

Business PLUS

Preparing for the workplace

Margaret Helliwell

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Teacher's Manual **2**

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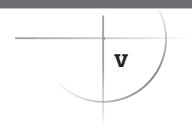
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Plan of the Student's Book

	Business situation	Grammar focus	Listening and speaking	Vocabulary focus
Before you begin Page viii				
Unit 1				
Welcome to our company Pages 1–8	A visitor	1 Review of present tenses 2 <i>Wh-</i> questions	1 Commuting in Jakarta 2 Talking about the ideal workplace	1 Welcoming a visitor 2 Describing people, places, and things
Unit 2				
Business communication Pages 9–16	Videoconferences	1 Verb + <i>-ing</i> after prepositions 2 Past tense of <i>can, must, have to</i>	Communicating at work Talking about communicating outside work	Computers and the Internet
TOEIC® practice Pages 17–18				
Unit 3				
Products and services Pages 19–26	Describing products	1 Review of past simple 2 The passive	1 Describing services 2 Talking about how to learn a foreign language	1 Adjectives to describe products and services 2 ASEAN: countries, languages, and people
Unit 4				
Targeting the customer Pages 27–34	Advertising	1 First conditional 2 Adverbs of manner	1 Radio commercials 2 Talking about advertising	1 Advertising words 2 Easily confused words (1)
TOEIC® practice Pages 35–36				
Unit 5				
Achievements Pages 37–44	Presenting facts and figures	1 Present perfect 2 <i>Since</i> and <i>for</i>	1 Personal achievements 2 Talking about successful people	1 Graphs and charts 2 Presenting information

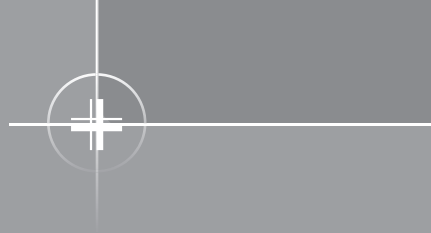


Reading	Culture focus	Business writing	Learning outcomes
			Students can . . .
An unusual workplace	The right time		<ul style="list-style-type: none"> ▪ welcome a visitor in a business situation. ▪ use the present tenses. ▪ ask questions with <i>wh-</i> words. ▪ understand a conversation about commuting. ▪ talk about the ideal workplace. ▪ ask people to describe things. ▪ understand a text about working on an oil rig. ▪ understand different attitudes to time and punctuality.
Skype is here to stay		Messages	<ul style="list-style-type: none"> ▪ understand a conversation about videoconferences. ▪ use the <i>-ing</i> form of the verb after prepositions. ▪ use modal verbs in the past and to give advice. ▪ talk about communicating at work and outside work. ▪ talk about computers and the Internet. ▪ understand a text about Skype. ▪ write telephone and text messages.
Wearable technology	Stereotypes		<ul style="list-style-type: none"> ▪ understand someone describing a product. ▪ talk and ask questions using the past simple. ▪ understand and use the passive. ▪ understand a conversation about products and services. ▪ talk about how to learn a foreign language. ▪ use different adjectives to describe products and services. ▪ understand the names of ASEAN countries, languages, and people. ▪ understand a text about wearable technology. ▪ discuss stereotypes.
An advertising trend		Formal and informal language in emails	<ul style="list-style-type: none"> ▪ understand a conversation about advertising. ▪ understand and use the first conditional. ▪ use adverbs of manner to talk about how they do things. ▪ understand commercials and talk about advertising. ▪ understand and use advertising words. ▪ use some easily confused words correctly. ▪ understand a text about an advertising trend. ▪ recognize formal and informal language in emails.
Successful Asian businesspeople	Hand signals		<ul style="list-style-type: none"> ▪ understand a presentation of sales figures. ▪ use the present perfect with <i>for</i> and <i>since</i>. ▪ understand and talk about successful people. ▪ describe graphs and charts. ▪ open and close a presentation and use connecting words. ▪ understand a text about successful Asian businesspeople. ▪ understand typical hand signals.



Plan of the Student's Book

	Business situation	Grammar focus	Listening and speaking	Vocabulary focus
Unit 6				
How would you like to pay? <i>Pages 45–52</i>	Banks and their services	<ol style="list-style-type: none"> Verb + object + <i>to do</i> Defining relative clauses 	<ol style="list-style-type: none"> A company and its money Role play situations in a bank. 	<ol style="list-style-type: none"> Dealing with money Foreign currencies
TOEIC® practice <i>Pages 53–54</i>				
Unit 7				
Future trends <i>Pages 55–62</i>	Top jobs for the future	<i>Will and going to future</i>	<ol style="list-style-type: none"> The future of education? Talking about future trends 	<ol style="list-style-type: none"> Work and jobs College and university
Unit 8				
When things go wrong <i>Pages 63–70</i>	Dealing with a complaint	<ol style="list-style-type: none"> Second conditional Adverbs that modify adjectives 	<ol style="list-style-type: none"> Making complaints Talking about making complaints 	<ol style="list-style-type: none"> Complaints and apologies Easily confused words (2)
TOEIC® practice <i>Pages 71–72</i>				
Unit 9				
Socializing <i>Pages 73–80</i>	Networking	<ol style="list-style-type: none"> Reflexive pronouns and <i>each other</i> Present perfect with <i>ever, yet, already</i> 	<ol style="list-style-type: none"> Planning a social program Talking about a social program for visitors to your company 	<ol style="list-style-type: none"> Phrasal verbs Polite phrases for socializing
Unit 10				
Next on the agenda <i>Pages 81–88</i>	Organizing a meeting	<ol style="list-style-type: none"> <i>May</i> and <i>might</i> Grammar quiz 	<ol style="list-style-type: none"> Meeting styles Talking about organizing a meeting 	<ol style="list-style-type: none"> Prefixes Vocabulary quiz
TOEIC® practice <i>Pages 89–90</i>				



Reading	Culture focus	Business writing	Learning outcomes
Group buying		Report on a sales trip	<p>Students can . . .</p> <ul style="list-style-type: none"> ▪ understand conversations in a bank. ▪ use verbs + object + <i>to do</i>. ▪ use defining relative clauses. ▪ understand an interview about a company and its money. ▪ role-play situations in a bank. ▪ use different words to talk about money. ▪ talk about different currencies. ▪ understand an article about group buying. ▪ write a short sales report.
Tomorrow's cities	Names and titles		<ul style="list-style-type: none"> ▪ understand people talking about their future careers. ▪ use <i>will</i> and <i>going to</i> to talk about the future. ▪ understand and talk about future trends in education. ▪ use words for different jobs. ▪ talk about college and university. ▪ understand an article about a city of the future. ▪ use names and titles in business in different countries.
Solving problems with a smile		Responding to a complaint	<ul style="list-style-type: none"> ▪ understand a complaint and an apology. ▪ understand and use second conditional. ▪ use adverbs that modify adjectives. ▪ understand a conversation and talk about making complaints. ▪ deal with complaints. ▪ use easily confused words correctly. ▪ understand a text about strange complaints in a hotel. ▪ reply to a complaint email.
Social or antisocial networks?	Gift taboos in Asia		<ul style="list-style-type: none"> ▪ introduce themselves and make business contacts. ▪ use reflexive pronouns and <i>each other</i>. ▪ use the present perfect with <i>ever</i>, <i>yet</i>, and <i>already</i>. ▪ plan a social program for visitors to a company. ▪ use phrasal verbs. ▪ use polite phrases for socializing. ▪ understand a text about communication technology. ▪ understand and talk about gift taboos in Asian countries.
Meetings etiquette in Japan		Writing an agenda	<ul style="list-style-type: none"> ▪ understand plans for a meeting. ▪ use <i>may</i>, <i>might</i> and <i>maybe</i>. ▪ understand about meeting styles. ▪ organize a meeting. ▪ use prefixes to make opposites. ▪ understand an article about etiquette at meetings. ▪ write an agenda for a meeting.

Introduction

Welcome to **Business Plus 2**. This Teacher's Manual contains a step-by-step guide to teaching each section of the Student's Book, as well as useful tips, keys to the exercises, and model answers to speaking and writing tasks.

The emphasis of the **Business Plus** course is on speaking, listening, reading, and writing English within business contexts. In each unit learners are guided through a variety of student-centered activities aimed at building their language skills and confidence. New grammar structures and vocabulary are introduced systematically and followed up with controlled practice activities. There are also freer practice activities that allow students to develop their fluency. State-of-the-art business topics keep students' motivation at a high level. All audio material for student's book listening activities, including the listening practice for the TOEIC® exam, can be downloaded from <http://www.cambridge.org/businessplus>. Every unit contains interesting and attractive pictures and cartoons that can be used to get students talking.

With further support available on the website, both teachers and students can enjoy a new teaching and learning experience with **Business Plus**.

What is **Business Plus**?

Business Plus is a three-level course in business communication skills, designed with a specifically Asian focus to meet the growing demand for workplace English in the region. **Business Plus** prepares students to communicate effectively in an English-speaking business environment, both in social and work-related situations. **Business Plus** provides input and practice in all four language skills, and develops students' cultural awareness in business situations.

Key features of **Business Plus**

- + **Business Plus** is aimed at pre-work-experience university students, but can equally be used with in-service learners.
- + Each level includes integrated TOEIC® practice pages to familiarize students with the test formats and help them improve their language skills specifically for the test. They serve at the same time to review and consolidate language practiced in the units.
- + An *I can* statement at the end of each stage focuses on the learning outcome of the section.
- + *Key words* relevant to the topic can be found at the bottom of the pages in sections 1 to 3 of each unit. The key words are then tested in the *Vocabulary focus* section.
- + Many recordings highlight the importance of being able to communicate in English not only with native speakers but also with non-native speakers in Asia, through the use of speakers with authentic Asian accents.
- + Regular "Culture focus" pages aim to promote intercultural awareness.
- + Topics focus on business in Asia and between Asian nations, with particular emphasis on ASEAN countries.