

Planning and organizing

Unit 1

Unit aims

In Unit 1 students will

- listen to and understand a conversation about time management.
- talk about time management.
- make wishes about the present.
- use expressions with *it's* + adjective + infinitive.
- understand an interview about escaping from the digital world.
- talk about managing stress.
- extend their vocabulary on the topics of time and money.
- talk about time and money using words that go together.
- read and understand an article about wedding planners in South Korea.
- understand an interview about work hours in different countries.
- talk about work hours in their country.

In this unit, the *Business situation* and the *Vocabulary focus* deal with managing time and money. *Listening and speaking* deals with work-life balance and managing stress, the *Reading* section looks at wedding planners in South Korea, and the *Culture focus* asks the question: Who works the hardest?

When you begin **Business Plus 3**, 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 do you live?

Where are you from?

How long have you lived there?

How old are you?

What do you enjoy doing in your free time?

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.

1 Business situation Getting organized

page 1

This section introduces useful words and phrases to talk about organizing time and meeting deadlines.

1A Before listening, write “time is money” on the board and ask students what they understand by the phrase.

Possible answers

Time is valuable and should not be wasted. When used in business, the phrase means every minute that is wasted means money is wasted.

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

Answer key

1 S	5 S
2 J	6 S
3 T	7 T
4 J	

1B Follow Steps 2 to 7 of TIP 1 on pages xi–xii, with students working in groups of three in Step 7, although you might prefer not to let students see the transcript until they have completed 2A.

Answer key

- 1 He finds it difficult to organize his time.
- 2 He keeps all his appointments on his iCal agenda. He also makes to-do lists and decides on priorities.
- 3 Because things always come up that you didn't plan for.
- 4 It helps her to keep track of all the things she has to do.
- 5 He wants to get them out of the way before he starts on the big tasks.
- 6 Ted will show him how iCal works, and Ji-yun will lend him a book about time management.

1C Students work in pairs to ask and answer the questions. Monitor the pairs and look out for any general problems that can be dealt with in a feedback session.

2 Grammar focus

Focus 1: Wishes about the present

page 2

2A Have students first read the facts about Scott, and then ask them to listen carefully and complete his wishes. Play the conversation in 1A again. You may need to pause at the relevant parts so that students can complete the sentences.

Answer key

Facts about Scott	Scott's wishes
Scott <i>doesn't have</i> much free time.	He wishes he had more free time.
Scott <i>gets</i> stressed out.	He wishes he didn't get stressed out.
Scott <i>is</i> not well organized.	He wishes he was better organized.
There <i>are</i> not enough hours in the day.	He wishes there were more hours in a day.

Using the sentences in 2A, guide students to complete the rule. Ask a student to read the completed rule aloud so that the other students can check that they have completed it correctly.

Rule

We use *wish* + the **past** tense to express wishes about the present.

Draw students' attention to the tip on page 2 about the use of *was* or *were* after *wish*.

Students may be familiar with this choice of forms as the same applies to the second conditional.

If I was / were better organized, I would have more time to relax.

(See **Business Plus 2**, Unit 8.)

2B Students work individually or in pairs, and then compare their answers with a partner or another pair. Go over the answers with the class.

Answer key

- 2 He wishes he **was** good at time management.
- 3 I wish I **wasn't/weren't** behind schedule.
- 4 They wish they **could** help him/Scott.
- 5 He wishes he **didn't have** to put in extra time.
- 6 She wishes she **knew** the answer.
- 7 I wish I **didn't miss** my deadlines.
- 8 Scott wishes his boss **didn't** always **say** that time is money.

2C Students work in pairs. Follow the guidelines on pair work in TIP 3 on pages xii–xiii. Make sure students work with at least two different partners. As this is an exercise in accuracy, not fluency, it is important to correct on the spot.

2 Grammar focus

Focus 2: It's + adjective + infinitive

page 3

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

Answer key

- It's difficult to (organize my time.)
- It's important to (be flexible.)
- It's helpful to (make a daily list.)
- It's not good to (miss your deadlines.)
- It's necessary to (keep your lists up-to-date.)

Guide students to complete the rule. Ask a student to read the completed rule aloud.

Rule

It's + an adjective is followed by the **to do** form of the verb.

Draw students' attention to the tip on page 3, which deals with the use of *it's* + noun.

2E Students work in pairs to complete the sentences with words or phrases from the box. Follow up the task with a feedback session.

Possible answers

- 2 **It's a good idea to** apologize when you have done something wrong.
- 3 **It's difficult to** learn a foreign language.
- 4 **It's important to** find time to relax after work.
- 5 **It's good to** hear that you are well again.
- 6 **It's not easy to** manage your time well.
- 7 **It's not nice to** say unkind things about other people.
- 8 **It's not a good idea to** miss your deadlines.

2F Students work individually to write sentences in their notebooks, and then compare their sentences with a partner. Go over the answers with the class, or collect the notebooks and correct the exercise.

Possible answers

- 1 It's dangerous to ride a bicycle in heavy traffic.
- 2 It's not easy to learn a foreign language.
- 3 It's expensive to stay at a five-star hotel.
- 4 It's interesting to learn about different cultures.
- 5 It's not hard to write a text message.
- 6 It's a good idea to make back-up copies of your files.
- 7 It's impossible to remember all your appointments.
- 8 It's not expensive to stay in a youth hostel.

2G Students work with a partner. Monitor and prompt the pairs. As answers will vary, follow up the task with a feedback session in which you can ask for some or all of the students' ideas, depending on the size of the class and the time available.

3 Listening and speaking

Escaping from the digital world

page 4

3A Before listening, ask students to look at the heading "Escaping from the digital world" and the picture of Takumi. Ask them what they think Takumi will say. Then follow Steps 2 to 5 in TIP 1 on page xi. You may want to pre-teach the key words at the bottom of page 4 as they will help students understand the recording.

Answer key

- 1 It means having the right balance between work hours and leisure time.
- 2 So that his life is not dominated by technology.
- 3 He reads, listens to music, thinks, and relaxes.
- 4 There are a couple of sofas, a coffee table, and a small table for a coffee machine.
- 5 He is better balanced and can manage stress better.

3B Follow Steps 2 to 7 of TIP 1 on pages xi–xii, with students working in pairs in Step 7.

Answer key

- 1 False. He runs a home decorating company.
- 2 True
- 3 False. He was stressed out because technology dominated his life.
- 4 True
- 5 Not stated
- 6 False. He decided to create an escape room in his company's headquarters.
- 7 False. There is a radio and a coffee machine.
- 8 Not stated
- 9 False. Sometimes friends or co-workers drop by.
- 10 True

3C This is the first *Talking about . . .* activity in **Business Plus 3**. For guidelines see TIP 3 on pages xii–xiii. Here students have the opportunity to talk about their own ideas and experience concerning stress management. 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

Time and money

pages 5–6

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

Answer key

M deposit	B lose
M earn	B make
B find	B run out of
B have	B save
B invest	B spend
T kill	T tell (the)
M lend	B waste

Draw students' attention to the idioms:

To kill time = to do something while waiting.
We were early for the appointment, so we killed time in a café.

To make money = to earn money. *He doesn't make much money in his new job.*

4B Draw students' attention to the tip on page 5 concerning *in time* and *on time*. Teaching the idiom *on the dot* might help students to remember *on time*. Students work individually or in pairs, and then compare their answers with a partner or another pair. Go over the answers with the class.

Answer key

- useless
- unimportant
- borrow
- on
- no
- deposits
- invest
- in

4C Students work in pairs to find the odd word out, and then compare their answers with another pair. Go over the answers with the class.

Answer key

- a plan
- an arrangement
- a schedule
- up-to-date
- an agenda
- work-life balance

4D Students work in pairs to ask and answer the questions. Follow the guidelines on pair work in TIP 3 on pages xii–xiii. Monitor the pairs and make notes for a feedback session. Students should work with at least two different partners.

4E Students work in pairs to match the comments and responses, and then compare their answers with another pair. Go over the answers with the class.

Answer key

- C
- E
- D
- A
- B

4F Students work in groups of three to make a list of ways of saving money. Stop the activity after 10 minutes and pool students' ideas on the board in a feedback session.

Possible answers

Don't buy bottled water.
 Don't eat out.
 Leave your credit card at home.
 Don't use public transportation, walk.
 Check airlines for cheap fares.
 Reuse things.
 Bring lunch to work or college.
 Buy things on sale.
 Check websites for the best prices.
 Join group buying on deal-of-the-day websites.

4G The *Key words* task tests the vocabulary that is at the bottom of pages 1–4. This can be done as homework.

Answer key

- behind schedule.
- quality of life
- keep track
- time-out
- on schedule . . . deadline.
- priorities
- time management
- creative.

5 Reading
The wedding planners

page 7

5A As this is the first time in *Business Plus 3* 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. Pool the ideas on the board in a feedback session.

Possible answers

- send invitations to guests
- buy wedding rings
- order wedding buffet
- plan a honeymoon
- organize transportation
- order flowers
- book venue for the reception
- order wedding cake
- hire musicians for the reception
- book hairdressing appointments

5B Before students read, you may wish to pre-teach some vocabulary, for example: *interpreter, album, to copy, stylish, to refresh, photo shoot*.

Students read individually to find and correct the mistakes in the main idea, and then compare their answers with a partner before you go over them with the class.

Answer key

Wedding planning is a US\$ 15 billion industry in South Korea. **More than a quarter of all tourists** come from China. Li Jing and her bridegroom Feng have come to **Seoul** for a photo shoot. They love all things South Korean, especially the **TV shows**.

5C Students read the text again and complete the sentences individually, and then compare their answers with a partner before you go over the answers with the class.

Answer key

- 1 organize their big day.
- 2 have their wedding pictures taken.
- 3 between \$2,000 and \$4,000.
- 4 transportation, hotel, interpreter, hairdressing, makeup, and a photograph album of wedding pictures.
- 5 copy the hairstyles, makeup, and fashions of South Korean celebrities.
- 6 the singers and actors they have seen on South Korean TV shows.
- 7 South Korean pop music.
- 8 deputy director of Design-a-Wedding.

5D Students can discuss the question in small groups. Monitor the groups. As answers will vary, follow up the task with a feedback session in which you can ask for some or all of the students' ideas, depending on the size of the class and the time available.

6 Culture focus
Who works the hardest?

page 8

6A Before listening, tell students they will hear a discussion between a journalist and an expert on work hours in different countries. For this task, play the recording only once. You may want to pre-teach some of the vocabulary (e.g. *laidback* = relaxed, *reputation*, *productivity*, *annual leave*, *public holiday*). Follow Steps 2 to 5 of TIP 1 on page xi.

Answer key

China and Indonesia

6B Follow Steps 2 to 5 of TIP 1 on page xi. You may need to pause the recording at the relevant places to give students time to make notes.

Answer key

- 1 Australia
- 2 South Korea . . . Japan
- 3 Japan . . . Australia
- 4 Argentina . . . Chile
- 5 Poland . . . Hungary
- 6 Germany
- 7 Portugal . . . Austria
- 8 Japan . . . South Korea

6C Follow Steps 2 to 7 in TIP 1 on pages xi–xii, with students working in pairs in Step 7.

Answer key

- 1 **A** 40 **C** 45 **E** 40+
 B 40 **D** 40+ **F** 36
- 2 **A** 35 days **C** 10 days
 B 4 weeks **D** 15 days
- 3 The salaryman is not as common as a few years ago. Many younger employees are looking for a better work-life balance.
- 4 German workers only work an average of 36 hours, but Germany has a very high level of productivity.
- 5 They are worried about losing their jobs.

6D Discuss in class – or in bigger classes in small groups. If students know little or nothing about work hours and annual leave in their country, set a homework task to find out some facts on the Internet.

Service industries

Unit 2

Unit aims

In Unit 2 students will

- listen to and understand people talking about the services they provide.
- discuss services and service providers.
- use the causative forms *get/have something done*.
- use the quantifiers *little, less, least* and *few, fewer, fewest*.
- understand a call center conversation.
- exchange information about successful franchise companies.
- talk about different jobs in the service industry.
- give, receive, and check information.
- read and understand an article and talk about delivery services.
- understand and write a purchase order.

The *Business situation* and the *Vocabulary focus* in this unit deal with different jobs in the service industry – a topic that lends itself well to introducing and practicing the causative forms *get/have sth. done*. *Listening and speaking* in this unit deals with franchise businesses, and the *Reading* section looks at Japanese delivery services.

In this unit, as in all units in the *Business Plus* series, there is ample opportunity for both guided and communicative activities. You, the teacher, should always bear in mind the basic principle of correction for these activities: in tasks where accuracy, not fluency, is the main aim, correction should be done during the activity, whereas the correction phase for communicative group and pair work comes after the activity (see *Monitoring and following up an activity* on page xiii). Of course, in all feedback and correction sessions, you should not only point out students' errors, you should also praise them for the tasks they did well.

As well as the feedback and correction sessions after each task, you should also give students the opportunity to raise any queries or difficulties they might still have at the end of each section in a unit – if possible in their own language. It may be reassuring for students to know that other students share their doubts and difficulties, and they are not alone. This will also give you an insight into how students feel about the course and their own progress, and help you to make adjustments (e.g. work more slowly) at an early stage.

1 Business situation

Service providers

page 9

This section looks at small service providers and introduces some of the vocabulary needed to discuss the topic of service industries.

1A Before listening, ask students to describe the pictures. They can do this in groups of four, with each student describing a different picture. Monitor the groups. Follow Steps 2 to 5 of TIP 1 on page xi. You may want to pre-teach the key words at the bottom of pages 9 and 10, as they will help students understand the recording.

Answer key

- | | |
|-----|-----|
| 1 C | 3 B |
| 2 D | 4 A |

1B Follow Steps 2 to 5 of TIP 1 on page xi. Students will look at the transcript after 2A.

Answer key

- | | |
|-----|-----|
| 2 C | 6 C |
| 3 B | 7 B |
| 4 D | 8 A |
| 5 A | |

1C Students work in pairs or small groups and tell each other what services they know and/or use. Set a time limit. As answers will vary, you can pool ideas either orally or on the board at the end of the task.

Possible answers

accountant, baby-sitting service, courier service, dry-cleaning service, electrician, real estate agent, gardener, handyman, employment agency, painter and decorator, pizza delivery service, privacy adviser, technician, telecommunications hotline, travel agent, window washer

2

Grammar focus**Focus 1: Causative *get sth. done* and *have sth. done***

page 10

To avoid confusion, this section deals only with *get/have sth. done* and not *get/have sb.(to) do sth.* The *Grammar focus* in Unit 6 in **Business Plus 2** deals with *get/want/advise sb. to do sth.*

2A) Follow Steps 2 to 5 of TIP 1 on page xi. After the feedback session, follow Step 6 and finally have students read the transcript aloud for pronunciation practice.

Answer key

1 S	6 S
2 T	7 V
3 E	8 T
4 V	9 V
5 S	

2B) Using the examples in 2A, guide students to complete the rule. Ask a student to read the completed rule aloud.

2D) This is the first *Partner files* activity in **Business Plus 3**, and it might be the first time that some students have ever done such an information gap activity, so it is important to explain exactly how it functions. Stress that students must not show each other their information! Allocate the pairs. Ask Student A not to look at the information on this page, but to go straight to Partner file 1 on page 91 of the Student's Book. When you are certain that students have understood the instructions, start the activity. See TIP 3 on pages xii–xiii for further guidelines on pair work.

Answer key**Student A**

- A** Have you ever gotten/had your car washed?
 How often do you get/have your car washed?
 When did you last get/have your car washed?
- B** Have you ever gotten/had your photograph taken?
 How often do you get/have your photograph taken?
 When did you last get/have your photograph taken?
- C** Have you ever gotten/had your eyes checked?
 How often do you get/have your eyes checked?
 When did you last get/have your eyes checked?
- D** Have you ever gotten/had a key made?
 How often do you get/have a key made?
 When did you last get/have a key made?

Rule

When we say that we don't do something ourselves but ask or pay someone else to do it, we use the verbs **get** or **have** + object + past participle.

Draw students' attention to the tip on page 10 concerning the use of *get* or *have* + object + past participle in all tenses.

2C) Students work individually or in pairs and then compare their answers with a partner or another pair. Go over the answers with the class.

Answer key

- Are you going to get some business cards printed?
- Do you usually have your lunch delivered?
- Did you manage to get your computer repaired?
- The company is having new headquarters built.
- I have to get a passport photograph taken.

2 Grammar focus
Focus 2: Quantifiers

page 11

Students at this level will be familiar with some quantifiers, but still make mistakes. Before you begin this section, you may like to remind them about countable and uncountable nouns (see *Business Plus 1* Unit 8) and the difference between *much* and *many* (see *Business Plus 1* Unit 4).

2E Play the recording to 1A again, pausing if necessary at the relevant places so that students can complete the sentences. Go over the answers with the class and then have students complete the chart.

Answer key

- 1 Speaker 1: more . . . more
- 2 Speaker 2: fewer . . . Most
- 3 Speaker 3: fewer
- 4 Speaker 4: little . . . few . . . less

	Comparative	Superlative
much, many	more	most
(a) little	less	least
(a) few	fewer	fewest

Draw students' attention to the difference between *little – a little* and *few – a few*. *A little* and *a few* are positive ideas and mean “not much/many but some.” *Little* and *few* mean “less than I want”:

I have a little money, so I can buy something.
I have little money, so I can't buy much.
I have a few good friends, and we often meet.
I have few friends, so I'm often lonely.

2F Ask students to look at the examples in 2E and underline the correct word to complete the rule. Ask a student to read the completed rule aloud.

Rule

(A) *little, less, and least* are used with **singular** nouns.
 (A) *few, fewer, and fewest* are used with **plural** nouns.

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

Answer key

- 1 few . . . more . . . most
- 2 fewer . . . fewest
- 3 less . . . least
- 4 more . . . fewer

3 Listening and speaking
In a call center

page 12

3A Before listening, ask students if they know anything about franchise businesses. If there is no response, explain that a successful business may give licenses (franchises) to other companies to allow them to sell its goods and services and use its name (e.g. UPS, Subway, McDonald's, Dunkin Donuts, Pizza Hut).

Follow Steps 2 to 5 of TIP 1 on page xi. You may want to pre-teach the key words at the bottom of page 12 as they will help students understand the recording.

Answer key

- A 4 D 5
- C 3 E 2

3B Follow Steps 2 to 7 in TIP 1 on pages xi–xii, with students working in pairs in Step 7.

Answer key

- 1 The main purpose of the call is to find out how to apply for a franchise opportunity with the Coffee Bean Company.
- 2 Usually less than a week (after the Coffee Bean Company receives the forms).
- 3 His name, phone number, and email address.
- 4 Nora will get some information material emailed to him.
- 5 They want to know if they have a head for business.

3C In this *Talking about . . .* activity, students have the opportunity to exchange information about successful franchise companies in an information gap activity. Allocate the pairs. Ask Student A not to look at the information on this page, but to go straight to Partner file 2 on pages 91–92 of the Student's Book. When you are certain that students have understood the instructions, start the activity. See TIP 3 on pages xii–xiii for further guidelines on pair work. Students can check their answers with the complete texts on page 12 (UPS) and page 91 (Subway).

Answer key

Student A's questions

What can you do at any time with the help of the United Parcel Service?

When was the company founded?

What did more and more private individuals and small businesses need to do?

What was the name of UPS's founder?

Why did the founder (James Casey) borrow \$100?

How were most deliveries made?

How many packages and documents a day does UPS deliver?

How does UPS deliver packages and documents today?

What is an important condition for UPS franchise owners?

Student B's questions

What's the easiest thing to do if you're hungry?

What can you do at any Subway restaurant?

What is the person who makes your sandwich called?

What will your sandwich be made with?

When was the company founded?

How many global locations does Subway have?

What do all new franchise owners have to do?

Where is the time spent?

When do the new franchise owners / they take an exam?

What can they do if they pass the exam?

4 Vocabulary focus

Focus 1: Jobs in the service industry

page 13

4A) Students work in pairs to match the providers with the services, and then compare their answers with another pair. Monitor the pairs. Go over the answers with the class.

Answer key

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

4B) Students work individually or in pairs and compare their answers with a partner or another pair. Go over the answers with the class.

Answer key

- 2 looked after . . . (a) baby-sitting service
 - 3 translated . . . (a) translating service
 - 4 provided . . . (a) catering service
 - 5 cleaned . . . (a) cleaning service
 - 6 done . . . (a) personal assistant
 - 7 delivered . . . (a) logistics company
 - 8 organized, . . . (an) events manager
- The extra verb is *assist*.

Draw students' attention to the vocabulary tip on page 13 concerning *employer-employee*, *trainer-trainee*, etc.

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

Adjective	Noun
flexible	flexibility
convenient	convenience
creative	creation
difficult	difficulty
helpful	help
reliable	reliability

Verb	Noun
to assist	assistant
to deliver	delivery
to found	founder
to franchise	franchise franchiser franchisee
to recommend	recommendation
to represent	representative

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

4 Vocabulary focus

Focus 2: Giving and receiving information

page 14

4E) Follow Steps 2 to 7 of TIP 1 on pages xi–xii, with students working in pairs in Step 7.

Answer key

Thanks for the information.
 I need some information about . . .

Draw students' attention to the tip on page 14, which deals with *I'd rather (not)* . . .

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

Answer key

- 1 Could you tell me something about . . .
- 2 That depends on . . .
- 3 I'm afraid I can't say until . . . , I'd rather not say . . .
- 4 I have another question.
- 5 Let me see if I've got this right.

4G Students work in pairs. Monitor the pairs. After students have prepared their conversation, have them play it to the class or, in bigger classes, to a group. Follow the activity with a feedback session in which you deal with the main errors.

4H The *Key words* task tests the vocabulary that is at the bottom of pages 9–12. This can be done as homework.

Answer key

- 1 apply . . . franchise
- 2 recommendation . . . reliable
- 3 set . . . standards
- 4 errands.
- 5 provided
- 6 freelance
- 7 set up a business.
- 8 reputation

5 Reading

 Door-to-door

page 15

5A This task can be done orally, or students can work individually or in pairs to write a list. They can then compare their findings. As there are many things that courier services deliver, be sure to set a time limit for the task. Students can then skim the article to see if the things on their list are in the text.

Possible answers

clothes, documents, electrical equipment, food, furniture, gifts, letters, parcels, luggage, medicine, money, sports equipment

The article mentions: clothes, frozen food, furniture, vacation gifts, luggage, parcels, skis, sports equipment.

5B Remind students that scanning involves running through the text for relevant details. Students read the article again individually. They can compare their answers with a partner before you go over them with the class. You may wish to pre-teach some vocabulary (e.g. *courier service*, *market leader*), but be careful not to overlap with the vocabulary in 5E. For further guidelines on reading, see TIP 2 on page xii.

Answer key

- 1 You can have your suitcases picked up and sent to your hotel.
 You can get a suitcase with fresh clothes picked up from your home and brought to your hotel.
- 2 You can have your skis sent to your destination.
- 3 Souvenir shops will send your vacation gifts directly to your family and friends.

5C Students read the article again individually, but can work in pairs to decide if the statements are true or false and to correct the false statements. They can compare their answers with another pair before you go over the answers with the class.

Answer key

- 1 Not correct. The *takkyubin* services deliver to any address in Japan.
- 2 Not correct. The word *takkyubin* is used for courier services in general.
- 3 Correct
- 4 Not correct. Delivery is usually the next day.
- 5 Correct

5D Students work individually or in pairs to find the nouns in the text, and then compare their answers with a partner or another pair. Go over the answers with the class.

Answer key

- 1 investment
- 2 leader
- 3 insurance
- 4 delivery
- 5 furniture
- 6 skis