

AT A GLANCE

	Classwork – Course Book	Further work
<p>Lesson 1 Each lesson is about 60–75 minutes. This time does not include administration and time spent going through homework in any lessons.</p>	<p><u>Listening and discussion: First impressions in presentations</u> Students discuss some of the techniques for making effective and even inspirational presentations, and listen to an expert in this area, Anneliese Guérin-LeTendre, who works with Communicaid, a culture and communication-skills consultancy. They also work on vocabulary related to presentations.</p>	<p>Practice File Word power (pages 4–5) Resource bank: Listening (page 189) i-Glossary (DVD-ROM)</p>
<p>Lesson 2</p>	<p><u>Reading and language: It's not what you know</u> Students discuss the importance of networking in different professions, and read an article about it. They then look at the use of adverbs.</p>	<p>Text bank (pages 118–121) Practice File Text and grammar (pages 6–7) ML Grammar and Usage</p>
<p>Lesson 3</p>	<p><u>Business skills: Networking</u> Students discuss tips for communicating with people they don't know or don't know very well. They listen to some delegates meeting for the first time and networking at a conference, and then introduce themselves to another participant at an international conference. <u>Writing: formal and informal register</u> Students complete a formal e-mail invitation and write a reply, accepting the invitation.</p>	<p>Resource bank: Speaking (page 177) Practice File Skills and pronunciation (pages 8–9)</p>
<p>Lesson 4 Each case study is about 1½ to 2 hours.</p>	<p><u>Case study: Movers and shakers</u> Logistaid, a non-governmental organisation, is trying to raise its profile by holding a charity dinner. Students work on organising the event and on follow-up activities promoted at the dinner to support the organisation's work in developing countries.</p>	<p>Case study commentary (DVD-ROM) Resource bank: Writing (page 204)</p>

For a fast route through the unit, focusing mainly on speaking skills, just use the underlined sections.

For one-to-one situations, most parts of the unit lend themselves, with minimal adaptation, to use with individual students.

Where this is not the case, alternative procedures are given.

BUSINESS BRIEF

First impressions are important in business, of course, and most important in the highly stressful situations of **presentations** and **job interviews**. They are also key in **networking** and **business negotiations**. Here we look at presentations and networking/business negotiations in particular.

Presentations

Public speaking is perhaps the most nerve-racking of business skills, but it's said that if even experienced speakers don't feel the **adrenalin** flowing and **nervousness** building before a presentation, there's something wrong. **Preparation** and **rehearsal** are important, but cannot totally prepare a speaker for a roomful of perhaps sceptical people, or equipment that fails just as one is getting into full flow.

Structure is very important, of course, and the advice to **say what you're going to say, say it and then say what you said** can be useful. However, advanced students should be able to analyse and discuss very effective presentations that they have seen where the speaker does not follow this model at all. That said, less-experienced presenters should probably stick to it.

Some experts say that speakers should learn the **opening section** of their presentation by heart, and get off to a good start that way, perhaps with a **surprising fact or figure**. But presenters should learn how to sound as if they are saying this **spontaneously**, as even a short **rote-learned** section can sound insincere. Using **anecdotes** and **humour** inappropriately can be dangerous in some cultures. If in doubt, leave them out. Be aware of your **body language**.

PowerPoint is now widespread everywhere in the developed world, and using **overhead transparencies** would not make a good first impression. Don't overcrowd the slides with information, don't use too many, and speak to the audience, making **eye contact** with them, not the screen. Speakers are now so used to relying on PowerPoint that it's becoming hard to have a realistic **back-up plan** if the equipment fails, but it would be good to have one, perhaps using **handouts**.

The **question-and-answer session** at the end of a presentation has the potential to ruin a good impression created earlier. The speaker should, where possible, walk towards each questioner and repeat the question so that the whole audience can hear it. This also has the advantage of giving you time to think about the answer. If you don't know the answer, **don't bluff** – tell the questioner that you or a more qualified person from among your colleagues can deal with it later, perhaps by e-mail. Don't allow the session to ramble on, and mark the end of it clearly. (See more on Q&A sessions in Unit 10.)

The impressions created during the first two or three minutes of a presentation are important, but it's hard to imagine a presentation that cannot be 'saved' after a disastrous start if the rest of it goes relatively smoothly. Part of your job is to work on techniques that will allow your students to **recover** in this way.

Networking and business negotiations

Getting to know people with whom you may do business later is very important in some industries. Industry events like trade fairs are designed to do this. The **etiquette of business cards** is central in some cultures, for example in Asia. The amount of **eye contact**, the ratio of **talking time to listening time**, and **appropriate subjects** to talk about are all key.

Some cultures expect potential **business contacts** to go through a series of social situations after the initial contact: business lunches, karaoke evenings, golf games, to name a few. All these are used as a way of getting to know people in cultures where the first impression is just the first step in sizing up a person and deciding whether they are someone to do business with.

First impressions and your students

Everyone should be able to relate to this subject. In-work students will have stories to tell about the effect that they made at job interviews or with clients. Pre-work students can talk about how they will approach and prepare for their first job interviews.

Read on

Ann Demarais and Valerie White: *First impressions: What you don't know about how others see you*, Hodder Mobius, 2004

Gerd Gigerenzer: *Gut feelings: The intelligence of the unconscious*, Penguin, 2008

Malcolm Gladwell: *Blink: The power of thinking without thinking*, Penguin, 2006

Gert Hofstede: *Cultures and organisations: Software of the mind – intercultural cooperation and its importance for survival*, McGraw Hill, 1996

Tom Leech: *How to prepare, stage and deliver winning presentations*, 3rd edition, AMACOM, 2004

Steve Shipside: *Perfect your presentations*, Dorling Kindersley, 2006

Ros Taylor: *Develop confidence*, Dorling Kindersley, 2006

Fons Trompenaars: *Managing people across cultures*, Capstone, 2004

LESSON NOTES

Warmer

- Ask students what they would do to create a good impression in these situations:
 - at a job interview;
 - when giving a presentation;
 - at a drinks reception as part of a professional event, such as a conference;
 - at the beginning of a sales negotiation.
- Don't pre-empt the rest of the unit too much; hopefully students will start to think about issues such as what/how much you say, how much you listen, body language, appropriate dress, etc. in the different contexts.

Overview

- Tell the students that they will be looking at communication, especially in the context of organisations.
- Ask students to look at the Overview section on page 6. Tell them a little about the things on the list, using the table on page 8 of this book as a guide. Tell them which points you will be covering in the current lesson and in later lessons.

Quotation

- Get students to look at the quotation and ask them what they think about it. (It's hard to argue with it.)

Listening and discussion:
First impressions in presentations

Students discuss some of the techniques for making effective and even inspirational presentations, and listen to an expert in this area, Anneliese Guérin-LeTendre, who works with Communicaid, a culture and communication-skills consultancy. They also work on vocabulary related to presentations.

A

- Discuss question 1 with the whole class as a quick-fire activity. Get students to discuss the remaining questions in pairs or small groups, then go through the answers with the whole class.

Sample answers

- 1 Possibilities are endless: concentrate on presentations in a business context. Get students to distinguish between internal presentations (i.e. to colleagues) and external ones (e.g. sales presentations to clients).
- 2 Many will say that it's the beginning. But holding an audience's attention in the middle, and wrapping up effectively without letting the question-and-answer session run out of control, can also be problematic.
- 3 Ask a rhetorical question or a real question that requires a response from the audience; state an amazing fact or figure; tell a joke (but beware of potential cultural pitfalls); tell a relevant anecdote; use a quotation; make an emphatic statement – be enthusiastic. Students will no doubt come up with others – you could compile a 'top five' by collecting them all on the board and then getting students to vote for each one.
- 4/5 One in which the speaker uses humour (but be aware of cultures where seriousness is prized), personal anecdotes, state-of-the-art visual aids, and ad-libs (teach this expression); interacts with and involves the audience if appropriate; and knows whether to talk for a long time or keeps it short and simple. People in some cultures (e.g. France and Germany) have quite long attention spans; others (English-speaking ones, for example) probably prefer it short(ish) and sweet.

- 6 These issues are usually culturally focused, e.g. open arms in some cultures suggest a person is open and honest, whereas crossing your arms might suggest you are unapproachable. Standing upright shows confidence, whereas slouching might make you look lazy. Making eye contact with your audience shows you are talking to them and that you are not shy.

B  CD1.1

- Prepare students for what they are going to hear, play the recording once and ask students to answer the two questions.

- 1 Between 60% and 90%
- 2 From their voice, facial expression, posture and other factors, such as the way they use the room/space and the way they dress

C  CD1.2

- Play the second part of the recording and elicit the answers.

She talks about the way you stand (posture), eye contact, voice (modulation and intonation) and controlling gestures which can distract an audience.

D  CD1.2

- Read through the tips with students before you play the recording again, explaining any difficulties. Play the recording and do the exercise as a quick-fire whole-class activity, and then discuss the tips with the whole class.

- 1 posture
- 2 upright
- 3 charge
- 4 lectern
- 5 scan
- 6 modulation
- 7 shades
- 8 distraction

 i-Glossary

 Resource bank: Listening (page 189)

 Students can watch the interview with Anneliese Guérin-LeTendre on the DVD-ROM.

E – F

- Do these as quick-fire whole-class activities. Work on stress of words, e.g. *mannerism* and *adjustment*, if necessary.

Exercise E

- 1 c
- 2 d
- 3 a
- 4 b

flicking the hair
nervous fidgeting with a bracelet or a ring
constant adjustment of a suit jacket
nervous cough

Exercise F

Sample answers

Fidgeting with a pen or papers, jangling coins in a pocket, pacing around, 'um-ing' and 'er-ing' a lot when speaking

G – H

- Go through the pronunciation and meaning of words in the box with the whole class.
- Get students to do the exercise in pairs.
- Circulate, monitor and assist where necessary.
- Then with the whole class get students to call out the answers.

1 nodding 2 nodding off 3 leaning towards 4 leaning
5 slouching/slouched 6 wander 7 staring

- Work on any other difficulties, for example the stress and pronunciation of misinterpretation.
- Get individual students quickly to enact some of these 'silent signals' for the whole class. This should lead to some hilarity!
- Ask if these things, and related things, are particularly badly thought of in their own cultures. (Running fingers through one's hair is very bad in many places, for example.)
- Get students to give other examples relevant to their own cultures. Be tactful if they mention things which would seem quite innocuous elsewhere.



- Tell students that the idea here is to concentrate on making a good impression during the first two minutes of the presentation – they don't have to prepare more than those two minutes.
- You can ask students to include an interesting fact or anecdote about themselves, a list of three, e.g. three things they like doing, and a rhetorical question to make it more memorable. You can start with your own presentation to give them an idea.
- Afterwards, check what students remember about each other.
- To avoid wasting time, allocate the subjects to different students around the class, then get them to prepare their presentations individually.
- Circulate, monitor and assist where necessary.
- Explain the task in Exercise J.
- Divide the class into four groups, and get individual students to stand up and deliver the beginning of their presentations to other members of the group. This could be done in parallel, with each of the four groups using a different corner of the classroom.
- Members of the group make notes about each presenter in their group in turn. Limit the number of presentations to about two or three in each group, depending on the time available.
- Circulate and monitor.
- Call the class to order and get students to say what some of the positive effects and the distractions were, without identifying individual presenters. (Concentrate on this and do not try to deal with language mistakes as well.)
- Then get two or three students to stand up in front of the class and give the introductions to their presentations, trying to put positive aspects into practice, and trying to avoid the possible distractions.
- If this is your first lesson with students, they might be quite nervous, so reassure them as much as possible. (Don't confuse an advanced level of English with having a good level of presentation skills.) Treat any distractions tactfully. (It's probably best not to discuss them with the whole class.)
- You could then get other students to be ready to give their presentation introductions in later lessons. (Two or three per lesson is probably enough.)
- To end the activity on a positive note, get students to put away their notes and give three items of information about the people who gave presentations.

Reading and language: *It's not what you know*

Students discuss the importance of networking in different professions, and read an article about it. They then look at the use of adverbs.

A

- To ease students into this section, discuss Exercise A with the whole class, asking some leading questions about students' own professions, or ones they hope to enter. (In-work students will find this easier than pre-work ones. You could talk about the importance of networking in professions where there are a lot of freelancers, e.g. media. Try to avoid too much cynicism about politics, but some students may say that this is a networking profession par excellence.)

In 2009, a study by the UK government into social mobility found that, despite accounting for only 7% of the population, people who were privately educated represent 75% of judges, 70% of finance directors and 45% of top civil servants. It also states that employers need to change their internship policies, because internships are frequently allocated on the basis of nepotism and favouritism, giving people from a privileged background an unfair boost onto the career ladder.

B

- Work on the meaning and pronunciation of difficult words, e.g. *insincere* and *manipulative*. Then get students to do the exercise in parallel pairs. Circulate, monitor and assist where necessary. At this point in the lesson, start to concentrate more on language accuracy, noting points that need work on the board, and coming back to them at the end of the exercise, getting students to say the right thing.
- With the whole class, get students to say what they came up with in their pairs, getting them to justify their answers.
- Get students to focus on the task before they start reading the article, which they can do individually or in pairs.
- Circulate and assist where necessary, bearing in mind that advanced learners should only have occasional problems of understanding.
- With the whole class, get students to discuss the answers.

- 1 The writer appears to agree with this statement. He argues shy people just need to invite people they like to dinner and later suggests that the best-connected people concentrate their efforts on people they like.
- 2 The writer disagrees. Building personal networks and finding contacts is useful for recent graduates. However, most people already have lots of contacts. The dilemma is how to make the most of our existing network.
- 3 The writer's view is that the best-connected people don't appear to be manipulative, because they concentrate their efforts on people they like and don't have any specific business goals in mind when they network.
- 4 The writer partially agrees here. He says online tools accelerate the process, but that high-level networking is primarily a face-to-face activity.
- 5 The writer partially agrees with this statement. He adds that it's about forming a network on a mutually beneficial basis and returning favours.

D

- Get students to look through the article again on their own, looking for the expressions.
- Then call the class to order and get students to call out the answers.
- Work on stress and pronunciation of words such as *referral* and *altruistic*.
- Point out that the s of *apropos* is silent. (You could even joke that this is a French lesson, not an English lesson.)

1 bumped into 2 leverage 3 sleazy 4 apropos of nothing
5 (provide a) referral 6 flow 7 selfless; altruistic

E

- Briefly recap what adverbs are with students before doing the exercise. (Remind them that not all words ending *-ly* are adverbs, e.g. *friendly*, and that there are also exceptions like *hard* and *fast*.)
- Do the exercise as a quick-fire whole-class activity, not forgetting to discuss those where there are two or three possibilities (most of them – point out that item 8 is different as the adverb is qualifying an adjective). Grammar purists may say that the first possibility for item 3 is wrong as it ‘splits’ the infinitive. If this comes up, just say that it sounds much more natural than *The dilemma is how, successfully, to leverage existing contacts*.

- 1 We already have enough friends and contacts.
We have enough friends and contacts already.
- 2 You probably have more than 150 close contacts.
Probably you have more than 150 close contacts.
You have more than 150 close contacts, probably.
- 3 The dilemma is how to successfully leverage existing contacts.
The dilemma is how to leverage existing contacts successfully.
- 4 It is important also to determine how well your contacts understand what you do.
It is also important to determine how well your contacts understand what you do.
It is important to determine how well your contacts also understand what you do.
- 5 One investment bank merely had a system for asking for two referrals.
One investment bank had a system for merely asking for two referrals.
One investment bank had a system for asking for merely two referrals.
- 6 The chances of receiving a referral are greatly increased if they understand exactly what you do.
- 7 High-level networking is primarily a face-to-face activity.
High-level networking is a face-to-face activity primarily.
- 8 If you connect with your network on this mutually beneficial basis, the financial rewards will flow.

F

- With the whole class, get students to discuss this in relation to their own industries or ones that they would like to join.

➔ Text bank (pages 118–121)

Business skills: Networking

Students discuss tips for communicating with people they don't know or don't know very well. They listen to some delegates meeting for the first time and networking at a conference, and then introduce themselves to another participant at an international conference.

A

- As a lead-in to the section, ask students:
 - What do you understand by the term *networking*?
 - When do you network? Where? Who with? In what situations have you / do you network in English? Do you enjoy networking? Why (not)? How is it useful? (Don't spend too long on this if students never network.)
- Get students to discuss the points in pairs and then report back to the whole class. Get them to specify what sort of networking occasions they are thinking of. Go through reactions with the whole class.

Students may well say ‘It depends,’ but in British culture it's:

- probably not a good idea to bang on (teach this expression) about one's own products or services, without asking questions about those of the other person's organisation;
- probably best to avoid comments about clothes, appearance, etc. Compliments about a talk can be expressed by saying *That was very interesting*, etc.;
- probably good to ask the other person a few questions about him/herself, but don't overdo it;
- possible to arrange to go for a drink or for a business lunch (but lunch is much less important in the UK than some other places). Don't bring the bosses unless there's a very good reason.
- good to introduce him/her to someone you know before moving away. In any case, say something before moving away, e.g. *It was nice talking to you*. Don't just walk off.

B  CD1.3, 1.4

- Go through the points 1–8 with students. You could get them to anticipate the language that they might hear in relation to each one.
- Play the recording and elicit the answers.

	Conversation 1	Conversation 2
1 Introduce yourself.	✓	✓
2 Compliment someone.	✓	✓
3 Ask for an opinion.		
4 Agree with someone.	✓	✓
5 Check the pronunciation of someone's name.	–	✓
6 Swap business cards.		
7 Refer to future contact.	–	✓
8 Introduce someone to someone else.	–	✓
	–	✓

- Don't forget to ask students about other possibilities for ice-breaking – see what they come up with and treat any incongruous suggestions tactfully.

C  CD1.3, 1.4

- Get students to anticipate what they might hear in the gaps.
- Play the recordings again, allowing time for students to write in the missing words.
- Then do a round-up with the whole class, talking about the appropriacy of each question in different places.
- Question 4 might be appropriate in India and other Asian countries, but not in English-speaking and European countries. Best to be avoided, on the whole.

- 1 What **do you think** of the conference so far?
Conversation 1
- 2 **How's business** in your part of the world? *Conversation 2*
- 3 **What do you like** most about living in your city? *neither**
- 4 **Excuse/Pardon me** for asking, but how much do you earn, by the way? *neither**
- 5 **I don't suppose you know** of any good places to eat near here, do you? *Conversation 2*
- 6 **Do you mind me** asking where you are from?
Conversation 1
- 7 I didn't enjoy the dinner very much last night. **Did you?**
Conversation 2
- 8 I don't think you've met (name of person), **have you?**
Conversation 2

* Note that questions 3 and 4 are not in either conversation, so students will have to guess at the missing words.

D

- Do this as a quick-fire whole-class activity.

Sample answers

I think we've met before, haven't we?

What's business / the economic situation / the weather like in your country these days?

What do you like most about working in (*city/company*)?

What do you recommend I go and see in (*city/company*)?

What did you think of the last talk / his / her presentation / the conference last year / the dinner last night?

Have you seen their latest model? Great, isn't it?

Advanced students should be able to come up with some good possibilities of their own.

Question 4 in Exercise C is unadvisable, of course. Some might also say that the negativity of question 7 is best avoided.

E  CD1.3

- Play the recording again or get students to look at the script on page 167 of the Course Book.
- Get students to call out the answers.

- They use open questions:
*So, what did you think of the last presentation?
And what do you think of the conference so far?*
- They use question tags and agree with each other:
*Great, wasn't it? I always enjoy her talks, don't you?
Yes, she really knows how to captivate an audience,
doesn't she?
Not bad. Fewer people than last year, aren't there?
Yes, it must be the venue. Copenhagen isn't exactly the
cheapest city to get to.
No, that's true.*
- Yasmin also asks a direct question politely:
Do you mind me asking where you are from?
- Yasmin compliments Erik:
You speak excellent English.

F  CD1.4

- Go through the expressions in the Useful language box, working on stress and friendly intonation.
- Play the recording of Conversation 2 again, or get students to look at the script on page 167 of the Course Book.
- Elicit the answers.

- 1 That's a great calling card, if you don't mind me saying.
I thought your face looked familiar!
I know what you mean. Neither am I.
It's funny you should say that, ...
I don't think you've met (*name*), have you?
Good talking to you.
I'm afraid I have to make a quick call.
- 2 Get students to say which they prefer.
- 3 The last two expressions in 1 above.
You could also say:
I'm sorry, I think the next session is starting.
I'm just going to get something from the buffet / get another coffee. See you later.
I'm just going outside for a cigarette.
Sorry, but I've just seen a friend. Please excuse me. (It's been) great talking to you.

G

- Prepare students for this simple role play. Get them to turn to the relevant pages and prepare what they are going to say.
- Circulate, monitor and assist if necessary, but don't interrupt the pairs if they don't need help.
- When the pairs are ready, start the role plays. Note good points of language use, as well as half a dozen points that need further work, and add these on one side of the board.
- When the pairs have finished, call the class to order. Ask one or two pairs to 'perform' their role play for the whole class.
- Praise good use of networking language that you heard in the role plays. Then go over points that need more work, getting individual students to say the right thing.

➔ Resource bank: Speaking (page 177)

Writing: formal and informal register

Students complete a formal e-mail invitation and write a reply, accepting the invitation.

H

- Introduce the idea of writing practice. Say that this is one of many exercises in *Market Leader* to practise writing. This might be a good time to mention the Writing file in the Course Book (pages 142–148) and the Writing section of the Resource bank in this TRB (pages 204–215).
- Point out that this particular exercise is about formal and informal register. Explain that register is using the correct type of language for particular situations, and that the register of this e-mail is quite formal.
- Explain that although this is an e-mail, it's a formal invitation from a Chamber of Commerce. It's similar in style and language to a formal letter, with the exception perhaps of the ending. Ask students how the correspondence might end if it was a letter, not an e-mail. (A letter would probably end in *Yours sincerely*, but this is not usually used in e-mails.)
- In some gaps, all three choices are possible from the grammatical point of view, but only one is possible to maintain its formal register.
- Go through the exercise with the whole class, discussing why they choose particular items, rather than just ploughing through it.

1 b 2 c 3 a 4 b 5 c 6 a 7 c 8 c 9 b 10 c

I

- Get students to do this for homework. Students have to write a reply accepting the invitation, but requesting more information, e.g. ask about the event details. Use formal or semi-formal language.
- Give these additional instructions:
 - Accept the invitation, thanking them politely.
 - Say you need more time to think about it and request some more information.
 - Ask about the event details, e.g. the number of attendees, the type of audience, how long the talk should be, the date/time of the dinner, etc.
 - Remember, as you do not know the sender personally, you should use appropriately formal or semi-formal language.
- If possible, get students to e-mail their work to you. Don't forget to go over it in the next class, concentrating on register and on any items that are causing difficulty to several students.

Sample answer

From:

To: Gloria Patterson,
Metropolitan Chamber of Commerce

Date: 19 October

Subject: Re: 'Business Today' event

Dear Ms Patterson

I am writing with reference to your e-mail of 18 October. First of all, I would like to thank you for inviting me to speak at the event 'Business Today' as organised by the Chamber of Commerce. I am considering your request, but would be grateful if you could send me further details regarding the event.

I would be very interested to know the type of audience you are expecting and whether they are local dignitaries, experienced professionals or business students and so on. Could you please let me know how many people you expect to attend the talks? I would also like to know how long my talk should be, for example, 30 minutes or one hour?

Finally, could you please confirm the date, time and venue of the conference dinner as mentioned in your letter.

Many thanks.

I look forward to hearing from you soon.

Best regards,

[Name

Position

Company]

(149 words)

➔ Writing file (Course Book page 142)

CASE STUDY

Movers and shakers

Logistaid, a non-governmental organisation, is trying to raise its profile by holding a charity dinner. Students work on organising the event and on follow-up activities promoted at the dinner to support the organisation's work in developing countries.

- If this is the first case study you have done with the class, be sure to prepare it carefully beforehand. Read the information in the introduction of this Teacher's Resource Book (pages 4–5).
- In class, pay particular attention to clearly breaking down the case study into the different tasks and making sure that students understand and follow the structure of what you are doing, giving clear instructions for each step before starting it.

Stage 1: Background and planning meeting

- Get students to focus on the photo of the lorries. As a lead-in to the case study, ask students the following questions:
 - What do you understand by the term *NGO*?
 - What are some of the NGOs you are familiar with in your country?
 - Would you be interested in working for an NGO? Why? / Why not?
- Read the background information aloud (or ask a student to read it). Explain that Logistaid is a fictitious organisation. Deal with any other questions students may have.
- Write the headings from the left-hand column of this table on the board and elicit information from students to complete the right-hand column.

Organisation	Logistaid
Purpose of organisation	Provides emergency assistance in more than 50 countries
Type of emergency situations dealt with	Natural disasters, conflict
Main promotional event	Charity gala dinner with well-known movers and shakers (teach this expression)
Purpose of dinner	To raise the profile of the organisation

- Go through the invitation and explain any difficulties. Explain the task, which is to finalise details of the invitation in appropriate ways. Bring students' attention especially to points 4 and 5, which are not mentioned in the draft letter. (Re. point 4, say that the entertainers would be sympathetic to the charity, and would perform for free.)
- Divide the class into parallel groups of four or five and start the activity.
- Circulate, monitor and assist if necessary, but don't interrupt the groups if they are functioning acceptably. Note good points of language use, as well as half a dozen points that need further work, and add these on one side of the board.
- When the groups have finished, ask a representative of each to say what their choices were. (Get them to explain to the rest of the class who their chosen businesspeople are if they are only famous in the students' own countries.)
- Ask them also to explain how they arrived at the ticket price that they selected.
- Don't forget to ask students about the question of who will provide entertainment at the event, and, most importantly, what the follow-up will be, in relation to the movers and shakers that they selected and the work they might do.

- Praise the good uses of language that you heard, especially in relation to the topic of this unit, and work on five or six points that need improvement, getting individual students to say the right thing.

Stage 2: Listening CD1.5

- Explain to students that they are now at the event, and about to listen to a speech by Logistaid's MD, Ed Kaminski.
- Before you play the recording, ask students what they might expect to hear in a speech like this.
- Then get students to focus on the questions and play the recording once or twice.
- Explain any difficulties and elicit the answers.

Sample answers

Ed Kaminski first got involved with Logistaid when he was a student of engineering. He took a gap year, or a year out, and travelled the world. The reason why he got involved with the NGO is because he realised that although people had a great ability to design and build magnificent monuments and beautiful cities, there were still many people in the world without a roof over their heads, sick people without a hospital and children without a school. So he decided to do something about it.

He doesn't talk about facts and figures about the organisation's work, e.g. *I'd like to tell you about the number of refugees we've helped to re-house, or the number of vaccinations we've managed to give, or the number of teachers we've managed to send out to remote areas to educate enthusiastic kids, but I won't.*

The speech is quite effective, as it is inspirational. The speaker uses rhetorical questions, repetition, contrast of ideas (*I'd like to ... but I won't*), emphasises his point, and uses lists of three, e.g. *people in the world without a roof over their heads, sick people without a local hospital, and children without a school.* The speech should encourage the audience to contribute or make a donation to Logistaid.

Stage 3: Task

- Explain the activity and get a student to read out Student A's role.
- Divide the class into parallel groups of six and hand out the roles. If there is room, students could stand, each group in a different corner of the classroom.
- When students have absorbed the information, the networking can begin.
- Circulate, monitor and assist if necessary, but don't interrupt if the groups are functioning acceptably. Note good points of language use, as well as half a dozen points that need further work, and add these on one side of the board.
- Get representatives of each group to explain what happened in it from a networking point of view.
- Praise the good uses of language that you heard, especially in relation to the topic of this case study, and work on five or six points that need improvement, getting individual students to say the right thing.

Stage 4: What happens next?

- Go through the task and give a few ideas if you feel that students need some inspiration.
- Then get students to re-form the groups that they were in for the previous role play, but tell them that this time they are Logistaid staff deciding on the different ways of raising the organisation's profile.

- Get the groups to start their discussion in parallel. Circulate, monitor and assist if necessary, but don't interrupt the groups if they are functioning acceptably.
- Note good points of language use, as well as half a dozen points that need further work, and add these on one side of the board.
- When the groups have finished, bring the class to order.
- Get a representative of each group to summarise the ideas that they came up with.
- Praise the good uses of language that you heard, especially in relation to the topic of this case study, and work on five or six points that need improvement, getting individual students to say the right thing.

One-to-one

Go through the case study in a similar way to the above. In the task, you and your student can take different pairs of roles successively.

During the different activities, monitor the language that your student is using. Note down any good examples of language and points that need correction or improvement. Come back to these at the end of each activity. Don't forget to praise any good examples of language use and point out some of the language that you chose to use.

- DVD-ROM: Case study commentary

Stage 5: Writing

- Make sure students understand that they must include the three different points in the letter. Get them to do it for homework.
- If possible, get them to e-mail their work to you. Don't forget to go over it in the next class, concentrating on register and on any items that are causing difficulty to several of the students.

- Writing file (Course Book page 142)

- Resource bank: Writing (page 204)

AT A GLANCE

	Classwork – Course Book	Further work
<p>Lesson 1 <i>Each lesson is about 60–75 minutes. This time does not include administration and time spent going through homework in any lessons.</i></p>	<p><u>Listening and discussion: Apprenticeships</u> Students discuss training they have had and listen to Dr Bernd Atenstaedt, Chief Executive of German Industry-UK, talking about the apprenticeship system in Germany. They then listen to four people talking about their training experiences and work on training-related vocabulary.</p>	<p>Practice File Word power (pages 10–11) Resource bank: Listening (page 190) i-Glossary (DVD-ROM)</p>
<p>Lesson 2</p>	<p><u>Reading and language: Training leaders to connect the dots</u> Students read about a Chinese manufacturing company and how its boss transformed quality through training. They then work on vocabulary from the article and discuss whether the training methods in the article could be used in the contexts that they deal with. Students then look at language used for emphasis in business communication.</p>	<p>Text bank (pages 122–125) Practice File Text and grammar (pages 12–13)</p>
<p>Lesson 3</p>	<p><u>Business skills: Clarifying and confirming</u> Students listen to two telephone conversations where people need to clarify and confirm information, and work on related language. <u>Writing: effective e-mails</u> Students look at tips for writing e-mails, analyse a sample e-mail and practise writing more and less formal e-mails.</p>	<p>Resource bank: Speaking (page 178) Practice File Skills and pronunciation (pages 14–15)</p>
<p>Lesson 4</p>	<p><u>Case study: Training at Carter & Randall</u> Students come up with some solutions for a large multinational that is looking for a fast and efficient way of training its staff based in different locations around the world.</p>	<p>Case study commentary (DVD-ROM) Resource bank: Writing (page 205)</p>

For a fast route through the unit, focusing mainly on speaking skills, just use the underlined sections.

For one-to-one situations, most parts of the unit lend themselves, with minimal adaptation, to use with individual students.

Where this is not the case, alternative procedures are given.

BUSINESS BRIEF

Some cultures take training more seriously than others. Anyone who has stood in a slow supermarket queue in the UK while a checkout operative ‘trains’ a new recruit using the ‘just-watch-me’ method will understand this. Other organisations will have a more methodical approach to the **induction** and training of new employees.

With **in-service training**, organisations are concerned that the immediate costs will be high and the long-term **return on investment** hard to assess, and also the disruption caused by people being away from their jobs, even for a few hours. They are also worried that staff with new-found skills might leave for better jobs or that competitors might **poach** them.

For a long time, companies have had a role in the **technical education** of their employees with **apprenticeship schemes**, where apprentices often combine **on-the-job training** with more theoretical classes in a technical institution. Apprenticeships usually last several years. In many places, companies have to repair deficiencies in the school system, providing basic courses in **literacy** and **numeracy** for some young employees. But in some cases, they are also giving training at **tertiary level**: think, for example, of McDonald’s Hamburger University, which provides technical and management courses to the chain’s employees and, in the UK, has even started awarding nationally recognised degrees.

Distance learning courses provide a solution to managers who do not want employees to be away from their desks but, for many, the benefits of **human interaction** in the training classroom are hard, if not impossible, to replicate in other ways. **Blended learning**, combining **face-to-face** classes with **online materials**, may be the way forward. In some areas, the social element is key: some companies organise **awaydays** involving sports activities such as whitewater rafting or paintball ‘battles’, ostensibly to inculcate team-building and leadership skills, but some employees dislike these ‘days out for the boys’.

It can be difficult to evaluate the immediate benefits of **soft-skills** training such as **effective communication**, **leadership skills**, **team building**, **assertiveness training** and **conflict management**. Skills in these areas can be difficult to measure, whereas in **hard skills**, **can-do statements** about what people are capable of are a useful yardstick of whether **specific learning objectives** have been reached. For example, as language trainers, we assess the ability of learners to perform particular tasks in English, rather than just their mastery of grammatical structures.

Mentoring and **coaching** are currently fashionable forms of one-to-one, personal development in business, particularly for senior executives, and for **high flyers** who are being groomed for jobs at that level.

Mentoring programmes tend to be long term and allow a lower-ranking manager to be mentored by a more experienced executive who is not their immediate boss – someone who can bring another perspective. The **mentor** offers personal training and advice as the junior employee – the **mentee** or **mentoree** – rises through the organisation. **Reverse mentoring** is also becoming common, with junior employees tutoring more senior ones in the latest technologies and social trends, so that senior managers can keep up with new factors affecting their business, such as social networking.

In the past, many companies could offer employees a **job for life**. Today, people are more aware of the need to keep their **skills updated** with **continuous** and **self-directed learning**, knowing that their organisation may let them go at any time. Many companies function with a core of in-house salaried employees, some of whom may later become contractors or **freelancers**, with their former employer as their first client. The company in effect serves as a training organisation for this cadre of freelancers, but the freelancers have to be sure that their **professional development** continues: that they are keeping their skills and knowledge up to date after they leave.

Training and your students

Pre-work students will have opinions about the training or education they have been through and that they are currently in, and hopefully will be encouraged by this unit to think about the role of training in their future careers. In-work students will have opinions about their previous training experiences and future training needs.

Read on

Russell L. Ackoff, Herbert J. Addison, and Sally Bibb: *Management f-laws: How organizations really work*, Triarchy, 2007

P. Nick Blanchard, James W. Thacker and Andrew Stull: *Effective training – systems, strategies and practices*, Pearson, 2006 edition

Marcia L. Conner: *Learn more now – 10 simple steps to learning better, smarter and faster*, Wiley, 2004

Robert Harvey, Paul Stokes, David Megginson: *Coaching and mentoring: Theory and practice*, Sage, 2008

Gavin Ingham: *Motivate people: Get the best from yourself and others*, Dorling Kindersley, 2007

David Kay and Roger Hinds: *A practical guide to mentoring*, How To Books, 2009 edition

Henry Mintzberg: *Managers not MBAs: a hard look at the soft practice of managing and management development*, Berrett-Koehler, 2005

Donald Sull, with Yong Wang: *Made in China: What Western managers can learn from trailblazing Chinese entrepreneurs*, Harvard Business School Press, 2005

LESSON NOTES

Warmer

- Ask students to brainstorm, in small groups, the types of training they would like to have (apart from English-language training, of course) and why – this could range from training in other languages, through lessons to play an instrument, to business skills like accounting or leadership training.
- Don't let this run on too long. After about three minutes, get a representative of each group to call out the subjects that the different members of their group came up with, and why they chose them.

Overview

- Tell students they will be looking at different types of training and professional development.
- Go through the overview panel at the beginning of the unit, pointing out the sections that students will be looking at.

Quotation

- Ask students what the quote means and what they think of it. You could ask what a training course for a monarch might consist of. Treat tactfully, of course.

Listening and discussion: Apprenticeships

Students discuss training they have had and listen to Dr Bernd Atenstaedt, Chief Executive of German Industry-UK, talking about the apprenticeship system in Germany. They then listen to four people talking about their training experiences and work on training-related vocabulary.

A

- Students work in pairs to discuss the three questions. At this point, do not intervene too much, except to help students with the names of different types of training courses in English where necessary.
- Then, with the whole class, get feedback from each pair. Start to work on correct use of words like *train*, *coach*, *educate*, etc. In relation to question 1, you could get students to come up with other words that people use about training, e.g. *challenging*, *enjoyable*, *stimulating*, *practical*.
- Discuss the questions and get students to talk especially about work placements as a way of leading in to the next section.

B  CD1.6

- Get individual students to say what they understand by *apprenticeship*, and if it exists in their own countries as an officially recognised form of training, but don't pre-empt Exercise D too much. Get students to practise the stress of *apprenticeship*.
- Say that Dr Atenstaedt is based in London and that the organisation he works for 'is the voice of German industry in the UK'. (If students want to know more, they can go to <http://www.gi-uk.co.uk>.)
- Get students to focus on the question and play the recording.
- Elicit the answers.

- a) Benefits of apprenticeships for the apprentice: it gives a young person a focus in life; apprentices also get a monthly allowance. (They also get on-the-job training.)
- b) Benefits of apprenticeships for the employer: apprentices become permanent employees who will show loyalty to a company because they have been trained by the company.

C  CD1.7

- Get students to read the statements and predict some of the answers.
- Play the second part of the recording and elicit the answers.

- 1 About **60 per cent** of school leavers **go into apprenticeship programmes / become apprentices**.
- 2 The majority of apprentices like to work for **well-known companies**, e.g. **BMW, Mercedes and Siemens**.
- 3 Apprenticeship programmes in Germany usually last **between two and three and a half years**, and apprentices **sign a contract / sign an employment contract** at the start.
- 4 Apprentices tend to work **three to four days** and spend **one to two days** doing their vocational training.
- 5 Apprenticeships are well established in Germany: there even exists a **Training Act** including various **recognised skills** for different kinds of professions.
- 6 Germany is proud of the two expressions: **Trained in Germany and Made in Germany**.
- 7 They have been in talks with the **(British) government** to set up a similar **(dual) training system** in the UK.

D

- Do as a whole class activity. In a multinational class, get students to compare and contrast the options in different countries.

E  CD1.8–1.11

- Explain the task and get students to focus on the four people they are going to hear.
- Play the recording and elicit the answers.
- With the whole class go through the answers, asking students for their reactions, rather than just ploughing through the exercise.

- 1 B: electronics technician; F: aeronautics technician
- 2 R: degree in Business Studies and French; M: degree in Linguistics, specialising in German
- 3 F: they were worried he would be missing out on a decent education
- 4 F: because he saw an ad in an aeronautical magazine about apprenticeships with Rolls Royce; he would be going to college, getting qualifications and spending time working on planes, all while being paid.
- 5 B: Technical Service, Parts, Marketing, Sales, and the Product department
- 6 M: Because she's just graduated / finished her degree
- 7 R: Zurich
- 8 F: The satisfaction of knowing that you've fixed something. He also loves working in development and testing because it's innovative and hi-tech.

F

- Work on the questions with the class and elicit the answers.

Suggested answers

Brendan says don't be afraid to take risks and do something you will enjoy and believe in.

Falak says you have to aim high and go for it and being enthusiastic is important.

Rachel says you need to have passion for what you do, as well as having a good understanding of what's going on in the marketplace. She also says you need to do lots of research to find out what options are available.

Marieke asks for advice as she has no work experience – get your students to give their suggestions.

G

- Get students to work on this exercise in pairs. Circulate, monitor and assist if necessary, but don't interrupt the pairs if they are functioning acceptably.
- Bring the class to order and elicit the answers.
- Work on stress and pronunciation (e.g. *qualify* v. *qualification*, *graduate* (the person) v. *graduate* (the verb)) and highlight word stress on the board.

1 training 2 trainer/trainee 3 employment
4 employer/employee 5 apprentice 6 allowance
7 educate 8 educator 9 internship 10 qualification
11 placement 12 advice 13 advisor/adviser
14 graduate 15 graduate

H

- Do as a quick-fire whole-class activity, working on any remaining difficulties.

1 internship 2 technician 3 development
4 advisor/adviser 5 qualifications 6 training
7 placement 8 industry 9 allowance 10 graduate
11 employment

I

- Students can discuss these questions in small groups or pairs.
- Circulate, monitor and assist if necessary, but don't interrupt the groups if they are functioning acceptably.
- With the whole class, get representatives of different groups to give their reactions, and compare and contrast them.

 i-Glossary

 Resource bank: Listening (page 190)

 Students can watch the interview with Dr Bernd Atenstaedt on the DVD-ROM.

Reading and language: *Training leaders to connect the dots*

Students read about a Chinese manufacturing company and how its boss transformed quality through training. They then work on vocabulary from the article and discuss whether the training methods in the article could be used in the contexts that they deal with.

Students then look at language used for emphasis in business communication.

A

- Tell students the subject of the anecdote (teach this word if they don't know it) and get them to focus on the two pre-questions before reading it.
- With the whole class, elicit the answer to question 1 and ask students to talk about the situation in question 2, getting them to compare and contrast their organisations. <http://www.gi-uk.co.uk>.<http://www.gi-uk.co.uk>)

1 The lesson the boss at Haier wanted the employees to learn was one of 'creative destruction': to do things well, or to be more creative, it is sometimes better to destroy what you have done and start all over again.

B

- Get students to focus on the two questions here, and to read the main article in pairs or individually.

- Circulate, monitor and assist if necessary, but don't interrupt unnecessarily.
- Call the class to order and elicit the answers.

- 1 Haier's approach to executive education is very practical and involves executives working in teams, discussing problems across the company, learning about other departments, trying out ideas for possible solutions and then reporting back to colleagues in class.
- 2 The possible benefits to this approach are that managers learn about the company as a whole as they learn how to 'connect the dots' and stop seeing things only from their position in the organisation, which makes them more versatile as managers. They also learn to improve their general management skills in a very practical way, putting ideas into practice at work. Haier therefore gets an immediate 'return on investment' from the training.

- Don't just plough on with the next exercise. Get students' reactions to the article and talk about any lessons that could be applied to their own organisations.

C – F

- Get students to work on these exercises in small groups, discussing the possible alternatives. Circulate, monitor and assist if necessary, but don't interrupt the groups if they are functioning acceptably.
- Bring the class to order after each exercise and compare different groups' answers.

Exercise C

Sample answers

- 1 Haier's executive education involves training general managers to deal with **a range of threats and opportunities/challenges/problems**.
- 2 The writer of the article interviewed **the staff that run Haier's training centre and executives who did the training**.
- 3 More than 70 of Haier's senior managers take part in **weekly sessions on Saturday mornings**.
- 4 Executives on the programme discuss possible solutions to problems and then **try them out at work; later they report back to colleagues and perhaps refine their action plan**.
- 5 Executive teams are mixed up regularly on the course to **keep them fresh**.
- 6 Two of the main outcomes are that managers can better understand **various parts/departments of the organisation and how to 'connect the dots'; to understand Haier's situation as a whole**. (Other possible outcomes: how to spot opportunities for productive collaboration and build general management skills. (See paragraph 5 and question 7.))
- 7 Participants become more versatile as they learn to face different challenges **and improve their general management skills**.
- 8 The coaches think of ways to check progress; they provide correction and **help executives to refine their action plan**.

Exercise D

1 d 2 f 3 g 4 c 5 j 6 a 7 i 8 h 9 e 10 b

Exercise E

Get representatives of different groups to say what their conclusions were, and discuss with the class as a whole.

Exercise F

It is important because one of the key skills that employers are looking for is good communication skills, both in speaking and writing. It's essential to be able to communicate well, and knowing how to emphasise your point is particularly useful in these situations: when writing e-mails, reports, proposals, as well as when working in a team, leading a team, negotiating or giving presentations.

- 1 ... to discuss their individual challenges, explore possible solutions and discuss how best to implement proposed changes. (lines 38–42)
Faculty mixes executives from different functions, business units and provinces ... (lines 42–44)
First, ... Second, ... Third ... (lines 54–65)
They also help the executives refine their action plan, devise practical ways to track progress and facilitate mid-course correction. (lines 76–79)
- 2 One of the most daunting, however, is ... (lines 2–3)
... one of the most successful companies in China. (lines 14–15)
... get the most value for their investment ... (lines 82–83)
- 3 ... Haier has risen from a nearly bankrupt collective enterprise 25 years ago to one of the most successful companies in China. (lines 12–15)
... discuss what worked and did not ... (lines 50–51)
... understand Haier's situation as a whole, rather than looking at the market through the window of their own silo. (lines 62–65)
- 4 turbulent markets (lines 1–2), volatile markets (line 7), versatile general managers (lines 19–20), in the pejorative sense (line 71)
- 5 ... discuss what worked and [what] did not... (lines 50–51)
These courses are anything but 'academic' ... (lines 70–71)

G

- Get students to do this for homework and if possible e-mail it to you before the next lesson. Don't forget to give feedback then.

Sample answer

Are you fed up with hum-drum departmental meetings? Do you ever wonder why the meeting was called in the first place? Have you ever thought you could keep the meeting on track more effectively than the Chair?

Even for the most cynical of you, I'd strongly recommend our inspiring in-house training, Managing meetings successfully. Not only is it right on topic, but it is one of the most enjoyable courses I've attended for a long time. Why? Firstly, it's practical; secondly, the trainer manages to make the deathly topic of meetings fun; and thirdly, it gave our department the best value for our modest training budget. Experienced trainer Carolina Modesti facilitates various role-plays, including the standing-up meeting for project updates, the Zen-style meeting as an antidote to confrontational meetings and the videoconference meeting for non-techie managers. Carolina's training company has other courses on offer – I've already requested one on coaching for our department. Sign up now: you'll experience meetings as you've never experienced them before!

Contact Adam Koehler in HR – places are limited.
(173 words)

➔ Text bank (pages 122–125)

Business skills: Clarifying and confirming

Students listen to two telephone conversations where people need to clarify and confirm information, and work on related language.

A  CD1.12, CD1.13

- Tell students about the subject of this whole section (see above) and get them to focus on the two questions.
- Play both recordings once or twice and elicit the answers, getting students to explain their reasoning.

The first conversation between Mel Van Der Horst and Naomi Taylor is more formal than Mel's conversation with the receptionist, Pierre. That's because Mel and Pierre are clearly work colleagues who know each other quite well. Mel and Naomi have apparently never met, so they are more polite and formal with each other.

B

- Go through the expressions in the Useful language box, working on stress and intonation, getting individual students to say the different utterances.

You'd use the more formal-sounding expressions with people you know less well, e.g.

Would you mind repeating that /going over that again for me?

Sorry, could I ask you to give me those details again?

Could you explain/clarify what you meant by /when you said ...?

Let me see if /make sure I understood you correctly.

You're saying ...

Is that right/correct?

Can I just check that?

I'd just like to confirm that.

No, I meant to say that /what I meant was ...

Not quite, it's

Well, actually, what I said/meant was ...

Not exactly, I said/meant that ...

With people we know well we tend to be more direct, e.g.

And the date was ...?

So that's nine o'clock on Thursday, then.

It's also common for native English speakers in the UK to say *sorry* when asking someone to repeat details and when correcting a misunderstanding, e.g. *Sorry, not quite, it's ...;* *Sorry, no, I meant to say that /what I meant was ...*

C – D  CD1.12, CD1.13

- Play the recordings again and elicit the answers.

Exercise C

1 d 2 a, c, e 3 b, f

Exercise D

The speakers use a more direct style to check and confirm information, e.g.

M: You mean we can't have that room at all?

P: No, what I meant was ...

M: C2's the one next to the vending machines on the third floor? Right?

P: OK, I'll put you in B13 from nine to midday, ...

E

- Explain the situation. Read out Student A's role, and the role information.
- Then divide the class into pairs and allocate the roles; get Student Bs to turn to page 149 and give them time to absorb their information.
- Get the pairs to start their conversations when they are ready, sitting back to back, or, better still, using telephone equipment.
- Circulate, monitor and assist if necessary, but don't interrupt the pairs if they are functioning acceptably.
- When most pairs have finished, bring the class to order. Ask one or two of the pairs how their conversations went.
- Praise good language points that you heard and go over half a dozen expressions that have been causing problems, especially in the area of clarifying and confirming, getting individual students to say the right thing.

➔ Resource bank: Speaking (page 178)

Writing: effective e-mails

Students look at tips for writing e-mails, analyse a sample e-mail and practise writing more and less formal e-mails.

F

- Ask students to work in groups of three or four. Start with a discussion of students' use of e-mail. Who do they write to? How often do they use e-mail? Does their writing style vary according to the recipient of the e-mail (how and why)? Do they ever have to write in English? How often do they write e-mails in English, and who to?
- Circulate, monitor and assist with the discussions. Make a note of any useful vocabulary students use relating to the topic of e-mail, and three or four common errors for correction with the whole group. Write these on the board, in two separate sections, while students are completing the task. Earlier finishers can be referred to the board to see if they know all the words and if they can correct the errors.
- Go through the language points for praise and correction on the board with the whole class.
- As a round-up of the discussion, ask students who writes the most e-mails in English in each group and find out more details about this.
- Ask students to work in the same groups of three or four. Brainstorm five tips for writing effective e-mails. Tell all students to write down the tips, as they will need to refer to these later. Set a five-minute time limit for this. Circulate and monitor what students are writing.
- Regroup students, so that they now have a partner from a different group. Get them, in pairs, to compare ideas.
- Ask students to read the tips and see if their ideas were mentioned. Go through any difficult words and phrases (e.g. *subject header, recipient, proofread*) with the whole class.

G

- In pairs, ask students to decide if the e-mail follows the tips. What things are good about it? What could be better?

Sample answers

It is one very long paragraph, which could be edited down and split up.

Essential information like the time and date of the first session are missing.

The *FYI* in the subject line could be misleading, as the readers might think they don't have to do anything except read the e-mail, when in fact they are asked to reply at the end of the message.

On the positive side:

It gives important information at the top.

There are no spelling or grammatical errors.

The semi-formal register is appropriate for the readers.

It doesn't overuse abbreviations.

It asks for action.

H

- Get students to do this for homework, incorporating what they have learnt in this section, and if possible e-mail it to you before the next lesson. Don't forget to give feedback then.

Sample answers

1

To: Pat Fischer

Subject: Staff Development Day

Hi Pat

This is just to ask you about the Staff Development Day on 14 May. It sounds interesting, and I'm thinking about coming along. Could you give me some more details about the event?

What is the focus of the day, and what types of activity will be involved? When are the start and finish times, and what time's lunch? Who else is going to be there, and who's running the event? Also, is it going to be held here in the company offices or at an off-site location? If so, where?

Is it necessary for me to attend the entire day? I ask because I have a meeting scheduled for that morning, but I can probably re-arrange it if I have to. Let me know what you think.

All the best

2

To: Development Team

Subject: Staff appraisals

Attachment: Feedback form

Hello everyone

I'm writing to arrange an appraisal interview with each of you next month. The main aim of the interview is to discuss your performance and professional development.

In preparation for the appraisal, I have attached a feedback form. I'd be very grateful if you could complete and return this within the next 14 days.

Could you also e-mail me with three possible dates and times – in order of preference – when you would be available for your appraisal next month? It should take about 90 minutes.

Let me know if you have any queries about the appraisals.

Many thanks

➔ Writing file (Course Book page 143)

CASE STUDY

Training at Carter & Randall

Students come up with some solutions for a large multinational that is looking for a fast and efficient way of training its staff based in different locations around the world.

Stage 1: Background and listening CD1.14–1.17

- Get students to study the background information in the Course Book.
- Write the headings on the left-hand side of the table and elicit information from students to complete the right-hand side.

Company	Carter & Randall
Based in	Cleveland, Ohio
Industry	Consumer goods – 100s of household names
Key success criteria	Excellent customer service Role of sales force to provide timely info about sales, customer buying habits and competitors' activities

- Explain the task. Ask students to give some ideas about what salespeople might say about their training needs.
- Students listen to each recording once or twice – you could get them to write short summaries in pairs. Go through points with the whole class, asking them if they can relate to these ideas from their own experience. (Whether they do will depend largely on whether they are pre-work or in-work students, and their experience of sales.)

- Speaker 1 (Amy Cheng, the graduate recruit) says the training stopped after the training programme for new graduates in the first year. She mentions that there are training modules on the intranet, but she wants to 'take some ownership' of her learning and develop particular skills. She's interested in a leadership course.
- Speaker 2 (Charlie Turner, the veteran Sales Rep) says there's nothing he can learn about selling. And he's got a good relationship with his customers. He also comments that with a full-time job and a family, it's hard to find the time for training. His main concerns are all the new applications and software, for which the training is ad-hoc and informal. He also can't keep up with all the new products, and prefers to sell 'the old favourites'.
- Speaker 3 (Kamal Satinder, the first Regional Manager) says he wants some help with his merged sales team, which is not integrating well and creating tension and rivalry in the team. He wants to make them 'externally competitive but internally cooperative'.
- Speaker 4 (Jessica Armstrong, the second Regional Manager) says the Sales Reps have to be able to familiarise themselves quickly with new products without losing too much valuable time in the field. Some of her experienced Sales Reps could do with updating their skills in customer awareness training to become better listeners, more responsive to customers needs, and 'pro-active' in their approach to selling.

Stage 2: Press release

- Get students to read the press release quickly and get them to say what the implications for the UK Director of Sales are – the sales force will have to be trained in using the new system.
- Ask which of the people above would probably be most resistant to it (probably the veteran Sales Rep).

Stage 3: Tasks

- Read through Task 1 and explain any difficulties. When the situation is clear, allocate the roles and make sure that the Student Bs turn to the correct page.

If you think your students will need further input, here are some suggestions they might consider. Otherwise, you could give them these ideas after the task, and compare them with what the ones that they came up with.

- The training could probably be a combination of face-to-face instructor-led training on day 1, and hands-on in-store coaching and assessment on day 2.
- The company will probably need to consider hiring an external training company to deal with such a large-scale training programme that needs to be done in a short space of time.

- One option for post-training support is to make some sales people 'power users' and give them extra training. The 'power users' can be future troubleshooters for their colleagues before referring problems to the IT help desk.
- A training manual that will fit in the glove-compartment of a car would be useful for sales reps.

- When students are ready, get them to start the activity. Circulate, monitor and assist if necessary, but don't interrupt the groups if they are functioning acceptably. Note language points for praise and correction later.
- When pairs have finished, bring the class to order. Ask one or two of the pairs to say what happened in their meeting and the ideas that they came up with, but don't pre-empt Task 2 too much.
- Praise good language points that you heard and work on half a dozen that need it.
- Then move on to Task 2. 'Separate' the pairs and get students to work in groups of three to six, with one or two representatives from each of the three departments. Appoint a chair for each group and tell the chairs that they will be presiding over their group, leading the discussion, but trying not to dominate it.
- Explain the task and deal with any difficulties; when groups are ready, get them to begin.
- As before, circulate, monitor and assist if necessary, but don't interrupt the groups if they are functioning acceptably. Note language points for praise and correction later.
- When pairs have finished, bring the class to order. Ask one or two of the groups to say what happened in their meeting and some of the ideas that they came up with.
- Praise good language points that you heard and work on half a dozen that need it, getting individual students to say the right thing.

One-to-one

Go through the first two stages as above. For Task 1, take one of the roles and get your student to take the other.

Monitor the language that you both use. After the discussion, draw attention to some key language that your student used correctly and give praise. Also work on five or six points for correction, e.g. pronunciation, vocabulary, structural errors.

If there is time and interest, do the role play again, this time swapping roles.

Repeat the procedure for Task 2.

It's also well worth recording activities such as role plays, summaries and presentations with a one-to-one class for intensive correction work from time to time.

- DVD-ROM: Case study commentary

Stage 4: Writing

- Point out the breaking news on page 149 of the Course Book. Tell students that their writing task has to take this into account.
- Brainstorm the information that should go in the e-mail and put these points on the board. All this information should have come up in the role plays in Tasks 1 and 2.
- Ask students to look at the writing tips in the Business skills section again and the model e-mail in the Writing file (Course Book page 145).
- Get students to write the final e-mail for homework. If possible, get them to e-mail it to you so that you can give feedback in the next class.

➔ Writing file (Course Book page 145)

➔ Resource bank: Writing (page 205)

AT A GLANCE

	Classwork – Course Book	Further work
<p>Lesson 1 <i>Each lesson is about 60–75 minutes. This time does not include administration and time spent going through homework in any lessons.</i></p>	<p><u>Listening and discussion: Clean energy</u> Students discuss sources of energy and ways of saving energy. They then listen to an energy expert talking about alternative energy and learn and practise some energy-related language.</p>	<p>Practice File Word power (pages 16–17)</p> <p>Resource bank: Listening (page 191)</p> <p>i-Glossary (DVD-ROM)</p>
<p>Lesson 2</p>	<p><u>Reading and language: The danger of losing touch with reality</u> Students read an article about the head of a Norwegian oil company and his views on how the world economy should respond to the need to limit greenhouse gases.</p>	<p>Text bank (pages 126–129)</p> <p>Practice File Text and grammar (pages 18–19)</p>
<p>Lesson 3</p>	<p><u>Business skills: Decision-making</u> Students look at meetings where decisions are made and the language that is used for this.</p> <p><u>Writing: layout and structure of reports</u> Students look at the structure and layout of reports.</p>	<p>Resource bank: Speaking (page 179)</p> <p>Practice File Skills and pronunciation (pages 20–21)</p>
<p>Lesson 4</p>	<p><u>Case study: Energy saving at Tumalet Software</u> Students look at the problems of energy cost at a software company and make proposals for savings.</p>	<p>Case study commentary (DVD-ROM)</p> <p>Resource bank: Writing (page 206)</p>

For a fast route through the unit, focusing mainly on speaking skills, just use the underlined sections.

For one-to-one situations, most parts of the unit lend themselves, with minimal adaptation, to use with individual students.

Where this is not the case, alternative procedures are given.

BUSINESS BRIEF

The debate on current energy use is dominated by oil. Many experts predict that we are reaching **peak oil**, the point at which production will reach its highest point, as no more reserves will be found to replace those that have been **depleted**. Others say that new oil reserves will be found and exploited, especially as the rising price of oil will make it worthwhile to **exploit** reserves that were not previously **economically viable**. Oil is of course key to the car industry, but is also used to fire **power stations** and is the raw material for many **plastics**. The **volatility** of many of the countries that produce oil is one of the key issues in **geopolitics**.

Another **fossil fuel** is **natural gas**, often transported in refrigerated, liquid form as **liquefied natural gas** (LNG). Most of the new **power stations** developed around the world are **gas fired**. Again, the political dimension is acutely important with, for example, Russia able to cut off its supplies to its southern (and potentially western) neighbours at will.

But the fossil fuel that was so important in the Industrial Revolution, **coal**, is still key to many **developing-world economies**. A new coal-fired power station opens in China every week, and the booming economies of Asia in general are causing a fast rise in **carbon emissions**, even as emissions are rising less slowly, or even falling, in other parts of the world.

Emissions from using these **hydrocarbons** of **carbon dioxide (CO₂)** and other **greenhouse gases** cause **global warming**, and limiting them was the key goal of the **Kyoto Agreement** in the 1990s. A system of **carbon trading**, where emitters of carbon who did not use their **quota** could sell it to others who were exceeding theirs, was instituted. But following the world **economic crisis** of 2007–2009, increasing sniping from **climate sceptics**, the failure of the **Copenhagen summit** in 2009 and the relatively modest objectives for **carbon reduction** agreed at **Cancún** in 2010, progress in confronting **climate change** has been very slow.

Oil, gas and coal are, of course, **non-renewable** or **unsustainable** energy sources. Despite the lack of political will at Copenhagen and Cancún, oil-based economies such as the US are looking at **renewables** as a way of becoming less dependent on oil, quite independently of the debate on global warming. In Texas, the world's biggest **wind farms**, with their **wind turbines**, can be found next to oil wells. **Wave power** is being developed off the stormy coasts of Scotland, **tidal power** already exists in estuaries with large tidal differences, such as La Rance in Brittany, and **solar panels** are to be found in the deserts of Spain. **Hydroelectric power** has been around for a long time. But all these renewables together contribute only about four per cent of the world's **energy requirements**.

Of course, the most controversial renewable is **nuclear energy**. Some countries, such as France, depend heavily on it – nearly 80 per cent of electricity there is generated by nuclear power stations. **Green lobbyists** are opposed to **nuclear power** because of the potential risks. However, some of its erstwhile opponents have come round to the view that it is the answer to global warming.

And **alternative energy sources** (other than renewables mentioned above) are slowly emerging. Cars powered by **hydrogen fuel cells**, whose only emission is water vapour, have started to appear, and this form of energy could one day have many other applications – however, development lead-times for this are extremely long.

Energy and your students

Both pre-work and in-work students should be able to talk about energy sources and energy costs as consumers and be aware of the environmental issues and the dwindling supply of **fossil fuels**. They may also have opinions on the merger of energy companies, nuclear power and their governments' energy policies. **Energy conservation** is an important area, and students should be able to talk about what they have done in their own homes and lifestyles to reduce energy consumption.

Read on

Nancy Birdsall and Arvind Subramanian: *'Forget emissions, focus on research'*, Financial Times, November 17 2009.

Gwyneth Cravens: *Power to save the world: The truth about nuclear energy*, Vintage, 2008

David MacKay (editor): *Sustainable energy – without the hot air*, UIT, 2008

Ron Pernick: *The clean tech revolution: Discover the top technologies and companies to watch*, Collins, 2008

Paul Roberts: *The end of oil*, Bloomsbury, 2005

For further reading see also:

http://en.wikipedia.org/wiki/Renewable_energy

http://en.wikipedia.org/wiki/Chernobyl_disaster

http://en.wikipedia.org/wiki/Deepwater_Horizon_oil_spill#FRTG

<http://www.ft.com/cms/s/0/2cc64f26-d3b6-11de-8caf-00144feabdc0.html>

LESSON NOTES

Warmer

- Ask students how energy-conscious they are. Get them to give a show of hands for each of these questions, and briefly discuss each one without pre-empting the rest of the unit.
Do they ...
 - consistently switch off lights and turn down heating when leaving a room at home?
 - use energy-saving light-bulbs?
 - pay attention to energy loss from their house/flat, installing double- or triple-glazing, insulating the loft, etc.?
 - recycle newspaper, cardboard and glass?
 - pay attention to fuel economy when buying a car?
 - pay attention to fuel economy when driving?
 - look forward to being able to own an electric or hybrid car?
- You could add more questions of your own.

Overview

- Tell students they will be looking at developments in the energy industry.
- Go through the overview panel at the beginning of the unit, pointing out the sections that students will be looking at.

Quotation

- Ask students to say what Paul Ehrlich meant by this. (Energy use causes damage to the environment, so unlimited low-cost energy would cause unlimited damage.)
- Tell interested students that they can find out more about him at: http://en.wikipedia.org/wiki/Paul_R._Ehrlich.

Listening and discussion: Clean energy

Students discuss sources of energy and ways of saving energy. They then listen to an energy expert talking about alternative energy and learn and practise some energy-related language.

A

- Students work in small groups of three or four to discuss the four questions. Circulate and help students by providing any vocabulary they need. (Even for advanced-level students, some of the vocabulary might be difficult.)
- Circulate, monitor and assist if necessary, but don't interrupt the groups if they are functioning acceptably.
- Bring the class to order. Work on the word stress of any vocabulary relating to energy which students might have had difficulties with, e.g. *nuclear*, *environment*, *electricity*, *fossil fuels*, *petrol*, *renewables*, etc.
- Get students' feedback on their ideas as a whole class.

2 Suggested answers

- a) Some of the 'cleaner' energies include renewable energy such as wind power, solar (or photovoltaic) power, marine (wave/tidal) power, gases such as hydrogen and oxygen, fuel-cell power, bio-fuels, also liquid gas and low-carbon technologies generally.
- b) 'Dirtier' energies include fossil fuels such as oil and coal: oil because of the danger of oil spills such as the Deepwater Horizon disaster, also known as the BP oil spill, in the Gulf of Mexico in 2010; whilst carbon is considered to be a 'dirtier' energy, because CO₂ emissions are thought to be one of the main causes of global warming.

Some might argue that gas is a relatively clean energy, although drilling for gas, e.g. in the Arctic, or building gas pipelines can damage the environment. Others may argue

that nuclear energy is a relatively clean energy compared to oil and coal, but nuclear waste is hazardous, and the effect of radioactivity can last up to 100 years. The effects of a nuclear accident are catastrophic on both the environment and the human population, as was seen with the Chernobyl disaster in northern Ukraine in 1986 that affected Ukraine, Belarus and Russia.

B – D  CD1.18, CD1.19

- Introduce Angus McCrone and ask students if they watch Bloomberg business news on television and the Internet. Explain that Bloomberg New Energy Finance is a publication specialising in new forms of energy.
- Get students to read through the text and predict what might be in the gaps, before they hear the recording.
- Then play the recording, stopping at appropriate points and elicit the answers.

Exercise B

- 1 wind 2 low-carbon 3 carbon prices
4 clean energy 5 renewable

- Get students to discuss the question in Exercise C in pairs and report back to the class. Make sure that they give coherent reasons for their choices.

Exercise C

Students' own answers, possibly wind power or solar energy

- Get students to look at the points in Exercise D. Work on the stress and/or meaning of *-able* if necessary and play the recording again.
- Elicit the answers.

Exercise D

- 1, 2, 4, 6

→ Resource bank: Listening (page 191)

- Students can watch the interview with Angus McCrone on the DVD-ROM.

E

- Ensure students understand that the idea is to spot the impossible word in each case.
- Get them to call out the answers as a whole-class activity.
- Work on any difficulties, for example the meaning and stress of photovoltaic. (Point out that this describes the principle behind solar panels.)

- 1 carbon 2 consumption 3 reduction 4 turbine
5 renewable 6 photovoltaic

F  CD1.20

- Tell students that they are going to hear three experts talk about clean energy and reductions in carbon emissions.
- Play the recordings one by one and elicit the answers after each recording.

- 1 b 2 c 3 a

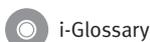
G  CD1.21

- Get students to look through the statements, then play the recording.
- Elicit the answers and work on any remaining difficulties.

- 1 Speaker 1 thinks **manufacturing companies** should make donations to offset their carbon emissions.
- 2 Speaker 2 says paying a carbon tax would only work if **taxes were reduced elsewhere**.
- 3 Speaker 3 insists that wealthier countries should stop **making demands on** developing countries.
- 4 Speaker 3 points out that many people in developing countries still don't have **(piped) gas and electricity**.
- 5 Speaker 2 wouldn't mind living near a wind farm because it would **bring employment (and services) to the area**.
- 6 Speaker 3 says having wind turbines is better than living next to a **nuclear plant / nuclear power station**.

H

- If there is time and interest, get students to discuss these points in pairs and then report their 'findings' to the whole class.
- Otherwise, do as quick-fire whole-class activity.
- In either case, insist on correct use of energy-related language.



Reading and language: *The danger of losing touch with reality*

Students read an article about the head of a Norwegian oil company and his views on how the world economy should respond to the need to limit greenhouse gases.

A – C

- Tell students about the subject of the article and do Exercise A as a quick-fire whole-class activity. Then get students to read the article in pairs and compare their answers with Helge Lund's views.
- Circulate, monitor and assist if necessary, but don't interrupt the pairs if they are functioning acceptably.
- Round up the answers with the whole class, getting students to compare their views with Lund's, e.g. *We originally said that we thought it was true that a carbon tax on industry could help reduce greenhouse gases, and Helge Lund says this in the article.*

Exercise B

- 1 Helge Lund believes this to be true, and Norway has a good record for 'curbing' greenhouse gas emissions by being one of the first countries to impose a carbon tax.
- 2 He warns that this is unrealistic, given that fact that our world is built on hydrocarbons. He says it'll be harder to change than politicians and people realise.
- 3 He says this is a reality – the world's population will grow from 6.8 billion today to 9 billion by 2050, and economic development means that more people will need energy for their cars and domestic appliances.
- 4 He argues this is not the case. Oil and gas are far easier to extract, transport, store and use than the alternative energies currently available.
- 5 He doesn't believe private companies need government support to make technological advances. He thinks competition between companies and the market is what drives technological advances, not political initiatives.
- 6 He says oil and gas will get more expensive, the supply will decrease and people will need to consume less.

- With the whole class, get students to call out the answers to Exercise C.

Exercise C

- 1 moving away (from) 2 die-hard 3 engage with
- 4 curbing 5 weaning ... off 6 set to 7 watchdog
- 8 deny 9 highlights 10 stifle 11 setting
- 12 come up with

D

- Get students to discuss the four questions in pairs.
- Circulate, monitor and assist if necessary, but don't interrupt the pairs if they are functioning acceptably.
- Note good points of language use, as well as half a dozen points that need further work, and add these on one side of the board.
- Call the class to order and get some of the individual pairs to say what their findings were.
- Praise good language points that you heard and work on half a dozen that need it, referring to notes you made on the board, getting individual students to say the right thing.

Sample answers

- 1 Helge Lund is a pioneer in that he, as an oil-industry representative, wants to get involved with the transition from high-carbon to low-carbon energy. His company, Statoil, is a pioneer in storing carbon dioxide underground in order to reduce its harmful effects.
- 2 He thinks carbon taxes or, preferably, an emissions trading scheme set by governments, will encourage companies to find profitable solutions. However, he objects to what he sees as political support and funding for particular alternative energies, which stops companies from being more innovative in their search for solutions.
- 3 Increase energy prices, reduce demand for new consumer goods, etc.
- 4 Students' own answers. Some might argue that oil companies form a 'strategic' industry in which the state needs to be directly involved. Others might say that even if they are strategic, they are best run by businesspeople rather than politicians, who would be better off having an 'arm's length' relationship with these companies. Politicians can influence companies' approach to climate change, for example, through legislation, rather than through government ownership.

E

- Do this with the whole class if there is time. Otherwise, ask your students to look at the Language reference section for homework and report back in the next class. (Don't forget to do this in the next class if this is what you have asked them to do.)

➔ Text bank (pages 126–129)

Business skills: Decision-making

Students look at meetings where decisions are made and the language that is used for this.

A – B

- Discuss the questions in Exercise A with the whole class. Be tactful – especially where managers are present with employees who work under them. (Pre-work students will have more difficulty relating to this topic, so introduce it quickly – you could make a joke about the pleasures of the meetings that await them in their working lives!)

- Read through the eight statements in Exercise B and deal with any vocabulary difficulties, e.g. *reluctant*.
- Give students time to discuss the statements in pairs. If there are any students with little or no experience of business meetings, try to pair them with students who do. If no student has experience of meetings, ask them to predict which statements might be true of a 'good' meeting.

Exercise B

Students' own answers here. One point to note is that 'good' arguing does not threaten anyone's prestige, but promotes solution-oriented discussions. Another point is that people are sometimes not aware that they stop themselves from contributing ideas at meetings, because they don't feel confident about their language level when arguing a point, or they worry that people will not take their ideas seriously.

- With the whole class, you could get students to vote on each of the points in Exercise B and write the results on the board. Discuss each point just after students have voted. (This could be very interesting – it might give you the chance to find out about the decision-making culture of the organisations whose employees you teach, and about attitudes to decision-making in different cultures.)

C – E  CD1.22

- Get students to listen to the recording 'cold', then elicit the answers for Exercise C.

Exercise C

There has been a petrol spill (leak) at a refinery in the Philippines. They decide to hold an investigation into the refinery but not stop production at this stage.

- Get students to look at the expressions in the Useful language box. Work on the stress and intonation of the expressions, getting individual students to read them with feeling. (Ensure, especially at this level, that students do not say *I am agree with you*. Though, if this comes up, you could mention that *We're all agreed, then* is possible.)
- Play the recording again, and elicit the answers for Exercise D.

Exercise D

- 1 be an idea (*Putting forward proposals*)
- 2 entirely sure; stage (*Disagreeing indirectly*)
- 3 do have to (*Emphasising a point*)
- 4 don't think; rush into (*Avoiding making decisions*).
- 5 suggestion: we could set up (*Putting forward proposals*)
- 6 really concerned; minor. (*Emphasising a point*)

- With the whole class or with students working in pairs, elicits students' ideas about the answers to the questions in Exercise E.

Exercise E**Sample answers**

By phrasing the proposal as a question rather than expressing it more directly, Tony does not reveal whether or not he wants the action to take place. Tony's commitment to the proposal is therefore weaker than if he'd said something more direct. It also makes it easier for other people to reject the proposal without loss of face for the person who made the suggestion. Alain clearly doesn't think Tony's proposal is a good idea, but he avoids disagreeing directly with Tony, presumably because he wants to maintain a good working relationship, and a more direct expression could create embarrassment for Tony.

F

- Tell students that they are going to participate in three different and unrelated meetings. Divide the class into groups of three and allocate the roles.
- Tell them they should just look at the information for the first role for the moment and get them to turn to the correct page.
- Circulate, monitor and assist if necessary, with instructions for the first role play: Meeting 1. When groups are ready, they can begin.
- Circulate, monitor and assist if necessary, but don't interrupt the groups if they are functioning acceptably.
- Note good points of language use, as well as half a dozen points that need further work, and add these on one side of the board.
- When most groups have finished, call the class to order and ask one or two of the groups what happened in their role play.
- Praise good use of meetings language that you heard in the role plays. Then go over points that need more work, getting individual students to say the right thing. Tell them that you will be listening out for the correct/improved forms in the next role play.
- Repeat the above procedure for Meetings 2 and 3, trying to ensure that they integrate the corrections you made for Meeting 2 into the role play for Meeting 3, if and where relevant.

➔ Resource bank: Speaking (page 179)

Writing: layout and structure of reports

Students look at the structure and layout of reports.

G

- You could start by getting students to look at this area on pages 146–147 of the Writing file in the Course Book, working on the ideas that may not be familiar to them, e.g. register – the appropriate style for the context in which one is writing.
- Do the exercise as a quick-fire whole-class activity.

1 plan 2 draft 3 readers 4 register 5 errors
6 layout 7 headings 8 rewrite

H

- Get students to work on this in pairs, books closed. Then, with the whole class, go over the answers.
- Work on any remaining difficulties by going back to the Writing file if necessary.

I

- Get students to start this in pairs in class and then finish it for homework. Don't forget to go over it in the next class.

Correct order of report: D, B, A, G, C, H, F, E

Suggested improvements required: Give the report a title and add headings and sub-headings: Introduction, Findings, Conclusions and Recommendations. And possibly add an executive summary, if this were a longer report. Also number sub-sections in findings and recommendations.

Sample answer**Relocating staff to Sunnydale Business Park****Introduction**

Given the high cost of office space in the city centre, the company will be relocated to the new Sunnydale Business Park on the outskirts of the city in January next year. This move will provide more spacious facilities.

Despite these benefits, a major issue is the lack of public transport links to the business park. Therefore, I was requested by senior management to investigate this issue. The main aims of the report are to find out how many staff will be adversely affected by the relocation; investigate transport links to the new premises; and make recommendations in order to help staff get to and from Sunnydale Business Park.

Findings

1 Transport options to the new location

This data is based on my experience travelling from the city in my car, and on online research and telephone interviews with the local council and train and bus companies.

- **Car and private transport**

The Sunnydale Business Park is approximately 30 kilometres from the city centre. The location has easy access by motorway to the city centre, although there is heavy traffic in rush hours.

- **Train services**

The nearest train stations are in Havington and Patchett. Havington is six kilometres away. Mainline trains run every 30 minutes to this station in peak hours and every hour off-peak and at weekends. Patchett is only four kilometres away, but the service is less frequent, with trains stopping once an hour.

- **Bus services**

There are currently no bus services from the city centre to the new premises.

2 How staff plan to travel

The data for this research was gathered by way of a written survey. Follow-up interviews were conducted with staff who did not know how they will travel to the new location. A total of 310 staff will be based at the new premises. The following chart is a summary of the findings. More details are provided in Appendix 1.

Travel to existing premises

Walk or cycle	Bus	Train	Car, motorbike or car share	Total
70	101	64	75	310

Travel to Sunnydale Business Park

Walk or cycle	Train and cycle	Car, motorbike or car share	Don't know	Total
20	20	172	98	310

The research indicates that more staff will be using private vehicles to get to work at the new location: 172 as opposed to the current figure of 75. The main reason for this is that the public transport options are very limited. There is no bus service and the nearest train stations, Havington and Patchett, are six and four kilometres away, respectively. Furthermore, the train services are not very frequent.

The findings also show that almost a third of staff (98) at all levels in the company do not know yet how they will travel to the new location. The main reasons for this were that they did not have use of a private vehicle (26) or did not know how they would travel between the train station and the business park (72). For more details see Appendix 2.

Conclusions

The fact that almost a third of staff (98) do not know how they will travel to the new location is a major concern for them and the company. It can be concluded that the company will need to help staff with transport arrangements. To do nothing would adversely affect staff morale, and there is a risk that some staff would leave the company due to the relocation.

Recommendations

In light of these findings, these are my recommendations:

1 Taxi or shuttle bus service at Havington station

Given the distance from the train stations to the business park, the company could provide a morning and evening shuttle bus or taxi service to and from Havington train station. The timetable would be integrated with the train times from the station. A similar service at Patchett station would be less useful, as the train service is less frequent.

2 Car-sharing scheme

Due to the fact many staff will now be using their cars to get to work, I would also recommend that the company provides staff with some incentives to set up a car-sharing scheme. This would be a very cost-effective, flexible option for many staff.

Both these solutions should be closely monitored and reviewed after three months in order to evaluate their effectiveness.

➔ Writing file (Course Book pages 146–147)

CASE STUDY

Energy saving at Tumalet Software

Students look at the problems of energy cost at a software company and make proposals for savings.

Stage 1: Background

- Tell students briefly the subject of the case study (see summary just above.)
- Get students to look at the pie chart showing energy consumption in office buildings. Get one or two students to present it as if in a presentation, e.g. *The three main uses of energy in office buildings are heating, cooling and office equipment. Heating represents 27 per cent of energy use in office buildings, just ahead of cooling on 25 per cent, and office equipment, also on 25 per cent, etc.*
- Ask students if they are surprised by any of the above figures, and if so, why.
- Get students to study the background information in the Course Book. If you think it's useful, read it aloud or ask a student to read it aloud. Deal with any vocabulary questions they may have.
- Write the headings from the left-hand column of this table on the board and elicit information from students to complete the right-hand column.

Company/organisation	Tumalet
Based in	Silicon Valley, California
Office space	Four buildings over 90,000 square metres
Energy-saving goals	Reducing CO ₂ emissions as part of its sustainable business strategy
Investment	\$500k over the past five years
Energy savings	\$600k
ROI*	120 per cent
Latest developments	Downturn in business Fluctuating gas and electricity prices
Result of above	Company wants to find new ways to reduce energy costs

* Teach this abbreviation for return on investment, i.e. the profit from an investment, usually expressed as a percentage of the amount invested, as here.

Stage 2: Reading and listening  CD1.23

- Get students to read the article entitled *Green business makes sense* individually, then ask some quick-fire questions about it.
- Get individual students to summarise the article as a whole, under these headings.

Office buildings: proportion of US energy consumption	33%
Office buildings: proportion of US CO ₂ emissions.	38%
Proportion of energy wasted	30%
Green initiatives affordable?	Yes, good for the bottom line*
Possible retro-fits**	Low-energy bulbs Dimming of hallway lighting during day Turn things off/down Keep up with cleaning and maintenance
Result	Significant savings

*Teach this expression: it's the final result for a company's profit or loss in a particular period.

**Improvements made to an existing building, etc.

- Tell students they are going to hear part of a meeting between Tumalet's Sustainable Business Manager, Joanne Hopper, and the Energy Project Team.
- Play the whole recording and ask students to make a list of the tasks the new Energy Project Team will have to work on.
- Students listen again. In pairs, they compare ideas. If necessary, replay the recording. Go through points with the whole class.

Suggested answers

- 1 Make proposals for energy savings and possible investment in new equipment/technologies.
 - 2 Think of ways to get staff involved in the energy-efficiency drive.
 - 3 Investigate the availability of renewable energies.
- Then get students to quickly read the article entitled *California utility expands rebates* individually or in pairs.
 - Circulate, monitor and assist if necessary, but don't interrupt the groups if they are functioning acceptably.
 - You may have to explain *rebate*, *dole out* and *offset the cost*.
 - With the whole class, elicit the answer.

Tumalet Software could receive rebates from the utility company, which would help them to fund more energy-efficiency initiatives.

Stage 3: Task

- Tell students they are now part of the Energy Project Team at Tumalet. One of their duties is to collect information about ways to save energy and report back to the group.
- Divide the class into groups of three and allocate the roles in each group. Get students to read and absorb their information. Circulate, monitor and assist if necessary, but don't interrupt students' reading if this is not necessary.
- Call the class together, say which student (A, B or C) will be chairing each meeting. Get all students to look at the agenda for the meeting.
- When they are ready, and there are no further questions, tell them to begin their role plays. Circulate, monitor and assist if necessary, but don't interrupt the groups if they are functioning acceptably.
- Note good points of language use, especially in relation to meetings language, as well as half a dozen points that need further work, and add these on one side of the board.
- When most groups have finished, call the class to order and ask one or two of the groups what happened in their discussion. Try to draw some common threads together.
- Praise good use of energy vocabulary and meetings language that you heard in the role plays. Then go over points that need more work, getting individual students to say the right thing.

One-to-one

Go through the information in the Course Book with your student. Explain any difficulties. In the Task, get the student to prepare one of the roles and you take one of the others. At the same time, monitor the language that your student is using. Note down any good examples of language and points for error correction or improvement. Come back to these later. Praise any good examples of language used and go over any errors, including pronunciation.

Do Task 2 together. Don't dominate the conversation in this task, but say enough to keep it going and allow your student to ask and answer questions. You could record the discussion on audio or video, if the student agrees, and use it for intensive correction.

- DVD-ROM: Case study commentary

Stage 4: Writing

- Tell students that they should write a report based on the outcome of the role-play meeting that they participated in. Remind them about the points that are important for reports and tell them that they should refer to the information in the Writing file for guidance. Get students to do this task for homework and e-mail it to you for correction before the next class. Don't forget to give feedback in the next class if you ask them to do this.

➔ Writing file (Course Book pages 146–147)

➔ Resource bank: Writing (page 206)

International presentations

As this is probably the first Working across cultures unit that you are doing with students, explain what cultural awareness is: the idea that people should be aware of different attitudes, ways of behaving, taking decisions, using time, etc. that other cultures may have, and how these attitudes must be taken into account in doing business in different cultures.

A

- Get students to discuss the statements in pairs.
- Circulate, monitor and assist if necessary, but don't interrupt the groups if they are functioning acceptably.
- Ask different pairs for their opinions, and compare and contrast the answers with the whole class.

B

- Get students to rewrite the statements in pairs, then contrast the different rewritings with the whole class – it may not be possible to reach a consensus for each one.

C  CD1.24–1.26

- Tell students that they are about to hear three people talking about their experiences of giving presentations multinationally.
- Focus specifically on the two questions.
- Play each recording once or twice and get individual students to answer the questions.
- Talk about the implications of each answer for a few minutes – don't just plough on with the next recording.

Speaker 1

Talks about the language used in presentations. The speaker has learned that, as a native speaker, it's important to adapt the language you use for non-native speakers in the audience who won't necessarily understand idioms, slang and colloquial expressions.

Speaker 2

Talks about audience response and interaction. The speaker has learned that audiences react and interact differently around the world.

Speaker 3

Talks about the figures and pronunciation. The speaker has learned that non-native English speakers need more time to digest numbers and figures. Using visuals can help compensate for these sorts of language problems, e.g. pronunciation. Also, before using any foreign names, do some research on the pronunciation.

D

- Get students to work on the stress and intonation of *self-deprecating*, *privacy* (point out the two possible pronunciations – with the i as in *river* or as in *hive*), *gestures*, etc. and explain the meaning of *thumbs up* if necessary.
- Get them to work on the exercise. Circulate, monitor and assist if necessary, but don't interrupt the pairs if they are functioning acceptably.

- When pairs have finished, elicit the answers. Discuss the answers for each text, seeing if students agree with them. Don't just plough on to the next exercise.

- 1 self-deprecating 2 punch lines 3 Q&A sessions
4 non-verbal signals 5 unnerving
6 hand gestures 7 thumbs up 8 privacy

E – F  CD1.27

- Tell students that they are going to hear Anneliese Guérin-LeTendre talk about the training course that she runs. (Remind students that they already heard her speaking in Unit 1.)
- Get students to look through the four sentences in Exercise E.
- It's quite a long recording, so stop in convenient places to allow students to make notes and to explain any difficulties.
- Play the recording again, again stopping at appropriate points, and elicit the answers.
- Get students to look through the questions in Exercise F and anticipate the answers – they will already have some ideas after their first hearing.
- Play the recording again, stopping at appropriate points, and elicit the answers, discussing each one briefly before playing the next part of the recording.

Exercise E

- 1 culture 2 cultural difference 3 expectations
4 particular audience 5 presenter 6 English
7 typical presentation style 8 adapted/modified

Exercise F

- 1 The difference between what we can see and what is underlying
- 2 The presenter's expertise (in order to gain credibility)
- 3 The spoken word, the visual or even the written word
- 4 It might be considered appropriate for business. Sometimes it can be interpreted as being quite frivolous, even cynical sometimes. Alternatively, it can create a relaxed atmosphere and diffuse tensions.
- 5 'Context' refers to the level of detail the audience expect. Some cultures prefer to have a lot of detail (known as 'high context', e.g. Germany, France). Others, e.g. the Anglo-Saxon nations, appreciate more concise presentations.

G

- Get students to discuss the question in pairs, bearing in mind some of the points that have already come up in this unit. Go round the class and assist where necessary.
- Bring the class to order and get representatives of each pair to talk about their ideas, and compare them.

Sample answers

On the surface: dress style, age, greeting styles
More underlying: attitudes to authority, body language, attitude to time, emotion shown in public, physical gestures, directness of speech, humour

(You could draw an iceberg on the board, with nine-tenths of it underwater, and put the answers on the appropriate part of the iceberg – above water or below.)

If you think students are ready to go further, you could point out that intercultural experts suggest there are actually three levels: what you can see (e.g. dress code), what is just below the surface (e.g. body language) and what is much deeper and harder to detect (e.g. social class, attitudes to authority).

Task 1

- Get students to prepare the task in pairs or small groups. If you are concerned that the presentation may be too repetitive in content, assign each group topics to talk about from the list so that they don't all choose the same items.
- Go round the class and assist where necessary.
- Bring the class to order and get a representative of some of the pairs to give a mini-presentation about these points. Keep this short and sweet, so as to allow as many speakers as possible to present their ideas. Monitor the language being used, especially in relation to intercultural issues.
- After all the presentations, praise good use of intercultural language that you heard in the presentations. Then go over points that need more work, getting individual students to say the right thing.

Task 2

- Get students to do this for homework and report back in the next lesson. Tell them that YouTube is a good source of presentations. You could also get them to talk about the presentation styles of reporters on TV in different countries.
- Some useful web links:
 - Present Like Steve Jobs (<http://www.youtube.com/watch?v=2-ntLGOyHw4>)
 - Deliver a Presentation like Steve Jobs (http://www.businessweek.com/smallbiz/content/jan2008/sb20080125_269732.htm)
 - Apple iPad – Steve Jobs Presentation (http://en.vividodo.com/348417/apple-ipad_-steve-jobs-presentation)
 - Procter & Gamble: Bob McDonald addresses employees as incoming CEO (<http://www.youtube.com/watch?v=w6j6qd6oqdA>)
 - Bob McDonald: Values Based Leadership (<http://www.youtube.com/watch?v=yY6zvFOqxU&NR=1>)
 - Mike Southon, entrepreneur and FT journalist (http://www.youtube.com/watch?v=DGOeK2HF_sA)
 - Henry Stewart, founder and CEO, Happy Computers (<http://www.youtube.com/watch?v=VpcotzZ-woY>)
 - TED Talks homepage (<http://www.ted.com/talks>)
 - TED talk by 'child prodigy' Adora Svitak (http://www.ted.com/talks/adora_svitak.html)
- And here are some ideas for other presentations that you might want to get students to give at different points in the course:

Presentation 1

Speaker: Film director
 Topic: Your latest film
 Audience: Film distributors
 Event: An international film festival
 Place: Rio de Janeiro, Brazil
 Time: 10 minutes

Presentation 2

Speaker: Company CEO
 Topic: Why it is a sound investment to buy shares in your company.
 Audience: potential investors
 Event: a roadshow tour organised by the management to raise its profile in key financial centres across Europe.
 Time: 10 minutes

Presentation 3

Speaker: University rector
 Topic: Advantages of studying in this country
 Audience: Erasmus students
 Event: An education fair
 Place: Brussels, Belgium
 Time: 10 minutes

Presentation 4

Speaker: An Olympic champion in (choose a sport)
 Topic: Why my city/country is the best place for the summer/winter Olympic Games in six years' time
 Audience: the members of International Olympic Committee (IOC)
 Event: a visit of the IOC Evaluation Commission
 Place: your country
 Time: 10 minutes

This unit revises and reinforces some of the key language points from Units 1–3 and from Working across cultures 1, and links with those units are clearly shown. This revision unit, like Revision units B, C and D, concentrates on reading and writing activities.

For more speaking practice, see the Resource bank section of this book, beginning on page 171. The exercises in this unit can be done in class, individually or collaboratively, or for homework.

1 First impressions

Vocabulary

- This exercise gives students further practice in the vocabulary of body language in presentations on page 7.

1 gestures 2 nodding 3 contact 4 mannerisms
5 staring 6 scanning 7 fidgeting 8 Posture
9 upright 10 slouching

Adverbs

- Students are given further practice in using adverbs, following on from Exercise E on page 8.

- I would **strongly** recommend that you rehearse your presentation several times.
- Don't rely **heavily** on PowerPoint. People come to see you, not the slides.
- It's **hugely** important that your own personality comes across in the presentation.
- Check that all the multimedia equipment is working **properly** beforehand.
- Try to breathe **deeply** – it'll help you to relax.
- It's **utterly** impossible to do the perfect presentation, so don't put too much pressure on yourself.

Skills

- This exercise gives students practice in the language of networking, from pages 10 and 11.

1 do; favour 2 mind me 3 looked familiar
4 coincidence 5 business 6 mean 7 excuse me

2 Training

Vocabulary

- This exercise develops the training- and career-related vocabulary on page 15.

1 developed 2 apprentices 3 qualification
4 graduate 5 training 6 internship 7 employer
8 intern 9 employees

Emphasising your point

- This develops the language of clarifying and confirming on page 17.

1 was anything but 2 Not only was; (but) it was also
3 What; was 4 It was; that got her 5 are anything but
6 Not only do; (but) they also

Writing 1–2

- These two exercises practise the language of formal e-mails.

Exercise 1 – Sample answers

1 warmly / am writing to / write to 2 take part in / join
3 is to / will be to 4 attached 5 held 6 (please) let
7 do / take part in 8 any queries / any further questions
9 (please) feel free / do not hesitate / you are welcome
10 forward

Exercise 2 – Sample answer

Dear Annabel

Thank you for the invitation to do this training session. It certainly looks like it will be very useful for me.

Unfortunately, I will not be able to attend on September 1st as I will be away on a business trip that week. Could you please let me know when the next session will be held?

I'd also like to know what the technical requirements are in order to participate in the online training. For instance, do I need to have a webcam?

Best wishes

3 Energy

Vocabulary

- This practises energy-related vocabulary from this unit.

1 solar panels 2 greenhouse gas emissions 3 carbon tax
4 wind farms 5 fossil-fuel 6 renewable-energy
7 wind turbines 8 energy efficiency

Articles

- Students get further practice in this area, as seen on page 24, which is tricky for even advanced learners.

1 a 2 the 3 a 4 the 5 an 6 the 7 the 8 –
9 the 10 a 11 an 12 the 13 – 14 – 15 the
16 the 17 a 18 the 19 the 20 –

Skills 1–2

- Further work on decision-making language is given here.

Exercise 1

- I know I keep going **on** about this, but it is important.
- The best **course** of action is to call another meeting.
- I'm not so **sure** I agree with you there.
- Would** it be an idea to issue a press release?
- I'm in two **minds** about this proposal.
- I don't think we should make any **hasty/rash/sudden** decisions.
- I see things a **little/bit** differently from you.
- Let's not **rush** into a decision until we have all the facts.

Exercise 2

1 c 2 a/d 3 b 4 a 5 b/d 6 d 7 b 8 d

Cultures 1: International presentations

- Students get to work further on presentations-related vocabulary from this section.

1 underlying 2 self-deprecating 3 dress code
4 establish credibility 5 take it for granted 6 get straight to the point
7 go down well 8 get the message across
9 delivery technique 10 personal touch

AT A GLANCE

	Classwork – Course Book	Further work
<p>Lesson 1 Each lesson is about 60–75 minutes. This time does not include administration and time spent going through homework in any lessons.</p>	<p><u>Listening and discussion: Customer relationship management</u> Students discuss some statements about marketing, some of them controversial, and listen to Dr Jonathan Reynolds, a marketing academic, talking about customer relationship management (CRM). They then discuss some of the issues that Dr Reynolds raises.</p>	<p>Practice File Word power (pages 22–23)</p> <p>Resource bank: Listening (page 192)</p> <p>i-Glossary (DVD-ROM)</p>
<p>Lesson 2</p>	<p><u>Reading and language: ‘Is the customer always right? Yes, she is.’ / What women really want!</u> Students read two articles on women as consumers, discuss the information in them and work further on marketing language.</p>	<p>Text bank (pages 130–133)</p> <p>Practice File Text and grammar (pages 24–25)</p>
<p>Lesson 3</p>	<p><u>Business skills: Making an impact in presentations</u> This section continues work on presentations at an advanced level. Students look at adapting presentations to particular audiences, listen to a presentation that illustrates this, and work on presentation language.</p> <p>Writing: presentation slides Students look at this area by commenting on some examples of slides and designing their own.</p>	<p>Resource bank: Speaking (page 180)</p> <p>Practice File Skills and pronunciation (pages 26–27)</p>
<p>Lesson 4</p>	<p><u>Case study: Relaunching Home2u</u> Students work on a new marketing campaign to attract young Hispanic customers to a chain of home-improvement stores.</p>	<p>Case study commentary (DVD-ROM)</p> <p>Resource bank: Writing (page 207)</p>

For a fast route through the unit, focusing mainly on speaking skills, just use the underlined sections.

For one-to-one situations, most parts of the unit lend themselves, with minimal adaptation, to use with individual students.

Where this is not the case, alternative procedures are given.

BUSINESS BRIEF

In marketing, as in other areas, the Internet is changing everything. Amazon, Google and Facebook have emerged as extremely **strong brands** in **e-commerce**, **searching** and **social networking** respectively. But there is also great **interplay** between these different types of site. In terms of leading people to the **e-commerce sites**, the influence of the **rankings** of Google and other search engines, and the advertising on them, is enormous. Companies are also having to build and protect the **presence** of their brands on **social networking sites** – a brand can have **'friends'** on Facebook. The brand's marketers would often prefer that presence to be maintained and enhanced mainly by the company (or its **web-hosting agency**) rather than by consumers, even friendly ones. **Reputation management** has become an issue. A social-networking site where travellers detail their experiences of airlines and hotels has been threatened with legal action by hotel owners, who say that some users' comments are unjustified and even **libellous**. (See the Business brief for Unit 10 for more on the issues and vocabulary of e-commerce.)

Another area where information technology is having a massive impact is in **customer relationship management (CRM)**. Previously, **segmentation** – identifying **prospective customers** with **homogenous characteristics** – had been based on broad **breakdowns** of customers by **region**, **social class** and, in some cases where a more detailed approach was possible, **psychometric analysis** of **personality**. It is on this broad analysis that many **global brands** have been and continue to be based. However, in **retailing**, using the tools of CRM such as **data mining** – the study of data collected through **loyalty cards** – allows marketers to identify individual patterns of **consumer behaviour** and model **offers** of particular interest to them as individuals, sometimes referred to in this context as **segments of one**. Data-mining software allows vast amounts of information to be **analysed**: this is a prime example of how information can be **exploited** to produce **intelligence**. With increasing corporate access to this intimate knowledge, as with the knowledge gained through **profiling** the Internet use of individual users, issues of **privacy** are becoming key.

Marketing and your students

Both pre-work and in-work students should have lots to say about marketing as consumers. Get younger ones (and even some older ones) to talk about their social-networking habits in relation to their behaviour as consumers.

In-work students not involved in sales or marketing may say that marketing does not directly concern them. However, the ideal of **market orientation** is one that most organisations subscribe to, in theory at least – the idea that marketing does not exist to foist the company's products on buyers, but to identify what customers want in the first place, and to satisfy those needs with products designed to meet them. Students may be lucky enough to work for companies at the leading edge of technology, that not only strive to identify customer needs but **anticipate** them; or even more than that, in the sense that consumers did not know they needed a particular product until it appeared – think of Apple's iPad.

Read on

Philip Kotler et al.: *Marketing management*, Prentice Hall, 2009

Dave Chaffey et al.: *Internet marketing: Strategy, implementation and practice*, Prentice Hall, 2008

Malcolm McDonald, Ian Dunbar: *Segmentation: How to do it, how to profit from it*, Butterworth/Heinemann, 2004

Francis Buttle: *Customer relationship management*, Butterworth/Heinemann, 2008

Jon Reed: *Get up to speed with online marketing: How to use websites, blogs, social networking and much more*, FT/Prentice Hall, 2010

LESSON NOTES

Warmer

- Ask students to randomly brainstorm expressions they think of when they hear the word *marketing*. Do this as a quick-fire whole-class activity and write words and short expressions on the board, for example:
salespeople advertising slick commercials creating needs conspicuous consumption e-commerce sales with a college education clever communication Mad Men (US television series about the advertising industry in New York in the 1960s)

Overview

- Tell students that they are going to look at some key marketing issues. Go through the overview panel at the beginning of the unit in the Course Book, pointing out the sections that your students will be looking at.

Quotation

- John Sculley was President of Pepsi-Cola, and then later CEO of Apple from 1983 to 1993, before Steve Jobs retook control of the company that he had founded. (Pepsi and Apple are today both seen as market-oriented organisations *par excellence*, but Apple's sales were falling fast at the end of Sculley's tenure, forcing him to leave.)
- Ask students what they think of the quotation. It could be argued that market share and sales volume are still important in many industries but that, even there, marketers have to think increasingly in terms of 'personal' relationships with individual consumers, for example with messages to them that are increasingly customised. Ask students to what extent they think this is possible/desirable. (You could give the example of the information collected by Amazon that presents you with selections of books or music 'you might be interested in', based on your previous purchases.)

Listening and discussion: Customer relationship management

Students discuss some statements about marketing, some of them controversial, and listen to Dr Jonathan Reynolds, a marketing academic, talking about customer relationship management (CRM). They then discuss some of the issues that Dr Reynolds raises.

A

- Tell students that they are going to look at some statements about marketing, and explain any difficult vocabulary, e.g. *referral*.
- Get students to discuss the points in pairs. Circulate, monitor and assist if necessary, but don't interrupt the groups if they are functioning acceptably.
- Bring the class to order and ask pairs for their 'findings', comparing those of different pairs.
- Correct any mistakes that you heard, especially in relation to marketing language, getting individual students to say and use the expressions correctly.

B  CD1.28

- Tell students that they are about to hear a marketing lecturer talk about customer relationship management. Ask if any of them have come across this expression before and if so, in what context.
- With the whole class, get students to look through the summary and anticipate what might be in the gaps.

- Play the recording, stopping at convenient points, and elicit the answers.

- 1 interact with customers 2 telesales calling
3 customer-centric / customer centric 4 at the hear
5 differences and preferences 6 consistent service

C

- With the whole class, get individual students to say the words in the box with the correct stress and pronunciation, e.g. *intrusive*.
- Then get them to work on the article in pairs. Circulate, monitor and assist if necessary, but don't interrupt the groups if they are functioning acceptably.
- When most pairs have finished, call the class to order and elicit the answers.
- Don't just plough through the answers without discussing them. After each paragraph, ask some related questions. For example, after paragraph 1, you could ask students if they have experienced increased personal resistance to unsolicited e-mails (junk e-mail).

- 1 intrusive marketing 2 direct mail
3 customer experience 4 multichannel relationship
5 customer loyalty 6 word-of-mouth referrals
7 long-term customers 8 market share

D

- Get students to discuss the points in pairs. Circulate, monitor and assist if necessary, but don't interrupt the groups if they are functioning acceptably.
- Bring the class to order and ask pairs for their 'findings', comparing those of different pairs.
- Correct any mistakes that you heard, especially in relation to marketing language, getting individual students to say or use the expression correctly.

E  CD1.29

- Prepare students for what they are about to hear by getting them to focus on the questions.
- Play the recording and elicit the answers.
- Again, personalise the activity by asking questions, for example about students' attitudes as consumers to loyalty cards like Tesco's – do they like them? (But don't pre-empt question 3 in Exercise G below too much.)

He mentions three methods:

- loyalty marketing schemes (e.g. Tesco supermarket's Clubcard);
- companies investing in the customer value to find out why customers are using their brand;
- price promotion activity.

He says investing in the customer value, in the longer term, is a 'better bet' because companies then have a better chance of retaining customers over the longer term. He feels that price promotion activity has the biggest drawbacks because this retains customers whilst the price is low, but raises the question as to whether those companies can retain that low-cost position in the marketplace.

F  CD1.30

- Move on to the final part of the interview. Get students to focus on the questions and work on their preferred pronunciation of *privacy* (/ˈpraɪvəsi/ in AmE but /ˈprɪvəsi/ in BrE).
- Play the recording and elicit the answers.

- The 'glass consumer' means that people are now more transparent to companies. (*Companies can see through us and know exactly how we behave and how we think.*)
- He describes three different attitudes to privacy:
 - 'privacy fundamentalists': people who are concerned about the amount and quality of information that is held about them by companies, and want that to be legislated against;
 - 'privacy pragmatists': those who accept the reality that companies collect data about us, and think it may even help us in terms of getting better offers in the long term;
 - 'privacy indifferents': people who couldn't care less about what information is collected about them, and are often very unaware of what is collected.

G

- Go through the questions. Depending on time and interest, discuss them with the whole class or in small groups, comparing and contrasting students' attitudes.
- Insist on correct use of marketing language and work on any difficulties.



Resource bank: Listening (page 192)



Students can watch the interview with Jonathan Reynolds on the DVD-ROM.



i-Glossary

Reading and language: 'Is the customer always right? Yes, she is.' / What women really want!

Students read two articles on women as consumers, discuss the information in them and work further on marketing language.

A

- Tell students that they are going to work in pairs and each one in the pair is going to read a different article about women as consumers. Allocate the articles to each pair and circulate, monitor and assist if necessary, but don't interrupt the pairs if they are functioning acceptably.
- When most of the pairs have finished, call the class to order and elicit the answers.

Suggested answers

- ... women control 72 per cent of purchasing and consumer spending in the US ... (Article 1, lines 5–7)
- And the earnings gap with men is expected to narrow further as the number of women being educated grows at a faster rate than men. (Article 1, lines 9–13)
- Electronics: Best Buy, which is a seller of electronic toys for children, has been promoting more female staff and trying to make stores more appealing to women and girls. (Article 1, lines 28–32)
Home improvement/DIY: Home Depot [...] the über-male DIY store has launched a range of home products by a woman designer. (Article 1, lines 32–37)
Harley-Davidson, long a symbol of male pride ... (Article 2, lines 34–35)
- Marketing Director at Barclays Local Business [...] comments: 'We know that women small business customers are less risky and more profitable for us ... (Article 2, lines 48–52), but he doesn't say why.
- Barbara K's 30-piece tool kit is designed to help. These tools are not only better looking but are also made for a woman's hand and strength, and weigh a little less than regular tools. (Article 2, lines 28–33)

Harley-Davidson, long a symbol of male pride, has added a section on its website dedicated to women motorcyclists ... (Article 2, lines 34–37)

Suggested answers (not mentioned in articles): iPod offers players in different colours; top fashion houses like Burberry's have designed carry cases.

- As ever, personalise the exercise here by asking students what they think of these ideas.

B

- Get students to quickly read the other article, then complete the exercises as a quick-fire whole-class activity. Work on any difficulties, for example the pronunciation and stress of *viral*.

1 consumer 2 appealing 3 launched 4 study
5 influenced; ads 6 word-of-mouth; viral 7 hook; target
8 individual requirements

C

- Get students to discuss these questions in pairs or as a quick-fire whole-class activity. (Treat tactfully, as ever.)
- Correct any mistakes in the use of marketing language, getting individual students to say the correct form.

D – E

- These terms are quite technical, so get students to look at the Language reference section in the Course Book, pages 130–131.
- Write some of the examples quickly on the board if necessary, pointing out the finer details. Get different students to recap different parts of the explanations.
- With the whole class, get students to identify the four examples in the articles, getting them to explain why they are defining or non-defining.
- Then get students to work on Exercise E in pairs. Circulate, monitor and assist if necessary, but don't interrupt the pairs if they are functioning acceptably.
- Call the class to order, get students to give their answers, and, above all, explain them.

Exercise D

Suggested answers

Article 1

- ... *some companies have worked out where the money is.* (lines 24–25) (defining relative clause)
- Ikea, the Swedish home furnishing retailer, provides a child-minding room. Best Buy, which is a seller of electronics toys for children, has been promoting more female staff...* (lines 26–30) (both non-defining relative clauses that provide additional information)

Article 2

- It is time to design products and marketing campaigns that actually appeal to the buying needs and habits of women.* (lines 1–4) (defining relative clause)
- Women now buy 10% of all Harleys sold, which is a stark contrast to a mere 2% in 1985.* (lines 38–41) (non-defining relative clause)

There are more examples in Exercise E.

Exercise E

1 who is 2 that/who are 3 which/that is 4 which are
5 which has (long) been; which/that is 6 which/that are
7 which/that are

These words can be omitted because they are either defining relative clauses, where the main clause and the relative clause have different subjects, or non-defining relative clauses with participle phrases.

F

- Go through the questions. Depending on time, discuss them with the whole class or in small groups, comparing and contrasting students' attitudes.
- Students may choose to talk about their buying/consumer habits and those of family and friends if they prefer. You could photocopy the following questions and hand them out, or prepare them on PowerPoint if you have the facilities. Don't waste time writing them on the board.
 - How often do you normally go shopping? Where do you usually shop? Why do you not go to alternative retailers?
 - If money was no object, what luxury product would you buy? Choose only one. What factors might influence your choice of retailer? What goods would you definitely not buy?
 - If you hate shopping, or know someone who does, how would you improve the store to cater for those waiting for a friend or partner?
- Insist on correct use of marketing language and work on any difficulties.

→ Text bank (pages 130–133)

Business skills: Making an impact in presentations

This section continues work on presentations at an advanced level. Students look at adapting presentations to particular audiences, listen to a presentation that illustrates this, and work on presentations language.

A

- Talk about formal and informal language – something that advanced-level students should be familiar with. Elicit ideas from students, too, about non-linguistic aspects, e.g. in their countries, how presenters would be expected to dress in particular formal contexts, e.g. at conferences.

B

– C  CD1.31, 1.32

- Explain the task, play the recordings and elicit the answers to questions in Exercise B.
- Play the recordings again and elicit the answers to questions in Exercise C.

Exercise B

Presenter 1: a university lecturer teaching marketing to a group of students

Presenter 2: a marketing manager presenting a new campaign to some colleagues

Exercise C

Presenter 1: 1, 3, 5, 6, 10

Presenter 2: 2, 4, 7, 8, 9

- Discuss any issues, comments, etc. as they arise.

D

– E  CD1.33, 1.34

- Get students to anticipate what might go in the gaps before they listen to the recording. (You could get them to 'hide' the Useful language box at the bottom of the page with a piece of paper.)
- Play recording 1.33 and elicit the answers for Exercise D. Then do the same for recording 1.34.

Exercise D

- 1 what I was saying 2 let's just go back
 3 up the key points 4 that's all we have
 5 take another look at 6 quote the words of
 7 one thing I'd like 8 finally, I'd like to

- Get students to look at the Useful language box now. Have them underline six expressions that they would like to learn, and practise saying them to their partner in simultaneous pairs.
- With books closed, get two or three individual students to say some of their expressions.
- Then, with the whole class, get students to categorise the expressions, as in Exercise E.

Exercise E

- a) 2, 5, 8 (and possibly 6)
 b) 1, 2
 c) 6
 d) 3, 4, 7, 8

F – G

- Get students to look at the techniques in the box, then work in pairs – Student A looks at the script for Presenter 1 and B for Presenter 2.
- Then, with the whole class, get students to categorise the expressions in the Useful language box under the two headings in Exercise G.

Exercise F

Suggested answers

Presenter 1

- 1 Use of repetition, e.g. ... *the Axe campaign, is taking the same old ideas and just adding new technology.* ... Marketers are pushing **the same old buttons** ...
- 2 Referring to a surprising fact, e.g. *Marketing is too often confused with selling.* (a bold statement)
- 3 Asking 'real' or rhetorical questions, e.g. *But what is marketing? Now, you're probably wondering, what's the significance of all of this?*
- 4 Quoting someone, e.g. *According to marketing guru Philip Kotler, there are five key processes in marketing.*
- 5 Emphasising key words, e.g. *What is **unseen** is the extensive market research and development of products, ...*
*But what **is** marketing?*
*But a company that **fails** at any one of these processes will not survive.*
*Marketers **are** pushing the **same** old buttons to sell more variations of the same old products.*
*And that's what I'd like you to do for your next assignment: **innovate**.*
*Think about a product that will make **your** life easier.*
- 6 Building rapport with the audience, e.g. *So, you know, 'Houston, we have an innovation problem'.* (using humour and informal language)
Clearly, we've got to do something different here. (involving the audience)
Oh, sorry, folks, but that's all we have time for today. (informal)
- 7 Listing points in threes or fives, e.g. ... *five key processes in marketing. First, there's ...*
- 8 Calling for action, e.g. *And that's what I'd like **you** to do for your next assignment: innovate.* (asking the audience to do something)
*Think about a product that will make **your** life easier.* (asking the audience to reflect)

Presenter 2

- 1 Use of repetition, e.g. *It may look like an Armani, it may feel like an Armani, but if you look at the price tag, you'll see it costs a fraction of the price of an Armani.*
- 2 Referring to a surprising fact or figure, e.g. ... *did you know that China's fashion market will probably grow to around 12.4 billion US dollars over the next two years?*
- 3 Asking 'real' or rhetorical questions, e.g. *Have you seen this coat?* (It could be either here.)
- 4 Quoting someone, e.g. *I'd like to quote the words of a journalist from the FT here ...*
- 5 Emphasising key words and/or figures, e.g. *It may look like an Armani, it may feel like an Armani, ... you'll see we're talking about over five billion euros. If there's just one thing I'd like you all to remember, it's...*
- 6 Building rapport with the audience, e.g. *You know, a funny thing happened to me the other day.* (telling an anecdote)
Well, of course, she gave me a list ... I bet you didn't know that, did you? That's a huge increase in growth, isn't it? (using informal language and question tags to invite the audience to agree with him)
But if you can't beat them, join them! (using humour)
- 8 Calling for action, e.g. *If there's just one thing I'd like you all to remember, it's focus on our customer base.* (asking the audience to reflect on something)

(Presenter 2 also uses two contrasting ideas e.g. *Anyway, I'm not here to tell you about my wife's new coat. ... I'm here to tell you how this new campaign is going to give us a competitive advantage.*)

Exercise G

Students' own answers. There may be no hard-and-fast answers here – ask students about their own cultures and what would be acceptable in each context there. Then compare this with what would be acceptable in the English-speaking world in each case.

➔ Resource bank: Speaking (page 180)

Writing: presentation slides

Students look at this area by commenting on some examples of slides and designing their own.

H – J

- Do this as a whole-class activity to get students into the subject. Get students to comment on the slides before looking at the tips in Exercise I.
- Then get students to give other tips, as in Exercise J. (Adjust your expectations to the students' backgrounds. Pre-work students who have rarely or never used PowerPoint will, naturally, have fewer ideas than an executive with 10 years' experience of giving presentations.)

Exercise I

- a) Tip 2 (punctuation): don't use more than one question mark.
- b) Tip 1 (type size): the font is too small to read, especially at the back of a large room.
- c) Tip 3 (use bullet points / lists of three): this list would look more effective with three bullet points.
- d) Tip 1 (too much text; type size); tip 3 (use bullet points).
- e) Tip 1 (font): the font is hard to read; tip 2 (spelling): should read *successful*.

Exercise J

Students' answers might include:

- Avoid using too many different fonts and typefaces – two or three is probably enough
- Use a corporate or university logo on each slide when presenting to people from outside the organisation.
- Don't use combinations of text in colours on backgrounds that make them hard to read, e.g. yellow on orange.
- Don't go crazy with all the different animation schemes in PowerPoint for transition between slides – one or two different types of transition is enough.

Experienced students should come up with others.

- For homework you could give further proof-reading practice by asking students to look out for five or six effective slogans in adverts in newspapers and magazines, or TV ads, posters, fliers and other publicity material in their own language, then translate them into English. Students then compare their ideas in the next class.
- Alternately, you could find errors in local tourist information leaflets or posters for international events or other advertising material in English and get students to correct them in class e.g. *Womans' volleyball championship*. (You could encourage students by pointing out that, these days, many native speakers, even at graduate level, would have trouble with this one – the correct version, by the way, is *Women's volleyball championship*.)
- Students can also proof-read the slides of a presentation in English for a classmate or colleague. What are their most common errors? But do this only where appropriate and deal with it tactfully. If there are managers and the people that they manage in the same class, it's probably not a good idea to get the subordinates to correct the managers' English (or even, perhaps, vice-versa)!
- Get students to prepare these mini presentations for homework. This will also give them more time to prepare, so as to be able to include an anecdote or news story, a memorable quote, surprising fact or figure and/or image with a caption (teach this word), etc. Where possible, they should prepare PowerPoint slides that exemplify the principles above.
- Get students to give presentations over the classes that follow – one or two per class over two classes will probably be enough on this subject. Maintain an element of surprise by only telling students at the beginning of each class who will be presenting during that class. This way they will all hopefully be motivated to prepare something.

CASE STUDY

Relaunching Home2u

Students work on a new marketing campaign to attract young Hispanic customers to a chain of home-improvement stores.

Stage 1: Background, Customer survey and Task 1

- Tell students briefly the subject of the case study (see summary just above.)
- Get students to look at the information in both the background and the customer survey in pairs. Meanwhile, write the headings on the left of the box below on the board.
- Call the class to order and elicit the information from the class to complete the right-hand side of the box, inserting information from the customer survey too, using 'approximate' phrases like the ones shown, rather than just repeating the exact figures from the survey.
- Get one or two students to present the information quickly in their own words, e.g. Home2u is a chain of more than 2,000 stores in North America and Puerto Rico. It sells Its main customers are ... etc.

Company	Home2u
Business	Home-improvement retailer
Stores	2,000 in US (including Puerto Rico), Mexico and Canada
Products sold	Easy-to-assemble furnishings and fittings, DIY tools and equipment, paint, flooring, garden furniture
Hispanic community in US	15 per cent of population: nation's largest ethnic minority
Numbers	More than 100 million by mid-century – nearly a quarter of the population
Home2u's recent campaign	Targeted Hispanics with emphasis on family, soccer (football) and salsa music
Problem with campaign	Stereotypical, didn't appeal to younger Hispanics (a massive majority – more than 90% – were turned off by it)
Reasons	Younger Hispanics have high aspirations Interested in new social media and pop culture Prefer info to be bilingual (more than half want store signage and assembly instructions in Spanish as well as English)
Plan	Relaunch campaign – edgy (teach this word), appealing, not patronising to young Hispanics
	(nearly three-quarters of young Hispanics think that the store staff patronise them, and less than a quarter would currently recommend the chain to friends, colleagues and family)

- Explain Task 1 and divide the class into groups of three. Point out particularly the instruction ... *brainstorm some [ideas] of your own.*
- Start the activity. Circulate, monitor and assist if necessary, but don't interrupt the groups if they are functioning acceptably.

- Note good points of language use, as well as half a dozen points that need further work, for example in relation to numbers, etc. and add these on one side of the board. (For example, note down any tendency of students to say *the most* rather than *most*, *the half* rather than *half*, etc.)
- Call the class to order and ask two or three of the groups to explain their conclusions, and the ideas of their own that they brainstormed.
- Praise good use of language, especially numbers language, that you heard in the activity. Then go over any points that need more work, getting individual students to say the right thing.

Stage 2: Task 2

- For the time being, work with the class as a whole. Tell students to read the celebrity profiles on their own. Circulate, monitor and assist if necessary, but don't interrupt students if they do not ask for help.
- Call the class to order and, books closed, get a student to summarise Eddie Velázquez's profile. Then do the same for the other three celebs (teach this abbreviation if students don't know it).
- Explain the task and get students to discuss the suitability of each celebrity in their groups of three.
- As ever, note good points of language use, as well as half a dozen points that need further work, and add these on one side of the board.
- Call the class to order and ask two or three of the groups to explain their choice.

Suggested answers

- **Eddie Velázquez** might be rejected on the basis that he is pushing 40, he is unknown in the US market, and he's the only male candidate. As a Latin rapper, he might also project the wrong kind of image for Home2u, but he's popular in Mexico and may appeal to 20- and 30-somethings.
- **Leona Pedraza** has already been approached by a sportswear brand. Leona should appeal to the up-and-coming market of students, single women and young mothers, as well as middle-aged women, because of her girl-next-door image, although Leona isn't as well known as the other candidates.
- **Elvira Olivás's** strong image might appeal to women wanting to do DIY, and she is also popular with the teen market and housewives. However, her contract may be expensive or problematic because she prefers to do advertising and promotional work in overseas markets.
- **Vanessa Flores** is probably the strongest candidate, but she's also a risky option, as her boyfriend problems might bring Home2u bad publicity and possibly reputational damage. Like Vanessa, her contract will probably be costly – a different offer of an endorsement deal fell through, as her fees were high.

- Praise good use of language that you heard in the activity. Then go over any points that need more work, getting individual students to say the right thing.

Stage 3: Listening  CD1.35

- Work with the whole class again. Bring students' attention to the rubric. Play the recording and elicit the answer.

Suggested answers

Jodie, the Marketing Director, wanted Vanessa Flores for Home2u's TV commercial, but Emilio says she's gone on an international tour. Jodie then asks about Elvira Olivias, but he says she prefers to do endorsement deals overseas and he also criticises her for being a prima donna (explain this if necessary). He then rejects Eddie on the grounds that he's too old, 'pushing 40'. Emilio says they should go with Leona, but Jodie isn't convinced, as Leona might be too young and/or have the wrong kind of image for the Hispanic market.

- Get students to discuss the information. (For example, you could ask younger students if they would consider a 40-year-old rapper as 'old'. They might also have things to say about the use of real Hispanic stars in product endorsement, e.g. Eva Longoria Parker for ice-cream.)



CD1.36

- Still working with the whole class, get students to look at the rubric. Play the recording and then elicit the answer.

Suggested answers

Leona doesn't sound very confident or experienced during the filming of the TV commercial. This doesn't bode well, and students might argue that Home2u needs to pick a different candidate. Others may give her the benefit of the doubt and blame her performance on a poor script.

- Again, get students to discuss the information. For example, in their own cultures, would a 24-year-old woman golfer have a profile among young people that could be exploited for endorsement purposes, even if she could say her lines correctly in an ad?

Stage 4: Task 3

- Explain the task, underlining the key points that students have to cover.
- Get students to work in the same groups of three as before, or get them to change groups.
- Get them to work on the task using pen and paper at first. When they are ready with some ideas, they could start working on some PowerPoint slides for their presentation, if facilities are available. (Otherwise, you could hand out transparencies and pens if an overhead projector is available.)
- Circulate, monitor and assist if necessary, but don't interrupt the groups if they are functioning acceptably. However, do make sure that they cover all the points in the task, rather than just some of them.
- Note good points of language use, as well as half a dozen points that need further work, and add these on one side of the board.
- When most groups have finished, call the class to order and praise good use of language that you heard in the activity. Then go over any points that need more work, getting individual students to say the right thing, especially points that will come up in their presentations.
- Then get some of the groups to give their presentations, which could be given by just one member of the group, or shared between all three.
- After each presentation, get the rest of the class to give their reactions. Get students to comment (encourage tact!) on the quality of the slides, for example in relation to the points in Writing (CB page 41), if you did that section of the unit with them.

One-to-one

Go through the activities, discussing the information as if you are both marketers. (Perhaps your student is one!)

Monitor the language that you both use. After the discussion, draw attention to some key language that your student used correctly and give praise. Also work on five or six points for correction, e.g. pronunciation, vocabulary, structural errors.

Of course, in one-to-one situations like this, student presentations can be worked on in great detail. For this presentation, it might be good to concentrate on PowerPoint slides as part of the 'Making an impact' theme introduced in the Writing section of Business Skills (even if you did not do this section with your student).

Record the presentation for intensive correction work.



DVD-ROM: Case study commentary

Stage 5: Writing

- Point out the format of press releases in the Writing file. Tell students that they can write a press release based on the outcome of the role play that they participated in, or they can write about a different decision. Get them to do this for homework. As ever, get them to e-mail it to you if possible and go through corrections in the next class.



Writing file (Course Book page 148)



Resource bank: Writing (page 207)

5

Employment trends

AT A GLANCE

	Classwork – Course Book	Further work
Lesson 1 <i>Each lesson is about 60–75 minutes. This time does not include administration and time spent going through homework in any lessons.</i>	<u>Listening and discussion: The future of work</u> Students listen to Ian Brinkley, an expert in employment trends, talking about the future of work. They then develop related language knowledge through exercises and discussion.	Practice File Word power (pages 28–29) Resource bank: Listening (page 193) i-Glossary (DVD-ROM)
Lesson 2	<u>Reading and language: Giganomics: And what don't you do for a living?</u> Students discuss the changing nature of work, read an article about portfolio working and do some related vocabulary exercises.	Text bank (pages 134–137) Practice File Text and grammar (pages 30–31)
Lesson 3	<u>Business skills: Resolving conflict</u> Students look at anger-related language and at ways of resolving conflict. They re-enact a conflictive conversation that they hear, and participate in a role play where conflict-resolution techniques and language are used. <u>Writing: avoiding conflict in e-mails</u> Students listen to a communications expert talking about possible misunderstandings in e-mails and ways of avoiding them. They then practise tactful e-mail language by improving some inappropriate e-mails.	Resource bank: Speaking (page 181) Practice File Skills and pronunciation (pages 32–33)
Lesson 4	<u>Case study: Delaney: call-centre absenteeism</u> Students read about the problems of absenteeism and low morale in a Dublin call centre, role-play an interview about absenteeism with a member of staff, prioritise the issues and discuss how to resolve the problems.	Case study commentary (DVD-ROM) Resource bank: Writing (page 208)

For a fast route through the unit, focusing mainly on speaking skills, just use the underlined sections.

For one-to-one situations, most parts of the unit lend themselves, with minimal adaptation, to use with individual students.

Where this is not the case, alternative procedures are given.

BUSINESS BRIEF

Fifty years ago, experts were predicting an age of decreasing work hours and increasing freedom from work, but we now look back on what we think of as the relatively leisurely attitudes to work of the 1950s and 1960s – at least for **professionals** and **white-collar workers** – with a kind of nostalgia. Things seem to have gone in the opposite direction, with many employees being told no longer to expect a **job for life** and to be ready for the joys of **freelancing** and **portfolio** working – working for a number of clients – from their mid-40s onwards, after learning their **professional skills** in an organisation or series of organisations. (One problem for them is keeping their skills up to date after they have left the organisation that originally ‘taught’ them.) Some find this **stressful**, others **liberating**, happy to be **salary slaves** no longer, but **work–life balance** has become a hot topic for everyone, whether freelance or salaried employees.

Governments have understood the demands of the **information economy** and have been trying to prepare for it. In the UK, for example, there has been a great expansion in the number of university places, with three times as many **graduates** coming out of UK universities as only 20 years ago. Governments are looking increasingly to the industries of this **knowledge-based economy** for future **job growth**. And the knowledge-based economy leaves those without any particular skills, who can only offer manual work, feeling increasingly beleaguered.

However, those in **skilled manual work**, such as building or gardening or care for the elderly, may feel relieved that their jobs will not be **outsourced** to China or India (even if they face competition from **developing country workers** who move to the developed world to find work in areas such as these). The Internet means that after the move of much of the world’s manufacturing to China, many **professional services** are now also moving to the **developing world**. English-speaking Indian graduates have now long benefited, of course, from the demand for call centres from businesses in the US and the UK. But India is now experiencing a second wave of service **‘exports’**, this time for legal and accounting work for its graduates, educated in the Anglo-Saxon traditions of law and accountancy. These services, along with its strong home-grown IT industry, will bring even greater economic benefits to the country, as they offer higher **added value**.

However, there is still a place for the knowledge-driven **hi-tech manufacturing** in the older economies of the West. After the **economic downturn** of 2007–2009, Germany, in particular, has experienced enormous demand for its beautifully engineered products. Much of this demand is from Asia, where, thanks to the change in the world **balance of economic power**, an increasingly large and prosperous middle class has emerged, its members keen to buy such products as BMWs and Mercedes. The added value of German products is more than enough to counteract the effects of its **high salaries** and **social charges**. Economies with high salaries and charges that cannot offer competitively priced products or services will find themselves increasingly **squeezed**.

Employment trends and your students

Your in-work students will be able to talk about how their jobs and careers have changed as technology has developed and attitudes to work have changed. Pre-work students will be able to talk about the jobs of members of their family and the type of job they expect to be doing in the future. Both pre-work and in-work students will certainly have views on employment trends in their country/region and in the wider world.

Read on

Daniel H Pink: *A whole new mind: Why right-brainers will rule the future*, Marshall Cavendish, 2008.
See also his website <http://www.danpink.com>

Barrie Hopson and Katie Ledger: *And what do you do? 10 steps to creating a portfolio career*, A & C Black, 2009

Ilan Oshrie et al.: *The handbook of global outsourcing and offshoring*, Palgrave Macmillan, 2009

Julia Hobsbawm: *The see-saw: 100 ideas for work–life balance: 100 recipes for work–life balance*, Atlantic, 2009

LESSON NOTES

Warmer

- Ask students where they see themselves in 10, 20 and 30 years' time in terms of their own work – freelance contractor, salaried employee, part-time worker, etc. They could do this in small groups and report back to the whole class. (This will provide insight into students' expectations – those of pre-work students will be particularly interesting to hear about. With in-work students over a certain age, be tactful in discussing this, of course.)

Overview

- Tell students that they are going to look at some key employment issues. Go through the overview panel at the beginning of the unit in the Course Book, pointing out the sections that your students will be looking at.

Quotation

- Ask students what they think of the quotation. Is it true that jobs-for-life no longer exist in their own countries? (You could ask them if civil servants and academics still benefit from this, and if the attraction of careers in these professions has increased or not over the past few years.)
- If interested, students can look at Homa Bahrami's Haas School of Business website page on http://www2.haas.berkeley.edu/Faculty/bahrami_homa.aspx (especially if they are interested in seeing the areas that an expert in the field of organisations and employment can get into).

Listening and discussion: The future of work

Students listen to Ian Brinkley, an expert in employment trends, talking about the future of work. They then develop related language knowledge through exercises and discussion.

A  CD2.1–2.8

- Tell students that they are about to hear eight short extracts from people (1–8) talking about different work situations (a–h), and that they will have to decide which situation each person is talking about and the advantages of each for employers and employees.
- Play the recording, stopping at convenient points and eliciting the answers.

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

B

- Go through the questions and get students to work on them in pairs.
- Circulate, monitor and assist if necessary, but don't interrupt the pairs if they are functioning acceptably.
- Call the class to order and get different pairs to relate their 'findings', comparing and contrasting them. Don't be surprised if they have very different ideas and attitudes to yours, for example about self-employment, and what people think about work–life balance. Treat tactfully. Also, see the Business brief on page 42 for arguments for and against strict legislation on working hours.

C  CD2.9

- Tell students that they are going to listen to an expert on the future of work: Ian Brinkley, of the Work Foundation, a UK body which describes itself as 'the leading independent authority on work and its future'. It aims to 'improve the quality of working life and the effectiveness of

organisations by equipping leaders, policymakers and opinion-formers with evidence, advice, new thinking and networks.' Students can have a look, after the lesson, at <http://www.theworkfoundation.com> if interested.

- Tell students to take notes while listening, as they will have to write a summary afterwards. Tell them that the word count is very important and expressing the key points within this limit is very important. (Most students will want to write too much.)
- Play the recording twice, stopping at convenient points so students can take notes.
- Get students to write their notes individually, before getting them to read their summaries one at a time.
- You could photocopy this summary before the lesson and hand it out, or copy it onto a slide.

Suggested answer

His first point is that jobs have become more skilled in many countries. The second major trend is that new jobs are being created in the 'high-value' service industries, such as hi-tech, business, health, education and creative sectors. Thirdly, job growth is taking place in certain major cities and regions but not others. (53 words)

- Get students to say what they think of the ideas expressed by Ian Brinkley.

D

- Ensure students have the correct list of service industries from the recording.
- Do this as a quick-fire whole-class activity.

Suggested answers

high-tech: biochemist, software developer, technician, telecommunications engineer

business services: accountant, financial analyst, lawyer

education: lecturer

health: radiologist

cultural and creative: architect, games designer, journalist

- Ask both pre-work and in-work students (for the latter you could make a joke about a career change, but be tactful, especially with older participants) which of these careers they would find a) most attractive, and b) most likely to become (even) more important in the future.

E – F  CD2.10

- Get students to focus on the task – they have to make a list of points about the impact of technology at work, not a complete summary this time.

Exercise E

He says three things: technology has led to quicker response times; it makes us work more quickly; and it improves communication.

- Continue from the previous discussion point to the ones in Exercise F. (With very large classes, you could get students to work on these points in pairs and report back.)
- Listen carefully to what students say, both pre-work and in-work, as this might provide some interesting pointers for the future. However, don't forget to work on language points that require it.

G  CD2.11

- Give students time to read through the text. Then play the recording and elicit the answers.

When starting out on a career, it's important to get the **most specialist widest** set of skills and experiences possible. Nowadays, most employers are not looking for specialist staff; they want people who can perform a wide variety of tasks within the company. Employers especially want people who have good **organisational communication** skills, who can **manage get on with** other people, and who can work **independently in a team**, as well as people with some **intercultural technical** competence.

H

- Get students to work on this exercise in pairs. Circulate, monitor and assist if necessary, but don't interrupt the pairs if they are functioning acceptably. With the whole class, elicit the answers, and above all, discuss why they are correct. Work on stress of longer words, e.g. *adaptability*.
- After each paragraph, discuss the implications of the information in it – don't just treat this as a language exercise.

1 knowledge 2 indispensable 3 compelling
4 success 5 unpredictable 6 adaptability
7 continually 8 increasingly 9 responsibility
10 requirements

I

- Depending on time and interest, get students to discuss these questions, either as a whole class, or in pairs with pairs reporting back as usual. Insist on correct use of work-related language.

➔ Resource bank: Listening (page 193)

- Students can watch the interview with Ian Brinkley on the DVD-ROM.

Reading and language: *Giganomics: And what don't you do for a living?*

Students discuss the changing nature of work, read an article about portfolio working and do some related vocabulary exercises.

A – D

- Discuss the questions in Exercise A with the whole class, perhaps referring to the attractions of a civil-service career (or referring back to this if you discussed it in the Warmer).
- Get students to look at the photo and say what it suggests. At advanced level, students should know the word for what this shows: *juggling*. The man is juggling a series of part-time jobs to make a living. *Giganomics*, as the article will explain, is the activity of making a living from a number of 'gigs', i.e. part-time jobs, short-term projects, etc.
- Still with the whole class, and as a quick-fire whole-class activity, get students to suggest answers to the questions in Exercise C before they read the article. (Pre-work students, and students working in some industries (or as civil servants), may have difficulty with this. Help these students with some leading questions. (Publishing is the portfolio industry *par excellence*, with its writers only very rarely having been salaried employees, and now with its armies of out-of-house project managers, editors, designers, etc. But this model is spreading to many other industries, as students will see in the article.)
- Get students to read the article individually or in pairs. Circulate, monitor and assist if necessary, but don't interrupt students if they do not have particular questions.
- When most students have finished, elicit the answers to the questions in Exercise C. Discuss them in relation to students' own careers, or ones they hope to enter.

Exercise C

- Jobs that portfolio workers might do, as mentioned in the article: career coach, writer, priest, magazine editor, non-executive director; also people who work in the creative industries such as advertising, graphic design and the media, as well as IT (line 103). Other possible fields and sectors: consulting, training and teaching.
- Suggested answers*

Benefits:

- By working for a variety of employers, no one has complete power over you to switch work on or off.
- It can be lucrative (for people like Suzy Walton).
- You keep up to date with different issues.
- It's a fantastic lifestyle.
- You have the freedom to pick and choose work, and to do it at a time that suits; you have control over what work you do.

Disadvantages:

- You have a busy diary.
- There is no job security.
- You don't have benefits like sick and holiday pay or a pension.
- The insecurity of not knowing where you'll be in six months can be more stressful.
- You have to keep up to date with different issues.
- There's a zero-tolerance attitude to being late or missing a commitment. You need to be excellent at time management.
- You feel you can't say no to anything.
- The people who employ you expect you to be on call whenever they want you.

E – F

- Get students to work on both the exercises in pairs. Circulate, monitor and assist if necessary, but don't interrupt if they are functioning acceptably.
- With the whole class, elicit the answers to both exercises, discussing *why* they are correct, and relating the information to students' own work experience (if any) where possible in order to get them to use some of the vocabulary about themselves or people they know. For example, *I'm not very good at juggling different projects – I prefer to work on one at a time.*

Exercise E

- happening or done **only once**, not as part of a regular series
- various kinds of **small** things
- gives the impression that something is or will be **bad**
- continue to learn about a subject so that you know all the **most recent** facts, etc.
- used humorously to say something is **difficult** and **needs** a lot of effort
- when two choices have **the same amount of gains and losses** so that there's little difference

Exercise F

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

G

- Depending on time and interest, get students to discuss this with the whole class or in pairs.
- If working in pairs and reporting back, get students to talk about the person they spoke to in relation to themselves, e.g. *Ana says she is pretty good at selling herself (though she says it herself!), but I'm not very good at this – it's something I have to work on.*
- Insist on correct use of work-related language.

H

- Get students to look at the Language reference section on page 132 of the Course Book and go through the information there before doing the exercise, either with the whole class or in pairs.

- 1 *-ing* form after a preposition
... talk **about being** a career coach ... (lines 2–3)
... **by working** for a range of employers, no one has complete power over you ... (lines 8–10)
... **by setting up** as portfolio workers ... (lines 19–20)
... I am terrible **at selling** myself ... (lines 44–45)
... the insecurity **of not knowing** where I'll be in six months. (lines 46–47)
- 2 infinitive after a modal verb
... he **might talk** about being a career coach ... (lines 2–3)
Nick, 37, a graphic designer based in London, **can attest** to the stress ... (lines 39–40)
... you **can't say** no to anything ... (lines 94–95)
You **should also be** able to have a better work–life balance. (lines 95–97)
- 3 *-ing* form as a noun
And what don't you do for a **living**? (headline)
... there's a zero-tolerance attitude to **being** late or **missing** a commitment. (lines 78–80)
The creative industries such as **advertising** ... (lines 100–101)
There's going to be much more multiple part-time working ... (lines 105–107)
- 4 *to* + infinitive after *It + is + adjective*
It's hard to keep up to speed ... (line 75)
- 5 *to* + infinitive to express purpose
No examples in article
- 6 *-ing* form when we want to avoid repeating a subject + a relative + a verb
Tina Brown paints a bleak picture of freelancers' lives [...], (freelancers that/who are) **grafting** three times as hard for the same money ... (lines 31–36)
... with a background in central government, **including** (that includes) the Ministry of Defence, ... (lines 53–55)
- 7 *to* + infinitive with certain verbs
... **needs to be** excellent at time management. (lines 83–84)
... **be able to have** a better work–life balance. (lines 96–97)
... **expect you to be** on call ... (line 98)
- 8 *to* + infinitive after certain expressions
... in **a bid to survive**. (line 16)
... I'm **not laid-back enough to live** without ... (lines 45–46)
... there was **a price to pay** ... (lines 49–50)
... the **freedom to pick and choose** ... (line 85)
... you're **supposed to have** control ... (line 92)

➔ Text bank (pages 134–137)

Business skills: Resolving conflict

Students look at anger-related language and at ways of resolving conflict. They re-enact a conflictive conversation that they hear, and participate in a role play where conflict-resolution techniques and language are used.

A

- The issue of conflict may be very culturally sensitive. Some cultures, for example Thais, don't like public displays of disagreement or conflict, which mean loss of face for those involved. Other cultures are more comfortable expressing themselves forcefully, e.g. Spanish and Americans, and yet others seem positively to thrive on it, e.g. the French.

- As a lead-in to this section, ask students about the last disagreement that they had with someone in the family (be very tactful), at work or with a stranger in the street. Ask them what the conflict was about and how they resolved it. Alternatively, you can give a simple example yourself, e.g. when someone jumped in front of you in a queue in a supermarket and what you did or said. Get students to look at the photo at the top of page 48. Ask students to imagine how the two speakers are feeling (work on advanced anger-related vocabulary, e.g. *She's upset, irate, losing her cool, going ballistic*, etc.) and what the conversation might be about. Get students in pairs to write a short dialogue for the photo. Circulate and help where necessary. Get one or two pairs of students to act out their dialogues for the whole class.
- Put students into pairs or small groups to discuss their views on the statements in Exercise A. There are no correct answers – this is a consciousness-raising exercise to make students aware of their own feelings about conflict and maybe think about their culture's attitude to conflict. Call the class to order and ask them about other types of workplace conflict that can arise, e.g. between departments, between boss and staff.

B

- Get students to look at the checklist. Deal with any questions, e.g. *sort something out*. Students work individually to answer the question 'Which do you most often use?'
- Put students into pairs to compare their answers and discuss the other two questions. Call the class to order and go through the last two questions with the whole class, asking students which conflict resolution techniques get the best results and other techniques that they have used or seen used.

C

- Get students to read the extract and deal with any questions. Tell them they have to memorise the essential information.
- Books closed, students then work in pairs to summarise what they've read.
- Ask the whole class if they think they are good listeners – most of us like to think we are. Ask them to give you examples of how they show other people they are listening such as: nodding, smiling, eye contact, asking more questions, etc. But don't forget cultures where listening in silence and waiting several seconds before talking oneself is often the norm, e.g. Finland and Japan.

D – E  CD2.12

- Tell students that they are going to listen to a conversation between two work colleagues. Tell them to listen out for what the conversation is about and what techniques Carl uses to show he is listening to Yolanda. Play the recording once and get students to write their answers individually, then compare them in pairs. Ask what the conflict is about. (Carl's phone calls disturb Yolanda when she's working.)
- Play the recording again so that students can identify all the techniques Carl uses. Go through the answers with the whole class.

Exercise D

- Carl stops what he's doing and asks Yolanda to repeat what she's said: *Could you say that again?*
- He tries to show some understanding: *Got too much to do? I know the feeling.* But he has clearly missed the point.
- Then he paraphrases what's she's said – *So, what you're saying is ...* – but only to be funny, which annoys Yolanda.
- Later he does finally encourage her to continue, rather than interrupting or making fun of her or defending himself – *I'm sorry, I'm sorry. You were saying ...* and later *No, no, I'm listening. Please go on.*
- Next he shows he understands her point of view – *I appreciate how you feel ...* – before explaining the situation from his point of view.

Exercise E

- a) 1, 5, 6, 9, 12
b) 3, 4, 10, 11, 13
c) 2, 7, 8, 14

- Get students to work in pairs. Refer them to the audio script on CB page 173. Deal with any remaining questions. Get students to read the dialogue aloud, paying attention to their intonation. Monitor students' performance and make a note of any problems students are having with the features of connected speech.
- Call the class together and drill any phrases students had difficulties reproducing at a natural speed and rhythm, e.g. *driving me up the wall, when I'm using the phone, most of the time*, etc.
- Students then swap roles and repeat the dialogue, trying to reproduce it at as natural a speed and rhythm as possible.
- Finally, call the class together and ask students how they would resolve the situation. Don't reject any ideas at this stage. One suggestion is that they work in different offices, although then Carl might just be disturbing other people. It could also help if Carl could learn to speak more quietly, but that seems unlikely.
- Ask students at the end to decide what they thought was the best solution mentioned. For further practice, students, in the same pairs, might like to finish the conversation between Carl and Yolanda.
- Circulate and help as necessary. Then call the class to order and ask one or two pairs to re-enact the resolution of the conflict between Carl and Yolanda that they enacted when in parallel pairs.

F

- Explain the task, read the text together with your students, or get one of them to read it, and divide students into two groups. Group A and Group B look at their corresponding information on pages 151 and 159 respectively – make sure that students turn to the correct page. Then put students into A+B pairs to carry out the role play.
- Circulate, monitor and assist if necessary, but don't interrupt the pairs if they are functioning acceptably. Make a note of students who carry out the task successfully, any target language used and five or six language points for correction, including pronunciation.
- When most pairs have finished, go through feedback with the whole class, praising appropriate language used for active listening, paraphrasing and checking understanding. Write up any points that need further work on the board and get students to say the right things, in context.
- Ask students if they were able to resolve the conflict, and if so, how.

➔ Resource bank: Speaking (page 181)

Writing: avoiding conflict in e-mails

Students listen to a communications expert talking about possible misunderstandings in e-mails and ways of avoiding them. They then practise tactful e-mail language by improving some inappropriate e-mails.

G

- As a lead-in to this section, ask students what kind of e-mails they generally write and receive, how many e-mails they deal with in the course of a day, if they ever react badly to the e-mails people write to them and what sort of problems they sometimes have. (They might mention the danger – and in the worst cases, threat to one's career – of firing off an angry e-mail when letting feelings cool down for a few hours or days might be a better option.)
- Get students to say what they think a course on e-mail netiquette might cover. As the point above suggests, it might cover not only 'polite' language, but situations where it would be better to wait before writing e-mails, situations where it would be better to phone, etc. (Point out the origin, if students haven't got it, of *netiquette*: 'Internet etiquette'.)

H  CD2.13

- Tell students they are going to listen to intercultural expert Rob Giardina's views related to the above questions and specifically on the three questions mentioned here. Split the class into three groups.
- Tell each group to listen for the answers to just one of the questions and to take notes while they listen. Students compare their notes in their groups and add any extra information their colleagues heard which they didn't. Circulate and monitor, dealing with any questions.
- Play the recording again, this time pausing briefly after each question to allow students time to complete their notes. Again, each group compares their answers. Put the students into groups of three, with one person from each of the previous groups. Tell them to exchange the answers to the three questions.
- Go through the answers with the whole class. Discuss students' views on what they heard. Have they ever experienced misunderstandings of the type mentioned in the interview? In-work students who work with multinational teams might be able to talk about the different communication styles of their different cultures. As always, treat tactfully, and avoid negative comments about particular cultures.

- 1 No visual information, e.g. smiles or nods, being able to say, 'I don't understand'.
Your context is different from their context. For example, you write a quick e-mail, and they see it as brusque and direct.
Some people don't express themselves well in writing.
- 2 When you read an e-mail, don't always believe your first impression – think about other possible interpretations. When you write e-mails, think about how the other person could maybe misinterpret what you're writing and then make it clear that you don't mean that. Take into account the other person's perspective and context and, if necessary, ask open, neutral questions. E-mail can be particularly useful for multi-cultural teams because you can avoid the misunderstandings that can be caused by different communication styles and differences in things like body space or eye contact, etc. You can't interrupt or be interrupted.

- 3 You could talk about the problem face to face or on the phone, but if you're angry or frustrated, e-mail can help you to control what you communicate. You can make your e-mails more rational and less emotional.

I

- Get students to do this in pairs in the way suggested in the Course Book, then bring the class to order and go through the answers with the whole class. However, if you're running out of time, do as a quick-fire whole-class activity.
- In both cases, be sure to discuss the issues arising, rather than just ploughing through the possible answers.

Suggested answers

- 1 (Using *must* in requests can sound too direct. It helps to explain the reason why you are making the request. Remember to use *please* and *thanks / thank you* when making requests.)
Hello everyone. I need to get an update from you on each of your projects ASAP. What I'm looking for is any progress you can report on the projects. I'm working on a departmental report and I want to be able to include this information. Many thanks!
- 2 (It's common in British English to soften an order or instruction by wording it as a request. It's polite to allow for the fact that some people may not be able to attend.)
Hi guys, Samira wants us to have a meeting on Tuesday morning at 10.00. This meeting is very important, so please make every effort to be there. And let me know ASAP if you can't make it. Thanks.
- 3 (Don't write in capital letters in e-mails – many people associate this with shouting. Extra punctuation, such as the question marks here, can also seem rude. The use of humour and the 'smiley' at the end mitigates the directness of the request a little, but it's debatable whether emoticons are appropriate in business e-mails – most people would say not, as they can be seen as pretty infantile. Showing empathy for the position of the person you are writing to is a way to avoid misunderstanding and potential conflict.)
Hi Carol. I realise you're up to your neck at the moment, but could you please send me those monthly figures ASAP? Thanks.
- 4 (It's important not to get too emotional in an e-mail, as it may be seen as flaming, even when that was not the intention. Always check that your e-mails sound polite and rational before clicking on SEND.)
Hi David, This is a little awkward. I'd really like to help, but I'm just too busy at the moment to deal with this request. Can it wait, or could you find someone else to take care of it?
- 5 (A short e-mail is not necessarily rude. However, it's never a good idea to swear or use symbols to represent swear words in an e-mail, as it makes the tone much more negative.)
Hi, guys. What's happening with that product presentation?
- 6 (A misunderstanding involves both parties, and it's more common for misunderstandings to occur in asynchronous communication like e-mail. The use of the adverb *simply* here seems to intensify the negative tone of the message. It's typical in British culture to apologise when such misunderstandings arise, but it isn't essential.)
(I'm sorry) There appears to be a misunderstanding here. What I'd like you to do is follow up with them and report back to me. Let me know if anything isn't clear. Thanks.

➔ Writing file (Course Book page 143)

CASE STUDY

Delaney: call-centre absenteeism

Students read about the problems of absenteeism and low morale in a Dublin call centre, role-play an interview about absenteeism with a member of staff, prioritise the issues and discuss how to resolve the problems.

Stage 1: Background and Report on absenteeism

- As a lead-in, ask students what *absenteeism* means (regular absence from work or school without a good reason), work on its stress: *absenteeism*, and ask students why they think staff at a call centre might be absent from work regularly.
- Don't spend too long on this discussion, as most of the issues come up later on in the case study. Get students to study the background information. Read it aloud, or ask students to read it aloud. Deal with any questions they may have. Write the headings from the left-hand column of the following table and elicit information from students to complete the right-hand column.

Company	Delaney
Based in	Dublin, Ireland
Client	Major car-hire company, which has outsourced its European booking operations to Delaney
Number of staff	260 full-time and part-time
Staff profile	Mostly young women in their mid-to late-20s. Many of them are fluent in English, Spanish, Italian, French or German.
Average employment tenure	three years
Problems associated with staff turnover	High costs of recruitment, selection and training Newer staff have lower productivity levels The competitiveness of the Irish call-centre industry

- Use the same approach to go through information from the report.

Instigator	Delaney's HR department
Subject	Absenteeism in the company
Length of study	12 months
Findings:	
Average no. days taken per year	seven
Reported causes	Headaches, migraine, colds, flu, back problems, stress
Consequences	Delays answering calls Extra work and stress on colleagues Cost of finding replacement staff Uncertainty in planning
Long-term consequences	Caller/client dissatisfaction
Solution	Find ways to reduce absenteeism and effective ways to deal with it when it does arise

Stage 2: Task 1 and Listening

- Divide students into two groups. Refer each group to a different role card: Group A turns to page 151, and Group B turns to page 159.
- Ask them to read their role cards and deal with any questions they have, after they have discussed their ideas as a group. It's a good idea in the first instance to allow time for peer teaching.
- Tell Group A to think about possible reasons why the agent is off sick so often and what you, as her manager, could say to her in the interview.
- Tell Group B to discuss and plan what the agent could say in this delicate interview with her manager. Giving students time to prepare for the role-play helps to increase the length of their utterances and the level of accuracy.

Possible reasons for absence

- Personal problems she doesn't want the company to know about
 - Pretending to be ill to take a day off work when she feels like it
 - Lack of motivation, low morale, low pay
 - Pressure of workload, lack of control over workload
 - Feeling bored, undervalued, or overqualified for the job
- Pair students up with someone from the other group to do the role play. Circulate and monitor the language that they use. Make a note of any target language used and five or six common errors for later correction.
 - After the discussion, draw attention to some key language students used correctly and give praise. Also work on the points for correction, put these on the board and elicit the correct form, pronunciation, word, etc. from students.
 - Ask students for feedback on how their discussions went, if they were able to avoid a conflict and resolve the problem, and if so how? Ask the students who played the agent if they felt their manager had been supportive or not.

CD2.14–2.19

- Get students to look at the rubric relating to the Consultant's findings. (The consultant was commissioned by the HR department, following the findings of its report on absenteeism.)
- Emphasise that students will have to summarise what they hear: get them to take notes.
- Play the recording once or twice and check students are indeed taking notes.
- Get one or more students to summarise what they heard.

- Agents and team leaders alike complain about the pressure of workload, the need to rush callers through bookings, and difficulties meeting the strict performance targets.
- It's not always possible to deal with customers in five minutes and customers can get angry when agents rush them.
- Agents feel suspicious about the purpose of call monitoring.
- Staff feel unsupported by management. Team leaders complain there is no flexibility and they aren't allowed to make decisions. Agents complain that they can't have a break after dealing with a difficult customer and that e-mails from team leaders are rude.

- With the whole class, get students to anticipate some of the solutions that the consultant might suggest, but don't pre-empt Task 2 too much.

Stage 3: Task 2

- Get students to read Task 2. Deal with any questions. Divide the students into groups of five or six. Tell them that each group will be the management team from Delaney during this task. Get them to allocate roles among themselves (e.g. the Operations Manager, the Human Resources Manager, the Chief Financial Officer, one or two Team Managers) – The Operations Manager is the senior member of staff that all the others report to. They could also have a representative from the consultants, APP. Get students to draw a 'name plate' that they can stand on the desk in front of them e.g. 'OPERATIONS MANAGER' so all students know the roles of the others.
- One of the managers, probably the Operations manager or HR manager, should lead the discussion and one student should be note-taker. When students are ready and clear about the task, get them to begin.
- Circulate and monitor, checking students are carrying out the task correctly. Make a note of any useful language being used and five or six common errors for correction, including pronunciation, for later feedback.
- When most groups have finished the task, bring the class to order. Praise the strong points that you heard and work on five or six points that need correction.
- Ask the note-taker from one or two groups to report back on how they prioritised the tasks and any solutions they came up with. There is no right answer to this question. Students may or may not reach a consensus.
- To round off the activity, highlight and summarise some of students' best ideas. As further practice, students could be asked to write up action minutes from their management meeting (see Writing file CB page 144).

One-to-one

Go through the information in the Course Book with your student. Explain any difficulties.

In Task 1, you and your student are a team manager and a call-centre agent.

Allow the student time to prepare their role. During the role play, monitor the language that your student is using, and language that you choose to use.

Note down any good examples of your student's language and points for error correction or improvement. Come back to these later. Praise any good examples of language used and go over any errors, including pronunciation.

Do Task 2 together, with each of you playing a different manager – decide which manager you are each playing at the start. Don't dominate the conversation in this task, but say enough to keep it going and allow your student to suggest ways to resolve these issues. You could record the discussion on audio or video, if the student agrees, and use it for intensive correction work afterwards.

- DVD-ROM: Case study commentary

Stage 4: Writing

- Get students to study the writing task and deal with any questions. Brainstorm the information that should go in the e-mail and put these points on the board. Alternatively, this could be made into a report-writing task.
- Get students to look at the model e-mail on page 143 of the Writing file in the Course Book again (or report writing on pages 146–147). Get students to write the final e-mail or report for homework, as this could probably be quite a long piece of work in either case. As ever, get them to e-mail it to you if possible and go through corrections in the next lesson.

➔ Writing file (Course Book page 143)

➔ Resource bank: Writing (page 208)

AT A GLANCE

	Classwork – Course Book	Further work
<p>Lesson 1 Each lesson is about 60–75 minutes. This time does not include administration and time spent going through homework in any lessons.</p>	<p><u>Listening and discussion: Trust me: corporate responsibility</u> Students listen to Philippa Foster Back, Director of the Institute of Ethics, talk about current thinking on business ethics; they work on language in this area and discuss their own opinions.</p>	<p>Practice File Word power (pages 34–35) Resource bank: Listening (page 194) i-Glossary (DVD-ROM)</p>
<p>Lesson 2</p>	<p><u>Reading and language: The corporate conscience: Sherron Watkins, Enron whistleblower / Drug whistleblower collects \$24m</u> Students compare and contrast two articles about corporate scandals. They also work on the modal perfect, to talk about what could have been done differently.</p>	<p>Text bank (pages 138–141) Practice File Text and grammar (pages 36–37)</p>
<p>Lesson 3</p>	<p><u>Business skills: Ethical problem-solving</u> Students discuss two situations involving ethical problem-solving at work, listen to an ‘agony aunt’ giving her opinion about them, and work on expressions for giving advice. <u>Writing: meetings and action points</u> Students look at some tips for successful meetings, listen to a meeting about making staff redundant, then hold a meeting themselves and write the action minutes following it.</p>	<p>Resource bank: Speaking (page 182) Practice File Skills and pronunciation (pages 38–39)</p>
<p>Lesson 4</p>	<p><u>Case study: Dilemmas at Daybreak</u> Students study a food company that is accused of putting too much sugar in its products and poor labelling. They role-play executive meetings to plan a new ethical approach and write a press release.</p>	<p>Case study commentary (DVD-ROM) Resource bank: Writing (page 209)</p>

For a fast route through the unit, focusing mainly on speaking skills, just use the underlined sections.

For one-to-one situations, most parts of the unit lend themselves, with minimal adaptation, to use with individual students.

Where this is not the case, alternative procedures are given.

BUSINESS BRIEF

Business ethics is a module taught at many business schools – MBA students discuss ethical issues to prepare them for the dilemmas they will face when they return to corporate life. **Corporate social responsibility**, or **CSR**, is the name increasingly used by companies to talk about their efforts to do ‘the right thing’ both locally and as **global citizens**.

A brand’s value nowadays may not just be about profit and loss, but also **accountability** – for example, being able to demonstrate clearly a product’s **sourcing**: where and how it was made. Companies produce **social audits** to talk about their performance in relation to all their **stakeholders** – not only suppliers, but all **employees, customers, suppliers, shareholders** and the countries where they operate as a whole. (In **stakeholder theory**, shareholders are just one of the many interested parties.)

These reports are designed to reassure everyone that companies are behaving **ethically** in everything from **working conditions** and **labour practices** to their **environmental impact**, not only of factories but also of warehouses and offices. Another aspect is the **effect** of companies’ products in terms not only of the sourcing of the materials and parts put into them, but their **impact when in use** and the degree to which materials used to make them can be **recycled** when they are replaced. Companies talk increasingly about minimising their **carbon footprint** – the amount of carbon dioxide emitted by all their activities and products – as part of the effort to combat **global warming**.

This is all part of companies’ efforts to underline their **sustainability** – the idea that their activities can continue indefinitely without causing harm – and **transparency** – the idea that they have nothing to hide. (Sceptics may describe efforts to hide or relativise the environmental impact of a company’s activities as **greenwash**.)

Pressure from consumers is causing companies to be increasingly transparent about labour practices. Clothing companies are keen to demonstrate that their suppliers in developing countries do not use **sweatshop labour** or **child labour**. Multinationals argue that they have an interest in making working conditions at overseas suppliers a model for others to follow. They point out that conditions at their suppliers are often better than at local suppliers, who do not work with the outside world.

As in so many areas, the Internet is having an impact – people can see local conditions for themselves by looking at videos shot in local factories or industrial sites, sometimes clandestinely. **Consumer activists** unhappy about a company’s behaviour may hack into its websites or cause them to crash in **denial of service (DOS) attacks**, where a company’s website is overloaded with traffic. Activists who carry out these attacks are called, informally, **hacktivists**.

Business ethics and your students

In-work students will often be able to talk about the sustainability of their company’s products or services, labour conditions, ethical manufacturing and purchasing, the effect of their company’s products/services on society and the environment, the company’s financial and non-financial reports and contribution, or lack of contribution, to CSR. (But be careful not to alienate students by ‘egging them on’ to criticise their companies’ efforts or lack of them in this area, and in most organisations, even small ones, do not expect them to know all the details of operations that are a long way from their own responsibilities.)

Pre-work students may have experience of labour conditions and environmental impacts when working for companies on work placements or as part-time or temporary employees. Pre-work students may also be more aware than in-work students regarding issues such as (un)ethical fashion labels.

All students will have general world experience of buying (non-)ethical brands as consumers and may discuss the importance of corporate social responsibility when creating a positive or negative corporate image. They can also talk about whether companies should demonstrate greater responsibility and accountability to stakeholders such as employees, the local community and developing countries.

Read on

Stephen Asbury and Richard Ball: *Do the right thing: The practical, jargon-free guide to CSR*, IOSH Services, 2009

Andrew Crane and Dirk Matten: *Business ethics*, OUP, 2010

Matthew Gill: *Accountants’ truth: Knowledge and ethics in the financial world*, OUP, 2011

Paul Griseri and Nina Seppala: *Business ethics and corporate social responsibility*, Cengage, 2010

Manfred Pohl and Nick Tolhurst: *Responsible business: How to manage a CSR strategy successfully*, Wiley, 2010

LESSON NOTES

Warmer

- Ask students to brainstorm a list of adjectives to describe attributes of an ethical business leader or manager. Write on the board: *An ethical business leader or manager should be ... (honest, trustworthy, open, fair, transparent, etc.).*
- Then ask students to brainstorm nouns related to ethics. Write on the board: *An ethical business should establish a corporate culture based on ... (e.g. honesty, trust, integrity, good conduct, values, openness, fair-mindedness, courage, transparency, etc.)* and write students' ideas up on the board.
- Alternatively, or in addition, ask students what they understand by the title of the unit, 'Ethics'.
- Point out that *ethics* is singular, even if many native speakers use a plural verb after it. The related adjective is *ethical*, not *ethic*. However, *ethic* can be used as a singular noun in expressions like *work ethic*.

Overview

- Tell students that they will be discussing business ethics and corporate social responsibility (CSR). Go through the overview panel at the beginning of the unit, pointing out the sections that students will be looking at.

Quotation

- Get students to look at the quotation and ask them what they think of it. (For those with a literary bent, you could point out that Shaw wrote the play *Pygmalion*, on which the musical *My Fair Lady* was based.)
- In addition, you could quote Groucho Marx: 'These are my principles. If you don't like them, I have others!'

Listening and discussion: Trust me: corporate responsibility

Students listen to Philippa Foster Back, Director of the Institute of Ethics, talk about current thinking on business ethics; they work on language in this area and discuss their own opinions.

A – B

- Go through the quotes with your students and explain any difficulties, e.g. meaning and pronunciation of *ingenious*. (You could point out that the first quote is from the 1987 film rather than the 2010 sequel, that had the secondary title *Money never sleeps*. Ask students if they have seen either of these films.)
- Get students to discuss the quotes in pairs or small groups. Circulate, monitor and assist if necessary, but don't interrupt the groups if they are functioning acceptably.
- Call the class to order and compare and contrast the opinions of different groups.
- Use the same procedure for Exercise B. If students are short of ideas, as homework you could ask them to do an Internet search on 'Bhopal', 'Enron', 'BP Gulf of Mexico', etc. to find out more about these particular scandals, and 'sweatshop labour/labor', 'pricing cartels', etc. to see what comes up in general, and come back with their findings in the next lesson. Don't forget to check their findings if you ask them to do this.

C  CD2.20

- Tell students they are going to hear Philippa Foster Back, director of the Institute of Business Ethics, talking about corporate responsibility. (If students ask, you can tell them that *OBE* stands for 'Order of the British Empire', an honour

given under the UK honours system, similar, for example, to the *Légion d'Honneur* in France. They can find out more about her organisation at www.ibe.org.uk.)

- Get students to read the three summaries individually. Explain any difficulties. Tell students that they have to identify the correct summary of what they are about to hear.
- Then play the recording, stopping at convenient points. Elicit the answer.

Summary 2

- Discuss any issues arising and work on pronunciation of any words causing difficulty, e.g. *environmental*.

D  CD2.21

- Get students to focus on the question. Play the second part of the recording and elicit the answer.

- 1 'Trust me' model: 100 years ago, when there were family-run companies, there was a great deal of trust around the way that companies were being run. Companies were more paternalistic, so there was an attitude of 'Don't worry, we'll look after you'.
- 2 In the 1980s/1990s, there were some corporate scandals that caused people to doubt the trust model. There was also more awareness of how companies were behaving, especially concerning environmental issues and in the oil and gas industries.
- 3 'Involve me': the attitude of 'Involve us in how you do your business. We would like to help you to do it better'. The 'involve me' model worked for some companies but not for others, and then it evolved to the 'show us' model: 'Show us you are doing business in the right way'.

- As ever, discuss the points with students rather than rushing through them.

E  CD2.22

- Get students to read through the text and suggest what might go in the gaps.
- Then play the recording and see if their predictions are confirmed.

- 1 corporate responsibility
- 2 prove to
- 3 corporate responsibility reports
- 4 sustainability reports
- 5 stakeholders
- 6 obey me
- 7 not behaving
- 8 enforce the law / enforce laws

F

- With the whole class, get students to say which of the models in Exercise E is used a) by their organisation, or in the case of pre-work students, an organisation that they are interested in, and b) by most companies in the world today.

G – H

- Get students to work on these exercises in pairs or small groups. Circulate, monitor and assist if necessary, but don't interrupt the groups if they are functioning acceptably.
- Call the class to order and elicit the answers to Exercise G. Explain any difficulties and work on pronunciation and stress, for example of *paternalistic*.

Exercise G

- 1 paternalistic
- 2 account; scandals
- 3 reports; irregularities
- 4 supply
- 5 labour
- 6 stakeholders
- 7 reputation
- 8 unethical

- Then get students, again in pairs or small groups, to comment on the statements using the system shown in Exercise H.
- Circulate, monitor and assist if necessary, but don't interrupt the groups if they are functioning acceptably.
- When most groups have finished, call the class to order and compare and contrast their findings – there are no right answers – the idea of the statements is to stimulate discussion.
- Work on any remaining difficulties, getting students to say the right forms.

➔ Resource bank: Listening (page 194)

⊗ Students can watch the interview with Philippa Foster Back on the DVD-ROM.

⊗ i-Glossary

Reading and language: *The corporate conscience: Sherron Watkins, Enron whistleblower / Drug whistleblower collects \$24m*

Students compare and contrast two articles about corporate scandals. They also work on the modal perfect, to talk about what could have been done differently.

A

- Do this as a quick-fire whole-class activity.

Definition c)

(Definition a) is a red herring. There isn't a specific word in English for this. Definition b) is an industrial spy, someone who commits industrial espionage.)

The term *whistleblower* derives from the practice of English policemen, who would blow their whistles when they noticed the commission of a crime. The whistle would alert other law enforcement officers and the general public of danger.

B

- Focus students' attention on the five questions and allocate the articles to Students A and B. (Don't let students choose, as this wastes time.)
- Get students to read their articles. Circulate, monitor and assist if necessary, but don't interrupt if students are reading without problems.
- When students have finished, call the class to order and elicit the answers.

- 1 Sherron Watkins worked for Enron, the world's biggest energy trader at the time.
David Franklin worked for the pharmaceutical company Parke-Davis, later bought by Pfizer.
- 2 Sherron Watkins uncovered accounting fraud. She first exposed the fraud via an anonymous memo and later spoke to the founder and Chairman in person.
David Franklin exposed illegal and fraudulent marketing of a drug. He took the company to court.
- 3 Sherron Watkins was an internal whistleblower.
David Franklin was an external whistleblower who reported the wrongdoing outside the company.
- 4 Yes, David Franklin has become a millionaire.
- 5 There are no obvious traits that they have in common other than that they are both whistleblowers.

You could point out that today Sherron Watkins is now a lecturer in business ethics. You could show the following videos of interviews with her to your class, or get them to watch them outside the class and report back:

<http://www.cbsnews.com/video/watch/?id=2116787n>

<http://news.yahoo.com/video/business-15749628/whistleblowers-a-different-breed-18390807>

David Franklin has chosen to remain out of the public eye and has rarely given interviews, but students can read about him at [http://en.wikipedia.org/wiki/David_Franklin_\(scientist\)](http://en.wikipedia.org/wiki/David_Franklin_(scientist)). (Give them the full web address as there are a number of people with this name on Wikipedia.)

C

- Depending on the level of the class, get students to look again at the same article, or if they are more advanced, get them to swap articles for this activity.
- Get students to do the exercise and circulate, monitor and assist if necessary, but don't interrupt the students if they have no particular questions.
- Call the class to order and elicit the answers for each article.

1 mired 2 stumbled across 3 work up the guts
4 taken the helm 5 dismissed 6 cooks the books
7 come clean 8 plead guilty 9 to settle 10 reported
11 hefty (speaker's) fees 12 reimbursement
13 filed a (whistleblower's) lawsuit 14 compliance

D – F

- With the whole class, get students to say what Sherron Watkins could have done, should have done, would have done, etc. and write correct forms of some of the students' utterances on the board, for example, *She should have (should've) seen the warning signs sooner, She could have (could've) gone outside the company*, etc.
- This is to focus students' attention on modal forms. Get students to look at the Language reference section in the Course Book, page 134, and talk them through the explanations and examples.
- Then get students to discuss the questions in Exercise F in parallel pairs. Circulate, monitor and assist if necessary, but don't interrupt the pairs if they are functioning acceptably. Note good points of language use, as well as half a dozen points that need further work, especially in relation to modal perfect forms, and add these on one side of the board.
- Call the class to order. Ask pairs for their answers to the questions, comparing and contrasting those of different pairs.
- Praise good use of modal perfects that you heard in the activity and get students to correct mistakes that you heard by asking them to repeat the correct forms.

Exercise E

- To hypothesise about and comment on the past: *She could have gone outside the company; I would have gone to the company's auditors; I doubt that would have helped.*
- To criticise past actions: *Sherron Watkins should have done something sooner*
- To express regret: *She herself says she should have seen the warning signs.*

Exercise F

Suggested answers

- 1 Because it means risking your job and career; because the situation might correct itself without you saying anything.

- 2 There is the risk that people may say the wrong things if payment is an incentive. It is better to guarantee the protection of genuine whistleblowers rather than offer to pay them.
- 3 It could be argued that whistleblowers like David Franklin forced the pharmaceutical company to pay money back to the government. Sherron Watkins believes her actions helped to convict people at Enron, and helped get important legislation passed, the 2002 Sarbanes Oxley Act, requiring CEOs and CFOs to certify that financial accounts are true.

➔ Text bank (pages 138–141)

Business skills: Ethical problem-solving

Students discuss two situations involving ethical problem-solving at work, listen to an 'agony aunt' giving her opinion about them, and work on expressions for giving advice.

A

- Teach the expressions *agony column* and *agony aunt* as a lead-in to this exercise. Then get students to read the dilemmas individually and check their understanding with some quick-fire questions. (You could ask them what the situation of getting jobs/promotion from relatives, as in the second situation, is called, though the word is not actually used there: *nepotism*.)
- Then get students to say how they would respond in each situation, comparing and contrasting their responses.
- Alternatively, if there is a good class atmosphere, you may want to describe a moral dilemma of your own that happened in the workplace and then ask students these questions: *What kind of ethical problems have you faced at work? What happened? Do you think you took the right decision? Why? / Why not? If you were facing an ethical dilemma at work, who would you ask for advice? Why? / Why not?*

B CD2.23–2.24

- Explain to students they are going to listen to two podcasts by the agony aunt about the situations in Exercise A. Play each recording once and ask students for their initial reactions, comparing the agony aunt's comments with their own.

C CD2.23–2.24

- Play the recordings a second time, pausing, if necessary, to give students time to mark their answers individually. Get early finishers to compare their answers in pairs.
- Then go through the extracts from the speakers with the whole class.

- 1 to do the right thing
- 2 neither here nor there
- 3 If it was up to me
- 4 you're in a tricky situation
- 5 Another thing you could do is
- 6 this is a clear-cut case
- 7 weigh up the pros
- 8 put your reputation at risk
- 9 On the other hand
- 10 is up to you
- 11 What I would say, though

D

- Get students to look at the expressions in the Useful language box and ask individual students to read them out with feeling. Work especially on the stressed *would* of *What I would say, though, is ...* and the stressed *really* of *Are you sure you really want to ...?*
- As a quick-fire whole-class activity, get students to say which are more diplomatic/neutral, and which more forceful/direct. (Point out that these latter expressions are not aggressive, just forceful/direct.)

Expressions that sound more diplomatic/neutral

Another thing you could do is ...
 You might like to ...
 What you finally decide is up to you.
 Oh dear, that's a tricky/tough one.
 You have to weigh up the pros and cons.
 On the other hand, you might ...
 On balance, I think you should ...

Expressions that sound more forceful/direct

The most important thing is to ...
 If it were up to me, I'd ...
 What I *would* say, though, is ...
 I wouldn't do that if I were you.
 Are you sure you *really* want to ...?

E

- Get students to think of typical ethical dilemmas at work (everyday ones, like use of the computer network to surf the Internet for private purposes) or, if they are pre-work, ethical dilemmas in relation to their educational institution, e.g. seeing that someone is cheating in exams.
- Divide the class into groups of three: Student A, Student B and an observer. Allocate roles and get students to do the activity in parallel groups. The observer's job is to note the relative forcefulness/directness of Student B.
- Circulate, monitor and assist if necessary, but don't interrupt the groups if they are functioning acceptably.
- When most groups have finished, call the class to order and get the observer from each group to comment on the relative forcefulness of the language they heard. Get the Student B from each group to say if that was what they intended, and ask the Student As to comment as well.

➔ Resource bank: Speaking (page 182)

Writing: meetings and action points

Students look at some tips for successful meetings, listen to a meeting about making staff redundant, then hold a meeting themselves and write the action minutes following it.

F

- With the whole class, ask students to look at the tips for effective meetings and for writing up action points. Explain any difficulties. Point out that the tips use the mnemonic *PARTAKE*. (Practise the pronunciation of *mnemonic* – the initial *m* is silent.)

G CD2.25

- Tell students they are going to listen to a group of people having a problem-solving meeting, discussing procedures for employing staff. Tell them to focus on what the agenda was, and whether the meeting was managed effectively or not.
- Play the recording once. Ask students to compare their answers in pairs.

- Go through feedback with the whole class. Play the recording a second time, asking the students to note down all the things that go wrong in the meeting. Refer to the audio script on page 174 if necessary.

Suggested answers

The meeting was effective in that a couple of decisions were taken regarding communicating job losses to employees. However, it was quite a conflictive meeting.

There was some conflict from the Human Resources Manager, John, and the Sales Manager, Vincent, neither of whom wanted to communicate the bad news to employees. There was also some antagonism (teach this word) between John and Vincent, e.g. Vincent accused John of taking on unnecessary staff in production earlier that year.

Becky didn't handle the meeting too badly, considering it was fairly conflictive and she tried to keep them on track. But she could have used the 'round robin' technique earlier before things got out of hand. She also sounded very direct towards the end of the meeting, when she was briefing the other managers, although others might prefer this more directive approach.

H - I

- Make sure students are given plenty of time to absorb the information for the next tasks. Write the purpose of the meeting on the board so as to focus students' attention on it: a meeting at Maynard Electronics to discuss ways of monitoring employees and surveillance (practise pronunciation of this word) measures.
- Tell students that they will later have to write the action points for the role-played meeting, and get them to turn to the Writing file (CB page 144) to give them a flavour of what they will have to do.
- Ask students in work what kind of action points or minutes they generally receive or write. Ask pre-work students what they would expect to read in action points of a company meeting. Tell students they will have to write up a summary of the meeting that they are about to have.
- Get students to look at the agenda and get one student to expand on it in full sentences, e.g. *The firm wants to look at the possibility of installing security cameras, and if so, where.*
- Divide the class into groups of four and allocate the roles: make sure students turn to the correct pages. Get them each to write a job title nameplate for themselves and put it in front of them, e.g. 'HUMAN RESOURCES MANAGER'. Appoint a chair for each group, and tell students that they should each make enough notes to be able to write the action minutes afterwards.
- When they are ready, the role plays can begin. Circulate, monitor and assist if necessary, but don't interrupt the groups if they are functioning acceptably.
- Note good points of language use, as well as half a dozen points that need further work, and add these on one side of the board.
- When most groups have finished, call the class to order and ask different groups for a quick summary of what happened in each.
- Praise good use of meetings language that you heard in the activity, and work on half a dozen points that need improvement/correction, getting individual students to say the right thing.
- Students now write up action points as discussed in the meeting on managing effective meetings. Make it clear that they do not need to write detailed minutes.

- Circulate, monitor and help students whilst they write. Make a note of any useful expressions used on the board, together with five or six common errors. Early finishers can be referred to the board to see if they can correct the errors.
- After completing the task, students may compare their action minutes with another pair. Were all the main points mentioned? Is it clear who is responsible for each point? Are there deadlines or suggested dates for the actions? What could be improved?
- To help students be more aware of the impact their writing has on the reader, put each pair of students with another pair who had the same roles. They exchange and read each other's action points: students compare their summaries and ask their colleagues about any differences.
- If peer correction is appropriate in your setting, students could also be asked to proofread each others' writing task and point out any spelling mistakes or grammatical errors they spot. Be on hand to help with this, but leave most of the feedback and discussion to students.
- Go through feedback with the whole class, praising good examples of language used and pointing out five or six areas that need further work. Go through any common errors and the useful phrases on the board to round off the activity. This writing task could also be set for homework, with students e-mailing you their work. If they do this task as homework, don't forget to correct it / come back to it in a later lesson.

Suggested answer

Action points of meeting: Security and Workplace Surveillance

Date: 8 February

Venue: Head office, Room 4

Present: Ingvar Koning, Urszula Podalska, Ashkan Behdad and Siobhan McCarthy

Apologies: Pascal Beauvois, Ethan Rooney

	Action	By
<p>1 Installation of security cameras Following the suggestion to install more security cameras throughout the building, we agreed that more cameras are essential in certain areas to prevent theft, e.g. in the warehouse and production area, but not in office areas. The IT dept will look into costs. It was also suggested that the company draws up a series of guidelines for Security and Workplace Surveillance.</p>	UP/AB/ER	8 Mar
<p>2 Monitoring of e-mail and Internet usage The majority of attendees agreed tighter measures are called for, and there is particular concern about the use (and abuse) of social media during office hours. The IT dept will review the current policy, together with the Production and HR depts, and send a report before the next meeting.</p>	IK/UP/AB	15 Feb

	Action	By
<p>3 Recruitment background checks Various ideas were discussed. The most contentious was that of investigating criminal records of new staff. Concerns were also raised regarding security of employees' records and privacy issues. The HR dept will look into these areas in more detail and consult an employment lawyer. To be discussed further at the next meeting.</p>	IK/PB/SM	22 Feb
<p>4 Communication to staff It was agreed that AB will take on the new role of Security Officer and would coordinate any subsequent actions concerning security and surveillance. A decision on AB's request for a full-time assistant is pending. It was stressed, however, <i>all</i> managers need to assume responsibility for their respective areas.</p>	IK/AB/SM	22 Feb

Next meeting confirmed: 15 March, 9.00 a.m.
Venue: Maynard Electronics head office, Room 7
Aim of meeting: Guidelines for Security and Workplace Surveillance

➔ Writing file (Course Book page 144)

CASE STUDY

Dilemmas at Daybreak

Students study a food company that is accused of putting too much sugar in its products and poor labelling. They role-play executive meetings to plan a new ethical approach and write a press release.

Stage 1: Background, Listening and Task 1

- Explain the background to the case study: a food company is accused of putting too much sugar in its products, and has to improve labelling, but is also forced to review its approach to its ethics as a whole.
- Get students to read the Background and elicit information from them to complete this table.

Company/country	Daybreak, UK
Bad publicity due to	Mislabelling of products, including children's breakfast cereal, Ready-to-go
Whistleblower	An ex-employee, expert nutritionist
Allegation	Cereal is high in sugar, salt, carbohydrates

Effects	Company's website froze Customer service switchboard jammed by angry parents and nutritionists, who claimed cereal is 50% sugar
Labelling	Described as unclear because details for 30g given rather than for 100g Sodium and salt listed separately – misleading
Daybreak's actions so far	No apology Promise to review nutritional content Promise to improve labelling Recognition of need to review its ethics

🔊 CD2.26

- Tell students that they are about to hear a news broadcast about the crisis. Tell them they should be ready to take notes on key points.
- Play the recording, stopping the recording at convenient points to give students time to take notes.
- With the whole class, elicit answers from several students, going round the class, rather than just relying on one student.

Suggested answers

Key points:

- Some children's breakfast cereals are more than 50% sugar by weight.
- A study found children's cereals have more sugar, salt, carbohydrates and calories per gram than cereals not marketed to kids.
- A single serving of a cereal, including Ready-to-go by Daybreak, can have as much sugar as a doughnut.
- Eight cereal brands in the study were at least 40% sugar by weight.
- The food industry spends £145 million annually advertising cereals to children.
- An expert nutritionist said obesity is a problem and that children serve themselves over 50% more than the suggested serving.
- The study also found two cereal brands that only had one gram of sugar per serving.
- The consequences of this report are that at least two cereal brands are healthier than Daybreak's and it could result in damaging the company's reputation. Daybreak may need to issue a press statement and confirm or deny these findings.

- Tell students that in this role play, they will be discussing the issues as executives of Daybreak, but they won't have individual job titles.
- Underline the purpose of the meeting: executives discuss a) how they could have prevented the scandal, b) recommendations for the future, talking about the suitability of the ones shown here and adding some ideas of their own.
- Go quickly through the items on the agenda, explain any difficulties (e.g. *escalate*) and divide the class into groups of four or five.
- When groups are ready, start the role play. Circulate, monitor and assist if necessary, but don't interrupt the groups if they are functioning acceptably.
- Note good points of language use, as well as half a dozen points that need further work, and add these on one side of the board, especially in relation to the language of ethics, and to modal perfect forms.

- When most groups have finished, call the class to order and get students from one or two groups to say briefly what happened in their groups, and the conclusions that they came to.
- Praise good use of ethical and modal perfect language that you heard in the activity. Then go over any points that need more work, getting individual students to say the right thing.

Stage 2: Task 2

- Explain the task. The last meeting was more about the past, but the upcoming one is about the future – how to move on from the current crisis.
- Get students to absorb the information in the panel. Underline the need for students to make preparatory notes before the actual role play begins.
- Then allocate roles, ensuring that students turn to the correct page. This time, students have particular jobs and should show these on nameplates that they put in front of them, e.g. 'HEAD OF MARKETING AND SALES'. Appoint this person to lead the discussion and get him/her to draw up an agenda. (It doesn't matter if it's not exactly the one below, or if the points are in a different order, as long as it's coherent and relevant.)

Suggested agenda

- 1 How to improve food labelling
- 2 How to regain consumer confidence
- 3 Other suggestions for improving Daybreak's business ethics.
- 4 AOB

- Circulate, monitor and assist students with note preparation if necessary, but don't interrupt them if they are already doing this acceptably.
- When groups are ready, get them to begin. Circulate and monitor. As before, note good points of language use, as well as half a dozen points that need further work, and add these on one side of the board, especially in relation to the language of ethics, and to modal perfect forms.
- When most groups have finished, call the class to order and get students from one or two groups to say briefly what happened in their groups, and the conclusions that they came to, comparing and contrasting the outcomes in each group.
- Praise good use of ethical and modal perfect language that you heard in the activity. Then go over any points that need more work, getting individual students to say the right thing.

Stage 3: Listening  CD2.27

- As a final activity, get students to listen to another TV report, six months after the crisis.
- Get students to look at the instructions.
- Play the recording, stopping at convenient places.
- Then elicit the answers and discuss them with the whole class – as ever, don't just plough through them.
- Ask students what Daybreak could/should have done differently to avoid its current fate. Try to relate the issues to the students' own industry/ies, asking about parallel situations that they might be familiar with – what happened, what might have been done differently, etc.

Suggested answers

- **What action(s) did Daybreak take to improve their business ethics?**
Daybreak standardised its food labels and claims that its children's cereals are healthier now. But experts found that sugar content had only been reduced by 10 per cent. Its sugar content is still higher than it should be.

Was it successful?

No, sales of Ready-to-go have dropped, despite them giving away cereal packs in supermarkets as part of a promotional campaign.

What else could they have done?

An expert/former employee says Daybreak should have reduced its levels of sugar, salt and carbohydrates in children's cereals, and increased the fibre content, too. Daybreak is trying to improve its image and is donating to a children's project in Mali, but it seems it's too little, too late.

One-to-one

Go through the information and activities in the Course Book with your student as above. Play the recording.

In Task 1, you and your student discuss the issues as two unidentified Daybreak executives.

Allow the student time to prepare their role. During the role play, monitor the language that your student is using, and language that you choose to use.

Note down any good examples of your student's language and points for error correction or improvement. Come back to these later. Praise any good examples of language used and go over any errors, including pronunciation.

Do Task 2 together, with each of you playing a different manager – decide which manager you are each playing at the start. Don't dominate the conversation in this task, but say enough to keep it going and allow your student to suggest ways to resolve these issues. You could record the discussion on audio or video, if the student agrees, and use it for intensive correction work afterwards.

Play the final recording and get your student to react to the outcome. Ask what Daybreak could/should have done differently to avoid its current fate.

Try to relate the issues to the student's own industry, asking about parallel situations that your student might be familiar with – what happened, what might have been done differently, etc.

- DVD-ROM: Case study commentary

Stage 4: Writing

- Get students to study the writing task and deal with any questions. Underline the information that should go in the press release issued just after the meeting in Task 2 above.
- Get students to look at the model press release on page 148 of the Writing file again. Get students to write the press release for homework. As ever, get them to e-mail it to you if possible and go through corrections in the next lesson.

➔ Writing file (Course Book page 148)

➔ Resource bank: Writing (page 209)

Ethical international business

This unit looks at some of the ethical issues that arise when people do business internationally.

A

- Ask students to mention some of the ethical issues that arise when people do business abroad. They might mention avoiding situations of bribery, finding suppliers that treat their workforce well, etc., but don't pre-empt the issues in this section too much.
- Get students to work in pairs on the four questions. Circulate, monitor and assist if necessary, but don't interrupt the pairs if they are functioning acceptably.
- When most pairs have finished, call the class to order and ask pairs for their findings. (There are no 'right' answers.) Compare and contrast the opinions of each pair, especially if they come from different countries.

B  CD2.28

- Tell students that they are about to hear an expert talking about accountability in business. (Teach this word if it didn't come up in Unit 6, and they don't know it.)
- Get them to read through the text. Explain any difficulties, e.g. flawed.
- Play the recording and get students to correct the text.
- With the whole class, elicit the answers.

All companies worldwide **Companies listed on a public stock exchange** are now more accountable for their ethical conduct. Businesses are checking their activities using ~~internal and national~~ **international** standards of accountability. These frameworks are flawed, however, because they are ~~too industry-specific~~ **not adapted to each industry**. The expert believes that **it might not be (entirely) appropriate that** companies should address the same set of ethical issues regardless of their sector. A responsible business may also be listed on a sustainable index, such as the FTSE4Good index in the USA **UK**.

C  CD2.29

- Go through the five points and get students to anticipate what the answers might be. (Allow for the fact that there is a vast range of possibilities as answers for question 1.)
- Play the recording, stopping at convenient points, and elicit the answers. Discuss the answers in relation to the students' own experiences and interests. Don't just plough through them.
- Work on any remaining difficulties.

- 1 Trust can be lost by saying something misleading or wrong about your product. It can also be lost by the unethical actions of a company itself or an individual, e.g. an employee bribing someone or being accused of corruption.
- 2 If companies want to regain public trust, they should be very open and honest about what went wrong and try and address the issues. The key is being transparent about what they do.
- 3 The aerospace and defence industry saw itself as an industry apart and they felt they needn't be worried about corporate responsibility.

- 4 The Woolf Committee was appointed by BAE Systems to look into the ethical conduct of the company and make recommendations for how they should behave.
- 5 The expert mentions one international code of conduct by name: the Common Industry Standard in Europe. She also mentions another one for European and US defence and aerospace companies, but doesn't give the name.

D

- Get students to look through the issues and explain any difficulties. (In statement 8, explain that *tax avoidance* usually applies to legal ways of paying less tax, for example by using clever accountants, and that *tax evasion* applies to illegal ways of avoiding tax, but that many native speakers use these expressions interchangeably.)
- Get students to work on the points in pairs. Circulate, monitor and assist if necessary, but don't interrupt the pairs if they are functioning acceptably.
- Note good points of language use in relation to ethics, as well as half a dozen points that need further work, and add these on one side of the board.
- Call the class to order and ask different pairs for their findings. Compare and contrast the opinions of different pairs, especially if they come from a range of backgrounds.
- Praise good use of ethics language that you heard in the activity. Then work on half a dozen points that need improving, getting students to say the right thing.

E

- Tell students that, in groups, they are going to discuss two ethical dilemmas and try to reach a consensus.
- Divide the class into two, Group A and Group B. Appoint a discussion leader for each group. (If the class is very large, divide it into four, with two of the groups being Group A, and two being Group B.)
- Get the students in Group B to turn to their information on page 157. Explain that the two groups, A and B, will each work independently on two dilemmas, i.e. there are four in all, but each group only works on 'their' two.
- Tell groups that you will choose someone at random at the end of the activity to explain to the rest of the class how they reached consensus about each issue, or, if they don't reach consensus, why not.
- Circulate, monitor and assist if necessary, but don't interrupt the groups if they don't have any particular questions.
- When the groups are ready, ask the discussion leaders to kick off the parallel discussions. Circulate, monitor and assist if necessary, but don't interrupt the groups if they are functioning acceptably.
- When both groups have finished discussing both their dilemmas, call the class to order and get a random spokesperson for each group to explain each of their dilemmas and the conclusions to which they came in relation to it, whether consensus or 'agreement to disagree'.

Task

- Get students to look at the task description and instructions. Outline what they have to do and explain any difficulties.
- Point out that the discussion between Wright International executives will follow the agenda shown.
- Divide the class into groups of four or five and get students to start the meeting role play. Again, get someone to lead the discussion – tell them that they are the CEO of Wright. This time, you could name one of the members of each group as an observer who does not take part in the discussion, but who follows it and takes notes so as to be able to explain what happened in the meeting to the rest of the class when it is over.
- When the groups are ready, tell the CEOs to start the discussion role play. Circulate, monitor and assist if necessary, but don't interrupt the groups if they are functioning acceptably.
- Note good points of language use, as well as half a dozen points that need further work, and add these on one side of the board.
- When the groups have finished, call the class to order and ask the spokespersons for each group to say what happened in it. Encourage whole-class discussion to compare and contrast the results from each group.
- To round off, praise good use of language that you heard in the activity, and work on things that need improvement in the usual way.

This unit revises and reinforces some of the key language points from Units 4–6 and from Working across cultures 2, and links with those units are clearly shown.

For more speaking practice, see the Resource bank section of this book, beginning on page 171. The exercises in this unit can be done in class, individually or collaboratively, or for homework.

4 Marketing

Vocabulary

- This exercise revisits some key marketing vocabulary on customer relationship management from Unit 4.

1 special offers 2 marketing tool 3 store
4 loyalty scheme 5 customised 6 personalise
7 reductions 8 privacy concerns 9 social networks
10 marketers 11 attract 12 online

Relative clauses

- Here, students get further work in relative clauses, from page 38. They can also look at the Language reference section on page 130 of the Course Book.

- You can have a great, powerful brand in a company **whose** reputation has been damaged.
- Conversely, you can have some companies **which/that** enjoy a great reputation, but don't own any world-class brands.
- There are aspects of the company's reputation **which/that** will affect their brands.
- As more consumers worry about obesity, leading fast-food brands have altered their menus to provide healthier choices, **which** has led to significant growth as a result.
- The people **who/that** go out and buy the product ...
- ... are not always the same ones **who/that** notice corporate reputations.

Skills

- Here, students revise key presentation expressions from page 40.

- 1 1 b 2 g 3 a 4 f 5 c 6 e 7 d
2 1 b 2 e and d 3 c 4 e 5 a, b and e
6 a and c 7 f and d

5 Employment trends

-ing form and infinitives

- Revision of the two forms discussed on page 47, and in the Language reference section, page 132.

Exercise 1

- 1 being; be; working 2 to find; being; not knowing
3 offer; to work; to give 4 having; keeping; juggling
5 working; having; to go 6 Recruiting; training/retaining;
retaining/training 7 to reduce; to look at; to manage
8 change; working; to do

Exercise 2

- 1 (to) devise 2 meeting 3 to fix 4 ranging 5 working
6 listening 7 being 8 being 9 taking over
10 setting up 11 to think 12 including

Writing

- Another chance for students to practise polite e-mails, as on page 51 of the Course Book.

Suggested answer

To all staff

It has unfortunately come to my notice that one of the new in-house projectors has gone missing. Could the person who last used projector ref. no. PRO-5 please make sure it is returned as soon as possible?

As you know, these projectors should remain on site. That way we can all have access to such equipment whenever we need it. It is not for personal use. If you need to take a projector outside the office, e.g. for an external presentation, please remember to check with me first, or let one of the IT technicians know.

Thanks for your cooperation.

[Name]

Office manager

6 Ethics

Modal perfect

- Students get another opportunity to work on this area, presented on page 54 and in the Language reference section, page 134.

Suggested answers

The person leading the meeting should have sent the agenda in advance to all participants.
 The participants should have arrived on time and they should have read all the relevant documents.
 The meeting could have been scheduled at a more convenient time.
 The chair should have asked for everybody's opinion.
 The person leading the meeting should have finished on time.
 The participants should have stuck to the agenda. etc.

Vocabulary

- Another look at ethical vocabulary.

1 renewable 2 standards 3 sustainable 4 conditions
 5 reported 6 low-paid 7 Migrant 8 sources
 9 awareness 10 take 11 respect 12 responsibilities

Skills

- Another opportunity to practise useful language for giving advice, presented on page 56.

1 What you finally decide is completely **up** to you.
 2 Oh dear, that's a **tricky** one. Decisions, decisions ...
 3 You have to weigh up the **pros** and cons.
 4 I **wouldn't** do that right now if I were you. If it were up to me, I'd wait a bit.
 5 On balance, I think you should say yes. On the other **hand**, you might want to say 'maybe'.
 6 What I would say, **though/however**, is don't do anything unless you're absolutely sure.

Cultures 2: Ethical international business

- Another chance to look at the vocabulary related to this area.

1 criticised 2 food makers 3 fault 4 responsibility
 5 obesity 6 Alarmed 7 put pressure 8 cut back
 9 irresponsibly 10 processed