>	<i>friendly</i> → <i>friendlier</i> , <i>easy</i> → <i>easier</i>
long adjectives (two/three/four/five syllables)	put <i>more</i> or <i>less</i> before the adjective	<i>more experienced, less expensive</i>
irregular adjectives	various forms	<i>bad</i> → <i>worse</i> <i>good</i> → <i>better</i>

Grammar reference

If students need more information, go to *Grammar reference* on page 103 of the *Student's Book*.

Exercise 6

Students read the text to find out what *multichannel selling* is, and complete the text with the correct forms. Note that

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 wider
- 3 cheaper
- 4 friendlier
- 5 more experienced
- 6 better

Further practice

If students need more practice, go to *Practice file 9* on page 103 of the *Student's Book*.

Exercise 7

Students work in groups of three to make sentences with the words in the table. This exercise is more challenging as students have to continue each other's sentences, so demonstrate the activity first, and elicit a second example using a different verb. You can ask weaker students to just make sentences themselves. Refer students to the *Tip* about *than*.

Some suggested answers

- Coffee is more expensive than water.
- English is easier to learn than Japanese.
- Cycling is slower than driving.
- Tablets are smaller than laptops.
- Directors are more experienced than managers.
- Sending a tweet is faster than sending an email.

ONE-TO-ONE Students can make sentences themselves, or to make it more challenging, you can take part and take turns to give parts of the sentence from A, B and C.

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:

/ə/ /ə/

Supermarkets have a wider 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*.

Exercise 8

Students work in pairs and compare their company to a competitor / another company they know well. Ask a student to read out the example first. Give students a few minutes to make notes first. They then tell their partner. Listen closely for correct use of comparative forms, and full sentences where students are using *than* to make comparisons.

PRE-WORK LEARNERS Students think of two shops in their town which sell similar products. They compare the shops.

Similarly, they could think of two websites with similar services and compare them.

Photocopiable worksheet

Download and photocopy *Unit 9 Language at work worksheet* from the teacher resources in the *Online practice*.

Practically speaking

Exercise 1

Students match the currencies to the countries. Help as necessary.

Answers

- | | |
|----------|-----------|
| 1 euros | 4 yuan |
| 2 yen | 5 euros |
| 3 pounds | 6 dollars |

Exercise 2

► **9.3** 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 listening 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

Exercise 3

Students work in pairs and practise saying the prices in **2**. Look out for common mistakes of form: omitting the plural form of the currency and saying the currency at the beginning. You may need to highlight the form: number (before decimal point) – currency – number (after decimal point). Write an example on the board for weaker students, e.g. *twenty-nine dollars ninety-nine cents*.

Point out that we don't need to say the currency when the context is clear.

Exercise 4

► **9.3** Students listen again and match the ticked prices in **2** to the information.

Answers

- €29.99; €17.50; €11.75
- \$500; \$7.15; \$28.60
- ¥2,860; ¥170; ¥2,690

Exercise 5

In pairs, students talk about the prices of the items listed in their town or city. If possible, pair students from different towns/cities.

Exercise 6

Students practise both prices and using comparative forms by comparing prices in their city to prices in other international cities. You may want to add / change the cities listed to ones that are more relevant to your students.

ALTERNATIVE Students can talk about their last holiday abroad and the prices of various things there in comparison with home.

Business communication

EXTRA ACTIVITY

Ask students to read the context about Javier Sampedro. Check their understanding of the context by asking these questions:

- Does Javier's company have a website?
- How many companies did he get prices from?
- Who does he discuss the prices with?

Answers

- Yes, but they want to update it.
- two companies
- his managing director

Exercise 1

► **9.4** Ask students to read the context first. Students listen and tick. 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.

Answers

	Weblines	ITE
Lower prices?		✓
Smaller company?		✓
Older company?	✓	
Better quality of work?	✓	✓
More experience with online businesses?		✓
Faster delivery?	✓	✓

Exercise 2

► **9.4** Students listen again and complete the sentences.

Answers

- | | |
|-------------|----------------|
| a compare | f disadvantage |
| b cheaper | g difference |
| c better | h prefer |
| d similar | i choose |
| e advantage | |

Exercise 3

Students categorize the sentences.

Answers

- c
- d, g
- b, e, f
- h, i

Exercise 4

Student A asks Student B to compare the items in the three situations. 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.

Exercise 5

Students change roles. Now Student A talks about the items in the next three situations.

Further practice

If students need more practice, go to *Practice file 9* on page 102 of the *Student's Book*

Exercise 6

Students work in pairs to choose two new suppliers: a courier firm and a hotel for some training seminars. Student A has information on two courier firms and turns to page 114, and Student B has information on two hotels and turns to page 117. 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. Focus on correct use of the phrases from this section, but also remind students of forming comparatives if they are having any difficulty.

Photocopiable worksheet

Download and photocopy *Unit 9 Business communication worksheet* from the teacher resources in the *Online practice*.

Talking point

Discussion

Exercise 1

Students read the customer comments and answer the question. Ask students to give the reasons why customers like these supermarkets in their own words.

Answers

They shop there because of the price, quality, local products and smaller shops which mean shopping is faster.

Exercise 2

► **9.5** Students listen to an interview about the success of Aldi and Lidl, and find which of the reasons from the comments in **1** are mentioned.

Answers

All the reasons in the comments are referred to.

Exercise 3

Students discuss the question in pairs or small groups before feeding back to the class. Be ready to help students with ideas if necessary: *location, price, quality, customer service, marketing, product range*.

Exercise 4

Students discuss the question. Monitor and help with vocabulary as necessary. Pay attention to students' use of the language of competition and comparisons.

Task

Exercise 1

Students work in groups of three to plan a new supermarket for their country. If your students are from different countries, ask them to choose a country for their supermarket. First they discuss existing supermarkets in their country. Explain *gap in the market*: a part of the market whose needs aren't being met, therefore an opportunity for business.

Then they discuss their supermarket in terms of the four dimensions given.

ONE-TO-ONE With one-to-one students, you can either hold the meeting with them and plan the supermarket together, or ask them to plan at home and present their ideas in the following lesson.

Exercise 2

Students present their supermarket plan to the class. Ask the groups to divide up the presentation between them.

Task the listening students to form questions for the speakers, and allow time for asking and answering them.

Give positive feedback on the students' ideas and the correct use of language connected with competition and comparing. Make notes on common mistakes and ask students to correct them later. Saving the correction slot for the following class is one way for students to review and continue to engage with the target language.

Progress test

Download and photocopy *Unit 9 Progress test and Speaking test* from the teacher resources in the *Online practice*.

Viewpoint 3

Preview

The topic of this *Viewpoint* is *Processes*. In this *Viewpoint*, students begin by watching a video in which three people talk about processes in their job. Next they watch a video which gives details of the ordering process at a food delivery company. Students then carry out a role-play in which they describe the ordering process, before finally describing a process at their own place of work/study.

Exercise 1

Students work in pairs. Ask them to talk about which of the processes listed they do in their job and to decide which adjectives they would use to describe each of the processes. Note that students can have different opinions on which adjectives describe which process. Encourage them to give reasons for their answers.

PRE-WORK LEARNERS Students can talk about which processes may be involved in the job they hope to do in the future.

Exercise 2

▶ **Video 01** Students watch three people talking about three of the processes in **1**. Ask them to note their answers to the questions in the table. If necessary, pause after each speaker to allow writing time.

Exercise 3

Students compare their answers with their partner. Check answers as a class.

Answers

	Speaker 1	Speaker 2	Speaker 3
Which process are they talking about?	Arranging team meetings	Taking customer orders	Recruiting a new employee
How do they describe the process?	Use Outlook to arrange team meetings – set up an appointment – check time for everyone – room available – number of seats – send invite – send agenda of items to discuss	Find out what customer wants – look up to see if book is in stock – enter customer details (contact number/address) – take payment – print order form	Write and place advert – read all the CVs – make a list of applicants to interview – prepare for and hold interviews – meet to decide if second interview needed – write task for second interview – make decision – contact successful applicant

Exercise 4

Students work in pairs. Write the first stage of the delivery process on the board: *The customer places the order*. Ask students to think about how companies deliver fresh food to shops, restaurants and hotels, and brainstorm all the stages in the delivery process. You might like to give students a specific context to think about, e.g. *You go to a restaurant. You eat a fresh fruit salad. Where does the fruit come from? How does it get to the restaurant? How often is it delivered?*

You could add a competitive element by telling students to compete to see which pair has the longest list of stages.

Exercise 5

Pairs of students work together in groups of four. Ask them to compare their lists of stages. What are the differences? When getting feedback you may like to see if the whole class can agree on a list of stages and put it up on the board.

ONE-TO-ONE Work together with your student to come up with a list of stages.

Exercise 6

In order to prepare for watching the video in **7**, ask students to match the words listed with their definitions. Point out that all the words are connected with the order process at a food delivery company. Drill the pronunciation of the words listed.

Answers

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

DICTIONARY SKILLS

Students can use a dictionary for this exercise, but first ask them to read all the definitions and guess any which they can, before checking in a dictionary.

Exercise 7

EXTRA ACTIVITY

Play the video without sound and ask the students to shout out when they see one of the items from **6**, e.g. *scan, key into, pallet*.

▶ **Video 02** Ask students to watch the video and answer the questions. Give them time to read the questions first.

Answers

- fruit and vegetables
- the warehouse
- because it's a 'well-organized' operation

VIDEO SCRIPT

This is Fresh Direct – a British company with sites all over the UK. This one is in the south of England. James Cartwright is its Operations Manager.

James Fresh Direct is a supplier of fruit and vegetables to the food service industry.

Their clients in the food service industry range from small shops and cafés to large hotel and restaurant chains. Fresh Direct takes about 700 orders every day, so it needs a good system in its warehouses.

James We've got a warehouse management system that looks after products right the way through the supply chain, so everything that comes in is on a screen, everything that goes out is also on a screen.

Fresh Direct scans and records every product that goes in and out of the warehouse. When an order comes in, they know exactly what products they have in stock.

When they receive an order, there is a simple process to follow.

James The first stage would be receiving the order from the customer. When we receive the order it's keyed onto our, onto our order management system.

After that, the warehouse, the warehouse managers will allocate the order to an individual picker, who will then go and assemble the order onto a pallet.

A second person will then take the instruction off the picker and double-check both quantity and quality of the product.

Finally, when they are certain that everything is to the right standard, they load the pallet onto a lorry and deliver it to the customer. The company uses around 200 lorries to deliver the products on time, to different parts of the country.

The warehouse is open 24/7. Employees work 40 hours a week in shifts. So it is essential that the system of processing orders works perfectly. This well-organized operation has made Fresh Direct a very successful company.

Exercise 8

Students work in pairs and number the stages in the process at Fresh Direct in the correct order.

ALTERNATIVE If your students are less confident, you can show the video again at this stage and ask them to number the stages as they watch.

Exercise 9

Video 02 Ask students to watch again and check their answers in **8**.

Answers

A 'picker' assembles the order onto a pallet. 4

They key the order into the management system. 2

Fresh Direct takes an order from a customer. 1

Another person checks the quantity and quality of the product. 5

The order management system knows if the order is in stock. 3

Lorries deliver it to the customers in different parts of the country. 7

They load the pallet onto the lorry. 6

Exercise 10

Students work in pairs. Tell them that Student A is the operations manager at Fresh Direct and Student B is an important customer who is visiting the warehouse. Student B should ask questions and Student A should explain the process. Remind students to use the information in **7** and **8**. You may also like to put some useful expressions on the board to help students:

Talking about processes:

The first/second stage is ...

Next / After that ...

When we receive ..., it ...

Finally ... / At the end ...

Asking about processes:

Tell me about the process.

How does it work?

What happens here?

What happens next?

If you have time, ask students to swap roles and repeat the role-play. Monitor and give feedback on good language use and common mistakes, in order to help prepare students for describing a process again in **11**.

Exercise 11

Students work in pairs. Ask them to choose a process which one or both of them has at work, and make a note of all the stages in the process. They should then present the process to the class. Tell them to divide the presentation between them so that both students have the opportunity to speak.

PRE-WORK LEARNERS Students can talk about a process at their place of study, e.g. writing a dissertation, doing a project.

EXTRA ACTIVITY

If they have the equipment, you can ask students to make a video of a process at their workplace / place of study for homework, including their own narration. They can then show the video in the next lesson.

Further video ideas

You can find a list of suggested ideas for how to use video in the class in the teacher resources in the *Online practice*.

Unit content

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

- talk about teamwork
- 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 that 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. In the *Talking point* students discuss the role of personality tests in business and analyse their own personality type.

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

- 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, e.g. 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 GORE-TEX® fabric and outdoor clothing. However, it also produces a range of other materials for other industries including cables, electronics, medical and pharmaceuticals.

Exercise 1

Students read the text and complete it with the correct headings. Allow plenty of time for students to read the text and ask questions about any vocabulary.

Answers

- | | |
|------------------------------|------------------------|
| 1 Small teams | 3 The long view |
| 2 Everyone's a leader | 4 Time to talk |

Exercise 2

To check understanding of the text, students tick which of the sentences a Gore employee may say.

Answers

3, 4, 6

EXTENSION Ask students which of the phrases employees may say at their place of work.

Exercise 3

Students work in pairs and discuss which of Gore's working methods are similar in their company, before sharing ideas as a class. 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.

Exercise 4

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. Note that some alternative answers are also possible, e.g. *plan meetings*.

Answers

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

Exercise 5

Using their answers from 4, students complete the questions.

Answers

1 decisions	5 develop
2 attend	6 solution
3 work	7 plan
4 solve	

Exercise 6

Students practise using the verb + noun combinations by taking turns to ask and answer the questions in 5. Then ask some students to report back to the class on their partner.

PRE-WORK LEARNERS Students can still answer the questions in 5 with reference to their daily lives or to how they solve problems or make decisions when working in groups in class, for example.

Exercise 7

► **10.1** Students listen to a conversation about a team problem. They should listen for the problem and the three possible solutions.

Answers

The problem is that the team aren't working together.
The three solutions they talk about: team-building activity, daily team meeting, talking to them individually about their teamwork.

Exercise 8

► **10.1** Students listen again to complete a set of useful phrase they can use when discussing and solving problems. Refer students to the *Tip* about *team*.

Answers

1 big	4 nice
2 serious	5 bad
3 difficult	6 good

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 serious problem with ...

That's a nice idea!

I have a big problem.

Read the phrases aloud and ask students to listen and repeat.

Further practice

If students need more practice, go to *Practice file 10* on page 104 of the *Student's Book*.

Exercise 9

Students work in pairs and discuss the problems using the phrase in 4 and 8.

You might want to model one of these conversations first. Choose a strong student 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.

Ask students for feedback on the kind of solutions they came up with. Give feedback on conversations that sounded fluent/natural, and on the use of the language from 4 and 8.

Exercise 10

Students can work in pairs and personalize the language by discussing any problems at work.

PRE-WORK LEARNERS Students can talk about a problem they have or had at their place of study.

Photocopiable worksheet

Download and photocopy *Unit 10 Working with words worksheet* from the teacher resources in the *Online practice*.

Language at work

Exercise 1

► **10.2** Students listen to the phone conversation and identify what kind of problems are mentioned. Before listening, make sure students understand the context: ask them to read the information and look at the profiles. Ask them questions: *Where's the head office? Where's the factory? What's Adriana's job? Where does she work? Where is she now?*

Also, pre-teach / check understanding of *technical, personnel, supply, components* and *production line* before listening.

Answers

technical, personnel

Exercise 2

► **10.2** Students listen again and decide if the sentences are true or false. Give them time to read the sentences first, and check understanding of *staff turnover*. 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.)

Exercise 3

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. Note that *maximum* and *minimum* are used here in order to aid comprehension, but some students may already be familiar with the grammar term *superlative*, so you can acknowledge that these sentences use the superlative.

Answers

a 4, 5 b 2, 3, 6, 7

Exercise 4

Students use audio script 10.2 on page 125 of the *Student's Book* to help them complete the *Language point*. This follows on from and is similar to the *Language point* table on the comparative form in *Unit 9*, so students should be familiar with what to do.

Draw students' attention to the fact that we don't use *the* before the superlative adjective if it is preceded by a possessive preposition, e.g. *his best work, their cheapest product*.

Complement the table with some further information for the students:

- 1 There are some short adjectives ending in a consonant which don't double the consonant, e.g. *deep* → *deepest*, *cheap* → *cheapest*, *new* → *newest*.
- 2 Some two-syllable adjectives take the *-est* ending, e.g. *simple* → *simplest*, *gentle* → *gentlest*.
- 3 The superlative forms of the other irregular adjectives given in *Unit 9*: *far* → *furthest/farthest*, *well* (meaning *healthy*) → *best*, *much/many* → *most*.

Answers

Adjective	Superlative form	Examples
short adjectives, e.g. <i>small</i>	add <i>-est</i> For adjectives ending in <i>-e</i> , add <i>-st</i> . For adjectives ending in vowel + consonant, double the consonant and add <i>-est</i>	<i>the smallest, the latest, the biggest</i>
adjectives ending in <i>-y</i> , e.g. <i>easy</i>	replace <i>-y</i> with <i>i</i> and add <i>-est</i>	<i>friendly</i> → <i>the friendliest</i> , <i>easy</i> → <i>the easiest</i>
long adjectives, e.g. <i>expensive</i>	put <i>the most</i> or <i>least</i> before the adjective	<i>the most expensive, the least expensive</i>
irregular adjectives, e.g. <i>good</i>	<i>the</i> + various forms	<i>bad</i> → <i>the worst</i> <i>good</i> → <i>the best</i>

Grammar reference

If students need more information, go to *Grammar reference* on page 105 of the *Student's Book*.

Exercise 5

Students complete the emails by referring to the information in **4**. Check students' global understanding of the emails. Ask: *Why does Richard email Adriana? What does Adriana think is the best solution? What will they do next?*

Answers

- | | |
|----------------------|-----------------------|
| 1 the most important | 5 the most expensive |
| 2 the best | 6 the worst |
| 3 the cheapest | 7 the least expensive |
| 4 the easiest | 8 smallest |

Exercise 6

Students work in pairs. Ask them to read the information on three candidates for the job in Recife. They then discuss the candidates with their partner and choose the best candidate. 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.

Further practice

If students need more practice, go to *Practice file 10* on page 105 of the *Student's Book*.

Exercise 7

Students think of answers to the questions and talk about them with their partner. Give them time to work alone first and think of their answers. 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.

Monitor for the students' use of the comparative and superlative forms.

PRE-WORK LEARNERS Students can talk about problems at home or in their place of study instead.

ALTERNATIVE You may like to conduct **7** as a whole-class mingling activity. Students move around and speak to different members of the group. You could set them an additional task: *find the person with the most difficult problem / the newest product / the most interesting idea.*

EXTENSION With stronger classes, you can extend the activity in **7** by encouraging partners to suggest solutions to each other for the current problems, 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 *Working with words.*

Photocopiable worksheet

Download and photocopy *Unit 10 Language at work worksheet* from the teacher resources in the *Online practice.*

Practically speaking

EXTRA ACTIVITY

As a lead-in and to see what responses your students can already use, you could give students a piece of personal news (not necessarily true) and see how they respond, e.g. *I lost my wallet yesterday / I won the 'teacher of the month' competition.* If they don't respond or make a limited/inappropriate response, e.g. *yes*, you can ask them if it is a good response and try to elicit something better.

Exercise 1

► **10.3** Students match the responses a–f to the news sentences 1–6, then listen to check their answers.

Answers

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

Exercise 2

Students put the expressions into the appropriate category.

Answers

1 c, f 2 a, e 3 b, d

Exercise 3

► **10.3** Students listen to the sentences and underline the main stress. Note that to sound polite, students will have to copy the intonation as well as focus on the stress; otherwise they may sound flat and even sarcastic. Ask students to practise the conversations in pairs focusing on pronunciation. If your students need more support, you could play the listening again and ask students to repeat.

Answers

- a Oh no. That's terrible.
- b Really? How amazing.
- c Great. That's fantastic!
- d Wow. That is surprising.
- e I'm sorry. How disappointing.
- f Good. That's excellent news.

Exercise 4

Students work in pairs to practise giving and responding to news. Student A turns to page 114, and Student B turns to

page 110. Monitor for good stress and intonation, and do more modelling and drilling if necessary.

EXTRA ACTIVITY

Students think of more news and tell their partner, who should respond appropriately. To focus students, you can specify a number of items they should talk about, e.g. three, and have them note them down first. You can also encourage students to use imaginary news if this would be more fun for them. Again, monitor for appropriate responses and good stress and intonation.

Business communication

Exercise 1

Students read the report and discuss reasons for the problems in small groups. They will need time to read the details about Papotech and its competitors and to understand the report. Explain *confidential* and 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 staff 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 to 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.

Exercise 2

► **10.4** Students listen to the discussion about the information in **1** and answer the questions.

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.

Exercise 3

► **10.4** Students listen again and categorize the expressions.

Answers

1 a, e 2 b, c, h 3 d 4 f, g

Further practice

If students need more practice, go to *Practice file 10* on page 104 of the *Student's Book*.

Exercise 4

Students work in pairs and practise using the expressions in **3** to discuss the statements. When they have finished, they can switch A/B roles and discuss 1–4 again.

Exercise 5

Students work in small groups. They look at the ideas in the table and discuss what to do to solve the problems at Papotech. 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.

Make sure groups are using the *Key expressions* from this section. 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.

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.

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.

Photocopiable worksheet

Download and photocopy *Unit 10 Business communication worksheet* from the teacher resources in the *Online practice*.

Talking point

Students read about the MBTI® and a case study of a company which used it. As a lead-in, you could ask your students what they know about the MBTI (if you think they may have some familiarity with it).

EXTRA ACTIVITY

Give students a task for reading: write the following questions on the board (answers in brackets).

- 1 *What is the MBTI?* (a personality test which companies sometimes use to select new employees or to choose people to work together in a team)
- 2 *How many of the biggest companies use it in the USA?* (89)
- 3 *Why do people use the MBTI?* (to understand themselves or others better in order to, for example, improve teamwork)
- 4 *Why did Kaiser Permanente use the MBTI?* (a team working in two different offices didn't work well together)
- 5 *What was the result?* (the team worked better together)

Discussion

Exercise 1

You could make a *Pros and cons of using personality tests* table on the board and invite different students to come up and write in it.

Exercise 2

Students can discuss this in pairs before feeding back to the class.

PRE-WORK LEARNERS Students may not know if companies in their country use personality tests or not. You could ask them to discuss the *pros* and *cons* of using personality tests for recruitment instead.

Exercise 3

Students discuss this in pairs. You could then invite students to write their ideas on the board and brainstorm as a class.

Exercise 4

If your students are from the same company, you could discuss this as a class. If students are from different companies, they can discuss in pairs before feeding back to the class.

PRE-WORK LEARNERS Students can talk about ways in which their place of study could improve teamwork amongst students.

Task

Exercise 1

Students work in pairs to ask and answer the quiz questions. Check understanding of *team player* (somebody who likes and is good at working in teams).

Exercise 2

Students discuss what they think their answers say about their personality type and in what way this affects their work in a team.

EXTENSION Ask students to prepare one or two extra questions to add to the quiz. They can then ask their partner the questions.

Progress test

Download and photocopy *Unit 10 Progress test and Speaking test* from the teacher resources in the *Online practice*.

Unit content

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

- book a hotel room and ask about hotel services
- talk about future plans
- give reasons for actions
- talk about money
- order food in a restaurant.

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.

Whether your students feel that travel is a chore, or 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 practical language for travelling and eating out. Students learn key words and expressions for booking and staying at a hotel, 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 plan a business trip, and consider the role of technology in replacing some business travel.

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 could start by asking students to brainstorm facilities and services they might find in a hotel.

Exercise 1

Students work in pairs and discuss the questions, before getting feedback from the class. Write on the board any other services that students come up with.

Point out that the *gym* may be called different things, e.g. *fitness centre* or *fitness room*, and the *swimming pool* may be part of a *spa* or *wellness centre*.

Exercise 2

► **11.1** Students listen to the phone conversation and choose the correct words on the reservation form. Allow students time to read the reservation form first.

Answers

- 1 double
- 2 Credit card
- 3 Visa
- 4 Card number
- 5 Expiry

Exercise 3

► **11.1** Students match 1–5 to a–e to make phrases from the conversation. Then they listen again to check their answers. You might like to point out that as well as hotel *vacancies*, we also talk about job *vacancies* (job positions which need employees to fill them).

Answers

- 1 d 2 c 3 b 4 e 5 a

PRONUNCIATION To help build students' confidence for the coming role-plays, you may like to pause the listening for students to repeat the sentences and questions.

EXTENSION You could elicit/present the alternatives to *bed and breakfast* (*room only, half board, full board*).

Exercise 4

► **11.2** Following on from the previous listening, students now listen to Jenny's conversation when she arrives at the hotel. Ask some students to read out the questions before playing the listening.

Answers

- 1 501
- 2 between 5 a.m. and 10 a.m.
- 3 No, she doesn't.

Exercise 5

► **11.2** Students listen again and complete the phrase from the conversation. You may like to elicit / point out the synonyms *book* and *reserve*, *booking* and *reservation*.

Answers

- 1 reservation
- 2 floor
- 3 lift
- 4 served
- 5 book

Exercise 6

► **11.3** This listening follows on again from the preceding two. Students listen for the things Jenny asks about from her room. Check understanding of the new vocabulary.

Answers

a wake-up call, a taxi, Internet access, room service

Exercise 7

Students use the words from **6** to complete the sentences.

Answers

- 1 a wake-up call
- 2 Internet access
- 3 a taxi
- 4 a hairdryer
- 5 towels
- 6 a safe
- 7 room service

EXTENSION With more confident students, you may like to brainstorm other requests or questions people may have in a hotel.

Further practice

If students need more practice, go to *Practice file 11* on page 106 of the *Student's Book*.

Exercise 8

Students work in pairs to role-play a conversation at a hotel. Student A uses the information about the Metro Hotel on page 73, and Student B turns to page 118. Give students time to read their information and ask you any questions first. Remind students to use the phrase in **3**, **5** and **7** to help them. With lower level groups, you could first elicit the questions which Student B will ask.

Exercise 9

Students swap roles and repeat **8**. This time Student A turns to page 114 and Student B uses the information on page 73. During both role-plays, monitor for common mistakes with the vocabulary and question forms. You may like to give students the opportunity to do the role-play again after you have given them feedback.

EXTENSION For further practice, students could improvise conversations at a hotel, using their own details and their own ideas of what they would like to request.

Photocopiable worksheet

Download and photocopy *Unit 11 Working with words worksheet* from the teacher resources in the *Online practice*.

Language at work

Exercise 1

Students read the article and answer the questions. 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*.)

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 (12 cities, including Atlanta, Washington and Honolulu) and Canada (in Toronto).
- 4 They plan to offer the service in more cities.

EXTRA ACTIVITY

Students can look at City Running Tours online and find out how many cities they now operate runs for business travellers in. You could also give students other information to find, e.g. *How much are running tours in Chicago?*

Exercise 2

Students look at the phrases in bold in the article and answer the questions. Discuss the questions as a class, making sure everyone understands clearly.

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*, which are dealt with in later levels of *Business Result*. At this level, most students will only need to understand this basic difference.

Answers

The sentences are about the future. They are about a general plan.

Exercise 3

Students complete the explanations in *Language point 1* with the words given. They should refer to the forms in the text to complete the rules for formation.

You may like to elicit the sentence, negative and question forms for all persons (*I'm going to ...*, *You're going to ...*, etc.) to clarify these with students.

Answers

- 1 *be + going to + main verb*
- 2 *be ('m not, isn't, 're not/aren't)*

Grammar reference

If students need more information, go to *Grammar reference* on page 107 of the *Student's Book*.

PRONUNCIATION You may like to explain to students that they may well hear *going to* contracted to *gonna* in spoken English, e.g. *We're gonna see a film at the weekend*.

Exercise 4

Students use the notes to ask and answer questions about Mike's plans for his business trip. Ask some students to read

out the examples first. Monitor for the use of *going to* and the short answers.

Possible answers

- A** Is he going to have dinner with his colleagues?
B Yes, he is.
A Is he going to present the new product?
B Yes, he is.
A Is he going to open a new sales office?
B Yes, he is.
A Is he going to visit the Ottawa office?
B No, he isn't, but he's going to visit Montreal.
A Is he going to take the train to Montreal?
B Yes, he is.
A Is he going to go sightseeing?
B No, he isn't because he isn't going to have time.

Exercise 5

Students have freer practice 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.

Exercise 6

► **11.4** 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)

Exercise 7

► **11.4** Students listen and match the phrases to make sentences.

Answers

1 c 2 a 3 b 4 d

Exercise 8

Students answer the questions in *Language point 2*.

Answers

The verbs are in the *to* infinitive form.
This form is used to say why something happens.

Exercise 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* or *they*. 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.

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 call Sashia to arrange a meeting.
- 5 He's going to come to the office at the weekend to finish his report.

Further practice

If students need more practice, go to *Practice file 11* on page 107 of the *Student's Book*.

Exercise 10

Students work alone and write their own sentences combining plans with the infinitive of purpose. They then tell their partner.

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.

Photocopiable worksheet

Download and photocopy *Unit 11 Language at work worksheet* from the teacher resources in the *Online practice*.

Practically speaking

EXTRA ACTIVITY

As a fun quiz to lead in to the topic of money, write these types of currency on the board:

yen (Japan), *real* (Brazil), *krone* (Denmark),
tenge (Kazakhstan), *rand* (South Africa), *dong* (Vietnam),
rupee (India).

Ask students to identify where (which country) they spend this currency.

Exercise 1

► **11.5** Students listen to the conversations and match them to the three places. You may like to explain that a *bureau de change* (an originally French word) is sometimes also called a *currency exchange*.

Answers

- a Conversation 3
- b Conversation 1
- c Conversation 2

Exercise 2

► **11.5** Students listen again and note down the amount of money each traveller pays or gets.

Answers

- Conversation 1:** £20 (£18 plus a tip of £2)
Conversation 2: €58 (€29 each)
Conversation 3: pays \$500; receives €406

Exercise 3

► **11.5** Students listen to complete the useful expressions for dealing with money when travelling.

Answers

- 1 much
- 2 change
- 3 by
- 4 change
- 5 rate
- 6 total

Exercise 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 listening. It may therefore be helpful for students to read through the conversations in audio script 11.5 on page 126 of the *Student's Book* 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

Exercise 1

Students work in pairs, read the article and discuss the questions. If some students don't travel much, they can still answer the questions 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.

You may like to point out the two different meanings of *tip* used here: 1 a piece of advice, 2 the money you give to the waiter/waitress.

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

Exercise 2

► **11.6** Students listen to two people ordering from the menu given. Ask them to listen for what the people order and how much the total bill will be. The total bill isn't in the listening. Students will have to add it up afterwards by referring back to the menu.

Answers

They order a bottle of sparkling water, a vegetable risotto, a pepperoni pizza and two coffees.
The total bill is 29.50.

Exercise 3

► **11.6** Play the listening again and students underline the correct words. Stronger students can underline first and then listen to check.

Answers

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

PRONUNCIATION Model and drill the sentences and questions, focusing on polite intonation.

Exercise 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.

Point out to students how important modal verbs are in the sentences in 3. 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).

Answers

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

Further practice

If students need more practice, go to *Practice file 11* on page 106 of the *Student's Book*.

Exercise 5

Students work in groups of three to role-play ordering and talking about food at a restaurant. They should use the expressions in 3 and the *Key expressions* for help and the menu in 2. Ensure students swap roles so that everyone can practise each role.

With weaker classes, students could write a conversation between customers and waiter using the expressions, and then perform it afterwards.

Pay attention to students' use of the *Key expressions* and to their intonation.

ONE-TO-ONE You can hold two different role-plays:

- 1 ordering food, customer and waiter
- 2 talking about food, two business partners over lunch/dinner

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.

Photocopiable worksheet

Download and photocopy *Unit 11 Business communication worksheet* from the teacher resources in the *Online practice*.

Talking point

EXTRA ACTIVITY

Ask students to read the text in order to find ways of saving time and money on business trips. Check understanding of *efficient* (which they met in *Unit 10*). Ask students to give you their answers in their own words as much as possible.

Possible answers

book flights early, use a business travel agent, think about alternative ways of travel, connect with conference participants on social media before the event, stay with friends/family / rent an apartment, meet for coffee instead of dinner, use public transport, stay at home and hold the meeting virtually instead.

PRE-WORK LEARNERS Students can talk about saving money when they go on a holiday or trip for leisure.

Discussion

Exercise 1

Ask students if they agree or disagree with each of the ideas they found in the text. Encourage them to give reasons for their answers.

Exercise 2

Students can discuss the questions in pairs before feeding back to the class.

PRE-WORK LEARNERS Students who don't travel for work can talk about their personal trips instead.

Exercise 3

Students discuss these questions in pairs or small groups before sharing ideas as a class. Encourage students to give reasons for their answers and to talk about the pros and cons of virtual meetings. Depending on the level of your class, this could stretch into a discussion of the environmental impact of (business) travel.

Task

Exercise 1

Students work in small groups to plan a series of meetings for a sales manager and their team. Refer students to the list of questions they should answer.

You may like to review language for giving opinions and problem-solving (*Unit 10*) in order to help prepare students for the discussion.

Ask students to read the schedule and the travel and accommodation information on page 115. You may like to ask them some questions to check understanding and help them familiarize themselves with the information, e.g. *When is the meeting with the important customer? Where is the new product training? How much is a Lisbon–Madrid train ticket?*

If your students are unfamiliar with the cities, you could show them a map so they can see where the cities are.

Ask students to make notes on their decisions so they can present their plan to the class afterwards.

Students then present their plan to the class and can ask each other about their choices. Can the whole class agree on the best plan?

ONE-TO-ONE You and your student can work together to discuss the questions. You could then ask your student to present the plan to you.

EXTRA ACTIVITY

Students work in small groups and plan one week's holiday for their group. They should decide when and where they will go, how they will travel, what kind of accommodation they will stay in, and what they will do on their holiday. You can also specify a budget that they should not exceed with their costs. They then present their plan to the class using *going to*.

Progress test

Download and photocopy *Unit 11 Progress test and Speaking test* from the teacher resources in the *Online practice*.

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 therefore 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 *Talking point*, students play a game which recycles language from across the 12 units, and which gives the teacher the opportunity to note any areas of language where remedial work may still be required.

Starting point

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.

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**Exercise 1**

Students work in pairs and answer the questions about busy seasons in different businesses. You can ask students to match the three businesses to the pictures in order to check their understanding of the businesses.

Exercise 2

Students study the three graphs and match them to the three businesses in **1**. 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). Ask them to give reasons for their answers at this stage.

Answers

- Graph A = department store
- Graph B = delivering flowers
- Graph C = trade fair industry

EXTENSION You may like to elicit/introduce the terms *quarter*, *first quarter* (Q1), *second quarter* (Q2), etc. depending on the level of your class.

Exercise 3

► **12.1** Students listen to three people who work in the businesses, check their answers to **2** and answer the questions. Give students time to read the questions first. Students could guess the answers to questions 2 and 3 before listening.

Answers

- 1 January to May
- 2 because of the sales
- 3 public holidays, Valentine's Day, Mother's Day

EXTENSION Discuss celebratory days and public holidays in your students' country/ies: *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?*

Exercise 4

Students create word pairs. Ask them to use audio script 12.1 on page 126 of the *Student's Book* for help.

Refer students to the *Tip* about the pronunciation of *schedule*.

Answers

- | | |
|------------|------------|
| 1 deadline | 5 schedule |
| 2 period | 6 period |
| 3 leave | 7 off |
| 4 holiday | |

Exercise 5

Students complete the questions with words from **4**.

Answers

- | | |
|-----------------|----------|
| 1 period, quiet | 3 tight |
| 2 off, leave | 4 public |

Exercise 6

Students work in pairs to ask and answer the questions in **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).

PRE-WORK LEARNERS Students can answer these questions in relation to their life as a student.

Exercise 7

Students look at the schedule and answer the questions. They will be able to quickly answer these questions, before looking at the vocabulary in more detail in **8**.

Answers

The schedule belongs to Speaker 1 (Katrina). She isn't busy all week because she's taking Friday off for a long weekend.

Exercise 8

Ask students to look at the schedule and note in **7** to find words or phrases to match the definitions.

Answers

- 1 long weekend
- 2 reminder
- 3 timetable
- 4 annual conference

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. 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), conference (3).

Further practice

If students need more practice, go to *Practice file 12* on page 108 of the *Student's Book*.

Exercise 9

Students work in pairs to discuss their busier and quieter times and schedules. First, ask them to fill in the graph to show their busier and quieter months. They can then refer to this when answering the questions.

Encourage students to ask each other questions for more information, e.g. *Why are you busier in the summer?*

If you introduced the term *quarter* in **2**, students could also talk about the different quarters here.

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.

PRE-WORK LEARNERS Students 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.

EXTRA ACTIVITY

You can ask students to talk about how they manage their time. Do they use an electronic or paper diary? Reminders on their phone or laptop? Do they write 'to do' lists? You could extend this into a task by asking students in pairs to write down three time management tips to share with the class.

Photocopiable worksheet

Download and photocopy *Unit 12 Working with words worksheet* from the teacher resources in the *Online practice*.

Language at work

Exercise 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)

Exercise 2

Students look at the verbs in bold in **1** and answer the questions in the *Language point*.

When checking answers, you may like to clarify the forms for different people (*I/You/We/They have, He/She/It has*) by writing some examples on the board. Note that only regular verbs are mentioned here as irregular verbs are introduced in **5**.

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 later levels of *Business Result*, 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.

Answers

- 1 a past action
- 2 the present
- a has
- b hasn't
- c have/has
- d -ed

Grammar reference

If students need more information, go to *Grammar reference* on page 109 of the *Student's Book*.

Exercise 3

Students work in pairs to ask and answer what Barati has done. Ask a pair of students to read out the example first. Remind them to use the short answer forms *Yes, he has / No, he hasn't*.

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.

Answers

- Has he contacted the shipping firm? Yes, he has.
Has he emailed the producer? Yes, he has.
Has he called Greta? No, he hasn't.
Has he arranged the next visit to the producers? No, he hasn't.
Has he updated the website with product details? Yes, he has.

Exercise 4

► **12.2** Students listen to a call between Greta and Barati, and answer the questions.

Answers

- Yes, the delivery is going to be late (by a week).
Greta is going to change the schedule.

Exercise 5

► **12.2** Students listen again and complete the sentences with the present perfect. Note that all the verbs are irregular, so students could check their answers afterwards by reading the audio script on page 126 of the *Student's Book*. 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 |

PRONUNCIATION You may like to highlight the contracted forms which are used here and drill the sentences.

EXTRA ACTIVITY

If it won't overload your students, you could draw students' attention to the use of *ever* in question 6. Elicit what this means (at any time up to now). Ask students to make a few *Have you ever ...?* questions for each other.

Exercise 6

Students read the final part of the audio script 12.2 on page 126 of the *Student's Book* to find how Greta gives short answers in the present perfect (or you could play the end of the listening again and they listen for the short answers).

Answers

- Yes, I have.
No, I haven't.

Further practice

If students need more practice, go to *Practice file 12* on page 109 of the *Student's Book*.

Exercise 7

Students work in pairs to ask and answer questions about tasks which they have to complete. Student A turns to page 115, and Student B turns to page 112.

Give students time to read their information first and ask you about anything unclear.

Monitor for the correct use of the present perfect forms.

ALTERNATIVE For freer and more personalized practice of the present perfect, ask students to think of a project at work/school/home and talk about what they have done and what they haven't done yet.

Photocopiable worksheet

Download and photocopy *Unit 12 Language at work worksheet* from the teacher resources in the *Online practice*.

Practically speaking

Exercise 1

► **12.3** Throughout this unit, students will need to use prepositions with times, days and dates, so this section helps with this area that students often find hard. Students listen to two people talking about their jobs and answer the questions.

Answers

- 1 The real estate industry. They are busiest in spring.
- 2 The restaurant industry. They are busiest at weekends and on public holidays.

Exercise 2

► **12.3** Students complete the sentences with the correct prepositions, then listen again to check.

Answers

- | | |
|------|------|
| 1 in | 4 at |
| 2 at | 5 on |
| 3 on | 6 in |

Exercise 3

Students decide which preposition belongs with which column of phrases in the table. The sentences from **2** should help them to work this out.

Point out that we say *on* public holidays which refer to a day, e.g. *on Christmas Day*, *on New Year's Eve*, but *at* holiday periods, e.g. *at Christmas*, *at Easter*.

Refer students to the *Tip* about *at/on the weekend*.

Answers

- 1 on 2 in 3 at

Exercise 4

Students work in pairs to ask and answer about the different periods. Ask some students to read out the examples, and

remind students to use past, present and future forms. They can monitor each other for correct use of prepositions. You may like to round off by asking some students to share something they learnt about their partner.

EXTENSION If your students are quite confident with the prepositions of time, you could also point out that if we use *this/next/last* before a time expression (day/week/month/weekend/year/holiday), we don't use a preposition. For example:

The products weren't ready last week. They're going to deliver next week.

Business communication

The context here follows on from *Language at work*. 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 *Language at work 1*, and audio script 12.2 on page 126, before reading the context at the beginning of *Business communication*. Alternatively, you could summarize these for students.

EXTRA ACTIVITY

Ask students to read **1** 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.)

Exercise 1

► **12.4** Students read the notes for the schedule and listen for dates.

Answers

- 1 Valentine's Day (14th February)
- 2 20th January
- 3 31st October
- 4 the end of December (around 20th)
- 5 2nd January

Exercise 2

► **12.4** 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 2 k 3 a 4 e 5 b 6 l 7 c 8 g 9 d 10 i
11 f 12 j

EXTENSION Some students incorrectly use *let's* to tell other people what to do. Point out that we only use *let's* to make a suggestion that applies to us as well. For example:

Let's go to the cinema = *Why don't we* (including the speaker) *go to the cinema?*

You have too much work. Why don't you ask your boss for help?
NOT *Let's ask your boss for help.*

Exercise 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 1 h, 2 k, 3 a
- 2 4 e, 7 c
- 3 5 b, 6 l, 8 g
- 4 9 d, 10 i
- 5 11 f, 12 j

Further practice

If students need more practice, go to *Practice file 12* on page 108 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. Possible suggestions are:

find a printer

get prices and details from all the departments

find a photographer.

Exercise 4

Students work in groups of three and simulate a similar meeting to that between Greta, Martin and Soledad in listening 12.4. Student A turns to page 115, Student B turns to page 113 and Student C turns to page 112. 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. Remind students to use phrases from the *Key expressions*. 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.

Exercise 5

Students present their schedule to another group (or to the class if you have a smaller class) and compare their solutions. It will be helpful if they can display their schedules visually – perhaps on large pieces of flip chart paper.

During **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, ...

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 six 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

ONE-TO-ONE The student can present his/her proposed schedule to you. Make sure he/she includes all the relevant information.

Exercise 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.

PRE-WORK LEARNERS Students can talk about a schedule related to their studies, e.g. writing their dissertation.

Exercise 7

Students present the stages to the class (or in groups if you have a large class). Encourage other students to ask questions about the schedule. Give praise for accurate use of language connected with schedules, including prepositions.

ONE-TO-ONE The student can present the stages to you.

Photocopiable worksheet

Download and photocopy *Unit 12 Business communication worksheet* from the teacher resources in the *Online practice*.

Talking point

In this *Talking point* students play a game which incorporates language from throughout the book. There is plenty of opportunity for language practice as the game includes role-plays as well as questions and tasks. Students can also play the game more than once.

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.

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.

PRE-WORK LEARNERS Replace the questions about work with the following:

Pink squares

Row 1 Where are you from? What is your nationality? What are you studying?

Row 3 What are you studying at the moment?

Row 4: What is the location of your place of study and what is near it?

Row 5: Where is the head office of a big company in your country? What other workplaces does it have?

Blue squares

Row 2: Compare a company you know well to its competitors.

Row 3: Ask your partner three questions about their ideal job; Talk about the job and responsibilities of someone you know.

Row 5: Give a visitor to your place of study directions from Reception to your classroom.

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.

EXTRA ACTIVITY

To encourage students to engage with the material from the whole book, set them homework in the previous lesson to prepare 'quiz' questions from the whole book for their classmates. Point out that these can be any kind of questions, and give them a few examples to help, e.g.

What is the past tense form of 'catch'?

Describe the best hotel you have ever stayed in.

What does 'promote' mean?

You could specify a number of questions, e.g. three or four. Then students use their questions to 'test' each other in the last lesson.

Progress test

Download and photocopy *Unit 12 Progress test and Speaking test* from the teacher resources in the *Online practice*.

Viewpoint 4

Preview

The topic of this *Viewpoint* is *Business trips*. In this *Viewpoint*, students talk about problems on business trips before watching two videos about a business trip in which the traveller checks into a hotel and meets a client for lunch. In the final task students practise explaining problems and dealing with problems in travel situations.

Exercise 1

Students work in pairs. Ask them to talk about problems they have had on business trips, using the list given. Encourage them to ask each other questions about the details.

PRE-WORK LEARNERS Students can talk about problems on any kind of trip.

Exercise 2

This exercise previews language that students will hear in the videos. Ask them to look at the sentences and decide if they are said in a hotel, a restaurant, or both. You may need to explain that *I'll get this* means *I'll pay for it* in a restaurant context.

Answers

2	R	9	H/R
3	H	10	H/R
4	R	11	R (and possibly a hotel if someone offered to take your bag)
5	H		
6	R	12	H/R
7	H		
8	R		

Exercise 3

▶ **Video 01** Ask students to read the *Preview*. Tell them they are going to watch Patricia checking into a hotel and phoning reception and they should tick the phrases they hear in **2**.

Answers

1, 3, 5, 7, 10

VIDEO SCRIPT

Receptionist Good afternoon.

Patricia Hi, I have a reservation.

Receptionist OK. What's your name, please?

Patricia Miss Patricia Reyes.

Receptionist Yes. For two nights.

Patricia Yes, just two.

Receptionist OK. Could I have your credit card, please? Thank you. Could you just sign here? Thanks. Here is your room key. You're on the first floor, room 105. The lifts are just over there. Breakfast is between seven and nine-thirty. Would you like a wake-up call?

Patricia Er, yes, please. At seven.

Receptionist And would you like a newspaper?

Patricia No, thank you. But I will need the Internet.

Receptionist All our rooms have Internet, but you need a password. The password's on there. The instructions are on the back.

Patricia OK. Thanks.

Receptionist Would you like help with your bags?

Patricia No, I'll be fine, thanks.

Receptionist OK. I hope you enjoy your stay. Reception is open 24 hours and you can call from your room.

Patricia Great, thanks.

...

Patricia Hi. I'm in room 105.

Receptionist Yes. Miss Reyes.

Patricia There's a problem with the Internet in my room. It keeps stopping. Is there something wrong with the connection?

Receptionist Oh, I'm sorry. I can check that for you.

Patricia I'm going out now, but I'll need it later.

Receptionist OK.

Patricia Also, can somebody check the air conditioning in my room? It's very hot in there.

Receptionist Did you find the dial on the wall? It's normally near the light switch.

Patricia Oh! I looked next to the air conditioner.

Receptionist Yes, it is a bit confusing. Did you need anything else? Do you need a taxi?

Patricia Yes I do, but I do need to find a cash machine first. Is there one near here?

Receptionist Yes, if you turn right out of the hotel, and cross the road, there's another hotel. Go past it and turn right. There's a cash machine there.

Patricia So I go right out of the hotel, go past another hotel and turn right.

Receptionist Yes.

Patricia So I'll go and get some money and come back for a taxi.

Receptionist I'll order one for about ten minutes' time?

Patricia Perfect. Thanks.

Receptionist You're welcome.

Exercise 4

▶ **Video 01** Students watch the video again and mark the sentences true or false. Ask some students to read out the sentences first. Encourage students to correct the false information when checking answers.

Answers

1 F (Two nights) 2 F (Room 105) 3 F (7 to 9.30) 4 T 5 T
6 F (problem with Internet connection) 7 T 8 T

Exercise 5

▶ **Video 02** Tell students they are going to watch Patricia having lunch with one of her clients, Marcus. They should tick the phrases they hear in **2**.

Answers

2, 4, 8, 11, 12

VIDEO SCRIPT

Waiter Table for two?

Marcus Yes, please.

Waiter OK. Over here, please.

Waiter Excuse me just one moment.

Marcus So, how did you think the presentation went this morning?

Patricia Good, I think. There was a positive reaction from most people.

Marcus Your research has been very thorough. We've been pleased with your work.

Waiter Sorry about that, it's the lunchtime rush. Can I get you some drinks?

Patricia Yes, I'll just have some sparkling water, please.

Marcus I'd like some still water, so a bottle of both, please.

Waiter OK, I'll go and get those for you. Do you need another moment with the menu?

Patricia I'm ready.
Marcus Actually, I need a few more minutes, please.
Patricia So, how long have you worked for the company?
Marcus Oh, now you're asking! It's been nearly 20 years.
Patricia Wow, that's a long time! It must be a good place to work, then.
Marcus Oh yes, it definitely has its benefits.
Waiter Here you are. Are you ready to order now?
Marcus Yes, thank you. Patricia?
Patricia I'll have the lasagne, with a side salad, please.
Waiter The lasagne comes with a salad.
Patricia Oh, that's fine.
Marcus And I'll have the seafood pizza, please.
Waiter OK.
Marcus So, how's your hotel?
Patricia Very good, actually, lovely rooms.
Marcus Yes, we usually use that hotel. I hear it's very comfortable.
Waiter Excuse me. I'm afraid we're out of the seafood pizza. All of the other pizzas are available, though.
Marcus Oh, OK, well, what do you recommend?
Waiter The four seasons is very good.
Marcus OK, I'll have one of those then, please.
Waiter OK, it won't be too long.
Marcus I'll get this.
Patricia Oh, thank you.
Waiter I'll just get the card machine.
Marcus So we should be finished by four o'clock today. So you might have time for some sightseeing!
Patricia That would be nice! But I'm afraid I'll have to catch up on some work this evening.
Waiter If you could check the amount and enter your pin number, please?
Marcus Here you are.
Waiter Thank you, enjoy the rest of your day.
Patricia So, thanks again for lunch.
Marcus You're welcome. We'd better be getting back.

Exercise 6

▶ **Video 02** Students watch the video again and answer the questions. Ask some students to read out the questions first. Stronger students may be able to answer some of the questions before listening again.

Answers

- 1 Patricia
- 2 Her research has been very thorough.
- 3 No. Only Patricia orders sparkling water.
- 4 No. Marcus wants more time.
- 5 Nearly 20 years.
- 6 Lasagne with salad, and the seafood pizza.
- 7 Very good. (She says 'Lovely rooms'.)
- 8 The restaurant is out of the seafood pizza so he can't have it. (He orders the four seasons pizza instead.)
- 9 Marcus
- 10 She needs to catch up on some work.

Exercise 7

Students work in pairs. Ask them to read the problems and decide what they can say to the receptionist or waiter in each situation. Stronger students may do this orally only, others can write the sentences down. Monitor and help as necessary.

Suggested answers

- 1 'Please find me a double room because that's what I booked.'
- 2 'Can someone help me with my bags?'
- 3 'Sorry, but there's a problem with the TV. Can someone come and fix it?'
- 4 'Can you turn the heating on for me?'
- 5 'I booked a taxi over 15 minutes ago. Can you find out if it's on its way?'
- 6 'Excuse me. Can we have a menu, please?'
- 7 'Sorry, but I didn't order this. I ordered ...'
- 8 'I think there's a problem with our bill.'
- 9 'Is there a cash machine near the restaurant so I can get some money?'

Exercise 8

Students now role-play each of the situations in **7** with their partner. Student A is the visitor. Student B is the hotel receptionist or waiter. Remind Student B that they should try to solve Student A's problems.

Exercise 9

Students swap roles and repeat the conversations. You may like to ask some students to 'perform' their role-plays for the class. Give lots of positive feedback.

Further video ideas

You can find a list of suggested ideas for how to use video in the class in the teacher resources in the *Online practice*.

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 5 Team Leader
2 Sales Rep 6 Technician
3 Financial Director 7 Receptionist
4 Human Resources Manager

Exercise 3

1 Haruo Ogawa 5 Isadora De Souza 9 Jade Botha
2 Japan 6 Brazilian 10 South Africa
3 financial director 7 Receptionist 11 Team Leader
4 Japanese 8 Brazil 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. 6 How are you?
2 How do you do? 7 My name's
3 And you. 8 How do you do?
4 Do you know Franziska? 9 nice to meet you.
5 It's good to see you again.

Exercise 3

1 my name's 5 Nice meeting you
2 Nice to meet you 6 Have a good journey
3 Do you know 7 see you soon
4 How do you do? 8 Bye

Language at work

Exercise 1

1 Is, isn't 4 isn't 7 Are, am
2 Are, aren't, 're 5 are 8 Is, isn't, 's
3 Is, is 6 Are, are

Exercise 2

1 my 3 Your 5 our
2 her 4 his 6 their

Exercise 3

1 is 5 Our 9 her
2 am 6 are 10 your
3 are 7 is
4 my 8 is

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 4 hospitality 7 automobile
2 real estate 5 electronics
3 financial 6 software

Business communication

Exercise 1

1 b 2 a 3 b 4 b 5 b

Exercise 2

1 c, a, d, b 3 d, b, a, c
2 b, d, a, c

Exercise 3

1 How 4 calling 7 help
2 help 5 about 8 You're
3 This 6 for

Language at work

Exercise 1

1 Do, export, do 4 Does, provide, doesn't
2 Do, work, do 5 Do, employ, do
3 Does, sell, does 6 Do, buy, don't

Exercise 2

1 produces 3 doesn't export 5 don't work
2 employs 4 sells 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.
8 ~~Your company employs~~ Does your company employ

Unit 3

Working with words

Exercise 1

1 Colombia, Peru 4 Morocco, Botswana
2 France, Hungary 5 Iran, Qatar
3 The United States, Canada 6 Australia, Singapore

Exercise 2

1 head office 4 factories
2 sales offices 5 R&D centre
3 distribution centres

Exercise 3

1 factories 4 head office
2 R&D centre 5 distribution centres
3 sales offices

Business communication

Exercise 1

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

Exercise 2

- 1 I'm sorry but we don't have the Y5-RS in stock
- 2 can I check the price
- 3 What's your delivery address
- 4 Can you say that again
- 5 Can you confirm my order by email
- 6 Can you give me your email address
- 7 Can you say that more slowly
- 8 Thanks for your order

Exercise 3

- 1 a
- 2 b
- 3 a
- 4 b
- 5 b

Language at work

Exercise 1

- 1 there are
- 2 No, there aren't
- 3 Are there any, Yes, there are
- 4 No, there isn't
- 5 Are there any, Yes, there are
- 6 Are there any, Yes, there are
- 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 button
- 2 select
- 3 username
- 4 battery
- 5 contact
- 6 mobile
- 7 password

Exercise 2

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

Exercise 3

- 1 screen
- 2 my username
- 3 Wi-fi
- 4 your account
- 5 your device

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

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 application form

Exercise 2

- 1 print
- 2 send/forward
- 3 open
- 4 save
- 5 forward/send
- 6 receive

Exercise 3

- 1 attach
- 2 open
- 3 forward
- 4 print

Business communication

Exercise 1

- 1 There are some problems with
- 2 You need to explain the situation
- 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 for your help
- 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 c 2 e 3 b 4 f 5 a 6 d

Exercise 2

1 on 4 tweets 7 search
2 networking 5 posts 8 add
3 bio 6 follows

Exercise 3

1 profile 2 chat 3 status 4 search 5 friend

Business communication

Exercise 1

1 Can I join you? 3 Is this your first time
2 Yes, of course. 4 What do you think of it?

Exercise 2

1 do 3 get 5 me
2 is 4 you're 6 to

Exercise 3

1 Can I join you 4 What do you think of the exhibition
2 I hear you work for KPMG
3 Can I get you something 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 4 had 7 left
2 met 5 did 8 came
3 spent 6 didn't see

Exercise 3

1 went, a week ago 4 met, yesterday
2 gave, last Thursday 5 saw, last night
3 left, two days ago

Unit 7

Working with words

Exercise 1

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

Exercise 2

1 Logistics 4 Marketing 7 Human
2 Production 5 Research 8 Technology
3 Services 6 Finance

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? 4 Can I have a contact number?
2 Can I take a message? 5 So that's 0747 58360?
3 Can she call me back?

Exercise 3

1 Could I speak to 4 Can she call me back
2 I'm sorry, but she's 5 Is that right?
3 Could I leave a message 6 I'll give her your message.

Language at work

Exercise 1

1 next to 4 in 7 in front of
2 between 5 on the right 8 behind
3 on 6 on the left

Exercise 2

1 Sales 3 Marketing
2 the stairs 4 second floor

Exercise 3

1 on 4 Next to 7 above
2 in front of 5 past 8 below
3 on 6 between 9 on the right

Unit 8

Working with words

Exercise 1

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

Exercise 2

1 a qualification in 4 has a lot of experience in
2 doesn't have any experience in 5 isn't very good
3 good at

Business communication

Exercise 1

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

Exercise 2

1 Can we arrange a meeting? 4 are you free on Friday?
2 is Thursday OK? 5 Is 11 a.m. OK?
3 sorry, I'm busy then.

Exercise 3

1 We need to meet about 5 Wednesday's good
2 Are you busy on 6 What time are you free
3 can't meet 7 is fine
4 Wednesday OK

Language at work

Exercise 1

1 is/'s finishing 4 am/'m arranging
2 are/'re contacting 5 are not/aren't inviting
3 is checking 6 are you planning

Exercise 2

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

Exercise 3

1 Where Zoran Where are Zoran ... 4 Does he working Is he working ...
2 They're do They're doing ... 5 We training We're training ...
3 Are you go Are you going 6 Are they stay Are they staying ...

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 2 ~~cheaper~~ better
3 ~~like~~ than 4 ~~easier~~ easier
5 ~~that~~ than 6 ~~more~~ lower lower
7 ~~difficult~~er difficult
8 ~~worse~~ 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 the best 2 the easiest 3 the most modern
4 the most expensive 5 the most important
6 the highest- 7 the biggest 8 the widest

Exercise 2

Adjectives in each group can be in any order

2, 3, 4 high – the highest small – the smallest old – the oldest
5, 6 nice – the nicest wide – the widest
7 big – the biggest
8, 9 friendly – the friendliest easy – the easiest
10, 11 expensive – the most expensive up-to-date – the most up-to-date
12, 13 good – the best bad – the worst

Exercise 3

1 a 2 b 3 a 4 b 5 b 6 a

Unit 11

Working with words

Exercise 1

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

Exercise 2

1 vacancies 2 single 3 floor 4 includes 5 book 6 taxi
7 terminal 8 serve 9 hairdryer 10 safe 11 lift

Business communication

Exercise 1

1 Very delicious. 2 Sounds good. 3 No, I don't. 4 Yes, please.

Exercise 2

1 ready 2 order 3 I 4 sounds/looks 5 d
6 Would 7 have 8 have 9 can/could 10 Certainly/Sure
11 Excuse 12 bill 13 course 14 moment

Exercise 3

1 c, b, a, e, d
2 a, f, b, e, d, c

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 d 2 c 3 b 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

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

Exercise 3

- 1 ~~the order completed~~ completed the order
- 2 ~~Yes, I done.~~ Yes, I have.
- 3 ~~haven't~~ hasn't
- 4 ~~Do they have~~ Have they
- 5 ~~I've work~~ I've worked
- 6 ~~took~~ taken

Unit 12

Working with words

Exercise 1

- 1 fast
- 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/time
- 3 aim
- 4 don't
- 5 plan
- 6 situation
- 7 need
- 8 everyone
- 9 summarize

Hidden word: deadlines

Language at work

Exercise 1

- 1 've finished
- 2 haven't called
- 3 've finalized
- 4 've booked
- 5 haven't sent
- 6 've checked
- 7 haven't cancelled