

4 IN BUSINESS

Students will practise...

- the passive voice
- speculating about the future
- the use of metaphors
- confirming and denying information

and they will learn how to...

- talk about business
- talk about niche markets
- talk about the sharing economy
- talk about the use of animal symbols in the business world
- describe data

KEY VOCABULARY PAGES 36–37

Lead-in

If your students are of working age, ask what jobs they do. Elicit a few answers, then put students into pairs to talk about their jobs and what they do each day. Ask some students to tell the class about their partner's job.

If your students are not yet of working age, ask them what jobs they would like to do in the future. Elicit a few answers, then put them into pairs to discuss. Ask some students to tell the class about their partner's ambitions.

In both cases, end the discussion by finding out how many students work or would like to work in business. Ask: *What are the advantages and disadvantages of working in business? What are the advantages and disadvantages of running your own business?* Elicit a range of ideas from students.

- 1** **a** Students work in small groups to discuss the questions. Ask groups to say what other images they would add.

ANSWERS

- a** factories, pollution
- b** building new factories or offices
- c** doing business on mobile phones; the financial sector
- d** a small business
- e** writing reports / signing documents
- f** commuting to work each day
- g** travelling for business
- h** working in a factory
- i** having lunch with colleagues or clients

b Students work in pairs to complete A in the Key vocabulary panel. Check answers and check that students understand all the collocations. You might need to explain *have a business interest* (= own a business or have money invested in one), *the business community* (= people who work in business), *business correspondent* (= a journalist who reports on business matters).

ANSWERS

The words which do not collocate: job, office, work

- 2** Students study the collocations in A for two minutes and prepare a definition for one of them. Ask students to close their books, then put them into pairs. Students take turns to read their definition to each other to guess the word.

- 3** **a** Read the sentences with the class. Students work in pairs to discuss the questions. Elicit some possible answers from the class, but don't confirm them at this stage.
- b** Play the audio for students to listen and check their answers.

ANSWERS

Small businesses are individual companies. The word is uncountable because the businesses are seen as separate things. Big business refers to large companies in general. The word is uncountable because it refers to all big businesses as a group, not separate things.



4.1

S = Student L = Lecturer

- S: Excuse me, could you just go over the main differences between small businesses and big businesses again?
- L: Sure... a small business is privately owned and operates with a small number of employees and a relatively low volume of sales. Small businesses are often family businesses and many operate in niche markets, producing or selling specialist products or offering tailor-made services. The legal definition of 'small' varies from country to country.
- S: OK, thanks, that's clear, but what about big business? It's not really about size, is it?
- L: Size is obviously important, but you're right, it's not only a question of size. Of course we use the term to talk about large, multi-national corporations where size matters, but it's much, much more. Big business also means big money. We use the term to refer to industries that generate enormous profits, the oil industry, for example, but above all we refer to big business to talk about the influence it has. And in some cases this can be seen as negative. Critics of big business talk about how it wields power and influences governments, claiming that it flouts environmental agreements and exploits developing regions. To some people today, big business is the big enemy.
- S: Thank you, I think I've got that now...

- 4** Play the audio again for students to listen and answer the question. Discuss as a class why the lecturer seems critical in his attitude.

ANSWER

The lecturer seems critical because he mentions the disadvantages of big business, but not the advantages.

5 a Students work in pairs to complete B in the Key vocabulary panel. Encourage students to use their dictionaries to check the meanings of phrases they don't understand, but be prepared to explain some of the phrases if necessary.

b Refer students to transcript 4.1 on page 148 to check their answers. Discuss the last point (that big business is the enemy) with the whole class and ask students to what extent they agree.

ANSWERS

- a** low volume of sales, niche markets, privately owned and operated, small number of employees, specialist products, tailor-made services
- b** exploit developing regions, flout (environmental) agreements, generate enormous profits, influence governments, multinational corporations, wield power

Extra activity

You could hold a formal class debate on the subject: *Big business does more harm than good in the world*. Divide the class into two groups, one for the statement and the other against. Put students into pairs within their groups to prepare their arguments. Monitor and help while students are working. Ask each group in turn to present one of their arguments to the class. You could alternate between 'for' and 'against' arguments, or have all the arguments for first, then the arguments against. Encourage students to agree or disagree as arguments are put forward. End with a class vote on the subject.

6 a Elicit some examples of different types of industry, e.g. the car industry, clothing, food. You might like to teach the terms *manufacturing industries* and *service industries* to help students think of more ideas. Play the audio for students to listen and make notes on the industries that are mentioned. Check answers.

ANSWERS

Francesca: shoes, furniture Klaus: cars, media
Main differences: with shoes and furniture there are a lot of outlets where people come to buy goods. The car industry employs very large numbers of people, both in the industry itself and in related industries.



4.2

Francesca

- I: OK, Francesca, can you tell me a little bit about the industries in the Ancona area?
- F: Erm... the main industries where I live are about the manufacturing of shoes and furniture. And... we are very famous for shoe brands so we do have a lot of Italian people coming to buy shoes at low prices where I live. And we have a lot of outlets. And... as for furniture, the main production is kitchens, so we have big companies and big brands as well which advertise all around Italy. And we work a lot also with the UK and Ireland and so we do... export our products.

Klaus

K: So, I'm from Stuttgart. Of course Stuttgart in – in many ways is the cradle of German car manufacturing industry, and... um, although of course there has been so many changes in this type of industry it's really still, very, very present. And with two major brands being built in or around Stuttgart, a lot of people – many, many, many people are employed by these companies. And if they're not employed by them, then it may be companies that work with them together – subcontractors and the like. And that accounts for... really quite a lot of the industry in Stuttgart. There is some... minor service industry like media industries as well, that has come about in the last, say, 10 to 15 years. But mainly it is manufacturing – yeah.

b Students work in small groups to talk about the industries in their area. Ask groups to report back on their discussions.

7 Students work in pairs to complete C in the Key vocabulary panel. Check answers and check that students understand all the expressions.

ANSWERS

a 1, 2, 3 **b** 4, 5

Extra activity

As a fun activity, refer students back to the photos on pages 36 and 37. Ask students to work in pairs and prepare a conversation based on one of the photos. Tell students they should include at least one collocation from A in the Key vocabulary panel, one phrase from B and one expression from C. Monitor and help while students are working. Ask students to perform their conversations for the class. The class try to guess the photo, and can also note down business words and expressions that are used.

4.1 NICHE MARKETS PAGE 38

READING

Lead-in

Ask: *What do you need to do to set up and run a successful business?* Put students into pairs and give them two minutes to brainstorm ideas. Bring students' ideas together and write key words on the board. Brainstorm more useful business vocabulary. Use the opportunity to introduce *niche market*, *overheads*, *branding*, *franchise*, *outlets* and a *new twist* (= a new way of doing something).

Background notes

Pancracio was set up in 2003 and has now become a very successful business. Sportclips was founded in 1993 and franchised in 1995. It is now one of the fastest-growing franchises in the US. The first Lush store opened in 1994, and by 2012 there were over 800 stores in over 50 countries.

1 Students work in pairs to look at the photos and discuss the questions. Elicit ideas from students, but don't confirm them at this stage.

- 2 a** Students read the article to check their answers to 1 and answer the questions.

ANSWERS

Pancracio offers gourmet chocolate, aimed at the luxury foods market.

Sportclips offers haircuts to men who don't want to have their hair cut in a beauty salon.

Lush offers natural cosmetics to people who are concerned about ethical issues.

- b** Put students into pairs to compare their answers. Ask some pairs to tell the class about their discussions. See which product appeals to the class the most.

- 3** Students read the article again and match the brands to the business principles. Check answers and ask students to explain how each brand demonstrates its principle.

ANSWERS

- a** Lush. The cosmetics look and smell brighter than more traditional cosmetics.
b Sportclips. The salons are targeted specifically at traditional men who don't want to go to a beauty salon to have their hair cut.
c Pancracio. The company offers a top-quality luxury product and sells it in distinctive black and white packaging.

Extra activity

If students have access to the internet, they might like to visit the websites of the three companies and see the products that are available. The website addresses are: www.pancracio.com, www.sportclips.com and www.lush.co.uk. The Pancracio website is in Spanish, but students can use Googletranslate to translate it into English. Students could look at the websites, then discuss in pairs which company appeals to them the most.

- 4** Discuss the question with the whole class. Encourage students to join in and talk about companies they know.

Extra activity

Students could work in small groups and prepare a sales presentation for one of the companies mentioned in the article. They could use the information in the article, and extra information that they find online. Alternatively, they could do their presentation on another company they know that has exploited a niche market. Monitor while groups are working, and encourage them to prepare visuals to help with their presentations. Groups can give their presentations to the class, and the class can decide which were most effective.

GRAMMAR PAGE 39

- 1 a** Students read the extracts and match them to the brands.

ANSWERS

- 1 Sportclips 2 Lush 3 Lush

- b** Ask students to focus on the verbs and elicit that all the verbs are in the passive form. Students work in pairs to read A in the Grammar panel and complete 1–4. Check answers carefully and deal with any issues that arise.

ANSWERS

- 1 be 2 participle 3 front 4 subject

THE PASSIVE VOICE

This grammar presentation brings together all aspects of the passive voice. Students will have studied the passive voice many times before, but even at advanced level, a lot of students don't feel confident about using the passive voice and they may still make mistakes with the form, e.g. *The cosmetics aren't test on animals. They don't tested on animals.* If you think your students need to review the passive at a more basic level, see the Mixed ability activity below.

Mixed ability

With weaker classes, give students more recognition practice by referring them back to the article on page 38 and asking them to find more examples of passive verbs. For more basic practice of the form, write the following simple active sentences on the board. Ask students to work in pairs and identify the tenses then rewrite the sentences in the passive. Check answers, and deal with any issues that arise.

- 1 *They sell a lot of chocolates.* (present simple – A lot of chocolates are sold.)
- 2 *People are buying more products.* (present continuous – More products are being bought.)
- 3 *They developed a new brand.* (past simple – A new brand was developed.)
- 4 *Someone has taken over the company.* (present perfect – The company has been taken over.)
- 5 *They will invest a lot of money in the company.* (future with will – A lot of money will be invested in the company.)

- 2 a** Discuss the questions with the class. Point out that we often use the passive voice when the subject is unknown or not important.

ANSWERS

Sentence 3 can be easily changed: The range of colours assaults you.

The other sentences cannot be easily changed into the active because we do not know who/what the subject would be in the active sentence.

- b** Read through B in the Grammar panel with the class and elicit the correct sentences for 5 and 6.

ANSWERS

- 5 ... you are assaulted by the range of colours.
 6 ... whose ingredients haven't been tested on animals...

- 3** Students work individually or in pairs to underline the object and subject. Check answers and ask students what they notice. Elicit that the object of the active verb becomes the subject of the passive verb. Read through C in the Grammar panel with the class. Then refer students to the grammar reference and practice activities on page 123.

ANSWERS

- 1 a passion for chocolate and an eye for design
- 2 These two things

- 4 a** Students work in pairs to rewrite the sentences using passive forms.

ANSWERS

- 1 Not enough research into the market was carried out.
- 2 The competition wasn't examined.
- 3 The online market wasn't analysed thoroughly enough.

Mixed ability

With weaker classes, do 4a with the whole class, writing the passive sentences on the board and reviewing the rules on the passive as necessary.

b Students work individually or in pairs to complete the text with the correct verbs. Don't check answers at this stage.

- 5** Play the audio for students to listen and compare their answers. Check answers carefully with the class, discussing any errors that students have made. Ask students which version they prefer and why.

ANSWERS

- 1 the research has been done
- 2 it is analysed by a third party
- 3 your key market has been identified
- 4 the product has been developed
- 5 your product is ready to be launched

SPEAKING

Extra activity

If you have access to the internet, you could show students a clip from the TV programme *Dragon's Den* before students start the speaking activity. In the programme, entrepreneurs present their ideas to a panel of business investors and ask for investment. There are plenty of clips available on the website YouTube.

- 1** Put students into small groups and read the task with the class. Refer students to page 141. Students follow the instructions. Monitor and help while students are working, feeding in ideas and vocabulary as necessary.
- 2** Ask each group in turn to present their product idea to the class. Ask other students to make notes as they listen.
- 3** Students work in their groups to decide which product they would invest in and why.

- 4** Ask groups to tell the class which product they would invest in. See which product gets the most votes overall.

4.2 THE SHARING ECONOMY PAGE 40

Lead-in

Ask: *What motivates people to go into business? Is it always money? Do you think this is likely to change in the future? Why?* Elicit a range of answers from students.

SPEAKING

- 1 a** Students work in groups to discuss the questions.
- b** Ask groups to report back on their ideas.

LISTENING

- 1 a** Allow students time to read the questions. Play the audio for students to listen and answer the questions. Don't check answers at this stage.



4.4

P = Presenter **T** = Toni

- P:** Today we're going to be looking at a relatively new business phenomenon – one that many experts are predicting will change the face of business in the next twenty years. Toni, can you tell us a little bit about this phenomenon and why everybody's getting so excited about it?
- T:** OK, yes, so the sharing economy – many are saying that the concept behind the sharing economy – or collaborative consumption to use an alternative name – will soon be revolutionising the business world...
- P:** Sorry Toni, but what exactly is the sharing economy?
- T:** Sorry, yes, well... basically it's about using resources more efficiently, whatever those resources may be, about sharing and not buying... about making the most of what we've got...
- P:** Can you give us an example?
- T:** Yes sure, take car sharing for example – it's probably the example most people know about. A traditional consumer buys a car, uses it when they need it, but probably only uses it for between 10% to 25% of the time, depending on their job and lifestyle. The car costs thousands of pounds a year in maintenance, insurance and depreciation. The people next door don't have a car. They rent, or use taxis when they need to. But both are expensive options. If these two people pooled their resources, sharing the car and its costs, both would be better off. Multiply this by ten and you have the basis of the sharing economy.
- P:** Sorry, multiply it by ten? What do you mean?
- T:** Well, this is where the businesses come in. Private individuals can borrow a car from a friend from time to time, but they probably won't have access to a range of cars, whenever they want, wherever they want. Businesses, exploiting online networks and computer databases, can facilitate and organise the sharing on a much bigger scale. They're not car rental businesses, they don't own cars, they are simply facilitating the sharing... this is what's new... and this is what's going to drive businesses in the future... the focus is going to shift from owning to accessing... from accumulating to sharing... from consumption to collaboration...
- P:** It all sounds very idealistic... but is it realistic? Will people really be ready to trust each other with their cars? And what about the car industry, if fewer cars are being sold, what will happen to the car plants, won't they have to close?

T: Well, the car manufacturers will certainly have to think about doing things differently I think we'll definitely see some changes in business models in the car industry. Production can't continue to be the sole profit maker. The companies will have to change their focus sooner or later – or they could well find themselves paying the ultimate price. Instead of putting up with inbuilt obsolescence, and having to replace their cars – or any other bit of technology in fact – every few years as they break down and fall apart, consumers of the future will be asking for durability, flexibility, specialised repairs and renovations as production falls and sharing and collaboration grows.

P: And will this only affect the car industry?

T: No, not at all, I think it might well affect almost all industries... in ten years' time I think we may well be looking at a very different business landscape... those businesses which won't have been able to adapt, will have disappeared...

P: Mm... I can see it working on a small scale, cars, bikes, maybe even holiday home exchanges – but what about big business, it's unlikely they're going to have to change, surely?

T: Well... there's another really interesting movement just starting out... I mean, it's really small at the moment, but the chances are it'll catch on...

P: Yes?

T: Mm, yes, fuel, electricity... one of the pillars of big business... As oil dwindles and fossil fuels run out we're bound to need to find alternative systems to run our energy-hungry lives. Work is already being done to develop micro-energy networks which will allow individual households to harvest their own energy, using wind turbines and solar panels – and not only to produce energy for their own homes, but also to share the excess energy with their neighbours, in the same building, or even on the same street.

P: Now that does sound revolutionary, but I don't think it's likely to happen in my lifetime... it sounds too much like science fiction to me.

T: It probably won't happen in the next ten years... certainly not on a large scale, but it could possibly be one of the best ways ahead if we're to find an alternative to fossil fuels...

P: OK, so, it's time to open our phone lines – a revolution which is set to change business forever or a passing fad? What do you think? Call us and let us know... Yes, we have our first caller, Tim?

b Students work in pairs to compare their answers and discuss the questions.

ANSWERS

- 1 A sharing economy is an economy in which consumers share the purchase and use of goods.
- 2 car sharing, bike sharing, holiday homes, fuel
Toni is very enthusiastic about the sharing economy. The presenter can see some benefits, but isn't sure whether it will catch on.

- 2 a** Allow students time to read through the statements. Pre-teach *depreciation*, *pool resources*, *durable/durability*, and *dwindle*. Play the audio again for students to listen and tick the statements that reflect what Toni thinks.

ANSWERS

1, 4, 6, 8

b Students work individually or in pairs to change the sentences to reflect what Toni thinks. They then check their answers in transcript 4.4 on page 149.

ANSWERS

- 2 The aim of the sharing economy is to use resources more efficiently.
- 3 Sharing cars cuts costs for car owners and people who don't have a car.
- 5 Car sharing networks will affect the car industry because they will need to think about whether to change the idea of built-in obsolescence.
- 7 The sharing economy will affect the oil industry because people might start producing their own electricity and sharing it with neighbours.

- 3 a** Students find the expressions in the transcript and work out the meanings.

ANSWERS

- 1 change business completely
- 2 using what we have in the most efficient way possible
- 3 putting up with products that are designed to break after a particular length of time
- 4 a very different business situation
- 5 a complete permanent change or a fashion that only lasts for a short time

b Put students into pairs to discuss the questions. Ask pairs to report back and continue with a class discussion if students are interested.

Extra activity

Students could roleplay a conversation between Toni and a traditional business person who doesn't believe in the sharing economy. Divide the class into A students (Toni) and B students (a business person). Put students into AA and BB pairs to prepare their ideas. Put them into AB pairs to have their conversations in pairs. Ask pairs to report back on who had the most convincing arguments.

GRAMMAR

- 1 a** Students complete the sentences with the verbs in the box.
- b** Play the audio for students to check their answers. Discuss as a class which other answers are possible (shown in brackets below).

ANSWERS

- 1 revolutionising (changing, driving)
- 2 drive (revolutionise, change)
- 3 change (revolutionise) 4 continue 5 looking
- 6 disappeared 7 change 8 catch on (happen)
- 9 find 10 happen (change, catch on)
- 11 happen (catch on) 12 find



4.5

- 1 The sharing economy will soon be revolutionising the business world.
- 2 This is what's going to drive businesses in the future.
- 3 Car manufacturers will certainly have to change their business models.
- 4 Production can't continue to be the sole profit maker.
- 5 I think we may well be looking at a very different business landscape.

- 6 Those businesses which won't have been able to adapt, will have disappeared.
- 7 What about big business, it's unlikely they're going to have to change, surely?
- 8 It's really small at the moment, but the chances are it'll catch on.
- 9 We're bound to need to find alternative systems to run our energy-hungry lives.
- 10 I don't think it's likely to happen in my lifetime.
- 11 It probably won't happen in the next ten years.
- 12 It could possibly be one of the best ways ahead if we're to find an alternative to fossil fuels.

2 a Students work individually or in pairs to find the structures.

ANSWERS

- a 1 will be revolutionising, 3 will certainly have to, 4 can't continue to be, 5 may well be looking at, 6 won't have been able to adapt, 8 it'll catch on, 11 probably won't happen, 12 could possibly be
- b 1 will be revolutionising, 5 may well be looking at
- c 6 won't have been able to adapt

b Discuss as a class which sentences express certainty and which are less confident.

ANSWERS

certainty: will be revolutionising, will certainly have to, can't continue to be, won't have been able to adapt, it'll catch on
less confident: may well be looking at, probably won't happen, could possibly be

3 a Check that students understand *tentative* (= not confident). Students work in pairs to read A in the Grammar panel and choose the correct options. With weaker classes, read the information in part A of the Grammar panel with the class and elicit the correct options.

ANSWERS

- 1 confident 2 tentative 3 in progress at 4 completed by

SPECULATING ABOUT THE FUTURE

Students will probably be fairly comfortable with the use of the modal verbs, and will understand the adverbs. They may well need encouragement to use the structures and the common expressions in their speaking and writing.

The distinction between the future and future continuous can be quite a tricky one for students to grasp. For example, students might ask why the speaker says *Consumers of the future will be asking for durability* rather than *Consumers of the future will ask for durability*. Explain that the continuous form emphasises the continuous nature of the action, whereas the simple future is more often used for single actions.

b Students look at the sentences again and find the examples.

ANSWERS

- a 3 certainly 11 probably 12 possibly
- b 7 it's unlikely they're going to, 8 the chances are it'll catch on, 9 we're bound to need to, 10 I don't think it's likely to happen in my lifetime

4 Students work in pairs to read B and C in the Grammar panel and complete 5–10. Then refer students to the grammar reference and practice activities on page 123.

ANSWERS

- 5 certain 6 not so confident 7 confident
- 8 after 9 before
- 10 most confident: it's bound to/it's sure to
least confident: it's unlikely to/that

5 a Do the first sentence with the class as an example. Students then work individually to rewrite the sentences. Allow students time to compare their answers in pairs.

ANSWERS

- 1 The sharing economy will certainly change the way we do business.
- 2 The sharing economy could be a big success in my country.
- 3 Finding enough people who will be willing to share their possessions may be difficult to start with.
- 4 It's sure to be hard to convince everybody about this movement.
- 5 As economic recession grows, the sharing economy can't fail to have an influence on people's lives.
- 6 I like the idea, but I'm unlikely to want to share my car.

b Students work individually to change the sentences so that they agree with them. Monitor while students are working and encourage them to use a range of modal verbs, adverbs and expressions. Put students into pairs to compare their sentences. Ask some pairs to read out some of their sentences that they both agree with.

6 Put students into small groups to discuss the questions. Monitor while students are working and gently encourage them to use a range of modal verbs, adverbs and expressions for speculating. Ask groups to report back to the class on their discussions.

PRONUNCIATION PAGE 41

1 Allow students time to read the sentences. Play the audio for students to listen and add adverbs to the sentences.

ANSWERS

See transcript 4.6.



- 1 Developing countries will probably find it relatively easy to adapt to a sharing economy.
- 2 Most people will definitely only be interested in sharing if they can save money.
- 3 I certainly won't be renting my car out to strangers.
- 4 I might possibly consider exchanging my house with another family for a few weeks' holiday.

- 2 Put students into pairs to discuss how the adverbs change the meaning of the sentences. Discuss the answers as a class. Play the first sentence again and elicit where the main stress falls. Play the remaining audio again for students to listen and mark the stress.

ANSWERS

The adverbs increase or decrease the certainty expressed in the sentences. 'Definitely' and 'certainly' add greater certainty, but 'probably' and 'possibly' make the sentences more tentative.

- 1 Developing countries will probably find it relatively easy to adapt to a sharing economy.
 - 2 Most people will definitely only be interested in sharing if they can save money.
 - 3 I certainly won't be renting my car out to strangers.
 - 4 I might possibly consider exchanging my house with another family for a few weeks' holiday.
- 3 Play the audio again, pausing after each sentence for students to repeat. Encourage students to copy the stress in the recording.
- 4 Put students into pairs to discuss whether they agree with the sentences or not. Ask pairs to report back on their discussions.

Extra activity

You could play a simple game to practise the language from this lesson further. Ask students to work individually and write three sentences speculating about the future and the sharing economy. Encourage them to use a range of modal verbs, adverbs and common expressions, e.g. *Car sharing schemes are bound to catch on*. Ask students in turn to read out one of their sentences omitting the modal verbs, adverbs and expressions, e.g. *Car sharing schemes... catch on*. Other students must try to guess the missing words. Allow five guesses in total. If a student guesses correctly, they get a point. If no one has guessed correctly after five guesses, the student reads out the full sentence and gets a point. Continue until all students have participated. The student with the most points wins.

4.3 MARKET METAPHORS PAGE 42

Lead-in

With books closed, ask students if they know what a metaphor is. Elicit or explain that a metaphor is the use of a word or phrase that means one thing to refer to something else in order to emphasise their similar qualities. Explain that animals are often used in metaphors. Ask students to discuss in pairs what animals might be used in metaphors, and what they might represent. Ask pairs to report back, and elicit a range of ideas, but don't confirm or reject any at this stage.

Background notes

Wall Street is the financial district of New York City, where the American stock market is based. Occupy Wall Street is the name of a protest which began in New York in September 2011, to protest against the behaviour of banks and large corporations and economic inequality. The slogan of the movement was 'We are the 99%.' The Occupy movement spread to many other countries and gained widespread popularity.

READING

- 1 Students work in pairs to look at the photos and answer the questions. Ask pairs to report back to the class.
- 2 a Check that students understand the terms *Wall Street* and *Occupy Wall Street* (see background notes above). Students read the article quickly to check their answers.

ANSWERS

- 1 The statues all represent financial institutions.
- 2 The bull and bear are linked to the stock market. The eagle and lions are linked to banks.
- 3 Students' own answers.

- b Students read the article again and answer the questions.

ANSWERS

- 1 You can find the animals outside famous institutions. The charging bull is in Wall Street. The bull and bear are outside the Frankfurt stock exchange. The eagle is outside Grand Central Station in New York. The lions are outside the HSBC bank headquarters in Hong Kong.
- 2 a the eagle
b Wall Street; it is no longer a tourist site because of the protests
c the lions; they are popular because people believe they will bring good fortune
d the bull and bear – the bull represents a confident stock market and the bear represents a declining stock market
- 3 Students work individually or in pairs to find seven verbs which mean 'represent'. Check answers and remind students that they can use synonyms in their speaking and reading to avoid repeating words.

ANSWERS

conveys, stand for, embodying, signifies, indicates, symbolise, encapsulates, epitomising

- 4 Put students into small groups to discuss the questions. Ask groups to report back on their discussions.
- 5 Elicit a few well-known icons, symbols and emblems. If students are struggling for ideas, encourage them to think about well-known companies and organisations, e.g. Apple, Nike or the Red Cross. Students then work in pairs to describe icons, symbols or emblems to each other and try to guess them. Allow a few minutes for the activity, then ask pairs to report back on how many they managed to guess correctly.

Extra activity (1)

Focus on the rubric in 5 again and point out the three nouns: icon, symbol, emblem. Ask students what the related adjectives are for these nouns. Tell them they can find one of the adjectives in paragraph 1 of the text. (Answers: iconic, symbolic, emblematic)

Extra activity (2)

If students are interested in the Occupy Wall Street movement, they could do some research online to find out more about it and whether there have been similar protests in their country. They could put together some of the arguments of the Occupy movement and discuss as a class whether or not they agree with them.

VOCABULARY PAGE 43

- 1** a Students read the text quickly and answer the question.

ANSWER
2

b Look at the metaphors with the class and if necessary explain the literal meaning of *tame* (= make a fierce animal safe). Students work individually or in pairs to choose the correct meaning for the metaphors.

ANSWERS
ride the bull: 2 tame the bear: 1

- 2** a Students find the verbs in the text and match them to the meanings. Encourage students to use their dictionaries to help them.

ANSWERS
1 leap, surge, soar, climb, bounce back, boom
2 slump, crash, plummet, plunge, slip, stumble

b Read the task with the class and elicit some topics that students could talk about, e.g. house prices, unemployment, inflation, sales, interest rates. Allow students time to prepare some ideas individually, then put them into pairs or small groups to compare their ideas and comment on each others' sentences. Ask some pairs or groups to tell the class how similar or different the situations in their countries are.

- 3** a Students read the sentences and choose the correct verbs.

ANSWERS
1 bounce back 2 stumble 3 leap 4 slump 5 dropping

b Students discuss in pairs which sentences are true for them. Ask some pairs to tell the class which sentences they and their partner agreed on.

Extra activity

For a fun activity, ask students to work in pairs and roleplay a conversation in a bank, stock exchange or other financial institution using some of the vocabulary in this section. Encourage students to use their imagination and be light-hearted. Students can perform their conversations for the class and other students can say which they like best. Alternatively, students could work in pairs and produce a TV news report using some of the vocabulary. Students could perform their reports for the class.

LISTENING & SPEAKING

- 1** Check that students understand *logo*. Ask students to look at the logos and discuss the questions as a class. Don't confirm answers at this stage.
- 2** a Pre-teach *memorable, unique, unambiguous* and *intrinsic part of*. Play the audio for students to listen and check their answers. Discuss as a class whether the symbols are effective in what they are intended to convey.

ANSWERS

- a Puma – it represents speed and competition
b the World Wildlife Fund – it's friendly
c Ferrari – it represents speed and competition
d not mentioned (the NBC Peacock logo)



4.7

Animals are frequently used to represent businesses or companies in their public logos. Many animals are commonly used as symbols for various attributes, and by using certain creatures in your brand's logo you can give your company a desirable image. Animals are far more memorable than simple symbols or abstract figures. Motifs that incorporate animal images into their design should stay in potential customers' thoughts for extended periods of time.

The only problem is that you might have trouble in choosing a creature that is both unique and representative of your company. Our advice will help you to choose the perfect animal logo for your brand.

The first thing to remember is that your logo will be more successful if clients can link it with something that they already know, so it's best to choose an animal where the association is clear and unambiguous.

That is most evident in those products whose names take after the animals themselves – such as Puma or Jaguar. These are companies for whom the idea of speed and competition are clearly very important, like the horse symbolising Ferrari. Likewise, the horse and rider for clothes manufacturer Polo Ralph Lauren is an intrinsic part of the brand's elitist image. While Lacoste's crocodile is perhaps the most imitated of logos, it seems that every shirt company in the world now uses a little animal as a form of representation.

However, bear in mind that some animal symbols can also be dangerous. For example, owls symbolise wisdom in the United States, but may represent bad omens in some parts of the world. So, it's a good idea to do your homework. It seems, though, that there are some animals that cannot fail to attract us... Think of that cute puppy selling toilet roll or the panda, the logo for the World Wildlife Fund – that's about as friendly an emblem as you can get!

The ideal animal logo is relatable and appealing to all potential customers. When selecting the creature that you will use in your logo design, you should consider the effect that the animal will have on the people who will utilise your company's goods or services.

b Allow students time to read through the questions, then play the audio again for students to listen and answer the questions.

ANSWERS

- 1 It is intended for people working in business. We know because of phrases such as 'Our advice will help you to choose the perfect animal logo...'
- 2 The advantage is that the logo will be memorable.
- 3 Some animals represent different things in different parts of the world.
- 4 horse, Lacoste's crocodile, the puppy selling toilet rolls, owls

3 Allow students time to prepare their ideas individually then put them into pairs to compare ideas. Ask pairs to report back on their discussions.

4 a Students work individually or in pairs to think of an animal and decide what it would be a good logo for. Monitor and help while students are working. If students have access to the internet, they could do a search for 'animal logos' to give them ideas.

b Ask students to present their ideas to the class. Ask other students if they agree with the logo ideas.

4.4 FUNCTIONAL LANGUAGE PAGE 44

TUNE IN

1 Lead-in by asking: *Do you read a newspaper every day? Why/Why not? Where do you learn about the news? Do you believe everything that you read or hear in the news? Why/Why not?* Elicit a range of ideas from the class. Students work in pairs to look at the photo and answer the questions. Ask pairs to report back.

2 Allow students time to read the task and the questions. Pre-teach *cagey* and *buyout*. Play the audio for students to listen and answer the questions.

ANSWERS

- 1 It's about the company being taken over.
- 2 She denies knowledge of it.
- 3 Phil



4.8

C = Christine **H** = Helen **P** = Phil **G** = Gavin

G: Christine, excuse me. Will you have time to look over my article this morning?

C: Not sure I will, actually, sorry, Gavin. Something's come up. Can it wait till this afternoon?

G: Oh, OK...

H: She seems a bit stressed today.

G: Who? Christine? Yeah, it's weird. You know, Helen, I think something's going on.

H: You know what it is, we're being taken over by Travis Enterprises.

G: Really?

H: Hold on, I'll ask... Excuse me, Christine?

C: Yes, Helen?

H: Sorry, I know you're really busy, but... you wouldn't happen to know anything about the takeover, would you?

C: Takeover? I'm not sure I follow you.

H: Er, Travis Enterprises?... They're saying Travis are going to buy us out.

C: Really? First I've heard about it. Come on Helen, you know better than to listen to office gossip. Sorry, but I've got to go. Tell me about it later, yeah?

H: OK, but if this means the paper's closing down, I think we have a right to know.

C: If there was anything going on, you'd be the first to know, I'm sure. Hi... I'm on my way.

H: Hm.

P: Helen, what was that all about?

H: Hey, Phil... you don't know what's going on, do you?

P: Depends what's going on.

G: Christine is being really cagey about something. Helen thinks it's got something to do with Travis.

P: Ah, yes, the buyout.

H: You know?!

P: All I know is: I happened to be walking past Joan the other day when she mentioned falling sales to Christine and she said that might make it easier for Travis.

H: I knew it. So we're being sold to big business.

P: Certainly seems that way.

G: Hey, we might get promotions.

H: Fired more like, Gavin.

P: Yeah, I heard when Travis took over the *Grantham Star* half the staff lost their jobs. Maybe I should start looking for another job.

3 a&b Students work in pairs to discuss whether the statements are true or false. Play the audio again for students to check their answers.

ANSWERS

- 1 true 2 false 3 false 4 true 5 false

4 Allow students time to read the questions. Check that students understand *redundancies*. Play the audio for students to listen and answer the questions.

ANSWERS

- 1 The *Harmsley Times* is being sold to Travis Enterprises.
- 2 They ask about redundancies, how the redundancies will work and about how quickly it will happen (the timescales), who will be the manager
- 3 There will be job losses. There's going to be an announcement in the next forty-eight hours.



4.9

C: You're probably aware that the *Harmsley Times* hasn't been... performing as well as some of its competitors lately and the implications, well, you can imagine. We've been told that without help the paper is in danger.

H: So they're closing us down?

C: That's not my understanding of it at all, Helen. Please, you'll all have time for questions in a minute. OK, so I'm sure you know that Travis Enterprises are interested in expanding. Well, this morning, I attended a meeting with the partners as well as representatives of Travis. The partners have agreed to sell the *Times* for an undisclosed sum.

P: You can bet we were cheap.

C: Actually, Phil, I understand they were willing to pay substantially more than was expected, which is a good sign, everyone, because it shows they're interested in keeping us on and possibly even investing in us.

H: Can you confirm whether there are going to be redundancies?

- C: There was some mention of job losses in the short term, yes, but they assured us that any restructuring of the paper would not be drastic. Gavin?
- G: Excuse me, but how will that work? Is it last in, first out?
- C: I'd have to confirm that. We wanted to let you know as soon as we could, but that does mean leaving some important questions unanswered for now.
- P: So what's the timescale? Do we know when this is all happening?
- C: Officially, there's going to be an announcement in the next forty-eight hours, once the paperwork has been drawn up. We'll know what their plans are for us by Friday latest. Now, I just wanted to remind you that whatever our personal opinions about Travis Enterprises, we should make sure that we don't let that enter our working lives during this delicate time. I urge you all not to mention this to anyone until the announcement is made and to maintain that professional attitude that I know every single one of you possesses. OK, any more questions? Yes, Helen?
- H: Have you heard about your job – do you know if Travis will bring in their own people to manage?
- C: I'm not aware of that, no, but thank you for your concern, Helen. Any more questions?
- P: Yeah, do you know whether they'll be offering redundancies?...

Read the information in the Notice box with the class. Elicit that if *something is going on* it is happening.

FOCUS ON LANGUAGE

- 5 a Discuss who Helen is asking each question to.

ANSWERS

1 Christine 2 Phil 3 Christine

- b Discuss the questions as a class.

ANSWERS

Christine is Helen's boss; Phil is a colleague. She asks questions 1 and 2 in the office; she asks question 3 during the official announcement. Question 2, to Phil, is the most direct; question 3 is the least direct.

- 6 a&b Students complete the extracts. Refer students to transcripts 4.8 on pages 149 and 150 to check their answers.

ANSWERS

1 follow 2 heard 3 seems 4 told 5 understanding
6 mention 7 confirm 8 aware

- 7 a Read out the first phrase and ask whether it confirms information or denies knowledge (denies knowledge). Do another example with the whole class. Students then work individually or in pairs to categorise the phrases.

ANSWERS

Confirming information: 3, 4, 6
Denying knowledge: 1, 2, 5, 7, 8

- b Students work in pairs and match the phrases to the functions.

ANSWERS

1 (avoid saying no) 5 2 (avoid saying yes) 3, 7
3 (deny knowledge) 2, 8 4 (avoid mentioning names) 4, 6
5 (pretend not to understand) 1

Mixed ability

With weaker classes, do 7b with the whole class. Read out each phrase in turn and ask students to match it to one of the functions.

Focus on the information on intonation about Denying knowledge. Allow students time to read the sentences and predict where the main stress will be. Play the audio for students to listen and check. Drill Christine's sentences if necessary. Students then practise the exchanges in pairs. Monitor while students are working and encourage them to use appropriate stress and intonation.

ANSWERS

Really? First I've heard about it.
That's not my understanding of it at all...

OVER TO YOU

- 8 Put students into pairs and refer them to page 141. Read through the instructions with the class and demonstrate the game with a confident student. Students then play the game in pairs. Monitor while students are working, and encourage them to use appropriate stress and intonation.

Mixed ability

With weaker classes, before you start the game ask students to close their books. Ask which phrases for confirming and denying they can remember. Elicit ideas and write correct phrases on the board. Ask students to open their books on page 44 and find the remaining phrases from 6a. Write these on the board. Students can then refer to the phrases on the board as they play the game on page 141.

Extra activity

For extra practice, students could work in pairs and think of four more rumours of their own. Encourage them to use their imagination and make their rumours funny (but not personal!). Students can then swap rumours with another pair and practise confirming or denying them.

4.5 WRITING TASK PAGE 45

TUNE IN

- 1 a Put students into small groups to discuss the questions.
b Focus on the data as a class. Allow students time to look at it, then ask questions to check that students are interpreting it correctly, e.g. *What were total trade sales in 2009? In what year were ebook sales \$61,300,000? What percentage of sales were ebook sales in 2010?* Discuss as a class if there is anything surprising in the data.

PREPARE FOR TASK

- 2 a** Read the first sentence with the class and elicit the answer. Read the second sentence aloud and point out that the data was produced in 2010, so the information about 2015 is seen as a prediction for the future. Students continue the task individually or in pairs.

ANSWERS

1 b 2 b 3 b 4 a 5 b 6 a 7 b 8 b 9 a

- b** Students look at the data and decide if the sentences are correct, incorrect or not mentioned.

ANSWERS

1 NG 2 NG 3 C 4 C 5 C 6 C 7 C 8 C 9 I

- 3 a** Students work individually or in pairs to complete the text.

ANSWERS

1 drop/fall/decline 2 are down 3 significant rise
4 growing 5 will continue 6 to fall/decline

- b** Discuss as a class which features are included in the summary.

ANSWERS

1 The summary includes 1 and 4. It does not include 2 or 3.

- 4** Students discuss the questions in pairs. Ask pairs to report back.

Extra activity

Refer back to the data in 1 and elicit some other ways of talking about it, e.g. *Sales of ebooks have gone up. Sales of ebooks have risen steadily. There's been an increase in the sales of ebooks.* Encourage students to use a range of vocabulary and phrases when they write about data.

TASK

- 5** Refer students to page 144 and look at the data with the class. Ask some questions to check that students are able to interpret it, e.g. *What percentage of music sold in 2000 was CDs? What percentage of music was digital in 2005? Did people buy more CDs or digital music in 2010? What about 2015?* Note that if you are using the book after 2015, there are no figures in this data to use for predictions. Don't worry about this at this stage, as students will add predictions at the Report back stage. Students work individually to write five sentences about the data. Monitor while students are working and encourage them to use a range of language and phrases.

Extra activity

Refer students back to the summary in 3a and ask them to find other useful phrases that they can use in their own summaries. Elicit ideas from the class and write useful phrases on the board, e.g. *There is no doubt that...* , *The figures show that...* , *All projections suggest that...* , *It is expected that...*

- 6** Students work in their pairs and use their sentences to write a summary of the data. Monitor and help while students are working.

REPORT BACK

- 7** Put students together into groups of four to compare their answers. Ask pairs to report back to the class. You could discuss as a class the main points that should be included in the summary.

- 8 a** Students discuss the questions in their pairs and add their predictions to their summaries.

b Ask pairs to share their predictions with the class. Discuss as a class which predictions most people agree with.

Alternative

With weaker classes, you could do 5 as a brainstorming session with the whole class. Elicit sentences about the data, and try to elicit at least one using each of the phrases in 2a. Write useful sentences on the board.

As a class, discuss what might happen over the next five years. Agree what percentages are likely and draw a visual on the board. Elicit some sentences to describe this visual, and add these to the sentences on the board.

Focus on the summary in 3a again and elicit other phrases that students can use in their summaries, e.g. *There is no doubt that...* , *The figures show that...* , *It is expected that...* . Write these phrases on the board, too. Students can then work in pairs to write their summaries. Ask students to work in their pairs and exchange summaries around the class, so that they all read each other's summaries. Ask pairs to evaluate all the summaries they read, to decide which contain the most important information. Discuss as a class which summaries were the best and why. Pairs then rewrite their own summaries, trying to improve them.

Extra activity

Students could choose another topic to find out data about, e.g. the number of young people going into higher education, the number of people with mobile phones or the amount of rubbish recycled. Students could work in pairs or small groups and research some figures online. They could prepare a short presentation with visuals showing their data, and present a summary of the data to the class.

Refer students to Review B, Unit 4 on page 46.