Teacher's
Resource Book

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B1 >

Business
Partner

FT Publishing
FINANCIAL TIMES

GSE
Global Scale of English

Student's Book contents

Contents

Overview

Business Partner is a flexible course designed for a variety of learners. It is suitable for students with mixed abilities, requirements and interests and for varied class sizes where the common requirement is to learn professional English language and develop key skills for the workplace.

When talking to learners, their reasons for studying business English almost always relate to their employability. Many tertiary students want to maximise their chances of finding a job in an international environment, while in-work professionals want to communicate more effectively in their workplace and improve their future career prospects. Other learners may simply need to study and pass a business English exam in order to complete their overall degree.

In all three cases, teachers need to be able to engage and motivate by providing learning materials which:

- are interesting and relevant to their life experiences.
- match their learning needs and priorities.
- are appropriate for the amount of study time available.

Business Partner has been designed to enable teachers to meet these needs without spending many hours researching their own materials. The content and structure of the course is based on three key concepts: **employability**, **flexibility** and **learner engagement**.

Course aims and key concepts

Employability

Balance between language and business skills training

In order to achieve their employability goals, learners need to improve their knowledge of English language as it is used in the workplace and also develop key skills for the international workplace. *Business Partner* provides this balance.

In addition to building their vocabulary and grammar and developing their writing skills, *Business Partner* trains students in Communication and Business skills. Language being only one aspect of successful communication, students also require an understanding of different business situations and an awareness of different communication styles, especially when working across cultures.

- 'Communication skills' (Lesson 3) provides the soft skills needed in order to work effectively with people whose personality and culture may be different from your own. These include dealing with disagreement, responding to customer concerns and managing conversations.
- 'Business skills' (Lesson 4) provides the practical skills needed in different business situations, such as taking part in meetings, presentations and negotiations.

Flexibility

The modular approach means that *Business Partner* can be adapted to suit a variety of teaching requirements from extensive lessons to intensive short courses. In addition to the Coursebook, a wide variety of additional optional activities and resources are provided which can be used to focus on and extend material which is most useful to learners' needs.

Extra activities and extra grammar points

You can extend your lessons or focus in more depth on certain areas by using the large bank of extra activities in MyEnglishLab (clearly signposted for you throughout the Coursebook). These include extra vocabulary and grammar practice exercises for use in class as well as activities which draw attention to useful language in reading texts.

T Teacher's resources: extra activities

These are PDFs in MyEnglishLab that you can download and print or display on-screen.

L The email contains examples of adverbs of degree. Go to MyEnglishLab for optional grammar work.

Business Partner offers a flexible approach to grammar depending on whether you want to devote a significant amount of time to a grammar topic or focus on consolidation only when you need to. There is one main grammar point in each unit, presented and practised in Lesson 2.

In addition, the Writing section (Lesson 5) includes a link to an optional second grammar point in MyEnglishLab, where students can watch short video presentations of the grammar points and do interactive activities.

→ **page 112** See Pronunciation bank   Pronunciation activities are included at the back of the book. This allows teachers to focus on aspects of pronunciation which are most useful for their students.

Teacher's Resource Bank: Photocopiables, Writing bank, Reading bank and Functional language bank

You can use these resources as and when needed with your classes. The Photocopiables further activate and practise vocabulary from Lesson 1 and grammar from Lesson 2 as and when needed.

The Reading bank for each unit gives students more reading practice and can be also used for self-study. The activity types reflect those found in a range of business English exams. The Writing bank provides supplementary models of professional communication and the Functional language bank extends useful phrases for a range of business situations.

Learner engagement

Video content: We all use video more and more to communicate and to find out about the world and we have put video at the heart of *Business Partner*. There are two videos in every unit with comprehension and language activities:

- an authentic video package in Lesson 1, based on real-life video clips and interviews suitable for your learners' level of English.
- a dramatised communication skills training video in Lesson 3 which follows characters in an international team as they deal with different professional challenges.

Authentic content: Working with authentic content really helps to engage learners, and teachers can spend many hours searching for suitable material online. *Business Partner* has therefore been built around authentic videos and articles from leading media organisations such as the *Financial Times* and news channels. These offer a wealth of international business information as well as real examples of British, U.S. and non-native-speaker English.

Relevance for learners without work experience: Using business English teaching materials with learners who have little or no work experience can be particularly challenging. *Business Partner* has been carefully designed to work with these students as well as with in-work professionals. In the case of collaborative speaking tasks and roleplays, the situation used will either be:

- one that we can all relate to as customers and consumers; OR
- a choice of situations will be offered including a mix of professional and everyday situations.

Both will allow learners to practise the skill and language presented in the lesson, but in a context that is most relevant to them.

Business workshops: Learners have the opportunity to consolidate and activate the language and skills from the units in 8 business workshops at the end of the book. These provide interesting and engaging scenarios where students simulate real-life professional situations such as roleplaying meetings, negotiations or presentations.

Approach to language and skills

Business Partner offers fully integrated skills, including the essential critical thinking and higher-order thinking skills, which are built into the activities.

Vocabulary and video The main topic vocabulary set is presented and practised in Lesson 1 of each unit, building on vocabulary from the authentic video. Teachers are given lots of opportunities to use the vocabulary in discussions and group tasks, and to tailor the tasks to their classroom situations.

Functional language (such as giving advice, summarising, dealing with objections) supports learners' capability to operate in real workplace situations in English. Three functional language sets are presented and practised in every unit: in Lessons 3, 4 and 5. You will be able to teach the language in group speaking and writing tasks. There is a Functional language bank at the back of this Teacher's Resource Book which students can also find in MyEnglishLab so that they can quickly refer to useful language support when preparing for a business situation, such as a meeting, presentation or interview.

Listening and video The course offers a wide variety of listening activities (based on both video and audio recordings) to help students develop their comprehension skills and to hear target language in context. All of the video and audio material is available in MyEnglishLab and includes a range of British, U.S. and non-native-speaker English. Lessons 1 and 3 are based on video (as described above). In four of the eight units, Lesson 2 is based on audio. In all units, you also work with significant audio recordings in Lesson 4 and the Business workshop.

Grammar The approach to grammar is flexible depending on whether you want to devote a significant amount of time to grammar or to focus on the consolidation of grammar only when you need to. There is one main grammar point in each unit, presented and practised in Lesson 2. There is a link from Lesson 5 to an optional second grammar point in MyEnglishLab – with short video presentations and interactive practice. Both grammar points are supported by the Grammar reference section at the back of the Coursebook (p.118). This provides a summary of meaning and form, with notes on usage or exceptions, and business English examples.

Reading *Business Partner* offers a wealth of authentic texts and articles from a variety of sources, particularly the *Financial Times*. Every unit has a main reading text with comprehension tasks. This appears either in Lesson 2 or in the Business workshop. There is a Reading bank at the back of this Teacher's Resource Book which students can also find in MyEnglishLab and which has a longer reading text for every unit with comprehension activities.

Speaking Collaborative speaking tasks appear at the end of Lessons 1, 3, 4 and the Business workshop in every unit. These tasks encourage students to use the target language and, where relevant, the target skill of the lesson. There are lots of opportunities to personalise these tasks to suit your own classroom situation.

Writing *Business Partner* offers multiple opportunities to practise writing. Lesson 5 in every unit provides a model text and practice in a business writing skill. The course covers a wide range of genres such as reports, proposals, note-taking and emails, and for different purposes, including formal and informal communication, summarising, invitations, replies and project updates. There are also short writing tasks in Lesson 2 which provide controlled practice of the target grammar. There is a Writing bank at the back of this Teacher's Resource Book which students can also find in MyEnglishLab and which provides models of different types of business writing and useful phrases appropriate to their level of English.

Pronunciation Two pronunciation points are presented and practised in every unit. Pronunciation points are linked to the content of the unit – usually to a video or audio presentation or to a grammar point. The pronunciation presentations and activities are at the back of the Coursebook (p.112), with signposts from the relevant lessons. This section also includes an introduction to pronunciation with British and U.S. phonetic charts.

Approach to Communication skills

A key aspect of *Business Partner* is the innovative video-based communication skills training programme.

The aims of the Communications skills lessons are to introduce students to the skills needed to interact successfully in international teams with people who may have different communication styles from them due to culture or personality. Those skills include teamwork, decision-making and influencing.

These lessons are based on videos that provide realistic examples of work situations. This is particularly important for pre-service learners who may not have direct experience of the particular situations they are about to see. In each of these videos students watch two possible scenarios (Option A and Option B) in which a different communication style is used. These options give students the opportunity to engage in critical viewing of each option and gain awareness of the impact of different communication styles.

Approach to testing and assessment

Business Partner provides a balance of formative and summative assessment. Both types of assessment are important for teachers and learners and have different objectives. Regular review and on-going assessment allows students to evaluate their own progress and encourages them to persevere in their studies. Formal testing offers a more precise value on the progress made on their knowledge and proficiency.

Formative assessment: Each Coursebook lesson is framed by a clear lesson outcome which summarises the learning deliverable. The lesson ends with a self-assessment section which encourages students to reflect on their progress in relation to the lesson outcome and to think about future learning needs. More detailed self-assessment tasks and suggestions for further practice are available in MyEnglishLab. (See also section on the Global Scale of English and the Learning Objectives for Professional English.)

The Coursebook also contains one review page per unit at the back of the book to recycle and revise the key vocabulary, grammar and functional language presented in the unit; they are structured to reflect the modularity of the course.

Summative assessment: Unit tests are provided and activities are clearly labelled to show which section of the unit they are testing to reflect the modular structure of the course. The tests are available in PDF and Word formats so that you can adapt them to suit your purposes. They are also available as interactive tests that you can allocate to your students if you wish to do so.

These Unit tests are based on task types from the major business English exams (BEC, BULATS, PTE Professional) and task types are clearly labelled. There is also an additional LCCI writing task for professional English for every unit. This approach familiarises learners with the format of the exams and gives them practice in the skills needed to pass the exams.

MyEnglishLab also contains additional interactive PTE Professional exam practice activities to help students prepare for this exam. The content and level of the exam tasks matches the Coursebook so it can also be used as additional revision material.

The Global Scale of English

The Global Scale of English (GSE) is a standardised, granular scale from 10 to 90 which measures English language proficiency. The GSE Learning Objectives for Professional English are aligned with the Common European Framework of Reference (CEFR). Unlike the CEFR, which describes proficiency in terms of broad levels, the Global Scale of English identifies what a learner can do at each point on a more granular scale – and within a CEFR level. The scale is designed to motivate learners by demonstrating incremental progress in their language ability. The Global Scale of English forms the backbone for Pearson English course material and assessment.

GSE	10	20	30	40	50	60	70	80	90
CEFR		<A1	A1	A2 $^+$	B1 $^+$		B2 $^+$	C1	C2

Learn more about the Global Scale of English at english.com/gse

Business Partner has been written based on these Learning Objectives, which ensure appropriate scaffolding and measurable progress. Each Lesson outcome in each lesson in the Coursebook encapsulates a number of specific Learning Objectives which are listed in this Teacher's Resource Book in the Teaching notes. These Learning Objectives are also listed in the Self-assessment sheets available to students in MyEnglishLab. (See also Self-assessment above in Approach to testing and assessment.)

Course structure

Business Partner is an eight-level course based on the Global Scale of English (GSE) and representing the CEFR levels: A1, A2, A2+, B1, B1+, B2, B2+, C1.

	For the teacher	For the student
print	Teacher's Resource Book with MyEnglishLab	Coursebook with Digital Resources Workbook
blended	Active Teach	Coursebook with MyEnglishLab

Business Partner is a fully hybrid course with two digital dimensions that students and teachers can choose from. MyEnglishLab is the digital component that is integrated with the book content.

Access to MyEnglishLab is given through a code printed on the inside front cover of this book. As a teacher, you have access to both versions of MyEnglishLab, and to additional content in the Teacher's Resource folder.

Depending on the version that students are using, they will have access to one of the following:

Digital Resources includes downloadable Coursebook resources, all video clips, all audio files, Lesson 3 additional interactive video activities, Lesson 5 interactive grammar presentation and practice, Reading bank, Functional Language bank, Writing bank and My Self-assessment.

MyEnglishLab includes all of the **Digital Resources** plus the full functionality and content of the self-study interactive workbook with automatic gradebook. Teachers can also create a group or class in their own MyEnglishLab and assign workbook activities as homework.

Components for the learner
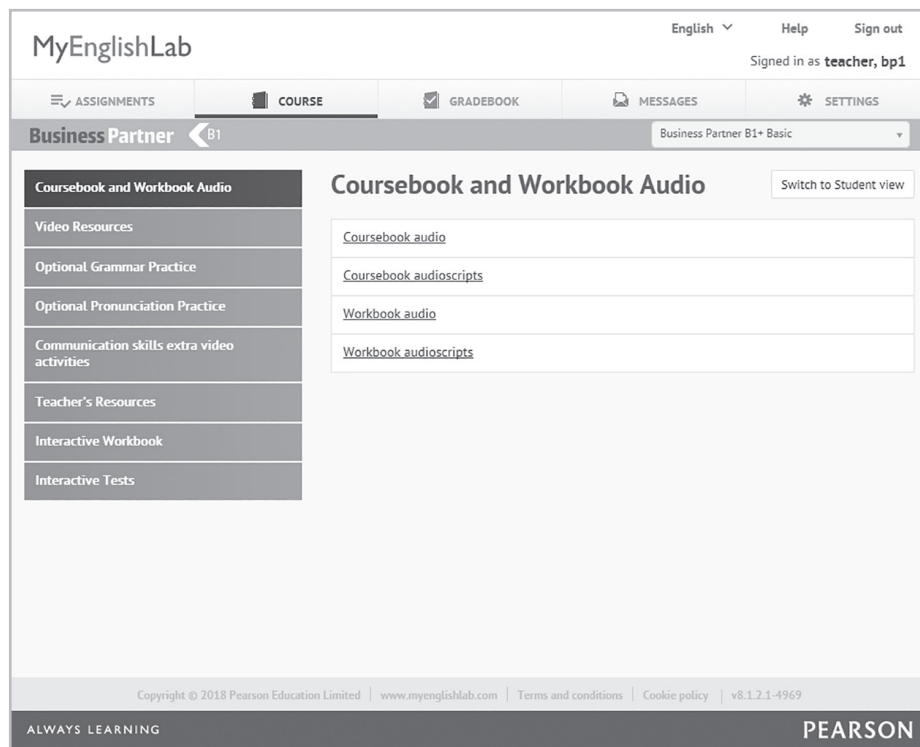
Coursebook
(with access code for MyEnglishLab)

- Eight units, each containing five lessons (see pages 2–3 for unit overview)
- Eight Business workshop lessons relating to each of the eight units
- A one-page Review per unit to revise key language and grammar
- A Pronunciation section which practises two points from each unit
- A Grammar reference with detailed explanations and examples
- Videoscripts and audioscripts
- A glossary of key business vocabulary from the book

Coursebook video and audio material is available on MyEnglishLab.

MyEnglishLab digital component

Accessed using the code printed on the inside cover of the Coursebook. Depending on the version of the course that you are using, learners will have access to one of the following options:

Digital resources powered by MyEnglishLab
- Video clips
- Audio files and scripts
- Extra Coursebook activities (PDFs)
- Lesson 3 extra interactive video activities
- Lesson 5 interactive grammar presentation and practice
- Reading bank
- Writing bank
- Functional language bank
- PTE Professional™ exam practice
- My Self-assessment
- Workbook audio files and scripts

Full content of MyEnglishLab
- All of the above
- Interactive self-study Workbook with automatic feedback and gradebook

Workbook

- Additional self-study practice activities, reflecting the structure of the Coursebook. Activities cover vocabulary, grammar, functional language, reading, listening and writing.
- Additional self-study practice activities for points presented in the Coursebook Pronunciation bank.
- Answer key
- Audioscripts

Workbook audio material is available on MyEnglishLab.

Teacher's Resource Book (with access code for MyEnglishLab)

- Teaching notes for every lesson including warm-ups, background/ culture notes and answer keys
- Business brief for every unit with background information on the unit topic and explanations of key terminology; it gives teachers an insight into contemporary business practices even if they have not worked in these particular environments.

- Photocopiable activities – two per unit with teaching notes and answer keys
- Reading bank – an extended reading text for every unit with comprehension activities (+ answer keys)
- Writing bank – models of different types of business writing with useful phrases
- Functional language bank – useful phrases for different business situations, e.g. meetings, interviews
- Videoscripts and audioscripts

MyEnglishLab digital component

Accessed using the code printed on the inside cover of the Teacher's Resource Book.

Coursebook resources
- Video clips and scripts
- Audio files and scripts
- Extra Coursebook activities (PDFs)
- Lesson 3 extra interactive video activities for self-study
- Lesson 5 interactive grammar presentation and practice for self-study
- PTE Professional™ exam practice
- My Self-assessment: a document that students can use to record their progress and keep in their portfolio

Workbook resources
- Self-study interactive version of the Workbook with automatic feedback and gradebook
- Teachers can assign Workbook activities as homework
- Workbook audio files and audioscripts
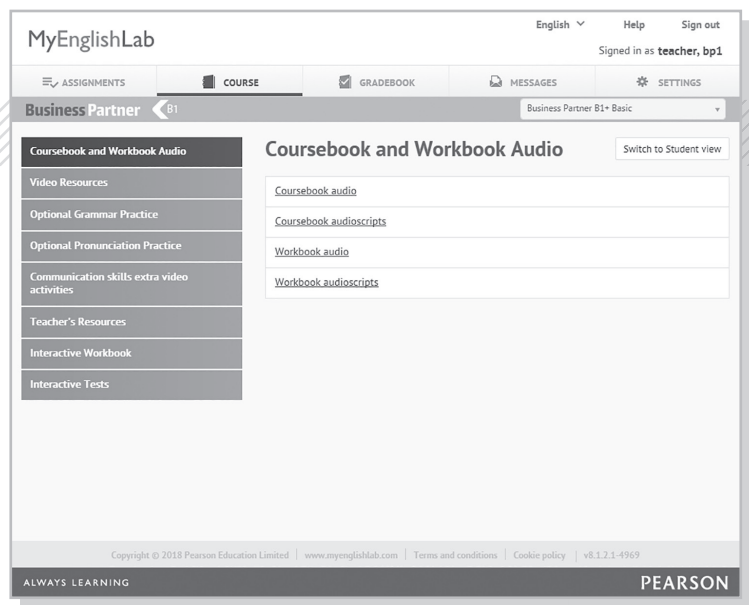
Teacher's Book resources
- Alternative video (Unit 4) and extra activities
- Photocopiable activities + teaching notes and answer keys
- Reading bank + answer keys
- Writing bank
- Functional language bank

Tests
- Unit tests (PDFs and Word), including exam task types (BEC, BULATS, LCCI)
- Interactive Unit tests, with automatic gradebook
- Tests audio files
- Tests answer keys

ActiveTeach

- Digital version of the Teacher's Resource Book
- Digital version of the Coursebook with classroom tools for use on an interactive whiteboard
- Video clips and scripts
- Audio files and scripts
- Extra Coursebook activities (PDFs)
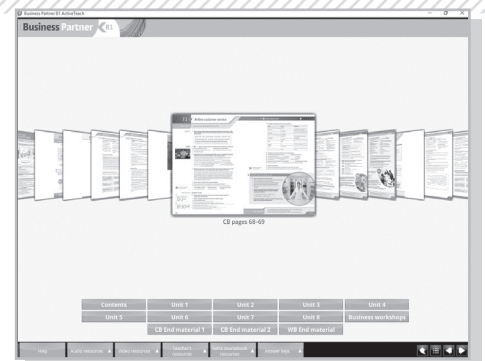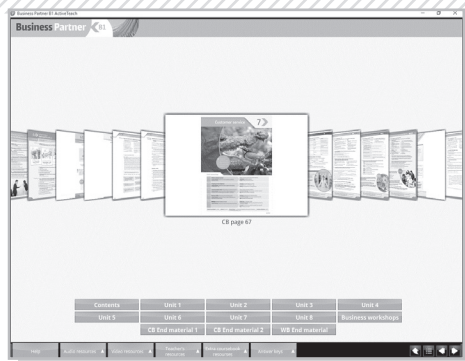
Unit overview page ❯

① ❯ A well-known or provocative quote related to the unit topic is provided as a talking point. There are suggestions for how to use the quote in the Teacher's Resource Book notes for each unit.

② ❯ The Unit overview summarises the contents of each lesson as well as the lesson outcomes.

③ ❯ Content at the back of the book which extends the unit is highlighted: the Business workshop, Review, Pronunciation bank and Grammar reference.

Customer service 7 ❯

① ❯ *'Customer service is not a department, it's everyone's job.'*
Anonymous

② ❯ Unit overview

7.1 ❯	**Airline customer service** **Lesson outcome:** Learners can use vocabulary related to customer service.	**Video:** Customer service in the airline industry **Vocabulary:** Customer service **Project:** Design a premium service
7.2 ❯	**Hanging on the telephone** **Lesson outcome:** Learners can use a range of verbs taking *to*-infinitive or *-ing*.	**Listening:** Complaint about a service **Grammar:** Verb + *to*-infinitive or *-ing* **Writing:** A complaint on a company forum
7.3 ❯	**Communication skills:** Responding to customer concerns **Lesson outcome:** Learners can use a range of expressions to manage customer relationships and support a colleague.	**Video:** Solving customer problems **Functional language:** Responding to customer concerns **Task:** Deal with customer complaints
7.4 ❯	**Business skills:** Generating and presenting ideas **Lesson outcome:** Learners can use a range of expressions to generate and present ideas.	**Listening:** Training day on customer service **Functional language:** Discussing and presenting ideas **Task:** Generate and present ideas
7.5 ❯	**Writing:** External 'thank you' email **Lesson outcome:** Learners can write an email expressing thanks.	**Model text:** A 'thank you' email **Functional language:** Opening, giving details and closing a 'thank you' email **Grammar:** *some (of), any, all (of), most (of), no, none (of)* **Task:** A 'thank you' email

③ **Business workshop 7:** p.100 | **Review 7:** p.110 | **Pronunciation:** 7.2 Unstressed syllables at the end of a sentence 7.4 Introducing a topic p.117 | **Grammar reference:** p.124

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Lesson 1

The aims of this lesson are:

- to engage students with the unit topic through a video based on authentic material.
- to present and practise topic business vocabulary, drawing on vocabulary from the video.
- to encourage students to activate the language they have practised in a group project.

7.1 Airline customer service

Lesson outcome Learners can use vocabulary related to customer service.

Lead-in

1 Work in groups. Discuss what represents good customer service for you. Think about these businesses and other services you know. Use some of the phrases in the box below.

> airline   bank   hotel   internet provider   online retailer   restaurant   shop

> it's easy to find what I want   I trust them   it's easy to get solutions to problems
> the staff are competent/efficient/friendly/experienced/polite/well-trained
> the quality is high   the service is fast   the payment system is clear and easy

VIDEO

2 ▶ 7.1.1   Watch the video and put these items in the order they are mentioned.
a training airline ground staff   d research into customer needs
b a special meal offered by one airline   e the philosophy of one low-cost airline
c air travel in the past

3 Watch the first part of the video again (00:00 to 02:23). Complete the summary notes about low-cost airlines with one or two words you hear.

Today the airline industry gives passengers a choice of different levels of customer service. Ryanair is a pioneer of low-cost flight. If you don't want to ¹_____, you'll pay for priority boarding and any other ²_____ . Journalist Siobhán Creaton says that you get a cheap flight and they get you there safely and usually ³_____ , but the airline is not going to put you in ⁴_____ if your flight is delayed. Low-cost airline Easyjet gives staff ⁵_____ in which they roleplay typical ⁶_____ with dissatisfied passengers.

4 Watch the second part of the video (02:24 to 04:12) again. Underline and correct the six factual errors in the summary notes about the premium service.

In the premium service segment, airlines remove little extras that passengers ask least for. For example, United Airlines attracts business-class and first-class passengers with its faster queue to check in. The company's CEO says that their research showed that a good food service was most important for passengers. British Airways distinguishes its first-class service through an elaborate ritual on board: the British breakfast. For airlines, things like a big lunch and comfortable bed are ways to make passengers feel more important and better cared for.

5 Work in pairs or groups. Discuss these questions.
1 What pros and cons of the two types of airline did the video mention?
2 Which of these would you be prepared to pay more for? Can you add to the list?
- extra luggage allowance   • quality food service   • hotel room if your flight
- more comfortable seat   • no queuing to board   is delayed

T Teacher's resources: extra activities

Vocabulary   Customer service

A
body   business-/first-
exclusive   premium
'no-frills'   personal
priority   VIP

B
attention   boarding   class
features   flight   language
service   treatment

6A Match words from boxes A and B to make common adjective and noun collocations from the video.

B Write a collocation from Exercise 6A next to each meaning.
1 very high-quality service _____
2 things only available to particular people _____
3 higher standard of seats, food, etc. available on a train, aircraft, etc. _____
4 given special care and respect _____
5 getting on the plane earlier than other passengers _____
6 giving an individual person special care _____

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7 Complete the table with the correct word forms.

Verb	Noun	Adjective
	anxiety	¹_____
apologise	²_____	apologetic/unapologetic
³_____	assistance	
complain	⁴_____	
	confidence	⁵_____
⁶_____	demand	demanding/undemanding
empathise	⁷_____	empathetic
⁸_____	handling	
help	help	⁹_____ / ¹⁰_____
request	¹¹_____	
satisfy	satisfaction	¹²_____ / ¹³_____
¹⁴_____	upset	upset

8 Complete the sentences with the correct prepositions.
1 The passengers were getting anxious _____ long queues at check-in.
2 The airline apologised _____ passengers _____ the delay.
3 The cabin crew are available to offer assistance _____ passengers.
4 I complained _____ the airline _____ the slow service.
5 The training session helped staff feel confident _____ handling upset passengers.
6 We are not satisfied _____ the compensation we received for the delay.

9 Discuss the questions.
1 Do you ever get anxious about flying? What do you do to calm down?
2 Have you recently been dissatisfied with a product or service? What and why?

T Teacher's resources: extra activities

PROJECT: Design a premium service

10A Work in groups. Discuss the questions.
1 Look at the businesses in Exercise 1 again. What are some things each one might offer as a premium service?
2 Can you think of any other types of businesses that offer a premium service? Do you use any of these services?
3 When would you consider paying more to be a premium customer?

B Choose one type of business and design a premium service. Think about some of the items in the box or use your own ideas.

> exclusive goods or services   loyalty cards
> personalisation   priority services

C Present your ideas for a premium service to another group. What is the best idea each group has?

Self-assessment
- How successfully have you achieved the lesson outcome? Give yourself a score from 0 (I need more practice) to 5 (I know this well).
- Go to My Self-assessment in MyEnglishLab to reflect on what you have learnt.

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① The Lesson outcome defines a clear learning outcome for every lesson. Each Lesson outcome encapsulates a number of specific Learning Objectives for Professional English which are listed in this Teacher's Resource Book in the Teaching notes.

② Every lesson begins with a short Lead-in activity to engage learners with the lesson topic on a personal level.

③ Lesson 1 is based on an authentic video of about 4 minutes with comprehension activities.

④ **T** Teacher's resources: extra activities   Extra activities are clearly signposted. These are PDFs in MyEnglishLab to display on-screen or print. They can be used to extend a lesson or to focus in more depth on a particular section.

⑤ The main unit vocabulary set is presented and practised in Lesson 1, building on vocabulary from the video. Extra activities are available in MyEnglishLab.

⑥ Follow-up questions provide an opportunity for personalisation.

⑦ The Project at the end of Lesson 1 is a collaborative group task with a strong emphasis on communication and fluency building. It can be done in class or in more depth over several weeks in and out of class.

⑧ Every lesson ends with a short Self-assessment section which encourages learners to think about the progress they have made in relation to the lesson outcomes. More detailed self-assessment tasks and suggestions for extra practice are available in MyEnglishLab.

Lesson 2 ❯ Reading or Listening

The aims of this lesson are:

- to provide students with meaningful reading or listening skills practice based on engaging, relevant and up-to-date content.
- to present and practise the unit grammar point, drawing on examples from the text.
- to encourage students to activate the grammar point they have practised through communicative speaking or writing activities.

4.2 ❯ Online markets

(1) Lesson outcome — Learners can use past and present passive forms when speaking and writing.

(2) Lead-in

deliveroo   amazon
Alibaba Group
ebay

1 Work in pairs. Look at the logos and discuss the questions.
1 What type of sites are they? Match each site with a description.
   a _____ is a global online auction and shopping site for individuals and small businesses.
   b _____ is China's biggest e-commerce and shopping website.
   c _____ is an online food delivery service.
   d _____ started as an online , it's now the largest online retailer in the USA.
2 How can an individual earn money using e-commerce websites and apps?

Reading

2 Read the article quickly. How many internet sites are mentioned?

3 Read the headline and the article again and answer the questions.
1 What is a 'sofapreneur'? Someone who …
   a earns money online while working from home.
   b spends a lot of time sitting on his/her sofa.
   c runs an online business which sells furniture.
2 What two employment statistics are mentioned from the USA?
3 Which two groups have difficulties doing traditional jobs?
4 What is the risk to other small businesses from sofapreneurs?
5 What does the writer think governments must do? Why?
6 How does Einar Parker feel about his full-time job?
7 Why does he enjoy his jewellery business?
8 Is the writer in general positive or negative about sofapreneurs?

4 Work in pairs and discuss the questions.
1 Can you think of one more benefit and disadvantage of online marketplaces?
2 Do you think that websites like PeoplePerHour are changing the way companies employ people?
3 Do you know anyone who sells products or gets freelance work via online marketplaces?

T Teacher's resources: extra activities

(3)

FT

Who wants to be a sofapreneur?

By Sarah O'Connor

Alibaba is used by hundreds of millions of people around the world. Thanks to e-commerce sites like this anyone can be an import–export magnate* without leaving the sofa. Thanks to Airbnb, anyone can be a hotel manager. Today there is a growing number of 'sofapreneurs' making money from websites like Alibaba, eBay and Airbnb, and many of them are not even doing it full time. Freelancer sites like PeoplePerHour say many of their users are office staff who log on after work.

It is estimated that one percent of U.S. adults earn money from these websites. JPMorgan Chase says of this group that most of them rely on the sites for less than a quarter of their income. Still, that is valuable in a world of weak economic growth, low wages and insecure employment. In some cases, these sites are giving people who might have difficulties doing a traditional job a way to earn money, for instance because of health reasons or caring responsibilities. They can also offer lower prices to consumers. However, governments will have to make sure sofapreneurs cannot compete unfairly with other small businesses by simply avoiding tax.

One of the biggest benefits is the hardest to measure. Many of the people I've interviewed who sell products on these sites say that it gives them a sense of satisfaction they do not have in their day jobs. Last year I spoke to Einar Parker, who spent his days working on the production line at a car seat factory. He began making jewellery in his spare time and set up his own shop on Etsy. The site was started twelve years ago to sell homemade goods. 'You don't think a lot when you're on an assembly line, but I've got something to think of, coming up with ideas,' he explained. 'That is my escape.' Sofapreneurship seems to be making people a little richer and a little happier, and that is no bad thing.

*rich and powerful person in business

❯ 40 ❮

Grammar Present Simple and Past Simple passive (4)

5A Look at these extracts from the article. What verb forms are the words in bold? What tense are they?

1 Alibaba **is used** by hundreds of millions of people around the world.

2 The site **was started** twelve years ago to sell homemade goods.

B Look at sentence 1 again. Which preposition do we use to show who does the action?

❯ page 121 See Grammar reference: Present Simple and Past Simple passive

6 Complete the listings on an e-commerce site with the active or present passive form of the verbs in brackets.

These personalised necklaces ¹_____ (make) of wood. Orders ²_____ (deliver) within 72 hours in the EU.

Each handmade ceramic bowl ³_____ (paint) by hand. It ⁴_____ (not recommend) to put them in the microwave, oven or dishwasher. We ⁵_____ (ship) worldwide.

Our high-quality cotton T-shirts ⁶_____ (print) specially to order and ⁷_____ (dispatch) within two days. Just ⁸_____ (select) your size and colour and the words you ⁹_____ (require).

These coffee cups and mugs ¹⁰_____ (design) by me and ¹¹_____ (pack) in a gift box. If your items ¹²_____ (need) by a certain date, please contact me.

7A Complete the passive sentences with the past or present passive form of the verbs in brackets.
1 Alibaba _____ (set up) by Jack Ma, who is said to be one of China's richest men today.
2 Sellers using Alibaba's and eBay's sites _____ (not charge) a commission on goods sold.
3 Airbnb's headquarters _____ (base) in San Francisco, California.
4 Hotels _____ (not allow) to advertise rooms on the Airbnb site.
5 Some homes/offices on the website _____ (own) by Airbnb.
6 When eBay _____ (create) in 1995 it _____ (call) AuctionWeb.
7 eBay _____ (buy) by Google in 2016.
8 Very little money _____ (need) to start an Etsy shop online.

T Teacher's resources: extra activities

B Decide if the sentences in Exercise 7A are *true* (T) or *false* (F). Check your answers on page 129.

(5) Writing

8 Work in pairs. Imagine you want to be a sofapreneur. Look at the examples in Exercise 6 again. Think about what products you could make and sell online or what services you could offer. Write a short description of your products or services for an e-commerce site. Write 60 to 80 words.

(6) Self-assessment
- How successfully have you achieved the lesson outcome? Give yourself a score from 0 (I need more practice) to 5 (I know this well).
- Go to My Self-assessment in MyEnglishLab to reflect on what you have learnt.

❯ 41 ❮

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(1) The Lesson outcome defines a clear learning outcome for every lesson.

(2) Every lesson begins with a short Lead-in activity to engage learners with the lesson topic on a personal level. This section includes pre-teaching of vocabulary needed for the reading or listening to come.

(3) The reading text is generally an article, often from the *Financial Times*. The text focuses on a particular aspect of the unit topic which has an interesting angle, and it contains examples of the grammar point presented.

(4) There is one grammar point in each unit, presented in Lesson 2. In general a guided discovery (inductive) approach has been taken to the presentation of grammar. The grammar is presented with reference to examples in the reading (or listening) text, followed by controlled practice.

(5) Discussion questions and communicative practice of vocabulary and grammar is provided in the final Speaking or Writing section of this lesson.

(6) Every lesson ends with a short Self-assessment section which encourages learners to think about the progress they have made in relation to the lesson outcomes.

Lesson 3 ▶ Communication skills

The aims of this lesson are:

- to introduce students to the skills needed to interact successfully in international teams.
- to encourage students to notice different communication styles and the misunderstandings that can arise as a result, by watching the scripted skills training video.
- to present and practise functional language associated with the communication skill in the lesson.

7.3 ▶ COMMUNICATION SKILLS
Responding to customer concerns

① Lesson outcome Learners can use a range of expressions to manage customer relationships and support a colleague.

② Lead-in 1A There is a saying in business: 'the customer is always right'. Work in pairs and discuss these situations. Is the customer right in each case?

1 A passenger boards an aeroplane wearing a hat with an offensive slogan on it. Other passengers complain, and the cabin crew ask the passenger to remove the hat. The passenger refuses.

2 A man orders a meal in a restaurant. The food takes a long time to come, and when it finally arrives it is cold. The man complains to the waiter.

3 A woman goes into a shop to buy a blouse. The shop assistant offers to help, but she says she is just looking. She tells him to leave her alone. Later she needs help from the assistant, but he is nowhere to be seen. The woman complains to the store manager.

B How would you react if you were the:
a pilot on the aeroplane?
b restaurant manager?
c store manager?

③ VIDEO 2A ▶ 7.3.1 Watch as Daniel talks to Beata and then calls Mateo.
1 What is the main issue they need to resolve?
2 What does Daniel think may be the reason for this?
3 What alternative reasons does Beata suggest?
4 Daniel says there are 'one or two small things' to discuss. How does Mateo respond?

B Do you think the phone call will go well? Why / Why not?

3A In small groups, discuss which is the best approach (Option A or B) for Daniel to take in the phone call with Mateo. As a class, decide which video to watch first.
Option A – Daniel should listen carefully to what Mateo has to say, but not make any comments about Beata's actions.
Option B – Daniel should listen carefully to what Mateo has to say, but make it clear that he fully supports Beata.

Go to MyEnglishLab for extra video activities.

④ B Watch the two videos in the sequence the class has decided and answer the same questions about each video.
Option A ▶ 7.3.2   1 What reasons does Mateo give to explain his position on the refrigeration issue?
Option B ▶ 7.3.3   2 How does Daniel react to Mateo's arguments about the refrigeration issue?
3 How does Daniel respond to Mateo's criticisms of Beata?
4 What does Daniel promise to do after the telephone call?
5 How many times does Daniel refer to Beata?

4 How do you think Beata and Mateo felt at the end of each sequence? In pairs, discuss the advantages and disadvantages of Daniel's different approaches. Do you think he should have shown his support for Beata? Why / Why not?

5 ▶ 7.3.4 Watch the Conclusions section of the video and note down the points the speaker makes about the two approaches.

⑤ Reflection 6 Think about the following questions. Then work in pairs and discuss your answers.
1 Which approach would you prefer to use in such a situation? Why?
2 What is one advantage and one possible disadvantage of such an approach?

⑥ ▶ 72 ◀

Functional language ⑦

Responding to customer concerns

7 Use the seven phrases from the video (a–g) to complete the gaps in the table (1–7).
a I am sure we'll [come up with a solution].
b [Beata] is correct about that.
c I just want to hear your side of things.
d [Beata] has filled me in on all of the details.
e Let me [do some calculations and speak to my people].
f [Beata] is absolutely right on this.
g [Please understand] I see your point.

A Explaining the reason for the conversation	1 _____ I just want to make sure everything is OK.
B Confirming you already have specific information	2 _____ Beata has told me about that.
C Supporting a colleague	3 _____ 4 _____ I have to say Beata [is right / has a point].
D Reassuring a customer	5 _____ 6 _____ I'm confident we'll come up with a solution.
E Outlining your next step	7 _____ I'll [go through all the details / double check all the data] with Beata.

A customer has asked to speak to a manager to discuss a bill, which he/ she feels is too high. The manager's colleague has explained the situation: the customer has a card offering a 10 percent discount, but it does not apply to this product. The manager phones the customer.

⑧ Teacher's resources: extra activities

8A Read the scenario on the left. What can the manager say to respond to the customer's concerns? Use phrases from Exercise 7.
Manager: Explain the reason for the conversation.
Customer: 'I think my bill is wrong. I told your colleague that he forgot to include the 10 percent discount.'
Manager: Confirm that you already have specific information.
Customer: 'Your colleague said the discount does not apply and that I should speak to you about this.'
Manager: Support the colleague.
Customer: 'I have to say I am not happy about this situation.'
Manager: Reassure the customer.
Customer: 'What are you going to do about it?'
Manager: Outline your next step.

B Work in pairs and roleplay the phone call.

▶ TASK

⑨ 9A Work in groups of three. Turn to page 130 and choose one of the scenarios. Decide who will take the roles of the manager trying to control the situation, the unhappy customer and the observer.

B Read the complaint for the scenario you have chosen and the instructions for your role.

C Roleplay the telephone conversation between the manager and the customer. If you are the manager, try to uses phrases from Exercise 7.

D When you have finished, decide if the customer is now satisfied. Listen to the observer's feedback. Discuss what went well, what didn't go well and how you can improve next time.

⑩ Self-assessment
- How successfully have you achieved the lesson outcome? Give yourself a score from 0 (I need more practice) to 5 (I know this well).
- Go to My Self-assessment in MyEnglishLab to reflect on what you have learnt.

▶ 73 ◀

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① ▶ The Lesson outcome defines a clear learning outcome for every lesson.

② ▶ Every Communication skills lesson begins with a short Lead-in activity to engage learners with the lesson topic on a personal level and to set-up the video which follows.

③ ▶ The Communication skills training video introduces learners to the skills needed to interact successfully in international teams, with people who may have different communication styles due to culture or personality. There is a storyline running through the eight units, with the main characters appearing in different situations. Note: Each clip, however, can be watched separately and each lesson done independently without the need to watch the preceding video clips.

④ ▶ In each Communication skills lesson, you will:
a watch a set-up video which introduces the main characters and challenge of the lesson;
b watch the main character approach the situation in two different ways (Options A and B);
c answer questions about each approach (Option A and Option B) before watching the conclusion.

⑤ ▶ Students work alone on a short reflection activity. The approach to this reflection activity may change to suit each lesson. The idea is to encourage students to think about communication styles and their implications.

⑥ ▶ The lesson to this point works as a standalone lesson for teachers who have a limited amount of time to work on communication skills. In other teaching situations, the lesson can be extended using the activities on functional language.

⑦ ▶ This page presents and practises a set of useful functional language from the video in the Communication skills lesson.

⑧ ▶ **T Teacher's resources: extra activities** The optional extension activities for this lesson provide controlled practice of the functional language.

⑨ ▶ The lesson ends with a collaborative group task designed to practise the functional language and the communication skill presented in the lesson. There is a scenario or scenario options which pre-work students can relate to, as well as an element of personalisation in the scenario to help with mixed-ability classes.

⑩ ▶ Every lesson ends with a short Self-assessment section which encourages learners to think about the progress they have made in relation to the lesson outcomes.

Lesson 4 ⟩ Business skills

The aims of this lesson are:

- to give students exposure to a functional business skill or sub-skill using a listening comprehension, encouraging them to notice successful and unsuccessful techniques.
- to present and practise relevant functional language drawing on examples from the listening.
- to encourage students to activate the skill and language they have practised by collaborating on a group task.

7.4 ⟩ BUSINESS SKILLS
Generating and presenting ideas

7.4 ⟩| Business skills: Generating and presenting ideas   ⟨ ■ ■ ■ ◻ ■ ⟩

(1) Lesson outcome   Learners can use a range of expressions to generate and present ideas.

(5) Functional language

Discussing and presenting ideas

5A Match the beginnings (1–10) with the endings (a–j) to make sentences from the audio.

1 We think **the first thing we need to do is** to
2 **So we should** brainstorm
3 **We suggest everyone needs to** get into
4 **Another way is to** use
5 The thing is, it's got to be easy,
6 Our team would like to push the idea of
7 **Basically,** starting with
8 **So it's a bit like**
9 **Our team came up with** the idea
10 What we want to do is make sure that

a a word or phrase, and then simply writing down all the ideas that come from that phrase.
b make lists.
c we really think through the issues.
d the habit of carrying a small notebook.
e the recorders on our smartphones.
f as many ideas as possible, and write them all down.
g mind mapping.
h otherwise we won't do it.
i brainstorming, which the first group mentioned.
j of visualisation.

B Look at the words in bold in the sentences in Exercise 5A. Which phrases introduce the idea, and which can be used to add a comment or explanation?

C Turn to the audioscript on page 150 and find more phrases to add to the categories in Exercise 5B.

6 Here are some opening statements about customer service. Use the phrases in Exercise 5 to add your own comments or explanations.
1 We think that it is important to have competent staff.
2 The first thing we need to do is to make sure that we offer a premium service.
3 We like the idea of giving the customer VIP treatment.
4 Our team would like to push the importance of good communication.

(2) Lead-in
1 Work in small groups and discuss the questions. Then share your ideas with the class.
1 Why is it important for businesses to be good at generating ideas?
2 Whose responsibility is it to generate ideas: managers, staff or both?

(3) Listening
2A ◄⟩ 7.04 A group of employees are attending a staff training day on customer service. Listen to the manager introducing the session and answer the questions.
1 According to the manager, when do we have ideas?
(4) 2 What happens to most ideas? Why?
3 What does the manager want to do in this meeting? Why?
4 What must the group come up with?

B Complete the text using the words in the box. Then listen again to check.

enough   generate   lose   share   ways

So I want to hear your ideas about how we can ¹_____ more ideas, and how we can ²_____ them with each other. But it's not ³_____ just to have good ideas. What I want to do in this session is to brainstorm ⁴_____ we can capture those ideas to make sure we don't ⁵_____ them.

3 Work in small groups. Discuss ways to generate ideas and how to capture them and not lose them. Then discuss your ideas as a class.

4A ◄⟩ 7.05 Listen to six people presenting their team's ideas. Which techniques (if any) have you already discussed?

B Listen again. Tick the techniques which talk about ways to capture or record ideas.
1 brainstorm   4 roleplay
2 use a notebook/smartphone   5 visualisation
3 mind mapping   6 play devil's advocate

C Work in pairs. Use the words and phrases on the left to make short notes about each of the techniques in Exercise 4B.

opposite   risk   connect   record   lists   quantity not quality   role   different personality   viewpoints   diagram   question   sketch/drawing

(6) T Teacher's resources: extra activities

⟶ page 117 See Pronunciation bank: Introducing a topic

7A You are going to discuss ideas to solve a problem or challenge which is common to everybody. Choose one of the topics in the box, or use your own ideas.

⟩TASK

1 You have too much work.
2 You have no idea about future jobs.
3 You don't have enough money.
4 Your classes are too large.
5 You have a poor wifi connection.

B Work in small groups. Choose two techniques which you can use to generate ideas to deal with your problem or challenge. The techniques don't have to come from this unit, but it's important that everybody in the group understands how they work.

C Use the techniques to generate and discuss your ideas. Make sure you capture your ideas so that you can explain them later.

D Present your ideas to the class. Try to use phrases from Exercise 5.

E Reflect on the process you have just followed. Which technique did you prefer, and why? Discuss what went well, what didn't go well and how you can improve next time.

(8) Self-assessment
- How successfully have you achieved the lesson outcome? Give yourself a score from 0 (I need more practice) to 5 (I know this well).
- Go to My Self-assessment in MyEnglishLab to reflect on what you have learnt.

⟩ 74 ⟨   ⟩ 75 ⟨

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(1)⟩ The Lesson outcome defines a clear learning outcome for every lesson.

(2)⟩ Every Business skills lesson begins with a short Lead-in activity to engage learners with the lesson topic on a personal level.

(3)⟩ An original listening comprehension introduces the business skill and related key techniques and key functional language.

(4)⟩ Listening comprehension activities check that students have understood the meaning of key concepts or vocabulary, and move on to listening for detail.

(5)⟩ The section on Functional language offers presentation and practice of a set of useful functional language related to the business skill of the lesson. The language exponents come from the audioscript, and common tasks include gap-fill activities.

(6)⟩ **T ⟩ Teacher's resources: extra activities** The optional extension activities for this lesson provide controlled practice of the functional language and additional listening practice using the lesson listening text.

(7)⟩ The lesson ends with a significant collaborative group task to practise the target business skill and provide an opportunity to use the functional language presented. A scenario or several scenario options are provided to help with mixed classes, and often include an opportunity for personalisation.

(8)⟩ Every lesson ends with a short Self-assessment section which encourages learners to think about the progress they have made in relation to the lesson outcomes.

Lesson 5 ▶ Writing

The aims of this lesson are:

- to present and practise a specific aspect of business writing, focusing on either genre, function or register.
- to present and practise relevant functional language, drawing on examples from the model text.

7.5 ▶ WRITING
External 'thank you' email ◀ ▢ ▢ ▢ ▢ ▫ ▶

① **Lesson outcome**   Learners can write an email expressing thanks.

② ▶ **Lead-in**   **1A**   Read the 'thank you' email and choose the correct options in italics.

> Dear Glen,
>
> I am writing to thank you and your staff for the excellent service you ¹*provided / produced* organising our trade conference last week.
>
> The ²*happening / event* ran very smoothly thanks to the hard work of **all** your staff. I would also like to ³*express / say* our appreciation for the prompt way in which your staff ⁴*dealt / handled* the problems there were with **some of** the catering facilities. Your customer service team ⁵*responded / replied* to the difficulties quickly and **none of** our guests realised that anything was wrong. In fact, they seemed to be able to ⁶*deal / handle* with **any** problems that came up.
>
> We will certainly use your company again in the future and have already ⁷*proposed / recommended* you to other business contacts.
>
> I would like to thank you and your staff once again and I look forward to working with you in the ⁸*close / near* future.
>
> Kind regards,
>
> Franz Benheim

B   Work in pairs and check your answers.

③ **Functional language**   **2**   Complete the table with the words in the box.

> appreciated definitely helpful much once recommended replaced smoothly
> sorted take wanted writing

Beginning	Details	Closing
I am ¹_____ to thank you for your help …	The conference ran very ⁶_____ .	We will ¹⁰_____ use your company again in the future.
Thank you very ²_____ for your help …	Your staff ⁷_____ out the problems very quickly.	We have already ¹¹_____ you to other companies.
I would like to ³_____ this opportunity to thank you for …	Your customer service team were very ⁸_____ .	Thank you ¹²_____ again for all your hard work.
We really ⁴_____ all your hard work …	You ⁹_____ the damaged goods immediately.	
I ⁵_____ you to know how much we appreciate your work.		

④ **T**   Teacher's resources: extra activities
L   The email contains examples of *some (of), any, all (of), none (of)*. Go to MyEnglishLab for optional grammar work.
⑤

▶ **page 124**   See Grammar reference: *some (of), any, all (of), most (of), no, none (of)*

⑥ ▶**TASK**   **3A**   Turn to page 132 and read the short thank you email. In pairs, decide how you could improve it.

B   Your company bought some new computers but some of them did not work properly. You were very happy with the way the company dealt with the problem. Write an email thanking the supplier. Use the notes on page 132. Write about 140 words.

C   Exchange emails with your partner. In what ways is your partner's email different from yours? Having read your partner's email, how would you improve yours?

⑦ **Self-assessment**
- How successfully have you achieved the lesson outcome? Give yourself a score from 0 (I need more practice) to 5 (I know this well).
- Go to My Self-assessment in MyEnglishLab to reflect on what you have learnt.

▶ 76 ◀

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① ▶ The Lesson outcome defines a clear learning outcome for every lesson.

② ▶ Every Writing lesson starts with a writing model with an associated task. The task often requires students to notice or do something with the language within the model text. In specific cases, this section may also include an element of listening, if for example the writing skill refers to 'taking notes from a phone call or presentation', or 'summarising what a speaker or colleague says'.

③ ▶ The functional language is presented in a table summarising useful language associated with the target writing skill, and includes a related activity. The table is likely to be categorised according to the different sections of the writing model. Tasks include completing exponents in the table or identifying which ones are formal and informal.

④ **T** ▶ Teacher's resources: extra activities   The optional extension activities for this lesson provide controlled practice of the functional language.

⑤ **L** ▶ The summary contains examples examples of *some (of), any, all (of), none (of)*. Go to MyEnglishLab for optional grammar work.

There is a signpost to the optional second grammar point. Some examples of the target language point are included in the writing model. The teacher's notes include instructions to focus students on the examples before directing them to the activities in MyEnglishLab if they choose to do so.

⑥ ▶ The lesson ends with at least two writing tasks, from controlled to freer practice.

⑦ ▶ Every lesson ends with a short Self-assessment section which encourages learners to think about the progress they have made in relation to the lesson outcomes.

Business workshops ⟩

The aims of the Business workshops are:

- to simulate a real-life professional situation or challenge which is related to the theme of the unit.
- to provide multiple opportunities for free, communicative practice of the language presented in the unit.

BUSINESS WORKSHOP 4⟩ Hand-made

① Lesson outcome Learners can consider market research and devise a marketing strategy.

Background 1 **Read the background and answer the questions with a partner.**
②
1 What does HappyPure make?
2 Who started the company and why?
3 Who are HappyPure's main customers at the moment?
4 What are HappyPure's future plans?
5 What kind of hand-made products have you used in the past?

③

BACKGROUND
HappyPure provides hand-made skincare creams for sensitive skin types. It was created by Isabella Barco from Venezuela when she could not find any suitable face creams on sale for her sensitive skin. Experimenting with different natural ingredients and essential oils, she found a formula which really worked. She gave it to her school friends who all wanted to try it and they became her first customers. They told their mothers who then told their friends until she had a solid customer base.
Isabella, who is now 18 years old and about to take her final school exams, works every weekend and every day after school to produce enough products to meet demand. Last month she opened an e-shop and was surprised by the demand for her products. Although she had planned to go to university, she realises that she has a really good business model and she wants to continue to expand the business full time. However, she does not have the business experience to do it herself. Last week she got requests from a chain of beauty salons in India who are interested in using her products and a request from a Russian supermarket to sell her products. She now has to decide how to take the business global.

Going global – what you need to know **2A** 🔊 BW 4.01 **Listen to the first part of a radio interview with a Global Supply Chain Management Expert. Tick (✓) the things he mentions.**
④
☐ keeping costs low ☐ customer service ☐ cross-cultural problems
☐ delivering goods ☐ setting up a new business

B **Listen again and complete these notes.**

Key factors for going global
- having an efficient and ¹_____ supply chain
- supply chain mustn't be ²_____ and difficult to control
- supply chain needs to support both new and ³_____ customers

3A 🔊 BW 4.02 **Listen to the second part of the interview and answer these questions.**
1 Why does Greg mention horse meat? 2 What does he say about Google?

B **Listen again and complete these notes.**

Things to consider
- production increases, cost of ¹_____ , transport, payment terms, currency, amount of ²_____ needed
- different ³_____ laws
- product ⁴_____ must remain high

Global success depends on
- learning quickly and being ⁵_____

T Teacher's resources: extra activities

⟩ 94 ⟨

Supply chain 4A 🔊 BW 4.03 **Listen to the expert talking about a simple supply chain model and complete the diagrams below.**

1 Supply chain for organic apple juice start-up

| ¹_____ : local ²_____ | → | manufacturer and ³_____ : Walter | → | ⁴_____ : friends and ⁵_____ |

2 Supply chain for expanding apple juice company

| new ⁶_____ | → | new manufacturer | → | warehouse and ⁷_____ | → | retailer ⁸_____ → ⁹_____ → online ¹⁰_____ |

B **Work in pairs or small groups. Look at the problems below and indicate where they might occur in the supply chain.**
1 stock running out
2 poor-quality product
3 production delays
4 increase in costs
5 customers can't find product in shops
6 online order deliveries delayed

Market research 5 **Work in pairs. Discuss what kind of skincare products are popular in your country with both men and women. Consider why they are popular and who the target markets are. Do both men and women use skincare products?**

6 **Work in small groups. Discuss what research you think Isabella needs to do before selling into new markets. Consider these points and try to add at least four more of your own.**
- rules and regulations / legal system
- potential customer base
- marketing
- shipping costs

T Teacher's resources: extra activities

⑤

TASK
Choose a market for a global strategy

7A **Work in pairs or small groups.**
Student/Group A: Look at the market research notes for India on page 135.
Student/Group B: Look at the market research notes for Russia on page 136.
- Exchange information about the two markets.
- Study the information together and discuss how HappyPure meets the market demands.
- Consider the potential difficulties of selling to those markets.
- Discuss what HappyPure must do now if it is serious about going global.

B **Work in two groups with people from both A and B. Hold meetings to come up with a strategy for HappyPure to go global. Here is the agenda.**
- Which market should HappyPure enter: India or Russia?
- What changes will the company have to make to go global?
- Manufacturing
- Pricing
- Branding and marketing
- Next steps / action points

C **Share the results of your meeting with another group. Did you come to the same conclusions?**

T Teacher's resources: extra activities

⑥ Self-assessment
- How successfully have you achieved the lesson outcome? Give yourself a score from 0 (I need more practice) to 5 (I know this well).
- Go to My Self-assessment in MyEnglishLab to reflect on what you have learnt.

⟩ 95 ⟨

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① The Lesson outcome defines a clear learning outcome for every lesson.

② The workshop begins by providing some background information on the company and the situation or challenge the scenario focuses on.

③ In units where Lesson 2 contains a reading text, the Business workshop contains a significant listening section, as in Business workshop 6 here. Where Lesson 2 contains a listening, the Business workshop contains a reading text.

④ This section includes an activity to check understanding.

⑤ The task is a practical, collaborative task which addresses the challenge set out in the background section. It focuses on speaking, but usually also includes an element of writing. The Business workshops provide a good variety of output task types.

⑥ Every lesson ends with a short Self-assessment section which encourages learners to think about the progress they have made in relation to the lesson outcomes.

Extra material ❯

Extra Coursebook activities (PDFs)
❯ go to MyEnglishLab, Teacher's Resources

Photocopiables (PDFs)
❯ at the back of this Teacher's Resource Book, and on MyEnglishLab, in the Teacher's Resources

Resource Bank: Reading bank, Writing bank, Functional language bank (PDFs)
❯ at the back of this Teacher's Resource Book, and on MyEnglishLab, in the Teacher's Resources

Unit tests, with audio files and answer keys (PDFs and Word documents)
❯ go to MyEnglishLab, Teacher's Resources; also available as Interactive tests

1 ▶ Career choices

Unit overview

	CLASSWORK	FURTHER WORK
1.1 ▶ **Transferable skills**	**Lead-in** Students discuss the importance of life skills. **Video** Students watch a video which presents a guide to the skills and qualities needed to get a job and to survive once in the job market. **Vocabulary** Students look at vocabulary that describes professional skills that can be transferred from job to job as they move up the career ladder. **Project** Students research a job and identify the skills needed to do it, then use the language they have studied in this lesson to write a job description.	**MyEnglishLab:** Teacher's resources: extra activities **Pronunciation bank:** p.114 Word stress **Teacher's book:** Resource bank Photocopiable 1.1 p.132 **Workbook:** p.4 Exercises 1–3
1.2 ▶ **Careers advice**	**Lead-in** Students talk about social media platforms. **Listening** Students listen to a phone-in programme host give advice about how to create an effective online profile and look at transferable skills. Students look at whether or not a programme host's advice was useful. **Grammar** Students learn how to give advice and make suggestions. **Speaking** Students practise using the language of giving advice and suggestions.	**MyEnglishLab:** Teacher's resources: extra activities; Reading bank **Grammar reference:** p.118 Advice and suggestions **Pronunciation bank:** p.114 Voice range **Teacher's book:** Resource bank Photocopiable 1.2 p.133 **Workbook:** p.5 Exercises 1–3, p.6 Exercises 1–3
1.3 ▶ **Communication skills:** Building rapport	**Lead-in** Students explore ways of building rapport when they meet someone for the first time. **Video** Students watch a video about ways of building rapport when meeting people for the first time. **Reflection** Students reflect on the conclusions from the video and discuss their own approach to first-time meetings. **Functional language** Students look at questions that are commonly used when we meet people and help to build good working relationships. **Task** Students practise the functional language from the lesson by having a conversation and trying to build rapport with a partner.	**MyEnglishLab:** Teacher's resources: extra activities; Interactive video activities; Functional language bank **Workbook:** p.7 Exercise 1
1.4 ▶ **Business skills:** Networking	**Lead-in** Students discuss careers events and tips for how to prepare for them. **Listening** Students listen to a recruiter giving advice about networking at a careers event. **Functional language** Students look at useful phrases for talking with other people. **Task** Students practise the functional language and ideas they have learnt about starting and finishing conversations and showing interest	**MyEnglishLab:** Teacher's resources: extra activities; Functional language bank **Workbook:** p.7 Exercises 2 and 3
1.5 ▶ **Writing:** Emails –Introducing yourself	**Lead-in** Students look at how we introduce ourselves to new colleagues in an email, and also at formal and informal language. **Functional language** Students look at both formal and informal phrases for a written self-introduction. **Task** Students write an email of self-introduction.	**MyEnglishLab:** Teacher's resources: extra activities; Interactive grammar practice; Writing bank **Grammar reference:** p.118 Adverbs of degree **Workbook:** p.8 Exercises 1 and 2
Business workshop 1 ▶ Global recruitment agency	**Reading** Students read a job listing and online candidate profiles. **Listening** Students listen to initial job interviews. **Writing** Students write an online professional profile. **Task** Students discuss job candidates.	**MyEnglishLab:** Teacher's resources: extra activities

Business brief

The main aim of this unit is to introduce students to the concept of a **career ladder**. A career ladder is the progression from an entry-level job to positions of higher pay, increased skill and more responsibility. Every field has a career ladder. In construction, workers might start out doing unskilled labour such as moving materials from place to place, but then progress to more skilled work such as using power tools and eventually to leading groups of other workers. In banking, workers may start out as clerks or phone-banking personnel and eventually move into positions of management.

The first step on the career ladder is education. At school, students learn **transferable skills** – planning and organisation, using maths, working in a team and so on. These are skills that are useful in almost any job and can be taken from education into work and from one job to the next. People usually continue to develop transferable skills as they move up the career ladder.

People often seek **careers advice** before leaving school. A good careers advisor can discuss work and educational possibilities. A student who does not enjoy academic work and is keen to enter the workforce and start earning might be guided straight into the **job market** or encouraged to take a **vocational-technical course** that focuses on **skilled work** such as hairdressing, plumbing, operating machinery or working in food service. Other students may choose to follow an academic path, studying for a **bachelor's degree** at university and then entering the job market or continuing on for even further study, with a **master's** or **doctoral degree**.

In the past, a career ladder could often be climbed within a single company, in a position of lifetime employment. However, around the world, the **portfolio career** is becoming more common. Rather than having a traditional **full-time job** with a single employer, many workers today work in multiple **part-time jobs**, including **freelancing** or **temporary jobs**, which, when combined, are the equivalent of a full-time position, but with more variety and flexibility.

Whichever career path your students are on, they should be aware of the benefits of developing transferable skills and of seeking careers advice. Communication skills such as **building rapport** at first meetings by using a range of appropriate questions, recognising verbal and non-verbal techniques for building rapport and being able to start, close and show interest in face-to-face communication are essential. Writing skills such as introducing yourself in an email are also important and transferable.

Career choices and your students

It is important that students are aware of the concept of a career ladder and of transferable skills. It is important for pre-service students to understand that the skills they are developing in their education will be useful at work no matter which field they choose to work in. It is especially important for them to understand that although they may think they are headed in a certain direction now, they may end up somewhere unexpected – but still be able to make use of the skills they have developed.

Unit lead-in

Elicit a brief description of the photo (hot-air balloons floating over mountains) and look at the quote with the class. Ask: *What is the connection between balloons and a career?* (When you develop the right skills and experience, your career can 'take off' like a balloon and carry you up to where you can see more of the world. We describe successful people as *high flyers*.) Check that students understand *attribute* (a quality or feature, especially one that is considered to be good or useful) and *sector* (a part of an area of activity, especially of business, trade, etc.). Ask: *How can we say this in simpler words, as advice?* On the board, write: *Workers should ...* and elicit ways to complete the sentence, e.g. *learn skills they can use in many different types of work so they can get better jobs.* Say: *We're going to learn more about these skills and qualities in this unit.*

1.1 ❯ Transferable skills

GSE learning objectives

- Can understand a large part of a video on a work-related topic.
- Can use language related to aptitude, ability, knowledge and skills.
- Can talk about skills needed to do tasks or jobs.
- Can give examples to demonstrate skills for the workplace.
- Can discuss how to develop skills.
- Can express opinions using simple language.
- Can write descriptions of familiar job roles and responsibilities.

Warm-up

Write the following question on the board: *What are you good at?* Say a couple of things you are good at, e.g. *I'm good at speaking English.* *I'm good at playing* a game). On the board, write: *Skills* and underneath write *speaking English, playing Candy Crush Saga.* Elicit skills from a few students and accept any answer as long as it's a skill (e.g. *skiing, playing the guitar, cooking*).

Lead-in

Students discuss the importance of life skills.

1 Go through the words in the box before students begin and get them to check the meanings of any unknown words in a dictionary. Students do the exercise individually, then, as feedback, go through the list quickly and ask students to raise their hand if they ticked a word.

2 Students do the activity in pairs. During the activity, help each pair as necessary. As feedback, ask a few groups to share their answers to question 2.

Video

Students watch a video which presents a guide to the skills and qualities needed to get a job and to survive once in the job market.

3A Tell students they are going to watch a short video about

skills that are useful when you climb the career ladder. Explain the meaning of *career ladder:* the progression from an entry-level job to positions of higher pay, increased skill and more responsibility. Ask them if any of the skills you discussed in the warm-up can be applied to a range of tasks and roles. Then get them to discuss the question in pairs. During the activity, monitor and help each pair as necessary. As feedback, ask each pair to share a couple of answers with the class. At this point, accept any reasonable answer. The answers from the video are in the key for Exercise 4A.

3B ▶ 1.1.1 The video mentions twenty different skills, abilities and qualities. The idea behind this flow of exercises is that students almost certainly will not in Exercise 3A name the exact twenty skills and characteristics that are in the video. In this exercise, they are just listening for their own ideas from Exercise 3A to be mentioned.

Play the video. Encourage students to listen just for the information they need to complete the task. Ask them to raise their hand each time they hear one of the skills they talked about in Exercise 3A. After watching the video, ask them to share some of the skills that were mentioned. At this point, accept any reasonable answers. The answers from the video are in the key for Exercise 4A.

4A ▶ 1.1.1 Before playing the video again, ask students to read the three questions. Play the video. Consider pausing the video briefly sometimes after answers are given, to allow students time to process the information and make notes.

> **1** the ability to work in teams / be a good team player, the ability to work well with other people, passion about the topic, the ability to think outside the box, the ability to set goals you can achieve, flexibility, critical thinking, problem-solving, communication skills, honesty, enthusiasm, being genuine, being authentic, working hard, determination, integrity, ability, being motivated, having a can-do attitude
> **2** in person, on paper, one-to-one, in small groups, in large groups
> **3** have skills that you can transfer from one job to another, be a good team player and don't forget that employers look at the person behind the resume

4B Students discuss their answers in pairs. Then check answers with the whole class.

Possible answers

lazy, dishonest, negative, not motivated / unmotivated, not a good team player, not able to set goals (You may wish to call attention to the negative forms of some of the adjectives: *dishonest, unmotivated, unable to think outside the box.*)

Extra activities 1.1

A This activity gives further practice of key vocabulary from the video. Ask students to complete it individually, then check answers with the class. Alternatively, play the video for students to check their answers individually.

> **1** performance **2** skills **3** tasks **4** teams
> **5** movement **6** person **7** skillset **8** teamworking

B ▶ 1.1.1 Students do this individually or in pairs.

> **1** tasks **2** performance **3** teams **4** teamworking
> **5** movement **6** skillset **7** person **8** skills

5 Put students in pairs or small groups to do the exercise. If they need help to get started, give an example or two using your own experience, e.g. *As a teacher, I need to be a good team player. I work closely with the other teachers and with the management to plan classes, organise activities, track students' progress and so on.* Check answers with the class.

Vocabulary: Transferable skills

Students look at vocabulary that describes professional skills that can be transferred from job to job as they move up the career ladder.

6 Explain that the words and phrases from the video are used to describe people. Note that the video says *think outside of the box* although the more usual expression is *think outside the box* (see Notes below). Ask students to match phrases 1–4 with the best description, then check answers as a class. Do the same again with words/phrases 5–8.

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

Notes

The expression *think outside the box* refers to the 'nine dots puzzle', which was popular with management consultants in the 1970s and 80s. It featured a grid of nine dots. The puzzle was to draw four straight lines that connected all nine dots without lifting your pencil. This required making lines outside of the box formed by the dots. This is one of many possible solutions:
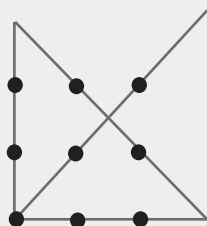
7 Put students in pairs and ask them to complete the tables. Go through the answers with the whole class.

> **1** adaptable **2** flexibility **3** motivated **4** confidence
> **5** dependable **6** resourcefulness **7** independent
> **8** ambition **9** passionate **10** enthusiasm **11** honest
> **12** authenticity

8 Tell the class that this is an opportunity to learn more vocabulary for describing transferable skills. Ask them to do the exercise in pairs or small groups. If possible, get them to stand and write their ideas on the board.

Possible answers

1 able to manage time well, able to lead others, able to meet deadlines, friendly, able to listen well, careful, able to write well, patient, hard-working

2 able to manage time well: get to class on time with work complete; able to lead others: join student government, become a sports team captain; able to meet deadlines: hand in work on time; friendly: become socially involved; able to listen well: pay attention to other people in groupwork situations; careful: complete assignments well by following the instructions; able to write well: write and edit papers; patient: keep working until you've mastered the material, when working with groups, give others time to understand; hard-working: do your work completely and on time

Extra activities 1.1

C Get students to do this individually as a quick vocabulary quiz. You could get them to compare answers in pairs before checking answers with the class.

> **1** flexible **2** critical thinking **3** communication
> **4** independent **5** confidence **6** adaptable
> **7** Dependability **8** passionate **9** integrity
> **10** critically **11** set goals **12** can-do attitude

❯ **Pronunciation bank**
p.114: Word stress

Warm-up
Write *flexible* and *communication* on the board. Get students to say the words and ask: *Which syllable is stressed?* Elicit the first syllable in *flexible* and underline it on the board. Elicit the fourth syllable in *communication* and underline it on the board. Refer students to the explanation in the box and drill the pronunciation of *performance*.

1 Ask students to complete the exercise individually and then compare answers in pairs. Do not confirm answers yet as students will check them in the next exercise.

> **1** passion, people **2** confident, flexible
> **3** computer, resourceful **4** adaptable, reliable
> **5** independent, motivation **6** adaptability, dependability

2 🔊 P1.01 Play the recording for students to check their answers. Then play the recording a second time for students to listen and repeat.

3 Put students in pairs and ask them to do the exercise. During the activity, monitor to check that students are using the correct word stress.

Project: Writing a job description

Students research a job and identify the skills needed to do it, then use the language they have studied in this lesson to write a job description.

9 Go through the words in the box before students begin and get them to check the meaning of any unknown words in a dictionary. Working in pairs or small groups, students think of a few transferable skills that would be useful for each job. During the activity, monitor and help each pair as necessary. As feedback, ask a few groups to share their answers with the class.

> **Model answer**
>
> personal trainer – needs to meet students (be friendly, be confident), explain exercises, lead classes (be confident, be dependable), work with many different types of people (be flexible, motivate people), keep fit (set goals, be hard-working)

10A Students do the exercise in pairs. For a model answer, see Exercise 9. During the activity, monitor and help each pair as necessary.

10B Put students in pairs to write a job description. For stronger classes, ask students to do this individually. It may be assigned as homework.

> **Model answer**
>
> **Wanted: Personal trainer**
> We're looking for a friendly, confident personal trainer. You should be dependable and flexible and also hard-working and able to set goals. Responsibilities include meeting students, explaining exercises and leading classes. You need to keep fit and be able to work with many different types of people.

10C During the activity, monitor and help each pair as necessary.

10D After students have checked each other's work, if there is time, put the corrected job descriptions on the wall. Take a poll to find out which of the jobs is the most attractive.

MyEnglishLab: Teacher's resources: extra activities
Pronunciation bank: p.114 Word stress
Teacher's book: Resource bank Photocopiable 1.1 p.132
Workbook: p.4 Exercises 1–3

1.2 ❯ Careers advice

GSE learning objectives

- Can understand the main points of a simple podcast.
- Can make suggestions using *what about / how about* with verbs in the gerund.
- Can make offers and suggestions with *Why not / Why don't you/we …* ?
- Can make offers and suggestions using *could*.
- Can make negative suggestions with *Let's not*.
- Can give informal advice on everyday matters, using a range of fixed expressions.
- Can identify the main points in a work-related meeting on a familiar topic.

Warm-up

Ask: *What's a good job? What's your dream job?* Accept any answer and help the class with words for jobs they want to talk about but may not know. If they are not sure, suggest *doctor*, *lawyer*, *CEO* and *film star* to get them started.

Lead-in

Students talk about social media platforms.

1 Write *social media platform* on the board and ask students for one or two examples (see Notes below). There is a list of platforms in the answer key to Exercise 1, question 1. Get students to work through the four questions in pairs or small groups, then share answers as a class.

> **1** Possible answers: Twitter, Facebook, WhatsApp, WeChat, Skype, QQ, LinkedIn, Instagram, Tumblr, Snapchat, Reddit
> **2** Employers may use social media to advertise jobs. People looking for work may try to find jobs on social media. Employers may try to use social media to find out about a job applicant's background.
> **3** a person's name, location, work experience, education and a profile statement
> **4** Too much personal information, embarrassing photos, anything that makes you look bad. These things may damage your chances of getting a job.

> *Notes*
>
> Online social networking began in the 1970s, when very early users of the internet created the first multi-user chatrooms – online forums where people could share messages with groups of people. However, the launch of the first social networking website as we know them today wasn't until 1997. It was called SixDegrees.com and it ran until 2001. The following year, the business-oriented social network LinkedIn was launched, followed by Facebook in 2004 and Twitter in 2006. Since that time, online social networking has become an increasingly important part of working life.

2 Students do the exercise in pairs and then share answers with the whole class. If you think your class may not have received formal careers advice, point out that most people have received some kind of advice from a family member or friend at some point. This could be something as simple as someone saying, 'You should study law. Lawyers make a lot of money!'

Listening

Students listen to a phone-in programme host give advice about how to create an effective online profile and look at transferable skills.

3 Ask students to read the sentence and the two questions, then discuss them in pairs or small groups. During the activity, monitor and help each pair or group as necessary. Any answer is acceptable at this point, but note that Jenny's actual advice is summarised in the Exercise 4 answer key.

4 🔊 1.01   Go through the instructions with students, then play the recording. Share answers as a class.

> The host recommends that the caller avoid over-used adjectives to describe himself, and instead show what's special about himself by giving details of experience.

5 🔊 1.01   Tell students to read the true/false questions and try to answer the questions from memory. Then play the recording again and get students to check which sentences are true or false. During the activity, monitor and check the answers. Play the recording again if necessary.

> **1** F   **2** F   **3** F   **4** T   **5** T   **6** T   **7** F   **8** T

6 Students do the exercise in pairs. If they need help to get started, give them some examples, e.g. *I'm on a basketball team. That shows I'm a team player. I use a spreadsheet to do my personal financial planning. That shows I'm good with computers. I help plan activities for my local theatre group. That shows I'm organised.*

Extra activities 1.2

A 🔊 1.01   This activity gives further practice of vocabulary from the recording. Get students to complete the exercise individually and then check their answers in pairs before class feedback.

> **1** graduate   **2** interview   **3** website   **4** stand out
> **5** profile   **6** solving   **7** issues   **8** deal with

Grammar: Advice and suggestions

Students learn how to give advice and make suggestions.

7A You could do this as a quick whole-class exercise, checking answers as you go along.

> **1** Why not try   **2** Why don't you   **3** How   **4** should
> **5** could   **6** ought

7B Give students two minutes to identify the verb forms that come after the expressions of advice or suggestion. If they need help, write *bare infinitive* on the board and ask them to say which sentences use it (2, 4, 5). Then elicit the other two forms: *-ing* (1, 3) and *to*-infinitive (6).

> bare infinitive (2, 4, 5), *-ing* (1, 3), *to*-infinitive (6)

7C Get students to do this exercise individually. During the activity, monitor and help as necessary. When students have finished, get them to check answers in pairs.

> **1** send   **2** setting up   **3** research   **4** making   **5** to spend
> **6** think   **7** asking

8 Refer students to the Grammar reference on page 118. Give them a few minutes to do the exercise individually. Monitor and if students are struggling with any of the items, write them on the board and go through them with the whole class.

> **1** You shouldn't ~~to~~ use words that explain the obvious – like *hard-working*.
> **2** Why don't you try~~ing~~ giving more details about your IT skills?
> **3** ~~Should you~~ **You should** show your transferrable skills rather than explaining them.
> **4** What about join**ing** some online groups to make more contacts?
> **5** Why not ~~to~~ **try** writing a blog about your experience?
> **6** You could do~~ing~~ some volunteer work, then add it to your profile.
> **7** How about ~~to include~~ **including** more information about your hobbies?
> **8** You ought **to** give some information about the languages you speak.

Extra activities 1.2

B This activity gives further practice in the grammar of advice and suggestions. Get students to complete the exercise individually and then check their answers in pairs before class feedback.

> **1** Why don't you try making more online connections?
> **2** How about sending a message to one of your contacts?
> **3** You shouldn't update your status too often.
> **4** Why not post some information about your English studies?
> **5** What about adding some details about your artistic ability?
> **6** You could try asking your online connections for advice.
> **7** Why don't you consider doing an MBA?
> **8** You should keep in touch with your university colleagues.

Listening

Students look at whether or not a programme host's advice was useful.

9 🔊 1.02 Explain that a few weeks after the call in Listening 1, the caller phones again to tell Jenny how well her advice has worked. Get students to read the questions. Then play the recording. Answer the questions as a class.

> **1** Yes, it was useful. The caller got four job interviews and two job offers.
> **2** He can't decide which job offer to accept.

10A 🔊 1.02 Get students to do the exercise individually. Play the recording again and check answers with the class.

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

10B Do the exercise with the whole class or get students to work in pairs asking and answering the questions.

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

11A Get students to do this exercise in pairs. During the activity, monitor and help as necessary. Don't share answers with the class yet, as that will be part of Exercise 11B.

> **Possible answers**
>
> What would you spend the money on if you took the highly paid job? Would the highly paid job take all of your time or would you have time off to enjoy the money? Do you like expensive things – cars, holidays and so on? Could you take the highly paid job until your loans are paid off, then change to a more exciting job?

11B Explain that the purpose of the exercise is to continue the conversation between Jenny and the caller. During the activity, monitor and help as necessary. Have each pair share their conversation with another pair. If you have time, choose one or two pairs to share their conversation with the whole class.

> **›** **Pronunciation bank**
> **p.114: Voice range**
>
> **Warm-up**
>
> Write *How are you?* on the board. Say it in a very flat, monotone way that sounds as though you don't want to know the answer. Ask: *Do I sound interested?* (Elicit negative answers: *No, you don't.*) Then say it with some expression, as though you're asking a friend who you care about. Ask: *Do I sound interested?* (Elicit affirmative answers: *Yes, you do*.) Refer students to the explanation in the box and drill the pronunciation of *How are you?* with interest and enthusiasm.

> **1** 🔊 P1.02 Ask students to complete the exercise individually and then compare answers in pairs.
>
> > **1** b **2** b **3** b

> **2** 🔊 P1.03 Play the recording for students to listen and repeat.
>
> **3** Put students in pairs and ask them to do the exercise. During the activity, monitor to check that students are using a wide voice range.

Speaking

Students practise using the language of giving advice and suggestions.

12 Get students to read the online profile and list of information on page 126. Ask: *Does the profile follow Jenny's advice?* (no) *What does it do that Jenny recommends against?* (It describes the person using adjectives rather than showing what skills the person has by describing experiences.) Make it clear to students that the task here *isn't* to rewrite the profile, it's just speaking: giving advice to the profile-writer to improve it. They should think of as many sentences as possible. If possible, they should use all seven of the expressions that appear in Exercise 7B. Ask stronger classes to give reasons, when appropriate, to revise some of the vocabulary from 1.1 if you've done that section of the book. Suggestions are included in the answer key below.

> **Possible answers**
>
> You could explain that you have a degree in mathematics. (That shows you're good with numbers.)
>
> How about saying that you graduated with honours? (That shows you're smart and hard-working.)
>
> You ought to explain that you had a part-time job as a cleaner during your university studies. (It shows that you manage your time well.)
>
> You should include some information about your stories that were published in a university magazine. (This indicates that you have writing skills.)
>
> Why don't you say that you played for a city-league football team in secondary school? (That shows you're a team player.)
>
> Why not try saying that you hope to find a job in the financial services industry? (That would show that you're planning your career.)
>
> What about mentioning that you would consider working in other industries if a job looks interesting? (It would indicate that you're flexible.)

13A Put students in pairs. Ask them to decide who is Student A and who is Student B, and refer them to the relevant information on pages 126 and 128. Give them some time to read their instructions, and answer any questions they may have. There are two exercises in the roleplay. For Exercise 1, point out that Student A is giving advice and Student B is receiving it. The Student Bs can use real information about themselves or make it up, e.g. *When I was in school, I delivered papers six days a week, first thing in the morning. That shows I'm hard-working.* For Exercise 2, point out that Student B is the careers advisor and Student A is receiving advice. In this roleplay, Student A has three different skills to talk about, e.g. *I organised an after-school baking club when I was in year 9. This shows I'm a good leader.* During the activity, monitor and help as necessary.

13B For further practice, students do the roleplay again, with different partners. Again, as they work, monitor and help as necessary.

MyEnglishLab: Teacher's resources: extra activities; Reading bank
Grammar reference: p.118 Advice and suggestions
Pronunciation bank: p.114 Voice range
Teacher's book: Resource bank Photocopiable 1.2 p. 133
Workbook: p.5 Exercises 1–3, p.6 Exercises 1–3

1.3 ❯ Communication skills
Building rapport

GSE learning objectives

- Can listen and compare their ideas with the speaker's.
- Can identify phrases the speaker uses to build rapport.
- Can give or seek personal views and opinions in discussing topics of interest.
- Can use polite questions to build rapport in work-related social situations.

Warm-up

Ask: *How do you usually feel when you meet someone for the first time?* Elicit some answers (*confident, shy, nervous, interested*, etc.). Depending on your students' situation, you may want to refine the question and discuss how they feel meeting someone new in a business context, a social context or an educational context (teachers, other students). They may also say it depends on who the person is – someone older, someone younger, someone above or below them in the hierarchy. On the board, note down the feelings that are mentioned.

Lead-in

Students explore ways of building rapport when they meet someone for the first time.

1A Tell students that they are going to look at how we behave when we meet people for the first time and also how we can start off communicating well with people we meet. Put students in pairs and ask them to read the definition of *rapport* and discuss the question. Encourage them to think of different situations (meeting people at work, socially or in a class).

1B Elicit the definition of *verbal communication* (things we say) and *non-verbal communication* (see Notes below). Put students in small groups. Get them to think of two examples of each type of communication. As they work, monitor and help as necessary. Once students have discussed in their groups, ask a few groups to share their answers with the class.

Possible answers

Non-verbal
face the person you are speaking to; nod to show you are listening; maintain eye contact, but not too intensely; smile warmly; use open body language (no folded arms or crossed legs if sitting); keep personal space (not too close)

Verbal
ask questions; use positive sounds to show interest (e.g. *uh-huh*); use gentle humour if appropriate; use the person's name; don't interrupt; find something in common with the other person; use a friendly tone of voice

Notes

Non-verbal communication is how we move and behave. This includes body language (how we stand, whether we cross our arms or not, etc.), distance (how close we stand to other people when we talk), eye contact (whether or not we look other people in the eye), touch and also pauses in speech.

Video

Students watch a video about ways of building rapport when meeting people for the first time.

2 ▶ 1.3.1 In the first sequence, two people, Alex and Daniel, who work for a company called Evromed, meet a group of recent graduates for the first time. Alex and Daniel are running a meet-and-greet event where they, along with their CEO Jessica, will meet Beata, a new employee. Explain to students that they are going to watch a short video about some businesspeople who are going to meet each other for the first time. Tell students to read questions 1–4 and then play the video. Check answers with the class.

1 She sounded professional on the phone. She's a little older and has five years' professional experience.
2 She prefers people that are not overly confident.
3 He's been with the company for a year.
4 He uses humour.

3A Explain to the class the idea of Beata having two options when she meets Daniel and Alex and go through the details of Options A and B with the class. Make it clear to students that they can choose which option they want to see first on the video. Put students in small groups and ask them to discuss the two options, giving reasons for their answers. Elicit ideas from a few groups and as a class, decide which video to watch first.

3B ▶ 1.3.2 ▶ 1.3.3 Tell the class to answer the questions for Option A or B depending on their choice, and play the video. You could ask students to discuss the questions in their groups first, and then check the answers as a whole class. Do the same for the second video.

Suggested answers

Option A
1 Alex: smiles, engages in conversation about Japan; Jessica: makes eye contact, shakes hand, nods to show she is listening, smiles warmly
2 Alex: successful, they chat for a while about their time in Japan; Jessica: successful – she feels nervous, but Jessica thinks she sounds confident and not arrogant; she invites Beata to meet her in a few weeks to talk about her progress
3 Beata will be more easily assimilated into the team, and her positive connection with Jessica could have positive benefits in terms of her future career in the company.

Option B
1 Alex: doesn't try to build rapport with him, preferring to speak only to Daniel, folds her arms, turns away from him; Jessica: makes eye contact, shakes hand
2 Jessica: unsuccessful – her eye contact is too intense, she stands too close and doesn't respect Jessica's personal space; she sounds over-confident
3 Beata will find it more difficult to assimilate into the team and her negative connection with Jessica could even jeopardise her future career in the company.

4 Put students in pairs and give them 3–4 minutes to discuss the question. During the activity, monitor and help as necessary.

Possible answer

Listening can be an effective way to build rapport. In Option A, Beata had a quieter approach. Jessica reacted positively to her and they were able to bond. Beata also developed rapport with Alex as they discovered they shared a common interest in Japan. In Option B, Beata didn't listen as well and showed that not listening and being over-confident can damage rapport.

5 ▶ 1.3.4 Students should do this in the same pairs as Exercise 4. Explain that they are going to watch another video, which is a summary of the ideas they looked at in the previous videos. Play the video and give students 3–4 minutes to discuss and make notes, then discuss the main learning points with the whole class.

Good rapport makes it easier to get on well with someone or a group. Sometimes this happens naturally, but you can also use techniques to help you build rapport.
Verbal: find out what you have in common with the other person, ask about travel as this is an easy topic on which to find common interest.
Non-verbal: use eye contact (but not intense eye contact), smile, use an open posture.
Once you have built rapport with someone, you have to develop it and maintain it.

Reflection

Students reflect on the conclusions from the video and discuss their own approach to first-time meetings.

6 Allow students to work individually on this so that they can reflect on their own preferences and ideas. Ask them to think of their own answers to the questions and to make notes. Then put students in pairs to discuss their answers. Get brief feedback from the class.

Functional language: Asking questions to build rapport

Students look at questions that are commonly used when we meet people and help to build good working relationships.

7A Explain that this exercise highlights expressions from the video that we use when we meet people for the first time. Get students to do the exercise in pairs, then check answers as a class.

1 Where exactly 2 Do you know 3 How long
4 When were 5 What did you 6 What did you

7B Ask students to read the information in the grey box and ask: *Did Beata do this?* (Yes, in Option A she did this with Alex and discovered a common interest in Japan.) Point out that this exercise shows that there are categories of question. Rather than memorise exact questions, encourage students to remember the categories and to be able to form appropriate questions for each category. Get students to do the exercise individually. Then go through the answers with the class.

a 3 b 6 c 1 d 4 e 5

7C Do this as a whole-class activity.

1 c 2 b 3 a 4 d 5 e 6 a 7 e

8A Tell students that they are going to build up a conversation from some basic information they will be given. Put them in pairs and go through the instructions with them. Refer them to the role cards on pages 126 and 128. Ask them to assign roles. Each student has a role card with information about his/her own trip to Barcelona. Tell students to write questions about the location, purpose, timing, duration and likes of their partner's trip. Ask a few students to read a question out so that the class can check their answers.

Possible answers

Location: Where exactly did you stay? Which places did you visit?
Purpose: What were you doing there? What did you and your partner do while you were there?
Timing: When were you in Barcelona? When were you there?
Duration: How long did you stay? How long were you in Barcelona for? Did you stay long?
Likes: What did you like (best) about it?

8B Put students in pairs and get them to take turns to ask questions and answer them according to the role cards in the back of the book. If you have time, ask one or two pairs to perform the roleplay for the class.

Extra activities 1.3

A This activity gives further practice with the five categories of question. Get students to complete the exercise individually, then check answers in pairs. Go over the answers with the whole class.

> **1** Location **2** Purpose **3** Timing **4** Duration
> **5** Likes

B Students do this individually or in pairs. For stronger classes, ask them to try to reconstruct the conversation from memory. They probably won't be able to remember it word-for-word, but if they can remember the topics and flow of the conversation, it will help them remember the questions.

> **1** Have you ever been there?
> **2** How long did you stay?
> **3** So why did you go to Berlin?
> **4** What were you doing there?
> **5** Did you stay long?
> **6** What did you like about it?
> **7** What did you and your partner do while you were there?

Task

Students practise the functional language from the lesson by having a conversation and trying to build rapport with a partner.

9A Students will need to do a certain amount of preparation before they begin the task, so bear this in mind when you're planning this stage. Ask the class to read the four situations and to choose one they are interested in talking about. Give them 2–3 minutes to make some notes on what they will talk about.

9B Elicit a few natural ways to begin a conversation on each topic and write them on the board, e.g. *Your English is really good. I hear you went to a meeting in (place). I hear you've visited/lived in (place). I hear you went on holiday to (place).* Ask students to work in pairs. Before starting the conversation, each student should tell his/her partner the topic they have chosen to talk about. That way, they will be able to use one of the conversation openers on the board.

Ask students to start talking. During the activity, monitor and help as necessary. Remind students to focus both on what they say and what other students say, and at the same time note which conversations are the most successful.

9C When they have finished, ask a few students to say what they learnt about their partner. Then ask which conversations were the most successful and encourage them to discuss why they were successful or not.

9D Get students to discuss the questions they used, and what, if anything, they found difficult. Round off the task by asking how students will handle first meetings in the future. With stronger classes, get students to write three action points starting *In future first meetings I will …*

MyEnglishLab: Teacher's resources: extra activities; Interactive video activities; Functional language bank
Workbook: p.7 Exercise 1

1.4 ⟫ Business skills
Networking

GSE learning objectives

- Can understand simple informal advice on a work-related situation.
- Can identify phrases and expressions used in professional networking.
- Can use phrases and fixed expressions to network at a work-related event.
- Can show interest in conversation using fixed expressions.
- Can initiate, maintain and close simple face-to-face conversations on familiar topics.

Warm-up

Ask: How do people find jobs? How do employers find workers? Accept any reasonable answers.
(Possible answers: advertisements, careers events, networking; sometimes people write letters and send CVs even though a job hasn't been advertised)

Lead-in

Students look at careers events and tips for how to prepare for them.

1A Focus attention on the photo. Ask: *What is a job fair?* (an event where companies with available jobs and people who are looking for jobs can get together) Put students in pairs and ask them to discuss questions 1–3. Then discuss as a class.

> **1** to find out about potential future employers and the opportunities currently available at a company or organisation
> **2** Employers are looking for potential candidates who are interested in their company.
> **3** Students' own answers

1B With the whole class, go through the list relatively quickly to make sure that everyone understands each item. Put students in pairs and ask them to choose the three most important tips. During the activity, monitor and help as necessary. When students have finished, put each pair with another pair and get them to explain their choices.

Listening

Students listen to a recruiter giving advice about networking at a careers event.

2A ◄⟩ 1.03   Tell students they are going to listen to a recruiter giving advice about attending a careers event. Ask them to read the table so they know what they're listening for. In stronger classes, students could attempt to think of possible answers to the questions before they listen. Play the recording. Get students to check their answers in pairs. Then check answers with the whole class.

1 research the companies that will be interested in you; prepare a brief, thirty-second introduction; update your CV; think of questions for the recruiters
2 dress professionally / look professional; network; introduce yourself; shake hands; make eye contact; speak clearly and confidently; show communication skills; show you are adaptable, resourceful, ambitious, passionate; don't oversell yourself – be honest if you don't know something; ask for contact details
3 email recruiters / company representatives and thank them for their time; do this within five days; send an updated CV if necessary

2B Get students to do the exercise in pairs. During the activity, monitor and help as necessary. Discuss the ideas with the whole class.

3A 🔊 1.04 Tell students they are going to listen to two people talking to a recruiter. Play the recording. Ask: *Who was better prepared?* Elicit the answer.

Jamie

3B 🔊 1.04 Tell students to read the question. Stronger classes may be able to answer some of the questions without listening again. Play the recording. Answer the questions as a class.

1 She brought copies of her CV.
2 degree in marketing, enjoys travelling
3 The recruiter invited her to contact him with questions if necessary.
4 developed a marketing plan to promote UK tourism in Spain; presented the plan; speaks Italian
5 brought business cards, researched the company and the posts available, prepared questions for the recruiter
6 The recruiter will put him in touch with the person in charge of marketing projects.
7 Ella could have researched the company in more detail, thought about what department she would like to work in, prepared some questions for the recruiter. Jamie could have brought more copies of his CV, practised his introduction – he speaks a little too fast.

3C Get students to discuss the questions in pairs. During the activity, monitor and help as necessary. Ask a few pairs to share their answers with the class.

Functional language: Networking at a careers event

Students look at useful phrases for talking with other people.

4A Explain to students that these are questions and phrases from the previous conversations. Tell them to complete the sentences with the correct words. You could do this exercise with the whole class, checking answers as you go along.

1 in touch with, in charge of 2 tell me more 3 ask you a few questions 4 How are you 5 been nice talking
6 sounds 7 see 8 could I just ask 9 for your time
10 really

4B Get students to look at the three categories. Tell them that each sentence in Exercise 4A belongs in one of the three columns. Students do the exercise individually. Then check answers with the whole class.

Starting a conversation: 3, 4, 8
Showing interest: 2, 6, 7, 10
Closing the conversation: 1, 5, 9

4C Read the first phrase. Elicit which category it goes in (*Showing interest*). You could do this exercise with the whole class, checking answers as you go along.

Starting a conversation: 2, 7
Showing interest: 1, 5, 6
Closing a conversation: 3, 4

Extra activities 1.4

A 🔊 1.04 Get students to read the sentences. Then play the recording and get them to complete the exercise. Check answers with the class.

1 Assistant Recruitment
2 marketing (with a specialism in) tourism (at) Manchester (University)
3 promote (UK) tourism
4 business card
5 charge (of) marketing

B Get students to do the exercise in pairs. When they have finished, get them to read the conversation together. During the activity, monitor and help as necessary. Then get them to swap roles and read it again.

1 do you have a few minutes to talk about
2 That sounds very interesting.
3 Uh-huh
4 Oh, really
5 Yes, definitely
6 Could you put me in contact with
7 I really appreciate your time
8 very nice to have met you

Task

Students practise the functional language and ideas they have learnt about starting and finishing conversations and showing interest.

5A Put students in groups of three. Explain the task. There are three roles – a recruiter, a candidate and an observer – and three scenarios so that each student has the opportunity to play each role once. Allocate roles A, B and C and refer each student to the relevant page for their roleplay card (Student A: page 126; Student B: page 128; Student C: page 130). If you do not have the right number of students, give priority to having A and B roles.

5B Give students time to read their role instructions and ask you any questions if anything is not clear, and allow 4–6 minutes' preparation time. Then tell the observers they can take notes while listening, and set a time limit for each conversation. During the activity, monitor, but only help out if a group or student is completely stuck. It is important that students learn to deal with silences and not being sure about what to say.

5C The groups should stay together when they have finished their roleplays. It is now the observer's role to give feedback to the other two students. Try to keep in the background at this stage. Students A and B should also talk about their performance and their opinions about how to start, finish and show interest in conversations. You could do a whole-class round-up at the end if you feel that it would be useful. It is often good for students to hear the opinions of others to get a balanced perspective on their own performance and an objective view of the task as a whole.

MyEnglishLab: Teacher's resources: extra activities; Functional language bank

Workbook: p.7 Exercises 2 and 3

1.5 ❯ Writing
Emails – Introducing yourself

GSE learning objectives

- Can write an email to introduce self or others containing simple personal information.
- Can use appropriate openings and endings in simple informal emails.
- Can qualify adjectives with *really/quite/very*.
- Can use common quantifiers such as *a lot* and *much* as adverbs.

Warm-up

Ask: *When you introduce yourself to other people, what sort of information do you give? What are you interested in knowing about others?* Accept any reasonable answers. Usual answers might be what people do for work, what their interests are outside of work, where they come from and so on.

Lead-in

Students look at how we introduce ourselves to new colleagues in an email, and also at formal and informal language.

1A Ask: *Have you ever written an introduction email? Who was it to? What do you find difficult about writing emails in English?* Get students to look at the two emails. Explain that they are both self-introduction emails written by the same person, but that they are in two different styles. Students do the exercise individually. Then check answers in pairs, and finally go over them with the class.

1 Dear   **2** myself   **3** joined   **4** wanted   **5** for   **6** if   **7** meeting   **8** Kind   **9** studying   **10** scary   **11** all

1B Ask which email is more formal. You will look at this in more detail in the next exercise, so do not spend too much time analysing the formal and informal language at this point.

Email A is more formal.

Functional language

Students look at both formal and informal phrases for a written self-introduction.

2A Tell students that you are now going to look more closely at formal and informal language. Check that they understand the meaning of *formal* (more polite and serious) and *informal* (more friendly and not as polite). Get them to complete the exercise in pairs. For this and the next exercise, you could copy the table onto the board and invite different students to come up and write answers in the correct column.

(Answers in italics are answers to Exercise 2B.)

More formal
Greeting: Dear colleagues; *Opening:* I would like to introduce myself, *I'm sending this email to introduce myself*; *New job:* the new Account Executive, *I have been appointed as the new Marketing Manager*; *Previous job:* I was working in a similar position, *My previous job was as Customer Services Manager*; *Invitation:* Please feel free to contact me by email or phone; *Closing:* I very much look forward to meeting you all in person, *I hope to meet you all soon*; *Sign off:* Kind regards, *Yours*

Less formal
Greeting: Hi everyone, *Good morning Helen*; *Opening:* I'm Alexis Pinar, I want to introduce myself to you; *New job:* the new Assistant Designer, *I've just got the job of IT Supervisor*; *Previous job:* I was a Store Manager before; *Invitation: Perhaps we can meet up over lunch today*; *Closing:* I'm looking forward to working with you all, *I hope to meet you all soon*; *Sign off:* Bye for now, *Best wishes*

2B Get students do to do the exercise individually or in pairs. Then check answers with the class.

See answers in italics in Exercise 2A above.

Extra activities 1.5

A This activity gives further practice of phrases to use in an email. Ask students to complete it individually and then get them to check answers in pairs before class feedback.

1 Dear   **2** would   **3** myself   **4** appointed   **5** Before   **6** as   **7** free   **8** any   **9** meeting   **10** regards

Optional grammar work

The email in Exercise 1 contains examples of adverbs of degree, so you could use it for some optional grammar work. Refer students to the Grammar reference on page 118 and use the exercises in MyEnglishLab for extra grammar practice.

Task

Students write an email of self-introduction.

3A Put students in pairs and refer them to the email on page 126. Explain that they will be using this information to write their own email. Ask students to discuss the email: Is it formal or informal? Friendly or unfriendly? How could they improve it?

3B Set a time limit for the writing task and remind students to use the email from Exercise 3A and the phrases from Exercises 2A and 2B. They can write their emails individually and then come back together for Exercise 3C. Alternatively, they can write their emails in pairs and then work with a different partner for Exercise 3C.

Model answer

Dear colleagues,

I would like to introduce myself to you. My name is … and I am the new HR Manager for the company. Before I joined this company, I was working for a manufacturing company. I am really excited to be working with you all here in this young, fast-growing company.

Please feel free to contact me any time if you have any immediate questions and I look forward to meeting you all very soon.

Kind regards,

3C In their pairs, students evaluate and discuss each other's answers. Monitor and make a note of any errors/points to highlight during feedback.

MyEnglishLab: Teacher's resources: extra activities; Interactive grammar practice; Writing bank
Grammar reference: p.118 Adverbs of degree
Workbook: p.8 Exercises 1 and 2

Business workshop ❯1
Global recruitment agency

GSE learning objectives

- Can understand duties and responsibilities listed in job descriptions.
- Can understand information in advertisements for jobs and services.
- Can describe skills and abilities using simple language.
- Can write a short online profile.

Background

Students learn about a global recruitment agency that has a database of job-seekers and a database of vacancies.

1 Ask students to read the background and discuss the questions in pairs. Check answers with the class. For students who are already in work, you could get a few to explain how they found their current job.

| 1 | It's a global recruitment agency and matches jobs with job-seekers. |
| 2–3 | Students' own answers |

A job vacancy

Students read a job listing and some information about degrees, professional experience and other interests and activities that might match the job.

2A Refer students to the job listing. Confirm that they understand that this has been written by an employer who wants to hire someone. Check that they understand *medical insurance* (a product that you pay into each month that will pay your medical expenses if you need help), *product writer* (a person who produces the written material that explains an insurance product), *internal* (inside the company), *customer-facing* (dealing with customers) and *website copy* (the writing that appears on a website). Ask students to read the job listing. Answer any questions they have.

Refer students to the three categories. Explain that in each category, they will choose the one item that they think best fits the job. Point out that there may be more than one correct answer, but that they should be able to explain their choice.

Possible answers

Degrees

I chose a degree in medicine because the company sells medical insurance.
I chose a degree in economics and finance because insurance is a financial product.
I chose a degree in English because writing is important, and also the job is based in London, so fluent English is probably important.
I didn't choose engineering or fine art because they don't seem connected with the job.

Professional experience

I chose nursing because the company sells medical insurance.
I chose insurance sales because that is directly related to the job.
I chose freelance writing because that is directly related to the job.
I didn't choose retail sales or accounting because they don't seem connected with the job.

Other interests and activities

I chose playing team sports because they need someone to work with several departments.
I chose volunteering in a local hospital because the product is medical insurance.
I didn't choose cooking, travel or reading and going to the movies because they don't seem connected with the job.

2B Once students have discussed in their pairs, you could broaden this into a class discussion.

3A 🔊 BW 1.01 Tell students that they are going to listen to three people who are applying for the medical insurance writer job. Before playing the recording, get students to read items a–f so they know what to listen for. Play the recording once and check answers with the class.

1 b, c   **2** a, d   **3** e, f

3B Get students to discuss the question in pairs. Then check answers with the class.

Possible answers

Agata's study of economics would be useful in the insurance business. Her interest in sports shows that she's a team player. She has medical experience through her volunteer job in the hospital.
Taro's writing experience would be useful in the job.
Maria's medical experience and experience managing a clinic would both be useful in the job.

Extra activities Business workshop 1

A 🔊 BW 1.01   Get students to read the questions. Then play the recording and get them to complete the exercise. Check answers with the class.

1 forty-two
2 fifteen years
3 because she's exhausted
4 twenty-two
5 playing football and volunteering at a hospital
6 thirty-two
7 travel writing
8 He hasn't earned much.

Online professional profiles

Students read three online professional profiles and consider each person's suitability for an advertised job.

4 Ask the class if they use LinkedIn or any other online professional networking site. Ask a few students what sort of information they have there about themselves. Get students to read the first profile. Ask: *What information does Agata give about her studies?* (She is studying economics. She loves her classes.) *What other activities does she do?* (football, volunteering at a children's hospital). *What does she want for the future?* (a job in the finance sector, preferably internationally) Get students to do the exercise individually, then check answers in pairs.

Taro
Activity or experience: degree in English, travelling the world, travel writing for newspapers and magazines
Item mentioned in the vacancy listing: degree in a related field, confident, can-do attitude, willingness to try new things, creative

Maria
Activity or experience: medical degree, opened a clinic, hired two partners
Item mentioned in the vacancy listing: degree in a related field, good team-worker, confident, can-do attitude, willingness to try new things

Task: Discuss job candidates

Students choose one job applicant to interview from three possibilities.

5A Put students in groups of three and go through the instructions and checklist with them. Teach or elicit the meaning of *pros* (good or positive things) and *cons* (bad or negative things). Answer any questions they may have and allow 4–6 minutes for the activity. During the activity, monitor and help each pair as necessary.

5B Put students in new groups of three to explain the decision of their previous group. During the activity, monitor and help each group as necessary.

5C Say the name of each candidate, asking students to hold up their hand to vote for that person for the job. If there is a clear winner, ask the people who chose that person why they voted the way they did.

6 Refer students back to the three online profiles in Exercise 4 and get them to write one about themselves. The three examples in Exercise 4 all serve as model answers. During the activity, monitor and help as necessary.

Extra activities Business workshop 1

B Get students to do the exercises individually. Check answers with the class.

1 London   **2** will graduate in six months
3 about twelve weeks   **4** didn't return
5 Immediately   **6** weeks

C Ask students to look back at the online profiles in Exercise 4 on page 89. Go through the checklist with them, then ask them to write their own profile, including all the information in the checklist.

D After students have written their profiles, ask them to exchange profiles with a partner. Ask them to check that their partner's profile includes the three elements in the checklist.

MyEnglishLab: Teacher's resources: extra activities

Review ❮1

1 1 attitude   **2** player   **3** determination   **4** thinking
5 outside   **6** goals   **7** integrity   **8** communication
2 1 adaptable   **2** resourceful   **3** Dependability
4 confidence   **5** flexibility   **6** ambitious   **7** passionate
8 independence
3 1 write   **2** go   **3** giving   **4** send   **5** using   **6** list
7 to find
4 1 long   **2** Where   **3** know   **4** What   **5** When
5 1 Could you tell me more about your experience?
2 Can you put me in touch with the person in charge?
3 I'd like to ask you a few questions about the company.
4 Thank you for your time.
5 How are you enjoying your new job?
6 Could I give you a call next week?
6 1 would like to   **2** appointed as   **3** similar position
4 hope to meet   **5** feel free   **6** by email
7 any questions   **8** to meeting you