

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	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

- Welcome
- Pleased
- floor
- way
- seat
- How
- staying
- project
- comfortable
- 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

- I
- V
- V
- I
- I
- 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

- to
- about
- at
- on
- in
- on
- at
- 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

- A
- D
- C
- B
- 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.