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# 新剑桥职业英语 (2)

## Business Explorer 2

Cambridge  
Professional  
English

### 教师用书

### Teacher's Book

Gareth Knight  
Mark O'Neil



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## 新剑桥职业英语 (2) 教师用书

◆ 作者 加雷思·奈特 马克·奥尼尔  
策划 刘力 陆瑜  
责任编辑 王蕾

◆ 人民邮电出版社出版发行 北京市崇文区夕照寺街 14 号 A 座  
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# INTRODUCTION

Welcome to *Business Explorer 2*. In this Teacher's Book you will find not only a step-by-step guide to teaching each activity but also general teaching tips, and a host of photocopiable additional activities and tests. With further support available on the Business Explorer website <http://www.cambridge.org/elt/businessexplorer> we are sure that you and your students will enjoy an engaging teaching and learning experience with *Business Explorer 2*.

## What is Business Explorer?

Business Explorer is a business English course written specifically to meet the needs of Asian students. This is a short course of approximately 30–40 classroom hours per level. However the course is flexible, and optional activities can extend it to around 60–70 hours per level.

Business Explorer aims to help students build the self-confidence necessary to function in an English-speaking business environment, so the emphasis of the course is on speaking and listening within business contexts. Business Explorer aims to activate the language and skills students have studied in the past by providing them with plenty of communication practice. There are also plenty of opportunities for reading and writing, both in the Student's Book, and in the additional photocopiable activities provided in the Teacher's Book.

## Who is Business Explorer 2 for?

The material is suitable for young adults and adults who need English for their work. Tasks have been designed to accommodate both students who are in work, and students at school, college or university. Support is provided for students with little or no business experience, either on the page in the Student's Book or as an optional activity in the Teacher's Book.

The language in the Student's Book, while kept as authentic as possible, is aimed at pre-intermediate students. More importantly, the tasks are carefully chosen to be realistically achieved by low-level students.

## How is Business Explorer 2 organized?

*Business Explorer 2* consists of 15 units and five review units – one after each set of three units. Each unit is divided up into two lessons, A and B, of approximately one hour each. Each lesson, A and B, contains recurrent activities. A and B lessons are related to the central topic of the unit. They can be taught separately in different lessons or can be combined for a longer lesson.

## Talking point

The beginning of each unit contains a Talking point. This serves as a brief introduction to the topic of the unit, and gives students an idea of what they will be studying. It is important to allow students time to move from whatever they were doing or thinking about before the lesson to concentrating on the topic of the lesson. These activities allow time for students to activate schema. That is, they can recall their knowledge of the topic, and their own experiences related to it.

## Listening

The Listening activities are made as close to authentic as possible. Recordings include a mixture of non-native (mainly Asian) and native speaker (mainly North American) voices. International business communication more often than not takes place between non-native speakers of English. While there are plenty of native speaker voices included in the recordings, the international nature of business communication is reflected in the inclusion of non-native competent speakers of English.

The Listening activities are varied, and the tasks have been carefully graded. At times the listening is longer and challenging. At other times the listening is short and simple. At all times the tasks help the students to develop listening skills. If the listening is difficult, the task is fairly simple. If the listening is simple, then the task is more challenging. The tasks help listeners develop skills in bottom-up processing by requiring them to listen for specific information recoverable from the text, and in top-down processing by requiring them to make inferences from the text.

## Vocabulary

The Vocabulary activities are designed to build the students' vocabulary related to the topic of the units. The vocabulary is presented before communication activities that are designed to give the students the opportunity to use it. The vocabulary is often recycled in later units. An emphasis has been placed on the most frequent verbs throughout the book, and ample opportunity is provided for students to use these verbs in a variety of contexts.

## Brainstorming

The Brainstorming activities are designed to get students pooling their knowledge. This kind of activity builds confidence, and a co-operative learning environment. It is also a useful tool for letting teachers know how much knowledge of English the learners already have.



Similar to the Talking point activities, brainstorming allows students to activate schema. Any ideas generated in brainstorming can be used by the students in subsequent communication and/or exploring activities.

### **Language focus**

It is assumed that students will have already had exposure to a lot of grammar instruction before taking this course. These Language focus activities aim to remind students of grammar previously learned, and give them an opportunity to practice language which is useful (but not always essential) for completing the subsequent tasks in the lesson. Teachers can spend as much time as they like on these Language focus activities. Some teachers may decide that the students are already familiar with the language and do not need to spend time practicing it. Some may want to have their students attempt the subsequent tasks with whatever language they have. After monitoring the students' performance, the teacher can decide to focus on the language or not. Others will want to make sure students have models of language before attempting the tasks. It really depends on individual teaching styles, and the course is meant to be flexible in this way. Extra language support is given in the Help folders where necessary.

### **Communication activities**

There is a heavy emphasis on student-centered communication; students should be comfortable introducing their own experiences where possible. However, the Communication activities provide prompts for students to follow. In this way, they are more closed and practice-orientated than exploring activities. The Communication activities are varied. In some lessons, these involve information-gap activities. In others, they involve role playing guided dialogs.

### **Culture focus**

Special attention is paid to culture, and the role of culture in business. These activities have been written specifically to deal with possible causes of mis- or non-communication involving Asian speakers. The activities also explore possible causes of culture shock, and aim to help students react well to strange or difficult situations. The activities invite students to speak about their own culture, and prompt them to think how other cultures may vary.

### **Exploring**

The Exploring activities are more open-ended than the Communication activities, and are an opportunity for students to use English to complete an engaging task. They should use all of their linguistic knowledge, and not simply restrict themselves to practicing discrete language items. The tasks represent a continuation of the previous activities in the lesson, and involve a greater

degree of personalization. These activities are mini-projects that aim to be so intrinsically interesting that students lose a lot of their inhibition, and are able to speak out without fear of correction by the teacher.

### **Reading**

The Reading activities in *Business Explorer 2* involve a range of short authentic texts from a variety of genres. These texts often provide exposure to lexis and/or structure, and provide a model for students to follow in their own language production. The texts are kept to a minimal length in the Student's Book so that the lesson does not become dominated by long reading periods. More intensive reading passages related to the unit topics can be found in this Teacher's Book, and are photocopiable. These longer readings can be given as homework or used in class.

### **Reporting**

The Reporting activities are similar in outlook to the Exploring ones. That is, students are involved in working in small groups or pairs on mini-projects. The difference is that the students are required to present the results of their project work to other groups or the whole class. This involves an oral presentation of each group's/pair's ideas. There are no correct answers to these tasks, and students are encouraged to be creative and imaginative.

### **Writing**

Some of the units contain short Writing tasks. These range from replying to an email to accepting/declining an invitation. The Writing tasks in the Student's Book are kept to a minimum in case teachers would rather not spend too much class time on writing. Instead, extra writing activities can be found in this Teacher's Book. You can choose to spend as much time as you like on the writing, and can give out the writing assignments for homework or in class.

### **Help folder**

Each unit has a corresponding Help folder at the end of the Student's Book. These comprise extra language and vocabulary presentation, and practice exercises related closely to the unit. The Help folder materials allow greater flexibility with lesson planning. If you feel that greater presentation of language is necessary for any particular lesson, the Help folder activities can be done at the start of a lesson. Alternatively, students can be assigned to work alone through the Help folders as reinforcement exercises.

### **Transcripts**

The Transcripts are given at the end of the Student's Book so students can compare what they have said or written in each lesson with a native or near-native model.

## Methodology

Business Explorer has a very practical, functional syllabus, and aims to provide students quickly with the language exponents they need to start operating in English. Activities are created to help students achieve practical business goals whilst affecting a supportive, low-stress atmosphere that allows for student creativity. Students are expected to interact with each other, and to activate passive knowledge through risk-taking. Support is provided for the teacher to help facilitate motivational, engaging lessons.

We agree with others (see Willis, 1996) that three essential conditions for language learning are language use, exposure to language, and motivation. We often see examples of people who speak very good English, but have not been formally taught to reach that level. Good examples are taxi drivers. These people have had exposure to people using English to communicate with them. They have had the opportunity to use English to communicate in the other direction, and they are motivated to become better at English because it makes their jobs a lot easier and more pleasant. This book has been designed to give students exposure to language through the readings, audio transcripts, and examples. It is heavily focused on providing opportunities for students to use the language for real communication. Finally, the tasks have been created to be of intrinsic interest and of a very practical and functional nature, thereby maintaining the motivation that the students need. The opportunities for personalization also help to increase and maintain motivation.

## Teacher's Book

This Teacher's Book clearly explains the goals of each unit, and how these goals are broken up into two self-contained lessons. There is a step-by-step guide to setting up, carrying out, and following up each activity.

## Tips

On page 6 of this Teacher's Book there is a list of teaching tips. These tips are referred to within the teacher's notes for each unit, and are a useful reminder of how to monitor students' use of language, correct student errors, end a class, etc.

## Additional activities

For each unit there are numerous additional activities including reading and writing activities, many with photocopiable worksheets. There is a pronunciation activity for each unit.

## Tests

Included in the Teacher's Book are tests for each module (3 units plus a review). A speaking test is available on the Business Explorer website:

<http://www.cambridge.org/elt/businessexplorer>

## Website

The course is supported by the Business Explorer website: <http://www.cambridge.org/elt/businessexplorer>

It features extra activities such as: downloadable projects for extended group work and revision, a speaking test, reading activities with pre-reading, reading skills-building, post-reading tasks, and more. The site also contains links to up-to-the-minute business information, such as exchange rates.

We wish you and your students every success with *Business Explorer 2*.

Gareth Knight

Mark O'Neil



# TIPS

## TIP 1 Look up and speak

Do not let the students read to each other in a speaking activity. They should read first if necessary, then look at their partners when they speak. This kind of speaking activity is “restricted” in nature (i.e., the students are told what to say — their choice of language is limited or “restricted”). For all book-based pairwork, encourage students to “Look up and speak.”

## TIP 2 How about you?

A one-way interview style may be an appropriate way for students to ask each other questions, but in general, it is more realistic to encourage them to have two-way conversations. When explaining or demonstrating activities for students, include words, phrases and questions that open up conversations, such as “How about you?”

## TIP 3 Choosing pairs

Sometimes students feel uncomfortable choosing a partner, especially if they do not know each other or have other reservations about each other. In some countries, the company hierarchy can have an effect on how well an activity works. You can take responsibility by assigning pairs — it is good practice to vary the way you do this.

## TIP 4 Setting the scene

Get the students thinking about what they will be listening to before they listen. It gives the listening a context and hence makes it a more realistic exercise. It also gives the students something to listen for.

## TIP 5 Cueing the recording

It may seem obvious, but always cue the recording before you come to class. Cueing the recording shows you are professional, prepared, and in control.

## TIP 6 Word order

A set of Cuisenaire™ rods (colored rods of different lengths) is a useful tool for getting students to think about word order. However, a small set of Lego™ blocks, plastic counters, or small change would work just as well. If a student has words missing in a sentence (e.g., *I from Beijing*), repeat the sentence with the mistake while laying down rods of different colors. Then, move the rods representing *I* and *from* apart, and put in another new rod. The student will immediately realize that there is a word missing, and will attempt to self-correct. As you become used to using rods, you will find that you can assign colors to certain parts of speech (e.g., green for verbs, red for nouns), or use different length or size rods to indicate different lengths of words.

## TIP 7 Error correction for communication activities

While the students are speaking, you should monitor and look for common errors. You should not interrupt any communication activity, but rather wait for the end to give feedback. This is to show that communication is the main focus, not form. If there is a common error that you wish to address, one way of dealing with it is to put an example on the board. Do not indicate whose error it is, because this may embarrass a student or cause a loss of confidence. If necessary, you may need to change the content of the sentence to hide where it came from. Ask the class as a whole to try to correct it. Make sure everyone writes down the corrected version. Repeat the entire communication activity with a shorter time limit, if you feel the situation warrants it.

## TIP 8 Ending a class

Ask the students what they studied in today's lesson. Write what they say on the board — or have them write it. The students' views on the goals of the lesson may be different from your own. This is OK. It is important that the students feel they are learning. Add your views if you think they are necessary.

## TIP 9 Monitoring

When the students are doing an activity that requires them to speak without restriction (an “authentic” speaking opportunity), the teacher should monitor each group in turn, but should not interfere, interrupt, or correct as the activity is taking place. This kind of activity is for fluency rather than accuracy. Make notes of any mistakes, particularly common mistakes or those which are hindering communication, and deal with them later with the whole class, so that all students get the benefit. You can always repeat the activity if necessary, but stopping the students in mid-flow can have an adverse effect on their willingness to speak out freely in future.

## TIP 10 Teacher as observer

There is little point in focusing on teaching something that the students can already do well, whether it be an aspect of grammar, vocabulary, culture, or politeness. You should observe students' communication to ascertain where they “are” (i.e., what they can already do), and then seek to help them with what they struggle with and what they are unaware of. Note there is a distinction here between “do” and “understand.” A student, after a lesson on, say, the past simple tense, may understand the tense, and even use it well within practice or role-play situations. However, these practice exercises and role plays are by their very nature “restricted.” The student knows that he or she is expected to produce this tense.



### **TIP 11 Information gap**

There are many ways to get students to exchange information in a gap activity. The teacher should make sure the activity remains a speaking exercise rather than one where the students read each other's information. One way of ensuring this is to arrange the chairs so that Student A and Student B are sitting back to back. Before starting the activity, review phrases such as "How do you spell that?" and "Sorry? What was that?" Put these phrases on the board if necessary. Make sure that students check orally with their partners to confirm their answers when they have finished.

### **TIP 12 Time limits**

Setting a time limit for an activity gets the students used to speaking, without spending too much time formulating their sentences beforehand. It also gives you the opportunity to repeat the activity with shorter time limits and new pairs each time.

### **TIP 13 Checking answers with the whole class**

After an activity where the students have worked in pairs/groups to answer questions, you need to check how they have done, and provide the correct answers. You can:

- Ask students to call out the answers, either voluntarily or in turns. Write the answers on the board or choose one student to write them.
- Have the students come up to the board in turns, and write one answer at a time.
- As you observe students doing the activity, make notes of common mistakes. Put them on the board, deal with errors and word order, and finish with all the correct answers on the board.

### **TIP 14 Brainstorming**

In brainstorming exercises, there are no right or wrong answers. Explain to the students that they should say or write as much as possible, whether or not they think it is relevant or correct.

### **TIP 15 Reading**

The readings in the Homework section of the Teacher's Book focus on topics of general interest to the student of business English. The readings are all adapted from authentic sources, so the reading level may be higher than the students are used to. It is important to stress to the students that they should not try to understand every word. Encourage them to use their knowledge of the world and of business to make predictions and educated guesses about what a text means, without focusing too much on how it achieves that meaning. Spending hours with a dictionary will help them to translate the text, and may help them to learn some vocabulary, but it will not help them to develop good reading skills, such as reading for main ideas, finding

supporting details, understanding organization, and inferring meaning from context. The comprehension questions that accompany the readings are designed to develop those skills.

### **TIP 16 Writing**

The writing activities in the Homework section of the Teacher's Book provide an opportunity for students to develop their writing skills if they wish to do so. They cover a number of business-related topics, but are intended to help the students to achieve greater fluency in writing and to develop skills that can be applied to any kind of formal writing. To support the students in this, it is a good idea to do some preparatory work in class before giving the writing assignments, such as brainstorming topics, suggesting organizational patterns, and so on. In addition, discuss the issue of correction with the students: do they want to have every grammar and spelling mistake corrected, or do they simply want to know when their meaning is unclear? Remind them that in most real-life cases, they will not be expected to produce perfect English, but merely to communicate information clearly. To this end, encourage the students to show each other their work in order to get an indication of how clearly they are communicating.

### **TIP 17 Pronunciation**

Getting your students to learn and practice correct word stress is a relatively easy way to improve their pronunciation. Spending a little time during each lesson on pronunciation will raise student awareness of pronunciation issues, and will encourage them to produce clearer and more understandable English. The Pronunciation activities in the Teacher's Book are designed to fit smoothly in the sequence of a lesson, and give the teacher and class common reference points for correcting pronunciation at the appropriate times during a lesson. Discuss with the class what "good pronunciation" means to them. Do the students want to sound like native speakers, or do they simply wish to be intelligible? In monolingual groups especially, students tend to reinforce each other's inaccurate pronunciation, and it is a good idea to point out often that English speakers will not necessarily understand them. In the first few weeks of a course, spend a little time making sure that students learn and use the correct word stress of new vocabulary items, especially during more controlled activities. As students become more proficient and confident, encourage them to work on some of the more difficult sounds, and more sophisticated rhythm and intonation features. Resist the temptation to interrupt fluency activities to correct pronunciation. Instead, write several mispronounced words (or words containing a problem sound) on the board after an activity, and have students mark the correct stress and practice pronouncing them.

# UNIT 1 Greeting visitors

## Unit goals

- greeting visitors who have just arrived in your country
- greeting visitors to your office
- small talk

### Part A Greeting visitors to your country

- asking questions
- avoiding personal topics

### Part B Greeting visitors to your office

- introducing yourself
- putting visitors at their ease
- making small talk

## Talking point (page 6) 10 minutes

Ask the students to raise their hands if they have met overseas business visitors, or if they have met foreign visitors in their office. Put them into small groups to discuss the questions, making sure that each group has at least one person with such experience.

If few or no students have had this experience, ask what kind of contact they have had in the past with foreigners in general. Ask them to work in pairs to make lists of things that make conversation and interaction easy or difficult, and of ways to put visitors at their ease. **TIP 1, 2**

Set a time limit of five minutes for the activity, and discourage students from slipping into their own language too much. **TIP 12**

Ask the students to report their observations to the class, and write up key points on the board. If they have found a lot of “problems” in their interactions with foreigners, then try to elicit some possible solutions to these problems.

## PART A Greeting visitors to your country

### 1 Culture focus (page 6) 10 minutes

Ask the students to read through the dialogs silently. Tell them to check the questions that are OK, and put a cross in the box next to any questions that do not seem OK to them. Students then decide with a partner which dialog makes the visitor feel more comfortable. **TIP 3** The answers to which questions are OK/are not OK will probably vary somewhat depending on the students’ culture. The important point is to note what might be inappropriate and why, and to be sensitive to such considerations. Then have the students read dialog 2 in pairs.

## Answer key

1

*Possible answers*

Do you like Thailand? ✗

Why do you like it? ✗

(Both questions put the visitor “on the spot.” Perhaps the visitor was only being polite. If he or she really does like the country, he/she will probably say so, and why.)

Do you have children? ✗

How old are you? ✗

(Both questions would be considered too personal by many Americans and Europeans.)

What are your hobbies? ✗

(The question has no link with the other previous questions and gives the impression that the visitor is being interrogated.)

2

How was your flight, Jon? ✓

How often do you make trips abroad? ✓

Do you like traveling? ✓

Is it far to your office? ✓

What do you do in Planet Industries? ✓

How long have you worked there? ✓

Dialog 2 makes the visitor feel more comfortable.

## 2 Listening (page 7) 5–10 minutes

**TIP 5** Tell the students they are going to hear a conversation between Ariya and Jon similar to dialog 2 in Activity 1 (Culture focus). Ask them to check the topics that come up in the conversation. With more confident/advanced students, have them make a note of some of the detail connected with each topic. (You may need to play the recording twice for this.)

Get the students to check their answers with a partner. Then play the recording once more to confirm the students’ answers.

## Answer key

Mr. Brown’s flight ✓

(long and tiring; he couldn’t sleep)

transport to the office ✓

(car outside with a driver)

time it takes to get to the office ✓

(20 minutes on the expressway)

the weather ✓

(very hot; about 35 degrees; it’s the hot season)

Ariya’s job ✓

(foreign purchasing department)



### 3 Language focus (page 7) 5 minutes

In pairs, students use the question types to write appropriate questions. Point out that most of the time, the same verb tense is used in the question as in the answer.

To check their answers, have the students ask you their questions, and respond to them in an authentic way. If a question is confusing because of inaccurate grammar or vocabulary, query it. If the question is clear and correct, give the answer supplied.

#### Answer key

##### Possible answers

- 1 Where is your/the office (and how long does it take to get there)?
- 2 How was your trip/flight?
- 3 Is this your first trip/time here?
- 4 How long have you worked here?
- 5 How will we get to your/the office?

### 4 Communication activity (page 7) 15 minutes

If you feel your students need more language preparation before doing this task, you can refer them to dialog 2 in Activity 1 (Culture focus) and the transcript of Activity 2 (Listening) on Student's Book page 97.

Put the students into pairs, and have them decide who will be the host and the visitor. Ask them to study their role, and to imagine how the conversation will go. As this is the first role play in this course, spend a little time making sure that everyone understands the process. If necessary, model part of the role play with one student. Remind the "hosts" that their job is to make the "visitor" feel welcome, and to put them at their ease.

To make the activity more realistic, students could make a sign with their visitor's name and arrange the classroom to resemble an airport arrival gate at an airport with hosts on one side, and visitors on the other.

Walk around the class monitoring the students to make sure that they are conversing in a natural way, not reading prepared questions and answers. Encourage them to use appropriate body language. Then get students to reverse roles. Finally, have a few pairs act out their role plays for the class. **TIP 7, 9, 10**

**TIP 8**

## PART B Greeting visitors to your office

### 1 Culture focus (page 8) 10 minutes

Set the scene by asking students to look at the pictures, and to describe what they see (a reception area and a conference room). **TIP 4** Ask them which place would be suitable for a meeting with a visitor to their office. Tell them they are going to read about one company's procedures for welcoming visitors, and then discuss how it differs from their own company's procedures.

If students are not yet in business, ask them to compare the company's procedures with the normal procedures in their culture.

When students have had a chance to read the text, ask them to discuss the questions with a partner, and then have a feedback session with the whole class. **TIP 9, 10**

### 2 Language focus (page 8) 10 minutes

Before starting this activity, ask the students to guess what the people in the photographs in Activity 1 (Culture focus) might be saying. What kinds of things do people say when they greet visitors to their office before a meeting begins? What kinds of things do visitors say?

Now ask pairs of students to match the phrases and responses. Give them two minutes to do this, and then check the answers with the whole class. **TIP 13** Next, ask them to say whether the people using these expressions would be meeting for the first time, whether they would have met before, or whether both are possible.

#### Optional

See Optional extra activities, Pronunciation on page 10. Then get the students to practice the phrases and responses with a new partner, paying special attention to sentence stress and intonation.

#### Answer key

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

##### First time:

1 b 2 e

##### Met before:

4 c 6 f

##### Both:

3 a 5 d

### 3 Listening (page 8) 10 minutes

**TIP 5** Tell the students they are going to hear four short conversations in which people are greeting each other, and that they need to decide whether the people are meeting for the first time or have met before. (You may need to play the recording twice for this.) Then feedback with the whole class. **TIP 13**

#### Optional

Ask students to practice in pairs by reading out loud the transcripts for Activity 3 (Listening) on Student's Book pages 97 and 98, paying special attention to sentence stress and intonation.

#### Answer key

|            | Conversation 1 | Conversation 2 |
|------------|----------------|----------------|
| First time | ✓              |                |
| Met before |                | ✓              |
|            | Conversation 3 | Conversation 4 |
| First time |                | ✓              |
| Met before | ✓              |                |



#### 4 Reading (page 9) 10 minutes

Refer the students to Activity 3 (Listening), in which people meeting for business greet each other and make small talk. Ask them why people make small talk (to put each other at their ease, to build trust, and to appear friendly). Ask the students what they do to achieve this when they meet people for the first time. **TIP 14**

- a Make sure students understand the instructions. Point out that this is advice aimed at a North American audience, but the rules are generally the same for Europeans. Give students a few minutes to read the seven items, and mark them according to whether they currently follow the advice or not. You may need to explain that here an **FBI** (*Federal Bureau of Investigation*) *agent* means someone who asks a lot of probing questions, especially of a personal nature. Then get them to compare their checklist with a partner's. Ask the students if they agree with all of the advice, or whether any of it seems strange to them.
- b Still in pairs, students think of three small-talk topics that they could talk about at the beginning of a meeting. Ask them also what topics, if any, visitors to their countries should avoid. Set a time limit of three minutes for this, and then have a feedback session.

#### Answer key

b

*Possible answers*

the weather; sports; travel; current events (not of a sensitive nature); positive comments about the local city, culture, cuisine, and people

#### 5 Communication activity (page 9) 15 minutes

In pairs. Ask each pair to choose who will be the host, and who will be the visitor for role play 1. Then ask them to read their task. Give them a few minutes to prepare, and refer them to the Help folder on Student's Book page 83. Set a time limit of five minutes. Remind them that they do not know each other and to keep talking. Tell them that if one topic "dries up," they should try to move smoothly on to another. Write these ideas on the board if you think that the students need help in moving from one topic to the next:

I wonder if I could ask you (where to buy ... ?)  
Incidentally, (I wanted to ask about ...)  
By the way, (have you tried bulgogi? It's a speciality ...)  
Are you, by any chance, (interested in sumo wrestling?)  
So, (what do you plan to see while you're in Taiwan Province ?)

Explain that you will tell the students when the five minutes is almost up so that they can end their conversation by moving from small talk to business topics. You could write on the board:

OK, now let's get down to business.  
Right, I think we should make a start.

Walk around the classroom monitoring students' conversations. **TIP 9, 10** After five minutes, have students find a new partner (preferably someone they know quite well) and do role play 2. Point out that this time, they can talk about more personal topics, but that they still have to talk for five minutes in English about them.

**TIP 8**

#### Help folder (page 83)

##### Answer key

Visitor: the building

Host: the visitor's trip

Either: the people's appearance and jobs

#### Optional extra activities

**Communication** (see worksheet on page 61)

##### Three-minute topics

This activity gives extra practice in making small talk in English. The topics themselves are not important, but provide a starting point. Ask students to work in pairs, and explain that both partners should talk as much as possible, even if it means going off the topic completely. One person starts talking about the topic, and his/her partner provides feedback and follow-up questions.

Photocopy and cut up the cards, and give each pair at least five cards. To model the activity, ask a volunteer to come to the front of the class, and take one of the cards. Ask him/her to start talking about the topic, while you give lots of verbal and non-verbal feedback, and ask questions. After three minutes, stop the conversation and choose a new card, this time starting to talk about the new topic yourself. Now ask pairs to do the activity, and tell them each time three minutes have elapsed. Stop the activity after four or five conversations. **TIP 7, 9, 10**

##### Pronunciation **TIP 17**

##### Sentence stress and intonation

On the board, write these sentences from Part B Activity 2 (Language focus) without the stress marks and without the intonation arrows:

Nice to meet you.  
Thank you for coming today.  
How are you keeping?  
Would you like a coffee?  
Hello, nice to see you again.

Ask the students to say which words are stressed, why, and to write the stress marks on the board. If they are having problems doing this, read the sentences out loud to the students. Then ask them to identify which words are stressed, and which are not.

Point out that:

- main verbs and nouns, and to a lesser extent adjectives and adverbs, are stressed because these are the words which carry meaning. Without them a sentence would lose its communicative content.
- pronouns, articles, conjunctions, prepositions are not usually stressed. Neither are auxiliary and modal verbs, and *is/are* and *has/have* except when they are negative. The unstressed words are the structural “glue” that hold the sentence together and add clarity, but they are not essential to the meaning of the sentence.

Now ask the students to listen as you read the sentences, this time focusing on your intonation. Explain to the students that intonation refers to the way in which the pitch of the voice rises and falls while saying a sentence.

Remind students that:

- intonation rises towards the last **main** stressed syllable in a sentence (*Nice to **meet** you. Thank you for **coming** today. Hello, nice to **see** you again.*)
- questions which use a question word, usually have a falling intonation (*How **are** you **keeping**?*)
- questions which do not use a question word (*yes/no* questions) usually have a rising intonation (*Would you like a coffee?*)

Finally, draw the intonation arrows on the board, and get the students to listen to, and then repeat the sentences with the correct stress and intonation.

## Homework (see worksheets on pages 70–71)

### Reading TIP 15

The text is about different cultural styles for making conversation. It gives general information about non-verbal communication, conversational styles, and what kind of topics are appropriate in five countries. Emphasize to the students that the guidelines in the text for talking to people you do not know well are generalizations. Obviously, better-acquainted people will follow guidelines which they develop themselves.

Ask students to try doing the task without using a dictionary. Remind students that the goal is not to translate the text, but to try to answer the questions by understanding the main ideas, and to develop their ability to make educated guesses about the meaning of new words. If students are still puzzled by words or phrases after doing the task, tell them to look them up or to bring their questions to class to discuss with other students, and the teacher.

### Answer key

1

- Brazil, Italy, Philippines, United States of America
- Brazil, United States of America
- Philippines
- Brazil (they may not want you to talk about their personal lives), Italy (unless you know them quite well)
- Brazil, Italy

2

- Brazil, India (it's important to talk about your friends and family in order to establish a relationship with business partners), Philippines
- United States of America
- India
- India
- Brazil

3

#### Across

- topics
- avoid
- maintain
- religion
- income
- ethnic
- poverty
- salary
- guest
- questioner

#### Down

- compliment
- annoyance
- matters
- direct
- opinions
- stranger
- indirect

### Writing TIP 16

This writing topic requires the students to think about how strangers converse in their culture, and to write a paragraph giving advice. Ask them to use the text as a model, and point out the various ways of saying what is acceptable: *Other “safe” topics include ... ; It's OK to ... ; Subjects that are welcome are ... ; It's very acceptable to ... ,* and what is not: *Stay away from ... ; Avoid talking about ... ; Subjects to avoid include ...*. Also, point out the use of the present simple throughout the text to talk about what is always or generally true.

As this is the first writing task, you may want to have students work in pairs to discuss, prepare, and even write a draft in class. When students have produced a first draft, ask them to exchange their work with a partner. Tell them to feedback on each other's ideas and writing before you collect and grade their work yourself. Although this takes up precious class time, it helps to dispel the feeling that the students are simply writing for a grade with you as the only audience.



# UNIT 2 Companies

## Unit goals

- describing different kinds of company
- giving profiles of companies

### Part A Describing companies

- word forms
- describing different kinds of company

### Part B Company profiles

- understanding and producing profiles of companies

### Talking point (page 10) 5 minutes

Put the students into groups. If they work for different companies, get them to ask each other the questions about each other's companies. If they work for the same company, you might present this activity as a challenge, to see which group can come up with the most information about the company. If they are not yet in business, ask them to talk about a company they have studied or know something about. **TIP 1, 2**

Set a time limit of five minutes, and monitor the discussions. Make notes of areas that the students find difficult, and also topics that interest them. This will help you to generate interesting and useful examples if you need to give explanations later. **TIP 9, 10**

## PART A Describing companies

### 1 Vocabulary (page 10) 10 minutes

Elicit from the students a few examples of what various companies do, as feedback from the Talking point. Write these examples on the board, e.g.:

*We deliver packages all around the world.*  
*We manufacture sports equipment.*

Show how these descriptions can be expressed in other ways, e.g.:

*We are a **delivery** company.*  
*We are a **manufacturer** of sports equipment.*

Point out how the word forms change depending on whether the word is being used as an adjective, noun, verb, and so on. Remind students that many words come in "families" in English, and that it is useful to learn the whole family so that they can use the language with more flexibility.

Have pairs of students complete the tables. **TIP 3** Tell them to use dictionaries if they need to, but set a time limit of five minutes.

When the time is up, ask them to check their answers with another pair, and then check the answers with the class. **TIP 13**

For further practice, you could refer the students to the Vocabulary file in the Help folder on Student's Book page 83.

### Answer key

|           |                  |          |            |
|-----------|------------------|----------|------------|
| Verb      | manufacture      | retail   |            |
| Noun      | manufacturer     | retailer |            |
| Verb      | import           | export   | design     |
| Noun      | importer         | exporter | designer   |
| Noun      | bank             | law      | finance    |
| Adjective | banking          | legal    | financial  |
| Noun      | transport(ation) | travel   | wholesaler |
| Adjective | transportation   | travel   | wholesale  |

### 2 Language focus (pages 10–11) 10 minutes

- a Students decide whether to use the verb or noun form in gap-fill sentences. Check the answers with the class. **TIP 13**
- b Next, have the students use the adjective forms of the words to complete the sentences. Check the answers with the class. **TIP 13**

### Answer key

- a
- 2 retails; retailer
  - 3 importer; imports
  - 4 exports; exporter
  - 5 designer; designs
- b
- 2 legal services
  - 3 financial services
  - 4 transportation services
  - 5 travel services
  - 6 wholesale services

### 3 Listening (page 11) 5 minutes

#### TIP 5

- a Set the scene by telling students they are going to hear three brief company profiles, and that they should select one of the nouns from the box to describe each company. **TIP 4** Make sure that the students understand all of the words in the box before playing the recording. When they have listened to the three profiles, ask the students to check their answers with a partner.
- b Students listen again, and try to identify each company's area of specialization. You may have to play the recording several times for students to catch the details.



### Answer key

#### a

- 1 designer
- 2 retailer
- 3 law firm

#### b

- 1 website and corporate brochure design
- 2 extensive range of golf products
- 3 international legal services (related to intellectual property rights)

### 4 Communication activity (page 11) 15 minutes

Split the class in half. Assign one half as Student As, and the other as Student Bs. Put the As together in small groups, and do the same for the Bs. Student Bs should look at the information on page 11. Student As should look at the corresponding part on page 76. Have them work together in their groups to plan how they will describe the companies, reminding them **not** to mention the name of the company in their description.

Then put the students into A/B pairs. Get them to take turns describing their companies to their partners, who should listen and try to guess the name of each company.

**TIP 1, 7, 9, 11**

### 5 Exploring (page 11) 10 minutes

Refer students to the word forms for different business activities in Activity 1 (Vocabulary). Ask them to work in pairs to think of examples of companies in their country for each kind of business activity. Set a time limit of six to eight minutes for this, and then have students compare their list with another pair.

#### Alternative

Turn this activity into a game by splitting the class into two teams. Give each team in turn 30 seconds to list as many companies as possible for the business activity that you call out, e.g., *travel*, *legal*, etc. Tell the opposing team that they can challenge an answer if they disagree with it. Give teams one point for each answer which cannot be challenged. **TIP 10**

**TIP 8**

## PART B Company profiles

### 1 Reading (page 12) 10 minutes

Students look at the list of kinds of information, and come up with their own examples of each kind, e.g.:

business activity: transportation

philosophy: quality products at competitive prices

When you are sure they understand the categories, have them read quickly through the company profiles to see which kind of information is included in each one. Set a time limit of six to eight minutes for this, and discourage word-by-word translation of the text.

### Answer key

|                   | Allen and Overy  |
|-------------------|--|
| business activity | international law firm   |
| location          | London   |
|                   | 23 branches around the world   |
| philosophy        | personalized service to the highest international standards                      |
| history           | established in 1930  |
| staff             | X  |
| size              | X  |
|                   | Relocations Asia-Pacific   |
| business activity | finding (sourcing) high quality rental accommodation                             |
| location          | Bangkok  |
| philosophy        | highly personalized service  |
| history           | 25 years' experience   |
| staff             | X  |
| size              | X  |
|                   | Ford Motor Company   |
| business activity | vehicle manufacturer   |
| location          | Detroit  |
|                   | factories and distributors all over the world                                    |
| philosophy        | developing products to meet the changing needs of people in the global community |
| history           | early 20th century   |
| staff             | X  |
| size              | X  |

### 2 Language focus (page 12) 5–10 minutes

Remind the students that they should use as much of the sentence as possible in forming their questions, but point out that there are several different ways of asking the same question.

Put the students in pairs to do this exercise, and set a time limit of five minutes. Have them check their questions with another pair, and then get them to practice asking and answering the questions.

### Answer key

#### Possible answers

- 2 What is Ford Motor Company's business activity?/  
What kind of company is Ford Motor Company?
- 3 Where is the headquarters of Allen and Overy (located)?
- 4 What is Relocations Asia-Pacific's philosophy?/  
What does Relocations Asia-Pacific believe in?
- 5 When was Ford Motor Company established/  
founded?
- 6 How many branches does Allen and Overy have (in major centers around the world)?