

UNIT 1 Greeting visitors

Unit goals

- greeting visitors who have just arrived in your country
 - greeting visitors to your office
 - small talk
- Part A Greeting visitors to your country**
- asking questions
 - avoiding personal topics
- Part B Greeting visitors to your office**
- introducing yourself
 - putting visitors at their ease
 - making small talk

Talking point (page 6) 10 minutes

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

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

TIP 1, 2

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

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

PART A Greeting visitors to your country

1 Culture focus (page 6) 10 minutes

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

Answer key

- 1**
- Possible answers*
- Do you like Thailand? ✗
- Why do you like it? ✗
- (Both questions put the visitor “on the spot.” Perhaps the visitor was only being polite. If he or she really does like the country, he/she will probably say so, and why.)
- Do you have children? ✗
- How old are you? ✗
- (Both questions would be considered too personal by many Americans and Europeans.)
- What are your hobbies? ✗
- (The question has no link with the other previous questions and gives the impression that the visitor is being interrogated.)
- 2**
- How was your flight, Jon? ✓
- How often do you make trips abroad? ✓
- Do you like traveling? ✓
- Is it far to your office? ✓
- What do you do in Planet Industries? ✓
- How long have you worked there? ✓
- Dialog 2 makes the visitor feel more comfortable.

2 Listening (page 7) 5–10 minutes

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

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

Answer key

- Mr. Brown's flight ✓
- (long and tiring; he couldn't sleep)
- transport to the office ✓
- (car outside with a driver)
- time it takes to get to the office ✓
- (20 minutes on the expressway)
- the weather ✓
- (very hot; about 35 degrees; it's the hot season)
- Ariya's job ✓
- (foreign purchasing department)

3 Language focus (page 7) 5 minutes

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

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

Answer key

Possible answers

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

4 Communication activity (page 7) 15 minutes

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

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

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

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

TIP 8

PART B Greeting visitors to your office

1 Culture focus (page 8) 10 minutes

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

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

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

2 Language focus (page 8) 10 minutes

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

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

Optional

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

Answer key

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

First time:

1 b 2 e

Met before:

4 c 6 f

Both:

3 a 5 d

3 Listening (page 8) 10 minutes

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

Optional

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

Answer key

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

4 Reading (page 9) 10 minutes

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

a Make sure students understand the instructions. Point out that this is advice aimed at a North American audience, but the rules are generally the same for Europeans. Give students a few minutes to read the seven items, and mark them according to whether they currently follow the advice or not. You may need to explain that here an *FBI (Federal Bureau of Investigation) agent* means someone who asks a lot of probing questions, especially of a personal nature. Then get them to compare their checklist with a partner's. Ask the students if they agree with all of the advice, or whether any of it seems strange to them.

b Still in pairs, students think of three small-talk topics that they could talk about at the beginning of a meeting. Ask them also what topics, if any, visitors to their countries should avoid. Set a time limit of three minutes for this, and then have a feedback session.

Answer key

b

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

5 Communication activity (page 9) 15 minutes

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

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

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

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

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

TIP 8

Help folder (page 83)

Answer key
Visitor: the building
Host: the visitor's trip
Either: the people's appearance and jobs

Optional extra activities

Communication (see worksheet on page 61)

Three-minute topics

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

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

Pronunciation **TIP 17**
Sentence stress and intonation

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

Nice to meet you.

Thank you for coming today.

How are you keeping?

Would you like a coffee?

Hello, nice to see you again.

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

Point out that:

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

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

Remind students that:

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

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

Homework (see worksheets on pages 70–71)

Reading TIP 15

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

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

Answer key
1
a Brazil, Italy, Philippines, United States of America
b Brazil, United States of America
c Philippines
d Brazil (they may not want you to talk about their personal lives), Italy (unless you know them quite well)
e Brazil, Italy
2
a Brazil, India (it's important to talk about your friends and family in order to establish a relationship with business partners), Philippines
b United States of America
c India
d India
e Brazil
3

Across	Down
1 topics	2 compliment
5 avoid	3 annoyance
7 maintain	4 matters
9 religion	6 direct
10 income	8 opinions
13 ethnic	11 stranger
14 poverty	12 indirect
15 salary	
16 guest	
17 questioner	

Writing TIP 16

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

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

UNIT 2 Companies

Unit goals

- describing different kinds of company
 - giving profiles of companies
- Part A Describing companies**
- word forms
 - describing different kinds of company
- Part B Company profiles**
- understanding and producing profiles of companies

Talking point (page 10) 5 minutes

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

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

PART A Describing companies

1 Vocabulary (page 10) 10 minutes

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

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

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

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

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

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

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

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

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

2 Language focus (pages 10–11) 10 minutes

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

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

3 Listening (page 11) 5 minutes

TIP 5

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

Answer key

- a**
- 1 designer
 - 2 retailer
 - 3 law firm
- b**
- 1 website and corporate brochure design
 - 2 extensive range of golf products
 - 3 international legal services (related to intellectual property rights)

4 Communication activity (page 11) 15 minutes

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

Then put the students into A/B pairs. Get them to take turns describing their companies to their partners, who should listen and try to guess the name of each company.
TIP 1, 7, 9, 11

5 Exploring (page 11) 10 minutes

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

Alternative

Turn this activity into a game by splitting the class into two teams. Give each team in turn 30 seconds to list as many companies as possible for the business activity that you call out, e.g., *travel, legal*, etc. Tell the opposing team that they can challenge an answer if they disagree with it. Give teams one point for each answer which cannot be challenged. **TIP 10**
TIP 8

PART B Company profiles

1 Reading (page 12) 10 minutes

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

business activity: transportation
philosophy: quality products at competitive prices

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

Answer key

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

2 Language focus (page 12) 5–10 minutes

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

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

Answer key

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

3 Communication activity (page 13) 10 minutes

Split the class in half. Assign one half as Student As, and the other as Student Bs. Put the As together in small groups, and do the same for the Bs. Student Bs should look at the information on page 13. Student As should look at the corresponding part on page 76. Have them work together in their groups to practice forming and asking the questions. Tell them they may write down the questions to practice them, but that when they are doing the activity they should not read their questions.

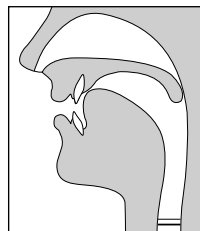
Then put the students into A/B pairs, and have them take turns asking and answering questions about the companies. **TIP 1, 7, 9, 11**

4 Exploring (page 13) 15 minutes

Ask students to work in pairs to plan, write, and then present a profile of their company. Tell students not yet in business to use a company that interests them. Refer them to Activity 1 (Reading), Activity 3 (Communication activity), and Asking about a company's profile in the Help folder on Student's Book page 83 for ideas about information to include in their profiles. Set a time limit of ten minutes for the preparation, and then have students take turns presenting their profiles to another pair. **TIP 10**

Alternative

See the Business Explorer website if you have time for more extensive student presentations:
<http://www.cambridge.org/elt/businessexplorer>



Show them that:
/s/ is made by pointing the tip of the tongue up towards the roof of the mouth, just behind the top teeth (which are touching or nearly touching the bottom teeth), and letting the air flow over it.

using the voice, so all students have to do to produce this sound is to allow the vocal cords to vibrate while saying /s/. Encourage students to practice making these sounds as long as possible because /z/ is pronounced as a short, almost explosive sound in many languages so /z/ will tend to sound like an extra syllable when added to a word.

If the students are still having difficulties, write on the board:

ZZ

Have students say the sound, drawing it out as long as possible. Next write on the board:

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carzzzzzzzzzzzzzzzzzzzzzzzzzzzzzzzzzzzz
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Get students to say the word, forming one long, drawn-out syllable with no break between the /r/ and the /z/ sounds. Once they can do this, they should be able to gradually shorten the /z/ until it is a normal length.

Now write these nouns from Unit 2 in three separate groups on the board:

shop	profile	business
export	car	finance
bank	idea	service
	shoe	size
	country	box
		branch

Have the students work in pairs and say the plurals. Ask them what the final s sounds like, if the plural adds a syllable to the end of the noun, and if so, why. Students should notice that plurals in:

- the first group sound like /s/.
- the second group sound like /z/.
- the third group add a syllable, so that the plural is pronounced /ɪz/ because the words already end in an /s/, /z/ or /tʃ/ sound.

Point out these rules.

The s ending is pronounced /s/ after the following unvoiced consonant sounds:

/p/	shops
/t/	exports
/k/	banks
/f/	laughs
/θ/	paths

Help folder (page 83)

Answer key

- $$\begin{array}{ll} 1 & d \\ 2 & f \\ 3 & c \\ 4 & a \\ 5 & b \\ 6 & e \end{array}$$

Optional extra activities

Pronunciation TIP 17

Findings

The pronunciation of plural endings of regular nouns and of 3rd person singular present simple verbs can present a challenge to many students. Some omit them altogether, and others try too hard, adding an extra syllable along with the s. So it is worth spending some time working on the sounds /s/ (as in *sits*), and /z/ (as in *zoos*).

If students are having problems producing the sounds, they are very likely unable to make them clearly, either.

The *s* ending is pronounced /z/ after voiced consonants and after all vowels:

/b/	hubs
/d/	needs
/g/	tags
/v/	moves
/ð/	breathes
/m/	homes
/n/	signs
/ŋ/	wings
/l/	profiles
/r/	cars
vowels	ideas, shoes, countries

The *s* ending is pronounced /ɪz/ after the following consonant sounds:

/s/	businesses
/z/	rises
/ʃ/	wishes
/tʃ/	branches
/dʒ/	languages

Finally, point out that the pronunciation of 3rd person singular present simple verbs follows the same rules. Have the student look at Part A Activity 1 (Vocabulary) and say *The company*s (verb) (noun) using the verbs given.

Homework (see worksheets on pages 72–73)

Reading TIP 15

The text is a profile of the Internet entertainment retailer, Amazon.com®. As the text is not simplified, it contains vocabulary that the students might not have come across before. The vocabulary is typical of business magazines and websites however, and you might want to encourage the students to learn the meaning of *stake, acquire, benchmark, revenue, stock options, restructure*.

The first task deals with paragraph organization using topics that include some of those listed in Part B Activity 1 (Reading). The goal is to skim through the paragraphs trying to locate the main ideas of each one, and match them to the topic. In the second task, students need to find detailed information from the text to correct the incorrect sentences. They should be able to do this by scanning for matching patterns, and then finding the correct information.

Answer key

- 1
a 2, 3
b 1, 3
c 2, 4
d 4
e 3
f 2
g 3
- 2
a In 2001, Amazon's revenues were \$3.12 **billion**.
b Amazon made a profit in **the fourth quarter of 2001**.
c Amazon was the first online retailer to **acquire 25 million customers**.
d Jeff Bezos wants to make books **cheaper**.
e Amazon has websites in **five** countries (including the US)./Amazon has **customers from more than 220** countries.
f You can **buy books, movies, music, toys, and gifts** at Amazon.com®.
g Most employees **have worked** at Amazon for less than a year.

Writing TIP 16

This writing topic can be done after Part B Activity 4 (Exploring), in which the students plan and present a profile of their company or a company that interests them. (If you do the extended presentation from the Business Explorer website, much of the planning work will already have been done, and so it will be fairly easy for students to write out their ideas in paragraph format.) Encourage the students to copy the organizational structure of the text about Amazon.com®, and to incorporate in their writing some of the new vocabulary they have learned.

UNIT 3 Occupations

Unit goals

- talking about jobs
- talking about responsibilities
- talking about abilities

Part A Describing your job

- vocabulary building: jobs, environments, products/services, responsibilities

Part B Talking about your abilities

- vocabulary building: qualities and abilities
- modals of ability and obligation: *can/can't/need to/must*

Talking point (page 14) 5 minutes

Ask the students to look at the questions and make sure that they understand what information is being elicited. For students not yet in business, ask them to imagine that they are in a job they know well.

First, have the students answer the questions for themselves. Then put the students into pairs and get them to ask each other the questions. **TIP 1, 2, 3**

Monitor the discussions. Do not worry about grammatical accuracy at this point, but encourage the students to explain what they do, however difficult it may seem. Do not accept generic answers, e.g., *I am a businessman/businesswoman*. **TIP 9, 10**

PART A Describing your job

1 Vocabulary (page 14) 10 minutes

First, ask the students to look at the pictures. Tell them to name the jobs, and to say what the people do if they can. Now, have the students work in pairs. **TIP 3** Ask them to look at the job words in the box, match them to the pictures and fill in the table. Finally, have them fill in the rest of the table with the working environment, what the company makes/does, and what the person is responsible for, for each job. Allow five minutes for this.

Monitor the pairs, and answer any vocabulary questions, e.g., explain that *LAN* stands for *local area network*. **TIP 9, 10** Go through the answers with the class, making sure that the students are pronouncing the words correctly. **TIP 13, 17**

Answer key

Job: 2 automobile designer
Working environment: office
What the company makes/does: car design and manufacture
Responsible for: car body design

Job: 3 sales representative
Working environment: in customers' offices
What the company makes/does: LAN networking services
Responsible for: finding new customers

Job: 4 construction supervisor
Working environment: on a construction site
What the company makes/does: building services
Responsible for: supervising a team of construction workers

2 Listening (page 15) 10 minutes

TIP 5

- a Set the scene by telling students that they are going to hear two of the people from Activity 1 (Vocabulary) talking about their jobs. **TIP 4** Tell them to listen first, and to identify which jobs the speakers do. Play the recording, and then have them check their answers with another student.
- b Refer the students to the words in the box, and ask them to try and complete the dialogs. Point out that they do not use all the words. Ask them to compare their answers with a partner. Then play the recording again for students to check.

Answer key

a
Dialog 1: photo 4, construction supervisor
Dialog 2: photo 2, automobile designer
b
Dialog 1: supervisor; construction; safety; outdoor; company
Dialog 2: designer; cars; market; operations

3 Language focus (page 15) 15 minutes

For students not yet in business, have them use the job they imagined in Talking point on page 14. Refer them to Talking about your job in the Help folder on Student's Book page 84. Then ask them to look at the Useful language box on Student's Book page 15. Tell them to use the two paragraphs as models, and to use the key words. Point out the use of *I've worked*, and *I've been working* to talk about length of employment in a current position. Remind them that *for* is used to indicate a period of time, (e.g., *day, month, year*), while *since* indicates a point in time when something began, (e.g., *2003, June 23, last Saturday*).

Give students no more than five minutes to write their paragraphs, and circulate offering help as needed.

4 Exploring (page 15) 10 minutes

Ask students to work with a partner, and tell each other about their jobs. Do not let them simply read their paragraphs. Write up the key words from Activity 3 (Language focus) on the board, and ask students to close their books. **TIP 1**

Students then change partners. Erase the key words from the board before students take turns telling their new partners about their jobs.

Finally, put the students into groups of three or four, and ask them to imagine they are meeting at a conference or trade fair. Tell them to introduce themselves to each other, and to talk about their jobs.

TIP 8

PART B Talking about your abilities

1 Listening (page 16) 15 minutes 

TIP 5 Put the students into groups of three or four, and ask them to close their books. Tell them that they are senior managers, and that they are in charge of choosing a Product Manager for their company's Mexico City office. Ask the groups to make a list of the qualifications and skills that candidates for this position would need. To get them started, write *experience, language ability, current job* on the board. Ask the students how much experience someone in this position would need, what languages, and so on. After five minutes, have a feedback session, and write up the groups' suggestions on the board.

TIP 12, 14

Ask students to open their books, and look at the personal histories of the three candidates. Check that they understand all of the information. Then ask them to work in pairs, and discuss which candidate they would send and why. Again, give them five minutes to discuss this. Then ask pairs to tell the class their choice and also their reasons.

Next, tell students they are going to hear a recording of two managers discussing which of the three candidates they should send to Mexico. Ask them to listen and say which employee the managers choose. With more advanced students, ask them to listen for the reasons the managers give for their choice and why they do not choose the other two candidates. Play the recording twice if necessary.

After checking the answers with the class, ask the students if the reasons given by the managers are different from their own reasons. Do the students agree with the managers' reasons?

Answer key

The managers choose Jeff Talbot because he is single and he has no children so he can move. He is good at languages so he can learn Spanish easily, and he has three and a half years' experience as a Product Manager.

2 Vocabulary (page 17) 5 minutes

Students read the sentences, and choose the correct word from the box. Point out they can use each word more than once. Give them three or four minutes, and then ask them to check in pairs. Finally, check the answers with the whole class. **TIP 13** Or you could play the recording from Activity 1 (Listening) once more for the students to check their answers. **TIP 5**

Answer key

- 1 A: can speak B: know
- 2 A: has; can't B: can leave
- 3 A: can't speak; can learn B: can; move

3 Language focus (page 17) 10–15 minutes

Refer the students to Talking about ability in the Help folder on Student's Book page 84. Remind them that *have* is followed by a noun, (e.g., *have confidence*), while *be* is followed by an adjective, (e.g., *be confident*).

- a Ask students to work in pairs. Tell them to look at the pictures, and to say what abilities, skills and qualities each job requires. Walk around the classroom offering help as needed. Encourage students to use dictionaries to find ways of expressing what they want to say.
- b Ask the students to tell their partner what abilities and qualities they need to do their own jobs. Students not yet in business can talk about a job they know well.
- c Put pairs of students together in small groups. Students take turns telling the group about one of the jobs pictured, and about their own job or a job they know well.

4 Culture focus (page 17) 10 minutes

In this activity, students read about a very common phenomenon in Japan, in which company employees are posted to different cities or abroad, sometimes leaving their spouses or families behind. The Japanese word for such people is *tanshinfunin* (tan-shin-foo-noon).

Ask students to work in pairs, and to read the questions. Make sure that the students understand the questions, and then ask them to read the article. Set a time limit of six or seven minutes for this, then discuss the answers to questions 1–3 with the class. **TIP 13** Next, have the students discuss question 4 in their pairs, making sure that they give their reasons. Ask several pairs to tell the class the results of their discussion. **TIP 10**

Answer key

- 1 *Tanshinfunin* are husbands or wives who leave their families behind when they are transferred by their companies to other cities or overseas.
- 2 It is about Japan.
- 3 Workers in their 50s are more likely to become *tanshinfunin*.

TIP 8