

# Business Explorer 3

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**Teacher's Book**

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# UNIT 1 Getting in touch

## Unit goals

- In this unit, students will learn how to call new contacts on the telephone, how to deal with unsolicited phone calls, and how to make small talk on the phone.
- In Part A, the focus is on calls to and from people you don't know, and on getting through to the right person.
- In Part B, the focus is on small talk at the beginning of a telephone conversation.

### Talking point (page 6) 5 minutes

Put the students into pairs. **TIP 3** Have the students ask each other the questions. Encourage the students to discuss the topic rather than just answer the questions. Tell them to talk about specific examples. **TIP 1, 2**

## PART A Getting through to the right person

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

The reading passage gives tips on what to call people and the use of honorifics. (Honorifics are titles which are used to show respect for the person you are speaking to, for example, **Mr. Kwan**.) Introduce the task. Students discuss their preferences with a partner and then read the passage in pairs. **TIP 3**

Ask the students to get into groups of four and compare their preferences. Then get the students to read the tips again and to look for similarities and differences with customs in each student's own country/culture. Have the students make a list of tips to give to a foreigner visiting their country. Monitor and offer groups help where necessary.

Finally ask several students from each group to come to the board and write one or more of their tips. Get the class to discuss, agree with, disagree with or refine each tip. **TIP 9**

### 2 Language focus (page 7) 10 minutes

Have the students put the conversations in the correct order. Then, get them to compare their answers in pairs and to practice the conversations. Monitor and help where necessary.

Alternative (see worksheet on page 60)

Photocopy and cut up enough sets of cards for each pair of students in your class. Put the students into pairs and give each pair a set of cards (1-4 and a-d) for the first conversation. Have them put the conversation in order.

Monitor and help if necessary. Choose a pair to practice the conversation in front of the whole class. Then do the same for the second conversation with cards 5-8 and e-h.

### Answer key

- 1** ASSISTANT 1: Who's calling please?
- c** RAVI SINGH: Ravi Singh.
- 2** ASSISTANT 1: And your company?
- d** RAVI SINGH: Health Consultants Ltd.
- 3** ASSISTANT 1: I see. Is Mr. Yu expecting your call?
- a** RAVI SINGH: No. I'm calling to introduce Mr. Yu to our company's products.
- 4** ASSISTANT 1: Well, I'm afraid Mr. Yu isn't available at the moment. Could you please send your company catalog, and Mr. Yu will call you if he is interested?
- b** RAVI SINGH: OK. I'll put one in the mail.
- 5** ASSISTANT 2: Who's calling please?
- f** RAVI SINGH: Ravi Singh of Health Consultants Ltd.
- 6** ASSISTANT 2: Thank you. Are you a client?
- e** RAVI SINGH: No, I'm not.
- 7** ASSISTANT 2: Can I ask what it's about?
- h** RAVI SINGH: My company supplies health insurance. I'm sure Mr. Platt will be interested.
- 8** ASSISTANT 2: I'm sorry but Mr. Platt is busy today. Could I take a message?
- g** RAVI SINGH: No, it's OK. I'll call again.

### 3 Listening (page 7) 10 minutes

**TIP 4, 5** Have the students read the questions first, then play the recording. You may need to play the recording twice. Have them compare their answers with a partner and then play the recording again for students to check.

You could refer students to the Help folder on Student's Book page 82.

### Answer key

- 1 Ravi wants to speak to someone in the Human Resources Department. 2 Yes. 3 He is successful because he says he'd like to talk to someone about the company's health insurance program. He doesn't say that he sells health insurance.

### 4 Communication activity (page 7) 10 minutes

Split the class into Student As and Student Bs. Put the As together in small groups, and do the same for the Bs. Student Bs look at the information on page 7. Student As look at the corresponding part on page 76. Give groups a few minutes to read the instructions.

Put the students into A/B pairs. Set a time limit and have the students role play the situations. Change partners and repeat the role plays with a shorter time limit. **TIP 12** Monitor the conversations. Make notes of what students say to try to get through to the person they want to speak to, as well as what they say to prevent callers getting through. **TIP 7, 10, 11**

Students then discuss the problems they had getting through to the right person in groups of four. **TIP 9**

Elicit examples from the groups of what students said. Using these examples and your notes, put up some examples of what students said on the board.

### Optional

Write these tasks on the board:

- 1 Make a list of things to say when calling new people.
- 2 Make a list of things to say to prevent new callers from getting through.

Put the students into groups of three or four and ask groups to choose one of the tasks. Make sure that not all the groups choose the same task. Monitor and help as necessary. Then have the groups report their ideas to the class. Make sure that each member of each group gets a chance to speak.

**TIP 8**

## PART B Staying in touch

### 1 Language focus (page 8) 15 minutes

Put the students into pairs. Have them decide on and note down the communication problem for each conversation. Students change partners to check answers. Check answers with the class. **TIP 13**

Ask pairs to role play the conversations putting the problems right. Monitor and offer help where necessary. Then choose some pairs to role play their ideas for the class. **TIP 9**

#### Answer key

- 1 The caller doesn't identify himself/herself.
- 2 There's too much small talk.
- 3 The caller doesn't give a reason for calling.

### 2 Listening (page 8) 10 minutes

**TIP 4, 5** Put the students into pairs. Tell students they will listen to the openings of four telephone conversations. Explain that they are listening for communication problems like the problems in Activity 1 (Language focus).

- a Play the recording again if necessary, then have the students change partners to check answers.
- b Before the students listen to the recording again, ask them to check reasons they remember. Then play the recording for students to complete the task. Give them time to check their answers with a partner, then check the answers with the class as a whole. **TIP 13**

#### Answer key

a

- 1 ☐ F 2 ☐ P The caller doesn't identify herself.
- 3 ☐ P There's too much small talk. 4 ☐ F

b

Called to check that you have received the catalogs I sent. Called to see if we can meet next week.

### 3 Culture focus (page 9) 10 minutes

Students work in pairs. They look for questions that are used to start small talk in the dialogues in Activity 1 (Language focus) on Student's Book page 8 and in the transcripts for Activity 2 (Listening) on Student's Book page 112. They then discuss whether small talk is part of business telephone conversations in their country.

Ask pairs to list the small talk questions asked in the telephone conversations they have looked at. Tell pairs to add any ideas for small talk questions of their own to the list. Monitor and help if necessary. **TIP 9** Finally, get some students to write small talk questions from their lists on the board. **TIP 13**

#### Answer key

How are you? How are things? And you? And yourself?  
How was your weekend? How's your family? Busy?  
Vacation seems a long time ago now, doesn't it? When are you planning your next vacation? How's your little boy?

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

Split the class in half and assign one half as Student As and the other as Student Bs. Put the As together in small groups and do the same for the Bs. Have them work together as groups to plan what they need to say. Then, put the students into A/B pairs and have them act out the four situations. Monitor and help. If necessary have the students change partners and repeat some or all of the role plays but set a shorter time limit. **TIP 7, 11, 12**

**TIP 8**

## Help folder (page 82)

#### Answer key

##### Language file

- 1 I can tell her you called. 8 Could I take a message? ☐ P
- 2 Who's calling please? ☐ P 7 Who's this?
- 3 Can I ask what it's concerning? ☐ P 5 Why are you calling?
- 4 He's too busy. 9 Mr. Kuan's in a meeting right now. ☐ P
- 6 Who do you work for? 10 Which company are you calling from? ☐ P

### While reading

3a and 3b You should state the person's name who answers the phone and the name of the company as soon as the phone is answered. When calling another business, you should give your name and the company's name you work for to whomever answers the telephone.  
4 You should speak slowly so that the person on the other end will have the feeling that you know what you are doing. If the other party cannot understand what you are saying, then you are wasting your time.

## Optional extra activities

### Communication

This is an activity to practice telephoning people you don't know. You could demonstrate the activity first yourself with a few students if necessary.

Give each student a small piece of paper. Ask them to write any name on their piece of paper. If the students know each other well, tell them not to use their own or each other's names.

Collect in the pieces of paper and randomly redistribute them to the students. Check that no-one has the name that they wrote. Students move around the room and make pairs. Each pair role plays two telephone calls. Students in each pair take turns asking for the person on the piece of paper they are holding. The student answering has to find out who is calling and why he/she wants to speak to the person. If the name asked for is the one the student answering originally wrote down, he/she puts the caller through. If not, he/she gets rid of the caller. Repeat the activity several times with students making different pairs. **TIP 7**

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

### Reading TIP 15

This article gives tips for good telephone etiquette. The tasks are graded and help students develop various reading skills. Task 1 requires the students to read the five sentences (a–e). Once they are familiar with the sentences, they scan the five paragraphs of the article and match each of the sentences to one of the paragraphs.

With task 2, students should read the questions first and then the text to find the answers. Ask them to write answers in their own words, not simply copy text from the article.

Task 3 requires students to focus on some of the key points of the article and checks their understanding. They may be able to do the exercise without referring to the article. However if they are not sure, they should use the article to establish meaning from the context.

### Answer key

1

a 4 b 2 c 1 d 5 e 3

2

*Possible answers*

a So that the caller does not think they have called the wrong number. b Because they can decide whether to put you through to the right person or not. c Because the person may not have time to talk when you call unexpectedly. d Because you can repeat the main points discussed during the call. e Because if you are polite, the person you are calling may want to talk to you again.

3

identify yourself, say who is speaking handle the call, offer to help the caller calling unannounced, calling unexpectedly state the purpose of your call, say why you are calling recap, go over the main points discussed

### Writing TIP 16

The writing task requires students to write a memo to colleagues. You can decide whether this should be a formal printed memo or an informal email. In the memo, students need to write guidelines on how to answer the telephone in the office. There are three situations. You can decide whether students should write about all three, or choose one or two. If you decide writing about all three situations is too long a task, you could increase student motivation by letting the students choose which one they want to do individually. If students are unsure about what language to use, tell them to look at the article for examples.