

Unit 1: Activities

UNIT OBJECTIVES

Reading:	Move over game boys
Language:	Present simple and continuous
Vocabulary:	Roles and activities Word building
Career skills:	Explaining your job
Culture at work:	Greeting people
Dilemma & Decision:	Exporting to Mexico (email)

This unit looks at talking about a company's business activities. When we talk about a company's activities we normally describe the different areas that it is involved in. Companies can be divided into sectors – those that:

- produce goods (manufacturers)
- provide services (service providers)
- sell goods to the public (retailers)
- are involved in TV, film and publishing (media).

Some companies concentrate on one main activity, while others are involved in more than one sector. For example, General Electric (see page 8) is a multi-national company which is involved in a number of different areas such as manufacturing technological products, offering financial services and media.

It is possible to classify business activity into three sections:

- primary
- secondary
- tertiary.

Primary business activity describes extractive areas such as agriculture, mining, fishing, etc. This type of activity generally focuses on extracting and utilising resources provided by nature.

Secondary business activity includes manufacturing and construction industries (those that make, build or assemble products, e.g. car production).

Tertiary activity includes businesses that provide services (e.g. banking, public transport, consultancy, web design, etc.). Services can be divided into **direct services** that are offered directly to the general public and **commercial services**, which deal with other businesses. However, many businesses (e.g. banking) offer services which are used by the public as well as by other commercial companies.

Keynotes

Read through the keynotes with your class. Check that they understand the terms in bold. Ask questions such as: *What manufacturers/retailers can you think of? What goods do they make or what services do they provide?* Draw Ss' attention to the glossary for this unit at the back of the book.



Coursebook, Glossary, Unit 1, page 147

Preview

Focus on the company names and ask Ss if they use any of the companies listed. Ask Ss to look through the words in A (verbs) and B (nouns). Encourage Ss to use a dictionary to clarify meaning where necessary. Choose one of the companies and demonstrate the activity with the whole class, eliciting words from A and B to talk about the company's activities. Then ask Ss to work in pairs or small groups to discuss the remaining companies. Have a brief feedback session and then brainstorm more companies. Write the company names on the board as Ss call them out. Elicit information about these companies' activities with the whole class.

Suggested answers

- Sony develops and manufactures electronic goods.
- Citibank offers banking services.
- Nike designs and manufactures clothing.
- AOL provides internet services.
- Wal-Mart sells food and drink.
- Toyota designs and manufactures cars.

Reading 1

Ask Ss to close books. As a lead-in, ask Ss what nationality General Electric is (American). Ask Ss to guess what business activities General Electric is involved in. Open books. Read the text with the whole class. Ask Ss to answer the questions in pairs.

- 1 media, financial services
- 2 industrial machinery, plastics
- 3 300,000
- 4 diversified

Speaking

Tell the class about a company in your country or home town. Talk about the company's main activities and tell Ss whether it specialises in one industry sector or whether it has diversified interests. Ask Ss to choose a company in their own country or town and discuss the same points with a partner.

Optional activity

Photocopiable resource 1.1 (page 105)

Ask Ss to do more research on a company for homework. Ss can choose a company from anywhere in the world to complete the table about. Encourage Ss to choose a different company from the one they used in the speaking exercise. Give each S a copy of the worksheet and check the areas and useful phrases with them. Tell Ss that they can use the internet or any other sources to find information. For homework, Ss make notes and complete the table. During the next lesson, ask Ss to work in pairs / small groups and use their notes to talk about the company.

Reading 2 1

Before reading the article, ask Ss to identify what the title is and how many paragraphs it has (7).

Focus Ss' attention on the title, the picture and the fact that Lynn is a woman's name, and ask Ss what they think the article is about (women making a career in the video game industry). Draw attention to the glossary on the page and remind Ss of the glossary for Unit 1 at the back of the book. Get Ss to read the first paragraph and underline an example of Frognation's activities (it creates soundtracks and designs and translates Japanese video games for the UK market) and circle an example of what Lynn Robson does in her work (creates the video games with her designers and developers). Ss read the rest of the text to find more examples.

Company activities: creates soundtracks, designs and translates Japanese video games for the UK market; represents producers with great game ideas and helps them to sell their ideas to Sony or Nintendo in Tokyo; provides advice on everything from the music soundtrack and graphics to the game programming and characters
Lynn's activities: runs the UK office; gives advice on what will work in both countries; gives clients in the West information about Japanese culture; helps Japanese partners present their ideas in the West

Reading 2 2

Ask Ss to read the article again and answer the questions. Do the first one together as an example. Get Ss to compare answers with a partner before having a feedback session. You might like to ask Ss to correct any sentences that are false.

1 T 2 F 3 F 4 T 5 T 6 T

Speaking 1

Ask Ss to work in small groups to discuss the good and bad things about Lynn's job. On the board write the words *good* and *bad*. During feedback note Ss' suggestions under the appropriate heading. Ask Ss if they would like Lynn's job and if they would like to work for Frognation. Why? / Why not?

Speaking 2

In the same groups, Ss discuss the second question. In the feedback session for the whole class, encourage Ss to expand their answers. For example, if they do not like video games, ask why. If they do like them, ask for examples of the games that they enjoy and ask what they like about them.

Vocabulary 1

Ask Ss to match the words with the meanings (a–e). To help them, Ss could look for words 1, 3, 4 and 5 in the reading text to see how they are used in context.

1 e 2 a 3 d 4 b 5 c

Vocabulary 2 1

Write the job areas (1–6) on the board and encourage Ss to suggest what to call someone who works in each area. Then ask Ss to suggest other job titles and discuss what areas each job is in. Elicit one or two of the job titles coming up in the next activity.

1 accountant 2 artist
 3 banker 4 economist
 5 engineer 6 musician

Vocabulary 2 2

Ss can use dictionaries to help with this task. Do the first sentence together as an example.

1 adviser
 2 representative
 3 assistant
 4 management consultant
 5 software developer
 6 film producer

Language check 1

Introduce the present simple and present continuous by writing the following sentences on the board:

- a) Lynn creates video games.
b) Lynn is meeting a client at the moment.

Check that Ss can identify the verbs used in each sentence (*create, meet*). Ask Ss what the tenses are called. Write a question mark at the end of each sentence and elicit the question forms (*What does Lynn create? / Does Lynn create video games? Who is Lynn meeting at the moment? / Is Lynn meeting a client at the moment?*).

Now write:

- a) Lynn _____ not _____ .
b) Lynn _____ not _____ .

Ask Ss to write the negative form of the sentences (*Lynn does not create video games / Lynn is not meeting a client at the moment*). Finally, ask Ss for the contracted forms (*doesn't/isn't*).

Ask Ss to work in pairs and match the examples with the rules. Write *be* and *work* on the board and elicit which verb is regular (*work*) and which is irregular (*be*). Check Ss know all forms of the two verbs in the present simple and present continuous. If time allows, you could ask Ss to write the negative and questions forms of sentences 1–4.

1 b 2 c 3 a 4 d

 Coursebook, Grammar reference: Present simple and continuous, page 157

Language check 2

Ask Ss to choose the correct alternative.

1 simple 2 continuous

Practice 1

Ask Ss to choose the correct form of the verb in italics. During feedback, choose two or three examples and ask Ss to give reasons for their choice and refer to the ideas in Language check exercise 1.

1 work 2 sit
3 check 4 are attending
5 is currently changing 6 are learning
7 are staying 8 spend

Practice 2

Do the first sentence together as an example. Ask Ss to complete the text and compare answers with a partner.

1 starts	2 give
3 am giving / 'm giving	4 stay
5 are beginning	6 are refusing
7 are demanding	

 Workbook, page 5

Speaking

Tell Ss about your daily or weekly routine and any special projects/events in your life at the moment. Check that Ss noticed what tense you used for each piece of information. Give Ss time to prepare by asking them to note down ideas. Ss then talk to their partner about their routines and projects/events that are happening at the moment. Circulate and check that Ss are using the tenses correctly. Note any problem areas and go over them with the whole class.

Optional activity

Ask Ss to change partners and tell their new partner information about their original partner.

Listening 1 1

As this is the first listening in the book, take some time to give context. Tell Ss that you will play the recordings more than once. Refer Ss to the photograph and ask questions such as: *What is the woman who is standing up doing?* (giving a presentation) *Does the audience look interested?* (yes). Ask Ss to suggest ways that international teams can communicate (phone, email, video conference). Read the introduction together. Check if Ss use emails to communicate with friends or colleagues in other countries. Ask Ss to suggest advantages and disadvantages of using emails to communicate with colleagues in different countries. Play the first part of the recording and check answers with the class.

Advantage: Communication is very simple and fast.

Disadvantages: There is a big risk of misunderstanding, small problems can become big problems.

Listening 1 2

Ask Ss to discuss their ideas in pairs.

Listening 1 3

Play the second part of the recording while Ss tick the points. Play it again for Ss to check, pausing to highlight the correct information.

Tell your colleagues about yourself.
If there is a problem, explain it carefully.
Use polite phrases.

Reading 3

Ask Ss to read the two emails and, with the whole class, discuss which follows Anna Davidson's recommendations. Encourage Ss to suggest ways that email B can be improved (by making it like email A).

Email A follows Anna's recommendations.

Writing

Discuss ways to open and close an email, encouraging Ss to give their ideas.

Possible ways to open: *Dear ... Hello ... Hi ...*

Possible ways to close: *Yours sincerely, Regards, Best wishes.*

Both the opening and closing salutations have the most formal expressions first and the least formal last. Ask Ss to write the email and compare their answer with a partner.

 Style guide, page 6

Career skills

Ask Ss to think of situations where they may need to explain what job they do (conferences, meetings, training courses, etc.). Ask Ss to match the phrases and questions.

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

Listening 2 1

Ask Ss to say what job, company and main activity they think will go together. Play the first speaker and invite answers around the class. Play the other three speakers and check answers.

Olaf Systems Developer Finance house manages IT systems
 Rania Project Manager Travel company meets clients
 Da The Lawyer Mobile phone company checks contracts
 Jaana Accountant Paper manufacturer deals with payments

Listening 2 2

Play the recording again and ask Ss to note other activities that each speaker does.

Olaf: He is responsible for the website and develops new systems for the future.
Rania: She also finds out what clients want, prepares proposals and presents the proposals to clients.
Da The: He also takes part in negotiations for new contracts with suppliers.
Jaana: She checks suppliers' invoices and sends them their payments.

Listening 2 3

Draw Ss' attention to the Career skills box. Ask Ss to tick the phrases they heard. Play the listening again for Ss to check.

Olaf: I'm a ... I work for ... I'm responsible for
Rania: I work as a ... for ... My role is to ...
Da The: I'm a ... I work for ... My main role is to ...
Jaana: I'm an ... I'm responsible for ...

Speaking 1

Pretend to be Olaf, Rania, Da The or Jaana and introduce yourself to the class. Talk about your (character's) job, company and job activities. Ask Ss to work in pairs and choose information about one of the four characters, introducing themselves to their partner.

Speaking 2

Take time to set up the role-play and make sure that Ss understand what they need to do. Divide Ss into pairs and ask them each to choose a different company and job to answer questions about. Ss take it in turns to ask questions a–d from the Career skills box. If your Ss are working, you could then ask Ss to ask the questions again with another partner, answering with real information about themselves.

Culture at work

Ask Ss to read the information individually and discuss in pairs or small groups. You may find it helpful to look at the Culture at work box from page 7 of the Skills Book; this is reproduced below. You may also find it helpful to refer to the relevant section on Culture at work in the teacher's notes for the Skills Book.

Formal	Informal
Some cultures treat business cards formally and with great respect. The information on the card can include the title of the person and their qualifications.	Some cultures see business cards simply as a way to exchange important personal details (name, company, contact numbers).
In some cultures the person receives the card in both hands and reads the information carefully.	The cards can be read quickly and then put in a pocket.
It is not polite to write on a card unless the person giving the cards says that it is OK.	It is OK to write additional information on the card.

 Skills Book, Culture at work, page 7

 Teacher's Book, page 119

Dilemma

As a lead-in ask Ss: *What products or services does your country export? What countries does it export to?* Tell Ss that they are going to read about a British company called Systemax, which manufactures laboratory equipment. Focus Ss' attention on the chart and ask what countries the company exports to. Which country buys most products from Systemax? Which buys the least? Point to the title 'Exporting to Mexico' and ask where Mexico is (Central America). Read the brief with the class and clarify any unfamiliar vocabulary. Ask Ss to summarise the information in order to check comprehension. Ask Ss what three things Systemax directors need to consider.

Task 1: Divide Ss into two groups. Ask Group A to turn to page 137 and read the information about George. Group B turns to page 140 and reads the information about Linda. Each group answers the three questions that directors have to consider about the person they have information on.

Task 2: Put Ss in new groups of four to six. Half the group should contain people from Group A and half from Group B. First, the groups should tell each other the information that they have about George and Linda. The groups decide whether to give extra responsibility to George or Linda or whether to look for a third export manager. Ask each group to nominate a person to present their decision to the whole group. Encourage Ss to say why they made their decision.

Decision

Ask Ss to listen to Alistair Cross. What decision did Systemax take? (appoint Linda) What reasons does he give for the decision? (good experience of business in Spain and of Latin culture)

Write it up

Ask Ss to write an email to George or Linda offering him/her the job. You may wish to ask Ss to prepare the writing in class, complete it for homework and then compare with a partner in the next lesson before handing it in to be marked. Give each S a photocopy of the Writing preparation framework from page 188. Then use the Writing focus (Writing focus: Emails) opposite to link the use of the framework and the Style guide as Ss plan their writing. It may be helpful to use the Writing feedback framework on page 189 when marking Ss' writing.

Writing focus: Emails

- 1 First, decide who you are.
(*In this case, you are a director from Systemax.*)
- 2 Every time you start to write, you need to ask yourself two questions:
 - a What is the purpose of this piece of writing?
 - b Who am I writing to?
(*Here Ss are writing to offer George Johnstone or Linda McCade a job.*)
- 3 Look at the section on Emails on page 6 of the Style guide. Notice the suggested structure of an email:
From/To/Cc/Date/Subject
Greeting
Message
Closing phrase
Name
Start with the most important information. Put less important information in the second paragraph.
Is this structure appropriate for this email? Plan the paragraphs you are going to divide the email into. Then brainstorm the points you might cover in each paragraph.
- 4 What style should the email be written in?
(*As it says in the Style guide, it is a good idea to keep emails short and use short sentences and simple language. This is an email to colleagues offering a job, so the style should be neutral/semi-formal.*)
- 5 What words and phrases might be appropriate in your email?
(*See the Useful phrases in the Style guide.*)
- 6 Now go ahead and write the email.
- 7 When you have finished, check your writing for: logical structure, clarity of ideas, accuracy of language, appropriateness of style.

-  Style guide, page 6
-  Style guide, General rules, page 3
-  Skills Book, Writing 2, page 32
-  Teacher's Book, page 138
-  Teacher's Book, Writing preparation framework, page 188
-  Teacher's Book, Writing feedback framework, page 189

Email: Suggested answer (79 words)

From: (student's name)

To: George Johnstone

Date: (today's date)

Subject: Export Manager: Mexico

Dear George

I'm writing to tell you that we would like to offer you the job of Export manager for Mexico.

We think you are the right person for this job because you are an excellent salesman and we know that you are keen to extend your area of responsibility. You already travel in your present position and it would be possible to include Mexico in your business trips when you visit the US or Canada.

Congratulations!

Regards

TC

Alternative (66 words)

Dear Linda

I'm writing to tell you that we would like to offer you the job of Export manager for Mexico.

We think you are the right person for this job because you are an excellent manager. You are very good at planning and organising your work. You also speak Spanish and French and have a lot of experience in Spanish-speaking cultures.

Congratulations!

Regards

TC

Unit 2: Data

UNIT OBJECTIVES

Reading:	No hiding place
Language:	Countable and uncountable
Vocabulary:	Using the internet Quantity and number
Career skills:	Checking information
Culture at work:	Are you precise or approximate?
Dilemma & Decision:	Buy it now! (report)

This unit looks at the ways that data is collected and managed. Increased use of the internet in recent years means that more data about individuals can be collected and stored than ever before. Some of this information is used to analyse people's buying habits. Some argue that the collection of so much data about individuals can help with efficiency and improve customer service. For example, when buying goods online, a company can retain delivery details, which means that when you buy from that company again you are not required to complete your delivery address, etc. Choices that customers make mean that a company can collate information and inform customers when other similar items of interest are available. However, others are uneasy that companies and organisations are able to collect and retain so much information about individuals. They question what use the information will be put to. Some civil liberties groups argue that we live in a time of unprecedented electronic surveillance when every transaction and movement can be monitored.

Keynotes

Introduce the topic by asking Ss to suggest ways that information technology has changed the way that information is collected and stored (information technology makes it easier to collect and access information and large amounts of information can be stored). This unit is going to look at the way that information is collected and stored. Point to the title 'No privacy' and ask Ss if they think that people had more now or in the past. Now ask Ss to read the Keynotes section. Make sure that Ss understand the words in bold. Draw Ss' attention to the glossary for this unit at the back of the book.

 Coursebook, Glossary, Unit 2, page 147

Preview

Draw attention to the example. Ask Ss why they think that companies and organisations might want to collect information about individuals. Elicit one or two suggestions around the class and then ask Ss to discuss the two questions in pairs.

Listening 1 1

Check Ss understand the information in a–c. Ask Ss to listen to the first speaker and match Amy with her job. Play the rest of the recording for Ss to match Bob and Carla with their jobs. Ask Ss which job they think sounds most interesting. Why?

1 b 2 c 3 a

Listening 1 2

Ask Ss to listen again and answer the questions. Get Ss to discuss their answers with a partner before checking with the whole class.

- 1 For when the company wants to send special offers to different groups of customers.
- 2 How many consumers are there in the market? Who are they? What do they want?
- 3 The marketing team.
- 4 A buyer; she tries to find the best products for the best price.
- 5 No – she searches for new products and suppliers.

Listening 1 3

Complete the first sentence together to demonstrate. Ask Ss to complete the remaining sentences individually. Listen again to check.

- 1 keeps
- 2 enters
- 3 browse
- 4 uses
- 5 updates

Speaking

Ask Ss in the class to read the statements aloud. Check that Ss understand the meaning. First, ask Ss to answer the questions for themselves. Then divide the class into small

groups to discuss the statements and rank the things that they are most/least happy with and think are most/least necessary. Have a whole-group feedback session to compare ideas.

Reading 1

Tell Ss that they are going to read an article about data protection and the internet. Look at the headline and ask Ss to say what they think it means. From the title, do Ss think that the article will be positive or negative about internet privacy? Draw attention to the glossary and remind them of the glossary for Unit 2 at the back of the book. Ask Ss to read the article quickly and choose the sentence 1–3 that they think sums up the main idea. Ask Ss what information in the article helped them to make their choice.

3

Reading 2

Ask Ss to read the article again more slowly and carefully to answer the questions.

- 1 They leave cookies in their computers.
- 2 They can monitor mobile phone calls; collect data from electronic ticket systems and electronic access to buildings; use video cameras and tracking chips.
- 3 cameras that see through clothing, satellites that can recognise small objects, tracking chips
- 4 security against terrorists and criminals, higher productivity at work, a wider selection of products, more convenience
- 5 They hate the idea but don't know how to stop it.

Speaking

Check that Ss understand the questions. Ask Ss to work in groups to answer the questions. On the board write:

Governments Individuals Companies

Ask groups to share their ideas about how each of the above benefits from surveillance. Ask groups to compare ideas of what they think the dangers of too much surveillance might be.

Vocabulary 1 1

Ask Ss to match the words with the pictures. Go over any items that Ss are still unclear about.

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

Vocabulary 1 2

Ss use the words from exercise 1 to complete the text. Check answers around the class.

- | | |
|-----------------|-------------------|
| 1 search engine | 2 keyword |
| 3 click | 4 websites |
| 5 screen | 6 online shopping |
| 7 password | |

Vocabulary 2 1

Focus Ss on the word box. Ask Ss to find an example of a word that means *large / a lot*. Do the same for *small / not many*. Ss complete the groups and compare their answers with a partner.

Large / a lot: huge, millions, a mountain of, substantial, wide, enormous
Small / not many: a bit of, a few, tiny, a fraction

Optional activity

To extend the activity, ask Ss to work in pairs and brainstorm things that could be described by the vocabulary words (e.g. *a bit of cake, a huge investment, millions of people*, etc.).

Vocabulary 2 2

Ask Ss to match the numerical expressions with the descriptions and check answers in pairs.

1 b 2 e 3 d 4 a 5 c

Optional activity

Ask Ss to suggest other ways of describing the size of something (e.g. *five metres high, two metres long*, etc.). Then ask Ss to suggest other ways to describe the frequency of something (*three times a month, ten times a year, every week, every other day*, etc.).

Listening 2

Ask Ss to say what they think Bob's answer to 1–7 might be. Ss listen and write the numbers they hear. Ask Ss to compare answers with a partner. Ask the class if any information was surprising.

- | | |
|---------|---------------|
| 1 4,542 | 2 1.5 minutes |
| 3 2.7 | 4 2,430 |
| 5 1,395 | 6 57 |
| 7 31 | |

Listening 3

Ask Ss to practice saying the numbers. Play the recording for Ss to check. Say each number and ask Ss to repeat.

Optional activity

Dictate these words/phrases, spelling where necessary:

a large number

a percentage

a fraction

a price

Ask Ss to write an example for each of the words/phrases and exchange papers with a partner. Ss then take turns to say the numbers on their partner's list.

Listening 4 1

Read the questions with the class and ask Ss to suggest what Sandra Ravell might say for each. Then Ss listen and answer the questions.

- 1 managers, secretaries, students
- 2 If you have a good filing system, you can save a lot of time.

Listening 4 2

Ss listen again and complete the notes. Ask Ss if they already do any of the things that Sandra suggests.

- | | |
|--------------|--------------|
| 1 structure | 2 categories |
| 3 categories | 4 files |
| 5 access | 6 front |
| 7 up-to-date | 8 Delete |
| 9 Review | |

Speaking

Ask Ss to talk with a partner about how they record and store new vocabulary. Discuss ideas with the whole class.

Optional activity

Photocopiable resource 2.1 (page 106)

You may wish to extend the discussion and check how Ss record and revise vocabulary. Ss work in pairs / small groups. Give each S a copy of the worksheet, which shows different techniques for recording vocabulary. Check that Ss understand how these work. (In the case of 3, 4 and 5, these are on the Vocabulary record sheet on page 192, with instructions on page 185.) Ask Ss if they have tried any of the methods. Did they work? Why? / Why not? Remind Ss that it is not enough to simply record vocabulary, but that it also needs to be regularly revised. Also point out that as well as knowing the meaning of a word, it is useful to note word stress and pronunciation. After looking through all five methods, ask Ss to choose two or three words from Vocabulary 1 and 2 and use the methods to record them. Which method do they feel is most effective for them? Are particular methods suited to particular words or types of word? In the next lesson, and at various times throughout the course, review the vocabulary and ask Ss to report back on the methods that they used to record/revise it. You could hand out several copies of the framework on page 192 for Ss to use.

Language check 1

Look around the room and ask Ss to identify things that are countable and uncountable. It would be a good idea to include something like a glass of water to contrast: *water* (uncountable) and *a glass of water* (countable). Ask Ss if *data* is countable or uncountable (uncountable).

Do a and b with the whole class to demonstrate the activity. Ask Ss to compare answers together before checking with the whole class.

- | | | | | |
|-----|-----|-----|-----|-----|
| a C | b U | c C | d C | e U |
| f U | g C | h U | i C | j C |



Coursebook, Grammar reference: Countable and uncountable, page 157

Language check 2

With the whole class, match the sentences a–j with the rules. Then ask Ss to complete the rules using *countable*, *uncountable* or *both*. Highlight the note about offers and requests.

- 1 countable nouns (sentence g)
- 2 countable nouns (c)
- 3 both (b)
- 4 uncountable nouns (h)
- 5 countable nouns (i)
- 6 uncountable nouns (e)
- 7 countable nouns (j)
- 8 countable nouns (a)
- 9 uncountable nouns (f)
- 10 countable nouns (d)

Optional activity

Ask Ss to call out some objects that you find in an office (stapler, files, phone, etc.). Get Ss to spend one minute offering and requesting things on the list.

Practice 1

Point out that there are two different conversations in exercise 1. Ask Ss to complete the conversations with a partner. As Ss finish, ask pairs to read the conversations aloud together.

- 1 some 2 any 3 some
- 4 any 5 a

Practice 2

Ask Ss to complete the exercise individually and then read the conversation with a partner, to check.

- 1 much 2 a lot of 3 a lot of 4 many



Workbook, page 10

Speaking

Give Ss time to decide what region/town/company they want to ask questions on. Ss may prefer to write the questions first. Ask Ss to take it in turns to ask and answer questions. Circulate and encourage. It would be useful to note any areas that Ss might be having problems with and go over them with the whole class.

Career skills

Books closed. Ask Ss what sort of numbers they use in their work (telephone numbers, figures, addresses). Ask Ss what they would do if they were on the phone and the other person said a number that they could not hear correctly. Note suggestions and ask Ss how they would ask the person to say the number again. Note suggestions on the board. Open

books and ask Ss to read the expressions for checking information. Compare with the phrases that the class suggested.

Together, look at the phrases for approximate numbers.

Optional activity

On the board write:

- a) 6,000,126
- b) 200,025
- c) 2,998

First check Ss know how to say the numbers exactly. Then ask Ss how they could say the numbers approximately.

- a) about/over six million
- b) about/over two hundred thousand
- c) just under/about three thousand

Listening 5 1

Ss are going to hear two people talking on the phone and will need to note the precise or approximate figures that they hear. Check answers around the class. Ask Ss if any of the statistics surprised them.

- 1 about 600 million
- 2 about 30 per cent
- 3 just under 200 million / 190.91 million
- 4 over 25 hours a month

Listening 5 2

Ask Ss to look again at the phrases in the Career skills box. Ss listen again and tick the phrases that they hear. You may wish to pause the recording and ask Ss to copy the intonation of the speaker as they say the phrases. Ss who are from cultures where a more direct form of communication is used may find it strange that the speaker uses *sorry* in many of the phrases for checking information. You could explain that *sorry* is being used as a polite expression rather than an apology.

- Did you say ... ?
- Sorry, can I just check?
- Can you repeat it, please?
- Do you mean ... ?

Speaking

Divide the class into two groups, A and B. Ask Group A to look at the information on page 21 and Group B to look at the information on page 140. Give Ss time to practise saying their figures and ask them to think about what phrases they could use to check information. After a couple of minutes, ask Ss to work in A/B pairs. Remind Ss to use phrases from

the Career skills box to check information. Ask Ss to exchange information and note down their partner's answers.

Culture at work

Ask Ss to read the information and discuss the questions in pairs. Remind Ss about the phrases for approximate numbers in Career skills (*about / just under / over*). Ask if they prefer to use expressions such as these in their own language. Do Ss prefer to use phrases like these or do they prefer to give exact information? You may find it helpful to look at the Culture at work box from page 13 of the Skills Book; this is reproduced below. You may also find it useful to refer to the relevant section on Culture at work in the teacher's notes supporting the Skills Book.

Precise	Approximate
Some cultures prefer precise information. For example, if somebody is talking about data, they use exact figures. It does not matter if the information is positive or negative. The information always needs to be clear and exact.	Other cultures sometimes use approximate figures. For example, somebody might say 'sales figures increased by almost 25 per cent' when the exact figure is 21 per cent. This is sometimes used to make negative data sound more positive.

 Skills Book, Culture at work, page 13

 Teacher's Book, page 123

Dilemma

Ask Ss to close books. Check that Ss know what eBay is (an online auction house where members of the public buy and sell things; customers bid – say how much money they want to pay – for a product and the highest bidder wins). Ask Ss if eBay is popular in their country. Have they ever bought or sold anything on eBay or visited the site?

Open books and Ask Ss to read the Dilemma brief. Check comprehension of vocabulary they may not be familiar with (*set up operations, have access to, enter the market*). Ask questions to check that Ss understand what they have to do (*What country does eBay want to expand into? What information do they need? What is your job?*).

Task 1: Divide the class into small groups. Each group prepares a list of questions using the prompts 1–7. Point out the Useful phrases box. Circulate, checking each group's list of questions and help Ss to self-correct where necessary. As groups finish, ask them to practise saying the questions quietly.

Possible answers include:

- 2 Where do they usually use the internet?
- 3 Who uses the internet?
- 4 What do they use the internet for?
- 5 Are there any technical problems?
- 6 Do they use credit cards to pay for goods online?
- 7 Is there any competition from other online auction companies in India?

Task 2: Divide the class into two groups. Group A uses the information on page 137 to answer as many of the questions as possible from Task 1. Group B uses the information on page 140 to do the same. Move between the two groups, helping where necessary.

Task 3: Put Ss into groups of four to six. In each group, half the Ss should be from Task 2 Group A and half should be from Group B. Ss exchange information by asking the questions that they were unable to find answers for in Task 2 and answering questions that they do have information about. Remind Ss to use phrases for checking information, where necessary.

Task 4: In the same groups, Ss discuss whether they think it is a good idea to set up operations in India. Encourage groups to think of reasons why / why not. Depending on your class, you may wish to set a time limit to help Ss focus. If appropriate for your class, after a time you could open up the discussion to allow the whole class to exchange ideas. Alternatively, each group could present their ideas to another group.

Decision

Ask Ss what decision they think eBay took. Then ask Ss to listen to Deepak Gupta, an expert in e-commerce in India, talk about eBay's decision. Were Ss' ideas correct? (eBay bought Baazee, India's biggest online retailer.) Ask Ss to listen again and give reasons why eBay took this decision (buying a local company was the best way into the market). Ask Ss for their views on eBay's decision.

Write it up

Ask Ss to write a conclusion to a report giving their findings of the market research they did on India for eBay. Make sure that Ss understand that they are only writing the conclusion to the report – not the whole report. In their conclusion Ss should give the decision that their group decided on and explain the reasons for their decision. You may wish to ask Ss to prepare the writing in class, complete it for homework and then compare with a partner in the next lesson before handing it in to be marked. Give each S a photocopy of the Writing preparation framework from page 188. Then use the

Writing focus (Writing focus: Reports) below to link the use of the framework and the Style guide as Ss plan their writing. It may be helpful to use the Writing feedback framework on page 189 when marking Ss' writing.

Writing focus: Reports

- 1 First, decide who you are.
(In this case, Ss are market researchers writing the conclusion to a market report about the decisions that their group made.)
- 2 Every time you start to write, you need to ask yourself two questions:
 - a What is the purpose of this piece of writing?
 - b Who am I writing to?*(Here Ss are writing to eBay to help the company decide whether to set up operations in India. The purpose is to write the conclusion to their group's findings.)*
- 3 Look at the section on Reports on page 18 of the Style guide. Notice the suggested structure of a report:
Title
Introduction
Key points, in sections
Conclusion/Summary
Is this structure appropriate for this report? Plan the points you want to include in your conclusion.
- 4 What style should the report be written in?
(As it says in the Style guide, reports for clients usually use a formal style, i.e. correct grammar and spelling, use of full sentences and no contractions. It is also a good idea to avoid informal vocabulary or phrases. The language of the report must be clear.)
- 5 What phrases might be appropriate in your report?
(See the Style guide, and language for giving reasons: 'Taking all these facts into consideration, we believe that the best decision is ... because ...')
- 6 Now go ahead and write the conclusion to the report.
- 7 When you have finished, check your writing for: easy-to-follow structure, clear ideas, accurate language, appropriate style.

Report conclusion: Suggested answer (54 words)

Conclusion

Taking all these facts into consideration, we believe that the best decision is to set up operations in India because it is a growing market. At the moment, there are about 18 million people with access to the internet and this number is expected to double in the next two or three years.

-  Style guide, Reports, page 18
-  Style guide, General rules, page 3
-  Skills Book, Writing 5, Short reports, page 74
-  Teacher's Book, page 172
-  Teacher's Book, Writing preparation framework, page 188
-  Teacher's Book, Writing feedback framework, page 189.