

3

Location

Unit content

By the end of this unit, students will be able to

- talk about their company location and buildings
- ask for details about places
- give addresses
- order things by phone.

Context

The topic of *Location* affects all organizations, as increasingly companies and their divisions are located all over the world. Many of your students will work in businesses which deal with clients and companies abroad, as well as having regular contact with colleagues overseas.

Location is also a factor in making certain business choices. For example, how far a product is exported will have an impact on price. The location of a business event (for example, a trade fair or conference) could affect a decision on whether to attend. A person will want to know how good communications and international connections are to the event, as well as what facilities are available.

This unit provides students with the language to talk with confidence about their work and company's different locations. They also practise asking about different locations for a conference.

Building on their work on phone calls in *Unit 2*, in this unit students are introduced to and practise language for ordering by phone, including asking for and giving email and postal addresses.

The *Talking point* provides an opportunity for freer practice of the grammar and vocabulary from the unit and students express their opinions and talk about their own city.

Starting point

These warm-up questions allow students the opportunity to review names of countries from *Unit 1*. Refer them back to *Unit 1* to remind students if they struggle to say some of the names. You might need to define *operations*. It can have different meanings, so confirm that in this context it means *company, part of a large company, or activities in which a company is involved*.

PRE-WORK LEARNERS As an alternative, write these questions on the board:

- 1 How many locations does your school or college have?
- 2 Do you always study at the same place?
- 3 Where is the administrative centre of the school or college?

Working with words

Exercise 1

Students match the workplaces to the pictures. You may like to pre-teach the names of the workplaces. Point out that we usually shorten *Research and development* to *R&D*.

When checking answers, write up the words on the board with the word stress shown, and conduct a quick pronunciation drill.

Answers

- 1 Factory
- 2 Head office
- 3 Distribution centre
- 4 Research and development (R&D) centre
- 5 Sales office

PRONUNCIATION Rather than noting the word stress on the board for students, you could read out the words and ask them to underline the stress.

Answers

- 1 Factory
- 2 Head office
- 3 Distribution centre
- 4 Research/Research and development (R&D) centre
- 5 Sales office

Exercise 2

Students work in pairs to match the sentences with the workplaces in **1**.

Answers

- 1 Factory
- 2 Research and development (R&D) centre
- 3 Sales office
- 4 Head office
- 5 Distribution centre

Exercise 3

As a lead-in, ask students if they like LEGO® and what they know about the LEGO Group. Then ask them to read the text and find out where LEGO operates.

Answer

LEGO operates on six continents.

Exercise 4

Students look at the map and match the continent names to 1–6 on the map. Students are unlikely to have too much difficulty with the task, but are likely to find the pronunciation of the continent names difficult, so you can model and drill them.

Answers

- | | |
|-----------------|-------------|
| 1 North America | 4 Africa |
| 2 South America | 5 Asia |
| 3 Europe | 6 Australia |

Exercise 5

► **3.1** Students listen to a presentation about the LEGO group and complete the table. You may like to pause during the listening to give students time to write their answers. For more practice, ask students to make whole sentences when you check the answers, e.g. *LEGO has 20 sales offices in Europe*. Refer students to the *Tip*. You could play the part of the listening which mentions *around 20 in Europe* again so that they can hear *around* in context.

Answers

Europe: 20
Asia: 10
North America: 4
South America: 1
Australia: 2
Africa: 1

Exercise 6

► **3.1** Ask students to listen to the presentation again and tick the workplaces that are in each country in the table. Again, you may need to pause whilst playing the listening, or to play it again. Refer students to the *Tip* and point out that we often use *HQ* in speech.

Answers

China: Factory
Czech Republic: Factory, Distribution centre
Denmark: Head office, R&D centre, Factory
Hungary: Factory
Mexico: Factory
USA: Distribution centre

EXTRA ACTIVITY

You could also ask students to give the nationality form of the country names listed here as a review and extension of the vocabulary in *Unit 1*.

Further practice

If students need more practice, go to *Practice file 3* on page 90 of the *Student's Book*.

Exercise 7

Students prepare a presentation about their company, a company they know well, or the AstraZeneca company detailed in the *Student's Book*. If all your students are from

the same company, it will provide variety if you ask them to research and present another company.

Remind students to use audio script 3.1 on page 121 of the *Student's Book* and the phrases given to help them. They could prepare for homework and make their presentation in the next lesson.

Students may like to practise giving their presentation in pairs or small groups before presenting to the class. You could ask the other students to take notes when listening to the presentations, under the headings *what* and *where*. Feedback should focus on building students' confidence as well as their use of the new vocabulary and its pronunciation.

ONE-TO-ONE If the student is open to the idea, you could record his/her presentation, and then play it back to him/her and discuss the good points and ideas for improvement together.

EXTRA ACTIVITY

For homework, ask students to write a short text about their company (or one they are familiar with) similar to the text in **3**.

Further practice

Download and photocopy *Unit 3 Working with words worksheet* from the teacher resources in the *Online practice*.

Language at work

Exercise 1

Ask if anyone in the class has ever been to Singapore for business or on holiday. Students read the text. Ask them to underline reasons why it's a good location for business. You may want to pre-teach some vocabulary: *island, harbour, goods, taxes, exhibition, crime*. Refer students to the *Tip*.

Possible answer

Singapore is a good location for business because it's in the centre of South-East Asia and has good transport links, taxes are low and it's easy to employ foreign workers. It is also a good place to have conferences because there are hundreds of hotels and exhibition centres.

Exercise 2

Ask students to look at the words in bold in the text in **1** and complete the first part of the *Language point*. Elicit the first couple of answers as a class to ensure that students know what to do. Note that there aren't examples of the question forms in the text, so be ready to guide the students.

Write the answers on the board when checking them in order to ensure accuracy. Students may be familiar with the uncontracted forms of the negatives, so you may like to mention them and point out that the contracted forms are more frequently used. We often use *some* and *any* with *there is* and *there are* and the second exercise in the *Language point* clarifies when we use them. Ask students to read the sentences from the text in **1** and choose the correct words to complete the explanations 1–3. They may like to work in pairs for this. You may need to clarify the meaning of *some* by contrasting it with *many*.

Answers

Singular noun:

Positive: There is (an airport).

Negative: There isn't (an airport).

Question: Is there (an airport)?

Short answers: Yes, there is. / No, there isn't.

Plural noun:

Positive: There are (two airports).

Negative: There aren't (two airports).

Question: Are there (two airports)?

Short answers: Yes, there are. / No, there aren't.

1 plural

2 some

3 any

Grammar reference

If students need more information, go to *Grammar reference* on page 91 of the *Student's Book*.

Exercise 3

► **3.2** Students complete the conversation with the words from the list. Remind them to use the *Language point* for help if necessary. They then listen to check their answers. Ask two students to read out the conversation when checking the students' answers. Students can then practise reading out the conversation in pairs.

Answers

1 Are there

2 there are

3 there isn't

4 is there

5 there is

ALTERNATIVE For students needing more help, play the listening and students listen and number the words in the list in the order they hear them.

EXTRA ACTIVITY

Ask students to think about their workplace/school or city and make a list of what there is/isn't. They then talk about what they like and dislike about the place in terms of what there is/isn't, for example:

There are some good shops and restaurants in my city, but there isn't an airport.

Further practice

If students need more practice, go to *Practice file 3* on page 91 of the *Student's Book*.

Exercise 4

Students work in pairs. Student A should turn to page 116 and Student B looks at the table on page 21. Student B starts by asking Student A about The Arabian Garden Hotel and fills in the table. You may like to model the activity with a stronger student if your students need more support.

Exercise 5

The students repeat the process in **4** but this time Student B turns to page 116, and Student A asks the questions and fills in the table.

By the end of the activity, the completed table will look like this:

Answers

	The Arabian Garden Hotel	The Dubai Grand Hotel
Bus to the airport?	Yes, every 30 minutes	Yes, every 20 minutes
Car park?	No, but you can park on the street	Yes, for 100 guests
Restaurants and bars?	2 restaurants and 1 bar	No, but there are some near the hotel
Leisure facilities (swimming pool, gym)?	Swimming pool, gym and sauna	Swimming pool and gym
Services (Internet, bank)?	Internet access in all rooms	Internet access in all rooms Bank and post service
Conference/ Meeting rooms?	Conference room for 80 people and 4 meeting rooms	6 meeting rooms
Other services?	Tourist information and day trips	Free taxi service to city centre

Exercise 6

In the same pairs, students compare the two hotels and choose one for a conference. Check for correct use of *there is/are* and the negative forms *there isn't/aren't*, together with *some* and *any* in sentences with plural nouns.

EXTRA ACTIVITY

Play noughts and crosses or tic-tac-toe with the mistakes you would like students to correct. Draw a three-by-three grid and put one mistake in each box. Divide the class into two teams. To win a square, the team has to correct the mistake in it. To win the game, they need to get three in a row horizontally, vertically or diagonally.

Further practice

Download and photocopy *Unit 3 Language at work worksheet* from the teacher resources in the *Online practice*.

Practically speaking

Exercise 1

► **3.3** Students can work in pairs and try to say the email and postal addresses. Then listen and check. You may like to pause the listening so that they can listen and repeat. Students then practise saying the addresses again with their partner.

Refer students to the *Tip*, explaining that we use *all one word* to tell people that there is no space or dot between the words.

Exercise 2

Students can work in pairs to match the symbols and abbreviations to their meanings. Elicit the meaning of *abbreviation* by referring students to the abbreviations in the exercise.

Answers

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

DICTIONARY SKILLS

Tell students that dictionaries usually list common abbreviations and their meanings. You could ask them to look for the abbreviations in the exercise in their dictionaries.

Exercise 3

► **3.4** Students practise comprehension of addresses by listening to a phone conversation and completing the email and postal addresses. You may like to pause the listening to give them time to write and/or play the listening more than once.

Check students' answers by asking a couple of students to write them on the board and ask other students to read out the addresses for practice. Note that *Grosvenor Street* is a UK address and is spelt differently from how it is pronounced.

Answers

Postal address: 30 Grosvenor Street, Cambridge, CB7 9BT

Email address: chris.oakley@homenet.co.uk

Exercise 4

► **3.4** Students listen again and number the expressions in the order they hear them.

Refer students to the *Tip*. You might like to extend this by explaining that *post* (British English) = *mail* (American English), thus we have *postbox*, *postman* (British English) = *mailbox*, *mailman* (American English).

Answers

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

ALTERNATIVE With a stronger group, you could first try eliciting some of the expressions by asking students to ask for each other's email and postal addresses (books closed).

Exercise 5

Students work in pairs to practise asking for and giving contact details. Student A turns to page 110 and Student B to page 116. Make sure that they are looking at the right information.

Ask students to check the information in their tables together after they have finished asking and answering. Give feedback on common mistakes you hear.

Business communication

Exercise 1

Students work in pairs to discuss the questions. This provides a lead-in to the language presentation and practice and also gives them practice in talking about orders and suppliers.

PRE-WORK LEARNERS You could ask pre-work learners to talk about what their school or college may need to order, or you could ask them to choose a business and think about what they order by phone, how products are delivered and what their customers order from them.

Exercise 2

► **3.5** Students listen to a phone call and note who asks for the things listed, the customer or the supplier. Ask students to read through the items first. With stronger groups, you could ask students to predict the answers first.

Answers

1 C 2 S 3 C 4 C 5 S 6 C 7 S

Exercise 3

► **3.5** Students listen again and complete the questions with words from the list. With stronger groups, you could ask the students to complete the questions first and then listen to check. You can drill the expressions for pronunciation, focusing on the polite rising question intonation.

Answers

2 you tell me	5 you repeat
3 I check	6 you confirm
4 I have	7 you say

Exercise 4

► **3.5** Students listen to the conversation again and complete the table with the expressions. Again, stronger students could try the task before listening to check their answers.

Highlight that only responding *yes* or *no* to a request can sound too direct in English, so we usually add a little more, as in the examples in the text.

Answers

Saying 'yes' to a request: Yes, of course., Sure.

Saying 'no' to a request: I'm sorry, but ...

Saying you understand: Got it.

Saying something is correct: Yes, that's right.

Exercise 5

Students work in pairs and ask and answer the questions in **3**. Tell them to take turns to be the customer and the supplier, and to swap roles.

Stronger students may like to try role-playing the whole conversation. Remind them that they don't have to copy the conversation exactly as it was in the listening.

Further practice

If students need more practice, go to *Practice file 3* on page 90 of the *Student's Book*.

Exercise 6

Students work in pairs. Ask them to use the prompts to have a similar conversation to the one they heard. With less confident students, you may like to go through the prompts as a class first, eliciting what they will say. This is also an opportunity to refer students to the *Key expressions* for help. As it's a phone conversation, students can sit back to back to role-play.

Students should practise the conversation at least twice, with students taking turns to play both parts A and B. Give

positive feedback for use of the expressions in this section. You could add comments on use of polite intonation in the questions and drill any of the expressions which need improved intonation.

Possible answer

- A Hello. Can I order some mobile phones, please?
B Yes, of course. Can I have the product code, please?
A Sure. It's DFK 1678.
B Sorry, can you repeat that?
A Of course. It's DFK 1678.
B Got it. I'm sorry, but we're out of stock. We have DFK 1688. Is that OK?
A Yes. Can you deliver tomorrow?
B Sure. Can I have your delivery address?
A Yes, of course. It's 35 Waldorf Street.
B Got it, thanks.
A Can you confirm my order by email?
B Sure. Can I have your email address?
A Yes, it's purchasing at bcom dot biz.
B Can you spell that?
A Yes, of course. It's purchasing, P-U-R-C-H-A-S-I-N-G, at bcom, B-C-O-M, dot biz, that's B-I-Z.
B That's great. Thank you very much. Goodbye.

Exercise 7

Students work in pairs and role-play two conversations in which they order by phone. Student A turns to page 110 and Student B to page 116. Allow students time to read through their information first and ask you about anything they are unsure about. They may also want to plan which expressions they will use, but discourage them from writing down all their lines. Remind students to use the *Key expressions* for help. Ask students to note down the information they receive, e.g. product code, delivery address, and then they can check together if they noted the correct information after the role-play.

Give positive feedback for the correct use of the expressions in this section and pay attention to polite intonation. You may like to ask one or two pairs to perform their role-play for the class.

EXTENSION Students can choose something which they would really like to order and practise ordering it by phone with their partner.

Further practice

Download and photocopy *Unit 3 Business communication worksheet* from the teacher resources in the *Online practice*.

Talking point

Discussion

Exercise 1

As a lead-in to the reading, ask students what is important when choosing the best city for a conference. Ask them to read the article for more ideas.

Possible answers

Transport connections to the city, transport within the city, conference facilities, cost.

Exercise 2

Students work in pairs or small groups and discuss the questions.

Exercise 3

This gives students the opportunity to talk about what there is/isn't in their city.

Exercise 4

Check students know the meaning of *perfect* before they discuss this.

Share ideas as a class after students have discussed in pairs or small groups. Focus on encouraging students to express themselves and building confidence at this stage.

Task

Exercise 1

Students work in pairs for this information gap activity. Student A turns to page 111 and Student B to page 117. You may first like to elicit from students the locations of the two cities (Vienna and Vancouver) and ask them if they have visited and if they think they are good conference locations.

Exercise 2

Ask students to tell their partner about their city. Remind them that they will often need to use *There is/are ...* Their partner should complete their table with the details they hear.

Elicit from students what expressions they will use if they don't catch some information or want something spelling, e.g. *Can you repeat that, please?* Monitor and help as required.

Exercise 3

In pairs, students talk about the two cities and discuss which is better for an international conference. Share ideas as a class afterwards. You could hold a vote to find out which is the most popular choice.

Give positive feedback on correct language use and on task achievement, as well as highlighting a few common errors, especially those related to *there is/are, some/any* and question forms.

Progress test

Download and photocopy *Unit 3 Progress test and Speaking test* from the teacher resources in the *Online practice*.