

Business and Commerce Workshop

Teacher's notes

The series

The *Workshop* series of workbooks prepares students studying vocational topics for the English they will need for their jobs in the real world. The books contain 25–30 lessons which can be used in class as a supplement to the main coursebook and/or at home. Each single or double-page lesson includes the authentic texts, skills practice, functional language, and vocabulary needed for a vocational syllabus. Each unit is independent, although in this Workshop Lessons 20/21 and 22/23 act as pairs and recycle work.

Features

Each lesson contains some or all of these features:

- Before you start
- Reading
- Vocabulary
- Speaking
- Writing
- Get real

Each workbook has a Glossary, which contains the words from each lesson and definitions. The Glossary defines the main words of the lesson and is particularly useful for defining the technically specific or unusual words not always found in a dictionary.

Before you start

Students can do this task alone or in pairs. It is designed to get students thinking about the topic of the lesson, or to start thinking about some of the vocabulary they already know in that area. For example, in Lesson 21 'Advertising and promotion', students have to think about different ways of advertising and which is best for different products. In lessons with a large number of concrete nouns or new concepts, students might have to work with pictures, for example, in Lesson 3 'Parts of a company', students identify different parts of a company in photos before reading about them.

Reading

Workshop contains a variety of authentic texts related to the vocational topic. For example, *Business and Commerce* includes the types of texts you find in business magazines and newspapers, reports, books about business, websites and advertisements. It also includes a variety of typical functional dialogues which contain useful language which the students will need in the real world (and which they go on to practise in the Speaking section). Reading tasks include identifying where a text comes from (for example, a magazine, newspaper, or website), identifying the topic of a text, reading the text to find specific information, ordering texts, true or false comprehension questions, gap filling with functional language, and matching headings with paragraphs.

Vocabulary

The Vocabulary sections in *Workshop* contain exercises looking at groups of words from the reading texts specific to the topic of the lesson. For example, in Lesson 20 'What is marketing?', students are asked to match specific marketing vocabulary with definitions. The exercises include matching words and pictures, dictionary/glossary work, completing definitions, underlining phrases or words in a dialogue, grouping words and some work on word-building. All the words that appear in the Vocabulary sections plus any other words that appear in the lesson and are relevant to the topic appear in the Glossary at the back.

Speaking

The Speaking sections involve students taking part in a conversation or role play related to the topic of the reading text, using some sort of stimulus. For example, in Lesson 15 'Making arrangements by telephone', students are asked to do a role play of a phone call to arrange a business meeting. In other Speaking sections, students are asked to discuss the topic of the lesson. For example, in Lesson 17 'Motivation at work', students discuss and rank the importance of different rewards and benefits of jobs.

Writing

In the Writing sections students are asked to write short texts or dialogues based on the model of the reading text in the lesson. For example, in Lesson 19 'Writing a report', students read a report about the TV-watching habits of teenagers in the Reading section, and then they go on to write their own report, based on a survey they conduct, about their classmates' habits either in taking exercise or in listening to music.

Get real

The 'Get real' task at the end of each lesson is a link between the content of the lesson and the real world. Students are encouraged to use reference materials, magazines, newspapers, or the Internet to investigate ideas related to the topic of the lesson. They are also designed to be the basis of possible project work. Teachers could expand the task so that students do a more lengthy piece of work. For example, in Lesson 11 'Doing business in Japan', students are asked to find out about business cultures in other countries and to create a class file of 'Business cultures'. Similarly, in Lesson 28 'Negotiating', students are asked to find out about a recent negotiation in their country. This could become an ongoing project where students follow different negotiations for, for example, public service salary reviews or agricultural subsidies, and write the report on the progress and outcome of each one.

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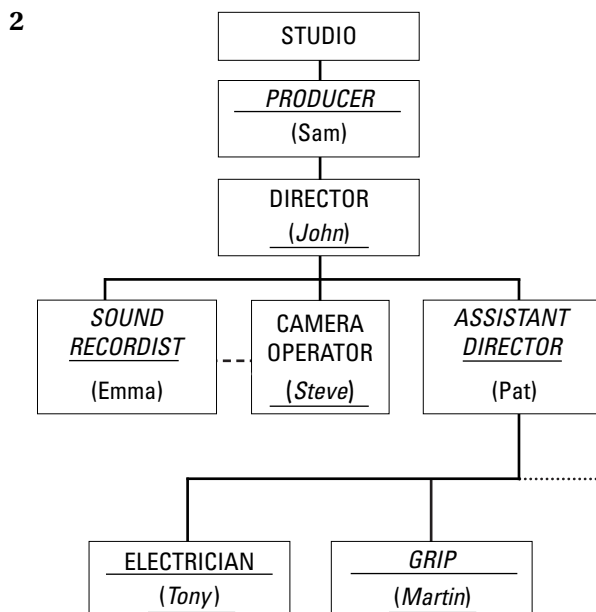
Answer key

1 Live to work or work to live?

	good things	bad things
Anna	the money	every day is the same, it's boring, her colleagues don't talk to each other
Tony	flexible hours, paid overtime, creative, good salary	sometimes difficult
Erika	interesting, her colleagues are her friends	very long hours, sometimes stressful, no social life, very tiring

- 3 1 colleagues 2 working hours 3 salary
4 social life 5 lunch break 6 overtime
7 flexible hours 8 routine
- 4 1 stressful 2 creative 3 boring
4 busy 5 difficult 6 interesting

2 Jobs in an organization



- 4 1 deals with 2 organizes 3 My job is to
4 responsible for/in charge of 5 looks after
6 in charge of/responsible for
7 is responsible to 8 works closely with
- 5 1 chairperson
2 budget
3 managing director
4 invest
5 shareholders

3 Parts of a company

- 2 paragraph 1 a paragraph 5 d
paragraph 2 b paragraph 9 c
- 3 1 c 2 e 3 h 4 g 5 i 6 d
7 f 8 b 9 a

4 Nice to meet you

- 2 1 c 2 d 3 f 4 e 5 b 6 a
- 3 Suggested order: 2, 3, 6, 1, 4, 5
- 4 1 Did you have a good flight?
2 Nice to meet you.
3 Is this your first visit to ...?
4 Let me help you.
- 6 Suggested answers: suitable topics are your families, the place you are in, the visitor's journey, the weather, hobbies
- 7 1 the visitor's journey, the weather
2 the place you are in
3 hobbies, your families
- 8 1 ... how was your journey?
Is it always this cold in October?
2 Where in Poland are you from?
Have you been there?
3 Are you interested in football?
Do you have a big family?

5 Who wants to be an entrepreneur?

- 2 Suggested answers: he's very young; he's already a successful businessman; he works 80–100 hours a week
- 3 1 a 2 e 3 d 4 c 5 f 6 b
7 h 8 g
- 4 1 MD Managing Director (also Doctor of Medicine as in the text) 2 VP Vice President
3 Inc. Incorporated 4 Ltd. Limited
5 plc Public Limited Company

6 Writing a CV

- 2 1 d 2 f 3 h 4 a 5 e 6 g
7 b 8 c
- 3 1 Qualifications 2 Experience
3 graduate 4 trainee 5 Enthusiastic
- 4 Suggested answers: students should agree with the first, third and fourth points.
- 5 Applicants need a marketing qualification, three years' experience and they need to be able to speak Spanish. They must be enthusiastic, hardworking and flexible. Frantisek Svoboda has the right qualifications and experience.

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Answer key

7 How bicycles can change lives

2 It collects used bicycles in the US and sends them to developing countries. The bicycles speed up the movement of goods and services, which improves the local economy.

3 1 b 2 e 3 a 4 c 5 d

4 1 e 2 b 3 c 4 g 5 h 6 d
7 a 8 i 9 f

8 Taking telephone messages

1 3a oh (zero) seven seven (double seven) nine one, eight four two, two eight seven
3b oh oh (zero zero) three three (double oh double three), one oh (zero), four five four, six nine oh one one (double one)

2 1

Message for: Tomas Czeska
Caller's name: Anna Lee
Number(s): 0121 334 8798
Message: Call her back. Needs to speak to you urgently.

2

Message for: Jo Stein
Caller's name: Paul Danielsson
Number(s): 0046 8 5678 6769 /
07990 202022 (mobile)
Message: Call him back – needs to talk about your meeting.

3 1 A 2 A 3 B 4 B 5 A 6 A
7 B 8 A 9 A 10 B 11 A 12 B

9 Writing a business e-mail

3 He breaks all the rules.

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

5 Phrases in Exercise 5: 1 S 2 S 3 S
4 S 5 E 6 E 7 E 8 S 9 R

Phrases in Exercise 4: a R b E c W
d S e S f W

10 Getting started in business

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

3 1 capital 2 revenue 3 profit 4 loss
5 loan 6 costs 7 interest

4

(€ 000s)	Company A	Company B
Pre-tax profit	2,635	2,225
Profit after tax	1,845	1,555

Company A will be more profitable.

11 Doing business in Japan

2 business people

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

4 Possible answers:

Do ... give and receive business cards with both hands / treat other people's cards with respect / send an agenda in advance / translate and send documents / arrange an interpreter if necessary / allow time for introductions and small talk / take notes / write to thank your hosts / confirm decisions taken / use titles with business contacts / take several changes of clothes.
Don't ... leave chopsticks in the rice bowl / write or make notes on business cards / use someone's first name until you have met them several times / use *-san* to refer to yourself / wear a lot of jewellery or make-up.

12 Planning a meeting

2 The e-mail does everything except points 3 and 7.

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

4 Suggested answers: students are likely to agree with 1, 2 and 5.

13 Taking part in a meeting

2 1 to plan a visit by exchange students
2 seven
3 taking the minutes

3 1 having a party
2 whether to have a band or a DJ

4 Suggested answers

ask for ideas / opinions

1 (name), what do you think?
2 What about you, (name)?

make a suggestion

1 Why don't we ...? 2 What about having ...?

give your opinion

1 I think we should ... 2 In my opinion, ...

agree

1 Yes, I agree. 2 That's a good idea.

disagree

1 I don't agree (with you). 2 Yes, but ...

interrupt

1 OK, (name) ...
2 Excuse me, can I say something?

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Answer key

14 Can you live without it?

- 3 1 a pie chart – b a graph – c a bar chart – a
2 trends c – a graph
proportions and percentages b – a pie chart
comparisons a – a bar chart
- 4 1 a 2 c 3 b
- 5 1 b 2 e 3 f 4 a 5 c 6 d

15 Making arrangements by telephone

- 1 1 a the tenth of September two thousand and two
b the twenty-fourth of March two thousand and three
c the first of November nineteen ninety-nine
d the fourteenth of July ninety eighty-seven
- 2 a ten thirty, half-past ten
b three forty-five, quarter to four
c ten twenty, twenty past ten
d eleven oh five, five past eleven
- 3 a at b on c in d in e at
- 2 Meeting with: Michael Kennedy
Date: 17th August
Time: 2.30
Place: Elana's office / my office
Reason for meeting: to discuss the plans for the new employees' training week
- 3 1 I'd like to arrange a meeting with you.
2 It's about (the plans for the new employees' training week).
3 How about, What about, Shall we say
4 (Thursday) is fine, Yes, that's fine.
5 No, I'm afraid I'm busy all day on Tuesday. Sorry, I can't make Friday – I'm on a course.
6 Where shall we meet?
7 So that's (half past two on Thursday the 17th, in my office).

16 Teenage inventions

- 2 1 What is the invention?
Invention A a glove for deaf people
Invention B the Ice Crawler
- 2 What problem does it solve?
Invention A It allows deaf people to communicate without a translator.
Invention B It allows the rescue of people trapped in a dangerous situation.

3 How does it work?

Invention A by reading the hand movements of the person who is wearing the glove

Invention B by taking a rope to the person who is in the dangerous situation

- 3 1 translator 2 sensor 3 transmit
4 device 5 adapt 6 prototype
7 patent
- 4 A logical sequence would be: a 3 b 4
c 1 d 5 e 2 f 7 g 6
- 5 1 tracks 3 tube
2 control panel 4 video camera
- 6 1 designed to 5 runs on
2 allows / enables 6 powered by
3 consists of 7 attached to
4 operated by 8 enables / allows

17 Motivation at work

- 3 1 Tom 2 Marie
- 4 Marie: pension, training, profit share, expenses, company car, business class travel, private health insurance, bonus, job satisfaction, promotion, gym membership
Tom: pension, training, travel allowance, subsidized childcare, job satisfaction, promotion, responsibility, doing something worthwhile
- The things in the list are all benefits except: job satisfaction, responsibility and doing something worthwhile.

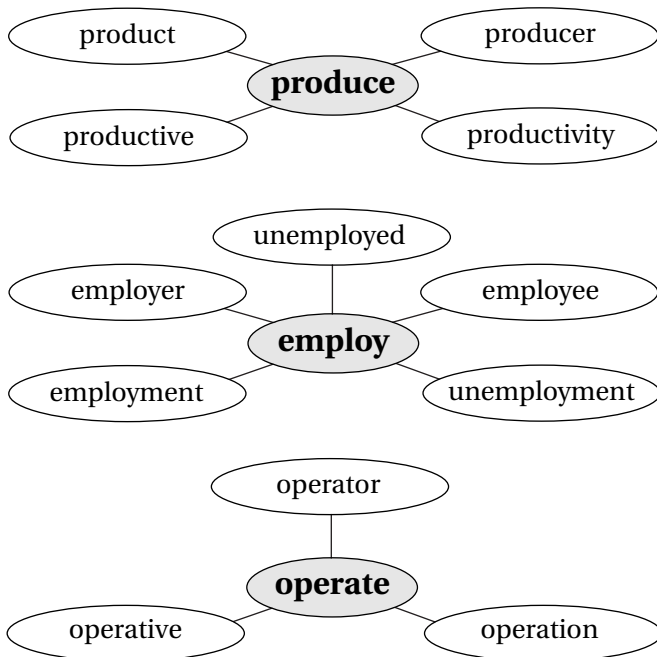
18 International trade

- 2 1 British companies export cars, machinery, oil and chemicals, and services such as banking and travel.
2 Multinationals cater for the needs of every market, i.e. they sell appropriate products in different markets.
3 Increased competition is bad for producers and good for customers.
4 Changes in the exchange rate effect international trade a lot.
- 3 1 labour costs 5 multinationals
2 foreign currency 6 exports
3 exchange rate 7 overseas markets
4 subsidiaries 8 imports

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Answer key

4 Word maps:



19 Writing a report

- 3 1 advertising companies
- 4 a 5 b 4 c 1 d 3 e 2
- 5 Suggested order: 1 First 2 then 3 Next / After that 4 After that / Next 5 Finally
- 6 1 a also, In addition b However, whereas
2 a also b In addition c also
d whereas e However
- 7 Do you have a TV in your bedroom as well as the main TV in the house?
Do you usually watch TV alone or with your family?
What kind of TV programmes do you like?
How many hours of TV do you watch in a typical week?
How many hours do you spend watching TV on school days?
How many hours do you spend watching TV at the weekend?
How many hours do you spend watching (soaps / music programmes ...)?

20 What is marketing?

- 2 1 e 2 d 3 a 4 f 5 c 6 b
- 3 1 promotion 5 market research
2 market share 6 launch
3 product awareness 7 target market
4 competitors 8 strategy

- 4 two market research methods: interviews and questionnaires
three marketing objectives: to increase sales, to increase market share, to make your product different from the competition

21 Advertising and promotion

- 2 Suggested answers: 1 a, d 2 a, c, e 3 b
4 a, b, e
- 3 1 c 2 b 3 d 4 a
- 4 1 a two-way radio
2 people who take part in adventurous sports and activities
3 to sell the product
4 it works wherever you go, so you're always in touch
5 magazine advertisement

22 Preparing a presentation

- 3 1 c 2 e 3 a 4 f 5 d 6 b
- 4 1 informative 2 structure 3 audience
4 objectives 5 appropriate 6 AV aids
7 feedback.
- 5 Suggested list:
What is the subject of your presentation?
Who are the audience?
What is the venue?
What is the objective?
What is the structure? (How many points are there? What are they?)
What AV aids do you need?
How long will it last?

23 Giving a presentation

- 1 a 3 b 1 c 4 d 2
- 3 Welcome the audience: Good morning, everyone. It's nice to see so many of you here. Tell the audience the subject of the presentation: The subject of my presentation today is ...
Introduce the main points one by one: Basically, there are three main points I want to talk about ... First, I'm going to tell you about ... Secondly, ... And finally,
Introduce the first point: OK, let's start with the first point, ...
- 4 Connecting the points: 2, 7 Referring to AV aids: 4, 6, 8 Finishing: 1, 3, 5
- 6 Suggested answers: students are likely to say that 1, 4, 5, possibly 6, and 7 are good ways of ending.

