Business PLUS

Preparing for the workplace

Margaret Helliwell

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Teacher's Manual 2

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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				
Welcome to our company *Pages 1–8*	A visitor	**1** Review of present tenses **2** *Wh-* questions	**1** Commuting in Jakarta **2** Talking about the ideal workplace	**1** Welcoming a visitor **2** Describing people, places, and things
Unit 2				
Business communication *Pages 9–16*	Videoconferences	**1** Verb + *-ing* after prepositions **2** Past tense of *can*, *must*, *have to*	Communicating at work Talking about communicating outside work	Computers and the Internet
TOEIC® practice *Pages 17–18*				
Unit 3				
Products and services *Pages 19–26*	Describing products	**1** Review of past simple **2** The passive	**1** Describing services **2** Talking about how to learn a foreign language	**1** Adjectives to describe products and services **2** ASEAN: countries, languages, and people
Unit 4				
Targeting the customer *Pages 27–34*	Advertising	**1** First conditional **2** Adverbs of manner	**1** Radio commercials **2** Talking about advertising	**1** Advertising words **2** Easily confused words (1)
TOEIC® practice *Pages 35–36*				
Unit 5				
Achievements *Pages 37–44*	Presenting facts and figures	**1** Present perfect **2** *Since* and *for*	**1** Personal achievements **2** Talking about successful people	**1** Graphs and charts **2** Presenting information

Reading	Culture focus	Business writing	Learning outcomes
			Students can . . .
			▪ welcome a visitor in a business situation. ▪ use the present tenses. ▪ ask questions with *wh-* words. ▪ understand a conversation about commuting. ▪ talk about the ideal workplace. ▪ ask people to describe things. ▪ understand a text about working on an oil rig. ▪ understand different attitudes to time and punctuality.
An unusual workplace	The right time		
			▪ understand a conversation about videoconferences. ▪ use the *-ing* form of the verb after prepositions. ▪ use modal verbs in the past and to give advice. ▪ talk about communicating at work and outside work. ▪ talk about computers and the Internet. ▪ understand a text about Skype. ▪ write telephone and text messages.
Skype is here to stay		Messages	
			▪ understand someone describing a product. ▪ talk and ask questions using the past simple. ▪ understand and use the passive. ▪ understand a conversation about products and services. ▪ talk about how to learn a foreign language. ▪ use different adjectives to describe products and services. ▪ understand the names of ASEAN countries, languages, and people. ▪ understand a text about wearable technology. ▪ discuss stereotypes.
Wearable technology	Stereotypes		
			▪ understand a conversation about advertising. ▪ understand and use the first conditional. ▪ use adverbs of manner to talk about how they do things. ▪ understand commercials and talk about advertising. ▪ understand and use advertising words. ▪ use some easily confused words correctly. ▪ understand a text about an advertising trend. ▪ recognize formal and informal language in emails.
An advertising trend		Formal and informal language in emails	
			▪ understand a presentation of sales figures. ▪ use the present perfect with *for* and *since*. ▪ understand and talk about successful people. ▪ describe graphs and charts. ▪ open and close a presentation and use connecting words. ▪ understand a text about successful Asian businesspeople. ▪ understand typical hand signals.
Successful Asian businesspeople	Hand signals		

Plan of the Student's Book

	Business situation	Grammar focus	Listening and speaking	Vocabulary focus
Unit 6				
How would you like to pay? *Pages 45–52*	Banks and their services	**1** Verb + object + *to do* **2** Defining relative clauses	**1** A company and its money **2** Role play situations in a bank.	**1** Dealing with money **2** Foreign currencies
TOEIC® practice *Pages 53–54*				
Unit 7				
Future trends *Pages 55–62*	Top jobs for the future	*Will* and *going to* future	**1** The future of education? **2** Talking about future trends	**1** Work and jobs **2** College and university
Unit 8				
When things go wrong *Pages 63–70*	Dealing with a complaint	**1** Second conditional **2** Adverbs that modify adjectives	**1** Making complaints **2** Talking about making complaints	**1** Complaints and apologies **2** Easily confused words (2)
TOEIC® practice *Pages 71–72*				
Unit 9				
Socializing *Pages 73–80*	Networking	**1** Reflexive pronouns and *each other* **2** Present perfect with *ever*, *yet*, *already*	**1** Planning a social program **2** Talking about a social program for visitors to your company	**1** Phrasal verbs **2** Polite phrases for socializing
Unit 10				
Next on the agenda *Pages 81–88*	Organizing a meeting	**1** *May* and *might* **2** Grammar quiz	**1** Meeting styles **2** Talking about organizing a meeting	**1** Prefixes **2** Vocabulary quiz
TOEIC® practice *Pages 89–90*				

Partner files *Pages 91–94* **Irregular verbs** *Page 95* **Transcripts** *Pages 96–115*

Reading	Culture focus	Business writing	Learning outcomes *Students can . . .*
Group buying		Report on a sales trip	▪ understand conversations in a bank. ▪ use verbs + object + *to do*. ▪ use defining relative clauses. ▪ understand an interview about a company and its money. ▪ role-play situations in a bank. ▪ use different words to talk about money. ▪ talk about different currencies. ▪ understand an article about group buying. ▪ write a short sales report.
Tomorrow's cities	Names and titles		▪ understand people talking about their future careers. ▪ use *will* and *going to* to talk about the future. ▪ understand and talk about future trends in education. ▪ use words for different jobs. ▪ talk about college and university. ▪ understand an article about a city of the future. ▪ use names and titles in business in different countries.
Solving problems with a smile		Responding to a complaint	▪ understand a complaint and an apology. ▪ understand and use second conditional. ▪ use adverbs that modify adjectives. ▪ understand a conversation and talk about making complaints. ▪ deal with complaints. ▪ use easily confused words correctly. ▪ understand a text about strange complaints in a hotel. ▪ reply to a complaint email.
Social or antisocial networks?	Gift taboos in Asia		▪ introduce themselves and make business contacts. ▪ use reflexive pronouns and *each other*. ▪ use the present perfect with *ever*, *yet*, and *already*. ▪ plan a social program for visitors to a company. ▪ use phrasal verbs. ▪ use polite phrases for socializing. ▪ understand a text about communication technology. ▪ understand and talk about gift taboos in Asian countries.
Meetings etiquette in Japan		Writing an agenda	▪ understand plans for a meeting. ▪ use *may*, *might* and *maybe*. ▪ understand about meeting styles. ▪ organize a meeting. ▪ use prefixes to make opposites. ▪ understand an article about etiquette at meetings. ▪ write an agenda for a meeting.

Introduction

Welcome to ***Business Plus 2***. 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 2* for?

Business Plus 2 is designed for pre-work-experience adult students at the elementary/threshold (A2) level. The course aims to prepare students for English in the business world by activating and further developing the language students 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 2* organized?

Business Plus 2 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 91–94 in the Student's Book, and a list of irregular verbs for reference is on page 95.

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 revise 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 situations*, 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 mean 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. Students focus on patterns such as word collocations, word families, word formation, antonyms, synonyms, and prepositions. They are given opportunities to learn and practice useful words and phrases to

- describe people, places, and things, products and services,
- present information and describe graphs,
- talk about money, computers and the Internet, ASEAN countries, languages, and people,
- discuss advertising, work and jobs, college and university,
- socialize,
- give complaints and make apologies.

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 attitudes about time and punctuality, stereotypes, hand signals, names and titles, and gift taboos in Asia. 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 revised 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, nine *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 phase 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.

Welcome to our company

Unit 1

Unit aims

In Unit 1 students will
- practice welcoming a visitor to a company.
- review the present tenses.
- use *wh*-words to ask questions.
- understand a conversation about commuting.
- talk about the ideal workplace.
- practice asking for descriptions of people, places, and things.
- understand a text and talk about working on an oil rig.
- understand different attitudes about time and punctuality.

When you begin ***Business Plus 2***, 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 are you from?*
How old are you? *Where do you live?*
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.

Before you start the unit, it will also be useful to review some classroom language such as:
Excuse me. I have a question.
I don't understand.
Could you say it again, please?
Could you repeat that, please?
What does . . . mean?
Could you speak more slowly, please?
You can introduce these expressions on the board or make a poster, leaving enough space to add more phrases later.
Ask: *What do you say if you want to ask a question? What do you say if someone speaks too fast?* etc. When you have elicited all the phrases on the board/poster, students write them down in their notebooks. The poster can stay in the classroom and have more phrases added later.

1 Business situation
A visitor

page 1

Before playing the recording, talk about the picture. Ask students what they can see and to speculate who the people might be and why they are meeting. In bigger classes, you can ask students to work in pairs and describe the picture to each other. Write on the board:

What can you see in the picture?
Describe the people.
Where are the people?
What can you see in the background?
Who are the people?
Why are they meeting?

Elicit: *I can see two women and a man. They are smiling, and the man and one of the women are shaking hands. The people are young. One woman and the man have dark hair. The other woman has brown hair. They are all carrying*

bags. They are outside a building. I can see the lights of a city in the background on the left. I think the women are colleagues and the young man is a visitor. They are going to have a business meeting.

Tell students that the women are colleagues in a company in Hanoi. They are welcoming a visitor, David Tan, from Singapore.

1A This task introduces useful phrases for welcoming a visitor. You may want to pre-teach the key words at the bottom of page 1 as they will help students understand the recording.

Follow Steps 2 to 7 of TIP 1 on page xi, with students working in groups of three in Step 7.

Answer key

1	M	**6**	M
2	D	**7**	L
3	L	**8**	D
4	M	**9**	D
5	M	**10**	L

1B Students work in pairs. Follow the guidelines on pair work in TIP 3 on pages xii–xiii.

2 Grammar focus

Focus 1: Review of present tenses

page 2

Students will already be familiar with the present simple and present continuous tenses, but there will almost certainly still be some problems. For example:

- confusing the two tenses: **I drink coffee right now.*
- mixing the forms: **I'm study at college.*
- forgetting *do/does* in questions and negatives: **I no like the weather.*

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

Answer key

1 B
2 C
3 A

2B Remind students of *do/does* in present simple questions and negatives. Students can answer the questions directly or, in bigger classes, ask and answer the questions in pairs. Monitor the pairs.

Possible answers

1 I write emails.
2 I'm learning English.
3 Tomorrow I'm meeting some friends.

Draw students' attention to the tip on page 2 about verbs that are not normally used in the continuous tenses. This is a brief introduction to the so-called state verbs. They can be pointed out as they occur later.

2C Students should work individually to complete the sentences. Tell students that in spoken language we often use short forms with pronouns, less often with nouns, but it is not a fixed rule.

Example: *They're visiting. The guests are visiting.*

Students compare their answers with a partner. Go over the answers with the class.

Answer key

1 is not attending (isn't attending)
2 'm making (am making)
3 know
4 are visiting
5 're speaking (are speaking) . . . don't understand.
6 do . . . do
7 're working (are working)
8 don't wear . . . 'm wearing (am wearing) . . . 'm working (am working)

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

Answer key

2 A
3 D
4 F
5 B
6 C

2 Grammar focus

Focus 2: *Wh*-questions

page 3

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

Answer key

1 Where are you staying?
2 What's the plan for the day?
3 Who's that?
4 When are you having lunch?
5 Why not?

2F Follow the same procedure as in 2E.

Answer key

1	a time?	**when**
2	a person?	**who**
3	a thing?	**what**
4	a place?	**where**
5	a reason?	**why**

If you wish to do further practice before moving on to 2G, have students write down five questions of their own with *where*, *what*, *who*, *when*, and *why* and then work with a partner and take turns to ask and answer the questions.

2G Students work in pairs. Monitor the pairs. Follow the activity with a feedback session, where you deal with the main errors.

Possible answers

Who is . . . ?
Who is he/she visiting?
What time / When is his/her appointment?
Why is he/she visiting the company?
Where does he/she work?
What does he/she do?
What is his/her address?
Where is his/her office?
What is his/her telephone number?
What is his/her email address?

3 Listening and speaking

Commuting in Jakarta

page 4

Before listening, ask students what they can see in the picture. Ask them about their experience in city traffic. Tell students they are going to hear a conversation about commuters (put *commuters – to commute – a commute* on the board). Remind them that when they do listening practice, they do not have to understand every word in order to answer the questions correctly.

3A The aim of the matching exercise is to provide vocabulary input for the listening task. Read or have students read the introduction and make sure they understand the task. They can work individually or in pairs to complete the matching exercise. Go over the answers with the class.

Answer key

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

3B You may want to pre-teach the key words at the bottom of page 4 as they will help students understand the recording. Follow Steps 2 to 7 of TIP 1 on page xi. In Step 7 students can take turns to play Oliver and Dian, as Oliver's lines are very brief.

Answer key

1 over two
2 10 million
3 three and four PM
4 huge
5 heavy rain
6 suburbs . . . one-and-a-half hours
7 it is full
8 go to the bank / get some money out of a machine

3C This is the first *Talking about . . . .* activity in Book 2. For guidelines see TIP 3 on pages xii–xiii. Here students have the opportunity to talk about their own ideas about the ideal workplace. The *Talking about . . .* activities work well in large classes as they involve individual, pair, and group work. 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

Focus 1: Welcoming a visitor

page 5

This section provides further practice of useful words and phrases for welcoming a visitor.

4A Students use the transcript for 1A on page 96 and work in pairs to find ten words in the word puzzle. Point out to students that the words can be horizontal or vertical. Monitor the pairs. Set a generous time limit. Students then compare their answers with another pair. Go

over the answers with the class. Then do the second part of the task.

Answer key

A	P	B	E	C	I	D	O	U	W	A	Y	E	R
F	R	G	C	H	A	H	I	J	E	K	L	M	E
C	O	M	F	O	R	T	A	B	L	E	N	S	S
E	J	B	O	W	A	B	C	D	C	H	I	O	T
B	E	Y	C	U	V	W	F	L	O	O	R	T	R
C	C	W	A	B	U	T	O	R	M	I	F	A	O
D	T	V	T	P	L	E	A	S	E	D	T	B	O
I	O	U	R	P	N	I	S	E	Y	Z	E	C	M
F	N	T	E	T	K	U	H	A	D	D	D	Y	Z
G	P	S	S	P	A	B	S	T	A	Y	I	N	G
K	Q	D	T	U	O	G	T	H	O	F	L	D	Y

1 Welcome
2 Pleased
3 floor
4 way
5 seat
6 How
7 staying
8 project
9 comfortable
10 restroom

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

3 I
4 V
5 V
6 I
7 I
8 I

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

1 to
2 about
3 at
4 on
5 in
6 on
7 at
8 around

4 Vocabulary focus

Focus 2: Describing people, places, and things

page 6

4D The question *What . . . like?* asks for a description. Here *like* is a preposition. Students may only have come across *like* as a verb (e.g. *I like sports*). Point out that there is no *like* in the answer to the question *What . . . like?*
What's Huan like? *He's ~~like~~ friendly.*

A note on word order: we usually put *like* at the end of a short question (e.g. *What's your boss like?*). In a long question we can say *What was the movie you saw like?* or *What was the movie like that you saw?* but not: **What was the movie like you saw?*

Using the sample sentences, guide students to complete the rule.

Rule

We use *what* + *to be* + *subject* + ***like*** to ask about people, places, and things.

Draw students' attention to the tip on page 6 about the difference between *what . . . like* and *how*. (*How* asks about somebody's health, not about their character or appearance.) For further practice, ask some students: *What is your neighbor like?* Students are expected to give a brief description, e.g. *He's a good student. She's very pretty*. Then ask: *How is your neighbor? If you don't know, ask him/her.* **Possible answers:** *He's very well. She has a cold.*

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

Answer key

2 A
3 D
4 C
5 B
6 E

4F Students work in pairs. Monitor the pairs. For guidelines on pair work see TIP 3 on pages xii–xiii.

4G Students work individually or in pairs and compare their answers with a partner or another pair. Encourage students to vary their questions. Go over the answers with the class.

Answer key

1 What kind of / color / brand of . . .
2 What kind of / brand of . . .
3 What kind of . . .
4 What kind of . . .
5 What kind of / color / brand of . . .
6 What kind of . . .
7 What kind of / color / brand of . . .
8 What kind of . . .

4H Students work in pairs to ask and answer the questions in 4G. Monitor the pairs. For guidelines on pair work see TIP 3 on pages xii–xiii.

4I 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 traffic jam
2 job interview
3 share
4 public transportation
5 commutes
6 Enormous
7 schedule
8 sales conference

5 Reading
An unusual workplace

page 7

5A Have students skim the article to find out what Krisada Atthakor does in his free time. As this is the first time in ***Business Plus 2*** 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. Go over the answers with the class.

Answer key

He watches movies and goes to the gym.
To relax he watches the sharks, sea turtles, and fish that swim under and around the rig.

5B Explain to students that scanning involves running through the text for relevant details. See TIP 2 on page xii. You may wish to pre-teach some vocabulary, for example: *to complain*, *to store*, *would rather do*, *shifts*, *sharks*, *fiber optics*.

Answer key

1 Not correct. He shares a room with another engineer.
2 Not correct. The workers don't have to do their own cooking or cleaning.
3 Not correct. Krisada attended a special training course after he graduated from technical college.
4 Not correct. Life is never boring at sea.
5 Not correct. There is a gym.
6 Not correct. He can relax when he watches the sharks, sea turtles, and fish.
7 Correct

5C In large classes the discussion can be carried out in small groups. Monitor the groups. As the focus here is on fluency and not accuracy, do not correct on the spot, but refer to any serious problems in a feedback session.

6 Culture focus
The right time

page 8

6A First ask students to read questions 1 to 8 and check comprehension. When students know what information they are looking for, they can scan the text individually to find the answers to the questions. Then they compare their answers with a partner. Go over the answers with the class. For further guidelines on reading, see TIP 2 on page xii.

Answer key

1 Germany
2 Japan
3 The Philippines / Italy / Spain
4 Malaysia
5 The Philippines
6 Japan
7 Malaysia
8 Indonesia

6B Begin by listening for the gist. Play the recording section by section. Stop after each section and ask students what they understood. Don't ask specific questions at this stage, but ask students to note key words. Then ask them to read through the incomplete sentences and check comprehension. Play the recording again, stopping after each section. As some of the answers are long, you should let students cooperate to complete the sentences and give them plenty of time to do so.

Possible answers

1 Isamu Takahashi from Japan **arrived early** for an appointment with his German teacher. It was wrong because the Germans **are punctual**. In Japan people often **arrive early**.
2 Katja Falkenberg from Germany wanted to **leave** a meeting with Japanese businesspeople because she had to **pick up her daughter**. It was wrong because in Japan **it might seem impolite if you are the first person to leave / a senior person must decide that the meeting is over**.
3 Nick Brown from England was **late** for a meeting with an Italian customer. It was wrong because in Southern Europe it is **unacceptable to keep people waiting for more than 20 minutes**.
4 Her Filipino colleagues told Anina Fisk from Finland that their party would start at **seven o'clock**, so she arrived **at seven / on time**. It was wrong because **in the Philippines it is impolite to arrive at social events exactly on time**.
5 When Philipp de Woolf from the Netherlands worked in Indonesia, he called a meeting for nine-thirty one morning, but **nobody showed up until 10 o'clock**. Philipp was angry, but that was wrong because **people in Indonesia can be flexible with time**.

You could round off this section by asking students what common attitudes about time and punctuality are in their country.

Business communication

Unit 2

Unit aims

In Unit 2 students will
- understand a conversation about videoconferences.
- learn to use the *-ing* form of the verb after prepositions.
- learn and use the past tense of *can*, *must*, *have to*.
- practice using *should* and *shouldn't* to give advice.
- listen to a survey about communication at work.
- talk about communication outside of work.
- talk about computers and the Internet.
- understand a text about Skype.
- practice writing telephone and text messages.

Before beginning a new unit, you might like to review the previous unit. Ask your students what they learned, what they enjoyed, what they didn't enjoy and why. The answers will give you some insight into how students feel about the course and their own progress, and help you make adjustments at an early stage.

In Unit 2 we look at different forms of business communication. There is quite a lot of new vocabulary in this unit, so now is the time to find out if your students are keeping a vocabulary notebook and how they go about learning vocabulary. Begin by showing students that there are more effective ways of organizing vocabulary than alphabetical lists. People often remember words in groups that have something in common. Although the way we group our words is personal, you can make the following suggestions with examples from Unit 1:
- words with the same initial consonant(s): *to share*, *to show*, *shark*, *shift*
- word fields: places in a company building: *restroom*, *floor*, *office*, *corridor*, *cafeteria*
- word families: *to commute*, *a commute*, *a commuter*

Suggest to students that they can learn vocabulary either from their notebooks or with an online vocabulary trainer – have them enter "vocabulary trainer" into their search engine. Other tips:
- Write vocabulary on sticky notes and put them on your mirror. It is best to put the word(s) in a sentence.
- Record words and their meanings and listen to them on your smartphone.
- Get into the habit of looking up words you don't know, for example, in an online dictionary.
- Practice again and again. You may have to "learn" a word 10 times before you really remember it.
- Do crosswords and play word games in English, for example, on the British Council site https://learnenglish.britishcouncil.org/en/vocabulary-games.
- Read, read, read! There is nothing better for learning new words in context.

1 Business situation
Videoconferences

page 9

Before listening, ask students to describe what they can see in the picture. Ask them if they have any experience with videoconferencing. Would they like to take part in a videoconference? Why (not)? 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.

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

Answer key

Advantages	Disadvantages
▪ easy to keep in touch with business partners ▪ saves time ▪ saves money ▪ less traveling	▪ some people are shy in front of a camera ▪ no personal contact ▪ no time for small talk ▪ technical problems

1B Play the recording again. Stop at the relevant places to give students time to complete the sentences. Go over the answers with the class and then follow Steps 6 and 7 in TIP 1 on page xi, although you might prefer not to let students see the transcript until they have completed 2A.

Answer key

1 had technical problems / couldn't get a picture on the screen.
2 building personal relationships (about meeting people face-to-face).
3 visit all your business contacts.
4 meeting his contacts personally.
5 in front of a camera.
6 some tips (about talking to a camera).

2 Grammar focus

Focus 1: Verb + *-ing* after prepositions

page 10

2A Play the conversation in 1A again. Students add the missing prepositions.

Answer key

I'm responsible **for** setting up the equipment.

Business is **about** building personal relationships.

Think of the cost **of** getting there.

I look forward **to** meeting my contacts personally.

I'm fed up **with** traveling around the world.

I'm pretty good **at** talking to a camera.

2B Using the examples in 2A, guide students to complete the rule.

Rule

When a verb follows a preposition, the verb ends in ***-ing***.

Ask students to look at the transcript on pages 97–98 and find further examples of preposition + *-ing*.

Answer key

They are perfect **for** keeping in touch.

Business is **about** meeting people face-to-face.

Sorry **for** interrupting.

I can spend time with my family **instead of** just talking about them.

How **about** meeting for coffee?

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

Answer key

1 to meeting
2 instead of talking
3 for being
4 of buying
5 about improving
6 for keeping
7 at talking

2D Draw students' attention to the tip on page 10, which explains the use of *by* + gerund to say how something happens or can be done. Students work individually to make sentences with *by* + verb + *-ing* and then compare their answers with a partner. Go over the answers with the class.

Answer key

2 A You can pass your exams by studying hard.
3 C You can remember what the teacher said by taking notes.
4 B You can find out what a word means by looking it up in the dictionary.
5 D You can get better grades by checking your answers.

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

Possible answers

1 You can improve your English by watching English movies / reading English magazines / writing to an English pen pal.
2 You can get fit by eating healthy food / doing/playing a lot of sports / getting enough sleep.
3 You can help to save the environment by recycling glass and paper / using public transportation / not using plastic bags.

2 Grammar focus

Focus 2: The past tense of *can*, *must*, *have to*

page 11

2F Use the examples to guide students to complete the chart.

Answer key

Present	Past
have to, must	had to
can	could

2G 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 . . . had to run for the bus.
3 . . . couldn't attend the meeting.
4 . . . had to discuss some problems with our boss.
5 Could you contact your clients by Skype . . . ?

2H 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 can't sleep
3 couldn't get
4 can drive
5 couldn't find
6 couldn't buy
7 can wait
8 could speak

2I This is the first *Partner files* activity in ***Business Plus 2***, 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 and 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.

Draw students' attention to the tip on page 11, which compares *should* with *must* and *have to*.

Possible answers

Student A:
1 You should have a videoconference.
2 You should practice a lot.
3 You shouldn't eat so much chocolate.
4 You should join a sports club.

Student B:
1 You should call a technician.
2 You should prepare well for the meeting.
3 You should take a walk and get some fresh air.
4 You shouldn't go to bed so late.

For further practice with *should* have students work in groups and come up with five suggestions for people visiting their country.
They should bring light clothes with them because it gets very hot.
They should buy a phrase book so that they . . .

3 Listening and speaking

Communicating at work

page 12

Before listening, ask students to cover the page so they can't read the survey questions. Tell students that they are going to listen to a conversation with Yi Ling Sim, who is taking part in a survey about how people communicate at work. Ask them what some of the questions might be and put them on the board. Then have students read the questionnaire to find out if they guessed any of the questions correctly. Check comprehension.

3A Follow Steps 2 to 7 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 conversation.

Answer key

1 C
2 A
3 C
4 A, B
5 A
6 A, C
7 B
8 A
9 C

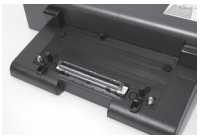
3B In the *Talking about . . .* activity, students have the opportunity to talk about their own ideas and experience in communicating outside of work. Your task is to monitor and prompt students at each step of the activity and to give correction feedback at the end. For guidelines see TIP 3 on pages xii–xiii.

4 Vocabulary focus
Computers and the Internet

pages 13–14

4A 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

5 	1 	6 	2 	8 
9 	7 	3 	10 	4 

4B For this exercise on word collocations, 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

1	H	**6**	J
2	D	**7**	C
3	I	**8**	E
4	G	**9**	F
5	B	**10**	A

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

Answer key

1 click on an icon
2 press the shift key
3 reset your password
4 drag . . . to the trash can.
5 receive a Wi-Fi signal
6 restart the computer.

4D Students work in pairs to ask and answer the questions. Monitor the pairs.

Possible answers

1 To shut down my computer, I click on the "shut down" icon.
2 If my Wi-Fi connection doesn't work, I can go to an Internet café and use one of their computers.
3 When I correct somebody's text, I track changes so they can see my corrections.
4 To rename a file, you right click the file and click "rename" in the menu that appears.
5 I usually shut my computer down to save energy.

4E 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

1	scroll	**5**	drop-down
2	links	**6**	bookmarks
3	toolbar	**7**	history
4	tab	**8**	zoom

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

Answer key

1 Contact us
2 Careers
3 About us
4 Our staff
5 Our products and services

4G 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 interrupting
2 advantages . . . disadvantages
3 survey
4 minutes
5 screen
6 research
7 dozen
8 fed up

5 Reading
Skype is here to stay

page 15

5A Students work in pairs. Monitor the pairs. In the feedback phase, choose a few students to report what their partner told them.

5B Look at the guidelines on reading in TIP 2 on page xii. Explain to students that scanning involves running through the text for relevant details. You may wish to pre-teach some vocabulary (e.g. *high sound and video quality, reward*), but be careful not to overlap with 5D.

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

Answer key

Le Dinh Tung went to work in Sweden **6** months ago.

Skype first appeared in **2003**.

Skype has over **300 million** users.

Users make **2 billion** minutes of calls a day.

5C Give students time to read the text again, answer the questions individually, and then compare their answers with a partner. Go over the answers with the class.

Answer key

1 He works in Sweden.
2 He talks to business partners, relatives, and friends back home.
3 The high quality of calls gives people the feeling that they are in a room with the people they are talking to.
4 They are allowed to communicate via Skype with orangutans in other zoos.
5 We will use Skype more and more in the future.

5D Students work in pairs to find the words in context and then compare their answers with another pair. Go over the answers with the class.

Answer key

1 worried
2 in touch
3 relatives
4 fan
5 expert
6 device
7 living room

6 Business writing
Messages

page 16

This section focuses on taking down telephone messages and interpreting text messages.

6A Follow Steps 2 to 7 in TIP 1 on page xi, with students working in pairs in Step 7. You can have a correction phase (Step 5) either after each message or after both messages have been completed.

Answer key

TELEPHONE MESSAGE

To: Sakura Kondo
From: Nobu Takahashi

Please call Mr. T. from the **E**nkai Food Company on + 81-**423**-45-9899 before 5 pm. If not, he'll call again **tomorrow morning**.

TELEPHONE MESSAGE

To: Sakura Kondo
From: Margarete **W**erner

Please send new catalog to:
D**OMAG**
Vogelweg **29**
56068 Koblenz
Germany

6B Before students listen, give them some examples of how to shorten information.

Examples: *"Would you ask her to send me a new catalog?"* ➔ *"Please send a new catalog to . . ."*(6A)

"This is Bob Kowalski. I'm in Singapore. I'm staying until Friday." ➔ *Mr. Kowalski is in Singapore until Friday."*(6B)

Play the recording. Follow Steps 1 to 6 of TIP 1 on page xi. Finally, have students read the script aloud for pronunciation practice.

Answer key

Mr. Kowalski is in **Singapore** until Friday. Please call today at the **Park Hotel**. Tel: 065 8246 **3220** Room number 1**34**	Hendrik Edegran called from **Stockholm**. He got **your name and number** from John Fox. He wants to know the name of **a shipping company in Singapore**. Please send email to **hendrik.edegran@gmail.com**
Ann called about **Monday**. She can't **make it** because **her mother is sick**. She'll call again to **make a new appointment**.	**James Wright** called. You met him at a **trade show** in **Kuala Lumpur**. He has checked **the sales figures**. In January **sales went up** but **fell in February by 15 percent**. If you have questions, call him at **0044 2456 554237**.

6C Before students do the exercise, you may want to ask them first what text message language they know and give them some guidelines, for example:

- Leave out the vowels *a*, *e*, *i*, *o*, *u*: GD = good, MTG = meeting, MSG = message, YR = your, WL = will, THX= thanks
- Use abbreviations: ASAP = as soon as possible, PCM = please call me
- Use numbers instead of words or parts of words: 4 = for, L8 = late, 2nite = tonight, 2morrow = tomorrow
- Use letters instead of words: B = be, C = see, U = you

Answer key

2 Thanks for your message.
3 [I] Will see you late tonight.
4 [Was it a] Good meeting? Please call me as soon as possible.
5 Will you be at [the] meeting tomorrow?

6D Students work in pairs. Follow the guidelines on pair work in TIP 3 on pages xii–xiii.

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. In the test, 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 B **2** D

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. In the test, 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, for example: *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 A **2** C **3** B **4** B

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.

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? (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 . . .*)
Students should also learn to circumscribe words they don't know.
Example: *hammer*: "a tool (for breaking things)"
yelling: "shouting angrily"

Possible answer to photograph 2

In the picture I can see a man. He is quite young and he is wearing business clothes. He is in an office. In the background I can see some files. The man is sitting in front of a laptop. He is shouting angrily at the laptop. He is holding a tool in his hand and it looks like he wants to break the laptop with it. I think something has gone wrong and he doesn't know how to fix it. Perhaps he has forgotten to click on the icon to store his work and he has lost his documents.

2B Read a text aloud

In this part of the test, students' pronunciation and intonation are tested. Students are given a text to read aloud. In the real test students have 45 seconds to prepare and 45 seconds to read the text aloud. For practice purposes this time can be extended.

A useful practice strategy is to work together with your students to underline the words that a native speaker would normally stress, and to mark the place where a small pause (//) would be natural. Advise students to try not to read too fast.

The first Internet café // or cybercafé // was opened in Seoul in South Korea in March 1988 //– two or three years before the first Internet café in the Western world. It was called the *Electronic Café*. // Traditionally cafés are places where people meet, // drink coffee, // chat, // read newspapers, and play games. // The idea of an Internet café was to offer all these things, // but also to offer Internet access. // Internet cafés soon became very popular. // But today // many people have their own Internet connection at home // or on their laptops and smartphones // using Wi-Fi, // so perhaps the days of Internet cafés are over.

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, and then discuss wrong answers with them. It is important for them not only to know that an answer is wrong, but also why it is wrong.

The best way to learn 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 C **2** D **3** A **4** B **5** 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 answers

1 The children are boarding the school bus.
The school bus has stopped to let the children board.
2 There are so many people in the street.
The street is very crowded as there are so many people.

Products and services

Unit 3

Unit aims

In Unit 3 students will
- understand someone describing a product.
- talk about the features of a device.
- talk about the past using the past simple tense.
- use the present simple and past simple passive.
- understand a conversation about products and services.
- talk about how to learn a foreign language.
- use different adjectives to describe products and services.
- understand the names of ASEAN countries, languages, and people.
- understand and discuss a text about wearable technology.
- discuss stereotypes.

This unit reviews the past simple and introduces the present and past simple passives. It introduces a wide range of vocabulary needed to describe products and services, talk about countries, people, and languages in ASEAN, and discuss stereotypes.

As there is a lot of new vocabulary in this unit, it is a good moment to talk to your students about using a dictionary to help to solve their learning problems. Make students aware of the fact that a good dictionary shows not only the spelling and meaning of words, but also explains the grammar (e.g. singular or plural) and the use of the word(s) in context. It tells us what part of speech (noun, verb, adjective, etc.) a word is, and where the main word stress lies.

Together with the class, look up some words from page 19 such as *feature*, *to depend on*, *true* and discover what information can be found there. Students can then work in groups to make further dictionary discoveries. You could prepare some tasks for research.

Examples:
Look in the dictionary and find out:
1 What part of speech are the words *false*, *translate*, and *mistake*?
2 Where is the main word stress in *electronics*, *traveler*, and *currency*?

Answers:
1 *false* – adjective, *translate* – verb, *mistake* – noun
2 *electronics*, *traveler*, *currency*

1 Business situation

Describing products

page 19

Before listening, ask students what they can see in the picture. Let them speculate on who the people are and what they are talking about. Ask students if they have any experience with electronic translators. What are their advantages and disadvantages?

1A You may want to pre-teach the key words at the bottom of pages 19–22 as they will help students understand the recording. Follow Steps 2 to 5 of TIP 1 on page xi.

Answer key

alarm clock
audio translation
backlighting
currency converter
LCD screen
voice recorder

1B Follow Steps 2 to 7 of TIP 1 on page xi, although you might prefer not to let students see the transcript until they have completed 2D. Students work in pairs in Step 7 and take turns to play the roles of Lisa and the man.

Answer key

1 False. He saw it on TV.
2 True
3 False. He had one that was useful.
4 True
5 False. The Lingua Traveler 01 has eight languages, the 03 model has fourteen.
6 True
7 True
9 False. It costs $199.

1C Students work in pairs. Follow the guidelines on pair work in TIP 3 on pages xii–xiii.

2 Grammar focus

Focus 1: Review of past simple

page 20

2A Use the sentences from the conversation in 1A and guide students to complete the chart.

Answer key

Simple Past	Statement	Negative	Question
Regular Verbs			
verb 1	*they talked*	*they didn't talk*	*did they talk?*
verb 2	I liked	I didn't like	did I like?
Irregular Verbs			
verb 1	you heard	you didn't hear	*did you hear?*
verb 2	I had	I didn't have	did I have?
verb 3	it was	*it wasn't*	was it?

Draw students' attention to the tip on page 20 about spelling the past simple forms.

Remind students of the three ways of pronouncing *-ed*:

/t/ *looked*, *talked*, *walked*, *watched*
/d/ *listened*, *moved*, *opened*, *played*
/ɪd/ *expected*, *visited*, *wanted*

Refer students to the list of irregular verbs on page 95 of the Student's Book.

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

Answer key

1 bought
2 didn't want
3 was
4 advised
5 cost
6 had
7 wasn't
8 didn't have
9 got
10 was
11 gave
12 tried
13 arrived

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

Answer key

2 How did you travel there? / How did you get there?
3 Where did you stay/sleep?
4 How long did you stay?
5 What did you learn/do?

2 Grammar focus

Focus 2: The passive

page 21

English uses the passive voice more than many other languages. *One* is not really the equivalent of the French *on* as it is not very common and sounds very formal. *They* is sometimes used instead of the passive, but it is rather informal. Focusing only on the present and past simple tenses gives students a gentle introduction to the topic of the passive.

2D Play the conversation from 1A again and let students complete the chart. Go over the answers with the class.

Answer key

Subject	*to be*	Past particple	
Mandarin Chinese	**is**	**spoken**	by over a billion people.
Words and phrases	**are**	**shown**	on the display.
When the first electronic translators	**were**	**made**	the audio quality was poor.

2E Using the chart in 2D to guide students to complete the rule.

Rule

We form the passive with the verb ***to be*** and the past participle of the verb.

We use the passive when:
- we **don't know** who does something.
- it is **not important** to say who does something.

Draw students' attention to the tip on page 21 about the use of *by* with the agent.

2F 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

1 **A** A
B P
2 **A** A
B P
3 **A** P
B A
4 **A** A
B P
5 **A** P
B A

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

Answer key

2 The first smartphones were introduced in 2007.
3 In the 1990s, tapes and CDs were replaced by MP3s.
4 The most expensive cell phone in the world is made of gold and diamonds.
5 About 120 million cell phones are thrown away every year in the US.
6 The first text message was sent by a Canadian engineer in 1989.
7 About 60,000 videos are posted on YouTube every week.
8 Ebay was invented by a French scientist in 1995.
9 Trillions of text messages are sent worldwide every year.
10 Amazon was started in 1994 by Jeff Besoz.

3 Listening and speaking

Describing services

page 22

Before listening, ask students to look at the picture. Tell them that Nick Ramos from the Philippines and Akamu Sayavong from Laos have met for the first time at a conference. They are talking during their lunch break.

Ask: *What do you think they will talk about / ask each other?*

3A You may want to pre-teach the key words at the bottom of page 22 as they will help students understand the recording. Follow Steps 2 to 5 of TIP 1 on page xi.

Answer key

1 Manila Language Training Services
2 A translating service, language courses, and cross-cultural training
3 Filipinos are more relaxed about punctuality than the Japanese.
4 The way other countries do business, their beliefs and customs
5 One week for cross-cultural training, one month combined with a language course
6 Freelance experts
7 To find clients
8 He says they are / it is doing well.

3B Follow Steps 2 to 5 of TIP 1 on page xi. The phrases are not in the same order as in the transcript, so play the recording at least twice and tell students to listen carefully.

Answer key

Can you give me an example?
It sounds interesting.
Oh, I see.
Really?

Finally, follow Steps 6 and 7 of TIP 1 on page xi, with students working in pairs in Step 7.

3C In the *Talking about . . .* activity, students have the opportunity to talk about their own ideas and experience concerning language learning. 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: Adjectives to describe products and services

page 23

4A Tell students that the twelve adjectives are from the conversation in 1A. There are five pairs of opposites. The first pair *enormous – tiny* is given. Students work individually and find four more pairs and compare their answers with a partner.

Answer key

excellent – poor
modern – old-fashioned
new – old
simple – difficult

4B Draw students' attention to the tip on page 23, which explains the difference between *-ed* adjectives (e.g. *interested*) and *-ing* adjectives (e.g. *interesting*).

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

Answer key

1 excited
2 interesting . . . boring
3 disappointed
4 disappointing
5 amazing
6 exciting
7 surprised . . . bored
8 surprising . . . amazed

4C Allocate the pairs and ask Student A not to look at the information on this page, but to go straight to Partner file 2 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.

4 Vocabulary focus

Focus 2: ASEAN: countries, languages, and people

page 24

4D The task is demanding so it may be necessary to frequently pause and repeat the recording. Follow Steps 2 to 5 of TIP 1 on page xi.

Answer key

1967: Indonesia, Malaysia, the Philippines, Singapore, and Thailand
1984: Brunei Darussalam
1995: Vietnam
1997: Laos, Myanmar
1999: Cambodia

4E Follow Steps 2 to 6 of TIP 1 on page xi.

Answer key

Country	Main language(s)	People
Cambodia	Khmer	**Cambodians**
Indonesia	**Indonesian**	Indonesians
Malaysia	Malay, English, **Chinese**, Tamil	**Malaysians**
The Philippines	Filipino (Tagalog), English, **Spanish**	**Filipinos**
Singapore	English, **Malay**, Chinese, Tamil	Singaporeans
Thailand	Thai	**Thais**
Vietnam	**Vietnamese**	Vietnamese

Finally have students read the transcript aloud for pronunciation practice.

4F 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 display
2 features
3 beliefs . . . customs
4 guess
5 devices
6 native speakers
7 complicated
8 trade show

5 Reading
Wearable technology

page 25

5A In large classes students can work in groups. Monitor the groups. Collect the groups' ideas on the board.

5B Look at the guidelines on reading in TIP 2 on page xii. You may wish to pre-teach some of the vocabulary (e.g. *to vibrate*, *to protect*, *frames*, *vacuum (cleaner)*, *dust*, *performance*). Skimming usually involves reading quickly, so set a time limit. Go over the answers with the class.

Answer key

1 You put on your high-tech clothes, which will measure how much sunlight there is and automatically protect your skin.
The shirt checks your performance and sends the results to your smartphone.
2 If you fall and hit your head, the device will send a signal to your smartphone, which is programmed to send for medical help.
3 To relax, just put on your 3D virtual reality headset and you will feel as if you are actually inside a video game.
Or you may decide to go jogging and wear your new training shirt.

5C Remind students that scanning involves running through the text for relevant details. Students work individually and then compare their answers with a partner. Go over the answers with the class.

Answer key

1 smart glasses
2 vibrating alarm clock
3 smartwatch
4 vacuum shoes
5 helmet, 3D virtual reality headset
6 vibrating alarm clock
7 smartphone, smart glasses, high-tech clothes
8 helmet
9 vacuum shoes, high-tech training shirt, 3D virtual reality headset

5D Students work in pairs. Follow the guidelines on pair work in TIP 3 on pages xii–xiii.

6 Culture focus
Stereotypes

page 26

Read the dictionary definition of "stereotype" with students. Check comprehension and ask for one or two examples.

6A Look at the first two adjectives with the class. Ask which nation they would describe as "formal" and then ask them about "friendly." Students first work individually and make notes. Various answers are possible depending on students' own experience and ideas. Encourage students to think of reasons for their answers.

6B Students work in pairs to exchange ideas and give reasons for their ideas. See TIP 3 on pages xii–xiii for guidelines on pair work. Collect ideas on the board in the feedback phase.

Another way of approaching this exercise would be to name some nationalities and ask students which of the adjectives they would use to describe them. Make lists on the board.

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

Answer key

What do foreigners think about your country?	Jack, Australia	Kavitha, India	Huang, China
The people	sporty	poor, happy	quiet, polite, short
Activities	*surfing*, spend time outdoors, drink beer	have millions of gods, do yoga	do kung fu
Clothes	big hats	*sari*	*gray suits*
Food	big steaks, kangaroo meat	vegetarian	rice

6D This task can be done in pairs or small groups. Collect ideas on the board in the feedback phase.

Targeting the customer

Unit 4

Unit aims

In Unit 4 students will
- understand a conversation about advertising.
- learn and practice the first conditional.
- use adverbs of manner to talk about how we do things.
- understand radio commercials.
- talk about advertising.
- learn and practice advertising words.
- learn to use some easily confused words correctly.
- understand a text about an advertising trend.
- recognize formal and informal language in emails.

This unit deals mainly with the topic of advertising. It introduces the first conditional, deals with some easily confused words such as *if* and *when* and looks at the difference between formal and informal language in emails.

Although there are no activities in the Student's Book aimed specifically at practicing pronunciation, improving students' oral performance is an ongoing necessity. As well as correcting the pronunciation and word stress of individual words, students should also learn about intonation – the "melody" of the language. English is a relatively melodious language and foreign students often have a very flat intonation. They need to be encouraged to make their voice rise and fall as necessary. The native-speaker voices on the recordings can be used as models. On track 15 in this unit there are some clear examples of rising and falling intonation.

1 Business situation
Advertising

page 27

Before listening, ask students to look at the words in the picture on the right. Ask which they think is the best way of advertising and why.

1A Follow Steps 2 to 5 of TIP 1 on page xi. The items are not in the same order as in the transcript, so tell students they must listen carefully. Play the recording at least twice. You may want to pre-teach the key words at the bottom of pages 27–29 as they will help students understand the conversation.
Note: *webvertising* is a new word that may not be found in a dictionary. It means advertising via the Internet. It includes email marketing, social media marketing, and various types of display advertising.

Answer key

billboards
webvertising
TV commercial
YouTube

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

Answer key

1 Mi-song and Jack both saw the **TV commercial** for Chunky Choc Cookies and liked the **slogan**. They both think the **ad** for hamburgers was funny. They agree that it's silly when **a celebrity** promotes something, and they don't believe that **a product** is better because somebody **famous** says they use it.
2 Jack thinks **advertising** is often fun. He likes **billboards** because they make cities more **colorful**. He likes to get quick **information** about products.
3 Mi-song thinks companies spend too much **money** on advertising. She finds **Internet ads** annoying, and she hates it when advertisers **target** her through her phone, but she says she can't live **without** it.

Finally follow Steps 6 and 7 of TIP 1 on page xi, although you might prefer not to let students see the transcript until they have completed task 2B.

1C Students work in small groups and make a list of other forms of advertising. Stop them after five minutes and make a list on the board.

Possible answers

Email newsletter – sending regular newsletters to customers

"Blogvertising" – this uses social networking sites. The idea is that consumers recommend a product to interested friends.

Product placement – placing a car, a cell phone, or another product in a TV show or movie so that people see it

Computer controlled LCD screens at bus stops or on escalators

2 Grammar focus

Focus 1: First conditional

page 28

Students are already familiar with the *will*-future (***Business Plus 1*** Unit 10). In the first conditional there might be a problem with using the present tense in the *if*-clause, so this needs adequate practice. The difference between *if* and *when* is dealt with in detail in the *Vocabulary focus* in this unit.

2A Using the examples in 2A, guide students to complete the rule.

Rule

I'll is the short form of *I* ***will***.
The negative form is *I* ***won't***.

2B 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

Jack: If I **don't need** it, I won't buy it.
Mi-song: If we **buy** their product, we'll be happy.
Mi-song: If I use the same makeup as a movie star, I**'ll look** like her!
Jack: If you throw away your phone, the advertisers **won't find** you!

2C Ask students to look at the examples in 2A and 2B and underline the correct words to complete the rule.

Rule

For the condition we use *if* + **present simple**.
For the result we use **future**.

Draw students' attention to the tip on page 28, which points out that there is no *will* after *if*.

Write the sentences below on the board and ask students what they notice about the comma.
If I see him, I'll invite him.
I'll invite him if I see him.

Elicit the comma rule.

Rule

If the *if*-clause is the first part of the sentence, add a comma, but not if it is the second part of the sentence.

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

Answer key

1 doesn't need . . . won't buy
2 gets . . . will/'ll delete
3 like . . . will/'ll enjoy
4 won't get . . . doesn't advertise
5 advertise . . . will/'ll reach
6 won't have . . . take

2E Students work in pairs. Monitor the pairs and correct on the spot as this is an exercise in accuracy, not fluency. Make sure students work with several different partners. In a feedback session, you can ask students to tell the class another student's answers.
Example: *If the weather is nice on the weekend, Ly will go to the beach.*

Possible questions

1 What will you do if the weather is nice next weekend?
2 What will you do if you go to the shopping mall on Saturday?
3 What will you do if you meet friends this evening?
4 What will you do if you stay (at) home this evening?

2 Grammar focus

Focus 2: Adverbs of manner

page 29

Students may know the difference between an adjective and an adverb but still make mistakes in their form and use. You should point out:

- Adverbs of manner do not usually go between a verb and its object.
  She speaks English well not **She speaks well English.*
- If there is more than one adverb the order is usually manner + place + time.
  They walked slowly to school this morning.

Adverbs that modify adjectives (e.g. *extremely late*) are dealt with in Unit 8.

2F Have students look at the first part of the rule and then decide if the words in bold are adjectives or adverbs.

Answer key

Adjectives: easy, quick
Adverbs: seriously, quickly, cheaply, easily

Using the examples in 2F, guide students to complete the rule.

Rule

To make an adverb of manner we add **-ly** to an adjective.

Point out the change in spelling:
-y ➔ *ily*: *easy* ➔ *easily*.
If you wish, you can elicit further examples. Write on the board *happy*, *lucky*, *hasty*. Ask students to write the relevant adverbs next to the adjectives. **Answers:** *happily*, *luckily*, *hastily*

Draw students' attention to the tip on page 29, which deals with exceptions to the *-ly* rule.

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

Answer key

1 carefully
2 fast
3 good
4 quiet
5 slowly . . . good
6 serious
7 hard
8 patiently

2H Students work in pairs, take turns to read out the sentences in 2G, and agree or disagree as in the model conversation. Point out that the phrases *Me*, *too* and *Me*, *neither* are, of course, much easier than *Oh, I do(n't) / can('t) / am('m not) / will (won't) / have(n't)*, etc. Monitor the pairs and correct on the spot.

2I 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

1 Mi-song speaks English well.
2 Please close the door quietly.
3 Jack wrote the report quickly.
4 Did I understand your message correctly?
5 The company pays its employees badly.

3 Listening and speaking

Radio commercials

page 30

Before listening, ask students if they listen to radio commercials. In 3B they will have the opportunity to talk about commercials they like.

3A You may want to pre-teach the key words at the bottom of page 30 as they will help students understand the recording. Follow Steps 2 to 6 of TIP 1 on page xi. Finally, have students read the transcript aloud for pronunciation practice. Draw their attention to the "melody" of English – for further details see the introduction to this unit.

Answer key

	Name	Product/ service	Promises
1	Notebook City	repair and service notebooks	Trained engineers will solve your problems.
2	*Up and Away*	adventure tours	They'll make your trip very special.
3	Bella Hair	(organic) shampoo	It will repair damaged hair. (Your hair will be beautiful and full of life again.)

3B Students work in pairs and tell each other about TV or radio commercials they like and why. Monitor and prompt the pairs.

3C In this *Talking about . . .* activity students have the opportunity to discuss their own ideas about advertising. 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: Advertising words

page 31

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

Answer key

2 J
3 I
4 A
5 B
6 D
7 C
8 G
9 H
10 F

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	catchy	tune	slogan
3	target	customers	consumers
4	delete	an ad	a message
5	colorful	ad	billboard
6	sales	department	conference
7	promote	a product	an event

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

Answer key

1 company
2 product
3 promote
4 target
5 customers
6 commercial
7 slogan
8 leaflets
9 print advertising
10 colorful
11 newspapers
12 webvertising
13 ad/advertisement
14 viral

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

Answer key

1 telemarketing
2 print advertising
3 advertiser
4 leaflet
5 product
6 slogan
7 social networks

4 Vocabulary focus
Focus 2: Easily confused words (1)

page 32

4E Read the introduction. Write on the board:

1 *If John comes, I'll tell him the news.*
2 *When John comes, I'll tell him the news.*
Ask: *In which sentence is the speaker certain John will come?*

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

1 If
2 When
3 When
4 If
5 if
6 if
7 When

4F Read the information: *quiet* = opposite of *noisy*, *quite* = not a lot, but not a little. Read the instructions. Play the recording. Pause after each sentence to give students a chance to mark the chart. Students can compare their answers with a partner. Go over the answers with the class. Have students read the transcript on page 103 as you play the recording again.

Answer key

3 ✘
4 ✔
5 ✔
6 ✘

4G Before they do this exercise, draw students' attention to the tip on page 32 about the use of *tell* and *say*. 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

1 Jack tells Mi-song that he likes advertising.
2 What did she say **to** Jack?
3 Can you tell me the time?
4 I said something **to** my teacher.
5 Our boss told us a funny joke.

4H 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 technicians . . . solve
2 target . . . commercials
3 satisfied
4 go viral
5 campaign
6 deleted
7 annoys
8 damage

5 Reading
An advertising trend

page 33

5A Guide students to draw the conclusion that the article will be about shop owners and their businesses.

Possible answer

In both pictures I can see a young man in a store. The first store is a bicycle store; the second is a fruit and vegetable store.
I think the men are the owners of the stores, and the article will be about them and their businesses.

5B Look at the guidelines on reading in TIP 2 on page xii. You may want to pre-teach some vocabulary (e.g. *lifestyle*, *maintenance*, *advertising strategy*, *diet*), but be careful not to overlap with 5D. Have students read the text for the main idea.

Answer key

A Knowing the customer is more important than pushing the product.

5C Students read the text again. Remind them that scanning involves running through the text for relevant details. They can compare their answers with a partner before you go over the answers with the class.

Answer key

1 Not correct. They already have information from the Internet.
2 Correct
3 Correct
4 Not correct. They still have the same products.
5 Correct
6 Correct

5D Students work individually and then compare their answers with a partner. Go over the answers with the class.

Answer key

1 fair . . . service
2 hard sell
3 safe routes
4 health food
5 social media

6 Business writing
Formal and informal language in emails

page 34

6A Students should first read both letters silently. Then they work in pairs to find the correct answers to questions 1 to 3. For question 3, encourage students to think about vocabulary, grammar, punctuation, and opening and closing phrases. Monitor the pairs. Students compare their answers with another pair. Go over the answers with the class. The answers to question 3 needn't be as comprehensive as in the key that follows. A few examples will suffice as there are more details in 6B. With weaker students you might prefer to look at 6B before answering 6A question 3.

Answer key

1 email 1
2 email 2
3

	formal	informal
forms of address	*Dear Richard:*	*Hi Kath,*
subject	*Tokyo trip*	*I'm back!*
words and phrases	- *rather tired* - *the trip was productive* - *please find attached reports* - *I'm sure Karen can be of assistance.* (= can help)	- *pretty dead* - *it was a great trip* - *a bit of* - *I attach a couple of pics.*
other features	- passive forms : *I was warmly welcomed.*	- *I'm back!* – use of exclamation mark - short forms: *I'm, They're* - abbreviations: *asap* - smileys ☺ ☹

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

Answer key

2 I (e.g. *asap*, *pics*)
3 F (e.g. *I was warmly welcomed.*)
4 F (e.g. *rather*, *productive*, *assistance*)
5 I (e.g. ☺ ☹)
6 I (e.g. *It was a great trip.*)
7 I (e.g. *I'm back! There was an earthquake!!!*)

6C 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.

Possible answer

Dear Mr. Yamamoto:

Hattie Smith told me that you requested some information about the Asia conference. Please find attached our sales report. I will contact you again by phone as soon as possible.

Best wishes,

Karen Lee

TOEIC® practice (pages 35–36)

1 Listening

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

1A 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. In the test, 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 are able to 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 B	**2** C
3 D	**3** A

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. In the test, 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 pages 13–14.

Answer key

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

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 pages 13–14.

Possible answer

I can see two people in the picture. I think they are at home in the living room of their apartment. A young man with fair hair is on the left. He is wearing blue jeans and a blue and brown striped shirt. He is cleaning/vacuuming the wooden floor. Behind him on the right there is a young woman with a laptop sitting on a sofa. She has long hair and she is wearing a gray sweater. On the floor in front of her there is a briefcase and some papers, so I think she is working. Behind her there is a big window, and below the window there is a red chair. On the right there is another room. There is not much furniture in the apartment.

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 14.

Answer key

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

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. Remind students:

	Opening salutation	Closing salutation
Formal	Dear Sir or Madam:	Sincerely,
Less formal	Dear Mr. Brown: Hello, (if you don't know the person's name)	Best/Kind regards, Best wishes,
Informal	Dear Sue, Hi, Sue!	Yours, Best,

Possible answer

From: Fiona Smith (Sales Department)
To: Tecwol Marketing Department
Subject: Reservations for annual conference

Four members of the staff from the sales department will attend the conference. Each of the participants requires a single room. All of them will attend the evening dinner and no special meals are required.
Could you please let us know if there is anywhere to park near the Premier Hotel? Does the hotel have its own parking lot, or do we have any special arrangements for transportation?

Achievements

Unit aims

In Unit 5 students will
- understand a presentation of sales figures.
- learn and practice the present perfect simple.
- learn to differentiate between *since* and *for*.
- understand a radio interview with a successful person.
- talk about successful people.
- describe graphs and charts.
- learn how to open and close a presentation.
- use connecting words.
- read and understand a text about successful Asian businesspeople.
- understand typical hand signals.

This unit deals with the topic of commercial and personal achievements. It begins with a short presentation of the achievements of a company and introduces the vocabulary necessary for describing trends (*increase*, *decrease*, *stay the same*). There are opportunities for further practice in the *Vocabulary focus* when students describe graphs and charts.

In this unit the present perfect with "unfinished" time and with *since* or *for* is introduced. Although students may have come across this tense before, they are still likely to make mistakes, especially when contrasted with the past simple. A common mistake is the use of the present perfect instead of the past simple (e.g. **I have studied for my exams yesterday*). Another common mistake is using the present simple instead of the present perfect and confusing *since* and *for* (e.g. **I live here since three years*).

In this unit there are lots of opportunities for controlled and freer practice of the present perfect, and it is worth spending time on the exercises for further practice suggested below. But even by the end of the unit, students will almost certainly not have mastered the use of this tense, and you will need to constantly review and consolidate.

The present perfect used with *ever*, *yet*, and *already* to talk about experiences is introduced and practiced in Unit 9.

1 Business situation
Presenting facts and figures

page 37

Before listening, put the words below on the board, check comprehension, and ask students to use them to describe the picture to a partner. Monitor the pairs.

give a presentation *bar chart* *figures*
increase *trainees* *listen*

1A Follow Steps 2 to 6 of TIP 1 on page xi, although you might prefer not to let students see the transcript until they have completed 2A. 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

Table 2

Finally have students read the transcript aloud for pronunciation practice.

1B Draw students' attention to the tip on page 37, which deals with *increase* and *decrease*. Students work in pairs to find the correct word and then compare their answers with another pair. Go over the answers with the class.

Answer key

1 Last year, exports to Asia **increased** compared with the year before.
2 This year, exports to Asia **have risen** again.
3 Last year, exports to Europe **rose** compared with the year before.
4 This year, exports to Europe **have fallen**.
5 Total exports this year **have stayed the same** compared with last year.

2 Grammar focus

Focus 1: Present perfect

page 38

For possible problems with the present perfect, see the introduction to this unit on page 28.

2A Play the presentation in 1A again, pausing to give students time to complete the sentences. Students can compare their answers with a partner. Go over the answers with the class.

Answer key

1 exported
2 have exported
3 rose
4 have fallen
5 fell
6 have risen
7 opened
8 have opened

2B Students underline the time phrases in 2A and decide which box they belong in. Go over the answers with the class.

Answer key

Time in the past (= time is "finished")	Time from the past to the present (= time is "not finished")
last year two years ago	so far this year

As a quick comprehension check, ask students if the following refer to finished or unfinished time: *this month*, *last month*, *this week*, *last week*, *yesterday*, *today*, *this semester*, *last semester*, *when I was a child*.

Ask students the name of the tense in sentences 1, 3, 5, and 7 in 2A. **Answer:** past simple. Tell them the tense in sentences 2, 4, 6, and 8 is called the present perfect. Ask students to look at the sentences in 2A again and underline the correct words to complete the rule.

Rule

When we talk about time that is "not finished," we use the **present perfect**.

When we talk about time that is "finished," we use the **past simple**.

Mention the short forms of the present perfect.

have → *'ve* — *They've lived there for a few months.*
has → *'s* — *He's had his own restaurant since September.*

Draw students' attention to the tip on page 38, which points out that the past participle of regular verbs is the same as the past simple. Remind students of the list on page 95 of the Student's Book, where they can look up irregular forms.

2C Students work in pairs. Monitor the pairs and correct on the spot as this is an exercise in accuracy, not fluency. Students can refer to the list of irregular verbs on page 95.

Answer key

2 Have you sent a lot of text messages this week? / Did you send a lot of text messages last week?
3 Have you given a presentation in class this semester? / Did you give a presentation in class last semester?
4 Have you played a computer game today? / Did you play a computer game yesterday?
5 Have you taken a vacation this year? / Did you take a vacation last year?

If you wish to give students further practice, ask them to work in pairs and think up two more questions to ask another pair, using the sentences in 2C as a model. Monitor the pairs.

2 Grammar focus

Focus 2: *Since* and *for*

page 39

2D Students work individually to read the text and then with a partner to complete and answer the questions. They can compare their answers with another pair before you go over the answers with the class.

Answer key

3 How long **has** she **lived** in Singapore?
She's lived in Singapore since she got married.
4 How long **have** they **lived** in eastern Singapore?
They've lived in eastern Singapore for only a few months.
5 How long **did** they **live** downtown?
They lived downtown for two years.
6 How long **did** Yi Ling Tang's husband **work** at the Shangri-La Hotel?
He worked there for a long time.
7 How long **has** he **had** his own restaurant?
He's had his own restaurant since September.

2E Students work individually and then compare their answers with a partner. Go over the answers with the class. Ask students to underline the correct word to complete the rule.

Answer key

since: she got married, September
for: (only) a few months, two years, a long time

Rule

We use *for* with a **period** of time.
We use *since* with a **point** of time in the past.

Here you can do a brief oral exercise. Say the words in bold below and students add *since* or *for*.

Example:
Teacher: *Monday*
Students: *since Monday*
1 since **Monday**
2 for **three months**
3 since **8 AM**
4 for **an hour**
5 since **last week**
6 since **I started**
7 for **a long time**
8 for **two days**

Draw students' attention to the tip on page 39 about short forms of *is* and *has*. You can give students further practice with the following sentences either on the board or orally.

Is* or *has?

1 She's a teacher.
2 He's sent a lot of emails.
3 Yi Ling's lived there for a long time.
4 My company's in Singapore.
5 Kim's often visited London.
6 Yi Ling's worked hard today.
7 Huang's the export manager.
8 Sue's late.

Answer key

1 is
2 has
3 has
4 is
5 has
6 has
7 is
8 is

2F Allocate the pairs. Ask Student A not to look at the information on this page, but to go straight to Partner file 3 on page 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.

3 Listening and speaking
Personal achievements

page 40

Before listening, ask students if they know any successful sportsmen or sportswomen and what their sport is. Ask them if they know anything about their lives. Tell them they are going to hear an interview with a successful sportsman who became a successful businessman.

3A 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. Students work individually to spot and correct the mistakes and then compare their answers with a partner. Go over the answers with the class.

Answer key

Sebastian Patel was born in London in **1980**. His father came from India and his mother was **English**. They lived in a **poor** district in London. In his free time, Sebastian ran with his **dad** through the city's parks.
Sebastian ran his first race at school. **Everybody** was surprised how fast he could run. His **gym teacher** coached him, and when he was only **nineteen**, he ran 800 meters in one minute **fifty** seconds.
In the last five years, he has opened **a chain of** successful sports stores. This year, Sebastian Patel has given **half a million** pounds to build a sports club in the London district where he **came from**. He wants poor kids there to have a chance to **do** sports because it may be the way to a better future.

3B Play the recording again. Follow Steps 2 to 5 of TIP 1 on page xi. Students work individually and then compare their answers with a partner. Go over the answers with the class.

Answer key

1 . . . a successful sportsman
2 . . . came from India to live in London.
3 . . . it cost nothing.
4 . . . started his chain of sports stores. / opened his first sports store.

Follow Steps 6 to 7 with the students working in pairs in Step 7.

3C In the *Talking about . . .* activity, students have the opportunity to do their own research and talk about a successful person that interests them. 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: Graphs and chart

page 41

4A Guide students to name the graphs and charts correctly.

Answer key

1 bar chart
2 line graph
3 pie chart

4B Draw students' attention to the tip on page 41 about the difference between *rise* and *raise* and remind them of the tip on page 37 about *increase* and *decrease*. For further practice with *rise* and *raise*, put the following sentences on the board and ask students to complete them with the correct form of *rise* and *raise*.

1 The company is planning to . . . their prices. *(raise)*
2 They have . . . their prices twice this year. *(raised)*
3 At the moment the temperature . . . *(is rising)*
4 Last month our company . . . our salaries. *(raised)*
5 Yesterday it rained and the rivers . . . by one meter. *(rose)*

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 B **6** B
3 C **7** A
4 A **8** B
5 B **9** A

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

Answer key

1 dropped / fell / went down / decreased
2 increased / went up / rose / climbed . . . stayed the same
3 increased / went up / rose / climbed . . . increase / go up / rise / climb
4 drop / fall / go down / decrease . . . stayed the same . . . dropped / fell / went down / decreased
5 increased / went up / rose / climbed

4 Vocabulary focus
Focus 2: Presenting information

page 42

This section deals with opening and closing a presentation and with connecting words. Before listening, tell students they will hear a short presentation by Peter Garcia, who is the owner of the company Solar Light.

4D Read the instructions. Play the recording, pausing if necessary to give students the opportunity to complete the text. Play twice if necessary. Go over the answers with the class.

Answer key

Good morning. My name is Peter Garcia. Today I'd like to tell you something about my **company**, Solar Light. It was **founded** in 2010 and is **located** in Manila. Solar Light **produces** high-quality solar panels. Our main **customers** are solar energy companies in Asia. Solar Light has 45 **employees** in the office, the **factory**, and in sales. We have **revenue** of US$5 million per year. That is all I want to tell you today. If you have any questions, please ask me.

4E Play the recording to 4D again, getting students to focus on the beginning and the end of the presentation. Students work individually and then compare their answers with a partner. Go over the answers in class.

Answer key

Open the presentation: *Good morning. My* name is Peter Garcia. Today I'd like to tell you something about my company, Solar Light.

Close the presentation: *That's all* I want to tell you today. If you have any questions, please ask me.

1 C **4** O
2 O **5** O
3 C **6** C

4F Play the recording to 1A again so that students can listen for the words. Weaker students can be asked to see which words they can find in the transcript on page 104.

Answer key

as a result
but
first
finally
for example
however

4G 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

1 However
2 Finally
3 As a result
4 so that
5 If

4H 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 achievement
2 competition
3 downtown
4 wealthy
5 district
6 decreased
7 figures
8 chain

5 Reading
Successful Asian businesspeople

page 43

5A Look at the guidelines on reading in TIP 2 on page xii. Skimming usually involves reading quickly, so set a time limit for this task.

Answer key

Yusaku Maezawa runs Zozotown, an online shopping mall.
Haan Gyung-hee is CEO of Haan Corporation, a company that produces steam cleaners for cleaning floors and clothes steamers for ironing clothes.

5B Students scan the text individually to find what happened in each year, and then compare their answers with a partner. Go over the answers with the class.

Answer key

1 In **1999**, Haan Gyung-hee got a bank loan.
2 In **2004**, Yusaku Maezawa had the idea of the online shopping mall. / In **2004**, the fashion mall Zozotown was born.
3 In **2011**, there was an earthquake and tsunami. / Yusaku sold special T-shirts in his online store and raised money for the Japanese Red Cross.
4 In **the mid-1990s**, Yusaku started to sell music CDs and T-shirts online.

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

Answer key

1 . . . a member of a Japanese punk band.
2 . . . wanted to share his favorite music with everyone.
3 . . . have increased by 20 percent a year.
4 He sold special T-shirts in his online store . . .
5 . . . Koreans spend a lot of time on the floor.
6 . . . invented a steam cleaner.
7 . . . multinational, multimillion-dollar company

5D Students can work in pairs or small groups. Monitor the groups, noting problems or mistakes. Error correction should not take place during communicative activities. The feedback phase comes after the activity. See notes on monitoring and follow-up activities on page xiii.

6 Culture focus
Hand signals

page 44

6A Students work in pairs to match the pictures A to H with the expressions 1 to 8 and then compare their answers with another pair. Monitor the pairs. Go over the answers with the class.

Answer key

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

6B Follow Steps 2 to 6 of TIP 1 on page xi. Finally, have students read the transcript aloud, focusing in particular on intonation – for further details see the introduction to Unit 4 on page 20.

Answer key

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

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

Answer key

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

6D Students work in pairs. Monitor the pairs and look out for any general problems that can be dealt with in a feedback session.

How would you like to pay?

Unit aims

In Unit 6 students will
- understand conversations in a bank.
- learn to use verbs + object + *to do*.
- use defining relative clauses.
- understand an interview about a company and its money.
- role-play conversations in a bank.
- learn and use different words to talk about money.
- learn the names of foreign currencies.
- practice understanding and saying long numbers.
- read and talk about group buying.
- write a short sales report.

In this unit students will hear people talking about money in a wide variety of situations from conversations in a bank – which students will role-play in the *Speaking* section – to owners of a company talking about their financial strategies, and everyday situations in which people are handling money. Students also have an opportunity to practice long numbers in combination with different currencies. *Grammar focus 1* deals with verbs + object + *to do* and *Grammar focus 2* with defining relative clauses.

All the topics of the *Reading* sections of ***Business Plus*** are chosen with student motivation in mind. Students will be more likely to want to read a text if it looks interesting and if they can relate to the topic. In this unit the *Asian Business Online* article looks at deal-of-the-day websites and group buying, which many students may have experienced themselves.

It is essential that students know that they should not read every text in the same way and at the same speed. As mentioned in TIP 2 on page xii *(Teaching reading comprehension)* students must know why they are reading (for the gist? for a particular piece of information? for details?) and how they should read (skim, scan, or read intensively). In the guidelines that follow, you will find further details of how to deal with the tasks in the *Reading* section.

1 Business situation

Banks and their services

page 45

Before listening, the class or groups collect the banking and money vocabulary they already know. Give them ten minutes to brainstorm and then put the vocabulary on the board.
Examples: *account*, *check*, *credit card*, *savings*, *spend*, *save*, etc.

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 45 as they will help students understand the recording.

Answer key

1 C
2 A
3 B

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

Answer key

1 savings . . . checking
2 salary
3 bank transfer . . . ATM
4 loan
5 lend
6 borrow
7 exchange
8 sign . . . checks

2 Grammar focus

Focus 1: Verbs + object + *to do*

page 46

Students should learn that after certain verbs there is no *that-* sentence:
**I want that you come with me.*
**I'd like that the bank gives me a loan.*

2A Play the conversations in 1A again, stopping if necessary at the relevant places to give students time to complete the sentences.

Answer key

1 to deposit
2 to fill
3 to give
4 to give
5 to change

2B Using the sentences in 2A, guide students to complete the rule.

Rule

want / *ask* / *would like* / *get* / *help* + object + **to** + verb

2C Draw students' attention to the tip on page 46 about other verbs followed by object + *to do*. 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 Kasem asked Ms. Watson to fill out the form.
3 Kasem advised the customer to talk to Ms. Mookjai.
4 The American woman wanted Kasem to help her.
5 Kasem would like the secretary to give Mr. O'Brian an appointment.

2D Students work individually or in pairs and compare their answers with a partner or another pair. Go over the answers with the class. Draw attention to word stress *photograph – photographer*.

Answer key

2 I'll get the bank manager to give me a loan / some money.
3 I'll get the travel agent to book my trip / journey / vacation.
4 I'll get the car mechanic to fix my car.
5 I'll get the delivery person to bring (me) a pizza.

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

2 Grammar focus

Focus 2: Defining relative clauses

page 47

Defining relative clauses are sometimes called "extra information clauses" because they give us extra information about somebody or something.

2F Have students look at the sentences from 1A and guide them to complete the rule.

Rule

Defining relative clauses about:

- people begin with **who** or **that**.
- things begin with **which** or **that**.

Point out to students that there are no commas before or after these clauses.

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

Answer key

1 who/that
2 which/that
3 who/that
4 which/that
5 which/that

2H Draw students' attention to the tip on page 47, which explains when the relative pronoun can be left out. Students work in pairs to complete the sentences and then compare their answers with another pair. Monitor the pairs. Go over the answers with the class, asking the students to say the complete sentence.

Answer key

1 You remember the business **which/that** I started last year?
2 Souvenir Land – the shop **which/that** you opened in the Riverfront shopping mall.
3 She was the lady **who/that** I spoke to last time.
4 The checks **which/that** I have are for 100 dollars each.

2I 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
A company and its money

page 48

Before listening, tell students they are going to hear an interview with an Indonesian couple who have a business selling candy and chocolate.

3A Follow Steps 2 to 7 of TIP 1 on page xi, with students working in groups of three in Step 7. You may want to pre-teach the key words at the bottom of page 48 as they will help students understand the recording.

Answer key

1 False. Nuri read something in the newspaper (that chocolate sales in Asia are increasing very fast).
2 False. They needed a bank loan.
3 False. The bank manager was very helpful.
4 False. They bought some of their equipment secondhand.
5 False. They have found good staff.
6 True
7 False. They also advertise on TV and radio.
8 False. They advise their customers to pay by international bank transfer.
9 False. Their company made a profit last year.
10 True

3B Allocate the pairs. Ask Student A not to look at the information on this page, but to go straight to Partner file 4 on page 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. Refer students to the transcript to 1A on page 105 of the Student's Book for useful words and phrases.

4 Vocabulary focus
Focus 1: Dealing with money

page 49

4A Before listening, ask students to look at the pictures carefully, but do not ask any questions about the pictures at this stage. Follow Steps 2 to 5 of TIP 1 on page xi.

After you have gone over the answers, ask students to describe what they can see in the pictures. Who are the people? Where are they? What are they doing?

Answer key

1 D
2 A
3 B
4 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

1 note . . . change
2 expiration
3 check
4 debit
5 receipt
6 invest . . . interest

Follow Steps 2 to 6 of TIP 1 on page xi. Students can also be encouraged to close their books and role-play one or more of the conversations with their own words.

4C Draw students' attention to the tip on page 49 about the difference between *lend* and *borrow*. Focus on the prepositions after the verbs: *borrow* ***from*** and *lend* ***to***.

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

Answer key

1 transfer
2 interest
3 loan
4 savings
5 borrow . . . lend
6 borrow
7 currency
8 profit

4D Students work in pairs to match the sentence parts and find the correct preposition. They can compare their answers with another pair before you go over the answers with the class.

Answer key

2 E I don't spend much money **on** clothes.
3 F She didn't get much interest **on** her savings.
4 A Be sure to take good care **of** your money.
5 C I took some cash **from** the ATM.
6 D We don't have much money left **on** our account.

4E Students work in small groups. Prompt and monitor the groups. Go over the answers with the class.

Answer key

1 A It's not easy to get money. You have to earn money; you can't just go and pick it off a tree like a piece of fruit.
1 B We say this when somebody expects us to buy or pay for something that is expensive.
2 Answers will vary.

4 Vocabulary focus
Focus 2: Foreign currencies

page 50

4F The ASEAN flags in Unit 3 page 24 will help students identify some of the countries. Students will need to go on the Internet to find exchange rates and identify other flags. Students work in small groups to find the correct answers and then compare their answers with another group. Monitor the pairs. Go over the answers with the class.

Answer key

Names for the symbols

₩	won
$	dollar
CN¥	yuan or renminbi
£	pound
¥	yen
€	euro
RM	ringgit
฿	baht

Tell students that for Chinese Yuan or Renminbi we say RMB /ɑ:-əm-bi:/. The currency code is CNY or CN¥ and the currency symbol is ¥. CN¥ is used here to distinguish it from the Japanese ¥ = yen.

Answer key

US	$
China	CN¥
Europe	€
UK	£
Japan	¥
South Korea	₩
Thailand	฿
Malaysia	RM

Currency rates: as these will fluctuate, no key is given.

4G The main aim of this exercise is for students to practice saying names of currencies and long numbers. Deal with each sentence individually. Have several students say a sentence aloud. Then play the recording of the sentence. With weaker students you could play the recording first as a model and then have the students repeat the sentences.

4H Make sure the instructions are clear. Point out to students that they sometimes need to correct the currency, sometimes the numbers, sometimes both. Play the recording at least twice, stopping after each item to give students time to write down their answers. Students can check their answers with a partner. Go over the answers with the class. Students can then read their answers aloud for further practice.

Note: two currencies need to be corrected, question 1 (pounds) and question 8 (dollars)

Answer key

1 1,114,136 pounds
2 2,132,987 yen
3 32,465 euros
4 509,643 won
5 94,514 baht
6 3,687,233 RMB
7 95,953 ringgit
8 5,123,664 US dollars

4I Play the recording at least twice, stopping after each item so that students have time to write down their answers. Students can compare their answers with a partner. Go over the answers in class. As in 4H, students can read their answers aloud for further practice.

Answer key

1 932,600,000 dollars
2 9,000,243 won
3 124,498 euros
4 2,525,003 baht
5 72,999,555 yen
6 941,258 ringgit

4J 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.

4K 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 car mechanic
2 bargain
3 discount
4 salary . . . account
5 currency
6 loan
7 loss
8 photographer

5 Reading
Group buying

page 51

5A Students can work in pairs or, in larger classes, in small groups to tell each other about looking for bargains and ways to save money.

5B Look at the guidelines on reading in TIP 2 on page xii. You may wish to pre-teach some vocabulary, for example: *deal (-of-the-day)*, *workout*, *coupon*, *cut-price*, *bargain hunter*. Students read individually, but can work in pairs to find the correct answer. Go over the answer with the class.

Answer key

B How deal-of-the-day websites work.

5C As in 5B, students read individually, but can work in pairs to find the correct answers. Go over the answers with the class.

Answer key

1 50 percent discount on a restaurant bill, 500 RMB hair styling for 220 RMB, a workout with a personal trainer for only half the regular price
2 There is a long tradition of bargaining for goods and services.
3 In Chicago, Illinois, USA, in 2008
4 Starbucks offered a $**10** gift ecard at a 50 percent discount.

There are over **60** different deal-of-the-day sites in Singapore.

500 RMB was the regular price of a hair styling.

Groupon has over **10,000** employees.

100,000 users tried to buy a Starbuck's gift ecard.

5D Students can work in pairs or small groups. Monitor the groups, noting problems or mistakes. Error correction should not take place during communicative activities. The feedback phase comes after the activity. See notes on monitoring and follow-up activities on page xiii.

6 Business writing
Report on a sales trip

page 52

6A 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

Choc-o-Bars **REPORT ON SALES TRIP**

Date of trip	June 24
Name of customer/store	Sweetie Time Store in the 101 shopping mall
City/country	Taipei, Taiwan
Contact person	Mr. David Chang
Activity	Presentation of our new Tasty Bar to sales staff. Advised staff to display new Tasty Bar with our new display designs.
Follow-up	Send Mr. Chang 500 advertising brochures

6B Follow Steps 2 to 7 of TIP 1 on page xi. In Step 7 students work in pairs and take turns to play Ahmed and his co-worker.

Answer key

Choc-o-Bars **REPORT ON SALES TRIP**

Date of trip	July 13
Name of customer/store	Patisserie Nina
City/country	**Yokohama**, **Japan**
Contact person	Ms. Kana Sato
Activity	Ms. Sato is a new customer, so I told her about **Choc-o-Bars** and **our products**.
Follow-up	Send samples of **our products**.

Answer key

Choc-o-Bars **REPORT ON SALES TRIP**

Date of trip	**July 16**
Name of customer/store	Sweet Dreams
City/country	**Seoul**, **South Korea**
Contact person	Mr. Lee Min-jun
Activity	Discussed **discounts for large quantities**.
Follow-up	**Ask sales manager to confirm discounts**.

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. In the test, 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 D **2** A **3** B

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 will 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.

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

Answer key

1 We have a two-week business course that starts on August 19.
2 It costs US$1,550.
3 Students have a choice of activities (e.g. shopping, visiting a museum, going to the movies).

3 Reading

Reading comprehension

In this part of the test, students read one or more texts such as a magazine or newspaper article, a letter, or an advertisement. The text is followed by several questions. Each question has four answer choices (A–D). Students must select the best answer for each question. The same practice strategies apply here as in the section *Incomplete sentences* in Unit 2 TOEIC® practice 3 on page 14.

Answer key

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

1 The tourists want to exchange some currency.
The tourists are checking the currency exchange rates.
2 The young woman is trying to contact a friend because her car has broken down.
The woman's car has broken down and she is contacting a friend for a lift.

Future trends

Unit aims

In Unit 7 students will
- understand people talking about their future careers.
- use *will* and *going to* to make predictions and talk about plans for the future.
- use the infinitive in clauses of purpose.
- understand a text about future trends in education.
- exchange ideas about what life will be like in the year 2030.
- learn and practice words for different jobs.
- talk about college and university.
- read and talk about a futuristic city.
- learn about names and titles in business in different countries.

This unit deals with the topic of future trends in jobs, education, and urban living. The *Grammar focus* deals mainly with the use of the *will* future for predictions contrasted with the *going to* future for plans. It also deals with the use of the infinitive in clauses of purpose. The *Vocabulary focus* looks at different jobs and useful words and phrases to talk about college and university, and the *Culture focus* deals with names and titles in business in different countries.

In today's business world, the ability to communicate effectively across cultures is increasingly important. The aim of the *Culture focus* in the ***Business Plus*** series is to heighten students' awareness of the potential misunderstandings that can arise when doing business with people from other countries. What students should know is:

- the important role that culture plays in building relationships with business partners from other countries.
- how their own culture influences their behavior.
- how to detect and deal with cultural differences in order to optimize business interactions.

The *Culture focus* in the ***Business Plus*** series will help students to develop the skills they need.

1 Business situation

Top jobs for the future

page 55

Before listening, ask students what they can see in the pictures. Have them speculate on what a food chemist, an environment engineer, and a privacy adviser might do.

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 pages 55 and 57 as they will help students understand the recording.

Answer key

1 Eva
2 Max
3 Kaito
4 Max
5 Eva
6 Max
7 Kaito
8 Eva
9 Max
10 Eva

1B Follow Steps 2 to 5 of TIP 1 on page xi. Phrases to be filled in are quite long, so it will be helpful to pause the recording at the relevant places to give students the chance to complete the sentences.

Answer key

1 . . . the taste and quality of food.
2 . . . make sure that food is safe.
3 . . . the natural environment.
4 . . . water and air stay clean and healthy.
5 . . . your Internet and smartphone activities . . . make them safer.

Follow Step 6 of TIP 1 on page xi. Finally, have students read the transcript aloud for pronunciation practice.

2 Grammar focus

***Will* and *going to* future**

pages 56–57

This section deals with the use of *will* to make predictions (what we think might happen) and *going to* for plans and intentions. Check that students understand the word *prediction*. The choice of *will* or *going to* is often subjective and depends on the certainty of the speaker. *Will* is often used with words/phrases such as *I think*, *I suppose*, *I expect*, *probably*, and *perhaps*.

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

Answer key

1	PL	**3**	PL	**5**	PL	**7**	PR
2	PR	**4**	PR	**6**	PL	**8**	PR

2B Using the sentences from 2A, guide students to complete the rule.

Rule

When we talk about a prediction for the future, we use **will** + verb.

When we talk about a definite plan for the future, we use **be going to** + verb.

2C Students work in pairs to match the questions and answers and then compare their answers with another pair. Go over the answers with the class.

Answer key

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

Yuka has definite plans. Daiki has no definite plans.

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

2E Draw students' attention to the tip on page 57 about the use of the infinitive in clauses of purpose. Other ways of expressing purpose are:

***so that* (+ noun or pronoun):**
Eva is going to the US so that she can improve her English.

***in order to* (+ verb):**
Eva is going to the US in order to improve her English.

Students work in pairs to match the sentence parts and then compare their answers with another pair. Monitor the pairs. Go over the answers with the class.

Answer key

2	D	I think I'll call a privacy adviser **to** ask for advice.
3	I	I'm reading this computer magazine **to** find out about the latest tablets.
4	J	Ly got a job **to** earn money for a vacation.
5	A	Yuka wants to go to Sydney **to** visit her pen pal.
6	B	Daiki wants to go to the cafeteria **to** have coffee with some other students.
7	G	Max went to Melbourne University **to** study environmental engineering.
8	E	We'll need more practice **to** speak English really well.
9	F	I'm going to get a loan **to** study at a university.
10	H	Kaito turned on the computer **to** check his emails.

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

Answer key

1	to pass
2	is going to work
3	is going to spend
4	to improve
5	is going to live
6	to travel
7	to visit
8	is going to teach
9	will be
10	will probably visit
11	to see

3 Listening and speaking

The future of education?

page 58

Before listening, ask students what they can see in the picture and what might be different in schools and colleges in the future.

3A 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

2 Where he lives
3 His specialty
5 His family

3B Follow Steps 2 to 7 of TIP 1 on page xi. You may need to pause the recording in Step 3 so that students can take notes. In Step 7 students can take turns to play the role of the interviewer and Tim Long.

Answer key

1 He records a lecture and writes on a digital blackboard.
2 He needs them to give lectures in other subjects.
3 His sister's children were his first students.
4 He got feedback on his teaching videos from total strangers.
5 His students feel like he is sitting next to them. The lessons are individual (everyone can work as fast or slowly as they want).
6 Students watch Tim's videos for homework and are given problems in the classroom to check that they have understood.
7 There will be no books or lectures.
8 It's flexible, individual, a teacher can work with large groups, and the students love it.

3C Students work in small groups to discuss the advantages and disadvantages of the colleges Tim Long describes. Monitor the groups. They can compare their answers with another group. Have a feedback session where you write students' ideas on the board.

Possible answers

Advantages	Disadvantages
▪ One single teacher can reach millions of students. ▪ Distance is no problem. ▪ Lessons are individual. ▪ Everyone can work as fast or slowly as they want.	▪ Learners might feel isolated. ▪ There may be technical problems. ▪ Not everyone has a computer at home.

3D In the *Talking about . . .* activity students have the opportunity to talk about their own ideas concerning future trends. 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: Work and jobs

page 59

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

Answer key

1 market researcher
2 accountant
3 electrician
4 TV journalist
5 architect
6 dentist
7 lawyer
8 laboratory technician

4B Students work in pairs and then compare their answers with another pair. Go over the answers with the class. Answers other than those in the key might be possible, but students have to give plausible reasons for their choice (e.g. *An accountant can analyze a company's finances*).

Answer key

analyze: market researcher, laboratory technician
ask: market researcher, TV journalist
control: accountant
design: architect
help: dentist, lawyer, electrician
install: electrician
interview: journalist
repair: electrician

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

Answer key

1 installs . . . repairs
2 A lawyer
3 interviews
4 An architect
5 asks
6 An accountant
7 analyzes
8 A dentist

4D Students work in pairs and share their ideas. They can compare their answers with another pair. Monitor the pairs. Go over the answers with the class.

Possible answers

1 A market researcher is a good job because you meet a lot of people. It is a bad job because you have to talk to a lot of strangers.
2 An accountant is a good job because you can help companies to control their finances. It is a bad job because you have to sit in an office all day.
3 An electrician is a good job because you can use your skills. It is a bad job because it can be dangerous.
4 A TV journalist is a good job because you meet famous people. It is a bad job because a lot of people don't want to talk to journalists.
5 An architect is a good job because you can design beautiful buildings. It is a bad job because it is stressful – you mustn't make any mistakes.
6 A dentist – see example for 4D on page 59 in the Student's Book
7 A lawyer is a good job because you can earn a lot of money. It is a bad job because you sometimes have to deal with criminals / bad people.
8 A laboratory technician is a good job because it is interesting. It is a bad job because you sometimes have to work with dangerous chemicals.

4E 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 politician
3 photographer
4 musician
5 designer
6 chemist
7 director
8 specialist
9 receptionist
10 actor

4 Vocabulary focus

Focus 2: College and university

page 60

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

Answer key

1 degree
2 graduate
3 studies
4 undergraduate
5 specialize

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

Answer key

1 in
2 at
3 in
4 from
5 in
6 for . . . in

4H 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

Verb	Person
to advise	adviser
to analyze	*analyst*
to graduate	graduate
to study	*student*
to research	*researcher*
to lecture	lecturer
to train	*trainer, trainee*
to specialize	specialist

4I Students work in pairs to find the correct sequence and then compare their answers with another pair. Monitor the pairs. Go over the answers with the class.

Answer key

1 graduate from high school	1 apply for admittance to college
2 apply for admittance to college	2 graduate from high school
3 get a loan to study	
4 be an undergraduate	
5 pass final exams	
6 graduate from college	

Note: In some countries, e.g. the US, students apply for admittance to college before they graduate from high school. In other countries, e.g. some European countries, it is necessary to obtain a final qualification before applying for admittance.

4J Students work in pairs or small groups. Follow the guidelines on pair work in TIP 3 on pages xii–xiii.

4K 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 alternative energy
2 subjects
3 economics
4 predictions
5 a trend
6 lectures
7 education
8 feedback

5 Reading
Tomorrow's cities

page 61

5A Look at the guidelines on reading in TIP 2 on page xii. Ask students to check which of the things they expect to find in a modern city. Have them skim the article to see which of the things it doesn't talk about. Skimming usually involves reading quickly, so set a time limit for this task.

Answer key

The article *doesn't* talk about open-air swimming pools or skyscrapers.

5B Students read the text 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 . . . it's one of the smartest cities in the world.
2 . . . send emails or watch videos while you are walking along the street.
3 . . . send warnings of any problems in the systems.
4 . . . garbage is transported directly from homes to underground tunnels.
5 . . . everyone can walk to work.

5C Remind students that scanning involves running through the text for relevant details. Students work individually and then compare their answers with a partner. Go over the answers with the class.

Answer key

1 nothing
2 daily commute
3 business district
4 located
5 public spaces

5D Students can work in pairs or small groups. Monitor the groups, noting problems or mistakes. Error correction should not take place during communicative activities. The feedback phase comes after the activity. See notes on monitoring and follow-up activities on page xiii.

6 Culture focus
Names and titles

page 62

6A Tell students that they are going to hear a Canadian talking about her experience of names and titles in Asia. Follow Steps 2 to 5 of TIP 1 on page xi. In Step 2 make sure students understand the term "given name" (i.e. the name given to you at birth, not the surname or family name).

Answer key

1 China . . . Korea
2 Canada . . . Great Britain
3 easier to pronounce
4 teacher
5 a family name
6 father . . . mother
7 senior persons
8 with family members

6B Elicit the answers from students and ask them for reasons for their answers.

Answer key

1 Thailand
2 Korea
3 China (Korea)
4 Japan
5 Canada
6 Indonesia

Follow Step 6 of TIP 1 on page xi. Finally, have students read the transcript for 6A aloud for pronunciation practice.

6C Students work in pairs and then compare their ideas with another pair. Monitor the pairs. In a feedback session, put their ideas on the board.

When things go wrong

Unit 8

Unit aims

In Unit 8 students will
- understand a complaint and an apology.
- learn and practice the second conditional.
- practice using adverbs that modify adjectives.
- understand a discussion about complaints.
- talk about making complaints.
- role-play a complaint-apology situation.
- learn how to use easily confused words correctly.
- read and understand a text about strange complaints in a hotel.
- understand a written complaint and response.

The *Business situation, Listening and speaking*, *Vocabulary focus 1*, and *Reading* sections in this unit all deal with the topics of complaints, apologies, and problem solving, both in business situations and in everyday life. *Grammar focus 1* introduces the second conditional and builds on the presentation of the first conditional in Unit 4. *Grammar focus 2* looks at adverbs that modify adjectives, building on the introduction of adverbs of manner also in Unit 4. *Vocabulary focus 2* deals with some more easily confused words, adding to those already introduced and practiced in Unit 4.

This unit, as in all units in the ***Business Plus*** series, provides ample opportunity for individual, pair, and group work, which makes ***Business Plus*** ideal for both small and large classes. For a large class, planning and organizing activities take more time and effort. Everyone can listen to the teacher simultaneously or read or write simultaneously, but they cannot all speak simultaneously – unless it is in chorus – and you, the teacher, can't give your undivided attention to more than one speaker at once. Therefore, it is essential that you break the class up into smaller units, prepare the pairs and groups thoroughly so they can work alone, and encourage peer monitoring. This has two main advantages:

- Students get more talking time than they would if they were communicating only with the teacher.
- Timid learners can make their mistakes without looking foolish in front of the whole class.

Your task is to circulate, prompt, and monitor. You have to give up any desire to exercise full control to ensure accuracy in grammar and pronunciation, but there is no other realistic way to provide students with an adequate amount of oral practice in larger classes. For further tips on dealing with large classes, refer to TIP 3 on page xii.

1 Business situation

Dealing with a complaint

page 63

Before listening, ask students to look at the pictures. **Ask:**

Who do you think the people are?
How do they look – happy, sad, worried?
What do you think is wrong?

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 pages 63–65 as they will help students understand the recording.

Answer key

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

1B Follow Steps 2 to 7 of TIP 1 on page xi with students working in pairs in Step 7.

Answer key

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

2 Grammar focus

Focus 1: Second conditional

page 64

The first conditional (Unit 4) is used to express a real possibility, the second conditional to express an "unreal" or hypothetical possibility.

First conditional:	*If we send the goods today (and we probably will), they will arrive tomorrow.*
Second conditional:	*If we sent the goods today (but we probably won't), they would arrive tomorrow.*

The main problem students have with the second conditional is the use of the past simple in the *if*-clause, which doesn't seem logical when we are talking about the present or future. The contraction of *would* to *'d* can also cause problems as students have to learn to distinguish it from *'d* as the short form of *had*. But this can be dealt with when students study the past perfect in ***Business Plus 3***.

2A Using the sentences from 1A, guide students to complete the rule.

Rule

We use **would** + a verb in the main clause and the **past** tense in the *if*-clause.

Mention the use of *were* instead of *was* in all persons.
If he were here, he would solve the problem right away.
If it weren't so urgent, I wouldn't call you.

However, this subjunctive form is gradually disappearing and it is usual to hear:
If he was here, . . .
If it wasn't so urgent, . . .

Also mention short forms. *I'd = I would*, *he'd = he would*, *we'd = we would*.

2B 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

1 would apologize
2 didn't apologize
3 wouldn't be
4 canceled
5 weren't
6 would sell
7 showed

2C Students work in pairs to choose the correct sentences and then compare their answers with another pair. Go over the answers with the class.

Answer key

1 B
2 A
3 A
4 B
5 A

Draw students' attention to the tip on page 64 about the comma rule. If the *if*-clause is the first element in the sentence, it is followed by a comma.

2D Allocate the pairs and ask Student A not to look at the information on this page, but to go straight to Partner file 5 on page 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.

2 Grammar focus

Focus 2: Adverbs that modify adjectives

page 65

2E Using the sentences from 1A, guide students to complete the rule.

Rule

Adverbs that modify adjectives come **before** the adjectives.

2F Students work in pairs to find the correct answers. Tell students that more than one answer may be possible, but they should use each word only once. Students can compare their answers with another pair. Go over the answers with the class.

Possible answers

2 really beautiful
3 awfully/really nice
4 slightly damaged
5 surprisingly/really/quite easy
6 terribly/quite/pretty/slightly nervous
7 highly qualified
8 absolutely/really/pretty enormous
9 pretty/quite/really small
10 quite/really/awfully pleased

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

Possible answers

1 I would say, "Thanks I'm really grateful."
2 I would feel really angry.
3 I would be quite nervous.
4 I would say, I'm terribly sorry.
5 It would be extremely uncomfortable.
6 I would be really pleased.
7 I would think he was awfully rich.
8 I would feel pretty sad.

3 Listening and speaking
Making complaints

page 66

Before listening, ask students to write down three frustrating things that annoy them (e.g. people who cut the line, unhelpful store clerks, bad drivers). Brainstorm and write ideas on the board. Ask students if they have ever complained in such a situation. Don't go into too much detail here as the *Talking about* section gives students the opportunity to talk about situations where they have complained.

3A 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

1 Zara
2 Haziq
3 Jane
4 Zikri

3B Follow Steps 2 to 7 of TIP 1 on page xi, with students working in groups of four in Step 7. You may need to pause the recording at the relevant parts so that students can complete the sentences.

Answer key

1 . . . he wasn't satisfied.
2 . . . someone talked really loudly on their cell phone on the train.
3 . . . he bought something and it was faulty.
4 . . . her boss asked her to work late . . .

3C In the *Talking about . . .* activity, students have the opportunity to talk about their own ideas and experience concerning complaints. 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: Complaints and apologies

page 67

4A Students work in pairs to put the phrases into the correct column and then compare their answers with another pair. Go over the answers with the class.

Answer key

Complaints	Dealing with complaints
I'm sorry to bother you, but . . .	It won't happen again.
I'm afraid there's a problem.	Please accept our apologies.
I expect an apology.	I'm afraid it was our mistake.
Excuse me if I'm out of line, but . . .	We're really very sorry.
It seems that you forgot to . . .	I'll look into it immediately.

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

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

1 about
2 into
3 on
4 for
5 for
6 by
7 for

4 Vocabulary focus
Focus 2: Easily confused words (2)

page 68

4D Using the sample sentence in the box, guide students to complete the rule.

Rule

To ***accept*** is a verb. The word ***except*** means "but not."

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

Answer key

1 accept
2 except
3 accept
4 accept
5 except

4E Using the sample sentence in the box, guide students to complete the rule.

Rule

To ***advise*** is a verb. The word ***advice*** is a noun.

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

Answer key

1 advice
2 advised
3 advice
4 advise

4F Using the sample sentence in the box, guide students to complete the rule.

Rule

Passed is a regular verb. The word ***past*** is an adjective, noun, or preposition.

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

Answer key

1 past
2 past
3 passed
4 passed
5 past

4G Using the sample sentence in the box, guide students to complete the rule.

Rule

The past tense of the verb *to* ***fall*** is *fell*.
The past tense of the verb *to* ***feel*** is *felt*.

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

Answer key

1 felt
2 fell
3 felt
4 fell

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 complaint
2 urgent
3 impolite
4 items . . . slightly
5 faulty
6 extremely . . . inconvenience
7 aggressive
8 grateful

5 Reading
Solving problems with a smile

page 69

5A Look at the guidelines on reading in TIP 2 on page xii. Give students ten minutes to work in pairs to make a list of things people complain about in a hotel. Collect the ideas on the board. Then have students skim the article to see if the things on their list are mentioned. Skimming usually involves reading quickly, so set a time limit.

Possible answers

noisy
room too small
TV out of order
elevator out of order
no towels in bathroom
dirty room
uncomfortable bed
broken lamp

5B Remind students that scanning involves running through the text for relevant details.

Students read the text 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.

Note: In some countries such as the UK, Germany, France, Malaysia, and Indonesia, the floor that is on street level is called the "ground floor." In the US, Japan, and China it is called the "first floor." In Thailand you will find both.

Answer key

1 Correct
2 Not correct. The noise came from an electric toothbrush in his suitcase.
3 Correct.
4 Not correct. She says there is nothing at all she would change.
5 Not correct. Most guests are quite relaxed and don't complain.

5C Students work in pairs to find the answers and compare their answers with another pair. Go over the answers with the class.

Answer key

1 The Australian guest was angry because he thought the air-conditioning made a strange noise.
2 The German woman was embarrassed. She complained that the elevator was out of order, but it was her mistake.
3 The young woman was in a panic because she thought that the do-not-disturb sign meant that she couldn't leave her room.

5D Students work in pairs. Monitor the pairs. Follow the activity with a feedback phase where you deal with the main errors.

Possible answers

1 I am very sorry. We can offer you a quieter room at the back of the hotel.
2 Sorry about that. I'll get the technician to fix it.
3 Please accept my apologies. I'll send the cleaner to clean it immediately.
4 Oh dear. I'll look into it very carefully.
5 I'm really very sorry. I'll send some up right away.
6 I'll speak to them immediately and it won't happen again.

6 Business writing
Responding to a complaint

page 70

6A Check that students understand all the words and phrases in the box. Students work in pairs to complete the complaint and then compare their answers with another pair. Go over the answers with the class.

Answer key

1 complain
2 store clerk
3 sorry to say
4 unhelpful
5 items
6 speak to the manager
7 regular customer
8 your staff
9 apology

6B Students work in pairs to put the sentences in the correct order and then compare their answers with another pair. Go over the answers with the class. Students can write a final version in their notebooks to use later as a model response to a complaint.

Answer key

3 We are very sorry that you were not happy with the service in our store.
6 In the meantime, please accept this $10 voucher, which you can use at any of our stores anytime during the next six months.
1 Dear Mr. Miles:
4 All of our sales clerks are trained both in IT and in customer service.
8 Sincerely,
2 Thank you for your email dated November 17 complaining about the unhelpful store clerk in our store in the Marina Square shopping mall.
5 However, we have asked the store manager to deal with the problem, and he will be in touch with you in the next few days.
7 We apologize once again and hope you will continue to be a valued customer.
9 Shuna Hsu
Customer Service Manager

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. In the test, 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 13.

Answer key

1 B **2** D

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 pages 13–14.

Answer key

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

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 pages 13–14.

Possible answer to photograph 2

I can see a lot of people in the picture. They are in a crowded subway train. I think they are going to work. A woman in the center of the picture is reading a newspaper. She looks rather serious. The man on her right is also looking at the newspaper. He is smiling a little. The man on the right is talking on his cell phone. He is also smiling. I think he is talking to his girlfriend. The young person on the left is wearing headphones. He's probably listening to music. Nobody is wearing winter clothes, so perhaps it's warm outside.

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.

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

Possible answers

Question 1: I'm one meter sixty centimeters tall and slim. I have dark hair and brown eyes.

Question 2: I'm a very friendly person and have a lot of friends. I'm very sporty.

Question 3: I do a lot of sports. I walk to college every day and go to the gym three times a week. I sometimes play tennis on the weekend. A couple of times a week, I meet my friends. Sometimes we go to the movies or to a club.

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, and then discuss wrong answers with them. It is important for them to know not only that an answer is wrong but also why it is wrong. For further tips see Unit 2 TOEIC® practice 3 on page 14.

Answer key

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

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 pages 26–27.

Possible answer

Dear Songdo Foreign Residents Welcome Committee / Dear Sir or Madam:

Thank you for your warm welcome to Songdo City. I have only been here for a few days, but already I feel at home in this wonderful, modern city. I have checked out the city's website and found some useful information, for example, about public transportation and the nearest charging station for my electric car. Unfortunately, I can't find any information about garbage removal. Where do I register for this service? What does it cost? I would be grateful if you could provide me with this information.

Kind regards,

Socializing

Unit aims

In Unit 9 students will
- learn how to introduce themselves and each other.
- hear how people make business contacts.
- practice using reflexive pronouns and *each other*.
- use the present perfect with *ever*, *yet*, and *already* to talk about experiences.
- understand a discussion about a social program for visitors.
- plan a social program for visitors.
- learn and practice phrasal verbs.
- use polite phrases for socializing.
- read and understand a text and talk about communication technology.
- learn about gift taboos in Asia.

The *Business situation* in this unit deals with conversations at an international conference where people are socializing, making small talk, and making business contacts. The unit also provides students with the opportunity to practice polite phrases for socializing. In *Listening and speaking* students hear a team of co-workers planning a social program for visitors to their company, and then organize a similar program for visitors to their town or city. The *Reading* section looks at communication technology and the dangers of too little face-to-face communication.

In *Grammar focus 1* in this unit students practice using the reflexive pronouns and *each other*. In *Grammar focus 2* students build on the presentation of the present perfect in Unit 5, practicing it here with the adverbs *ever*, *yet*, and *already* to talk about experiences. As in all other *Grammar focus* sections in ***Business Plus***, students are guided to discover language rules through exposure to examples (i.e. through inductive learning). Most learners look for rules, and they will remember them better if they have discovered them for themselves rather than simply being given a rule and asked to learn it. But "knowing a rule" only means that students recognize a certain pattern; it does not mean that they can apply the rule when *using* the language. This can only be achieved by intensive practice.

1 Business situation
Networking

page 73

Before listening, clarify what *networking* means as it is used here (i.e. establishing productive relationships for business).

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 pages 73 and 74 as they will help students understand the recording.

Answer key

2	Ly Van Hai and Tuong	✔
3	Tuong and Mai	✔
4	Mai and Isabel	✘
5	Akamu and Nick	✔
6	Akamu and John	✘
7	Nick and John	✔
8	John and Rodrigo	✔

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

Answer key

1 Conversation 1
2 Conversation 3
3 Conversation 1
4 Conversation 4
5 Conversation 3
6 Conversation 2
7 Conversation 3
8 Conversation 4

Finally, you can follow Steps 6 and 7 in TIP 1 on page xi, although you might prefer not to let students see the transcript until they have completed 2A. There are four conversations, so allocate the different roles in Step 7 – Tuong, Isabel, and Mai for conversations 1 and 2, and Nick, Akamu, John, and Rodrigo for conversations 3 and 4.

1C Allocate the pairs and ask Student A not to look at the information on this page, but to go straight to Partner file 6 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.

2 Grammar focus

Focus 1: Reflexive pronouns and *each other*

page 74

2A Play the recording to 1A again. Students work individually to fill in the missing words and then compare their answers with a partner. Go over the answers with the class.

Answer key

1 myself
2 himself
3 herself
4 yourself
5 yourselves
6 themselves
7 ourselves

2B Guide students to complete the chart with words from 2A.

Answer key

you (singular)	**yourself**
she	**herself**
he	**himself**
we	**ourselves**
you (plural)	**yourselves**
they	**themselves**

Point out the difference between *yourself* (singular) and *yourselves* (plural).

Further example:
Akamu, help yourself to the buffet.
Akamu and Nick, help yourselves to the buffet.

Using the following sentences, guide students to draw the conclusion that we use reflexive pronouns when the subject and the object are the same person.

Ask students to compare:

I didn't introduce myself,	*Tuang introduced me.*
He taught himself Japanese.	*His teacher taught him Japanese.*
The guests looked after themselves.	*The guests were happy because we looked after them.*

Draw students' attention to the tip on page 74. *By* + reflexive pronoun means *alone.*

I wrote the report by myself.
Lan went on vacation by herself.

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

Answer key

2 help yourself
3 pay . . . myself
4 talk . . . himself
5 make ourselves
6 enjoy herself
7 need . . . yourselves

2D Focus students' attention on the pictures.

Tell students:
When Joe looks at himself and Jane looks at herself, they look at themselves.
When Joe looks at Jane and Jane looks at Joe, they look at each other.
Guide students to complete the sentences.

Answer key

When Joe looked at himself and Jane looked at herself, they looked at **themselves**.

When Joe looked at Jane and Jane looked at Joe, they looked at **each other**.

2E 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

1 helped ourselves
2 each other
3 yourselves
4 each other
5 themselves

2 Grammar focus

Focus 2: Present perfect with *ever*, *yet*, *already*

page 75

We often use the present perfect with *ever*, *yet*, and *already* to ask and talk about our experiences.

Have you ever been to Bangkok?
Have you seen that movie yet?
Yes, I've already seen that movie twice.

This section also includes *before* and *never*, which are also used in this context.

Have you met my colleague before?
I have never been to New York.

2F Play conversation 2 from 1A again and have students complete the sentences. Go over the answers with the class.

Answer key

1 Have you **ever** been to Hanoi?
2 I've **already** visited Saigon, but I haven't been to Hanoi **yet**.

Guide students to complete the sentences.

We use **ever** when we ask questions about what people have done before.

We use **already** to say that an action happened earlier.

We use **yet** to say an action hasn't happened, but we expect it to.

2G Students work in pairs to find the information in the transcript to 1A on pages 111–112 and complete the sentences. Monitor the pairs. After the partners have compared their answers with another pair, go over the answers with the class.

Answer key

2 Isabel and Tuong have already spoken on the phone.
3 Isabel hasn't visited Hanoi yet.
4 Akamu has already met Nick. / Akamu and Nick have already met.
5 Isabel has already given her presentation.
6 John and Rodrigo haven't eaten anything from the buffet yet.

2H Have students look at the sentences in 2F again. Point out that *yet* comes at the **end** of the sentence.

Have you had lunch yet?
Have you met my partner yet?

Contrast with *ever.*
Have you ever been to Hanoi.
Do you ever go to the movies?

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

Answer key

1 **Have** you **ever been** to the annual conference before?
2 **Have** you **checked** into your hotel **yet**?
3 **Have** you **ever heard** that new speaker over there before? He's interesting.
4 **Have** you **ever given** a presentation at the annual conference?
5 **Have** you **written** your report about the last conference **yet**?
6 **Have** you **had** coffee **yet**? Shall I get you some?

2I Draw students to the tip on page 75 about the use of the present perfect with *before* and *never* as they will need this information for this task. Allocate the pairs and ask Student A to go to Partner file 7 on page 93 of the Student's Book, and Student B to go to Partner file 8 on page 94 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: Have you ever been to / visited New York? / Have you ever seen the Statue of Liberty?
Have you ever been/traveled on a subway / during rush hour?
Have you ever tried / bought frogs legs?

Student B: Have you ever been to Hollywood? / Have you ever seen the Hollywood sign?
Have you ever driven/bought/traveled in a Mercedes?
Have you ever tried/bought crocodile meat?

3 Listening and speaking
Planning a social program

page 76

Before listening, ask students to cover the page. Read out the first three sentences of the instructions to 3A and ask students what sort of things Emily and her team will have to think about.

3A 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 A
2 D
3 E, A
4 R

3B Follow Steps 2 to 6 of TIP 1 on page xi.

Answer key

Monday evening	dinner together in a restaurant
Tuesday morning	Emily and Ayaka will show them around the company.
Tuesday afternoon	conference
Tuesday evening	time for themselves
Wednesday	sightseeing tour

3C Students work in groups of four, take over the roles of Emily, Ayaka, Daisuke and Riki and read the dialogue aloud.

3D In the *Talking about . . .* activity, students have the opportunity to talk about their own ideas concerning a social program for visitors to a company in their town or city. 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: Phrasal verbs

page 77

The difficulty with idiomatic phrasal verbs such as *to show up* and *to check sth 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 thing when paired with a different preposition (e.g. *Look out!*, *look up the word in the dictionary*, *look forward to the weekend*, *look after the children*). 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 as here, or depending on the preposition.

4A Play the conversation in 3A again. You may have to pause the recording at the relevant places to give students time to note down their answers. Students work individually to complete the sentences and then compare their answer with a partner. Go over the answers with the class.

Answer key

2 take . . . out
3 shows up
4 check out
5 show . . . around
6 drop by
7 take part in
8 look around
9 find out
10 looking forward to

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

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

1	look forward to	✔	a journey	✘	a company	✔	Sunday	✘	Emily
2	show up	✔	at college	✔	on time	✔	late	✘	an office
3	take part in	✘	a party	✔	a meeting	✘	the family	✔	a conference
4	take care of	✔	the children	✘	an exam	✔	some visitors	✘	a vacation
5	show somebody around	✘	a website	✔	a city	✔	your company	✔	London
6	find out	✔	about hotels	✘	the lost bag	✔	the prices	✔	the opening hours

4D Students work in pairs. Students should work with at least two different partners. Monitor the pairs. Follow the activity with a feedback phase, where you deal with the main errors. For further guidelines on pair work see TIP 3 on pages xii–xiii.

4 Vocabulary focus

Focus 2: Polite phrases for socializing

page 78

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

Answer key

1	C	**6**	G
2	E	**7**	D
3	B	**8**	J
4	A	**9**	F
5	I	**10**	H

4F Students work in pairs. Monitor the pairs. For guidelines on pair work see TIP 3 on pages xii–xiii.

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 contacts
2 taught
3 take care of
4 sightseeing
5 annual
6 find out
7 buffet
8 local

5 Reading

Social or antisocial networks?

page 79

5A Look at the guidelines on reading in TIP 2 on page xii. Focus students' attention on the picture and have them speculate on who the people are, where they are, what they are doing, how they feel, and why. Ask students what they think the article is about. Then students skim the text to see if they were right. Skimming usually involves reading quickly, so set a time limit for this task. Follow up with a feedback session. Were their guesses correct?

5B Students read individually for the main idea. Go over the answer with the class.

Answer key

C Relationships can't develop if there is no face-to-face communication.

5C Remind students that scanning involves running through the text for relevant details. Students read individually and then work with a partner to find the information. Then they compare their answers with another pair before you go over the answers with the class.

Answer key

1 They turn on their phone or tablet to see what happened while they were asleep.
2 She is worried that the overuse of devices could be harmful.
3 They don't develop social skills; they don't learn the importance of body language in communication, and they don't learn to read the expressions on people's faces.
4 Shy people find it easier to communicate online (and real relationships might follow).
5 They can become antisocial in the real world.

5D Students work in small groups to discuss the question. Monitor the groups. Deal with errors in a feedback phase when the task is finished. For guidelines on pair work see TIP 3 on pages xii–xiii.

The "right balance" the text talks about means the balance between the number of hours spent communicating with technical devices and the time spent communicating with the people around us.

6 Culture focus
Gift taboos in Asia

page 80

6A Ask students to look at the pictures and read the names aloud so that they are prepared for some of the vocabulary they will hear in the recording. Follow Steps 2 to 5 of TIP 1 on page xi.

Answer key

Cambodia, China, Indonesia, Japan, Korea, Malaysia, Taiwan, Vietnam

6B Follow Steps 2 to 5 of Tip 1 on page xi. You may have to play the recording more than once and/or stop after each section so that students can write down their answers.

Answer key

2 China
3 Malaysia, Indonesia
4 Malaysia
5 Taiwan
6 China, Japan
7 Cambodia
8 Vietnam

Additional note: The handkerchief taboo in Vietnam stems from the practice of young girls giving handkerchiefs with their name embroidered in the corner to their boyfriends who were going to war. Many men did not return, and the handkerchiefs are now associated with grief and parting.

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

Answer key

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

6D Students work in pairs to complete a list of suitable and unsuitable gifts then compare their lists with another pair. Monitor the pairs. In a feedback phase you can list their ideas on the board and ask "Why?" if a gift is deemed unsuitable.

Next on the agenda

Unit 10

Unit aims

In Unit 10 students will
- understand plans for a meeting.
- practice using *may*, *might*, and *maybe*.
- test their grammar with a Grammar quiz.
- understand different meeting styles.
- organize a meeting.
- practice using prefixes to make opposites.
- test their vocabulary with a Vocabulary quiz.
- read and understand an article about etiquette at meetings in Japan.
- talk about etiquette in their country.
- write an agenda for a meeting.

The main focus of this unit is on meetings – preparing for and organizing meetings, different meeting styles, and writing the agenda for a meeting. The unit includes a *Grammar quiz* and a *Vocabulary quiz*, which test and review some key structures and vocabulary from 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 2***, 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

Organizing a meeting

page 81

Before listening, ask students for their ideas on organizing a meeting. What do you have to think about (date, room, equipment, participants, invitations, speakers, catering, etc.)?

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 pages 81 and 82 as they will help students understand the recording.

Answer key

Agenda 2

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

Answer key

1 Reserve a conference room.
2 Arrange for a projector, screen, and flip chart.
3 Arrange for drinks for the participants.
4 Reserve a table for lunch.
5 Write the agenda.

Finally, follow Steps 6 and 7 in TIP 1 on page xi, with the students working in pairs in Step 7. However, you might prefer not to let students see the transcript until they have completed 2A.

2 Grammar focus

Focus 1: *May* and *might*

page 82

2A Play the conversation in 1A again. Students fill in the missing words. Before you go over the answers with the class, students can check with a partner.

Answer key

1 may
2 might
3 might
4 may
5 might

2B Ask students to look at the sentences in 2A again and underline the correct words to complete the rule.

Rule

We use *may* or *might* when we want to say that something is **possible**, but we are **not sure** it will happen.

Draw students' attention to the tip on page 82, which points out that there are four different ways of saying the same thing: *may/might/perhaps* + future and *maybe* + *future*.

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

Answer key

1 may/might last
2 may/might change
3 may/might arrive
4 may/might (not) be
5 may/might break
6 may/might (not) like

2D Students work in pairs. Monitor the pairs and correct on the spot as this is an exercise in accuracy, not fluency.

Possible answers

Student A

1 He may/might be in his office, or he may/might be in the cafeteria.
Maybe he's in his office, or maybe he's in the cafeteria.
2 The colleagues from Stockholm may/might make some suggestions, or the colleagues from Seoul may/might make some suggestions.
Maybe the colleagues from Stockholm will make some suggestions, or maybe the colleagues from Seoul will make some suggestions.
3 There may/might be a flip chart, or there may/might be a projector.
Maybe there's a flip chart, or maybe there's a projector.
4 They may/might discuss new products or they may/might discuss marketing strategies.
Maybe they'll discuss new products, or maybe they'll discuss marketing strategies.

Student B

2 It may/might finish at 5 PM, or it might finish at 6 PM.
Maybe it'll finish at 5 PM or maybe at 6 PM.
3 It may/might take place in room 101, or it may/might take place in room 102.
Maybe it'll take place in room 101, or maybe in room 102.
4 Lim Ji-min may/might attend and/or Choi Ji-sook may/might attend.
Maybe Lim Ji-min will attend, or maybe Choi Ji-sook will attend.

2E Students work in pairs. Follow the guidelines on pair work in TIP 3 on pages xii–xiii. Make sure that students work with more than one partner.

2 Grammar focus

Focus 2: Grammar quiz

page 83

2F 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 page number, using the plan of the book on pages iv–vii to help them. This will be useful for reference in the feedback phase. When all students have completed the test, 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 B (Present tenses, page 2)
2 C (*Wh*-questions, page 3)
3 B (Verb + *ing* after prepositions, page 10)
4 A (Past tense of *can*, *must*, *have to*, page 11)
5 C (The passive, page 21)
6 B (First conditional, page 28)
7 A (Present perfect and past simple, page 38)
8 C (*Since* and *for*, page 39)
9 B (Verb + object + *to do*, page 46)
10 C (Second conditional, page 64)
11 A (Adverbs that modify adjectives, page 65)
12 B (Reflexive pronouns and *each other*, page 74)

3 Listening and speaking
Meeting styles

page 84

3A 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 84 as they will help students understand the recording. You may also want to point out to students that Will uses the word *pretty* ("*Meetings in Australia are usually pretty informal.*") which is the same as *rather* or *quite* – words that students already know.

Answer key

agendas
role of the chairperson

3B Follow Steps 2 to 6 of TIP 1 on page xi. Finally, have students read the transcript aloud for pronunciation practice.

Answer key

1 Indonesia
2 Australia
3 Australia
4 Australia
5 Indonesia
6 Indonesia
7 Indonesia
8 Australia

3C In the *Talking about . . .* activity, students have the opportunity to organize a meeting. Allocate the pair and ask Student A not to look at the information on this page, but to go straight to Partner file 9 on page 94 of the Student's Book. When you are certain that students have understood the instructions, start the activity. 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: Prefixes

page 85

4A Students work individually or in pairs and compare their answers with a partner or another pair. When students have completed the sentences, play the conversation in 1A again so that they can check their answers.

Answer key

1 unsuitable
2 unlikely
3 informal
4 impossible
5 impolite
6 disadvantage

4B Have students read the words aloud. Check comprehension and then guide students to complete the rule.

Rule

These prefixes are used to make the opposite of words: *un-*, ***in-***, ***im-***, and ***dis-***.
Im- is usually used with words that begin with the letter ***p***.

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

1 unpack
2 incorrect
3 impossible
4 dishonest
5 impatient
6 unlock
7 unsuitable
8 inconvenient
9 disadvantage
10 inflexible

Answer key (exercise 3C)

F = Frank, Ji = Ji-min, Se = Seo-yun, Y = Ye-jun, Si = Si-u, Ju = Ju-wan

	Monday	Tuesday	Wednesday	Thursday	Friday
AM	Ji, Ye, Si, Ju, not F	Room 102 reserved	F, Se, Si	F, Ji, Ye, Si, Ju	Room 102 reserved
PM	Room 102 reserved	Room 102 reserved	Room 102 reserved	Se,Ye, Si, Ju	—

The best time is Thursday morning. Only one participant, Jang Seo-yun, will not be able to be there.

4D Student complete the list individually and then compare their answers with a partner. Then they work with a partner to talk about themselves. Students should work with at least two different partners. Monitor the partners and correct errors on the spot.

Answer key

impolite – polite
inflexible – flexible
informal – formal
unfriendly – friendly
untidy – tidy

4E 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 break the ice
2 chairperson
3 disagreement . . . participants
4 came up with
5 on short notice
6 strategy
7 agenda
8 AOB (any other business)

4 Vocabulary focus

Focus 2: Vocabulary quiz

page 86

4F 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, they can see how many key words beginning with *s* they can find, and in which unit they occur. When all students have completed the test, 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	Click	**5**	borrow
2	celebrity	**6**	solar
3	figures	**7**	annual
4	downtown	**8**	participants

Part 2

9	B	**12**	C
10	C	**13**	B
11	A	**14**	A

Part 3

15	sightseeing	**18**	loan
16	dozen	**19**	complaint
17	campaign	**20**	contacts

Key words that begin with *s*:
Unit 1: sales conference, schedule, (to) share, suburbs
Unit 2: screen, survey
Unit 4: slogan, (to) solve, satisfied
Unit 6: salary
Unit 7: solar power, security, subject
Unit 8: slightly
Unit 9: sightseeing
Unit 10: strategy

5 Reading

Meetings etiquette in Japan

page 87

5A Look at the guidelines on reading in TIP 2 on page xii. Have students skim the text to find examples for the given topics. Remind students that skimming involves reading quickly and set a time limit.

Answer key

body language:	H	Don't pat a Japanese business partner on the back or shoulder. Touching your business partner is taboo.
clothes:	E	Do wear a dark suit . . . Do not wear a black suit, white shirt, and black tie.
conversation taboos:	I	Ask a lot of questions about your business partner's company – but none about his or her private life.
punctuality:	A	Do arrive ten minutes early for meetings . . .

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

Answer key

1 It's a sign of respect.
2 There are old traditions that decide who should sit where.
3 It shows that you are interested.
4 Exchanging business cards is a must.
5 White shirt and black tie are for funerals.
6 The Japanese think it is a dirty habit.
7 The junior employee of today may control a large budget tomorrow.
8 Touching your Japanese business partner is taboo.

5C Students can work in pairs to find the opposites. After they have compared their answers with another pair, go over the answers with the class.

Answer key

1 informal
2 unimportant
3 late
4 remember
5 light
6 unsuitable
7 impolite
8 unwilling
9 senior

5D Students work in pairs. Follow the guidelines on pages xii–xiii.

6 Business writing
Writing an agenda

page 88

Before listening, tell students to look again carefully at the agendas in 1A and the information in 3C. They will find the participants' names in 3C, and they can make a note of them before you play the recording.

6A Follow Steps 2 to 7 of TIP 1 on page xi with students working in pairs in Step 7. You will need to play the recording at least twice.

Answer key

AGENDA FOR MEETING ON **Thursday**, **May 12** in room **102**	
Chairperson: **Frank Carter** Participants: **Lim Ji-min, Kang Ye-jun, Kim Si-u, Cho Ju-wan,** Topic: **Reducing costs**	
Time	Item
9:00 AM	Introduction by the chairperson.
9:30 AM	Presentation by Lim Ji-min
9:45 AM	**Presentation by Cho Ju-wan**
10:00 AM	**Presentation by Kim Si-u**
10:15 AM	**Presentation by Kang Ye-jun**
10:30 AM	**Break**
11:00 AM	**Feedback (session)**
12:45 PM	Final comments by **the chairperson**

6B Students work individually and then compare their answers with a partner. Go over the answers with the class.

Answer key

The meeting about **reducing costs** will take place on **Thursday**, **May 12**, in **room 102** at **9:00 AM**.
Mr. Carter would like you to **prepare a short**, **informal presentation of your ideas**.
I attach the **agenda** for the meeting.

6C Students work individually and then compare their answers with a partner. Go over the answers with the class.

Answer key

The meeting will **take** place on **Thursday**, **May 12**, at **9:00 AM**. I'm **sorry** that we were **unable** to find a date that **worked** for everyone.
I'm **attaching** the agenda for your **information**.

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® 1A on page 26.

Answer key

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

2 Speaking

Read a text aloud

In this part of the test, students' pronunciation and intonation are tested. Students are given a text to read aloud. In the real test students have 45 seconds to prepare and 45 seconds to read the text aloud. For practice purposes this time can be extended.

A useful practice strategy is to work together with your students to underline the words which a native speaker would normally stress, and to mark the place where a small pause (//) would be natural. Advise students to try not to read too fast.

Businesspeople spend a lot of time in meetings; // in fact, some of them think they spend too much time. // Some meetings take place on short notice, // but usually they are planned well in advance. // Most meetings are run by a chairperson. // It is the chairperson's job to open and close the meeting // and make sure that everyone has a chance to speak. // Meetings usually have an agenda, // which lists the items for discussion. // The last item on the agenda is AOB, // which means "any other business." // This item gives the participants a chance to discuss things that nobody has discussed so far.

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 14.

Answer key

1 C **2** A **3** 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 answers

1 The man and his son might be lucky and catch a fish.
The man might be lucky enough to catch a fish.
2 The hairdresser hasn't finished cutting the customer's hair yet.
The hairdresser isn't/hasn't finished yet.