

Mark Ibbotson  
Bryan Stephens

Business  
*START-UP* 2

Teacher's Book



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Mark Ibbotson and Bryan Stephens  
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# Introduction

## ABOUT *BUSINESS START-UP*

### Course length

*Business Start-up 2* consists of 12 units of three lessons each. The course should provide 50-60 hours of classroom material, which can easily be extended to 70-80 hours with the use of the *Optional activities* and *Resource sheets* in the Teacher's Book. The Workbook provides an additional 10-15 hours of self-study practice and the accompanying CD-ROM can be used at home or in class for a further 5-10 hours.

### Target audience

*Business Start-up* is specially designed to cater for beginners and false beginners who want to learn English for both business and social reasons.

### Level

*Business Start-up 1* covers competencies from level A1 of the Common European Framework of Reference for Languages and leads into A2. *Business Start-up 2* covers competencies from A2 and leads into B1.

### Absolute beginners and false beginners

At the beginning of each lesson, it is essential to check if students already know any of the grammar and target language before it is presented and practised. 'Testing the water' is important at beginner level. Many students at this level already know some English (often words and phrases remembered from school), but have not spoken the language for some time. Therefore they need to 'fill in their gaps'. You may find the following suggestions helpful.

- If the language is new to students, carry out the pre-teaching suggested in the Teacher's Book notes on the units. You will need to proceed through all the stages of presentation, practice and consolidation in the Student's Book. You may wish to use the *Resource sheets* for additional support.
- If the students are false beginners and the language is not completely new, there may be no need for pre-teaching. You may choose to use a brainstorming approach to reactivate the target language quickly. The *Resource sheets* (particularly those suggested for pre-teaching) will not always be required. Instead, concentrate on the activities in the Student's Book. While the Student's Book activities are appropriate for real beginners, they are also designed to help false beginners reactivate the language quickly.
- With stronger false beginners, it may be possible to cover the first few units of the course very quickly and to be selective in your choice of *Grammar and vocabulary practice* exercises for each unit, using only those in which you think students need further practice.

However, when deciding whether or not to omit certain activities with false beginners, be cautious. This is particularly important in groups, where individual learners may have 'gaps' in different places. Don't move on until students have demonstrated that they have grasped the target language. Reactivating language requires plenty of practice.

## THE *BUSINESS START-UP* APPROACH

### Building language

Each lesson in *Business Start-up* is carefully designed to ensure that students systematically acquire all of the necessary language to enable them to progress effectively. Most lessons begin with an optional warm-up activity, often suggested in the Teacher's Book, which sets the scene and gives false beginners an opportunity to show what they already know. New grammar and vocabulary are then presented in context through a listening or reading text. Vocabulary and grammar are practised, both orally and in written exercises, before students have the chance to practise the new language in a realistic communicative activity. Most lessons end with the opportunity for a freer, more personal discussion on the topic of the lesson.

### Vocabulary

In *Business Start-up*, great attention is given to teaching the vocabulary that students need for their professional lives, but also for the social and travel situations that they might find themselves in. Each lesson focuses on one lexical set and presents new vocabulary in realistic contexts. Students are then encouraged to work out the meaning of the new words from the context, before being referred to the vocabulary practice exercises at the back of the Student's Book. Further practice and consolidation can be found in the Workbook, on the CD-ROM/Audio CD and on the Teacher's Book *Resource sheets*.

At the end of each lesson there is a *Useful language box*. This contains the key language in the form of short sentences/phrases in context and vocabulary sets for easy reference. False beginners might find these boxes helpful, when preparing a unit in advance of a lesson. The boxes will also provide support for all learners, when they look at the *Grammar and vocabulary practice* independently. Additionally, all learners will find them useful as a summary of the main language of the lesson, and for quick revision, in preparation for the progress tests.

### Grammar

*Business Start-up* contains a carefully graded grammatical syllabus tailored to low-level Business English students. As with vocabulary, students encounter new grammatical structures in carefully chosen contexts. Each grammatical structure is then presented in a grammar box, with a link to the *Grammar reference* at the back of the book. The *Grammar reference* contains detailed explanations of all of the grammar covered in the course, with examples and advice on usage. The *Grammar reference* section is a useful

tool for students who have doubts about a particular structure, or need to revise.

There are ample opportunities for controlled practice after looking at the *Grammar reference*, both in the unit and in the grammar practice activities at the back of the book. Students are then encouraged to use the new structure in spoken practice before undertaking a freer communication activity. These activities have been carefully designed to consolidate and practise the grammar and vocabulary of the lesson in the type of situation that students are likely to encounter in their professional lives.

### Pronunciation

*Business Start-up* contains a regular focus on pronunciation by drilling new language when it is presented. There is also a more detailed focus on problem areas, such as weak forms, intonation and word stress. Further practice can be found in the accompanying Workbook with CD-ROM/Audio CD.

### Speaking

Every lesson in *Business Start-up* includes a *Communication practice*, often a role play or information gap activity. These activities are designed to allow students to practise language from the lesson in a freer context, while ensuring that they focus on the target language. Throughout the lesson there are frequent opportunities to speak in pairs or in groups.

### Listening

The listening material in *Business Start-up* is designed to mirror natural English, as it is spoken today, despite the obvious constraints of level and vocabulary. Great care has been taken to provide natural, realistic-sounding texts to motivate students and prepare them for the type of language that they'll hear in the real world. Both teachers and students will find the listening material refreshing, stimulating and motivating. There is also a wide range of accents and nationalities featured, highlighting the position of English as lingua franca in the modern business world.

At the back of the Student's Book are the transcripts of recordings which do not appear fully in print on the page in the units. The Teacher's Book notes on the units sometimes suggest that students are referred to the transcripts so they can check their answers to activities. With longer dialogues, it is also helpful to students to do the listening exercises, but then, in conclusion, to listen one more time while reading the transcript. By doing this, they can reassure themselves that they have understood the dialogue as a whole and can pick out any new conversational/idiomatic use of language. However, they should never look at the transcripts before doing the listening exercises.

## ADDITIONAL PRACTICE

### Workbook with CD-ROM/Audio CD

The Workbook consists of twelve units of consolidation

activities in all four skills (speaking, listening, reading and writing). Each unit contains three pages of activities, which aim to be light-hearted and fun. They include:

- crossword puzzles
- anagrams
- word games
- a variety of exercise types.

There is a key to the Workbook activities so that students can work independently if required.

### CD-ROM/Audio CD

The Workbook listening activities and recordings are not linked to the activities in the Workbook units. They are free-standing and can be listened to without the book (although transcripts can be found at the end of the Workbook). This makes it possible to listen to them in the car, for example. They are designed mainly to improve pronunciation and intonation.

The CD-ROM is designed to be used alongside the Student's Book and Workbook to provide additional practice of the grammar and vocabulary featured in the course. Each of the twelve units is divided into four sections: *Grammar*, *Vocabulary*, *Business Communication* and *Time Out*, and feature drag and drop, gap fill, listening and dictation activities. There's also the opportunity for students to record themselves to improve their pronunciation.

## HELP FOR TEACHERS

### The Teacher's Book

The unit teaching notes provide detailed guidance for each lesson for experienced and less experienced teachers. They include suggestions on different strategies for teaching classes of absolute and false beginners. The unit notes also contain keys to all the Student's Book exercises. In addition to the teaching notes, the Teacher's Book includes the following photocopiable material:

- one multiple-choice *Entry/Summary test*
- four tests to assess progress after every three units
- *Resource sheets* for presentation and practice (one per lesson).

There is a separate key for the tests in the Teacher's Book, page 126.

### Assessment

All the tests are photocopiable and can be found in the Teacher's Book.

- There is a multiple-choice *Entry/Summary test*, which has a dual purpose. It can be used as an entry test with false beginners before they start the course, to identify their level. This will give an indication to the teacher of which items (especially in the early units) require less pre-teaching and practice. It will also indicate where

the gaps in students' knowledge are. Alternatively, with absolute or mixed beginners it can be used at the end of the course to assess students' progress and identify any areas which still require consolidation.

- After every three units there is a progress test on the grammar and vocabulary of those units.

In addition, the *Business Start-up* website at [www.cambridge.org/elt/start-up](http://www.cambridge.org/elt/start-up) contains a set of downloadable 'can-do' statement worksheets based on competencies from the Common European Framework of Reference for Languages. These statements are written in graded language and are designed for students to use as a method of self-assessment. After each unit, students tick the things they can now do in English, giving them a sense of achievement and allowing them to keep track of the progress they're making.

#### One-to-one lessons

If you have one-to-one lessons, you will need to play the role of the partner in the *Communication practice*. It will also be necessary to use the cue cards on the *Resource sheets* to ensure that the student has enough practice with different identities or situations.

#### Other useful hints

##### *Optional material*

*Pre-teaching* suggestions, *Optional activities* and *Resource sheets* can be used flexibly, according to the needs of the class. They are optional and are there to provide extra practice, particularly for classes of absolute beginners.


##### *Resource sheets*

You might find it useful to:

- photocopy the sheets for pair work onto card, laminate them, cut them up and store in envelopes in order to ensure ease of use in lessons
- enlarge visuals on *Resource sheets* to enable you to use them for presenting vocabulary to the whole class. Alternatively, you could copy them onto an OHT for projection.

##### *Grammar boxes and Grammar reference*

If you have a monolingual class of absolute beginners you might find it appropriate to let them ask questions in their own language to clarify the meaning and patterns.

 This symbol warns you about common difficulties which speakers of other languages may encounter with specific points of English grammar or pronunciation.

##### *Cultural points*

These boxes in the teaching notes give reminders about varying cultural factors which may affect a specific language learning situation.

##### *Useful language boxes*

You might find it useful to ask students to learn these off by heart as homework assignments.

##### *Recycling*

There is built-in review of the grammar and target language of each unit. Additionally you can review/reactivate what has been covered by encouraging students to brainstorm at the beginning of lessons.

##### *Social language*

There will be many opportunities to consolidate the social language at the end/beginning of lessons and during breaks. Encourage students to talk to each other in English during the coffee break, for example.

##### *Record of progress*

If you have access to a video recorder it might be motivating to record students when they are doing the *Communication practice* activities. This will also provide students with a positive record of their progress through the course.

##### *Website address*

[www.cambridge.org/elt/start-up](http://www.cambridge.org/elt/start-up)