

# UNIT 1

## The working day

### Unit objectives

<b>Topic:</b>	job descriptions and responsibilities
<b>Reading:</b>	matching information to items in a list; skimming and scanning skills; answering true/false questions on a text
<b>Listening:</b>	a job description; listening for specific information
<b>Speaking:</b>	describing a job
<b>Grammar:</b>	present simple and present continuous; state and action verbs
<b>Vocabulary:</b>	job titles; company departments; adjectives

### Getting started

- 1 Ask students to look at the diagram at the bottom of the page, and teach the word *organogram*. Establish that it shows people who work in a particular company with the more senior jobs at the top, so that, for example, Bernard Yates is probably the Sales Executive's line manager. Then ask students to read what the people say about their jobs and complete the organogram with the correct first names.

#### Answers

2 Rosie 3 Alex 4 Gamal 5 Sveta 6 Daniel 7 John Paul  
 8 Marcelo 9 Jan 10 Ben

**Extension idea** If students are working in different companies, ask them to draw an organogram of their company or part of it. They then talk in pairs and tell each other about the people on it and what they do. They could also explain where they fit into the organogram and possibly exchange business cards.

### Company departments

#### Vocabulary

**BEC** Reading part 2

Go over the list of company departments. You may need to teach the word *personnel* as an alternative to *human resources*. Point out the correct stress, to distinguish it from the adjective *personal*. Then ask students to read the six situations and choose which department each person needs to speak to.

#### Answers

2 b 3 g 4 a 5 c 6 e

**Extension idea** Ask students to write two similar sentences about people who need to contact a particular company department. They work in pairs to read their sentences to their partner, who names the correct department. If students are preparing for Cambridge English: Business Preliminary and you wish to start more exam focused work at this stage, you could follow this exercise with the Exam skills section for Business Preliminary Reading part 2.

### Personal assistants

#### Listening

- 1 Introduce the idea of a personal assistant and teach the acronym PA. Then ask students to look at the list of activities in Exercise 1 and decide in pairs which are probably part of a PA's job. You may need to teach the verbs *to prioritise* and *to co-ordinate*.
- 2 ① 02 Students listen to the first part of the interview and tick the activities which the PA mentions. Stop the recording at 'And I'm responsible for answering all the correspondence.'

#### Answers

answering letters, looking up information, prioritising appointments, taking notes in meetings, taking phone calls, welcoming visitors

**Alternative treatment** If students are likely to be familiar with the job of a PA, ask them to brainstorm a PA's responsibilities with their books closed, either in pairs or as a class activity. Students then listen to the first part of the interview to see which items on their list are mentioned.

- 3 ① 02 Play the whole of the interview from the beginning and ask students to complete the questions. You may want to work on the students' pronunciation here by asking them to mark the stressed word in each question. Point out the difference in intonation between the three *Wh*-questions (downward intonation) and the yes/no questions (upward intonation).

#### Answers

1 do you do 2 does that involve 3 enjoy 4 What about

- 4 Ask students to complete the five statements about the PA's job with the correct adjectives. They will probably remember or be able to guess most of them.
- 5 ① 02 Students listen once more to check their answers. This is also an opportunity for them to ask about anything in the interview they did not understand.

### Answers

2 organised 3 stressful 4 friendly, helpful 5 reliable

## Describing a job

### Speaking

- 1 This is a chance for students to talk more about their own jobs and job descriptions.
- 2 Before asking students to work in pairs, demonstrate the useful language in the box by using a student's job as an example or your own job. Point out that three of the expressions, *I'm in charge of*, *I deal with* and *I'm responsible for*, are followed by either noun forms or *-ing* forms.

**Alternative treatment** If you are dealing with pre-service students, give each student a card with a job title on it, either from the organogram on page 10, or other job titles they will be familiar with. They then ask and answer questions about the jobs, playing the role of the person on the card.

## Changing Places

### Reading

- 1 Introduce the topic of reality TV and ask students to name any reality shows that they have seen. Use the two quotes to initiate a short discussion on the value of programmes like these.
- 2 Tell students that the article is about a particular reality TV show and ask them to speculate what they think it is about from the title. Ask them to skim the article to see if they were correct. You may wish to give them another gist question to answer while they are doing this, e.g. *Which two businesses does the article talk about?*

Students then identify which paragraphs deal with each boss in preparation for answering the true/false questions.

### Answers

Donald Eisner: 2 and 4 Alex Jennings: 3 and 4

- 3 Exercises 2 and 3 introduce students to the concept of scanning a text to find a specific piece of information. This is a useful skill in many business contexts where you may need to find or confirm just one fact from a long text. It is also important in an exam situation when you are reading to answer questions within a time limit. For each of the items in Exercise 3, ask students to find and underline a word which they can look for in the text to locate the answer. Then get them to answer the true/false questions, either in pairs or individually. If you wish, you may give them a time limit, say three minutes, for this.

### Answers

2 T 3 F 4 T 5 F 6 T 7 F 8 T

- 4 Use the questions to round off the activity with a short discussion. This is probably best kept brief, as talking about it in depth may require language which is beyond students at this level (e.g. hypothesising).

## Grammar workshop

### Present simple and present continuous

- 1 The grammar here will be revision at this level but students still often need practice with the questions and negative forms and with the correct use of the two tenses. There is sometimes a tendency to overuse the continuous tense. This section aims to help students by linking the two tenses with common time phrases and also drawing their attention to state verbs such as *know* which are not used in the continuous tense.

Go over the grammar explanation with students and the note about state and action verbs. Ask them to suggest any other examples of verbs which are not used in the continuous, and if necessary, prompt them by asking for verbs with similar meanings to the examples in the book. Other verbs you could elicit in this way include *believe*, *love*, *hate*, *want*, *need*, *require*.

Ask students to look at the list of time phrases and identify which tense normally goes with each one.

### Answers

**PS:** always, every month, each year, generally, never, often, sometimes, twice a month, usually

**PC:** at the moment, currently, now, this month, today, this week

- 2 Students write five sentences of their own to read to each other. Encourage students to extend their conversations where possible.
- 3 Ask students to complete the exercise and, when checking the answers, build up a list of further state verbs on the board (*understand*, *have*, *think*, *prefer*).

### Answers

2 do not understand 3 correct 4 he has no/doesn't have any 5 correct 6 I think 7 correct 8 still prefer

- 4 Elicit the difference in meaning between *I think* (I believe/it is my opinion) and *I'm thinking* (I am planning/considering). Ask students to suggest any other verbs where there is both a state meaning and an action meaning. An obvious answer here is *have*, which is dealt with in Exercise 1 of the Grammar workshop.

**Extension idea** If students need further practice, follow this up with the exercises from the Grammar workshop on page 26, or set these for homework.

# UNIT 2

## Online communication

### Unit objectives

<b>Topic:</b>	emails and online advertising
<b>Reading:</b>	scanning skills; answering multiple-choice questions
<b>Writing:</b>	emails; levels of formality; difference between language for letters and emails
<b>Listening:</b>	listening to email addresses
<b>Speaking:</b>	talking about online activities and use of the computer

### Getting started

- 1 Begin by asking students how they use the computer in their work or studies, or what, if anything, they have done on the computer that day. They then discuss questions 1 and 2 individually or in pairs.

Draw attention to the illustration and teach the word *pie chart*. Then give students about five minutes to read question 3, note down their answers and draw pie charts for themselves. Then put students in pairs to discuss and compare their pie charts. At the end of the discussion, ask one or two pairs to tell the class who uses the computer most and what for, or something that they learnt about their partner that they did not know before.

- 2 Students complete the vocabulary exercise in pairs.

#### Answers

2 print 3 cut 4 attach 5 save 6 copy 7 highlight

- 3 This exercise introduces some further vocabulary to do with working on the computer. Students could complete it individually or in pairs.

#### Answers

2 download 3 log on 4 restart 5 crash 6 drag 7 post 8 upload

### Digital media

#### Reading

**BEC** Reading part 5 **BULATS** Reading part 1 section 3  
**BULATS** Reading part 2 section 5

- 1 Write the phrase *word of mouth* on the board and ask students if they know or can guess what it means. If no one supplies the right meaning, tell them it refers to the process in which people hear about a product or service from their friends or family. Ask if they think it is

possible for a successful business just to rely on word of mouth instead of advertising in other ways.

- 2 Draw students' attention to the title of the article. Tell them that *word of mouse* is not a phrase they will find in the dictionary and ask what they think the writer means. This could also be a good opportunity to check students' pronunciation and briefly focus on the difference between the /s/ and /th/ sounds.

Ask students to skim read the article to find out what 'power' the author is talking about.

- 3 Students have already been introduced to the idea of scanning for a specific word or piece of information. Tell them that one thing they might have to scan for in a long document is the name of a person or a particular company and that proper names like this are relatively easy to find because of the capital letters.

Ask them to first scan the article for the names in the box and underline them when they find them. They should then read questions 1 to 5. Finally, they should go back to the text, read around the sentences where they have underlined a name and match the information with the correct items.

#### Answers

2 Dave Carroll 3 Paul Patterson 4 Adam Brimo 5 United Airlines

- 4 Students answer the multiple-choice questions, using the underlined words in the items to locate the answers in the text. They will already have underlined the corresponding names in the text for questions 1, 2 and 3. For question 4, ask them which paragraph is about Coca-Cola and then tell them that they will need to read the whole paragraph before they decide on the correct answer, because the question is asking about the general point of the story, not about one detail.

#### Answers

2 B 3 C 4 B

- 5 Round off the activity with a brief discussion on whether students read or post opinions online and how influential they are.

**Extension ideas** If you have access to the Internet, you could look at some sites where people post opinions online and print off some online opinions for students to read (making sure you check them beforehand to ensure that there is no unsuitable content). Ask students to work in

groups, and give each group three online opinions, e.g. about a hotel. Each group then reports back to the class by briefly summarising the three opinions and saying whether they would choose to stay at the hotel or not.

If your classroom has access to the Internet, Dave Carroll's song *United Breaks Guitars* is still available on the Internet and, although some of the language is difficult for this level, students might like to hear it or an extract from it, especially as it is accompanied by an entertaining video.

## Emails

### Vocabulary

- Students work in pairs to match the symbols and their names. Check that students are clear about the difference between *hyphen* and *underscore* and possibly *dash* (which is not an email symbol).

#### Answers

2 d 3 a 4 b 5 c 6 f

- ①<sup>03</sup> Demonstrate that *com* is pronounced as one word whereas *uk* is pronounced as two separate letters. Ask students how they think the other email abbreviations are pronounced. Then students listen to the audio to check.

#### Answers

words: com, org, biz, co, net  
 letters: uk, us, ac

- ①<sup>04</sup> Students listen and decide if the email addresses on the page are the same or different from the ones they hear. Prepare students for this exercise by emphasising that there may just be one small difference but, just as in life, they need to make sure that the email addresses are exactly right.

#### Answers

2 S 3 D 4 S 5 D 6 S 7 S 8 D

- Students work in pairs to decide if the sentences belong in emails or letters or both. When going over the answers, check the difference between *attach* and *enclose* and that students understand the phrase *hard copy*.

#### Answers

2 E 3 L 4 probably E (but a letter could be forwarded through the post) 5 E 6 B 7 E 8 E 9 E 10 B

**Extension idea** Ask students to write down some email addresses that they know (they could use their own if they are happy to give classmates the possibility of contacting them). They then work in pairs to dictate the addresses to each other, spelling any names as necessary.

Taking down spellings is routinely practised in Listening part 2 of both the Business Preliminary and BULATS exams. If students need further practice, you could follow this activity with the spelling work in the Exam skills section for Listening part 2 on page 159 (Cambridge English: Business Preliminary version) or 143 (BULATS version).

## Writing

### BEC Writing part 1

Although a fair amount of written business communication has become less formal than in the past, being able to distinguish formal and informal language and write in both a formal and informal style is still an important skill. Choosing an appropriate register is necessary to achieve the desired response from the reader and is also one of the criteria on which candidates will be assessed in the Business Preliminary and BULATS exams.

- Students work individually or in pairs to match the formal and informal verbs.

#### Answers

2 c 3 f 4 a 5 j 6 h 7 e 8 d 9 g 10 b

- Ask students to work individually to grade the email beginnings and endings and then compare their answers in pairs. One or two expressions are very similar and you may want to point out that there is not necessarily one correct answer, as there is actually very little difference between *Hi John* and *Hello John* or *Best wishes* and *All the best*.

#### Suggested answers

Beginnings: 2 Dear John 3 John 4 Hello John 5 Hi John  
 Endings: 2 Kind regards 3 Best wishes 4 All the best  
 5 Bye for now

### 3 Suggested answers

Requests: 1 I would be grateful if you could  
 2 Please could you 3 Could you 4 Can you  
 Apologies: 1 We would like to offer our sincere apologies for  
 2 Please accept our apologies for 3 We are sorry about  
 4 Sorry about

- Students match the formal and informal phrases and then put them in the correct order to create two emails. Tell them to do this in two stages, matching the phrases with similar meanings first and then thinking about the correct order.

### Answers

Formal	Informal
Dear Mr Morris, I would like to arrange a meeting to discuss the schedule for training day My diary is very full for next week but perhaps you could suggest a suitable time for the week after Looking forward to your reply Susan Jackson	Hi Andy Can we get together sometime to talk about the schedule for training day I'm pretty booked up next week but I could manage the week after let me know Sue

- 5 The writing exercise can be done as a class exercise or for homework.

### Sample answer

Dear James,

I'm sorry but I can't now meet at 10 o'clock tomorrow. My manager is meeting a possible new client and wants me to attend too. Could you make Thursday afternoon instead?

Yours,  
Martin

**Extension ideas** If circumstances allow it, you could ask students to bring in any copies of emails they have recently sent or received at work. Looking at the language and types of phrases used in these could form the basis for further work on register.

If you wish to extend the work on email writing, students could follow this unit with the first section in the Writing reference section on page 121, which provides more guidance and practice in distinguishing formal and informal language.

# UNIT 3

## Company growth

### Unit objectives

<b>Topic:</b>	company history; how companies began
<b>Reading:</b>	matching sentences; correcting false statements about a text; identifying the main idea in paragraphs
<b>Listening:</b>	listening to an interview; answering true/false questions; listening to advice
<b>Speaking:</b>	asking questions in the past simple
<b>Grammar:</b>	past simple; question forms; past continuous

### Getting started

Students work individually to match each sentence to the correct company from the box. Encourage them to guess if they do not know. They then compare answers in pairs before being given the correct answers.

Ask students if they know of any other interesting ways in which companies began, or if they are in work, how their own company began.

**Alternative treatment** Students keep their books closed. Write the names of the six companies on the board and read out the sentences in the book. Students write down what they think is the correct company for each sentence. They compare in pairs and agree on the correct company for each. After giving the answers, ask which pairs had all six correct.

#### Answers

2 Toyota 3 Google 4 Sony 5 Ford 6 Virgin

### Haier

#### Reading

1 If the students are likely to have heard of the company, write Haier on the board and ask what they know about it. If not, introduce the reading by asking if they can name any famous Chinese companies, e.g. Sinopec, or what kind of goods they can buy in their country which are made in China.

Then ask students to match the sentence halves to complete the first paragraph of the reading text. The first halves (1–7) are already in the correct order.

#### Answers

2 e 3 g 4 b 5 d 6 a 7 f

- Ask students to read the second part of the article. You may like to give them a gist question to answer, e.g. *How did Mr Zhang show his employees that quality control was important?*
- Ask students to complete the exercise, making sure that they realise they will need to look in both parts of the text for the answers.

#### Answers

2 enterprise 3 keen 4 substandard 5 smash 6 broadened  
7 acquired

- This exercise checks that students can form the past simple negative. Go over the answer to question 1 and elicit a correction to question 2 using the past simple negative, e.g. *They didn't decide to carry the fridges. Mr Zhang ordered them to do it.*

The rest of the exercise can be done as a whole class activity, or if you feel students need the practice, you can ask them to write answers to questions 3–5, changing the verbs to the negative.

If your students are in work, round off the activity by asking them how important quality control is in their company and what systems are in place to carry it out.

#### Suggested answers

- They didn't decide to carry the fridges. Mr Zhang ordered them to do it.
- They didn't smash the fridges accidentally. They did it on purpose.
- They didn't only sell fridges. They also sold other electrical goods.
- Whirlpool didn't produce more fridges than Haier. Haier produced more fridges than they did.

### Grammar workshop 1

#### Past simple

The grammar here will be revision at this level, but students may well still have problems with forming questions and negatives and also with the spelling of some regular and irregular past simple forms.

- Ask students as a class to choose which rules are correct.

#### Answers

1 and 3

- Ask students to work out the answer to the spelling rules either individually or in pairs. Tell them to look in the

text for the past tense forms of the example verbs if they are not sure.

Check understanding of rule 4 by demonstrating the stress in the verb *broaden*. If students need further explanation, demonstrate the difference with two verbs with similar endings but different stress patterns such as *offer* (*offered*) and *prefer* (*preferred*).

**Extension ideas** The spelling exercise can be extended by giving students a list of further verbs and asking them to write the past forms with the correct spelling. Possible verbs for this are: *stop, play, happen, stay, rain, develop, equip, open, ban, visit, repeat, fit*.

The text can also be used to practise the three different pronunciations of regular past tenses, e.g. *smashed* /t/ realised /d/ handed /ɪd/. The most difficult area here is remembering to pronounce the extra syllable on verbs ending with the /t/ or /d/ sound. There are several examples of these in the text (*appointed, handed, insisted*).

#### Answers

- 1 We just add 'd', e.g. *realised*. 2 The 'y' changes to 'i' before *-ed*, e.g. *carried*. 3 The final consonant is doubled, e.g. *planned*. 4 The final consonant is not doubled, e.g. *broadened*.

- 3 Students now move on to focus on irregular verbs. Ask them to find five irregular verbs in the text.

#### Answers

began, became, told, grew, overtook

- 4 Students complete the correction exercise.

#### Answers

2 heard 3 paid 4 read 5 took 6 chose

- 5 Go over the examples of past simple questions and then ask students to read the statements and form questions using the prompts.

#### Suggested answers

- 2 What did it make?  
 3 How much money did he have to start the business?  
 4 How many people did it employ?  
 5 What were their first electrical products?  
 6 When did they acquire an air conditioning company?

**Extension idea** For further practice, students could complete Exercise 1 of the Grammar workshop on page 27, in class or for homework.

## Growing pains

### Listening

- 1 ①<sup>05</sup> Draw students' attention to the three headlines and ask which are good and which are bad news. If they do not know some of the vocabulary (e.g. *collapse*), tell

them that they can look in the dictionary or ask you the meaning of just one of the words. Then play the introduction to the interview and ask students to choose the correct headline.

#### Answer

A: Sandwich bar chain faces collapse

- 2 Either ask students to discuss in pairs or elicit from the class some possible reasons why the sandwich bar might be doing badly or profits might have fallen.  
 3 ①<sup>06</sup> Give students time to read the true/false sentences and then play the complete interview. Check answers in pairs or as a class.

#### Answers

2 T 3 F 4 F 5 T 6 F

- 4 ①<sup>07</sup> Replay Adrian's final advice so that students can complete the gapped sentences.

#### Answers

2 (proper) market research 3 profitable 4 special

- 5 Round off with a brief class discussion on Adrian's advice. You could also ask students for other examples of businesses which have failed or become unprofitable recently and ask what they think the reasons are.

### Speaking

- 1 This exercise provides practice in forming past simple questions in speaking. Students work in pairs. Give them a few moments to read their gapped text and possibly get a pair to demonstrate asking the first two questions. They then ask and answer questions using the prompts in brackets and complete the text.  
 2 In the same pairs, ask students to choose the best conclusion to be drawn from the story of Baja Fresh. There is not one correct answer, but the most obvious message is probably B.

## Business ideas

### Reading

- 1 This text introduces students to the past continuous contrasted with the past simple. Ask students to read the text quickly to get a general understanding.

**Alternative treatment** If you wish to use a warm-up activity before focusing on the text, introduce the concept of great business ideas by writing some examples on the board, e.g. *credit cards, mobile phones, fast food, home computers, package holidays*. Ask students to talk in pairs and decide which was the best business idea, and if they know who thought of it and how.

- 2 Students read the text again and match each paragraph to the correct first sentence. Point out that each story illustrates a different idea about how to be creative.

**Answers**

1 B 2 C 3 A

- 3 Students complete the vocabulary exercise either individually or as a class.

**Answers**

2 founder 3 empire 4 stuck 5 combine

## Grammar workshop 2

### Past continuous

- 1 Check students understand the form of the past continuous, and then ask them to match the rules and examples.

**Answers**

1 B 2 A 3 C

2 **Answers**

while, when

- 3 Students complete the text with the verbs in the correct form. Students often overuse the past continuous, so it is best to tell them before they begin that most of the verbs should be in the past simple.

**Answers**

2 was pushing 3 was wearing 4 rang 5 needed 6 had 7 hit  
 8 launched

*Extension idea* If students want more practice, follow this up with Exercises 2 to 4 of the Grammar workshop on page 27 or set them for homework.