Get Ready for Business

Preparing for work

Teacher's Guide 2

Jaimie Scanlon with Dorothy E Zemach



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Get Ready for Business 2

Introduction

About the course

Get Ready for Business is a two-level speaking and listening course designed for pre-professional university or college students. Because the course aims to prepare students for the business world, it can be used with students who have little or no previous professional work experience. *Get Ready for Business 2* is suitable for students at a low-intermediate to intermediate level of English.

The emphasis of the course is on providing students with the skills to communicate effectively in English in a variety of business situations, both social and workrelated. The course comprises 12 topic- and functionfocused units. In each unit, students are guided through a series of motivating, student-centered activities aimed at building their skills and confidence to communicate successfully in the global business world.

The topics and functions in *Get Ready for Business 2* provide students with a variety of business-related contexts in which to practice the vocabulary, language structures, and business skills presented in each unit. The unit foci include meetings and discussions, reading and writing email and resumes, giving presentations, interviewing, and handling performance reviews.

Unit structure

The unit structure aims to give students mastery of the target language before moving on to the next unit. Unit content is loosely graded with regard to difficulty, so students build up to more complex language and skills as the course progresses. The exercises in each unit provide guided practice followed by more open-ended, independent tasks which allow students to apply the language and skills in a realistic context. There is some slight variation in structure from unit to unit, as each one presents content in a sequence that best maximizes students' learning potential. A typical unit may have the following format:

Listen and practice / Read and practice: Students begin the unit by listening to a short dialog or reading a text related to the unit focus. Dialog are between two or more main characters. These same characters are carried through the entire course, so students have a consistent, familiar frame of reference for the unit content. Students engage with the listening and reading texts in a variety of ways including completing comprehension questions, fill-in-the-blank exercises, predicting, and practicing dialogs in pairs while substituting additional information.

Unit language and skills: This section presents the key language structures and skill focus of the unit. The first set of exercises includes abundant guided practice activities in the form of individual tasks and communicative pairwork. As well as this, additional listening exercises lead students to work toward mastery and internalization of useful topicrelated target language and skills. As students progress through the section, they learn additional topic-related vocabulary and structures to complement and build on the content presented in the earlier exercises. Here, too, students engage in individual tasks, guided pair practice, and listening activities.

Viewpoints: This section is designed to heighten students' awareness of intercultural issues and aspects as they relate to the business world. Students read or listen to people from different cultures talking about a particular aspect of business, for example, exchanging business stereotypes and generalizations, decisionmaking, email habits, or presentation styles. The level of the *Viewpoints* section is slightly higher than that of the rest of the unit to allow for vocabulary-building and extension, as well as to address the needs of multilevel classes. The *Look it up* section lists key vocabulary, with their definitions, from the *Viewpoints* activities and audio. Exercises also include open-ended group discussion tasks.

Business task: At the end of each unit, students complete a business task file related to the unit themes and content. These student-centered tasks provide an opportunity for students to apply the unit language and skills in a useful, realistic context. For example, students work in groups to plan a business meeting, hold a decision-making meeting, prepare and give a presentation about on-the-job use of English, or compile personal information into a resume. Through these tasks, students build the confidence to participate successfully in a variety of common business situations.

In addition to the 12 main units, the Student Book includes three *review units*, one after every four units of the book. The *review units* allow students to consolidate the language through a variety of fun puzzles, games and interactive activities.

Teacher's Guide

The *Get Ready for Business* Teacher's Guide includes the following:

- Unit aims
- Getting started warm-ups
- Teaching notes
- Extension activities
- Review unit answer key
- Practice for the TOEIC[®] test answer key
- Tests 1 and 2
- Tests 1 and 2 answer key
- Photocopiable activities
- Audioscripts

Unit aims: The bulleted unit aims at the beginning of each Teacher's Guide unit are intended to provide teachers with a preview of the topics, vocabulary, language structures, and business-related skills students

Get Ready for Business 2

Introduction

will learn in the unit. You may want to write the specific aims for each lesson on the board at the beginning of class to give students a general idea of the lesson objectives.

Getting started: Each Teacher's Guide unit includes several fun, interactive warm-up ideas for starting the unit. Unit 1 includes ideas for presenting the Strategy review on page 4 of the Student's Book. In other units, the activities are designed to review key concepts, vocabulary, and language skills from the previous unit.

Teaching notes: The teaching notes section provides step-by-step lesson procedures and instructions for each activity. You need not feel constrained by these procedures, however. The notes are intended to offer alternatives for presentation and practice of the unit content and options for expanding and supplementing the material. The notes include suggestions for implementing the activities with lower- and higherlevel students as well with multi-level classes. In addition, the teaching notes sections include the following features:

- <u>Vocabulary and expressions</u> a list of challenging words, phrases, or expressions from the unit
- <u>Answers</u> answer keys to all of the activities in each unit as well as suggested possible answers for some of the open-ended tasks
- <u>Extension activities</u> ideas for quick optional in-class activities that allow students to practice language and skills in a fun, engaging way
- <u>Culture notes</u> useful tips and information about aspects of business culture related to the unit themes
- <u>Language notes</u> explanations for complex language structures or terms, and additional ideas for expanding the language component in the unit
- <u>Teaching tips</u> teaching suggestions and techniques for more effective presentation of the unit content

Review unit answer key: The answer key (pages 75–77) includes answers and possible answers for the Review unit activities. You can have students complete the Review units in class, and then hand out a photocopy of the answer key and have them check their own (or a classmate's) answers.

Practice for the TOEIC[®] **test answer key:** On pages 78–79 you will find the answer key for the Practice for the TOEIC[®] test activities in the Student Book.

Tests: There are two photocopiable tests. Test 1 (pages 80–83) covers the vocabulary, language structures, and concepts presented in Units 1–6 of the Student Book. Test 2 (pages 84–87) covers the material presented in Units 7–12.

Test 1 and 2 answer key: On pages 88–89, you will find the answer key to Tests 1 and 2. Each test comprises a *Listening section* (24 items – one point each), a *Vocabulary and Language section* (51 items – one point each), and a *Speaking section* (worth a total of 25 points). The scoring for the first two sections is self-explanatory; you should subtract one point for each incorrect answer. Please see page 89 for the *Speaking section* scoring guidelines.

Photocopiable activities: There are 14 supplementary photocopiable activities (pages 90–108), one or two to accompany each Student Book unit. The photocopiable activities are fun, interactive pair, group, and whole-class tasks designed to motivate students and reinforce target language. They can be used during the course of the unit to complement a particular lesson, or at the end of a unit for review. Instructions for each photocopiable activity are included in each unit.

Student Book audioscripts: The audioscripts for each listening activity are included on pages 109–135. They are photocopiable, and you may wish to reproduce then and hand them out to students for additional dialog practice, or vocabulary building.

January: Welcome to Seatec!

Unit aims

The aims for each class can be written on the board to orient students to the unit content and objectives.

In Unit 1, students will:

- review strategies for controlling language, checking and confirming, and reflecting and reacting
- practice introducing themselves and others, adding personal information
- Photocopiable activity (1a)

p90

Classroom language

- 1 Prepare one copy of *Classroom language* for each student.
- **2** Read the sentences aloud and have the class repeat in chorus. If you like, follow up by calling on individual students to read the sentences aloud.
- **3** To practice the language, you can have students work with a partner or in small groups to perform short skits in which they use several of the sentences, and then have them present their skits to the class. As a variation, students can perform the skits but not say the sentences from the photocopiable. Instead, audience members call out the appropriate sentence.
- **4** Encourage students to keep their photocopiable in their notebooks and bring it to class each time. Do not let students use their native language to express the ideas on the photocopiable. If they do, point to a copy to remind them to use English.
- **5** As an extension, have students work with a partner or in groups of three. Divide the sentences evenly among the groups. Have each group write their phrases on a poster board or large sheet of paper. They can draw illustrations or cut out pictures from magazines and glue them onto the paper. Then hang the posters around the classroom to serve as a reminder for future classes.

Getting started:

Strategy review **p4**

Before you begin this first unit, it will be useful to do the Strategy review on page 4 of the Student Book. Here are some activity options for reviewing the three strategies:

1

Controlling language

• Before class, prepare a brief self-introduction about yourself. Include basic personal information to help

- learn strategies for making small talk
- get to know their classmates through preparing and leading the class in an ice-breaking activity.

students get to know you, for example, your family, your hometown, your educational background, your hobbies and interests, etc.

- Have students find a partner and tell them to open to page 4 in their Student Books.
- Read the instructions aloud, and have them practice reading the phrases. For lower-level classes, read the phrases aloud and have students repeat them after you.
- When students are comfortable saying the phrases, tell them that you are going to give them some information about yourself and that they should take notes. Explain that they should raise their hands and say *Excuse me* to stop you if they don't understand something, or if they need help.
- As you give your prepared self-introduction, use a variety of strategies to elicit the controlling language phrases, for example:
 - Begin reading quietly, so students need to ask *I'm sorry. Can you speak more loudly?*
 - Read very quickly, so students need to ask *Can you speak more slowly?*
 - Use vocabulary or proper nouns (such as the names of people in your family or schools you've attended), so that students need to ask for spelling.
 - When you finish your self-introduction, have students make a poster of the phrases to put up in the classroom. Continue adding useful classroom language as the need arises.

2

Checking and confirming

- Have students do a simple sketch of a place they know well, for example, the street they live on, a room in their home, the school cafeteria, etc.
- Put students with a partner, and tell them NOT to show their drawings to each other.
- Have students practice reading the phrases. For lower-level classes, read the phrases aloud and have students repeat them after you.
- Explain that students are going to take turns describing their sketches to their partner. The partner should listen to the description and try to draw the same picture.

5

- Remind students to use the phrases for checking and confirming. Give them about five minutes per student for their descriptions.
- When students finish, have them compare their drawings to their partner's original and discuss any differences.

3

Reflecting and reacting

- Before class, copy the nine phrases from the threecolumned chart on page 4 onto the board. Be sure to write the phrases in random order in a list form.
- Copy the chart onto the board with just the three expressive faces at the top of each column but leave the columns blank. Have students copy the chart into their notebooks.
- Ask for volunteers to read the list of phrases aloud. Model the appropriate intonation for expressions like *Wow! That's amazing!, Oh, no!, That's too bad.*, etc.
- Give students about five minutes to sort the phrases on the list and write them in the correct columns in the chart in their notebooks.
- Tell students to open to page 4 in their Student Books and check their answers.
- To wrap up, tell students that the phrases on page 4 can help them communicate better in English and participate actively in class. Encourage them to refer to the phrases and use them as often as they can.

Photocopiable activity (1b)

p91

Pair introductions

- 1 Divide students into As and Bs. Prepare enough photocopies so that each Student A has a copy of the A sheet and each Student B has a copy of the B sheet.
- 2 Have students complete the questions on their own. Have students write a follow-up question under each completed question. They may write two questions if they like, to allow for different responses. Give a few examples of different ways to complete question 1 from both A's and B's sheets:
 - **A:** What's your favorite food? How often do you eat it? What's your favorite kind of music? How many CDs do you have?
 - **B:** Do you know how to dance? When did you learn? (or, Would you like to learn?)

Do you know how to ride a motorcycle? Is it difficult? (or, *Do you want to try?*)

- **3** Have students ask and answer the questions with a partner.
- **4** Bring the class back together and ask each student to introduce his or her partner and tell one or two interesting things about him or her.

Level 2

Listen and practice p6

Vocabulary and expressions

major	
new hire	
pleased	
political	
religious	
salary	
tech support	
trainee	
Would you like to say a few words?	

1

- Read the instructions aloud. Have students discuss the picture with a partner.
- Call on students to tell you where they think the people are and what is happening.
- Elicit that they are in an office, and that the man standing is introducing the woman to her new colleagues.

2 1.02

• Have students look again at the picture in Exercise 1. Take the opportunity to introduce the company, Seatec, as well as the names of recurring characters Tom Hayes and Amy Lee. Have students look at the information on page 6 of their Student Books. Ask some guiding questions to help familiarize them with the company, for example:

> Where is Seatec's head office? What kind of company is it? How many branches are there? Where are they?

- Read the instructions and the answer choices aloud. Then play the audio.
- Have students compare answers with a partner. Then go over the answer with the class.

Answer

To tell some employees about a new hire.

3 1.02

- Before you play the audio, have students read the speech silently and predict the missing words. Elicit ideas from several students.
- Read the instructions aloud. Then play the audio once or twice as needed, and have students complete the speech.
- Have students compare answers with a partner. Then go over the answers with the class.

Answers

introduce, working, pleased, addition, few words

- Before students practice reading the speech, give them some additional fluency practice. Play the audio again, pausing after each sentence to allow students to repeat. Encourage students to try to use the same intonation and speaking pace as the speaker on the audio program.
- Put students with a partner to practice reading the speech. Explain any unfamiliar vocabulary. Walk around the class as students work, listening in and offering help as needed. Remind students to take turns.

4

- Read the instructions aloud. Then go over the pronunciation of the names and information.
- Have students practice the speech. Remind them to take turns.
- Once students are familiar with the speech, put them into groups of four. Have pairs take turns standing up and role-playing the introduction, choosing the information to insert. Encourage them to look up and make eye contact with the other pair as they give the speech. Continue until all students have had a chance to give the speech.

5 0 1.03

- Read the instructions and the answer choices aloud. Elicit a few guesses from students. Make sure students understand that they can choose more than one answer.
- Play the audio and have students check their guesses. Then go over the answers with the class.

Answers

c She will talk about her background.

d She will talk about her personal interests.

• Ask for volunteers to tell you what specific information Amy gives about her background and interests (She has done volunteer work in Nepal; She enjoys travel; She lived in Canada; Her mother is Canadian.)

Conversation topics p7

1

- Read the instructions aloud. Call on several students to read the topics listed in the chart aloud. Go over any unfamiliar vocabulary.
- Introduce the concept of "small talk" (conversation usually between people who don't know each other well about light topics such as personal background and interests). Explain that some people may be more or less comfortable discussing certain topics depending on their culture, beliefs, or personality. This exercise is designed to help students think about what topics may make them comfortable or uncomfortable.

- Give students about five minutes to check their responses in the chart. Walk around the class as students work, offering help as needed.
- Put students with a partner or in small groups to compare their answers. Then elicit some of the topics students would feel comfortable and uncomfortable with.

2 0 1.04

- Read the instructions aloud. Then play the audio once or twice as needed.
- Have students compare answers with a partner. Then go over the answers with the whole class. Ask students to tell you how they could tell whether the speakers were comfortable or uncomfortable, for example, by listening to their tone of voice, hesitation, the nature of the topic itself, etc.

Answers

	Woman	Man
a nationality	*	*
college name, major	*	*
b height / weight	*	x
age	*	х
c single / married	X	*
info about family	1	*
where born	*	*
d job	/	*
salary	x	*
e political situation	*	*
religion	*	х
hobbies / interests	*	*

Self-introductions p8

1

- Have students look back at the chart on page 7. Ask for volunteers to share some of the topics they starred, and write those topics on the board.
- Read the first bulleted instruction aloud. To help prepare students, use the topics elicited on the board to make some notes for a self-introduction about yourself, for example:

Your college's name and your major: *Boston University, Biology, graduated in 1998*

• Information about your family members: *parents live in Florida, one older brother (age 35), two younger sisters (ages 27 and 29)*

Then have students listen as you model a brief selfintroduction using your notes from the board.

• Give students time to make notes for their own selfintroductions. For lower-level classes, you may want to give students additional time, and allow them to write out their self-introductions in full.

- Depending on students' level and your class size, you may choose to divide the class into groups, or have students present to the whole class.
- Point out the model language to help students get stafted. Encourage students to look at their notes for reference, but to make eye contact with their classmates when they speak.

Small talk p8

Vocabulary and expressions

mechanical engineer originally

Culture note

Some students may be unfamiliar or uncomfortable with the concept of making small talk. In some cultures, it is uncommon to strike up a casual conversation with strangers, however, in many Western cultures, making small talk is an important social (and professional) skill. Take time to discuss the concept of small talk with students. Explain that many English speakers may begin conversations with strangers, for example, at a party, in the doctor's office, in an elevator, etc. Teach some useful topics and phrases for starting a small talk conversation, for example:

The weather:

Nice day today, isn't it? Looks like rain/snow. It's chilly/hot today, isn't it?

General comments or questions:

Have you been to this convention before? Great party. Are you having a good time?

The food is great, isn't it?

Teaching tip

Expanding conversation skills: Before you begin this lesson, it will be useful to spend some time introducing some specific strategies for helping students to have longer, more interesting conversations. For example, teach students the following:

- **Finding something in common:** Try to make a personal connection with the other person by commenting on things you have in common. For example:
 - A: What do you like to do in your free time?
 - **B**: I like bicycling and running.
 - A: Really? I enjoy running, too.
- Follow-up questions: Try to extend the conversation by asking follow-up questions about the topic. For example:

A: Where are you from?

Level 2

B: I'm originally from Boston, but I live in L.A. now.

A: Oh, really? How long have you been in L.A.?

B: About five years.

A: Wow! Do you like it?

• **Answer + 1:** When answering a question, try to expand your answer by adding one more piece of information about the topic. For example:

A: How many brothers and sisters do you have?

B: I have two older brothers. + One brother lives in Seoul, and the other one lives in New York.

1

- Read the instructions aloud. Then give students time to read the statements and the responses.
- Have students work alone or with a partner to match the statements and responses. Walk around the class as students work, offering help as necessary.
- Go over the answers by calling on two students to read each statement and the correct response.
- For additional practice, have students work with a partner to come up with one more possible response for each statement. Alternatively, have them choose one of the statement/response pairs, and write a continuation of the conversation. Then have them perform their conversations for the class.
- For higher-level classes, teach additional phrases for responding when one finds something in common with another person. Point out the phrases in Exercise 1: *I do, too; My brother is, too; I am, too.* Then write the following on the board to introduce the additional phrases:

Affirmative sentences Negative sentence

I do, too. = <i>So do I</i> .	I don't either. = <i>Neither do I</i> .
I am, too. = <i>So am I</i> .	I'm not either. = <i>Neither am I</i> .

• Encourage students to use the new phrases in subsequent exercises in Unit 1.

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

2

- Have students work alone to unscramble the questions. Alternatively, add an element of competition by having them form teams, and then having them race other teams to unscramble the questions first.
- Go over the answers with the class by calling on students to write the correct questions on the board.

- a What is your name?
- **b** What do you do?
- **c** Where are you from originally?
- **d** What kinds of things do you like to do?
- e Why are you studying English?
- This exercise provides an opportunity to review *Wh-* question intonation. Write some questions on the board and have students practice the contrast between the falling intonation of *Wh-* questions with the rising intonation of yes / no questions, for example:

What is your name?Is your name Susan?What do you do?Are you an engineer?

3

- Put students with a partner to ask and answer the questions in Exercise 2.
- For lower-level classes, have the class brainstorm possible follow-up questions for each question.
- Walk around the class as students work, offering help and support as necessary. Encourage students to try to keep their conversations going as long as they can by asking follow-up questions.

Making introductions p9

- 1 0 1.05
- Read the instructions aloud. Then play the audio and have students follow along with the conversations on page 9.
- Call on students to read the discussion questions aloud. Then have students discuss the questions as a whole class. Alternatively, have them discuss the questions with a partner or in small groups. Then go over the answers with the class.

Answers

- **a** Conversation 2 is more formal. Some of the phrases are more formal than in Conversation 1, for example, *I'd like you to meet* ... vs. *This is* ...; *A pleasure*. vs. *Nice to meet you*. Conversation 1 is more informal; it is more relaxed and friendly and has some shorter sentences.
- **b** This is ...; I'd like you to meet ...
- c Conversation 1:

He's an exchange student.

He's studying Chinese in Singapore.

David, Amy's just started working at Seatec with me.

David is really into Chinese pop music.

Michael, this is Amy Lee, our new management trainee. Michael is working on a new marketing campaign for Asia.

He's also in charge of our tennis club.

• For additional practice, put students into groups of three and have them practice the conversations. Encourage them to stand and roleplay the conversations, shaking hands and making eye contact.

2

- Read the instructions aloud. First put students with a partner, and have them ask each other a few basic questions to get to know each other. Tell them that they can use the questions from Exercise 2 on page 8 or their own questions.
- When students finish, have pairs combine to form groups of four. Call on two students to read the model exchange. Then ask for one or two volunteer groups to model their introductions for the class.
- Walk around the class as groups work, reminding students to find something in common or ask followup questions.

Viewpoints: Breaking the ice p10

Vocabulary and expressions

cheek fit in furniture make the first move outgoing rare

1

- The *Viewpoints* page in every unit has a separate vocabulary section, located on pages 131–134 in the Student Book. This section can be used to help develop students' skills for using the dictionary, and for learning vocabulary independently. Before you begin this lesson, point out the *Look it up* section, and give students time to check the words on page 131 of their Student Books. Encourage students to write down any new words and definitions in their notebooks. This will help them build and retain new vocabulary.
- Ask students to think about what people in their culture say and do when they meet someone new.
 Ask for volunteers to share their ideas. Elicit ideas for what people say and do in both formal and informal situations.

9

- Read the instructions aloud and make sure that students have checked any potentially challenging vocabulary in the reading passages.
- Give students time to read the passages silently. For lower-level classes, read the passages aloud and have
- *** students listen and read along. Alternatively, call on students to read the passages aloud.
- Draw the following chart on the board:

Travis	Teresa	Yumiko

• Ask for volunteers to give sentences to summarize what each person says about meeting new people. As students offer their ideas, write notes in the chart on the board. Call on students to say which person they are most similar to and why.

2a

- Put students into groups of three or four. Ask for volunteers to read the discussion question and list of behaviors aloud.
- Give groups time to rate the behaviors. Encourage them to discuss their ratings and to say why they would or would not do the behaviors. Walk around the class as students work, listening in and offering help as needed.
- When students finish their ratings, open the discussion to the whole class. Ask the questions, and elicit responses from several volunteers.

2b

- Continue the whole class discussion with these questions, asking for volunteers to share their ideas while you write them on the board. Alternatively, have students continue to work in their groups. If supplies are available, give each group a piece of poster paper and a marker for their lists, and have them present their lists to the class.
- To wrap up, have the class come up with a list of *Dos and Don'ts* for meeting people and making small talk at a party in their culture.

Business task: An ice-breaking session p11

Task 1

• Before you begin this lesson, read the three sets of business task activity instructions, so that you can be prepared to answer students' questions. Make sure you have the materials on hand for each of the activities. You will need the following:

Group A: small cards and tape or small sticky labels (large enough to write a name on)

Group B: small strips of paper, or small cards (large enough to write a question on)

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Group C: no materials needed

- Call on a student to read the *Scenario* aloud for the class. Explain or elicit the meaning of *ice-breaking session* (a group gathering to help people get to know each other, often through various games and activities).
- Divide the class into three groups. If your class is large, divide each group (A, B, and C), so that there are no more than five or six students per group. Distribute any materials groups may need for their activities.
- Tell each group to look at the appropriate page in their Student Books (Group A page 84; Group B page 93; Group C page 103).
- Give groups time to read the activity instructions and prepare their materials. Walk around the class as students work, explaining the activities as necessary. For lower-level classes, assign a more advanced student in each group to read the instructions and explain the activity.
- Check that all groups understand their assigned activity. Encourage groups to practice explaining the activity with their group members once before they move on to Task 2.
- Collect the labels and questions, as they will be distributed to the other groups.

Task 2

- Have students form new groups of three with one member from each larger group (A, B, or C).
- Have students take turns explaining each activity. Walk around the class, listening in and checking that students understand the activities.

Task 3

- Have groups return to their original three groups from Task 1.
- Read the instructions aloud. Help clarify the instructions for each activity as necessary. Distribute the labels and questions, so that each group has the necessary materials to do all three activities.
- Remind groups that they will have 10–15 minutes for each activity. Walk around the class as students work, listening in and offering help as needed.
- If you have a small class, you may want to do the activities with the whole class. You may want to assign, or have the class choose, two or three students to lead the class in each activity. Alternatively, you could allow time for each group to make their own questions and labels.
- After 10 or 15 minutes, stop the first activity and ask students a few questions about the experience, for example, *How did you feel doing the activity? Was it a useful ice-breaker? What did you like about it? What did you dislike? Why?*
- Have groups move on to the next activity, stopping after 10 or 15 minutes to ask the questions above.

Follow-up

• When the class has completed all three activities, lead a whole-class discussion using the follow-up questions at the bottom of the page.

Unit aims

The aims for each class can be written on the board to orient students to the unit content and objectives.

In Unit 2, students will:

- learn useful expressions for introducing a business presentation
- practice making suggestions when guiding a visitor to their area, and responding to another person's suggestions

Getting started

Begin this unit by reviewing the strategies students learned in Unit 1 for making small talk and introductions. Before class, write a list of small talk topics on the board, for example:

hometown hobbies and interests part-time job last weekend music movies

• Put students with a partner and tell them that they will have two minutes to have a small talk conversation with their partner. Partners should first introduce themselves, and then they should choose one of the topics on the board and talk about it. Students should begin when you say, "Go!". Remind them to try to find things in common and to ask follow-up questions.

• After two minutes, tell students to stop. Then have them change partners and repeat the process with a new topic.

- Have students change partners three or four times.
- To wrap up, ask for volunteers to introduce one of the classmates they spoke with to the rest of the class.

Listen and practice p12

Vocabulary and expressions

background computer security cut costs data protection installing slide values vision

- 1
- Read the instructions aloud. Have students discuss the picture with a partner.

discuss stereotypes and generalizations about their

work in groups to design and present a new student orientation for international students.

own and other cultures

- Call on students to tell you where they think the people are and what is happening.
- Elicit that they are in a conference room at Seatec, and that a woman is giving a presentation to Seatec employees about the company's future.

2 0 1.06

- Have students look again at the picture in Exercise
 1. Ask students to read the information on the presentation slides and to predict some of the things they think the woman will talk about, for example, sales goals, organizational change, future plans, etc.
- Read the instructions aloud and call on a student to read the answer choices aloud.
- Play the audio and have students mark their answers. Then elicit the answers and ask students to explain how they arrived at their answers.

A	nswers			
а	Т			
b	F			

3 0 1.06

- Before you play the audio, have students read the presentation opening silently and predict the missing words. Elicit ideas from several students.
- Read the instructions aloud. Then play the audio once or twice as needed, and have students complete the passage.
- To check answers, call on students to read the sentences aloud, inserting the correct information.

Answers

to talk to you, message, to cover three, After that, Finally

- Before students practice reading the passage, go over some important points for giving a presentation to a group, for example,
 - take a deep breath and relax before starting
 - stand straight and tall
 - speak loudly and clearly
 - make eye contact with the audience.

Model these skills by reading the first few lines and applying the skills above.

Put students with a partner or into groups to practice reading the presentation. Have students stand and
 roleplay giving the presentation to an audience.
 Remind them to use the suggestions above for giving presentations. Walk around the class as students work, listening in and offering help as needed.
 Remind students to take turns.

4

- Read the instructions aloud. Go over any unfamiliar vocabulary.
- Put students into groups of four, and have them take turns giving the presentation, inserting the new information. Have students stand and encourage them to use the suggestions above.



- Read the instructions. Ask for volunteers to read the answer choices aloud. Elicit a few guesses.
- Make sure students understand that they can choose more than one answer.
- Play the audio and have students check their guesses. Then go over the answers with the class.

Answers

b Are there any questions so far?

d Let me start by giving you some background.

• To wrap up, ask for volunteers to tell you what specific background information Lisa gives. (Two years ago, the company expanded business in Europe and Asia; They now have production plants in the U.S., France, Japan, and Singapore.)

Presenting information: openings / introductions **p13**

Vocabulary and expressions

automatic/manual benefits fuel economy make/model reducing waste

Level 2



- Read the instructions aloud. Give students time to read the partial phrases in the chart.
- Elicit the type of information included in each of the four parts:

Opening – a greeting, your name and job

Subject - the main topic of the presentation

Message – the main point of the presentation/what you will say about the topic

Outline – how many topics you will talk about, and in what order

- Have students try to predict the missing words or phrases. Elicit some ideas from the class.
- Play the audio once or twice as needed. Then ask for volunteers to tell you the answers.

Answers

subject today, main point, is divided into

• For lower-level classes, have students repeat the phrases after you. For higher-level classes, have them practice with a partner. Then give students some topic prompts to choose from, and have them work together to write a presentation introduction using some of the phrases in the chart. For example:

My subject today is saving energy (office safety, international marketing, etc.).

My message today is that we need to stop wasting energy.

I'm going to cover three areas today: recycling, saving electricity, and saving heating fuel.

2 0 1.09

- Read the instructions aloud. Before you play the audio, elicit some words or phrases students might hear for each part of an introduction. For example, for *Opening*, they might hear *Good morning*; a person's name or company name, etc.
- Play the audio once or twice as needed. Then check answers with the whole class. Ask students to tell you any words or phrases they heard that helped them get the answers

Answers	
a opening	d subject
b outline	e message
c opening	f outline

3

- Read the instructions aloud. Then call on students to read the phrases aloud.
- Have students form pairs to connect the phrases with the parts of an introduction. Walk around the class as students work, offering help as necessary.
- To check students' answers, copy the chart onto the board and ask for volunteers to come up and write the phrases under the correct columns.

Opening	Subject
I'm Andrew Thompson. I work for ABT industries.	This morning I'm going to talk about Today I'll describe
Message	Outline
The main thing I want to say is this,	I'm going to talk about three things There are two parts to my presentation

For additional practice, have students continue working with a partner. Have them choose phrases from each column in the chart and add their own information to put together a presentation introduction. Then have them share their introductions with the class. For example:
 I'm Andrew Thompson. This morning, I'm going to talk about an exciting new product. The main thing I want to say is that our new product is different from anything our competition offers. There are two parts to my presentation: First, I'll talk about how we developed the product. Then I'll compare it to the competition.

4

- Read the instructions aloud. Give students time to read the list of topics and subtopics. Go over any unfamiliar vocabulary.
- Remind students that they can look back at the phrases on page 13 if they need help, and encourage them to be creative when thinking of company names and information to include in their introductions.
- For lower-level classes, you may want to prepare a written example before class and write it on the board or on an overhead projector or slide to help students prepare. For example:

Good morning. I'm _____. I work for Green Dream Environmental. Today I'm going to talk to you about saving the environment. My main point is that we can save the environment if everyone helps. I'm going to cover three areas today. First, I'll talk about ...

You may also want to give students a target length for their introductions, for example, six to eight sentences.

• Walk around the class as students work, offering help with spelling and vocabulary as needed. When students finish, give them time to practice their introductions with a partner before moving on to Exercise 5. Use the example above to model how to look down and refer to notes, then look up when speaking. When students practice, have them focus on maintaining eye contact with their partner.

Teaching tip

Presentation skills – reading from notes:

Students may not be accustomed to giving presentations, especially in English, so they may feel more confident reading the information verbatim from their notes. It's important to train students to look down and use their notes for reference only when they need them, and then to look up at the audience when speaking. Have students practice this skill several times before they practice their presentation in larger groups.

5

- Read the instructions aloud.
- Have students form groups of four or five to give their introductions. Have them stand and remind them to use the strategies they have practiced for giving presentations – making eye contact, standing straight and tall, speaking loudly and clearly, etc.
- Walk around the class as students work, listening in and taking note of any presentation skills or strategies that might be useful to address later.
- To wrap up, lead a brief class discussion about students' experiences with the activity. Ask a few reflection questions, for example:

How did you feel giving the presentation introduction? What do you think you did well? How could you improve it?

Guiding a visitor:

making suggestions **p15**

1 (0) 1.10

- To lead into this lesson, tell students to imagine that you are a visitor to their area from another country. Have the class suggest interesting places to go and activities to do. On the board, write any useful phrases students use to make their suggestions, for example, *How about ...?, You should ...*, etc. As students offer their ideas, respond using some of the phrases in the right-hand column in Exercise 2. This will preview the language students will learn later.
- Have students look at the pictures and ask if anyone knows the places shown. Explain that the photos show popular sightseeing spots around Singapore. You may want to give some brief cultural information about each location. (See culture notes overleaf.)
- Read the instructions aloud. Before you play the audio, have students predict some possible words or phrases that might help them get the answers, for example, Likes: *sounds great, good idea, I'd like to go there,* etc.; Dislikes: *not sure, don't know, not interested,* etc.
- Play the audio and have students mark their answers.
- Have students compare answers with a partner. Then go over the answers with the whole class. Ask for volunteers to share any words or phrases they heard that helped them get the answers.

Unit 2

Answers

Orchard Road: likes

- Little India and Chinatown: likes Jurong Bird Park: dislikes
- Botanic gardens: dislikes
- Bright Hill Temple: likes
- Food market: likes

Culture notes

Places around Singapore: Students may be interested to know a bit of information about the places pictured in Exercise 1. Here is some useful background:

- Orchard Road: the main shopping street in Singapore
- Little India and Chinatown: ethnic Indian and Chinese neighborhoods offering authentic architecture, food, and goods
- Jurong Bird Park: a large tourist park which is a world famous bird zoo
- Botanic Gardens: a large botanical garden open free to the public daily from 10am to 12 midnight
- Bright Hill Temple: a large Buddhist temple in northern Singapore
- Food market: one of Singapore's outdoor markets featuring food stalls with many types of ethnic cuisine

Tips for entertaining a business visitor

- If it is an international visitor, do some cultural background research before the visitor arrives, so that you can be aware of any possible dietary restrictions or cultural or religious customs.
- Find out ahead of time what the individual visitor is interested in doing. Common activities are dining in local restaurants, theatrical performances, sports events, visiting historical sights, etc.
- Give a small token or gift. This can either be merchandise from your company (clothing, pens, etc. with the company logo) or a locally made item.
- For dining, suggest several options you know are good (try out any new restaurants before your guest arrives). Make sure there are vegetarian menu options. Make reservations ahead of time to avoid having to wait a long time.
- 2 0 1.10
- Read the instructions aloud. Then call on students to read the suggestions and responses aloud.
- Ask students to look at the list of responses and tell you which ones indicate that the person likes and dislikes the suggestions. (Likes: *Great!; That's a great idea; That sounds fantastic!;* Dislikes: *That's an idea, but ...; Hmm. Well, actually ...*)
- Play the audio and have students draw lines to match the responses to the suggestions.

Level 2

• Check answers by calling on pairs of students to read the suggestions with the correct responses.

Answers

Why don't we go to Orchard Road? – That sounds fantastic!

We could go to Little India and Chinatown. – That's a great idea.

How about visiting Jurong Bird Park? – Hmm. Well, actually ...

We could go to the Botanic Gardens. – That's an idea, but ...

Why don't we go to Bright Hill Temple? – Great! How about going to a food market? – Excellent!

• Put students with a partner to practice the suggestions and responses. Encourage them to roleplay the situation, rather than simply reading the phrases, and to choose responses that reflect their own interests, i.e., if they are interested in trying local food, they should choose one of the positive responses. For lower-level classes, elicit some possible ways to complete the two negative responses before pairs begin practicing.

Language note

Responding politely to suggestions: It's important to teach students that in English, it is not polite to give a direct negative response to a suggestion, especially in business situations. For higher-level students, you can teach some additional ways for students to respond when they dislike a suggestion, for example:

Hmm. I like that idea, but I wonder if we could save it for another time.

That's a good suggestion, but I'm not sure I'm up for that today.

That sounds really interesting, but I'm a little tired. Would it be all right if we did something else?

3

- Have students work with their partners from Exercise 2, or have them change partners.
- Before you begin this exercise, elicit some activities visitors to a new place might enjoy doing, and list the activities on the board, for example:

go sightseeing

try local food

shop for souvenirs

see famous or historical sights

learn about local culture

- Gives students time to think of places in their area where visitors can do the activities on the board.
- Ask for two volunteers to read the model conversation, and have them continue the exchange with one student offering suggestions and the other responding. Then have pairs practice the conversation, changing roles at least once.

• To extend the practice, have students change partners several times and practice the conversation. Students can also choose other locations they know, for example, places where they've been on vacation.

Photocopiable activity

pp92-93

Suggestions roleplay

- Have students work in groups of four or five.
 Prepare one copy of *Suggestions roleplay* for every group. Cut out each card and place them face down in the center of each group.
- 2 Explain that students will take turns drawing a card and reading the scenario. The other group members will offer suggestions. If necessary, write the suggestions language from page 15 of the Student Book on the board: *Why don't you ... ; How about -ing; You could ...*
- **3** The student who reads the scenario should respond to each suggestion. Again, you can refer students to page 15 or write the language on the board: *Great!*, *That's an idea, but ...; That sounds fantastic!* etc.
- **4** This can also be done as a written exercise, either in class or for homework. In this case, each student should be given one card and should write out several suggestions, using different introductory phrases each time.

Viewpoints:

Stereotypes and generalizations **p16**

Vocabulary

efficient

formal

high-tech

image

punctual traditional

πααποπαι

1

- Before you begin this lesson, write the words *stereotype* and *generalization* on the board. Have students talk with a partner or in small groups about what they think those two words mean, and try to come up with some examples. After a few minutes, elicit students' ideas. Then work with the whole class to come up with a definition of stereotypes and generalizations (oversimplified and often inaccurate opinions or images of a particular nationality or group).
- Now point out the *Look it up* section, and give students time to check the words on page 131 of their Student Books.

- Ask for volunteers to read the adjectives aloud, explain – or elicit an explanation for – any unfamiliar vocabulary.
- Give students time to think of their responses.
- 2
- Have students form pairs or small groups to compare their answers to Exercise 1. Remind them to share their reasons for their answers. Walk around the class as students work, listening in and making sure all students are participating.
- When students finish their discussion, elicit some responses from the class. Lead a class discussion about the stereotypes of various countries or cultures and the possible reasons for them. Discuss the fact that stereotypes may be positive or negative, and that making generalizations about any group of people may be harmful because these images are most often untrue.

3 👀 1.11

- Read the instructions and the questions in the table aloud. Introduce the three speakers in the pictures: Hiroki from Japan, Markus from Germany, and Tanisha from the U.S. Then elicit a few predictions for how each speaker might answer the first question.
- Play the audio once or twice as needed, and have students write their notes in the table. Remind them that they should not try to write every word. They should write only key words that answer the question. For lower-level classes, you may want to play each speaker one at a time, stopping in between to go over the answers.
- Have students compare their charts with a partner. Then go over the answers with the whole class.

Answers

(Answers will vary. The following are sample responses.)

Hiroki

- **a** Mount Fuji, cherry blossoms, kimono, samurai, high-tech games and electronics, quiet, polite, hard-working
- **b** some true (Mt. Fuji, cherry blossoms,) but not everyone quiet, polite
- c no, image of U.S. different from what I thought

Markus

- **a** efficient, punctual, good at manufacturing and engineering, drink beer, eat sausages
- **b** no, except being punctual (always in a hurry, never want to be late)
- **c** no, everyone different, dangerous

Tanisha

- **a** Statue of Liberty, Grand Canyon, friendly, talk a lot
- **b** yes, but Americans all different
- **c** maybe (as starting point), important to keep an open mind

e

le

- 4
- Have students form groups of four or five. Read the instructions aloud. Then call on students to read the discussion questions aloud.
- Give students about ten minutes for their discussions.
 To facilitate independent discussion, tell groups to assign the following roles to each member:

Facilitator: asks the questions, and makes sure all group members participate

Time-keeper: makes sure the groups spends equal time on each question, and that the discussion finishes on time

Secretary: takes notes on the main points of the group's discussion

Reporter: Reports the main points of the group's discussion to the class.

- Walk around the class as students work, listening in, and encouraging students as necessary.
- When students finish, call on the reporter from each group to share the group's ideas with the class.
- To wrap up, ask the class question **c** from the chart in Exercise 3, *Do you think stereotypes are useful?*, and elicit responses from several students.

Business task: An orientation for foreign students **p17**

Task 1

- Before you begin this lesson, read the three sets of business task activity instructions, so that you can be prepared to answer students' questions.
- Call on a student to read the *Scenario* aloud for the class. Explain or elicit the meaning of *orientation* (a meeting designed to help new students [in this case] get to know their new school and surroundings).
- Divide the class into two groups. If your class is large, divide each group (A and B), so that there are no more than five or six students per group.
- Tell each group to look at the appropriate page in their Student Books (Group A page 85; Group B page 94.
- Give groups time to read the student profiles. Tell students to pay attention to the majors, interests, and other information that might help determine what the new students would enjoy doing. Walk around the class as students work, helping to clarify the activity as necessary.

Task 2

- Read the instructions aloud. Give groups time to brainstorm some ideas for their orientation. Refer students back to the bulleted instructions in the *Scenario*, and remind them to choose places and activities they think would be most useful and interesting for the new students.
- If available, supply each group with a piece of poster paper and a marker, and have them choose one student to write the group's brainstorm ideas.

Task 3

- Have students from new groups of three with one member from each larger group (A or B).
- Have students take turns sharing their ideas. Walk around the class, listening in and making sure all students have a chance to participate.
- Tell students they are going to make a plan for their orientation. To help structure the activity, give groups a basic general schedule to follow for each day, for example:

8:30am start

12:30-1:30 lunch

4:00 finish

• Give groups about 15 minutes to plan their orientations. Walk around the class as groups work, offering suggestions and ideas as necessary.

Follow-up

• When groups have finished planning their activities, ask for a volunteer from each group to share their plans with the class. Have the class discuss each plan, saying what they like about it, and what could be improved. Then have the class vote on the best plan.

The aims for each class can be written on the board to orient students to the unit content and objectives.

In Unit 3, students will:

- learn useful expressions for opening and closing a business meeting
- practice stating topics and giving opinions and supporting reasons
- discuss advantages and disadvantages of various decision-making methods
- participate in a group business meeting roleplay about redecorating an office.

Getting started

Begin this unit by reviewing the strategies students learned in Unit 2 for making and responding to suggestions.

• Before class, prepare sets of cards with various types of activities written on them. You will need one set of cards for each pair of students in the class, for example:

see some art

see a local theater or dance performance try some local dishes shop for souvenirs enjoy the outdoors learn about local history and culture

• At the beginning of class, review the expressions students learned in Unit 2 for making and responding to suggestions, for example:

We could go to ...Great!How about going to ...?That's an idea, but ...Why don't we go to ...?That sounds fantastic!

• Put students with a partner and distribute one set of cards to each pair, placed face down. Pairs should choose one student to be the visitor and one to be the host. The visitor should choose a card from the pile. Then students should begin their conversations as follows (write on board):

Host: Is this your first visit to _____

Visitor: Yes, it is. I'm hoping to look around this weekend. **Host:** Would you like me to show you around?

- **Visitor:** Yes, that would be nice. I'd love to (<u>activity on card</u>)?
- The host offers suggestions and the visitor responds as appropriate.

Listen and practice p18

Vocabulary and expressions

agenda administrative assistant brochure design firm summarize

- 1
- Read the instructions aloud. Have students discuss the picture with a partner.
- Call on students to tell you what they think the people are doing and who is in charge.
- Elicit that they are preparing for a meeting. Ask students *Who is in charge? How do you know?* (The man on the right is in charge. He is standing, and has a stack of handouts.)

2 0 1.12

- Read the instructions aloud and call on a student to read the answer choices aloud.
- Play the audio and have students circle their answers. Then elicit the answers, and ask for volunteers to share any words or phrases that helped them get the answers.
- Ask for a volunteer to tell you the main aim of the meeting what the group is going to decide (which conferences to attend this year).

Answers

- a on time
- **b** are going to make

Culture note

Time in different cultures: Different parts of the world have different attitudes about punctuality. In one culture, arriving late to a meeting or starting a meeting late might be a great offense, while in another, it may be common to arrive 30 minutes to an hour late. It is important for business travellers to be aware of how time is perceived in cultures where they do business. Countries that expect absolute punctuality include Germany, the Netherlands, Finland, and Japan. Being on time is also expected in North America, the U.K., and other parts of Scandinavia, though being less than five minutes late is generally acceptable. In some areas, it is considered acceptable to arrive within half an hour from the expected arrival time, for example, France, Belgium, and Southeast Asia. Latin America, Africa, and the Middle East tend to have more relaxed attitudes toward time.

Unit 3

k,

25.

an,

m.



- Before you play the audio, have students read the passage silently and predict the missing words. Elicit ideas from several students.
- Read the instructions aloud. Then play the audio once or twice as needed, and have students complete the passage. (You should tell students that there are a few extra lines of text at the start of the audio that are not in their Student Books, just to avoid confusion.)
 - To check answers, call on students to read the sentences aloud, inserting the correct information.

Answers

copy, decide, budget, main areas, hear from

- Put students with a partner or into groups to practice reading the passage. Walk around the class as students work, listening in and offering help as needed.
- Once students are familiar with the passage, have them work in groups, taking turns playing the role of Michael Kuan.

4

- Read the instructions aloud. Go over any unfamiliar vocabulary.
- If students worked with a partner in Exercise 3, have them form groups now, and have them take turns opening the meeting, inserting the new information. Have students sit in a circle, if possible, and remind them to make eye contact.

5 0 1.13

- Read the instructions. Ask for volunteers to read the answer choices aloud. Elicit a few guesses from the class.
- Make sure students understand that they can choose more than one answer.
- Play the audio and have students check their guesses. Then go over the answers with the class.

Answers

a He will give his opinion.

- **b** He will ask someone else for an opinion.
- To wrap up, ask for volunteers to tell you what specific topic Michael discussed (location) and what his opinions are. (They should attend conferences in Germany, Turkey, Jakarta, Japan.)

Meetings and discussions:

opening a meeting **p19**

Level 2

1 1.14

• Read the instructions aloud. Then ask for volunteers to read the phrases aloud.

- Play the audio once or twice as needed, and have students number the phrases.
- Have students compare answers with a partner. Then go over the answers with the whole class.

Answers a 1 b 3 c 4 d 2

Meetings and discussions: stating a topic **p19**

Vocabulary and expressions

afford factors issues promote sides

1

- Read the instructions aloud. Read each question aloud and call on a student to read the corresponding statement.
- Point out that in the question form, the verb (or the auxiliary verb) and the subject are inverted (*How much money <u>will it cost</u>*?). In the second clause of the statement, they return to subject-verb order (*We need to find out how much money <u>it will cost</u>*).
- Put students with a partner and have them practice restating the questions. Encourage them to combine the phrases in a variety of different ways to form their statements.
- When students are comfortable with the exercise, have them cover the right side of the chart, so that they can see only the questions. Then have them write down as many ways as they can to restate each question.
- When students finish, elicit the statements from
 several volunteers.
- For additional practice, have the class brainstorm more business-related questions, and write the questions on the board, for example:

Which candidate should we hire?

Do we need to downsize?

How many new managers do we need?

Do we have enough money in the budget?

Where should we build the new plant?

• Then put students with a partner to change the questions into statements. Elicit responses from several volunteers.

2

- Read the instructions and the two statements aloud. Then put students with a partner to write the questions. Walk around the class as students work, offering help as necessary.
- Check answers by asking for volunteers to write the questions on the board. Ask the class to suggest any necessary corrections.

Get Ready for Business

ARSWERS

Can we start at 8:00?

which printer should we buy?

3

- Read the instructions aloud. Give students time to clently read the questions and think about ways to restate them. Go over any unfamiliar vocabulary.
- Eave students form pairs and assign Students A and
 Call on two of the more advanced students
 In the class to model the task.
- Base the Student As begin asking the questions.
 Walk around the class as students work, listening in and noting any common errors to address later.
- When students finish, have them change roles.
- You can also do this exercise as a whole class game: • While the class into two to four teams. Then read • The presence of the class. The first student • The presence of the team of the class of the class of the team of the class of the team of team of

Answers

CAnswers will vary. Below are possible answers.) From left to right:

We need to decide which computer we should bey.

Let's discuss how we can improve our English test scores.

we have to consider who we should promote to manager.

Let's consider whether we should use a cleaning service.

We have to choose where we should go on vacation.

we need to decide if we can afford a new video camera.

Let's talk about how many people we can invite. We have to choose which car we should rent.

4

- Before you begin this exercise, have students look back at Exercise 3 on page 18. Ask the class *How does Michael introduce the topics he plans to talk about?* Elicit the sentence *As you can see here, we'll look at three areas: location, size, and cost.*
- Explain that when introducing a meeting, as in a presentation, it is helpful to give a general outline of the topics you plan to discuss. Tell students that they will learn more useful ways to introduce meeting topics in Exercise 4.
- Read the instructions aloud. Give students time to read the expressions in the chart. Explain any unfamiliar vocabulary.
- Have students form pairs to practice the sentences. Remind them that they can mix and match the expressions to form various sentences.

- Have students work with their partners from Exercise 4, or have them change partners. Read the instructions and the example aloud.
- For lower-level classes, go through the issues in Exercise 3, and have the class brainstorm one or two related issues for each one, for example:

How can we improve our English test scores? = computer software, classes

How many people can we invite? = cost, space

- Walk around the class as students work, offering help with spelling and vocabulary as needed.
- To wrap up, have pairs combine to form groups of four. Then have students take turns role-playing their meeting introductions. Finally, ask for volunteers to share their introductions with the class.

Culture note

Tips for effective meetings

- Arrive early: Arriving a little earlier than you are expected to a meeting will allow you to settle in and relax before the meeting starts.
- **Come prepared:** Always bring paper and something to write on, as well as any necessary materials for the meeting. If an agenda was distributed, be sure to read it before the meeting.
- **Pay attention:** Listen to the meeting leader's as well as others' ideas, so that you can add any useful points.
- **Don't interrupt:** Wait until an appropriate time to offer suggestions or ideas.
- **Stick to the agenda:** Save comments or questions that do not relate specifically to the meeting agenda. Ask the appropriate person after the meeting.
- **Speak up:** Be confident when offering your ideas and suggestions.

Meetings and discussions:

giving and explaining reasons **p21**

Vocabulary and expressions

cheaper database

Teaching tip

Expressing opinions: Students from some cultures, particularly some parts of Asia, may feel shy or uncomfortable expressing direct opinions in a group. It will be important to stress that in most Englishspeaking cultures, people often offer ideas and opinions at business meetings. Explain that this type of interaction is not considered rude in any way, rather a sign that you are a member of the team who is enthusiastic about your work and company

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• Tell students they are going to hear examples of people giving their opinions at business meetings.

- For additional listening practice, play the audio once and have students listen for the main topic of each discussion (**a** designing a brochure; **b** hiring a new employee; **c** a company dinner; **d** computer training).
- Give students time to read the sentences and answer choices. Then play the audio and have students circle their answers.
- Call on students to read the sentences aloud, inserting the correct answers.

Answers

- a I think; For one thing
- **b** If you ask me; because
- c I agree with Diane that; Another reason is that
- d We think; The main reason is that

2

- Read the instructions aloud. Do sentence **la** with the whole class as an example; introduce an opinion: *I think, In my opinion;* explain a reason: *First of all, For one thing*).
- Have students form pairs to sort the rest of the expressions.
- Make two columns on the board labelled *give an opinion* and *explain a reason*. When students finish, check answers by having them come up to the board and write the expressions under the correct columns. Have students copy the chart into their notebooks.
- Before students practice reading the sentences, have them do some pronunciation work. Introduce the correct stress for each expression, and have students practice saying the expressions aloud. (The correct stress is indicated in the answer chart.)

Answers Introduce an opinion Explain a reason I think First of all In my opinion For **one** thing As I see it Another reason is that If you ask **me** The **main** reason is I agree with **Diane** that that My point of view is that One issue is that We think According to the group members

• When students are comfortable with the stress patterns, have them take turns reading the sentences in Exercise 1. Walk around the class as students work, listening in and modelling the correct stress as necessary.

3

- Read the instructions aloud. Give students time to read the opinions and reasons silently.
- Have students work individually to match the opinions to the reasons. Then check answers with the whole class.

A	nswers
a	3
b	5
С	
d	6
e	1
f	4

- Put students with a partner to practice saying the opinions and reasons. Remind them to use the expressions from Exercise 1.
- For higher-level classes, extend the practice by having students cover the reasons with a piece of paper, and then try giving the opinions followed by their own reasons.

Meetings and discussions:

closing a meeting **p21**

1 (0) 1.16

- Before you begin this activity, take an opportunity to review the expressions students have learned for beginning a meeting (stating a topic). Elicit some phrases students learned and write them on the board. Tell them that they can look back at page 19 is they need help.
- Now tell students they are going to learn some expressions for closing a meeting.
- Read the instructions aloud. Then play the audio once or twice and have students mark their answers.
 - Go over the answers with the whole class.

Answers

- **a** made a decision
- **b** will decide later
- **c** made a decision
- d will decide later

2 0 1.16

- Read the instructions aloud. Then play the audio and have students write their answers.
- Go over the answers with the whole class.

Answers

OK, to sum up ...

Let's review what we've agreed on so far.

Let me summarize our decisions.

Let's go over what we've decided so far.

3

- Tell students that they will now have a chance to practice having a meeting with their classmates.
- Read the instructions aloud, and ask for volunteers to read the meeting topics aloud.
- Have students form groups of three, and tell each group to choose a leader to open and close the first meeting.
- Tell groups to choose a topic to discuss first. Then give students two or three minutes to prepare on their own. The meeting leader should begin to prepare the meeting opening while other group members think of ideas to share at the meeting.
- When students are ready, tell them that they will have three minutes for their first meeting. Walk around the class as students work, listening in and making note of any areas to address later.
- Have groups repeat the steps above until everyone has had a chance to be the meeting leader.
- To wrap up, ask for volunteers to share their reaction to the experience. Ask What was difficult or challenging for you? What did you do well? What would you like to do better in the future?

Extension activity

The help students become comfortable giving opinions In a group, tell the class to imagine that you need their help making an important decision. Choose a **topic that affects all students, so that they will be sure to have an opinion, for example, when to have the totat test, etc.**

- **Deview** the language students learned for giving opinions and explaining reasons.
- Put students into groups of four to six. Then
 distribute three counters (coins, small stones, etc.)
 to each student.
- Tell groups that they will have five minutes to discuss their opinions and try to come up with a decision. Students should use the expressions they learned in Exercise 1 for giving opinions and reasons.
- Each time a student gives an idea, he or she should put a counter in the middle of the table.
 The aim is for all students to have used all their counters (i.e., to have offered three opinions) by the end of the discussion.
- Groups can begin their discussions when you say,
 "Go!". Stop the discussions after five minutes and
 check that all students have used their counters.
- wrap up, have each group choose one member
 to close the "meeting" using one of the phrases
 from Exercise 2. Then elicit each group's decision
 tor what they have decided so far) and reasons.

Viewpoints: Decision making

p22

Vocabulary and expressions

argue
bills
compromising
electing
equal
method
reach a consensus
roommates

1

- Before you begin this lesson, point out the *Look it up* section, and give students time to check the words on page 131 of their Student Books.
- Ask students to think about their previous experiences with making decisions. Ask for volunteers to share whether they enjoy making decisions, and whether they feel they are good at it. Ask them to explain why or why not.
- Give students time to read the passages silently. For lower-level classes, read the passages aloud and have students listen and read along. Alternatively, call on students to read the passages aloud.
- To help students process the information in the reading, have them go back through the passages again. This time have them circle the sentence that tells what each decision is. Then have them underline the sentence(s) that tell how each decision is made.
- Have students share the sentences they chose with a partner. Then ask for a few volunteers to say what the decisions and decision-making methods are (choosing a film to show – discussing, reaching a consensus; choosing a design for a new product – voting; choosing new paint, office furniture – one person decides).
- For higher-level classes, lead a brief class discussion on each of the situations in the reading. Ask for volunteers to share their overall reactions to the situations, and/or any similar experiences they may have had.

2

- Read the instructions aloud and call on a student to read the discussion question aloud.
- Have students form groups of three or four to discuss their ideas. For lower-level classes, give students time on their own to think about the advantages and disadvantages of each decision-making style. Walk around the class as students work, listening in and offering ideas as needed.
- When students finish their discussions, elicit students' ideas and write the advantages and disadvantages of each style on the board.

Unit 3

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- 3
 - Read the instructions aloud. Give students time to read the list of decisions aloud.
- Give students about three minutes to write their answers. Then have them form groups of three or four to compare answers.
- Review the language for giving opinions and explaining reasons by having students use the expressions they learned when they share their answers in groups, for example, *In my opinion, a vote is the best method for this situation. For one thing, it's the fastest method.*
- To wrap up, have the class discuss (or vote) to decide the best method for each decision.

Photocopiable activity

p94

A question of ethics

- 1 Prepare one copy of *A question of ethics* for each student.
- **2** Have students read the story by themselves, or have a volunteer read it to the class.
- **3** Have students individually rank the characters from best (1) to worst (5) in the *My ranking* chart. Have them write some notes about their reasons.
- **4** Then have students work in a group of 4–5 students and share their rankings and reasons.
- **5** Explain that each group must agree on a final group ranking. Give students a time limit (15–20 minutes).
- 6 Have each group share their final ranking with the class, and also discuss how they made their decision. What was easy about the decision-making? What was challenging? What decision-making style did they use?
- 7 Variation: Have each group choose, or assign each group, a decision-making style to use.

Business task:

Redecorating the office **p23**

Task 1

- Before you begin this lesson, read the five sets of business task activity instructions, so that you can be prepared to answer students' questions.
- Call on a student to read the *Scenario* aloud for the class.
- Divide the class into five groups.
- Tell each group to look at the appropriate page in their Student Books. (Group A – page 86; Group B – page 95; Group C – page 96; Group D – page 104; Group E – page 109.)
- Give groups time to read the roleplay instructions. Remind students as they prepare that they will need to use the expressions they have learned for

introducing and closing meetings and for giving and explaining opinions. Walk around the class as students work, helping to clarify instructions as necessary.

Task 2

- Have students form new groups of five with one member from each larger group (A, B, C, D, or E).
- Tell them to imagine that they are a group of company managers who are having a meeting about redecorating the office.
- For lower-level classes, give students additional time to prepare notes to use during the meeting.
- Set a timer for 10–15 minutes, and have Students A begin the meeting. As this activity is designed as a fun roleplay, you may want to walk around and just listen in, but do not offer comments or suggestions during students' discussions.
- When the time is up, call on the Students A to summarize their group's discussion.

Follow-up

- Lead a whole-class discussion using the questions provided.
- To wrap up, review the expressions students learned for giving and explaining opinions by asking students to say which method of decision-making they feel is most effective overall and why.

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Unit aims

The aims for each class can be written on the board to orient students to the unit content and objectives.

and 4 students will:

- expressions for leading and
- source responding positively and negatively to suggestions

Getting started

Begin this unit by reviewing the strategies stations learned in Unit 3 for participating in besides meetings.

Control of the second second

Save energy?

attract qualified employees?

second we build a fitness gym for employees?

Find the reduce travel costs?

and a should we paint the new office?

tere should we have our company party?

beginning of class, review the expressions
 beginning in Unit 3 for opening and closing
 beginning and for giving opinions and explaining
 For example:

discuss	I think	OK. To sum
		ир
The farme to talk about	In my opinion	Let me
		summarize

Les samsider ... As I see it ...

- Part students into groups of four or five. Tell them to magine that they are a group of managers at the same company. Groups should choose one question to discuss and one lead manager to open and close the meeting.
- Before groups begin their meetings, give students
 the to work individually to brainstorm some ideas
 their group's chosen question. Remind them to
 support their opinions.
- Tell groups they will have ten minutes to try to reach
 a consensus.
- When the time limit is up, have the lead managers close the meetings. Then call on the group leaders to summarize the groups' decisions for the class.
- To wrap up, lead a brief class discussion to highlight some are experiences with the activity. Ask some grading questions, for example:

The year think the meeting was successful? Why or why not?

- discuss advantages and disadvantages of different meeting styles
- participate in a group business meeting roleplay to make decisions about expanding a French hypermarket.

What did you do well? What could be improved?

Listen and practice p24

Vocabulary and expressions

charity run off the top of my head recruiting process

1

- Read the instructions aloud. Have students discuss the picture with a partner.
- Call on students to tell you what they think the people are doing. Elicit that they are having a brainstorming meeting to share ideas for the company.
- 2 0 1.17
- Read the instructions aloud and call on a student to read the questions aloud.
- Before you play the audio, have students predict some words or phrases they might hear in the audio that might help them answer the questions. For example, for question **a** *Are they discussing ideas from an earlier meeting?* students might hear *our last meeting, last week*, etc.
- Play the audio and have students circle their answers.
- Have students compare answers with a partner. Then go over the answers with the whole class.
- To wrap up, ask for a volunteer to tell you the two recruiting ideas the group discusses (a TV commercial, the company website).

Answers

- **a** No, they aren't.
- **b** Yes, they do.
- c Yes, she does.

3 0 1.17

• Before you play the audio, have students read the passage silently and predict the missing words. Elicit ideas from several students.

Unit 4

- Read the instructions aloud. Then play the audio once or twice as needed, and have students complete the passage.
- To check answers, call on students to read the conversation aloud, inserting the correct information.

Answers

how about this, I'm not sure, come back to, maybe we could, What do you think

- Highlight the useful expressions in the conversation for making suggestions (*how about this; [maybe] we could; why don't we*). Have students underline these expressions in the conversation.
- Put students into groups of four to practice reading the conversation. Walk around the class as students work, listening in and offering help as needed. Remind students to take turns.
- When students are comfortable with the conversation, have them close their book and try the conversation in their own words. For lower-level classes, write the following prompts on the board to help students:

Sasha: Suggest a TV commercial.

- **Amy:** Disagree with Sasha's idea. Tell her why. Ask for the others' opinions.
- **Ken:** Suggest the group discuss the idea later. Ask for other ideas.
- Joe: Suggest the company website.

Sasha: Agree with Joe's idea. Suggest that people email them.

Joe: Agree with Sasha's idea.

Amy: Agree with Joe's idea. Ask for Ken's opinion.

Ken: Say that you agree.

4

- Have students stay in their groups from Exercise 3. Read the instructions aloud. Go over any unfamiliar vocabulary.
- Have students practice the conversation, inserting the new information. Have students sit in a circle, if possible, and remind them to make eye contact.
- 5 0 1.18
- Read the instructions. Ask for volunteers to read the answer choices aloud. Elicit a few guesses from the class.
- Make sure students understand that they can choose more than one answer.
- Play the audio and have students check their guesses. Then go over the answers with the class.

Answers

- **b** Let's move on to the next topic.
- c Shall we take a break now?
- To wrap up, ask for volunteers to tell you what the group decides to do (continue working / take a break later).

Teaching tip

Brainstorming: The concept of brainstorming ideas with a group may be unfamiliar to students. Brainstorming is a useful skill to teach students as it is one they can use for making decisions and solving problems both in and outside of class. Here are some basic rules you can introduce for effective group brainstorming:

- 1 Choose a group member to write down ideas.
- **2** Begin sharing ideas.

Everyone should participate.

All ideas are written down.

There are no wrong or bad ideas.

Generate as many ideas as possible.

- **3** When the group finishes, read the list of ideas silently.
- **4** Select a short list of the best ideas to discuss further.
- **5** Discuss the short list, and choose the best idea(s).

Meetings and discussions: agreeing and disagreeing p25

Vocabulary and expressions

cable

font size

overtime work



- To lead in, have students keep their Student Books closed. Ask the class to brainstorm some ways that companies can reduce their costs, and write students' ideas on the board. For example, recycling, downsizing staff and office space, etc.
- Student Books still closed, play the audio once and have students just listen for the staff's suggestions. Elicit responses from several students.
- Have students open their books. Read the instructions aloud. Explain or elicit an explanation for *intonation* (the way [or tone] in which you say something, which expresses how you feel). Make sure students understand that a strong response is more direct, while a weak response is more indirect.
- Call on students to read the staff suggestions aloud. Go over any unfamiliar vocabulary.
- Play the audio and have students complete Jim's responses.

2

- Play the audio again. Then have students decide whether each response is strong or weak.
- Have students compare answers with a partner before you go over the answers with the class.

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Answers

- a That's possible, I guess. (W)
- **b** Um, no, we can't do that. (S)
- c That's a good idea. (S)
- d Mmmm, I'm not sure about that. (W)
- e That's a great idea! (S)
- For additional practice with intonation, say Jim's responses aloud using the appropriate intonation, and have students repeat them after you. Atematively, play the audio again, pausing after Im's responses, and have students try to repeat with the same intonation.

3

- Bead the instructions aloud. Explain that students should fill in the chart with the expressions from Exercise 2. The left column is for positive expressions (acceeding), and the right column is for negative expressions (disagreeing). Pairs should discuss whether the expressions are strong or weak, and write their lists from strongest to weakest (top to mittom).
- To check answers, copy the chart onto the board. Then ask for volunteers to come to the board and write the expressions in the correct columns / locations.

	Positive	Negative		
Strong	I agree. Excellent!	No, that's a bad idea.		
	That's a great idea!	No, we can't do that.		
	I like that idea. That's a good idea.	I don't think that's a good idea.		
Weak	That's possible, I guess.	I'm not sure that will work.		
	We could do that, I guess.	I'm not sure about that.		

 For higher-level classes, introduce some other expressions for agreeing and disagreeing, and have students discuss whether they would place them in the chart. For example:

Agreeing	Disagreeing		
i think so, too.	I don't think so.		
Yes. That might work.	No. That won't work.		
That's an excellent suggestion.	Definitely not.		
That's a possibility.	I'm not sure that's a good idea.		
That's not a bad idea.	That's a bad idea.		

1.20

- Have students first look at the pictures. Then have them work with a partner to describe the situation in each picture and to guess the suggestions they will hear. Remind students to use the expressions they learned in Unit 2 for making suggestions (Why don't we ...; We could ...; How about ...). Elicit some ideas from the class.
- Read the instructions aloud. Then play the audio once or twice and have students mark their answers. For lower-level classes, play the audio for each item one at a time, checking answers in between.
- Have students compare answers with a partner. Then go over the answers with the whole class.

Answers

a strong b strong c weak d weak

5

- Elicit the expressions students learned in Unit 2 for making suggestions, and write them on the board (Why don't we ...; We could ...; How about ...).
- Read the instructions aloud. Then have students form pairs to practice the suggestions and responses from Exercise 2. Encourage them to use their own words, and remind them that they can change their responses. Walk around the class as students work, listening in and checking that students are using the appropriate intonation.
- For additional practice, have pairs combine to form groups of four. Tell students to roleplay the meeting with one student in the group playing the role of Jim, and the others playing the role of the employees. Have them change roles, so that everyone has a chance to play the role of Jim.

6

- Read the instructions aloud. Call on students to read the list of questions aloud.
- Do the first example with the whole class. Elicit suggestions from several volunteers and model a variety of responses from the previous exercises (That's a great idea; I'm not sure about that, etc.).
- Put students into groups of three to practice making and responding to suggestions. For lower-level classes, tell students they can use the pictures on page 25 if they need ideas for suggestions.

April: That's a great idea!

Unit 4

Photocopiable activity

p95

Who agrees?

- 1 Prepare one copy of *Who agrees?* for each student.
- 2 Explain to students that they will need to talk to every student in the class to see whether they agree or disagree with the ten ideas. Then they can judge whether the statements about the ideas are true or false. Point out that they can use the space under each idea to keep a tally of those who agree and those who disagree.
- **3** If necessary, have students brainstorm phrases for agreeing and disagreeing (or check page 25 in their books) and write those on the board.
- **4** Have all of the students stand up and circulate, asking their classmates if they agree or disagree with the ideas. They do not need to ask about each idea in order.
- **5** End the activity either after a certain time limit, such as 15 or 20 minutes, or after one student has answered T or F for all ten ideas. Check answers with the whole class by reading each idea and having the whole class raise their hand to show whether they agree or disagree.

Meetings and discussions:

moving through a meeting p26

Vocabulary and expressions

running out of time short of time

Culture note

Leading a group brainstorming meeting may seem daunting for students. Here are some useful group meeting-facilitation tips:

• Be well-prepared.

Make sure you have enough handouts for everyone.

Arrive early and check that all audio-visual equipment works.

Prepare an agenda and write it on a board or flip chart.

Know the aims of the meeting well, so you can keep the discussion focused.

• Stick to the agenda.

Keep the discussion focused on the meeting aims. Don't allow group members to interrupt each other.

Allow group members to debate. Listen. You may hear some useful ideas.

- **Try to include everyone in the discussion.** At the beginning of the meeting, encourage everyone to offer their ideas.
- Keep a record of ideas that everyone can see. In addition to keeping regular meeting notes, write down people's ideas on the board or on a flip chart.

Use the list to have the group choose the best ideas. Type up final decisions and distribute them after the meeting.

• Close the meeting with a summary and action points.

Summarize what the group has decided.

Assign next steps and ask for volunteers to complete them by a certain date.

1

• Before you begin this exercise, review some of the language students have learned in the course so far. Tell students to keep their Student Books closed. Ask *What are some expressions you've learned for beginning and closing meetings?* Ask for volunteers to write their ideas on the board. For example:

BeginningEndingLet's get started.OK. To sum up ...My subject today is ...Let's summarize our
decisions so far.

We need to discuss ...

- Tell students that now they are going to learn some useful expressions for leading that main part of a meeting.
- Read the instructions aloud. Explain that the information on the board shows Omar's brainstorm for expressions he can use when leading a meeting.
- Point out the examples. Then put students with a partner and have them draw lines to connect the rest of the expressions to the situations. Make sure students understand that there is more than one expression for each situation.
- When students finish, check answers by reading each situation aloud and asking for volunteers to tell you the matching expressions.
- For lower-level classes, do some fluency and intonation work by having students repeat the phrases after you and then practice them with a partner.

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Answers

- ... to start a meeting: Is everybody here?; Let's get started.
- ... to focus the discussion: need to decide ...; We have to discuss ...; Let's focus on ...
- ... to change the topic:
 - Let's move on to ...; Can we come back to this later?
- if the discussion is too slow or takes too much time:
 - we are running out of time here; We're short of time; to take a break:
- Seall we take a short break?
- a someone hasn't spoken:
 be haven't heard from (Peter) yet.
- to ask for opinions:
- Does everyone agree?
- Let me a meeting: Let me summarize (today's meeting); OK. To sum up face agreed ...); I think that's everything. Thank you.

2 1.21

- **Dead the** instructions aloud. Then give students time the write the phrases in the game board. Make sure they understand that they need to write the phrases a random order.
- When students finish, check that all students moderstand the instructions for the game. Call on a higher-level student to explain the instructions to the class in his or her own words. Some students may irel shy shouting "Bingo!", so you may want to tell irem that they can raise their hands instead.
- Play the audio and have students check the phrases they hear.
- When a student wins, ask him or her to call out the phrases he or she has checked and confirm that they are correct.

Answers

Is everybody here?
Let's get started.
As you know ...
We need to decide ...
Does anyone have any ideas?
What do you think, Taki?
Can I say something?
Let's focus on ...
We're short of time.
Let's move on to ...
We haven't heard from you yet, Martha.
Can we come back to this later?
I think we should talk about ...
That's a difficult question.

It's difficult to explain, but ... We are running out of time here, Let me summarize ... Is there anything else? Thank you for your time today.

3

- Tell students they are going to have a chance to practice leading meetings using the phrases from Exercises 1 and 2.
- Introduce the three meeting topics and give students time to think of some suggestions individually. Encourage lower-level classes to write down their ideas.
- Have students form groups of three, and tell groups to choose a leader for the first topic. Remind students of the leader's responsibilities, which are:
 - to start the meeting
 - to ask for and respond to people's opinions and suggestions
 - to keep the meeting moving and make sure all topics are discussed
 - to close the meeting.
- Give students a 10-minute time limit for their meetings. Walk around the class, listening in and making sure students are using the target phrases correctly.
- When the time is up, have the leader from each group summarize the group's decisions.
- Have groups change roles for each topic so that all students have a chance to lead a meeting.

Viewpoints: Meeting styles p28

Vocabulary and expressions

advantages ceremony disadvantages face-to-face communication freely in a higher position punctuality suitable

1

- Before you begin this lesson, refer students to the *Look it up* section on page 132 of their Student Books.
- Tell students they are going to discuss meeting styles in different cultures. Ask them to think about any situations when they have participated in a meeting, for example, a staff meeting for a part-time job, a planning meeting for a school event, etc. Elicit responses from a few volunteers.

- Have students form groups of three or four. Read the instructions and the discussion questions aloud.
- Give students about ten minutes for their discussions. Remind them to say whether they agree or disagree with their classmates' opinions.
- Volunteers share their responses. If you have a multicultural class, elicit some similarities and differences between meeting styles in students' home cultures.
- 2 1.22
- Read the instructions aloud. Students read the statements aloud. Go over any unfamiliar vocabulary.
- You can do the pre-listening as a whole-class activity. Volunteers say which speaker they think made the statement and why. Alternatively, students work individually and then compare answers with a partner. Tell students that they can use any background information they may have learned (or heard) about Korean or American business culture.
- Play the audio once or twice as needed.
- Have students compare answers with a partner. Then go over the answers with the whole class.

Answersa Stevec Stevee Steveg Jun-hab Jun-had Jun-haf Steveh Jun-ha

3

- Read the instructions aloud. Give students time to read the discussion questions.
- Have students work individually or form groups of three or four to write their answers to the questions.
- When groups finish, volunteers share their responses and lead a brief class discussion about each topic.

Business task: A French hypermarket p29

Vocabulary and expressions

campaign hypermarket luxury multiplex units

Task 1

- Before you begin this lesson, read the two sets of business task activity instructions, so that you can be prepared to answer students' questions.
- Call on a student to read the *Scenario* aloud for the class. Make sure students understand the concept of a *hypermarket* (a very large shopping complex that combines a supermarket and a department store).
- Divide the class in half. Tell each group to look at the appropriate page in their Student Books (Group A page 86: Group B page 95).

• Give groups time to read the instructions. Remind students that they will need to use the expressions they have learned for leading and participating in meetings, as well as for giving and responding to suggestions and opinions. Walk around the class as students work, helping to clarify instructions as necessary.

Task 2

- Have students form groups of three or four, staying within their planning groups (A and B).
- Tell them to imagine that they are attending an important planning meeting. Have each group choose a leader.
- For lower-level classes, give students additional time to prepare notes to use during the meeting.
- Set a timer for 10 minutes. Have the leaders begin the meeting. If supplies are available, give each group a piece of poster paper and markers, so that the leader can list the group's brainstorming ideas. As this activity is designed as a fun roleplay, you may want to walk around and just listen in, but do not offer comments or suggestions during students' discussions.

Task 3

- Read the instructions aloud.
- Have students form new groups of three of four, still within their same planning group (A or B). Tell each group to choose two leaders.
- Give students 15 minutes to complete both meetings. Remind them that the aim of the first meeting is to share ideas, and the aim of the second is to make final decisions. You may want to give groups a limit as to how many "best" ideas they can choose.

Task 4

- Read the instructions aloud.
- Have students form groups of four. Groups should
- have two members from Group A (who worked together in Task 3), and two members from Group B (who worked together in Task 3). Tell each group to choose a leader, and to choose one or two of Group A's and Group B's ideas to present to the class.
- Give groups about ten minutes for their discussions.

Follow-up

- Read the instructions aloud.
- Have groups take turns presenting their ideas. Ask for a volunteer to be the "meeting secretary" and to come to the board and list each group's ideas.
- When all groups have finished, have the class decide whether they should make their decision by consensus or vote. Have them use the chosen method to decide on the best three ideas from Groups A and B.
- Have students complete the Review of Units 1–4 on pages 30 and 31 of the Student Book.

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- Read the instructions aloud and call on a student to read the answer choices aloud.
- Before you play the audio, have students predict what they might hear in the audio that might help them answer the questions. For example, for answer choice a, Lisa answers the phone, students might hear, Hello, Seatec. This is Lisa Gomez. Can I help you? For answer choice **b**, Amy will call Lisa back they might

- discuss advantages and disadvantages of various modern methods of communication
- participate in a group business meeting roleplay to make decisions about improving a teleconferencing system.

hear an answering machine's message please leave a message, etc.

- Play the audio and have students write T for true or F for false.
- Have students compare answers with a partner. Then go over the answers with the whole class.
- To wrap up, ask for a volunteer to tell you what message Amy leaves for Lisa. (Amy will be in Seattle next month.)

Answers aF bF

3 0 1.25

The alms for each class can be written on the board to orient students to the unit content and

- · Before you play the audio, have students work with a partner to predict the missing words. Call on pairs to read the conversation aloud, inserting their own words in the blanks.
- Read the instructions aloud. Then play the audio once or twice as needed, and have students complete the conversation.
- To check answers, call on students to read the conversation aloud, inserting the correct information.

Answers

Thank you for calling, as soon as I can, I'm calling, Can you call me

- Put students with a partner to practice reading the conversation. To better simulate a telephone conversation, have them sit back-to-back. Encourage them to roleplay the scenario, including Amy's dialing the telephone. To start students off, have the Amy students dial the telephone and then say *Ring, ring!* Walk around the class as students work, listening in and offering help as needed. Remind students to take turns.
- When students are comfortable with the conversation, have them try the conversation without looking at their Student Books. Encourage them to use the look-remember-speak technique. (Students look in their books, try to remember as much as they can of the text [one or two sentences], and then speak without looking at their books.)
- Have students change partners several times to maximize the practice.

Unit 5



meries.

messages

TTREEPERT TYPE

For entering k:

In Unit 5, students will:

Getting started

Izern useful language for leaving voicemail

Begin this unit by reviewing the expressions

students learned in Unit 4 for leading business

is the phrases write ten to twelve of the phrases on the

international the words scrambled in random order.

messages and taking and leaving telephone

making and receiving business telephone

functions here are out time we of (interview of the tere.)

coming thank for coming today.)

- subsection the room, tell them to work metodually to write the correct expressions.
- Ease students compare answers with a partner. Then and for volunteers to say the correct expressions while you write them on the board.

Listen and practice p32

Vocabulary and expressions

-Jures

1

- Read the instructions aloud. Have students discuss der pictures with a partner.
- Call on students to tell you what they think is happening. Elicit that the woman on the left (Amy) is calling Lisa Gomez.
- To preview the unit language and check students' background knowledge of the topic of telephoning, at the class to guess what Amy is saying. Try to elicit some phrases students know for telephoning and write them on the board, for example, May I speak to This is ..., etc.

2 0 1.25

- 4
- Have students form pairs. Read the instructions aloud. Go over any unfamiliar vocabulary.
- Have pairs practice the conversation in Exercise 3, inserting the first set of new information in Exercise 4. Then have them change roles.
 - To maximize students' practice, set up two rows of chairs back-to-back (if possible), and have students sit back-to-back with their partner. Assign one row the role of Amy, and the other row the role of Lisa. Then have them practice the conversation.
- When students finish the first conversation, have the students in the *Amy* row stand and move down one seat to the right, so that they are seated back-to-back with a new partner. The student at the end of the row walks up to sit in the first seat.
- Have students practice the conversation again, inserting the second set of new information. Continue until students have completed the conversation with all four sets of information. Then have students change roles, and repeat the steps above.
- 5 0 1.26
- Call on a student to read the instructions and the answer choices aloud. Elicit a few guesses from the class.
- Make sure students understand that they can choose more than one answer.
- Play the audio and have students check their guesses. Then go over the answers with the class.

Answers

- **a** I'll be in the office until five o'clock.
- **c** My number is ...

Telephoning:

using voicemail p33

Vocabulary and expressions

beep finance give me a ring publishing sales data tone urgent

1 0 1.27

- Tell students they are going to hear some of Lisa's other messages.
- Go over the message notes, and ask for volunteers to predict the content of some of the messages based on the notes.
- Play the audio once or twice and have students check the correct box and add notes, if needed.

• Have students compare answers with a partner. Then go over the answers with the whole class.

Answers

- **a** Pls call back; note: before lunch
- **b** Pls call back; note: number is 206-555-7324
- c Will call you back
- d Pls call back; note: returning your call, cellphone: 070-5732-4565
- e Will call you back; note: will call tomorrow morning, free for lunch next week?
- f Other: will send email; not urgent
- For higher-level classes, extend the practice by having students try to reconstruct the messages from their notes (in their own words). Ask for volunteers to roleplay leaving the messages.

2 1.28

- Before you begin this exercise, have students look back at the conversation in Exercise 3 on page 32. Have them look for the expression each speaker uses that refers to returning a call (Lisa: *I'll call you back;* Amy: *Can you call me back?*).
- Call on students to read the expressions in the chart aloud. For lower-level students, have the class repeat the expressions after you.
- Play the audio once or twice, and have students mark their answers.

Answers

a caller b receiver c receiver d receiver

- For additional listening practice, play the audio again, and have students listen for the expressions each speaker uses to either offer or request a return call.
- 3 💭 1.29
- Read the instructions aloud. For lower-level classes, do the first item with the class first. Write the first line on the board *Hi*, *this is* ______. Then ask for volunteers to complete the conversation. For example:

Hi, Yoshiko, this is_____. I'm calling about the sales meeting. Can you call me back before lunch?

- Have students work with a partner. Play the audio one item at a time, and have students take turns saying their messages. For lower-level classes, play the audio one item at a time, pausing for students to write their messages. Then have them form pairs, play the audio again, and have them say their messages.
- To wrap up, play the audio one more time. Pause after each item and call on a student to say his or her message.

Answers will vary. Below are possible answers.)

- a HE Yoshiko. this is student's name. I'm calling securit the sales meeting. Can you call me back before
- **b** E. Tom. this is student's name. I'm calling to check peur schedule. I'll call you back tomorrow.
- E E. Michelle, this is student's name. I'm calling about my trip to Hong Kong. Please call me back. My member is 0965-443-2278.
- d E. Jamir, this is student's name. I'm calling to my flight reservation. Can I call you back somerrow?

- But additional practice, have students work with a purchases to create and roleplay the follow-up phone coll (when the caller speaks to the receiver) for each **d** messages in Exercise 3.

Language notes

- The number zero (0) in phone numbers is often mad as ch.
- solves saying telephone numbers in English, the is not pronounced. Instead, the speaker pauses between strings of numbers.

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ain.

- To lead in, tell students to think about their own succemail or answering machine recordings (or cores they have heard). Ask What information does *the message usually include?* (the receiver's name, above number, the reason he or she is not available, **rescale** What does the message ask the caller to do? (leave a name, message, telephone number, etc.). Elicit responses from several students.
- Read the instructions aloud.
- Eave students form pairs, and give them about ten minutes to create their conversations. Walk around the class as students work, offering help as needed.
- When students finish, have them sit back-to-back to practice their conversations. Remind them to change roles.
- Have students change partners several times to maximize their practice.
- To wrap up, ask for volunteer pairs to present their conversations to the class.

Telephoning: taking / leaving a message 034

1

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- Read the instructions aloud. Call on students to read the phrases aloud.
- Make sure students understand that they should match the phrases that have similar meanings.

phrases. Walk around the class as students work. offering help as needed.

Have students compare answers with a partner before you go over the answers with the whole class.

Answers	
a 4	
b 6	
c 2	
d 8	
e 1	
f 3	
g 5	
h 7	

Extension activity

Concentration: Prepare several sets of 16 cards (one for every four students in the class) with the matching phrases from Exercise 1 written on them. Alternatively, have students make their own cards, divide the class into groups of four first. Then hand out 16 blank cards to each group and have each student complete four cards with phrases from Exercise 1 to make a full set.

- Tell groups to put their cards face down in random order. Students take turns choosing two cards. If they find a match (two phrases with similar meanings) they keep the cards and get another turn. If they don't make a match, it is the next player's turn.
- The player with the most matched cards in the end wins.
- Additional uses for the cards include the following:
 - Have students sort the phrases according to whether they are used by the caller or the receiver.
 - Play "Slap". One half of the card set is placed face-up. One student reads a phrase from the matching set aloud while the other students listen and try to be the first to slap the correct matching card on the table.
 - Have students take turns reading the phrases aloud. Group members listen and try to say the matching phrase from memory.

2 1.30

- Have students look at the picture. Elicit some ideas about who the man is, what he is doing, and how he feels.
- Read the instructions aloud. Make sure students understand that they need to listen for and circle specific phrases in Exercise 1.
- Play the audio once or twice as necessary.
- To check answers, call on students to tell you the phrases they circled.

Answers

Can I speak to ... please? Can I take a message? Can you give her a message? Please ask (her) to call me back. Let me repeat that. That's ..., right? I'll give (him) your message. Can I have your name?

For additional practice, hand out a copy of the audio script for Exercise 2 (see Teacher's Guide pages 115–116), and have students practice the conversation with a partner, changing partners several times. Highlight additional useful language for telephoning presented in the conversation. (*Just a moment, please.; I'm afraid ... is not here right now.; Please tell her ... called.; Can you repeat your number?; Thank you for your call.*)

3

• Read the instructions aloud. Explain that students are now going to learn some more useful phrases for leaving telephone messages. Ask for volunteers to read the phrases in the chart aloud. For lower-level classes, have students repeat the phrases after you.

• Model the task by reading the example conversation with a student, inserting your own name and message. Alternatively, call on two students to model the conversation.

• Have students form pairs and sit back-to-back to practice the conversation. Remind them to change roles.

• When students finish, check their grasp of the new language: have them close their books, and then walk around the room, beginning the conversation and prompting students to complete the B role. If students need more practice, have them form new pairs and practice the conversation several more times.

4

- Read the instructions aloud. Give students time to read the prompts in the conversation map. Encourage lower-level students to make some notes if necessary.
- Make sure students understand the task. Model the first few lines with a student.
- Put students with a partner to practice. Have them decide who will be the caller and who will be the receptionist first. Give the callers time to write down a fake name and phone number to use. For lower-level classes, have students write out the dialog before they practice it.
- Walk around the class as students work, listening in and offering help as needed.
- To wrap up, call on several pairs of students to stand back-to-back and perform the conversation for the class.

- 5
- Read the instructions aloud.
- Have students form pairs and practice their own telephone conversations.
- For additional practice, do this activity with the whole class. Assign half the class the role of caller, and the other half the role of receiver.
- Have students stand, walk around the class, and find a partner. The caller should begin the conversation by saying *Ring, ring*. When a pair finishes the conversation, they should walk around and find new partners.
- Have students change partners several times. Then have the groups change roles, and continue the process several more times.

Photocopiable activity

p96

Telephone conversations

- 1 Prepare enough copies of *Telephone conversations* so that each student can have one card. If you have more than 20 students in your class, it's OK for some pairs of students to have the same cards. (Note: If you have an odd number of students, one student will have a card that has no match. In that case, take the corresponding card yourself.)
- 2 Give each student a card. Explain that they have one side of the beginning of a telephone conversation. They will circulate about the class to find the person who has the other side of their conversation. Student A will read a line first, and then Student B will read the first line of his or her conversation. If it makes sense, A will read the next line, and B will read the next line. Then together they should continue the conversation by inventing information. If B's first or second line does not logically follow A's, then the pair should split and circulate again to find the correct match. (Note: There are two first B lines that will match each first A line, but only one correct match for each conversation.)
- **3** After students have all found their match, call on pairs or volunteers to perform their extended conversations for the class.
- **4** Higher-level classes can memorize the lines on their cards.

Viewpoints:

Automated voicemail p36

Tocabulary and expressions

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- Sectors you begin this lesson, refer students to the section on page 132 of their Student Books.
- Topical or elicit the meaning of *automated* (operated be machines, rather than by humans). Ask the class for some examples of automated services that they one for example, bank ATMs, checkout lines at some concernarkets, telephone information lines, etc. Tell some they are going to discuss the advantages and finadvantages of automated voicemail and other some methods of communication.
- Recad the instructions and the discussion questions shows.
- Some student form groups of three or four to discuss the cuestions. Elicit responses from several students.

Z 🔘 1.31

- Find the instructions aloud. Make sure students understand that they should draw lines to show the source where Andrew's call is directed.
- The audio once or twice and have students mark
 Sharing answers.
- Base students compare answers with a partner. Then
 Second the answers with the whole class.

Amswers

Main menu, Reservations (Make), International, Main menu, Reservations (Change), Today, Operator.

To wrap up, ask the class *How do you think Andrew* (frustrated, angry, etc.). To review the language contents have learned in this course for making contents lead a brief class discussion and have contents suggest what they think Andrew should do.

3

- Eave pairs combine to form groups of four.
- Read the instructions and the discussion questions about.
- Gree groups about ten minutes for their discussions.
 Then lead a brief class discussion and ask for
 Colunteers to share their responses to each of the
 Constitutions.

Extension activity

Board meeting: Tell students to imagine that they are the board of directors of a large company. Currently their customer service is operated by a staff of over 200 telephone operators. The company needs to make some budget cuts, so the board needs to decide whether to continue the customer service in this way, or cut staff and move to an automated voicemail system.

- Divide the class into groups of six to eight students for their meetings, and tell groups to choose a chairperson. Remind students to use the meeting strategies they learned in Unit 4.
- When groups finish their discussions, have the board chairs summarize the groups' decisions.

4

- Have students form pairs.
- Read the instructions aloud. Elicit a description or an explanation for each method of communication. Ask students which methods they have used. Call on a student to read the questions aloud.
- Give the pairs about ten minutes for their discussions. Walk around the class as students work, listening in and offering help as needed.
- When students finish, have them join another pair and share their ideas. Tell students to explain the reasons for their decisions and how they reached them.
- To wrap up, hold a class poll to decide the best method(s) for global business communication.

Business task:

Teleconference guidelines p37

Vocabulary and expressions

the bottom line confidential internal technical problems

Task 1

- Before you begin this lesson, read the three sets of business task activity instructions, so that you can be prepared to answer students' questions.
- Call on a student to read the *Scenario* aloud for the class.
- Divide the class into three groups (A, B, and C).
- Tell each group to look at the appropriate page in their Student Books (Group A page 96; Group B page 104; Group C page 109).
- Give groups time to read the comments. Walk around the class as students work, helping to clarify instructions as necessary.

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Task 2

- Have students form groups of three or four, staying within their planning groups (A, B, and C).
- Tell them to imagine that they are attending an important planning meeting. Have each group choose a leader.
- For lower-level classes, give students additional time to prepare notes to use during the meeting.
- Set a timer for ten minutes, and have the leaders begin the meeting. If supplies are available, give each group a piece of poster paper and markers, so that the leader can write a summary of the issues, and the group's suggestions for improvements.

Task 3

- Read the instructions aloud.
- Have students form new groups of three of four. Groups should include one member from each group (A, B, and C). Tell each group to choose a leader to start the meeting, summarize the issues, make sure that all members have a chance to participate, and summarize the meeting at the end.

• Give students about 15 minutes to share their ideas. Encourage students to offer additional suggestions to other groups. If supplies are available, hand out poster paper and markers and have groups make a summary poster to present to the class in the *Follow-up*.

Follow-up

- Have groups take turns presenting their ideas. Ask for a volunteer to be the "meeting secretary" and to come to the board and list each group's ideas.
- When all groups have finished, have the class decide whether they should make their decision by consensus or vote. Then have them use the chosen method to decide on the best five ideas.

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Unit aims for each class can be written on the board to orient students to the unit content and

Duit & students will:

- Date information pointery
- practice describing locations and giving directions
- compare non-verbal communication in their own
 control other cultures

Getting started

The second secon

Concernence of the key phrases students learned.

(Bastan alst	Hello. Smith Construction.	2
-	Hello, Fred We please?	sson,
Reaptionist:	Mr. Wesson is ou	-
	office. Would you	?
<u>Eather</u>	Yes, please.	·
Se sometist:		
Caller		

The second secon

Listen and practice p38

Vocabulary and expressions

- room king distance?
- single room

1

- Read the instructions aloud.
- Lead in, put students with a partner. Have pairs
 Lead in, put students with a partner. Have pairs
 Lead in, put students with a partner. Have pairs
 Lead in, put students with a partner. Have pairs should discuss
 Lead in, put students is happening in each of the pictures.
 Lead in the picture and create a mini-dialog
 Lead in the two people. Give pairs time to complete
 Lead in the two people. Give pairs time to complete
 Lead in the two people. The picture is students work,
 Lead in the picture is the picture in the picture is students work,
 Lead in the picture is the picture is students work,
 Lead in the picture is the picture is students.

- participate in a group planning meeting and give a presentation about non-verbal communication in another country.
- When students finish, call on pairs to stand and perform their dialog roleplays for the class.

2 0 1.32

- Read the instructions aloud.
- Before you play the audio, have students predict what they might hear in the audio that might help them choose the correct picture. For example, for picture **a**, students might hear *Excuse me. Could you help me with my bags?* For picture **b**, they might hear *Hello. I'd like to check in, please*, etc.
- Play the audio and have students mark their answers.
- Have pairs compare answers with a partner. Then elicit the answer from the class.

Answer			
b			
_	 		

3 0 1.32

- Before you play the audio, have students work with a partner to predict the missing words. Call on pairs to read the conversation aloud, inserting their own words in the blanks.
- Read the instructions aloud. Then play the audio once or twice as needed, and have students complete the conversation.
- To check answers, call on students to read the conversation aloud, inserting the correct information.

Answers

reservation, under, confirmation number, someone else, company, five nights, credit card, anything else, Could you

- Put students with a partner to practice reading the conversation. Have them change roles a few times.
- When students are comfortable with the conversation, have them try the conversation without looking at their Student Books. Encourage them to use the look-remember-speak technique. (Students look in their books, try to remember as much as they can of the text [one or two sentences], and then speak without looking at their books.)
- Have students change partners several times to maximize the practice.

Unit 6

- Have students stay with a partner. Read the instructions aloud. Go over the pronunciation of the names and explain any unfamiliar vocabulary.
- Have pairs practice the conversation in Exercise 3, inserting the first set of new information in Exercise 4. Have pairs change roles once. Then have them change partners and practice the conversation, inserting the second set of information.
- Repeat until students have completed the conversation with all four sets of information.
- 5 0 1.33
- Call on a student to read the instructions and the questions aloud. Elicit a few guesses from the class as to who might ask each question.
- Play the audio and have students check their guesses. Then go over the answers with the class.

	Clerk	Amy
How much money do you want to spend?		
Can you drive me there?		
Where do you usually eat?		
What kind of food do you like?	J	
Is it walking distance?		1
Are you going to go by yourself?		

Asking for information p39

1 0 1.34

- Before you begin this exercise, ask students to imagine that they are visiting an English-speaking city and they need to exchange some money at the bank. Ask *How will you find out how to get to the bank?* Try to elicit some language students already know for asking for directions, for example, (*Excuse me.*) *Where is the bank?; Where can I find a bank?; Can / Could you tell me where the bank is?*, etc.
- Tell students they are going to learn some useful phrases for asking for information politely.
- Read the instructions aloud. Then call on a student to read the questions aloud.
- Explain that indirect questions those beginning with *Can / Could you tell me ...*, or *Do you know ...* – have a more polite tone than direct questions. Ask students for examples of situations when it would be better to use an indirect question, for example, when

Level 2

asking a stranger for information, when speaking to someone to whom you want to show respect (someone older or in a higher professional position etc.

- Go over the first two examples. Be sure to point ou that in the direct questions, the subject and verb ar-inverted. However, indirect questions follow subjec verb order.
- Give students time to write their indirect questions. Walk around the class as students work, offering he as necessary.
- Play the audio and have students check their answers. Then ask for volunteers to write the answers on the board. Ask the class to make any necessary corrections to the answers on the board.

Answers

- **a** Do you know where the bank is?
- **b** Can / Could you tell me what time it is?
- c Could you tell me who that man is?
- **d** Do you know what building this is?
- e Do you know how much tickets are?
- f Can you tell me where the nearest bus stop is?

Language note

Polite requests: For higher-level classes, you can expand students' language skills by introducing the following additional phrases for making polite requests:

I was wondering if you could tell me where ...?

Could you please direct me to ...?

Excuse me. Where can I find ...?

Would you happen to know where ...?

Extension activity

Intonation practice: Go over the up-downup intonation pattern of indirect questions with students. Write the following sentences on the board (with the arrows) and have students repeat them after you until they are comfortable with the pattern.

Do you know where the bank is?

Could you tell me what time it is?

Then have them practice with the questions below.

Can you tell me who the manager is? Do you know where the sales office is? Could you tell me how much the tickets are? Can you show me where the women's department is? Do you know how many offices the company has? g on). 2

- Test the instructions aloud.

reference.

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- ms. ; help
- rd.
- is?
- n

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- tern.

W.

- - manufactors finish, have them practice their contracts on a few times. Then have pairs combine in form groups of four to perform their conversation.

comments wocabulary, and ideas as needed.

the picture. Ask for volunteers

multiple what is happening in the cartoon.

Remind students to use indirect

For lower-level classes, have the class

some possible words or phrases to include

in the second second second for and write them on the board for

Mak around the class as students work, helping with

Parsonderts with a partner to write their

ask for volunteer pairs to perform their commentation for the class.

Giving directions p40

Social and expressions

and the second second

- 1
- instructions aloud. Explain or elicit an engligible for *– location* (a description of a place) instructions for how to get to a place).
- Call on students to read the list of locations / directions Then have students work alone or with a mentner to match them to the pictures.
- Example the students compare answers with a partner. Then geometric the answers with the whole class.

ASSWETS

- 2 3. location
- 4. location De.
- 2 location 10
- 9, direction 2
- 6. direction E.
 - 5. location

-

- 1. location -
- h 8. direction
- 10, direction ē
- 7, direction

2 101 1.35

- Before you begin this exercise, have students look at the map. To review the phrases for describing exation from Exercise 1, call on several students to escribe the location of various places on the map. For example, ask Where is the aquarium?
- Read the instructions aloud. Have students use a pen er pencil to point to the corner on the map where Amy is standing. Make sure students understand that they will not hear the names of the places on the map, so they must listen carefully to the directions.

- Play the audio once or twice as needed. Encourage students to follow the directions with their pen or pencil as they listen.
- Have students compare answers with a partner. Then go over the answers with the whole class.

Answers

- 1 Pike Place Market
- 2 Nordstrom
- 3 Wild Ginger restaurant
- 4 Drugstore
- For additional practice, play the audio again, and have students write down the phrases Amy uses to ask for information:

Could you tell me how to get to ...?

Excuse me, do you know where ... is?

I'm trying to find the ... Do you know where it is?

Is there a ... near here?

Hand out a copy of the audio script (see Teacher's Guide, page 117) to each student. Have students practice the conversations with a partner.

3

- Read the instructions aloud. Have students point to Macy's on the map.
- Model the task with a student, beginning the conversation with the prompts provided. Continue the conversation to model the full exchange.
- Have students form pairs to practice asking for and giving directions. Alternatively, have the whole class stand with their Student Books, and have them walk around the class and ask at least three people for directions to different places on the map.

Photocopiable activity

pp97-98

Dinner at the Golden Pagoda

- 1 Divide students with a partner, A and B. Prepare enough photocopies so that each student A has a copy of the A sheet and each student B has a copy of the B sheet.
- **2** Explain to the whole class that A and B each have some places to go and things to do. They will take turns telling their partner what they want to do,
- where they want to go, and how to get there. Every student starts at the train station.
- **3** Each student will trace the route that they "walk" on the map, and write in the names of the buildings their partner guides them to. At the end, they should arrive together at the Golden Pagoda restaurant to have dinner together.

Unit 6

4 Make sure that each student has a pencil or pen to mark the walking route and label the buildings. Have student A go first. Model or call on two students to model the first exchange, e.g.,

A: I need to mail a letter. Let's go to the post office.

B: Where is the post office?

A: Walk up to one block, and then turn right ...

5 When pairs have finished, have them compare their maps and check to see that they arrived at the same place, having followed the same route. Have them discuss any directions that didn't work.

Non-verbal communication:

understanding gestures p41



• To introduce the topic of body language and gestures, write a list of words, phrases, and expressions on the board that are commonly expressed with gestures. For example:

good

bad

Come here.

Go away.

money

I don't know.

I'm angry.

I'm happy. Good job!

- Ask students What gestures in your country have these meanings?
- Elicit ideas from several pairs. You can do this as a whole-class game by asking for volunteers to stand and perform one of their gestures (without speaking). The rest of the class tries to guess the word or phrase from the board.
- Ask the class if anyone knows how North Americans use gestures to show the things on the board. Ask for volunteers to demonstrate any gestures they know.
- Read the instructions aloud. To preview the listening, elicit a few guesses for what the people in each picture are saying.
- Play the audio once or twice and have students number the pictures.
- Have students compare answers with a partner. Then go over the answers with the whole class.

Answers a4 b1 c6 d3 e5 f2

Extension activity

Body language vocabulary: Students may not be familiar with the vocabulary for different types of gestures and body language. Here are some useful words and expressions for this unit:

shrug nod shake (hands, head) raise (eyebrows, hands) point tilt (head) wink

Viewpoints: Non-verbal communication p²

1

- Explain or elicit the meaning of *non-verbal* communication (communicating without using wor for example, through body language, gestures, eye contact, etc.). Ask students to give some examples of common forms of non-verbal communication i their culture.
- Before you begin this lesson, refer students to the *Look it up* section on page 132 of their Student Bo
- Read the instructions aloud. Give students time to read the passages silently. Alternatively, call on students to read the passages aloud. For lower-lev classes, you may want to read the passages aloud the class after students read on their own.
- While students read, write the following comprehension questions on the board:

In China ...

it's polite to	_ to someone older. (bow)
businessmen usually _ hands)	when they meet. (shake
in cities, people usually into someone. (apologi	don't when they but ze)
young women sometim hands)	es in public. (hold
men and women do no (in public)	nt usually hold hands
In France people stand wh	nen they are talking. (close toget.

people stand	when	they are	e talking.	(close to	oget.
it's common to		_ when y	ou meet	friends	ana
family. (kiss)					

business acquaintances shake hands they one another. (every time)

shrugging your shoulders can mean ____ __. (sever things)

When students finish reading, have them close books and try to complete the missing informati on the board. Allow lower-level classes to refer reading passage if necessary.

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p42

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several in the reading are common in their cultures.

Contrare note

sectors and moder why standing close as an example of non-verbal Explain that different cultures service proceptions about personal space. For energies in Latin American countries, it is common dose to each other when they are **Scandinavia**, people tend to stand **Personal space is part of the way** cultures communicate.

2

- Then call on students to satements aloud.
 - Encounter to complete the Encourage them to make guesses when they answers.
- e finished the quiz, have students the answers sair to compare answers.
- the whole class.

Amongs. a France d Norway e Turkey b Erste

- < TheTand
- e lead a class discussion about how and anything else the star know about non-verbal communication in the countries and cultures in the quiz. If you have a control class, students share any examples of communication from their cultures.

з

- The instructions aloud.
- sudents form groups of three or four to discuss meteraviors. Have groups assign a leader to keep the conversation moving and make sure all group menters participate.
- when groups finish their discussions, ask for a meanteer from each group to share any interesting researces from the group's discussion.

4

- Ease students stay in their groups from Exercise 3.
- Read the instructions aloud. Then call on a student to the list of words and phrases aloud.
- students time to think of gestures on their own. Then have them share their ideas. Encourage them physically do the gestures as well as try to describe mem verbally, e.g., To say good, we give the thumbs up, The shis. Walk around the class offering help and ideas as needed.
- To wrap up, ask for volunteers to demonstrate and describe the gestures for the class.

Non-verbal communication rules: This activity is designed to help raise students' awareness of nonverbal communication practices in their own culture. Have the class brainstorm examples of non-verbal communication behaviors and write them on the board, for example, making eye-contact, shaking hands, bowing, standing close together, etc.

- Write the following on the board: People should / shouldn't ... It's OK / It's not OK to ... It's important / not important to ... When people ___, it means ...
- Have students work with a partner to create a list of five non-verbal communication "rules" for their culture.
- Have pairs combine to form groups of four. Pairs take turns acting out their rules one at a time, while the other pair watches and tries to guess the rule. For example, for *People should make eye* contact., the pair could stand and act as though they are having a conversation, while making solid eye contact.

Business task: Explaining body language p43

Vocabulary and expressions

intercultural communication

Task 1

- Before you begin this lesson, read the three sets of business task activity instructions, so that you can be prepared to answer students' questions.
- Call on a student to read the Scenario aloud for the class.
- Divide the class into three groups (A, B, and C).
- Tell each group to look at the appropriate page in their Student Books (Group A - page 87; Group B page 97; Group C – page 105).
- Give groups time to read the information. Walk around the class as students work, helping to clarify instructions as necessary.

Task 2

- · Have students form groups of three or four, staying within their planning groups (A, B, and C).
- Tell them to imagine that they are attending an
- important presentation-planning meeting. Explain that each group will become "experts" on body language in their assigned country. Remind students that they will not be able to read the information, so in this meeting, they should do the following:
 - go through each bullet point in the body language and make sure they understand it

Unit 6

39

- make visual aids or notes to help them present the information
- review the presentation language on page 13 in their Student Books.
- Encourage students to physically try out the gestures themselves, so that they have a better understanding of each one, and can demonstrate them during the presentation. If supplies are available, hand out poster paper and markers, so students can create drawings and/or notes to help them during the presentation.

Task 3

- Read the instructions aloud.
- Have students form new groups of three. Groups should include one member from each group (A, B, and C).

• Allow about 20 minutes (about seven minutes per presenter) for the presentations. Encourage group members to ask each other questions. Walk around the class and listen to the presentations, noting any grammar or pronunciation issues to address later.

Follow-up

- Read the instructions aloud. Lead a whole-class discussion using the discussion questions provided.
- To wrap up, discuss the importance of learning about the customs of another culture before visiting especially on business.

Level 2

up und any er.

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iting,

Unit aims

The arms for each class can be written on the board to orient students to the unit content and

- in their 7, students will:
- e contracted language for writing business as well contracted emails
- emails for a variety of contexts
- en description of the second sec

Getting started

Second as unit by reviewing the expressions contains learned in Unit 6 for describing locations directions. Draw a simple map on the second for example:

	Main Street	•
Pline Street		
Oak Street		

- Section students come to class, tell them to draw *two* Section the map in their notebook. On one map,
 Section they like: bank, post office, city library,
 Section and Sugar café, police station, Don's dry
 Section, Miller's Market, Rick's Restaurant.
- Solution students finish creating their maps, put with a partner. Explain that one student is business trip. He or she needs to ask the other for directions to the places above, using the corressions they learned in Unit 6 for asking for business to ask the other asking for business they learned in Unit 6 for asking for business they learned in Unit 6 for asking for business they learned in Unit 6 for asking for business they learned in Unit 6 for asking for business they learned in Unit 6 for asking for business they learned in Unit 6 for asking for business they learned in Unit 6 for asking for business they learned in Unit 6 for asking for business they learned in Unit 6 for asking for business they learned in Unit 6 for asking for business they learned in Unit 6 for asking for business they learned in Unit 6 for asking for business they learned in Unit 6 for asking for business they learned in Unit 6 for asking for business they learned in Unit 6 for asking for business they learned they learned in Unit 6 for asking for business they learned they lear
- Summer should listen to their partner's directions, for clarification when necessary, and draw the pieces on their *blank map*.
- When the first student has finished asking for
 Arections and has drawn all of the buildings on the
 Areas, have students change roles.
- To wrap up, have students compare their maps, note
 my places where they are different, and discuss any
 misunderstandings they may have had with the
 directions.

• participate in a group roleplay in which they write and receive emails regarding an upcoming meeting.

Read and practice p44

Vocabulary and expressions

abbreviation attachments Bcc BTW Cc closing (of an email) copy (someone on an email) forward (an email) jet lag productive status meeting

1

- Have students look at the reading text. Elicit that it is an email. Then have them scan quickly and tell you whether it is a business or a personal email (business), and ask for volunteers to tell you the words or phrases that gave them the clues (*met with the design team, sales and marketing, report,* etc.).
- Read the instructions aloud. Then call on a student to read the questions aloud.
- Give students time to scan the text for the answers. Have them underline or circle any information in the text that gives them the answers. Make sure students understand that the aim is to find the information as quickly as possible. For higher-level classes, give students a 20- or 30-second time limit to find the information.
- Go over the answers with the whole class.

Answers

- a Amy Lee
- b Thomas Hayes, Michael Kuan
- **c** yes
- $\boldsymbol{d} \hspace{0.1in} \text{formal}$

2

• Read the instructions aloud. Then have students complete the email text. Remind students that one word will not be used.

• When students finish, check answers by calling on students to read each line of the email, inserting the missing words. Correct pronunciation and intonation as necessary, and go over any unfamiliar vocabulary.

Answers

office, attached, forward, copy, meeting

• Put students with a partner to take turns reading the email aloud.

Teaching tip

Improving reading skills: Students at this level may benefit from additional practice with specific reading strategies such as skimming and scanning. The topic of email and the activities in this unit provide an excellent opportunity for reading skills practice. Explain the concepts of skimming (reading quickly to get the general idea) and scanning (reading quickly to find specific information). Encourage students to practice these skills when they do the exercises in this unit.

3

- Have students change partners. Read the instructions aloud.
- Have pairs practice reading the email in Exercise 1, inserting the new information in Exercise 3.
- To wrap up, ask for volunteers to read the email aloud for the class, inserting their own words.

4

- Read the instructions aloud. Explain that students should think about what makes a business email different from an email that one might send to a friend.
- Have students form pairs and give them about five minutes to discuss the questions. Walk around the class as students work, checking that students understand the task, and helping as needed.
- When the time limit is up, call on students to share their responses with the class.

Answers

(Answers will vary. Below are possible answers.) Similar information: information about flight and jet lag, productive trip

Different information included: information about Seattle, what she did there

5

• Before you begin this exercise, have students scan the email message and check their guesses to the questions in Exercise 4. Ask for volunteers to tell you what is similar and what is different between the two messages in Exercises 1 and 5, for example, the message in Exercise 5 is very informal: the sentences are very short, and Amy includes lots of non-workrelated information.

Level 2

- Read the instructions aloud, and give students time to read the email silently. Answer any general questions students may have about the email or about specific vocabulary. For lower-level classes, ask for volunteers to read the email aloud to allow for more solid comprehension.
- Have students read the discussion questions below the email silently, and give them some time to think about their answers.
- Put students with a partner or in groups to discuss the questions. Walk around the class as students work, listening in and offering ideas as needed.
- To wrap up, elicit responses from several students.

Answers

(Answers will vary. Below are possible answers.)

- **a** She wanted to be professional and polite and didn't want to complain to her boss.
- **b** Her friend might not be interested in the information about her meetings or co-workers.
- In many cultures, particularly in Asia, it is common practice to build business relationships through social events, such as parties, meals at restaurants, etc. Introduce the popular western saying "Never mix business with pleasure.", which warns that one should not be too friendly or casual with people with whom one does business, for example, colleagues, clients, etc., and ask students to discuss the potential advantages and disadvantages of both customs.

6

- Read the instructions aloud. Then call on students to read the list of features aloud. Go over any unfamiliar vocabulary.
- Have students work alone or with a partner to find the features in Amy's email in Exercise 5. Walk around the class as students work, offering help as needed. For lower-level classes, do the first two or three items with the whole class.
- When students finish, go over the answers with the whole class. If possible, provide a larger visual of the email from Exercise 5, such as an overhead transparency or presentation software projection on the board. Call on students to come up and circle the answers in the email.

Answers

a Hi Em

- **b** Really tired; Had tons of meetings; Weather wasn't so good; Much cheaper than here!; Next time!
- **c** Really tired my flight was delayed; Weather wasn't so good it rained almost every day.
- **d** (in the rain, of course!)
- e ... hard to stay awake today!; (in the rain, of course!); Much cheaper than here!
- f (^_^)
- g BTW
- h Amy

an email vs. writing a letter, and any all the abbreviations, emoticons, etc. that they

Writing emails p45

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- Test the instructions aloud.
- problems with a partner to discuss the email and problems with it.
- Exercises from the class. Then have students work and use pencil to correct any mistakes the first on the email.
- The second secon

- CT - CT - S

no subject. Add subject: Asia conference

Marketing Department should be addressed to person, and greeting should be followed by a comma

Contracted is misspelled in the second sentence.

Bet S a casual closing – Change to Best, Best wishes, Best regards, etc.

2 1.37

- The students they are going to hear Jasmine, the secon who wrote the email on page 45, asking for some advice about how to improve her email writing stors.
- Read the instructions aloud, and give students time mead the prompts.
- May the audio once or twice, and have students complete the sentences.
- To check answers, ask for volunteers to write the problems on the board. Have the class correct any mistakes on the board as necessary.

Answers

- a There's no subject.
- **b** She should use a name in the greeting.
- c She needs a comma after the name.
- d She should explain why she is writing.
- e There's a spelling mistake.
- f The closing is too informal.
- **g** She didn't write her name.

- Play the audio once or twice as needed, pausing after each item to give students time to correct the mistakes in the email.
- Have students compare answers with a partner. Then go over the answers with the whole class.



Subject: Asia conference sales reports

Cc:	
Bcc:	

Attachments:

I'm writing to send you a copy of the sales report from the Asia conference, as you requested. I'm sending this year's report and also a memo about out plans for next year's conference as attachments.

Best wishes,

Jasmine

Email expressions p46

Vocabulary and expressions

brochure delete having trouble inbox password reception regards reset server show up user name

1

- Read the instructions aloud. Then call on students to read the greetings and closings aloud. Point out that all of the phrases are followed by a comma.
- Put students with a partner to complete the chart.
 Tell them to work together and discuss each greeting and closing, and remind them that some phrases may fit in more than one place.
- Walk around the class as students work, making sure they are working together.
- To check answers, copy the chart onto the board and ask for volunteers to come up and write their answers.

Dear Ms. Gomez,

Formal greetings	Informal greetings
Dear Susan,	Hey there,
Dear Ms. Kim,	Jennifer,
Formal closings	Informal closings
Best wishes,	Love,
Best regards,	Take care,

• To wrap up, call on a student to read the note below the chart.

Language note

Tips for professional email etiquette: Here are some useful tips you can share with students.

- It's OK to be informal, but not careless or sloppy. Be sure to follow grammar, punctuation, and spelling rules.
- **Keep messages clear and brief**. An unnecessarily long email can be confusing and frustrating for the reader.
- Don't use all upper case (or lower case) letters. All upper case letters give the impression of shouting, and all lower case looks sloppy and lazy.
- Don't send inappropriate jokes, chain letters, or other junk email. Keep email content professional and pertinent.
- **Use email for appropriate situations**. More serious issues or emotional communication should be dealt with face-to-face.
- **Remember that email is not private**. Keep email messages professional, and don't write anything you wouldn't want seen by others.

2

- Read the instructions aloud.
- Give students time to read the phrases in the chart.
 For lower-level classes, have students repeat the phrases after you.
- Before students create their own emails, do a model with the whole class on the board. Tell them to imagine they need to send you (their teacher) an email to let you know that they will be late to class on Friday. Elicit a greeting, purpose, conclusion, and closing from several volunteers and write the email on the board. Then have students tell you which parts of the email constitute the greeting, purpose, etc.
- Give students time to create their own emails.
 Encourage students to be creative and to include additional appropriate information in their emails.
 Walk around the class as students work, helping with spelling, vocabulary, and email format as needed.
- When students finish, have them form groups of three or four and pass their Student Books around, so that they can read one another's messages.

Lawal 2

Answers

(Answers will vary. Below are possible answers

Hey there Laura,

I'm writing to invite you to lunch. Are you free anytime next week?

I'll call you this weekend.

See ya,

Student's name

b

Dear Sir or Madam,

I'm writing to complain about a missing order. ordered a set of dishes over a month ago. Could you please tell me the status of my order?

I look forward to hearing from you.

Sincerely,

Student's name

C

Dear Mr. Bailey,

Hello. I'm writing in response to your recent jo application. Attached, please find details about position.

Let me know if you have any questions.

Best regards,

Student's name

d

Dear Masa,

Hi! I'm writing to wish you a happy birthday. I hope you have a great day. Here is a picture of in high school!

I'll see you next summer, when I come to Japa to visit.

Love,

Student's name

3

- Read the instructions aloud. Remind students th they will be writing two emails – one to a friend, one to a teacher. Students will need to choose th appropriate level of formality / informality for ea email.
- Give students time to write their email messages Walk around the class as students work, offering as needed.
- When students finish, have them compare their message with a partner. Then give each student a piece of tape to post his or her email on the wall the classroom. Have the whole class stand and w around the class to read their classmates' emails.

rnotocopiable activity

Det that's a mistake!

- The second second work in groups of 3–4. Prepare one the true is a mistake! for each group.
- punctuation, spelling, email conventions, punctuation, spelling, email conventions, formality. In groups, students should cakes and correct them.
- where the property of the prop
- scoring grid on the board, such as

Group 1	Group 2	Group 3
1		
2		
3		
4		
CE		

- Have each group tell you how many points bet. Then give or elicit corrections for each methods. If a group is correct, they win the number points that they bet. If they are incorrect, they that number of points. Where more than one method is possible, you are the final judge!
- end of the activity, the group with the most wins."

appear) (mistakes are listed in the order in which appear)

- There is no subject line. Possible correction: *Party invitation; This weekend; A party.*
- The greeting uses both the first name and the last name. It should just say, Hi Annie,
- In the first line of the 2nd paragraph, delete *in response*.
- 4 In the first line of the 2nd paragraph, *request* should be *invite*.
- 5 In the second sentence of the 2nd paragraph, there should be a period instead of a question mark at the end of the sentence.
- **6** In the second sentence in the 3rd paragraph, there shouldn't be a dash after *OK*.
- 7 In the second sentence in the 3rd paragraph, *friend* is misspelled.
- 8 In the 4th paragraph, there shouldn't be any parentheses.

- 9 The 4th paragraph says that a map is attached; however, there isn't any attachment.
- **10** In the 5th paragraph, it should say *call me on my cellphone*.
- In the 6th paragraph, the emotion is wrong. It should be a happy face.
- **12** The closing is too formal. Possible correction: *Bye, See you later, Your friend,*

Email vocabulary p47

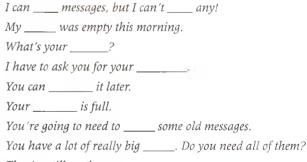
1 🔍 1.38

- Tell students they are going to learn some useful vocabulary related to email.
- Read the instructions aloud.
- Before you play the audio, give students time to read the dialog – either alone or with a partner – and try to predict the missing words. Elicit some of the students' predictions.
- Play the audio and have students complete the dialog. For lower-level classes, write the missing words in random order on the board for students.
- To check answers, call on students to read the lines of the dialog, inserting the missing words.

Answers

send, receive, inbox, username, password, reset, mailbox, delete, attachments, server

- Have students take turns reading the dialogs with a partner.
- For additional practice, write the following prompts from the conversation on the board. Have students close their books and try to complete the sentences with the correct vocabulary words from the listening.



They're still on the _____.

- 2
 - Read the instructions aloud. Then call on students to read the discussion questions aloud.
 - Have students form groups of three or four to discuss the questions.
 - When groups finish their discussions, ask the questions to the whole class and elicit responses from several students.

Unit 7

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Viewpoints: Email p48

- 1
- Before you begin this lesson, point out the *Look it up* section, and give students time to check the words on page 133 of their Student Books.
- Read the instructions aloud. Students may or may not be familiar with Japanese and American email behavior. Encourage them to make guesses.
- When students finish, elicit some ideas from the class. Do not tell students the correct answers at this stage. Tell them that they will check their guesses when they do the reading in Exercise 2.

2

- Read the instructions aloud. To help develop students' scanning skills, you can first have them scan both emails and check their guesses about the behaviors in Exercise 1. Then give them time to read the passages silently. Alternatively, call on students to read the passages aloud. For lower-level classes, you may want to read the passages aloud for the class after students read on their own.
- When students finish reading, ask whether students were able to correctly guess which nationality has the email behaviors in Exercise 1.
- Go over the correct answers with the class. Have students tell you the words or phrases from the reading that gave them the answers. Then lead a brief discussion about the reading. Ask students whether they share the opinions expressed.

3

- Read the instructions aloud. This exercise provides an opportunity for students to review the language they learned in Units 3 and 4 for giving opinions and reacting to ideas. Have the class brainstorm some phrases they can use and write them on the board, for example, *As I see it ..., In my opinion ..., I think ..., That's a great idea., I'm not sure about that.,* etc.
- Have students form groups of three or four to discuss their ideas. Remind them to react to one another's opinions. Tell groups to decide on two or three pieces of advice for each office.
- When groups finish, have a whole-class business meeting roleplay. Each group takes a turn playing the role of the consultants while the rest of the class plays the company managers. Ask for a volunteer to open the meeting, and state the topic, and another volunteer to keep the meeting moving using the expressions students have learned in previous units in this course.

Business task:

Planning a meeting **p49**

Task 1

- Before you begin this lesson, read the three sets of business task activity instructions, so that you can be prepared to answer students' questions.
- Call on a student to read the *Scenario* aloud for the class.
- Divide the class into three groups (A, B, and C).
- Tell each group to look at the appropriate page in their Student Books (Group A – page 88; Group B – page 98; Group C – page 106).
- Give groups time to read the information and to create a name and email address. Ask for a member of each group to write the name and email address on the board for other groups to copy. Walk around the class as students work, helping to clarify instructions as necessary.

Task 2

- Explain that students will now write emails to their colleagues to set up the meeting. They will write and deliver their emails by hand, but should imagine they are sending and receiving the message on a computer.
- Have students form groups of three with one member from each original group (A, B, and C).
- Give groups time to read their instructions. Then have students work individually to compose their emails. Tell them that they can look back at the expressions on page 46 for useful expressions to use in their emails.
- Walk around the class as students work, offering help as needed.

Follow-up

- Read the instructions aloud.
- Have students stay in their groups from Task 2. Groups should pass the messages around, so that all members have read all of the emails. Then have them discuss the experience, including any misunderstandings that arose and how / whether they were resolved.
- When groups have finished reading and discussing their emails, have students go back to their original larger groups (A, B, and C) from Task 1. Have groups report on how their email experience went, whether their group was successful at setting up a meeting time, and what challenges they had.
- To wrap up, ask for volunteers to share what was easy / difficult for them about the email-writing task.

Level 2

Unit aims

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task.

rd to orient students to the unit content and
 discuss the pros and cons of using presentation software (for example, Keynote and PowerPoint®) during presentations
• participate in a group roleplay in which they give a presentation about on-the-job uses of English.

Cetting started

the skills students segmed in Unit 7 for writing email messages.

- sector class, write several topic prompts on the board the second secon
 - me an email to ...
 - see the second s
 - manager inviting him or her to a lunch in the second second strategies
 - entry the company terty
 - describing a conference you and attaching a report from one of and warrings.
- East students form groups of three or four. Each group meeds a blank piece of paper.
- Emplain that students are going to work together to maile the email. First the group chooses a topic from the located and decides on an appropriate opening for ----
 - student then begins the body of the email. Each student has one minute to write as much as Geo can. Then they pass the paper to the right. The most student reads what has been written and has 30 to add to it.
 - Constant six or eight rotations (so that each writes twice). Then have the group decide on corropriate closing.
 - To stap up, ask for volunteers from the groups to mean their emails to the class.

Listen and practice p50

Cocabulary and expressions

the de mitter

e around

1

Bead the instructions aloud. Have students discuss e pictures with a partner.

- ch they give of English.
- Call on students to tell you what they think is happening. Elicit that Amy is giving a presentation. In the picture on the left, she is exhibiting several "bad presenter behaviors" (standing in front of the projector, not making eye contact or addressing the audience, distributing the handout too early, etc.). On the right, her behavior shows an example of a good presenter (making eye contact and smiling, using clear visuals, etc.).

2 1.39

- Read the instructions aloud and call on a student to read the answer choices aloud.
- Before you play the audio, have students predict what they might hear in the audio that might help them answer the questions. For example, for answer choice a, They think Lisa did a great job, students might hear That was great. or Good job, Lisa.
- Play the audio and have students write T for true or F for false.
- Have students compare answers with a partner. Then go over the answers with the whole class. Ask students to share the words or phrases they heard that gave them the answers.
- To wrap up, ask for a volunteer to tell you the specific feedback Amy's colleagues give to her (slow down when you speak; look at people; don't wave the pointer around; try to relax).

Answers 1 F 2T 3T

3 0 1.39

- Before you play the audio, put students into groups of three and have them try to predict the missing words. Call on groups to read the conversation aloud, inserting their own words in the blanks.
- Read the instructions aloud. Then play the audio once or twice as needed, and have students complete the conversation.
- To check answers, call on students to read the conversation aloud, inserting the correct information.

Answers

Can you give me some, remember to, anything else I should do. You're welcome.

- Have students stay in their groups to practice the conversation. Walk around the class as students work, listening in and offering help as needed. Remind students to change roles.
- When students are comfortable with the conversation, have them try the conversation without looking at their Student Books. Encourage them to use the look-remember-speak technique. (Students look in their books, try to remember as much as they can of the text [one or two sentences], and then speak without looking at their books.)
- Have students change groups several times to maximize the practice.

4

- Have students form new groups of three. Read the instructions aloud. Go over any unfamiliar vocabulary.
- Have pairs practice the conversation in Exercise 3, inserting the first set of new information in Exercise 4. Then have them change roles.
- Have students practice the conversation again, inserting the second set of new information. Continue until students have completed the conversation with all three sets of information. Then have students change groups, and repeat the steps above.
- 5 0 1.40
- Before you begin this exercise. Have students look back at the conversation in Exercise 3. Have students work in groups of three to write four or five more lines to continue the conversation. Ask for volunteers to read their continuations aloud for the class.
- Read the instructions aloud, and call on a student to read the answer choices aloud. Give students time to mark their guesses. Make sure students understand that they can mark more than one answer.
- Play the audio once or twice as needed and have students check their guesses.

Answers

- d Don't worry, you'll do a great job!
- **b** Do you want to try again?

Presenting information: giving and receiving feedback **p51**

Teaching tip

Preparing students for feedback: Students in some cultures may be unaccustomed to giving feedback on their peers' work or receiving peer feedback. Plan to spend some time orienting students to the next exercise. Tell students that the aim of peer feedback is to allow students to observe and learn from one another, so that all students can improve their presentation skills. Remind students that they can learn a lot from one another, and point

out that giving feedback means pointing out posit points (strengths) as well as suggesting areas for improvement (not simply pointing out weaknesse Finally, explain that giving and receiving feedback are useful skills for the business environment, whi students will practice more in Unit 12.

1 👀 1.41

• Before you begin this exercise, review the expressions students learned in Unit 2 for introducing a presentation. For example:

Opening: Good morning. My name is ... Subject: Today I'm going to talk about ...

Message: My main point is that ...

wiessage. My main point is that ...

Outline: My presentation is divided into three parts. First,

• To lead in, tell students that now they are going to build skills for the *delivery* of a presentation. Write a word map on the board with *presentation delivery* in the middle, for example:



- Elicit some aspects of delivery, for example, eye contact, voice, posture, use of visual aids, etc., and add them to the spokes in the word map. Then tell students to think about what a good presentation looks like, and what a good presenter does (and does not do), for example, looks at audience, doesn't read directly from notes, speaks clearly, doesn't speak too fast, etc. Add students' ideas next to the appropriate categories on the word map.
- Read the instructions aloud. Explain *strong point* (something the presenter did well), and *improvement area* (a suggestion of something the presenter could do better).
- Play the audio once or twice. Have students take notes on each introduction on a separate piece of paper.
- Put students with a partner to discuss the introductions. Have them share their reactions to the delivery, and then decide on one strong point and one improvement area to comment on. Write some useful phrases on the board for students' reference, for example:

Strong point:

You ... very well. Your ... was excellent. One thing you did well was ...

Improvement area:

You need to	It would be a good idea to
<i>Try to</i>	You may want to
You should	Remember to

• Have pairs combine to form groups of four and compare their answers.

Level 2

a between to elicit students'

Servers.

- Below are possible answers.)
- Comme points from sounded very confident.
- 27 Sector point: Your intonation was excellent.
- You prepared very well. Control of the audience area: Don't tell the audience
- 2

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- The second secon
- **Content** in the table. Go over each of the criteria **Content**, subject, etc.), and make sure **Content**, subject, etc.), and make sure **Content** for the criteria **Content**, subject, etc.), and make sure **Content** subject s
- Is the presentation clear and organized? Is the subject interesting to the audience? Is the message clear?
- Is the presenter confident? well-prepared?

Does the presenter look at the audience Conders? Does he or she avoid reading directly from the Conders?

Does the presenter speak too quickly? Slowly? Is he see the easy to understand?

- Second ents with a partner, and have them take
 Second end and act as though he or she is presenting
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 Second end and act as though he or she is presenting
- both students have finished, have them their feedback and discuss ways that they can becove their weaker areas.
- For additional practice, have students form groups of six and practice giving their presentations and back in a larger group.

Presenting information:

delivery (eye contact / voice) 551

1.42

- Before you begin this exercise, have students look at

the first sentence. Ask for several volunteers to read the first sentence aloud for the class, inserting the pause where they feel it should go. Try to elicit a few different readings.

- Read the instructions aloud. Then play the audio and have students mark the pause in each sentence.
- Ask for volunteers to read the sentences as they were read on the audio. Then have the class discuss the various meanings of the sentence.

Answers

a I'm busy this evening//around seven friends are coming for dinner.

(I will be busy this evening. Seven friends are coming to dinner.)

b I'm busy// this evening around seven friends are coming for dinner.

(I'm busy now. Some friends are coming for dinner around 7:00.)

c I'm busy this evening around seven//friends are coming for dinner.

(I will be busy around 7:00 this evening. Some friends are coming for dinner.)

• To wrap up, emphasize the importance of speaking with correct stress, intonation, and pauses, especially in a presentation.

Language note

Sentence stress: There are generally two types of words in all sentences:

- 1 structure words (smaller, less important words that give a sentence its grammatical structure, for example, articles, conjunctions, pronouns, and prepositions)
- **2** content words (words such as nouns and verbs that carry the main meaning of the sentence).

Explain to students that it is the *content* words that carry the main stress in English sentences. For example:

Today, I'm going to TALK about the FUTURE of this COMPANY.

We're planning to BUILD a PLANT in RUSSIA next year.



• If necessary, go over the meaning of sentence stress. Give students a few example sentences on the board, and have them tell you which word(s) have the main stress. For example:

I'm going to talk about our NEW RECRUITING plan. We need to discuss which CONFERENCES to attend this year.

 To lead in, ask for several volunteers to read the conclusion with natural stress and intonation. As this is just to raise students' awareness of the intonation patterns, do not correct students' pronunciation_or intonation at this stage.

- Read the instructions aloud. Then play the audio once or twice as needed, and have students mark the
- pauses and stress. For lower-level classes, play the audio once and have students insert just the pauses. Then play it a second time and have them mark the primary stress.
- Have students compare answers with a partner. Then go over the answers with the whole class. If possible, use an overhead transparency to show where the marks go.

✓ ✓. In **conclusion**, // I've talked about our **new plans** for the Asia-Pacific region. //

My main point was that we need to improve the way

we **operate** in this market. //

I talked about **changes** in our **organization**, // changes

in our **management style**, // and also changes in our

recruiting process. //

Finally, // I want to ask for your support. // With your

help // I know we can be **successful** as we make these changes. //

Thank you for your attention. Are there any questions?

5

- Read the instructions aloud. If necessary, play the audio again, and have students just listen before they begin practicing the conclusion. For lower-level classes, play the audio one line at a time, pausing in between for students to repeat before they practice on their own.
- Walk around the class as students practice, helping with intonation and stress as needed.

Presenting information: endings / conclusions **p52**

1

- Tell students they are going to learn some useful phrases for ending a presentation.
- Read the instructions and the chart categories aloud. Then ask for volunteers to read the phrases aloud.
- Put students with a partner to do the exercise.
- Have pairs combine to form groups of four to compare answers. Then, to check answers, write the four category headings on the board, and call on students to come up and write the phrases under the correct heading.

Answers

Summary: In summary, I've talked about two things ...; Let me summarize my presentation. I've shown you ...

Message: The main thing I wanted to say was this, ...

Closing: Thank you for your attention.; Thank you for listening.; That's all the time I have. Thank you.

Asking for questions: Do you have any questions?; Are there any questions or comments?

2 0 1.44

- Read the instructions aloud.
- Play the audio once or twice as necessary. For higher-level classes, challenge students by having them
 listen with books closed. Pause the audio just when
 Amy begins to say one of the phrases from Exercise
 1 (after she says the first couple of words), and have
 students try to write the full phrase.
- Have students compare answers with a partner. Then go over the answers with the whole class.

Answers

Let me summarize my presentation I've talked about two things.

My main point was ...

Thank you for listening.

Are there any questions or comments?

Photocopiable activity

pp100-101

3-minute presentations

- 1 Have students work in groups of about five students. Prepare one set of cards (both sheets) for each group. Cut out the cards and place them facedown in the middle of the group.
- 2 With the entire class, brainstorm and write on the board some phrases to introduce a *short* presentation and its main points; e.g.:

My topic today is I've been asked to talk today about Today I'd like to tell you about ...

I will cover three main points: X, Y, and Z.

First, / Second, / Finally, ...

Today, we examined / looked at X, Y, and Z.; In conclusion ...

3 Explain to students that the topics they will get are not serious, and that they are only practicing the structure of a presentation, and do not need to worry about content. They will speak for three minutes or less, so the information for each main point can be very brief – even just two or three sentences.

	Second and after I ge, what I usually buy, what I are a second second second second second second second second	Presen
	Consideration Stargering is one of my favorite ways to relax,	dealing
¢.	The monte in pictures; in songs Considering The moon inspires different kinds of artists Considering and an antipuments; difficult assignments Considering article area assignments, but I learn more	 Read the in of dealing v speaker), re
ıts?	draw one card. They can make the main points on the card. Give the timit of five minutes.	(check to see Play the au students co Have stude
igher- t hen rcise have	should stand, while the listeners sit. should stand, while the listeners sit. (3) (3) (3) (3) (3) (3) (3) (3) (3) (3)	go over the Answers Speaker
Then	en relaxed and confident, have questions. The subject try at least two topics. The class when their presentations are this structure and language can also more formal, serious presentations.	Speaker Speaker Speaker Speaker
	a presentation topic. Encourage them to they already know something about or they already know something about or therest to them. about ten minutes to write their and conclusions. Walk around the class work, helping with vocabulary, grammar, and making sure students are using	 For addition this exercise have stude? Read the in Have stude practice given the stude of t
ets) for m face-	they've learned for introductions and cents exchange papers with a partner one another's work. Encourage them to another feedback on the content of their cons and conclusions.	Explain that the group s students to learned in the phrases
on	do this exercise, give students time on	Viewp Presenta
≀ about	to practice giving their presentations.	 Before you section, an page 133 o Read the in
get ticing need three main tree	 crage students to write their feedback notes cach presentation – rather than during. ts can use the same feedback form that they Exercise 2 on page 51. Tell groups that they bave three minutes to give feedback after each catation. additional practice when groups finish, catudents form new groups and give 	aloud. • Have stude the questic Alternative class.
		August: Tha

3 main points for similar topics:

ting information: with questions p53

Improvements based on men classifiates recubler.

- structions aloud. Go over the three ways with questions: react (acknowledge the espond (answer the question), reflect ee if your answer was OK).
- dio once or twice as needed and have mplete the phrases.
- ents compare answers with a partner. Then answers with the whole class.

A DESCRIPTION OF THE OWNER OWNER OF THE OWNER OWNE	Speaker 1	That's a good question! Thank you for asking
Contraction of the second	Speaker 2	I'm sorry, can you repeat your question?
	Speaker 3	Thank you for asking that.
	Speaker 4	I don't have that information with me, I'm afraid. Let me check and get back to you.
	Speaker 5	Does that answer your question?

- nal practice, hand out the audioscript for e (see Teacher's Guide, page 119), and nts practice the dialogs with a partner.
- nstructions aloud.
- ents form groups of three or four to ring their presentations again.
- at after each presentation, each member of should ask at least one question. Remind use the strategies and phrases they Exercise 1. For lower-level classes, write s on the board for students' reference.

oints:

ations p54

- begin this lesson, point out the Look it up d give students time to check the words on f their Student Books.
- nstructions and the discussion questions
- ent form groups of three or four to discuss ons. Elicit responses from several students. ely, have the discussion with the whole



- Read the instructions aloud. Have students work with a partner to read the questions below the pictures, and to try to predict the answers.
- Play the audio once or twice as needed.
- To check answers, call on students to read the answers aloud in complete sentences.

Answers a 2 b 1 c 2 d 3 e 2 f 3

• To wrap up, have students discuss the speakers' opinions, and say whether they agree or disagree.

3

- Have students form groups of three or four.
- Call on a student to read the instructions aloud. Then ask for volunteers to read the statements.
- This exercise provides an excellent opportunity to review the language students learned in Unit 3 for giving opinions, agreeing, and disagreeing. Elicit some useful phrases for students' discussions and write the phrases on the board.
- Give groups about ten minutes for their discussions. Encourage students to explain their reasons for agreeing or disagreeing with the statements, and to react to one another's opinions.
- To wrap up, have the class come up with five tips for successful presentations.

Business task: On-the-job use of English **p55**

Vocabulary and expressions

key findings

top management

Task 1

- Before you begin this lesson, read the three sets of business task activity instructions, so that you can be prepared to answer students' questions.
- Call on a student to read the *Scenario* aloud for the class.
- Divide the class into three groups (A, B, and C).
- Tell each group to look at the appropriate page in their Student Books (Group A page 89; Group B page 99; Group C page 107).
- Give groups time to read the information in the Task files. Walk around the class as students work, helping to clarify instructions as necessary. You may want to go over the bar graph format with the class, to make sure all students know how to read it.

Task 2

- Explain that students will now meet with their colleagues to plan their presentations.
- Divide the larger groups into groups of three or four students. Each group should select a meeting leader. If art supplies are available, hand out poster paper and markers, so that students can create posters and / or mock PowerPoint[®] slides to use during their presentations.
- Give students 15 or 20 minutes to prepare their presentations. Remind them to use the expressions and skills they have learned for giving presentations in this as well as in previous units. Walk around the class as students work, listening in and offering help as needed.

Task 3

- Have students practice giving the presentation, and give their group members feedback.
- If time allows, have them practice the presentation one more time, incorporating the feedback they received.

Task 4

- Have students form new groups of three with one member from each planning group (A, B, or C).
- Give groups about 15 minutes to complete all presentations. Have groups assign a timekeeper to give each presenter a signal when two minutes are remaining.

Follow-up

a

- Have students stay in their groups from Task 4.
- Read the instructions aloud. Tell groups to assign tasks to each member of the group for during the presentation. For example:
 - Student A: introduction and first part of body
 - Student B: second part of body
 - Student C: summary, asking for questions (all group members can respond to questions)
 - Student A: conclusion
- Give groups a time limit of about five minutes for their presentations. If you have a large class, combin groups to form larger groups of nine students to give their presentations.

b

• When students finish, have the class discuss the presentations, giving feedback on strong points and areas for improvement. Then have them decide on the most effective presentation, and ask them to explain their choices.

Unit aims

for each class can be written on the board to orient students to the unit content and

1

9. sudents will:

- e learn about common North American résumé-
- supporting opinions using for example and
- compare resume-writing styles in their own and other countries
- participate in a group resume-writing task and discuss the experience with the class.

Getting started

The second secon

a lot

Eko

<u>Don't</u>

read from notes / slides speak too fast stand in front of posters / projections

- Explain that students will give a two-minute minipresentation on *Presentation Dos and Don'ts*. Their presentation should include an introduction, a body, and a conclusion.
- Ease students create small posters of their lists and each time to make notes for and to practice eir presentations.
- Eave students give their presentations in groups • three. Remind them to use the phrases and • pressions they learned in Unit 8, and to follow the presentation *Dos and Don'ts* on their lists.
- When students finish, have them reflect on the experience of giving their presentations. Give them some time to write about how they felt before, during, and after the presentation, what they thought they did well, and what was challenging about the exercise. Ask for volunteers to tell you what they felt their strong points were, and what areas they feel they still need to improve.

Listen and practice p58

Vocabulary and expressions

B.A.

cash register concentrated in coordinated correspondence intern inventory multicultural environments qualified

- Before you begin this lesson, have students keep their Student Books closed. Tell them that in this unit, they are going to focus on résumés and job applications. Ask for volunteers to tell you what types of information are usually included on a résumé (name, address, education, work experience, etc.).
- Have students open their books to page 58.
- Read the instructions aloud, and give students time to read the résumé. Go over any unfamiliar vocabulary. Ask students to note any information included on the résumé that they did not suggest above, as well as any additional information they think should be included.
- Have students form pairs to discuss what type of job the person is applying for, for example, a job in the marketing department at an international company. Encourage students to make guesses based on the person's education, work experience, and skills.
- Elicit responses from several students, accepting all answers. Have students tell you how they arrived at their guesses.

Cultural note

Academic degrees: Students may not be familiar with the North American system of abbreviations for academic degrees. Here are some of the most common ones:

Undergraduate degrees

- B.A. Bachelor of Arts
- B.S. Bachelor of Science
- B.F.A. Bachelor of Fine Arts

Post-graduate degrees

- M.A. Master of Arts
- M.S. Master of Science
- M.F.A. Master of Fine Arts
- PhD Doctor of Philosophy (research doctorate)
- EdD Doctor of Education (professional doctorate)

2 1.50

• Read the instructions aloud and call on a student to read the answer choices aloud.

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ind on

- Before you play the audio, have students predict what they might hear in the audio that might help them answer the questions.
- Play the audio and have students mark their answers.
- Have pairs compare answers with a partner. Then go over the answers with the whole class. Ask students to share the words or phrases they heard that gave them the answers.
- To wrap up, ask for volunteers to tell you which qualifications they liked in particular (education, internship at trading company, sales experience, language skills).

Answer

b They aren't sure if he will be good enough.

- 3 (0) 1.50
- Before you play the audio again, put students into groups of three and have them try to predict the missing words on the résumé. Elicit some guesses from the class.
- Read the instructions aloud. Then play the audio once or twice as needed, and have students complete the resume.
- To check answers, ask the class questions about the résumé to elicit the correct information, for example, *What were Jin-ho's concentrations in college?*

Answers

international, market, customers, Chinese, English, computer

4

- Read the instructions aloud. Ask three pairs of students to read the model conversations.
- Put students with a partner (or have them change partners if they worked in pairs to come up with the questions) and have them practice the conversations again, changing roles once.
- Have students change partners and ask and answer the questions again, inserting the new information from the resume.
- For additional practice, give students time to think of three more original questions about the resume. Then have them ask and answer their questions with a partner.
- 5 1.51
- Call on a student to read the instructions and the answer choices aloud.
- Give students time to mark their guesses.
- Play the audio once or twice as needed and have students check their guesses.
- Go over the answers with the whole class.

Answer

d They will make a decision later.

Level 2

• To wrap up, ask for volunteers to tell you what Amy and Mr. Hayes decide to do with the resume (put it in the "maybe" pile).

Reading and writing a résumé:

supporting opinions **p59**

Vocabulary and expressions

fields of study marital status relevant

1 (0) 1.52

- Read the instructions aloud. Then give students time to read the information silently.
- Play the audio, and have students repeat the sentences. Point out that *For example* is stressed at the beginning of a sentence, and have students practice the correct stress pattern: *For exAMple*. Point out that the expression *such as* is unstressed in the sentence.
- Go around the class and call on individual students to say the sentences aloud. Work on intonation and stress as needed.
- For additional practice, have students look back at the resume on page 58, and try to come up with one or two more sentences using *For example* or *such as*. Elicit ideas from the class.

2

- Read the instructions aloud.
- Have students work alone or with a partner to match the statements to the examples. For lower-level classes, go through the right column, and have students identify which are complete sentences. Walk around the class as students work, offering help as needed.
- To check answers, ask for volunteers to read the full statements aloud, inserting *For example* or *such as*.

Answers

- **a 3** The position has some good benefits, such as a high salary, long vacations, and a comfortable office.
- **b 4** I have some experience with people from other cultures. For example, my family hosted an exchange student from Brazil.
- **c 5** I'm interested in several different fields of study, such as engineering and computer science.
- **d 1** She doesn't have some very important office skills. For example, she can't use a word processor.
- e 2 Americans don't include personal information on their résumés, such as age, race, and marital status.

- the instructions aloud. Ask the class to think what they know about Seatec, for example, and type of company, the work environment, magement style, etc. Refer them to the Seatec many profile on page 5 of the Student Book if meed help. Then ask students what kinds of cations they think would be good ones for an manufactor to have (international experience, language computer skills, etc.).
- For the audio and have students complete the chart.
 The them that they should just write brief notes,
 and not full sentences in the *Reason* and *Examples*and more students just listen the first time. Then play it
 and not have them fill in the chart.
- Enve students compare answers with a partner. Then prover the answers with the whole class. Copy the court onto the board, and have volunteers come up complete it with their notes.

Answers

- a like; good experience; works for company similar to Seatec
- dislike; not professional; pink paper, email address
- c dislike; job experience not relevant; video store derk, swimming coach, coffee shop
- d like: education; double major: Business / Chinese, classes in International Law, Contracts
- e dislike; overqualified; general manager, might want high salary

Extension activity

Examples in the US: Exploit the useful cultural and the Exercise 3 audio about Americanresumes. Have students copy the following into their notebooks:

Americans do	Americans don't

Play the audio for Exercise 3 again and have students
 Esten and complete the chart with the three pieces of
 Information the speakers give about American-style
 résumés.

- 6	51C11/04/C	
1	nswers	

Americans do	Americans don't
ist their most recent	include photos
obs first	include their age

To wrap up, lead a brief class discussion about how American-style résumés differ from résumés in students' own cultures.

- Read the instructions aloud. Then call on students to read the prompts aloud.
- Give students time to complete the information about themselves. Remind students to use the correct punctuation for the sentences: when they are using *such as*, they will need a comma, and when they use *For example*, they will need to add a period and begin a new sentence. Walk around the class as students work, offering help as needed.
- When students finish, have them form pairs to share their answers. Remind students to use the correct stress and intonation.

Answers

(Answers will vary. Below are sample answers.)

- **a** I have some interesting hobbies and interests. For example, I enjoy rock climbing and sailing.
- **b** I know some people with good jobs, such as a market researcher and financial analyst.
- c I took some useful classes in college, such as Chinese, International Law, and Economics.
- d There are some jobs I wouldn't like. For example, I wouldn't like to be an office assistant, a bank teller, or a receptionist.
- e I have some plans for the future. For example, I'd like to travel the world and open my own hotel.

Photocopiable activity

p102

A hiring puzzle

- 1 Have students work with a partner, A and B. Prepare enough photocopies so that each student A has a copy of the A sheet and each student B has a copy of the B sheet.
- **2** Go over the instructions with the whole class. If students are not familiar with this type of puzzle, read A's first clue aloud (The 50-year-old person is a woman) and explain that therefore students know that Mr. Marks and Mr. Levitz cannot be 50.
- **3** Have students work with a partner to read their clues aloud and solve the puzzle.
- **4** After ten minutes, if any pair is having trouble, let them ask another pair (or you) for one answer or hint.
- **5** You may give the class a time limit of 15–20 minutes
- and then see which students have the most squares filled in correctly. Or wait until one or more pairs have completely finished and then check their answers by calling on a volunteer to write the answer grid on the board.
- **6** As a wrap-up, have students discuss in their groups or as a whole class which applicant they would hire.

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15

Answers:

name	Mr. Marks	Ms. Singh	Mr. Levitz	Ms. Salazar
age	30	40	20	50
years of exp	6	3	1	9
languages	1	3	4	2
salary	\$40,000	\$45,000	\$50,000	\$55,000

Reading and writing a résumé:

describing experience **p61**

1

- Read the instructions aloud. Then ask for volunteers to read the information and the examples aloud for the class.
- Have students look back at the *Experience* and *Skills* sections of the resume on page 58. Have them work with a partner to find and underline examples of the two styles presented, (*Worked as an intern ..., Assisted with sales ..., Fluent Korean ...*, etc.).

2

- Tell students they are going to have a chance to practice their resume-writing skills.
- Read the instructions aloud. Then give students time to read the paragraph and the resume silently.
- Have students work alone or with a partner to complete the résumé. For lower-level classes, do the first one or two examples with the class to help students get started.
- When students finish, go over the answers with the whole class.

Answers

Experience with Familiar with Responsible for patient, organized, energetic

Photocopiable activity

p103

A résumé

- 1 Prepare one copy of *A resume* for every student.
- **2** Have students work individually to fill in true information about themselves to create their own resume. Allow them to use dictionaries if necessary.
- **3** Circulate while students are working to answer questions and help out. You can also direct them to check pages 58 and 61 in their books for examples.
- **4** Collect the finished resumes to go over later, or have students share them with a partner or in small groups.

5 As a variation, have students work alone or with a partner to create résumés from their imaginations. They can imagine a completely fictional character or can write a mock résumé for a celebrity.

Language note

Résumé phrases: To help students develop their résumé-writing skills, introduce the following useful résumé-writing phrases:

... years successful experience in / as ...
Gained hands-on experience in ...
Motivated and enthusiastic (about) ...
Participated in ...
Assisted in / with ...
Worked on / as / with ...
Developed ...
Organized ...
Served as ...
Managed / Handled / Supervised / Trained / Instructed ...
Represented the company at ...
Developed expertise in ...
Received ... award

Viewpoints: Résumés p62

1

- Before you begin this lesson, point out the *Look it up* section, and give students time to check the words on page 133 of their Student Books.
- Read the instructions and the three statements aloud. Make sure students understand the concept of *scanning*. They should not try to read and understand every word. They should look for specific information related to the statements.
- Give students about one or two minutes to scan the passage. Then have them discuss the statements with a partner, saying whether they think they are true or false.
- Elicit the answers from the class, and have volunteers explain how they arrived at their conclusions.

Answers

at bt cF

2

- Give students about three minutes to read the passage. Encourage them to underline any sentences that they feel give important information about French-style resumes, for example, *your name, your age, your marital status, how many children, how old they are,* etc.
- To wrap up, have students tell you which information they underlined.

a

х,

3

- Call on a student to read the instructions aloud. Then elicit some responses from the class.
- Give groups five or ten minutes to discuss the similarities and differences between résumés in France and in their own countries.
- When students finish their discussion, ask for a volunteer from each group to summarize the group's escussion.
- To wrap up, have the class list the important features of resumes in their own cultures. Give students prompts to help them, for example:

Es important to include ...

When we describe education, we ...

A good résumé has ...

You shouldn't include ...

4

- Have students stay in their groups from Exercise 3, or have them form new groups.
- Ask for volunteers to read the instructions and the list of items aloud. Do an example with the class before groups begin their discussion. Have the whole class discuss the advantages and disadvantages of including a photo on a resume. Guide students to support their opinions with reasons and examples, and remind them to use the phrases they have used in this course for doing so, for example, *As I see it, including a photograph isn't a good idea. For one thing, your appearance shouldn't matter.*
- To wrap up, lead a brief class discussion about each of the items on the list. Try to elicit advantages and disadvantages for each.

Business task: Writing a résumé p63

Vocabulary and expressions

graduate (n)

graphic designer

Task 1

- Before you begin this lesson, read the three sets of business task activity instructions, so that you can be prepared to answer students' questions.
- Call on a student to read the *Scenario* aloud for the class.
- Have students form pairs or groups of three or four.
- Ask for volunteers to read the instructions and the list of features aloud.
- Give students time to mark the features of an American resume. Encourage students to go back and look through the unit tasks if they need help remembering.
- When students finish, go over the answers with the whole class.

Answers

aXbXc√dXeXfXg√

Task 2

- Divide the class into three groups (A, B, and C).
- Tell each group to look at the appropriate page in their Student Books (Group A – page 90; Group B – page 100; Group C – page 108).
- Give groups time to read the information in the Task files. Walk around the class as students work, helping to clarify instructions as necessary.
- Tell students that they can look back at the examples of résumés on pages 58 and 61 in their Student Books if they need ideas.

Task 3

- Have students form new groups of three with one member from each original group (A, B, or C).
- Give groups about fifteen minutes to compile their résumé. Encourage them to give one another feedback on the strong points and areas for improvement on the résumé, and to make changes based on that feedback.
- Remind groups to think of one additional piece of information to include on the resume. Tell them to think about something they feel would be helpful to include for a graphic designer position. Walk around the class as students work, helping with ideas as needed.
- Have groups write the final draft of their resume on one piece of paper. (If time allows, you may want to have them type and print a copy and submit it for homework.)

Follow-up

- Before you begin this activity, have students share their résumés from Task 3 with the class. You can have groups post their résumés on the wall around the classroom. Then have students stand and walk around looking at the résumés.
- Read the instructions and the discussion questions aloud.
- Lead a class discussion with the questions provided. Ask what information they think would help or hinder the person's chances of getting a job as a graphic designer, and elicit students' feedback about their classmates' résumés.

Unit 9

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10 October: Tell me about yourself

Unit aims

The aims for each class can be written on the board to orient students to the unit content and objectives.

In Unit 10, students will:

- learn useful phrases and expressions for describing background, strengths, and personal qualities when being interviewed for a job
- practice talking about future career goals
- discuss advice for preparing and participating in a job interview
- participate in a group job interview roleplay.

Getting started

Begin this unit by reviewing the skills students learned in Unit 9 for writing résumés. Before class, find a sample résumé (use your own, or one printed from the Internet). Use correction liquid to blank out some key words on the résumé, for example, the section headings *Work experience and skills,* as well as verbs and adjectives commonly used on résumés (*responsible for, managed, worked as,* etc.). Make one copy of the résumé for every pair of students in the class.

- When students come to class, have them form pairs. Hand out the partial résumé and have pairs work together to complete the missing information.
- For an additional challenge, before handing out the resume to students, cut the sections up into 10 to 12 strips, and have students put the strips in the correct order before completing the missing information.

Listen and practice p64

Vocabulary and expressions

manufacturing industries

1

- Read the instructions aloud. Have students discuss the pictures with a partner.
- Call on students to tell you where the people are and what they think is happening. Elicit that in the picture on the left, Amy is at a job fair and is giving information about Seatec to potential job candidates. In the picture on the right, she is interviewing one of the candidates for a position at Seatec.
- To preview the unit language and check students' background knowledge of the topic of job interviews, ask for volunteers to guess some of the questions Amy might be asking the candidate in the picture on the right, for example, *What kinds of work experience do you have? Do you have any computer skills? Do you speak any foreign languages?*
- 2 0 2.02
- Read the instructions aloud and call on a student to read the answer choices aloud.

- Before you play the audio, have students predict some words or phrases they might hear in the audio that might help them answer the questions.
- Play the audio and have students mark their answers.
- Have students compare answers with a partner. Then go over the answers with the whole class. Ask students to share the words or phrases they heard that gave them the answers.

Answers

- aT bT cF
- To wrap up, ask for volunteers to tell you why Dong-Min says he wants to join Seatec (wants to work in manufacturing, use his English, looks like an exciting place to work).
- 3 🔘 2.02
- Before you play the audio, have students work with a partner to predict the missing words. Call on pairs to read the conversation aloud, inserting their own words in the blanks.
- Read the instructions aloud. Then play the audio once or twice as needed, and have students complete the conversation.
- To check answers, call on students to read the conversation aloud, inserting the correct information.

Answers

Does that sound OK?, I was born in, I grew up in, my major is, I want to work in

- Put students with a partner to practice reading the conversation. Have them change roles a few times.
- When students are comfortable with the conversation, have them try the conversation without looking at their Student Books. Encourage them to use the look-remember-speak technique. (Students look in their books, try to remember as much as they can of the text [one or two sentences], and then speak without looking at their books.)
- Have students change partners several times to maximize the practice.
- To wrap up, lead a brief class discussion about students' own experiences with job interviews. Ask

for volunteers to share what kinds of jobs they have had interviews for, what questions they were asked, challenges they had, and recommendations for how to prepare for an interview.

4

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1

- Have students form new pairs.
- Read the instructions aloud. If necessary, go over the pronunciation of the place names in the chart.
- Have pairs practice the conversation in Exercise 3, inserting the new information in Exercise 4.
- When pairs finish, have them change roles and repeat the exercise.
- To wrap up, ask for volunteer pairs to perform the conversation for the class, role-playing the two characters and inserting the information of their choice.
- 5 0 2.03
- Before you begin this exercise, have the class brainstorm some interview questions they think Amy should ask Dong-Min. Elicit responses from the class and write the questions on the board, for example, *What kind of job experience do you have? Do you have any international experience?*, etc.
- Call on a student to read the instructions and the answer choices aloud.
- Give students time to mark their guesses. Make sure students understand that they can choose more than one answer.
- Play the audio once or twice as needed, and have students check their guesses.
- Go over the answers with the whole class.

Answers acd

 For additional listening practice, play the audio again and have students listen for Dong-Min's answers to the questions (a wants to work for a company that makes things, not finance or service industries;
 c likes travel, likes English, father worked overseas;
 d March of next year).

Being interviewed:

describing your background **p65**

Vocabulary and expressions

biochemistry construction engineer mathematics medical research

1 💽 2.04

- Have students look at the pictures. Ask what they can guess about each person's background and interests from the pictures. For example, person number 1 is probably studying mathematics, and enjoys snowboarding in his free time.
- Read the instructions aloud. Then give students time to read the information silently.
- Play the audio and have students match the information to the pictures. If necessary, play the audio again for students to complete the missing information.
- Have students compare answers with a partner. Then go over the answers with the whole class.

Answers

- a Chris; San Francisco, Colorado 2010; mathematics
- **b** Larry, Manchester; Sheffield 2009; music
- c Bruce; Toronto; Stanford 2008; biochemistry

2

- Read the instructions aloud.
- Have students work alone or with a partner to come up with questions about the people in Exercise 1, based on the answers provided. For lower-level classes, do the first example with the whole class. Walk around the class as students work, offering help as needed.
- To check answers, call on pairs of students to read the questions and the answers aloud for the class.
 Write the correct questions on the board for students' reference.

Answers

(Answers may vary. Below are sample answers.)

- **a** What was Bruce's major?
- **b** When did Bruce graduate?
- c Does Larry go to school in San Francisco?
- e Who majors in mathematics?

3

- Read the instructions aloud.
- Have students work alone or with a partner to write additional questions based on the information in Exercise 1. Have lower-level students work with a partner. Walk around the class as students work, offering help as needed.
- Have students form groups of three or four to ask and answer their questions. Encourage them to try to answer the questions without looking at the information in Exercise 1.
- To wrap up, ask for volunteers to share some of their questions and answers with the class.

Answers

(Answers may vary. Below are possible answers.)

- **a** When will Larry graduate?; In 2009.
- **b** Does Bruce play the cello?; Yes, he does.
- **c** Who enjoys making model airplanes?; Larry does.

4

- Tell students that they will now have a chance to practice describing the backgrounds of the people in Exercise 1.
- Read the instructions aloud. Then call on a pair of students to read the conversation prompt aloud. Encourage Student B to continue the second line of the conversation based on the information in Exercise 1.
- Give students time to prepare on their own. Tell them to choose one person from Exercise 1, look at the information, and think about how to best describe the person's background. Remind students that they should imagine that they are the person from Exercise 1 (so they will need to use the first person, *I was born* ...). Encourage lower-level students to make some notes to help them during the exercise.
- When students are ready, have them form pairs and assign Student A and B roles. Give pairs about three minutes to practice, and have them switch roles once. Walk around the class as students work, listening in and helping as needed.
- To wrap up, call on several pairs to perform the conversations for the class.

Answers

(Answers will vary. Below are sample answers.)

- A: Can you tell me something about yourself?
- **B:** Sure, I was born in Toronto, Canada. I'm a student now at Stanford University. My major is biochemistry. In my free time, I enjoy playing the cello.

5

- Explain that students will now practice giving background information about themselves.
- Review the types of information students should include when describing their background (hometown, college or university, major, interests). To help students prepare, give a brief description of your own background first.
- Give students time to prepare on their own. Allow lower-level students to make some notes.
- Have students form pairs and take turns describing their backgrounds.
- To wrap up, ask for volunteers to roleplay a job interview scenario with you. Have students imagine that you are interviewing candidates for a position at your company, and have volunteers describe their backgrounds for you.

Level 2

Being interviewed:

talking about your future **p66**

- 1 2.05
- To lead in, elicit the professions of the three people in the pictures (scientist / medical researcher, engineer, advertising executive). Have students read the partial information below the pictures and try to predict the missing information. Elicit one or two predictions for each picture.
- Read the instructions aloud.
- Play the audio once or twice as needed, and have students complete the missing information. For lower-level classes, play the audio once first, and have students just listen.
- Have students compare answers with a partner. Then go over the answers with the whole class.

Answers

- **a** I'd like to be researching
- **b** I want to be
- **c** I want to be working for
- For additional listening practice, write the following questions on the board. Then play the audio again and have students listen for the answers.

When will Heena graduate?

What kinds of projects does Dimitri want to work on? Why does Max like his job in advertising?

2

- Read the instructions aloud and give students time to think about their hopes for their future careers. Tell them to think about their skills and background, and encourage them to be creative and think about their true goals and dreams.
- Give students a few minutes to make some notes in the chart. Walk around the class as students work, helping with ideas as needed.
- 3
- Read the instructions aloud. Then call on students to read the example language in the charts aloud. For lower-level classes, have students repeat the example sentences after you.
- Have students form pairs to practice asking and answering the questions about their future goals. For higher-level classes, have students ask one or two follow-up questions to extend the conversation. For example:
 - A: What do you want to be doing three years from now?
 - B: I hope to be working overseas.
 - A: Oh, really? Where would you like to go?
- Have students change partners and repeat the exercise.
- When students are comfortable with the conversation, have them close their Student Books, stand and walk around the classroom, and ask three different people about their future goals.

Being interviewed:

talking about your strengths p67

Vocabulary and expressions

<i>candidates</i>
attentive to detail
hardworking
creative

1

- Read the instructions and the strengths aloud. Elicit explanations or examples for each strength, for example, *someone who is good with people enjoys talking and working with others*.
- Ask for volunteers to tell you which phrases best describe their own strengths and to give examples to explain why.
- Have the class brainstorm a list of additional strengths and write them on the board, for example, responsible, reliable, good at managing projects / working on a team. If students in the class know each other well, have them discuss which phrases they think describe their classmates' strengths, for example, Jun is responsible. He always comes to class on time.
- Have students work alone to match the strengths to the jobs. Walk around the class as students work, offering help as needed.
- To check answers, call on students to tell you the matching strength for each job, and have them give examples. Note that there may be more than one answers possible for some of the jobs.
- To wrap up, elicit additional important strengths needed for each job.

Answers

(Additional possible answers shown in parentheses.)

a 4 (or 3) **b** 3 (or 1) **c** 2 (or 3) **d** 1

2 2.06

- Read the instructions aloud. Before you play the audio, ask students to think about any words and phrases they might hear that would help them get the answers, for example, for *strengths*, they might hear characteristics such as *good with people* or *creative*.
- Play the audio and have students complete the chart. Remind them that they should write brief notes in the chart, not full sentences.
- Have students compare their charts with a partner. Then copy the chart onto the board and ask for volunteers to come up and write their answers.

	Strengths	Work experience	
Мау	well organized, on time, able to motivate students	tutor for two years	
Yohei	hardworking, good at management	ran own business (import) for about three years	
Zofia	language skills, computer skills	translator for six months; travel agency for one year	

3

• Read the instructions aloud. Then call on two students to read the example conversation aloud. Have Student B continue the conversation with information from the chart in Exercise 2. Write some useful phrases on the board for students' reference, for example:

One of my strengths is that ...

I'm attentive to ...

I can ...

I'm good at ...

- Have students form pairs. Before they talk about their own strengths, have them practice the conversation, inserting information from the chart in Exercise 2.
- Give students time to think about their own strengths and personal characteristics. Allow lower-level students to make some notes to help them.
- Have students take turns describing their strengths. For higher-level classes, encourage students to give examples to illustrate their strengths, for example, *I'm very creative. I'm good at coming up with new ideas.*
- To wrap up, call on students to describe their partner's strengths for the class. Then have the class think of some jobs their classmates might be good at, based on their strengths.

4

- Tell students to imagine that they are applying for a job, and they have an interview today.
- Read the instructions and the interview questions aloud. Give students time to think about their responses to the questions. Allow lower-level students to make notes to help them.
- Tell students to decide who will be the interviewer and who will be the candidate first. To help make the roleplay more realistic, have the candidates choose a specific job or company they want to apply to.
- Teach students some useful closing phrases for the candidate, for example:

Thank you very much for your time. I look forward to hearing from you.

- Give students about five minutes for their interviews. Then have them switch roles. Remind the interviewers to ask follow-up questions when possible, and remind the candidates to add examples to illustrate their strengths and experience. Walk
- around the room as students work, listening in and noting any areas to address later.
- When students finish, ask the interviewers to say whether they think the person's background and strengths make them a good candidate for their chosen job or company.
- For additional practice, have students change partners several times and repeat the interview. Then ask for several volunteer pairs to perform their role-plays for the class.
- To wrap up, lead a brief class discussion and have students reflect on the experience of being interviewed. Ask *How did you feel being interviewed? What was challenging about the experience? What would you do differently the next time?*

Photocopiable activity

p104

Interview roleplay

- I Prepare enough copies of *Interview roleplay* so that each student can have one card. If you have more than 16 students in your class, it's OK for some pairs of students to have the same cards. If you have an odd number of students, take one of the cards yourself.
- 2 Tell students they are going to roleplay either a person hiring a new employee, or an applicant interviewing for a job. They have some information on their card. However, they may invent other details. Explain that some of the applicants might be qualified for more than one of the possible jobs. Employers should write down the names of any applicants they'd like to hire.
- **3** Have those students who are employers sit at one side of the classroom, with a chair in front of them for the applicant. Give students time to read their role cards and prepare any additional notes they would like.
- 4 Have the whole class brainstorm questions the interviewers might ask and write them on the board, or refer back to Unit 10 in their books (*Can you tell me a little bit about yourself? What is your major? When did you graduate? What do you want to do in the future?* etc.), as well as questions the applicant can ask (*Can you tell me a little bit about the job? What kind of experience are you looking for? Is it a full-time or a part-time job?* etc.).
- 5 Have the applicants choose an interviewer at random and sit down in front of them for the interview. Time the interviews (about five minutes). When the time is up, the applicants should stand up and move to another interviewer.

Level 2

6 When applicants have interviewed with every employer, or when you decide to end the activity, bring the class back together to discuss the activity. Ask the employers if they interviewed anyone they would like to hire. Ask all students to reflect on what was easy and what was challenging for them about the interviews.

Viewpoints: Interviews p68

Vocabulary and expressions

achievements
conservatively
flexibility
leadership
passion
reliability
speak out
teamwork

1

- Before you begin this lesson, point out the *Look it up* section, and give students time to check the words on page 134 of their Student Books.
- Read the instructions and the discussion questions aloud.
- Give students time on their own to think about their responses to the questions. For lower-level classes, encourage students to write their responses. Have students form groups of three or four to discuss the questions. Elicit responses from several students. Alternatively, have the discussion with the whole class.
- 2 0 2.07
- Read the instructions aloud. To make sure students have checked any unfamiliar vocabulary in the chart, elicit examples for some of the challenging terms. For example, ask *What are some examples of reliability?* (*Coming to work every day, being on time, being willing to work hard for the company.*)
- Play the audio once or twice as needed, and have students mark their answers.
- To check answers, ask for volunteers to tell you what qualities each speaker is looking for. Write the qualities on the board.

Answers

Fiona: communication skills, work experience, leadership, flexibility, teamwork

Brian: reliability, technical skills, communication skills, work experience

• For additional practice, play the audio again, and have students listen for the reasons the speakers give for why the qualities are important.

Get Ready for Business

3

- Read the instructions aloud. Then ask for volunteers to read the advice aloud.
- Give students time on their own to check the advice that applies to their culture. Walk around the class as students work, offering help as needed.
- Have students compare answers with a partner. Then elicit some responses from the class. Ask students to share any advice that was surprising or interesting to them.

4

• Read the instructions aloud, and give students time to think of their advice. Encourage them to write down their ideas. For lower-level classes, have students work with a partner, so that they can help each other.

5

- Have students form groups of three or four.
- Read the instructions aloud. Elicit the main parts of a meeting students have learned in this course, and write them on the board:
 - opening
 - state the topic / purpose
 - discuss ideas / give opinions and reactions
 - summary / closing
- Tell groups to choose a leader to open the meeting and a reporter to share the group's ideas with the class at the end. Give groups about ten minutes to discuss their ideas and choose the top five pieces of advice.
- After five minutes, tell the group leaders to summarize and close the meeting.
- Have the reporters share their advice with the class, and explain how they arrived at their decisions.

Business task: Who should we hire? p69

Task 1

- Before you begin this lesson, read the two sets of business task activity instructions, so that you can be prepared to answer students' questions.
- Call on a student to read the *Scenario* aloud for the class.
- Divide the class in half and assign students the roles of Student A or Student B.
- Tell each group to look at the appropriate page in their Student Books (Group A page 91; Group B page 101). Give students time to read the information on their own and to think about their responses to the interview questions. Remind them that the aim is to present the background and skills that will help them get hired for the company and position described on the Task file.

Task 2

- Have students form groups of three or four. All students should be from the same original group (A or B).
- Explain that groups should go through the company descriptions and interview questions, and brainstorm ideas for how to best answer the questions. Encourage students to write notes to help them remember the group's ideas.
- Give groups about ten minutes for their brainstorms.

Task 3

- Have students stay in their groups from Task 2. Have them read the information for Exercise 2 on their Task file page.
- Explain that students will now interview a member of the other group, using the suggested questions on their Task file. Remind students to try to follow the appropriate advice from the *Viewpoints* lesson on page 68 of their Student Book.
- Have one member from each A group go and join a B group. Then have one member from each B group go and join an A group.
- Have groups conduct their interviews. Allow lowerlevel students to use their notes. Remind students to follow the interview format they practiced in Exercise 4 on page 67.
- When groups have finished their first interviews, have the interviewees rejoin their original groups. Then have the next A and B students switch groups, and repeat the interview process. Interviewers should take notes on each candidate's skills and background, as they will need it to help them decide which candidate to hire.
- Continue until all students have had a chance to be interviewed.

Task 4

- Have students return to the two larger groups from Task 1 (class divided in half, Group A and Group B). If you have a large class, divide the groups so that there are no more than five or six students per group.
- Have students talk about their experiences interviewing and being interviewed, discussing how they felt, what they thought went well, and any challenges they had.
- Have groups discuss the background and skills of candidates they interviewed, and choose one they want to hire. In a large class, have each group choose two or three qualified candidates.

Follow-up

- Read the instructions aloud.
- Have groups decide who will write the acceptance and rejection emails. Then have them work with a partner or in small groups to write the emails.
- When students finish, have them exchange emails with another group, and give feedback on strengths and areas for improvement.

Unit 10

11 November: They're too expensive

Unit aims

The aims for each class can be written on the board to orient succession of the content and objectives.

In Unit 11, students will:

- learn about common gift-giving customs in other countries
- practice phrases and expressions for choosing an appropriate gift, offering and accepting gifts, and explaining or apologizing for cultural mistakes
- discuss colored messares in their own and other countries
- participate of a common decrease to choose a wedding and the common decrease the culture.

Getting started

Begin this unit by reviewing the skills students learned in Unit 10 for preparing for and participating in job interviews.

• When students come to class, have them write a common job interview question on a small piece of paper. Tell them that they can refer back to Unit 10 if they need ideas, for example:

Can you tell me a little about yourself? What do you hope to be doing in five years? What job skills would you like to learn in the future?

- When all students have written a question, have students stand up and walk around the class. They should find a partner and ask and answer their questions. Then partners should swap questions, go and find a new partner, and ask and answer their new questions.
- Tell students to speak to at least five partners, exchanging questions each time.

Listen and practice p70

Vocabulary and expressions

attractive
fragile
plenty of
vendor
personal

1

- Read the instructions aloud, and give students time to look at the picture. Elicit that Amy and her colleague are discussing two items – a holiday card and a calendar – and that they are probably deciding which type of gift to send to a client.
- Focus students on the question *Why?* Ask the class *Why do some companies give gifts to clients?* (To show their appreciation for the customers' business, and to build good relationships with them.)

Level 2

Culture note

Explain to the Christian Constraints of the Christian Constraints of the Christian Constraints of give gifts to their Constraints of type of gift-giving is not constraints. Some companies give gifts and constraints what times of year are constraints for businesses in their Constraints of gifts are common.

2 0 2.08

- Read the instructions and the activer choices aloud.
- Play the additionant takes students circle their answer.
- Have students are with a partner. Then elicit the answer with a partner. Then the words of the second that helped them get the answer

Answer

b calendar

• To wrap the second se



- Before your and the statements with a partner and the statement of the missing information and the conversation of the part of the partner own information.
- Read the instance of the play the audio once or two students complete the conversion
- To check answers and the pairs to read the conversation and the conversation.

Answers

choose, and exercise company, useful, mail, What around free

• Have pairs and the second se

- Have students form new pairs. Read the instructions aloud.
- Have pairs practice the conversation in Exercise 3, inserting the first set of new information in Exercise 4. Have pairs change roles once. Then have them change partners and practice the conversation, inserting the second set of information.
- Repeat until students have completed the conversation with all four sets of information.

5 👀 2.09

- Call on a student to read the instructions and the answer choices aloud.
- Give students time to mark their guesses. Make sure students understand that they can check more than one answer.
- Play the audio once or twice as needed, and have students check their guesses.
- Go over the answers with the whole class.

Answers

- **b** It's not the custom for many American companies to send gifts.
- **c** Companies in Singapore don't like to accept gifts.
- To wrap up, ask for volunteers to explain the cultural misunderstanding that Amy describes. (A vendor sent some expensive gifts. In Singapore, employees can't accept expensive gifts, so they returned them.)

Selecting gifts p71

Vocabulary and expressions

fancy fiancee

funerals

greedy

Hindu religion

ordinary

1

• Read the instructions aloud. Then ask for volunteers to read the phrases in the chart aloud. Go over any unfamiliar vocabulary. Highlight the gerund form used with *How about ...?*

2

- Read the instructions aloud. Ask for two volunteers to read the model conversation aloud.
- To elicit some useful vocabulary and prepare students for the task, have them look at the pictures. Elicit some adjectives to describe each gift, for example, *small, inexpensive, short, stylish, fragile,* etc. Then write the following phrases (from Exercise 1) on the board:

It's / They're too ...

It isn't / They aren't ... enough.

Go through the pictures of the gifts one by one, and call on students to make sentences about the pictures using the phrases on the board, for example, for *keychain* students could say *It's too small*. or *It isn't special enough*.

- Put students with a partner to practice the conversation, inserting the information below the pictures. Walk around the class as students work, listening in and offering help as needed.
- When students are comfortable with the conversation, have them cover the example conversation with a piece of paper, and then look at the pictures and try the conversations again in their own words.

Answers

(Answers will vary. Below are sample answers.)

- **a** (keychain) A: It's isn't special enough.; B: How about a sweater?
- **b** (mini-skirt) A: It's too short.; B: How about a box of chocolates?
- **c** (vacuum cleaner) A: It's too ordinary.; B: How about a trip to Hawaii?
- d (video game system) A: It isn't special enough.; B: How about a picture of you together?
- e (skateboard) A: It's too dangerous.; B: How about a set of golf clubs?
- f (photo of yourself) A: It's too personal.; B: How about some local crafts?

3 2.10

- Read the instructions aloud.
- Give students time to read the sentences silently. Then have them discuss the sentences with a partner and try to guess the answers.
- Play the audio once or twice as needed, and have students circle the answers. Tell students they should write brief notes for the reasons, not full sentences. For lower-level classes, play the audio once and have students circle the correct words in the sentences. Then play it again, and have them listen for and write the reasons.
- To check answers, ask for volunteers to read the sentences aloud, inserting the correct information.

Answers

- **a** after the giver has left; looks greedy if opened while giver is still there
- **b** Chinese; looks like their food is not good enough
- c four; sounds like the word for death
- **d** odd; luckier than even numbers
- e leather; cows special in Hindu religion
- f white; means death

- For additional listening practice, play the audio again and have students listen for and write any other giftgiving customs the speakers mention.
- To wrap up, lead a brief class discussion about the gift-giving customs. Ask students to say which customs are similar to or different from their own cultures.

Photocopiable activity

pp106-107

Intercultural quiz

- 1 Prepare one copy of the *Intercultural quiz* for every pair of students in the class.
- **2** Give half the class the Student A handout, and the other half the Student B handout.
- **3** Have students stand and walk around and ask one another the quiz questions to find out the answers.
- **4** When students find an answer, they should write it on the quiz sheet, and then go and ask another person the next question. If students don't have the answer, they can say, *I'm sorry*. *I don't know*.
- **5** When students finish the quiz, have them check their answers with a partner.
- **6** To wrap up, have students share any additional information they know about the countries or customs on the quiz.

Extension activity

Gift-giving advice: Have students discuss giftgiving customs for different occasions in their own culture. Have the class brainstorm occasions when gifts are typically given in their culture, for example, birthdays, anniversaries, or specific holidays. Then tell students to think of gift-giving advice for a visitor to their culture. Write the following phrases on the board for students' reference.

... is / are always a good gift.
You should never give ...
If you give ..., it means ...

Level 2

- Put students into groups to discuss their ideas. Have them choose a group member to write down the group's ideas. Tell them to create specific advice for the occasions on the board, for example, *For a birthday, candy is always a nice gift*.
- When groups finish their lists, ask for a volunteer from each group to share the group's ideas with the class.

Explaining a problem / mistake p72

Vocabulary and expressions

Jewish

Muslims

romantic relationships

- 1 0 2.11
- Tell students they are going to learn some useful expressions for apologizing or explaining when they make a mistake.
- Have students keep their Student Books closed. Play the audio and have them just listen to the conversation.
- Ask for a volunteer to tell you what the two speakers are talking about, and what the problem is. (One person has given a gift that is inappropriate in the other person's culture: a *lei* made of flowers that are usually used at funerals.)
- Have students open their books. Then play the audio and have students listen and read along silently.
- Put students with a partner to practice the conversation. To help them focus on the correct intonation, have them repeat the line *Oh*, *no! I'm so sorry!* after you a few times.
- When students are comfortable with the conversation, have them stand and roleplay the situation using their own words.
- To wrap up, ask for a few volunteer pairs to perform the role-play for the class.

Explaining a problem / mistake:

giving and accepting apologies **p73**

2

- Read the first sentence of the instructions aloud. Then give students time to read the expressions in the chart silently.
- Read the expressions aloud, modelling the correct intonation, and have students repeat them. For lower-level classes, have students work with a partner and take turns reading the expressions aloud, until they are comfortable with the intonation.
- Read the rest of the instructions aloud. Then have students underline the expressions in the conversation on page 72.
- Go over the answers with the whole class.

Answers

It's just that, I'm so sorry, That's perfectly OK.

- Have students practice the conversation, inserting the new expressions from Exercise 2. Have them change partners several times, to maximize the practice.
- To wrap up, have students close their books and continue practicing the conversation in their own words.

3

- Read the instructions aloud. Then call on students to read the situations aloud. Go over any unfamiliar vocabulary.
- Put students with a partner and have them decide who will be the gift-giver / receiver first.
- Give students time on their own to look over the conversation map and prepare for their role in the conversation. For lower-level classes, go through each step on the conversation map, and elicit phrases students can use. Write the phrases on the board for students' reference. Allow lower-level students to make some notes to help them.
- Have students practice the conversation several times. Encourage them to make eye contact with their partner, and to use the correct intonation. Then have them change roles and practice several more times.
- For additional practice, have students brainstorm one or two more gift-giving situations that might occur in their own culture. Then have them practice the conversation with those situations.
- To wrap up, have pairs combine to form groups of four or six and take turns performing their roleplays.

Viewpoints: Cultural mistakes p74

1

- Before you begin this lesson, point out the *Look it up* section, and give students time to check the words on page 134 of their Student Books.
- Read the instructions and the predictions aloud. Have students circle their predictions with a partner, and then compare them. Elicit a few predictions from the class.

2

- Give students about five minutes to read the passages. For lower-level classes, read the passage aloud and have students listen and read along.
- Call on students to tell you whether their predictions were correct, and to cite the correct information in the passages (In Thailand, it's rude to point at something with your foot; In Germany, the custom is to close the door whenever you leave a room).
- To wrap up, lead a brief class discussion about each reading passage. Ask the class the following questions:

What was the cultural mistake? How did the person (from the host culture) react?

How did the visitor feel? Have you ever had a similar experience?

3

- Have students form groups of three or four.
- Call on a student to read the discussion questions aloud.
- Give students about ten minutes for their discussions. To facilitate independent discussion, tell groups to assign the following roles to each member:

Facilitator: asks the questions, and makes sure all group members participate

Time-keeper: makes sure the groups spends equal time on each question, and that the discussion finishes on time

Secretary: takes notes on the main points of the group's discussion

Reporter: reports the main points of the group's discussion to the class.

- Walk around the class as students work, listening in, and encouraging them as necessary.
- When students finish, call on the reporter from each group to share the group's ideas with the class.
- To wrap up, ask the class the last question *What are some ways a foreign visitor can learn about local customs?* and elicit responses from several students. Point out the importance of learning about local customs when working in an international setting, or with clients from other countries.

Business task: Choosing a wedding gift **p75**

Vocabulary and expressions

acquaintances appropriate evaluate

Task 1

- Before you begin this lesson, read the two sets of business task activity instructions, so that you can be prepared to answer students' questions.
- Call on a student to read the *Scenario* aloud for the class.
- Divide the class into two groups (A and B).
- Tell each group to look at the appropriate page in their Student Books (Group A – page 92; Group B – page 102).
- Give groups time to read the information in the Task files.
- Allow about 15 minutes for students' discussions. Walk around the class as students work, listening in and offering help as needed. Remind students to discuss the reasons why they think a gift is appropriate or inappropriate.

67

Unit 11

Task 2

- Have students form new groups of four with two members from each original group (A and B).
- Give students time to read the model conversations sitently. Then ask for volunteers to read the conversations aloud for the class, inserting the information from their Task files.
- Give groups about ten minutes to discuss the gifts, and to share their final choices.
- To wrap up, have groups share their final decisions with the class. Ask them to explain how they arrived at their decisions.

Follow-up

- Have students stay in their groups from Task 2. Alternatively, do this activity with the whole class.
- Read the instructions and the discussion questions aloud. Give students about ten minutes for their discussions.
- Ask for volunteers to share any international or intercultural gift-giving experiences they may have had.

Level 2

December: I need to work harder

The aims for each class can be written on the board to orient students to the unit content and objectives.

In Unit 12, students will:

- learn about common performance review criteria and procedures used at North American companies
- practice phrases and expressions for responding to positive and negative feedback and asking for clarification
- evaluate their own performance in the course, and give and receive feedback with their classmates
- discuss cultural differences between high context and low context cultures, particularly when giving and responding to feedback
- evaluate strengths and areas for improvement of their course textbook, and send an email to the publisher summarizing their analysis.

Getting started

Begin this unit by reviewing the skills students learned in Unit 11 for choosing appropriate gifts. Before class, prepare two sets of cards. You will need one set of occasion cards, with a common gift-giving occasion written on each card (a coworker's birthday, a boss's wedding, thank you to a client). You will also need a set of gift cards, with a type of gift written on each (if possible, you can also use pictures printed from computer clip art, or cut from magazines). Make sure the types of gifts are varied and try to include some that may have cultural implications, for example, a box of chocolates, a new car, a set of four pens, a calendar, clothing, etc. Make enough sets of both the occasion and the gifts cards for each pair of students in the class.

- Have students form pairs, and give each group one set of occasion cards and one set of gift cards.
- Write the following conversation on the board:
 - **A**: I need to get a gift for (*occasion*).

B: Why don't you get him / her a _____? They're attractive / useful / easy to mail / personal.

A: That's a great idea. Thanks. / Hmm. I'm not sure. It might be too expensive / personal / fragile. / In (*<u>country</u>*). that's not a good gift because ...

- Student A chooses an occasion card, and Student B chooses a gift card. Then they begin the conversation. Have pairs switch roles halfway through.
- To give students practice with offering and receiving gifts and apologizing for inappropriate gifts, have them use only the gift cards. Student A offers the gift to Student B, and Student B responds accordingly.

Listen and practice p76

Vocabulary and expressions

accurate annual review expectations objectives outstanding

- 1
- Before you begin this lesson, have students keep their Student Books closed. Tell students that in this unit, they are going to focus on job skills and performance. Ask the class to brainstorm a list of qualities of a good employee, and write students' ideas on the board, for example, being organized / responsible / hardworking, working well with others, etc.
- Have students open their books to page 76.
- Read the instructions aloud, and give students time to read the performance review form. Go over any unfamiliar vocabulary.
- Point out any qualities written on the board that match the ones on the form. Ask students to note any information included on the form that they did not suggest above.
- Explain, or elicit an explanation for *Performance review* (an evaluation of an employee's work, usually done annually). Have students form pairs to discuss the purpose of the form and who will use it.
- Elicit responses from several students. Clarify the purpose of the form, if necessary. (PR forms are used by managers to evaluate employees' work performance. Generally, both the individual employee and his or her supervisor(s) see the form.)
- 2 0 2.12
- Before you play the audio, put students with a partner and have them try to predict the missing words on the performance review form. Elicit some guesses from the class.
- Read the instructions aloud.
- Play the audio once, and have students check the ratings on the performance review form. Then have students compare answers with a partner.
- Play the audio again, and have students complete the supervisor's comments.
- To check answers, ask the class questions about the form to elicit the correct information, for example, *What rating did Michael give Amy for job knowledge? What was his comment?*

Answers

Job knowledge: above expectations; has worked hard to

Quality and quantity of work: above expectations; pays attention to; needs to ask

Planning and organizational skills: meets expectations; to make sure

Interpersonal skills: outstanding; always positive

• To wrap up, ask students to tell you how they think Amy feels about her performance review. To preview the phrases students will learn for responding to feedback, ask students to tell you any words or phrases in the audio that indicate her overall reaction, for example, *Good, thank you*. and *OK, that's true*.

3

- Read the instructions aloud.
- Have students form pairs and tell them to decide who will play Michael and who will play Amy in the conversation. Give students time on their own to review the form in Exercise 1 and prepare for the conversation. If students need additional support, play the audio again, and have them note any useful phrases. Alternatively, hand out a copy of the audioscript on pages 124–125 of this Teacher's Guide, and have students practice the conversation a few times before they do so in their own words.
- Have students practice the roleplay several times. Remind them to change roles.
- To wrap up, ask for volunteers to perform the roleplay for the class.
- 4 0 2.13
- Before you begin this exercise, ask the class to think of advice they could give Amy on how she could improve her work performance. Elicit several ideas, and write them on the board, for example, *When she has a question, she should ask a colleague right away*.
- Have students open their books to page 77. Call on a student to read the instructions and the answer choices aloud.
- Give students time to mark their guesses. Make sure they understand that they can choose more than one item.
- Have students compare answers with a partner. Then elicit a few guesses from the class.
- Play the audio and have students check their guesses.
- Go over the answers with the whole class. Ask students to share the words or phrases they heard that helped them get the answer.

Answers

b I can take some training courses.

Level 2

- d I'm not sure. Do you have any suggestions?
- To wrap up, ask for volunteers to tell you what specific skills Amy would like to improve (time management and writing).

Responding to feedback

p77



- Read the instructions aloud. Have students work with a partner to try to remember Amy's reactions to Michael's feedback. Then ask for volunteers to read the sentences, inserting their guesses.
- Play the audio for Exercise 2 on page 76 again, and have students complete the missing information.
- To check answers, call on students to write the sentences on the board.

Answers

that's true, for the feedback, I appreciate that!

2

- Read the instructions aloud. Then ask for volunteers to read the phrases above the boxes aloud.
- Explain that the phrases indicate the person's reaction to the feedback.
- Give students time to complete the chart. Walk around the class as students work, offering help as needed. If students need hints, read the phrases aloud with the proper intonation to indicate the person's reaction.
- Go over the answers with the whole class.

Agreement	Understanding	Disagreement
You're right,	I see.	I don't agree.
thank you.	I understand	I'm not sure
I think that's	what you're	that's true.
true.	saying.	I don't think
I agree with you.		that's correct.

Responding to feedback: asking for clarification **p77**

3 👀 2.15

- Read the instructions aloud. Ask for volunteers to try to predict the missing information. Write students' ideas on the board.
- Play the audio for Exercise 2 on page 76 again, and have students complete the sentences.
- To check answers, call on students to read the correct sentences aloud.

Answers

What do you mean by that, can you explain that, give me an example

- 4
- Read the instructions aloud. Ask for volunteers to try reading the sentences aloud using the same intonation as Amy used on the audio.
- If necessary, play the audio again, pausing after the phrases for students to repeat. Then have students continue the practice with a partner.

Teaching tip

Review of peer feedback: Before you do Exercise 5, students may need a review of the rationale behind having them give and receive peer feedback. Remind them that the aim of peer feedback is to allow students to observe and learn from one another so that they can help one another improve their skills. Point out that giving feedback means pointing out positive points (strengths) as well as suggesting areas for improvement (not simply pointing out weaknesses).

5

- Read the instructions aloud. Tell students they are going to have a chance to practice giving and receiving feedback about their work in this course.
- To model the task, tell the class that you would like to take the opportunity to get some feedback, so that in the future, you can continue to improve the course for your future students. Ask students to first think of a few strengths and areas for improvement for the course in general. Elicit feedback from the class, and respond or ask for clarification using the appropriate phrases from page 77.
- Have students form groups of three. Allow students to choose their groups, as it will be helpful for this activity if students are somewhat familiar with one another.
- Give students time to think of feedback and complete the chart about their two classmates. Refer students to the examples under the chart if they need ideas.
- When students finish their charts, have them take turns sharing and reacting to the feedback. Remind students to use the phrases they learned on page 77. Walk around the class as students work, listening in and encouraging students as needed.
- To wrap up, lead a brief class discussion about students' experiences with the exercise. Ask for volunteers to share how they felt giving and receiving the feedback, and any challenges they had.

Checking understanding

p78



• Tell students they are now going to learn some useful expressions for checking their understanding when they are listening to another person explaining something or giving information.

- Read the instructions aloud. Ask the class why they think it's important to check one's understanding, particularly in a business situation. Elicit several responses from the class, for example, *If people misunderstand important information, it could create problems for the company.*
- Play the audio once and have students just listen to the conversations. Then play the audio again, and have them complete the expressions.
- To check answers, call on students to read the expressions aloud.

Answers

let me check that I understand, Let me confirm, Can I confirm

- For additional practice, ask for volunteers to play the role of the second speaker in each of the conversations. Play the audio again, stopping after the first speaker in each conversation. Then ask the volunteers to check understanding and repeat the information.
- 2
- Have students form pairs. Read the instructions and the list of tasks aloud. Model the activity by explaining one of the tasks to the class yourself. Explain that students should check their understanding when you are finished, using the phrases they learned in Exercise 1.
- Give students time to choose one of the tasks and prepare their explanation. Encourage lower-level students to make notes to help them.
- When students are ready, give pairs about six minutes (three minutes per partner) to explain the information and check understanding. Walk around the class as students work, listening in and making note of any areas to address later.
- To wrap up, ask students to share their reactions to the exercise. Ask the class *Were the instructions successful? What was challenging? How could you improve the next time?*

Self-evaluation p79

1

- Before you begin this lesson, make some time to review what students have learned in the course.
- You may even want to dedicate an entire class period to review. (See Review ideas in the Extension activity below.)

Extension activity

Review ideas

• Create a review worksheet using the Performance language (Review) on pages 122–126 of the Student Book. Make a copy of the lists and use correction fluid to blank out some words in the phrases. Make one copy of the worksheets

Unit 12

for each student in the class. Hand out the worksheets, and have students work together (looking through the Student Book and their notes) to complete them.

- Have-students work in groups of four or five to go through the textbook and create review quiz questions. Write some model question formats on the board for students to follow, for example, multiple choice, true / false, fill-in-the-blank, etc. Each group should write about ten to twelve questions. When groups finish, have them exchange papers with another group, and then work to complete the review quiz. Allow them to use their Student Books to find the answers.
- Have students work in groups of three or four. Tell groups to look at the table of contents on pages 2 and 3 of their Student Books. Groups should look together at the column labeled "Contents". Have students read the list of contents together, and brainstorm phrases and expressions they have learned for each topic. Then have them refer to the Performance language (Review) on pages 122–126 of the Student Book to compare their lists.
- Once students have had a chance to review the language and skills they have learned in the course, have them look at the self-evaluation form on page 79 of the Student Book.
- Read the instructions aloud, and give students time to read the self-evaluation form silently. Allow at least 15 to 20 minutes for students to complete the form. Encourage them to look back through their notes as well as the Student Book units, and to add specific comments about their own performance and improvement. Walk around the class as students work, offering help and encouraging students as needed.

2

- Have students form pairs.
- Read the instructions aloud. Write some useful phrases on the board to help students, for example: *One area I think I improved in is ...*

I'm confident about my ability to ...

Level 2

I think I'm good at ...

I worked hard on ...

Something I'd like to continue working on is ... I'd like to develop my skills in ...

• Give pairs about ten minutes to share their selfevaluations. Remind students to give one another feedback on their performance in the class, for example:

I think you're really good at ...; One thing you could do is ...

• Walk around the class as students work, reminding them to check understanding and clarify information. Encourage students to share ideas on how to improve their skills, and to take notes on their partner's feedback.

• To wrap up, ask for volunteers to share one strength and one area for improvement. Have the class suggest ideas for how to improve.

What happens next? p79

. 0 2.17

- Read the instructions aloud. Then give students time to read the answer choices silently.
- Before you play the audio, have students work with a partner to predict the answers. Elicit some guesses from the class.
- Play the audio once or twice as needed, and have students mark their answers.
- Have students compare answers with a partner. Then check answers by calling on students to read the correct statements aloud.



• To wrap up, ask the class Why does Michael want to send Amy overseas? Where does he plan to send her? How does she feel about it?

Viewpoints: High context – low context **p80**

Vocabulary and expressions

criticize praise task-centered

- Before you begin this lesson, point out the *Look it up* section, and give students time to check the words on page 134 of their Student Books.
- Focus students' attention on the picture. Go through the words and phrases one by one, and try to elicit an explanation or examples for each one, for example, *indirect*: preferring not to say things or give answers directly, for example, when giving feedback or saying *no* to a request. Explain that the words describe very general characteristics of people in different cultures.
- When students are familiar with the concept of high / low context cultures read the instructions and the discussion questions aloud.
- Put students into groups of three or four to discuss the questions. Give them about ten minutes.
- When groups finish their discussions, ask for a volunteer from each group to share the highlights of their group's discussion. Have students give examples of ways in which they think their own culture is high or low context, for example, *In my culture, it's important to be a member of a group. Individuals are less important.*



- Read the instructions aloud.
- Before you play the audio, ask students to predict some information they might hear that would help them get the answers, for example, information about relationships, feelings, direct / indirectness, etc.
- Play the audio once, and have students mark *high context* or *low context*.
- Have students compare answers with a partner. Then play the audio again and have students take notes on each speaker's attitude about giving feedback.
- Have students compare notes and explain their answers.
- To wrap up, elicit the answers from the class, and have students give examples from the audio.

Answers

- **a** low context: be clear, focused, and direct; give details and examples; focus on what the next steps are, and what changes they need to make
- **b** high context: don't think I need to tell them directly; need to work well together as a team and have a good relationship

3

- Have students look at the iceberg picture. Explain that the aspects of culture that are above the water are those aspects that one can physically see examples of within a culture, for example, food, music, holidays, etc. The aspects below the water are the parts of a culture that are "invisible": feelings, attitudes, emotions, etc.
- Give students time on their own to think about the items on the list and where they fit in the iceberg model of culture.
- Have students discuss their ideas in groups of three or four. Tell them to give reasons and examples to support their ideas. Walk around the class as students work, listening in, and offering ideas as needed.
- When students finish, copy a large version of the iceberg onto the board. Then ask for volunteers to come up and write the items in the correct places.
- When students have written all of the items, lead a whole-class discussion about the picture on the board. Have students give examples for why they chose to place the items above or below the water. Confirm students' answers.

Answers

Above the water: customs, clothes, food, literature, music, history, gestures

Below the water: importance of time, attitude towards age, decision-making process, religious beliefs, nature of friendship, values, concept of leadership • To wrap up, ask the class the last question *Can you think of any examples of how items below the water affect the visible items?* Give one of two examples to help clarify the question, for example, *Religious beliefs may affect customs, such as holidays and food.* Lead a class discussion about the items, and have students give examples from their own and other cultures.

Business task:

Evaluating and recommending **p81**

Task 1

- Explain that students will now have a chance to use their skills for giving feedback to evaluate their textbook, and make valuable recommendations for how to improve it.
- Call on a student to read the *Scenario* aloud for the class.
- Read the instructions and the questions aloud. Encourage students to look back through the units of the Student Book, and make note of any units, sections, or activities that were particularly enjoyable / challenging / interesting (or uninteresting).
- Allow about ten minutes for students to complete the chart with the feedback. For lower-level classes, have students work with a partner, so they can help each other. Walk around the class as students work, offering help as needed.

Task 2

- Have students form groups of three or four to share ideas. Have groups choose a group leader to open and close the meeting. You may want to set a limit for how many recommendations groups should make, for example, five. Remind students to take notes on the group's ideas and decisions.
- Allow about 10 to 15 minutes for their meeting.
 Walk around the class as students work, listening in and making sure all students are participating.

Task 3

- Have students form new groups of three or four.
- Give groups about 15 minutes to share their ideas (three to five minutes per student). Tell students to give reasons to support their opinions and recommendations.

Task 4

- Read the instructions aloud. Divide the class into groups of six to eight students. Alternatively, do the activity with the whole class.
- You can do this activity as a roleplay with half the class playing managers from Macmillan Publishers, and half the class playing consultants who have been asked to give feedback on the book. Have students change roles once. This way, students will also have a chance to practice the language and skills they have learned for responding to feedback.

- When students finish the meeting, have them give a brief presentation outlining the strengths and areas of improvement they have identified. Remind students to use the language and skills they have learned in this course for giving presentations.
- Encourage students to ask one another questions about their decisions, so that they have a chance to practice responding to questions.

Follow-up

- Read the instructions and the questions aloud. Give students time to write their answers to the questions.
- Have students form pairs or small groups to share their answers to the questions. Tell them to share ideas and give recommendations for how to improve.
- To wrap up, ask for volunteers to share with the class their own strengths and areas for improvement, as well as ideas for how to improve.

Teaching tip

Written feedback: If time allows, you may want to collect students' written answers to the Follow- up task questions and respond to them in writing as part of your final feedback on students' work in the course. This will give you an idea of how students feel about their progress in the course, and students will enjoy receiving personalized feedback and suggestions for improvement.

Photocopiable activity

p108

Feedback form

- 1 Prepare one copy of *Feedback form* for every student.
- **2** Tell students NOT to write their names on the form. You will get more honest answers that way!
- **3** Have students complete the form individually, either in class or as homework.
- 4 Collect the forms from the students and go through them while the course is still fresh in your mind. If you learned anything that would influence how you teach the course the next time, write it down so that you won't forget it.

Level 2

Review Unit answer key



(Sample answers. Answers will vary.) What's your name? Where are you from originally? What do you do? What kind of things do you like to do?

2 Who are they?

Lizzy **Brown Chicago**, U.S.A. Research assistant Scuba-diving

Peter Swain Bath, England Student (history) Rock climbing, Scuba-diving

3 What's wrong?

Hi everyone, I'm Emil! I graduated in from UCLA last year. I'm from Hungary originally but I live lived in California when I was a student. I like swimming and play playing music. I'm excited **about** working here and getting to know everyone.

4 Mixed-up

- A: Hi, Phil. Do you know Sofia?
- **B:** No, we haven't met.
- A: Oh, OK. Phil, this is Sofia she's studying Japanese with me. Sofia, this is Phil.
- B: Nice to meet you, Phil. Where are you from?
- **A:** Nice to meet you, too. I'm from England originally. How about you?
- **B:** Well, I was born in Italy, but I moved to America when I was young.

5 Odd one out

- **a** 3 (others are related to presentation openings or closures)
- **b** 3 (others are talking about presentation openings)
- c 2 (others are related to presentation outline)

6 In my next slide ...

Title: Process improvements – **reducing** cycle time Message: **We can cut** costs by **17%**

Outline: 1 Current situation

- 2 Recommendations (Improvements)
- 3 Expected cost savings

7 Would you like me to show you around?

(Answers will vary. Below are sample expressions students could include.)

Great!

Why don't we ...? How about ...? We could ...

That's an idea, but ... That would be great. That's a great idea. That sounds fantastic. Hmm. Well, actually ...

8 We need to talk ...

(Sample answers. Answers will vary.)Let's consider whether we have enough money.We need to talk about how much time it will take.We have to discuss when the project will start.We need to consider how many people we need.

9 Connect two

a 3 **b** 4 **c** 5 **d** 2 **e** 1

10 What's the word? Students' own answers.

Review Unit answer key

1 I'm not here right now

- a Please call back after 5:00 p.m. today
- **b** Will call you back about the soccer game this weekend
- $c \ \ \, \text{Please call back} \text{about the meeting tomorrow}$

2 Can I take a message?

Students' own answers.

3 Could you tell me where the bus stop is?

(Sample answers. Answers will vary.)

- A: Can you tell me where the bank is?
- B: I'm sorry, I don't know.
- A: Excuse me, do you know what time it is?
- B: Yes of course, it's two o'clock.
- A: Do you know who that man is?
- B: That's my brother.

A: Could you tell me where the nearest post office is?

B: There's one over there, around the corner.

4 Go straight for four blocks

5 Best regards

(Sample answer. Answers will vary.) Dear Mr Richie,

Attached please find the report you requested. Let me know if you have any questions on this. Regards, Amy Lee

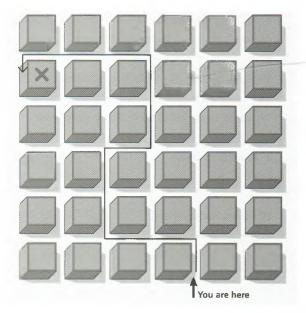
6 You need to look more confident

Students' own answers.

7 Thanks so much for your feedback! Students' own answers.

8 What's the word?

Students' own answers.



Review Unit answer key

(Sample answers. Answers will vary.)Jill's name should be typed.Jill's date of birth should not be included.Jill's gender should not be included.Jill's marital status should not be included.Jill's hobbies should not be included.Jill's work experience should show most recent first

2 Can you give me an example? Students' own answers.

3 I enjoy the work, but ...
Paris, France
England
London 2008
Hotel management
Welcoming guests
accepting reservations
dealing with problems
hiking
5 years from now
helicopter pilot

4 It's a long story ... Students' own answers.

5 Tell me about yourself Students' own answers.

6 It's perfect!(Sample answers. Answers will vary.)It's too bigIt isn't small enough

9-12

It's **too expensive** It isn't **cheap enough**

It's **too easy** It isn't **difficult enough**

7 Don't worry about it (Sample answers. Answers will vary.) Please don't worry about it. That's perfectly OK. It's all right.

8 Can you explain that a little more? Students' own answers.

9 What's the word? Students' own answers.

Practice for the TOEIC[®] test answer key

Unit l

LISTENING A Photographs I D 2 B

B Sentence – Response 3 A 5 A 4 C 6 B READING: Sentence completion 7 D 10 B

11 D

12 B

Unit 2

8 A

9 C

LISTEN	ING: Short conversations and talks
1 C	4 B
2 B	5 B
3 D	6 A

READING: Passage completion

7 A	8 D
9 B	10 A
11 C	12 C

Unit 3

LISTENING A Photographs 1 D 2 B

B Sentence – Response 3 A 5 B 4 C 6 C

READIN	IG: Sentence completion
7 B	10 D
8 C	11 A
9 A	12 C

U	nit	4

LISTE	NING: 9	Short conversations and talks
ΙB	4 B	
2 C	5 D	
3 A	6 C	

Units 1-7

READING: Reading comprehension 7 B 9 C 8 D 10 A

Unit 5 LISTENING A Photographs 1 A 2 C B Sentence – Response

3 B 5 B 4 C 6 A

READING: Sentence completion

7 B	10 C
8 D	11 B
9 A	12 C

Unit 6

LISTENING: Short conversations and talks1 C4 D2 B5 C3 B6 D

READING: Passage completion 7 D 8 C 9 A 10 B

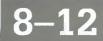
Unit 7 LISTENING A Photographs I D 2 A

B Sentence – Response 3 A 5 C 4 B 6 B

READING: Sentence completion

7 B	10 B
8 A	11 D
9 D	12 C

Practice for the TOEIC® test answer key 8–12



Unit 8	Unit 11	
LISTENING: Short conversations and talks	LISTENING	
1 A 4 C	A Photographs	
2 C 5 B	1 C 2 A	
3 A 6 C		
	B Sentence – Response	
READING: Paired Reading	3 B 5 C	
7 D 9 D	4 A 6 B	
8 C 10 B		
	READING: Sentence completion	
Unit 9	7 C 10 C	
LISTENING	8 B 11 B	
A Photographs	9 D 12 A	
1 C 2 B		
B Sentence – Response	Unit 12	
3 C 5 A	LISTENING: Short conversations and talks	
4 B 6 A	1 B 4 A	
	2 D 5 C	
READING: Sentence completion	3 C 6 D	
7 B 10 B		
8 A 11 D	READING: Passage completion	
9 D 12 A	7 A 9 D	

8 C

10 B

Unit 10

LISTENING: Short conversations and talks

- 1 C 4 B
- 2 D 5 A
- 3 A 6 D

READING: Passage Completion

.

- 7 D 9 A
- 8 C 10 C

LISTENING section (24 points)

6

A Lister to the conversation (CD2:39). Check true or false. (4 points)

TEST 1

- Mark and Tina work for the same company.
 □ True
 □ False
- 2 Mark feels uncomfortable talking about his job.□ True □ False
- 3 Tina's husband is a business professor.□ True □ False
- 4 Mark is taking a class with Tina's husband.□ True □ False
- **B** Listen to the talk (CD2:40). Circle the correct answers. (4 points)
- 1 Maria Hernandez is speaking to ...
 - **a** her own company.
 - **b** a different company.
 - c people from many different companies.
- **2** She is going to focus on ...
 - **a** expanding business into Mexico.
 - **b** relationships between Mexicans and Americans.
 - c training employees for international business trips.
- 3 She has ____ main points.
 - **a** two
 - **b** three
 - **c** four
- **4** She is going to start by ...
 - **a** giving some background.
 - **b** asking a question.
 - **c** showing some slides.
- C Listen to the conversation (CD2:41). Circle the correct information. (4 points)
 - 1 The *man / woman* is in charge of the meeting.
 - 2 The woman wants to talk about *time / space* and cost.
 - **3** The man *agrees / doesn't agree* with the woman's opinion.
 - **4** They will make a decision by *voting / consensus*.
- D Listen to the talk (CD2:42). Circle the correct answers. (4 points)
- 1 The man says that one reason for his _____ is meetings.
 - **a** job
 - **b** budget
 - **c** travel

- **2** The man says that _____ is important.
 - **a** body language
 - **b** meeting new people
 - **c** being on time
- **3** Face-to-face meetings help the man make decisions ...
 - **a** by himself.
 - **b** more quickly.
 - **c** later.
- **4** The man believes face-to-face meetings help his company ...
 - **a** save money.
 - **b** make better decisions.
 - c get more business.
- E Listen to the telephone call (CD2:43). Check true or false. (4 points)
- 1 John Sandefer is out sick today.
 - \Box True \Box False
- **2** If the caller needs help right away, he or she should email Mr. Sandefer.
 - \Box True \Box False
- 3 The caller wants to talk about a schedule.□ True □ False
- 4 The caller says she will call back next week.□ True □ False
- **F** Listen to the conversation (CD2:44). Circle the correct answers. (4 points)
- 1 The concert hall is ...
 - **a** around the corner.
 - **b** past the intersection.
 - **c** across the street.
- **2** After 6:30, the tickets will be ...
 - a sold out.
 - **b** cheaper.
 - **c** free.
- **3** Finally, the man wants to find a ...
 - a bank.
 - b café.
 - c hotel.
- **4** The woman tells the man to go down the street and ...
 - a turn right.
 - **b** turn left.
 - c cross the street.

Units 1-6



LANGUAGE AND VOCABULARY section (51 points)

- A Put the words in the correct order to make the questions. (8 points)
- 1 of / Brazil / part / from / you / what / are

	you / what / studying / are
	don't / cafe / why / we / to / a / go
	should / restaurant / go / to / which / we
5	to / this / later / can / we / back / come
•	back / in / I / you / call / minutes / ten / can
7	it / here / is / distance / from / walking
3	where / is / you / could / the / station / me /

B Match the questions from Part A above to these responses. Write the number of the question in the box. (8 points)

- [] **a** I'm a business major.
- [] **b** OK. Let's take a break now.
- [] **c** Actually, I recommend taking a taxi.
- [] **d** That's a great idea.
- [] e Rio de Janeiro.
- [] **f** Sure. It's right around the corner.
- [] **g** How about going for pizza?
- [] **h** No problem. I'll be here.

C Fill in the blank with the correct letter. (10 points)

- 1 Raj, would you like to ______ a few words? a know b do c make d say
- 2 My _____ today is that we need to work harder. **a** speech **b** vision **c** message **d** presentation
- 3 Let me start by giving you _____ background.
 a a b some c much d every
- 4 How about _____ to the market? a going b go c we go d to go

5 Let's consider _____ we have enough money to buy new phones.

a how **b** when **c** whether **d** what

- 6 We'll focus _____ two main factors.a at b on c with d for
- 7 _____ the top of my head, why don't we set up a website?

a From b Over c Off d On

- 8 Let's _____ the next point.a move on to b hear from c agree to d find out
- 9 We _____ from Hyun Jin yet.
 a don't hear b won't hear c aren't hearing d haven't heard
- 10 Would you like to _____ a message? a make b say c leave d give
- D Fill in the blank with the correct word or phrase from the box. (There are six extra words.) (10 points)

	anything	foot	recommend	turn
	confirmation	intersection	reservation	twin
ĺ	corner	nothing	straight	under
ľ	elevator	over	tell	walking

- A: Welcome to the Daisy Chain Hotel. Can I help you?
- **B:** Yes, I have a _____ (1) for tonight.
- **A:** OK ... what is your family name?
- B: Barker. Keith Barker.

- A: Uh ... I'm sorry, I don't seem to have _____ (2) here under that name. Do you have a _____ (3) number?
- **B**: Yes, here it is ...
- A: Oh, Barker! I'm sorry, I was looking _____ (4) Parker. So, that's a _____ (5) room, for two nights?
- **B:** Yes, that's right.
- A: OK, here you go ... Room 703. That's on the seventh floor, of course.
- **B:** Right, and, uh ... where's the _____ (6)?
- A: Oh, it's right around the _____ (7) there.
- Do you have any other questions?
- **B:** Yes ... can you _____ (8) a good cafe?
- A: Oh, certainly. You should try the Supreme Bean.
- **B:** Can I get there on _____ (9)?
- A: Yes, of course. When you leave the hotel, turn left, and then go ______ (10) for two blocks, and you'll see it on your right.
- B: Thank you.

-6 TEST 1

- E Match the vocabulary words to their meanings. (8 points)
- 1 major **a** hope or plan for the future
- 2 vision
 b asked for
 3 hire
 c your main field of study at college or university
- **4** examine **d** where two streets cross
- **5** punctuality **e** not polite
- **6** requested **f** look or think over carefully
- **7** intersection **g** give a job to
- 8 rude h being on time

F Correct the errors in the sentences. (7 points)

- 1 Where are you from, original?
- **2** I'm going to talking about three main points.
- **3** As I see, we should hire another assistant.
- **4** How about ask the sales staff in Hong Kong?
- **5** Let me summary last week's meeting.
- 6 Please leave your name and message for the beep.
- 7 Where is the near coffee shop or restaurant?

SPEAKING section (25 points)

* See Teacher's Guide page 89 for *Speaking section* scoring guidelines.

A Interview questions

- **1** Imagine you are a new employee at a company. Give an introductory speech about yourself to the other people in your office.
- **2** Give the opening of a presentation, with two or three main points, about one of these topics:
 - what you have learned in this class so far
 - your plans for an upcoming vacation or holiday
 - an important issue for your school, neighborhood, or city
 - important features of your cell phone, computer, or other piece of favorite technology.

3 Give suggestions for these questions:

Units 1-6

- "What are some good restaurants near this school?"
- "What is a good way to improve my listening ability in English?"
- "What kind of decision-making style should the teacher use to decide about our final exam?"
- "What are some good sites for online shopping?"

- **4** React to these questions and statements:
 - "How much money do you have?"
 - "Is everyone from your culture shy?"
 - "I think we should have English homework every day."
 - "Voicemail systems are important for businesses to be successful."

B Roleplay cards

1

- A You are at a company party. You see a new employee.
 - Start a conversation with Student B.
 - Ask some questions to find out about Student B's personal interests and hobbies. Try to find some things in common.
 - Answer Student B's questions.
 - End the conversation.

1

- **B** You are a new employee. You are at a company party.
 - Greet Student A.
 - Answer Student A's questions. Remember to add some information or ask questions back.
 - Ask Student A some questions about the company.
 - End the conversation.

2

- **A** You are in charge of planning a class party for your English class.
 - Start a conversation with Student B. Tell him or her about the party.
 - Answer Student B's questions about when the party is.
 - Ask Student B what kinds of activities he or she thinks the class should do, and what kinds of food and drink there should be. Agree or disagree (politely) with Student B's suggestions.
 - End the conversation.

- **B** You and Student A are in the same English class.
 - Greet Student A.
 - Ask questions about the event. Find out what day and time it is.
 - Give Student A your opinions on the topics he or she asks about.
 - End the conversation.

C Conversation map

CALLER	RECEIVER
Ring ring!	
	Give the company name. Offer to help.
Say your name. Ask to speak to Mr. / Ms Say why you are calling.	
	Ask the caller to wait.
	Tell the caller that Mr. / Ms is not there – give the reason.
Ask for Mr. / Ms to call you today.	
	Explain that Mr / Ms will probably not be able to call today. Offer to take a message.
Leave a message.	
	Ask the caller to spell his / her family name.
Respond.	
	Ask for the caller's telephone number.
Respond.	
	Thank the caller. End the call.



LISTENING section (24 points)

- A Listen to the conversation (CD2:45). Check true or false. (4 points)
- Jack will have three different email accounts.
 □ True
 □ False
- **2** Now, Jack uses his university account for personal email.
 - □ True □ False
- **3** Jack's new email account is free.
 - \Box True \Box False
- 4 The woman likes Jack's name for his email account.□ True □ False
- **B** Listen to the conversation (CD2:46). Circle the correct information. (4 points)
- 1 The woman is *beginning / ending* a presentation.
- 2 The man wants to turn his light off / keep his light on.
- 3 The man works in an open / a private office.
- **4** The woman *helps / can't help* the man find a solution.
- C Listen to the conversation (CD2:47). Circle the correct answers. (4 points)
- 1 The people are ...
 - **a** writing a job announcement.
 - **b** reading a resume.
 - **c** interviewing an applicant.
- **2** The people ...
 - a don't care if the applicant is a man or a woman.
 - **b** would rather hire a woman.
 - c would rather hire a man.
- **3** Pat Morgan is now ...
 - a not working.
 - **b** studying at the university.
 - **c** working at a company.
- **4** The people believe that Pat is _____ for the position.
 - a overqualified
 - **b** qualified
 - **c** not qualified
- **D** Listen to the talk (CD2:48). Check true or false. (4 points)
- The woman is talking about her strengths.
 □ True
 □ False
- 2 She likes to work independently.□ True □ False

Units 7-12

- 3 She believes that she is honest.□ True □ False
- 4 She is applying for a job in a restaurant.□ True □ False
- **E** Listen to the conversation (CD2:49). Circle the correct information. (4 points)
- 1 The woman is buying a gift for her nephew's *birthday* / *graduation*.
- **2** She thinks Peter can help her because *he is a man / he knows her nephew*.
- **3** She thinks cash is too *ordinary / expensive*.
- 4 Her nephew can use her gift to get *movies / music*.
- **F** Listen to the conversation (CD2:50). Circle the correct answers. (4 points)
- 1 The woman is ...
 - **a** giving a performance review.
 - **b** interviewing someone for a job.
 - c giving a presentation.
- **2** The man doesn't have enough ...
 - a experience.
 - **b** confidence.
 - $\boldsymbol{c}~$ information.
- 3 The man is going to ...
 - a ask more questions.
 - **b** come to work earlier.
 - **c** move to another office.
- 4 The woman didn't know about the man's ...
 - a complaints about his job.
 - **b** writing ability.
 - c language skills.

LANGUAGE AND VOCABULARY section (51 points)

- A Put the words in the correct order to make the sentences. (8 points)
- 1 request / your products / some information / writing / I'm / to / about
- 2 some / could / you give / feedback / me
- 2
- 3 does / have / experience / how / she / much

Jnits 7–

- **4** something / me / you / about / could / your background / tell
- 5 doing in / hope / what / five years / you / do / be / to
- 6 of / about / chocolates / what / box / a
- 7 black cats / U.S. / aren't / the / why / popular in
- 8 you / year / English this / have / studying / enjoyed
- B Match the questions from Part A above to these responses. Write the number of the question in the box. (8 points)
 - [] **a** Well, I graduated with a degree in marketing.
 - [] **b** Yes. And I've learned a lot.
 - [] **c** I want to be working as a teacher or a coach.
 - [] **d** Your slides were great, but you need to make the writing a little bigger.
 - [] e That sounds like a great idea.
 - [] **f** She worked as a sales clerk for two years.
 - [] g Attached please find a copy of our 2010 catalog.
 - [] **h** Well, they're considered unlucky.
- C Fill in the blank with the correct letter. (10 points)
- 1 I look ______ to hearing from you. a soon **b** forward **c** next **d** often
- **2** My inbox was _____ this morning. a empty **b** free **c** space **d** resolved
- **3** You should ______ some more slides. **a** have **b** having **c** be having **d** has
- **4** I've had some interesting part-time jobs. ____ example, I worked at a zoo.
- **a** By **b** One **c** As **d** For 5 Wanted: Receptionist. _____ for the front desl a busy doctor's office.
 - a Reliable **b** Responsible **c** In charge **d** Experienced
- 6 I _____ in Hong Kong. a born b raised c grew up d went
- 7 I'm not sure what I'm going to do after ____ a major **b** graduation **c** career **d** future
- **8** How about _____ her a photograph? **a** give **b** give to **c** giving **d** to give

- **9** Thank you for the CD. It was a lovely _____
- **a** think **b** thinking **c** thought **d** thoughtful
- _____ you enjoyed working here?

a Do **b** Did **c** Would **d** Have

- D Fill in the blank with the correct word or **phrase from the box.** (There are six extra words.)
- (10 points)

back	data	pointer	relax
bullet points	front	practice	screen
conclusion	introduction	presentation	slides
confident	nervous	quickly	summary

- A: Well ... how was it?
- **B:** Your _____ (1) was really good. And you started very well - your _____ (2) was interesting and clear.
- A: Oh, thank you! I felt a little _____ (3), you know.
- B: Yes, I know. I think that's why you spoke so _____ (4). I think you should speak a bit more slowly.
- **A:** Yes, you're right. I'll work on that. How about my presentation _____ (5)? Were they OK?
- B: Well ... yes, I think so. But you were standing in _____ (6) of them, so it was hard to see them sometimes.
- A: Oh, no, really? I won't do that again. I guess I should use the _____ (7).
- **B:** Exactly. Use that to point to things on the (8), and then you can stand to the side.
- A: Good idea. Anything else?
- B: Well, your _____ (9) was a bit short. It was good, but I think it's also important to include a (10) all of your main points, so people don't forget what you said.
- A: OK, thanks for the feedback it was really helpful!
- B: You're welcome And again, good job.

	E	Match the vocab (8 points)	ula	ary words to their meanings.
	I	parentheses	a	be in charge of
	2	feedback	b	choose
sk of	3	responsible for	С	happening once a year
	4	qualified	d	to cover with paper or cloth
	5	strengths	e	punctuation marks that look like (_)
	6	select	f	special abilities; things you are very good at
_ ·	7	wrap	g	having the appropriate education, skills, and experience
	8	annual	h	comments, opinions, and

h comments, opinions, and suggestions

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F Correct the errors in the sentences. (7 points)

- 1 I'm writing in responding to your recent phone call.
- **2** You need to slow up when you speak. It's too fast for me to understand.
- 3 Let me summarize about my main points.
- 4 I'm not sure he's enough experienced for this position.
- **5** Do Europeans include personality information on their résumés?
- 6 You should avoid to give very expensive gifts.
- 7 You've really done good job this year.

SPEAKING section (25 points)

* See Teacher's Guide page 89 for *Speaking section* scoring guidelines.

A Interview questions

- 1 Imagine you are giving a presentation about what you have learned in this class with at least three main points. Give the introduction and the conclusion for this presentation.
- **2** What are these like in your country or culture? Talk about *two* of them.
 - email
 - presentations
 - résumés
 - job interviews

3 Respond to these interview questions:

Units 7-12

- Can you tell me a little something about your background?
- What is your major, and why did you choose it?
- Why did you decide to take an English class?
- What do you hope to be doing in three years?
- **4** Is your culture a high-context or a low-context culture? What aspects of that culture are comfortable for you? Are there any aspects that are challenging for you? If so, why?

B Roleplay cards

1

- **A** You work for the IT department of your company. Student B is having trouble with his or her email account.
 - Greet Student B. Ask what the problem is.
 - Ask what was in the email.
 - Remind Student B that your company's server has trouble with large attachments. Ask if they are necessary.
 - Advise Student B to ask the email sender to send each attachment in a separate email.
 - Ask Student B to tell you later if this worked.

1

- **B** You are an employee who is having trouble with your email account. Student A works for the IT department and will help you.
 - Explain that someone sent you an email, but you never got it.
 - The email had two large PowerPoint[®] presentations.
 - Explain that the attachments are very important (say why).
 - Agree to try Student A's suggestion.
 - Thank Student A for the advice, and end the conversation.

- **A** You are a manager at Global Enterprises giving Student B his or her annual review.
 - Greet Student B and ask him / her to sit down.
 - Ask Student B how he / she feels about his / her first year of work.
 - Explain that the review form evaluates quality of work, job knowledge, and interpersonal skills. Say that Student B's quality of work and job knowledge are rated as "outstanding."
 - However, explain that Student B's interpersonal skills are rated as only "meets expectations."
 - Explain that some people think Student B is a little difficult to work with because he / she seems shy or not friendly. You've noticed that Student B doesn't eat lunch with any co-workers or socialize during the break times.
 - Accept at least one of Student B's ideas. Then thank them for coming.

Units **7–12**

2

B You joined Global Enterprises last year. Student A is your manager and is giving you your annual review.

- Greet Student A.
- Say that this year has been a little difficult, but that you have enjoyed the challenge.
- Thank Student A for the compliment.
- Ask Student A if there are any problems. Ask for an example.
- Suggest some ideas of your own that could help you improve in this area.
- Thank Student A for talking with you.

C Conversation map

CALLER	RECEIVER
Ring ring!	
	Give your name. Ask who is calling.
Say your name. Ask how he / she is.	
	Reply and reflect ("And you?").
Reply. Say you are calling to ask for some advice. Explain that you are traveling to another country and want to bring some small gifts. Ask for some ideas.	
	Make several suggestions. (It's OK to have some bad ideas!)
React to the ideas by saying whether you think the items are appropriate or not.	
	Make one more suggestion.
Decide which gifts you will buy.	
	Tell your friend that he / she made a good choice. Ask if he / she will wrap the gifts or not.
Answer your friend's question. Then thank your friend for the suggestions.	
	Respond to your friend's thanks. End the call.
End the call.	

TEST 1 and 2 – answer key

TEST 1

LISTENING section

A

1 False 2 True 3 True 4 False

-6

B

1b 2b 3c 4a

С

1 woman 2 space 3 doesn't agree 4 voting

D

lc 2a 3b 4a

Е

1 False 2 False 3 True 4 True

F

1 c 2 b 3 a 4 b

LANGUAGE AND VOCABULARY section

A

- 1 What part of Brazil are you from?
- 2 What are you studying?
- 3 Why don't we go to a cafe?
- 4 Which restaurant should we go to?
- 5 Can we come back to this later?
- 6 Can I call you back in ten minutes?
- 7 Is it walking distance from here?
- 8 Could you tell me where the station is?

B

a 2 b 5 c 7 d 3 e 1 f 8 g 4 h 6

C 1 d 2 c 3 b 4 a 5 c 6 b 7 c 8 a 9 d 10 c

D

1 reservation	2 anything	3 confirmation
4 under	5 twin	6 elevator
7 corner	8 recommend	9 foot
10 straight		

Ε

lc 2a 3g 4f 5h 6b 7d 8e

F

- 1 Where are you from, originally?
- 2 I'm going to talk about three main points.
- 3 As I see it, we should hire another assistant.
- 4 How about asking the sales staff in Hong Kong?
- 5 Let me summarize last week's meeting.
- 6 Please leave your name and message after the beep.
- 7 Where is the nearest coffee shop or restaurant?

TEST 2

LISTENING section

Α

l True 2 False 3 True 4 False

B

- l ending
- 2 keep his light on
- 3 an open
- 4 helps

С

1b 2a 3c 4b

D

1 True 2 False 3 True 4 False

E

1 graduation 2 he is a man 3 ordinary 4 music

F

la 2b 3a 4c

LANGUAGE AND VOCABULARY section A

- 1 I'm writing to request some information about your products.
- 2 Could you give me some feedback?
- 3 How much experience does she have?
- 4 Could you tell me something about your background?
- 5 What do you hope to be doing in five years?
- 6 What about a box of chocolates?
- 7 Why aren't black cats popular in the U.S.?
- 8 Have you enjoyed studying English this year?

В

a 4	b 8	с 5	d 2
e 6	f 3	g 1	h 7

TEST 1 and 2 – answer key

С

1 b	2 a	3 a	4 d	5 b
6 c	7 b	8 c	9 c	10 d

D

1	presentation	2 introduction	3 nervous
4	quickly	5 slides	6 front
7	pointer	8 screen	9 conclusion
1() summary		

Ε

le 2h 3a 4g 5f 6b 7d 8c

SPEAKING section See table below. **Speaking section assessment guide**

F

1 I'm writing in response to your recent phone call.

7-12

- 2 You need to slow down when you speak. It's too fast for me to understand.
- 3 Let me summarize my main points.
- 4 I'm not sure he's experienced enough for this position.
- 5 Do Europeans include personal information on their résumés?
- 6 You should avoid giving very expensive gifts.
- 7 You've really done a good job this year.

	1	2	3	4	5
Communication	Unable to communicate concepts or ideas successfully	Unable to communicate most ideas and concepts without great difficulty	Able to communicate some ideas and concepts with some difficulty	Communicates most ideas and concepts with minimal difficulty; has slight difficulty with complex ideas and concepts	Consistently communicates all ideas and concepts without difficulty
Fluency	Unable to respond; or gives only one- word, or very short responses	Often unable to respond, or responds with frequent pauses and hesitation; often unable to produce specific words or structures	Able to respond with some pauses and hesitation; sometimes unable to produce specific words or structures	Responds to most tasks with minimal pauses or hesitation; has slight difficulty producing complex words or structures	Consistently responds without pauses or hesitation
Accuracy	Uses incorrect grammatical structures and syntax in most responses; difficult to understand	Often uses incorrect grammatical structures and syntax; errors interfere with communication	Uses incorrect grammatical structures in some tasks; some errors interfere with communication	Rarely uses incorrect grammatical structures and syntax; minor errors do not interfere with communication	Consistently uses correct grammatical structures and syntax
Language	Unable to use target vocabulary and structures from the unit	Often unable to use target vocabulary and structures from the unit	Able to use target vocabulary and structures from the unit in some tasks; has some difficulty producing the correct language	Uses target language and vocabulary from the unit in most tasks; rarely has difficulty producing the correct language	Consistently uses target vocabulary and structures from the unit
Interaction	Unable to understand or interact with teacher/partner, does not ask for repetition or clarification	Often unable to understand or interact with teacher/partner, does not ask for repetition or clarification	Able to understand and interact with a partner with some difficulty; rarely asks for repetition or clarification	Understands and interacts appropriately with teacher/partner in most tasks; asks for repetition or clarification when needed	Consistently understands and interacts appropriately with teacher/partner; asks for repetition or clarification when needed

Classroom language

To talk to the instructor

I'm sorry, I didn't catch that.

Could you say that	again? more slowly? another way?	
Could you	spell pronounce explain write that on the board?	}that?
I don't know	the answer. what to say. what to do.	
I don't have	my book my homework a pencil / pen any paper	} today.
I'm sorry	I'm late. I was absent.	
What	did I miss? should I do?	
I'm going to be absent	tomorrow. next week. on Wednesday.	
I have to leave early toda Excuse me. I need to use	ıy.	÷
To talk to a partner / g	roup	
Do you want to	be my partner? work together? join our group?	
May I I'll be Student A. You car OK, I'll go first.	be your partner? join your group? 1 be Student B.	
Let's switch roles and do Let's try it again.		

Are you finished? Let's compare answers now.

What's the answer to number (3)?

Pair introductions 11b

	ner's name:		
1		f	
2	Do you like	?	
3	Do you have a		
4	How many		
5	Do you ever	2	
6	When you were a child, did you	?	
7	Have you ever been to		
8	Have you ever tried		
	Are you going to	this weekend?	
9			
10	Would you like to dent B		
10 	Would you like to		
u ar	Would you like to dent B		
u ar	Would you like to dent B	?	
10 2 1	Would you like to dent B tner's name: Do you know how to	?	
10 2 3	Would you like to dent B tner's name: Do you know how to Who's your favorite What kind of How often do you	? ? do you like? 2	
10 2 3 4	Would you like to dent B tner's name: Do you know how to Who's your favorite What kind of	? ? do you like? ?	
10 ar 1 2 3 4 5	Would vou like to dent B tner's name: Do you know how to Who's your favorite What kind of How often do you	? ? do you like? 2	
10 ar 1 2 3 4 5 6	Would you like to dent B tner's name: Do you know how to Who's your favorite What kind of How often do you Do you enjoy What's your	? _?	
10 2 3 4 5 6 7	Would you like to dent B tner's name: Do you know how to Who's your favorite What kind of How often do you Do you enjoy What's your	? ? ? ? ? ? ? ? ? ? ? ?	
10 21 3 4 5 6 7	Would you like to dent B tner's name: Do you know how to Who's your favorite What kind of How often do you Do you enjoy What's your Have you ever Have you ever seen a	?]]	

2

Photocopiable activities

My family is hosting a visitor from the U.S. for three days. They would like me to show him around. He's ten years older than I am, so I'm not sure what he would like. Can you help me think of some ideas?	I'd like to change or update my style. Maybe a new haircut? Or different clothes? I'm not really sure. I just want to try something different.	I can't relax! I have a busy life and a lot of stress. My shoulders and neck feel tight all the time, and it's hard to fall asleep at night. Everyone tells me to "take it easy," but I don't know how!
I'm mostly happy with my progress in English class. However, I'd like to learn more vocabulary. Also, it's hard for me to remember new vocabulary after I learn it. Do you have any advice?	My friend is depressed because of some family problems. I can't solve his problems, but I would like to cheer him up. What can I do to help him feel happy again?	I'd like to exercise more. I've heard that exercise will give me more energy and help me feel better. But I don't know where to start, or even what kind of exercise to try. I don't have a lot of money for expensive equipment or classes.

Suggestions roleplay 2

I always listen to the same	My aunt is coming to	I'd like to get a part-time job
music. I like my music, but	visit my family, and she is	so I can earn some money.
I want to try something	spending her birthday with	However, I'm also busy with
new. Can you recommend	us. My parents say I should	schoolwork, so I don't want
any great new music that I	buy her a gift, but I have no	something that's too difficult
should try? I'd like to find	idea what kinds of things she	or takes too much time. I'd
something I've never heard	likes. What's a good gift for	like to do something fun,
before.	someone I don't know?	too!
I have a good friend who emails me too often. Also, her emails are very long. These days, I'm very busy, and I don't always have time to answer her – and then she gets mad at me! What should I do? She's a good friend, and I don't want to upset her.	I want to be a good singer. However, I feel very shy about my voice! How can I learn to sing well, without feeling embarrassed?	My cousin is graduating from high school, and asked my advice about the best university major for someone who wants to make a lot of money without doing much work. I don't know what to tell him!

A question of ethics

Anne was a high school girl in love with Chris. Anne and Chris lived in different cities. Every weekend, Anne would travel by bus to see Chris. Although she had no money, the bus driver took her for free. One day, the bus driver said he wouldn't drive her anymore if she couldn't pay. Anne explained that she had no money. The bus driver said that he would still drive her if she would steal an expensive video game system for him.

Anne didn't know what to do, and went home to talk to her mother. Her mother said, "You are almost an adult now. You need to make your own decisions." So Anne stole the video game system and gave it to the bus driver.

When she met Chris, she told him what she had done. Chris was very angry, and said he didn't want a girlfriend who was a thief and didn't want to see her ever again.

Anne was heartbroken. She went back home and told her story to her friend Jake. Jake said, "I will be your boyfriend, Anne." Then Jake took Anne to see Chris, and Anne watched happily as Jake beat Chris up.

My ranking

	Name	Reasons
1		
2		
3		
4		
5		

My group's ranking

	Name	Name	Name	Name	Name	Final decision
L						
1						
2						
3						
4	-					
5						
-						

Level 2

Who agrees? 4

1	Everyone agrees with this idea:	Т	F	
	We should have no homework on weekends.			
2	More than half of the class agrees with this suggestion:	Т	F	
	Why don't we have regular vocabulary tests?			
3	No one agrees with this idea:	Т	F	
	Our class should take the TOEIC [®] together, and then compare scores.			
4	At least five people agree with this suggestion:	Т	F	
	How about having a class party?			
5	Almost everyone agrees with this idea:	Т	F	
-	Our class should always start on time.	-		
6	Less than half of the class agrees with this idea:	Т	F	
	The instructor could lower a student's grade for three or more absence	es.		
7	At least three people agree with this idea:	Т	F	
	Students should stop asking so many questions in class.			
8	No more than four people agree with this idea:	Т	F	
	We could write out the questions and answers for several exercises in	each u	nit.	
9	Fewer than seven people agree with this idea:	Т	F	
	We should sit in a different seat each time we come to class.			
10	About half of the class agrees with this suggestion:	Т	F	
	Each student could give a special presentation in class at the end of th	iis coui	rse.	
	If yes what should the presentation be about?			

Telephone conversations

5

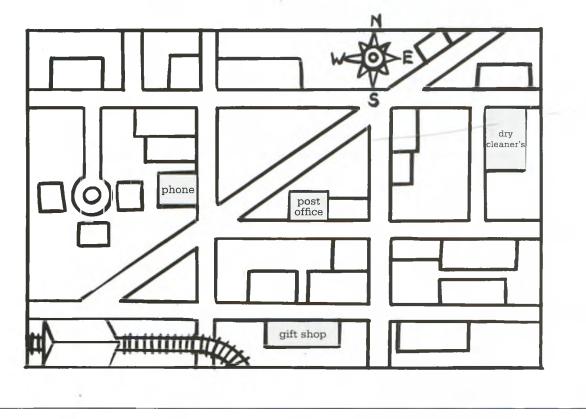
A: T'd like to make a reservation for dinner tonight.	B: Certainly. For what time?
A: Um, for 7:00pm.	B: We're a bit busy then how about 7:30? Or 6:30?
A: I'd like to make a reservation for dinner tonight.	B: All right. For how many people?
A: Let's see there will be six of us.	B: OK, a table for six and for what time?
A: I'd like to speak to Ms. Zilinski, please.	B: She's not at her desk right now. Would you like to leave a message?
A: No, thanks. I'll call back later.	B: All right. Can I tell her who called?
A: I'd like to speak to Ms. Zilinski, please.	B: One moment, please. May I ask who's calling?
A: Oh, yes, this is Chris Bowden.	B: Oh, I'm sorry, she's in a meeting. Would you like her to call you back?
A: Could I speak to Mark Troye, please?	B: I'm sorry, he's out of the office today.
A: I see. Could I leave a message?	B: Sure. Let me get a pencil.
A: Could I speak to Mark Troye, please?	B: He's on another line right now. Would you like to leave a message?
A: Uh, sure. Could you ask him to call me back?	B: Of course. Could I have your name, please?
A: Hi, Kelly, this is Chen. I'm returning	B: Oh, hi, Chen. I wanted to ask you if you
your call. A: Yes, I think so. What time?	could meet on Friday morning. B: Well, is 10:30am OK?
A. res, i think so. what thile?	B. Well, is 10.50alli OK?
A: Hi, Kelly, this is Chen. I'm returning your call.	B: Chen, I'm really sorry, but I'm just on my way to a meeting. Can I call you back?
A: Well, I'm going to be out this afternoon. How long is your meeting?	B: Oh, it goes until 1:00. Can I call you tomorrow, then?
A: Hi, I'd like to speak to Haru Morita, please.	B: This is Mr. / Ms. Morita. How can I help you?
A: Well, I'm calling about the English class for new staff.	B: Oh, OK. What would you like to know
A: Hi, I'd like to speak to Haru Morita,	B: This is Haru.
please. A: Oh, hi, Haru, this is Cory. I'm returning your call.	B: Oh, yes, I'm glad you called back. Listen, would you like to go to the basketball game with us on Saturday night?
	-

Level 2

Dinner at the Golden Pagoda 6

Student A

- **1** First, you need to mail a letter. Give directions from the train station to the post office.
- **3** You need to pick up your jacket. Give directions from the bank to the dry cleaner's.
- **5** Oh, no! You forgot your cellphone, and you have to call your friend. Give directions from the coffee shop to a public telephone.
- **7** You need to buy a gift for your cousin. Give directions from the bookstore to the gift shop.

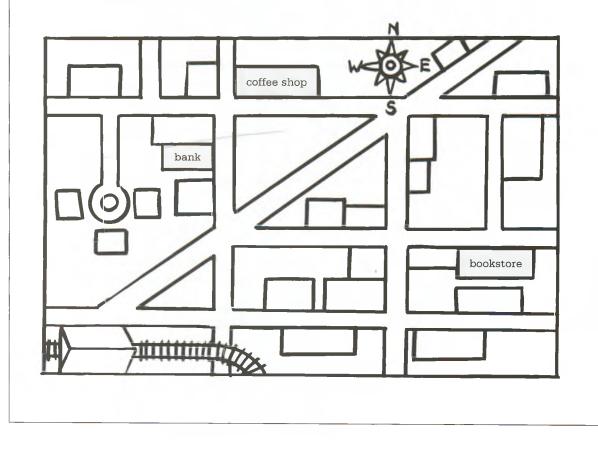


Unit 6

6 Dinner at the Golden Pagoda

Student B

- **2** Next, you need to get some money. Give directions from the post office to the bank.
- **4** You're both a little tired. Invite your partner to have a cup of coffee with you. Give directions from the dry cleaner's to the coffee shop.
- **6** You would like to buy a news magazine. Give directions from the public telephone to the bookstore.
- 8 From the gift shop, tell your partner to turn left and walk to the corner. Then turn right and walk up two blocks. Turn left at the intersection, and then take the next left and walk to the end of the street. The Golden Pagoda Restaurant is the building on your right. Enjoy your meal!



Level 2

I bet that's a mistake! 7

Get Mail < Reply << Reply All Forward > New Mail Delete
To: Anne Bixby <abixby@grfb.com></abixby@grfb.com>
From: Jen Kawamura <jenny88@grfb.com> Subject: Cc: Bcc: Attachments:</jenny88@grfb.com>
Hi Annie Bixby,
How are you doing today? I'm pretty good.
I'm writing in response to request you to a party this weekend at my house. I hope you can come? Just a casual party-pizza and soft drinks, and we'll listen to music and maybe watch a video.
The party will start at 7:00, but it's OK if you come a little later. It's also OK-to bring a freind.
I don't think you've been to my house before, (so I'm attaching a map).
If you have any questions, just email me or call to me on my cellphone.
I look forward to seeing you! ☺
Best regards, Jen

Photocopiable activities

8

point: point: point: c: Choosing an outfit point: point: point: c: Fish
point: c: Choosing an outfit point: point: point:
e: Choosing an outfit point: point: point:
point: point: point:
point: point:
point:
:: Fish
point:
point:
point:
:: Boyfriends / Girlfriends (Choose
point:
point:
point:
c: Coffee
point:
a sinh
point:
n

Level 2

3-minute presentations

P	
Topic: Airplane flights	Topic: Radios
Main point:	Main point:
Main point:	Main point:
Main point:	Main point:
Topic: Grandparents	Topic: Things that make me laugh
Main point:	Main point:
Main point:	Main point:
Main point:	Main point:
Topic: Riding the bus / train	Topic: The sun
Main point:	Main point:
Main point:	Main point:
Main point:	Main point:
Topic: Flowers	Topic: Newspapers
Main point:	Main point:
Main point:	Main point:
Main point:	Main point:
Topic: Pizza	Topic: Winter
Main point:	Main point:
Main point:	Main point:
Main point:	Main point:
X	X

Student A

You and your partner interviewed four people for a job in international sales. Unfortunately, after the interview, your notes got mixed up. You and your partner each remember some of the facts. You remember that the candidates

- are 20, 30, 40, or 50 years old
- have 1, 3, 6, or 9 years of experience
- speak 1, 2, 3 or 4 languages
- are asking for a salary of \$40,000, \$45,000, \$50,000, or \$55,000

Work together to remember which information belongs to which candidate. Take turns to read the clues to your partner, and work together to fill in the chart.

Name	Mr. Marks	Ms. Singh	Mr. Levitz	Ms. Salazar
Age				
Years of experience				
Languages				
Salary				

- 1 The 50-year-old person is a woman.
- **2** The 20-year-old speaks more languages than the other three people.
- **3** Ms. Singh wants more money than Mr. Marks, but less money than Mr. Levitz or Ms. Salazar.
- **4** The person who wants \$55,000 has more experience than the other three people.
- **5** The person who speaks three languages has more experience than the person who speaks four languages.

5

Student B

You and your partner interviewed four people for a job in international sales. Unfortunately, after the interview, your notes got mixed up. You and your partner each remember some of the facts. You remember that the candidates

- are 20, 30, 40, or 50 years old
- have 1, 3, 6, or 9 years of experience
- speak 1, 2, 3 or 4 languages
- are asking for a salary of \$40,000, \$45,000, \$50,000, or \$55,000

Work together to remember which information belongs to which candidate. Take turns to read the clues to your partner, and work together to fill in the chart.

Name	Mr. Marks	Ms. Singh	Mr. Levitz	Ms. Salazar
Age				
Years of experience				
Languages				
Salary				

- 1 Ms. Singh is younger than Ms. Salazar, and older than the men.
- 2 Mr. Marks speaks only one language.
- **3** Mr. Levitz wants less money than Ms. Salazar.
- 4 Mr. Marks has more experience in sales than Mr. Levitz or Ms. Singh.
- 5 Ms. Singh speaks more languages than Ms. Salazar.

A résumé 9b

Name:	
Address:	
Email:	
Phone numbe	r:
Objective:	
Education:	
~	
Experience:	
~	
~	
Skills:	
SKIIIS.	
	s
8	1
	*

Unit 9

10 Photocopiable activities

Seoul Food Korean Barbecue	University student; art major
 needs a waiter for busy weekend shifts, days and evenings. 	Can only work part-time. Has never worked before.
4	Interests: piano, cooking
	Skills: cooking, fluent in Korean and Japanese
Kopykit Copy Center	University student; business major
• needs someone to assist customers	Has never worked before.
with photocopying, printing digital photos, and sending faxes. Can train the right person.	Interests: video games
	Skills: familiar with common computer software applications; friendly and positive attitude
Trusted Translation Services	English and Spanish teacher
 needs a bilingual Spanish-English and a Chinese-English translator. Must have experience. 	Experience:
	 High school Spanish teacher (in Australia)
	• Tour guide for international visitors
Gina's Gym	University student;
• needs a personal trainer to help clients	health & nutrition major
at busy gym. Flexible hours.	Experience: lab assistant at the universi
	Interests: soccer, baseball, basketball, lifting weights

Interview roleplay 10

Creative Designs • needs a graphic designer to design websites and magazine advertisements. Must have experience with design software. Experience in advertising desired. Music Mania!	Computer software programme Experience: IT staff for MacroComp designed advertisements for university newspaper High school student
 needs a violin teacher for children for busy after-school program 	Has worked as a swim instructor for children. Interests: piano, guitar, violin
 Yarrow Yard Services needs two assistants to help with mowing lawns, planting and cutting flowers, taking care of trees, general landscaping. Must be healthy and strong. 	University student; land management major Experience: • Worked on uncle's farm for two summers Interests: gardening, hiking
MegaMovies Theater needs ticket taker and cashier. No experience necessary. 	High school student Has never worked before. Interests: movies, TV, video games Personal characteristics: smart and hardworking, never late

Photocopiable activities

Student A

What animal is considered lucky for gambling casinos in China?	What do people in Turkey believe about a snake in the house?
a bat	
4	
What number is not found on American elevator buttons, and why?	In what two countries are black cats considered lucky?
	Australia and Great Britain
What should you always ask a Nigerian	What do Americans think that it is
person about when you greet?	unlucky to walk under?
His / Her health and family	
If you are invited to a dinner party in Germany, should you eat all of the food on your plate?	What does it mean in Brazil if you flick your fingers under your chin? <i>I don't know or I don't</i> <i>understand.</i>
In which of these countries should you take off your shoes when entering someone's house – Belgium; the Czech Republic; Russia?	How do people in Denmark greet each other when meeting for the first time?
the Czech Republic	
Why should you not compliment an Egyptian person on items in his house?	In Russia, when you want to point at something, what part of your body
Egyptian person on items in his house?	should you use?

Intercultural quiz 11

Student B

What animal is considered lucky for gambling casinos in China?	What do people in Turkey believe about a snake in the house?
	a snake guards and protects the house
What number is not found on American elevator buttons, and why?	In what two countries are black cats considered lucky?
13; because it is considered unlucky	
What should you always ask a Nigerian person about when you greet?	What do Americans think that it is unlucky to walk under?
	a ladder
If you are invited to a dinner party in Germany, should you eat all of the food on your plate?	What does it mean in Brazil if you flick your fingers under your chin?
Yes, you should.	ANT
In which of these countries should you take off your shoes when entering someone's house – Belgium; the Czech Republic; Russia?	How do people in Denmark greet each other when meeting for the first time?
	with a handshake
Why should you not compliment an Egyptian person on items in his house?	In Russia, when you want to point at something, what part of your body should you use?
He might feel that he has to give them to you.	

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Intercultural quiz

Feedback form

What are three important things you learned in this course? а b с 2 How do you feel about the course? Circle your answers. 1 = a little bit 5 = very muchUseful Interesting Enjoyable Difficult 3 How much did you like these things? Circle your answers. 1 = a little bit 5 = very muchWorking alone didn't do this Working with a partner didn't do this Working in groups didn't do this Listening activities didn't do this Grammar work didn't do this Vocabulary work didn't do this TOEIC[®] practice didn't do this Homework didn't do this Tests didn't do this 4 How hard did you try? Circle your answers. 1 = a little bit 5 = very muchI came to class on time. I asked questions. I was prepared for class. I helped other students. I studied outside of class. 5 Do you have any comments or suggestions for your instructor?



Tom: Good morning, everybody. I'd like to introduce a new member of our company, Amy Lee. Amy's going to be our new management trainee. She'll be working with Michael in the Marketing department. Amy graduated last July from the National University of Singapore Business School, and we're very pleased to have her here with us. I'm sure she'll be a great addition to our department. Amy, would you like to say a few words?

Unit 1. Listen and practice. Exercise 5. (CD1:03)

Amy: Hi, everyone. Nice to meet you. As Mr. Hayes said, I graduated last summer from NUS. Then I spent about four months doing some volunteer work in Nepal. I've always been really interested in travel and other countries. I'm from Singapore originally, but my family moved to Vancouver, Canada when I was in elementary school. My mother is Canadian, actually. Anyway, I'm really excited about working for Seatec, and getting to know everyone here.

Unit 1. Conversation topics. Exercise 2. (CD1:04) a

- A: So, are you from Toronto originally?
- **B:** No, actually, I'm not Canadian. I'm American. I came here to go to college. I'm at Toronto College of the Arts.
- A: Really? What are you studying?
- **B:** I'm a French literature major. Now, you're Canadian, aren't you?
- A: Yes, I am. I've lived in Toronto all my life.
- b
- **C:** Well, it's just really great to meet you.
- **D**: It's nice to meet you, too.
- **C:** You must get this all the time, but ... you're really tall!
- **D:** Uh, yeah, well ... I guess that's pretty obvious.
- **C:** So how tall ARE you?
- D: Well, THIS tall, as you can see.
- **C:** I'd guess ... maybe 6 foot 4 or 5 ... and about 240 pounds. Am I right?
- D: Uh ... I guess I do need to lose a little weight ...
- **C:** But young. You don't look a day over 30 years old. Maybe 28 or 29?
- **D**: Yeah, something like that.
- С
- E: So, Lynne, are you married?
- F: Oh, well, um, no, I'm single. Uh, and you?
- E: Yes, I am. And we just had a baby!
- F: Really? That's great. Boy or girl?

- **E:** A boy. Name's Justin. He's our first, but I hope we'll have more. I was an only child, no brothers or sisters. I always wanted a brother.
- **F:** Oh, I don't know. I have two brothers and a sister, but as kids, we were always fighting.
- **E**: Yeah, well, you know how it is. So, does your family live around here?
- **F:** No, actually, they're all in New York.
- E: Really? So you're from New York? I was born there, actually. Rochester. But we moved when I was a kid.
- F: Yeah, born and raised in New York City.
- d
- G: So, Jack, what do you do?
- H: I'm in software sales.
- **G:** Oh, that sounds interesting.
- H: Yeah, it's OK. How about you?
- **G:** I'm a lawyer. I'm with Tannen and Bowers.
- H: Really? A lawyer. That pays pretty well, huh?
- G: Oh, you know, it's a living.
- **H:** I'll bet it is! You probably have a big house, drive a really nice car ... Now sales some years it's good, some years not so good. How much do you think I made last year?
- **G:** Well, I don't really know much about sales. You know, I see someone over there I need to talk to. If you could just excuse me for a minute ...
- **H**: Oh, sure, catch you later ...
- e
- I: Did you hear the city wants to raise taxes again?
- J: Again? That's crazy. What for?
- I: Well, they say they need more money to pay for things like fixing the roads. I say they need to use the money they already have! Taxes are already high enough.
- J: Exactly. If they didn't waste so much money already, there would be plenty for road repairs. I hope they're going to listen to what citizens think about this idea.
- I: Well, the paper said there's a meeting about it, but it's on Sunday morning, and that's when I go to church.
- J: Church?
- I: Yes, Matt and I always go. You know, you could come with us this Sunday, if you want ...
- J: Oh, well, I'm not really ... I mean, Sunday is my day for skiing, you know?
- I: Do you ski? I didn't know that.
- J: Yeah, I'm really into it. I want to learn snowboarding, too.
- I: That would be great. I once ...

Unit 1

1-2 Audioscript

Unit 1. Making introductions. Exercise 1. (CD1:05) Conversation 1

Jasmine: Amy, do you know David?

Amy: No, we haven't met.

Jasmine: Oh, OK. Amy, this is David. He's an exchange student. He's studying Chinese in Singapore. David, Amy's just started working at Seatec with me.

- **Amy:** Nice to meet you, David. Where are you from originally?
- **David:** Nice to meet you, Amy. I'm from New Zealand: Do you know Auckland?
- **Amy:** I've never been to New Zealand, but I've heard it's beautiful.

Jasmine: David is really into Chinese pop music.

Amy: Oh, really? Me, too! Who's your favorite singer?

Conversation 2

Tom: Amy, I'd like you to meet Michael Kuan. He's our sales and marketing manager for Asia. Michael, this is Amy Lee, our new management trainee.

Michael: Nice to meet you, Amy.

Amy: A pleasure. I'm sorry, what was your name again?

Michael: Michael Kuan. Please call me Michael.

Amy: It's nice to meet you, Michael.

Tom: Michael is working on a new marketing campaign for Asia. He's also in charge of our tennis club.

Amy: Really? I love tennis.

Michael: Do you? Well, we'd love for you to join ...

Unit 2. Listen and practice. Exercise 2. (CD1:06)

Lisa: Good morning everyone. Today I want to talk to you about Seatec's vision, and our values. My message today is that we need to change, and that we need your help. I'm going to cover three areas this morning. First, I'll talk about our new vision and what it means for our Asia business. After that, I'll talk about the changes we need to make. Finally, I'll talk about how we can work together to grow our business.

Unit 2. Listen and practice. Exercise 5. (CD1:07)

Lisa: Are there any questions so far? No? OK then, let me start by giving you some background. As you know, two years ago we expanded our business in Europe and Asia, and we now have production plants in the U.S., France and Japan, as well as here in Singapore. Our vision at that time was to become the number three producer of silicon wafers in ...

Unit 2. Presenting information: openings / introductions. Exercise 1. (CD1:08)

Level 2

la

A: Good afternoon. My name is Nathan, and I work in the London office. My subject today is our new ...

2b

A: Good morning, everyone! Today I'll talk about doing business in China. My main point is that ...

3c

A: Good afternoon. My name is Hiroshi and I work for Matsui Trading Company. Today I want to talk to you about changing our business model. My main point is that business in Asia is changing very quickly, and we need to be more flexible if we want to succeed. My presentation is divided into two parts. First I want to look at ...

Unit 2. Presenting information: openings / introductions. Exercise 2. (CD1:09)

- a
- A: Good morning, everyone, and thank you for coming. My name is Jin-ho Kim, and I work for New Line Investments in Pusan, Korea. Shall we get started?

b

- **A:** I want to talk about three things this morning. First, I'll show you our new design plans; then, I'll talk about timing for the project; and finally, I'll describe our current situation. Are there any questions so far? OK, then let's ...
- С

d

- A: Hi, my name's Mariko, and I'm from Osaka, Japan.
- **A:** The main thing I want to say to you today is that Seattle is a great place to visit on vacation.

e

- A: My message to you today is this we need to improve the quality of our service to customers, and we need to start today!
- f
- A: My presentation is divided into two parts. First, I'll talk about our new computer training center; and then, I'll describe the kinds of training we can offer you.

Unit 2. Guiding a visitor: making suggestions. Exercise 1. (CD1:10)

Amy: Is this your first visit to Singapore, Lisa?

- Lisa: Yes, it is. I'm hoping to look around this weekend.
- Amy: Would you like me to show you around on Saturday?

Lisa: That would be great! Thank you, Amy!

- **Amy:** My pleasure. Why don't we go to Orchard Road? That's a great place for shopping.
- Lisa: That sounds fantastic. I need to buy some gifts for my kids.
- **Amy:** OK. And then we could go to Little India and Chinatown – they are famous for crafts and restaurants. Do you like Chinese food?

2–3

Lisa: Of course. That's a great idea; I love Chinese food.

- **Amy:** After that, how about visiting Jurong Bird Park? It's a huge park with lots of different birds and shows.
- Lisa: Hmmm. Well, actually, I'm not so interested in birds.
- **Amy:** OK, well, do you like flowers? We could go to the botanic gardens. It's famous for its orchid garden.
- **Lisa:** That's an idea, but I'd prefer to see something more connected to Singapore's history. Are there any temples we could visit?
- **Amy:** Sure, lots. Why don't we go to Bright Hill Temple? It's a very famous Chinese temple.
- Lisa: Great! And I want to visit Raffles Hotel for afternoon tea!
- **Amy:** OK. And for dinner, how about going to a food market?

Lisa: Excellent!

Amy: Why don't I pick you up at your hotel around I0? We could ...

Unit 2. Viewpoints. Exercise 3. (CD1:11) Hiroki

- **Questioner:** What image do you think people from other countries have of Japan and Japanese people?
- **Hiroki:** I guess a lot of people think about Mount Fuji and cherry blossoms. I was so surprised when I traveled to Europe and the U.S.! Many people thought Japanese people wore kimono and were like the samurai in the movies. I think young people are different, though. Their image of Japan is like high-tech games and electronics. Oh, and I guess a lot of people think Japanese are quiet and polite, and maybe hard-working. I'm not sure.

Questioner: Do you think these images are correct?

Hiroki: In some cases. Of course, we have Mount Fuji and cherry blossoms, so I guess that's correct. I think it's also true that, generally speaking, we are quiet and polite, but not everyone is like that. Most young Japanese like high-tech equipment, like cellphones, but nowadays, we don't all work so hard.

Questioner: Do you think stereotypes are useful?

Hiroki: Useful? I'm not sure ... I guess not. Like when I visited America, my image was very different from what I found there. I was so surprised! People were so friendly to me.

Markus

- **Questioner:** What image do you think other countries have of Germany and German people?
- **Markus:** I guess the stereotype of Germans is that we are very efficient and punctual, maybe good at manufacturing and engineering. Also, that we drink a lot of beer and eat a lot of sausages.

Questioner: Do you think these images are correct?

Markus: No, I don't think so. Except for being punctual – I think German people are always in a hurry and we don't want to be late for anything.

Questioner: Do you think stereotypes are useful?

Markus: No, I don't. Everyone is different, of course. You cannot say Germans are like this or Chinese people are like that – I think it can be dangerous if you have this kind of image in your mind.

Tanisha

- **Questioner:** What image do you think other countries have of America and American people?
- Tanisha: Oh, gosh, I don't know maybe things like the Statue of Liberty and the Grand Canyon? I think people say we are friendly; I hope so. Oh yeah, and that we talk a lot.

Questioner: Do you think these images are correct?

Tanisha: Yeah, I guess so, but Americans are so different, you know? Like people in New York and people in Texas or California are very different.

Questioner: Do you think stereotypes are useful?

Tanisha: Well, um ... maybe, as a starting point perhaps. I mean, everyone is different, aren't they? People are people. The most important thing is to keep an open mind, I guess.

Unit 3. Listen and practice. Exercise 2. (CD1:12)

Michael Kuan: Well, it's just 9:00 now. Is everybody here? Yes? All right, let's get started, then. Does everybody have a copy of the agenda? If not, I have some extra copies here. Now, as you know, we need to decide today which conferences to attend this year. I wish we could go to them all, but we don't have the budget! As you can see here, we'll look at three main factors: location, size, and cost. I have my own ideas, of course, but I want to hear from everyone else here, too.

Unit 3. Listen and practice. Exercise 5. (CD1:13)

- Michael Kuan: OK, let's discuss the first factor, location. There's the big trade fair in Germany. I think that's a pretty important conference because, really, it's the main one. But this year there's another trade fair in Istanbul, in Turkey, that also looks interesting. In my opinion, it looks like it
 - could be a good place for us to expand our sales into new areas. And then there's a smaller conference in Jakarta; of course, that's much closer to us, so that's convenient. And there's the Japan conference. That's an expensive location, I know, but I'd still like to consider it. So, let's start with the sales team. Patty, can you tell us what the sales team thinks about these conferences in terms of location?

3–4 Audioscript

Unit 3. Meetings and discussions: opening a meeting. Exercise 1. (CD1:14)

1

A: OK, thank you all for coming this morning. Let's get started because we have a lot to discuss today. First, I'd like to get an update on any problems since our last meeting. Then we need to talk about sales plans for the next three months. Sorry, does everyone have an agenda? OK? All right, let's focus on any current issues. Jack – do you want to start?

2

B: Thank you. Let's begin the meeting. This meeting is scheduled until 12 o'clock and we will then be taking lunch together in the main hall. If you have your agenda with you, we will be taking questions after each session for five minutes only. The first report is from Jose Pinera. Jose, would you like to start?

3

A: OK, thanks for coming. Can you close the door? Thanks. Um, there's coffee over there if anyone would like a drink – please help yourself. OK, can we begin? As you know, we need to discuss how we can improve our productivity in the marketing department. I want to focus on two issues today. First, let's look at where we can ...

4

B: Right then, is everybody here? OK, let's get started! Does everyone have the agenda? OK. Right, well, as you know we are facing a lot of economic problems at the moment, and I'm afraid that means we need to make some changes to our organization. This isn't an easy decision but I'm afraid we need to ask you to ...

Unit 3. Meetings and discussions: giving and explaining reasons. Exercise 1. (CD1:15)

a

A: I think we should have a four-page brochure. For one thing, it's cheaper to produce than an eight-page brochure.

b

B: If you ask me, we should hire Sylvia Montoya because she's the most experienced.

С

A: I agree with Diane that we should have the dinner here, because it's more convenient. Another reason is that people won't have to drive or take the bus anywhere after work.

d

B: We think computer training would be the most useful. The main reason is that many people are still having trouble using the new database.

Unit 3. Meetings and discussions: closing a meeting. Exercise 1. (CD1:16)

а

A: OK, to sum up, we decided to go with a six-page brochure, with photos, but black and white – no color. The marketing department will send me the copy by the 14th, and then I'll check it over and send it to the printer. Thanks, everyone. This was a productive meeting. I'll see you all tomorrow.

b

B: Well, then, let's review what we've agreed on so far. We agreed that Sylvia Montoya is the most experienced, but we need to know if she speaks Spanish fluently. We also need to know what sort of salary she expects. We didn't like Pat Bolton, so we'll contact him, uh, later with a rejection letter. And we want more information on James Grier, too. We want to know more about his overseas experience. So, our next step will be to call our first two choices and ask a few questions.

С

A: I guess that's it, then. Let me summarize our decisions. We'll hold the company dinner here, on Friday the 19th, from 6:30 until 9:00. We'll have a barbecue outside – and hope that the weather is good! Ken will take care of hiring some live music for us. I think that will be quite nice. Thank you, everyone.

d

B: Oh, it looks like we're out of time. OK, let's go over what we've decided so far. We agreed that we'll have two computer training classes, and that the first one will cover the new database. We might have some language training – Michelle is going to get us some more information about that. We'll have a class on giving presentations if we can get Jay to do that for us. And, uh, I'll talk to Jay tomorrow morning about that. And we still need prices for the intercultural training classes. I'll email the company again about that. Let's meet again on Wednesday at, let's say, 10:30, here, and we'll make our final decisions. Thank you.

Unit 4. Listen and practice. Exercise 2. (CD1:17)

- **Sacha:** OK, how about this? We could make a TV commercial.
- **Amy:** Well, I'm not sure that will work, and it's difficult to do. What do the rest of you think?

Ken: Mmm, let's come back to this later. Any other ideas?

- **Joe:** Well, off the top of my head, why don't we use our website?
- **Sacha:** I like that idea. Then, maybe we could ask people to email us.
- Joe: Yes, that's a great idea!

Amy: I think so, too. What do you think, Ken? **Ken:** I agree. Excellent!



Ken: OK. Good. Everyone agrees. So, what do you think – shall we take a break now, or do you guys want to go on some more?

Amy: Let's go on. We're getting a lot done.

Sacha: Yes, let's go on. We can take a break later.

Joe: Fine with me.

Ken: OK, then. Let's move on to the next topic. Let me see ... number four, "Improving English skills for overseas staff." Wow, that's a tough one ... so what do you think we ...

Unit 4. Meetings and discussions: agreeing and disagreeing. Exercise 1. (CD1:19)

- Jim: OK, let's get started. As you know, we need to reduce our costs this year by 15 percent. We already have some ideas on how to do this, but I want to hear your suggestions before we make a final decision. So, what do you think?
- **Martha:** Well, we could move our office I know this is an expensive area. Maybe we could move somewhere cheaper.
- Jim: That's possible, I guess.
- **Taki:** The easiest way is to reduce salaries, maybe by 15 percent?
- Jim: Um, no, we can't do that.
- **Mark:** Why don't we cut travel expenses stay in cheaper hotels, fly economy class, and things like that?
- Jim: That's a good idea.
- **Taki:** I know! How about turning off the heating in winter and the air conditioning in summer? It would be good for the environment as well!
- **Jim:** Mmmm, I'm not sure about that. Any other ideas? Kay?
- **Kay:** I think we should reduce overtime work; this will save money and we can also spend more time with our families!
- Jim: That's a great idea! Well, thank you all for your suggestions. Let me think some more about it, and I'll let you know what we decide.

Unit 4. Meetings and discussions: agreeing and disagreeing. Exercise 4. (CD1:20)

- a
- A: Why don't we go to the beach this weekend?
- **B:** No, that's a bad idea. It's going to rain this weekend. **b**
- **A:** Maybe we could increase the font size so it's easier to see.
- B: I agree; that's a great idea!
- C
- **A:** How about this? We could move the TV over there.

B: I don't think that's a good idea – the cable is too short.

d

- **A:** I think we should ask my mother to come and stay with us.
- B: Well, we could do that, I guess. Let's think about it.

Unit 4. Meetings and discussions: moving through a meeting. Exercise 2. (CD1:21)

- Jim: All right, all right, is everybody here? Anna? Is Anna here? OK, let's get started, shall we? Now, as you know, next month we have three new people coming, so we need to decide how we're going to reorganize the office space. So, does anyone have any ideas? What do you think, Taki?
- Taki: Well, we could move offices again, I guess!
- **Anna:** Can I say something? Let's focus on where people will sit. Then after we decide that, we can look at ...
- Jim: OK, well, those are some ideas for desk space. We're short of time, so let's move on to other equipment. Do we really need four printers in this office? We haven't heard from you yet, Martha. What do you think?
- Martha: Don't ask me I don't know anything about computers. But I think we have to discuss locker space. We don't have enough room in the women's locker for all our coats.
- **Jim:** Well, can we come back to this later? I think we should talk about the printers first. OK, Mark, what do you think about equipment?
- **Mark:** That's a difficult question. Basically, there are three things we need to focus on here. First is the network – now it's difficult to explain, but ... other security issues of course. There are two main security issues we need to think about ...
- Jim: Thank you, Mark, but we are running out of time here, so let me summarize what we've decided. Anna is going to make a plan for desk space, and Mark will find out if ... Is there anything else? Great, well, thank you for your time today, and for your suggestions.

Others: Thank you.

Unit 4. Viewpoints. Exercise 2. (CD1:22)

Jun-ha Kim: Because we're a big company, we have a lot of meetings and usually there are 10 or 20 people in a meeting, sometimes more. The meetings are very formal and they usually take one or two hours, sometimes longer. Punctuality is really important – we always start on time. The meeting ends when everyone has finished speaking. Usually, the meeting goes over time, so we have to schedule extra time when we book a meeting room.

Actually, for me the meetings are not so interesting because we already agreed what to do before the

Unit 4

4–5 Audioscript

meeting. The purpose of the meeting is just to give information on what we decided. At the meetings the manager speaks and everybody listens to him – it's very formal. There are usually a lot of documents that we go through in the meeting, but everyone has seen them before so there's no new information. I guess it's a kind of ceremony – everyone can see that we all agree. Anyway, the meeting is not so important. The important work is done before the meeting, when we send documents around to get everyone to agree, and after the meeting, when we have to follow up on the decisions. It takes us a long time to make a decision, but after the decision is made, we can move very quickly.

I don't like speaking out, especially in meetings. I have to think carefully about what I want to say, and I worry in case someone disagrees with me, or in case I make a mistake, or my idea isn't very good. I usually wait for someone else to speak first, and if I agree, then sometimes I'll say something. If I don't agree, I don't say anything – I just joined the company, so everyone is older than me, and I need to show respect.

Steve Weller: I work for an American company in Hong Kong. I realize American companies love meetings! When I worked in China, we didn't have so many meetings, and the meetings were usually very long, and only a few people spoke. Here I have lots of meetings every day, but they are very short – 30 minutes or 1 hour. Sometimes people are late because they have to wait for an elevator or something, or because they are coming from another meeting. Anyway, we have to end on time because usually someone is waiting for the meeting room! Our meeting rooms are small – maybe four or five people at most. That's good, I think, because if it's more than that, then it's difficult to decide anything, and some people don't get a chance to speak.

I think meetings are useful. Face-to-face communication is important, and it's a good opportunity to hear everyone's opinions. We do a lot of problem-solving and a lot of brainstorming, and meetings are very good for that. It's important that everyone gives their ideas freely. It doesn't matter if you're a manager or a new employee – the important thing is to give your opinion. If you don't say anything, then why are you in the meeting?

Honestly speaking, I think we have too many meetings, and sometimes we make decisions too quickly. We don't have time to think about things, and this means that after we make the decision, we sometimes find a lot of problems. Then we have to have more meetings.

Review 1–4. Exercise 2. Who are they? (CD1:23)

Lizzy: Hi! I'm Lizzy, Lizzy Brown. Nice to meet you!

- **Peter:** Nice to meet you, Lizzy. My name's Peter, Peter Swain.
- Lizzy: Where are you from originally, Peter?

Peter: I'm from Bath, in England.

- **Lizzy:** Really! I've been there! I visited England last summer and we stayed in Bath. It's a beautiful city I really loved it.
- Peter: Yes, it is, isn't it? Where are you from, Lizzy?
- Lizzy: Chicago, in the U.S. Have you been there?
- **Peter:** No, I haven't, but I'd love to go there. I heard it's very cold in winter, though.
- **Lizzy:** It really is. But in spring and summer it's really nice.
- Peter: OK. So what do you do?

Lizzy: I'm a research assistant for a museum. I'm here looking at some paintings.

- Peter: Wow! That sounds interesting.
- Lizzy: Yeah, it is. How about you, what do you do?
- **Peter:** Oh, I'm still a student. I'm studying history at the university here.
- **Lizzy:** Oh, OK. And what kinds of things do you like to do in your free time?
- **Peter:** I go rock climbing, and I've just started scubadiving.
- **Lizzy:** Really? That's amazing! I'm really into scubadiving! Where do you go?
- Peter: Well, I've only been a couple of times, and ...

Review 1–4. Exercise 6. In my next slide ... (CD1:24)

A: OK, good morning everyone. Let's get started, shall we? This morning I'm going to talk about process improvements and how we can reduce our cycle time. The main thing I want to say is that by improving the way we work, we can cut our costs by 17 percent! Now that's a big saving, as you know. In my presentation I'm going to talk about three things. First, I'll go over the current situation and how we work now. Then I'll describe the improvements that we are recommending. Finally, I'll talk about the cost-savings we can expect from these improvements. Are there any questions so far? No? OK, then, in my next slide you'll see ...

Unit 5. Listen and practice. Exercise 2. (CD1:25)

- Lisa: Hi, this is Lisa Gomez of Seatec, in Seattle. Thank you for calling. I'm not at my desk right now. Please leave your name and a message and I'll call you back as soon as I can.
- **Amy:** Oh, hi, Lisa, this is Amy Lee from Seatec, Singapore. How are you? I'm calling to let you know I'll be in Seattle next month. Can you call me back?

Level 2



Unit 5. Listen and practice. Exercise 5. (CD1:26)

Amy: Um, let me see – I'll be in the office until five o'clock, my time, and then I'll be in the office most of tomorrow. My number is 65-7782-3774. Thanks. Goodbye.

Unit 5. Telephoning: using voicemail. Exercise 1. (CD1:27)

а

Jack: Hi, Lisa, it's Jack. Listen, I need the sales data for Japan and Korea as soon as possible. Can you give me a call before lunch? I'm in meetings all afternoon. Thanks.

h

Jamir: Hello, Ms. Gomez? This is Jamir from Asia Travel. I'm calling to confirm your hotel reservations for Hong Kong and Taipei. Can you call me back? My number is 206-555-7324. Thank you.

C

Victor: Hi, Mommy, it's Victor. I'll call you later. Bye-bye. d

Jamie: Lisa, this is Jamie Selkirk from Finance. I'm returning your call. Can you call me back? I'm leaving the office now but you can reach me on my cellphone - the number is 070-5732-4565. Thanks.

e

Consuela: Lisa, this is Consuela Vittorino from Intex. I will be in Seattle next week, and I wanted to see if you were free for lunch. I'm out of the office the rest of today, but I will call you back tomorrow morning. Thank you.

f

Caroline: Hi, Lisa, this is Caroline. I have a question about the Tokyo office. It's not urgent, so I'll send you an email. Thanks. Bye.

Unit 5. Telephoning: using voicemail. Exercise 2. (CD1:28)

а

Jennifer: Hi, this is Jennifer. ... Oh, hi, Ellen. Listen, I'm in a meeting right now. Can you call me back? ... OK ... Thanks.

h

A: Leave your message after the tone.

- B: Nakano-san, this is Tim from Chicago. Can you call me back this afternoon? Thanks.
- с
- A: Please leave your name and number and I'll call you back.

d

- A: Hello, Richard Burks speaking.
- B: Hello, Richard, this is Addie, from Germany. Are you busy now?
- **A:** Hi, Addie, I'm just leaving the office. Can I call you back this afternoon?

- B: That will be fine. Thank you, Richard.
- A: OK, talk to you later. Bye now.
- **B**: Goodbye.

Unit 5. Telephoning: using voicemail. Exercise 3. (CD1:29)

а

Yoshi: Hi, this is Yoshi Sasaki, from Newmarket Publishing. I'm not here right now, but please leave a message after the tone, and I'll call you back as soon as I can. Thank you for calling.

b

Tom: Hello, this is Tom Johnson. I'm out of the office today, but I'll be back tomorrow morning. Please leave your name and number after the tone, and I'll call you back. Thanks.

С

Michelle: Thank you for calling Pacific Finance. This is Michelle Kung speaking. I'm not at my desk at the moment, but please leave a message after the tone, and I will get back to you.

d

Jamir: Thank you for calling Asia Travel. This is Jamir speaking. Our office is closed today, but please leave your name and number, and we will call you back as soon as we can. Thank you for your call. Please leave a message after you hear the tone.

Unit 5. Telephoning: taking and leaving a message. Exercise 2. (CD1:30)

Jane: Hello, this is Techno-services. How can I help you?

- John: Oh, hi. This is John Simpson, from BLC. Can I speak to Maggie, please?
- Jane: Just a moment, please ... Hello, I'm afraid Maggie is not here right now. Can I take a message?
- John: Do you know what time she'll be back?
- Jane: Um, no, sorry, I don't.
- John: OK, can you give her a message?
- Jane: Yes, of course.
- John: Please tell her John Simpson called, and please ask her to call me back on my cellphone. My number is 088-5592-3779.
- Jane: I'm sorry, can you repeat your number?
- John: Sure, that's 088-5592-3779.

Jane: OK. Let me repeat that. That's John Simpson from BLC at 088-5592-3779, and you want Maggie to call you back, is that right?

- John: That's right, thank you.
- Jane: You're welcome. I'll give her your message when she comes back.
- John: Thank you. I'm sorry, can I have your name?

Jane: Oh, I'm sorry. My name is Jane, Jane Schmidt. John: OK. Thank you very much Jane.

Unit 5

5–6 Audioscript

Jane: You're welcome. Thank you for your call. John: Goodbye. Jane: Goodbye.

Unit 5. Viewpoints. Exercise 2. (CD1:31)

- A: Thank you for calling Friendly Airlines.
- B: Oh, hello, I ... oh!
- **A:** If you know the extension of the person or department you wish to reach, please dial it now.
- **B:** Er, no.
- **A:** For international arrival and departure times, press 1. For domestic arrival and departure times, press 2.
- B: What? Hang on ...
- A: To make a reservation for a flight, press 3. To change ...
- B: OK, OK! 3!
- A: You have reached Friendly Airlines reservations. To make a reservation for an international flight, press 1. To make a reservation for a domestic flight, press 2. To return to the main menu, press 3.
- B: I don't want to make a reservation! Erm, this one ...
- **A:** International flight reservations. Thank you for your call. To make a reservation for flights to Europe and Asia, press 1.
- B: Aaagh!
- **A:** For flights to South America, press 2. To return to the main menu, press 3.
- **B:** 3, 3, 3!
- **A:** Thank you for calling Friendly Airlines. If you know the extension of the person or department you wish to reach ...
- B: OK, OK, come on ...
- A: ... please dial it now. For international arrival and departure times, press 1. For domestic arrival and departure times, press 2. To make a reservation for a flight, press 3. To change a reservation ...
- B: Yes!
- A: ... press 4. To change a reservation for a flight leaving today, press 1. For flights not leaving today, press 2. To return to the main menu, press 3 ... Flights leaving today.
- B: Yes!
- **A:** Please hold while we connect you to one of our operators.
- B: All right!
- **A:** Thank you for flying with friendly skies. All of our operators are busy at the moment. Please hold.
- B: What? What?
- **A:** We're sorry to keep you waiting, but all of our operators are busy at the moment. Your call is important to us, so please hold ...
- B: Not again!
- A: ... and we will connect you when one of our operators is free. Thank you for calling.

Level 2

Unit 6. Listen and practice. Exercise 2. (CD1:32)

- **Clerk:** Do you have a reservation?
- Amy: Yes, I do. My name is Lee, L-E-E. Amy Lee.
- **Clerk:** Lee ... I'm sorry, I don't seem to have anything here under that name.
- **Amy:** Are you sure? I have my confirmation number in my bag ... somewhere ...
- Clerk: Did someone else make the reservation?
- **Amy:** Oh, maybe that's it. Try my company name, Seatec, S-E-A-T-E-C, or maybe Gomez, Lisa Gomez?
- **Clerk:** Oh, yes, here you are. A non-smoking single room for five nights.
- Amy: Yes, that's right. Good!
- **Clerk:** OK. Could I see your credit card, please? Thank you. Here you go. You're in room 312. The elevators are over there. Is there anything else I can help you with?
- **Amy:** Yes, actually. Could you recommend a good restaurant?

Unit 6. Listen and practice. Exercise 5. (CD1:33)

- **Clerk:** Sure. What kind of food do you like? There's a really good Chinese place near here.
- **Amy:** Actually, I'm originally from Singapore, so I eat a lot of Chinese food at home.
- **Clerk:** Well, let's see. How about French or Italian? I know a great pasta place.
- Amy: That sounds good. Is it walking distance?
- **Clerk:** Well ... I guess you could walk there ... but it might be better to take a taxi. You'll be coming back after dark. Here's the address. You can get a taxi at the corner there.
- Amy: Sounds good. Thank you very much.
- **Clerk:** Have a nice evening.
- Unit 6. Asking for information. Exercise 1. (CD1:34)
- a

b

С

- A: Do you know where the bank is?
- **A:** Can you tell me what time it is?
- A: Could you tell me who that man is?
- d
- A: Do you know what building this is?
- e A
- **A:** Do you know how much tickets are? **f**
- A: Can you tell me where the nearest bus stop is?

Unit 6. Giving directions. Exercise 2. (CD1:35)

a

- **Amy:** Excuse me. Could you tell me how to get to ...? Is it very far?
- **A:** Oh, no, it's really close. Just go up First Avenue for four blocks. Turn left on Pike Street and you'll see it right there. You can't miss it.

Amy: Thank you.

A: You'll love it – have a great time!

b

- Amy: Excuse me, do you know where ... is?
- B: Yes. Are you on foot?
- **Amy**: Yes, I am. But I love walking, and I have my umbrella!
- **B:** OK, well, just go up University Street here until you get to Fifth Avenue. Then turn left, and walk, oh, about three or four blocks. It's on the corner of Fifth Avenue and Pine Street.

Amy: Thank you so much.

С

- C: Can I help you? Are you lost?
- **Amy:** Oh, uh, actually ... I'm trying to find the ... Do you know where it is?
- **C:** Oh, sure, that's a great place. Let's see ... it's on the corner of Third and Union.
- **Amy:** So, I can just go up First Avenue until I get to Union ...?
- **C:** And turn right on Union and walk up till you get to Third. You'll see it on the corner.

Amy: Thanks!

A: No problem!

d

- Amy: Excuse me, is there a ... near here?
- **D**: Yes, there are several ... the closest one is just about a block away. Go to the corner there and turn right.

Amy: On Union Street?

D: That's right, and then turn right again. You should see a ... right there. I forget its name, but it's one of those chains ...

Amy: Thanks so much.

D: You're welcome.

Unit 6. Non-verbal communication: understanding gestures. Exercise 1. (CD1:36)

A: Taxi! Taxi!

2

A: Um, excuse me ...

3

1

A: Excuse me, may I have the check, please?

- 4
- A: Oh, sorry, I don't know.

5

A: Um, I think there's a mistake here ...

6

A: OK, then go straight here ...

Unit 7. Writing emails. Exercise 2. (CD1:37)

- Jasmine: Hi, Amy, could I ask you a favor?
- Amy: Sure, Jasmine. What is it?
- **Jasmine:** Could you check my email to Lisa Gomez? You know, I'm not really used to writing emails in English. It's short – I'm just sending her those reports.
- **Amy:** Sure, no problem. Let me see. [*pause*] Well, OK, first thing, there's no subject, you need to write something in the subject line.

Jasmine: Oh, right! I forgot. Like ...

- **Amy:** Oh, just say, let's see ... Asia conference sales reports.
- Jasmine: Asia conference ... sales reports. OK.

b

Amy: Then ... this is to Lisa Gomez, right?

Jasmine: Right.

- **Amy:** Then you should use her name in the greeting. You only write the department if you don't know the person's name.
- С

Jasmine: Oh, OK. So ... what ... Lisa? Miss Gomez?

Amy: Ms. Gomez, that's "M-S, period, Gomez". Oh, and you need a comma after her name.

- **Jasmine:** Really? Are you sure? The emails I get from the Hong Kong office never have commas in the greeting, I'm pretty sure ...
- **Amy:** Well, that's British English. They don't use commas in the greetings. But Americans do.
- Jasmine: OK, no problem. "Dear ... Ms. ... Gomez ... comma."

d

Amy: Then ... I think you should explain why you are writing. This just seems very direct.

Jasmine: OK ... but what?

Amy: Let's see ... something like, "I'm writing to

- send you a copy of the sales report from the Asia conference, as you requested." You can keep the rest.
- Jasmine: Do you think she forgot that she requested the report?
- **Amy:** No, but you know, it just makes it clear what the purpose is.
- Jasmine: I'm writing ... to send you ... um, Asia conference ... and then?

Amy: As you requested.

Jasmine: As you requested. OK.

7–8 Audioscript

Amy: Yeah, the rest of that paragraph is fine. Oh, wait! There's a spelling mistake.

Jasmine: Really? Where?

Amy: Conference. You forgot the "e."

Jasmine: Oh, right. F-E-R-E-N-C-E. I didn't even see that. **f**

Amy: Then, let's see. Your closing is too informal, I think.

Jasmine: Yeah, I guess it is. So ... maybe "sincerely?"

Amy: "Sincerely" is good, yeah, or "Best wishes."

Jasmine: I'll use "Best wishes" I can't spell "sincerely!"

g

Amy: And, uh, you didn't write your name ...

Jasmine: Oh, I have my signature file on it. That has my full name and department and everything.

Amy: OK, but you still need to write your name at the end of the email. If your signature file has your full name, then you can just write Jasmine.

Jasmine: Then my name will be there twice.

Amy: That's fine. You need that. Your name above the line, like you "signed" the letter, and then your signature file.

Jasmine: OK, if you say so! Thanks, Amy. I know it's just a short email, but I want to do it right.

Amy: No, not at all. It's important, I agree with you. Happy to help.

Unit 7. Email vocabulary. Exercise 1. (CD1:38)

Jeff: Hi, this is Jeff Wang, in IT. Um, you left a message that said you're having trouble with your email?

Amy: Yes, that's right. I can send messages, but I can't receive any!

Jeff: I see. And how do you know that?

Amy: Well, two people told me that they sent me emails, but I didn't get them. Also, my inbox was empty this morning, and that never happens!

Jeff: OK, well let me take a look at your account ... What's your username?

Amy: amylee02 – that's one word, A-M-Y-L-E-E, and then the numbers 0 and 2.

Jeff: And I have to ask you for your password. You can reset it later.

Amy: It's Daisy. D-A-I-S-Y. She's my dog.

Jeff: OK. Uh, you know, that's not really a very good choice. It's better to use something that isn't a real word or name. Just for safety.

Amy: You're right, I know. I'll change it today, I promise!

Jeff: OK, I see the problem. Your mailbox is full. You're going to need to delete some old messages to free up some space. You, uh, you have a lot of really big attachments. Do you need all of them?

Amy: Oh, some of those are old. I don't need them anymore.

Jeff: OK, well, throw away as much as you can, and that should solve your problem.

Amy: And what about the messages that were sent to me? Are they gone?

Jeff: Oh, no, they're still on the server. As soon as there's space, they'll show up. But just call me again if you have any problems.

Unit 8. Listen and practice. Exercise 2. (CD1:39)

Amy: If there are no more questions, I'll finish here. Thank you. So, what do you guys think? Can you give me some feedback?

Michael: Well, your content is great, but you need to slow down when you speak.

Amy: Really?

Lucy: I agree. And remember to look at people.

- **Amy:** Oh, right. Thanks. Is there anything else I should do?
- Michael: Um, yes. Don't wave the pointer around, and try to relax!
- **Amy:** Right. Thanks so much for your feedback. That's really helpful!

Michael / Lucy: You're welcome.

Unit 8. Listen and practice. Exercise 5. (CD1:40)

Amy: I really appreciate it – this is my first big presentation and I want to do a good job.

Lucy: Don't worry, you'll do a great job, I'm sure. You just need to try to relax, and look confident! The presentation is great so don't worry, you'll be fine.

- **Amy:** Thanks. I need to remember to slow down when I'm nervous I talk too quickly.
- **Michael:** I'm sure you'll be fine. Do you want to try again?

Amy: That would be great! Do you have enough time? **Michael / Lucy:** Sure.

Unit 8. Presenting information: giving and receiving feedback. Exercise 1. (CD1:41)

Speaker 1: OK, well, erm, thank you, thank you for erm, coming here today, and er, well, I'm, I'm going to, going to talk about, erm the, the results from our survey. The er, the main thing I want to say, erm, is, is this. Um, from the survey, erm, we need to, to increase the, the, increase our spending on, um training. I'm going to talk about three things: the er, survey itself, then the erm, results, and erm finally erm, the erm recommendations. Right, let's, erm, erm ...

e

Amy: OK, let's go. Good morning, I'm Amy Lee, and I'm going to talk about ...



- **Speaker 2:** Hello everybody I'm Francoise. Good morning. Now if you look at page 7 in your handout, you can see a graph showing our results from the last quarter. As you see here, sales increased in three of our markets. If you go to page 5, no, there – page 5, you can see a breakdown by business area. Now I want to give you some background on this ...
- **Speaker 3:** Right, sorry, shall we get started? My name is Jenny Crawford, sorry – I'm a bit nervous. I'm going to talk about our new project in Germany. My message today, sorry, is that our results so far are very good, and in fact we are ahead of schedule. My presentation is divided into two parts: first I'll talk about the schedule and then I'll talk about the changes we want to make. Is that OK? Sorry, OK, let me go on to the first part then. If you look at this slide ...

Unit 8. Presenting information; delivery: eye contact and voice. Exercise 3. (CD1:42)

- **a** I'm busy this evening. Around seven friends are coming for dinner.
- **b** I'm busy. This evening around seven friends are coming for dinner.
- **c** I'm busy this evening around seven. Friends are coming for dinner.

Unit 8. Presenting information; delivery: eye contact and voice. Exercise 4. (CD1:43)

A: In conclusion, I've talked about our new plans for the Asia-Pacific region. My main point was that we need to improve the way we operate in this market. I talked about changes in our organization, changes in our management style, and also changes in our recruiting process. Finally, I want to ask for your support. With your help I know we can be successful as we make these changes. Thank you for your attention. Are there any questions?

Unit 8. Presenting information: endings and conclusions. Exercise 2. (CD1:44)

Amy: Let me summarize my presentation today. I've talked about two things: first I described our plans to reorganize the sales team in Singapore, and second I talked about improving our communication between Singapore and the Head Office. My main point was that by making these changes, we can raise our productivity and increase the number of customer visits. Thank you for listening. Are there any questions or comments?

Unit 8. Presenting information: dealing with questions. Exercise 1. (CD1:45)

Speaker 1: Well, thank you very much for listening. Are there any questions?

- **Questioner:** Yes, I have a question. How many people took part in these tests?
- **Speaker 1:** That's a good question! Thank you for asking. Well, we wanted to use ...

Speaker 2: Are there any more questions?

- **Questioner:** Yes, I have a question. Why did you choose this method to test how quickly the impurities were dissolved?
- Speaker 2: I'm sorry, can you repeat your question?
- **Speaker 3:** Thank you. Do you have any questions? Yes?
- **Questioner:** That was very interesting, thank you. My question is about the next step. What would be the next step in your research?
- **Speaker 3:** Thank you for asking that. Well, the next step is to measure ...
- **Speaker 4:** Thank you, that's a difficult question. I don't have that information with me I'm afraid. Let me check and get back to you.
- **Questioner:** Can you tell me something about the study design?
- **Speaker 5:** Well, the sample size was 630 and we divided the sample into 3 groups. Each group was tested independently at 3 different locations. We started in January and the study took four months. Does that answer your question?
- **Questioner:** Yes, but I did have another question, how did you ...

Unit 8. Viewpoints. Exercise 2. (CD1:46)

Leila: I use presentation software a lot in business and I really like it. It takes a long time to learn, but after you get used to it, then it's very easy to use and you can make your presentation very quickly, and it looks very professional.

Before this software, I used to carry so much stuff, even equipment like a screen and projector sometimes; it was so heavy! And it took a long time to make slides and handouts, and it was difficult to make changes. Now I take my laptop with me, and I can change my presentation the evening before if I want – it's so flexible. I don't use handouts now – if someone asks me for a copy of one of the slides or something, then I email the information. It's easy and fast and it saves paper!

Disadvantages? Well I don't think presentation software is good if you want to give a lot of information. You have to make the font quite big so that people can read it, and there isn't a lot of room to put information on the slide. Erm, what else? Let me think, um, I don't like watching presentations when they have too much color or too much animation – it's difficult to focus on what

Unit 8

8–9 Audioscript

they are trying to say. Oh, yes, and I don't like it when speakers read the information on their slides – I don't understand why people do that, there's no point, is there? We can read it!

Young-jin: Actually, I don't like presentation software so much, even though I use it. I also watch a lot of presentations by my staff – more than five or ten every week, I guess. For me, the biggest problem is that people spend too much time making their slides, and not enough time thinking about what they want to say. Sometimes I see very beautiful slides with lots of color, with photographs or video, and I think 'maybe it took one or two hours to make this slide', but at the same time the presenter hasn't planned how to talk about the information or how to answer questions. I think this is a big problem for people who don't speak English well – they spend 90 percent of their time making their slides and only 10 percent of their time thinking about what to say.

Another problem with this presentation software is too many bullet points. It's easy to use bullet points, so people use them too much – key points, results, recommendations, conclusion, everything. I always tell my staff, 'Why do you need so many bullet points?' Just tell me the information!

Good points? Let me see, well, I guess one good point is you can't put too much information on one slide. You know, a good presentation is a good presentation, whether you use presentation software or not. And a bad presentation is a bad presentation. Presentation software is a tool for the speaker, that's all. It's not everything.

Review 5–8. Exercise 1. I'm not here right now. (CD1:47)

- **a:** Hi, this is Jim, how are you doing? Urm, listen, can you call me back later today? I'm in a meeting this afternoon, so can you call me back after five o'clock? Thanks. Talk to you later. Bye.
- **b**: Hello, this is Hassan. I'm calling about the soccer game this weekend. I'll call you back later. Bye.
- **c**: Hello, it's Lily. Look, I want to talk to you about the meeting tomorrow. Please call me back. Thank you.

Review 5–8. Exercise 4. Go straight for four blocks. (CD1:48)

A: City hall? Sure, no problem. OK, let me see. OK, go straight up here, then turn left at the corner, OK? Go straight for two blocks, then at the intersection turn left; no sorry, turn right and go straight for two blocks. Turn right at the corner of the intersection there and then take the next left. Are you with me? OK. Right, now go straight ahead for, let me see, one, two blocks, then turn left. Go straight for three blocks and it's right there on the corner, on the left. You got it? Sure, no problem. You want me to get you a taxi?

Level 2

Review 5–8. Exercise 7. Thanks so much for your feedback! (CD1:49)

- **A:** So what do you think? Can you give me some feedback?
- A: Oh right, thanks.
- A: Really? OK, thanks.
- A: OK, thanks.
- **A:** Of course, thank you.
- A: Right. Thanks so much for your feedback. That's really helpful.

Unit 9. Listen and practice. Exercise 2. (CD1:50)

- Mr Hayes: OK, who's next?
- **Amy:** Jin-ho Lee. Let's see ... well, he graduated from Hankuk University in Korea ... that's a good school.
- Mr Hayes: What was his major?
- **Amy:** Business administration. He studied marketing and international business.
- **Mr Hayes:** Well, that's good, of course. And does he have enough experience?
- **Amy:** Well ... I'm not sure. He hasn't had a fulltime job yet. The summer before he graduated he interned as an office assistant, and then he worked the summer before ... and it looks like he also had a part-time job while in university.
- **Mr Hayes:** Hmmm ... So, let's see what he did at his internship. Well, it was a trading company ... oh, and he helped with sales and market research. So that's useful.
- **Amy:** And then before that, uh, sales assistant. I guess he, what, sold clothes?
- **Mr Hayes:** Yes, although I think that experience is relevant. I mean, as he says, he was responsible for assisting customers, and that's really what sales is all about, isn't it? You can learn a lot about marketing from working in a store.

Amy: That's true.

- **Mr Hayes:** Now, waiter in a restaurant, I don't know about that.
- **Amy:** But, look, he spoke Japanese and Chinese with customers.
- Mr Hayes: OK, that's good. He must be very good at languages!
- **Amy:** Yes, he is. Look at his skills fluent Korean (well, of course, he is Korean), and then also Chinese and English, and conversational Japanese.

Mr Hayes: That's great for someone in our department.

Amy: And look - excellent computer skills.

Mr Hayes: Also good, although it's pretty common, really.

Audioscript 9–10

Unit 9. Listen and practice. Exercise 5. (CD1:51)

Amy: So, do we want to interview him?

Mr Hayes: Well, I'm not sure. There are some things I really like about him. But he hasn't had a full-time job yet, only the internship and some part-time jobs.

Amy: Yes, but if he's smart and has the right skills ...

Mr Hayes: Well, we still have about eight more resumes to go through. Why don't we put his resume in the "maybe" group, and we'll come back to it after we've looked at everybody?

Amy: OK, that sounds fair.

Unit 9. Reading and writing a resume: supporting opinions. Exercise 1. (CD1:52)

- A: Jin-ho has some relevant experience. For example, he worked at a trading company.
- A: He speaks several foreign languages, such as Japanese, Chinese, and English.

Unit 9. Reading and writing a resume: supporting opinions. Exercise 3. (CD2:01)

а

Michael Kuan: OK, so who's next ...

Lisa Gomez: Let's look at this one. Jeff Zimmer.

Michael: Wait ... where's his photo?

Lisa: Actually, Americans don't include photos with their resumes. It's actually against the law to ask someone for their photo on an application here.

Michael: Oh, yes, that's right. Well, what do you think?

Lisa: I think he looks good. He's got some good experience. For example, he's working now at Alliance. That company is pretty similar to Seatec.

h

Lisa: Oh, dear!

Michael: Well, at least it's different!

Lisa: Yes, but way too informal. Pink paper?!

Michael: And look at this font!

Lisa: Yes, it looks like a party invitation!

Michael: And the email address ...

- Lisa: justwannahavefun@hotmail.com? That's not very professional.
- Michael: Well, I don't think we even need to read this one, do you?

Lisa: No, I guess we don't.

C

Lisa: OK ... Jackie, um, I don't know how to pronounce the last name.

Michael: Uh ... do you think she's too young?

Lisa: Well, the resume doesn't give her age. This is America, you know!

Michael: Yes, but if she just graduated last year ... Lisa: We still don't know how old she is.

Michael: True. But look at her job experience. It's just not relevant.

Lisa: None of it?

Michael: She's certainly done a lot of things, such as video store clerk, swimming coach, she's worked in a coffee shop ... I don't think she knows what she wants to do!

Lisa: Well, I guess she won't be working here ...

d

Michael: Well, this one looks good.

Lisa: Hmm ... only one job ...

Michael: Yes, but look at his education. A double major in Business and Chinese ... and he's had some good classes, such as International Law and Contracts. That could be really useful.

Lisa: Yes, if he learned enough.

Michael: Well, we can ask him in the interview.

Lisa: You're right. I think we should talk to him.

Michael: Well! Very impressive!

Lisa: Yes ... maybe too impressive.

Michael: What do you mean?

- Lisa: Well, I think she's overqualified, don't you?
- Michael: Over-gualified? What do you mean?
- Lisa: Well, I think she's ready for a higher position than this one. For example, at Williams & Rose, she was a general manager!
- Michael: Yes, I see what you mean. And was that her first job?

Lisa: Oh, no. Americans list their most recent jobs first.

Michael: Oh, right. Still ... she might want a much higher salary than we can offer, too. I wonder why she applied for this job. Do you think we should interview her?

Lisa: I don't know ... I think we have enough people already who clearly fit this job.

Unit 10. Listen and practice. Exercise 2. (CD2:02)

- **Amy:** Good, well, thank you for coming today. I'd like to ask you some questions on your background. Then I'll try to answer any questions you have about the company. Does that sound OK?
- **Dong-min:** That sounds fine. Thank you.
- **Amy:** OK, good. I have your resume, but can you tell me a little bit about yourself?

Dong-min: Yes, of course. Well, I was born in Korea but I grew up in Japan. Right now I'm a student at Kobe University and my major is international business.

Amy: I see. Very good. And why do you want to join Seatec?

Dong-min: Well, I want to work in manufacturing and I want to use English in my career. I looked at your website and it seems an exciting place to work.

Units 9-10

Unit 10. Listen and practice. Exercise 5. (CD2:03)

Amy: Good, good. When will you graduate?

Dong-min: I'll graduate in March of next year.

- **Amy:** OK. And why did you choose international business as your major?
- **Dong-min:** Well, I like travel and I like English, and my father worked overseas for a long time, and it seemed an interesting subject.
- **Amy:** All right. And, you said you wanted to work in manufacturing. Why are you interested in manufacturing?
- **Dong-min:** Well, I want to work in a company that makes things. I'm not interested in working in the finance or service industries. I think manufacturing is important because ...

Unit 10. Being interviewed: describing your background. Exercise 1. (CD2:04)

а

Chris: Hi! I'm a student at Colorado State University in the United States. My major is mathematics and I'll graduate next year. I love snowboarding! Colorado has some great ski resorts and in my free time I go snowboarding with my friends! What else? Oh, yeah, I was born in San Francisco and I grew up there and went to high school there. That's all, I guess.

b

Larry: Hello, there. I'm from England. I was born in Manchester but I grew up in the South of England, near London. I'm a student – I'm studying music at Sheffield University and I'll graduate this year. I'm not sure what I'll do after graduation, maybe I'll be a teacher. In my free time I like making models – radio-controlled models like aeroplanes or helicopters. It's a little bit expensive, but I enjoy it.

С

Bruce: I was born in Canada, in Toronto. I grew up in Canada but I went to Stanford University in California, and I graduated in 2008. My major was biochemistry and right now I'm a researcher for a pharmaceutical company. In my free time I like to play the cello – I love music, and it helps me to relax after work.

Unit 10. Being interviewed: talking about your future. Exercise 1. (CD2:05)

a

Heena: Right now I'm a student at medical school in England and I'll graduate next year. After I graduate I'd like to do medical research, I think. Five or ten years from now, I'd like to be researching new drugs for cancer patients. It's an exciting field right now and I want to help people who have serious illnesses.

Level 2

b

Dimitri: My name is Dimitri and I'm a construction engineer. I started working last year after I graduated from university. I work for a construction company and at the moment I am in training. After I finish training I will start working on some construction projects. In five years I want to be a supervisor on a big project, like a bridge or a pipeline, or subway construction or something like that.

C

Max: Hi, I'm Max. I'm 26 years old and I'm from the United States. I work in advertising and my job is to make advertising campaigns for our customers all over the country, so I travel a lot on business. I like meeting new people so I love my job, but I'm planning to change my career after a few more years. Three or five years from now I want to be working for some kind of NGO. I'd like to work in Africa or Asia maybe. After that I don't know. Maybe ten years after that I'll come back to the U.S.. I'm not sure right now.

Unit 10. Being interviewed: talking about your strengths. Exercise 2. (CD2:06)

- **May:** Well, I like working with people and I think I'm good at it. When I was a student at university I tutored high-school students for two years. In that job I needed to be well-organized, on time and I needed to motivate the students so that they studied hard. I think I was pretty good at it all of my students passed their exams!
- Yohei: Let me see, well when I was a student I started my own business and that needed a lot of hard work and management skills. It was kind of a small business – I imported dried fruit into Japan from the Philippines, but I had to work with shipping companies, and banks, and customers. It was really tough for me, but I enjoyed it and I learned a lot. I managed the business for about three years while I was a student, and then when I graduated from university I sold it to my friend.
- **Zofia:** My language skills are very good I speak English and German, a little bit of Russian, and Polish, of course. At university I worked in a hotel as a translator for six months, during the summer vacations. I also worked part-time in a travel agency for one year. In that job, I had to manage the office, do things like filing and working with the computer and talking to customers on the telephone.

Unit 10. Viewpoints. Exercise 2. (CD2:07)

- **Fiona:** OK, so what do you think, Brian what's the most important thing you look for when you interview?
- **Brian:** Well, I guess I'd say technical skills. Yes, technical skills. If they don't have the technical skills then they can't do the job. Other skills like management or business skills we can teach them

Audioscript **J10–11**

after they join, but they need to have the right technical skills before they join. How about you?

- **Fiona:** Well, we're a global company and we need people who can work internationally, so we're looking for people who are flexible – flexible in their thinking I mean. Leadership is also very important for us – people have to be confident and show they can work with other people in a team, even if other members are much older than they are.
- **Brian:** I see. You don't worry about the technical or business skills then?
- **Fiona:** Well, not as much, I think. We do look at work experience a lot – what kind of work have they done before, how have they shown leadership, teamwork and that kind of thing. Other than technical skills, what do you look for?
- **Brian:** Work experience is important for us too, of course. And also reliability our work is difficult and sometimes it can be dangerous. We need people who we know will work hard and will stay with the company for a long time.

Fiona: OK. Anything else?

- **Brian:** Yes, communication skills. We have plants all over the world and our engineers need to travel a lot to install equipment or to train people overseas. They need to be able to communicate their ideas effectively.
- **Fiona:** I agree entirely! Communication skills are really important nowadays, aren't they? I also think that people who have good communication skills are also more flexible, don't you think?
- **Brian:** Well, I'm not sure about that you may be right though.
- **Fiona:** I really think so. Let me give you an example of what I mean ...

Unit 11. Listen and practice. Exercise 2. (CD2:08)

Jack: Hi, Amy, what are you doing?

Amy: Oh, I'm trying to choose some small gifts for our Seattle office. You know, for the end of the year. What do you think – should I send some Christmas cards?

- Jack: Well, not everyone in the Seattle office celebrates Christmas, so ... What else are you thinking about?
- **Amy:** Well, we have these nice company calendars. They have scenes of Singapore.
- Jack: I think that's a good idea. They're attractive, they're useful, and they're easy to mail!
- **Amy:** I guess ... They're not very exciting, though. What about some local crafts?
- Jack: I don't think so. Those would be too expensive. Calendars are fine, and we have plenty of them.

Amy: You're right.

Unit 11. Listen and practice. Exercise 5. (CD2:09)

- Jack: So, do you think the Seattle office will send us anything?
- **Amy:** No, not really. I mean, sometime in December we'll probably all get an electronic greeting card that says something like *Happy Holidays* or *Season's Greetings*. But American companies don't usually send gifts. It's just not a custom.
- Jack: Well, that's probably a good thing. A few years ago, a new vendor sent our whole office some really expensive gifts.
- Amy: Oh, dear! That could be a problem ...
- Jack: Yeah, they didn't know that in Singapore, company workers can't accept expensive gifts. It looks like the vendor is trying to buy our business, or something. I know in this case it was just their custom, but still, we had to return the gifts.
- **Amy:** Ouch! That must have been uncomfortable for everyone.

Jack: Yes, it was.

Unit 11. Selecting gifts. Exercise 3. (CD2:10) a

Alana: Oh, hi, Amy. It's Alana here. Listen, can I ask you a few questions about local customs here?

Amy: Sure thing. What's up?

- **Alana:** Well, I've been invited to someone's house for dinner. I'd like to bring a small gift. Do you think that's OK?
- **Amy:** Oh, sure, that would be very nice. What are you going to bring?
- **Alana:** Well, I have a nice book about my hometown in Australia, with some lovely photos. And it's even wrapped already.
- **Amy:** I think that would be great. However, don't expect them to unwrap the gift in front of you.
- Alana: Really? Why not?
- **Amy:** Singaporeans think that looks too greedy.
- Alana: Greedy?!
- **Amy:** Yes, you know, like they want it too much. They'll open it after you leave.

b

- **Alana:** I also thought about bringing some food, maybe dessert or something to drink.
- **Amy:** Well ... actually, it depends on the culture of the people you're visiting. As you know, in Singapore we have a mix of Chinese, Malay, and Indian people. So, for example, it's OK to bring food to a Malay family, but it's not a good idea if the family is Chinese.

Alana: Really? Why not?

- **Amy:** Well, the host might feel that you think that their food isn't good enough.
- Alana: Oh, dear, I don't want that!

Units 10-11

- С
- **Alana:** Wow, I didn't know it was so complicated. It's very different from Australia! Is there anything else I should know?
- **Amy:** Um, let's see ... well, for Chinese people you should avoid giving four of something you know, like four cups or four handkerchiefs.
- Alana: Why is that?
- **Amy:** The number four in Chinese can sound like the word for death, so it's considered unlucky.
- Alana: Are there any lucky numbers?
- Amy: Yes, eight is lucky.
- Alana: Well, I don't have eight books!

Amy: I'm sure that's fine.

d

- **Amy:** And if you're giving gifts to an Indian family, don't give eight of the same item.
- Alana: Oh, no. Why not? Is it unlucky?
- **Amy:** Not the number eight specifically, but Indians think odd numbers are luckier than even numbers. Just the opposite of what the Chinese believe!
- Alana: So, seven or nine of something is better than eight ...
- **Amy:** Exactly, or five. For an Indian person, anyway. **e**
- Alana: Is there anything I shouldn't give to an Indian person?
- **Amy:** Well, no beef, of course. And also don't give gifts made of leather.
- Alana: OK. That's because of their religion, right?
- **Amy:** That's right. Cows are special in the Hindu religion.

f

- **Alana:** I read somewhere that colors have different meanings in different cultures.
- Amy: Yes, that's right. Let's see ... for Malay people, don't wrap gifts in yellow paper. That color is for royalty – you know, kings and queens. For all three cultures, actually, white is a color for death, so you shouldn't use white paper either.
- **Alana:** OK ... what color paper is safe, then? Is there a color I can use that's good for everyone?
- **Amy:** Everybody? Um ... maybe red? That's a lucky color for Chinese, and Indian people like bright cheerful colors. But Malay people like the color green, too.

Alana: Well, the paper the book is wrapped in is red. **Amy:** Oh, that's lucky. Well, have a great time!

Unit 11. Explaining a problem or mistake. Exercise 1. (CD2:11)

A: Here, this is for you.

B: Oh, thank you. May I open it now?

Level 2

- A: Please. Go ahead.
- B: Oh. Uh ... Well, thank you ...
- **A:** Is something wrong? It's a plumeria lei, from Hawaii.
- **B:** Oh, it's just that, well, Indians only use this flower for funerals.
- A: Oh, no! I'm so sorry!
- B: Oh, that's perfectly OK. You didn't know.
- **A:** Anyway, thank you for telling me.
- **B**: And thank you for the gift. It was a lovely thought.

Unit 12. Listen and practice. Exercise 2. (CD2:12)

Michael: Come in Amy. Sit down over there.

Amy: Thank you.

- **Michael:** OK, this is part of your annual performance review. We'll talk about your work over the last year and then we'll talk about your goals for next year and your career development plans. OK?
- Amy: That sounds fine.
- **Michael:** Good, so how do you feel about the year? Have you enjoyed working here?
- **Amy:** Yes, very much. I feel good about the year. I've learned a lot and I really like the people here. I think I ...
- **Michael:** OK, for job knowledge I've rated you above expectations.

Amy: Good, thank you.

- **Michael:** And I've written here "Has worked hard to understand her job."
- Amy: Thank you.
- **Michael:** You've done a good job learning about our products and our customers, and I've been pleased with ...
- **Michael:** For the next category, I've also rated you above expectations, and I've written "Pays attention to details (but needs to ask more questions)."
- **Amy:** I'm sorry, I don't understand. What do you mean by that?
- **Michael:** Well, I mean that it's important to make sure you understand the ...
- Amy: OK, that's true. Thank you for the feedback.
- **Michael:** You're welcome. OK, let's go on to planning and organizational skills. Here I've marked you as "Meets expectations."

Amy: I see.

- **Michael:** And I've written in the comments section "Needs to make sure she meets all deadlines."
- **Amy:** I'm sorry, can you explain that a little more?
- **Michael:** Well, sometimes I think you are too careful and you worry too much about details. This means that you miss the deadline for reports or other work.
- Amy: Oh, I see. Well, can you give me an example?

Michael: OK, well you remember the conference report we ...

Michael: And finally interpersonal skills, here you've been outstanding. I've been really pleased to have you as a team member.

Amy: Thank you! I appreciate that!

Michael: I mean it. And I've written here "Great attitude! Always positive and cheerful." Now, how do you think you could improve your organizational skills?

Unit 12. Listen and practice. Exercise 4. (CD2:13)

Amy: Well, I know I need to improve this. Sometimes I put too much information into the reports and that takes me a long time. Maybe I can take some training courses in time management and writing, or something like that.

Michael: OK, that's a good idea. Is there anything else you can do?

- **Amy:** Um, well, I'm not sure. Do you have any suggestions?
- **Michael:** Well, maybe you could ask other people to help you with this.

Amy: Yes, that's a good suggestion. I know Sonya is really good at writing. Maybe I'll ask her to check ...

Unit 12. Responding to feedback. Exercise 1. (CD2:14)

Amy: OK, that's true. Thank you for the feedback. **Amy:** Thank you! I appreciate that!

Unit 12. Responding to feedback. Exercise 3. (CD2:15)

Amy: I'm sorry, I don't understand. What do you mean by that?

Amy: I'm sorry, can you explain that a little more? **Amy:** Can you give me an example?

Unit 12. Checking understanding. Exercise 1. (CD2:16)

a

- A: Sales are going down so we need to increase our budget so that we can hire more sales people. If we hire more sales people, we can sell more products and we can spend more money on advertising.
- **B:** OK, let me check that I understand what you're saying. You think that we have to increase our budget and hire more sales people. Then we can spend more on advertising. Is that right?
- **A:** Yes, that's right. If we have more sales people then ...
- b
- **A:** So these are the problems we have in our Brazilian factories. Can I get your agreement to make these changes?

B: Let me confirm our next steps before we decide. You will talk to the managers in the factories ...

С

- **A:** We need to make a decision quickly so that we can start interviewing new people for the position. After that we can decide on training and salary, etc.
- **B:** Can I confirm what you said? The line is not very good.
- A: Sure, go ahead Taki.
- **B:** You said we need to start interviewing quickly, is that right?
- A: Well, not really, no. I said we need to decide quickly, so that ...

Unit 12. What happens next? Exercise 1. (CD2:17)

- **Michael:** OK, I think that's about everything. Do we agree on this then?
- **Amy:** Yes, I think so. Thank you so much for your feedback! This has been really helpful for me.
- **Michael:** You're welcome. Let me confirm that I think you've done a great job this year. I've been really pleased with your work and I hope you have enjoyed working with us.
- **Amy:** Yes, I have. As I said before, I think I've learned a lot here and I really like my job. I will try to improve my time management next year, I promise.
- **Michael:** Excellent! One more thing, I want you to continue working here for the next six months, but after that I am planning to send you overseas for six months so you can get more experience of sales. I'm not sure where at the moment, perhaps the U.S., or perhaps one of our offices in Europe or Asia.
- Amy: Really! That would be great! That's so exciting!

Unit 12. Viewpoints. Exercise 2. (CD2:18)

- **Speaker A:** I don't like saying to people that they have done a good job or a bad job. People know when they have done a good job, when everyone has worked hard and got a good result - I don't think I need to tell them directly. Also if someone has made a mistake or done something wrong, then usually they know and they will work hard to improve themselves. I don't think it's a good idea to praise or to criticize one person, unless it's a really serious problem. People need to work well together as a team and have a good relationship with their manager and their co-workers. If someone is praised too much or criticized too much, then other people will feel uncomfortable and they will not work well together. You have to think about people's feelings. My staff know when I am pleased or when I am angry. I don't need to say it to them.
- **Speaker B:** To be a great manager, giving feedback is really important. People need lots of feedback, positive and negative. Positive feedback provides motivation and negative feedback lets people know how they can improve. People need to be told when

Unit 12

they're doing a great job and when they've done something wrong. When you give feedback, it's important to be clear, focused, and direct. You need to be specific and to give details and examples of the good or bad behavior. It shouldn't be personal, however – you need to focus on the behavior or the problem, not the person. After you have given feedback to someone, it's important to confirm with them that they understand what you are saying. Then you can focus on what the next steps are, and what changes they need to make.

Review 9–12. Exercise 3. l enjoy the work, but ... (CD2:19)

A: I was born in France, in Paris, but I grew up in England, and I went to university in London. I majored in hotel management, and I graduated last year. Right now I work in a hotel in London - I need to get experience working in different parts of the hotel, so now I'm working on the front desk. It's interesting because I have to do lots of different things such as welcoming guests, accepting reservations, dealing with problems. I enjoy the work, but I work long hours and it's difficult to take a vacation. In my free time I like to go hiking - usually I take a bus or train to the countryside outside London. In the future, I want to go to Australia; I'm saving my money and five years from now I want to be a helicopter pilot. I can take lessons in Australia and it's much cheaper than here in the UK.

Review 9–12. Exercise 7. Don't worry about it. (CD2:20)

a

A: Aargh, oh no, I'm so sorry. Are you all right? Oh, no, all down your shirt! I'm so sorry. Here, let me get a cloth.

b

A: Um, I apologize, um, I think I, um, just um, deleted all your data. It's just that I pushed the wrong button. You have a back-up, right?

С

A: I'm really sorry. I forgot the meeting was today. You see I lost my schedule last week. I'm so sorry.

Practice for the TOEIC® test

LISTENING

Unit 1. TOEIC[®] practice. Listening A. Photographs. (CD2:21)

1 A

В

A: It's a formal situation.

A: They're in the office.

С

A: It's a business training program.

D

A: The people are at a party.

2 A

A: The woman is giving a presentation.

B

A: The man is making an introduction.

С

D

A: The people are not comfortable.

A: She's meeting an old friend.

Unit 1. TOEIC[®] practice. Listening B. Sentence - Response. (CD2:22)

- A: Cara, would you like to say a few words?
- А

3

B: Hi, everyone, it's nice to meet you.

B

B: Actually, I'm an only child.

С

4

- B: No, we haven't met.
- A: So, where are you from?

A

B: I'm studying business.

B

C

5

- B: Actually, I'm not married.
- **B:** I was born in Australia.
- A: Yeah, I like sports. I play a lot of baseball.

A

B: Really? My husband plays baseball, too.

Level 2

В

B: I see. Who's your favorite singer?

C

B: That's interesting. What's your major?

6

A: So, what do you do?

Α

B: Fine, thanks, and you?

B

B: I'm in sales and marketing.

С

B: I'm going to a meeting.

Unit 2. TOEIC® practice. Listening: Short conversations and talks. (CD2:23)

Questions 1 through 3 refer to the following talk.

- A: Good morning, everyone. I'm Carolyn Menzel from Personnel. I'm going to talk today about how every one of the staff here can help improve customer service. My message is that we need to make some changes – but the good news is that I think a few simple changes will make a big difference. Now, today's presentation is divided into two parts. For the first hour, I'm going to talk about three important improvements we can make in dealing with customer complaints. Then after lunch, I'm going to talk about some things we can do to improve the order process. OK, then, let me start by giving you some background information. Uh ... Can everybody see this slide? This shows ...
- 1

B: Who is the woman probably talking to?

2

B: How many parts does the presentation have?

3

B: What is the woman going to talk about first?

Questions 4 through 6 refer to the following conversation.

A: So is this-your first visit to Chicago, Ann?

- **B:** No, I've been here once before. But it was a few years ago. I don't remember it very well.
- A: Is there anything special you're hoping to see? A baseball game, maybe?
- **B:** Well, the Art Institute, of course. I love art museums. And I really want to go shopping, too.
- A: Well, I'm not so interested in shopping, but I'd love to go to the museum with you.
- **B**: Well, why don't I go shopping in the morning tomorrow, and then we could go to the museum in the afternoon?
- A: That sounds great. Why don't we meet for lunch downtown? I know a great Chinese place.

Listening

A: What does the woman say about Chicago?

A: What is the woman going to do first?

A: Where is the man going to meet the woman?

Unit 3. TOEIC[®] practice. Listening A. Photographs (CD2:24)

1 A

A: They're looking at the brochure.

A: The man has a video camera.

- C
- **A**: The people are welcoming a visitor.
- D
- **A**: They're having a meeting.
- 2 Α

A: She's making copies of the agenda.

- R
- A: The woman is giving a presentation.
- С A: The meeting has finished.
- D

3

A

B

C

A: The woman is showing a film.

Unit 3. TOEIC[®] practice. Listening B. Sentence -Response. (CD2:25)

A: We need to decide when the meeting will be. B: OK, how about some time next week? **B**: I think it should be about two hours long.

B: I still haven't decided yet.

A: So, should we hire some more sales staff? Α

B: I don't have a copy of the agenda.

B: I think we should accept everyone's suggestions.

C

B

B: First, we need to consider whether we have enough money.

5

A: Why do you think we need a new brochure?

Units 1-3



A

- **B:** I agree with Mike and Jean.
- В
- **B:** The main reason is that the old one is hard to understand.
- С
- **B:** If you ask me, I think we should buy it.
- 6
- A: Well, it looks like we're out of time.
- A
- **B:** We should order some more, then.
- B
- **B:** It'll probably take an hour.
- С
- **B:** OK, I'll see you tomorrow, then.

Unit 4. TOEIC[®] practice. Listening. Short conversations and talks. (CD2:26)

Questions 1 through 3 refer to the following conversation.

- **A:** OK, here's an idea. Why don't we put an order form on our website?
- **B:** I think that's a great idea. It would be convenient for customers, and we'd probably get more business.
- A: We could offer some discounts for ordering online.
- **B:** I'm not sure about that. We're already not making a very big profit.
- A: OK. We can come back to that idea. Now, what about the overall look? Everyone agrees that our current pages are hard to read.
- **B:** Yes, that's true. Just off the top of my head, I think we should have more photographs and fewer long paragraphs.
- A: Good idea. And maybe add some more links. You know, move some of the writing to another page.
- **1A:** What are the people talking about?
- 2
- A: What does the woman say about offering discounts?3
- **A:** What does the woman say about photographs?

Questions 4 through 6 refer to the following talk.

A: Meetings? Yeah, I guess my company has a lot of meetings. My section has a general meeting every Monday morning, just for an hour. We go over our plans for the week, talk about any problems or challenges, that kind of thing. But I always have other meetings during the week – at least twice a week with people from other departments, or with customers – it varies. The people I work with say we have too many meetings, that we should use email more, but I prefer meeting face-to-face. I think that's really important. You need to know what people are feeling, not just what they are thinking, and you can't see people's faces through email. The only kind of meeting I don't really like is a teleconference, you know, with a lot of people on the phone. I never know who is saying what. And like I said, I like to be able to see people's faces.

4

B: When does the woman's section have a general meeting?

5

- **B:** What do the woman's co-workers think about meetings?
- 6

B: What does the woman say about teleconferences?

Unit 5. TOEIC[®] practice. Listening A. Photographs. (CD2:27)

1

- A
- A: He's not at his desk right now.

B

A: The man is writing a message.

С

- **A:** The man is in a meeting now.
- D
- **A:** He isn't sitting down.
- 2
- A
- A: She's leaving a voicemail message.
- B

A: The woman is typing a report.

- С
- A: She's working at her desk.
- D

A: The woman is using a cellphone.

Unit 5. TOEIC[®] practice. Listening B. Sentence – Response. (CD2:28)

3

- A: Can you ask him to call me back?
- A

B: Yes, I'll call you back.

- B
- **B:** Sure, I'll give him the message.
- С

4

B: Of course. Please call him back this afternoon.

A: Let me confirm. We'll meet at 10:00, is that right?

Level 2

A		
B:	Yes, I'd like to leave a message.	
B		
B:	Thanks. I'll call back in half an hour.	
С		
	Actually, it's 10:30, in my office.	
5		
	Can I take a message?	
А р.	Cortainly, I'd he hanny to take one	
в: B	Certainly, I'd be happy to take one.	
	No, that's OK. I'll call back.	
C.	ito, mato ora in can back.	
	Yes, please leave a message with me.	
6		
A:	I'm not at my desk right now, so please leave your	
	name and a message after the tone.	
A		
	Hi, Katherine, this is Mark.	
B		
	I'm sorry, I'm on vacation now.	
С р.	Vec thank you for calling	
D.	Yes, thank you for calling.	
Ur	it 6. TOEIC [®] practice. Listening. Short	
conversations and talks. (CD2:29)		
Questions 1 through 3 refer to the following conversation.		
A:	Excuse me, can I help you?	
B:	Uh, yeah, I'm a little lost. I'm looking for the Park Central Hotel. Do you know where it is?	
A:	Oh, dear, I'm not sure. Maybe Is it a big hotel?	
B:	I don't really know. I know that it's next to a park	
A :	Well, I do know how to get to the park To get there, just go up this street till you get to the first traffic light. Then turn right and walk for, oh, about three or four blocks. You'll see the park on your left. It's not a big park, so if the hotel's there, I guess you'll see it.	
B:	Great, thanks so much.	
1		
A:	What is the man looking for?	
2		
A:	What does the woman tell him?	
3		

A: What should the man do first?

Questions 4 through 6 refer to the following talk.

A: Are you planning a trip to Las Vegas? Whether you're coming for business or pleasure, you'll love staying at the Golden Sands Resort Hotel.

We offer 35 floors of single, double, and deluxe rooms. There's something for everybody! If you're looking for a romantic getaway, you'll love our fine dining in one of two upscale restaurants. Here with the family? We have casual dining too! Kids are welcome. And, to stay in shape, visit our 24-hour gym. Business travelers will appreciate our copy center, large conference rooms, and free wireless access in every room. And, from September through November, stay two weekend nights and receive either Friday or Monday night free! But call now – rooms will fill up fast. We look forward to seeing you soon at the Golden Sands Resort Hotel!

- 4
- **B**: Where could you hear this announcement?
- 5
- **B:** How many different sizes of rooms are there?
- 6

С

B: What facility is NOT mentioned?

Listening

Unit 7. TOEIC[®] practice. Listening A. Photographs. (CD2:30)

(CD4	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,
1	
Α	
A: The	e train was very late today. —
B	
A: The	e flight back was delayed.
С	
A: The	ey're sending an email.
D	
A: The	ey're driving slowly in the rain.
2	
Α	
A: It's	an outdoor market.
В	
A: Ple	ase fax us the report.
С	
A: I w	ork in sales and marketing.
D	
A: The	ey're looking at shoes and shirts.
	7. TOEIC [®] practice. Listening B. Sentence –
-	onse. (CD2:31)
3	
	w was your flight?
Α	
	vas OK, but I have a little jet lag.
В	
B : Th	ey were very productive, thanks.

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B: I'm sorry I couldn't be there.

7–9 Listening

4 A: Let's see, what's your password? A **B:** Oh, I see the problem now. В B: Actually, I can't remember it. С **B**: I'm using a different **a**ccount. 5 A: Did you send me the report yet? A B: No, I didn't use any emoticons. B **B:** Yes, I met with the design team. C **B:** Yes, I emailed it as an attachment. 6 A: Did you delete that old report? Α B: Yes, I saw it yesterday. B B: No, it's still on the server. C **B:** No, there wasn't enough space.

Unit 8. TOEIC[®] practice. Listening. Short conversations and talks. (CD2:32)

Questions 1 through 3 refer to the following talk.

A: Well, let me summarize my presentation today. I've talked about three things: first, I've talked about some ways that we can improve communication among all our offices in Europe. Second, I talked about some staffing changes that will affect France and Germany. Finally, I talked about the upcoming conference and our plans for that. My main point was that we need to make some changes in our European offices in order to improve sales. It won't be easy, but I think we can do it if we all work together. Thank you for listening. Are there any questions or comments?

1

B: What is the purpose of this talk?

2

B: How many areas did the woman talk about?

3

B: Why does the woman suggest making some changes?

Questions 4 through 6 refer to the following conversation.

A: So, are you ready for your presentation on Friday?

- **B:** Oh, sure, I think so. I mean, I know what I'm going to say, so ...
- A: And have you prepared all your slides?
- B: Slides?
- **A:** Yes, aren't you using presentation software?
- **B:** No, I'm not. I prefer, you know, just talking. It's more personal. And then I know people are paying attention to *me*, not just reading something.
- **A:** I know what you mean, but ... sometimes it's nice to have everything written out clearly. I don't like to take notes during a presentation.
- **B:** Oh, don't worry. Everything important is on my handout.
- 4
- **A:** When does this conversation take place?
- 5
- **A:** What does the woman think about presentation software?
- 6
- **A:** What is the man going to do?

Unit 9. TOEIC[®] practice. Listening A. Photographs. (CD2:33)

- 1
- **A:** The customers are leaving the store.
- B

Α

- **A:** The man is on the phone.
- С
- A: They're talking to the sales clerk.
- D
- A: She's interviewing the man.
- 2
- A
- **A:** They're using presentation software.
- B
- A: She's working with a tutor.
- С
- **A:** The women are preparing a contract.
- D

A: They're walking together.

Unit 9. TOEIC[®] practice. Listening B. Sentence – Response. (CD2:34)

- 3
- A: Do you think he has enough experience?
- A

B: He didn't include a photo.

- B
- **B:** No, it's against the law.

Level 2

Listening 9–11

С

B: Yes, he's been working for four years.

4

- **A:** Well, he's worked at several companies, but I don't know if he has the right skills.
- Α
- **B:** The position has some good benefits, though.
- B B C
- **B:** I know. His experience doesn't seem relevant.
- **B:** He didn't include a lot of personal information.
- 5
- A: Do you think we should interview her?
- A
- B: Let's read a few more resumes first.
- B
- **B:** I don't know. It's not a full-time job.
- C
- B: That's not very professional.
- 6
- A: Oh! She used to work as the general manager of Human Resources.
- A
- B: It sounds like she's overqualified.
- В
- B: Yes, I see what you mean.
- С
- **B:** That's a pretty good school.

Unit 10. TOEIC[®] practice. Listening. Short conversations and talks. (CD2:35)

Questions 1 through 3 refer to the following conversation.

- A: So, Anne, tell me a little about your background.
- B: OK, uh ... where should I start?
- **A:** How about with your education? What was your major in college?
- **B:** Well, I graduated with a Business degree. But I also took a lot of classes in International Relations.
- A: So you're interested in ...
- **B:** International things, yeah. I took Spanish for four years. I'm pretty fluent. So I'd love a job that involved travel, like to Spain or South America.
- **A:** Well, we do have offices in Brazil, Argentina, and Mexico. However, this position doesn't involve any travel. Have you worked as an administrative assistant before?
- B: No, not really. But it seems really interesting.
- **A:** I see. Well, as the announcement stated, we're looking for someone with some solid experience.

- 1
- A: What does the man ask about first?
- 2
- A: What was the woman's major in college?
- 3
- **A:** What does the man probably think about the woman?

Questions 4 through 6 refer to the following talk.

A: Well, let's see. I'm a very patient person. I don't get angry or frustrated easily. I think that helps me a lot working with other people. I don't mind explaining things or taking time to talk things through, you know, to reach a consensus. So I'm a good team worker. On the other side, well, I guess some of my technical skills aren't as good as I'd like them to be. But I'm taking some classes now, and I'm working on that. I'm also a little shy, so it's hard for me to give presentations and things like that. I guess I just need more practice.

4

- **B:** What is the man talking about?
- 5
- **B**: What does the man say about working with other people?
- 6

B: How is the man improving his technical skills?

Unit 11. TOEIC[®] practice. Listening A. Photographs. (CD2:36)

- 1
- A
- **A:** They're opening the box now.
- B
- **A:** He's buying her something at the store.
- С
- **A:** The gift is still wrapped.
- D

A: She ordered some flowers.

2 A

A: I know he likes stuffed animals.

В

A: It's a gift made from leather.

С

A: I'm choosing some small gifts.

- D
- A: It's a little too fragile.

Unit 11. TOEIC[®] practice. Listening B. Sentence -Response. (CD2:37) 5 A: Why don't you order some flowers? A B: Because I didn't have enough time. В B: Thanks, that's a good idea. С **B**: Don't wrap them in red paper. 4 A: Do you think I should send the office some gifts? Α B: Well, they probably won't send us anything. B **B:** Actually, the number eight is unlucky. С B: Different colors have different meanings. 5 A: May I open it now? A B: Yes, it's wrapped. в B: No, that's OK. C B: Sure, go ahead. 6 A: Here, this is for you. A **B**: Yes, it's over there. B B: Oh, thank you. C B: That's perfectly OK.

Unit 12. TOEIC[®] practice. Listening. Short conversations and talks. (CD2:38)

Questions 1 through 3 refer to the following conversation.

- **A:** Well, what kind of goals do you have for the coming year?
- **B:** Let's see ... I'd like to work on some of the international projects. Perhaps some of the Asian campaigns ...
- A: Well, that's certainly possible ... Do you mind traveling?

- **B:** Oh, no, I love to travel. And you know I've been studying Chinese this year, so ...
- **A:** That's right, I'd forgotten about that. Well, that's certainly a relevant skill. Let me put you in touch with Harry Chan. He might be able to involve you in some projects.
- 1
- A: What is the man asking about?
- 2
- A: What does the woman want to do?
- 3
- A: What is the man going to do?

Questions 4 through 6 refer to the following talk.

- A: I think I saw a great example of cultural differences in a coffee shop, actually, when I was living abroad in Morocco, which is an Arab country. Now, I'm American – at home, when I go to a café, I go alone, and you know, I just have a cup of coffee. I sometimes bring my laptop and do some work, or I might read the newspaper. But in Morocco, I noticed that people went to the café to socialize. They expected to meet their friends and to talk. It would be considered rude to bring work and just sit by yourself. To a lot of Arab people, friends are more important than just work. And you know, they might have a point there ...
- 4
- **B:** What is the purpose of the man's talk?
- 5
- B: What does the man say about cafes in Morocco?6
- B: What does the man think about Arab culture?

Listening Tests 1–6

TEST 1: Units 1-6

Unit 1 Test. Listening section. (CD2:39)

A: Hi, I'm not sure we've met.

- B: No, I don't think we have. I'm Mark Bowman.
- A: Hi Mark. I'm Tina Hall. Are you with Cosmic?
- B: Uh, no, I'm not.
- A: Oh. A different engineering company?
- **B:** Well, actually, I'm not working right now.
- A: Really? So, uh ...
- **B:** Actually, I'm going to school full-time right now. In business.
- **A:** Oh, how interesting! My husband teaches business at the university.
- B: Really? Wait ... is your husband Thomas Hall?
- A: Yes, that's right! Are you in one of his classes?
- **B:** No, I'm not, but I know who he is. I've spoken with him before. He's a great guy.
- A: Well, he'll be interested to hear that I met you!

Unit 2 Test. Listening section. (CD2:40)

A: Good afternoon, everyone, and thank you for coming. As some of you know, I'm Maria Hernandez, and I'm a human resources trainer with North-South Enterprises. And I'm really pleased to be invited here to talk to you all at Global Auto. My subject today is cross-cultural relationships, especially between Mexicans and Americans. We're going to focus on four main areas: relationships between management and employees, relationships between employees, communication with overseas offices, and finally, what you can do to improve your working relationships. Now, let me start by giving you some background.

Unit 3 Test. Listening section. (CD2:41)

- **A:** Well, as you know, we're going to talk today about expanding our offices on the third floor. We'll look at two issues mainly: space and cost.
- **B:** We need to consider how much time this will take, too.
- **A:** That is an important point. Let's discuss that after the break, OK?
- B: Sounds good.
- **A:** So, then, according to Personnel, they need three new offices.
- **B:** If you ask me, they have enough space already. They have more offices than any other department!
- **A:** Well, the reason for that is that they have more staff than any other department.
- **B:** I know, but ... as I see it, their staff should share offices. Every other department does that.
- **A:** Well, one issue is that they deal with a lot of confidential, private information. You know, like

everyone's salary, and where they live, and ... If you ask me, it's important for them to have their own offices.

- B: I see ... well, what does everyone else think?
- **A:** Yes, let's discuss this a little bit more, and then take a vote.

Unit 4 Test. Listening section. (CD2:42)

A: I travel a lot for my job, and I guess one of the main reasons for that travel is meetings. I know, everybody says they hate meetings, but really, they're very useful. We have email of course, and phones, but when I meet someone and we talk face-to-face, we have a different kind of communication. I think it's important to be able to look people in the eye and to see their body language. It's easier to understand what people mean, and not just what they say. In my opinion, face-to-face meetings help us make decisions more quickly. Sometimes I'll discuss an issue for, oh, weeks by email, but when we meet in person, we can make a decision in just an hour or two. So I think that saves the company money in the long run.

Unit 5 Test. Listening section. (CD2:43)

- A: Hello, you've reached the desk of John Sandefer. I'm away on vacation this week, but will be back in the office on May 17. If you need help right away, please call my assistant Angie Kim at extension 173. Otherwise, please leave your name, number, and a short message, and I'll return your call as soon as I can. Oh, and you can also email me at S-A-N-D-E-F-E-R at go global dot com. Thanks for calling.
- **B:** Oh, uh, hi, John, this is Kim Walsh. I need to talk to you about next month's schedule, but it's a little complicated ... I'll call you next week on Monday or Tuesday when you're back.

Unit 6 Test. Listening section. (CD2:44)

- **A:** Excuse me, could you tell me where the concert hall is?
- **B:** The concert hall? You mean the Kornblum Concert Hall?
- **A:** Yes ...
- **B:** That's it right there. Just across the street.
- A: Oh, really! Thanks. I'm new in town, so ...
- **B:** Are you going to the concert tonight?
- A: Yes, I hope so.
- **B:** Well, if you wait until after 6:30, you can sometimes buy discounted tickets. I think half-price.
- A: Really? That's great ... Uh ... Do you know what time it is?
- **B:** Sure, it's ... 6:15 now.
- **A:** Great. Oh, sorry, one more thing ... is there a bank around here?

Units 1-6

6–11 Listening Tests

- **B:** Yes, there is. Go down Broadway here, and turn left at the light. You'll see a bank right there.
- A: Thank you so much.
- **B:** Not at all. Enjoy the concert!

TEST 2: Units 7–12

Unit 7 Test. Listening section. (CD2:45)

- A: Hi, Jack. What are you doing?
- B: Oh, hi. I'm setting up a new email account.
- A: Really? Don't you already have one?
- **B:** Well, I have my work account, of course. And then I have an old one from my university, but I never use it. But I want one that I can use for my personal email.
- **A**: Well, can't you use your university account for that?
- **B:** Actually, I don't even know how to open it. I mean, I don't remember my password.
- A: I'm sure there's a way to find out ...
- **B:** I know, but I'm too lazy. I'll just make a new one now. I'm going to use one of those free web-based services.
- A: Well, OK ... since it's free ...
- B: OK, now I need to choose a name ...
- **A:** What about using your first name and last name? Then it's easy for people to remember.
- B: No, that's boring. I know ... "jack attack."
- A: Uh ... OK ...
- B: Come on, that's great! And now a password ...
- A: Just choose something you won't forget this time!
- **B:** Oh, it doesn't matter. I'm going to write it down ... somewhere ...

Unit 8 Test. Listening section. (CD2:46)

- A: So, to summarize, I talked about three simple things everyone can do to save the department money: first, I talked about not wasting office supplies, even things you think are cheap, like paper. Second, I talked about using email more often, instead of making so many overseas phone calls. And finally, I talked about saving energy in our offices by lowering the temperature in the winter and raising it in the summer, turning off the lights during the lunch hour, and things like that. Well, thank you for listening. Are there any questions?
- **B:** Um ... yeah ... I eat lunch at my desk, you know? And I work at the same time. So, do I really have to turn off the light?
- **A:** That's a good question. No, of course not. But just keeping the light on for one office isn't so bad.
- **B:** Well ... my office is all open plan. We have about 20 desks in there. There isn't a light just for my desk. So, I have to keep the light on for the whole office, even when I'm the only one working.

- **A:** I see. Well ... is there perhaps a smaller office or room where you could work?
- **B:** I guess so ... I guess I could take my laptop into the break room ...
- **A:** There you go. There's almost always a good solution if you think creatively.

Unit 9 Test. Listening section. (CD2:47)

- **A:** OK, let's have the next resume.
- B: All right, here we go. Pat Morgan.
- A: Pat ... is that a man or a woman?
- **B:** Um ... I can't tell from just reading this.
- **A:** Well, it doesn't matter. OK, does this Pat have a Business degree?
- B: Yes! And graduated with honors.
- A: Oh, nice. How long ago?
- B: Let's see ... two years ago.
- A: And since then?
- **B**: Since then ... Pat has been working at a software company in tech support.
- **A:** Well, finally! Someone who's actually qualified for the position! Has he ... or, well, has she ... has this person been working for two years then?
- **B:** Let me check the dates ... I guess just about one year now ...
- A: Hmmm ... that's not TOO much experience ...
- **B:** Oh ... and guess what?
- A: Tell me.
- **B**: We have a Spanish speaker! Pat even spent a year abroad in Ecuador while in college.
- A: That's perfect. Let's call Ms. Morgan ... or, of course, Mr. Morgan ... in for an interview.

Unit 10 Test. Listening section. (CD2:48)

A: Well, let me see. I think I have good interpersonal skills. I really like working with people. I like working as part of a team, like in an office, and I also like meeting customers and clients. I think I'm relaxed and friendly, but I'm honest. If I make a mistake, then I admit it and just try to fix the problem. I think customers respect that. In college, I worked as a server in a busy restaurant. I know that's not an office job, but it takes a lot of people skills. You have to make your customers feel relaxed and comfortable, and also make them feel special. So I think I could use that experience to help me in a busy office like this one.

Unit 11 Test. Listening section. (CD2:49)

- A: Hi, Peter. Could I ask you for some help?
- B: Sure, what's up? Something with work?
- A: No, no. I need to buy a graduation gift for my nephew. He's graduating from college. And I have no idea what to get him!

Level 2

Listening Tests 11–12

- B: Well, what does he like?
- **A:** I have no idea, really. I don't know him very well. My sister lives in another town, so ...
- **B:** OK ... do you know if he plays sports? Or ... has any special hobbies?
- **A:** I have no idea. I know, I should pay more attention to him, but I have such a large family, and they live so far away and
- B: Hey, you don't have to explain it to me!
- A: I just thought, you know, since you're a young man ...
- **B:** Well ... how about cash? Every young man needs money!
- A: I know, but I think that's not special enough.
- B: Hmmm ... some DVDs, or some music CDs?
- **A:** That's a good idea, but ... it's too difficult to guess what he'd like.
- **B**: Then why don't you get him a gift certificate? Like for one of those online music stores. Then he can download whatever he wants.
- A: That's a great idea! I knew you'd be able to help! Thanks, Pete.
- B: Hey, no problem.

Unit 12 Test. Listening section. (CD2:50)

- **A:** OK, I think that's everything. Do you have any more questions or comments?
- **B:** Not really ... except thank you. This has been really helpful. You know I'm never quite sure if I'm doing a good job ...
- A: Well, remember, we did say that you need to work on your self-confidence!
- **B:** Right! I will! And I will ask questions when I don't understand.
- A: Yes, that's a great plan. Really, there's nothing wrong, ever, with asking questions. That's the best way to learn!
- **B**: And I'll also take that training course in business writing.
- **A:** Yes, I think that's a very good idea. Writing is hard for a lot of people, not just you. But if you practice, I'm sure you'll improve.
- **B:** So, for the next year, I'll still be working in the same office ...
- **A:** Yes, that's right. Is that a problem?
- **B:** Oh, no, not at all. Although ... one reason I applied to this company is because it has offices in Europe. And I do speak German, so ...
- A: Well, when you have some more experience, that's something we can discuss. We don't usually transfer new hires overseas. However ... I guess I didn't realize you speak German. Are you fluent?
- **B:** Oh, yes. My mother is German, actually.

- **A:** Really ... would you like to help out with translating some documents occasionally?
- **B:** Oh, yes, that would be great.
- A: And really useful for us. I'll make a note of that.
- B: OK, then, I guess that's all. Thank you.
- A: And thanks for coming in.

Macmillan Education Between Towns Road, Oxford OX4 3PP

A division of Macmillan Publishers Limited

Companies and representatives throughout the world

ISBN: 978-0-2300-3987-2

MACMILLAN LANGUAGEHOUSE LTD., TOKYO

ISBN: 978-4-7773-1471-3

Text © Jaimie Scanlon 2009 Photocopiable activities © Dorothy E Zemach Design and illustration © Macmillan Publishers Limited 2009

First published 2009

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Designed by Carolyn Gibson Page make-up by xen Illustrated by Val Saunders Cover design by Andrew Oliver

Jaimie Scanlon would like to thank Morris and Rei for their tireless support and Joe and Carole for their expert editorial guidance.

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