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*BUSINESS LISTENING & SPEAKING*  
TEACHERS NOTES

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## **TEACHER'S NOTES FOR UNIT ONE: WORK HABITS**

### **UNIT SUMMARY**

In this unit students discuss their present and preferred working style, the pressures and rewards of being in business and select an ideal job.

#### Listening Tasks

- a typical working week
- good and bad points about a present working situation
- pressures in middle-management

#### Listening Clinics

- careful listening
- contrastive stress

#### Vocabulary Check

Before teaching the unit, go through the tapescripts and/or turn to the Vocabulary Section on page 121. You may want/need to pre-teach some of the items listed.

## **TEACHING THE UNIT**

### **Intro: Using the Photo and Quotation**

Ask students to look at the picture and the quotation.

- Ask: What do you think the quote means? Have students discuss this in pairs/small groups.  
Feedback: Put a few suggestions on the board. NB: don't take everybody's as this will take forever.  
Discussion: Do you agree with the quote or not? Why?  
Feedback: Get one or two pairs to tell the class what they think.

### **Speaking: Discussion (page 8)**

Do as per instructions in textbook.

### **L1 Listening (page 8)**

Before listening, have students try and guess how Jeff spends his working day. For weaker students, tell them that Jeff is a salesman and let them answer the second question at the bottom of the page reading the tapescript. After they check their answers with a partner, direct students to answer key (page 106) and tapescript (page 76). Students will probably appreciate a final confirmation listening.

### **Speaking: Class Survey (page 9)**

Do as per instructions in book. With a larger group, tell them not to interview people that they are sitting close

to.

**L2 Listening (page 9)**

Before listening, have students go over items. In pairs, they compare how important/relevant the items mentioned are to their work style. After they check their answers with a partner, direct students to answer key (page 106) and tapescript (page 76). Students will probably appreciate a final confirmation listening.

**Speaking: Discussion (page 9)**

In order to get the idea across, put up examples of your own working style which you don't like, (e.g: handing in grades/student reports late, leaving photocopying to the last minute). Tell students that these are aspects of your working style that you want to improve. Then, do speaking task as per instructions in textbook.

**L3 Listening Clinic (page 10)**

This Listening Clinic focuses on weak forms. Before listening, you may want to ask students to predict the missing items. Have them do this in pairs. Then do listening as per instructions in textbook. NB: Pause the CD after each item for a few seconds to allow time to write. Two possible ways of doing this: Item by item or all at once. This will depend on the students' level. For weaker groups, go through one by one (Listen, fill in the missing words, check with a partner, listen again, go over answers). For stronger groups, you can do the listenings 1-6 without stopping to go over the answers. This is done at the end. After they check their answers with a partner, direct students to answer key (page 106) and tapescript (page 76). Students will probably appreciate a final confirmation listening.

**Speaking: Discussion (page 10)**

To get the idea across, you may want to do one or two items yourself. eg: having a good relationship with your boss: 4. "It's important because I want to be able to ask questions about materials/lesson tips." At the moment: 2. "My present boss is a nightmare. He's really closed etc..." Then, do as per instructions in textbook. As you monitor, feel free to join in with the conversations. Explain to the students that some of the topics they have been talking about will be mentioned in the listening. Direct them to the box next to each item in the previous speaking task. Tell them to put a tick next to the topics mentioned. Students listen and do task, then check with a partner.

**L4 Listening Two (page 10)**

Do as per instructions in textbook. After they check their answers with a partner, direct students to answer key (page 106) and tapescript (page 76). Students will probably appreciate a final confirmation listening.

**Speaking: Are you stressed? (page 11)**

Do as per instructions in textbook. Join in the conversations if you want to as you monitor.

**L5 Listening (page 11)**

Depending on the class, you may want to have students predict the answers to the questions. After they check their answers with a partner, direct students to answer key (page 106) and tapescript (page 76). Students will probably appreciate a final confirmation listening.

**L6 Listening Clinic (page 11)**

This Listening Clinic focuses on contrastive stress to show new information.

Write the following dialogue on board:

A: You work in London, don't you?

B: I work near London. I live in London.

In pairs, have students mark the primary stress in each of the three sentences. (Answers: London, near, live). Elicit why the words "near" and "live" are stressed. Explain that these words carry new information which makes them important and so are highlighted. Then do listening task as per textbook. NB: For weaker classes, reverse the order: 1. Listen and mark the stress. 2. Dialogue on board. 3. Listen again. 4. Practice dialogues in pairs.

**Speaking: Discussion (page 11)**

Do as per instructions in textbook.

**Speaking: Designing a Questionnaire/Interviews/Selecting (page12)**

Do as per instructions in textbook.

**Homework**

Refer students to the Vocabulary Section (page 121). For homework, have them go through the unit and record useful words there.

**Beyond The Classroom**

- Refer students to the website. Let them know that there is more info there related to the themes and issues raised in the unit.
- Refer students to the students' noticeboard. For follow-up work/homework, have students post messages for and read messages from other users of *Business Listening & Speaking*.

**Ideas Exchange**

- Visit the Teacher's Noticeboard. Go to [www.abax.net](http://www.abax.net) and follow the links. If you've got suggestions for

how to use the unit or are looking for additional material, ideas or activities, post a message for other teachers around the world. Have a look at what other teachers have been doing with the book. It's a great forum for teachers to swap teaching tips and ideas.

## TEACHER'S NOTES FOR UNIT TWO: THE SMALL BUSINESS

### UNIT SUMMARY

In this unit students discuss the pros and cons of running a small business, how to set up a small business and prepare a business plan to present to a bank in order to obtain a loan.

#### Listening Tasks

- reasons why certain people began their small business
- a small business case study
- advice on how to set up a small business

#### Listening Clinics

- weak forms
- shared sounds

Before teaching the unit, go over the tapescripts and/or turn to the Vocabulary Section on page 122. You may want/need to pre-teach some of the items listed.

## TEACHING THE UNIT

### **Intro: Using the Photo and Quotation**

Ask students to look at the picture and the quotation.

- Ask: What do you think the quote means? Have students discuss this in pairs/small groups.  
Feedback: Put a few suggestions on the board. NB: don't take everybody's as this will take forever.  
Discussion: Do you agree with the quote or not? Why?  
Feedback: Get one or two pairs to tell the class what they think.

### **Speaking: Discussion (page 13)**

Do as per textbook instructions.

### **Listening L7 (page 13)**

Do as per instructions in textbook. After they check their answers with a partner, direct students to answer key (page 107) and tapescript (page 78). Students will probably appreciate a final confirmation listening.

### **Speaking: Discussion (page 13)**

Do as per instructions in textbook. Before breaking students up into pairs/groups, elicit one or two ideas for both categories as a class discussion. Monitor students as they do this. Help with any vocabulary problems.

Feedback: Regroup students into new pairs. students swap their ideas. For stronger groups, you could have them justify their reasons. For weaker groups, a simple information exchange is sufficient.

Group Feedback: Put some of the ideas on the board.

**L8: Listening One (page 14)**

The listening is quite long, so you may want to break it up into sections. This listening works well as a predict/check exercise, especially with weaker groups. Students listen/check their answers with a partner. DO NOT refer students to the tapescript yet.

**L8: Listening Two (page 14)**

Do as per instructions in textbook. After they check their answers with a partner, direct students to answer key (page 107) and tapescript (page 78). Students will probably appreciate a final confirmation listening.

**Speaking: Discussion (page 14)**

Before doing the speaking, have students summarise (orally) in pairs what Mark Emly achieved. Group discussion: Elicit from students how easy/hard it was, whether they would like to have started such a company/business. Then do the speaking exercise as per textbook instructions. Monitor/assist as required. NB: Adjectives for describing character will form an important part of this section and could be a useful language input session to incorporate.

**L9 Listening Clinic: (page 14)**

This Listening Clinic focuses on the weak form in naturally spoken English. Do as per instructions in textbook. After they check their answers with a partner, direct students to answer key (page 107) and tapescript (page 78). Students will probably appreciate a final confirmation listening while reading along with the items.

**L10 Listening (page 15)**

Lead into this exercise with a discussion. Put students in pairs/small groups. A variety of ways:

- 1) Rank ideas in order of importance.
- 2) Choose the top three.
- 3) Put them in the order that they should be done.

Then do as per instructions in textbook. After they check their answers with a partner, direct students to answer key (page 107) and tapescript (page 78). Students will probably appreciate a final confirmation listening.

**L11 Listening Clinic (page 15)**

This Listening Clinic focuses on how sounds are shared at word boundaries. Put the example on the board. Go over the steps and provide a model pronunciation. Then do as per instructions in textbook.

**Extension (page 15)**

Do this if you have the time to spare. Otherwise, leave it as optional homework.

**Speaking: Discussion (page 15)**

Make sure students understand that they should be thinking about the area where they live, so not New York, London or Tokyo but their actual neighbourhood. You may want to give them an example. For instance, in the area where I live, there isn't a video shop. The closest one is a 15-minute walk away. If a video store opened up a little closer to me, I'd certainly use it instead of the one I have now. Then do exercise as per instructions in textbook.

**Speaking: Discussion and Roleplay (page 16)**

Part One

Have pairs choose a business to start up in one neighbourhood (so, either A's or B's). Working together, they should come up with a plan. Do as per instructions in textbook.

Part Two

For this to work well, students will need time to switch hats, from borrower to lender. In pairs, have them come up with suitable questions that a bank manager might ask. Ideally, every student should have a chance to play both roles.

You could work it this way:

Groups of four, two pairs, SA + SB, SC + SD

Each pair has come up with a Business Plan from the previous exercise.

SA: bank manager, SC, loan applicant

SD: bank manager, SB, loan applicant

Students roleplay, then go back to their original partner and decide together whether to lend the money or not. Students must come up with solid reason as to why they reached their decision.

SB pairs up with SC and informs/is informed of the decision

SA pairs up with SA and informs/is informed of the decision

For stronger groups or homework you could have them draft a letter giving the decision. Make sure they use the correct register (that is, a formal tone).

**Homework**

Refer students to the Vocabulary Section (page 122). For homework, have them go through the unit and record useful words there.

**Beyond The Classroom**

- Refer students to the website. Let them know that there is more info there related to the themes and issues raised in the unit.
- Refer students to the students' noticeboard. For follow-up work/homework, have students post messages for and read messages from other users of *Business Listening & Speaking*.

**Ideas Exchange**

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**TEACHER'S NOTES FOR UNIT THREE: INSIDE THE COMPANY****UNIT SUMMARY**

In this unit students discuss different ways of organising a company, ideal locations/quantity of stock/ ways to improve a company's logistics.

## Listening Tasks

- from order to market
- an optimum company set-up
- case study of two companies' organisation

## Listening Clinics

- how words link together
- intonation (finished/unfinished)

Before teaching the unit, go over the tapescripts and/or turn to the Vocabulary Section on page 123. You may want/need to pre-teach some of the items listed.

**TEACHING THE UNIT****Intro: Using the Photo and Quotation**

Ask students to look at the picture and the quotation.

- Ask: What do you think the quote means? Have students discuss this in pairs/small groups.  
Feedback: Put a few suggestions on the board. NB: don't take everybody's as this will take forever.  
Discussion: Do you agree with the quote or not? Why?  
Feedback: Get one or two pairs to tell the class what they think.

**Speaking: Discussion (page 17)**

Do as per instructions in textbook. The purpose of this activity is to warm students up for the subsequent listening. You might want to do the first one, (Coca-Cola), as a whole group. Try to elicit possible stages between concept/manufacture to end use. Possible steps for Coke: Drink released, drink manufactured, drink shipped, production orders sent to Tokyo, sent to bottling plant, and so on. NB: If you think the products given are too tricky for your students, adapt and change them as required. Monitor/assist as required. Help with any vocab problems.

- Feedback: Have students change partners and see if they've come up with the same/same number of steps.

**L12 Listening One (page 17)**

Do as per instructions in textbook. For weaker groups, do as a predict/check listening. students will probably

only need one listening. IMPORTANT: Do not refer students to the answer key yet.

**L12 Listening Two (page 18)**

Do as per instructions in textbook. After they check their answers with a partner, direct students to answer key (page 108) and tapescript (page 80). Students will probably appreciate a final confirmation listening.

**Speaking (page 18)**

This speaking is strongly tied to the following listening (L13). It is important for the task to be set up clearly in order for them both to work. See instructions in textbook. Students look at statements and decide if they agree or not. Then they have to give a reason for their position. Monitor/assist as required.

Feedback: Get some pairs to give their answers to the class. NB: Just take one answer per pair otherwise this could go on for hours!

**L13 Listening (page 18)**

Do as per instructions in textbook. This is essentially a listen and check exercise. After they check their answers with a partner, direct students to answer key (page 108) and tapescript (page 80). Students will probably appreciate a final confirmation listening.

**L14 Listening Clinic (page 18)**

This Listening Clinic focuses on liaison. Put example on board. Go over the steps one by one and provide a model pronunciation. Then do as per instructions in textbook. After they check their answers with a partner, direct students to answer key (page 108) and tapescript (page 80). Students will probably appreciate a final confirmation listening as they read along with the items.

**Extension (page 19)**

If you have time, this is a useful exercise to give students more practice in liaison. If you're short of time, it could be assigned as homework/self study.

**Speaking: Discussion (page 19)**

Students repeat opening speaking task of the unit. Ideally they will do it better this time in terms of fluency, vocabulary use and ideas incorporated. It's task repetition and can be done as a simple 5-10 minute speaking task. The subsequent speaking task allows for personalization.

**Speaking: Discussion (page 19)**

You could expand this activity (assuming you have an appropriate group) into a presentations lesson. If your students are not working in the manufacturing sector, don't bother. However, in a university setting/on an intensive course, you could adapt this into a research-report assignment: Groups of students pick different companies and spend a week or so gathering the information and then do a presentation to the class. NB: This

is a major undertaking and may only be suitable for a tiny number of classes.

**L15 Listening (page 19)**

Do as per instructions in textbook. After they check their answers with a partner, direct students to answer key (page 108) and tapescript (page 80). Students will probably appreciate a final confirmation listening.

**Speaking: Discussion (page 19)**

Do as per instructions in textbook. The purpose of the activity is task transfer; to give meaning to the listening they have just done and process the information. If you like, have them refer to the tapescript (especially weaker groups).

Feedback: Have one or two pairs share their opinions with the class. This task also serves as a warmer for the final speaking activity (page 21).

**L16 Listening (page 20)**

Do as per instructions in textbook. Students listen/answer questions. Have them check in pairs and then play the CD again. Direct students to answer key (page 108) and tapescript (page 80). Monitor/assist as required. Extension: This dialogue is full of good examples of low-register conversation. You could do some work on register here.

**L17 Listening Clinic (page 20)**

This Listening Clinic focuses on intonation, specifically rising tone to suggest that the speaker has not finished speaking versus the falling tone suggesting that the speaker has finished speaking. Put the example on the board and provide students with a model. NB: intonation is a very hard thing to reproduce naturally on the spot. Practise this beforehand. Then do listening as per instructions in textbook.

**Speaking: Orange Rope: A Case Study (page 21)**

This a problem-solving activity with no "correct" answer. students can justify a variety of positions. Have students do this in small groups/pairs. Do as per instructions in textbook. For higher-level/more adventurous classes, you might want to throw in some extra information every now and again. (For example, a rival manufacturer in North America has evoked a NAFTA regulation limiting Orange Rope sales, that sort of thing.).

**Homework**

Refer students to the Vocabulary Section (page 123). For homework, have them go through the unit and record useful words there.

**Beyond The Classroom**

- Refer students to the website. Let them know that there is more info there related to the themes and issues

raised in the unit.

- Refer students to the students' noticeboard. For follow-up work/homework, have students post messages for and read messages from other users of *Business Listening & Speaking*.

### **Ideas Exchange**

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**TEACHER'S NOTES FOR UNIT FOUR: MEETINGS****UNIT SUMMARY**

In this unit students discuss factors for organising a good meeting, how to best select items for an agenda and roleplay a meeting.

## Listening Tasks

- two meetings; one good, one bad
- interview: an expert's opinion on how to organise a meeting

## Listening Clinics

- weak vowels (the schwa)
- linking

Before teaching the unit, go over the tapescripts and/or turn to the Vocabulary Section on page 124. You may want/need to pre-teach some of the items listed.

**TEACHING THE UNIT****Intro: Using the Photo and Quotation**

Ask students to look at the picture and the quotation.

- Ask: What do you think the quote means? Have students discuss this in pairs/small groups.  
Feedback: Put a few suggestions on the board. NB: don't take everybody's as this will take forever.  
Discussion: Do you agree with the quote or not? Why?  
Feedback: Get one or two pairs to tell the class what they think.

**Speaking: Discussion (page 22)**

Do as per instructions in textbook.

Feedback: Students swap partners and report what they heard from their previous partner. (Student A interviews Student B. Student B then tells Student C about Student A).

**L18 Listening One (page 22)**

Do as per instructions in textbook. NB: Watch out for the misprint at the bottom of the page. (Sorry!). This is actually L18 Listening Two on page 23.

**L18 Listening Two (page 22)**

Do as per instructions in textbook. Direct students to answer key (page 109) and tapescript (page 82). In pairs, students go over answers and check new vocabulary. Monitor/assist as required.

**Speaking: Comparing Experiences (page 23)**

Do as per instructions in textbook.

**L19 Listening Clinic (page 23)**

This Listening Clinic focuses on weak vowels (reduced forms). Put the example on board and highlight the strong and weak vowels, (the first "a" in Japan and the second and third "a" in Canada. Provide students with a model pronunciation. Then do as per instructions in textbook. Stronger students can do this as a predict/check activity. Weaker students are probably better off doing the task while listening. Pause the CD after each item to give students time to do the task. After they check their answers with a partner, direct students to answer key (page 109) and tapescript (page 82). Students will probably appreciate a final confirmation listening.

**Extension (page 23)**

If you have time, do this exercise. If not, students can do it as self study. NB: There is a misprint in the text. The page number is 82, not xx! (Sorry again).

**Speaking: Selecting (page 23)**

Do as per instructions in textbook. A possible variation is to do this as a pyramid debate but that will take a fair amount of time.

**L20 Listening One (page 24)**

Do as per instructions in textbook. The previous speaking exercise will have served as a warmer and so the listening should be more accessible. IMPORTANT: Do not refer students to answer key yet.

**L20 Listening Two (page 24)**

Do as per instructions in textbook. This is a reference activity. As it's the first one, an example has been provided. Students listen/check with a partner. Direct ss to answer key (page 109) and tapescript (page 82/3). As students check, monitor/assist with vocabulary problems.

**Speaking: Discussion (page 24)**

Do as per instructions in textbook. NB: Students might want/need to refer to the tapescript as they do this.

**L21 Listening Clinic (page 24)**

This listening clinic focuses on liaison. Put example on board. Go over the steps one by one and provide a model pronunciation. Then do as per instructions in textbook. NB: Students should be fairly familiar with the process by now. After they check their answers with a partner, direct students to answer key (page 109) and tapescript (page 82). Students will probably appreciate a final confirmation listening while reading along with the items.

**Speaking: Discussion (page 25)**

Do as per instructions in textbook. For weaker groups, assign one of the discussion questions only to consider. Pairs think ONLY about which points go together best/how long each point will take/which points are more pressing. Then regroup students and have them swap and process information in order to come up with a suitable agenda. Monitor assist/guide as required.

**Speaking: Roleplay: Attending a Meeting (page 26)**

Do as per instructions in textbook. For non-European students, you might refer them to the world map in the back of their dictionaries. It's probably a good idea to have the stronger students take the role of Group C.

**Homework**

Refer students to the Vocabulary Section (page 124). For homework, have them go through the unit and record useful words there.

**Beyond The Classroom**

- Refer students to the website. Let them know that there is more info there related to the themes and issues raised in the unit.
- Refer students to the students' noticeboard. For follow-up work/homework, have students post messages for and read messages from other users of *Business Listening & Speaking*.

**Ideas Exchange**

Visit the Teacher's Noticeboard. Go to [www.abax.net](http://www.abax.net) and follow the links. If you've got suggestions for how to use the unit or are looking for additional material, ideas or activities, post a message for other teachers around the world. Have a look at what other teachers have been doing with the book. It's a great forum for teachers to swap teaching tips and ideas.

## **TEACHER'S NOTES FOR UNIT FIVE: BUSINESS AND TOURISM**

### **UNIT SUMMARY**

In this unit students discuss how tourism helps and harms local industries/culture, benefits to local and overseas businesses and do a problem-solving task setting up a resort.

#### Listening Tasks

- different points of view towards "exotic" holidays
- mini-listenings on problems caused by tourism
- report: developing an island into a tourist Mecca

#### Listening Clinics

- weak pronouns
- intonation in tag questions (certainty vs confirmation)

#### Vocabulary Check

Before teaching the unit, go through the tapescripts and/or turn to the Vocabulary Section on page 125. You may want/need to pre-teach some of the items listed.

## **TEACHING THE UNIT**

### **Intro: Using the Photo and Quotation**

Ask students to look at the picture and the quotation.

- Ask: What do you think the quote means? Have students discuss this in pairs/small groups.  
Feedback: Put a few suggestions on the board. NB: don't take everybody's as this will take forever.  
Discussion: Do you agree with the quote or not? Why?  
Feedback: Get one or two pairs to tell the class what they think.

### **Speaking: Information search (page 27)**

Put students in groups. Have them come up with a few popular tourist destinations in their own country (eg: in Britain, The Lake District, Bath), and also popular destinations for their nationality, (eg: A lot of Brits go to Spain, France, Italy and India). Then do as per instructions in textbook.

### **Speaking: Discussion (page 27)**

Do as per instructions in textbook. Have students try and come up with a couple of pros and cons for each item.

### **L22 Listening One (page 27)**

Do as per instructions in textbook. Let students check in pairs but don't refer to them to the answer key or

tapescript yet.

**L22 Listening Two (page 28)**

Do as per instructions in textbook. Gerry is the negative speaker who sees tourism as a kind of exploitation of the poor by the rich. After they check their answers with a partner, direct students to answer key (page 110) and tapescript (page 84). Students will probably appreciate a final confirmation listening.

**Speaking: Discussion (page 28)**

Do as per instructions in textbook. NB: This exercise relies on the students' opinions. There is no correct answer per se.

**L23 Listening (page 28)**

Do as per instructions in textbook. After they check their answers with a partner, direct students to answer key (page 110) and tapescript (page 84). Students will probably appreciate a final confirmation listening.

**Speaking: Ranking (page 29)**

Do as per instructions in textbook. A possible variation for the second part of the discussion is to divide students into four groups assigning one of the four roles, (small businessman, hotel manager etc ...). They are that group of people. This may lead to an interesting roleplay/heated discussion (personalisation often does), as to what kinds of tourists are most welcome. This would also serve to foreshadow the final speaking activity (pages 31/2).

**L24 Listening Clinic (page 29)**

This Listening Clinic focuses on how pronouns often lose sounds in connected speech. For example, "he" in second position loses the "h", and so on. Do as per instructions in textbook. NB: There is a misprint in the textbook. The answers are not on page xx but page 110. (Sorry). After they check their answers with a partner, direct students to answer key (page 110) and tapescript (page 84). Students will probably appreciate a final confirmation listening as they read along with the items.

**Listenings 25 to 29 (pages 29/30)**

Do as per instructions in textbook. This is a series of predict/check listenings. Depending on where you are teaching, you may need to drop the prediction part and just do some as a straight listening comprehension task. Direct students to answer key (page 110) and tapescript (page 84/5). Monitor/assist as required as students check their answers and any new words/phrases.

**Speaking: Comparison (page 30)**

Do as per instructions in textbook. A possible variation is to assign one question only per group, (perhaps being a tourist & liking tourists could be assigned to one group). Students spend a few minutes in separate groups

discussing the one questions. Then rearrange students so that each new group comprises of member who have discussed different questions. Then do as an information exchange/questioning task.

**L30 Listening (page 30)**

Do as per instructions in textbook. After they check their answers with a partner, direct students to answer key (page 110) and tapescript (page 85). Students will probably appreciate a final confirmation listening.

**L31 Listening Clinic (page 31)**

This Listening Clinic focuses on intonation patterns in tag questions; rising intonation suggests less certainty, falling intonation suggesting confirmation. Students will probably be fairly familiar with the concept but do the presentation using the example on the board anyway. Do as per instructions in textbook. After they check their answers with a partner, direct students to answer key (page 110) and tapescript (page 85). Students will probably appreciate a final confirmation listening while reading along with the items.

**Speaking: Simulation (page 31/2)**

Do as per instructions in textbook. NB: Students may want/need to refer back to the tapescript for L23. This is a long speaking activity and could easily run for a whole class period. Best to start the activity at the beginning of a class period. Roles could also be assigned beforehand and some preparation done for homework.

**Homework**

Refer students to the Vocabulary Section (page 125). For homework, have them go through the unit and record useful words there.

**Beyond The Classroom**

- Refer students to the website. Let them know that there is more info there related to the themes and issues raised in the unit.
- Refer students to the students' noticeboard. For follow-up work/homework, have students post messages for and read messages from other users of *Business Listening & Speaking*.

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**TEACHER'S NOTES FOR UNIT SIX: BUSINESS ETHICS****UNIT SUMMARY**

In this unit students discuss what ethics means in both their personal and public lives, what they would do in given situations (a bit like "Scruples") and play an "ethical board game".

## Listening Tasks

- mini-interviews: what ethics means to me
- interview with a representative of a supermarket chain

## Listening Clinics

- disappearing sounds
- careful listening

## Vocabulary Check

Before teaching the unit, go through the tapescripts and/or turn to the Vocabulary Section on page 126. You may want/need to pre-teach some of the items listed.

**TEACHING THE UNIT****Intro: Using the Photo and Quotation**

Ask students to look at the picture and the quotation.

Ask: What do you think the quote means? Have students discuss this in pairs/small groups.

Feedback: Put a few suggestions on the board. NB: don't take everybody's as this will take forever.

Discussion: Do you agree with the quote or not? Why? Feedback. Get one or two pairs to tell the class what they think.

**Speaking: Discussion (page 33)**

Do as per instructions in textbook.

Feedback: Put some of the students' ideas on the board

**Speaking: Class Survey (page 33)**

Do as per instructions in textbook. Give students a few minutes to work on their own before starting the activity to decide on their answer and reason(s) why.

**L32 Listening (page 33)**

Do as per instructions in textbook. Let students check in pairs. Direct students to answer key (page 111) and

tapescript (page 86). Monitor/assist as required as students check their answers and any new words/phrases.

Feedback: Have students go back to previous speaking exercise. Based on what they have heard, has their initial opinion changed?

### **L33 Listening Clinic (page 34)**

This Listening Clinic focuses on how individual sounds are lost in connected speech. Put the example on the board and give students a model pronunciation. The do as per instructions in textbook. For weaker students, do not have them attempt to predict. Do each item one by one as a straight listening. Direct students to the answer key on page 111. Students will probably appreciate a final confirmation listening.

### **Speaking: Ranking (page 34)**

Do as per instructions in textbook. NB: The final discussion question may be sensitive depending on where you are teaching. Edit as you feel appropriate.

### **Speaking: Tricky Situations (page 35)**

Do as per instructions in textbook.

Feedback: There is a difference here in the situations; two address personal ethics more strongly, (situations two and four) the other two, (situations one and three) address company ethics more strongly. Have students compare whether they behave differently when acting under instructions and under their own auspices.

### **Speaking: Discussion (page 35)**

Lead into this activity by having students make a list of things they've bought from a supermarket on their last shopping trip. Have them compare their list with a partner. How many items are the same? Then do as per instructions in textbook.

### **L34 Listening One (page 36)**

Do as per instructions in textbook. As a variation, you could also have students select topics that they'd like to hear about. After they check their answers with a partner, direct students to answer key (page 111) and tapescript (page 86). Students will probably appreciate a final confirmation listening.

### **L34 Listening Two (page 36)**

Do as per instructions in textbook. Have students study the example first. After they check their answers with a partner, direct students to answer key (page 111) and tapescript (page 86). Students will probably appreciate a final confirmation listening.

### **Speaking: Discussion (page 36)**

Do as per instructions in textbook. Students may need/want to refer back to the tapescript for L34 (page 86).

Feedback: Have a few students share some of their opinions with the class.

**L35 Listening Clinic (page 36)**

This Listening Clinic focuses on weak forms, particularly in the verb phrase. Depending on the level of the group, do this item by item or all six items in one go. NB: regardless, pause the CD after each item to allow students time to write. After they check their answers with a partner, direct students to answer key (page 111) and tapescript (page 86). Students will probably appreciate a final confirmation listening while they read along with the items.

**Speaking: An Ethical Board Game (page 37)**

Do as per instructions in textbook. Make sure players start in different places so that they aren't always talking about the same topic. Students might not know the terms "heads" and "tails". Monitor/assist as required. As a variation or to make the board game more challenging, especially for stronger groups/students, conduct the game as follows:

- 1) A player lands on a square.
- 2) If the question is Yes/No, they must answer "No" and defend that position.
- 3) Other students in the group can gang up on him/her and do their best to tear them apart. Points can be awarded (by you as you monitor or by members of the group) for successful destruction or successful defence.
- 4) For other questions, the player must take the "unethical"/controversial" stance. Same rules apply.

**Homework**

Refer students to the Vocabulary Section (page 126). For homework, have them go through the unit and record useful words there.

**Beyond The Classroom**

- Refer students to the website. Let them know that there is more info there related to the themes and issues raised in the unit.
- Refer students to the students' noticeboard. For follow-up work/homework, have students post messages for and read messages from other users of *Business Listening & Speaking*.

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**TEACHER'S NOTES FOR UNIT SEVEN: PROMOTION AND MARKETING****UNIT SUMMARY**

In this unit students discuss the advantages, disadvantages and appropriacy of various kind of promotion, create ad campaigns and conduct a market research survey.

## Listening Tasks

- two promotion campaigns
- report: market research: how and why it is done
- a market research interview

## Listening Clinics

- changing sounds at word boundaries
- joined sounds (liaison review)

## Vocabulary Check

Before teaching the unit, go through the tapescripts and/or turn to the Vocabulary Section on page 127. You may want/need to pre-teach some of the items listed.

**TEACHING THE UNIT****Intro: Using the Photo and Quotation**

Ask students to look at the picture and the quotation.

- Ask: What do you think the quote means? Have students discuss this in pairs/small groups.  
Feedback: Put a few suggestions on the board. NB: don't take everybody's as this will take forever.  
Discussion: Do you agree with the quote or not? Why?  
Feedback: Get one or two pairs to tell the class what they think.

**Speaking: Discussion (page 38)**

Do as per instructions in textbook.

**Speaking: Discussion (page 38)**

Do as per instructions in textbook. Make sure students understand that there are more choices than responses required. Direct students to the answer key (page 112) to check their answers.

## Speaking: Making Selections (page 39)

Do as per instructions in textbook. As a variation, you could assign one business type to each group. Then rearrange students and have them report their decisions. You could even build this into a roleplay, Student A's are ad executives, Student B's are the customers. Executives present their proposal to the customer. NB: The

roleplay will take up a fair amount of time, possibly a whole class period.

**L36 Listening (page 39)**

Do as per instructions in textbook. Direct students to answer key (page 112) and tapescript (page 88). Monitor/assist as required as students check their answers and any new words/phrases.

Feedback: Have students rate the strength/weakness of each campaign.

**L37 Listening Clinic (page 39)**

This Listening Clinic focuses on how sounds can change in connected speech. This is quite a challenging task, so it's probably best to do each item one by one. Students listen, decide on the new sound, check with a partner and then listen again. You can then provide the answer or refer students to the answer key (page 112). Students will probably appreciate a final confirmation listening while they read along with the items.

**Speaking: Creating TV Commercials (page 40)**

Do as per instructions in textbook. As a variation, you can assign one commercial to each group. Instead of just sketching out some possible ideas, have them come up with a TV commercial proper which they then perform for the rest of the class. This speaking exercise or the variation may well take a whole class period.

**Speaking: Discussion (page 40)**

Do as per instructions in textbook.

**L38 Listening (page 40)**

Do as per instructions in textbook. Direct students to answer key (page 112) and tapescript (page 88). Monitor/assist as required as students check their answers and any new words/phrases.

**Speaking: Interviewing (page 40)**

Do as per instructions in textbook.

**L39 Listening (page 41)**

Do as per instructions in textbook. After they check their answers with a partner, direct students to answer key (page 112) and tapescript (page 88). Students will probably appreciate a final confirmation listening.

**L40 Listening Clinic (page 41)**

This Listening Clinic focuses on liaison. Previously, students have circled words to show where words link together. In this exercise, they rewrite the sentences according to where links occur. Have students study the example (item one, first half). Students continue in pairs, then listen and check. Direct students to answer key (page 112). Students will probably appreciate a final confirmation listening.

**Speaking: Designing a Survey (page 41)**

Do as per instructions in textbook. NB: If you don't like the items given for marketing, introduce others which may be more suitable for your students.

**Homework**

Refer students to the Vocabulary Section (page 127). For homework, have them go through the unit and record useful words there.

**Beyond The Classroom**

- Refer students to the website. Let them know that there is more info there related to the themes and issues raised in the unit.
- Refer students to the students' noticeboard. For follow-up work/homework, have students post messages for and read messages from other users of *Business Listening & Speaking*.

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## TEACHER'S NOTES FOR UNIT EIGHT: NEW MARKETS

### UNIT SUMMARY

In this unit students discuss new ventures for emerging markets, new business opportunities in their own country/area of business and rank criteria for different kinds of new venture.

#### Listening Tasks

- interview: dangers and rewards of various countries
- recent ventures and analysis on chances of success

#### Listening Clinics

- British and American "r"
- disappearing sounds

#### Vocabulary Check

Before teaching the unit, go through the tapescripts and/or turn to the Vocabulary Section on page 128. You may want/need to pre-teach some of the items listed.

## TEACHING THE UNIT

### Intro: Using the Photo and Quotation

Ask students to look at the picture and the quotation.

- Ask: What do you think the quote means? Have students discuss this in pairs/small groups.  
Feedback: Put a few suggestions on the board. NB: don't take everybody's as this will take forever.  
Discussion: Do you agree with the quote or not? Why?  
Feedback: Get one or two pairs to tell the class what they think.

### Speaking: Discussion (page 42)

Do as per instructions in textbook. As a variation, you could assign groups one or two countries only, or have them think about their country/town. If the countries listed aren't suitable for your class, reselect accordingly. Reporting to the class might be better done in small groups if you have an especially large group.

### Speaking: Discussion (page 42)

Do as per instructions in textbook. This speaking activity is tied in strongly with the subsequent listening. Encourage students to make firm decisions and come up with clear reasons. Monitor/assist as required.

- Feedback: Have one or two pairs give their reasons about some of the choices to the rest of the class. Don't take every student's ideas for everything as this will obviously take forever.

**L41 Listening (page 43)**

Do as per instructions in textbook. Here, the students are essentially comparing their choices with the investment manager's. The listening is quite long so with weaker groups, you may want to do the listening in stages. Students listen and check their answers with a partner. Direct students to answer key (page 113) and tapescript (page 90). Monitor/assist as students go over answers and check the tapescript for new words. Don't do a confirmation listening in class unless you can spare the time. Have them do it at home using their copy of the CD.

**Speaking: Discussion (page 43)**

Do as per instructions in textbook. Students may need/want to refer back to the tapescript as they do this. Feedback. Have some pairs/groups report back to the class about one question.

**L42 Listening Clinic (page 43)**

This Listening Clinic focuses on "r" as it is pronounced/silent in British and American English. In formal BrEng "r" is usually silent while in AmEng it is usually spoken clearly. This is mainly here as a point of interest. Do as per instructions in textbook. The extension exercise is best done as a homework exercise.

**L43 Listening (page 43)**

Do as per instructions in textbook. After they check their answers with a partner, direct students to answer key (page 113) and tapescript (page 90). Students will probably appreciate a final confirmation listening.

**Speaking: Evaluation (page 43)**

Do as per instructions in textbook. Depending on where you are teaching and the kind of students you have, this task will be relatively easy or difficult. Encourage students to come up with some ideas and opinions. With weaker/less knowledgeable groups you may want to assign preparation for this as homework.

**L44 Listening (page 44)**

Do as per instructions in textbook. Again, students are comparing their position with the investment manager's. After they check their answers with a partner, direct students to answer key (page 113) and tapescript (page 91). Students will probably appreciate a final confirmation listening.

**Speaking: Discussion (page 44)**

Do as per instructions in textbook. As a variation, you could develop this into a presentations-type lesson, (if you have the appropriate students). Assign one question per pair/group. Give them time to prepare both in class and at home. A further possibility is to develop this activity into a debate. Again, preparation time is required. Both these variations will take up a fair amount of time (possible 2-3 hours). If done as a straight discussion (as in textbook), it will run for about 15-25 minutes.

**L45 Listening Clinic (page 44)**

This Listening Clinic focuses on how sounds in words often disappear (or are silent). Do as per instructions in textbook. With weaker groups do each item individually and as a straight listening rather than a predict/check. Direct students to answer key (page 113). Students will probably appreciate a final confirmation listening while they read along with the tapescript.

**Extension (page 44)**

Do this in class if you can spare the time. If not, assign it as homework/self study.

**Speaking: Ranking (page 45)**

Do as per instructions in textbook. You may want to assign preparation for the activity as a homework task.

**Homework**

Refer students to the Vocabulary Section (page 128). For homework, have them go through the unit and record useful words there.

**Beyond The Classroom**

- Refer students to the website. Let them know that there is more info there related to the themes and issues raised in the unit.
- Refer students to the students' noticeboard. For follow-up work/homework, have students post messages for and read messages from other users of *Business Listening & Speaking*.

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## TEACHER'S NOTES FOR UNIT NINE: NEGOTIATING

### UNIT SUMMARY

In this unit students discuss how to best conduct negotiations, roleplay a variety of negotiation situations and perform a negotiation simulation from initial contact to closing the deal.

#### Listening Tasks

- mini-interviews: negotiation stories
- interview: a consultant gives advice on how to conduct negotiations

#### Listening Clinics

- intrusion between vowels at word boundaries
- weak vowels (the schwa)

#### Vocabulary Check

Before teaching the unit, go through the tapescripts and/or turn to the Vocabulary Section on page 129. You may want/need to pre-teach some of the items listed.

## TEACHING THE UNIT

### Intro: Using the Photo and Quotation

Ask students to look at the picture and the quotation.

- Ask: What do you think the quote means? Have students discuss this in pairs/small groups.  
Feedback: Put a few suggestions on the board. NB: don't take everybody's as this will take forever.  
Discussion: Do you agree with the quote or not? Why?  
Feedback: Get one or two pairs to tell the class what they think.

### Speaking: Roleplay (page 46)

This is a deepening activity which throws the students right into the theme of the unit. Do as per instructions in textbook. Alternatively, have pairs do just one (two students -SA1 & SA2 - plan their strategy, two students – SB1 & SB2 plan their strategy. SA1 pairs up with SB1, A2 with B2.) IMPORTANT: If you do it this way, at the feedback/reporting stage make sure you regroup students so that each group includes students from the four roleplays. This is necessary in order to set up the subsequent listening.

### L46 Listening One (page 47)

Do as per instructions in textbook. NB: If you did the variation suggested above, you will have to rework the listening task. Do not refer students to answer key/tapescript at this point.

**L46 Listening Two (page 47)**

Do as per instructions in textbook. Direct students to answer key (page 114) and tapescript (page 92). Monitor/assist as students go over answers and check the tapescript for new words. Students will probably appreciate a confirmation listening while they read along with the tapescript.

**Speaking: Discussion (page 47)**

Do as per instructions in textbook. students may want/need to refer back to the tapescript for this exercise.

**L47 Listening Clinic (page 47)**

This Listening Clinic focuses on intrusion. When two vowels are next to each other, a helping sound intrudes between them so that speech is smooth. The three sounds which intrude are: /w/, /y/, and /r/ (mainly in British English) . Put the example on the board and provide a model pronunciation. Then do as per instructions in textbook. With weaker groups do each item individually and as a straight listening rather than a predict/check. After they check the ir answers with a partner, direct students to answer key (page 114) and tapescript (page 92). Students will probably appreciate a final confirmation listening while they read along with the items.

**Speaking: Discussion (page 47)**

Do as per instructions in textbook. As a variation, you could have different groups work on different points and then regroup and have them swap ideas.

**L48 Listening (page 48)**

Do as per instructions in textbook. After they check their answers with a partner, direct students to answer key (page 114) and tapescript (page 92/3). Students will probably appreciate a final confirmation listening.

**Speaking: Discussion (page 48)**

Do as per instructions in textbook. This is designed to be a short speaking activity so if you prefer and if you've got the right sort of students, you could do it as a whole class discussion.

**L49 Listening Clinic (page 48)**

This Listening Clinic focuses on weak vowels. Put the examples on the board and provide a model pronunciation. Then, do as per instructions in textbook. After they check their answers with a partner, direct students to answer key (page 114) and tapescript (page 93). Students will probably appreciate a final confirmation listening as they read along with the items.

**Speaking: Simulation (page 49)**

Do as per instructions in textbook. NB: If you have access to flashcards of furniture, they could be used to brighten up the activity but they are not necessary.

**Speaking: Simulation Part Two (page 50)**

Doing this as per instructions in textbook is fine. However, if you have time, photocopy and blow up the extra info items. Cut them up and feed them in yourself as the negotiation unfolds. This will allow for you to control how things happen and ensure a successful simulation. Feed in new information as and when discussion is beginning to peter out. The simulation will be far more successful if executed in this way.

**Homework**

Refer students to the Vocabulary Section (page 129). For homework, have them go through the unit and record useful words there.

**Beyond The Classroom**

- Refer students to the website. Let them know that there is more info there related to the themes and issues raised in the unit.
- Refer students to the students' noticeboard. For follow-up work/homework, have students post messages for and read messages from other users of *Business Listening & Speaking*.

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## **TEACHER'S NOTES FOR UNIT TEN: TECHNOLOGY AND BUSINESS**

### **UNIT SUMMARY**

In this unit students discuss developments in technology, fears technology brings, pros and cons of mobile phones/teleworking, and give a presentation on a "future" technology.

#### Listening Tasks

- report: how technology has affected business through the ages
- an argument about mobile phones
- specific technologies and what products they allow

#### Listening Clinics

- shared sounds
- shared and disappearing sounds

#### Vocabulary Check

Before teaching the unit, go through the tapescripts and/or turn to the Vocabulary Section on page 130. You may want/need to pre-teach some of the items listed.

## **TEACHING THE UNIT**

### **Intro: Using the Photo and Quotation**

Ask students to look at the picture and the quotation.

- Ask: What do you think the quote means? Have students discuss this in pairs/small groups.  
Feedback: Put a few suggestions on the board. NB: don't take everybody's as this will take forever.  
Discussion: Do you agree with the quote or not? Why?  
Feedback: Get one or two pairs to tell the class what they think.

### **Speaking: Discussion (page 51)**

This first speaking task requires a lot of background knowledge. Students may need more support. You could put a selection of technological advances on the board to choose from. For the second and third questions, put categories on the board: Cost; Efficiency; Quality; Competition, which can serve as a guide.

### **Speaking: Discussion (page 51)**

Do as per instructions in textbook. NB: the comments above apply here as well. Depending on your group, you will need to supply greater/less support.

### **L50 Listening One (page 51)**

Do as per instructions in textbook. students listen and check with a partner. IMPORTANT: Do not direct

students to answer key/tapescript at this point.

**L50 Listening Two (page 52)**

Do as per instructions in textbook. Direct students to answer key (page 115) and tapescript (page 94). Monitor/assist as students go over answers and check the tape script for new words. Students will probably appreciate a confirmation listening while they read along with the tapescript. NB: If you're pushed for time, assign this as homework. With weaker groups, it's probably a good idea to do Listening Two before Listening One.

**Speaking: Discussion (page 52)**

Do as per instructions in textbook. NB: The last question (fears) could be developed considerably. "The Nightmare Scenario": Students come up with the worst possible future for their field.

**L51 Listening Clinic (page 52)**

This Listening Clinic focuses on shared sounds (see also Unit 2, L11). Put the example on the board and go over the stages. Provide a model pronunciation. Then do as per instructions in textbook. Students listen and check with a partner. Direct students to answer key (page 115) and tapescript (page 94). Monitor/assist as students go over answers. Students will probably appreciate a confirmation listening while they read along with the tapescript.

**Speaking: Discussion (page 52)**

Do as per instructions in textbook. As a variation, you could divide students into two groups: those who dislike mobile phones, those who like them. Have them come up with reasons for their position.

**L52 Listening (page 53)**

Do as per instructions in textbook. If you prefer, you could precede this activity with a brainstorming session: In pairs/groups, students make two lists of pros and cons of mobile phones. Students listen and tick ones they hear. Second listening: students note down any points mentioned that they didn't come up with themselves. Direct students to answer key (page 115) and tapescript (page 94). Monitor/assist as students go over answers. Students will probably appreciate a confirmation listening while they read along with the tapescript.

**Speaking: Discussion (page 53)**

Do as per instructions in textbook.

**L53 Listening (page 53)**

Do as per instructions in textbook. Students have to choose four answers from the list of seven technologies. After they check their answers with a partner, direct students to answer key (page 115) and tapescript (page 95). Students will probably appreciate a final confirmation listening.

**Speaking: Discussion (page 53)**

Do as per instructions in textbook.

**L54 Listening Clinic (page 53)**

This Listening Clinic focuses on shared and lost sounds in connected speech. Put the following examples on the board:

- a) The web brings in a lot of sales (from previous Listening Clinic (L51) Point out /remind students how only one "b" is pronounced, not both.
- b) Is his company based in London

Point out how the "h" is lost, so what is spoken is: "Is is company ..."

Do as per instructions in textbook. Direct students to answer key (page 115) and tapescript (page 95). Monitor/assist as students go over answers. Students will probably appreciate a confirmation listening while they read along with the tapescript. NB: For weaker groups, do as a straight listening rather than a predict/check task.

**Speaking: Discussion and Roleplay (page 54)**

Do as per instructions in textbook. NB: For more adventurous/imaginative groups, you could have them come up with their own future technology for homework and do a presentation on it as a follow-up.

**Homework**

Refer students to the Vocabulary Section (page 130). For homework, have them go through the unit and record useful words there.

**Beyond The Classroom**

- Refer students to the website. Let them know that there is more info there related to the themes and issues raised in the unit.
- Refer students to the students' noticeboard. For follow-up work/homework, have students post messages for and read messages from other users of *Business Listening & Speaking*.

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## **TEACHER'S NOTES FOR UNIT ELEVEN: THE BUSINESS OF GIVING**

### **UNIT SUMMARY**

In this unit students discuss the nature of charities as big businesses, attitudes towards giving donations, ways of attracting donations and design a website for a new charitable cause.

#### Listening Tasks

- report: background to four charities
- profile of a charity and its businesslike approach to raising money

#### Listening Clinics

- intrusion between vowels at word boundaries
- contrastive stress

#### Vocabulary Check

Before teaching the unit, go through the tapescripts and/or turn to the Vocabulary Section on page 131. You may want/need to pre-teach some of the items listed.

## **TEACHING THE UNIT**

### **Intro: Using the Photo and Quotation**

Ask students to look at the picture and the quotation.

- Ask: What do you think the quote means? Have students discuss this in pairs/small groups.  
Feedback: Put a few suggestions on the board. NB: don't take everybody's as this will take forever.  
Discussion: Do you agree with the quote or not? Why?  
Feedback: Get one or two pairs to tell the class what they think.

### **Speaking: Discussion (page 55)**

Do as per instructions in textbook.

### **L55 Listening (page 55)**

Prior to listening, have students try to guess the answers/pool their information. Put up their ideas on the board. Then do as per instructions in textbook. Students listen and check with a partner. Direct students to answer key (page 116) and tapescript (page 96). Monitor/assist as students go over answers. Students will probably appreciate a confirmation.

### **Speaking: Discussion (page 55)**

Do as per instructions in textbook. Students may want/need to refer back to tapescript (L55) for this activity.

**Speaking: Comparing (page 56)**

Do as per instructions in textbook. NB: there aren't "correct" answers per se. Encourage students to give their opinions/justify their position.

**L56 Listening Clinic (page 56)**

This Listening Clinic focuses on intrusion. When two vowels are next to each other, a helping sound intrudes between them so that speech is smooth. The three sounds which intrude are: /w/, /y/, and /r/ (mainly in British English). Put the example on the board and provide a model pronunciation. Then do as per instructions in textbook. With weaker groups do each item individually and as a straight listening rather than a predict/check. After they check their answers with a partner, direct students to answer key (page 116) and tapescript (page 96). Students will probably appreciate a final confirmation listening while they read along with the items.

**Speaking: Paraphrasing and Discussion (page 56)**

Do as per instructions in textbook. For weaker groups or as a variation, after the matching/comprehension stage divide class into three groups. Each group considers just one opinion. Then regroup so that each new group is made up of students who have discussed different points. Students state their position and take questions from others. For very strong groups, you could adapt this to a debate style class. NB: This will take up a lot of class time.

**L57 Listening (page 57)**

Do as per instructions in textbook. After they check their answers with a partner, direct students to answer key (page 116) and tapescript (page 96). Students will probably appreciate a final confirmation listening.

**L58 Listening (page 57)**

Do as per instructions in textbook. Give students time first to read through the items. As a variation/pre-task, you could have students tick ( ) in pairs the points that they would like to hear about. After they check their answers with a partner, direct students to answer key (page 116) and tapescript (page s 96/97). Students will probably appreciate a final confirmation listening.

**Speaking: Discussing Opinions (page 57)**

Do as per instructions in textbook.

**L59 Listening Clinic (page 57)**

This Listening Clinic focuses on contrastive stress as it is used to show new information, (see also Unit One, L6). Do as per instructions in textbook. After they check their answers with a partner, direct students to answer key (page 116) and tapescript (page 97). Students will probably appreciate a final confirmation listening while they read along with the items.

**Speaking: A Promotion Campaign (page 58)**

Do as per instructions in textbook. As a variation you could do this as a whole-class activity instead, with groups of students working on different aspects of the website. Depending on the kind of students you've got, you can play up or play down the website aspect. Obviously, if you're teaching IT students then they'd probably appreciate the chance to discuss the mechanics of putting together a site more than a group of salesman.

**Speaking: Sharing Results (page 58)**

Do as per instructions in textbook.

**Homework**

Refer students to the Vocabulary Section (page 131). For homework, have them go through the unit and record useful words there.

**Beyond The Classroom**

- Refer students to the website. Let them know that there is more info there related to the themes and issues raised in the unit.
- Refer students to the students' noticeboard. For follow-up work/homework, have students post messages for and read messages from other users of *Business Listening & Speaking*.

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## **TEACHER'S NOTES FOR UNIT TWELVE: PATTERNS OF EMPLOYMENT**

### **UNIT SUMMARY**

In this unit students discuss the pros and cons of different kinds of employment, the shift to outsourcing and teleworking, and methods of restructuring.

#### Listening Tasks

- mini-interviews: different kinds of employment
- changes in a company due to outsourcing and its employees' reactions
- interview: teleworking today and tomorrow

#### Listening Clinics

- weak forms in complex verb phrases
- disappearing sounds (especially in pronouns)

#### Vocabulary Check

Before teaching the unit, go through the tapescripts and/or turn to the Vocabulary Section on page 132. You may want/need to pre-teach some of the items listed.

## **TEACHING THE UNIT**

### **Intro: Using the Photo and Quotation**

Ask students to look at the picture and the quotation.

- Ask: What do you think the quote means? Have students discuss this in pairs/small groups.  
Feedback: Put a few suggestions on the board. NB: don't take everybody's as this will take forever.  
Discussion: Do you agree with the quote or not? Why?  
Feedback: Get one or two pairs to tell the class what they think.

### **Speaking: Discussion (page 59)**

Do as per instructions in textbook.

Feedback: Have students compare ideas and make sure they justify their opinion rather than simply going with their gut feeling.

### **Speaking: Kinds of Work (page 59)**

Vocabulary matching exercise. Do as per instructions in textbook.

### **Speaking: Discussion (page 59)**

Do as per instructions in textbook.

**L60 Listening (page 60)**

Do as per instructions in textbook. NB: There is one extra item (five listenings, six choices). Make sure students are aware of this. After they check their answers with a partner, direct students to answer key (page 117) and tapescript (page 98). Students will probably appreciate a final confirmation listening after checking their answers. Feedback: In pairs, students choose one of the five jobs/workstyles for themselves and explain their choices to a partner.

**L61 Listening Clinic (page 60)**

This Listening Clinic focuses on weak forms in longer (complex) verb phrases. Put the following example on the board:

They should have reached Paris by now.

Give students a model pronunciation. Point out how "have" is reduced to almost nothing (down to a single schwa). The do as per instructions in textbook. After they check their answers with a partner, direct students to answer key (page 117) and tapescript (page 98). Students will probably appreciate a final confirmation listening while they read along with the items.

**Speaking: Outsourcing (page 60)**

Do as per instructions in textbook.

**L62 Listening One (page 60)**

Do as per instructions in textbook. NB: Do not direct students to answer key/tapescript at this point.

**L62 Listening Two (page 60)**

Do as per instructions in textbook. After they check their answers with a partner, direct students to answer key (page 117) and tapescript (page 98). Students will probably appreciate a final confirmation listening.

**Speaking: Divisions of Labour (page 61)**

Do as per instructions in textbook. As a variation, you could have different groups discuss different questions and then come together and swap ideas/opinions/information.

**L63 Listening (page 61)**

Do as per instructions in textbook. The employees are working at the company in L62. One of the speakers is the manager from L62 and is now having to defend his position. After they check their answers with a partner, direct students to answer key (page 117) and tapescript (page 98). Students will probably appreciate a final confirmation listening. This is an informal discussion, the sort of thing you'd hear at the coffee machine. The listening is rich in low-register discourse and could be exploited as the basis of a turntaking/register lesson.

**Speaking: Discussion (page 61)**

Do as per instructions in textbook.

**L64 Listening Clinic (page 61)**

This Listening Clinic focuses on sounds that disappear in connected speech, (see also Unit 10, L54) and vowels that are pronounced weakly (see Unit 4, L19). Put the example on the board and provide a model pronunciation. Do as per instructions in textbook. After they check their answers with a partner, direct students to answer key (page 117) and tapescript (page 99). Students will probably appreciate a final confirmation listening while they read along with the items.

**Speaking: Information Search (page 62)**

Do as per instructions in textbook.

**L65 Listening (page 62)**

Do as per instructions in textbook. After they check their answers with a partner, direct students to answer key (page 117) and tapescript (page 99). Students will probably appreciate a final confirmation listening.

**Speaking: Restructuring (page 62)**

Do as per instructions in textbook. As a variation, you could adapt this as a class project. Have the class choose a famous company in their country. Divide class into groups and have them research different aspects of the company. Groups then make a presentation to other class members. NB: This variation will take at least a class period to set up and execute.

**Homework**

Refer students to the Vocabulary Section (page 132). For homework, have them go through the unit and record useful words there.

**Beyond The Classroom**

- Refer students to the website. Let them know that there is more info there related to the themes and issues raised in the unit.
- Refer students to the students' noticeboard. For follow-up work/homework, have students post messages for and read messages from other users of *Business Listening & Speaking*.

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swap teaching tips and ideas.

## **TEACHER'S NOTES FOR UNIT THIRTEEN: EUROPE**

### **UNIT SUMMARY**

In this unit students discuss the pros and cons of European Union, factors helping and hindering European integration and update the European Charter.

#### Listening Tasks

- mini-interviews: ordinary Europeans give their opinion
- debate: the future success (or otherwise) of Europe

#### Listening Clinics

- shifting stress
- dictation

#### Vocabulary Check

Before teaching the unit, go through the tapescripts and/or turn to the Vocabulary Section on page 133. You may want/need to pre-teach some of the items listed.

## **TEACHING THE UNIT**

### **Intro: Using the Photo and Quotation**

Ask students to look at the picture and the quotation.

- Ask: What do you think the quote means? Have students discuss this in pairs/small groups.  
Feedback: Put a few suggestions on the board. NB: don't take everybody's as this will take forever.  
Discussion: Do you agree with the quote or not? Why?  
Feedback: Get one or two pairs to tell the class what they think.

### **Speaking: Discussion (page 63)**

Do as per instructions in textbook. As a variation, you could do it as a whole-class melee activity with students asking only one question to other students.

### **L66 Listening (page 63)**

Do as per instructions in textbook. As a pre-task you could ask students to look at the comments and try to imagine what nationalities/types of people would make each comment. After they check their answers with a partner, direct students to answer key (page 118) and tapescript (page 100). Students will probably appreciate a final confirmation listening.

**Speaking: Comparing Opinions (page 63)**

Do as per instructions in textbook. Encourage students to give their reasons. NB: Students may need/want to refer back to the tapescript (L66) to do this activity.

**L67 Listening Clinic (page 64)**

This Listening Clinic focuses on how stress in longer words shifts where possible to avoid being too close to a previously stressed syllable. Do as per instructions in textbook. After they check their answers with a partner, direct students to answer key (page 118) and tapescript (page 100). Students will probably appreciate a final confirmation listening while they read along with the items.

**Speaking: Discussion (page 64)**

Do as per instructions in textbook. It's probably a good idea to do the first item as a whole-class exercise before putting the students into pairs/groups.

**Speaking: Discussion (page 64)**

Do as per instructions in textbook. The following listening is fairly tough. This activity gives students the opportunity to process some of the ideas prior to listening.

**L68 Listening One (page 64)**

Do as per instructions in textbook. NB: Do not direct students to answer key/tapescript at this point.

**L68 Listening Two (page 65)**

Do as per instructions in textbook. After they check their answers with a partner, direct students to answer key (page 118) and tapescript (page 100/101). Students will probably appreciate a final confirmation listening.

**Speaking: Discussion (page 65)**

Do as per instructions in textbook.

**L69 Listening Clinic (page 65)**

This Listening Clinic serves as a review of several features of connected speech covered in earlier units. It is a straight dictation. NB: Pause the CD after each item to allow students time to write. After they check their answers with a partner, direct students to answer key (page 118) and tapescript (page 101). Students will probably appreciate a final confirmation listening as they read along with the items.

**Speaking: Roleplay Preparation (page 66)**

Refer students to the countries at the bottom of the page. In pairs/groups, students choose one to represent. Then do as per instructions in textbook. NB: This exercise requires a fair amount of background knowledge so it's probably a good idea to assign the countries in the previous lesson and have the students do a bit of

research to get ready for the activity.

**Speaking: Roleplay (page 66)**

This activity works best in two or three smaller groups rather than as a whole-class debate. If you like, you can put students into interest groups: the richer countries, the poorer countries, countries that are hoping to join. This can be followed up with regrouping and comparing final charters.

**Homework**

Refer students to the Vocabulary Section (page 133). For homework, have them go through the unit and record useful words there.

**Beyond The Classroom**

- Refer students to the website. Let them know that there is more info there related to the themes and issues raised in the unit.
- Refer students to the students' noticeboard. For follow-up work/homework, have students post messages for and read messages from other users of *Business Listening & Speaking*.

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## **TEACHER'S NOTES FOR UNIT FOURTEEN: BUSINESS AND SPORT**

### **UNIT SUMMARY**

In this unit students discuss the relationship between business and sport, the role and influence of sponsors, and prepare a bid for a major sporting event for their country.

#### Listening Tasks

- interview: a representative explains sponsorship in the Olympics
- report: sponsorship in the 1998 World Cup

#### Listening Clinics

- intonation (finished/unfinished)
- linking, changing sounds and disappearing sounds (review)

#### Vocabulary Check

Before teaching the unit, go through the tapescripts and/or turn to the Vocabulary Section on page 134. You may want/need to pre-teach some of the items listed.

## **TEACHING THE UNIT**

### **Intro: Using the Photo and Quotation**

Ask students to look at the picture and the quotation.

- Ask: What do you think the quote means? Have students discuss this in pairs/small groups.  
Feedback: Put a few suggestions on the board. NB: don't take everybody's as this will take forever.  
Discussion: Do you agree with the quote or not? Why?  
Feedback: Get one or two pairs to tell the class what they think.

### **Speaking: Discussion (page 67)**

Do as per instructions in textbook. As a variation, you could have different groups discuss different questions. For a lead-in, put the names of famous companies on the board and have students list what sporting events or sports stars they support/sponsor.

### **L70 Listening (page 67)**

Do as per instructions in textbook. As a lead-in activity, ask students to choose the three most important/interesting points which they'd like to hear about. After they check their answers with a partner, direct students to answer key (page 119) and tapescript (page 102). Students will probably appreciate a final confirmation listening.

**Speaking: Discussion (page 67)**

Do as per instructions in textbook. If you are teaching a multilingual group, try and group students from different countries together.

**L71 Listening Clinic (page 68)**

This Listening Clinic focuses on intonation to show whether the speaker has or has not finished speaking, (see also Unit 3, L17). Put the example on the board and provide students with a model. Then do as per instructions in text book. After they check their answers with a partner, direct students to answer key (page 119) and tapescript (page 102). Students will probably appreciate a final confirmation listening as they read along with the items.

**Speaking: Discussion (page 68)**

Do as per instructions in textbook. As a variation, you could make it into a class quiz with teams trying to answer the questions. If they are a particularly knowledgeable group, have them make up a question or two for other teams. Answers can be found on page 119.

**L72 Listening (page 68)**

Do as per instructions in textbook. After they check their answers with a partner, direct students to answer key (page 119) and tapescript (page 102). NB: Since variation in grammar and lexical choice is possible, stress that the answers provided are model answers, not written in stone. Students will probably appreciate a final confirmation listening.

**Speaking: The Olympic Debate (page 69)**

Do as per instructions in textbook. NB: If you are pushed for time, drop this exercise. It will take at least a class period.

**Speaking: World Cup Facts and Figures (page 69)**

Do as per instructions in textbook. Students guess the answers and then listen to the following listening (L73) to check their guesses.

**L73 Listening (page 69)**

Do as per instructions in textbook. After they check their answers with a partner, direct students to answer key (page 119) and tapescript (page 102/103). Students will probably appreciate a final confirmation listening.

**L74 Listening Clinic (page 70)**

This Listening Clinic reviews linking, disappearing and changing sounds. Do as per instructions in textbook. For weaker students do the listening three times with students listening for one feature each time. After they check their answers with a partner, direct students to answer key (page 119) and tapescript (page 103). Students will

probably appreciate a final confirmation listening as they read along with the items.

**Speaking: Preparing/Making a Proposal (page 70)**

Do as per instructions in textbook.

**Homework**

Refer students to the Vocabulary Section (page 134). For homework, have them go through the unit and record useful words there.

**Beyond The Classroom**

- Refer students to the website. Let them know that there is more info there related to the themes and issues raised in the unit.
- Refer students to the students' noticeboard. For follow-up work/homework, have students post messages for and read messages from other users of *Business Listening & Speaking*.

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## **TEACHER'S NOTES FOR UNIT FIFTEEN: MANAGING OVERSEAS**

### **UNIT SUMMARY**

In this unit students discuss criteria for selecting staff to be sent overseas and hiring staff locally, how to conduct interviews and select appropriate criteria for staff selection.

#### Listening Tasks

- interview: consultant describes criteria for staff selection
- interview: how to succeed in a job interview

#### Listening Clinics

- how many words? (weak form review)
- intonation (question vs statement)

#### Vocabulary Check

Before teaching the unit, go through the tapescripts and/or turn to the Vocabulary Section on page 135. You may want/need to pre-teach some of the items listed.

## **TEACHING THE UNIT**

### **Intro: Using the Photo and Quotation**

Ask students to look at the picture and the quotation.

- Ask: What do you think the quote means? Have students discuss this in pairs/small groups.  
Feedback: Put a few suggestions on the board. NB: don't take everybody's as this will take forever.  
Discussion: Do you agree with the quote or not? Why?  
Feedback: Get one or two pairs to tell the class what they think.

### **Speaking: Questionnaire (page 71)**

Do as per instructions in textbook.

### **L75 Listening One (page 72)**

Do as per instructions in textbook. NB: Do not direct students to answer key/tapescript at this point.

### **L75 Listening Two (page 72)**

Do as per instructions in textbook. NB: This is quite a challenging activity and may best be followed up as a tapescript reading exercise. After they check their answers with a partner, direct students to answer key (page 120) and tapescript (page 104). Students will probably appreciate a final confirmation listening.

**Speaking: Discussion (page 72)**

Do as per instructions in textbook. In order to prevent students from changing their minds wholesale, suggest that they can only change a limited number of positions, (perhaps three).

**L76 Listening Clinic (page 72)**

This Listening Clinic focuses on weak/reduced forms and serves as a general review of connected speech, (see also Unit 2, L9). After they check their answers with a partner, direct students to answer key (page 120) and tapescript (page 104). Students will probably appreciate a final confirmation listening while reading along with the items.

**Speaking: Information Search (page 72)**

Do as per instructions in textbook. If you have a large class, you could assign one question per student and have them ask it of several students.

Feedback: Put students into groups with students who have asked different questions.

**Speaking: Comparing Results (page 73)**

Do as per instructions in textbook. This speaking task allows students to process and give meaning to the information they gathered in the previous exercise.

**L77 Listening (page 73)**

Do as per instructions in textbook. After they check their answers with a partner, direct students to answer key (page 120) and tapescript (page 104/105). Students will probably appreciate a final confirmation listening.

**Speaking: Discussion (page 73)**

Do as per instructions in textbook. As a variation, assign each group a different area to think about (e.g.: for the applicant or for the interviewer). Students then regroup and compare ideas.

**L78 Listening Clinic (page 73)**

This Listening Clinic focuses on intonation as it is used to show if the speaker is making a statement or asking a question. Do as per instructions in textbook. After they check their answers with a partner, direct students to answer key (page 120) and tapescript (page 105). Students will probably appreciate a final confirmation listening as they read along with the items.

**Speaking: Selecting: Part One (page 74)**

Make sure students understand the situation before they begin. Do as per instructions in textbook. NB: If you have time, make up a situation that is more appropriate to your teaching situation.

**Speaking: Selecting: Part Two (page 74)**

Do as per instructions in textbook. NB: If you have time, make up resume summaries that are more appropriate to your teaching situation.

**Speaking: Interview Roleplay (page 75)**

Do as per instructions in textbook. Depending on the group you will need to provide greater or less support.

**Speaking: Comparing results (page 75)**

Do as per instructions in textbook.

**Homework**

Refer students to the Vocabulary Section (page 135). For homework, have them go through the unit and record useful words there.

**Beyond The Classroom**

- Refer students to the website. Let them know that there is more info there related to the themes and issues raised in the unit.
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