

**LEAPDIS**

Teacher's

**Resource Book**

We know  
books

Lewis Lansford

**B1**



# **Business Partner**

# Student's Book contents

# LEBRIS

We know books

## UNIT 1 > CAREER CHOICES p.7

Videos: 1.1 Transferable skills 1.3 Building rapport

<b>1.1 &gt; Transferable skills</b>	<b>1.2 &gt; Careers advice</b>	<b>1.3 &gt; Communication skills: Building rapport</b>	<b>1.4 &gt; Business skills: Networking</b>	<b>1.5 &gt; Writing: Emails - Introducing yourself</b>	<b>Business workshop &gt; 1</b> Global recruitment agency (p.88)
<b>Video:</b> Transferable skills <b>Vocabulary:</b> Transferable skills <b>Pronunciation:</b> → Word stress (p.114) <b>Project:</b> Writing a job description	<b>Listening:</b> Careers advice programme <b>Grammar:</b> Advice and suggestions <b>Pronunciation:</b> → Voice range (p.114) <b>Speaking:</b> Advising how to improve an online profile	<b>Video:</b> Building rapport <b>Functional language:</b> Asking questions to build rapport <b>Task:</b> Building rapport during a short conversation	<b>Listening:</b> Advice on networking <b>Functional language:</b> Networking at a careers event <b>Task:</b> Meeting a recruiter at a careers event	<b>Model text:</b> Email introducing yourself <b>Functional language:</b> Formal and informal language <b>Grammar:</b> Adverbs of degree <b>Task:</b> Write an introduction email	<b>Listening:</b> Initial job interviews <b>Reading:</b> Job listing <b>Task:</b> Discuss job candidates

Review p.104

## UNIT 2 > BUSINESS SECTORS p.17

Videos: 2.1 Japan's economy 2.3 Induction meeting

<b>2.1 &gt; Japan's economy</b>	<b>2.2 &gt; The energy industry</b>	<b>2.3 &gt; Communication skills: Dealing with interruptions</b>	<b>2.4 &gt; Business skills: Voicemail messages</b>	<b>2.5 &gt; Writing: Emails - Action points</b>	<b>Business workshop &gt; 2</b> Investing your money (p.90)
<b>Video:</b> Japan's economy <b>Vocabulary:</b> Sectors and industries <b>Project:</b> Research sectors and industries	<b>Pronunciation:</b> → Stress in compound nouns and noun phrases (p.114) <b>Reading:</b> Big oil: From black to green <b>Grammar:</b> Past Simple and Past Continuous <b>Writing:</b> A short story	<b>Video:</b> Induction meeting <b>Functional language:</b> Interrupting and dealing with interruptions <b>Pronunciation:</b> → Stress in phrases for turn taking (p.114) <b>Task:</b> Discussion during a meeting	<b>Listening:</b> Four voicemail messages <b>Functional language:</b> Leaving a voicemail message <b>Task:</b> Leave a voicemail message	<b>Model text:</b> Email with action points <b>Functional language:</b> Action points <b>Grammar:</b> <i>will</i> and <i>going to</i> <b>Task:</b> Email with action points	<b>Listening:</b> Investing <b>Speaking:</b> Investor's checklist <b>Task:</b> Choose a company to invest in

Review p.105

## UNIT 3 > PROJECTS p.27

Videos: 3.1 Project management 3.3 Resolving a problem with a schedule change

<b>3.1 &gt; Project management</b>	<b>3.2 &gt; Large-scale projects</b>	<b>3.3 &gt; Communication skills: Giving instructions</b>	<b>3.4 &gt; Business skills: Meetings: Updates and action</b>	<b>3.5 &gt; Writing: Email requesting an update</b>	<b>Business workshop &gt; 3</b> The grand opening (p.92)
<b>Video:</b> Project management <b>Vocabulary:</b> Managing projects; word building <b>Pronunciation:</b> → Stress in derived words (p.115) <b>Project:</b> A project debriefing and lessons learnt	<b>Listening:</b> Three canals <b>Grammar:</b> Comparatives and superlatives <b>Pronunciation:</b> → Weak forms in comparisons (p.115) <b>Speaking:</b> Choosing the winning bid	<b>Video:</b> Resolving a problem with a schedule change <b>Functional language:</b> Giving and responding to instructions, standing your ground <b>Task:</b> Giving and responding to instructions	<b>Listening:</b> A stand-up meeting <b>Functional language:</b> Asking for and giving updates <b>Task:</b> An update meeting	<b>Model text:</b> Email requesting an update <b>Functional language:</b> Asking for information <b>Grammar:</b> <i>(not) enough</i> <b>Task:</b> Email requesting an update	<b>Listening:</b> Understanding project priorities <b>Reading:</b> Analysing follow-up emails <b>Task:</b> Hold a project meeting

Review p.106

## UNIT 4 > GLOBAL MARKETS p.37

Videos: 4.1 A food company's strategy for growth 4.3 Managing conversations

<b>4.1 &gt; One size fits all</b>	<b>4.2 &gt; Online markets</b>	<b>4.3 &gt; Communication skills: Managing conversations</b>	<b>4.4 &gt; Business skills: Building consensus</b>	<b>4.5 &gt; Writing: Letter confirming an order</b>	<b>Business workshop &gt; 4</b> Hand-made (p.94)
<b>Video:</b> A food company's strategy for growth <b>Vocabulary:</b> Global markets; adjective and noun collocations; word building <b>Project:</b> Adapt a product to a new market	<b>Reading:</b> Who wants to be a sofapreneur? <b>Grammar:</b> Present Simple and Past Simple passive <b>Writing:</b> A product description	<b>Video:</b> Managing conversations <b>Functional language:</b> Changing the subject and staying on track <b>Pronunciation:</b> → Pronunciation of <i>-(e)s</i> endings (p.115) <b>Task:</b> A conversation between a client and a supplier	<b>Listening:</b> A meeting to build consensus <b>Functional language:</b> Reaching agreement <b>Pronunciation:</b> → Consonant-vowel linking between words (p.115) <b>Task:</b> A discussion to reach agreement	<b>Model text:</b> Letter confirming an order <b>Functional language:</b> Confirming order details <b>Grammar:</b> Verbs + prepositions <b>Task:</b> Write an order confirmation letter	<b>Listening:</b> Key factors for global business <b>Speaking:</b> Doing market research <b>Task:</b> Choose a strategy to go global

Review p.107

## UNIT 5 > DESIGN AND INNOVATION p.47

Videos: 5.1 Eatsa 5.3 Managing information

<b>5.1 &gt; Innovative product design</b>  <b>Video:</b> Eatsa <b>Vocabulary:</b> Technological innovation; Describing innovative products <b>Pronunciation:</b> → Numbers of syllables in words (p.116) <b>Project:</b> Innovation in business	<b>5.2 &gt; Product testing</b>  <b>Reading:</b> A dream job in product development <b>Grammar:</b> Present Perfect Simple with <i>just, already</i> and <i>yet</i> <b>Pronunciation:</b> → Contrastive stress (p.116) <b>Speaking:</b> A typical day at work	<b>5.3 &gt; Communication skills: Managing information</b>  <b>Video:</b> Managing information <b>Functional language:</b> Asking open and closed questions <b>Task:</b> Getting feedback on presentation skills	<b>5.4 &gt; Business skills: Selling a product</b>  <b>Listening:</b> → Two sales presentations <b>Functional language:</b> Describing features and benefits <b>Task:</b> Present a product	<b>5.5 &gt; Writing: Product review</b>  <b>Model text:</b> Product review <b>Functional language:</b> Language of reviews <b>Grammar:</b> → Order of adjectives before nouns <b>Task:</b> Write a review	<b>Business workshop &gt; 5</b> Smart fabric (p.96)  <b>Reading and listening:</b> → Market research <b>Task:</b> Choose a product to develop
--	--	--	---	--	---

Review p.108

## UNIT 6 > SAFETY AND SECURITY p.57

Videos: 6.1 Health and safety at a company 6.3 Dealing with disagreement

<b>6.1 &gt; Safety at work</b>  <b>Video:</b> Health and safety at a company <b>Vocabulary:</b> Health and safety <b>Project:</b> Accident questionnaire	<b>6.2 &gt; Being security-conscious</b>  <b>Listening:</b> → Security measures in the workplace <b>Grammar:</b> Modal verbs of prohibition, obligation and no obligation <b>Pronunciation:</b> → Phrasing and pausing (p.116) <b>Writing:</b> Email about new security measures	<b>6.3 &gt; Communication skills: Dealing with disagreement</b>  <b>Video:</b> Dealing with disagreement <b>Functional language:</b> Explaining rules and requirements <b>Task:</b> Convincing someone of your arguments	<b>6.4 &gt; Business skills: Dealing with conflict</b>  <b>Listening:</b> → Discussion about a problem at work <b>Functional language:</b> Resolving a conflict <b>Pronunciation:</b> → Stress in phrases (p.116) <b>Task:</b> Resolving a conflict	<b>6.5 &gt; Writing: Instructions and warnings</b>  <b>Model text:</b> Instructions on using equipment <b>Functional language:</b> Instructions and warnings <b>Grammar:</b> → Linking words for time <b>Task:</b> Guidelines for company staff	<b>Business workshop &gt; 6</b> Visitor safety (p.98)  <b>Reading:</b> Safety and security <b>Listening:</b> Risk assessment <b>Task:</b> Prepare a visitor safety and security report
--	---	--	--	--	---

Review p.109

## UNIT 7 > CUSTOMER SERVICE p.67

Videos: 7.1 Customer service in the airline industry 7.3 Solving customer problems

<b>7.1 &gt; Airline customer service</b>  <b>Video:</b> Customer service in the airline industry <b>Vocabulary:</b> Customer service <b>Project:</b> Design a premium service	<b>7.2 &gt; Hanging on the telephone</b>  <b>Listening:</b> → Complaint about a service <b>Grammar:</b> Verb + <i>to</i> -infinitive or <i>-ing</i> <b>Pronunciation:</b> → Unstressed syllables at the end of a sentence (p.117) <b>Writing:</b> A complaint on a company forum	<b>7.3 &gt; Communication skills: Responding to customer concerns</b>  <b>Video:</b> Solving customer problems <b>Functional language:</b> Responding to customer concerns <b>Task:</b> Deal with customer complaints	<b>7.4 &gt; Business skills: Generating and presenting ideas</b>  <b>Listening:</b> → Training day on customer service <b>Functional language:</b> Discussing and presenting ideas <b>Pronunciation:</b> → Introducing a topic (p.117) <b>Task:</b> Generate and present ideas	<b>7.5 &gt; Writing: External 'thank you' email</b>  <b>Model text:</b> A 'thank you' email <b>Functional language:</b> Opening, giving details and closing a 'thank you' email <b>Grammar:</b> → <i>some (of), any, all (of), most (of), no, none (of)</i> <b>Task:</b> A 'thank you' email	<b>Business workshop &gt; 7</b> Red Cushion Furniture (p.100)  <b>Reading:</b> Customer complaints <b>Listening:</b> → Dealing with angry customers <b>Task:</b> Turn failure into success
---	---	---	---	---	---

Review p.110

## UNIT 8 > COMMUNICATION p.77

Videos: 8.1 Improving communication in the workplace 8.3 Closing a deal

<b>8.1 &gt; Face to face?</b>  <b>Video:</b> Improving communication in the workplace <b>Vocabulary:</b> Digital communication <b>Project:</b> Communication survey	<b>8.2 &gt; How to communicate</b>  <b>Reading:</b> Three tips for effective workplace communication <b>Grammar:</b> First and second conditional <b>Pronunciation:</b> → Conditional sentences (p.117) <b>Speaking:</b> Solutions to communication problems	<b>8.3 &gt; Communication skills: Closing a deal</b>  <b>Video:</b> Closing a deal <b>Functional language:</b> Closing a deal <b>Task:</b> Trying to close a deal	<b>8.4 &gt; Business skills: Talking about priorities</b>  <b>Listening:</b> → Setting priorities <b>Functional language:</b> Talking about priorities <b>Task:</b> Prioritising	<b>8.5 &gt; Writing: Short report</b>  <b>Model text:</b> A short report <b>Functional language:</b> Introduction, findings and recommendations <b>Grammar:</b> → Past Perfect Simple <b>Pronunciation:</b> → Contractions in speech (p.117) <b>Task:</b> Write a short report	<b>Business workshop &gt; 8</b> Global communication (p.102)  <b>Listening:</b> → Communication problems <b>Reading:</b> Email exchanges about a problem <b>Task:</b> Recommend ways to improve communication
---	---	---	--	--	--

Review p.111

# Contents

>	<b>Introduction</b>	<b>5</b>
<b>Unit 1 &gt;</b>	<b>Career choices</b>	<b>20</b>
	Unit overview	20
	Business brief	21
	Teaching notes	22-33
<b>Unit 2 &gt;</b>	<b>Business sectors</b>	<b>34</b>
	Unit overview	34
	Business brief	35
	Teaching notes	36-47
<b>Unit 3 &gt;</b>	<b>Projects</b>	<b>48</b>
	Unit overview	48
	Business brief	49
	Teaching notes	50-61
<b>Unit 4 &gt;</b>	<b>Global markets</b>	<b>62</b>
	Unit overview	62
	Business brief	63
	Teaching notes	64-74
<b>Unit 5 &gt;</b>	<b>Design and innovation</b>	<b>75</b>
	Unit overview	75
	Business brief	76
	Teaching notes	77-87
<b>Unit 6 &gt;</b>	<b>Safety and security</b>	<b>88</b>
	Unit overview	88
	Business brief	89
	Teaching notes	90-101
<b>Unit 7 &gt;</b>	<b>Customer service</b>	<b>102</b>
	Unit overview	102
	Business brief	103
	Teaching notes	104-115
<b>Unit 8 &gt;</b>	<b>Communication</b>	<b>116</b>
	Unit overview	116
	Business brief	117
	Teaching notes	118-128
>	Resource bank	130
>	Videoscripts	191
>	Audioscripts	199

## Unit lead-in

Elicit a brief description of the photo (hot-air balloons floating over mountains) and look at the quote with the class. Ask: *What is the connection between balloons and a career?* (When you develop the right skills and experience, your career can 'take off' like a balloon and carry you up to where you can see more of the world. We describe successful people as *high flyers*.) Check that students understand *attribute* (a quality or feature, especially one that is considered to be good or useful) and *sector* (a part of an area of activity, especially of business, trade, etc.). Ask: *How can we say this in simpler words, as advice?* On the board, write: *Workers should ...* and elicit ways to complete the sentence, e.g. *learn skills they can use in many different types of work so they can get better jobs*. Say: *We're going to learn more about these skills and qualities in this unit.*

## 1.1 ➤ Transferable skills

## GSE learning objectives

- Can understand a large part of a video on a work-related topic.
- Can use language related to aptitude, ability, knowledge and skills.
- Can talk about skills needed to do tasks or jobs.
- Can give examples to demonstrate skills for the workplace.
- Can discuss how to develop skills.
- Can express opinions using simple language.
- Can write descriptions of familiar job roles and responsibilities.

## Warm-up

Write the following question on the board: *What are you good at?* Say a couple of things you are good at, e.g. *I'm good at speaking English. I'm good at playing a game*. On the board, write: *Skills* and underneath write *speaking English, playing Candy Crush Saga*. Elicit skills from a few students and accept any answer as long as it's a skill (e.g. *skiing, playing the guitar, cooking*).

## Lead-in

Students discuss the importance of life skills.

**1** Go through the words in the box before students begin and get them to check the meanings of any unknown words in a dictionary. Students do the exercise individually, then, as feedback, go through the list quickly and ask students to raise their hand if they ticked a word.

**2** Students do the activity in pairs. During the activity, help each pair as necessary. As feedback, ask a few groups to share their answers to question 2.

## Video

Students watch a video which presents a guide to the skills and qualities needed to get a job and to survive once in the job market.

**3A** Tell students they are going to watch a short video about

skills that are useful when you climb the career ladder. Explain the meaning of *career ladder*: the progression from an entry-level job to positions of higher pay, increased skill and more responsibility. Ask them if any of the skills you discussed in the warm-up can be applied to a range of tasks and roles. Then get them to discuss the question in pairs. During the activity, monitor and help each pair as necessary. As feedback, ask each pair to share a couple of answers with the class. At this point, accept any reasonable answer. The answers from the video are in the key for Exercise 4A.

**3B** 1.1.1 The video mentions twenty different skills, abilities and qualities. The idea behind this flow of exercises is that students almost certainly will not in Exercise 3A name the exact twenty skills and characteristics that are in the video. In this exercise, they are just listening for their own ideas from Exercise 3A to be mentioned.

Play the video. Encourage students to listen just for the information they need to complete the task. Ask them to raise their hand each time they hear one of the skills they talked about in Exercise 3A. After watching the video, ask them to share some of the skills that were mentioned. At this point, accept any reasonable answers. The answers from the video are in the key for Exercise 4A.

**4A** 1.1.1 Before playing the video again, ask students to read the three questions. Play the video. Consider pausing the video briefly sometimes after answers are given, to allow students time to process the information and make notes.

- 1 the ability to work in teams / be a good team player, the ability to work well with other people, passion about the topic, the ability to think outside the box, the ability to set goals you can achieve, flexibility, critical thinking, problem-solving, communication skills, honesty, enthusiasm, being genuine, being authentic, working hard, determination, integrity, ability, being motivated, having a can-do attitude
- 2 in person, on paper, one-to-one, in small groups, in large groups
- 3 have skills that you can transfer from one job to another, be a good team player and don't forget that employers look at the person behind the resume

**4B** Students discuss their answers in pairs. Then check answers with the whole class.

## Possible answers

lazy, dishonest, negative, not motivated / unmotivated, not a good team player, not able to set goals (You may wish to call attention to the negative forms of some of the adjectives: *dishonest, unmotivated, unable to think outside the box*.)

## Extra activities 1.1

**A** This activity gives further practice of key vocabulary from the video. Ask students to complete it individually, then check answers with the class. Alternatively, play the video for students to check their answers individually.

- 1 performance 2 skills 3 tasks 4 teams  
5 movement 6 person 7 skillset 8 teamworking

**B** ▶ 1.1.1 Students do this individually or in pairs.

1 tasks 2 performance 3 teams 4 teamworking  
5 movement 6 skillset 7 person 8 skills

**5** Put students in pairs or small groups to do the exercise. If they need help to get started, give an example or two using your own experience, e.g. *As a teacher, I need to be a good team player. I work closely with the other teachers and with the management to plan classes, organise activities, track students' progress and so on.* Check answers with the class.

### Vocabulary: Transferable skills

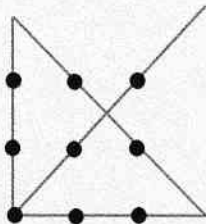
Students look at vocabulary that describes professional skills that can be transferred from job to job as they move up the career ladder.

**6** Explain that the words and phrases from the video are used to describe people. Note that the video says *think outside of the box* although the more usual expression is *think outside the box* (see Notes below). Ask students to match phrases 1–4 with the best description, then check answers as a class. Do the same again with words/phrases 5–8.

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

### Notes

The expression *think outside the box* refers to the 'nine dots puzzle', which was popular with management consultants in the 1970s and 80s. It featured a grid of nine dots. The puzzle was to draw four straight lines that connected all nine dots without lifting your pencil. This required making lines outside of the box formed by the dots. This is one of many possible solutions:



**7** Put students in pairs and ask them to complete the tables. Go through the answers with the whole class.

1 adaptable 2 flexibility 3 motivated 4 confidence  
5 dependable 6 resourcefulness 7 independent  
8 ambition 9 passionate 10 enthusiasm 11 honest  
12 authenticity

**8** Tell the class that this is an opportunity to learn more vocabulary for describing transferable skills. Ask them to do the exercise in pairs or small groups. If possible, get them to stand and write their ideas on the board.

### Possible answers

- able to manage time well, able to lead others, able to meet deadlines, friendly, able to listen well, careful, able to write well, patient, hard-working
- able to manage time well: get to class on time with work complete; able to lead others: join student government, become a sports team captain; able to meet deadlines: hand in work on time; friendly: become socially involved; able to listen well: pay attention to other people in groupwork situations; careful: complete assignments well by following the instructions; able to write well: write and edit papers; patient: keep working until you've mastered the material, when working with groups, give others time to understand; hard-working: do your work completely and on time

### Extra activities 1.1

**C** Get students to do this individually as a quick vocabulary quiz. You could get them to compare answers in pairs before checking answers with the class.

1 flexible 2 critical thinking 3 communication  
4 independent 5 confidence 6 adaptable  
7 Dependability 8 passionate 9 integrity  
10 critically 11 set goals 12 can-do attitude

### Pronunciation bank

#### p.114: Word stress

#### Warm-up

Write *flexible* and *communication* on the board. Get students to say the words and ask: *Which syllable is stressed?* Elicit the first syllable in *flexible* and underline it on the board. Elicit the fourth syllable in *communication* and underline it on the board. Refer students to the explanation in the box and drill the pronunciation of *performance*.

**1** Ask students to complete the exercise individually and then compare answers in pairs. Do not confirm answers yet as students will check them in the next exercise.

1 passion, people 2 confident, flexible  
3 computer, resourceful 4 adaptable, reliable  
5 independent, motivation 6 adaptability, dependability

**2** ▶ P1.01 Play the recording for students to check their answers. Then play the recording a second time for students to listen and repeat.

**3** Put students in pairs and ask them to do the exercise. During the activity, monitor to check that students are using the correct word stress.

Students research a job and identify the skills needed to do it, then use the language they have studied in this lesson to write a job description.

**9** Go through the words in the box before students begin and get them to check the meaning of any unknown words in a dictionary. Working in pairs or small groups, students think of a few transferable skills that would be useful for each job. During the activity, monitor and help each pair as necessary. As feedback, ask a few groups to share their answers with the class.

**Model answer**

personal trainer – needs to meet students (be friendly, be confident), explain exercises, lead classes (be confident, be dependable), work with many different types of people (be flexible, motivate people), keep fit (set goals, be hard-working)

**10A** Students do the exercise in pairs. For a model answer, see Exercise 9. During the activity, monitor and help each pair as necessary.

**10B** Put students in pairs to write a job description. For stronger classes, ask students to do this individually. It may be assigned as homework.

**Model answer**

**Wanted: Personal trainer**

We're looking for a friendly, confident personal trainer. You should be dependable and flexible and also hard-working and able to set goals. Responsibilities include meeting students, explaining exercises and leading classes. You need to keep fit and be able to work with many different types of people.

**10c** During the activity, monitor and help each pair as necessary.

**10d** After students have checked each other's work, if there is time, put the corrected job descriptions on the wall. Take a poll to find out which of the jobs is the most attractive.

**MyEnglishLab:** Teacher's resources: extra activities

**Pronunciation bank:** p.114 Word stress

**Teacher's book:** Resource bank Photocopiable 1.1 p.132

**Workbook:** p.4 Exercises 1–3

## 1.2 > Careers advice

### GSE learning objectives

- Can understand the main points of a simple podcast.
- Can make suggestions using *what about / how about* with verbs in the gerund.
- Can make offers and suggestions with *Why not / Why don't you/we ... ?*
- Can make offers and suggestions using *could*.
- Can make negative suggestions with *Let's not*.
- Can give informal advice on everyday matters, using a range of fixed expressions.
- Can identify the main points in a work-related meeting on a familiar topic.

### Warm-up

Ask: *What's a good job? What's your dream job?* Accept any answer and help the class with words for jobs they want to talk about but may not know. If they are not sure, suggest *doctor, lawyer, CEO and film star* to get them started.

### Lead-in

Students talk about social media platforms.

**1** Write *social media platform* on the board and ask students for one or two examples (see Notes below). There is a list of platforms in the answer key to Exercise 1, question 1. Get students to work through the four questions in pairs or small groups, then share answers as a class.

- 1 Possible answers: Twitter, Facebook, WhatsApp, WeChat, Skype, QQ, LinkedIn, Instagram, Tumblr, Snapchat, Reddit
- 2 Employers may use social media to advertise jobs. People looking for work may try to find jobs on social media. Employers may try to use social media to find out about a job applicant's background.
- 3 a person's name, location, work experience, education and a profile statement
- 4 Too much personal information, embarrassing photos, anything that makes you look bad. These things may damage your chances of getting a job.

### Notes


Online social networking began in the 1970s, when very early users of the internet created the first multi-user chatrooms – online forums where people could share messages with groups of people. However, the launch of the first social networking website as we know them today wasn't until 1997. It was called SixDegrees.com and it ran until 2001. The following year, the business-oriented social network LinkedIn was launched, followed by Facebook in 2004 and Twitter in 2006. Since that time, online social networking has become an increasingly important part of working life.

**2** Students do the exercise in pairs and then share answers with the whole class. If you think your class may not have received formal careers advice, point out that most people have received some kind of advice from a family member or friend at some point. This could be something as simple as someone saying, 'You should study law. Lawyers make a lot of money!'


## Listening

Students listen to a phone-in programme host give advice about how to create an effective online profile and look at transferable skills.

**3** Ask students to read the sentence and the two questions, then discuss them in pairs or small groups. During the activity, monitor and help each pair or group as necessary. Any answer is acceptable at this point, but note that Jenny's actual advice is summarised in the Exercise 4 answer key.

**4**  1.01 Go through the instructions with students, then play the recording. Share answers as a class.


The host recommends that the caller avoid over-used adjectives to describe himself, and instead show what's special about himself by giving details of experience.

**5**  1.01 Tell students to read the true/false questions and try to answer the questions from memory. Then play the recording again and get students to check which sentences are true or false. During the activity, monitor and check the answers. Play the recording again if necessary.

1 F 2 F 3 F 4 T 5 T 6 T 7 F 8 T

**6** Students do the exercise in pairs. If they need help to get started, give them some examples, e.g. *I'm on a basketball team. That shows I'm a team player. I use a spreadsheet to do my personal financial planning. That shows I'm good with computers. I help plan activities for my local theatre group. That shows I'm organised.*

### Extra activities 1.2

**A**  1.01 This activity gives further practice of vocabulary from the recording. Get students to complete the exercise individually and then check their answers in pairs before class feedback.

1 graduate 2 interview 3 website 4 stand out  
5 profile 6 solving 7 issues 8 deal with

## Grammar: Advice and suggestions

Students learn how to give advice and make suggestions.

**7A** You could do this as a quick whole-class exercise, checking answers as you go along.

1 Why not try 2 Why don't you 3 How 4 should  
5 could 6 ought

**7B** Give students two minutes to identify the verb forms that come after the expressions of advice or suggestion. If they need help, write *bare infinitive* on the board and ask them to say which sentences use it (2, 4, 5). Then elicit the other two forms: *-ing* (1, 3) and *to-infinitive* (6).

bare infinitive (2, 4, 5), *-ing* (1, 3), *to-infinitive* (6)

**7C** Get students to do this exercise individually. During the activity, monitor and help as necessary. When students have finished, get them to check answers in pairs.

1 send 2 setting up 3 research 4 making 5 to spend  
6 think 7 asking

**8** Refer students to the Grammar reference on page 118. Give them a few minutes to do the exercise individually. Monitor and if students are struggling with any of the items, write them on the board and go through them with the whole class.

- 1 You shouldn't ~~to~~ use words that explain the obvious – like *hard-working*.
- 2 Why don't you ~~try~~ giving more details about your IT skills?
- 3 ~~Should you~~ **You should** show your transferrable skills rather than explaining them.
- 4 What about **joining** some online groups to make more contacts?
- 5 Why not ~~to~~ **try** writing a blog about your experience?
- 6 You could ~~doing~~ some volunteer work, then add it to your profile.
- 7 How about ~~to include~~ **including** more information about your hobbies?
- 8 You ought **to** give some information about the languages you speak.

### Extra activities 1.2

**B** This activity gives further practice in the grammar of advice and suggestions. Get students to complete the exercise individually and then check their answers in pairs before class feedback.

- 1 Why don't you try making more online connections?
- 2 How about sending a message to one of your contacts?
- 3 You shouldn't update your status too often.
- 4 Why not post some information about your English studies?
- 5 What about adding some details about your artistic ability?
- 6 You could try asking your online connections for advice.
- 7 Why don't you consider doing an MBA?
- 8 You should keep in touch with your university colleagues.