Business PLUS

Preparing for the workplace

Margaret Helliwell

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Teacher's Manual 3

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Plan of the Student's Book

	Business situation	Grammar focus	Listening and speaking	Vocabulary focus
Before you begin *Page viii*				
Unit 1				
Planning and organizing *Pages 1–8*	Getting organized	**1** Wishes about the present **2** *It's* + adjective + infinitive	Escaping from the digital world Talking about managing stress	Time and money
Unit 2				
Service industries *Pages 9–16*	Service providers	**1** Causative *get something done* and *have something done* **2** Quantifiers	In a call center Talking about successful franchise companies	**1** Jobs in the service industry **2** Giving and receiving information
TOEIC® practice *Pages 17–18*				
Unit 3				
Marketing *Pages 19–26*	The four *P*s	**1** Review of gerunds **2** Definite and indefinite articles	Brands and logos Talking about brands and logos	**1** Marketing vocabulary **2** Word stress
Unit 4				
Problems and conflicts *Pages 27–34*	Problems at work	**1** Reported speech (1) **2** Past continuous	Working as a "farang" boss Talking about solving conflicts	**1** Two- and three-word phrasal verbs **2** Suffixes
TOEIC® practice *Pages 35–36*				
Unit 5				
Getting your message across *Pages 37–44*	Communication media	**1** Past perfect **2** Review of present and past tenses	Business news Talking about news stories	**1** Compound words **2** Agreeing and disagreeing

Reading	Culture focus	Business writing	Learning outcomes
			Students can . . .
The wedding planners	Who works the hardest?		▪ understand a conversation and talk about time management. ▪ make wishes about the present. ▪ use expressions with *It's* + adjective + infinitive. ▪ understand an interview about escaping from the digital world. ▪ talk about time and money, using words that go together. ▪ understand an article about wedding tourism. ▪ talk about work hours in different countries.
Door-to-door		Placing an order	▪ understand people talking about the services they provide. ▪ use the forms *get/have something done*. ▪ use *little*, *less*, *least* and *few*, *fewer*, *fewest*. ▪ understand a call center conversation. ▪ talk about successful franchise companies. ▪ talk about different jobs in the service industry. ▪ give, receive, and check information. ▪ understand an article about Japanese delivery services. ▪ understand and write a purchase order.
Lucky or unlucky?	Gift-giving customs and etiquette		▪ understand some basic marketing ideas. ▪ use the gerund as subject or object and after prepositions. ▪ use definite and indefinite articles. ▪ understand a conversation and talk about brands and logos. ▪ use a lot of different marketing words. ▪ stress the correct syllable in different words. ▪ understand an article about lucky and unlucky numbers and colors. ▪ understand and talk about gift-giving customs.
Job (dis)satisfaction		Summaries and reports	▪ understand and talk about problems at work. ▪ use reported speech in statements. ▪ use the past continuous. ▪ understand some of the problems of a foreign boss. ▪ talk about solving conflicts. ▪ use two- and three-word phrasal verbs. ▪ make nouns and adjectives by using suffixes. ▪ understand an article about job satisfaction. ▪ understand how to write summaries and reports.
Speak like an American	Business cultures		▪ understand a conversation about communication media. ▪ talk about past events using the past perfect. ▪ use the present and past tenses. ▪ listen to and summarize business news stories. ▪ use compound nouns and adjectives. ▪ ask for and give opinions, agree and disagree. ▪ understand an article about English accents. ▪ understand some differences between business cultures.

Plan of the Student's Book

	Business situation	Grammar focus	Listening and speaking	Vocabulary focus
Unit 6				
Meetings and discussions *Pages 45–52*	Planning an international conference	**1** Review of *going to* and *will*-future **2** Reported speech (2)	Closing a meeting Talking about a class excursion	The language of meetings
TOEIC® practice *Pages 53–54*				
Unit 7				
Presentations *Pages 55–62*	The dos and don'ts of presentations	**1** The passive: present continuous, present perfect, infinitive after modals **2** *So* and *such*	How was my presentation? Talking about good and bad presentations	**1** The language of presentations **2** Singular and plural nouns
Unit 8				
The world of work *Pages 63–70*	Different types of work	**1** Third conditional **2** *Used to do*	Working conditions and company benefits Talking about work and jobs	Work
TOEIC® practice *Pages 71–72*				
Unit 9				
Business and the environment *Pages 73–80*	How green is your office?	**1** Reporting verbs and indirect questions **2** Review of conditionals	The future of business transportation Talking about the environment	**1** The environment **2** Synonyms and opposites
Unit 10				
Finding a job *Pages 81–88*	Job hunting	**1** Expressing regret **2** Grammar quiz	Mistakes job seekers make Talking about job interviews	**1** Qualifications, skills, and qualities **2** Vocabulary quiz
TOEIC® practice *Pages 89–90*				

Partner files *Pages 91–93* **Irregular verbs** *Page 94* **Transcripts** *Pages 95–116*

Reading	Culture focus	Business writing	Learning outcomes *Students can . . .*
Venues for business meetings		The minutes	▪ understand a conversation about planning a conference. ▪ use *going to* and *will*. ▪ report questions, advice, and commands. ▪ take part in a meeting. ▪ understand and use the language of meetings. ▪ understand an article about meeting venues. ▪ understand and write the minutes of a meeting.
Cosmetics-for-men craze in South Korea	The right clothes		▪ understand how to give a presentation. ▪ use the passive in different tenses and with modal verbs. ▪ use *so* and *such*. ▪ understand and talk about what makes a good presentation. ▪ use the language of presentations. ▪ use singular and plural nouns. ▪ understand and talk about men's interest in cosmetics. ▪ understand how to dress for business in Asia-Pacific.
Tanshinfunin – living apart from the family		A cover letter	▪ understand a radio interview about different types of work. ▪ understand and use the third conditional. ▪ ask and talk about the past, using *used to do*. ▪ understand and talk about working conditions and company benefits. ▪ understand an article about employees living away from home. ▪ understand and write a cover letter.
Southeast Asia's green tuk-tuks	Culture quiz		▪ understand a conversation about an environmentally friendly office. ▪ use reporting verbs and ask indirect questions. ▪ use first, second, and third conditionals. ▪ understand a discussion about business transportation. ▪ discuss environmental issues. ▪ use synonyms and opposites. ▪ understand an article about solar-powered transportation.
Smart job seekers stay online		A résumé	▪ understand a conversation about job hunting. ▪ express regret about events in the past. ▪ understand mistakes job seekers make. ▪ take part in a job interview. ▪ talk about skills, qualifications, and personal qualities. ▪ understand an article about an online recruitment service. ▪ write a résumé.

Introduction

Welcome to ***Business Plus 3***. This Teacher's Manual contains a step-by-step guide to teaching each section of the Student's Book, as well as useful tips, keys to the exercises, and model answers to speaking and writing tasks.

The emphasis of the ***Business Plus*** course is on speaking, listening, reading, and writing English within business contexts. In each unit learners are guided through a variety of student-centered activities aimed at building their language skills and confidence. New grammar structures and vocabulary are introduced systematically and followed up with controlled practice activities. There are also freer practice activities that allow students to develop their fluency. State-of-the-art business topics keep students' motivation at a high level. All audio material for student's book listening activities, including the listening practice for the TOEIC® exam, can be downloaded from http://www.cambridge.org/businessplus. Every unit contains interesting and attractive pictures and cartoons that can be used to get students talking.

With further support available on the website, both teachers and students can enjoy a new teaching and learning experience with ***Business Plus***.

What is *Business Plus*?

Business Plus is a three-level course in business communication skills, designed with a specifically Asian focus to meet the growing demand for workplace English in the region. ***Business Plus*** prepares students to communicate effectively in an English-speaking business environment, both in social and work-related situations. ***Business Plus*** provides input and practice in all four language skills, and develops students' cultural awareness in business situations.

Key features of *Business Plus*

- ***Business Plus*** is aimed at pre-work-experience university students, but can equally be used with in-service learners.
- Each level includes integrated TOEIC® practice pages to familiarize students with the test formats and help them improve their language skills specifically for the test. They serve at the same time to review and consolidate language practiced in the units.
- An *I can* statement at the end of each stage focuses on the learning outcome of the section.
- *Key words* relevant to the topic can be found at the bottom of the pages in sections 1 to 3 of each unit. The key words are then tested in the *Vocabulary focus* section.
- Many recordings highlight the importance of being able to communicate in English not only with native speakers but also with non-native speakers in Asia, through the use of speakers with authentic Asian accents.
- Regular "Culture focus" pages aim to promote intercultural awareness.
- Topics focus on business in Asia and between Asian nations, with particular emphasis on ASEAN countries.

Who is *Business Plus 3* for?

Business Plus 3 is designed for pre-work-experience adult students at the pre-intermediate (A2/B1) level. The course aims to prepare students for English in the business world by activating and further developing the language they have studied in the past. It provides a wide variety of communicative tasks and adequate opportunity for students to practice the skills of speaking, listening, reading, and writing in business situations.

How is *Business Plus 3* organized?

Business Plus 3 consists of 10 units. Each unit has six sections:

1 Business situation
2 Grammar focus
3 Listening and speaking
4 Vocabulary focus
5 Reading
6 Culture focus or Business writing.

In every second unit there are two pages of TOEIC® practice. *Partner files* can be found on pages 91–93 in the Student's Book and a list of irregular verbs for reference is on page 94.

Business situation

Each unit begins with a *Business situation*, which provides an introduction to the main topic and the key language of the unit. The *Business situation* usually involves listening to a conversation in which the key grammar structures and key vocabulary of the unit are used in a typical business context. As international business communication frequently takes place between non-native speakers, the conversations are spoken not only by native speakers – mainly from North America and Australia – but also by a number of competent non-native speakers with a variety of authentic Asian accents.

Grammar focus

The *Grammar focus* provides analysis and practice of the key grammar structures introduced in the *Business situation*. Students will have already had exposure to some English grammar before taking this course; therefore, this section is designed to review and expand on grammar previously learned. Using key examples from the *Business situation*, students are guided to discover the essential rules of form and use. This is followed by a wide range of both controlled practice activities – including completion, multiple choice, and matching exercises – and free, communicative activities in pairs or groups.

Listening and speaking

As in the *Business situation*, the recordings in this section include both native speakers and non-native speakers with Asian accents. A wide variety of listening activities includes comprehension questions, sentence completion, matching, correcting mistakes or false statements, true-false exercises, and completing charts. The aim of all tasks is to help students develop their listening skills.

The speaking activities in this section include guided discussions about the topic of the unit. Prompts give students confidence and help them formulate their answers. There are further student-centered communication activities in other sections of the book, including partner interviews, information-transfer tasks, guided conversations, and *Now you* tasks, where students talk about themselves. A wide range of pair work and group work activities means that even in larger classes students are given ample opportunity to speak. Additional notes for the teacher concerning the organization of speaking activities can be found in the relevant sections of this manual.

Vocabulary focus

This section is designed to enhance students' vocabulary with particular reference to the topic of the unit. Emphasis has been placed on core vocabulary in the business world, and throughout the course there are opportunities for students to use this vocabulary in various contexts. Throughout the ***Business Plus*** series, students focus on patterns such as word collocations, word families, word formation, antonyms, synonyms, and prepositions. In ***Business Plus 3*** they are also given opportunities to learn and practice useful words and phrases to

- talk about jobs, time, and money,
- give and receive information,
- talk about marketing,
- give opinions, agree and disagree,
- take part in meetings,
- give a presentation,
- talk about working conditions and company benefits,
- talk about the environment,
- talk about qualifications, skills, and personal qualities.

As mentioned above, sections 1 to 3 feature key words that are tested at the end of the *Vocabulary focus* section.

Reading

The reading texts in each unit of the ***Business Plus*** series are part of *Asian Business Online*, an online magazine that features stimulating articles about topics particularly relevant to Asian learners. As students move through the course, the reading texts become longer and more challenging, and students are exposed to increasing amounts of new vocabulary.

Tasks are aimed at helping students to develop good reading skills, such as looking for the main ideas, skimming for general understanding, and scanning for detail. The reading texts can also be used to extend vocabulary and to practice pronunciation.

Culture focus

In every second unit there is a *Culture focus* where special attention is paid to the importance of cultural awareness in business situations. Students look at their own cultures and learn about those of other countries. Topics include gift-giving customs and etiquette, different business cultures, and the right business clothes in Asia-Pacific. The aim of the *Culture focus* is to heighten students' awareness of the potential misunderstandings that can arise when doing business with people from other countries.

Business writing

This section aims to help students achieve fluency in business writing. The business writing tasks in the ***Business Plus*** series range from business emails to the agenda and minutes of a meeting. Models are provided for students to analyze and imitate.

TOEIC® practice

This comes after every two units. Practice for the TOEIC® Speaking and Writing test, as well as for the Listening and Reading test, is based on real test formats, but at the same time vocabulary, structures, and topics from the preceding course units are reviewed and consolidated. A wide variety of TOEIC® exam formats are covered. Details of the formats and the strategies students need in order to master exam tasks are provided in the relevant sections of the Teacher's Manual.

Partner files

Throughout the course there are opportunities for students to engage in communicative pair work. At the back of the Student's Book, eight *Partner files* provide information and language prompts for one of the partners.

Irregular verbs

A list of irregular verbs is included at the back of the Student's Book for reference.

Transcripts

The listening transcripts are helpful when focusing students' attention on examples of the key grammar structures or vocabulary used in the unit, to check the answers to a listening activity, or for students to read aloud after a listening activity for pronunciation practice and consolidation.

Useful tips

Below are some useful tips that can be referred to throughout the course.

TIP 1: Seven-step listening

The following procedure can be used for many of the listening activities in the book:

Step 1: Before listening, set the scene. This gives the listening task a context and makes it easier for students to understand. There are various ways of setting the scene, and suggestions are made in each unit.

Step 2: Make sure the instructions are clear. Read the instructions to the class or have students read them aloud. Ask them to read any statements, questions, charts, etc. carefully, either silently or aloud. Check comprehension.

Step 3: Play the recording once or twice as needed. Students do the task(s).

Step 4: Students compare their answers in pairs or groups.

Step 5: Go over the answers with the class.

Step 6: Play the recording again. Students follow the transcript.

Step 7: Students work in pairs or groups. Each takes a role, and they read aloud the conversation in the transcript. Monitor the groups or pairs, correcting pronunciation and intonation. It is not necessary to wait for the end of the activity to give feedback as the main focus here is on form and not communication.

TIP 2: Teaching reading comprehension

One important consideration for a teacher is: Am I teaching my students to read or am I testing their reading comprehension? The tasks in the *Reading* section of ***Business Plus*** are intended as a means of helping learners to improve their reading ability; therefore, students must be carefully guided to read in different ways and at different speeds. In the Reading section they can learn to:

skim a text – i.e., read for a quick, general understanding, ignoring unknown words;

scan a text – i.e., run through the text on the look-out for relevant details. When those details are spotted, the reader may then

read intensively – i.e., for full comprehension. This may involve looking up words in a dictionary.

Before every reading activity, it is important to make it clear to students why they are reading, what they are looking for, and which technique they should use.

These techniques can only be practiced as silent reading, as each student has to read at his or her own pace. But the teacher may want to finish the *Reading* section by having the text read aloud to practice pronunciation and intonation.

The texts in *Asian Business Online* recycle some of the previous vocabulary in the unit, but they also introduce new vocabulary, which may need to be pre-taught, depending on students' level and abilities.

TIP 3: Communicative pair work and group work

Organizing pairs and groups: With pair work there is always the problem of what happens when there is an odd number of students. One possible solution is that the teacher works with a student, but this means he or she is not available to monitor the activity in the class. A better solution is if three students work together, two form a team and take turns to talk to the third one. The group of three should, of course, be changed frequently. Likewise, partners should be changed for partner activities to ensure that everyone has the opportunity to work with and get to know as many other students as possible. It is important that the teacher take the responsibility for assigning pairs, thus ensuring that students work with different partners, and weaker and stronger students can be put together.

A note on large classes

If you are teaching in large classes, the organization of pair work and group work can be difficult to facilitate. However, there are a number of things that can be done to make this easier:

1 Pair work doesn't have to be sitting down! To add some variety, ask students to do a task standing up or walking around the classroom.

2 For group work, ask a pair of students to turn around and work with the pair behind / in front of them.

3 Ask one or two pairs of (stronger) students to model an activity first, before the rest of the class begins. This increases the chances of learners understanding exactly what they are required to do.

4 Get students to repeat tasks with another partner sitting on the other side / behind / in front, or seated with their backs to each other.

Introducing an activity: In group work and pair work it is essential that students know exactly what they have to do before they begin. Clear instructions are given in the Student's Book for all activities, so it should be sufficient to read or have students read the instructions. However, if a little more help is necessary, the teacher can give a demonstration with one or more partners while other students watch.

Talking about . . .

This type of activity involves both pair and group work, as a cooperative learning environment can serve to build students' confidence and promote their willingness to speak. The *Talking about . . .* tasks involve several preparatory steps, and prompts are given for each step.

Example:

Step 1: Students think about their task and make notes – it may be a list of ideas or key words.

Step 2: Students work in pairs or groups and compare or pool their ideas.

Step 3: Students tell the class their ideas – one student can speak for the group or pair, or students can report individually.

Monitoring and following up an activity: In communicative group and pair work the teacher should monitor the pairs or groups, noting problems or mistakes. Error correction should not take place during communicative activities. The feedback session comes after the activity. Write the error on the board – without indicating whose error it was – and ask students to correct it. If necessary, further practice can be given. Now and then a group or pair of especially good students can be asked to repeat the activity while the rest of the class listens.

Planning and organizing

Unit 1

Unit aims

In Unit 1 students will
- listen to and understand a conversation about time management.
- talk about time management.
- make wishes about the present.
- use expressions with *it's* + adjective + infinitive.
- understand an interview about escaping from the digital world.
- talk about managing stress.
- extend their vocabulary on the topics of time and money.
- talk about time and money using words that go together.
- read and understand an article about wedding planners in South Korea.
- understand an interview about work hours in different countries.
- talk about work hours in their country.

In this unit, the *Business situation* and the *Vocabulary focus* deal with managing time and money. *Listening and speaking* deals with work-life balance and managing stress, the *Reading* section looks at wedding planners in South Korea, and the *Culture focus* asks the question: Who works the hardest?

When you begin ***Business Plus 3***, you are probably starting with a new group of students, so you will naturally begin with a getting-to-know-you session. Ask students what they would like to ask their fellow students and put their questions on the board.

Examples:

What's your name?	*Where do you live?*
Where are you from?	*How long have you lived there?*
How old are you?	*What do you enjoy doing in your free time?*

Students then work in groups of four. Proceed as follows:
Student A interviews Student B and vice-versa.
Student C interviews Student D and vice-versa.
Then A works with C and B with D.
Student A tells Student C what he/she found out about Student B.
Student B tells Student D what he/she found out about Student A.
Student C tells Student A what he/she found out about Student D.
Student D tells Student B what he/she found out about Student C.

This procedure can be repeated until as many students as possible have spoken to each other within a twenty- to thirty-minute period. Monitor the groups and this will also give you an opportunity to assess their language skills. Finally, let your students interview you.

1 Business situation

Getting organized

page 1

This section introduces useful words and phrases to talk about organizing time and meeting deadlines.

1A Before listening, write "time is money" on the board and ask students what they understand by the phrase.

Possible answers

Time is valuable and should not be wasted.
When used in business, the phrase means every minute that is wasted means money is wasted.

You may want to pre-teach the key words at the bottom of pages 1 and 2 as they will help students understand the recording. Follow Steps 2 to 5 of TIP 1 on page xi.

Answer key

1 S	**5** S
2 J	**6** S
3 T	**7** T
4 J	

1B Follow Steps 2 to 7 of TIP 1 on pages xi–xii, with students working in groups of three in Step 7, although you might prefer not to let students see the transcript until they have completed 2A.

Answer key

1 He finds it difficult to organize his time.
2 He keeps all his appointments on his iCal agenda. He also makes to-do lists and decides on priorities.
3 Because things always come up that you didn't plan for.
4 It helps her to keep track of all the things she has to do.
5 He wants to get them out of the way before he starts on the big tasks.
6 Ted will show him how iCal works, and Ji-yun will lend him a book about time management.

1C Students work in pairs to ask and answer the questions. Monitor the pairs and look out for any general problems that can be dealt with in a feedback session.

2 Grammar focus

Focus 1: Wishes about the present

page 2

2A Have students first read the facts about Scott, and then ask them to listen carefully and complete his wishes. Play the conversation in 1A again. You may need to pause at the relevant parts so that students can complete the sentences.

Answer key

Facts about Scott	Scott's wishes
Scott *doesn't have* much free time.	He wishes he **had** more free time.
Scott *gets* stressed out.	He wishes he **didn't get** stressed out.
Scott *is* not well organized.	He wishes he **was** better organized.
There *are* not enough hours in the day.	He wishes there **were** more hours in a day.

Using the sentences in 2A, guide students to complete the rule. Ask a student to read the completed rule aloud so that the other students can check that they have completed it correctly.

Rule

We use *wish* + the **past** tense to express wishes about the present.

Draw students' attention to the tip on page 2 about the use of *was* or *were* after *wish*.

Students may be familiar with this choice of forms as the same applies to the second conditional.

If I was / were better organized, I would have more time to relax.

(See ***Business Plus 2***, Unit 8.)

2B Students work individually or in pairs, and then compare their answers with a partner or another pair. Go over the answers with the class.

Answer key

2 He wishes he **was** good at time management.
3 I wish I **wasn't/weren't** behind schedule.
4 They wish they **could** help him/Scott.
5 He wishes he **didn't have to** put in extra time.
6 She wishes she **knew** the answer.
7 I wish I **didn't miss** my deadlines.
8 Scott wishes his boss **didn't** always **say** that time is money.

2C Students work in pairs. Follow the guidelines on pair work in TIP 3 on pages xii–xiii. Make sure students work with at least two different partners. As this is an exercise in accuracy, not fluency, it is important to correct on the spot.

2 Grammar focus

Focus 2: *It's* + adjective + infinitive

page 3

2D Students work individually and then compare their answers with a partner. Go over the answers with the class.

Answer key

It's difficult to (organize my time.)
It's important to (be flexible.)
It's helpful to (make a daily list.)
It's not good to (miss your deadlines.)
It's necessary to (keep your lists up-to-date.)

Guide students to complete the rule. Ask a student to read the completed rule aloud.

Rule

It's + an adjective is followed by the ***to do*** form of the verb.

Draw students' attention to the tip on page 3, which deals with the use of *it's* + noun.

2E Students work in pairs to complete the sentences with words or phrases from the box. Follow up the task with a feedback session.

Possible answers

2 **It's a good idea to** apologize when you have done something wrong.
3 **It's difficult to** learn a foreign language.
4 **It's important to** find time to relax after work.
5 **It's good to** hear that you are well again.
6 **It's not easy to** manage your time well.
7 **It's not nice to** say unkind things about other people.
8 **It's not a good idea to** miss your deadlines.

2F Students work individually to write sentences in their notebooks, and then compare their sentences with a partner. Go over the answers with the class, or collect the notebooks and correct the exercise.

Possible answers

1 It's dangerous to ride a bicycle in heavy traffic.
2 It's not easy to learn a foreign language.
3 It's expensive to stay at a five-star hotel.
4 It's interesting to learn about different cultures.
5 It's not hard to write a text message.
6 It's a good idea to make back-up copies of your files.
7 It's impossible to remember all your appointments.
8 It's not expensive to stay in a youth hostel.

2G Students work with a partner. Monitor and prompt the pairs. As answers will vary, follow up the task with a feedback session in which you can ask for some or all of the students' ideas, depending on the size of the class and the time available.

3 Listening and speaking

Escaping from the digital world

page 4

3A Before listening, ask students to look at the heading "Escaping from the digital world" and the picture of Takumi. Ask them what they think Takumi will say. Then follow Steps 2 to 5 in TIP 1 on page xi. You may want to pre-teach the key words at the bottom of page 4 as they will help students understand the recording.

Answer key

1 It means having the right balance between work hours and leisure time.
2 So that his life is not dominated by technology.
3 He reads, listens to music, thinks, and relaxes.
4 There are a couple of sofas, a coffee table, and a small table for a coffee machine.
5 He is better balanced and can manage stress better.

3B Follow Steps 2 to 7 of TIP 1 on pages xi–xii, with students working in pairs in Step 7.

Answer key

1 False. He runs a home decorating company.
2 True
3 False. He was stressed out because technology dominated his life.
4 True
5 Not stated
6 False. He decided to create an escape room in his company's headquarters.
7 False. There is a radio and a coffee machine.
8 Not stated
9 False. Sometimes friends or co-workers drop by.
10 True

3C This is the first *Talking about . . .* activity in ***Business Plus 3***. For guidelines see TIP 3 on pages xii–xiii. Here students have the opportunity to talk about their own ideas and experience concerning stress management. Your task is to monitor and prompt students at each step of the activity and to give correction feedback at the end.

4 Vocabulary focus
Time and money

pages 5–6

4A Students work in pairs to find the correct collocations, and then compare their answers with another pair. Go over the answers with the class.

Answer key

M	deposit	B	lose
M	earn	B	make
B	find	B	run out of
B	have	B	save
B	invest	B	spend
T	kill	T	tell (the)
M	lend	B	waste

Draw students' attention to the idioms:

To kill time = to do something while waiting. *We were early for the appointment, so we killed time in a café.*

To make money = to earn money. *He doesn't make much money in his new job.*

4B Draw students' attention to the tip on page 5 concerning *in time* and *on time*. Teaching the idiom *on the dot* might help students to remember *on time*. Students work individually or in pairs, and then compare their answers with a partner or another pair. Go over the answers with the class.

Answer key

1 useless
2 unimportant
3 borrow
4 on
5 no
6 deposits
7 invest
8 in

4C Students work in pairs to find the odd word out, and then compare their answers with another pair. Go over the answers with the class.

Answer key

2 a plan
3 an arrangement
4 a schedule
5 up-to-date
6 an agenda
7 work-life balance

4D Students work in pairs to ask and answer the questions. Follow the guidelines on pair work in TIP 3 on pages xii–xiii. Monitor the pairs and make notes for a feedback session. Students should work with at least two different partners.

4E Students work in pairs to match the comments and responses, and then compare their answers with another pair. Go over the answers with the class.

Answer key

1 C
2 E
3 D
4 A
5 B

4F Students work in groups of three to make a list of ways of saving money. Stop the activity after 10 minutes and pool students' ideas on the board in a feedback session.

Possible answers

Don't buy bottled water.
Don't eat out.
Leave your credit card at home.
Don't use public transportation, walk.
Check airlines for cheap fares.
Reuse things.
Bring lunch to work or college.
Buy things on sale.
Check websites for the best prices.
Join group buying on deal-of-the-day websites.

4G The *Key words* task tests the vocabulary that is at the bottom of pages 1–4. This can be done as homework.

Answer key

1 behind schedule.
2 quality of life
3 keep track
4 time-out
5 on schedule . . . deadline.
6 priorities
7 time management
8 creative.

5 Reading
The wedding planners

page 7

5A As this is the first time in ***Business Plus 3*** that students have been asked to "skim the article," you should explain to them what they have to do. Look at the guidelines on reading in TIP 2 on page xii. Skimming usually involves reading quickly, so set a time limit. Pool the ideas on the board in a feedback session.

Possible answers

send invitations to guests
buy wedding rings
order wedding buffet
plan a honeymoon
organize transportation
order flowers
book venue for the reception
order wedding cake
hire musicians for the reception
book hairdressing appointments

5B Before students read, you may wish to pre-teach some vocabulary, for example: *interpreter, album, to copy, stylish, to refresh, photo shoot*.

Students read individually to find and correct the mistakes in the main idea, and then compare their answers with a partner before you go over them with the class.

Answer key

Wedding planning is a US$ 15 billion industry in South Korea. **More than a quarter of all tourists** come from China. Li Jing and her bridegroom Feng have come to **Seoul** for a photo shoot. They love all things South Korean, especially the **TV shows**.

5C Students read the text again and complete the sentences individually, and then compare their answers with a partner before you go over the answers with the class.

Answer key

1 organize their big day.
2 have their wedding pictures taken.
3 between $2,000 and $4,000.
4 transportation, hotel, interpreter, hairdressing, makeup, and a photograph album of wedding pictures.
5 copy the hairstyles, makeup, and fashions of South Korean celebrities.
6 the singers and actors they have seen on South Korean TV shows.
7 South Korean pop music.
8 deputy director of Design-a-Wedding.

5D Students can discuss the question in small groups. Monitor the groups. As answers will vary, follow up the task with a feedback session in which you can ask for some or all of the students' ideas, depending on the size of the class and the time available.

6 Culture focus
Who works the hardest?

page 8

6A Before listening, tell students they will hear a discussion between a journalist and an expert on work hours in different countries. For this task, play the recording only once. You may want to pre-teach some of the vocabulary (e.g. *laidback* = relaxed, *reputation*, *productivity*, *annual leave*, *public holiday*). Follow Steps 2 to 5 of TIP 1 on page xi.

Answer key

China and Indonesia

6B Follow Steps 2 to 5 of TIP 1 on page xi. You may need to pause the recording at the relevant places to give students time to make notes.

Answer key

1 Australia
2 South Korea . . . Japan
3 Japan . . . Australia
4 Argentina . . . Chile
5 Poland . . . Hungary
6 Germany
7 Portugal . . . Austria
8 Japan . . . South Korea

6C Follow Steps 2 to 7 in TIP 1 on pages xi–xii, with students working in pairs in Step 7.

Answer key

1 **A** 40 **B** 40 **C** 45 **D** 40+ **E** 40+ **F** 36
2 **A** 35 days **B** 4 weeks **C** 10 days **D** 15 days
3 The salaryman is not as common as a few years ago. Many younger employees are looking for a better work-life balance.
4 German workers only work an average of 36 hours, but Germany has a very high level of productivity.
5 They are worried about losing their jobs.

6D Discuss in class – or in bigger classes in small groups. If students know little or nothing about work hours and annual leave in their country, set a homework task to find out some facts on the Internet.

Service industries

Unit 2

Unit aims

In Unit 2 students will
- listen to and understand people talking about the services they provide.
- discuss services and service providers.
- use the causative forms *get/have something done*.
- use the quantifiers *little*, *less*, *least* and *few*, *fewer*, *fewest*.
- understand a call center conversation.
- exchange information about successful franchise companies.
- talk about different jobs in the service industry.
- give, receive, and check information.
- read and understand an article and talk about delivery services.
- understand and write a purchase order.

The *Business situation* and the *Vocabulary focus* in this unit deal with different jobs in the service industry – a topic that lends itself well to introducing and practicing the causative forms *get/have sth. done*. *Listening and speaking* in this unit deals with franchise businesses, and the *Reading* section looks at Japanese delivery services.

In this unit, as in all units in the ***Business Plus*** series, there is ample opportunity for both guided and communicative activities. You, the teacher, should always bear in mind the basic principle of correction for these activities: in tasks where accuracy, not fluency, is the main aim, correction should be done during the activity, whereas the correction phase for communicative group and pair work comes after the activity (see *Monitoring and following up an activity* on page xiii). Of course, in all feedback and correction sessions, you should not only point out students' errors, you should also praise them for the tasks they did well.

As well as the feedback and correction sessions after each task, you should also give students the opportunity to raise any queries or difficulties they might still have at the end of each section in a unit – if possible in their own language. It may be reassuring for students to know that other students share their doubts and difficulties, and they are not alone. This will also give you an insight into how students feel about the course and their own progress, and help you to make adjustments (e.g. work more slowly) at an early stage.

1 Business situation

Service providers

page 9

This section looks at small service providers and introduces some of the vocabulary needed to discuss the topic of service industries.

1A Before listening, ask students to describe the pictures. They can do this in groups of four, with each student describing a different picture. Monitor the groups. Follow Steps 2 to 5 of TIP 1 on page xi. You may want to pre-teach the key words at the bottom of pages 9 and 10, as they will help students understand the recording.

Answer key

1 C
2 D
3 B
4 A

1B Follow Steps 2 to 5 of TIP 1 on page xi. Students will look at the transcript after 2A.

Answer key

2 C
3 B
4 D
5 A
6 C
7 B
8 A

1C Students work in pairs or small groups and tell each other what services they know and/or use. Set a time limit. As answers will vary, you can pool ideas either orally or on the board at the end of the task.

Possible answers

accountant, baby-sitting service, courier service, dry-cleaning service, electrician, real estate agent, gardener, handyman, employment agency, painter and decorator, pizza delivery service, privacy adviser, technician, telecommunications hotline, travel agent, window washer

2 Grammar focus

Focus 1: Causative *get sth. done* and *have sth. done*

page 10

To avoid confusion, this section deals only with *get/have sth. done* and not *get/have sb.(to) do sth.* The *Grammar focus* in Unit 6 in ***Business Plus 2*** deals with *get/want/advise sb. to do sth.*

2A Follow Steps 2 to 5 of TIP 1 on page xi. After the feedback session, follow Step 6 and finally have students read the transcript aloud for pronunciation practice.

Answer key

1 S
2 T
3 E
4 V
5 S
6 S
7 V
8 T
9 V

2B Using the examples in 2A, guide students to complete the rule. Ask a student to read the completed rule aloud.

Rule

When we say that we don't do something ourselves but ask or pay someone else to do it, we use the verbs ***get*** or ***have*** + object + past participle.

Draw students' attention to the tip on page 10 concerning the use of *get* or *have* + object + past participle in all tenses.

2C Students work individually or in pairs and then compare their answers with a partner or another pair. Go over the answers with the class.

Answer key

1 Are you going to get some business cards printed?
2 Do you usually have your lunch delivered?
3 Did you manage to get your computer repaired?
4 The company is having new headquarters built.
5 I have to get a passport photograph taken.

2D This is the first *Partner files* activity in ***Business Plus 3***, and it might be the first time that some students have ever done such an information gap activity, so it is important to explain exactly how it functions. Stress that students must not show each other their information! Allocate the pairs. Ask Student A not to look at the information on this page, but to go straight to Partner file 1 on page 91 of the Student's Book. When you are certain that students have understood the instructions, start the activity. See TIP 3 on pages xii–xiii for further guidelines on pair work.

Answer key

Student A

A Have you ever gotten/had your car washed?
How often do you get/have your car washed?
When did you last get/have your car washed?
B Have you ever gotten/had your photograph taken?
How often do you get/have your photograph taken?
When did you last get/have your photograph taken?
C Have you ever gotten/had your eyes checked?
How often do you get/have your eyes checked?
When did you last get/have your eyes checked?
D Have you ever gotten/had a key made?
How often do you get/have a key made?
When did you last get/have a key made?

Student B

A Have you ever gotten/had your hair cut?
How often do you get/have your hair cut?
When did you last get/have your hair cut?
B Have you ever gotten/had your clothes dry-cleaned?
How often do you get/have your clothes dry-cleaned?
When did you last get/have your clothes dry-cleaned?
C Have you ever gotten/had a document translated?
How often do you get/have a document translated?
When did you last get/have a document translated?
D Have you ever gotten/had a phone screen repaired?
How often do you get/have a phone screen repaired?
When did you last get/have a phone screen repaired?

2 Grammar focus

Focus 2: Quantifiers

page 11

Students at this level will be familiar with some quantifiers, but still make mistakes. Before you begin this section, you may like to remind them about countable and uncountable nouns (see ***Business Plus 1*** Unit 8) and the difference between *much* and *many* (see ***Business Plus 1*** Unit 4).

2E Play the recording to 1A again, pausing if necessary at the relevant places so that students can complete the sentences. Go over the answers with the class and then have students complete the chart.

Answer key

1 Speaker 1: more . . . more
2 Speaker 2: fewer . . . Most
3 Speaker 3: fewer
4 Speaker 4: little . . . few . . . less

	Comparative	Superlative
much, many	**more**	most
(a) little	**less**	least
(a) **few**	**fewer**	fewest

Draw students' attention to the difference between *little – a little* and *few – a few*. *A little* and *a few* are positive ideas and mean "not much/many but some." *Little* and *few* mean "less than I want":

I have a little money, so I can buy something.
I have little money, so I can't buy much.
I have a few good friends, and we often meet.
I have few friends, so I'm often lonely.

2F Ask students to look at the examples in 2E and underline the correct word to complete the rule. Ask a student to read the completed rule aloud.

Rule

(A) little, *less*, and *least* are used with **singular** nouns.
(A) few, *fewer*, and *fewest* are used with **plural** nouns.

2G Students work individually and then compare their answers with a partner. Go over the answers with the class.

Answer key

1 few . . . more . . . most
2 fewer . . . fewest
3 less . . . least
4 more . . . fewer

3 Listening and speaking

In a call center

page 12

3A Before listening, ask students if they know anything about franchise businesses. If there is no response, explain that a successful business may give licenses (franchises) to other companies to allow them to sell its goods and services and use its name (e.g. UPS, Subway, McDonald's, Dunkin Donuts, Pizza Hut).

Follow Steps 2 to 5 of TIP 1 on page xi. You may want to pre-teach the key words at the bottom of page 12 as they will help students understand the recording.

Answer key

A 4 **D** 5
C 3 **E** 2

3B Follow Steps 2 to 7 in TIP 1 on pages xi–xii, with students working in pairs in Step 7.

Answer key

1 The main purpose of the call is to find out how to apply for a franchise opportunity with the Coffee Bean Company.
2 Usually less than a week (after the Coffee Bean Company receives the forms).
3 His name, phone number, and email address.
4 Nora will get some information material emailed to him.
5 They want to know if they have a head for business.

3C In this *Talking about . . .* activity, students have the opportunity to exchange information about successful franchise companies in an information gap activity. Allocate the pairs. Ask Student A not to look at the information on this page, but to go straight to Partner file 2 on pages 91–92 of the Student's Book. When you are certain that students have understood the instructions, start the activity. See TIP 3 on pages xii–xiii for further guidelines on pair work. Students can check their answers with the complete texts on page 12 (UPS) and page 91 (Subway).

Answer key

Student A's questions

What can you do at any time with the help of the United Parcel Service?

When was the company founded?

What did more and more private individuals and small businesses need to do?

What was the name of UPS's founder?

Why did the founder (James Casey) borrow $100?

How were most deliveries made?

How many packages and documents a day does UPS deliver?

How does UPS deliver packages and documents today?

What is an important condition for UPS franchise owners?

Student B's questions

What's the easiest thing to do if you're hungry?

What can you do at any Subway restaurant?

What is the person who makes your sandwich called?

What will your sandwich be made with?

When was the company founded?

How many global locations does Subway have?

What do all new franchise owners have to do?

Where is the time spent?

When do the new franchise owners / they take an exam?

What can they do if they pass the exam?

4 Vocabulary focus

Focus 1: Jobs in the service industry

page 13

4A Students work in pairs to match the providers with the services, and then compare their answers with another pair. Monitor the pairs. Go over the answers with the class.

Answer key

1 G	**5** H
2 D	**6** A
3 E	**7** B
4 F	**8** C

4B Students work individually or in pairs and compare their answers with a partner or another pair. Go over the answers with the class.

Answer key

2 looked after . . . (a) baby-sitting service
3 translated . . . (a) translating service
4 provided . . . (a) catering service
5 cleaned . . . (a) cleaning service
6 done . . . (a) personal assistant
7 delivered . . . (a) logistics company
8 organized, . . . (an) events manager

The extra verb is *assist*.

Draw students' attention to the vocabulary tip on page 13 concerning *employer-employee*, *trainer-trainee*, etc.

4C Students work individually or in pairs and compare their answers with a partner or another pair. Go over the answers with the class.

Answer key

Adjective	Noun
flexible	flexibility
convenient	convenience
creative	creation
difficult	**difficulty**
helpful	help
reliable	reliability

Verb	Noun
to assist	**assistant**
to deliver	delivery
to found	**founder**
to franchise	**franchise** **franchiser** **franchisee**
to recommend	**recommendation**
to represent	**representative**

4D Students work in pairs. Follow the guidelines on pair work in TIP 3 on pages xii–xiii.

4 Vocabulary focus

Focus 2: Giving and receiving information

page 14

4E Follow Steps 2 to 7 of TIP 1 on pages xi–xii, with students working in pairs in Step 7.

Answer key

Thanks for the information.
I need some information about . . .

Draw students' attention to the tip on page 14, which deals with *I'd rather (not) . . .*

4F Students work in pairs and then compare their answers with another pair. Go over the answers with the class.

Answer key

1 Could you tell me something about . . .
2 That depends on . . .
3 I'm afraid I can't say until . . . , I'd rather not say . . .
4 I have another question.
5 Let me see if I've got this right.

4G Students work in pairs. Monitor the pairs. After students have prepared their conversation, have them play it to the class or, in bigger classes, to a group. Follow the activity with a feedback session in which you deal with the main errors.

4H The *Key words* task tests the vocabulary that is at the bottom of pages 9–12. This can be done as homework.

Answer key

1 apply . . . franchise
2 recommendation . . . reliable
3 set . . . standards
4 errands.
5 provided
6 freelance
7 set up a business.
8 reputation

5 Reading
Door-to-door

page 15

5A This task can be done orally, or students can work individually or in pairs to write a list. They can then compare their findings. As there are many things that courier services deliver, be sure to set a time limit for the task. Students can then skim the article to see if the things on their list are in the text.

Possible answers

clothes, documents, electrical equipment, food, furniture, gifts, letters, parcels, luggage, medicine, money, sports equipment

The article mentions: clothes, frozen food, furniture, vacation gifts, luggage, parcels, skis, sports equipment.

5B Remind students that scanning involves running through the text for relevant details. Students read the article again individually. They can compare their answers with a partner before you go over them with the class. You may wish to pre-teach some vocabulary (e.g. *courier service*, *market leader*), but be careful not to overlap with the vocabulary in 5E. For further guidelines on reading, see TIP 2 on page xii.

Answer key

1 You can have your suitcases picked up and sent to your hotel.
You can get a suitcase with fresh clothes picked up from your home and brought to your hotel.
2 You can have your skis sent to your destination.
3 Souvenir shops will send your vacation gifts directly to your family and friends.

5C Students read the article again individually, but can work in pairs to decide if the statements are true or false and to correct the false statements. They can compare their answers with another pair before you go over the answers with the class.

Answer key

1 Not correct. The *takkyubin* services deliver to any address in Japan.
2 Not correct. The word *takkyubin* is used for courier services in general.
3 Correct
4 Not correct. Delivery is usually the next day.
5 Correct

5D Students work individually or in pairs to find the nouns in the text, and then compare their answers with a partner or another pair. Go over the answers with the class.

Answer key

1 investment
2 leader
3 insurance
4 delivery
5 furniture
6 skis

5E Students work in pairs to match the words, and then compare their answers with another pair. Go over the answers with the class.

Answer key

2	D	**6**	A
3	G	**7**	H
4	C	**8**	B
5	F		

5F Students work in small groups to talk about delivery services. Monitor and prompt the groups. As answers will vary, follow up the task with a feedback session in which you can ask for some or all of the students' ideas, depending on the size of the class and the time available.

6 Business writing
Placing an order

page 16

6A Before listening, ask students what they can see in the picture. Follow Steps 2 to 5 in TIP 1 on page xi.

Answer key

aprons, blouses, rubber gloves, T-shirts

6B Follow Steps 2 to 7 in TIP 1 on pages xi–xii, with students working in pairs in Step 7.

Answer key

Quantity	Item	Color	Size	Price per item
10	apron	**red**	M	$10
10	apron	**blue**	L	$10
5	**blouse**	white	S	**$20**
5	**blouse**	white	M	**$20**
5	T-shirt	white	**M**	$10
5	T-shirt	white	**L**	$10
25	pair rubber gloves	**pink**	M	**$2**
25	pair rubber gloves	**blue**	L	**$2**

6C Students work in pairs to find the words and then compare their answers with another pair. Go over the answers with the class.

Answer key

1 delivery
2 receipt
3 discount
4 item
5 confirm
6 purchase

6D Students work in pairs to find the phrases and then compare their answers with another pair. Go over the answers with the class.

Answer key

1 We would like to place the following order.
2 Please confirm the 5 percent discount on the total price (as discussed).
3 . . . we can expect delivery within three days.
4 Payment is due within ten days of receipt of delivery (as usual).

6E Follow Steps 2 to 7 of TIP 1 on pages xi–xii, with students working in pairs in Step 7. Students work individually to write the purchase order, but can compare their answers with a partner before you go over them with the class.

Answer key

Subject: Purchase order

Dear Mike,

I would like to place the following order:

Quantity	**Item**	**Price per item**
12 bottles (1.5 liters)	mineral water	20 NT$
20 cans	mango juice	35 NT$
5 bottles	(Californian) red wine	400 NT$
5 bottles	(Californian) white wine	380 NT$
24 cans	(Taiwanese) beer	30 NT$

Please confirm the 5 percent discount on the total price as discussed and that we can expect delivery within two days. Payment is due within ten days of receipt of delivery.

Sincerely,
Vincent Chen
Chen's Party Service

TOEIC® practice (pages 17–18)

1 Listening

You may need to pause the recording between each task to give students time to think about and mark their answers.

1A Photographs

In this part of the test, students see a photograph and hear four statements (A–D) about the photograph. Students must choose the statement that best describes the photograph. The statements are not printed in the test book and are spoken only once, so students need to listen carefully.

However, for practice purposes you may wish to proceed as follows:

Students work as a class or in groups. Ask them to name everything they can see in the photograph. Put the words on the board. Then have students write sentences using some of the words. You might ask them to write a description of the photograph as homework.

When you feel that students have the vocabulary under control, they can do the listening task here and the speaking task in 2A.

Answer key

1 C **2** B

1B Question-Response

In this part of the test, students hear a question and three possible responses (A–C). Students must choose the best response to the question. The questions are not printed in the test book and will be spoken only once, so students need to listen carefully.

For this type of exercise, it is important that students are aware of homonyms – words that are pronounced the same but have different meanings and different spellings (e.g. *week – weak* and *wait – weight*). Students also need to be able to distinguish between words with similar sounds (e.g. *like – bike*, *flight – fight*).

As many of the questions in this section begin with a question word, it is important that students can clearly distinguish *who*, *what*, *when*, *where*, *why*, *how*, etc. Remind students of the use of *do/does/did* in questions without question words. A useful practice strategy is to isolate the questions (e.g. *Why are you late?*). Ask students who and where the speaker might be. Ask them to predict a possible correct response without looking at the distracters. Then do the listening task.

Answer key

1 C **2** B **3** A **4** C

2 Speaking

2A Describe a picture

In this part of the test, students describe a picture in as much detail as possible.

In the real test, students will have 30 seconds to prepare and 45 seconds to speak about the picture. For practice purposes this time can be extended. See also the practice strategies suggested in 1A.

Students should also learn to circumscribe words they don't know.

bald: "the man has no hair"
delivery service: "a person who brings a pizza to your home."

Encourage students to ask themselves *who*, *what*, *where*, and *why* questions about the picture.

Who can I see? (number, gender, appearance)
What are they doing?
What can I see (in the foreground/background)? (number, description of objects)
Where is/are . . . ? (location of people or things)
Why . . . ? (make assumptions about what you can see: *I think . . .* , *Perhaps . . .* , *It looks like . . .*)

Possible answer to photograph 2

I can see a man looking at the train departures information in a very large station. He is not a young man. He is bald and is wearing a heavy overcoat, so I think the weather is cold. It's light outside, so it must be daytime. In the background I can see a lot of people. Some of them are walking around and others are sitting on benches. They are probably waiting for trains or are picking somebody up at the station.

2B Respond to questions

In this part of the test, students hear three questions. For each question, students must begin responding *immediately* after the question. No preparation time is provided, so students must react quickly. In the real test, students will have 15 seconds to respond to each of the first two questions, and 30 seconds to respond to the third question. That means more information is expected in the answer to the third question.

In the first practice phase, students can think about and write down their answers. Then they can practice saying the responses using their written prompts within the given time (15 or 30 seconds). In the next practice phase, students should say their responses without the written prompts, but they can take as much time as they need. The aim is a final practice phase in which students give their responses within the exam times.

Possible answers

Question 1: I have very little leisure time during the week because I have to study for college. But I have a bit more time on the weekend.

Question 2: I like spending time with my friends. We often go to a café and just talk. Sometimes we go to a museum together or to the movies.

Question 3: My favorite leisure time activity is playing table tennis. I play every Saturday morning, and sometimes I take part in competitions. Last year I came in second in a big international competition for young people. I want to take part in the next competition, which takes place next September. So I'll have to train hard.

3 Reading

Incomplete sentences

In this part of the test, students see sentences with a missing word or phrase. Four answer choices (A–D) are given below each sentence. Students must choose the best answer to complete the sentences.

When practicing, give students time to complete the task, go over the answers with the class, then discuss wrong answers with them. It is important that they not only know that an answer is wrong, but also why it is wrong.

The best way to practice reading comprehension is, of course, by reading. Students will also learn more vocabulary in context than from vocabulary lists. So encourage your students to try to read in English anything that interests them – online magazines, social networking sites, sports news, ads. The main thing is to read English, no matter what it is.

Answer key

1 D	**3** A	**5** B
2 B	**4** C	**6** D

4 Writing

Write a sentence based on a picture

In this part of the test, students are expected to show their mastery of grammar and vocabulary in a written sentence. Students write one sentence based on a picture. With the picture are two words or phrases that students must use. The forms of the words can be changed, and they can be used in any order.

Possible answer

1 I always get my car washed at the car wash.
2 There were fewer than eight people at the meeting.

Marketing

Unit aims

In Unit 3 students will
- listen to and understand a presentation about some basic marketing ideas.
- use the gerund as subject or object and after prepositions.
- learn when to use definite and indefinite articles or no article.
- understand a conversation and talk about brands and logos.
- learn and use a lot of different marketing words.
- look at and learn syllable stress in different words.
- read and understand an article about lucky and unlucky numbers and colors.
- learn strategies for guessing the meaning of words in context.
- understand and talk about gift-giving customs.

The *Business situation* and *Vocabulary focus 1* deal with some basic marketing principles and useful words and phrases to discuss marketing. *Listening and speaking* looks at brands and logos, and in the *Reading* section, students can read about lucky and unlucky numbers or colors that companies should know about if they want to promote their products abroad. The *Culture focus* gives advice about gift-giving customs and etiquette in Asia-Pacific.

For the first time in ***Business Plus*** the task *Meaning in context* is introduced in the *Reading* section of this unit. The aim of this task is to have students practice deducing the meaning of words from the context. When faced with unknown words, students have a choice: they can look them up in a dictionary, make intelligent guesses about the meaning (i.e. deduce meaning), or continue reading and ignore the unknown words as long as the gist of the text is clear. The choice depends to some extent on why students are reading. If they are skimming for the general understanding of a text, provided there are not too many unknown words (in which case the text is not suitable for the learners!), they can happily ignore many of them. But if they are reading for full comprehension with no dictionary available, the ability to deduce meaning is a useful skill for students to develop. Some ways of helping students to develop the strategies they need are covered in the notes to task 5C.

1 Business situation

The four *Ps*

page 19

This section deals with the basic marketing idea of the four *Ps* – product, price, promotion, and place.

1A Before listening, ask students what comes to mind when they hear the word *marketing*. Pool their ideas on the board.

Possible ideas

advertisements, brand names, consumers, market research, packaging, product, target group

Follow Steps 2 to 5 of TIP 1 on page xi. You may want to pre-teach the key words at the bottom of pages 19 and 20 as they will help students understand the recording.

Answer key

1 C
2 A
3 B
4 D

1B Follow Steps 2 to 6 of Tip I on pages xi–xii. Finally, have students take turns to read sections of the transcript aloud for pronunciation practice, although you might prefer to do this when they have completed 2B.

Answer key

1 The fourth *P* stands for place, which is about making the product easily available.
2 The product has to look special so that people will want to have it.
3 Customers must feel they are getting value for the money.
4 A well-designed logo is important.
5 TV commercials, webvertising, print advertising, and billboards.
6 There is no point in having an expensive promotion campaign if the customer can't find your product.

1C Follow Steps 2 to 6 of TIP 1 on pages xi–xii. Finally, have students read the transcript aloud for pronunciation practice.

Answer key

1 price
2 place
3 product
4 promotion

1D Students work in small groups. Monitor the groups, noting problems or mistakes. Error correction should not take place during communicative activities. The feedback session comes after the activity. For further guidelines on pair and group work, see TIP 3 on pages xii–xiii.

2 Grammar focus

Focus 1: Review of gerunds

page 20

2A Students work in pairs to find and underline the gerunds and then put them into categories 1 to 3. They can compare their answers with another pair before you go over them with the class.

Answer key

1 Marketing is . . .
Informing customers about the product and persuading them to buy it is known as . . .
2 . . . that means providing customers with the right product
3 . . . about putting . . . about making . . .

2B Students work in pairs. Have them look at the transcript to 1A on page 100 and find more examples of gerunds for categories 1, 2, and 3 in 2A. They can compare their answers with another pair before you go over them with the class.

Answer key

1 Packaging is important . . .
2 Promotion means presenting your product to the customers and convincing them . . .
3 I'd like to start today by looking at some basic ideas . . .
Then you must make your product known by advertising . . .
There is no point in having an expensive promotion campaign . . .

Draw students' attention to the tip on page 20 about the difference between *stop doing* and *stop to do*. If you feel students need practice, put these sentences on the board and ask them to fill in the gaps.

1 It was late, so I stopped …….. (work) to have lunch. *(working)*
2 We were driving along the highway and we stopped …….. (have) coffee. *(to have)*
3 Sorry I'm late. I stopped …….. (talk) to a co-worker. *(to talk)*
4 Everyone stopped …….. (talk) and there was silence. *(talking)*
5 Please stop …….. (ask) questions. I'm trying to read. *(asking)*
6 We're almost out of gasoline. We'll have to stop …….. (fill) up. *(to fill)*

2C Students work individually and then compare their answers with a partner. Go over the answers with the class.

Answer key

1 Advertising
2 shopping
3 buying
4 promoting
5 Interrupting
6 identifying
7 Starting
8 losing
9 Carrying
10 thinking

NOTE: You may want to point out to students that *Would you mind + -ing?* is a polite way of making requests, for example, *Would you mind opening the window?*

Students may be confused by the fact that if we accept the request, we use a negative: *No (I don't mind* or *Not at all)*, for example, *Not at all. Go ahead and open it.*

If we reject the request, we usually begin with *Sorry* or *I'm afraid* . . . and an explanation, for example: *Sorry. I have a cold, so I prefer to keep it closed.*

To practice making, accepting, and rejecting requests with *Would you mind + -ing?* write the following words and one example on the board:

- help with homework
  Would you mind helping me with my homework?
  Not at all. / I'm afraid . . .
- lend cell phone
- give a ride home
- make a cup of tea
- lend some money
- carry heavy bag

Students work in pairs and take turns to make requests. Three of the requests should be accepted and three rejected. Monitor the pairs, prompt and correct mistakes on the spot.

Possible negative answers

Would you mind helping me with my homework?	Sorry, I'm going out and I won't be back until late.
Would you mind lending me your cell phone?	I'm afraid I forgot to charge it and the battery is dead.
Would you mind giving me a ride home?	Sorry. I don't have my car with me today.
Would you mind making me a cup of tea?	I'm afraid I don't have time.
Would you mind lending me some money?	Sorry, I'm a bit short myself at the moment.
Would you mind carrying my heavy bag?	I'm afraid I can't because I'm not strong enough.

2D Students work individually to write sentences in their notebooks, and then compare their sentences with a partner. Students should work with more than one partner. Monitor the pairs. Go over the answers with the class, or collect the notebooks and correct the exercise.

2 Grammar focus

Focus 2: Definite and indefinite articles

page 21

Although students at this level will have long been using *a*/*an* and *the*, they will probably still make mistakes, so it is time to look at some of the main rules.

2E Have students look at the sentences from 1A and guide them to complete the rule. Ask a student to read the completed rule aloud.

Rule

1 We use the indefinite article **a** (or **an**) when we refer to a person or thing for the first time, or when we mean "any one, not a particular one."
2 We use the definite article **the** when we name something for a second time, or when it is clear which person or thing we are talking about.
3 When we talk about people or things in general, we use **no article**.

2F Draw students' attention to the tip on page 21, which deals with *the* with superlative adjectives. Students work on the task individually, and then compare their answers with a partner. Go over the answers with the class.

Answer key

1 no article . . . the
2 no article
3 The
4 **A:** the
B: a
5 no article
6 The
7 a . . . an . . . The . . . the
8 **A:** a
B: the

2G Students work in pairs to find the mistakes and then compare their answers with another pair. Go over the answers with the class.

Answer key

Before you launch ***a*** new product onto the market, it is important to do ~~**a**~~ market research to find out more about **the** group you want to target. That means gathering ~~**the**~~ information about people's needs and preferences. You can do this by carrying out **a** door-to-door survey, or getting people to fill out ~~**the**~~ questionnaires or take part in **a** telephone interview. Telephone interviews are **the** most inexpensive method, and **the** speed of such surveys is another advantage. You can quickly make contact with potential customers all over **the** world. **The** data you gather will help you decide where to place your product and **the** ways of advertising that you should choose.

Draw students to the tip on page 21 about using *the* if there is only one: *the sun*, *the moon*, etc. If you feel that students need more practice in the difference between using no article to talk about things in general and the definite article for specific things, write the example and the words below on the board:

Example:
I like coffee.
<u>The</u> coffee they produce in Vietnam is very good.

Words:
money *sports* *people* *vegetables*

Students work in pairs and make up two sentences for each word, one with and one without the definite article. Monitor the pairs and correct on the spot.

Possible answers

You need money to live.	I went on vacation with the money you gave me.
What kind of sports do you like?	The sports we did at school were fun.
I like working with people.	I like the people in my office.
Vegetables are good for you.	The vegetables we grow in our garden are good.

3 Listening and speaking

Brands and logos

page 22

3A Before listening, students work in small groups to have a competition. Check that students know the difference between a brand (a well-known company name, e.g. Toyota, Rolex) and a logo (the company's symbol – draw attention to the Toyota logo and Rolex logo in 3C). Then give the groups five minutes to make a list of famous brands. The group with the most brands wins.

Follow Steps 2 to 7 in TIP 1 on pages xi–xii, with students working in groups of three in Step 7. You may want to pre-teach the key words at the bottom of page 22 as they will help students understand the recording. NOTE: American English: "good value for the money"; British English: "good value for money." Dave is Australian and uses British English.

Answer key

1 Dave
2 Miguel
3 Dave
4 Dave
5 Dave
6 Miguel
7 Miguel
8 Dave, Misaki
9 Misaki

3B Students work in pairs. Students can use reasons from 3A and/or their own reasons. Monitor the pairs and make notes on mistakes. Follow the activity with a feedback session, where you deal with the main errors and pick out some students to talk about their partner's ideas.

3C Students work in pairs and then compare their answers with another pair. Monitor the pairs. Follow the activity with a feedback session, in which you go over the answers with the class and deal with the main errors. As the answers to most of the questions will vary, you can pick out some students to talk about their partner's answers. Students may find question 4 difficult, so you can encourage them to research it on the Internet for homework.

Possible answers

1 **Rolex** – watches, **Visa** – credit card, **Pepsi** – drink, **Toyota** – cars
2 **Rolex** – luxury, expensive
Visa – popular, flexible
Pepsi – young, trendy, fun
Toyota – up-to-date, reliable, affordable
3 **Rolex** – adults, high income, male/female, people for whom status is important
Visa – adults, male/female, average and above-average income
Pepsi – teenagers, young adults, any income, male/female
Toyota – adults of all ages, medium to high income, male/female
4 **Rolex** – Cartier, Breitling, Bulgari, Bulova, Omega
Visa – American Express, JCB, MasterCard
Pepsi – Coca-Cola, Dr Pepper, Nestlé
Toyota – Ford, General Motors, Honda, Nissan
5–8 Answers will vary.

4 Vocabulary focus

Focus 1: Marketing vocabulary

page 23

4A Students work individually or in pairs to complete the crossword, and then compare their answers with a partner or another pair. Monitor the pairs. Go over the answers with the class.

Answer key

Across
1 brands
4 campaign
6 billboard
9 traditional
10 survey

Down
2 available
3 logo
5 webvertising
7 consumer
8 packaging

4B Students work individually or in pairs to match the verbs and nouns and then compare their answers with a partner or another pair. Go over the answers with the class.

Answer key

1 H	**5** E
2 C	**6** A
3 G	**7** D
4 F	**8** B

4C Students work individually or in pairs to fill in the missing prepositions. They can compare their answers with a partner or another pair before you go over them in class.

Answer key

2 at
3 on
4 for
5 out
6 in
7 out
8 across
9 up
10 out

4 Vocabulary focus

Focus 2: Word stress

page 24

4D Many students find it difficult to hear word stress. Before they begin this task, say the words ***mar****keting*, *pro****mo****tion*, and *av****ai****lable* with exaggerated word stress. Then have students work individually or in pairs. Give them time to make lists in their notebooks. They can compare their lists with a partner or another pair before you play the recording so that they can check their answers. You may want to play the recording again, stopping after each word and asking students to repeat the word first in chorus and then individually.

Answer key

●●●	●●●	●●●●
customer luxury marketing packaging similar	*commercial* convincing expensive important promotion vacation	*available* effectively traditional

4E You can give students the following tip: If we can say *the* in front of a word, it is a noun (e.g. *the commercial*). If we can say *to* in front of a word, it is a verb (e.g. *to advertise*). It we can say *the* and *to*, the word can be used as a noun or a verb (e.g. *the answer*, *to answer*). Students work individually or in pairs to find the words that can be nouns and verbs. Go over the answers with the class.

Answer key

decrease
export
increase
protest
record
research

4F Draw students' attention to the tip on page 24 about the word stress in verbs and nouns. With nouns the word stress is usually on the first syllable, in verbs on the second syllable. Read the words in 4E first as a noun and then as a verb: *(the) decrease / (to) decrease*, and have students repeat in chorus. Have students work individually to complete the sentences and then read their answers aloud to a partner. Monitor the pairs, correcting on the spot. Go over the answers with the class.

Answer key

1 research . . . didn't research
2 increased . . . increase
3 exports . . . exports . . . decreased . . . decrease
4 record . . . recorded
5 protested . . . protest

4G The *Key words* task tests the vocabulary that is at the bottom of pages 19–22. This can be done as homework.

Answer key

1 Promotion
2 trendy
3 market research . . . target group
4 launch
5 competitors.
6 compete
7 brainwashing.
8 data . . . promote

5 Reading
Lucky or unlucky?

page 25

5A Students work in small groups to think about numbers and colors that are lucky or unlucky in their country. Pool students' ideas on the board.

5B You may wish to pre-teach some vocabulary (e.g. *to wonder*, *skyscraper*, *association*, *beverage*), but be careful not to overlap with 5C, where students will be asked to deduce meaning in context. Skimming usually involves reading quickly, so set a time limit for this task. For further guidelines on reading, see TIP 2 on page xii.

Answer key

	some Asian countries		Western countries	
	lucky	**unlucky**	**lucky**	**unlucky**
numbers	8	4, 9	7	13
colors	red	black, white, light blue	red, blue	black

5C This is the first *Meaning in context* exercise in ***Business Plus***. Students are asked to guess the meaning of words from the context and to explain their guesses. As mentioned in the introduction to this unit, the ability to deduce meaning is a useful skill for students to develop. Below are some general tips you can give your students. The "unknown" words are underlined.

- It is useful to look closely at prefixes and suffixes. For example, if you know *afford* you can guess *affordable*, if you know *belief*, you can guess *disbelief*, if you know *contribute*, you can guess *contribution*.
- Try to see from other parts of the sentence if the unknown word has a positive or a negative meaning. For example, if we read: *My teacher was very happy about my achievement*, we can guess that *achievement* is something positive. If we read: *My co-worker was horrified when she saw the mess*, we can guess that *mess* must be something unpleasant.
- Let synonyms help you. For example: *I was really angry; in fact, I was absolutely furious*. We can guess that *furious* is a synonym for *angry*.
- Let opposites help you. For example: *Huang is a rather dull person, unlike his wife, who is very lively*. Here with the help of the word *unlike*, we can guess that *dull* is the opposite of *lively*.
- Look out for other signal words. *For example* and *such as* tell us that examples of the word will follow: *You have to study subjects such as math, English, history, and geography. Because* tells us that an explanation of a word will follow: *It is called an annual conference because it takes place every year*.

Possible answers

abroad – in another country
to adjust – to change
funeral – a ceremony when somebody dies
associated – linked in your mind with sth.
vending machine – a machine where you can buy things (e.g. drinks)

5D Students scan the article individually, but can work in pairs to complete the sentences. They can compare their answers with another pair before you go over the answers with the class.

Answer key

1 13 is an unlucky number in much of the Western world.
2 it sounds like the word for "death."
3 it had the unlucky number 4 in the name, and they were afraid to buy it.
4 8 is a lucky number there.
5 logos, advertising, and packaging.
6 wealth.
7 it changed the color of its machines from dark blue to light blue because light blue is associated with death in that region.

6 Culture focus
Gift-giving customs and etiquette

page 26

6A Before listening, tell students that gift-giving customs in business vary in different parts of the world, and it is important to know something about these customs to avoid embarrassing mistakes. Tell them they are going to hear an expert talking about different customs.

Follow Steps 2 to 5 of TIP 1 on page xi. You may want to pre-teach some of the vocabulary, but be careful not to overlap with 6C, where students will be asked to listen for words to match the definitions.

Answer key

1 True
2 False. It is not allowed.
3 True
4 False. You can give expensive gifts if you have a firm relationship.
5 False. It is a good idea (because Chinese philosophy stresses harmony and balance).
6 True
7 False. It is very Westernized and less formal than in other Asian countries.
8 False. You should offer a wai.

6B Follow Steps 2 to 5 of TIP 1 on page xi.

Answer key

1 the United States, Malaysia, the UK
2 China, Japan
3 China, Japan
4 Indonesia, China

6C Some of the words will be unknown, but this task can also be used as practice for deducing meaning from context (see notes to 5C of this unit on page 21). Follow Steps 2 to 6 of TIP 1 on pages xi–xii. Finally have students read the transcript on pages 101–102 aloud for pronunciation practice.

Answer key

1 rare
2 bribe
3 modest
4 refuse
5 frustrated
6 forbid
7 harmony
8 appreciation

6D Students work in pairs to make lists and then compare their lists with another pair. Monitor the pairs. In a feedback session, pool ideas on the board and deal with any general language problems.

Problems and conflicts

Unit 4

Unit aims

In Unit 4 students will
- listen to and understand a conversation about problems at work.
- discuss various problems people have to deal with at work.
- learn to use reported speech in statements.
- learn to use the past continuous.
- understand some of the problems of a foreign boss.
- talk about solving conflicts.
- use two- and three-word phrasal verbs.
- make nouns and adjectives by using suffixes.
- read and understand an article about job satisfaction.
- understand how to write summaries and reports.

This unit deals comprehensively with the problems and conflicts that people may encounter at work. In the *Grammar focus* reported speech is dealt with for the first time, and the past continuous is introduced – see further notes in the relevant sections below. *Vocabulary focus 1* deals with two- and three-word phrasal verbs, which are notoriously difficult for students to master and thus need extensive practice, while *Vocabulary focus 2* looks at word building using suffixes.

The *Writing* section in this unit deals with summaries and report. Businesspeople often need to write short reports, summarize articles from newspapers or specialist journals, make a summary of a business plan, or summarize the results of a meeting or the arguments for and against something. The unit looks at the basic skills of summary writing – highlighting the main ideas and recognizing which information is important for the target group, writing in a short and simple way, and finally, checking the summary carefully to see if it can be further shortened and to correct any mistakes.

To encourage cooperation in class, students can be asked to do the first draft of written work in pairs. Their texts can be shown to another pair. This not only gives students the opportunity to help each other and benefit from shared ideas and experience, it also encourages a cooperative learning environment. Students can write their final versions at home and hand them in for individual correction. Underline the mistakes, but do not correct them. In the margin, write *G* for grammar, *WO* for word order, *V* for vocabulary, etc. and ask students to make their own corrections as much as possible.

1 Business situation

Problems at work

page 27

This section introduces useful words and phrases to talk about conflicts at work.

1A Before listening, have the students brainstorm their ideas on what kind of problems people might have at work. Pool their ideas on the board. Follow Steps 2 to 7 of TIP 1 on pages xi–xii, with students working in pairs in Step 7. You may want to pre-teach the key words at the bottom of pages 27 and 28, as they will help students understand the recording, although you might prefer not to let students see the transcript until they have completed 2A.

Answer key

1	B	**4**	C
2	C	**5**	A
3	B	**6**	A

1B Students work in pairs or small groups to exchange ideas. Monitor and prompt the groups. In a feedback session, ask the pairs or groups to tell the class their ideas.

Possible ideas

2 Taxi driver: Not all passengers are friendly and polite. Some people may be dangerous.
3 Teacher: Classes can be very noisy. Many teachers are not well paid.
4 Receptionist: You have to deal with complaints. You have to work shifts.

2 Grammar focus

Focus 1: Reported speech (1)

page 28

In this section students learn to change the present tense to the past tense in reported statements.

Grammar focus 2 in Unit 6 deals with reported *yes/no* questions, advice, and commands. Reporting sentences about the future and indirect questions with question words are dealt with in *Grammar focus 1* in Unit 9.

2A Play the conversation in 1A again, pausing if necessary at the relevant places so that students can complete the sentences. Go over the answers with the class.

Answer key

Reported speech
You always said that **you loved your job**.
He said **I was wasting the company's time**.
I told him that **the report (it) wasn't finished**.

2B Using the completed sentences in 2A, guide students to complete the rule. Ask a student to read the completed rule aloud.

Rule

When we report statements, we change the present tense to the **past** tense.

Point out to students that *that* can be left out. *You always said that you loved your job. = You always said you loved your job.*

Remind students that *tell* is followed by a person, for example, *I told him that the report wasn't finished. *What did he tell?* is not correct. *Say* is not followed by a person, for example, *What did he say?* BUT *say* + *to* + person, for example, *What did he say to you?*

2C Students work individually or in pairs and then compare their answers with a partner or another pair. Go over the answers with the class.

Answer key

I told her that I was so unhappy (that) I didn't look forward to coming to work anymore. I said (that) I couldn't get along with Ken Tsai. I told her (that) he always seemed to find me out at the wrong moment, and he made me feel incompetent. I said he sometimes came into my office and stood behind me. I told her he watched me while I was working and I didn't like it. I said he blamed me for things that weren't my fault, and if things went wrong, he didn't give me a chance to explain. I said I couldn't put up with it any longer, and I wanted to ask for a transfer to another department.

2D Draw students' attention to the tip on page 28 about changing the pronoun in reported speech. Students work individually or in pairs and then compare their answers with a partner or another pair. Go over the answers with the class.

Answer key

". . . Perhaps he is a little bit unsure of himself because he is new in the company and he feels responsible for the success of the project. I want you to talk to him personally about your problems. I suggest a meeting with all three of us in my office. If that doesn't work, you can still ask for a transfer to another department, but I think it best to try an open discussion first."

2 Grammar focus

Focus 2: Past continuous

page 29

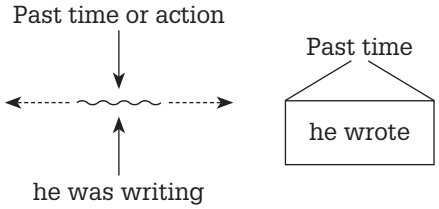
The past continuous is contrasted here with the past simple, with which students are already familiar. At first students may find it difficult to see the difference between *The telephone rang three times this morning.* and *The telephone was ringing when I came into the office.* Therefore, a lot of practice will be necessary.

2E Students work with a partner and decide which verbs are not in the simple past. Before you go over the answers with the class, the pairs can compare their answers with another pair. Tell students that the tense they have underlined is the past continuous tense.

Answer key

1 I <u>was calling</u> a friend on my cell phone when he came into the office.
2 I <u>was working</u> out some statistics when my computer crashed.
3 When I turned around, Ken <u>was standing</u> behind me.

Illustrate the tense on the board. The aim is to convey to students that the past continuous is used to express that an action was in progress at a certain time in the past, or when another action happened. The past simple is used to state that an action started and ended some time in the past.



Point out to students the pronunciation of the weak forms of *was* and *were*, as used in this tense form.

They were /wər/ *skyping when I came in.*
I was /wəz/ *reading when the phone rang.*

2F Ask students to look at the examples in 2E and underline the correct word to complete the rule. Ask a student to read the completed rule aloud.

Rule

1 We form the past continuous with ***was***/*were* and the ***-ing*** form of the verb.
2 We use the **simple past** tense for completed actions in the past.
We use the **past continuous** tense for actions in progress in the past.

2G Draw students' attention to the tip on page 29 about verbs that are not used in the continuous form. Students work individually or in pairs and then compare their answers with a partner or another pair. Go over the answers with the class.

Answer key

Ben	Lin
1 was riding	1 was traveling
2 saw	2 noticed
3 was trying	3 got
4 fell	4 was sitting
5 was	5 asked
6 arrived	6 was working
7 got	7 was using
8 was going	8 deleted
9 opened	9 tried
10 was waiting	10 was waiting
11 wasn't	11 realized
12 was having	12 hurt
13 spilled	13 was running
14 wanted	
15 was talking	
16 lost	

2H Students work in pairs. Monitor the pairs and correct on the spot as this is an exercise in accuracy, not fluency. Students should work with at least two different partners.

3 Listening and speaking
Working as a "farang" boss

page 30

3A Ask students if they can guess what *farang* means (**Answer:** It is the Thai way of pronouncing *foreign*).

Follow Steps 2 to 5 of TIP 1 on page xi. You may want to pre-teach the key words at the bottom of page 30 as they will help students understand the recording.

Answer key

1 Don't
2 Don't
3 Do
4 Don't
5 Do
6 Don't
7 Don't

3B Follow Steps 2 to 7 of TIP 1 on pages xi–xii, with students working in pairs in Step 7.

Answer key

1 His company asked for volunteers, and he thought it would be a challenge.
2 He had to learn a whole new style of management.
3 Go out with them for lunch or to a karaoke bar.
4 Losing your self-respect or the respect of others.
5 Read about Thai culture and learn at least the basics of the Thai language.

3C In this *Talking about . . .* activity, students have the opportunity to discuss their own ideas about solving conflicts. Your task is to monitor and prompt students at each step of the activity and to give correction feedback at the end. In Steps 1 and 2 students work individually, and then compare their answers with a partner. For further guidelines see TIP 3 on pages xii–xiii.

Answer key to Step 1

Criticizing	Responding to criticism
I hate to say this, but . . .	*I'm sorry. I have no excuse.*
I find it unacceptable that . . .	Could you give me an example?
There's something I'd like to discuss with you.	I'm sorry about that, but (+ excuse) . . .
It's embarrassing for me to say this, but . . .	That's simply not true!

Possible answers to Step 2

1 It's embarrassing for me to say this, but it upsets me when you criticize my work.
2 I find it unacceptable that you leave most of the work for me.
3 I hate to say this, but could you turn the music down? I'm trying to sleep.
4 Hey, just a minute. You can't do that. I was here first.
5 There's something I'd like to discuss with you. I have seen you bullying our young co-worker, and it has to stop.

4 Vocabulary focus

Focus 1: Two- and three-word phrasal verbs

page 31

The difficulty with idiomatic phrasal verbs such as *to put up with* and *to find sb. out* is that the words are not used with their literal meaning, so the meaning of the phrasal verb can be hard to guess. A verb might mean one thing when paired with one preposition and another when paired with a different preposition, for example: *break away*, *break down*, *break in*, *break off*, *break out*, *break through*, *break up*. Students should not be confronted with long lists of phrasal verbs. They should be given no more than ten at a time in a logical group – either thematically or depending on the preposition.

4A Students work individually or in pairs and then compare their answers with a partner or another pair. Go over the answers with the class.

Answer key

I can't get along with the new project manager. **3**
The company is trying out a new system. **2**
I can't put up with it any longer. **3**
It's getting me down. **2**
He told me off. **2**
He stormed out of the office. **3**
You can count on me. **2**

4B Students work individually or in pairs and then compare their answers with a partner or another pair. Go over the answers with the class.

Answer key

1 I don't have any problems with other people.
2 It depresses me when it's cold and gray.
4 It's awful when people know I've done something wrong.
5 Usually because my room was a mess.
6 I'm lucky to have reliable friends and co-workers.

4C Students work in pairs. Monitor the pairs and correct on the spot as this is an exercise in accuracy, not fluency. Follow the guidelines in TIP 3 on pages xii–xiii.

4D Students work individually or in pairs and then compare their answers with a partner or another pair. Go over the answers with the class.

Answer key

Verbs you can separate	Verbs you can't separate
tell off	take after
turn off	count on
try out	get off

Draw students' attention to the fact that there are two possible positions for a noun-object but only one for a pronoun-object.

Please fill this form out. Please fill out this form.
*Please fill it out. NOT *Please fill out it.*

4E Students work individually and then compare their answers with a partner. Go over the answers with the class.

Possible answers

1 **B:** Yes. Throw **it away**. I've read it.
2 **A:** Why do you put up with **Tom** / **that man** / **him**?
  B: I put **up with him** because he's my boss!
3 **A:** It's a bit dark. Shall I turn **the light** on?
  B: No, don't turn **it on**. I'm sleeping.
4 **A:** Why did you tell **the children** / **them** off?
  B: I told **them off** because they were noisy.

4 Vocabulary focus

Focus 2: Suffixes

page 32

4F Students work individually and then compare their answers with a partner. Go over the answers with the class.

Answer key

cultural sociable
instruction successful
management weakness
peaceful

4G Students work in pairs and then compare their answers with another pair. Go over the answers with the class. Draw students' attention to the spelling of:

argument: We drop the *e* before the suffix. Other examples: *confuse – confusion*, *refuse – refusal*

happiness: *y* becomes *i* before the suffix. Other examples: *friendly – friendliness*, *lonely – loneliness*

Answer key

2 collection
3 reaction
4 illness
5 argument
6 happiness

4H Students work in pairs and then compare their answers with another pair. Go over the answers with the class. Draw attention to another example of *y* → *i* before the suffix: *rely – reliable*.

Answer key

1 suitable
2 careful
3 reliable
4 original
5 professional
6 powerful

4I The *Key words* task tests the vocabulary that is at the bottom of pages 27–30. This can be done as homework.

Answer key

1 volunteers
2 was bullying / bullied
3 blame . . . fault
4 human resources
5 challenge
6 incompetent
7 lose face
8 working atmosphere

5 Reading

Job (dis)satisfaction

page 33

5A Check that students know the vocabulary. Students work with a partner and rank the factors for job satisfaction. In a feedback session, ask students for their ranking and why the factor at the top is so important to them. Then students individually skim the article to see which of the factors it talks about. Skimming usually involves reading quickly, so set a time limit for this task. Go over the answers with the class.

Answer key

boss flexible work hours further training
job security money

5B Students read the article again individually, but can work in pairs to find the answers to the comprehension questions. They can compare their answers with another pair before you go over them with the class.

Answer key

1 They feel underpaid and undervalued.
2 They have good positions and earn a good salary.
3 Money and job security.
4 **A** in Europe **B** in Asia **C** in the United States
5 Further training opportunities, better communication, and more flexible working hours.
6 Something you don't like but have to accept for practical reasons.
7 **Eight out of ten** over-50s said they were content with their work.

68 percent of the employees interviewed in the Asia-Pacific region ranked their boss as a key factor in job satisfaction or lack of it.

24 percent of Canadian employees said they would work for free.

64 percent of Canadian employees said they liked their job.

5C Students work in small groups. Follow the guidelines on pair work in TIP 3 on pages xii–xiii. In smaller classes, this task can be done as a class survey. Ask students first to make their personal ranking of the factors in 5A and then to find out how many people have the same factor at the top and/or at the bottom of their ranking list. Ask for feedback and then deal with the main errors.

6 Business writing
Summaries and reports

page 34

6A Students work individually to put the steps in the correct order and then compare their answers with a partner. Play the recording. Follow Steps 1 to 6 of TIP 1 on pages xi–xii, and then have students read the transcript aloud for pronunciation practice.

Answer key

A 3
B 4
D 5
E 2

6B Play the recording again. Stop after each section so that students can write down their answers. Students work individually and then compare their answers with a partner. In a feedback session, write the main points on the board. Students copy down the final version. This means that they will have a reference list for later. Weaker students can do the task using the transcript to 6A on page 104 of the Student's Book.

Possible answers

- *Before you write, read the article at least twice.*
- *Highlight* the information that is important to the people who will read the summary.
- Write sentences based on the highlighted parts.
- Keep it short and simple – only the main ideas, no details.
- Heading: *Summary of . . .*
- Tell readers where they can find the original report.
- Finally, read the summary and shorten again if possible.
- Check for mistakes.
- Get someone else to check it.

6C First ask students to study the chart and make sure they know the meaning of the words in the box. Students read and complete the text individually and then compare their answers with a partner. Go over the answers with the class.

Answer key

The Association of Southeast Asian Nations (ASEAN) and the European Union (EU) are political and economic organizations. ASEAN **was founded** in **1967** and the EU in the 1950s. ASEAN and the EU are **approximately** the same size in square kilometers, but while the EU has **28** member states, ASEAN has only **10**.

The GDP of the EU is **much larger** than that of ASEAN – US$**16 trillion compared to** US$3.6 trillion. The population of the EU, however, is quite **a bit smaller** than the population of ASEAN, which stands at about **600 million** with **135** people per square kilometer. The EU has a population of about **500 million** with **116** people per square kilometer.

ASEAN's headquarters are **located in** Jakarta. The EU has three **headquarters**: one each in Brussels, Strasbourg, and **Luxembourg**. ASEAN has only one **working language**, English. The EU has **24** official languages, **although** English, French, and German are the working languages **most used**.

6D This task can be done in class or given as homework. In any case, it should be handed in for individual correction. In the next lesson, you can deal with any general problems and give remedial work to the class or individuals. For further guidelines on writing, see the introduction to this unit.

Possible answers

U1 The wedding planners
The wedding planning industry in South Korea is a booming industry. The main customers are Chinese who pay thousands of dollars to fly to South Korea to have their wedding photos taken. The package usually includes hairdressers, makeup artists, and a photograph album of wedding pictures.

U2 Door-to-door
The *takkyubin* services in Japan are among the best courier services in the world. You can have almost anything picked up from and delivered to anywhere in the country. The services started the 1970s and have become widespread. Delivery is usually the next day, and prices are reasonable.

U3 Lucky or unlucky?
If a company wants to promote its products abroad, it is important to know that different numbers and colors are considered lucky or unlucky in different countries. It is important to use numbers and colors that have positive associations. For example, eight is considered a lucky number and red a lucky color in many Asian countries.

U4 Job (dis)satisfaction
A survey has shown that many young people are dissatisfied with their jobs, but most over-50s are content with their work. Money is the number one factor for job satisfaction, followed by job security. Bosses are also a key factor. The happiest employees in the world are the Canadians.

TOEIC® practice (pages 35–36)

1 Listening

You may need to pause the recording between each task to give students time to think about and mark their answers.

Conversations

In this part of the test, students hear some short conversations between two people. Then they see and hear three questions on each conversation. There are four possible answers (A–D). Students have to choose the correct answer. The conversations are not printed in the test book and are spoken only once, so students need to listen carefully.

In the real test, students have eight seconds to answer each question. You might want to proceed more slowly in the practice phase. The questions in this section ask for specific information such as a price, a day, a time, or a person's job. They begin with a question word, so it is important that students can distinguish *who*, *what*, *when*, *where*, *why*, *how*, *which*, etc.

Encourage students to scan the questions before the recording begins in order to see what kind of information they have to listen for.

Answer key

Conversation 1	Conversation 2
1 C	**1** D
2 D	**2** B
3 A	**3** C

2 Speaking

Describe a picture

In this part of the test, students describe a picture in as much detail as possible.

In the real test, students will have 30 seconds to prepare and 45 seconds to speak about the picture. For practice purposes this time can be extended. See also the tips and strategies suggested in Unit 2 TOEIC® practice 1A and 2A on page 14.

Possible answer to photograph 2

I can see two people in the photograph. They are both young women. They are in an office. There is a plant in the corner and some yellow and purple files or boxes on the desk. The woman on the right is sitting at a desk in front of a computer. She is crying. There are tissues on the desk. The woman on the left is standing. Her arms are crossed. She looks angry. I think there is a conflict. Perhaps the woman on the left has told the other woman off and that's why she is crying.

3 Reading

Text completion

In this part of the test, students see a text (e.g. email, article, advertisement, notice) with some words and phrases missing in some of the sentences. Four answer choices (A–D) are given below the sentences. Students have to select the best answer to complete the text. The same practice strategies apply here as in the section *Incomplete sentences* in Unit 2 TOEIC® practice 3 on page 15.

Answer key

1 A	**3** B
2 C	**4** D

4 Writing

Respond to a written request

In this part of the test, students show how well they can write a reply to an email. The reply will be scored on the quality and variety of the grammatical structures and vocabulary, as well as on the organization of the email and the correct use of email conventions. In the real test, students have ten minutes to read and answer each email. For practice purposes this time can be extended. Remind students to read the email carefully before they write their replies. For this part of the test, it is important that students know the correct forms of opening and closing salutations in emails.

Possible answer

Dear Ms. Murphy:

Thank you very much for your enquiry about my baby-sitting service. I would be happy to help you to organize your busy life and take care of your children.

Before I can tell you the exact price for my service, I need to have more details of your requirements. How old are your children, and how many hours per week would you need a baby-sitter?

I would be happy to talk to you personally. Please call me at . . .

Sincerely,

. . .

Unit 5

Getting your message across

Unit aims

In Unit 5 students will
- listen to and understand a conversation about modern communication media.
- learn to use the past perfect to talk about past events.
- review the use of the present and past tenses.
- listen to, understand, and summarize business news stories.
- use compound nouns and adjectives.
- ask for and give opinions.
- use phrases for agreeing and disagreeing.
- read and understand an article about English accents.
- examine and understand different business cultures.

The overall topic of this unit is communication. The *Business situation* looks at different ways of communicating, *Listening and speaking* deals with news and news stories, and *Culture focus* examines different ways of communicating in different business cultures. The past perfect is introduced for the first time in the *Grammar focus*, and students have the opportunity to review the present and past tenses.

In addition to compound nouns and adjectives, the *Vocabulary focus* looks at useful phrases for asking for and giving opinions, agreeing, and disagreeing. Unit 2 already dealt with phrases for giving and receiving information. Such phrases are fundamental to business discussions, and you should suggest to students that they write them down on cards which they keep in front of them in class, using the phrases as often as possible during the many discussions they will be involved in while working through ***Business Plus 3***. Additional useful phrases for meetings and discussion (e.g. interrupting and rejecting an interruption) will be dealt with in Unit 6, and phrases for presentations in Unit 7. Point out to students that actively they do not need more than one or two phrases for each function. Passively, it is useful to be able to understand as many phrases as possible.

1 Business situation
Communication media

page 37

This section deals with the different media used to communicate both in business and non-business situations.

1A Before listening, ask students to brainstorm different ways of communicating and put them on the board.

Possible answers

emailing
phoning
shared digital workspace
Skyping
social network sites
talking face to face
texting
videoconferencing

Follow Steps 2 to 5 of TIP 1 on page xi, but play the recording only once. You may want to pre-teach the key words at the bottom of page 37 as they will help students understand the recording.

Answer key

Videoconferencing ("I have to set up a videoconference meeting next week . . .")
Skype ("Do you have access to Skype at home?")
Email ("She hasn't replied to my email.")
Text messages ("I texted her today . . ."; "I sent my wife a quick text message . . .")
Phoning ("I quickly called him to explain.")

1B Follow Steps 2 to 5 of TIP 1 on page xi, but play the recording only once.

Answer key

2 P	**4** D	**6** P	**8** D
3 D	**5** P	**7** P	

1C Follow Steps 2 to 7 of TIP 1 on pages xi–xii, with students working in pairs in Step 7.

Answer key

1 Via Skype on Thursday afternoon.
2 He was in Singapore. He had a short stopover on his way back from Thailand.
3 He sent the text message to the wrong person.
4 He laughed nonstop.
5 She thinks they're pretty good.

1D Students work in pairs and then compare their list with another pair. In large classes, students can work in small groups. Pool the ideas in a feedback session.

Possible answers

Medium	Advantages	Disadvantages
Video-conferencing	Quick, cheaper than business travel	People might be shy about talking to a camera. Technical problems
Skype	Cheap, personal, face-to-face communication	Technical problems
Email	Fast, cheap, you have a written record	Technical problems You might send an email to the wrong person. You can't be sure that someone has received and read the message. You might answer too quickly and regret it.
Text message	Fast, cheap	You might send a text to the wrong person. You can't be sure that someone has received and read the message. You have to keep the message short.
Phoning	Personal	You might have to have small talk and waste time. No written record of your conversation. Technical problems

2 Grammar focus

Focus 1: Past perfect

page 38

Even if students are meeting the past perfect for the first time here, this tense should cause no difficulty as its components (*had* + past participle) are already known. Students need to understand how the past perfect shows the relationship between two actions in the past – that something *had happened* (past perfect) before something else *happened* (past simple).

2A Students work individually or in pairs and compare their answers with a partner or another pair. Go over the answers with the class. Ask students which action happened first and which second. (Answer: the action in the past perfect happened before the action in the past simple.)

Answer key

1 Simple past: *texted*, said, realized
2 Past perfect: hadn't replied, hadn't received, 'd sent

2B Ask students to look at the examples in 2A and underline the correct word to complete the rule. Have a student read the completed rule aloud.

Rule

We form the past perfect with **had** + the past participle. We use the past perfect to describe an action that took place **before** another action or a time in the past.

Draw attention to the tip on page 38 about *'d* being the short form of both *had* and *would*.

If you feel that students need practice, read the following sentences aloud and have them write down *had* or *would* for each one.

1 If they weren't so expensive, I'd buy those shoes. *(would)*
2 I'd like to work abroad. *(would)*
3 I called Mia, but she'd already left the office. *(had)*
4 We'd send him an email, but we don't have his address. *(would)*
5 I went to bed early last night because I'd had such a busy day. *(had)*
6 He'd already left when we arrived. *(had)*

2C Students work individually and then compare their answers with a partner. Go over the answers with the class.

Answer key

2 tried . . . had closed
3 left . . . had worked
4 didn't end . . . had decided
5 enjoyed . . . hadn't eaten
6 introduced . . . hadn't met
7 had prepared . . . went
8 called . . . had left

2D Students work individually to write sentences in their notebooks and then compare their sentences with a partner. In a feedback session, choose some students to talk about their partner's ideas. This task can also be done as homework to be handed in and corrected.

Possible answers

2 I had made a lot of mistakes.
3 I had forgotten to set my alarm clock.
4 I hadn't booked a ticket.
5 I had misunderstood the directions.
6 I had missed the dealine.
7 I had talked to them on the phone before.
8 I hadn't finished writing the report.

2 Grammar focus

Focus 2: Review of present and past tenses

page 39

The tenses reviewed here are:
Present simple and present continuous (***Business Plus 1*** Units 1 and 3; ***Business Plus 2*** Unit 1)
Past simple (***Business Plus 1*** Unit 7; ***Business Plus 2*** Unit 3)
Past continuous (***Business Plus 3*** Unit 4)
Present perfect simple (***Business Plus 2*** Units 5 and 9)
Past perfect (***Business Plus 3*** Unit 5)

2E Students work in pairs to match the descriptions and then compare their answers with another pair. Monitor and guide the pairs. Go over the answers with the class.

Answer key

1 B (past continuous – an action in progress in the past)
2 E (past perfect – an action that happened before another action or time in the past)
3 A (present continuous – an action in progress now)
4 D (past simple – an action that started and finished in the past)
5 C (present perfect – an action in a time that is not yet finished)
6 F (present simple – an action that happens usually or often)

Tense	Description	Example with *he + work*
Present simple	*6*	*he works*
Present continuous	3	he is working
Past continuous	1	he was working
Past simple	4	he worked
Present perfect	5	he has worked
Past perfect	2	he had worked

2F Students work individually or in pairs and then compare their answers with a partner or another pair. Go over the answers with the class.

Answer key

3 A
4 B
5 A
6 B
7 B
8 A
9 A
10 B
11 B
12 A

2G Students work in pairs and take turns to ask and answer the questions. Monitor the pairs and correct on the spot as this is an exercise in accuracy, not fluency. Students should work with at least two different partners.

3 Listening and speaking
Business news

page 40

3A This task can be done in small groups. First, the group can find out what the news habits of its members are and then brainstorm the advantages and disadvantages of each medium. While in their groups, students can also discuss 3B – the kind of news that interests them and why. Finally, the groups report their findings to the class (e.g. *Three people in the group read the news on the Internet, two people . . . The kind of news that interests most of us is . . . because . . .*).

In a feedback session, you can list the advantages and disadvantages of each news medium on the board.

Possible answers

News from . . .	Advantages	Disadvantages
Internet	You can get the latest news at any time.	You can only get news if you can go online.
TV	You can get live news several times a day.	You normally only get a summary of events.
Radio	You can listen to the news while you are doing other things (e.g. driving).	There are no pictures.
Newspapers	You can read the news and comments on the news in great detail.	The news is yesterday's news. There are only still pictures, no videos.

3B See the guidelines to 3A.

3C Before listening, tell students that they are going to hear four items from the Asia-Pacific business news. Then follow Steps 2 to 5 of TIP 1 on page xi. You may want to pre-teach the key words at the bottom of page 40 as they will help students understand the recording.

Answer key

1 D
2 C
3 B
4 A

3D Follow Steps 2 to 6 of TIP 1 on pages xi–xii. The text is not easy, so you will certainly need to play it more than once. You may want to deal with each news item separately, answering the relevant questions (two per item) and checking answers after each one. Finally, have students read the transcript aloud for pronunciation practice.

Answer key

1 True
2 False. There are 100 job seekers for 94 jobs.
3 True
4 Not stated
5 False. They have increased by 11 percent since July 2009.
6 False. There is already a duty-free shopping center there. The government plans to develop other tourist attractions.
7 Not stated
8 False. It opened in 1817.
9 Not stated

3E In this *Talking about . . .* activity, students have the opportunity to summarize and talk about news stories. As both partner files are on page 92 of the Student's Book, you might like to copy them so students can't look at each other's news story. Your task is to monitor and prompt students at each step of the activity and to give correction feedback at the end. For guidelines see TIP 3 on pages xii–xiii. Step 3 can be done for homework and Step 4 in the following lesson in class.

For further practice in making summaries (see *Business writing* in Unit 4), have students summarize the news stories in 3C for homework, using the transcript on page 105.

4 Vocabulary focus
Focus 1: Compound nouns and adjectives

page 41

4A Students will need to copy and fill in the boxes in their notebooks. Students work individually to find examples in the transcript and compare their answers with a partner. Go over the answers with the class.

Answer key

compound noun: text message
compound adjective: state-of-the-art

Draw students' attention to the first tip on page 41 about writing compound nouns and adjectives as one or two words with or without a hyphen. Even native speakers need to check in a dictionary – and not all dictionaries agree!

4B You can give students the following tip: a noun can be identified by putting *the*, *a*, or *an* in front (e.g. *the text message*, *a stopover*), an adjective by putting a noun after it (e.g. *long-haul flight*, *face-to-face meeting*). Students work in pairs to add the words to the boxes they made in 4A and then compare their answers with another pair. Go over the answers with the class.

Answer key

Compound nouns: businessman, computer virus, credit card, fifteen-year-old*, job seeker, movie star, phone number, smartphone, time zone, traffic jam, travel agent, T-shirt, website
Compound adjectives: brand-new, fifteen-year-old*, first-class, part-time, second-hand, state-of-the-art, twenty-minute, world-famous

* noun and adjective

Draw students' attention to the tip about the use of the hyphen in compound adjectives on page 41, but point out that the rule is not valid for compounds with *-ly* (e.g. *a badly dressed person*, *a carefully researched presentation*). (See ***Business Plus 2*** Unit 8 for adverbs that modify adjectives.)

Also point out to students that a plural quantity becomes singular in compound adjectives, for example:

The boy is five years old. He is a five-year-old boy.

I have written a report of ten pages. It is a ten-page report.

The presentation lasted twenty minutes. It was a twenty-minute presentation.

4C Play the recording and guide students to the conclusion that the stress in a compound noun is on the first word. You may want to also point out that the stress in compound adjectives is usually on the second word (e.g. *second-hand*, *world-famous*, *first-class*).

4D Students work individually or in pairs and then compare their answers with a partner or another pair. Go over the answers with the class.

Answer key

2 part-time
3 nonstop
4 time zones
5 traffic jam
6 state-of-the-art
7 travel agent
8 job seekers

4E Students work individually or in pairs, and then compare their answers with a partner or another pair. Answers may vary, so pool ideas in a feedback session.

Possible answers

2 hotel
3 job
4 walk
5 flight
6 report/text/article
7 businessman
8 meeting/trip/conference

4 Vocabulary focus

Focus 2: Opinions, agreeing, and disagreeing

page 42

For comments on useful phrases, see the introduction to this unit on page 31.

4F Students work in pairs to find which phrases belong to the functions 1 to 4, and then compare their answers with another pair. Monitor the pairs. Go over the answers with the class.

Answer key

1 Ask for an opinion:
How do you see it?
I'd like to hear your view.
What do you think?
2 Give an opinion:
In my opinion, . . .
If you ask me, . . .
3 Agree:
I suppose you're right.
Absolutely! I couldn't agree more.
That's true.
You're absolutely right.
4 Disagree:
I'm afraid I can't agree.
Sorry, I disagree.

Draw students' attention to the tip on page 42, which points out that we usually apologize or use *I'm afraid* when we say something another person might not want to hear.

4G Students work in pairs to say the sentences in another way and then compare their answers with another pair. Go over the answers with the class.

Possible answers

1 In my opinion, videoconferencing is the cheapest way to have meetings.
2 I disagree with you about videoconferencing.
3 What do you think? / I'd like to hear what you think.
4 I absolutely agree with you about communication media.
5 How do you see it?

4H For this role play, students work in groups of four. Allocate the roles A, B, C, and D. Ask students not to look at each other's information, but to concentrate on their respective Partner file – for Student D on this page and for Students A, B, and C on page 93 of the Student's Book. Or you could photocopy Partner files 5, 6, and 7 and give each student their respective role, asking them to close their books so that they can't read other roles. When you are certain that students have understood the instructions, start the activity. Encourage students to use the phrases in 4F. See TIP 3 on pages xii–xiii for further guidelines on group work.

4I The *Key words* task tests the vocabulary that is at the bottom of pages 37–40. This can be done as homework.

Answer key

1 access
2 stopover
3 auction
4 unemployment . . . job seekers
5 recruited / have recruited
6 Raw materials
7 state-of-the-art
8 Cautious

5 Reading
Speak like an American

page 43

5A Students work in small groups and share their ideas about the differences between American English and British English. Monitor and prompt the groups. Pool students' ideas on the board in a feedback session.

Note: Most differences can be found in vocabulary, spelling, and pronunciation.

Possible answers

Vocabulary

AE	BE
fall	autumn
movie	film
French fries	chips

AE	BE
mail	post
truck	lorry
vacation	holiday

Spelling

AE	BE
center	centre
color	colour
dialog	dialogue

AE	BE
defense	defence
recognize	recognise
traveled	travelled

Pronunciation

	AE	BE
banana	/bənænə/	/bənɑ: nə/
car	/kar/	/ka:/
leisure	/li:ʒər/	/leʒə/
water	/wɔ:dər/	/wɔ:tə/

Other answers can be found on the Internet.

5B Students read the article individually, but can work in pairs to decide on the main idea. They can compare their answers with another pair before you go over them with the class. You may wish to pre-teach some vocabulary (e.g. *colony*, *a good background*, *to intend*), but be careful not to overlap with 5D, where students will be asked to deduce meaning in context. See TIP 2 on page xii for further guidelines on reading.

Answer key

B An American English accent has a positive image in Hong Kong.

5C Students read individually and then work in pairs to answer the comprehension questions. They can compare their answers with another pair before you go through them with the class.

Answer key

1 **A** Mike Yan is the owner of the Broadway School of English.
B David Yu is an English teacher at City University.
C Victor Li is the father of two boys who attend the Broadway School of English.

2 (1) The popularity of American culture makes it easier to understand and copy the American accent.
(2) American English is seen as more modern and international.
(3) Speaking with an American (or British) accent suggests that someone comes from a good background and can afford to study abroad.
(4) An American accent will give a person more job opportunities in the West.

5D Students are asked to guess the meaning of words from the context and to explain their guesses. For general tips on how to deduce meaning, see notes to Unit 3, 5C, on page 21. As answers will vary, follow up the task with a feedback session in which you can ask for some or all of the students' ideas, depending on the size of the class and the time available.

Possible answers

widely taught:	a lot of teachers teach it
mainstream:	ideas or activities shared by most people
according to:	as said by (sb.)
mainland:	a large area of a country without its islands
fondness:	liking, affection

5E Students can work in pairs or small groups to exchange their ideas. Follow up the task with a feedback session in which you ask for some or all of the students' ideas, depending on the size of the class and the time available.

6 Culture focus
Business cultures

page 44

In some cultures businesspeople like to come quickly to the point, get down to business, and say what they mean. These are often called low-context cultures. In such cultures, aims and targets are in the foreground. In other business cultures small talk is essential for establishing relationships and not everything is put into words. These are known as high-context cultures. The main focus is on harmony, and businesspeople in this type of culture tend to be more sensitive to personal needs than in low-context cultures. When people from a low-context culture and a high-context culture meet, there may be communication problems as a result of the difference in attitudes and expectations.

6A Before listening, have students study the word clouds with a partner and check that they know the meaning of the words. They can either use a dictionary, ask another pair, or ask you. Monitor and guide the pairs. When you are sure that all the vocabulary has been understood, go on to 6B.

6B Follow Steps 2 to 6 of TIP 1 on pages xi–xii. Finally, have students read the transcript aloud for pronunciation practice.

Answer key

Speaker 1: high-context
Speaker 2: low-context

6C Students work in pairs to find the correct answers and then compare their answers with another pair. Monitor the pairs. Go over the answers with the class and ask students to give reasons for their answers.

Answer key

2 **A** L **B** H
L-cultures are fact-focused; H-cultures may depend more on feelings.

3 **A** H **B** L
In L-cultures people's statements are more direct than in H-cultures.

4 **A** H **B** L
In H-cultures the focus is on teamwork, in L-cultures on individuality.

5 **A** L **B** H
See 3.

6 **A** L **B** H
In H-cultures it is not usual to criticize your co-workers because they will lose face. In L-cultures it is quite usual to criticize as well as praise.

6D Students work in pairs or small groups to choose the words that describe their culture. In a feedback session, ask which words were chosen and put them on the board. Guide students to decide whether theirs is a low- or high-context culture.

Meetings and discussions

Unit 6

Unit aims

In Unit 6 students will
- listen to and understand extracts from a business meeting.
- review the *going to*-future and the *will*-future.
- report advice, commands, and *yes*/*no* questions.
- take part in a meeting to plan a class excursion.
- understand and use the language of meetings.
- read and understand an article about usual and unusual meeting venues.
- understand and write the minutes of the meeting.

Most sections of this unit deal with meetings and the language of meetings. The unit begins with a business meeting concerning the planning of an international conference. The same meeting is continued in the *Listening* section, and the *Vocabulary focus* deals exclusively with the language of meetings. In the *Speaking* section students simulate a meeting to plan a class excursion. In the *Reading* section students read and discuss business meeting venues, and in *Business writing* they write the minutes of the meeting they listened to in the unit.

Many professional people have to take part in meetings – some would say in too many meetings! The language of meetings may look daunting at the beginning, but words and phrases are fairly standard. They tend to be the same regardless of the topic under discussion, so once they have been mastered, they can be understood and used again and again.

The main functions covered in this unit are:
- opening a meeting,
- closing a meeting,
- moving on to a new topic,
- returning to a topic,
- interrupting,
- rejecting an interruption,
- checking understanding,
- summing up.

Phrases for giving opinions, agreeing, and disagreeing were covered in Unit 5 and can be reviewed here.

1 Business situation

Planning an international conference

page 45

In this section students hear the first part of a meeting in which the chairperson opens the meeting and the participants discuss plans for an international conference. The last part of the meeting is in the *Listening and speaking* section.

1A Before listening, set the scene with the pictures and the instructions. Follow Steps 2 to 5 of TIP 1 on page xi. You may want to pre-teach the key words at the bottom of pages 45 and 46 as they will help students understand the recording.

Answer key

promotion, translating service

1B Follow Steps 2 to 5 of TIP 1 on page xi.

Answer key

1 conference room, smaller rooms for workshops and training sessions, room for breaks, executive room for senior staff, accommodations for the participants
2 leisure facilities, restaurant/catering, shuttle service, technical facilities
3 The budget is $**2,000** per participant.
They need a conference room for about **60** participants.
Dinda has found **five** hotels that meet the requirements.
Dinda will choose the **three** best hotels for a questionnaire.
Akmal thinks the deadline for registration should be **six** weeks before the conference.
4 **A** Dinda has found hotels that meet the requirements.
B Akmal has told the sales department to put together a mailing list.
C Nuri has asked the most popular speakers whether they can come again this year.

1C Follow Steps 2 to 7 of TIP 1 on pages xi–xii, with students working in groups of five in Step 7. However, you might prefer not to let students see the transcript until they have completed 2E.

Answer key

1 R
2 R
3 R
4 J
5 R
6 R
7 D
8 A
9 N

2 Grammar focus

Focus 1: Review of *going to* and *will-future*

page 46

2A Students work in pairs to match the sentences and the definitions, and then compare their answers with another pair. Go over the answers with the class.

Answer key

1 C
2 B
3 A

2B Students work individually or in pairs and then compare their answers with a partner or another pair. Go over the answers with the class.

Answer key

2 C
3 A
4 B
5 C
6 A
7 A
8 B

2C Students can work in pairs to decide on suitable answers and then compare their answers with another pair. In a feedback session, ask some or all of the students (depending on the size of the class) for their ideas.

Possible answers

2 I'll answer it.
3 I'll send/give her some flowers.
4 I'll send him a text message.
5 I'll fetch/get your coat.
6 I'll make you some coffee.
7 I'll turn on the heat.
8 I'll open a window.
9 I'll check them.
10 I'll lend you mine.

Draw students' attention to the tip on page 46, which points out that *I'm afraid I can't* is much more polite than *No, I won't.*

2D Students work individually and then compare their answers with a partner. Go over the answers with the class.

Answer key

1 is going to sell
2 'll wait
3 'm going to book
4 will probably be
5 'm going to practice
6 'll hold
7 'll move
8 'm going to have . . . I'll come

2 Grammar focus

Focus 2: Reported speech (2)

page 47

In *Grammar focus 1* in Unit 4 students learned to change the present tense to the past tense in reported statements. This unit deals with reported *yes/no* questions, advice, and commands. Reporting sentences about the future and questions with question words are dealt with in *Grammar focus 1* in Unit 9.

2E Play the recording, pausing at the relevant parts so that students can complete the sentences. Go over the answers with the class.

Answer key

Reported speech

Rob reminded Dinda to **keep** an eye on the costs.

Dinda asked the hotels to **quote** them a price.

Akmal told the sales department **to put together a mailing list**.

Rob advised Nuri **to check the speakers' technical requirements**.

Rob asked Nuri if she **wanted to prepare the program**.

Nuri asked the speakers whether they could **come again this year**.

2F Using the examples in 2E, guide students to complete the rule. Ask a student to read the completed rule aloud.

Rule

When we report . . .
- advice and commands, the reporting verb is followed by an object + ***to*** + verb.
- questions, we use ***if*** or ***whether*** and change the present tense to the **past** tense.

You may want to draw students' attention to the two meanings of *tell*.
I told her there was a problem. = said
He told me to get several offers. = ordered

2G Draw students' attention to the tip at the bottom of page 47 concerning the position of *not* in reported commands and advice. Students work individually or in pairs and then compare their answers with a partner or another pair. Go over the answers with the class.

Answer key

2 I asked them if/whether they could offer state-of-the-art technical facilities.
3 I asked them if/whether they provided a shuttle service.
4 I asked/told them to tell us their deadline for final bookings.
5 I advised/asked them to send an offer as soon as possible.
6 I asked/told them to quote me a price by email.
7 I told/asked them not to forget to send a restaurant menu with the offer. / I reminded them to send a restaurant menu with the offer.
8 I asked them if they needed any more details.

3 Listening and speaking
Closing a meeting

page 48

3A Before listening, tell students that they will hear the end of the meeting they heard in 1A. Follow Steps 2 to 5 of TIP 1 on page xi. You may want to pre-teach the key words at the bottom of page 48 as they will help students understand the recording. NOTE: Jed and Dinda use the American English form *accommodations* and the American English pronunciation of *leisure* /liːʒər/. Rob is Australian and uses the British English form *accommodation* and the British English pronunciation of *leisure* /leʒə/.

Answer key

1 A
2 B
3 C
4 B
5 C
6 A

3B Follow Steps 2 to 7 in TIP 1 on pages xi–xii, with students working in groups of three (Rob, Dinda, and Nuri) in Step 7.

Answer key

I think we've covered everything.
Are there any other questions?
I have one more question.
We're running out of time.
I'd like to summarize.
The last item on the agenda is AOB.
The meeting is closed.

3C In the *Talking about . . .* activity, students have the opportunity to hold their own meeting. Step 3 can be done in groups or in smaller classes with the whole class. Your task is to monitor and prompt students at each step of the activity and to give correction feedback at the end. For guidelines see TIP 3 on pages xii–xiii. You may prefer to do this task after dealing with the language of meetings in the *Vocabulary focus*, giving students the opportunity for further practice.

4 Vocabulary focus
The language of meetings

pages 49–50

4A Phrases A–H are important phrases for meetings. You can have students record them in their notebooks for later reference and/or write them on cards to use during the lessons. Students work individually or in pairs and then compare their answers with a partner or another pair. Go over the answers with the class.

Answer key

1 C
2 H
3 G
4 D
5 A
6 E
7 F
8 B

4B Students work individually or in pairs and then compare their answers with a partner or another pair. Go over the answers with the class.

Answer key

1 The last item on the agenda is AOB. / AOB is the last item on the agenda.
2 I think we've covered everything.
3 Let's take the first point on the agenda.
4 We're running out of time.
5 I'd like to summarize the action points.
6 May I just come in there?
7 Would you like to begin?
8 If there's nothing else to discuss, the meeting is closed.

4C Students work in pairs to find the phrases, and then compare their answers with another pair. Go over the answers with the class.

Answer key

1 **two phrases used at the beginning of a meeting** Let's take the first point on the agenda. / Would you like to begin?
2 **five phrases used at the end of a meeting** The last item on the agenda is AOB. / I think we've covered everything. / We're running out of time. / I'd like to summarize the action points. / If there's nothing else to discuss, the meeting is closed.
3 **one phrase used to interrupt** May I just come in there?

4D Students work individually or in pairs, and then compare their answers with a partner or another pair. Go over the answers with the class.

Answer key

2 a meeting
3 an action point
4 the minutes
5 a conference
6 an arrangement
7 a workshop
8 an agreement
9 a meeting
10 a leisure program

4E Students work individually or in pairs and then compare their answers with a partner or another pair. Go over the answers with the class.

Answer key

At the second meeting two weeks later, Rob was the **chairperson** again and Nuri **took** the **minutes**. The first **item** on the **agenda** was the **venue** for the sales **conference**. Dinda **did** a **presentation** of the three hotels she had **chosen**. Jed tried to interrupt, but Dinda **rejected** the **interruption**. She asked again about **hiring** translators and **interpreters**, but Rob repeated that they were too expensive. Then it was Akmal's turn. He explained that he had **updated** the **registration form** and **prepared** the mailing list. Jed talked about the leisure program, but Rob **rejected** some of his **suggestions** and reminded everyone of the budget. After they had **covered** everything on the agenda, Rob **gave** a short **speech**. He summarized the new **action points** and made an **arrangement** for the next meeting.

Draw students' attention to the tip on page 50, which deals with the difference between an *interpreter* and a *translator*.

4F Students work in pairs to complete the chart. Go over the answers with the class.

Answer key

In American culture	In your culture
1 A **2** B **3** C	*Answers will vary.*

4G The *Key words* task tests the vocabulary that is at the bottom of pages 45–48. This can be done as homework.

Answer key

1 (an) interpreter
2 bear in mind
3 shuttle service
4 facilities . . . require
5 venues . . . requirements
6 (an) excursion
7 (An) action point
8 registration

5 Reading
Venues for business meetings

page 51

5A Students work in pairs to make a list of places where business meetings usually take place. Set a time limit of five minutes. In a feedback session, put the answers on the board.

Possible answers

office, conference room, hotel room, restaurant

5B Students read the article individually, but can work with a partner to answer the comprehension questions. After they have compared their answers with another pair, you can go over them with the class. You may want to pre-teach some of the vocabulary (e.g. *roller coaster*, *off-limits*), but be careful not to overlap with 5D, where students will be asked to find words in the text. If you wish, you can tell students there are 18 meeting venues in the article. For further guidelines on reading, see TIP 2 on page xii.

Answer key

1 hotels, restaurants, planes, airports, wedding banquet, gym, sports event, bathrooms, beaches, roller coaster, baseball park, military tank, ice bar, old railway tunnel, hot spring, karaoke bars, sauna, bars
2 **A** Finland
B Korea
C Japan
D Asia Pacific

5C Students read the article again individually and compare their answers with a partner before you go over them with the class.

Answer key

1 Not stated
2 True
3 False. Nowhere is taboo ("off-limits").
4 False. He thinks it helps to build relationships.

5D Students can work with a partner to find the words. You can make the task into a competition by setting a time limit. The first pair to find all the correct words, wins. Go over the answers with the class.

Answer key

1 location
2 worldwide
3 oddest
4 deal
5 unscheduled
6 informal/relaxed
7 scheduled
8 banquet
9 off-limits

6 Business writing
The minutes

page 52

Minutes are a short summary of a meeting. They record when and where a meeting took place, who took part, who the chairperson was, which items were discussed, and which decisions were made. A minutes taker takes notes, writes up the minutes later, and distributes them to the participants. The minutes should contain only the most important information, leaving out unnecessary detail. Refer students to the *Business writing* section in Unit 4, which deals with summaries and reports.

6A Have students read the two versions of the minutes individually and answer the questions. As Version 1 is incomplete, ask students to focus and compare only item 1 and the beginning of item 2. They can compare their answers with another pair before you discuss them with the class.

Possible answers

1 In version 1 there are full sentences, in version 2 only key words, marked by bullet points.
2 Version 2 is better because it is easier to read, and you can find information more quickly.

6B Students work in pairs and refer to the transcripts on page 106 and 107 of the Student's Book to complete the minutes. They can compare their answers with another pair before you go over them with the class.

Answer key

Minutes

Date: April 7 Venue: Meeting room 23
Chair: Rob Present: Nuri, **Jed**, **Dinda**, **Akmal** Minute taker: **Nuri**
Main purpose of meeting: **to discuss the sales conference in September**

Item 1 Updates: No problems except Jed. Needs staff replacement.

Item 2 Planning the annual sales conference:

- Budget: $2,000 per participant all inclusive
- Venue:
  Room requirements: conference room for 60 people, smaller rooms for **workshops and training sessions**, a room for **breaks**, an **executive room** for senior staff, and **accommodations** for the participants.
  Other facilities: good restaurant, **leisure facilities**, **technical facilities**
  Location: near **an airport** with a **shuttle** service
- Workshop registrations
  - Update **registration form**
  - Put together **a mailing list**
  - Deadline: **six weeks in advance**
- Program/Speakers
  - Contact the most **popular speakers from last year**
  - Invite some **new speakers**
- Further questions
  - No **interpreters** – too expensive

Item 3 AOB **None**

Action points:	Person
Get offers from five hotels and prepare a questionnaire.	Dinda
Take care of the registrations.	Akmal
Organize a leisure program (including team-building activities).	Jed
Organize the speakers and write up the minutes (with today's action points).	Nuri

TOEIC® practice (pages 53–54)

1 Listening

You may need to pause the recording between each task to give students time to think about and mark their answers.

Talks

In this part of the test, students hear a talk given by a single speaker. There are three questions and four possible answers (A–D) for each. Students have to choose the correct answer. The talk is not printed in the test book and is spoken only once, so students need to listen carefully. In the real test, students have eight seconds to answer each question. You might want to proceed more slowly in the practice phase. Encourage students to scan the questions before the recording begins in order to see what kind of information they have to listen for.

Answer key

1 A **2** B **3** D

2 Speaking

Respond to questions using the information provided

In this part of the test students answer three questions based on the written information provided. They have 30 seconds to read the information before the questions begin. For each question, students must respond immediately, so you may need to pause the recording to give them time for their responses. No additional preparation time is provided. Students have 15 seconds to respond to questions one and two and 30 seconds to respond to question three. That means more information is expected in the answer to the third question. For each question, students respond immediately after the beep.

Answer key

Question 1: $1,800

Question 2: We offer outdoor swimming pools and whirlpools, and you can have a massage in our fitness center.

Question 3: Catering for meetings costs an extra $60 per person per day (including lunch). We have a top-class restaurant with international cuisine and panoramic views of beaches and coastline.

3 Reading

Reading comprehension

In this part of the test, students see a text (e.g. email, article, advertisement, notice) with some words and phrases missing in some of the sentences. Four answer choices (A–D) are given below the sentences. Students have to select the best answer to complete the text.

The same practice strategies apply here as in the section *Incomplete sentences* in Unit 2 TOEIC® practice 3 on page 15.

Answer key

1 C **2** B **3** D **4** C

4 Writing

Write a sentence based on a picture

In this part of the test, students are expected to show their mastery of grammar and vocabulary in a written sentence. Students write one sentence based on a picture. With the picture are two words or phrases that students must use. The forms of the words can be changed, and they can be used in any order.

Possible answers

1 Excuse me, may/can I interrupt? / Excuse me for interrupting you.
2 I'll give you a ride home. / Can I give you a ride home? / May I offer you a ride home?

Presentations

Unit aims

In Unit 7 students will
- listen to and understand a training session on giving presentations.
- learn to use the passive in the present continuous, present perfect, and with modal verbs.
- differentiate between and practice *so* and *such*.
- understand and discuss what makes a good presentation.
- understand and use the language of presentations.
- recognize and use singular and plural nouns.
- read and understand an article and talk about men's interest in cosmetics.
- understand and talk about how to dress for business in Asia-Pacific.

In the *Business situation*, *Listening and speaking*, and *Vocabulary focus* of this unit students have the opportunity to learn and practice some useful language for understanding and giving presentations. As with the language of meetings, the phrases tend to be pretty standard, so once students have mastered them, they can understand and use them again and again.

Personal appearance matters in business. This is mentioned in the presentation in the *Business situation*, and the theme is taken up again in the *Reading* section, which deals with the topic of cosmetics for men, and in the *Culture focus*, which talks about the importance of the right clothes in the business world.

It is essential in today's globalized business world to know something about different customs and manners, and to develop an awareness of how others see us – that is, examining our own cultural identity. All the *Culture focus* pages in the ***Business Plus*** series aim to raise awareness of cultural factors, values, and attitudes that affect business. They will help students predict potential problems and help them to prepare strategies to deal with those problems, putting them at an advantage when dealing with business partners from abroad.

1 Business situation

The dos and don'ts of presentations

page 55

This section provides some useful tips for making presentations.

1A Before you play the recording, ask students to look at the picture and describe the situation. Tell them they will hear Nicole Shaw holding a workshop about presentations. Follow Steps 2 to 5 of TIP 1 on page xi. You may want to pre-teach the key words at the bottom of pages 55 and 56 as they will help students understand the recording.

Answer key

1 Do
2 Don't
3 Do
4 Don't
5 Do
6 Do
7 Do
8 Don't
9 Do
10 Don't

1B Follow Steps 2 to 6 of TIP 1 on pages xi–xii. Finally, have students read the transcript aloud for pronunciation practice.

Answer key

1 She introduces herself and her topic: "My name is Nicole Shaw and I'm here today to talk to you about what makes a good presentation."
2 snakes, spiders, small spaces, and heights
3 (1) Planning and preparation
(2) Opening the presentation and tips for giving the presentation itself
(3) Ideas for closing the presentation
(4) Clothes and body language
4 So that your listeners can follow you better.
5 The right clothes will depend on the situation and on your company's dress code.
6 "Well, that brings me to the end of my presentation. Thank you for your attention." ("Now, if anyone has any questions, I'll do my best to answer them.")

At the end of this section, you could encourage students to write down the dos and don'ts from 1A in their notebooks for future reference.

2 Grammar focus

Focus 1: The passive

page 56

An introduction to the passive and the rules for the formation of the present simple passive and past simple passive can be found in ***Business Plus 2***. Here the focus is on the present continuous passive, the present perfect passive, and the use of the passive infinitive after modals.

2A Students work individually and then compare their answers with a partner. Go over the answers with the class.

Answer key

	Tense	Passive
1	B	Make sure the room **has been prepared** and the technical equipment **has been checked**.
2	A	Don't block the view when visuals **are being shown**!

You could also put the chart below on the board, then ask students to fill in the missing parts and copy it into their notebooks for later reference.

Tense	Subject	Verb *to be*	Past participle
Present simple	Something	*is*	
Present continuous			
Past simple			
Present perfect			

Answer key

Present simple	*Something*	*is*	done.
Present continuous		is being	
Past simple		was	
Present perfect		has been	

With good students, you can ask them to write one passive sentence of their own as an example of each tense in the chart. This, however, is best done after you have focused students' attention on the use of *by* with an agent (see 2B).

Examples:

Present simple: *The office is cleaned every day. / I am invited to the conference. / A lot of people are employed by this company.*

Present continuous: *The report is being written now. / I am being watched. / The offices are being cleaned at the moment.*

Past simple: *The office was cleaned yesterday. / The letters were sent last week.*

Present perfect: *The meeting has been canceled. / The offices have already been cleaned this week.*

2B Put the following sentences on the board. Draw students' attention to the use of *by* with an agent.

Nicole gave the presentation.
The presentation was given by Nicole.

Students work in pairs to make passive sentences and then compare their answers with another pair. Go over the answers with the class.

Answer key

2 They are being trained by Nicole.
3 Have the walls been painted?
4 It was repaired yesterday.
5 Three hundred people are employed here.
6 They are being interviewed right now.

2C Students work individually or in pairs to do the tasks and compare their answers with a partner or another pair. Monitor and guide the pairs. Go over the answers with the class, and then guide students to complete the rule. Ask a student to read the completed rule aloud.

Answer key

2	Speak loudly enough so that everyone <u>can</u> hear and understand you.	Speak loudly enough so that you **can be heard** and **understood** by everyone.
3	You <u>should</u> save questions for the end of your talk.	Questions **should be saved** for the end of your talk.
4	People <u>might</u> not take you seriously.	You **might not be taken** seriously.

Rule

The passive infinitive after modal verbs is formed with *be* + **past participle**.

Draw students' attention to the position of *not* in passive sentences with modal verbs.

You might <u>not</u> be taken seriously. Questions should <u>not</u> be asked during the presentation.

You might like to point out to students that a passive form can sound more polite than an active form.

Example: *The email must be sent immediately* is more polite than *You must send the email immediately*.

2D Students work individually or in pairs and then compare their answers with a partner or another pair. Go over the answers with the class.

Answer key

2 The problem must be solved soon.
3 A decision shouldn't be made before the next meeting.
4 The meeting can be postponed until next month.
5 Something should be done before it's too late.
6 The same mistake mustn't be made again.

2 Grammar focus

Focus 2: *So* and *such*

page 57

Although the rules for *so* and *such* are not difficult, students often confuse them or forget the article, resulting in statements such as:

**I have a so friendly neighbor.*
**My boss is such nice guy.*

This section aims to review the rules and give students adequate practice in usage.

2E Ask students to look at the statements and underline the correct word to complete the rule. Ask a student to read the completed rule aloud.

Rule

If we want to make the meaning of an adjective stronger, we use:
so + adjective
such + *a(n)* + adjective + noun

2F Students work individually or in pairs and then compare their answers with a partner or another pair. Go over the answers with the class.

Answer key

2 so . . . such a
3 so . . . so
4 such a . . . so
5 so . . . such a
6 such a . . . such a
7 Such a . . . so

2G Ask students to listen and focus on the extra stress on *so* and *such a*. Play the whole recording. Then play the recording again sentence by sentence and have students repeat, first in chorus and then individually.

2H Tell students that we also use *so* with *much* and *many* and *such* with *a lot*.

There were <u>so many</u> people at the conference. They had <u>such a lot</u> of good ideas.

Students work individually or in pairs and then compare their answers with a partner or another pair. Go over the answers with the class.

Answer key

2 My English is **so** bad (that) I need to practice more.
3 I have **such** a lot to do (that) I'll have to work late tonight.
4 Chen was **so** tired (that) he fell asleep during the meeting.
5 My country is **so** beautiful; you should come and visit.
6 It was **such** a great party; we really enjoyed ourselves.
7 It's **so** late (that) it's time for me to go.
8 Chinese is **such** a difficult language (that) not many foreigners try to learn it.

2I Students work in pairs. Follow the guidelines on pair work in TIP 3 on pages xii–xiii.

3 Listening and speaking

How was my presentation?

page 58

3A Before listening, ask students if they have ever given or listened to a presentation. What was it about? Was it a good presentation or a bad presentation? What did they like or dislike about the presentation? Follow Steps 2 to 5 of TIP 1 on page xi. You may want to pre-teach the key words at the bottom of page 58 as they will help students understand the recording.

Answer key

Good:
Chen's presentation was interesting.
It was well researched.
The visuals were good.
Chen didn't look at his notes much.
He opened the presentation with a joke.
He structured the presentation well and gave clear signposts.
He gave a lot of examples.

Not so good:
Chen forgot to introduce himself.
He spoke too quickly.
He didn't make enough eye-contact with his listeners.
The talk was a bit too long. / Chen underestimated the time he would need.

3B Follow Steps 2 to 7 in TIP 1 on pages xi–xii, with students working in groups of four in Step 7.

Answer key

1 Not stated
2 False. She says the presentation was well researched.
3 True
4 False. She agrees with Luke.
5 False. Luke says the signposts were a great help.
6 Not stated
7 True
8 Not stated

3C In this *Talking about . . .* activity, students have the opportunity to talk about their own ideas of what makes a good or bad presentation. In Step 1, students can refer to the transcript to 1A on page 108. Go over the answers to Step 1 before you move on to Step 2. Your task is to monitor and prompt students at each step of the activity and to give correction feedback at the end. For further guidelines, see TIP 3 on pages xii–xiii.

Possible answers for Step 1

1 can follow you better.
2 help your audience understand better.
3 people understand things better when they see them.
4 you can do your presentation without interruption.
5 your audience takes you seriously.
6 better / more confident you will be.

Possible answers for Steps 2 to 4

Problems	Possible solutions
1 The room is not properly prepared.	1 Make sure you arrive early enough to make necessary changes.
2 Technical problems	2 Make sure there is a technician you can contact and have everything checked before you start.
3 Not enough handouts	3 Make more handouts than you think you'll need.
4 Bad acoustics in the room	4 See 1 and 2. If necessary, insist on a change of room.
5 You run out of time.	5 Practice your talk at home and time yourself.
6 People keep interrupting.	6 Tell your audience that you will be happy to answer questions at the end of the presentation.

4 Vocabulary focus

Focus 1: The language of presentations

page 59

4A Students listen to parts of the presentation in 1A again. Play the recording once, stopping at the relevant places so that students can write down the words and phrases. Then play the recording again without stopping. Go over the answers with the class.

Answer key

1 talk to you about
2 divide my presentation
3 First, I'd like . . . My next point . . . Then
4 Finally
5 So let's start
6 That brings me to . . . your attention.
7 my best to answer them.

4B Students work in pairs to find the correct order for the sentences and then compare their answers with another pair. Go over the answers with the class.

Answer key

A 8
B 4
D 2
E 3
F 6
G 9
H 5
I 7

4C Students work in pairs and prepare and give their presentations. In big classes, the presentations can be given to a group of students, with the teacher going from group to group to monitor and make a note of mistakes to be dealt with in a feedback session. If there are recording facilities available, you can record students' presentations and give them individual feedback either in the form of a correction sheet, which covers the main problems, or verbally in the case of pronunciation.

4 Vocabulary focus

Focus 2: Singular and plural nouns

page 60

4D Students first copy the table into their notebooks. They work individually, and then compare their answers with a partner. Go over the answers with the class.

Answer key

Always singular + singular verb	Always plural + plural verb	Look plural but + singular verb
advice information luck	*clothes* jeans pants glasses scissors	*economics* news

Draw students' attention to the tips on page 60 concerning the use of a singular verb with quantities, and the use of *a pair of*, *a piece of*, or *some* with the words in 4D.

4E Students work in pairs to correct the sentences and then compare their answers with another pair. Go over the answers with the class.

Answer key

1 Some of the **information** you gave me **was** wrong.
2 Correct
3 Three weeks **wasn't** enough vacation.
4 That news **doesn't** make me very happy.
5 Correct
6 Let me give you **some** / **a piece of** advice.
7 Correct
8 Do you only have **one pair of pants** with you?

4F The *Key words* task tests the vocabulary that is at the bottom of pages 55–58. This can be done as homework.

Answer key

1 Handouts . . . distributed
2 dress code . . . casual
3 signposts
4 postponed
5 race through
6 On the whole
7 underestimate
8 eye contact

5 Reading

Cosmetics-for-men craze in South Korea

page 61

5A Students work with a partner to discuss the questions, and then skim the article individually to see if any of their items are mentioned. You may want to pre-teach some vocabulary (e.g. *skin-care*, *eyebrows*, *grooming*), but be careful not to overlap with 5C, where students have to look for words in the text. Skimming usually involves reading quickly, so set a time limit for this task. In a feedback session, ask students which items they found.

Answer key

The items in the article are:
skin-care products: anti-age creams
makeup: lipstick, (eyebrow) pencil, mascara

5B Students work individually to scan the article and then work with a partner to decide if the statements are correct and to correct the false statements. They can compare their answers with another pair before you go over them with the class.

Answer key

1 Correct
2 Not correct. It tells us that modern men realize the importance of appearance in the workplace and in the job market.
3 Not correct. Park Su-hyun is a spokesperson (for Korean Air).
4 Not correct. The biggest demand is for skin-care products.
5 Correct
6 Not correct. Men often spend $200 to $400 on a beauty treatment.
7 Not correct. "Grooming Joe" is the term used to describe men who invest in beauty products.
8 Correct

5C Students work individually to look for the vocabulary and then compare their answers with a partner. Go over the answers with the class.

Answer key

1 essential
2 per-capita
3 predict
4 rapidly expanding
5 regularly
6 term
7 viewers
8 confident

5D Students discuss the questions with a partner or in small groups. Monitor the pairs or groups, noting problems or mistakes. See notes on monitoring and follow-up activities on page xiii.

6 Culture focus
The right clothes

page 62

6A Before listening, tell students that they will hear Rob Hall, the expert from Asia-Pacific Business Specialists who they heard in Unit 3, talking about the importance of the right clothes in the business world. Follow Steps 2 to 5 of TIP 1 on page xi.

Answer key

1 Dress should be conservative and low-key.
2 Because of the extreme heat.
3 Jeans and shorts
4 It has become less conservative. A former prime minister recommended not wearing ties in the summer to save on air-conditioning costs.
5 Women should wear formal clothes in order to be taken seriously and win respect.

6B Follow Steps 2 to 6 of TIP 1 on pages xi–xii. Finally, have students read the transcript aloud for pronunciation practice.

Answer key

1 B
2 C
3 A
4 B
5 A
6 C

6C Students work in small groups to talk about the usual ways of dressing for different occasions in their country. Monitor the groups and note mistakes for later correction.

The world of work

Unit 8

Unit aims

In Unit 8 students will
- listen to and understand a radio interview about different types of work.
- understand and use the third conditional.
- practice talking about the past using *used to do*.
- understand about working conditions and company benefits.
- talk about their own ideal jobs.
- learn vocabulary and talk about different ways of working.
- read and understand an article about employees living away from home.
- understand and write a cover letter.

This unit deals with jobs and work. The *Business situation* looks at different types of work and compares vocational and academic training. In *Listening and speaking* students learn about working conditions and company benefits. The *Vocabulary focus* deals exclusively with vocabulary from the world of work. In the *Reading* section students read about *tanshinfunin* – employees in Japan who leave their families behind to work in another city or country.

As they approach the end of their studies, students will begin to think about job applications and job interviews. These are dealt with in detail in Unit 10, but the *Writing* section of this unit provides students with a model cover letter and the opportunity to write a cover letter of their own in response to a job advertisement.

The *Grammar focus* deals with the third conditional. The first conditional was the topic of *Grammar focus 1* in Unit 4 in ***Business Plus 2***, and the second conditional in *Grammar focus 1* in Unit 8 in ***Business Plus 2***. In ***Business Plus 3*** Unit 9 *Grammar focus 2* all three conditionals will be reviewed and practiced.

1 Business situation

Different types of work

page 63

This section introduces useful words and phrases to talk about jobs and work.

1A Before listening, students work in pairs to discuss the pictures and talk about the job they would most and least like to do. Monitor the pairs and note any major problems, which can be dealt with after 1D.

1B Follow Steps 2 to 5 of TIP 1 on page xi. You may want to pre-teach the key words at the bottom of pages 63 and 64, as they will help students understand the recording.

Answer key

Academic training: accountant, computer programmer, engineer, teacher, journalist

Vocational training: mechanic, electrician, plumber, technician

1C Follow Steps 2 to 5 of TIP 1 on page xi.

Answer key

1, 3, 4

1D If you feel your students can cope, have them do the task without listening again. Otherwise follow Steps 2 to 7 of TIP 1 on pages xi–xii, with students working in groups of three in Step 7.

Answer key

1 Getting a good qualification and a good job.
2 He was unhappy.
3 His old job was in a high-tech company, and it was very demanding. He had to travel and work long hours with no overtime pay.
4 He has fixed hours and overtime is paid by the hour.
5 They thought it was a pity (because he had a college degree), but now they accept it.
6 She thinks that a college degree is not the only way to find a job that suits your personality and that you enjoy doing.

2 Grammar focus

Focus 1: Third conditional

page 64

2A Students work in pairs to answer the questions. Go over the answers with the class.

Answer key

1 No, he didn't.
2 No, he didn't. (He went to college.)
3 Yes, he did.
4 No, he wasn't.

Guide students to complete the rule by underlining the correct words. Ask a student to read the completed rule aloud.

Rule

We use the third conditional to talk about things in the past that could have been different.
We use *if* + **past perfect** and *would(n't) have* + **past participle** in the main clause.

Remind students of the comma rule. If the *if*-clause is the first element in the sentence, it is followed by a comma.

If he had wanted to earn money, he would have started work at 18. (with comma)
He would have started work at 18 if he had wanted to earn money. (without comma)

Also point out to students that in spoken English we usually shorten *would* to *'d* and *would have* to *'d've*.
If I'd seen you, I'd've said "Hi."

2B Students work individually or in pairs and then compare their answers with a partner or another pair. Go over the answers with the class.

Answer key

3 wouldn't have taken
4 had been
5 wouldn't have managed . . . hadn't done
6 would have been . . . had had
7 hadn't found . . . would have retrained.

2C Students work individually or in pairs and then compare their answers with a partner or another pair. Go over the answers with the class.

Answer key

2 had started work at 18
3 wouldn't have become an engineer.
4 hadn't been so stressful
5 hadn't wanted to earn more money
6 wouldn't have met his wife Lin.

2D Students work in pairs to say what could have been different and then compare their answers with another pair. Go over the answers with the class.

Answer key

2 I wouldn't have missed the bus / I would have caught the bus.
3 If I had had enough money, I would have gone on vacation.
4 If Harry hadn't been in trouble, I wouldn't have lent him $500.
5 If I hadn't learned Chinese, I wouldn't have gone to work in Shanghai.

2E Students work in pairs. Monitor the pairs and correct on the spot as this is an exercise in accuracy, not fluency. Students should work with at least two different partners.

2 Grammar focus

Focus 2: *Used to do*

page 65

If students have already come across the form *be/get used to doing*, where *used* (= accustomed) is an adjective, they may find this form confusing. Point out that in the form *used to do sth.*, *used* is a verb and that it has an *-ed* ending like the regular verbs in the past that they already know (e.g. *talk – talked*, *work – worked*, *stay – stayed*).

2F Using the examples from 1A, guide students to complete the rule. Ask a student to read the completed rule aloud.

Rule

Used to + verb tells us that something was true or happened regularly in the past, but is not true or doesn't happen now. The negative form is ***didn't use*** *to* and the question form is ***did*** *you* ***use*** *to*?

Draw students' attention to the pronunciation of *used*:

He used /ju:st/ *to live in Hong Kong.*
compared with:
We used /ju:zd/ *the GPS to find the way.*

2G Play the recording twice and have students check the correct answers. Go over the answers with the class. Play the recording again while students follow the transcript on page 111.

Answer key

2 use to
3 used to
4 use to
5 used to
6 use to

Draw students' attention to the tip on page 65, which points out that there is no present form of *used to*.

2H Students work individually and then compare their sentences with a partner. Go over the answers with the class.

Answer key

3 Ahmed **didn't use to** study hard, but now he wants to pass his exams.
4 Lin **used to** play the guitar, but she's out of practice.
5 Women **didn't use to** work as much outside the home as they do today.
6 I **used to** go to parties, but now I prefer to stay at home
7 People **didn't use to** travel as much as they do now.
8 Our company **used to** employ more staff.

2I Students work in small groups. Monitor the groups and correct on the spot as this is an exercise in accuracy, not fluency. In a feedback session, students can report their findings to the class, or in big classes to another group.

3 Listening and speaking

Working conditions and company benefits

page 66

3A Before listening, students work in pairs to match the company benefits with the definitions. They can compare their answers with another pair before you go over them with the class.

Answer key

1 C
2 E
3 A
4 F
5 H
6 D
7 B
8 G

3B Follow Steps 2 to 5 of TIP 1 on page xi. You may want to pre-teach the key words at the bottom of page 66 as they will help students understand the recording.

Answer key

paternity leave

3C Follow Steps 2 to 6 of TIP 1 on pages xi–xii. Finally, have students read the transcript aloud for pronunciation practice.

Answer key

Alisa is an ~~electrician~~ **engineer** and she has worked in an electronics company near London for ~~seven~~ **six** years. ~~It's not~~ **It is** a very secure job, but the salary is excellent. She is paid for overtime and she gets a bonus ~~twice~~ **once** a year. She gets five weeks annual paid leave. She ~~doesn't get~~ **gets six weeks a year** sick leave, but when she had a baby ~~two years ago~~ **last year**, she took fully paid maternity leave before her baby was born.
She has ~~a regular nine-to-five job~~ **flextime**, so she can organize her work to fit her family life. She got a month's unpaid leave when her husband went abroad on ~~vacation~~ **business**. When she is old, she'll have two pensions, one from the state and one from her company.

3D In this *Talking about . . .* activity, students have the opportunity to talk about their own ideas concerning the kind of job and working conditions they would like to have. Your task is to monitor and prompt students at each step of the activity and to give correction feedback at the end. For guidelines see TIP 3 on pages xii–xiii.

4 Vocabulary focus

Work

pages 67–68

4A Students work in pairs to find the word/phrase pairs, and then compare their answers with another pair. Go over the answers with the class.

Answer key

day shift – night shift
in work – out of work
fixed hours – flextime
permanent – temporary
full-time – part-time
skilled – unskilled
get fired – quit

The word you don't need is "tax."

4B Students work in pairs to find the words from 4A, and then compare their answers with another pair. Go over the answers with the class. With reference to question 1, tell students that *wage* is the usual word for daily or weekly payments of earnings and *salary* for monthly or yearly payments of earnings.

Answer key

1 tax
2 quit
3 out of work
4 in work
5 night shift
6 temporary
7 get fired

4C Students work in pairs to decide what kind of work would be best for the people. They can compare their answers with another pair before you go over them with the class.

Answer key

1 a temporary job
2 a job with paid overtime
3 a job with flextime
4 a nine-to-five job
5 a part-time job
6 shift work

4D Students work individually or in pairs and then compare their answers with a partner or another pair. Go over the answers with the class.

Answer key

1 F **5** G
2 H **6** B
3 E **7** C
4 A **8** D

4E Students work individually or in pairs and then compare their answers with a partner or another pair. Go over the answers with the class.

Answer key

2 job
3 success
4 employment
5 a job
6 experience
7 hours
8 flextime

4F Before students do this task, ask them if they know any English idioms. Then ask them to look at the column on the left to see if they know any of the idioms there. Students can work in small groups to find the right answers. Go over the answers with the class.

Answer key

1 very busy
2 without future prospects
3 becoming more and more successful
4 in theory
5 escape from a boring situation
6 unofficial
7 talk about work
8 unseen

4G Students can work with a partner to complete the sentences and then compare their answers with a partner. Go over the answers with the class.

Answer key

1 on paper
2 snowed under
3 talk shop
4 get out of a rut
5 behind the scenes
6 up-and-coming

4H The *Key words* task tests the vocabulary that is at the bottom of pages 63–66. This can be done as homework.

Answer key

1 (an) unskilled
2 field . . . retrained
3 flextime
4 on leave
5 status
6 vocational training
7 skill
8 overtime

5 Reading

***Tanshinfunin* – living apart from the family**

page 69

5A Students work in pairs to say what they can see in the picture and to speculate on why the man is taking the train. In a feedback session ask some of the pairs for their ideas.

Possible answers

We can see a man waiting on a station platform. He is wearing formal clothes. He has a briefcase with him, so we think he is going to work. The train is a modern bullet train, and it is just arriving at the station.

5B Students work individually to scan the text but can work with a partner to complete the sentences. They can compare their answers with another pair before you go over them with

the class. You may wish to pre-teach some vocabulary (e.g. *jokingly*, *household word*, *demanding*, *responsibilities*, *separation*), but be careful not to overlap with 5C, where students will be asked to deduce meaning in context. For further guidelines on reading comprehension, see TIP 2 on page xii.

Answer key

1 his company asked him to move to Tokyo.
2 for two years.
3 it is not unusual for fathers to go to work in other cities or countries.
4 give up a house or apartment easily.
5 the Japanese system is demanding, and it is not easy to get into high school or university.
6 there may be elderly parents to look after at home.
7 it is normal for employees to make sacrifices for their companies.
8 he knows the separation will only last a few years, and it will have a positive effect on his career.

5C Students work in pairs to deduce the meaning of the words in context and explain their guesses. Monitor and prompt the pairs. Go over the answers with the class. For general tips on how to deduce meaning, see notes to Unit 3, 5C, on page 21.

Possible answers

transferred: moved from one job to another
bachelor: an unmarried man
elderly: quite old
uproot: move from one's home and familiar surroundings
sacrifice: giving up something for a good reason
convenient: suited to your needs

5D The task can be done as a class discussion in small classes and a group discussion in large classes. Monitor the pairs and look out for any general problems that can be dealt with in a feedback session.

6 Business writing
A cover letter

page 70

6A Students work in pairs to number the parts of the cover letter and then compare their answers with another pair. Go over the answers with the class.

Newton Nanosystems
Attn. Mr. David Croft
231 Ventura Blvd. [4]
Los Angeles, CA 91356
United States

Dear Mr. Croft:

I saw your advertisement for a systems administrator on the website of *The Straits Times*. I would like to apply for this position. [7]

After completing my education at the Raffles Commercial College, Singapore, I did a three-year internship with the company Nether Software, a small but successful company with 12 employees. [5] Since 2015 I have worked at Software Solutions Ltd. in Singapore as a junior systems administrator. I not only have experience with software systems but also in running an office with a staff of 20. [2]

I speak and write English fluently. I also speak Mandarin, which would be useful, as I see from your website that you do business with China. [1]

I enclose my résumé and copies of my certificates. I would be pleased to provide references if required. [6]

I would welcome the opportunity to work in an international company in the United States, and I believe I would be an excellent member of your staff. I hope you will consider my application, and I look forward to hearing from you soon. [3]

Sincerely,
Lisa Lai

6B This task can be done in class or given as homework. In either case, it should be handed in for individual correction. In the next lesson, you can deal with any general problems and give remedial work to the class or individuals.

Possible answers

(Student's name and address)

Keen International Consultants Inc.
Attn. Ms. Cathy Watts
210 Norman St. #301
Chicago, IL 60642
United States

Dear Ms. Watts:

I saw your advertisement for secretaries on the website of *The Straits Times*. I would like to apply for this position.

After completing my education at ASC secretarial college, I did a two-year internship with the company Ponsoby Inc., a British company in Kyoto, as an office assistant. Since 2014 I have worked as a secretary for GameZ, a video games company in Osaka. I not only have secretarial skills but also experience in running an office with a staff of eight.

I have excellent computer and communication skills, which were part of my training, as you can see from the enclosed certificates. I speak and write English fluently. My native language is Japanese, which would be useful, as I see from your website that you do business with Japan.

As well as copies of my certificates, I enclose my résumé. I would be pleased to provide references if required.

I would welcome the opportunity to work in an international company in the United States, and I believe I would be an excellent member of your staff. I hope you will consider my application, and I look forward to hearing from you soon.

Sincerely,
. . .

TOEIC® practice (pages 71–72)

1 Listening

You may need to pause the recording between each task to give students time to think about and mark their answers.

1A Photographs

In this part of the test, students see a photograph and hear four statements (A–D) about the photograph. Students must choose the statement that best describes the photograph. The statements are not printed in the test book and are spoken only once, so students need to listen carefully. For teaching and practice tips for this part of the test, see the notes to Unit 2 TOEIC® practice 1A on page 14.

Answer key

1 C
2 B

1B Question-Response

In this part of the test, students hear a question and three possible responses (A–C). They must choose the best response to the question. The questions are not printed in the test book and will be spoken only once, so students need to listen carefully. For tips and practice strategies see Unit 2 TOEIC® practice 1B on page 14.

Answer key

1 B **3** A
2 C **4** C

2 Speaking

2A Describe a picture

In this part of the test, students describe a picture in as much detail as possible. In the real test, students will have 30 seconds to prepare and 45 seconds to speak about the picture. For practice purposes this time can be extended. See also the tips and strategies suggested in Unit 2 TOEIC® practice 1A and 2A on page 14.

Possible answer to photograph 1

In the picture I can see a plumber. He is repairing a pipe. I think the pipe is in a cupboard, so it is probably in the kitchen. The plumber looks quite young. He is slim and has dark hair. He is wearing blue jeans, a blue shirt, and a dark blue cap. He is also wearing something to protect his knees. I can see his tools, which are lying on a shelf.

2B Propose a solution

In this part of the test, students will be presented with a problem and asked to propose a solution. They will have 30 seconds to prepare, and then 60 seconds to speak.

Students must respond as if they work in the boutique. In their response, they must show that they recognize the problem and then propose a way of dealing with it.

Students should first apologize and then say what the next step is toward solving the problem. For this task it is important that students master some useful phrases, such as:

I'm very sorry to hear that.
Please accept my apologies.
I'm afraid it was our mistake.
We're really very sorry.
I'll look into it immediately.
Of course, we can give you a replacement / a store credit.
I'll call and let you know as soon as I find out . . .
Could I have your information – your name and telephone number?

Possible answer

What a pity! I'm really sorry to hear that. Yes, I know you're a regular customer, and I remember when you bought the dress. It looked really good on you. Look, I'll tell you what I can do – I'll send the dress back to the manufacturers and tell them what has happened. I'll make sure they know that the washing instructions are wrong and ask them to send us another dress. I'm sure they'll cooperate as they are a very good company with a good reputation. Is that an acceptable solution for you?

3 Reading

Incomplete sentences

In this part of the test, students see sentences with a missing word or phrase. Four answer choices (A–D) are given below each sentence. Students must choose the best answer to complete the sentence.

When practicing, give students time to complete the task, go over the answers with the class, then discuss wrong answers with them. It is important that they not only know that an answer is wrong, but also why it is wrong.

For further tips see Unit 2 TOEIC® practice 3 on page 15.

Answer key

1 C **3** B **5** B
2 A **4** D **6** D

4 Writing

Respond to a written request

In this part of the test, students show how well they can write a reply to an email. The reply will be scored on the quality and variety of the grammatical structures and the vocabulary, as well as on the organization of the email and the correct use of email conventions. For further details, see Unit 4 TOEIC® practice 4 on page 30.

Possible answer

Dear Dave,

Thanks for the information. Yes, I am very interested in the car. It looks great in the photo, and red metallic is my favorite! How much would you go down on the price? When could I come and take a test drive, and where exactly do you live?

Best wishes,
Bernie

Business and the environment

Unit 9

Unit aims

In Unit 9 students will
- listen to and understand a conversation about an environmentally friendly office.
- use different reporting verbs.
- learn to report statements about the future using *would*.
- practice indirect and embedded questions.
- review and practice first, second, and third conditionals.
- listen to and understand a discussion about the future of business transportation.
- talk about environmental problems and ways to protect the environment.
- use synonyms and opposites.
- read and understand an article about solar-powered transportation.
- do a culture quiz based on previous units.

This unit deals with environmental problems and the protection of the environment. It begins with a conversation about carbon footprints *(Business situation)*, looks at the future of business transportation *(Listening and speaking)*, and explores environmentally friendly transportation in towns and cities *(Reading)*. *Vocabulary focus 1* includes a wide range of words and phrases related to the main topic. The unit ends with a culture quiz, which tests and reviews information from the culture pages in the previous units.

In this unit, as in all units in the ***Business Plus*** series, there are a number of interesting pictures that can be exploited for additional oral and written practice. Tips for describing pictures can be found in this manual in the notes to the TOEIC® practice. See the following TOEIC® practice sections:
Listening: Photographs (Units 2 and 8)
Speaking: Describe a picture (Units 2, 4, 8, and 10)
Writing: Write a sentence based on a picture (Units 2 and 6)

In addition, you can use pictures in the following ways:
- Students work in pairs or groups. One student chooses a picture from a unit and describes it to the other students. The others have to find the picture in the book.
- Students describe a picture and speculate on what is behind it. Why are the people there (e.g. Unit 8, 5A)? What happened before and what might happen next (e.g. Unit 9, 4D)?
- Students can practice tenses with suitable pictures. *What are they doing? What are they going to do? What have they done? When did they do it? Why did they do it?* etc.
- You can use pictures as before-reading or before-listening tasks to have students describe what they can see in the picture and speculate on what the text, talk, or conversation will be about.

1 Business situation

How green is your office?

page 73

This section addresses the topic of saving energy and introduces useful words and phrases for talking about the environment.

1A Before listening, ask students to describe what they can see in the photograph. Have them read the instructions to 1A and think about the measures a company might take to make the office more environmentally friendly.

Possible answers

turn down the heat/air-conditioning
turn off lights
turn off machines
recycle paper

Follow Steps 2 to 5 of TIP 1 on page xi. You may want to pre-teach the key words at the bottom of page 73 as they will help students understand the recording.

Answer key

1 B
2 A
3 B
4 B
5 A
6 C

1B Follow Steps 2 to 7 of TIP 1 on page xi–xii, with students working in pairs in Step 7, although you might prefer not to let students see the transcript until they have completed 2A.

Answer key

1 They don't have to wear formal clothes anymore.
2 It helps keep cooling costs down and save energy.
3 He switches off all his machines when he's not using them.
4 Commuters produce billions of tons of CO_2.
5 He thinks that perhaps we don't trust our computers.

2 Grammar focus

Focus 1: Reporting verbs and indirect questions

page 74

2A Students work in pairs to find the sentences in the transcript. They can compare their answers with another pair.

Answer key

Felix said we would switch to a green cleaning company as soon as possible.

People always said that one day we would have paperless offices.

Guide students to complete the rule. Ask a student to read the completed rule aloud.

Rule

In reported speech we change *will* to ***would***.

2B Check that students know the meaning of the reporting verbs. Remind students of the rules of reported speech: that the present tense becomes the past tense after *He said . . .* (see Units 4 and 6).

Students work individually or in pairs and then compare their answers with a partner or another pair. Go over the answers with the class.

Possible answers

2 Jessica explained to Lester that CO_2 was harmful to the environment.
3 Felix told the CEO that he could make the office more environmentally friendly.
4 Lester promised Jessica that he would go to work by bus in the future.
5 Felix announced (to the staff) that plastic cups would be banned.
6 Jessica wanted to know if airplanes produced more CO_2 than other means of transportation.

2C Students work individually or in pairs. Have them read the transcript and complete the indirect questions. They can compare their answers with a partner or another pair before you go over the answers with the class.

Answer key

Indirect questions
Do you know how much CO_2 commuters produce?

Felix asked us why we printed out so many documents.

Have you any idea how much less energy they consume?

Have students compare the direct questions with the indirect questions and find out:

(1) What happens with the word order? (verb + subject becomes subject + verb, i.e., there is no inversion)

(2) What happens to *do*, *does*, *did*? (*Do*/*does*/*did* disappear. / There is no *do*/*does*/*did*.)

2D Students work individually or in pairs and then compare their answers with a partner or another pair. Go over the answers with the class.

You might like to mention the possibility of not changing the tense in situations that have not changed.

"*How old are you, Huan?*" → *I asked Huan how old he <u>was</u>.* or *I asked Huan how old he <u>is</u>.*

Answer key

3 Do you have any idea how much CO_2 a flight from Bangkok to Jakarta produces?
4 Can you tell me how much of the world's waste the U.S. produces?
5 Jessica wanted to know in which countries plastic shopping bags were/are not allowed.
6 Jessica asked Lester how much garbage the average Australian family threw/throws away every year.
7 Can you explain why it is important that we reduce pollution?
8 Do you remember which site you used to get that information?

2E This task can be given as homework. Suggest students put "interesting facts about the environment" into their search engine. Go over the answers with the class.

Answer key

1 about 80 trillion cans per year
2 Amsterdam
3 about 300 kg
4 about 30 percent
5 e.g. South Africa, China, Taiwan
6 more than a ton

2 Grammar focus

Focus 2: Review of conditionals

page 75

The first conditional was dealt with in ***Business Plus 2*** Unit 4, the second conditional in ***Business Plus 2*** Unit 8, and the third conditional in ***Business Plus 3*** Unit 8. This section reviews all three conditionals.

2F Students work individually or in pairs to fill in the chart and then compare their answers with a partner or another pair. Go over the answers with the class.

Answer key

	Example sentence	*If* clause	Main clause
First conditional	2	**present simple**	*will* + infinitive
Second conditional	**3**	**past simple**	***would*** + **infinitive**
Third conditional	**1**	past perfect	*would have* + **past participle**

2G Students work in pairs to match the two parts of the sentences and then compare their answers with another pair. Monitor the pairs. Go over the answers with the class.

Answer key

1 D
2 H
3 C
4 E
5 F
6 A
7 G
8 B

2H Students work individually or in pairs and then compare their answers with a partner or another pair. Go over the answers with the class.

Answer key

1 will help
2 would have avoided
3 don't change
4 wouldn't transport
5 won't be
6 would have been
7 would use

2I Students work individually to write sentences in their notebooks, and then tell a partner.

Students should work with at least two different partners. As answers will vary, follow up the task with a feedback session, in which you can ask for some or all of the students' ideas, depending on the size of the class and the time available, or collect the notebooks and correct the students' written sentences.

Answer key

Individual answers using the following tenses:
1 present
2 past simple
3 past perfect
4 *will*-future
5 *would(n't)* + infinitive
6 *would(n't) have* + past participle

3 Listening and speaking
The future of business transportation

page 76

3A Before listening, students work in pairs to make a list of traditional ways of transporting goods and the advantages and disadvantages of each method. They can compare their lists with another pair before you pool the answers on the board.

Possible answers

Means of transportation	Advantages	Disadvantages
truck (road)	▪ *door-to-door service* ▪ Trucks can reach remote locations where there is no train service.	▪ *pollution* ▪ traffic jams
train (rail)	▪ safest form of transportation ▪ Trains can carry bigger loads than trucks.	▪ high costs of railways ▪ not flexible ▪ no door-to-door transportation
airplane (air)	▪ fast	▪ expensive ▪ limited amount of goods can be carried ▪ air pollution
ship (sea)	▪ slow ▪ ideal for heavy loads	▪ relatively cheap ▪ pollution

3B Follow Steps 2 to 5 of TIP 1 on page xi. You may want to pre-teach the key words at the bottom of page 76 as they will help students understand the recording.

Answer key

1 Pollution of the environment and the increasing costs.
2 Ships can carry more containers / heavier loads.
3 The shipping industry produces more carbon dioxide than the rail and air transportation industries together.
4 A new technology so that ships can use wind energy at sea.
5 Ships that will use a combination of solar power and wave energy.
6 They are relatively cheap, fast, environmentally friendly, and can't get stuck in traffic jams. They can fly for much longer than a human being could pilot a plane or drive a truck or train.

3C Follow Steps 2 to 7 of TIP 1 on pages xi–xii, with students working in pairs in Step 7.

Answer key

Mike believes that in **10 to 15** years drones will revolutionize business transportation.
A British drone flew for more than **82** hours nonstop (and broke the world record).
About **90** percent of the world's freight is transported by ship.
It costs more to transport a container truck **150** kilometers overland in the UK than to move it **8,000** miles from London to Shanghai by ship.

3D In Step 1 students work individually and decide which opinions they agree with.

In Step 2 they work in small groups to compare and discuss their opinions. Students should give reasons for their opinions, for example, *Air travel should be more expensive so that fewer people use airplanes and CO_2 emissions are reduced.*

In Step 3 students work in small groups to make lists of dos and don'ts for saving energy. Monitor the groups and look out for any general problems that can be dealt with in a feedback session. Follow the guidelines on communicative pair and group work in TIP 3 on pages xii–xiii.

Possible answers for Step 3

Dos	Don'ts
▪ Wear casual clothes at work and save cooling costs and energy. ▪ Switch off machines when you are not using them. ▪ Use your own cup at the water cooler. ▪ Use environmentally friendly products. ▪ Switch to a green cleaning company. ▪ Use laptops and not standard desktop computers. ▪ Recycle glass and paper. ▪ Turn off lights. ▪ Plant a tree. ▪ Use rechargeable batteries. ▪ Close doors to contain air-conditioning.	▪ Don't leave machines on standby. ▪ Don't use your car to go to work. ▪ Don't use plastic cups at the water cooler. ▪ Don't waste water. ▪ Don't use plastic bags. ▪ Don't throw things away that can be used again. ▪ Don't go on vacation by plane. ▪ Don't forget to have heating and air-conditioning systems cleaned and serviced regularly.

4 Vocabulary focus

Focus 1: The environment

page 77

4A Students work individually and then compare their answers with a partner. Go over the answers with the class.

Answer key

1 plastic bottles
2 recycling bins
3 solar power plant
4 wind farm
5 nuclear power plant
6 hybrid car
7 global warming
8 water pollution

4B Students work in pairs to decide what is good or bad for the environment and give reasons for their answers. Monitor the pairs and deal with general errors in a feedback session at the end of the activity. Call on some or all of the pairs to tell the class their ideas.

Possible answers

1 Plastic bottles are bad for the environment because they can't be recycled like glass ones.
2 Recycling bins are good because waste is collected, recycled, and reused.
3 Solar power plants are good because the production and use of solar energy does not pollute the atmosphere.
4 Wind farms are good because the production and use of wind energy does not pollute the atmosphere.
5 Nuclear power plants are good because they are an alternative to coal and gas, which pollute the atmosphere. They are bad because they are very dangerous if there is an accident.
6 Hybrid cars are good for the environment because they produce less CO_2 than conventional vehicles.
7 Global warming is very bad for the environment. Some animals are losing their homes and rising sea levels are a threat for coastal towns and cities and for some islands.
8 Water pollution is very bad for the environment because it can mean death for fish and other creatures. Clean water is also very important for humans.

4C Students work individually to replace the words in bold, and then compare their answers with a partner. Go over the answers with the class. Then the partners tell each other which things they do or don't do. Monitor the pairs.

Answer key

2 G
3 A
4 H
5 B
6 D
7 F
8 C

4D Allocate the pairs. Ask Student A not to look at the information on this page, but to go straight to Partner file 8 on page 93 of the Student's Book. When you are certain that students have understood the instructions, start the activity. See TIP 3 on pages xii–xiii for further guidelines on pair work.

Possible answers

Student A: I can see a lot of people wearing white overalls (protective clothing) and red gloves. I think they are all men, but it is difficult to say. Some of them are wearing hats and some are wearing masks. They are standing on some rocks next to the sea. They are working. I think they are cleaning the rocks. Two men in the front of the picture are spraying something onto the rocks. I think there has been an accident. Perhaps an oil tanker has lost its freight and the oil has poured into the sea.

Student B: I can see two young women in a busy street in town. One woman is wearing glasses; the other woman is pushing a bicycle with a full basket on the front. All the people in the picture are wearing winter clothes with hats and gloves, so it must be cold. The two young women are both wearing masks, so perhaps they are afraid of getting sick. In winter a lot of people have influenza and I think these two women are trying to protect themselves.

4 Vocabulary focus

Focus 2: Synonyms and opposites

page 78

4E Students work individually or in pairs and then compare their answers with a partner or another pair. Go over the answers with the class.

Answer key

2 E
3 F
4 A
5 C
6 D

2 rich / wealthy
3 mad / furious
4 filthy / polluted
5 reliable / dependable
6 postponed / put off

4F Draw students' attention to the tip on page 78, which tells us how to agree using *not very* and an opposite adjective. Students work in pairs to complete the task and then compare their answers with another pair. Monitor the pairs. Go over the answers with the class.

Answer key

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

2 not very economical.
3 It's not / It isn't very optimistic.
4 You're right. / Absolutely! / I agree. It wasn't very smart.
4 You're right. / Absolutely! / I agree. They weren't very challenging.
6 You're right. / Absolutely! / I agree. It's not / It isn't very modern.

4G The *Key words* task tests the vocabulary that is at the bottom of pages 73–76. This can be done as homework.

Answer key

1 ban
2 aluminum cans
3 carbon dioxide
4 carbon footprint
5 (a) contribution
6 wave energy
7 garbage
8 (An) innovation

5 Reading

Southeast Asia's green tuk-tuks

page 79

5A Students work in pairs or small groups to talk about means of transportation in their country and how environmentally friendly they are. Pool ideas on the board in a feedback session.

5B Students work individually to skim the article and find the numbers. They can compare their answers with another pair before you go over them with the class. Skimming usually involves reading quickly, so set a time limit for this task. You may want to pre-teach some of the vocabulary (e.g. *gasoline-powered*, *conventional*, *to afford sth.*). Be careful not to overlap with 5D, where students will be asked to look for words in the text to match definitions. For further guidelines on reading see TIP 2 on page xii.

Answer key

A solar-powered tuk-tuk has a maximum speed of **60** kph.
A solar-powered tuk-tuk can cover **120** kilometers on one charge.
A solar-powered tuk-tuk costs about **$10,000**.
There are about **70,000** gasoline-powered tuk-tuks in Bangkok.
There are about **2.5 million** CO_2-producing motorcycles in Bangkok.

5C Remind students that scanning involves running through the text for relevant details. Students read the article again individually, but can work in pairs to find the answers. They can compare their answers with another pair before you go over them with the class.

Answer key

1 auto rickshaw
2 It is a noisy, smelly, dirty means of transportation.
3 It is quiet, produces zero CO_2, and costs next-to-nothing to run.
4 It is very expensive.
5 Cambodia, Vietnam, the Philippines

5D Students read the article again individually, but can work in pairs to find the words that match the definitions. They can compare their answers with another pair before you go over them with the class.

Answer key

1 inventor
2 solar-powered
3 traditional
4 charge
5 familiar
6 options
7 next-to-nothing

6 Culture focus

Culture quiz

page 80

Students work individually. Give them adequate time to answer all the questions and have a task ready for students who finish quickly. For example, they can find out in which unit the topics were covered. This will be useful for reference in the feedback session. When all the students have completed the task, go over the answers with the class. If this is to be a real test of what they have learned, students should not compare their answers first. After correction, ask students to read the culture or reading sections relevant to their mistakes.

Answer key

Part 1
1 Portugal and Austria (U1 *Culture focus*)
2 South Korea (U1 *Culture focus*)
3 Japan and South Korea (U1 *Culture focus*)
4 the United States, Canada, the UK, Malaysia, Singapore (U3 *Culture focus*)
5 Japan (U3 *Culture focus*)
6 China, Japan, South Korea, Latin American countries, Saudi Arabia (U5 *Culture focus*)

Part 2
7 In many Asian countries 8 is a lucky number. (U3 *Reading*)
8 Thirteen is an unlucky number in many Western countries. (U3 *Reading*)
9 Red (U3 *Reading*)
10 In China. Chinese philosophy stresses harmony and balance, so avoid giving one of something. (U3 *Culture focus*)
11 In a low-context culture (U5 *Culture focus*)
12 A day when employees can dress in a more relaxed way. (U7 *Culture focus*)

Part 3
13 In many Asian countries 9 is an unlucky number. (U3 *Reading*)
14 In Indonesia it is impolite to refuse a gift. In China it is acceptable to refuse a gift three times. (U3 *Culture focus*)
15 Light blue is associated with death in that region. (U3 *Reading*)
16 South Korea is a high-context culture and direct questions are avoided. Australia is a low-context culture and people often ask direct questions when they meet for the first time. (U5 *Culture focus*)
17 In high-context cultures people don't always want everything in writing because they believe that business partners must trust each other. (U5 *Culture focus*)
18 Gifts are not normally opened in front of the giver in Japan, as they often are in the UK. (U3 *Culture focus*)
19 Shorts are not acceptable even on casual Friday. (U7 *Culture focus*)
20 In the Philippines a Barong Tagalog shirt is often worn by businessmen in formal meetings. Foreign visitors should not wear a suit and tie as that is too formal and they would not be comfortable in the climate there. (U7 *Culture focus*)

Finding a job

Unit aims

In Unit 10 students will
- listen to and understand a conversation about job hunting.
- express regret about events in the past using *wish* and *if only*.
- test their grammar with a grammar quiz.
- understand a talk about the mistakes job seekers make.
- write a job advertisement and take part in a job interview.
- talk about qualifications, skills, and personal qualities.
- test their vocabulary with a vocabulary quiz.
- read and understand an article about an online recruitment service.
- write a job application with a résumé and cover letter.

This unit covers various aspects of finding and applying for a job. The *Business situation* deals with job hunting and different ways of looking for a job. The *Listening* section looks at the mistakes that job seekers might make, and *Talking about* includes a simulated job interview. In *Vocabulary focus 1* students have the opportunity to extend their vocabulary concerning qualifications, skills, and personal qualities. The *Reading* section takes a look at an online recruitment service and contains a great deal of vocabulary related to the world of job hunting and employment. In *Business writing* students learn how to write a résumé.

The unit includes a *Grammar quiz* and a *Vocabulary quiz*, which test and review some key structures and vocabulary from previous units in the Student's Book. These quizzes not only test students' progress, they also provide an opportunity for individualized remedial work.

As you are approaching the end of ***Business Plus 3***, it is time to talk to your students about their future as learners of English and to encourage more independent learning. Ask students about their language-learning activities outside the classroom and how they plan to continue learning English. Discuss the activities they can do to improve their language skills, for example, watching English movies in the original with subtitles, writing emails to an English-speaking pen pal, reading online magazines in English, playing English language–learning games online, and downloading the lyrics of their favorite English songs and memorizing them. Students can also look at useful EFL learning sites such as http://www.bbc.co.uk/worldservice/learningenglish/ and http://learnenglish.britishcouncil.org/en/.

1 Business situation

Job hunting

page 81

This section introduces words and phrases needed to understand the language of job advertisements and talk about job hunting.

1A Before listening, ask students to look at the list of skills and personal qualities. Check comprehension. Follow Steps 1 to 5 of TIP 1 on page xi. You may want to pre-teach key words at the bottom of pages 81 and 82 as they will help students understand the recording.

Answer key

ambitious **S**
enthusiastic **N**
flexible **U**
good communication skills **S**
good with people **S**
hardworking **N**
reliable **U**
speaks foreign languages **S**, **U**
team player **U**

1B Follow Steps 1 to 7 of TIP 1 on pages xi–xii, with students working in pairs in Step 7.

Answer key

1 False. They are looking for staff to join their team.
2 False. Only shortlisted candidates will be contacted for an interview.
3 False. The closing date for applications is tomorrow.
4 False. The salary is fixed.
5 True
6 Not stated
7 True
8 False. They are looking for junior staff straight from college.
9 Not stated

1C Students work in pairs. Monitor the pairs, noting problems or mistakes. Error correction should not take place during communicative activities. The feedback session comes after the activity. See notes on monitoring and follow-up activities on page xiii.

2 Grammar focus

Focus 1: Expressing regret

page 82

2A Students work individually or in pairs and then compare their answers with a partner or another pair. Go over the answers with the class.

Answer key

1 had seen
2 did . . . hadn't said

2B Using the completed sentences from 1A, guide students to complete the rule. Ask a student to read the completed rule aloud.

Rule

To express regret about past actions we use *wish* or *if only* with the **past perfect** tense.

2C Students work in pairs to complete the sentences. Monitor the pairs. Various answers may be possible, so you will need time to go over the answers with the class, or have students write down their answers and hand them in for correction.

Possible answers

2 Yuka wishes she **hadn't crashed the car**. She thinks: "If only **I had driven more carefully**."
3 Kasem wishes he **hadn't eaten so much cake**. He thinks: "If only I **hadn't been so greedy/hungry**."
4 Nur wishes she **hadn't lost her cell phone** / **hadn't left her cell phone on the bus**. She thinks: "If only I **had taken more care of my phone**.
5 Ben wishes he **hadn't gone to the party** / **hadn't gone to bed so late**. He thinks: "If only I **had left the party early**."
6 Ahmed wishes he **had listened to his father**. He thinks "If only I **had taken my father's advice**."

2D Students work in pairs to talk about their regrets. Monitor the pairs and correct mistakes on the spot.

2 Grammar focus

Focus 2: Grammar quiz

page 83

2E Students work individually. Give them adequate time to answer all the questions and have a task ready for students who finish quickly. For example, they can look for the grammar sections where the structures were introduced in the Student's Book and write down the grammar topic and unit, using the plan of the book on pages iv–vii to help them. This will be useful for reference in the feedback session. When all students have completed the task, go over the answers with the class. If this is to be a real test of what they have learned, students should not compare their answers first. After correction, ask students to read the grammar pages relevant to their mistakes.

Answer key

1 C (wishes about the present, U1 *Grammar focus 1*)
2 A (causative, U2 *Grammar focus 1*)
3 C (quantifiers, U2 *Grammar focus 2*)
4 B (causative, U2 *Grammar focus 1*)
5 B (gerunds, U3 *Grammar focus 1*)
6 A (gerunds, U3 *Grammar focus 1*)
7 C (articles, U3 *Grammar focus 2*)
8 B (past continuous, U4 *Grammar focus 2*)
9 A (past perfect, U5 *Grammar focus 1*)
10 C (reported commands, U6 *Grammar focus 2*)
11 B (present perfect passive, U7 *Grammar focus 1*)
12 C (third conditional, U8 *Grammar focus 1*)

3 Listening and speaking
Mistakes job seekers make

page 84

3A Students work in pairs and make a list of the mistakes that job seekers might make. Pool ideas on the board in a feedback session.

Possible answers

The application: too much irrelevant information in the résumé or cover letter; sending in an untidy application

The interview: wearing unsuitable clothes; chewing gum; forgetting to switch off your cell phone; not knowing much about the company; showing that you are nervous; not making eye contact with interviewers; asking more about what the company can do for you than what you can do for the company

3B Play the recording once so that students can find out if any of the mistakes Ms. Chu talks about are on their list. Ask for feedback.

3C Follow Steps 2 to 6 of TIP 1 on pages xi–xii. You may need to pause the recording at the relevant parts so that students can complete the sentences. You may want to pre-teach the key words at the bottom of page 84 as they will help students understand the recording. Finally, have students read the transcript aloud for pronunciation practice.

Answer key

1 help people prepare for job interviews.
2 old shorts and sandals.
3 dropped her phone in the bath.
4 short and precise . . . repeat your résumé.
5 grammar, spelling, and punctuation.
6 are interested in the company.
7 write down some questions and take your notebook with you.
8 removed or locked down.
9 polite and friendly . . . eye contact
10 one or two things . . . to improve them.

3D In this *Talking about . . .* activity, students have the opportunity to write a job advertisement and practice job interviews. In Step 1 encourage students to choose a job that is attractive and realistic for their co-students. Draw their attention to the useful vocabulary in the *Business situation*. You might have students research jobs online at home and then share their ideas with a partner in class. Steps 2 and 3 serve as further preparation for the final role plays in Step 4. Your task is to monitor and prompt students at each step of the activity and to give correction feedback at the end. For guidelines see TIP 3 on pages xii–xiii.

4 Vocabulary focus
Focus 1: Qualifications, skills, and personal qualities

page 85

4A Ask the students what the difference is between qualification, skills, and qualities. Elicit:

- **Qualifications** are usually on paper (e.g. a diploma, a certificate, a degree).
- **Skills** are things that can be learned (e.g. languages, computer skills).
- **Personal qualities** are part of a person's character (e.g. flexibility, reliability).

Students work in small groups to put the words in the correct column in the chart. As there is no clear-cut answer in some cases, encourage discussion in the groups. Monitor and prompt the groups. Pool the ideas on the board in a feedback session. You could also ask students to add other skills and qualities from 1A under the appropriate heading, thus reviewing the vocabulary.

Possible answers

Qualifications	Skills	Personal qualities
college degree driver's license school-leaving certificate specialist training university qualification work experience	*good leader* communicative (communication skills) creative foreign languages good listener good with people organizing abilities team player	*ambitious* communicative creative friendly good leader good listener good with people motivated patient pleasant personality self-confident team player
		From 1A: ambitious enthusiastic flexible hardworking

4B Students work with a partner or in a small group to think of ideas and then compare their answers with another pair or group. In a feedback session, you can pool students' ideas in a chart on the board.

Possible answers

	Job	Qualifications	Skills	Personal qualities
1	a nurse	a nursing degree	communicative, good listener	patient, communicative, good with people, pleasant personality, reliable
2	a bus driver	a special driver's license, work experience	foreign languages (if he/she works in a big city)	patient, good with people, reliable
3	a graphic designer	college degree in graphic design	communication skills, creative	communicative, patient, reliable
4	a plastic surgeon	degree in medicine, work experience, special license	communication skills	ability to work under pressure, reliable, patient
5	an office assistant	a vocational school degree	organizing abilities	ability to work under pressure, flexible, reliable
6	a flight attendant	high-school diploma or college degree, specialized vocational training	foreign languages, first-aid skills	patient, ability to work under pressure, good with people, self-confident
7	a car mechanic	specialized vocational training, hands-on experience	knowledge of new technologies	friendly, patient
8	a hotel receptionist	specialized vocational training	foreign languages	good with people, flexible
9	a web designer	computer skills	creative	computer skills, creative
10	an elementary school teacher	a college or university degree	communication skills, good listener, organizing abilities	enthusiastic, patient

4C Students work individually or in pairs, and then compare their answers with a partner or another pair. Go over the answers with the class. As there is often more than one possibility, students can be asked to explain their answers.

Answer key

2 B, F, H, I, J
3 A, L
4 B, H, J
5 F, I
6 B, H
7 L
8 D
9 G
10 K
11 F, H, I
12 C

4D The *Key words* task tests the vocabulary that is at the bottom of pages 81–84. This can be done as homework.

Answer key

1 applications
2 negotiable
3 reference.
4 ambitious
5 management trainer
6 (a) strength . . . (a) weakness.
7 (an) entry-level
8 shortlist . . . applicants.

4 Vocabulary focus

Focus 2: Vocabulary quiz

page 86

4E Students work individually. Give them adequate time to answer all the questions and have a small task ready for students who finish quickly. For example, students can see how many key words beginning with the letter *r* they can find in the book and in which unit they first occur. When all students have completed the task, go over the answers with the class. If this is to be a real test of what they have learned, students should not compare their answers first.

Answer key

Part 1

1 deadline (U1)
2 priorities (U1)
3 franchisee (U2)
4 reliability (U2)
5 launch (U3)
6 time zone (U5)
7 minutes (U6)
8 fault (U4)

Part 2

9 A (U3)
10 B (U4)
11 C (U7)
12 B (U8)
13 A (U8)
14 C (U9)

Part 3

15 Recycling (U9)
16 Human resources (U4)
17 target group (U3)
18 raw materials (U5)
19 (An) excursion (U6)
20 (An) improvement (U7)

Key words beginning with *r*:
recommendation (U2)
reputation (U2)
reliable (U2)
representative (U2)
(to) run a business (U2)
(to) recruit (U5)
raw materials (U5)
requirement (U6)
(to) require (U6)
(to) race through (U7)
(to) retrain (U8)
(to) recycle (U9)
renewable (U9)
reference (U10)
résumé (U10)

5 Reading

Smart job seekers stay online

page 87

5A Students work in pairs to make a list of different ways of looking for a job, and then compare their answers with another pair. Monitor the pairs. Pool the ideas on the board in a feedback session.

Possible answers

ads in print media (newspapers and journals), online recruitment agencies, checking company websites, mailing résumés to companies at random, going to private or state employment agencies, personal recommendation

5B Students read individually for the main idea and then compare their answer with a partner. You may wish to pre-teach some vocabulary, for example, *fresh graduate*, *entry-level position*, *to suit*, *keen*, *for the sake of*. Go over the answer with the class. For further guidelines on reading comprehension see TIP 2 on page xii.

Answer key

C Both companies and job seekers are making more and more use of online recruitment services.

5C Students read the article again individually, but can work in pairs to do the task. They can compare their answers with another pair before you go over them with the class.

Answer key

1 False. He / The company was amazed.
2 False. Forty percent of users are fresh graduates looking for entry-level positions.
3 False. Registered companies can advertise their job vacancies on the job app.
4 True
5 True
6 False. He thinks it already is.

5D Students work in pairs or small groups to find vocabulary related to job hunting and employment. Set a time limit. Pool the answers on the board in a feedback session.

Possible answers

job application, entry-level positions, job app, employers, advertise, job vacancies, candidates, applying, profile, résumé, applicants, career pages, job listings, recruitment sites, seek and apply for a job, position

6 Business writing

A résumé

page 88

In this section students will make a job application with a cover letter and their résumé. Tell students that job applicants in the United States don't include photos with their résumés, and it is against the law to ask someone for a photograph. Place or date of birth, gender, age, race, marital status, and religion are also not included in a résumé.

6A Before listening, set the scene. Kaori has made a job application and sent a résumé. She is now at the job interview. Follow Steps 2 to 7 in TIP 1 on pages xi–xii, with students working in pairs in Step 7.

Answer key

Education:
Advanced certificate in **web design** at the Tokyo Design Technology Center (20..)

Work experience:

- 20.. – 20.. **Part-time waitress** at the Kyubei sushi restaurant in Tokyo
- 20.. – 20.. **Temporary** employment as an administrative assistant at GameZ, a **video games company** in Osaka.

Skills:

- Languages: **native** Japanese speaker, **fluent English**
- Excellent **technical** skills
- Works well **independently** and **as part of a team**

6B This task can be done in class or given as homework. In either case, it should be handed in for individual correction. In the next lesson, you can deal with any general problems and give remedial work to the class or individuals.

TOEIC® practice (pages 89–90)

1 Listening

You may need to pause the recording between each task to give students time to think about and mark their answers.

Conversations

In this part of the test, students hear some short conversations between two people. Then they see and hear three questions on each conversation. There are four possible answers (A–D). Students have to choose the correct answer. For tips and practice strategies, see Unit 4 TOEIC® practice 1 on page 30.

Note: 1 metric ton (tonne) = 1,000 kilograms (2,205 pounds)

Answer key

Conversation 1	Conversation 2
1 C	**1** A
2 D	**2** C
3 B	**3** B

2 Speaking

2A **Express an opinion**

In this part of the test students give their opinion about a specific topic. They must be sure to say as much as possible in the time allowed. They have 15 seconds to prepare and 60 seconds to speak. For practice purposes this time can be extended. Students should state their opinion clearly and give reasons for it. Phrases for expressing opinions, agreeing, and disagreeing can be found in *Vocabulary focus 2* in Unit 5 of the Student's Book.

Other useful phrases:
One reason why . . . Another reason is . . .
Firstly, . . . Secondly, . . .
In addition to that . . .
Furthermore, . . .
However, . . .

Possible answer

I absolutely agree with the statement that it is better to have an easy job with a low salary than a hard job with a high salary. A hard job means stress and stress can lead to illness. A hard job also means working long hours, so your work will take up too much space in your life, and you will not have a good work-life balance. What is the point in working until you are exhausted and have no time or energy to do pleasant things, such as spending time with family and friends, doing sports, or just relaxing with some music or a good book? If you ask me, a high salary is no compensation for the loss of leisure time. In my opinion, it is better to "work to live" rather than "live to work." That means living modestly and only working enough to cover your costs with a little extra for your leisure time.

2B **Describe a picture**

In this part of the test, students describe a picture in as much detail as possible.

In the real test, students will have 30 seconds to prepare and 45 seconds to speak about the picture. For practice purposes this time can be extended. See also the tips and strategies suggested in Unit 2 TOEIC® practice 1A and 2A on page 14.

Possible answer

In the picture I can see three people, two women and one man. They are wearing business clothes. They are all sitting at a table in an office. I think the office must be high up in a building because you can see a view out of the window over the tops of other buildings. One of the women has her back to the camera, so you can't see her face. The other woman is smiling and holding a folder. There is a laptop on the table, and the man seems to be looking for something on the laptop. I think this is a job interview. The woman with her back to the camera is a candidate. The smiling woman is interviewing her, and the folder might contain the questions she is going to ask. I think the man is her colleague, and he is probably looking for the candidate's application and résumé.

3 Reading

Text completion

In this part of the test, students see a text (e.g. email, article, advertisement, notice) with some words and phrases missing in some of the sentences. Four answer choices (A–D) are given below the sentences. Students have to select the best answer to complete the text. The same practice strategies apply here as in the section *Incomplete sentences* in Unit 2 TOEIC® practice 3 on page 15.

Answer key

1 C **2** B **3** D **4** A

4 Writing

Write an opinion essay

In this part of the test, students write an essay in response to a question that asks them to state, explain, and support their opinion on an issue, giving examples, reasons, and other details. Students will have 30 minutes to plan, write, and revise their essay. An effective essay will contain a minimum of 300 words. The essay will be scored on:

- grammar
- vocabulary
- organization
- whether the opinion is supported with reasons and/or examples.

Tips

1 The essay should
- have a logical structure: an introduction, main arguments, conclusion.
- the main arguments should be supported by reasons and examples.
- contain some complex sentences using conjunctions (e.g. *although*, *despite*, *furthermore*, *however*, *moreover*, etc.).
- not deviate from the topic.
- demonstrate students' language abilities, that is, use of a variety of grammar structures and vocabulary items.

2 Take at least five minutes to plan the essay and make notes. A mind map is a useful way to organize notes.