

## Unit aims

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

In Unit 1, students will:

- develop skills for making business contacts and talking about their jobs
- practise introducing themselves, and starting and ending conversations
- exchange contact information using business cards
- share opinions about different types of presentation.

## Getting started

Before you begin this first unit, it will be useful to ask students to do a few activities to help them get to know one another (and you!). Try one of these ideas:

- **Handshakes:** Tell students they are going to practise an important part of meeting English speakers for the first time: the handshake. Explain that eye contact is important when shaking hands. A handshake should be firm, not too strong and brief. Ask for a volunteer to help you demonstrate a proper handshake.
- Ask students to stand and walk around the classroom. Explain that they should shake hands with each classmate they meet, but they should not say anything. After a minute or so, tell students to continue walking and shaking hands, and this time, to say their names: *I'm \_\_\_\_\_*. After another minute, tell students to introduce the classmate they have just shaken hands with to another classmate: *This is \_\_\_\_\_*. To wrap up, ask the class to sit down and ask for volunteers to introduce any classmates whose names they can remember.
- **Which do you prefer?:** Write a list of categories on the board in which people have different preferences, for example, *music, food and drink, actors, types of films, sports, hobbies*, etc. Explain that students will work with a partner or in small groups to write questions about one another's preferences using the categories on the board. Elicit some model questions before students start, for example, *Do you prefer coffee or tea? Do you prefer jazz or hip-hop?* Ask students to work with a partner or in small groups to write eight to ten questions. Then tell them that they will have five minutes to ask one another the questions. Explain that the aim is to find as many things in common as they can. After five minutes, ask for a volunteer from each group to share what they have in common.
- **What do you say when ...?:** Introduce some useful expressions students can use when they need help in class. Write the following expressions on a large sheet of paper:

*Excuse me.*

*I don't know.*

*I don't understand.*

*Could you repeat that, please?*

*Could you speak more slowly, please?*

*How do you spell that?*

*How do you pronounce this word?*

*What does \_\_\_\_\_ mean?*

Ask students questions to elicit the expressions on the paper, for example, *What do you say when you want to ask the teacher a question?* When you have elicited all of the expressions, ask students to write them down in their notebooks. Keep the sheet of paper on the classroom wall and refer to it when students need help in class. Continue adding useful classroom language as the need arises.

## Listen and practise: Introducing yourself p6

### Vocabulary and expressions

*construction*

*I didn't catch your name.*

*limited*

*retailing*

*technology*

### Culture note

This lesson presents an opportunity to discuss cultural differences related to greetings. Ask students how people usually greet each other in their own culture(s), for example, by bowing, shaking hands, kissing on the cheek, etc. Ask them to describe any differences when greeting someone for the first time or someone they know well, or in formal and informal situations. Explain that in many Western cultures, a handshake is an important part of making a good first impression, especially in a business setting. Eye contact is important when shaking hands. A handshake should be firm, not too strong and very brief.

1

- Read the instructions aloud. Ask students to discuss the photo with a partner.
- Ask students to tell you where they think the people are and what they are doing. Elicit that they are two businesspeople meeting each other, they're shaking hands, etc.

2  1.02

- Ask students to look again at the photo in Exercise 1. Tell students that the people's names are Sarah and Hari. Ask whether students think Sarah and Hari already know each other, or whether they are meeting for the first time. Elicit responses from several students, and ask students to explain the reasons for their answers.
- You can point out that a handshake can be used not only as a greeting, but also as a way to signal that an agreement has been reached, or to congratulate someone.
- Read the instructions and the answer choices aloud. Then play the audio.
- Ask students to compare answers in pairs. Then go over the answers with the class.

**Answers**

**a** T    **b** F

3  1.02

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

**Answers**

work for, with, meet, catch, last, give

- You can ask students to find the sentences or phrases in the conversation that indicate that Sarah and Hari are meeting for the first time (*My name's Sarah Cohen; I'm Hari Kumar; Nice to meet you; I didn't catch your last name.*).
- Put students with a partner to practise the conversation. Go over the pronunciation of the people's names and their companies, and explain any unfamiliar vocabulary. Walk around the class as students work, listening in and offering help as needed. Remind students to change roles.
- Once students are familiar with the conversation, you can ask them to stand up and practise. Encourage them to look up and make eye contact with their partner when they say their lines.
- Bring the class together again, and ask students when in the conversation they think Sarah and Hari would shake hands (when they say *Nice to meet you.*). Ask a student to stand up and demonstrate the conversation, shaking hands at the appropriate time. Then put students with different partners, and

ask them to practise the conversation, adding the handshake.

4

- Read the instructions aloud. Then go over the pronunciation of the names and the companies.
- Ask students to practise the conversation. Remind them to change roles, and to shake hands.

5  1.03

- Read the instructions and the answer choices aloud. Elicit a few guesses from students. You can also ask students to guess what words Sarah and Hari will actually use.
- Play the audio and ask students to tick their guesses. Then go over the answers with the class.

**Answer**

- a** Sarah will give Hari her business card.
- d** They will talk about their jobs.

## Talking about your job p7

### Vocabulary and expressions

- Accountant
- Administrative Assistant
- Advertising
- (Department) Manager
- Human Resources
- Information Technology (IT)
- Marketing
- Product Planner
- Purchasing
- Research and Development (R&D)
- Researcher
- Sales
- Sales Assistant
- Technology
- Web Designer

1

- Read the instructions aloud. Then ask pairs of students to read the questions and responses aloud.
- Put students with a partner to practise asking and answering the questions. If students have full- or part-time jobs, tell them to use their own information to answer the questions. If they do not work, encourage them to insert any job titles, departments, company names or locations they can think of.

2

- Read the job titles and the department names aloud, and ask students to repeat them. Answer any questions about the vocabulary.
- Put students with partners or in groups to add their own job titles and department names. Alternatively, ask students to work individually.

- Copy the two tables onto the board with the headings *Job title* and *Department name*. When students finish working, ask for volunteers to write their ideas in the tables on the board. Explain (or ask students to explain) any unfamiliar vocabulary on the board.
- Ask students to look at the tables in their books. To model the task, ask individual students to make sentences using the information in the tables. Then ask students to continue making sentences with a partner or in groups.
- Walk around the class as students work, listening in and offering help as needed.

### 3

- If necessary, go over the use of the articles *a* and *an*. Do a quick drill to help students practise the job titles in Exercise 2 with the appropriate articles. For example,

**Teacher:** *Designer*

**Teacher:** *Editor*

**Student:** *a Designer*

**Student:** *an Editor*

- Ask students to look at the pictures. If necessary, give them a few minutes in pairs to come up with the people's job titles. Point out that in one picture there are two people, so students will need to use the plural form of the job title and omit the article.
- Read the instructions aloud, and ask students to complete the sentences. Walk around the class as students work, offering help as needed.
- When students finish, go over the answers with the class.

#### Answers

- a** He's an Accountant.
- b** You're a Sales Assistant.
- c** I'm in IT.
- d** She's a Web Designer.
- e** He's in Advertising. / He's a Researcher.

### 4 1.04

- Read the instructions aloud. Then play the audio and ask students to read along.
- For lower-level classes, play the audio again, pausing between lines for students to repeat.
- Put students with partners to practise the conversation. Remind them to change roles. Once students are familiar with the conversation, you can ask them to stand up and practise. Encourage them to make eye contact and to shake hands when they say, *Nice to meet you*.
- When students finish, ask them to stand up and present the conversation to the class.

### 5

- Read the instructions aloud. Ask students to change partners to practise the conversation. Remind them to insert their own information and to change roles.
- For additional practice, write the conversation on the board for students' reference, leaving blank spaces for the names, job title and department name. Then ask students to stand and walk around the class, practising the conversation once with a classmate,

and then changing partners and practising again. Ask them to change partners three or four times.

## Giving contact information p8

### Vocabulary and expressions

*area code*

*at*

*country code*

*dot*

*underscore*

*postcode/zipcode*

### 1

- Before you begin this lesson, ask students to think about Sarah and Hari from the first lesson of this unit. Ask, *What did Sarah and Hari do when they first met each other?* Elicit that one of the things they did was to exchange business cards. Explain that business cards are an important way for businesspeople to share their contact information.
- Ask the class to brainstorm the kind of information included on a business card (the person's name, job title, company name, company address, phone number, email address, etc.). Write students' ideas on the board. If you have your own business cards (or examples of other people's), hand out several to the class. Ask students to pass the cards around and check that they include the information on the board.
- Ask students to look at page 8. Read the instructions aloud. Then go over the vocabulary with the class.
- Put students with partners to read and label the information on the business card. Walk around the class as students work, offering help as needed.
- To check answers, copy the information from the business card onto the board. Then ask for volunteers to come to the board and label the information.

#### Answers

- a** country code
- b** area code
- c** underscore
- d** post/zipcode
- e** at
- f** dot

### Language notes

- In English, numbers in addresses are often read differently depending on how long the number is. The business card which shows the number *1256* may be read as two numbers: *twelve fifty-six*. Three-digit addresses are also usually read in two parts: *365 = three hundred and sixty-five*. However, longer numbers in addresses are read as individual numbers: *26715 = two six seven one five*.

- The number *zero* (0) in addresses and phone numbers is often read as *oh*.
- In addresses, a hyphen (-) is usually read as *dash*. However, when saying telephone numbers in English, the hyphen is not pronounced. Instead, the speaker usually pauses between strings of numbers.

## 2 1.05

- Put students into pairs and ask them to practise reading the information on the business cards.
- Read the instructions aloud. Then play the audio once or twice as needed.
- Ask students to compare answers in pairs. Then check answers by calling on students to read the information on the business cards aloud. Write the correct answers on the board for students' reference.

### Answers

- a** Sales; 33; bonvivant, com
- b** 601, 3492; mychinatrip@comcast.net
- c** ku; 03; Marketing
- d** 48201; udetroit.edu; Assistant

## Talk business p8

### 1

- Put students with a partner and assign them the roles of Students A and B. Ask them to turn to the appropriate Student's Book pages (Student A: page 84; Student B: page 96).
- Explain that students will need to ask their partner questions to find out the missing information on his or her business card. For lower-level classes, read the questions in the *Useful language* table aloud, and ask students to repeat them after you.
- Give students a few minutes to read the information on their own and on their partner's cards. Explain any unfamiliar vocabulary. Tell them to think about the questions they need to ask to find out the missing information.
- Ask Students A to begin asking questions. Remind students not to show each other the information in their books. Walk around the class as students work, offering help as needed.
- If some pairs finish early, ask them to practise reading the contact information on Student B's card aloud.

### 2

- Ask Students B to begin asking questions. Walk around the class as students work, making sure they do not show each other their books.
- If some pairs finish early, ask them to practise reading the contact information on Student A's card aloud.

### 3

- Ask students to compare books to check their answers.

### Answers

See Student's Book.

- This is a good time to assess students' grasp of how to ask for and give contact information. Tell volunteers to ask and answer the questions in the *Useful language* table, using the information on the two business cards.

## Conversation strategy: Starting and ending conversations p9

### Vocabulary and expressions

*exports*

*global*

*Is this seat taken?*

*Sales Representative*

*solutions*

*Software Developer*

*We should get together sometime.*

*I'd better get going.*

*Look at the time!*

*See you around.*

### 1 1.06

- Read the instructions aloud. Then play the audio and ask students to read along.
- Ask for volunteers to tell you which conversation is between friends and which one is between people meeting for the first time.

### Answers

Conversation 2 is between friends. Conversation 1 is between two people meeting for the first time.

- Ask students to tell you the phrases or sentences in each example that helped the people start the conversation. (Conversation 1: *Excuse me; By the way, my name's ...* . Conversation 2: *How are you? Have you heard ...?*) Elicit (or introduce) other ways of starting conversations and write them on the board. (With people you don't know: *Nice day today, isn't it? My name's ...* . With people you know: *So, what's new?; What do you think of ...?*)

### 2

- Put students with a partner to practise the conversations. For lower-level classes, play the audio again, pausing between lines for students to repeat. Then ask them to practise with their partners.
- Once students are familiar with the conversations, you can ask them to roleplay the situations. For example, for conversation 1, have one student (Marg Burns) sit down and the other (Nancy Chen) approach and ask the time. Ask them to make eye contact, shake hands, pretend to exchange business cards, etc.

### 3

Read the instructions aloud. For lower-level classes, do this activity with the whole class. Ask students to read each of the conversation endings with a partner. Then ask the class to tell you which conversation the endings best match in Exercise 1. Alternatively, put students into pairs to do the exercise. Then elicit the answers.

#### Answers

Used with conversation 1: b, d, e  
Used with conversation 2: a, c, f

### 4

Put students into pairs to practise the endings. Encourage students to remember their lines and then to look up and make eye contact with their partner as they say them.

### 5

- Read the instructions aloud. Ask students to practise the complete conversations, changing roles once.
- For additional practice, ask students to change partners several times, and practise the conversations adding a different ending each time.

## Viewpoints:

### Using business cards p10

#### 1 1.07

- Read the instructions aloud. Give students time to read the answer choices.
- Play the audio once or twice as needed. Then go over the answers with the class.

#### Answers

**Juliana Soares:** I don't have a business card. Sometimes people give me their cards.

**Anna Martinez:** I give and receive a lot of business cards. It's important to treat cards with respect.

**Michael Yang:** I give my card to everyone I meet. I like simple, clear cards. I organise them in a small notebook.

### 2

- Put students into groups of three or four. Alternatively, ask students to work individually to write the answers to the questions.
- Ask students to read the discussion questions aloud. Then give groups about five minutes to discuss the questions. Walk around the class as students work, listening in and offering help as needed.
- To finish, ask the class to discuss the questions together. Ask any students who have business cards to share them with the class. You can also ask for volunteers to explain and / or demonstrate the dos

and don'ts of exchanging business cards in their own culture(s), for example, giving and receiving the card with one or two hands, taking time to read the card, where to put the card when you finish looking at it, etc.

### 3

- Ask students to stay in their groups from Exercise 2 or ask them to form new groups.
- Read the instructions and the vocabulary aloud. Point out the highlighted words in Exercise 1, and give students time to check the words in the *Look it Up* section on page 122 of their Student's Books.
- Walk around the class as students discuss the business cards, encouraging them to give reasons for their opinions.
- To finish, you can take a class poll to find out the most popular business card styles. Ask students to discuss what they think makes those cards the best.

## Photocopiable activity

pp82–83

### Let's do business

- 1 Prepare enough copies of the *Let's do business* photocopiables on pages 82–83 for each student to have five copies of the same business card. Cut up the business cards and hand them out to the class.
- 2 Ask students to read their cards and check vocabulary and pronunciation.
- 3 Explain that students will play the role of the person on the card and meet other businesspeople with whom they may want to do business. Students must decide whether they want to do business. If they do, they exchange business cards. If they do not, they can go and talk to someone else.
- 4 Ask students to stand and walk around the room and introduce themselves to one another. Write the following dialogues on the board for students to follow:

**A:** Hi. I'm \_\_\_\_\_. I'm with \_\_\_\_\_. We offer \_\_\_\_\_.

**B:** Nice to meet you. I'm \_\_\_\_\_. I work for \_\_\_\_\_. We offer \_\_\_\_\_.

Then, if they want to do business:

**A:** Let me give you my card.

**B:** Yes, that's a good idea. Here's mine.

Or if they don't want to do business:

**A:** Oh, I see someone I need to talk to.

**B:** OK. Nice talking to you.

Encourage higher-level students to introduce their job titles, and to talk about how they might do business together.

- 5 Stop the activity after 15 minutes. Ask students to count their business cards. See who collected the most.

## Culture note

Here are some general tips for business card etiquette:

- Business cards are an important part of making business contacts. It's important to have plenty of cards on hand when doing business.
- Business cards are usually exchanged at the beginning or at the end of an initial meeting.
- It is considered polite to take a moment to study a person's business card, to comment on it, and clarify information before putting it away.
- Never fold or write on a person's business card after they have given it to you.

## In business: Your business card p11

### Teaching note

As this is the first unit of the course, plan to spend some extra time orienting students to the concept of inventing their own companies and employees to use throughout the course. Tell students that this is an opportunity to use their imaginations and to be creative. To help students with ideas, ask the class to brainstorm jobs to fit various categories, for example:

- dangerous jobs
- fun jobs
- well-paid jobs
- jobs working outdoors
- jobs where employees need to speak English



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### Activity

#### Vocabulary and expressions

*logo*

1

- Read the instructions aloud. Then ask for volunteers to read the questions aloud.
- Put students with partners or in small groups. Alternatively, ask them to work individually to write the answers to the questions. Walk around the class as students work, listening in and offering help as needed.
- Elicit answers to each of the questions. As volunteers give their answers, you can suggest types of companies they might choose. For example, if a student is interested in international travel, you might suggest a travel agency or a tour company.

2

- Tell students that now that they have decided on the type of company, they need to choose a logo. Ask students to think about the following questions to give them some additional ideas, for example:

*What products does your company make?*  
*What services does it provide?*

*Is it a small or a large company?*

*Is it domestic or international?*

*Where is it located?*

*What makes it special or different from other companies?*

- When students finish, ask them to share their company names and logos with a partner. If time allows, you can also tell them to ask and answer the questions above about each other's companies.

3

- Read the instructions aloud. Tell students that in this case, too, they can be as creative as they like. Encourage them to create funny or interesting characters for themselves. If necessary, refer students back to the lists of job titles and department names on page 7. You can also ask the following questions to help students get ideas:

*Are you an entry-level employee, a manager or an executive?*

*How long have you been with the company?*

*What do you like (or dislike) about your job?*

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

4

- Read the instructions and the conversation prompts aloud. Elicit phrases or expressions students can use for each part of the conversation. Write students' ideas on the board.
- Before students begin the exercise, hand out a blank business card (or ask them to use a business card-sized piece of paper) to each student in the class, and ask them to copy the information from the card in their books.
- Ask two students to stand up and demonstrate the conversation. Remind them to shake hands at the appropriate time in the conversation, and to follow the appropriate business card etiquette. Then ask students to walk around and meet as many classmates as they can. **Note:** Students will need to take their card back at the end of each conversation, so that they can use it in their next conversation. Explain that they would not really take the card back in real-life situations.