

# Map of the book

## Introduction, p8

Activity and page number	Level	Business/ social function	Language focus	Timing	Type of activity	One-to-one
<b>Unit 1: Finding out about your students</b>						
<b>1.1 Four skills needs analysis</b> p9	Lower-intermediate	Discussing English language needs	Asking questions	30–40 minutes	Groups of four	Possible if adapted
<b>1.2 This is me</b> p12	Intermediate (adaptable for other levels)	Describing yourself	Adjectives and their antonyms	40 minutes	Individual then group	Yes
<b>1.3 Graph skills analysis</b> p14	Lower-intermediate	Describing English ability	Modals of ability	35–45 minutes	Individual and small groups	Yes
<b>1.4 Personality scales</b> p16	Mid-intermediate	Getting to know someone	Second conditional	50–55 minutes	Pair	Yes
<b>1.5 Identity swap</b> p19	Lower-intermediate	Finding out about new people	Question forms	30–40 minutes	Whole class	No
<b>Unit 2: Socializing in English</b>						
<b>2.1 Introducing yourself and others</b> p20	Lower-intermediate	Formal introduction and polite interruption	Polite greetings and question tags at higher levels	10–30 minutes (depending on level)	Whole class	Possible if adapted
<b>2.2 Restaurant board game</b> p23	Lower-intermediate	Socializing at a business lunch	Polite requests, enquiries and suggestions	70–90 minutes	Small group	Possible if adapted
<b>2.3 Question and answer Pelmanism</b> p28	Pre-/Mid-intermediate	Recognizing common social exchanges	Basic social questions and answers	12–15 minutes	Pairs and small groups	Yes
<b>2.4 Asking questions</b> p30	Elementary, pre-intermediate	Asking basic questions	Question forms	35–35 minutes	Class and pair	Yes

**Unit 3: Using the phone**

<b>3.1 A telephone maze</b>  <b>p33</b>	Mid-intermediate	Telephoning	Enquiring and checking	30–35 minutes	Class and pair	Yes
<b>3.2 Phone quartets</b>  <b>p36</b>	Lower-intermediate	Telephoning for a variety of purposes	Telephone language	40–60 minutes	Groups of four	No
<b>3.3 What not to do</b>  <b>p39</b>	Intermediate	Dealing with angry and impolite callers	Rude and tactful language on the phone	20–40 minutes	Cross-class pairs	Yes

**Unit 4: Business writing**

<b>4.1 Formal or informal?</b>  <b>p41</b>	Intermediate/upper-intermediate	Recognizing register in letters	Letter language/register	30 minutes	Pairs or threes	Yes
<b>4.2 Writing a CV</b>  <b>p45</b>	Lower-intermediate	Discussing someone's experience	Past simple and present perfect questions; time prepositions	35–60 minutes	Pair	Yes
<b>4.3 A letter to correct</b>  <b>p47</b>	Intermediate/upper-intermediate	Recognizing errors in a business letter	Error correction	30–45 minutes	Pair	Yes
<b>4.4 A group letter</b>  <b>p50</b>	Lower/upper-intermediate	Organizing a business letter	Using conjunctions	12 minutes or 22–37 minutes with extension activity	Whole class	Possible if adapted
<b>4.5 Keeping it brief</b>  <b>p53</b>	Elementary intermediate Upper-intermediate	Writing a memo/fax after scan and skim reading	Language of faxes and memos	E 75–90 minutes; I/U 45–75 minutes	Individual and pairs	Yes

**Unit 5: Making decisions**

<b>5.1 Bingo diaries</b>  <b>p58</b>	Lower-intermediate	Arranging times to meet	Time expressions with present continuous	20–30 minutes	Small group	Possible if adapted
<b>5.2 Napoleon's decision-making</b> <b>p64</b>	Upper-Intermediate	Reaching a decision	Agreeing and disagreeing; giving and discussing opinions	30–60 minutes	Individuals, pairs and fours	Possible if adapted

<b>5.3 How shall we market it?</b> p67	Mid-intermediate Intermediate Advanced	Discussing how to market a product	Agreeing, disagreeing and reaching a group decision	75–90 minutes	Small group	Possible if adapted
<b>5.4 A meeting</b> p71	Upper-intermediate	Holding a meeting	Agreeing, disagreeing, asking for and giving opinions	60 minutes	Group	Possible if adapted
<b>Unit 6: Negotiating</b>						
<b>6.1 Conditionals in a negotiation</b> p73	Upper-intermediate	Negotiating	First and second conditionals	30 minutes	Whole class	Yes
<b>6.2 Someone else's shoes</b> p75	Mid-intermediate	Recognizing the other party's position in a negotiation	The language of negotiating	60–80 minutes	Pair	Yes
<b>Unit 7: Describing change</b>						
<b>7.1 The crystal ball game</b> p80	Lower-intermediate	Predicting future changes	Will/ going to	20–40 minutes depending on size of class	Whole class	Possible if adapted
<b>7.2 A company's progress</b> p81	Intermediate Upper-intermediate	Describing a company's development	The language of change	30 minutes	Small group and pair	Yes
<b>7.3 Graph dictations</b> p84	Lower-intermediate	Describing a line graph	The language of change	35–45 minutes	Pair	Yes
<b>Unit 8: Describing companies and jobs</b>						
<b>8.1 Describe an organigram</b> p87	Intermediate+	Describing company structure	Position, relative position	50–80 minutes	Whole class	Yes
<b>8.2 Talking pictures</b> p88	Intermediate	Describing and speculating	Agreeing and disagreeing plus modals	30–40 minutes	Pairs and threes	Possible if adapted
<b>8.3 My working day</b> p91	Elementary	Describing a work routine	Modals of possibility	35–55 minutes	Pairs	Yes
<b>Unit 9: Describing processes</b>						
<b>9.1 A roof over your head?</b> p93	Upper-intermediate	Organizing a process description	Instructions	45–60 minutes	Whole class and group	Yes
<b>9.2 The process jigsaw</b> p95	Mid-intermediate	Marking the stages of a process with key words	Cohesive and referential words	85–120 minutes	Pair	Possible if adapted

**Unit 10: Making comparisons**

<b>10.1 The best offer p99</b>	Lower-Upper-intermediate	Agreeing, disagreeing and persuading	Comparatives and superlatives	60–80 minutes	Small group	Possible if adapted
<b>10.2 Selling yourself p103</b>	Pre-intermediate Intermediate	Describing yourself and preparing for interview	Comparatives and superlatives	30–40 minutes	Individual and pair	Yes

**Unit 11: Pronunciation**

<b>11.1 Intonation patterns p105</b>	All	Appreciating the effects of different intonation		20–30 minutes	Pair	Yes
<b>11.2 A phonemic phone call p107</b>	Intermediate	Recognizing the order of a business call	The IPA	20–30 minutes	Pair or whole class	Possible if adapted
<b>11.3 Strong or weak? p109</b>	Intermediate	Recognizing weak forms	Describing a procedure	45 minutes	Threes	Yes

**Unit 12: Giving feedback to your students**

<b>12.1 A memo to your students p113</b>	Any	Giving feedback	Depends on language used by students	15–20 minutes	Individual and group	Yes
<b>12.2 Pairs to compare p116</b>	Any	Error recognition	Depends on language by students	10–20 minutes	Pairs	Yes

**Unit 13: Giving advice**

<b>13.1 When it goes wrong p117</b>	Pre-intermediate	Giving advice	Advice modals	45 minutes	Whole group writing	Possible if adapted
<b>13.2 Business scruples p118</b>	Mid-intermediate	Expressing opinions and giving advice	'If I were you ...' and advice modals	40–65 minutes	Small group	Yes

**Unit 14: Using numbers**

<b>14.1 Number noughts and crosses p120</b>	Intermediate+	Using variety of numbers	Numbers	20–25 minutes	Pair	Possible if adapted
<b>14.2 Checking the details p122</b>	Pre-intermediate	Using variety of numbers	Numbers and using contrastive stress	15–25 minutes	Pair or teacher-led whole class	Yes
<b>14.3 Shared number dictations p124</b>	Intermediate	Using variety of numbers	Numbers	20–30 minutes	Pair	Yes
<b>14.4 Testing each other p128</b>	Pre-intermediate	Using variety of numbers	Numbers and using contrastive stress	15–25 minutes	Pair or teacher-led whole class	Yes