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Introduction

Rationale

Today, the demand for Business English is greater than ever. And with the increasingly globalised world of international business, it looks set to keep on growing. As a result, the teaching and learning of Business English is playing an increasingly important role in business studies and everyday corporate life. Although the need for Business English is the same for students at a business school as it is for employees in a company, their needs and learning circumstances are very different.

For students at a business school, the main challenge is often understanding business itself, not only the English language. Fortunately, the tertiary education environment usually provides enough classroom hours to deal with these challenges. For students studying business full time, the key is to *learn business* through the medium of the English language.

For people already active in the workplace and with some understanding of the world of business, often the challenge is finding the time to learn Business English. Furthermore, for managers with a very good business knowledge, their learning experience must reflect this understanding of business practices and reality. For these students language learning is not an academic exercise but a need to translate familiar business practices into English as quickly as possible. Here the key is to *do business* in English.

Intelligent Business is a range of Business English materials that includes components specifically designed to meet the needs of students who either need to *learn business through English* or *perform familiar business tasks in English*. These materials can be used individually or, as they share a core language and skills syllabus, can be used in a variety of combinations described later in this introduction. For an overview of all the *Intelligent Business Upper Intermediate* components, please see fig. 1.

As well as sharing a common demand for Business English, both institutional and corporate learning environments are experiencing an increased demand for measurability. Today, both course tutors and training managers are under increasing pressure to measure and demonstrate progress and a return on the investment in Business English learning activities. As this is most effectively done using external, standardised and globally recognised examinations, *Intelligent Business Upper Intermediate* is benchmarked against the Cambridge Business English Certificate (BEC) Higher level.

Finally, any Business English materials today need to draw on authentic sources and achieve a high degree of validity in the eyes of the learners and teachers who use them. Developed in collaboration with *The Economist* magazine, *Intelligent Business* draws on this rich source of authoritative and topical articles on the business world.

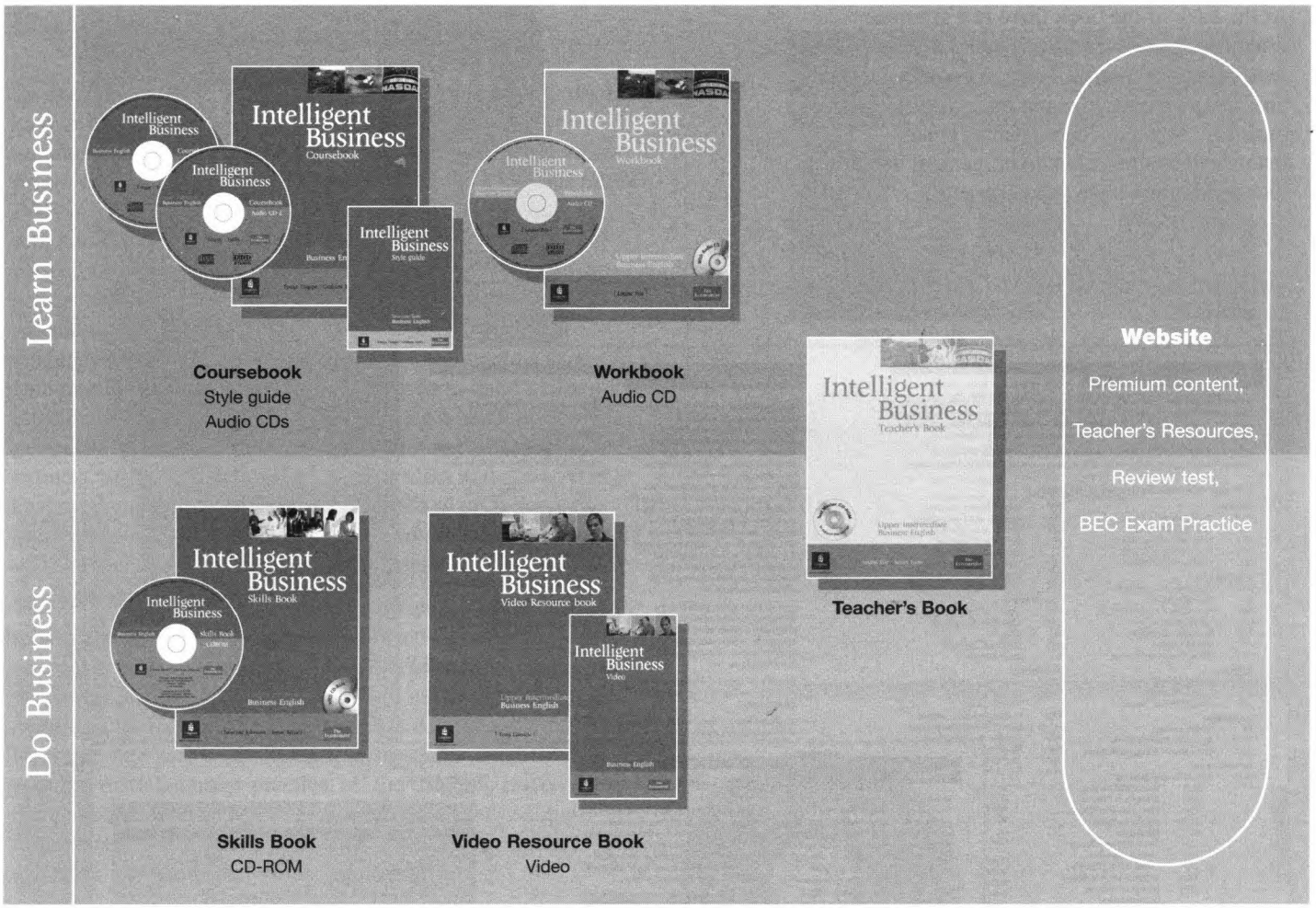


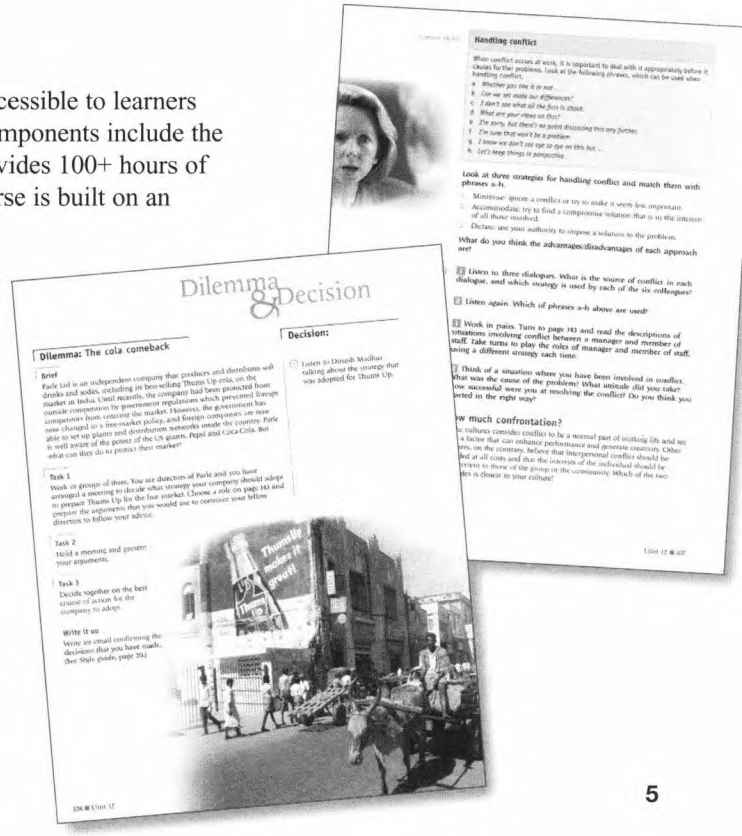
Fig. 1

Learn Business

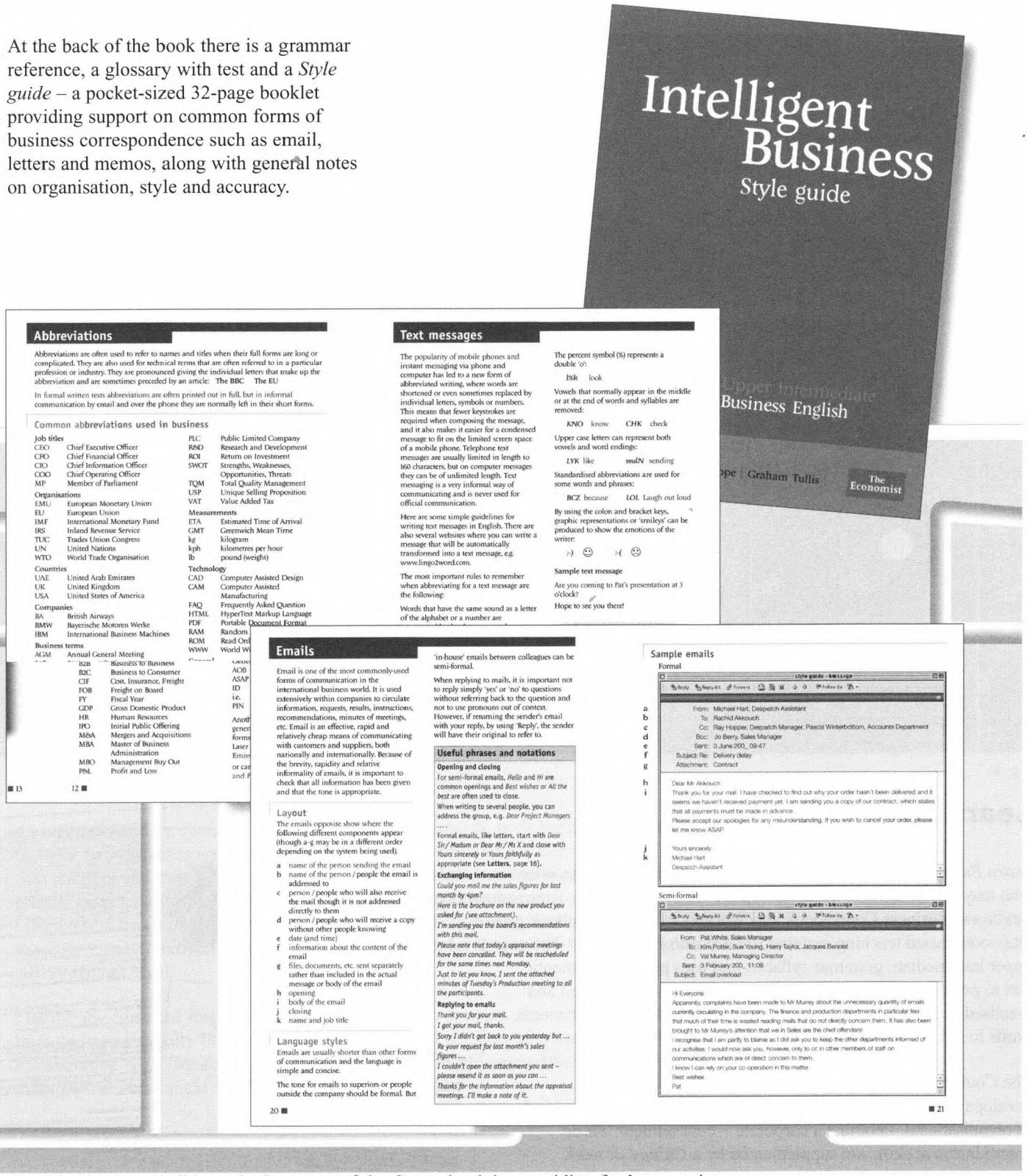
Learn Business refers to the components designed to be especially accessible to learners who may not have much business experience or knowledge. These components include the *Intelligent Business* Coursebook and Workbook. The Coursebook provides 100+ hours of classroom-based teaching material divided into fifteen units. The course is built on an upper intermediate grammar syllabus and uses plenty of authentic text to present grammar and vocabulary that is then extracted and practised in isolation. The texts are benchmarked against the word limits found at Cambridge BEC Higher.

The Coursebook also includes a *Career skills* syllabus that develops key communicative skills to help people within any kind of organisational – not just a corporate – environment. These communicative skills are supplemented by a *Culture at work* feature that raises students' awareness of how cultural differences can affect communication between people of different nationalities.

In addition, the Coursebook includes *Dilemma & Decision* (case study-style problem-solving activities) and regular reviews. These are designed to review the key grammar and functional language developed within the unit.



At the back of the book there is a grammar reference, a glossary with test and a *Style guide* – a pocket-sized 32-page booklet providing support on common forms of business correspondence such as email, letters and memos, along with general notes on organisation, style and accuracy.

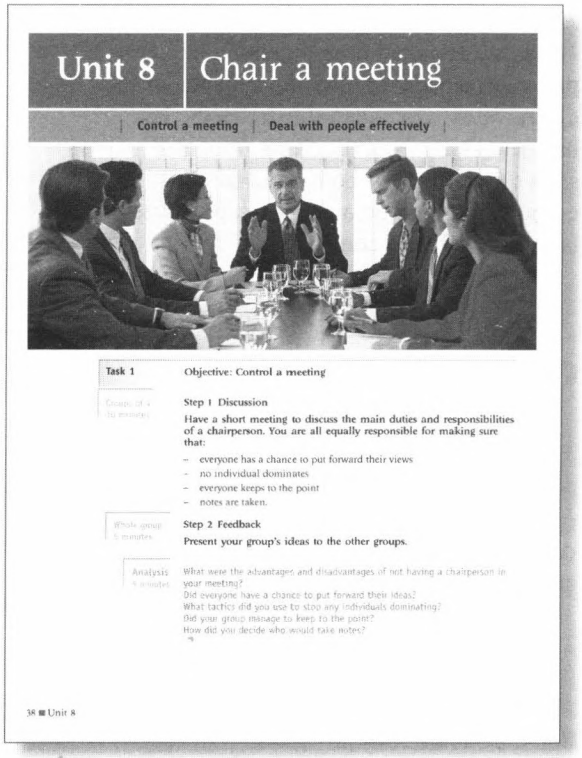


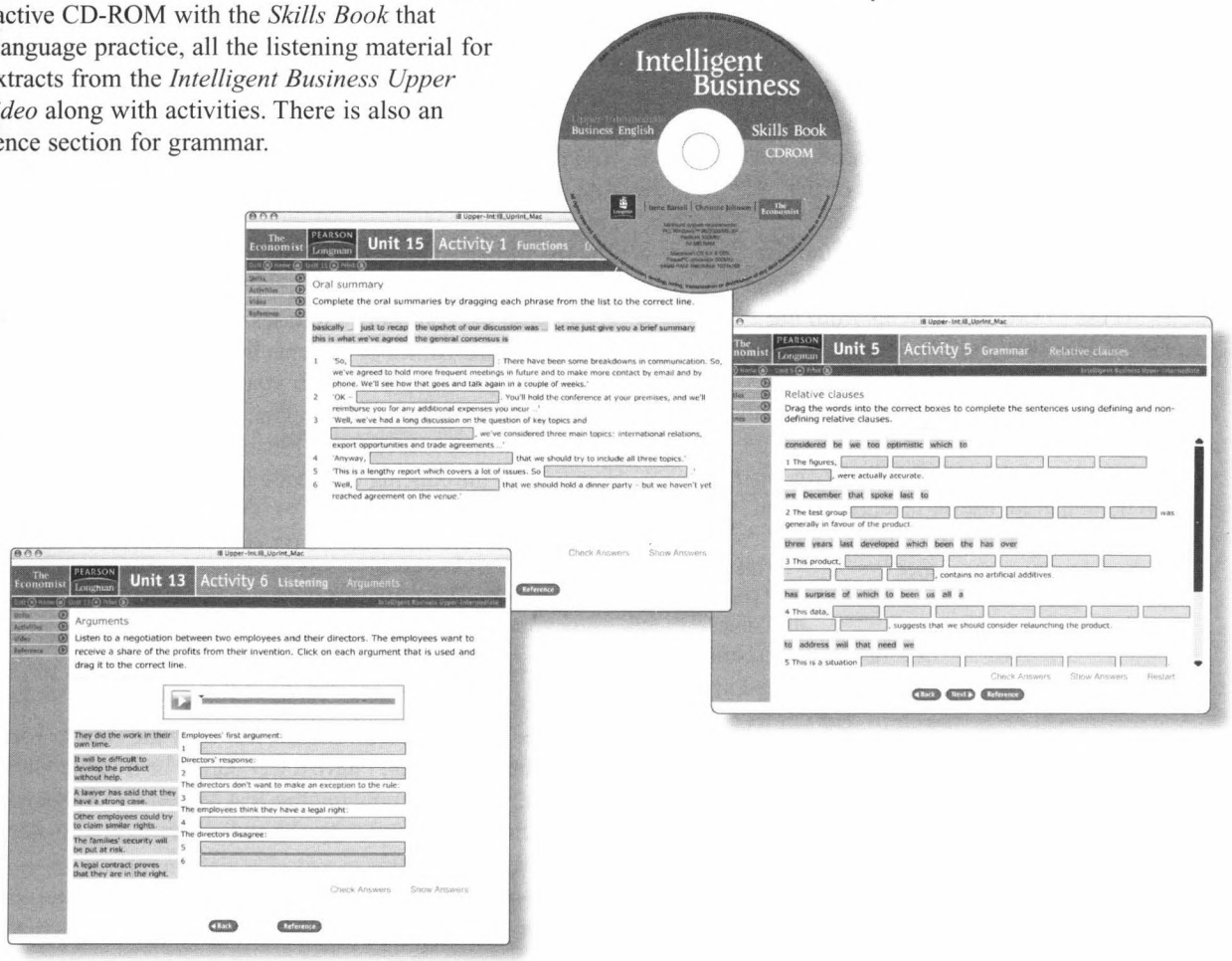
The Workbook consolidates the language of the Coursebook by providing further practice of the key grammar, vocabulary and skills found in the core *Intelligent Business Upper Intermediate* syllabus. Throughout the Workbook there are Cambridge BEC Higher style tasks to familiarise students with the exam should they wish to take it. At the back of the Workbook is a complete BEC Higher Practice Exam including listening test. Finally, the Workbook includes an audio CD containing all the Workbook listening material.

Do Business

Do Business refers to the components developed especially for busy employees who are on a company English language training programme. These components include the *Intelligent Business Upper Intermediate Skills Book* and *Video*. The *Skills Book* is a self-contained intensive Business English programme providing 30 hours of classroom-based material divided into five days of training. The course is aimed at small groups and built on a syllabus of key business skills such as presenting, socialising and taking part in meetings. The language development work focuses on the functions and communicative strategies required to perform these skills effectively. Unlike in the *Coursebook*, target language is presented mostly through dialogues and other listening extracts. Students then perform similar tasks and are invited to analyse their own performance. The *Skills Book* follows the same core syllabus as the *Coursebook* so the same grammar and functions appear in the equivalent units of both books.

The *Skills Book* has regular writing sections, a grammar reference with activities, and a *Good business practice* reference. The *Culture at work* syllabus of the *Coursebook* is followed and expanded upon to explain in detail how national culture can affect international business communication. There is also an interactive CD-ROM with the *Skills Book* that contains extra language practice, all the listening material for the book and extracts from the *Intelligent Business Upper Intermediate Video* along with activities. There is also an extensive reference section for grammar.





The *Intelligent Business Upper Intermediate Video* is a fictional drama divided into five parts that closely follows the syllabus of the *Coursebook*. The video illustrates the key business skills from the *Skills Book* and shows the effects of both national and corporate culture on a partnership between two very different companies.

General support

The key Learn Business and Do Business components are supported by the *Intelligent Business Upper Intermediate Teacher's Book* covering both *Coursebook* and *Skills Book* and the *intelligent-business.org* website.

This *Teacher's Book* is split into two sections: the first covering the *Coursebook* and *Workbook*; and the second covering the *Skills Book*. Both sections provide step-by-step notes, key background information, and, at the end of each section, there is a bank of photocopiable activities.

The *Intelligent Business* website is an entirely free supplement that provides resources for both learners and teachers. For learners there are review questions for each unit of the *Coursebook*, with which students can interactively measure their progress unit by unit. There is also the Premium Content that allows access to two free articles from the *Economist.com* subscription website. These articles are updated monthly. For teachers there are handy notes on ideas for making the most of authentic texts. The Teacher's Guide to Using Authentic Materials uses *Economist* texts to demonstrate useful teaching tips on how to exploit the Premium Content and similar articles from the press.

The Test Master CD-ROM

The Teacher's Book includes a Test Master CD-ROM which provides an invaluable testing resource to accompany the course.

- The tests are based strictly on the content of the corresponding level of Intelligent Business, providing a fair measure of students' progress.
- An interactive menu makes it easy to find the tests you are looking for.
- Keys and audioscripts are provided to make marking the tests as straightforward as possible.
- Most tests come in A and B versions. This makes it easier for you to invigilate the test by making it harder for students to copy from each other.
- The audio files for the listening tests are conveniently located on the same CD-ROM.

Types of test

The Test Master CD-ROM contains five types of test.

- Placement Test/s
- Module Tests
- Progress Tests
- Mid Course Test
- End of Course Test

Flexible

You can print the tests out and use them as they are – or you can adapt them. You can use Microsoft® Word to edit them as you wish to suit your teaching situation, your students or your syllabus. Here are some of the things you may wish to do.

- Delete or add exercises to make the test shorter or longer.
- Delete exercises or items which relate to points which you decided to skip.
- Add in exercises to cover extra content you introduced into the course.
- Edit exercises to make them harder or easier, or to introduce key vocabulary.
- Edit the format of exercises so that they are consistent with other exams that you use.
- Personalise the content of exercises to bring them to life. For example, incorporate the names of students in the class, other teachers in the school, famous people and places from your country…
- Use the audioscripts to create extra listening exercises – for example by removing words to create gap fills, adding options to create multiple choice exercises or introducing deliberate mistakes for the students to correct.
- Add in the name and / or logo of your school at the head of the test. Finally, save your new version on your hard drive.

Using this CD

The ideal way to use this CD-ROM is to treat it as a master. Copy the tests to the hard drive of your computer and burn the audio files to CD or copy them on to cassette.

- **Test files** The installation wizard will copy the files to your hard drive.
- **Audio files** If you don't have a CD burner or if you prefer to teach with cassettes, you can simply put the Test Master CD-ROM into the CD drive of an ordinary hi-fi and copy the audio files onto a blank cassette.

Levels

Test Master CD-ROMs are available for all levels of Intelligent Business.

The Language of Intelligent Business

All Upper Intermediate components of Intelligent Business are based on the same core syllabus. The syllabus is broken down into 15 units and covers four main strands: grammar, vocabulary, functional language and cultural awareness. Although the different components emphasise different strands, they recycle and reaffirm all four key syllabus strands. Furthermore, the different components focus on different language skills in order to present the core syllabus. The *Coursebook*, for example, focuses on reading skills by introducing key grammar and vocabulary through authentic text, whereas the *Skills Book* and video focus on listening skills by introducing functional language through transactional dialogues and meetings. The key productive skills of speaking and writing are covered extensively in both the *Coursebook* and *Skills Book*.

1 Grammar

The grammar content of the core syllabus is benchmarked against ALTE level 3, Common European Framework level B2 and Cambridge BEC Higher. The syllabus balances the need for grammatical accuracy required to pass exams with the need for the functional language required to develop fluency and communicative competence quickly.

Each unit of the core syllabus focuses on one grammatical structure. In grammar presentations examples of the target structure are drawn from the previous reading or listening text. The grammar is then highlighted and reviewed. It is assumed that very few students will be seeing the structures for the first time and the approach is very much one of reviewing and consolidating what has been taught before.

The main presentation of grammar is found in the *Coursebook*. The approach is one of review and students are often asked to demonstrate their knowledge before rules are given. After each grammar presentation there is both written and spoken practice with varying degrees of control, depending on the complexity of the grammar. The *Workbook* also provides plenty of self-study style grammar practice activities.

There is an extensive Grammar reference in the back of both the *Coursebook* and *Skills Book* and on the *Skills Book* CD-ROM. The reference covers all the grammar from the core syllabus and extends the notes provided in the classroom material. As the *Skills Book* focuses on fluency and communicative effectiveness, there is little explicit grammar presentation within the classroom material. However, this material follows and recycles the core syllabus and the *Skills Book* CD-ROM provides a wealth of interactive grammar practice. Furthermore, the Grammar reference at the back of the *Skills Book* also includes integrated practice activities.

2 Vocabulary

In line with the Learn Business, Do Business concept of Intelligent Business, vocabulary is dealt with according to the different needs of the various learners who use the course. For students needing to learn business, the vocabulary focuses on topics that describe the basic structures and functions of the business world. These include company structures, sales, marketing, HR, logistics, pay, etc. There are also topics relating to specific issues affecting today's business world such as globalisation and environmental sustainability. Key vocabulary and concepts are introduced in the keynotes, defined, used in context and tested throughout the units. Students are encouraged to activate the vocabulary through speaking and writing activities such as the Dilemma & Decision problem-solving tasks that end each unit. Furthermore, these key items are listed in the *Coursebook* glossary along with definitions, collocations, synonyms and alternative British and American English usage. There is also an end-of-glossary vocabulary test. The *Workbook* provides further extensive recycling and consolidation of the key vocabulary covered in the *Coursebook*.

For students needing to do business in English, the vocabulary focuses more on functional frameworks rather than individual topic-based items. The *Skills Book* What do you say? feature reviews communicative strategies and models effective examples through dialogues, presentations and meetings. These key phrases and frameworks are practised interactively on the CD-ROM and throughout the *Skills Book* classroom material.

3 Functional language

As with the vocabulary, the functional language of the core syllabus is dealt with according to whether students need to learn or do business. For students with little experience of hard business skills such as presenting, negotiating and taking part in meetings, the *Coursebook* presents functional language through the Career skills feature. Here the language is given general relevance to anyone within an organisation, be it an academic institution or commercial company. These functions include making a case, showing cause and effect and summarising, for example. As with the grammar, items are modelled in context, highlighted and then practised. Further practice can be found in the *Workbook*.

For students familiar with hard business skills, the functional language is presented in the context of traditional business skills such as negotiating and presenting. Each Career skill from the *Coursebook* is transferred to the *Skills Book* as one of three business subskills in each unit and given a more overtly in-work treatment. Making and responding to offers, for example, becomes Negotiate a win–win solution. The basic functional language is drawn from the core syllabus in both cases but extended and practised more extensively in the *Skills Book*. As the functional language is so vital for achieving fluency and effective communicative competence, it is the key syllabus strand for the *Skills Book* and practised extensively throughout. The CD-ROM provides further interactive support and the Good business practice at the back of the *Skills Book* and on the CD-ROM provides further guidance on communicative strategies.

4 Cultural awareness

It is now widely accepted that simply learning a common language is no longer enough to prepare people to do business in the global market place. Equally as important as linguistic competence is the ability to understand and deal with the cultural differences that prevent mutually beneficial and rewarding long-term business relationships forming across international borders. Therefore, the final strand of the core Intelligent Business syllabus is cultural awareness.

In each unit a cultural aspect is explored and opposing attitudes are presented. Once more, the content is dealt with according to students' needs and world knowledge. For students learning about business, each cultural aspect is briefly glossed as part of the Career skills feature in the *Coursebook*. Without naming nationalities, the opposing behaviours are briefly described and students are asked to consider which attitudes are more familiar to them. They are also invited to discuss how opposing attitudes could cause confusion and possibly conflict between people from different cultures.

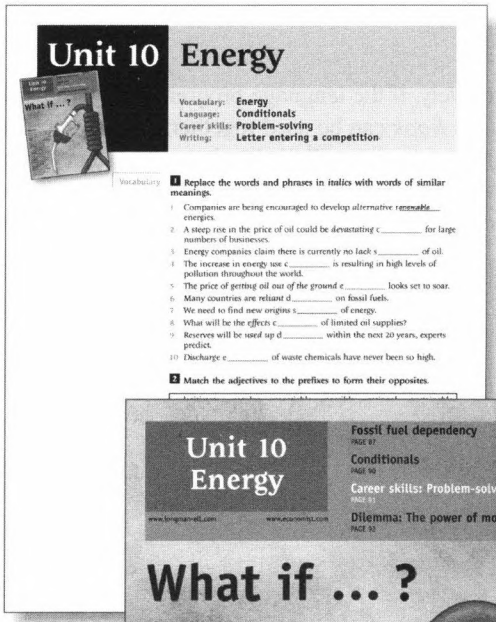
For students with knowledge of the working world and experience of cultural differences, the *Skills Book* presents the same cultural aspect as the *Coursebook* but explores it in far more detail. The same two opposing ends of the spectrum are considered but the differences in values, attitudes and outward behaviour are discussed in greater depth. As students consider each cultural aspect, they are encouraged to plot their own culture on the Culture profile at the back of the *Skills Book*. While working through the book this will create a culture curve plotting the values and behaviour of the students' native culture. In multicultural classes the convergence and divergence of the various curves can provide further discussion and comparison. The culture reference notes are also on the CD-ROM at the back of the *Skills Book*.

Using Intelligent Business

As all components are built on the core 15-unit upper intermediate syllabus, the components can be used in various combinations that will consistently cover the same core grammar, skills and cultural issues at the same time. The following combinations are suggestions only and teachers may well wish to mix the various components differently or even all together.

1 Extensive use

Extensive courses delivered over a period of several weeks or even months are usually found in either tertiary institutes or weekly in-service programmes. Such courses can require over 100 hours of material and usually have linguistic knowledge as their goal – in the form of structures and vocabulary. The duration of these courses means that students require substantial practice and regular revision to consolidate what has already been processed. A typical Intelligent Business learning package for such students would include the *Coursebook, Workbook* and *Video*. The *Coursebook* provides a large amount of language input, formal processing of grammar and plenty of written and spoken language practice. There are also reviews every three units. All key vocabulary items that students have to process in order to work through the *Coursebook* are collected in the unit-for-unit glossary at the back of the *Coursebook*. Each item includes synonyms and common collocations to help the student activate use of vocabulary. There is also a separate Glossary test at the end of the section to provide another tool for assessing students' assimilation of the core language of the course.


Unit 10 Energy

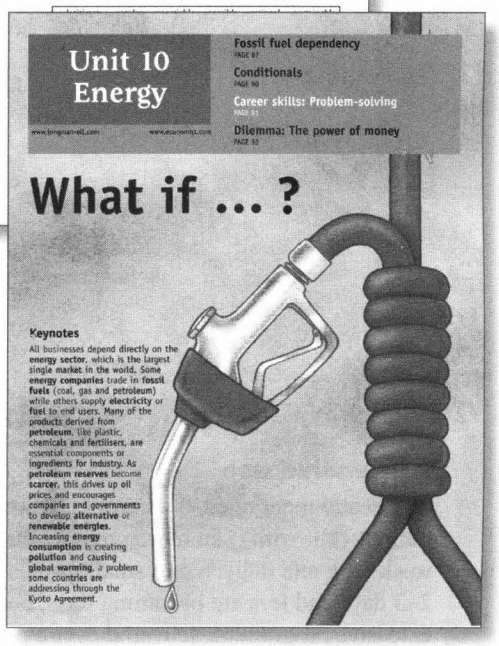
Vocabulary: Energy
Language: Conditionals
Career skills: Problem-solving
Writing: Letter entering a competition

Vocabulary

1 Replace the words and phrases in *italics* with words of similar meanings.

1 Companies are being encouraged to develop *alternative* renewable energies.
2 A steep rise in the price of oil could be devastating c_____ for large numbers of businesses.
3 Energy companies claim there is currently no *lack* s_____ of oil.
4 The increase in energy use c_____ is resulting in high levels of pollution throughout the world.
5 The price of getting oil out of the ground e_____ looks set to soar.
6 Many countries are *reliant* d_____ on fossil fuels.
7 We need to find new *origins* s_____ of energy.
8 What will be the *effects* c_____ of limited oil supplies?
9 Reserves will be *used up* d_____ within the next 20 years, experts predict.
10 Discharge e_____ of waste chemicals have never been so high.

2 Match the adjectives to the prefixes to form their opposites.


Unit 10 Energy

Fossil fuel dependency
PAGE 87
Conditionals
PAGE 90
Career skills: Problem-solving
PAGE 91
Dilemma: The power of money
PAGE 92

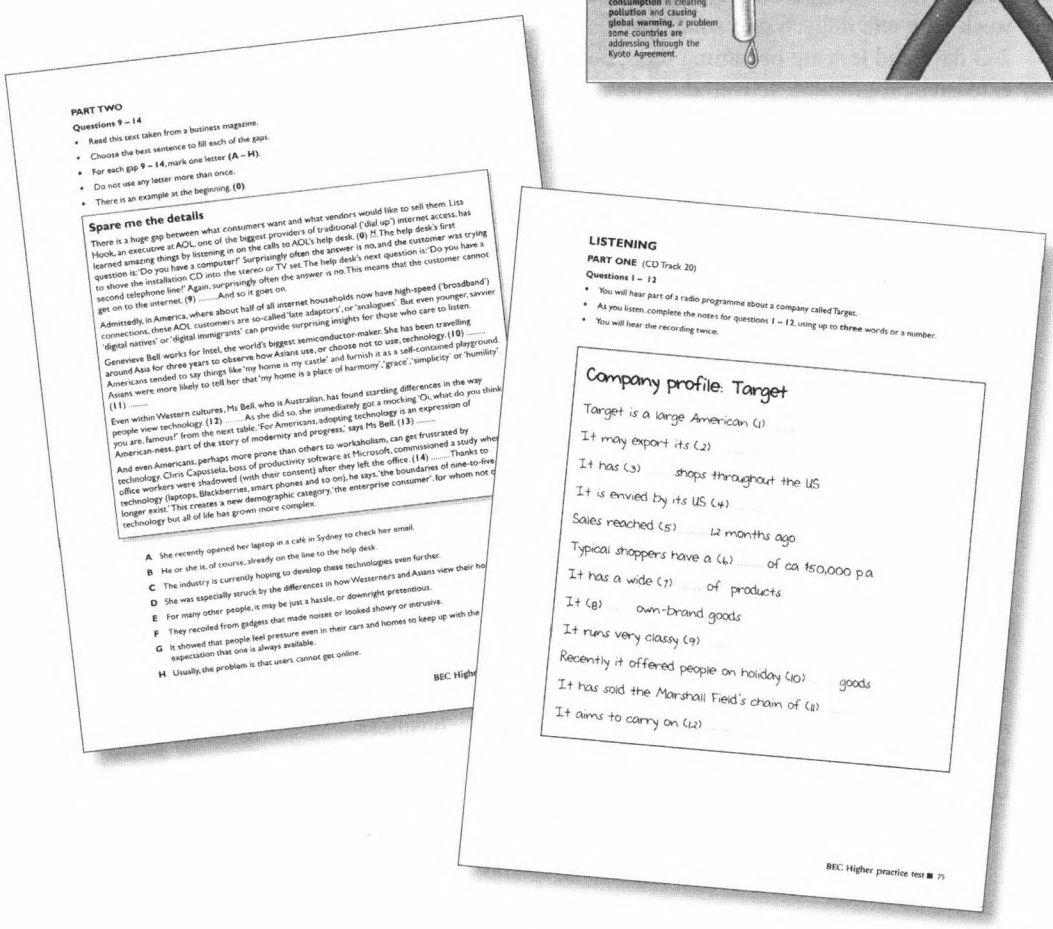
www.longmanwell.com www.economist.com

What if ... ?

Keynotes

All businesses depend directly on the **energy sector**, which is the largest single market in the world. Some **energy companies** trade in **fossil fuels** (coal, gas and petroleum) while others supply **electricity** or **fuel** to end users. Many of the products derived from **petroleum**, like plastic, chemicals and fertilisers, are essential components or ingredients for industry. As **petroleum reserves** become **scarcer**, this drives up oil prices, and encourages companies and governments to develop **alternative** or **renewable energies**. Increasing **energy consumption** is creating **pollution** and causing **global warming**, a problem some countries are addressing through the Kyoto Agreement.

The *Workbook* provides further practice of the grammar, vocabulary and functional language presented in the equivalent *Coursebook* units. It also provides further skills work with many more *Economist* texts and listening exercises. There are BEC-style tasks to prepare students either for the actual Cambridge exam or for the Practice test at the back of the *Workbook*. As the Practice test recycles many of the themes and vocabulary introduced in the *Coursebook*, it can be used as an end-of-course assessment. The *Workbook* is designed as a self-study component with its own key at the back and audio CD inside the back cover.


PART TWO

Questions 9 – 14

- Read this text taken from a business magazine.
- Choose the best sentence to fill each of the gaps.
- For each gap 9 – 14, mark one letter (A – H).
- Do not use any letter more than once.
- There is an example at the beginning. (0)

Spare me the details

There is a huge gap between what consumers want and what vendors would like to sell them. Lisa Hook, an executive at AOL one of the biggest providers of traditional ("dial up") internet access, has learned amazing things by listening in on the calls to AOL's help desk. (0) If The help desk's first question is: "Do you have a computer?" Surprisingly often the answer is no, and the customer was trying to shove the installation CD into the stereo or TV set. The help desk's next question is: "Do you have a second telephone line?" Again, surprisingly often the answer is no. This means that the customer cannot get on to the internet. (9) ..... And so it goes on.

Admittedly, in America, where about half of all internet households now have high-speed ('broadband') connections, these AOL customers are so-called 'late adaptors', or 'analogues'. But even younger, savvier 'digital natives' or 'digital immigrants' can provide surprising insights for those who care to listen.

Genevieve Bell works for Intel, the world's biggest semiconductor-maker. She has been travelling around Asia for three years to observe how Asians use, or choose not to use, technology. (10) ..... Americans tended to say things like 'my home is my castle' and furnish it as a self-contained playground. Asians were more likely to tell her that 'my home is a place of harmony', 'grace', 'simplicity' or 'humility'. (11) .....

Even within Western cultures, Ms Bell, who is Australian, has found startling differences in the way people view technology. (12) ..... As she did so, she immediately got a mocking 'Oi, what do you think you are, famous?' from the next table. For Americans, adopting technology is an expression of American-ness, part of the story of modernity and progress, says Ms Bell. (13) .....

And even Americans, perhaps more prone than others to workaholism, can get frustrated by technology. Chris Capossela, boss of productivity software at Microsoft, commissioned a study whe office workers were shadowed (with their consent) after they left the office. (14) ..... Thanks to technology (laptops, Blackberries, smart phones and so on), he says, 'the boundaries of nine-to-five longer exist.' This creates a new demographic category, 'the enterprise consumer', for whom not c technology but all of life has grown more complex.

A She recently opened her laptop in a café in Sydney to check her email.
B He or she is, of course, already on the line to the help desk.
C The industry is currently hoping to develop these technologies even further.
D She was especially struck by the differences in how Westerners and Asians view their ho
E For many other people, it may be just a hassle, or downright presentious.
F They recoiled from gadgets that made noises or looked showy or intrusive.
G It showed that people feel pressure even in their cars and homes to keep up with the expectation that one is always available.
H Usually, the problem is that users cannot get online.

BEC Highe

LISTENING

PART ONE (CD Track 20)

Questions 1 – 12

- You will hear part of a radio programme about a company called Target.
- As you listen, complete the notes for questions 1 – 12, using up to three words or a number.
- You will hear the recording twice.

Company profile: Target

Target is a large American (1) .....
It may export its (2) .....
It has (3) ..... shops throughout the US
It is envied by its US (4) .....
Sales reached (5) ..... 12 months ago
Typical shoppers have a (6) ..... of ca $50,000 p.a.
It has a wide (7) ..... of products
It (8) ..... own-brand goods
It runs very classy (9) .....
Recently it offered people on holiday (10) ..... goods
It has sold the Marshall Field's chain of (11) .....
It aims to carry on (12) .....

BEC Higher practice test ■ 75

The Intelligent Business Upper Intermediate video can also be used in conjunction with the *Coursebook* to demonstrate the Career skills language used within a corporate environment.

Alternatively, if the language programme provides enough hours of classroom tuition, the *Coursebook* and *Skills Book* can be used together. As they are based on the same core syllabus and share the same 15-unit structure, the *Skills Book* can be used either immediately after the whole of the *Coursebook* or integrated on a unit-by-unit basis. The *Workbook* and *Skills Book* CD-ROM will both provide further practice and self-study.

Intelligent Business Upper Intermediate

	Unit 10	Language	Vocabulary	Communication	Culture
Learn Business	Coursebook	Conditionals	Energy	Problem-solving	Approaches to problems
	Workbook	Conditionals	Energy	Problem-solving	
Do Business	Skills Book	Conditionals Reference words		Prepare an action plan Hold a crisis meeting	Attitudes to risk
	Video	Conditionals Reference words		Managing a crisis	Attitudes to risk

2 Intensive use

As already mentioned, the trend in the corporate Business English sector is for increasingly intensive tuition – but with even more pressure on measurable achievement. Typically, intensive courses are a week long and delivered to small groups or even individual managers. However, even shorter courses of 2–3 days and less are becoming more common. Many schools also provide hybrid courses where an extensive programme delivered over a period of months can have an intensive component built in where students will have a full day of intensive tuition every so many weeks of extensive study.

The Intelligent Business *Skills Book* follows the same core 15-unit syllabus as the other components but groups them into five blocks of three lessons each – making it perfectly compatible with a standard 5-day intensive programme. The Writing units at the end of each block provide self-study consolidation as does the CD-ROM (with plenty of practice activities, listening practice and video). The CD-ROM also provides an option for programming in a self-access centre component to the course. The material is aimed at small groups of up to four students but can be used individually.

The natural support for the *Skills Book* on an intensive course is the Intelligent Business Upper Intermediate *Video*. The drama is in five parts, each covering three units of the *Skills Book* syllabus (i.e. one day on a 5-day course) and closely follows the business skills syllabus, showing these skills in action. The Upper Intermediate *Video* tells the story of a company in crisis. Divided into five modules, the drama illustrates the language, business skills and cultural topics from the core Intelligent Business Upper Intermediate syllabus.

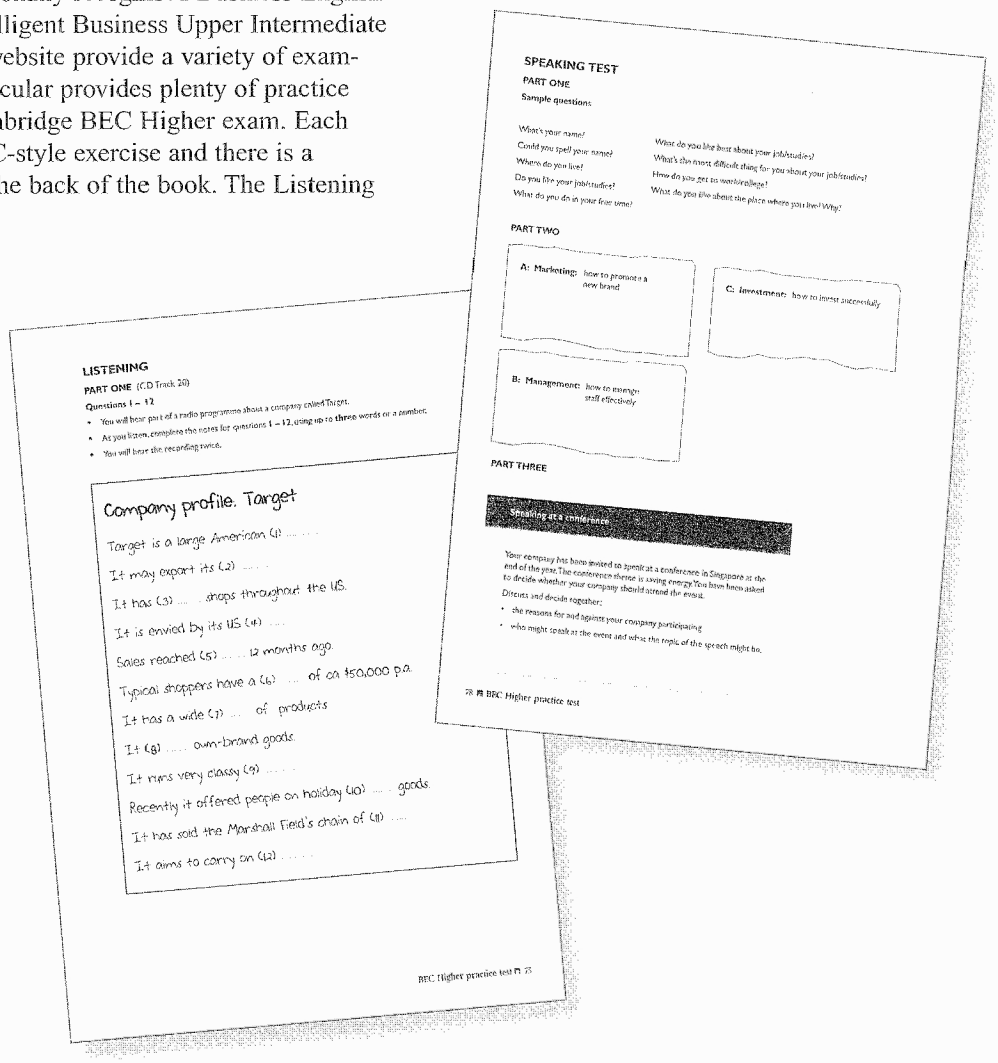
As the *Skills Book* is very much driven by speaking activities and performance of familiar business tasks, it is essential that students receive feedback on how well they complete these tasks in English. At the end of each unit students are asked to assess their own performance in very general terms and encouraged to discuss what difficulties they experienced. The *Teacher's Book* also provides frameworks for assessing task performance. The teacher can use these to identify weaknesses and direct students to appropriate materials for further practice.

At the back of the *Skills Book* and on the CD-ROM there is an extensive grammar reference with practice activities (for students whose grammar is impeding their ability to complete the tasks successfully). The CD-ROM also includes many practice activities that target functional language – as well as video clips to demonstrate these functions in use.

3 Exam preparation

Although the Intelligent Business Upper Intermediate *Coursebook* is not an exam-specific preparation text, it has been developed to meet the criteria for length and difficulty of text applied to Cambridge BEC Higher exam papers. There are also certain tasks that are similar to typical exam questions. The *Coursebook* will not prepare students in terms of exam awareness but it will give them an effective command of Business English at Upper Intermediate / BEC Higher level.

For students wishing to take an internationally recognised Business English exam at the end of their course, the Intelligent Business Upper Intermediate *Workbook* and *intelligent-business.org* website provide a variety of exam-specific material. The *Workbook* in particular provides plenty of practice material specifically targeted at the Cambridge BEC Higher exam. Each *Workbook* unit contains at least one BEC-style exercise and there is a complete and authentic Practice test at the back of the book. The Listening test is included on the audio CD.



SPEAKING TEST

PART ONE

Sample questions

What's your name?
Could you spell your name?
Where do you live?
Do you like your job/studies?
What do you do in your free time?
Where do you like best about your job/studies?
What's the most difficult thing for you about your job/studies?
How do you get to work/college?
What do you like about the place where you live? Why?

PART TWO

A: Marketing: how to promote a new brand

C: Investment: how to invest successfully

B: Management: how to manage staff effectively

PART THREE

Speaking at a conference

Your company has been invited to speak at a conference in Singapore at the end of the year. The conference theme is saving energy. You have been asked to decide whether your company should attend the event.

Discuss and decide together:

- the reasons for and against your company participating
- who might speak at the event and what the topic of the speech might be.

78 BEC Higher practice test

LISTENING

PART ONE (CD Track 20)

Questions 1 – 12

- You will hear part of a radio programme about a company called Target.
- As you listen, complete the notes for questions 1 – 12, using up to three words or a number.
- You will hear the recording twice.

Company profile. Target

Target is a large American (1) .....
It may export its (2) .....
It has (3) ..... shops throughout the US.
It is envied by its US (4) .....
Sales reached (5) ..... 12 months ago.
Typical shoppers have a (6) ..... of on $50,000 p.a.
It has a wide (7) ..... of products
It (8) ..... own-brand goods
It runs very classy (9) .....
Recently it offered people on holiday (10) ..... goods.
It has sold the Marshall Field's chain of (11) .....
It aims to carry on (12) .....

BEC Higher practice test 75

The *intelligent-business.org* website provides further BEC exam practice material.

In conclusion, Intelligent Business provides a wealth of language learning material especially developed for a wide range of students who share the same need for Business English but whose learning environments and ways of learning are very different. As all components are based on the same core 15-unit syllabus, they can be used individually or together in a variety of combinations to suit the learner's needs without losing any consistency or continuity of language progression.

Unit 1: Alliances

UNIT OBJECTIVES

Reading:	Spring in their steps
Language:	Review of tenses
Vocabulary:	Definitions; metaphors
Career skills:	Building relationships
Culture at work:	Working relationships
Dilemma & Decision:	Breaking the ice (memo)

This unit focuses on different types of alliances and looks at the advantages (e.g. a merger can provide fast growth and diversify a company's investment portfolio) and disadvantages (e.g. there can be clashes of cultures).
Merger: two or more companies join together to create a single larger company.
Takeover: similar to a merger with one company taking control by buying more than half the shares.
Joint venture: two or more companies make a joint investment in a project without actually merging.
Partnership: two people or businesses who work together.
The Dilemma & Decision section on page 14 focuses on the merger between Unilever, the consumer products company, and Ben & Jerry's, the ice cream company – companies with different cultures.

Keynotes

Ask Ss to look at the title on page 7 'Company bosses on the prowl'. What do they think the title means in relation to the topic of the unit? Elicit that 'prowl' means to move carefully and deliberately after one's prey, for example, when hunting.

Then ask Ss to look at the picture. Ask questions such as: *What does the picture show? Who / what does the man in the foreground represent? the group in the background?* The picture shows a man riding a lion stalking his prey – a group of people riding a variety of animals. The scene represents a company boss preparing to pounce on weaker companies, as potential takeover targets.

Ask Ss to read the keynotes and check they understand the terms in bold. You may wish to elicit other forms of some of the words, e.g. *to merge / merger, to acquire / acquisition, to take over / takeover, strategy / strategic, to bid / bid.* Draw Ss' attention to the glossary for this unit at the back of the book.

Coursebook, Glossary, Unit 1, page 147

Optional activity

You may wish to ask Ss to discuss in pairs the difference in meaning between similar words, e.g. *merger, joint venture, takeover, acquisition, alliance.* Encourage Ss to use their dictionaries to help them. Then ask Ss to work with another pair. Each pair takes it in turns to define one of the words. The other pair has to guess which word is being described.

Preview

As a lead-in, ask Ss what they know about the six companies. What do they make / do? Ask Ss to work in pairs. Ss match the companies they think have formed a strategic alliance.

Disney–Miramax
Starbucks–Pepsico
Chrysler–Daimler Benz

Listening 1 1

Ask Ss to listen and check their answers.

Listening 1 2

Ask Ss to listen again and answer the questions.

1 Starbucks wanted to get into bottled drinks; Pepsico wanted to create an innovative product.
Chrysler and Daimler both felt they couldn't face the competition in the automotive industry alone.
Miramax needed money; Disney liked the serious image of Miramax.

2 Starbucks–Pepsico succeeded because the merger gave both of them something that they wanted.
Daimler–Chrysler succeeded in the end, despite their different corporate cultures, because they worked hard to sort out their differences and problems.

3 Disney–Miramax failed because they were very different and couldn't find anything in common.

Reading 1

As a lead-in, draw Ss' attention to the title of the article on page 9. What do they expect it to be about? Then ask Ss to scan the article quickly to look for confirmation of their predictions.

Then ask Ss to reread the text quickly and decide if the author is optimistic or pessimistic about strategic alliances.

optimistic (but advising caution)

Reading 2

Ask Ss to read the text again more carefully and decide which of the six statements are true or false. Refer Ss to the glossary box at the top of the page and remind them of the glossary for Unit 1 at the back of the book.

1 false (... they are once again on the prowl.)
2 true
3 false (... the idea of the conglomerate ... with a diverse portfolio of businesses, went out of fashion ...)
4 false (... regularly proves the ruin of many big media takeovers.)
5 false (... CEOs will be judged less for spotting a good target than for digesting it well ...)
6 true

Reading 3

Ask Ss to read the text again and answer the questions.

1 They slowed down for a while because of the dot-com boom.
2 The figures are heavily influenced by the time period chosen and, in any case, one out of four is quite a good ratio when compared with the chances of getting a new business started.
3 They should be clear about what they are going to do with the business they acquire. They shouldn't be over-confident about their abilities. They should be aware that they will be influenced by the herd instinct, the feeling that it is better to be wrong in large numbers than to be right alone.

Speaking

Ask Ss to work in pairs / small groups and discuss the questions. Encourage Ss to give reasons for their views.

You may wish to ask follow-up questions, such as: *Can you think of any recent mergers that have taken place? Were they succcessful? Why / Why not? Why did the companies find it difficult to make their mergers work?*

Optional activity

Put Ss into pairs. Prepare a set of vocabulary cards (each card should have a word or phrase from the Unit 1 glossary on page 147 on it). Give each pair a set of cards face down. Ss take it in turns to pick a card and describe the word / phrase on it to their partner who guesses what the word / phrase is.

Vocabulary 1

Ask Ss to match the words with their definitions. In feedback you may wish to ask Ss to make sentences using the terms (e.g. *I am trying to expand my portfolio to include blue chip company shares.*).

1 f 2 e 3 a 4 c 5 b 6 d

Vocabulary 2

Check Ss understand what a metaphor is (a way of describing something by referring to it as something different, and suggesting that it has similar qualities). Ask Ss why they think the author uses hunting and animal metaphors. Then ask Ss to find metaphors in the text on page 9 to match the definitions given.

Suggested answer

The author probably uses hunting and animal metaphors to grab the attention of his / her readers.

1 hibernation 2 (animal) spirits
3 target (they might attack) 4 predator

Practice

As a lead-in, ask Ss questions such as *Why do you think companies engage in mergers*, etc.? Tell Ss they are going to read a short article about why companies merge and what can go wrong. Ask Ss to read the text and complete the gaps using the words given.

2 portfolios 3 acquire
4 targets 5 chances
6 fortunes 7 shareholder value
8 failure

Optional activity

As a lead-in to the Language check tasks, write some sentences on the board using different tenses, and the names of the tenses. Ask Ss to work in pairs and match each sentence with one of the tenses. Then ask Ss to discuss how to form each of the tenses. Refer Ss to the Grammar reference for Unit 1 on page 157 to check their answers.

Language check 1

Ask Ss to read the example sentences and match each sentence to one of the five uses.

1 b 2 e 3 a 4 d 5 c

Language check 2

Ask Ss to name the tense used in each example.

a present continuous b present perfect
c past perfect d present simple
e future (passive)

Language check 3

Put Ss into pairs. Ask Ss to match the pairs of time markers with the tenses.

1 past perfect 2 future (passive)
3 present perfect 4 present simple
5 present continuous

Coursebook, Grammar reference, Review of tenses, page 157

Practice

Ask Ss to complete the gaps in the article using the correct form of the verbs in brackets. Ask Ss to compare their answers in pairs.

2 has been 3 (has) accepted
4 will become 5 had not wanted / didn't want
6 has made 7 do not get
8 are becoming 9 will cost
10 will see

Workbook, page 6

Optional activity

Ss work in small groups. Put time phrases (e.g. *recently, at times like these*) on cards. Put a set of cards face down in front of each group. Ss take turns in their group to take a card and make a sentence using the word or phrase on the card. Encourage Ss to make sentences about their company or other companies they know, e.g. *By 2001 my company had taken over two other companies*. After each S has made their sentences the other Ss in the group should confirm whether it is grammatically correct.

Listening 2 1

Tell Ss they are going to listen to someone talking about a company's recent history. Ask Ss to listen to Joan Woolley and put the events in order, earliest first.

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

Listening 2 2

Ask Ss to listen again and answer the questions. (They need only listen to as far as '... it was still quite a shock.')

1 present perfect
2 past perfect
3 past simple

Listening 2 3

Ask Ss to listen to Part 2 and list the four reasons Joan gives for why the merger failed. Which reason contributed most to the failure of the alliance?

1 different approaches to sales and marketing
2 very different products
3 different methods of team-working
4 didn't manage to build relationships

Not building relationships contributed most to the failure of the alliance.

Speaking

Put Ss into pairs. Ask Ss to discuss the three points. Then ask each pair to work with another pair and tell each other their views. In feedback you may wish to ask further questions, such as *What is your experience of being taken over? What problems were there? What measures were taken by the companies to ensure a smooth transition?*

You might also want to brainstorm as a whole group different ways of easing transition (e.g. team-building activities, advisory groups comprising employees from both companies).

Writing

Ss are going to write a short press release to publicise the fact that the company has won the award. This should include a brief history of the company based on the answers to Listening 2. (You may wish to ask Ss to prepare their press release in class, complete it for homework and then compare their answer with a partner in the next lesson before handing it in to be marked.)

Style guide, page 30

Teacher's Book, Unit 11, Writing focus: Press releases, page 78

Career skills 1

As a lead-in, ask Ss about their relationship with people they work with, their clients, suppliers, etc. Also ask them how important they think good relationships are in business. Then ask Ss to read the Career skills information and phrases. You may wish to promote discussion by asking Ss questions such as *How important is exchanging cards in your culture / other cultures you know? How do you like to be addressed by others? How do your clients like to be addressed?*

Ask Ss to look at the tips. Elicit further tips to add to the list and write them on the board.

Suggested answer

Introduce people to others who may be of interest to them.

Career skills 2

Ask Ss to match the phrases and the tips. Can they think of any other useful phrases that could go with each tip?

1 d 2 f 3 a 4 b 5 e

Workbook, page 7

Speaking

Ask Ss to work in pairs (if possible, Ss should work with someone they do not know very well). Ask Ss to introduce themselves and find three things they have in common (e.g. relating to hobbies, work, families, holidays). Then ask Ss to tell the rest of the class what they found out about their partner.

So that Ss have an opportunity to practise using the full range of phrases in the Career skills box, you may wish to ask Ss to carry out this task as a role-play, e.g., imagining they are meeting at a conference for the first time. Encourage Ss to introduce themselves, ask each other questions, show interest, set up a future meeting, etc.

Listening 3

Tell Ss they are going to hear two people networking. Ask Ss to listen and answer the questions.

1 video games; metal pipes
2 They are both involved in China; they are both considering working with Culture Plus.
3 They could get a group (discounted) rate from Culture Plus.

Optional activity

Ask Ss to work in small groups and to come up with a list of Dos and Don'ts of interviewing potential business partners. Elicit the Dos and Don'ts and write up the points on the board. Then, as a whole group, Ss discuss which are the three most important pieces of advice from the whole list.

Speaking

Put Ss into pairs. Ask Ss to read the extracts and discuss why the people failed to build a relationship. What tips would they give them? Then ask Ss to improve what B says in each extract. Ss should then continue the conversation as a role-play. Refer Ss to the phrases in the Career skills section.

Suggested answers

1
B Oh, that's interesting. I don't think my company is in the best position to be featured at the moment, but please contact me again nearer the time. Here's my card.
A Great. I'll give you a call …

2
B Yes, of course, but only for a short time as I have to leave soon.
A Oh, thanks, that's really kind …

3
B Not really – but I'm very pleased to meet you and I'd love to hear about your company.
A Well, we're in IT, and we mainly work with companies to …

Culture at work

Ask Ss to read the information about working relationships and then discuss the questions in small groups. Encourage Ss to give examples from their own experience, e.g. what have they experienced in multicultural settings such as negotiations and meetings? You may find it helpful to look at the Culture at work table from page 8 of the Skills Book; this is reproduced below. You may also find it useful to refer to the relevant section on Culture at work in the teacher's notes supporting the Skills Book.

People from specific cultures ...	People from diffuse cultures ...
seem friendly and accessible because they give information freely about themselves from the very first meeting.	seem hard to know because they don't tell you much about themselves unless they know you well.
have friendly relationships with a lot of people who are not necessarily close or lifetime friends. These relationships may seem superficial to people from diffuse cultures.	have a few close friends, with whom they have a long-term relationship and share many aspects of their private lives.
are happy to talk about personal matters with anyone they meet.	don't like to talk about personal matters in the context of a business relationship.

Skills Book, Culture at work, page 8
Teacher's Book, page 117

Optional activity

Ask Ss about their experience of 'small talk' with businesspeople from other countries. What did they find easy / difficult about engaging in small talk? What topics were acceptable with which nationalities?

Dilemma

Tell Ss they are going to read about Unilever and Ben & Jerry's. Ask them what they may already know about the companies, e.g. what each produces. Give Ss a few minutes to read the brief.

Task 1: Ss work in groups. Ask Ss to read the profiles and make a list of the similarities between the people involved and their companies (e.g. engaged in funding charitable activities).

Task 2: Ask Ss to note down five things Niall FitzGerald could say to Ben and Jerry and the responses they might give (e.g. *Your foundation sounds really interesting, I'd love to hear more / Well, we donate 7.5% of pre-tax profits to non-profit organisations.*). Refer Ss back to the Career skills box for useful phrases.

Task 3: Ask Ss to discuss the questions. In feedback encourage Ss to give reasons for their views (e.g. they might want a guarantee that at least 7.5% of pre-tax profits continues to go to charity – *We may not be able to offer 7.5% but I'm sure we can come to a figure that we're all happy with.*).

Decision

Ask Ss to look at the article on page 145 about the merger between Ben & Jerry's and Unilever. What did each party say? You may wish to suggest to Ss that they browse the internet to find out what has happened since the merger.

Write it up

Ss are going to write a memo to staff about the decision to merge and why the decision was made. You may wish to ask Ss to prepare their memo in class, complete it for homework and then compare their answer with a partner in the next lesson before handing it in to be marked. Give each S a photocopy of the Writing preparation framework from page 188; then use the Writing focus (Writing focus: Memos) on the next page to link the use of the framework and the Style guide as Ss plan their writing. Encourage Ss to use different phrases for giving reasons for the decision. You may also wish to use the Writing feedback framework from page 189 to structure your feedback to each S.

Optional activity

Put Ss into pairs. Ask Ss to interview each other about their use of English using questions such as those below. Then ask Ss to tell the whole group what they found out.
How often do you need to use English? Who with? What for?
What do you find easy / difficult about learning English?
How long have you been learning English?
How do you think you need to improve your English?

Writing focus: Memos

1 First decide who you are.
(In this case, Ss are Niall FitzGerald, CEO of Unilever.)

2 Every time you start to write, you need to ask yourself two questions:
a What is the purpose of this piece of writing?
b Who am I writing to?
(Here Ss are writing to staff to inform them of the merger – and to explain why – with Ben & Jerry's.)

3 Look at the section on Memos on page 24 of the Style guide. Notice the suggested structure of a memo:
Date / To / From / Subject
Introduction
Main points
Conclusion and recommendation
Initials of the writer
Is this structure appropriate for this memo? What are you going to put in the subject line? Plan the sections you are going to divide your memo into. Then note down the points you might cover in each section.

4 What style should the memo be written in?
(As it says in the Style guide, memos tend to be less formal than business letters. They are usually short and clear, but not bossy. The language is simple and the tone is normally neutral.)

5 What phrases might be appropriate in your memo?
(See the Style guide, particularly the phrases for giving information on page 24. Examples of useful phrases are underlined in the suggested answer opposite.)

6 Now go ahead and write the memo.

7 When you have finished, check your writing for: logical structure, clarity of ideas, accuracy of language, appropriateness of style.

Style guide, Memos, page 24
Style guide, General rules, page 3
Style guide, Organising your writing, page 4
Skills Book, Writing 3, Memos, page 46
Teacher's Book, page 151
Teacher's Book, Writing preparation framework, page 188
Teacher's Book, Writing feedback framework, page 189

Memo: Suggested answer (165 words)

To: All staff
From: Niall FitzGerald
Date: 21 June
Subject: Merger

I am delighted to inform you that Unilever is to merge with Ben & Jerry's, the well-known ice cream maker.

You will no doubt be aware of recent reports in the media claiming, among other things, that Unilever's main goal, as a successful multinational, to make a profit would be incompatible with Ben & Jerry's ethical business practices and creative management.

However, we are happy to be able to announce that a recent series of detailed talks between Unilever and Ben & Jerry's has shown both companies that we have much in common. We have therefore decided to build on our shared commitment to social responsibility – we believe that this move will not only help us to diversify our portfolio of products, but will also enable the community to profit further from our joint business success.

We will be holding meetings for all staff over the coming week, to outline the forthcoming merger process.

In the meantime, if you have any questions, please contact Miles Junior on ext 394.

NF

Unit 2: Projects

UNIT OBJECTIVES	
Reading:	Up, up and away
Language:	Articles
Vocabulary:	Synonyms; problems; expressions with *take*; projects
Career skills:	Setting goals
Culture at work:	Respecting deadlines
Dilemma & Decision:	Test crisis (minutes)

This unit looks at how to run a successful project; the main article looks at one particular project, the construction of the fifth terminal at London's Heathrow airport, designed to cater for 30m passengers a year. The unit focuses on the problems of such projects (e.g. difficult building techniques), the risks (e.g. if it doesn't succeed the company could be brought down) and the innovative ways in which the project is being run (e.g. a special contract with the suppliers that aims to minimise costs and conflicts by encouraging employees from different suppliers to work closely together).
A project is seen as following a cycle consisting of four distinct phases – initiate, plan, execute and close. Within each phase is a set of tasks that have to be completed to budget and by the deadline set (e.g. within the planning stage you might have 'forecast costs').

Keynotes

Introduce the topic by asking Ss what they think the picture represents (it shows part of the construction site for the fifth terminal at Heathrow near London, one of the world's biggest and busiest airports). Also ask what they understand by the title 'mission to accomplish'. It is a play on words. 'Mission accomplished' is what is often said after a successful space mission or a military mission. Here the title emphasises that the goal is to complete the project successfully. Ask Ss if they have ever been to the UK. If so, did they arrive at Heathrow? What was it like?

Ask Ss to read the keynotes. Check they understand the terms in bold, for instance, by asking them what the specifications of a project might involve (resources, deadlines, etc.). Also draw Ss' attention to the glossary for this unit at the back of the book. You may wish to follow this up by asking questions such as: *What kinds of projects have you been involved in? What was your role?*

Coursebook, Glossary, Unit 2, page 147

Preview

Ask Ss to look at the diagram. Then ask Ss to match the tasks to the project phases. Point out that in some cases there may be more than one possible answer.

1 close	2 plan
3 plan	4 plan
5 close	6 execute / control
7 execute / control	8 initiate
9 plan	10 initiate

Listening 1

Tell Ss they are going to listen to someone speaking about project management. Ask Ss to listen to Helen Jenssen and answer the questions. In feedback you may wish to ask Ss if they agree with Helen's views on the first two questions.

1 initiating and planning
2 Is the project feasible? Will it add value?
3 Tasks: 10 (prepare project overview), 9 (allocate resources), 3 (forecast costs) 2 (evaluate the risk factor), 4 (select the project team), and 5 (deliver the project)

Speaking

As a lead-in, ask Ss to look at the pictures and elicit what each one might represent. Have they heard of any of the past and current projects listed? Ask Ss to work in pairs and come up with one or two ideas for the sort of difficulties that one of the projects might have had. Ask each pair to summarise their discussion to the whole class.

If the class or individuals are interested in pursuing this further, they could do additional research on the project they chose, using the internet if available, and report back in the next lesson.

Suggested answers

General difficulties (which could apply to any / all of the projects):

- It might have been difficult to raise capital for the project.
- Perhaps the people who initiated the project weren't taken seriously at first.
- There may have been technological problems.

Specific difficulties:

- Burt Rutan X2 spacecraft – safety (must be safe enough for space tourism); obtaining government approval (certification); getting insurance at affordable cost; persuading someone to pilot the spacecraft.
- Millau viaduct (Massif Central, France) – building a bridge 2.4km long (the largest cable-supported bridge in Europe) across a river and needing to be 270m above the river to span the gap between the plateaux on either side of the river; using seven piers / pillars instead of the usual two or three; the huge amount of materials to be transported in; safety factors for construction workers; safety factors for drivers (e.g. the bridge has a slight curve to avoid drivers having a sensation of floating).
- Aurora – need for extensive research (is there / was there ever life on Mars?); analysis of the geological features of Mars (requiring several robot-manned missions); objections from agencies who want more money spent solving Earth's problems first.
- Hydrogen car – overcoming consumer prejudice; powerful oil companies trying to block progress.
- Noppa – getting map material for pedestrian use and interfaces for real-time information systems (the information exists, but it is unobtainable; it is either in the wrong format or inside closed information systems); keeping public transport data up-to-date.
- Kalpasar – environmental impact (flooding, silting); effects of industrial waste; timescale; forced relocation of local people.
- Robot – possibly going out of control, and causing damage / terrorising a household; communicating with other robots and ganging up to take over the world.

Optional activity

Photocopiable resource 2.1 (page 104)

Ask Ss to access the website of a well-known company and find out what projects / activities the company is engaged in. Ask Ss to make notes about the company and its activities for homework using the framework on page 104. In the next lesson ask Ss to present their findings to a partner.

Reading 1

Tell Ss they are going to read about a large construction project – Heathrow Terminal 5. Do any Ss have experience of large projects? What problems do they think there might be? Then ask Ss to read the article quickly and answer the question.

The agreement has made it easier to work with suppliers by minimising conflict, reducing unexpected extra costs and increasing efficiency.

Reading 2

Ask Ss to read the article again and complete the lists. Refer Ss to the Glossary at the top of page 17 and remind them of the glossary for Unit 2 at the back of the book.

1
a tricky building techniques
b need to interface with other transport links
c complex electronic systems to install

2
a managing the project itself
b outsourcing to a project management group

3
a limited access (one entry point)
b limited storage (two days)

4
a delays / glitches, increasing the costs
b legal problems / haggling
c work shuts down; therefore, time runs short

Speaking 1

Put Ss into in pairs / small groups. Encourage Ss to refer back to the article when discussing the questions.

advantages: minimises conflicts, cost-cutting and delays; teams work together; partners have more incentive to do a good job
disadvantages: BAA carries more risk

Speaking 2

Ask Ss to look at the headlines and put them into chronological order, earliest first. Ask Ss to compare their answers in pairs. Ask Ss what the reports might have been about.

1 c Planning enquiry clears T5 …
2 b BAA publishes tenders
3 e Vacon clinches T5 contract
4 a T5 protesters occupy crane
5 d Tunnel completed on schedule

Vocabulary 1

Ask Ss to read the sentences and find synonyms in the text for the underlined phrases.

2 outsourcing
3 bid lowest
4 an incentive to do a good job
5 bigger priority

Vocabulary 2

Ask Ss to find words and phrases in the text that are used to refer to problems. You may wish to ask Ss to make sentences using these words (e.g. *There have been a number of glitches with the new machinery.*).

1 glitches
2 delays
3 haggling
4 shuts down
5 behind schedule
6 runs short
7 goes wrong
8 negligence

Vocabulary 3

Ask Ss to find the *take* verbs in the article, which have the meanings given.

1 took over
2 take down
3 taking place
4 take on

Vocabulary 4

Ask Ss to match the definitions with the roles.

1 d
2 b
3 a
4 c

Practice

Ask Ss what they know about the building work for the Athens Olympics in 2004 (e.g. delays, spiralling costs and fears that it would not be completed on time). Tell Ss they are going to read about the construction of the underground rail system. Then ask Ss to read the article and complete the gaps with words from the previous exercises. Point out that in the photo 'P' in the Greek alphabet is 'R' in the Roman alphabet, hence 'Metro' in the text (= 'underground').

2 take place
3 on time
4 budget
5 delays
6 glitches
7 behind schedule
8 took over

Optional activity
Photocopiable resource 2.2 (page 104)
Give each S a copy of the table on page 104. In pairs, Ss decide if the noun form of the word given (taken from the unit glossary) is spelt and pronounced in the same way as the verb form. Ask Ss to make notes in the table. Then ask Ss to use their dictionary to check their answers.

Language check 1

Ask Ss what they understand by the *definite* or *indefinite* article. Then ask Ss to complete the rules using *definite* or *indefinite*. Check that Ss understand terms used in the rules (countable, superlative, etc.).

1 definite
2 definite
3 indefinite
4 definite

Language check 2

Ask Ss to study the sentences and match each one to one of the rules.

a 3
b 1
c 4
d 2

Language check 5

Ask Ss to work in pairs. Ss should refer back to the article on page 17 and find two examples to illustrate each of the four rules. Before setting the task, you may need to check Ss' understanding of the terms used in the rules (proper noun, uncountable, etc.). Refer Ss to the Grammar reference on articles at the back of the book.

1 Tony Douglas, BAA, Bechtel, Kenwood, Balfour Beatty, Bombardier, Stansted
2 mud, baggage, capacity, storage, computing, training, haggling, work, construction
3 men, road and rail links, connections, projects, airports, techniques, passengers, stints, ways, constraints, logistics, companies, subcontractors, contractors, partners, projects, airports, etc.
4 time, negligence, success

Workbook, page 9
Coursebook, Grammar reference, Articles, 157

Practice

Ask Ss about any software they use / could use to keep track of a project's progress (e.g. Excel spreadsheet, Microsoft Project). What are the advantages / disadvantages of each of these? Then ask Ss to study the chart and complete the commentary with *a* / *the* / Ø. Encourage Ss to compare their answers in pairs.

2 the	3 The
4 a	5 the
6 Ø	7 the
8 the	9 Ø
10 Ø	11 Ø
12 Ø	13 a
14 the	15 the

Career skills

Ask Ss to work with their books closed. Brainstorm suggestions and list on the board synonyms for 'objectives' (*goals, targets, aims*) and 'collocations' *(meet, hit, achieve, miss, set*, etc.). Ask Ss to read the information and phrases in the box about setting goals. Check Ss' understanding of *feasible, doable*, etc.

Workbook, page 10

Listening 2 1

Tell Ss they are going to listen to two dialogues involving goal setting. Tell Ss to listen and answer the question.

dialogue 1: No
dialogue 2: Yes

Listening 2 2

Ask Ss to listen again and make notes on each person's role and the goals set.

dialogue 1
role: market research
goal: to produce a market report

dialogue 2
role: product development
goal: to develop a full range of beauty products (in six months)

Listening 2 3

Ask Ss to listen and decide which phrases from the Career skills box they hear. Ss can check their answers in the audioscript.

dialogue 1: e, f, h
dialogue 2: a, c, b

Speaking 1

Put Ss into pairs. Give Ss a few minutes to read the information about the projects. Then ask Ss to take turns to play the roles of senior manager and project leader for each situation. You may wish to set a time limit for Ss to set goals for each of the situations.

Speaking 2

Ask Ss to work in pairs. Ss make notes on a project they would like to initiate. Put Ss together with another pair and ask them to tell each other about their project. Encourage Ss to ask each other questions about their project. For instance: *What were the aims of the project? Did it achieve these aims? Why / Why not? Who was involved? What kinds of problems did the team experience? How did they solve these?* Remind Ss to use phrases from the Career skills box.

Optional activity

You might want to take this opportunity to do some telephoning practice and remedial telephoning work. Ss work in pairs. One S is project manager Sylvia Edgeware, who receives a phone call from a staff member (the other student) updating her on a project.

Writing

Ss are going to write an email summarising the agreed goals for one of the projects on page 21. (You may wish to ask Ss to prepare this in class, complete it for homework and then compare their answer with a partner in the next lesson before handing it in to be marked.)

Style guide, page 20

Teacher's Book, Unit 12, Writing focus: Formal emails, page 83

Culture at work

Ask Ss to read the information and discuss the questions in small groups / pairs. Encourage them to give examples from their own experience where possible. You may find it helpful to look at the Culture at work table from page 13 of the Skills Book; this is reproduced below. You may also find it useful to refer to the relevant section on Culture at work in the teacher's notes supporting the Skills Book.

	Monochronic	Synchronic
Planning events	Events are tightly scheduled and people expect each part of the event to start and finish at a precise time.	Although events have a timetable, people accept that the timing can change to allow for eventualities.
Planning presentations	Presenters plan each stage of their presentation carefully. Audiences may be critical of presentations that overrun.	Presenters prepare a plan but they may change it to adapt to the situation or the needs of the audience.
Introducing presentations	Introductions are usually short and to the point.	Presenters often take more time to build a relationship with the audience.

Skills Book, Culture at work, page 13

Teacher's Book, page 122

Optional activity

Ask Ss to work in pairs. Copy and distribute a set of job adverts for a range of project manager roles to each pair. Ask one S in each pair to select a job advert they might apply for and to prepare for having an interview for the post. Ask the other S in each pair to take on the role of the interviewer and prepare a set of questions they would ask their partner at the job interview. Then ask Ss to role-play the interview situation. In feedback ask Ss to discuss their performance as interviewer / interviewee, e.g. *Would you give your partner the job? Why / why not? Did your partner ask any unexpected questions? If so, do you think you dealt with them well?* You may wish to ask Ss to choose another of the job adverts and write a letter of application for homework.

Dilemma

Ask Ss to read the Dilemma brief. Check that Ss are familiar with the terms used (e.g. *impact* (v), *semiconductor chips*), and understand the situation.

Task 1: Divide Ss into groups of four. Each S within the group reads a different role card from the back of the book. Give Ss time to read the information and to prepare their arguments.

Task 2: Ss take it in turns within their group to present their ideas. Encourage Ss to ask each other questions. Tell Ss they should then choose one course of action and nominate one person as the project manager.

Task 3: The nominated person should present the solution to the whole class or another group. Which course of action was the most popular?

Decision

Ask Ss to listen to Oliver Heller explaining what the company did. Did any Ss choose the same course of action?

Write it up

Ask Ss to write the minutes of their group's decision for circulation to senior management. You may wish to ask Ss to prepare the writing in class, complete it for homework and then compare their answer with a partner in the next lesson before handing it in to be marked. Give each S a photocopy of the Writing preparation framework from page 188; then use the Writing focus (Writing focus: Minutes) on the next page to link the use of the framework and the Style guide as Ss plan their writing. You may also wish to use the Writing feedback framework from page 189 to structure your feedback to each S.

Writing focus: Minutes

1 First be clear about the perspective you are writing from.
(In this case, Ss are asked to write up the minutes of a meeting between four managers to discuss how to deal with a production problem.)

2 Every time you start to write, you need to ask yourself two questions:
a What is the purpose of this piece of writing?
b Who am I writing to?
(Here Ss are writing to senior management to summarise the proposals put forward at the meeting and the course of action agreed on.)

3 Look at the section on Minutes on page 26 of the Style guide. Notice the suggested structure and layout of minutes:
Subject and date of meeting
List of participants
Summary of chairperson's introduction
Summary of discussion
Action points
Date and time of next meeting
Which parts are relevant for this task?
(The model in the Style guide is for formal minutes of a meeting. It's recommended that Ss follow a similar approach for this task.)

4 What style should the action plan be written in?
(As it says in the Style guide, minutes should be short, clear, concise and easy to read. The Style guide also suggests that the language of minutes is usually formal.)

5 What phrases (including linking words and phrases) might be appropriate in the minutes?
(Action points are usually written as separate points without linking words, e.g.
Y to accompany X on the first visit to Japan.
Z will provide appropriate financial support during the first two years.)
Other useful phrases for minutes, taken from page 26 of the Style guide, are underlined in the suggested answer opposite.)

6 Now go ahead and write the minutes.

7 When you have finished, check your writing for: clarity, accuracy of language, appropriateness of style.

Style guide, Minutes, page 26
Style guide, General rules, page 3
Style guide, Organising your writing, page 4
Skills Book, Writing 5, Minutes, page 74
Teacher's Book, page 173
Teacher's Book, Writing preparation framework, page 188
Teacher's Book, Writing feedback framework, page 189

Minutes: Suggested answer (215 words)

Minutes of the Z72 project group meeting
7 February
Present: Jill Day, Petra Wyss, Marco Daglio, Martin Parris
Jill Day opened the meeting by explaining the problem faced at Infineon with equipment testing. She then outlined the proposed solution to the problem: to purchase and install 5 to 6 additional machines to handle the additional production. She was confident that these could be delivered within 3 months and installed in 1 to 2 weeks.
Petra Wyss disagreed and suggested that an outside company should be used to conduct all testing – Ltx or Marly, for instance. She explained that the company would pay a fixed rate for testing each item and would pay a set fee for reserving testing capacity at the external company.
Marco Daglio argued that a new, centralised testing plant would be more effective as it could handle all the testing for the Infineon plants. He offered to research the costs of setting up and running this facility.
Martin Parris recommended that products could be sent to another Infineon factory which has available capacity. He highlighted issues that would need to be looked into – standardisation of processes, a new IT system, transport and logistics.
Everyone was interested in Marco's proposal and it was agreed that Marco will come to the next meeting with further details about the costing that his recommendation would involve.
Next meeting – Tuesday, 19 February, 10am, Room 23

Unit 3: Teamworking

UNIT OBJECTIVES

Reading:	Think before you meet
Language:	Modal forms
Vocabulary:	Collocations; multi-part verbs
Career skills:	Team building
Culture at work:	Exchanging information
Dilemma & Decision:	Leading the team (memo)

This unit highlights the importance of team building in business. It looks at what makes a successful team (e.g. committed team players), the varied roles needed within an effective team (e.g. facilitator, timekeeper) and the typical qualities shared between good team members (e.g. active listeners).
The unit also looks at:
- the different kinds of meetings that teams are often involved in (e.g. to explain new projects)
- what makes meetings effective (e.g. having a clear focus)
- different activities used to build teams (e.g. paintballing).

Keynotes

Introduce the topic by asking Ss about their experience of being part of a team – in their business and social life (e.g. project team, sports team). Then ask Ss what they think is 'the stuff teams are made of' or rather what they think makes an effective team. What kind of teamworking is illustrated in the picture? (It shows a group of men working as a team, sailing.)

Ask Ss to read the keynotes. Check they understand the terms in bold, for example, by asking Ss to define or give synonyms (e.g. *goal = aim / target*; *informative = useful*). Draw Ss' attention to the glossary for this unit at the back of the book.

Coursebook, Glossary, Unit 3, page 148

Optional activity

Ask Ss to work in groups and discuss what makes an effective team player. Ss should complete the five prompts:
A good team player always
1 …
2 …
3 …
4 …
5 …

Preview 1

Ask Ss to work in pairs / small groups and discuss the questions. You may want to add additional questions to encourage discussion (e.g. *Can you think of any other reasons for teams to hold meetings? What are the advantages / disadvantages of meetings compared to teams using email, memos and the phone?*)

Suggested answers
1 d, g, i
2 g, i
3 a, b, c, e, f, h, j

Preview 2

Ask Ss to read the descriptions and match each situation to one of the descriptions. Ask Ss to discuss their answers in pairs. In feedback ask Ss to give reasons for their views.

Suggested answers
a The stand-up meeting
b The café meeting
c The walking meeting
d The egg-timer meeting

Speaking

Ask Ss to work in pairs / small groups and discuss the questions. Encourage Ss to give reasons for their preferences and for not choosing the other options (e.g. a stand-up meeting might well speed up a meeting, but it would be uncomfortable to stand up for long periods of time). You may wish to collect Ss' ideas for alternative situations on the board (e.g. a café meeting could be useful for informal team meetings or for meeting with staff members to discuss more sensitive, personal issues).

Reading 1

Lead Ss into the reading activity by asking them to reflect on the significance of the picture on page 25 (it shows a meeting in which one participant is yawning). Have they been in meetings which have made them yawn? What can make a meeting particularly boring / interesting? Then ask Ss to read the article and say why the author thinks meetings are often a waste of time. Refer Ss to the glossary box at the top of the page and remind them of the glossary at the back of the book.

They often don't achieve what they set out to do.

Reading 2

Ask Ss to read the text again more carefully and answer the questions. Where in the text did they find each answer?

1 Because they tend to be spontaneous, small and quick.
2 Meetings tend to be held either to share information or to solve problems.
3 People give criticism more easily than positive feedback.
4 Because meetings are where teams are formed.
5 They often waste huge amounts of time.

Speaking

Ask Ss to read the information about team activities. Then ask Ss to work in pairs / groups and discuss the questions. You may wish to collect Ss' suggestions on the board. (Suggestions for other team-moulding activities might include: problem-solving tasks, sporting activities, charity fundraising events.) In feedback you may wish to ask Ss about their experience of team-moulding activities: *Have you ever attended an event like this? What was it like? What sort of event would you prefer? Why?*

Vocabulary 1

Ask Ss to form collocations in three groups, using the words listed.

People: team leader, team player, team member
Things to do: team project, team task, team goal
Concepts: team morale, team spirit, team building

Vocabulary 2

Ask Ss to find the multi-part verbs in the article. In feedback you may wish to ask Ss to brainstorm other multi-part verbs they know.

1 put up with
2 look forward to
3 come up with

Practice

Ask Ss to complete the gaps with the four words listed and words from the previous tasks. Ask Ss to compare their answers in pairs before giving feedback.

2 team members
3 team spirit
4 agenda
5 brainstorming
6 come up with
7 team building
8 participants
9 attend
10 team tasks

Writing

Ss write a fax in answer to an enquiry about paintballing activities. (You may wish to ask Ss to prepare the fax in class, complete it for homework and then compare their answer with a partner in the next lesson before handing it in to be marked.)

Style guide, page 22
Teacher's Book, Unit 6, Writing focus: Faxes, page 48

Reading 1

Tell Ss they are going to read an article about different team roles. Ask Ss to read the article and match the seven statements to the roles.

a 2 b 1
c 2 d 3
e 5 f 4
g 1

Reading 2

Ask Ss to read the article again and match the six tasks to the roles.

a 3 b 2
c 1 d 4
e 3 f 2

Speaking

Put Ss into groups of four. Ask Ss to discuss roles 1–4 and decide which role matches each group member best. In feedback, ask Ss to give reasons for their decisions (e.g. *I think Helen would make an excellent team recorder, because she can do shorthand and so could write down accurately what people actually say.*). Encourage Ss to use language from the article.

Optional activity
Photocopiable resource 3.2 (page 106)
Ask Ss to work in pairs. Give each S a copy of the words on page 106. Ask Ss to take it in turns to make sentences using each word, taken from the glossary. Then ask Ss to compare their suggestions with those on page 148 of the glossary.

Language check 1

Ask Ss what they understand by *obligation*, *deduction*, etc. Ask Ss to read the example sentences and match them to the six uses. Check Ss know *have* is contracted in speech to *'ve* and is unstressed. Check also Ss know how the negative of past modals is formed and pronounced.

1 e	2 d
3 a	4 f
5 b	6 c

Language check 2

Then ask Ss to use the words in brackets to write sentences about a team leader. You may wish to ask Ss to complete the task in pairs.

2 She can't be an efficient worker.
3 She can't be pleased with them.
4 She can't be satisfied with their work.
5 She must be worried about this.

Language check 3

Ask Ss to read two of the example sentences again and put three present modal forms into the past.

must have been
can't have worked
might have known

Language check 4

Ask Ss to write sentences about the situations using past modals.

2 The team can't have had enough time.
3 The team must have been confused.
4 The team can't have been happy.
5 They must have been frustrated.

Coursebook, Grammar reference, Modal forms, page 158
Workbook, page 14

Optional activity
Photocopiable resource 3.1 (page 105)
This is a brief fluency activity on the topic of recruitment. Ask Ss to work in small groups. Tell Ss to imagine they work for a company that has had increasing difficulty recruiting good team players. Ask Ss to fill out details of the company's situation and to write legible notes in the framework on page 105.
Then ask Ss to exchange their piece of paper with another group. The other group has to discuss together possible solutions to the recruitment problems. When groups are ready, ask them to report back to the group that presented the problem. Alternatively, ask all groups to report the problems and solutions back to the rest of the class.

Speaking

Put Ss into pairs. Ask Ss to tell each other about mistakes they have made using past modals. In feedback, you may wish to collect some examples and write them on the board (e.g. *I left school at 16. I should have gone to college.*).

Career skills

Ask Ss to read the information and sentences about team building. Then ask Ss about their own experiences of being positive to other team members, e.g. *How have you tried to be a positive team member? What kinds of things did you say / do? Can you think of anyone who has been a particularly positive team member? What did they say / do?* Then ask Ss to match the qualities with the sentences.

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

Workbook, page 14

Listening

Ss are going to listen to two team members in a meeting. Ask Ss to listen and note down five more useful sentences for team building. Which qualities do they correspond to?

You've done a great job on these. (2)
Go on … that's what we're here for. (1)
I'm sure we can work this out. (3)
Then I should be able to get these in on time. (3)
If anyone can do it, you can! (2)

Speaking 1

Put Ss into small groups. Ask Ss to read the situations and then discuss in their groups what they would say. Ask Ss for their ideas. Ask Ss how negative team members might respond (e.g. for situation 1, they might say: *A couple of extra people and paying overtime isn't going to help us meet the deadline*; for situation 2, they might say: *He's just not pulling his weight on this project – it's slowing us all down.*). Also ask them about their experience of working with negative team members.

Speaking 2

Now ask Ss to role-play the situations. Remind Ss to use team building phrases from the Career skills box. Take notes on the language used in the group and give individual / group feedback at the end of the lesson.

Culture at work

Ask Ss to read the text about exchanging information and discuss the questions in pairs / small groups. Ask Ss about their own experience of working in multicultural teams. You may find it helpful to look at the Culture at work table from page 16 of the Skills Book; this is reproduced below. You may also find it useful to refer to the relevant section on Culture at work in the teacher's notes supporting the Skills Book.

	Individualist	Collectivist
Goals	A team is a group of individuals who cooperate in order to serve their own interests: to win personal credit and success.	A team is a group of people who work together to achieve shared goals: success and credit for the group as a whole.
Information	Information is power. It may be in your best interests to keep some knowledge to yourself, or to share it with only one or two other people.	It is important to share all information with other members of your team. You should use your knowledge to help and support others.
Decision-making	The process of decision-making should be short in order to save time. If everyone doesn't agree, you could either vote or let a senior person make the decision.	It is important to reach consensus even if the decision-making process is slow. If some people don't agree, the team should take time to find the basis for agreement.

Skills Book, Culture at work, page 16
Teacher's Book, page 125

Optional activity

In preparation for a mini-presentation, ask Ss to make notes on their current career and where they hope to be in the future (you may wish to specify the timescale, e.g. in ten years' time). Then ask Ss to make notes about other ways in which they think their life will change. Encourage Ss to use each of the modal verbs at least once. You may wish to ask Ss to make their notes under three headings: *My current career*, *My future career*, *Other future changes*. Once Ss have made their notes, put them into small groups and get them to tell each other briefly (3–5 minutes) their predictions. Ask one S to do a mini-presentation of their predictions to the rest of the class.

Dilemma

Ask Ss to read the brief. Answer any question they might have.

Task 1: Ask Ss to discuss the arguments in pairs. Which do they agree / disagree with? Why.

Task 2: Ss should come to a decision about what Peter should do.

Task 3: Put each pair together with another pair. Each pair tells the other the action they recommend and the reasons for their decision. Ask Ss to agree a joint decision. Also ask Ss to predict management's reaction.

Decision

Ask Ss to listen to the consultant to hear what he would recommend. Are Ss surprised by his views? Why / Why not?

Write it up

Ss are going to write a memo to management outlining the proposed course of action and reasons for the decision. First give Ss a photocopy of the Writing preparation framework from page 188; then use the Writing focus (Writing focus: Memos) on the next page to link the use of the framework and the Style guide as Ss plan their writing. You may wish to set this task for homework. You may also wish to use the Writing feedback framework from page 189 to structure your feedback to each S.

Writing focus: Memos

1 First decide who you are.
(In this case, Ss are team leader Peter Drumand.)

2 Every time you start to write, you need to ask yourself two questions:
a What is the purpose of this piece of writing?
b Who am I writing to?
(Here Ss are writing to management to explain what Peter has decided to do about his team's ideas, and why.)

3 Look at the section on Memos on page 24 of the Style guide. Notice the suggested structure of a memo:
Date / To / From / Subject
Introduction
Main points
Conclusion and recommendation
Initials of the writer
Is this structure appropriate for this memo? What are you going to put in the subject line? Plan the sections you are going to divide your memo into. Then brainstorm the points you might cover in each section.

4 What style should the memo be written in?
(As it says in the Style guide, memos tend to be less formal than business letters. They are usually short and clear, but not bossy. The language is simple and the tone is normally neutral.)

5 What phrases might be appropriate in your memo?
(See the Style guide, particularly the phrases for recommending options on page 24. Examples of useful phrases are underlined in the suggested answer opposite.)

6 Now go ahead and write the memo.

7 When you have finished, check your writing for: logical structure, clarity of ideas, accuracy of language, appropriateness of style.

Style guide, Memos, page 24
Style guide, General rules, page 3
Style guide, Organising your writing, page 4
Skills Book, Writing 3, Memos, page 46
Teacher's Book, page 151
Teacher's Book, Writing preparation framework, page 188
Teacher's Book, Writing feedback framework, page 189

Memo: Suggested answer (112 words)

To: All managers
From: Peter Drumand
Date: 21 June
Subject: Customer communication

Having considered the views of our customers over the last three weeks, I would like to present three ideas for improving customer communications on behalf of the comms team:

- to extend telephone coverage by one hour a week. This will enable Walton's to answer more queries
- to update the webpage at least once a week. This will enable us to offer more up-to-date information to our customers
- to research further the idea of holding store meetings. This will enable us to answer customers' questions directly.

We feel it would be in the best interests of the company to develop a budget for implementing these recommendations as soon as possible.

Peter Drumand

Review

On the next two pages of the Coursebook you will find Review 1, which reviews language, vocabulary and functional language from Units 1, 2 and 3. It can be used in a number of ways that can be adapted to suit your class, for example:

- Ss can do selected exercises for homework.
- Use in class and guide Ss to particular exercises according to their individual needs. Alternatively, if your class has similar needs, focus on exercises where they can have more practice together (Ss can work individually or in pairs).
- Use as a short progress test and review any necessary points before moving on to Unit 4.

Teacher's Book, Coursebook review 1: answers, page 101

Unit 4: Information

UNIT OBJECTIVES	
Reading:	How about now?
Language:	Question forms
Vocabulary:	Synonyms
Career skills:	Questioning techniques
Culture at work:	Asking appropriate questions
Dilemma & Decision:	Spying on staff (short report)

This unit looks at the different types of information people deal with in business (e.g. internet, emails, intranet), and highlights the recent growth in information.

It also looks at the importance of information management and how developments in IT have allowed businesses to analyse what is going on in their business in real time – in order to be able to react instantaneously to changes in the business.

The unit focuses on General Electric (GE), currently the world's largest company, and one which is famous for constantly adapting itself. In this unit, Ss read about Gary Reiner, the company's chief information officer, who heads GE's digitising initiative – aiming to connect everything involved in the business, from factories to IT to customers.

Keynotes

Introduce the topic of information by asking Ss how information is shared in their company (e.g. email, meetings, telephone). Refer Ss to the picture. What do they think it shows? Elicit that the woman is monitoring information about every single aspect of the business from her workstation – suppliers, customers, what's happening in the factories, supply and demand, and so on.

What do they think the unit will be about? Ask Ss to read the keynotes, checking that the terms in bold are clear to them. As a follow-up, ask Ss briefly about the issues raised in the keynotes (*How does your company share information? Is there an intranet where you work? What measures does the company take to protect it from attack?*).

Coursebook, Glossary, Unit 4, page 148

Preview

Ask Ss to look at the graph, which shows the growth of global information since the invention of printing in the fifteenth century, and then discuss the questions in pairs / small groups.

Suggested answer

1 Because of the recent rapid growth of technology and the different ways in which information can now be communicated as a result.

2 There is no reason to suggest the amount of information should decrease – in fact, it is likely to continue growing as more and more people across the world get connected to the worldwide web.

3 One way it has changed the way people live is that they often say they feel more stressed than they used to by the amount of information they have to read and deal with every day.

Speaking

Ask Ss to work in groups and discuss the questions. You may wish to ask Ss to consider the amount of time they spend emailing every day – either in terms of minutes / hours or as a percentage of their working day. How does this compare with other ways in which they communicate information?

Listening 1 1

As a lead-in, check Ss understand what is meant by 'intranet'. Ask Ss to tell you about their company's intranet, if they have one (e.g. type of content, how it's managed, how often it's updated). Tell Ss they are going to listen to an interview about intranets. Ask Ss to listen to the interview and replace some of the questions with the ones asked.

1, 3, 5 and 6 are the same.
2 How many staff regularly use the intranet?
4 What are the biggest challenges in managing the intranet?
7 How has the intranet's role developed since it began?

Listening 1 2

Then ask Ss to listen again and note down the information requested.

1 at least 50 per cent of staff
2 what's new, special offers, staff directory, useful links
3 keeping information current; trying not to overload the site
4 impossible: outside access; possible: downloading and emailing (confidential) information
5 everyone can contribute

Speaking

Ask Ss to work in groups to discuss the questions. Encourage Ss to give examples from their own experience (e.g. *What types of content does your company's intranet contain? Do you consider your intranet to contain excessive amounts of information?*) You may wish to introduce the concept of 'infoglut' at this stage – information overload; people seem to spend more and more time reading and listening to email and voicemail messages than actually acting on them. Ask Ss if they have experience of this situation.

Reading 1

Tell Ss they are going to read an article about General Electric (GE). What do they know about the company? This article looks at how IT is speeding up business decision-making at GE and allowing managers to monitor everything in real time.

You may wish to lead-in to the reading task by asking Ss to look at the quote underneath the picture and title and discuss whether they agree or disagree with what Ludwig Siegele says.

Ask Ss to read the text and answer the questions. Refer Ss to the Glossary box and remind Ss of the glossary for Unit 4 at the back of the book.

1 chief information officer
2 to monitor everything in real time
3 an organisation that can react instantaneously to changes in its business
4 speed up the information flow; monitor the business continuously; use newly-available information to offer new products and services

Reading 2

Ask Ss to read the article again and identify the three questions that the text does not address. Then ask Ss to discuss the answers to the other five questions in pairs / small groups.

1 It has a reputation for always trying to achieve perfection.
2 *No information*
3 employees, suppliers and customers
4 *No information*
5 It makes comparisons between performances and goals and alerts managers if they need to take action.
6 *No information*
7 Mr Maoz talks about being able to monitor the business continuously and use newly-available information to offer new products and services (the second and third benefits given in question 4 of Reading exercise 1).
8 automated program trading

Speaking 1 and 2

Ask Ss to discuss the questions in pairs / small groups. Encourage Ss to give reasons for their views (e.g. the kind of developments at GE could make managers' lives more stressful as they will have more information to monitor). In feedback, you may wish to collect their ideas for potential risks on the board (e.g. there are dangers of people hacking into a company's computer system to gain confidential information).

Vocabulary

Ask Ss to find synonyms for the underlined words and phrases in the text.

1 **a** connect **b** everything involved in
2 **a** status **b** programs **c** network
3 **a** dashboard **b** measurements **c** perform against **d** goals
4 **a** estimates **b** digitisation **c** save
5 **a** speed up **b** flow
6 **a** hardware **b** gather **c** information

Practice

This exercise consolidates vocabulary from the previous section. Tell Ss they are going to read a short text about a quality management approach. Ask Ss to complete the gaps with words from the previous exercises, and compare their answers in pairs.

2 information
3 goals
4 gathered
5 program
6 performs against
7 speeds up
8 save

Optional activity

Photocopiable resource 4.1 (page 106)

Put Ss into pairs and give each pair a copy of the table on page 106. Ask Ss to complete the table using words which have a similar meaning but different spelling to those given. How many more words can they think of that sound the same? Ask Ss to check their answers in the Style guide (page 9).

Language check

Ask Ss to read the information about questions and study the examples. Then refer Ss to the Grammar reference on page 158.

Coursebook, Grammar reference, Question forms, page 158

Workbook, page 17

Practice

Ask Ss to complete the questionnaire using the appropriate question words and verb forms.

2 Did
2.1 For what ... did
3 Were / Are
4 Would
5 Have
6 Who
7 Did
8 what ... should / must
9 How could / should
10 Who did
11 Would / Do
12 Have

Writing

Ss are going to write a letter to accompany the questionnaire being sent out to executives. Ensure they explain the reasons for the survey and say when to reply by and to whom. (You may wish to ask Ss to prepare their letter in class, complete it for homework and then compare their answer with a partner in the next lesson before handing it in to be marked.)

Style guide, page 16

Teacher's Book, Unit 9, Writing focus: Letters, page 65

Practice

Ask Ss to complete the gaps in the questions. Tell Ss there are two possible ways of completing each: negative + affirmative, and affirmative + negative.

1 was ... wasn't / wasn't ... was
2 wouldn't be able ... would / 'd be able ... wouldn't
3 aren't suggesting ... are / 're suggesting ... aren't
4 doesn't mean ... does / means ... doesn't
5 couldn't give ... could / 'll give ... won't

Listening 2

You may wish to lead-in to the task by asking Ss to discuss the questions in pairs and put arrows to indicate where the voice should rise or fall. Play each of the questions, stop the CD and ask Ss to repeat it – either individually or as a group, paying attention to the intonation.

Speaking

Put Ss into pairs. Ask Ss to prepare the questions together. Then ask Ss to take it in turns to read each question aloud and respond to each one. Encourage Ss to reply to what their partner says (e.g. for question 1: *Yes, he did. I'm really surprised.*).

Suggested answers

2 You haven't seen that red file, have you?
3 I couldn't still apply for that training seminar, could I?
4 You can still take me home after work, can't you?
5 You aren't seriously thinking of leaving, are you?

Listening 3 1

Ss are now going to listen to an extract from an interview about intelligence and security. Ask Ss to listen and put the topics in the order that they hear them.

1 b 2 a 3 d 4 c

Listening 3 2

Ask Ss to listen again and answer the questions. Point out to Ss that each question (1–4) relates to each long answer the interviewee gives, and there are two questions per answer.

In feedback, you may wish to get Ss to relate the questions to their own experience of being asked to give / obtain information and ask them about how their company protects their IT system.

1 a trade publications, business magazines, government organisations, specialist data sources, the internet, observation
b electronic surveillance, stealing of confidential information, recruitment of agents

2 a by employing staff they can trust / by monitoring staff
b by offering them what they want, by influencing or hiring key staff

3 a through intelligence or security training
b provide good, basic security training. Because they don't know the risks they are running.

4 a to conduct a security review while there was no one at the company
b because the details are confidential

Career skills 1

Ask Ss to read the information about questioning techniques and the questions. Then ask Ss to match the different question types with questions a–d.

1 d 2 a 3 b 4 c

Career skills 2

Ask Ss to match the questions to the question types.

You may wish to ask Ss in which contexts it would be appropriate to use each of the questions. How polite / impolite / formal, etc. does each question sound?

1 hypothetical 2 invitation
3 negative 4 embedded
5 embedded 6 negative

Workbook, page 17

Listening 4

Tell Ss they are going to listen to four dialogues involving questioning techniques. Ask Ss to listen and note down the types of questions used by the speakers. Then ask Ss to read the audioscript and underline the actual questions used.

Dialogue 1
negative (Why didn't you tell me? Don't you realise how important this is?)
embedded (Could you tell me when you'll have it ready by?)

Dialogue 2
invitation (Shall we go over these figures again before we send them to the accounts department?)
negative (Why don't you check them yourself?)

Dialogue 3
hypothetical (So, what would you advise me to do?)
invitation (How about arranging a meeting with the people who installed the software?)

Dialogue 4
hypothetical (If you were in my position, what would you say?)
embedded (Do you have any idea what we did with that?)

Practice

Put Ss into pairs. Ask Ss to read the situations and together choose one. Ask each pair to note down two or three questions the supervisor would ask (e.g. for the second dialogue: *Why didn't you include the figures I gave you?*). Then ask Ss to role-play the situation, taking it in turns to take the part of supervisor and employee.

You might also wish to ask Ss to consider how appropriate their questions were and how they contributed to the success of the exchange.

Optional activity

Ask Ss to work in pairs. Each S chooses a well-known company. Ask Ss to take it in turns to ask each other questions to find out which company their partner has chosen, such as: *Does the company have offices throughout the world? Is it a manufacturing company?*

Culture at work

Ask Ss to read the information about asking appropriate questions and discuss the questions in pairs / small groups. Ask Ss about their own experience of asking / being asked questions in a work context. You may find it helpful to look at the Culture at work table from page 23 of the Skills Book; this is reproduced on the next page. You may also find it useful to refer to the relevant section on Culture at work in the teacher's notes supporting the Skills Book.

People from direct cultures ...	People from indirect cultures ...
use direct question forms and a decisive tone of voice to get the information they need.	use more polite questions (e.g. *Do you mind if I ask ...?*) and a more gentle tone of voice.
ask closed questions to get specific information.	prefer to ask open questions that allow the other person to give as much information as they want.
see indirect cultures as vague and untrustworthy.	see direct cultures as hard and insensitive.

Skills Book, Culture at work, page 23
Teacher's Book, page 130

Dilemma

Ask Ss about their experience of taking part in meetings. What is their role? Do they have to present information to others? Take notes? Ask Ss to read the brief, and check they understand the situation.

Task 1: Divide Ss into groups (A, B and C) and give them a few minutes to read and discuss the information on pages 137, 138 and 140. Ask Ss to prepare together in their groups the questions they will ask the other groups. You may wish to set an agreed number of questions, say five.

Task 2: Now divide up the whole class into groups of three, each group containing A, B and C Ss. Tell Ss they are going to have a meeting to present their views and ask questions. Set Ss a time limit (e.g. 15 minutes).

Task 3: Now tell Ss that they have 10 minutes to agree on how to proceed. Remind Ss about the phrases from the Career skills box.

Decision

Ask Ss to listen to Paolo Orsolani talking about DigitalVisions. What does he say? Are they surprised about the decision DigitalVisions made?

Write it up

Ask Ss to write a short report, summarising the agreement reached. Tell Ss that the target audience of their report should be fellow staff members. You may wish to ask Ss to prepare the writing in class, complete it for homework, and then compare their answer with a partner in the next lesson before handing it in to be marked.

Give Ss a photocopy of the Writing preparation framework from page 188; then use the Writing focus (Writing focus: Short reports) below to link the use of the framework and the Style guide as Ss plan their writing. It may be helpful to Ss to set a word limit, e.g. no longer than the suggested answer on the next page. You may also wish to use the Writing feedback framework from page 189 to structure your feedback to each S.

Writing focus: Short reports

1 First decide who you are.
(In this case, Ss might be a member of staff at DigitalVisions.)

2 Every time you start to write, you need to ask yourself two questions:
a What is the purpose of this piece of writing?
b Who am I writing to?
(Here Ss are writing a report, for example, for fellow staff members to read, informing them what is going to happen about the proposed hotline.)

3 Look at the section on short reports on page 28 of the Style guide. Notice the suggested structure of a short report.
Title
Summary
Introduction
Development
Conclusion
Is this structure appropriate for this report? Plan the sections you are going to divide your report into. Then brainstorm the points you might cover in each section.

4 What style should the article be written in?
(As it says in the Style guide, reports are usually written in a neutral / formal style, and avoid using 'I'. Ss should try and make their report as clear and concise as possible.)

5 What phrases (including linking words and phrases) might be appropriate in your report?
(See the Style guide, page 28, for useful phrases, such as: As a result; In addition. *Examples of useful phrases are underlined in the suggested answer opposite.)*

6 Now go ahead and write the report.

7 When you have finished, check your writing for: logical structure, clarity of ideas, accuracy of language, appropriateness of style.

Style guide, Short reports, page 28
Style guide, General rules, page 3
Style guide, Organising your writing, page 4
Teacher's Book, Writing preparation framework, page 188
Teacher's Book, Writing feedback framework, page 189

Short report: Suggested answer (271 words)

Report on proposed hotline at DigitalVisions

Introduction

A series of discussions has taken place between the Director of Information and Public Policy, Matti Jefferson, the Director of the European subsidiary, Harold Schmidt, and a representative from the Trade Union movement, Jenny Evans, between 26 May and 14 June to discuss the introduction of an internal financial hotline at DigitalVisions.

Development

While Matti Jefferson felt that the company should comply with the new legislation and therefore all employees should accept the new procedures, Jenny Evans disagreed, saying that it was morally unacceptable and in direct contradiction to the employment laws of several European countries where DigitalVision operates. Although the Director of Information saw the hotline as a way for the company to avoid potentially costly litigation, Harold Schmidt felt that it would be a source of conflict among employees, managers and colleagues, creating more problems than it might solve.

Consequently, the European Director suggested holding detailed and extensive negotiations between the stakeholders to reach consensual agreement.

Conclusion

As a result of these discussions, it has been agreed that a new company hotline will be set up on 2 June. All employees will be entitled to use this hotline to give details about misconduct or alleged misconduct anonymously. This will allow senior managers to detect problems that could otherwise eventually lead to costly litigation for the company.

It was also agreed that an open meeting will be arranged shortly for all parties to discuss further the most appropriate way to implement this new hotline. In addition, the meeting will be attended by an international lawyer, who will be advising DigitalVisions of the legal requirements concerning running such a hotline.

Unit 5: Technology

UNIT OBJECTIVES

Reading:	The march of the mobiles
Language:	Relative clauses
Vocabulary:	Definitions; compound nouns
Career skills:	Briefing
Culture at work:	Assigning tasks
Dilemma & Decision:	Turning ideas into reality (press release)

The growth in the number of mobile phone subscribers has been spectacular. In 1990 there were just over 11m of them worldwide. Today almost 1.5b consumers own mobile phones. However, many mobile phone operators got into debt around the turn of the millennium while bidding wildly for third-generation (3G) licences that were supposed to usher in the era of high speed mobile internet service. As 3G networks are switched on, consumer interest is proving to be lacklustre. Meanwhile, the leading handset makers, such as Motorola, Samsung and Nokia are struggling to stay on top as markets become saturated and competition increases.
This unit looks at developments in mobile phone technology and how companies such as Motorola are changing their strategies.

Keynotes

Ask Ss to look at the picture and title on page 41. What does the picture show (it's a mobile phone mast)? Ask Ss if they have a mobile phone: *What model is it? What features does it have? How popular are mobiles in your country / among your friends and colleagues? How has this changed in recent years? What other hi-tech products do you own?* Ask Ss to read the keynotes. Check they understand the terms in bold, for example, by asking for examples of consumer-electronic products and what nanotechnology involves. This can be defined broadly as technology that aims to develop devices that are so tiny they are measured in nanometres (one nanometre = one billionth of a metre). In the future, scientists anticipate a wide range of applications for nanotechnology, including computers and pharmaceuticals.

Draw Ss' attention to the glossary for this unit at the back of the book.

Coursebook, Glossary, Unit 5, page 149

Optional activity

Ask Ss to work in pairs. One student in each pair should read the definitions of the terms in the glossary and ask their partner to guess what terms these definitions refer to.

Preview 1

Ask Ss to read the product descriptions and discuss in pairs / small groups which they would like to own or use. Encourage Ss to give reasons for their choices (e.g. *I'd like to own a digital pen – it would be easier to carry around than a laptop computer.*).

Preview 2

Ask Ss to discuss the mobile phones in pairs / small groups. Which one do they like most? Why? What do they like / dislike about the others?

Listening 1 1

Tell Ss they are going to listen to people describing the four phones. Ask Ss to listen and decide which phone is being described.

a 3 b 1 c 4 d 2

Listening 1 2

Ask Ss to listen to the description again and complete the product information. You may wish to ask Ss to predict what could fit the gaps before listening again.

a (Clip-on) Siemens; functions; bag; item of clothing
b (Clamshell) Siemens; screen; display; keypad
c (Gaming console) Nokia; secondary; specific tasks
d (Jackknife) Sony Ericsson; standard; controls

Speaking

Put Ss into pairs. Ask Ss to take it in turns to describe the Blackberry mobile phone. Encourage Ss to use vocabulary from the previous task (e.g. *features, model, manufacturer*). Then ask Ss to describe their own phone, if they have one, comparing and contrasting it with the Blackberry model.

Reading 1

Tell Ss they are going to read an article about mobile phones. Ask Ss what they understand by the title. (It implies that mobiles are developing / advancing all the time – getting more and more complex, adding new features and so on.) Tell Ss to look at the photo. What do they think the article might be about?

Then ask Ss to read the text and make notes on the different ways for the companies to boost revenues. Refer Ss to the glossary box at the top of the page and remind them of the glossary section for the unit at the back of the book.

a producing phones for pets, selling to the developing world, producing phones for children, cars, laptop computers, household appliances and industrial machinery

b lowering prices, using mobiles at home over fixed-line networks, extending mobile coverage, streaming downloads to people's phones while they're asleep

Reading 2

Ask Ss to read the text again more slowly and carefully to answer the questions. In feedback, ask Ss if they would buy their pet a phone. Do they think it is a good idea to have coverage in planes?

1 It is shaped like a bone, operates only as a speakerphone, picks up automatically when called, is mounted on a red strap for wearing around the neck and is labelled with a large paw.
2 Sales have been so good that the industry is running out of people to sell to.
3 Entrepreneurs such as 'telephone ladies' renting out mobiles by the minute.
4 Each person might want at least five phones – for themselves and also for their cars, computers, etc.
5 It's good to make use of networks during the night as they're almost empty then.

Speaking

Ask Ss to work in groups to discuss the questions. In feedback you may wish to collect suggestions on the board and ask Ss to give further details (e.g. *Why do you think mobile phones are a good thing? Who in particular benefits from 24-hour phone communication?*).

Vocabulary 1

Ask Ss to match the nouns with their definition. You may wish to ask Ss to make sentences using the words (e.g. *In some parts of the UK network coverage is very poor.*).

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

Vocabulary 2

Ask Ss to match the compound nouns. Tell Ss that some words in Box 1 can go with more than one of the words in Box 2. Ask Ss to check their answers by finding them in the article. You may wish to ask Ss to think of more nouns that go with the words in Box 1 (e.g. *information system).*

Suggested answers
internet technology
internet access
mass market
market share
market leader
information technology
computer technology
computer programmer
computer access
profit margin
consumer product
consumer market

Practice

This exercise consolidates vocabulary from the previous exercises. As a lead-in to the task, ask Ss what they know about Motorola, its products, reputation, and so on. Then tell Ss they are going to read an article about Motorola's new strategy. Ask Ss to fill the gaps and then compare their answers in pairs. As a follow-up, ask Ss what they think of the strategy. Do they think it will work?

2 market leader
3 market share
4 profit margins
5 networks
6 model
7 design
8 internet access
9 downloads
10 coverage

Writing

Ask Ss to write a formal email to the Motorola staff. (You may wish to ask Ss to prepare this in class, complete it for homework and then compare their answer with a partner in the next lesson before handing it in to be marked.)

Style guide, page 20

Teacher's Book, Unit 12, Writing focus: Formal emails, page 83

Language check

Before asking Ss to read the information about relative pronouns and clauses, write on the board a sentence with a defining relative clause and a sentence with a non-defining relative clause. Ask Ss to tell you why the use of the comma is important, e.g.

Salut is a company which produces plastic goods. (defining)

Salut, which produces plastic goods, is going to merge with Chemigo. (non-defining)

The information following *which* in the defining relative clause is essential; it defines what has gone before; without it, the sentence is nonsense. On the other hand, the information following *which* (within commas) in the non-defining relative clause can be removed; it is additional information only; without it, the sentence still makes sense. Now ask Ss to read the information about relative clauses. Refer them to page 159 of the Grammar reference section for further details about defining and non-defining relative clauses. Check Ss understand when they can omit relative pronouns.

Coursebook, Grammar reference, Relative clauses, page 159
Workbook, page 20

Practice 1

Ask Ss to discuss in pairs whether the sentences are defining or non-defining. Encourage them to give their reasons (e.g. in the third sentence, the comma separates out additional information, and therefore *which* could be omitted). Ss then shorten the relative clauses and check their answers in the Preview section and in the article on page 44.

You could also ask Ss which sentences are used in the active sense (2 and 3), and which in the passive (1 and 4). Which of these will therefore use present or past participles?

2 Adidas is designing a new shoe containing a battery-powered microprocessor. (Preview)
3 Bangladesh's 'telephone ladies' rent out mobiles by the minute, putting phones into the hands of even the poorest. (Reading text para 2)
4 Communic8 has launched a simple phone aimed at four- to eight-year-olds. (Reading text para 3)

Practice 2

Tell Ss they are going to read about nanotechnology. What do they know about it? What are the potential benefits? Then ask Ss to read the article and complete the tasks. Ask Ss to compare their answers in pairs.

2 , which once had a precise meaning,
3 whose
4 , who went to the Massachusetts Institute of Technology in the late 1970s,
5 , which was published in 1986.
Shortened: … a book called 'Engines of Creation', published in 1986.
6 which / that
7 which / that
This could also be a non-defining clause, with a comma before *which* and after *developed*.
8 who
This could also be a non-defining clause, with a comma before *who*.
Shortened: … studied by researchers trying to work out how to fit them together.
9 (that) / (which)
10 that / which

Career skills

Ask Ss what they understand by a briefing. What does it usually involve? Do they have to brief others? What makes a good briefing in their view? Ask Ss to read the information and phrases in the box. Ask Ss how formal or direct the phrases are (e.g. *The project will involve* = formal / neutral; *I want …* = more direct). Ask Ss to think of different ways to complete the stems (e.g. *To get results, we need to employ more staff.*). Ask Ss to work in pairs and match the phrases to the stages.

Workbook, page 23

1 a, e 2 c, g 3 d, f 4 b, h

Listening 2

Tell Ss they are going to listen to an extract from a briefing about setting up a website. Then ask Ss to listen and check their answers.

1 to be an effective sales and marketing tool
2 the hardware required and the time needed to maintain the site
3 they will draw on them when designing the online survey
4 marketing and communications
5 marketing – preparing the online survey and product descriptions; communications – organise meetings to update everyone

Listening 2

Ask Ss to listen again and note down the phrases used in the four situations. Alternatively, you may wish to ask Ss to tick the phrases in the box that are used by the speakers.

1 what we need to achieve is ...
2 The first thing we need to do is ...; My view is that the online survey should be modelled ...
3 I suggest that the marketing department starts by ...; I want the communications department to ...
4 as you can see from this slide ...

Speaking

Put Ss into pairs. Tell Ss they are going to give a briefing to a group of staff at their company. Ask them to read the notes and prepare what they will say. Remind Ss to use phrases from the Career skills section. Then ask Ss to take it in turns to give the briefing to their partner. Ss then give each other feedback on whether they outlined their objective, described methods, assigned roles and used visual aids clearly and effectively. Which phrases did the Ss use?

Suggested answer

The project will involve updating the design of our DVD recorder. I suggest that the engineering department starts by looking at ways of improving picture and sound quality. Meanwhile, *I want* the designers to come up with new colours and designs. *To get results, we need to* look at what our competitors are doing. *These slides show* the latest models from the competition. *I also want* the marketing team to get feedback on the prototype when it's ready. *Probably the best way to do this* is to organise focus groups or questionnaires.

Optional activity

Ask Ss to work in pairs to organise an end-of-course celebration. Decide as a group what to do and then assign roles to different class members. Each pair then briefs the rest of the class on what they think should happen and what should be done. Prepare visuals, for example, a map of how to get to the place where the celebration will be held, or a plan showing how the classroom should be laid out.

Culture at work

Ask Ss to read the information about assigning tasks and discuss the questions in pairs / small groups. Encourage them to give examples from their own experience where possible (e.g. *Who makes the major decisions in your culture / company? What kind of briefing sessions have you experienced?).* You may find it helpful to look at the Culture at work table from page 26 of the Skills Book; this is reproduced below. You may also find it useful to refer to the relevant section on Culture at work in the teacher's notes supporting the Skills Book.

High context	Low context
Communication is often fast and economic.	Communication is often detailed. The presenting style will be explicit.
The presenter assumes that the audience will understand the facts or figures being discussed, so does not go into detailed explanation.	The presenter does not assume that the audience will understand the facts, so goes into detailed explanation.
Relies a lot on **non-verbal** communication (gestures, facial expressions) to read situations.	Relies on clear **verbal** or **visual** communication to read situations – data shown on visuals is likely to be supported by a verbal explanation.
Meaning is determined by **how** things are said, rather than **what** is said.	Meaning is determined by **what** is said, rather than by **how** it is said.

Skills Book, Culture at work, page 26
Teacher's Book, page 133

Optional activity

Photocopiable resource 5.1 (page 107)

Put Ss into pairs and give each pair a set of cards from page 107. Ask Ss to put each card under the correct heading – British or US. Ask Ss to check their answers in the Style guide (page 10).

Dilemma

Write NESTA on the board. Ask Ss if they have heard of it. What is it? What does NESTA stand for? Then ask Ss to read the Dilemma brief.

NESTA, which stands for National Endowment for Science, Technology and the Arts, promotes innovation. It invests in 'talented people and ground-breaking ideas' (www.nesta.org.uk).

Task 1: Put Ss into groups of three or four and ask Ss to read the applicants' descriptions. Then ask Ss to discuss each applicant. You may wish to suggest Ss make notes on each applicant using a framework like the one on the next page.

Applicant	Criteria		
	innovative potential	long-term returns	social and cultural impact
UTDR			
Hypertag			
Nanosight			
Camfed			

Task 2: Ask Ss to compare the applicants' strengths and weaknesses and then choose who they would support. Encourage Ss to give reasons why the technology is important. Tell Ss to prepare to present their views to the NESTA committee, recommending one product.

Task 3: Each group nominates one person to present their views, giving reasons for their choice. As a follow-up, ask Ss to discuss all the groups' views and choose one product to support.

Decision

Ask Ss to read what NESTA decided. Did they make the same decision as NESTA?

Write it up

Ss then write the press release. (Alternatively, you might want to let Ss prepare their press release in class and then complete it for homework.) When they have finished, Ss should check that their press release has achieved their objectives. Will it have the desired effect on the public?

In addition to the points covered opposite in the Writing focus, you may wish to point out to Ss that the majority of press releases contain a Notes to editors section at the end of the press release, as illustrated in the Suggested answer on the next page. This gives background information to the reader (journalists, etc.) about the company, product, service, launch, etc. covered in the press release.

Give each S a photocopy of the Writing preparation framework from page 188; then use the Writing focus (Writing focus: Press releases) opposite to link the use of the framework and the Style guide as Ss plan their writing. It may be helpful to use the Writing feedback framework on page 189 when giving feedback on Ss' writing.

Writing focus: Press releases

1 First decide who you are.
(In this case, Ss are part of the NESTA committee responsible for making the awards.)

2 Every time you start to write, you need to ask yourself two questions:
a What is the purpose of this piece of writing?
b Who am I writing to?
(Here Ss are writing a press release to advertise the winning product for the NESTA award.)

3 Look at the section on press releases on page 30 of the Style guide. Notice the suggested structure / layout of a press release.
Is this structure appropriate for this article? Plan the sections you are going to divide your press release into. Then brainstorm the points you might cover in each section.

4 What style should the article be written in?
(As it says in the Style guide, press releases should communicate to the media in an interesting way, presenting original information that can be used in an article or radio / TV report. Press releases are rarely longer than two pages and follow a standard format.)

5 What phrases (including linking words and phrases) might be appropriate in your press release?
(See the Style guide on page 30 for useful phrases, such as: For immediate release ...)

6 Now go ahead and write the press release.

7 When you have finished, check your writing for: logical structure, clarity of ideas, accuracy of language, appropriateness of style.

Style guide, Press releases, page 30
Style guide, General rules, page 3
Style guide, Organising your writing, page 4
Teacher's Book, Writing preparation framework, page 188
Teacher's Book, Writing feedback framework, page 189

Press release: Suggested answer (197 words)

Waste not, want not!

Press release

For immediate release

3 June 200-

NESTA today announced the winning product for its $50,000 grant – UTDR Research, which has developed a machine to recycle tyres.

Max Flint, a spokesman for the company said: 'We're absolutely delighted to have won. We believe our product offers an innovative and environmentally friendly solution to waste management. The machine also converts the waste into byproducts, which can offer long-term revenue for the company.

Over 190,000 tonnes are currently in landfill sites or dumping grounds, causing long-term pollution and fire risks.

A NESTA representative said: 'UTDR is a well-deserved winner – we look forward to helping the company realise its potential and continue to reduce the enormous waste we have in our country.'

###

For more information and to request photos of the product, please contact Amanda Humphreys, PR assistant at Media Com.

Tel 030 949494

Fax 030 949493

Notes for editors

1 NESTA stands for the National Endowment for Science, Technology and the Arts. It was set up to maximise creativity and innovative potential. It gives financial backing in the form of grants and loans, as well as advice on production and marketing strategies to organisations with new technological inventions.

2 NESTA awards grants to organisations developing products that demonstrate: innovative potential; long-term returns; social / cultural impact.

Unit 6: Advertising

UNIT OBJECTIVES

Reading:	The harder hard sell
Language:	Gerunds and infinitives
Vocabulary:	Definitions; collocations
Career skills:	Storytelling
Culture at work:	Personal narratives
Dilemma & Decision:	Danger Zone (fax)

A product or service's benefits may be advertised in many ways – through TV / radio commercials, ads in magazines and papers, websites, posters / billboards, PR, direct mail, celebrity endorsement, etc. This unit looks at the importance of targeting an audience effectively. It highlights the fact that the current growth in the internet and other new media is the cause of big changes in the advertising industry. Companies continually need to find new and innovative ways of advertising and many are turning to forms such as in-store displays, product placements and demonstrations to communicate their product's benefits.

Keynotes

Introduce the topic by asking Ss what they think the picture represents. It shows a rocket with the logo of the pizza restaurant chain Pizza Hut on the side. This could represent the speed of service, excitement and cutting-edge nature of eating in a Pizza Hut restaurant that the company wants to portray. Also ask Ss to consider the significance of the title 'The power of persuasion'. It implies how powerful advertising can be in persuading people to buy a product / service. Ask Ss to read the keynotes. Check they understand the terms in bold and highlight any collocations (e.g. *product placements / demonstrations*; *advertising agencies / campaigns*). Brainstorm other words that collocate with *product* and *advertising*. Draw Ss' attention to the glossary for this unit at the back of the book.

Coursebook, Glossary, Unit 6, page 149

Preview 1

As a lead-in, ask Ss if they recognise any of the adverts. Then ask Ss to work in pairs / small groups and discuss the questions. For example, Coca-Cola is targeting whole families by printing its logos on the eggs. This might not be successful because people will not necessarily associate eggs and healthy eating with Coca-Cola. It might be better to advertise on posters in family-friendly restaurants, billboards outside toyshops or using Coca-Cola logos on crisp packets.

Preview 2

Ask Ss to discuss the best locations for the six things listed. In feedback, encourage Ss to give reasons for their views (e.g. *A good place to advertise medical insurance might be in a doctor's surgery, or dentist's waiting room.*).

Speaking

Ask Ss to discuss the questions in pairs / small groups. In feedback, you may wish to collect the groups' suggestions on the board for the first and last questions.

Reading 1

Lead into the reading activity by asking Ss to study and reflect on the significance of the charts. Ask them to relate the information in chart 1 to that in chart 2 (e.g. *Which media showed the most consistent growth? How does the use of the internet / radio relate to the amount spent on advertising?*). You might wish to ask Ss to make sentences based on what the charts are illustrating (e.g. *The ad spend on TV – both broadcast and cable – is high.*). Ask Ss to predict what the article is about.

Tell Ss they are going to read an article about problems in the advertising industry. Then ask Ss to read the text quickly and choose the most appropriate subheading.

3

Reading 2

Ask Ss to read the text again and match the questions to the paragraphs. Refer Ss to the glossary box at the top of the page and remind them of the glossary at the back of the book.

2 para 5
3 para 3
4 para 6
5 para 4
6 para 1

Reading 3

Now ask Ss to read the text carefully and answer the questions from Reading 2.

1 Because consumers are better informed.
2 Not everyone uses the internet; it is not good for brand-building.
3 public relations, direct mail, consumer promotions (such as special offers), in-store displays, business-to-business promotions, telemarketing, exhibitions, sponsoring events and product placements
4 The industry has adapted.
5 It costs $2.2 million for a 30-second commercial (during Super Bowl, the American football final, which is one of the most popular TV events of the year).
6 half or more than half

Reading 4

Ask Ss to study chart 1 and the statements. Ask Ss to discuss the statements in pairs and decide if they are true or false.

1 false (The chart shows that newspaper readership has remained fairly steady, but with a slight decline in recent years.)
2 false (The chart shows that satellite and cable TV has risen in popularity, while broadcast TV has declined.)
3 true
4 true

Reading 5

Ask Ss to study chart 2 and then complete the sentences.

1 direct mail ... newspapers
2 business papers
3 television

Optional activity

Copy and distribute some graphs (e.g. showing different companies' ad spending or share price fluctuations over the last year or so). Ask Ss to work in groups and practise describing the trends.

Vocabulary 1

Ask Ss to match the words and phrases with their meanings.

1 exhibitions
2 special offers
3 product placement
4 direct mail
5 public relations
6 telemarketing

Vocabulary 2

Ask Ss to study the example verb + noun collocations. Then ask Ss to complete the gaps in the phrases with the verbs and nouns. You may wish to ask Ss to make sentences about advertising using the collocations (e.g. *I think we should run the suncream advert in the local press.).*

1 audience
2 launch
3 run
4 sponsor
5 image
6 brand
7 make

Practice

Lead into the task by brainstorming examples of celebrity endorsement. These will vary from culture to culture. In the UK, a famous examples is Gary Lineker (ex-footballer) for Walkers crisps. Then ask Ss to complete the gaps in the article about endorsing a brand with collocations from the previous exercises. As a follow-up to the task you may wish to ask Ss questions, such as: *How effective do you think celebrity endorsement is as an advertising technique?*

2 sponsors ... sports events
3 made a commercial
4 project ... image
5 launch ... campaign
6 targeting ... audience(s)

Speaking

Ask Ss to discuss the questions in pairs / small groups. Encourage them to give reasons for their views. For instance, the chocolate manufacturer Cadbury's sponsors the UK soap opera *Coronation Street* and their advert appears just before each episode.

If Ss cannot think of any examples of product placements, you may wish to promote discussion by asking them which products they would advertise in which TV programmes or films.

Language check 1

Check Ss know what the terms *gerund* and *infinitive* refer to. Then ask Ss to study the example sentences, and to identify the gerunds and infinitives.

a gerund b gerund c infinitive
d infinitive e gerund f infinitive

Language check 2

Ask Ss to decide which rules apply to gerunds, infinitives or both. The Grammar reference on page 159 has additional information. Ask Ss to look at this and summarise any other key points about gerunds and infinitives.

1 gerunds	2 gerunds
3 gerunds	4 infinitives
5 infinitives and gerunds	6 infinitives

Language check 3

Now ask Ss to match the rules with the example sentences.

1 e 2 b 3 a 4 c 5 f 6 d

Coursebook, Grammar reference, Gerunds and infinitives, page 159
Workbook page 25

Practice

Tell Ss they are going to read a short article about the history of advertising. Ask Ss to read the article and complete the gaps with the correct gerund or infinitive form of the verb in brackets. In feedback, ask Ss to give reasons for their choice of form, referring back to the Language check section rules a–f and the Grammar reference.

2 communicating
3 printing
4 promoting
5 to appear
6 announcing
7 to read
8 to take out / taking out
9 spending
10 inviting
11 to buy
12 opening up
13 to revolutionise / revolutionising
14 to rise / rising
15 to attract

Optional activity
Photocopiable resource 6.1 (page 107)

Put Ss into pairs and give each pair a copy of the table on page 107. Ask Ss to complete the table using the correct form of the word given. Ask Ss to check their answers in their dictionaries. Encourage Ss to note down new words from the unit and build others from these using a table such as this one.

Speaking

Ask Ss to make notes on their future plans and then discuss the similarities and differences in pairs. Encourage Ss to ask each other questions, e.g. *You say you plan to study economics. Where do you intend to do this?*

Speaking: Talking about adverts

Ask Ss to look at the adverts and discuss the questions in pairs.

Listening 1 1

Tell Ss they are going to listen to someone speaking about the two adverts. Ask Ss to listen to Naomi Johnson and complete the table.

Suggested answers

	1	2
Advertiser	Benetton	Land Rover
Product	clothes	four-wheel drive vehicle
Key words used to talk about the advert	art, cause, platform	subtle, reassuring, direct appeal

Listening 1 2

Ask Ss to respond to what Naomi says: *Did she share your views? Do you agree with what she said?*

Speaking

Ask Ss to discuss the questions in pairs / small groups. You may wish to prompt discussion by asking further questions: *What about your favourite adverts on the TV and in the street? Why do you think the Benetton ad is so creative?*

Writing

Ask Ss to write the letter to the government authority. (You may wish to ask Ss to prepare their letter in class, complete it for homework and then compare their answer with a partner in the next lesson before handing it in to be marked.)

Style guide, page 16
Teacher's Book, Unit 9, Writing focus: Letters, page 65

Career skills

As a lead-in, you may wish to tell Ss a story about something that happened to you recently. Then point out how common storytelling is in social communication. Ask Ss to read the information and phrases in the box. Think of a relevant topic, e.g. reporting on being in a meeting, and elicit ways of completing the phrases, e.g. *Just then a fire alarm went off.* Then ask Ss about their own experiences of storytelling. Do they know any good storytellers? Ask Ss to match the phrases to the functions. Refer Ss to the tips for good storytelling. Ask them to comment on these: *Do you agree with the tips? Have you got any tips to add to the list?*

Workbook, page 25

1 c, g 2 a, e 3 b, h 4 d, f

Listening 2 1

Tell Ss they are going to listen to someone telling a story. Ask Ss to listen and decide if the speaker follows the tips listed.

He doesn't follow the advice, and his version of the story fails to leave a strong impression, nor does it help listeners visualise the situation or appreciate the point of the story. However, the sequence of events is clear and he doesn't speak too fast.

Listening 2 2

Ask Ss to listen to another version. To what extent is it better / worse? Why?

The second version follows all the advice for telling a good story.

Listening 2 3

Ask Ss to listen to a second story and answer the questions. Ss listen again and note down or tick the phrases that they hear in the Career skills box. Ss can check their answers in the audioscript.

1 the storyteller / narrator
2 on a business trip
3 goes to festival, returns to hotel, requests a taxi, leaves hotel, confusion with taxi drivers, has bag stolen
4 The storyteller / narrator is left with no passport, no ticket, no money.

The speaker uses: b, c, d.

Speaking

Ask Ss to work in small groups to prepare a short story. Encourage Ss to prepare their ideas using a basic framework which you can draw on the board, e.g.

Stage	Phrases
1	
2	
3	
4	

Ask Ss to make notes on each stage of the story and phrases they will use to describe what happened at each stage. Then ask Ss to work with a S from a different group and tell them their story.

Culture at work

Ask Ss to read the information about personal narratives and then discuss the questions. Encourage Ss to give examples from their own experience, e.g. What have they experienced in multicultural settings such as meetings? You may find it helpful to look at the Culture at work table from page 31 of the Skills Book; this is reproduced below. You may also find it useful to refer to the relevant section on Culture at work in the teacher's notes supporting the Skills Book.

Topic-centred	Topic-associating
Focus is on a single topic or a small number of topics that are closely linked.	Includes a number of loosely related topics. The link between stories may not seem immediately obvious.
Events are generally described in the sequence in which they happened.	Events are not necessarily described in the order in which they happened.
The speaker provides background information to help the listener understand the story.	The speaker assumes shared knowledge so does not provide background information.

Skills Book, Culture at work, page 31
Teacher's Book, page 137

Dilemma

Tell Ss they are going to read about a video games manufacturer. Ask Ss about their experience of video games, e.g. *Do you use video games? Which games? Which companies make the best games?* Give Ss a few minutes to read the brief.

Task 1: Ss work in small groups. Ask Ss to read the task and discuss the options. Give Ss a time limit, e.g. ten minutes, within which they should decide on one option. Encourage Ss to think about the possible implications of the different options, such as cost factors, delays, lost sales, etc.

Task 2: Put each group together with another group. Each group tells the other what they have decided and why. After each group has spoken, encourage the other group to ask questions about the proposed action. You may wish to ask each group to nominate one person to present their ideas to the other group.

Task 3: Ss discuss all the options presented and agree on one solution.

Decision

Ask Ss to look at page 146 to see what the marketing team at Wonder Image decided. Are Ss surprised by their decision? Why / Why not?

Write it up

Ask Ss to write a fax to the advertising agency recommending the course of action. Give each S a photocopy of the Writing preparation framework from page 188; then use the Writing focus (Writing focus: Faxes) opposite to link the use of the framework and the Style guide as Ss plan their writing. You may wish to set a word limit, e.g. no longer than the suggested answer opposite. It may be helpful to use the Writing feedback framework on page 189 when giving feedback on Ss' writing.

Writing focus: Faxes

1 First decide who you are.
(In this case, Ss are members of the marketing team at Wonder Image.)

2 Every time you start to write, you need to ask yourself two questions:
a What is the purpose of this piece of writing?
b Who am I writing to?
(Here Ss are writing to the advertising agency informing them of their decision about the launch of Danger Zone. Ss need to bear in mind that the content and amount of detail in the fax will depend on the decision made in Task 3, e.g. if they opted to cancel or radically alter the campaign, they will need to provide clear reasons and suggest a way forward.)

3 Look at the section on Faxes on page 22 of the Style guide. Notice the suggested structure of a fax.
Letterhead
To / From / Sender's fax number / Date / Total number of pages
Opening
Body of the fax
Closing
Signature
Is this structure appropriate for this fax? Plan the paragraphs you are going to divide your fax into. Then brainstorm the points you might cover in each paragraph, e.g.
Reason for writing
Details of the decision
Reference to future action.

4 What style should the fax be written in?
(As it says in the Style guide, faxes can be formal or semi-formal, depending on their context and form. They can take the form of business letters or emails. As with all writing, it is important to choose a style that is appropriate for the purpose and audience. In this case, it may be best to choose a neutral style.)

5 What words and phrases might be appropriate in your fax?
(See the useful phrases in the Style guide, page 22. Examples of useful phrases are underlined in the suggested answer opposite.)

6 Now go ahead and write the fax.

7 When you have finished, check your writing for: logical structure, clarity of ideas, accuracy of language, appropriateness of style.

Style guide, Faxes, page 22
Style guide, General rules, page 3
Style guide, Organising your writing, page 4
Teacher's Book, Writing preparation framework, page 188
Teacher's Book, Writing feedback framework, page 189

Fax: Suggested answer (255 words)

To: Sirja Loogus
From: Bill Malt
Fax number: 012 384 374
Date 16 March 2006
Total number of pages (including this): 1

Launch of Danger Zone video game

Dear Sirja

I am writing to you with regard to the commercials your agency, Bella Advertising, has produced for our new action video game Danger Zone.

A meeting of the marketing team was held this morning to discuss responses to the storyboard for the first commercial by the two sample groups – a group of 12–25 year old males, and a group of older viewers. The reactions of the first sample group were positive, but within the second group over a third of viewers complained that the commercial will be too extreme. The marketing team discussed their worries that these viewers might complain to the Advertising Standards Committee, which could lead to the commercial being banned and the launch of the game endangered. A number of options were discussed, for instance, to radically alter the campaign and choose an alternative method of advertising the launch, or to contact the Advertising Standards Committee to discuss the possibility of showing the commercial after 10pm.

After much reflection and discussion it was decided to cancel the first commercial and to delay the launch of Danger Zone until a new storyline can be developed. We would welcome your suggestions, and look forward to meeting with you as soon as possible to discuss possibilities.

Please call me on ext. 293 to arrange a convenient time to meet.

Regards
Bill Malt
Marketing Manager

Review

On the next two pages of the Coursebook you will find Review 2, which reviews language, vocabulary and functional language from Units 4, 5 and 6. It can be used in a number of ways that can be adapted to suit your class, for example:

- Ss can do selected exercises for homework.
- Use in class and guide Ss to particular exercises according to their individual needs. Alternatively, if your class has similar needs, focus on exercises where they can have more practice together (Ss can work individually or in pairs).
- Use as a short progress test and review any necessary points before moving on to Unit 7.

Teacher's Book, Coursebook review 2: answers, page 101

Unit 7: Law

UNIT OBJECTIVES

Reading:	The people vs the USA
Language:	The passive
Vocabulary:	Definitions; synonyms; word groups; collocations
Career skills:	Negotiating
Culture at work:	Bargaining
Dilemma & Decision:	Beauty and business (memo)

This unit looks at business law, in particular:

- different ways in which companies can end up owing large sums of money in litigation (e.g. through product liability, employee conduct)
- the effects of lawsuits on companies (e.g. falling share price, reputation)
- the fact that there is little information available on the real cost of litigation.

Keynotes

Introduce the topic by asking Ss what they think the photograph represents (it shows someone being interviewed by the media outside the Supreme Court in Washington DC) and what they understand by the title – 'In the name of the law'. Ask Ss to read the keynotes. Check they understand the terms in bold and introduce and point out any useful word building (e.g. *to litigate / litigation / litigant; legal / law / lawsuit*). Ask Ss to come up with other word building (e.g. *law / lawyer; defend / defence / defendant; compensate / compensation*). Draw Ss' attention to the glossary for this unit at the back of the book.

Coursebook, Glossary, Unit 7, page 150

Preview

Ask Ss to listen to the four interview extracts and complete the table. Then ask Ss which job they find the most interesting.

Name	Speciality	Example case
Marvin Hunt	employment	discrimination against women (pay)
Louise Grainger	environment	pollution
Marsha Maspero	intellectual property	use of photos without permission
Samuel Chase	product liability	complaints about a drug

Speaking

Ask Ss to discuss the questions in relation to each of the five cases in pairs / small groups. You may want to add additional questions to encourage discussion (e.g. *Have you ever thought of suing anybody? Why? What happened?*).

Reading 1

Ask Ss about any famous cases they have heard about of companies being taken to court (e.g. *Who was involved? What happened?*). Tell Ss they are going to read an article about litigation. Ask Ss to look at the picture and title on page 61 and predict what the article might be about (e.g. that the amount of money involved in litigation cases can appear arbitrary, like a 'wheel of fortune'). Then ask Ss to read the text quickly and match the topics a–g to the paragraphs 1–7. Refer Ss to the glossary box at the top of the page and remind them of the glossary section for the unit at the back of the book.

b 3
c 7
d 4
e 2
f 6
g 5

Reading 2

Ask Ss to read the article again more carefully and answer the six questions.

1 c 2 a 3 a 4 b 5 b 6 c

Reading 3

Ask Ss to identify the six types of litigation in paragraph 3. Then ask Ss to work in groups to discuss the cases and decide which type of litigation each one represents.

1 antitrust
2 product liability
3 employee conduct
4 contractual failure
5 intellectual property
6 shareholder actions

Speaking

Ask Ss to work in pairs / small groups to discuss the questions. Encourage Ss to give examples from their own experience. For instance: *Has anyone litigated against your company? Why? What happened?*

Writing

Ask Ss to write the email to the legal department. (You may wish to ask Ss to prepare this in class, complete it for homework and then compare their answer with a partner in the next lesson before handing it in to be marked.)

Style guide, Emails, page 20

Teacher's Book, Unit 12, Writing focus: Formal emails, page 83

Vocabulary 1

Ask Ss to match the words and their definitions. You may wish Ss to make sentences using the words (e.g. *He was awarded $30,000 in damages.*).

1 i	2 d	3 h	4 b	5 a	6 g
7 l	8 j	9 k	10 f	11 e	12 c

Vocabulary 2

Ask Ss to match the words with words of a similar meaning from the previous exercise.

a 1 b 2 c 4 d 3

Vocabulary 3

Ask Ss to match words from the previous exercises to the two headings. You may wish to write the two headings on the board and ask Ss to call out words that go under the first heading and then words for the second.

1 plaintiff, lawyer, judge, jury, defendant, law firm, attorney, litigant
2 settlement, damages, fee, award, compensation

Vocabulary 4

Ask Ss to complete the expressions with the verbs. You may wish to ask Ss to make sentences using the expressions (e.g. *I've decided to take legal action against the suppliers.*).

1 file	2 make	3 award	4 reach
5 take	6 provide	7 suffer	

Optional activity

Ask Ss to look at the following six words and phrases (write them on the board) from the Unit 7 glossary. Can they think of synonyms for these? (Suggestions are given below.)

attorney = lawyer
damages = compensation
fees = charges
lawsuit = court case
legal action = litigation
settlement = agreement

Practice

As a lead-in to the task, ask Ss whether they've heard of Erin Brokovich (the film? the person?). Tell Ss they are going to read an article about a woman called Erin Brokovich who took legal action against a major company. Ask Ss to read the article and fill the gaps. In feedback ask Ss if they would have taken legal action in that situation.

2 compensation / damages
3 lawyer / attorney
4 law firm
5 legal action
6 plaintiffs / litigants
7 judge
8 awards
9 damages / compensation

Optional activity

As a lead-in to the work on the passive, you may wish to write a number of sentences on the board and a list of tenses (e.g. present simple passive, past perfect passive) and ask Ss to match each sentence with a tense.

Language focus: Formation of passives

The object of an active sentence can become the subject of the passive form.

	subject	object
Active	*We delivered the goods yesterday.*	
	subject	
Passive	*The goods were delivered yesterday.*	

We cannot change an active into a passive form if there is no object.
The cost of tags has plunged.

We use *by* to refer to the agent only if it adds value to the sentence.
The goods were delivered yesterday ~~by us~~.

The passive is formed by using the appropriate tense of the verb *be* + past participle:
Retailing has been changed by the use of tags. (before now)
Retailing is being changed by the use of tags. (currently)
Retailing will be changed by the use of tags. (future)

Language check 1

Ask Ss to match the two sentences a–b with the uses 1–2. Which sentence is in the active and which in the passive? The Grammar reference on page 160 has additional information. Ask Ss to have a look at this and to summarise any other key points about passives.

1 b (active)
2 a (passive)

Language check 2

Ask Ss to look at paragraphs 1–4 and find the equivalent passive forms of sentences 1–6. Which tenses are used?

Tense	Active form	Passive form
1 present simple (para 4)	This is because a sharply falling share price exposes any company to legal action.	This is because any company whose share price falls sharply is exposed to legal action.
2 past simple (para 2)	… despite the fact that … the firm which Sealed Air bought …	… despite the fact that … the firm which was bought by Sealed Air …
3 present perfect (para 3)	… a huge industry in itself, which ever larger settlements have fed.	… a huge industry in itself, which has been fed by ever larger settlements.
4 past perfect (para 2)	… the firm had never produced asbestos-related products …	… asbestos-related products had never been produced by the firm …
5 modal (para 2)	... if lawyers could convince a court …	… if a court could be convinced …
6 past modal (para 1)	The manufacturer of Bubble Wrap should have protected itself from a financial collision ...	The manufacturer of Bubble Wrap should have been protected from a financial collision …

Language check 3

Ask Ss to rewrite the sentences in the passive. Check Ss' use of tenses in the passive and their appropriate use of *by* to refer to the agent.

2 The company is being sued for negligence (by attorneys).
3 The verdict is to be announced later today (by the jury).
4 Compensation would be paid (by the company) to all victims. / All victims would be paid compensation (by the company).
5 The trial is going to be postponed (by the judge).

Coursebook, Grammar reference, The passive, page 160
Workbook, page 30

Optional activity

Give Ss five sentences in the active and ask them to change them to passive forms. Ask them which of the sentences sound more natural in the active / passive. Encourage Ss to discuss whether '*by* + agent' is needed. Ss should appreciate that whether we use the active or passive depends on a number of factors – purpose, context, etc.

Practice

Ask Ss if they have heard of Merck (it is a leading pharmaceutical company). Then ask Ss to read the article and complete the gaps with the correct verb form.

2 dropped
3 were leaked
4 had known / has known
5 had been communicated
6 estimated
7 was introduced
8 be awarded
9 found
10 are guaranteed

Optional activity

Write a few verbs from the previous practice exercise on the board and ask Ss to make sentences in the passive using each of the verbs (e.g. *pull = The toy was pulled from the market because it was unsafe for children to play with.).*

Optional activity

Prepare a set of cards with a different verb on each card. Ss work in small groups. Put a set of cards face down in front of each group. Ss take turns in their group to take a card and make a passive sentence using the verb on the card. Encourage Ss to make sentences about their own role / organisation / industry, etc. – and to comment on what they have said, e.g. *I'm often asked to book meeting rooms at the very last minute – which can be really difficult and annoying.*

Career skills

Before asking Ss to look at the box, ask them about their experiences of negotiating. What do they find easy / difficult? What advice would they give others entering into a negotiation? Then ask Ss to read the information and phrases in the Career skills box. Ask Ss to match each phrase a–l to one of the negotiating stages 1–6.

1 b, g
2 c, e
3 d, l
4 a, h
5 f, i
6 j, k

Workbook, page 29

Listening 1

Ask Ss to listen to the three dialogues and answer the question.

1 subject: taking on a whole new case
outcome: decision postponed
2 subject: buying a laptop
outcome: no deal
3 subject: replacing someone at a meeting
outcome: reached agreement

Listening 2

Ask Ss to listen again and note down the phrases used (a–l). You may wish to ask Ss to check their answers in the audioscript. Ask Ss to read the audioscript and find one phrase from each dialogue for each of the negotiating stages.

1 phrases: b, c
new phrase: *I can't give you an answer right now.* (stage 6)

2 phrases: e, l
new phrase: *That's my final offer.* (stage 3)

3 phrases: f, i
new phrase: *What I'm proposing is …* (stage 1)

Speaking

Put Ss into pairs. Ask Ss to read the situations and decide which role they and their partner will play in each. Give Ss a time limit to make notes on what they will say. Then ask Ss to role-play the situations. Encourage them to use the phrases in the Career skills box. In feedback ask Ss about the agreement they came to, which negotiations were the most difficult, etc.

Writing

Ask Ss to write the letter. (You may wish to ask Ss to prepare this in class, complete it for homework and then compare their answer with a partner in the next lesson before handing it in to be marked.)

Style guide, page 16

Teacher's Book, Unit 9, Writing focus: Letters, page 65

Culture at work

Ask Ss to read the information about bargaining and discuss the questions. Ask Ss about their own experience of negotiating with people of other cultures. You may find it helpful to look at the Culture at work table from page 36 of the Skills Book; this is reproduced below. You may also find it useful to refer to the relevant section on Culture at work in the teacher's notes supporting the Skills Book.

	Deal-focused	Relationship-focused
Start the bargaining process	It is important to get down to business as quickly as possible.	It is important to develop a relationship before getting down to business.
Contracts	Written agreements are essential to prevent misunderstandings and to solve problems.	Personal trust is more important than a detailed contract.
Verbal communication	It is better to be direct so that you can be clearly understood.	Indirect language helps to maintain harmony. It is very important to avoid giving offence.
Sincerity	It is better to be honest and say if something can't be done.	If you can't do something, you can at least show willingness to try.

Skills Book, Culture at work, page 36

Teacher's Book, page 142

Dilemma

Ask Ss to read the brief and answer any questions they might have. You may wish to ask a S to summarise the situation to check understanding.

Task 1: Ss work in pairs, A and B. Ask them to study the information related to their role and prepare their objectives. Encourage Ss to make notes. Also ask Ss to think about appropriate language to use. You may wish to set Ss a time limit for this preparation stage.

Task 2: Ask Ss to negotiate with their partner.

Task 3: Each pair joins another pair and compares the outcome of the negotiation. Encourage Ss to ask each other questions: *What went well in your negotiation? Did you achieve your objectives? What was the outcome?* etc.

Decision

Ask Ss to listen to David Schapiro speaking about the case. What does he say? Are they surprised?

Write it up

Ss are going to write a short memo to staff informing them of the outcome of the negotiation. You may wish to ask Ss to prepare their memo in class, complete it for homework and then compare their answer with a partner in the next lesson before handing it in to be marked. Give each S a photocopy of the Writing preparation framework from page 188; then use the Writing focus (Writing focus: Memos) opposite to link the use of the framework and the Style guide as Ss plan their writing. You may wish to set a word limit, e.g. no longer than the suggested answer opposite. It may be helpful to use the Writing feedback framework on page 189 to structure your feedback to each S.

Writing focus: Memos

1 First decide who you are.
(In this case, Ss are one of the lawyers – either for Sweetface or for Glow Industries.)

2 Every time you start to write, you need to ask yourself two questions:
a What is the purpose of this piece of writing?
b Who am I writing to?
(Here Ss are writing to inform their own staff of the outcome of the negotiation about the use of the brand name.)

3 Look at the section on Memos on page 24 of the Style guide. Notice the suggested structure of a memo:
Date / To / From / Subject
Introduction
Main points
Conclusion and recommendation
Initials of the writer
Is this structure appropriate for this memo? What are you going to put in the subject line? Plan the sections you are going to divide your memo into. Then brainstorm the points you might cover in each section.

4 What style should the memo be written in?
(As it says in the Style guide, memos tend to be less formal than business letters. They are usually short and clear, but not bossy. The language is simple and the tone is normally neutral.)

5 What phrases might be appropriate in your memo?
(See the Style guide, particularly the phrases for giving information on page 24. Examples of useful phrases are underlined in the suggested answer opposite.)

6 Now go ahead and write the memo.

7 When you have finished, check your writing for: logical structure, clarity of ideas, accuracy of language, appropriateness of style.

Style guide, page 24
Style guide, General rules, page 3
Style guide, Organising your writing, page 4
Skills Book, Writing 3, Memos, page 46
Teacher's Book, page 151
Teacher's Book, Writing preparation framework, page 188
Teacher's Book, Writing feedback framework, page 189

Memo: Suggested answer (98 words)

Date: 4 March
To: Sweetface staff
From: Julia Baker
Subject: Glow brand name
Following a series of negotiations between Sweetface and Glow Industries over the last three weeks, I am delighted to be able to announce that Glow Industries has agreed to accept $500,000 compensation and a 5% share of profits, in return for the right of Sweetface to continue using the brand name 'Glow'.
This decision will enable Sweetface to avoid entering into costly and prolonged legal action, which might have:
- damaged the company's image
- delayed long-term plans to expand the brand
- forced Sweetface to review their international plans.

If you have any questions, please email helene.Schmidt@sf.com
Julia Baker
Personal Assistant
Partridge, Owen and Simpson Lawyers

Unit 8: Brands

UNIT OBJECTIVES

Reading:	Gucci
Language:	Adjectives and adverbs
Vocabulary:	Synonyms; verb–preposition combinations
Career skills:	Dealing with people at work
Culture at work:	Interpersonal relationships
Dilemma & Decision:	The two faces of Burberry (memo)

This unit looks at the importance of building a strong brand, with a reputation for high-quality products, as illustrated by companies such as Samsung Electronics, Burberry and Chupa Chups lollipops.
It also highlights the danger of a brand losing its image (e.g. through giving licences to too many retailers).
The unit focuses on the Italian fashion brand Gucci, which has built its reputation on quality and exclusivity.
The unit looks at how the company has managed and promoted the brand over the years (e.g. opening stores in glamorous locations), but highlights the internal disagreements that have taken place in the Gucci family.
Despite going through challenging times, the company is seeing its fortunes rise again through strong leadership and an image revamp.

Keynotes

Introduce the topic by asking Ss what they think the picture represents (it shows an expensive chic car, an Aston Martin) and what they consider to be 'exclusive' brands. Ask Ss to read the keynotes. Check they understand the terms in bold, for example, ask for examples of 'global brands', brands with 'international reputation of quality'. Ask what a 'brand asset manager' does, and which companies have 'extended' their brands. Ask Ss questions such as: *Would you buy a car like this? Why / why not? What kind of image does it present?* Draw Ss' attention to the glossary for this unit at the back of the book.

Coursebook, Glossary, Unit 8, page 150

Preview

Ask Ss to discuss the questions in pairs and then share their views with the class. Ask Ss also if they feel there are any negative emotions / feelings associated with any of the global brands shown. In feedback ask Ss to give the emotions, feelings and image they associate with their favourite brands.

Listening 1

Tell Ss they are going to listen to a consultant talking about how a brand can lose its image. Ask Ss to listen and decide which of the five reasons are given. In feedback ask Ss if they can add to the list of reasons for brands losing their image.

2, 5
Other possible reasons:
brand-owner involvement in a political or financial scandal
lack of quality control at manufacturing stage

Reading 1

Ask Ss to look at the article title and the photo. What do they know about Gucci? Do they have any Gucci products? What image, values and aspirations does the brand communicate? Then ask Ss to read the article and decide which of the sentences fits into each gap. Point out the glossary box and remind Ss of the glossary at the back of the book. In feedback, ask Ss to say what helped them decide which sentence fitted where (e.g. time references, pronouns, people's names).

a 3 b 2 c 1 d 5 e 4

Reading 2

Ask Ss to read the text again and put the events in order.

1 d 2 c 3 b 4 f 5 a 6 e

Reading 3

Ask Ss to read the article again more carefully and answer the questions. In feedback, ask Ss where in the text the answers were located.

1 He concentrated on high-quality goods and stamped an identifier on special edition creations.
2 It was losing its reputation for exclusivity.
Through: marketing; concentrating on quality; choosing retailers more carefully; creative director and president / CEO.

Reading 4

Ask Ss to discuss the problems listed on page 68 and say which one/s Gucci has faced.

Gucci has experienced the problem of giving licences to too many retailers.

Speaking

Ask Ss to discuss the question in pairs / small groups. Prompt discussion where necessary, e.g. by asking *Would you use David Beckham to promote Gucci? Why / why not? What image does he project?*

Vocabulary 1

Ask Ss to find the words in the text with similar meanings.

1 purveyors
2 conglomerate
3 outlets
4 status symbols
5 glamour
6 corporate
7 campaigns
8 revamp

Vocabulary 2

Ask Ss to read the sentences and match the verb-preposition phrases to the meanings.

1 stands for
2 concentrated on
3 conjures up

Vocabulary 3

Ask Ss to decide which preposition goes with which verb. In feedback, you may wish to ask Ss to make sentences using the verbs (e.g. *I've succeeded in promoting the brand.*).

1 refer to
2 approve of
3 believe in
4 benefit from
5 belong to
6 result in, from
7 consist of, in
8 depend on
9 succeed in

Practice

Ask Ss what the picture shows (it shows a Chupa Chups lollipop) and if they know anything about the company Chupa Chups. Ask Ss to complete the gaps in the article with words and phrases from the previous exercises.

2 depended on
3 purveyor
4 approve of
5 consisted of / in
6 campaigns
7 benefited from
8 outlets
9 succeeded in
10 revamp

Optional activity

Photocopiable resource 8.1 (page 108)

Put Ss into pairs and give each pair a copy of the table on page 108. Ask Ss to discuss the differences in meanings between the pairs of words that only have minor spelling differences. Ask Ss to check their answers in their dictionaries. Can they think of more words that are commonly confused? Ask Ss to find further examples in the Style guide (page 9). What are the differences in meaning between the words?

Language check

Ask Ss to read the example sentences. Draw Ss' attention to the five different uses of adjectives and adverbs highlighted.

Coursebook, Grammar reference, Adjectives and adverbs, page 160
Workbook, page 35

Practice 1

Ask Ss to find the adjectives and adverbs in the article. In feedback you may wish to ask Ss to make sentences using the adverbs / adjectives (e.g. *Gucci is a leading exclusive fashion brand.*).

2 exclusive
3 iconic
4 elegant
5 elaborate
6 fabulously high-quality
7 extremely well
8 really bumpy

Practice 2

Ask Ss to complete the article using adjectives or adverbs.

2 surprising
3 clearly
4 dramatic
5 particularly
6 really cool
7 successfully
8 stylish
9 increasingly well
10 well-designed
11 incredibly rapidly
12 amazing
13 crowded
14 fast
15 truly innovative

Listening 2 1

Ask Ss what they think a corporate identity and brand asset manager does. Tell them they are going to listen to a manager talking about this area of work. Ask Ss to listen and decide if the statements are true or false.

1 false (Could you tell us how corporate identity and brand asset management are linked? ... the identity, whether it be corporate identity, brand identity or both, should be the company's visual statement ...)
2 true
3 true
4 false (This should be done every three to five years, ideally.)
5 false (... that doesn't mean that if the company is involved in some wrongdoing or if their identity gets tarnished, it won't have a negative effect on the brand.)

Listening 2 2

Ask Ss to listen again and make notes on the three questions.

1 The part that is visible to the public, the aspect that the public sees.
2 It is crucial to establishing the identity of a brand. It is a key distinguishing factor with regard to competitors.
3 By analysing all the visual material the company produces and making sure it sends out the right message.

Optional activity

Ask Ss when they have to take notes, why, for whom, etc. What do they find easy / difficult about taking notes? What tips would they give others? Ask Ss to listen again to part of the interview above (e.g. as far as 'survive without an identity') and ask them to take notes on the key points. Ask Ss to compare their notes in small groups. Which were the most effective in each group? Why? Ask Ss to write up their notes for homework.

Speaking

Ask Ss to work in pairs / small groups and discuss the questions. In feedback, ask Ss to share their ideas with the whole group. You may also wish to ask Ss about famous brands in their country, such as: *Name a famous brand in your country. Have the brand owners ever been involved in bad publicity? Who owns the brand?* Ask Ss to browse the websites of the global brands listed for homework to check their answers. (Suggest Ss use a search engine such as Yahoo! or Google to find their sites.)

Clinique belongs to a US company (not a French one) called the Estée Lauder Company.
Cartier belongs to a Swiss company called Richemont.
Christian Dior belongs to LVMH (Moët Hennessy Louis Vuitton).
Ferrari belongs to Fiat.

Optional activity

Ask Ss to focus on the company website of one of the four global brands listed, and then write a short report evaluating its usefulness. Ss should refer to the site's design and content, and evaluate how easy it is to navigate and access.

Writing

Ask Ss to write up the email to their colleague referring to the audioscript as necessary. (You may wish to ask Ss to prepare this in class, complete it for homework and then compare their answer with a partner in the next lesson before handing it in to be marked.)

Style guide, page 20

Teacher's book, Unit 12, Writing focus: Formal emails, page 83

Career skills

Ask Ss about the types of people they have to deal with at work (e.g. colleagues, managers, clients) and about their experiences of having to deal with 'difficult' people and working in difficult situations, e.g. *What was the problem? Why were they uncooperative? How did you deal with the situation?* Then ask Ss to read the information and phrases in the box. Ask Ss to match the phrases and situations 1–3. In feedback, ask Ss if they have used other strategies for developing good interpersonal skills.

Workbook, page 33

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

Listening 3

Ask Ss to listen to the dialogue extract and answer the questions.

1 He should have told the woman about the revised plans for boosting their brand image, and the impact this will have on the advertising budget, especially the TV campaign.

2 To anticipate potential conflicts he could have used phrases a or d. To establish common goals with co-workers such as Catherine, he could also have used phrases such as c or f.

3 They were both working towards a common goal.

4 She could have been more positive, using phrases b or e; she could also have tried to establish common goals, using phrases c or f.

Optional activity

Ask Ss to devise a questionnaire to find out about their group's buying patterns and attitudes to brands. You may wish to brainstorm some example questions to ask, e.g. *Do you always buy branded products? If so, why? What are your favourite brands? Why? What image do the brands you buy have?* It may be best to set up the activity in class and ask Ss to complete the questionnaire for homework. In the next lesson, ask Ss to try out their questionnaires on other Ss. They could then do another homework activity, writing a report summarising their findings.

Speaking 1

Put Ss in pairs. Ask Ss to role-play the conversation using more appropriate language and tactics. You may wish to ask Ss to do this twice – each time playing a different role.

Speaking 2

Ask Ss to work in pairs and discuss the questions relating to problems they have had dealing with difficult people, and solutions they found. Encourage Ss to relate this either to their business experience (e.g. dealing with difficult colleagues or customers), or to social situations (e.g. family members, people they meet in sports clubs, etc.).

Culture at work

Ask Ss to read the information and discuss the questions in small groups / pairs. Encourage them to give examples from their own experience where possible. You may find it helpful to look at the Culture at work table from page 39 of the Skills Book; this is reproduced below. You may also find it useful to refer to the relevant section on Culture at work in the teacher's notes supporting the Skills Book.

Consensus-oriented	Results-oriented
In difficult situations, the chairperson may focus on compromise and mediation.	In difficult situations, the chairperson may attempt to control the meeting and use formal rules to keep order.
The chairperson may define their role as that of helping to achieve agreement or consensus.	The chairperson may define their role as that of helping to achieve objectives or decide on a series of action points.

Skills Book, Culture at work, page 39

Teacher's Book, page 144

Dilemma

As a lead-in, ask Ss what they know about Burberry. Have they bought any of the brand's products? What is it famous for? Who typically buys Burberry goods? What image does it project? Then ask Ss to read the Dilemma brief about Burberry.

Point out to Ss that the tasks which follow are based on a fictional company called Clearly Chic, which has similar problems to Burberry.

Task 1: Divide Ss into pairs. Ask Ss to read and discuss the options, and to add to the arguments given.

Task 2: Ask Ss to decide which action the company should take. Ask them to refer to the notes on page 139 to help them prepare their arguments.

Task 3: In small groups, Ss hold a meeting to decide what the company should do. You may wish to allocate one S per group to take notes.

Decision

Ask Ss to listen to a brand asset manager giving her views. Which option did they choose and why?

Write it up

Ask Ss to write a memo to staff based on their discussions. Give each S a photocopy of the Writing preparation framework from page 188; then use the Writing focus (Writing focus: Memos) on the next page to link the use of the framework and the Style guide as Ss plan their writing. You may wish to set a word limit, e.g. no longer than the suggested answer on the next page. It may be helpful to use the Writing feedback framework on page 189 when giving feedback on Ss' writing.

Writing focus: Memos

1 First decide who you are.
(In this case, Ss are the marketing director of Clearly Chic.)

2 Every time you start to write, you need to ask yourself two questions:
a What is the purpose of this piece of writing?
b Who am I writing to?
(Here Ss are writing to staff, informing them of the decision that has been made regarding how to position the brand.)

3 Look at the section on Memos on page 24 of the Style guide. Notice the suggested structure of a memo:
Date / To / From / Subject
Introduction
Main points
Conclusion and recommendation
Initials of the writer
Is this structure appropriate for this memo? What are you going to put in the subject line? Plan the sections you are going to divide your memo into. Then brainstorm the points you might cover in each section.

4 What style should the memo be written in?
(As it says in the Style guide, memos tend to be less formal than business letters. They are usually short and clear, but not bossy. The language is simple and the tone is normally neutral.)

5 What phrases might be appropriate in your memo?
(See the Style guide, particularly the phrases for giving information on page 24 and for connecting ideas on page 28. Examples of useful phrases are underlined in the suggested answer opposite.)

6 Now go ahead and write the memo.

7 When you have finished, check your writing for: logical structure, clarity of ideas, accuracy of language, appropriateness of style.

Style guide, Memos, page 24
Style guide, General rules, page 3
Style guide, Organising your writing, page 4
Skills Book, Writing 3, Memos, page 46
Teacher's Book, page 151
Teacher's Book, Writing preparation framework, page 188
Teacher's Book, Writing feedback framework, page 189

Memo: Suggested answer (297 words)

Memo
Date: 7 October 2006
To: All staff
From: Sally Spires
Subject: Marketing

As you may be aware, the company has seen sales of its luxury handbags decline in recent months. This is due to a number of reasons, for example, the number of cheap fakes of our Malu and Timely handbag models flooding the market. In addition, while many customers still associate our brand with exclusivity and luxury, we are aware that the brand is seen by increasing numbers of people as being old-fashioned.

Recently, however, the Clearly Chic brand has become popular with young hip-hop artists and football fans, a development that has opened up the possibility of increased sales for the company – in the short-term at least. However, it has also increased the risk of losing loyal customers, and our valued brand image.

A marketing meeting was held earlier this week to decide how to deal with the dilemmas we currently face – and whether to extend the brand or not.

Having considered the alternatives, I am delighted to inform you that we have decided to extend the Clearly Chic brand. We believe that this is in the best interests of the company, as it will enable us not only to compete with counterfeit goods, but also to attract a new, younger and trendier customer base.

This move will mean introducing a new price strategy for our range of handbags; moreover, Clearly Chic will begin to produce a new range of cheaper and hence more accessible bags from early next year. We will also be developing new marketing strategies to appeal to the new younger target customers. This is likely to involve recruiting well-known hip-hop artists, who already support our products, to endorse the brand officially.

Further details of how Clearly Chic will be extending the brand will be given after the next marketing meeting on 24 July.

Sally Spires (*Marketing Director, Clearly Chic*)

Unit 9: Investment

UNIT OBJECTIVES

Reading:	Freud, folly and finance
Language:	Emphasis
Vocabulary:	Definitions; prefixes
Career skills:	Prioritising
Culture at work:	Status and society
Dilemma & Decision:	Your money or your reputation? (letter)

This unit starts by looking at the qualities successful investors might have (e.g. optimism) and profiles four famous investors, including Paul Allen, co-founder of Microsoft.
The main article focuses on why human intuition is a bad guide to handling risk (e.g. people may put too much emphasis on what they have seen or experienced rather than hard facts).
The unit refers to a range of investments, including shares, arts and antiques, and highlights the growing trend of some organisations to make ethical investments, such as investing in companies that pay suppliers a fair price, or those which focus on sustainable development.

Keynotes

Introduce the topic by asking Ss what they think the picture represents (it shows stockbrokers buying and selling shares, possibly in Wall Street) and what they understand by the title (e.g. dealing in shares can be risky, but you can also earn lots of money). Ask Ss questions, such as: *What qualities do you think you need to work in the environment shown in the picture? Would it suit you? Why / why not?*

Ask Ss to read the keynotes. Check they understand the terms in bold, for example, ask Ss to choose three to five new words and give a definition of each to a partner to guess which word is being described. Ask questions such as: *Have you ever bought shares? Which companies' shares? Have your investments been successful?* Draw Ss' attention to the glossary for this unit at the back of the book.

Coursebook, Glossary, Unit 9, page 151

Optional activity
Photocopiable resource 9.1 (page 108)

Ask Ss questions: *Are you more familiar with US or British English? What US / British differences do you know?* Point out the US / British difference between *share / stock* in the keynotes. In pairs, give Ss a set of the cards of mixed US / British words on page 108. Ask them to find the pairs and then decide which in each pair is the US and which the British version.
Ss can check their answers and see more US / British words on page 10 of the Style guide.

Language focus: British and American English

British and US vocabulary in English is generally the same, though pronunciation may be different and words may be spelt differently.

	British	US
Words ending in *-our / -or*	*colour*	*color*
Words ending in *-re / -er*	*centre*	*center*
Past form of verbs ending in *-l*	*levelled*	*leveled*
Past form of verbs ending in *-r*	*transferred*	*transfered*

However, sometimes vocabulary may be completely different, e.g. *autumn* (British) / *fall* (US).

Style guide, British / US English, page 10

Preview 1

Ask Ss what they think makes a successful investor. Then put Ss into pairs. Ask Ss to read the list of qualities and check their understanding of the terms. You may wish to ask Ss to define each word (e.g. *pessimistic = it's someone who is always looking at the negative side of things*). Ask Ss to choose the five most important qualities. Then ask each pair to compare their choices with another pair.

Preview 2

Ask Ss to read the four profiles and choose two adjectives from the previous exercise to describe each profile.

Suggested answers
Jessie Livermore: opinionated, analytical (could also be seen as opportunistic)
Nick Leeson: reckless, greedy
Warren Buffett: focused, prudent
Paul Allen: intuitive, flexible (could also be seen as optimistic)

Speaking

Ask Ss to discuss the question in pairs / small groups. Encourage Ss to give reasons for their answers based on the profiles.

Reading 1

Ask Ss to look at the title and cartoon and predict what the article will be about. What do Ss think the cartoon represents? Elicit or tell Ss the expression 'money to burn' (= wasting money, therefore not responsible with it) and that the analyst represents Freud.

Then ask Ss to read the text and check their answer. Refer Ss to the glossary box at the top of the page and remind them of the glossary section for the unit at the back of the book. Then ask Ss which of the given adjectives best describe the average investor.

irrational

Reading 2

Ask Ss to read the text again and match the headings a–g with the paragraphs 3–9.

a 8 b 9 c 4 d 6 e 3 f 7 g 5

Reading 3

Ask Ss to read the text again more carefully to answer the questions.

1 We can look at their investments on the stock exchange and at how they run their businesses.
2 It is a science that applies psychological insights to economics.
3 Because they can't admit they made a mistake.
4 Because it is important to consider all possible options and to diversify.
5 Because they have a fear of failure.
6 They buy shares they wish they had bought earlier.

Speaking

Ask some Ss what kind of risk taker they are. Then ask Ss to work in pairs to discuss the investment opportunities and choose the one that appeals to them both the most. Encourage Ss to give reasons for their views. Then ask Ss to match the investment opportunities to the famous investors on page 76.

Suggested answers
Junk bond (high-risk bond) = Nick Leeson
Blue-chip shares = Warren Buffett
High-tech company = Paul Allen
New business venture = Jessie Livermore

Optional activity
Copy and distribute some graphs showing different companies' share price fluctuations over the last year or so. Ask Ss to work in groups and practise describing the trends.

Vocabulary 1

Ask Ss to match the words with their definitions.

1 e 2 c 3 d 4 a 5 f 6 b

Vocabulary 2 1

Ask Ss to read the sentence and decide what the prefix 'over' means. What does 'overvalued' mean?

over = above, more than; *overvalued* = valued too highly, at more than it is worth

Vocabulary 2 2

Ask Ss to match the prefixes 1–6 with their meanings a–f.

1 c 2 e 3 b 4 d 5 a 6 f

Vocabulary 2 3

Then ask Ss to make new words to those listed by adding prefixes.

1 overemphasise
2 a overestimate b underestimate
3 a bilingual b multilingual
4 a overvalue b undervalue
5 a international b multinational
6 prearranged
7 a postdate b predate
8 a overspend b underspend

Vocabulary 2 4

Put Ss into small groups. Ask the groups to make a list of other words with those prefixes. You may wish to set a time limit, e.g. five minutes, and encourage Ss to compete against each other. The group with the largest list at the end of the five minutes is the winner.

Optional activity

You may wish to get Ss to practise using the new vocabulary from the lesson by playing 'hangman'. You choose a word and indicate the letters on the board. Ss take it in turns to call out a letter. If the letter is in the word you fill in the gap(s). If it isn't you draw one piece of the hangman until the drawing is complete.

Practice

As a lead-in, ask Ss if they would ever invest in art. Why / why not? Ask Ss to complete the gaps with words from the previous exercises.

2 diversification
3 overvalued
4 assessing / estimating
5 international
6 portfolio
7 overspent
8 losses

Speaking

Brainstorm on the board different types of investments. Then ask Ss to work in groups to discuss their pros and cons. You may wish to prompt suggestions by starting with the examples given in the Coursebook. Ask Ss to prioritise the risks of each, giving reasons.

Language check 1

Ask Ss to read the example sentences and answer the question. Refer them to page 161 of the Grammar reference section for further details about emphasis.

a He lost money from the start and he also …
b Surveys have shown that people's …
c This myopia in the face of losses explains much of the irrationality …

Language check 2

Ask Ss to study the four example sentences and rewrite them without emphasis.

(1 You should on no account invest in such a risky business.)
Also possible: You shouldn't invest in such a risky business on any account.
2 So much money has rarely been lost by one person gambling with his company's assets.
3 A work of art has never risen in value by so much in such a short time.
4 An investor can only take high risks and still be successful in exceptional circumstances.

Coursebook, Grammar reference, Emphasis, page 161

Practice

Ask Ss to rewrite the sentences using inversion (emphasis).

1 Never have investors had to work so hard to make a reasonable return.
2 Rarely are forecasts of how the markets will change 100 per cent accurate.
3 Not only are people afraid of losing money but also of appearing stupid.
4 On no account should they have expanded their portfolio, because their track record was so poor.
5 Only if they really trust them should people listen to financial advisers.

Listening 1 1

Tell Ss they are going to listen to a clothing manufacturer speaking about his business. Ask Ss to listen to Bradley Hopper and answer the questions.

1 He was very interested in clothes.
2 to make money
3 There are a lot of competitors, all cutting costs. He stays one step ahead of competitors by knowing where to cut costs and where to invest.
4 There is a huge market for environmentally friendly products.
5 to become a business angel and be involved with new ventures from the beginning

Suggested answers
Jessie Livermore: opinionated, analytical (could also be seen as opportunistic)
Nick Leeson: reckless, greedy
Warren Buffett: focused, prudent
Paul Allen: intuitive, flexible (could also be seen as optimistic)

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1 He was very interested in clothes.
2 to make money
3 There are a lot of competitors, all cutting costs. He stays one step ahead of competitors by knowing where to cut costs and where to invest.
4 There is a huge market for environmentally friendly products.
5 to become a business angel and be involved with new ventures from the beginning

Listening 1 2

Then ask Ss to read the five sentences before listening again and changing them to what Bradley actually says.

1 It was clothes that I was interested in more than anything else.
2 It's profit that drives me.
3 What your first priority has to be is making money.
4 What keeps me one step ahead is knowing where to cut costs and where to invest.
5 It's the hands-on part that really interests me.

Listening 1 3

Ask Ss to practise reading their sentences aloud, stressing the words that are emphasised. Ss could listen again to the interview to check that they are putting the stress on the right words.

Career skills

As a lead-in, ask Ss why it is important to be able to prioritise effectively in business. What helps / hinders them when prioritising tasks? Then ask Ss to read the information and phrases in the box. Ask Ss to match the questions 1–4 and the phrases in the box a–h.

1 a, e 2 d, h 3 c, g 4 b, f

Workbook, page 37

Speaking

Ask Ss to work in small groups. Ask them to read the situation and then together discuss and prioritise the tasks. You may wish to set a time limit (e.g. ten minutes) and then ask each group to tell the whole class which task would be the most urgent one for them and why (e.g. *I think you need to clarify what ethical investment really means – so I'd start by establishing criteria to evaluate ethical companies.*).

Listening 2 1

Ask Ss to listen to the extract and note down the tasks from the previous exercise which are not essential, impractical and of vital importance.

1 Not essential – Meet the CFOs of companies on our 'sustainable company' list.
2 Impractical – Attend a conference on sustainable development in Frankfurt next month.
3 Of vital importance – Come up with criteria to evaluate companies according to financial, social and environmental performance.

Listening 2 2

Then ask Ss how similar / different this way of prioritising was from theirs.

Writing

Ask Ss to write the memo to management. (You may wish to ask Ss to prepare this in class, complete it for homework and then compare their answer with a partner in the next lesson before handing it in to be marked.)

Style guide, Memos, page 24

Teacher's Book, Unit 3, Writing focus: Memos, page 31

Culture at work

Ask Ss how important money is to them on a scale of 1–10 (1 = least important; 10 = most important). Then ask Ss to read the information and discuss the questions in pairs / small groups. Encourage Ss to give examples from their own experience of working with other cultures. You may find it helpful to look at the Culture at work table from page 45 of the Skills Book; this is reproduced below. You may also find it useful to refer to the relevant section on Culture at work in the teacher's notes supporting the Skills Book.

People in affective cultures ...	**People in neutral cultures** ...
use more emotive language: *I'm really excited! This is a great project!*	use moderate language: *I'm pleased to be involved in this project.*
often speak loudly, in an animated way and with a wide variety of tones.	often speak rather quietly, in a flat, inexpressive tone.
prefer presentations that are lively.	prefer presentations to be given calmly.
may think that people who don't show their feelings are disinterested.	may think that people who display too much feeling are 'out of control'.

Skills Book, Culture at work, page 45

Teacher's Book, page 150

Optional activity

You may wish to ask Ss to carry out this activity at the end of the lesson to consolidate terms from the unit which relate to investment. Prepare a set of vocabulary cards (each card should have a word or phrase from the Unit 9 glossary on it) for each pair of Ss. Ss put the cards face down. One S in each pair takes a card and explains what the term on it means to his / her partner, who guesses what is being defined.

Dilemma

Ask Ss whether they would like to set up their own business: *What would you do? What preparations would you need to do?* Then ask Ss to read the brief and check their understanding. Allocate a role (Max or Steven) to each S and ask them to read the relevant information.

Task 1: Ask Ss to work in pairs and role-play the discussion.

Task 2: Ask each pair to join another pair and discuss together which plan is likely to be most successful. Ss should discuss what is of vital importance to its success, what is not essential and what is impractical for the moment. Then ask each group to nominate a representative to present their plans to the whole class.

Task 3: Ask each representative to present their group's ideas. You may wish to then ask the whole class to vote on the best plan.

Decision

Ask Ss to turn to page 146 to read about what happened to a company having the same dilemma. What did the founder of the company decide to do in this situation?

Write it up

Ask Ss to write the letter. Give each S a photocopy of the Writing preparation framework from page 188; then use the Writing focus (Writing focus: Letters) opposite to link the use of the framework and the Style guide as Ss plan their writing. You may wish to set a word limit, e.g. no longer than the suggested answer on the next page. It may be helpful to use the Writing feedback framework on page 189 when giving feedback on Ss' writing.

Writing focus: Letters

1 First be clear about the perspective you are writing from.
(In this case, Ss may work for a bank or other organisation to whom Steven or Max have written requesting backing.)

2 Every time you start to write, you need to ask yourself two questions:
a What is the purpose of this piece of writing?
b Who am I writing to?
(Here Ss are writing to one of the entrepreneurs in reply to their letter, to either grant or refuse financial backing and explain the reasons for their decision.)

3 Look at the section on Letters on page 16 of the Style guide. Notice the suggested structure and layout of the letter. Is this appropriate for the letter in this situation?
(The guidance about layout given in the Style guide is very general and is appropriate for all formal or semi-formal letters. It is also important to decide what should go in the body of the letter and to plan the paragraphs needed.)

4 What style should the letter be written in?
(As it says in the Style guide, business letters are usually quite formal in style. A conversational style is not appropriate and contractions should be avoided.)

5 What phrases (including linking words and phrases) might be appropriate in the letter?
(It is appropriate to use a number of typical letter phrases, e.g. Dear ..., With reference to ..., I look forward to seeing you, Yours sincerely. *A range of linking words can be used to connect ideas. Examples of useful phrases are underlined in the suggested answer on the next page.)*

6 Now go ahead and plan the letter. Then write the letter.

7 When you have finished, check your writing for: logical structure, clarity of ideas, accuracy of language, appropriateness of style.

Style guide, page 16
Style guide, General rules, page 3
Style guide, Organising your writing, page 4
Skills Book, Writing 4, Formal correspondence, page 60
Teacher's Book, page 162
Teacher's Book, Writing preparation framework, page 188
Teacher's Book, Writing feedback framework, page 189

Letter: Suggested answer (141 words)

BHK Bank
123–5 Rosemount Avenue
Highfield H34 58E
Tel: 0394 939 003
Fax: 0394 939 002

Mr Max Evans
31 Stanley Drive
Alban AL2 45U
Our ref: 394/OLP
Date: 5 January 200-
Dear Mr Evans

Thank you for your business plan, sent 16 March, in which you outlined your plans to supply the European and US screen print market with mass-produced, blank T-shirts, and requested a loan from BHK Bank to finance your initiative.

I was impressed by a number of aspects of your plan, for example, I believe that these days people are willing to pay more for high-quality products, particularly those from a company that is associated with fairness, integrity, etc.

I also believe that consumers would welcome an ethical clothing brand – there has been a lot of negative publicity surrounding some well-known clothing brands lately.

I would be very interested in discussing your ideas further. Please call me on the number above to arrange a meeting at a mutually convenient time.

I look forward to hearing from you.

Yours sincerely
Stacey Williams
Stacey Williams, BHK Bank

Review

On the next two pages of the Coursebook you will find Review 3, which reviews language, vocabulary and functional language from Units 7, 8 and 9. It can be used in a number of ways that can be adapted to suit your class, for example:

- Ss can do selected exercises for homework.
- Use in class and guide Ss to particular exercises according to their individual needs. Alternatively, if your class has similar needs, focus on exercises where they can have more practice together (Ss can work individually or in pairs).
- Use as a short progress test and review any necessary points before moving on to Unit 10.

Teacher's Book, Coursebook review 3: answers, page 102

Unit 10: Energy

UNIT OBJECTIVES	
Reading:	Fossil fuel dependency
Language:	Conditionals
Vocabulary:	Negative prefixes; collocations
Career skills:	Problem-solving
Culture at work:	Approaches to problems
Dilemma & Decision:	The power of money (short report)

This unit looks at the world's dependency on fossil fuels, in particular oil and gas, and highlights the difficulty of knowing exactly when supplies will run out. It is in the interest of energy companies to exaggerate estimates of their reserves, as they appear attractive to shareholders, and nations that claim to have more oil reserves can have greater influence on the global energy scene. Geologists, however, fear supplies will run out much earlier than predicted.

The unit also looks at the effects a shortage of fossil fuels would have (e.g. price rises, environmental damage) and the advantages and disadvantages of turning to renewable sources of energy instead.

The World Bank, an international institution that provides loans and finance to countries and governments, is focused on in the unit, in particular its policy with regard to energy. For more information about the World Bank, visit www.worldbank.org

Keynotes

Start by asking Ss what the picture shows and how it might relate to the title. It shows a noose around the neck of an oil pump which is down to its last drop of petrol. The question 'What if ...?' is asking what will happen if supplies run out. Tell Ss that the unit focuses on the global dependency on fossil fuels. You may wish to ask questions at this stage, e.g. *What fossil fuels are there? What do you know about global oil reserves?*

Ask Ss to read the keynotes. Check they understand the words in bold in particular, but also other words and phrases you think they might not understand. You may wish to point out that petrol is the shortened form of petroleum and that in American English it is referred to as gasoline. You may also wish to ask questions as a follow-up, e.g. *What do you know about the Kyoto Agreement?* (It was named after the ancient Japanese city where it was negotiated; otherwise known as the Kyoto Protocol or Accord, it aims to reduce the pollution responsible for global warming. Over 140 countries have ratified the treaty.), *Has your country signed up to it? Do you think it is a good idea?*

Coursebook, Glossary, Unit 10, page 151

Preview

Ask Ss to do the quiz in pairs. (Point out to Ss that the answers are at the bottom of the page.) In feedback, ask Ss whether any of the answers surprised / shocked them and why.

1 b 2 a 3 a 4 b 5 c 6 c

Speaking

Ask Ss to read the list. Check they understand the terms (e.g. *at the mains = at the plug socket*). Ask Ss to discuss the questions in pairs / small groups. In feedback, you may wish to collect ideas on the board for saving energy.

Reading 1

Ask Ss to look at the chart and say what they think the two curves show. Point out that most of the chart is based on predicted rather than actual oil consumption. Ask Ss why they think the two predictions might be so different. Then tell Ss they are going to read about different predictions as to when global oil reserves might run out. Ask them to read the article and answer the second question. Refer Ss to the glossary box.

The two curves show two different projections for future oil production. The yellow curve suggests that reserves will diminish sooner rather than later. This is also what the author of the article mentions as being a possible consequence of overstating oil reserves.

Reading 2

Ask Ss to read each statement and then read the article carefully to find the paragraph it summarises. In feedback, ask Ss what helped them do this exercise.

a para 3
b para 6
c para 1
d para 4
e para 5

Reading 3

Ask Ss to read the article more carefully and answer the questions.

1 petroleum geologists – the evidence is that some companies have exaggerated oil-reserve estimates.
2 energy companies – because if they declared lower reserves their stock price would fall; oil-producing countries – because if they declared lower reserves their market share would be reduced and they would be less influential in the global energy market place
3 a The cost of producing oil would rise and become uneconomic to extract.
b They would have to pay much more for goods and services or they would simply not be available.
4 least serious – a switch to less efficient and more polluting fuels, e.g. coal; most serious – economic collapse and power shortages

Optional activity

Give Ss large post-it notes and ask them to write unknown words and phrases from the text (one per post-it note). Collect these words and stick them on the board. Ask the class if anyone can explain the terms. Once they are explained satisfactorily, move the post-its to a separate area of the board. For the remaining words, ask Ss to use their dictionaries to look up the meanings. (If no post-it notes are available, ask Ss to underline the words and tell them to you so that you can write them on the board.)

Speaking

Ask Ss to discuss the questions about the energy industry in pairs / small groups. Encourage them to draw on information from the article and to express their own opinions. You may wish to ask Ss to broaden out the discussion by asking questions such as: *Are people in your country worried about oil supplies running out? How would developments in the industry affect people in your country / other countries you know? How might these developments affect countries in the industrialised, developed world / the developing world?*

Vocabulary 1 1

Ask Ss to read the information about negative prefixes. Then ask Ss to write down the adjectives next to the definitions. Make sure they understand that, for some of the adjectives, they need to add a negative prefix.

1 uncompetitive
2 illogical
3 unavailable
4 unaffordable
5 irresponsible
6 non-polluting

Vocabulary 1 2

Then ask Ss to decide which negative prefix is used with each group of adjectives. In feedback, brainstorm with Ss other adjectives that use each of the negative prefixes. Then ask Ss which of the prefixes is used with words starting l, p and r (l – il; p – im; r – ir).

1 im 2 in 3 ir 4 non- 5 un 6 il

Vocabulary 2

Ask Ss to decide which of the words listed can go before *oil*, *energy* and *power* and which can go after. In feedback, ask Ss what other words can go before and after these three words.

crude oil, oil field, oil refinery; solar energy, renewable energy, nuclear energy, energy policy; solar power, nuclear power, power plant, power grid, power cut

Practice

This exercise reviews vocabulary from the unit so far. Ask Ss to complete the article with the appropriate words and phrases from the previous exercises.

2 available
3 sustainable
4 competitive
5 renewable energy
6 nuclear power
7 affordable / economic
8 power plants
9 energy policies
10 power cuts

Listening 1 1

As a lead-in to the task, tell Ss they are going to listen to an

interview about renewable energy. Ask Ss what they understand by this and what the advantages / disadvantages of this might be. Then ask Ss to listen to the interview with Mia Hansen and answer the questions.

1 It refers to energy supplies that are abundant and cannot be exhausted.
2 yes (because renewable energies are non-polluting and are unlimited, unlike non-renewable energy sources)
3 25 per cent of energy should come from renewable sources.

Listening 1 2

Check Ss' answers before asking them to listen again and answer the questions. In feedback, ask Ss what the four main uses of energy are in their country.

1 renewable and non-renewable
2 Wind power, solar power, water power and wave power and biomass energy all rely on the sun; geothermal and tidal energy don't depend on the sun.
3 advantages = abundant and non-polluting
disadvantages = cost, experimental technology, often dependent on the weather
4 household consumption, transport, industry and services

Writing

Ask Ss to write up the key points from the interview in the form of a short email to their company's managers. (You may wish to ask Ss to prepare this in class, complete it for homework and then compare their answer with a partner in the next lesson before handing it in to be marked.)

Style guide, page 20

Teacher's Book, Unit 12, Writing focus: Formal emails, page 83

Language check

Ask Ss to look at the information about conditionals and to find examples of each type in the article. Then ask Ss to look at the information about mixed conditionals, look at the example sentence and decide which times are referred to.

Je vois tout Miaow

Suggested answers

Type 1
… what will happen if global demand for energy continues to rise … (para 5)

Type 2
… If that happened, then getting at the remaining oil would become … (para 3)
… if the worst came to the worst, there would be a total economic collapse … (para 6)

Type 3
… this wouldn't have been the case if OPEC had not decided to … (para 2)

clause 1: past, clause 2: present

Coursebook, Grammar reference, Conditionals, page 161

Workbook, page 41

Practice 1

Ask Ss to complete the gaps using the appropriate form of the verbs in brackets. Does each clause refer to the future, past or present?

1 (would be); clause 1 present, clause 2 past
2 would have bought; clause 1 past, clause 2 present
3 didn't have; clause 1 present, clause 2 past
4 would have said; clause 1 present, clause 2 past
5 wasn't / weren't; clause 1 present, clause 2 past
6 had never been discovered; clause 1 present, clause 2 past

Practice 2

As a lead-in, you may wish to ask Ss what they know about NASA and NASDA. Ask Ss to complete the gaps in the article using the appropriate form of the verb in italics. Then ask Ss whether each clause refers to the future, past or present.

2 would
3 would have cost
4 would have taken
5 goes
6 will
7 are not
8 will
9 wasn't
10 would not have invested

Speaking

Ask Ss to make notes on the two situations. Then ask Ss to work in pairs and discuss the situations. Go round the pairs and check Ss are using appropriate conditional forms. Encourage Ss to ask each other questions about what their partner says.

You may wish to write your own notes on the board and then tell Ss about them, to give an example (e.g. Notes: *planned to travel to the US – no money; want to move to countryside – no job.* Expand: *If I had had more money, I would have travelled to the US.* [type 3]; *If I find a job, I'll move to the countryside.* [type 1]).

Career skills

Before asking Ss to look at the box, ask them to brainstorm tips for solving problems at work effectively (e.g. *don't panic, get the right people involved*). Then ask Ss to read the information and example expressions in the box. Ask Ss to complete the table with the expressions. In feedback, check Ss understand the expressions. Make sure Ss are aware which are less formal (e.g. *We're in big trouble*) and that they understand any phrasal verbs (e.g. *to hold something up = to delay, to work out = to happen, to get someone onto something = to give someone the task*). Ask Ss when they might use some of the expressions.

Workbook, page 41

1 Is everything going smoothly?
2 Actually, we're one week ahead.
3 I wish I knew.
4 Any idea what the problem is?
5 Where do we go from here?
6 If the worst comes to the worst, …

Optional activity
Photocopiable resource 10.1 (page 109)
Put Ss into pairs and give each pair a set of the cards. Ask Ss to spread out the cards face up and to match the sentences with similar meanings, and then put them under the correct heading: Formal or Informal.

Listening 2 1

Ask Ss to listen to the three dialogues and identify the problems and solutions.

1 problem: the power supply keeps cutting out; solution: video conference with the supplier
2 problem: samples will be late because precision tools haven't arrived; solution: extend the deadline
3 problem: contract hasn't been signed (want guarantee that prices won't be raised); solution: call head office and see what they say

Listening 2 2

Check Ss' answers, then ask Ss to listen again, note down or tick the expressions from the Career skills table that are used.

1 Everything going smoothly? Any idea what the problem is? How can we sort this out, then?
2 What's gone wrong? If the worst comes to the worst, we could …
3 So, how did it go? Not that well, actually. How do you suggest we deal with this?

Speaking

Put Ss into pairs. Tell them to read the situations on page 142 and decide on a solution to each. Check Ss understand terms used (e.g. *subsidy, battery charger*). Ss take turns to play the role of manager and team member. Encourage them to use the phrases for solving problems in each situation.

Culture at work

Ask Ss to read the information about approaches to problems and discuss the question. Encourage them to give examples from their experience of working with other cultures where possible. You may find it helpful to look at the Culture at work table from page 50 of the Skills Book; this is reproduced below. You may also find it useful to refer to the relevant section on Culture at work in the teacher's notes supporting the Skills Book.

High uncertainty avoidance	Low uncertainty avoidance
People prefer to avoid risk, so will have detailed plans in place, in case things go wrong.	People are more likely to react to circumstances than plan in advance.
People may feel threatened by uncertain or unknown situations and avoid circumstances which could cause uncertainty.	Unknown situations and change do not usually cause stress or anxiety.
Rules, regulations and controls are introduced to reduce the amount of uncertainty in situations.	Rules, regulations and controls are avoided and kept to a minimum: flexibility is preferred.

Skills Book, Culture at work, page 50
Teacher's Book, page 154

Optional activity
Photocopiable resource 10.2 (page 109)
Put Ss into pairs and give each pair a set of cards placed face down. Ss take it in turns to take a card and to make up a short dialogue between a company representative and a client who is complaining about the service they have received.

Dilemma

As a lead-in to the task, ask Ss questions such as: *What do you know about the World Bank? What does it do? Why is it important?* Then ask Ss to read the Dilemma brief. Give them a few minutes to ask any questions.

Task 1: Put Ss into three groups, A, B and C, and ask each group to choose one of the roles to represent. (Alternatively, you may wish to allocate roles.) Ask Ss to read the relevant information on pages 137, 138 and 140 and then work together to prepare their arguments. Ask groups to nominate a representative to present their ideas at the meeting.

Task 2: Now ask the spokespeople to take it in turns to present their group's views. Ss should take notes on what the other groups say.

Task 3: Ask Ss to give feedback on the proposals and then agree as a group on the future policy they would recommend for the World Bank.

Take notes on the language the Ss use and provide group and / or individual feedback at the end of the lesson.

Decision

Ask Ss to read the article extract about the commission's report. Ask Ss about their reactions to it, e.g. *Do the recommendations surprise you?*

Write it up

Ask Ss to write up the key points of their discussion in the form of a short report. You may wish to ask Ss to prepare their report in class, complete it for homework and then compare their answer with a partner in the next lesson before handing it in to be marked. Give each S a photocopy of the Writing preparation framework from page 188; then use the Writing focus (Writing focus: Short reports) opposite to link the use of the framework and the Style guide as Ss plan their writing. You may wish to set a word limit, e.g. no longer than the suggested answer on the next page. It may be helpful to use the Writing feedback framework on page 189 when giving feedback on Ss' writing.

Optional activity
Photocopiable resource 10.3 (page 110)
You may wish to ask Ss to prepare their short report using a framework such as the one on page 110. Encourage Ss to note down their main points and divide them into logical sections (about four or five). Then ask Ss to note down useful phrases to use in each section.

Writing focus: Short reports

1 First decide who you are.
(In this case, Ss are members of the World Bank's special commission.)

2 Every time you start to write, you need to ask yourself two questions:
a What is the purpose of this piece of writing?
b Who am I writing to?
(Here Ss are writing a short report to submit to the World Bank, outlining the future policy they are advising the Bank to support.)

3 Look at the section on short reports on page 28 of the Style guide. Notice the suggested structure of a short report.
Title
Summary
Introduction
Development
Conclusion
Is this structure appropriate for this report? Plan the sections you are going to divide your report into. Then brainstorm the points you might cover in each section.

4 What style should the report be written in?
(As it says in the Style guide, short reports usually use a neutral / formal style, i.e. personal views and contractions / informal vocabulary and phrases are avoided. The language of the report must be clear.)

5 What phrases (including linking words and phrases) might be appropriate in your report?
(See the Style guide; language for recommending / suggesting will be useful here. Examples of useful phrases are underlined in the suggested answer on the next page.)

6 Now go ahead and write the report.

7 When you have finished, check your writing for: logical structure, clarity of ideas, accuracy of language, appropriateness of style.

Optional activity

Elicit some phrases for making recommendations and ask Ss to decide if each phrase is a strong, neutral or tentative recommendation. Below are some example phrases.

Strong recommendations: *It is essential that ..., We feel it is best to ..., We believe the following is the best option, We strongly recommend ..., We strongly advise you to ..., We consider the following to be priority actions, It would be an extremely good idea to ...*

Neutral recommendations: *We advise you to ..., We suggest ..., You should ..., We recommend ...*

Tentative recommendations: *You could ..., You might like to consider ..., You may wish to consider ...*

Language focus: Making suggestions

How about and *What about* are followed by *-ing*.
You might be better off can also be followed by *-ing*:
How about / What about having lunch together today?
You might be better off having a break between your meetings.

Suggest is not followed by *to*. Instead it is used in the following ways:
I suggest aiming for 1 May.
I suggest (that) we aim for 1 May.
I suggest (that) we should aim for 1 May.

Some phrases for suggestions involve conditional forms:
If I were you, I'd ask Helen to review the report for you.
You might be better off if you asked Helen to review the report for you.

Many of the above phrases are more common in speech than in writing. Typical phrases for making suggestions / recommendations in formal reports are:
We suggest / recommend that ...
We would suggest / recommend that ...
It is suggested / recommended that ...

Style guide, Short reports, page 28
Style guide, General rules, page 3
Style guide, Organising your writing, page 4
Teacher's Book, Writing preparation framework, page 188
Teacher's Book, Writing feedback framework, page 189

Short report: Suggested answer (242 words)

Report for the World Bank on its future energy policy

Summary

The World Bank is conducting a review of its policy on energy and has appointed a special commission to present recommendations for its future policy – consisting of representatives from the energy industry, developing countries and non-governmental organisations (NGOs).

The following report gives an overview of the various proposals made by the representatives and outlines their future energy policy recommendations.

Development

The commission's discussion focused on the following issues:

- The natural resources of developing countries should be exploited in a sustainable manner, pollution levels respected, and alternative energy sources financed by the World Bank to make them more cost-effective – NGO representative.
- To meet demands for energy, fossil fuels are the only reliable resource. Providing financial support for fossil fuels will help to provide job opportunities and eradicate poverty – energy representative.
- Alternative energy can be introduced but at the same time as fossil fuels. The World Bank needs to provide capital to build plans with low pollution impact – developing countries representative.

Conclusion

Having evaluated all the proposals, we would like to make the following recommendations for the World Bank's future energy policy:

We recommend not placing restrictions on fossil fuels, as this will prevent developing countries from exploiting their reserves and will also increase poverty.

Demand for energy is increasing world-wide – although fossil fuels are currently the only available and reliable resource, we would advise developing alternative energies.

Also we suggest putting capital towards building plants with low pollution impact.

Unit 11: Going public

UNIT OBJECTIVES	
Reading:	Page and Brin's daring IPO
Language:	Future forms
Vocabulary:	Definitions; prefixes
Career skills:	Making a presentation
Culture at work:	Presentation styles
Dilemma & Decision:	Which way to Wall Street? (press release)

This unit focuses on private companies going public, and how one company in particular, Google, has gone public in a unique and non-traditional way. Instead of hiring a large Wall Street investment firm to manage the process of introducing its shares into the stock market, Google decided to hold a public auction of the company's shares. The unit looks at the reasons for this decision, and the advantages and disadvantages of such an approach. Google is the largest internet search engine in the world, and was founded by Larry Page and Sergey Brin.

Keynotes

Ask Ss what they think the cartoon illustrates (it shows in a light-hearted way the 'hunt' for potential shareholders). Then ask them to read the keynotes. Check they understand the words and phrases in bold in particular, but also other terms they may not be familiar with (e.g. *comply with = follow*; *offering = going public*). You may wish to add questions as a follow-up, e.g. *What is the equivalent of an IPO / stock exchange in your country?* You may also wish to point out that SEC is the abbreviation for Securities Exchange Commission.

Coursebook, Glossary, Unit 11, page 152

Preview 1

As a lead-in to the task, ask Ss questions such as: *Why do companies decide to go public? What are the advantages? Are there any disadvantages?* Ask Ss to listen to the expert speaking about why companies go public and match the three companies with the reasons.

1 b 2 c 3 a

Preview 2

Ask Ss to read the statements and decide which show the advantages and which the disadvantages of going public. Elicit from Ss any statements that they made earlier.

advantages: 4, 6, 7, 8; disadvantages: 1, 2, 3, 5

Speaking

As a lead-in to the task, ask Ss what they know about Richard Branson and the different Virgin companies, such as Virgin Blue (Australian airline). Branson is an entrepreneurial businessman who has set up numerous companies, such as Virgin Trains, Virgin Atlantic (international airline), Virgin Megastore (CDs, DVDs, etc.), Virgin Mobile and Virgin Galactic (now taking bookings for planned space flights). Then ask Ss to work in pairs to discuss the statement and answer the questions. In order to prompt discussion you may wish to write on the board some well-known companies that have gone public (e.g. eBay) and ask Ss to discuss how successful they have been.

Reading 1

As a lead-in to the letter extract and the article on page 95, ask Ss to look at the article title and the photographs, and ask questions such as: *What do you know about Google? What do you understand by Wall Street?* (New York home for companies trading shares on the stock exchange) *What's a cartel?* (companies that work together to form a monopoly). Then ask Ss how and why they think Google was fighting the cartel.

Then ask Ss to read the extract from the letter. Ask Ss questions such as: *Why do they think the founders of Google wrote the letter?* Then tell Ss they are going to read about how Google took the company private. What do they know about the company?

Reading 2

Ask Ss to read the text and answer the questions. Refer Ss to the glossary box and in particular to the US terms. In feedback, ask Ss whether they would have done the same as the founders of Google.

1 They chose a public auction instead of going through an investment firm.
2 Intelligence will win against power ('brains will trump brawn'). Democracy is better than hierarchy ('will always supplant').

Reading 3

Ask Ss to read the article again more carefully and decide which of the statements refer to the traditional approach, which to the auction approach and which to both. In feedback, ask Ss to tell you where in the text they found each answer.

2 both
3 traditional
4 traditional
5 auction

Reading 4

Ask Ss to match each group of people with one or more of the statements (1–6). In feedback, ask Ss to tell you where they found each answer.

1 a 2 b 3 c 4 b 5 a 6 a

Speaking

Ask Ss to discuss the questions in pairs / small groups, giving reasons for their views. Encourage Ss to draw on information from the article (particularly from paragraphs 5 and 6) or from their own knowledge / reading.

Listening 1

Ask Ss to listen to Jonathan Harper discussing Google going public and make notes in the table.

Capital expected from the IPO: $3.7bn; Capital raised: $1.7bn
Number of shares expected to be sold: 26m; Number of shares actually sold: 20m
Projected share price: $108–135; Share price obtained: $85
Mistakes made:
1 timing – in August, summer vacation;
2 attitude to disclosure – plans not published in detail, investors in doubt;
3 complicated auction process – made it more difficult for investors to buy shares

Writing

Ask Ss to write the letter, recommending which approach their company should take.

Ss should base their opinions on what they have read / heard so far in this unit, and take into account the type of company they're in, or they may need to invent a company. (You may wish to ask Ss to prepare this in class, complete it for homework and then compare their answer with a partner in the next lesson before handing it in to be marked.)

Style guide, page 16

Teacher's Book, Unit 9, Writing focus: Letters, page 65

Vocabulary 1

Ask Ss to match each definition with words from paragraphs 3–4.

2 market price
3 brokerages
4 cartel
5 monopoly
6 stock price
7 equities
8 commission

Optional activity
Photocopiable resource 11.1 (page 111)
Ask Ss to work in pairs and give them a copy of the table on page 111. Ask Ss to complete the table. Encourage them to use their dictionaries where necessary, or look at page 152 of the glossary.

Vocabulary 2

Ask Ss to look at the examples using the prefix *out* and then match the six verbs with their meanings.

1 outmanoeuvre
2 outperform
3 outbid
4 outscore
5 outlast
6 outnumber

Optional activity

Ask Ss, in pairs / small groups, to brainstorm what other verbs they know with the prefix *out* The group with the most verbs within a time limit is the winner. Verbs might include: *outdo, outgrow, outlaw, outline, outlive, outpace, outplay, outrun, outsell, outshine, outsmart, outstay, outvote, outweigh.*

Practice

This exercise reviews vocabulary from the unit so far. Ask Ss to complete the article with words from the previous exercises.

2 market price
3 outnumber
4 public auction
5 brokerages
6 commission
7 outperformed
8 stock price

Language check 1

Ask Ss to match the situations with the appropriate tense. In feedback, check that Ss understand there are numerous ways of referring to the future in English and that we can use *may, might* to talk about uncertain future events.

1 future continuous
2 future with *going to*
3 modals *may* or *might*
4 future perfect
5 present simple
6 future with *will*

Language check 2

Ask Ss to read the sentences and decide which rules (1–6) each illustrates. In feedback, check Ss understand how to form and use each tense: *How certain are you sentence c will happen (very / not very ...)? How is the future perfect formed?*

a 6 b 1 c 3 d 4 e 5 f 2

Coursebook, Grammar reference, Future forms, page 161
Workbook, page 45

Optional activity

Ask Ss to jot down any arrangements they have for the weekend (activities, days, times, locations) – and to make something up if they have nothing planned. Then ask Ss to walk around the room making more arrangements with other people in the class. Encourage Ss to ask each other questions using the present continuous, e.g. *What are you doing on Saturday morning? Are you doing anything on Sunday?* Also check Ss use the present continuous to refer to future arrangements in their responses, e.g. *I'm sorry, but I'm going shopping then.* In feedback, ask a few Ss what they are now doing at the weekend, eliciting their arrangements.

Practice

Ask Ss to complete the gaps using the correct options. In feedback, ask them to explain their choice, referring back to the previous exercise.

(The most likely form is given first; other possible forms are given in square brackets.)
1 b 2 a [b] 3 b [a] 4 a [b]
5 a / b [both equally likely] 6 c

Optional activity

Write the sentences below on the board. Ask Ss to work in pairs. Tell Ss to discuss the differences in meaning between the sentences.

1 I'll buy a car. (Firm prediction)
2 I'm going to buy a car. (You intend to but may not have got any further.)
3 I'm buying a car. (You have already made arrangements, e.g. put deposit down.)

Speaking

Ask Ss to note down a list of the three things and then work in pairs to discuss their list. Encourage Ss to ask each other questions, for instance: *What do you intend to do next week? What will you be doing in two years' time?* In feedback, ask Ss to report on what their partner said. Check they have used appropriate future forms.

Career skills

Before asking Ss to look at the box, ask Ss about their experience of group presentations: *How often do you give presentations in your own language / English? What do you find easy / difficult?* Now ask Ss to read the information and phrases in the box. Ask Ss to read the information and match the phrases a–n to the uses 1–4. Check Ss understand the phrases, for example, ask: *What does i.e. stand for?* (that is)

1 a, d, g, l 2 c, f, h 3 e, j, k, m 4 b, i, n

Workbook, page 46

Optional activity

Introduce the listening activity by telling Ss that it's not just important to use appropriate words and phrases in a presentation, but that it's also important to use the appropriate stress patterns. Write a sentence (for example, from a presentation) on the board five times, each time showing different stresses. Ask Ss what the difference in meaning is between the sentences. Then ask different Ss to say aloud one of the sentences. The other Ss guess which of the five sentences is being read. An example sentence might be as follows:

1 There's nowhere for me to stand in the **meeting** now.
2 There's **nowhere** for me to stand in the meeting now.
3 There's nowhere for **me** to stand in the meeting now.
4 There's nowhere for me to **stand** in the meeting now.
5 There's nowhere for me to stand in the meeting **now**.

Listening 2

Ask Ss to listen to the presentation introduction and answer the questions. You may wish to point out that the answer to question 1 comes in the second half of the introduction. For question 2 you might wish to ask Ss to tick the phrases they hear. Perhaps point out that they may not hear the exact wording, for example: *I'll then move on to* = *moving on to* (phrase k).

1
a who we are
b recent performance
c risks and challenges
d capital and management structure
e details of the share offering

2 e, f, j, m, b, k, g

Optional activity

At this stage you may wish to ask Ss about their own experience of giving short presentations. Who do they speak to? In what language(s)? How easy do they find giving presentations in English? Ask Ss about the kind of preparation they usually do. Do they make notes? How do they structure the presentation?
Emphasise that it is useful to plan presentations in three sections: introduction, development (body) and conclusion; the development section is likely to be divided into sub-sections. Stress the importance of not reading presentations aloud, even though it can be very useful to prepare detailed notes in advance. It can also be useful to prepare structuring language (e.g. *I've divided my presentation into three parts*) and signposting language, particularly at transitions between sections (e.g. *Moving on to the next section, ...* or *That brings me to the end of my presentation*).
Clearly it is important to prepare visual aids in advance; it is also useful to prepare useful language for referring to them (e.g. *As you can see, sales have risen ...*).

Practice

Put Ss into groups of five. Allocate each S one section of the presentation to prepare. Ask Ss to read the notes and prepare their section of the presentation. Encourage Ss to use phrases from the Career skills box.

Optional activity

Photocopiable resource 11.2 (page 111)

Ask Ss to prepare their presentation section using the framework on page 111.

Culture at work

Ask Ss to read the information about presentation styles and discuss the questions in small groups / pairs. Encourage Ss to give examples from their own experience of giving or listening to presentations. You may find it helpful to look at the Culture at work table from page 54 of the Skills Book; this is reproduced opposite. You may also find it useful to refer to the relevant section on Culture at work in the teacher's notes supporting the Skills Book.

	Style-oriented	Substance-oriented
To entertain or not?	Even in formal situations, presentations can be entertaining: the audience will pay more attention.	In business situations, the purpose of a presentation is to inform not to entertain.
Humour	Audiences appreciate jokes and funny stories.	Presenters who try to be funny may lose the respect of their audience.
Pace	Presentations are often fast and dynamic in order to hold the audience's attention.	The pace may be slow to make sure that no one misses any of the points.
Visuals and body language	Presenters use interesting, colourful visuals. They move about when presenting and often make big gestures.	The visuals aren't important provided they are clear and accurate. Presenters generally stand still and don't move their arms or hands much.

Skills Book, Culture at work, page 54

Teacher's Book, page 157

Optional activity

Give Ss a short opening of a presentation. Ask them in pairs to read the extract aloud, pausing appropriately and stressing key words and phrases. Ss should try different ways of reading the extract and then decide which is the most effective and why. You may wish to ask Ss to mark a large dot above any words / syllables they stress and two obliques (//) where they would pause.
In feedback, stress that there is no one correct answer but that Ss should always make sure that they allow listeners time to take on board what they are saying, so they shouldn't rush their presentations. They should pause briefly between sentences, stress key points, etc. Ss may also find it helpful to listen to Andrea Herra's presentation again, this time listening out for which words / phrases she stresses.

Dilemma

Ask Ss to read the Dilemma brief. Put Ss into groups. Give them a few minutes to read their chosen role card (or you may wish to allocate roles).

Task 1: Ask Ss to prepare the arguments they will present. Refer Ss to the Career skills box on the previous page. Give Ss sufficient time to prepare their presentation and go round the different groups helping with useful phrases, etc.

Task 2: Ask Ss to hold a meeting to try and agree as a whole group how to proceed.

Task 3: Ask each group to make notes on what they are going to say to the senior managers of Hi Wire and the bank. Then ask Ss to prepare and give a short presentation.

Take notes on the language used and provide group / individual feedback at the end of the lesson.

Decision

Ask Ss to listen to Larry speak about what went wrong at Hi Wire. Ss make notes of the key points. Ask Ss what they think of his views. What should Hi Wire do now?

Write it up

Ask Ss to write a short press release to present and explain the decision made. (Alternatively, you might want to let Ss prepare their press release in class and then complete it for homework.) When they have finished, Ss should ask a partner to read their work and to check that the press release has achieved their objectives. Will it have the desired effect on the public?

In addition to the points covered on the next page in the Writing focus, you may wish to point out to Ss that the majority of press releases contain a Notes to editors section at the end of the press release, as illustrated in the suggested answer on the next page. This gives background information to the reader (journalists, etc.) about the company, its product, share price, etc. covered in the press release.

Give each S a photocopy of the Writing preparation framework from page 188; then use the Writing focus (Writing focus: Press releases) on the next page to link the use of the framework and the Style guide as Ss plan their writing. It may be helpful to use the Writing feedback framework on page 189 when giving feedback on Ss' writing.

Writing focus: Press releases

1 First decide who you are.
(In this case, Ss are perhaps the PR manager of Hi Wire.)

2 Every time you start to write, you need to ask yourself two questions:
a What is the purpose of this piece of writing?
b Who am I writing to?
(Here Ss are writing a press release to let the media know whether or not Hi Wire is to go public.)

3 Look at the section on press releases on page 30 of the Style guide. Notice the suggested structure / layout of a press release.
Is this structure appropriate for this article? Plan the sections you are going to divide your press release into. Then brainstorm the points you might cover in each section.

4 What style should the article be written in?
(As it says in the Style guide, press releases should communicate to the media in an interesting way, presenting original information that can be used in an article or radio / TV report. Press releases are rarely longer than two pages and follow a standard format.)

5 What phrases (including linking words and phrases) might be appropriate in your press release?
(See the Style guide on page 30 for useful phrases, such as: For immediate release …)

6 Now go ahead and write the press release.

7 When you have finished, check your writing for: logical structure, clarity of ideas, accuracy of language, appropriateness of style.

Style guide, Press releases, page 30
Style guide, General rules, page 3
Style guide, Organising your writing, page 4
Teacher's Book, Writing preparation framework, page 188
Teacher's Book, Writing feedback framework, page 189

Press release: Suggested answer (200 words)

Hi Wire Ventures Ltd
PR Department
310–312 Morton Street
London NW1 76T

Press release

Hi Wire Ventures goes public

For immediate release

UK-based interactive media company Hi Wire Ventures has taken the decision to go public in a move that it hopes will enable it to increase its market share – currently standing at just over 11.5%. The organisation also hopes to increase its turnover, which this year reached $10.6m, and to develop its portfolio of exciting media products.

Heidi Smart, a spokesperson for the company, says: 'The outlook is very positive – we've sold over half the shares available already … This year is going to be really exciting for us – watch out for our range of new multimedia titles over the coming months.'

The launch date is scheduled for 15 October.

# # #

For more information, call PR Manager Llew Morgan on 039 394827 or visit www.hwv.com.

Notes for editors

1 Hi Wire Ventures is one of the leading interactive companies, and the parent company of *Hi Wire* magazine, a popular business magazine for Silicon Valley entrepreneurs and executives. The company was founded by Mario Rossini, the present CEO.
2 The current share price is $30 – see www.shares2watch.com for more up-to-date information.

Unit 12: Competition

UNIT OBJECTIVES

Reading:	Crunch time for Apple
Language:	Time clauses
Vocabulary:	Expressions with *have*; compound nouns
Career skills:	Handling conflict
Culture at work:	How much confrontation?
Dilemma & Decision:	The cola comeback (formal email)

This unit focuses on Apple's recent corporate strategy for increasing global market share in computers by contesting the mass market. In 2005, the company revealed its plans to offer low-cost computers and to develop its range of fully integrated products.

Apple, founded in 1976 by Steve Jobs and Steve Wozniak, pioneered personal computing. But the company declined in the late 1980s when it refused to license its Macintosh operating system to would-be cloners. As Apple lost market share, 'Wintel PCs' – with Microsoft's Windows operating system and Intel's chips – became more popular.

Mr Jobs, ousted from Apple in 1985, returned in 1997 as *de facto* boss. He helped Apple stage a comeback by making peace with software giant Microsoft and unveiling the glamorous iMac. But other projects failed. Still vying for market share, Apple unveiled Mac OS X, a new operating system, in March 2001 and a new iMac in January 2002. Even more successful has been the iPod digital music player, which has boosted Apple's other products. In June 2005, Mr Jobs announced that Apple would begin using chips made by Intel, a former competitor, in its desktop PCs and laptops.

Keynotes

Introduce Ss to the topic by asking them what the picture shows (it shows Steve Jobs holding up the Mac mini – Apple's tiny low-cost computer) and the significance of the title 'winner takes all' (Apple is hoping to compete with – and overtake – mass-market rivals such as Microsoft). Then ask Ss to read the keynotes. Check they understand the terms in bold. You may wish to point out the following word-building: noun = *competition / competitor*; adjective = *competitive*; verb = *to compete* – and elicit where the stress falls in each of these words. You may also wish to elicit other word-building based on terms in the keynotes section (e.g. *to succeed / success; to switch / switch; to differentiate / differentiation*).

Coursebook, Glossary, Unit 12, page 152

Preview

Check Ss understand what 'competitive position' means. Then ask Ss to listen to Robert Njiki and complete the diagram. In feedback, ask Ss to brainstorm other barriers companies might face when entering a market.

a Threat of entry
c Competitive rivalry
d Power of suppliers
e Substitution / Substitute products
1 Differentiation
2 Economies of scale
3 Distribution
4 Switching costs

Speaking

As a lead-in, ask Ss what products / services they usually associate with each of the six companies. Then ask Ss if they can match any or all of the companies with the products or services. (They may need to guess at some of them.) You may wish to give Ss two minutes or so and then tell them the answers – are they surprised by the original products / services that the companies offered? Then elicit the names and products / services of other companies that have recently entered new markets. In order to prompt suggestions, you may wish to give your own examples first.

As a lead-in to the next task, ask Ss if they have any / all of the three products listed. Also check Ss know what an MP3 player is (a device for storing, organising and playing digital music files). Next ask Ss to discuss the likely effects on established companies by the introduction of the three products.

1 e 2 a 3 f 4 b 5 d 6 c

Examples of other companies:
Caterpillar – earth movers → footwear
Swatch – watches → cars (Smart car)

Suggested answers for new products and established companies:

In the case of digital cameras and MP3s, companies have to adapt and modernise to compete, or stay traditional and 'specialist' to appeal to those who feel the old ways are the best. In the case of mobile phones, it's harder to erect a barrier to entry as it's a completely different product. But there's nothing to stop fixed line phone manufacturers from getting into the mobile market, or using mobile technology to update fixed line phones, or traditional service providers from getting into the mobile market.

Writing

Ask Ss to prepare a press release explaining how the company plans to enter a new market. (You may wish to ask Ss to prepare this in class, complete it for homework and then compare their answer with a partner in the next lesson before handing it in to be marked.)

Style guide, page 30

Teacher's Book, Unit 11, Writing focus: Press releases, page 78

Reading 1

Ask Ss what they know about Apple and what they understand by the word play in the title (*crunch* = noise of biting into an apple; crucial moment). Then ask Ss why it might be 'crunch time' for the company. Ask Ss questions about the picture, such as: *What does the image represent? What image does Apple want to present of itself? What do you know about Apple's main competitors? What do you think are their most successful products? Why do people buy Apple branded goods?*

Then tell Ss they are going to read about the challenges facing Apple. Tell Ss to read the article and answer the questions. Refer Ss to the glossary box.

1 Microsoft; Apple plans to keep costs low by 'leaving out the peripherals'.
2 a switching costs b differentiation

Reading 2

Ask Ss to read the article again more carefully, make notes in the table and answer the questions.

1 Original market

Products	Competitor(s)	Current market share	New products
	Microsoft, Dell, etc.	3%	Mac mini
Market objective	increase market share by getting Microsoft Windows / PC users to switch to Apple		

a design elegance, user-friendliness
b you can add your own peripherals (BYODKM)

2 New market(s)

Products	Competitor(s)	Current market share
1 iPod 2 iPod Shuffle 3 iTunes	manufacturers of cheaper flash players, Microsoft – Windows Media	66% (iPod)
Market objective	maintain and enlarge market share	

a by designing iTunes to work with Windows; by doing marketing deals with other companies
b opening retail stores around the world (development of retail network)
c marketing deals with major companies e.g. Hewlett-Packard and Motorola

Speaking

Put Ss into pairs / small groups. Ask them to discuss the questions. Encourage Ss to draw on information about Apple's strategy from the article and their own familiarity with Apple products (design, functionality, etc.).

Vocabulary 1

Ask Ss to read the subheading and the phrases listed, and then use phrases with *have* to complete the gaps in the sentences. Check Ss understand the term *stake = share, part.*

1 have a look at 2 do you have in mind
3 had trouble with 4 has a stake in
5 have a right to 6 have no idea

Vocabulary 2

Ask Ss to make the compound nouns from the two boxes, then match them with the definitions.

1 niche player
2 mass market
3 market share
4 core business
5 profit margin

Practice

Tell Ss they are going to read about the company Pixar. Have they heard of it? Ask Ss to use words and phrases from the previous exercises to complete the gaps in the article.

2 core business
3 niche player
4 market share
5 having trouble with
6 profit margins
7 had no idea
8 mass market

Optional activity

Ask Ss to work in groups. Ss brainstorm factors they think contribute to a company's success. You may wish to prompt discussion by eliciting some examples in the whole group, before putting Ss into smaller groups (e.g. good managers, high-quality service / product). Ss then choose a representative to tell the whole group the 'top three factors' from their smaller group. You may wish to ask the whole group to vote on the most significant factor.

Listening 1

Give Ss a few minutes to look at the table below. Then ask Ss to listen to a business analyst and complete the table about the company Honda. As a lead-in, you may wish to ask Ss what they already know about the organisation.

Language check 1

Ask Ss to study the examples and decide what they express. Check Ss understand what is meant by 'main clause' and 'time clause'.

1 a 2 c 3 b

Language check 2

Ask Ss which of the verbs in bold could be replaced by the present simple.

b will become → becomes
c have joined → join
(have) started → start

Language check 3

Ask Ss to read the list of conjunctions, or time markers, and decide which could be used in the examples above.

a while → as, when
b as → when
c once → when, as soon as, after

Coursebook, Grammar reference, Time clauses, page 162
Workbook, page 49

Company opens	Develops first product	Enters US market	Diversifies	Enters new industries	Future plans
(1946)	1947	1959	(1963)	1970–2000	(now →)
Founder (Soichiro Honda)	Product: bicycle engine	Product: motorcycle	Sector: automobile industry	1 robotics	Industry: commercial aircraft
				2 (generators)	
Company name Honda Technical Research Institute	Product name: (A Type)	Product name: (Supercub)	Product name: S 500	3 biotechnology	Prototype name: Honda Jet
				4 (aircraft engines)	

Optional activity

To practise using the time markers from Language check, exercise 3, write the time markers on separate cards or make photocopiable sets of cards. Ss work in groups with a set of cards face down in the centre of the table. Ss take turns to take a card and make a sentence using the time marker on the card, for example: *Once I've finished my studies I will work in a bank.* If the sentence is correct, the S keeps it; if it is incorrect, it goes back in the middle. Ss then assess the correctness of each others' sentences. The S with the most cards at the end of the activity is the winner.

Practice

Ask Ss to complete the gaps with the appropriate verb form. In feedback, ask them to explain their choice.

1 releases / has released
2 find / have found; will move ahead
3 enters; tend
4 will not go; completes / has completed
5 have got / get; will decide
6 understand / have understood; will be
7 can / will be able; know
8 is making / will make; are preparing / prepare

Optional activity

Photocopiable resource 12.1 (page 112)

Give Ss, working in pairs, a set of the cards from page 112 face up. Ss should try and find the pairs of cards. Then ask Ss to check their answers on page 152/3 of the glossary.

Career skills

Before asking Ss to look at the box, ask them questions about handling conflict, such as: *What can cause conflict in the workplace? What do you think is the best way to deal with such conflicts?* Then ask Ss to read the information and phrases in the box. Check Ss understand the terms (e.g. *see eye to eye = agree*). Ask Ss to match the phrases with the three strategies. Then ask Ss about the advantages and disadvantages of each approach.

Workbook, page 48

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

Listening 2 1 and 2

Tell Ss they are going to listen to three dialogues between managers. Ask Ss to identify the source of conflict and strategy used by each of the six colleagues.

Ask Ss to listen again and say, or tick, which of the phrases a–h are used.

	Source of conflict	Strategy used	Phrases used
1	not reducing prices enough	Lewis: dictate	*... whether they like it or not!*
		Georgia: accommodate	–
2	introduction of electronic sales tracking	Steve: accommodate	–
		Martin: accommodate	*What are your views on ... ?*
3	Marta giving subordinates too much extra work	Greg: accommodate	*I know we don't see eye to eye on this, but ...*
		Marta: minimise	*Let's keep things in perspective.*

Speaking 1

Put Ss into pairs. Ask Ss to read the situations on page 143 and then role-play them. Encourage Ss to use a different strategy each time and to use phrases from the Career skills box. You may wish to ask some Ss to role-play a situation to the whole class and for the other Ss to then say which strategy and phrases for handling conflict are used.

Speaking 2

Ask Ss to think of a situation where they were involved in conflict. Then tell them to work in pairs / small groups to discuss the questions.

You may wish to give Ss your own example first (e.g. *It was about ten years ago. I was an assistant manager at Hornby's Consultants, when a client came in and accused me of not acting in his company's best interests. It was a really difficult situation. On the one hand ...*). Then ask Ss to ask you questions about the situation (e.g. *What did you say? Did you manage to stay calm?*).

Culture at work

Ask Ss to read the information about confrontation and discuss the questions in small groups / pairs. Encourage them to give examples from their own experience where possible. You may find it helpful to look at the Culture at work table from page 58 of the Skills Book; this is reproduced opposite. You may also find it useful to refer to the relevant section on Culture at work in the teacher's notes supporting the Skills Book.

Specific cultures	Diffuse cultures
People prefer to get to the point directly. Disagreements are seen as an acceptable way to 'clear the air'.	People take time to get to the point in order to avoid confrontation and 'loss of face'.
Criticism can be seen as constructive – something which can be talked about openly.	Criticism is not seen as constructive and is not discussed openly.
People may use phrases such as *Don't take this personally* before saying something critical, in order to signal that the criticism is not meant as a personal attack.	Criticism may be interpreted as a personal attack however carefully the person being critical words it.
An individual may respond to open criticism by using direct or confrontational language to defend their position.	An individual may respond to open criticism by taking offence and / or withdrawing from the discussion.

Skills Book, Culture at work, page 58
Teacher's Book, page 161

Dilemma

Ask Ss to read the Dilemma brief and answer any questions they might have.

Task 1: Put Ss into groups of three and ask each group to choose one of the roles to read on page 143. (Alternatively, you may wish to allocate roles.) Ask Ss to read the information on page 143 and prepare their arguments.

Task 2: Ask each group to choose a representative to present their arguments to the whole group.

Task 3: Ask the Ss to try and agree as a whole group the best course of action.

Take notes on the language used and provide group and / or individual feedback at the end of the lesson.

Decision

Ask Ss to listen to Dinesh Madhur talking about the strategy that the company adopted. Ask Ss what they think about this strategy.

Write it up

Ask Ss to write up a summary of the key decisions of the whole group in the form of an email. Give each S a photocopy of the Writing preparation framework from page 188; then use the Writing focus (Writing focus: Formal emails) below to link the use of the framework and the Style guide as Ss plan their writing. You may wish to set a word limit, e.g. no longer than the suggested answer on the next page. It may be helpful to use the Writing feedback framework on page 189 when giving feedback on Ss' writing.

Writing focus: Formal emails

1 First decide who you are.
(In this case, Ss are directors for Parle.)

2 Every time you start to write, you need to ask yourself two questions:
a What is the purpose of this piece of writing?
b Who am I writing to?
(Here Ss are writing to fellow directors to confirm what decisions are made or to staff to tell them what course of action the company will adopt.)

3 Look at the section on emails on page 20 of the Style guide. Notice the suggested structure of a formal email.
From / Date / To / Cc / Subject
Attachment
Opening
Body of the email
Closing
Name and job title
Is this structure appropriate for this email? Plan the paragraphs you are going to divide your email into. Then brainstorm the points you might cover in each paragraph. Are you going to put the summary of the decisions into the body of the email or in an attachment?

4 What style should the email be written in?
(As it says in the Style guide, emails are usually shorter than other forms of communication, relatively informal, simple and concise. However, the email needs to be sufficiently serious / formal to be clear that this is an official summary of the decisions made. In this case, it is best to choose a neutral / relatively formal style, i.e. contractions and informal vocabulary and phrases should be avoided.)

5 What words and phrases might be appropriate in your email?
(See the useful phrases in the Style guide. Examples of useful phrases are also underlined in the suggested answer on the next page.)

6 Now go ahead and write the email.

7 When you have finished, check your writing for: logical structure, clarity of ideas, accuracy of language, appropriateness of style.

Style guide, page 20
Style guide, General rules, page 3
Style guide, Organising your writing, page 4
Skills Book, Writing 1, Emails, page 18
Teacher's Book, page 126
Teacher's Book, Writing preparation framework, page 188
Teacher's Book, Writing feedback framework, page 189

Optional activity

You may wish to ask Ss to look at the example emails on page 21 of the Style guide and identify useful phrases for formal and semi-formal emails (e.g. *Please accept ...* *If you wish to...*).

Ss should note that, while the formal email contains some formal expressions (the salutations: *Dear Mr / Yours sincerely*), some companies would not consider this to be sufficiently formal as it contains abbreviations (*ASAP*) and contractions (*haven't / hasn't*, etc.). Ask Ss whether the emails they write / receive are mainly informal / semi-formal / formal and who they write to / receive these emails from.

You may also wish to discuss whether at their company there is a standard signature they are expected to use at the end of external and / or internal emails and, if so, what it contains (e.g. job title, company, telephone number, postal address). See the Suggested answer opposite for an example.

Formal email: Suggested answer (187 words)

To: All staff
From: Vilas Karmali
Subject: Thums Up cola

To all staff

As you may be aware, until recently Parle Ltd has been protected from external competition by government regulations, preventing foreign competitors from entering the market. However, with the government's new free-market policy, foreign companies can now set up plants and distribution networks here.

For this reason, discussions have been held about protecting Thums Up's market against US giants Pepsi and Coca-Cola. It is felt that the arrival of Pepsi and Coca-Cola will reduce Thums Up's market share to such an extent that it will become an unviable product for us to continue to sell over the next few years. Indian consumers are likely to switch to highly advertised western brands.

It has, therefore, been decided that Parle Ltd will begin to diversify into other soft drinks – such as fizzy bottled water.

We will be providing more details about our plans to diversify shortly. In the meantime, please call Bipun Thaker on ext 545 if you require further information.

Regards

Vilas Karmali
Director, Parle Ltd
Tel: 03958 394 (ext 293)
Fax: 03958 395
Email: vilas.karmali@parle.com

Review

On the next two pages of the Coursebook you will find Review 4, which reviews language, vocabulary and functional language from Units 10, 11 and 12. It can be used in a number of ways that can be adapted to suit your class, for example:

- Ss can do selected exercises for homework.
- Use in class and guide Ss to particular exercises according to their individual needs. Alternatively, if your class has similar needs, focus on exercises where they can have more practice together (Ss can work individually or in pairs).
- Use as a short progress test and review any necessary points before moving on to Unit 13.

Teacher's Book, Coursebook review 4: answers, page 102

Unit 13: Banking

UNIT OBJECTIVES	
Reading:	A path to helping the poor
Language:	Reference words
Vocabulary:	Expressions with *make*; collocations
Career skills:	Persuading
Culture at work:	Exerting influence
Dilemma & Decision:	Reliable research? (minutes)

This unit begins by looking at the range of banking institutions (e.g. investment banks), their roles and the services they offer. It focuses on microcredit banks, which lend money to people in developing countries to develop small businesses. It goes on to look at Cazenove, a small UK investment bank which formed a strategic alliance with JP Morgan Chase.
The unit also refers to the case of LVMH, which sued Morgan Stanley for giving false reports about its financial health. Morgan Stanley had to pay €30m in damages.

Keynotes

Introduce the topic by asking Ss what they think the picture represents (it shows a small group of businesspeople in the developing world discussing their finances). This unit looks at the role of different banking institutions. Ask Ss about key banking organisations in their country (size, activities, etc.). Ask Ss to read the keynotes. Check they understand the terms in bold, and refer them to the glossary for this unit at the back of the book. You may wish to ask follow-up questions, such as: *Do you have microcredit banks in your country? Who are they? How high are current interest rates at your bank?*

Coursebook, Glossary, Unit 13, page 153

Preview

Ask Ss to match the banking institutions with the activities.

1 Microcredit banks
2 Investment banks
3 Central banks
4 Commercial banks

Speaking

Ask Ss to work in pairs or small groups to discuss the questions. Ask Ss to give reasons for the way they choose to bank: *What do you think are the advantages and disadvantages of banking over the internet (or by phone / face-to-face)*? For example, internet banking is convenient as you can bank whenever you choose, but there are worries about safety.

Listening 1

Ask Ss to study the table on page 112. Check they understand the terms used (e.g. *venture capital*, *stock reports*, *IPOs*). Then ask Ss to listen to three employees talking about their work and decide which department each employee works in.

Frank = Capital and debt
Matt = Investment
Claudia = Advisory / Research

Speaking

Ask Ss to work in pairs to discuss the two questions. In feedback, encourage Ss to give reasons for their views (e.g. It would be interesting to work in the Investment department as you would be working with new companies, ones that are just starting out and need your help – it would be interesting to see how they develop in their early years, and to feel you'd had an input into their success.).

Optional activity

Put Ss into small groups. Write some common abbreviations on the board, such as those below, and ask the groups to guess what they stand for. Ask Ss to check their answers in the Style guide (page 12) and to highlight other useful abbreviations from those listed.

CEO	ASAP
MP	COO
UN	WTO
B2B	AGM
MBA	MBO
PLC	AOB
FAQ	

Reading 1

Tell Ss they are going to read an article about an investment bank. Ask Ss to read the text quickly and decide what the main difference is between the investment bank described in the text and the one in the previous listening task. Refer Ss to the glossary box at the top of the page and remind them of the glossary section for the unit at the back of the book.

It lends to microcredit institutions in developing countries rather than corporations or large individual investors, and therefore its loans are not backed by collateral.

Reading 2

Ask the Ss to read the text again more slowly and carefully and decide if the statements are true or false. In feedback, ask Ss where in the text they found their answers.

1 true
2 false (only 5% are never repaid, compared to 5–10% in consumer finance industry)
3 false (just less than $500 million is committed)
4 true
5 true

Speaking

Ask Ss to work in groups to discuss the questions. Encourage Ss to draw on information from the article or from their own knowledge / reading. You may wish to write up the groups' suggestions for reducing poverty on the board (e.g. promoting fair trade, or increasing international aid) and ask the other groups to discuss how effective they might be. You might wish to ask Ss about famous businesspeople that are involved in other socially responsible activities, such as Bill Gates, who is not only a successful businessperson, but who also runs a foundation engaged in philanthropic activities.

Vocabulary 1 1

Ask Ss to study the sentence and then complete the gaps with phrases from the text. You may wish to get Ss to predict the answers before looking for the phrases in the text. In feedback, you may wish to ask Ss to make their own sentences using the phrases (e.g. *My company made a profit of £1m on its investments.*).

1 a profit 2 money 3 a difference

Vocabulary 1 2

Ask Ss to complete the phrases with the prepositions. Ask Ss to make sentences in pairs using the phrases (e.g. *Although he's new to the company, we don't make allowances for that.*).

1 for 2 of 3 with 4 on 5 with

Optional activity
Photocopiable resource 13.1 (page 112)
Put Ss into pairs. Give each pair of Ss a set of cards face down. Ask Ss to take it in turns to take a card and put it under the correct heading, *Make* or *Do*. Check Ss' answers. You may wish to ask Ss to practise making sentences using the phrases.

Vocabulary 2

Ask Ss to study the sentences and then decide which of the verbs go with *money* and which go with *a loan*.

money: borrow, lend, invest, deposit, raise, lose, save
a loan: pay off, secure, negotiate, apply for

Practice

Tell Ss they are going to read a short article about microcredit banks. Ask Ss to use phrases from the exercises above to complete the gaps.

2 lend money / make a loan
3 secure … loans
4 make a difference
5 pay off the loan
6 make money / make a profit
7 deposit / invest money
8 make allowances

Writing

Ask Ss to write the letter to their communications director. (You may wish to ask Ss to prepare this in class, complete it for homework and then compare their answer with a partner in the next lesson before handing it in to be marked.)

Style guide, page 16
Teacher's Book, Unit 9, Writing focus: Letters, page 65

Reading

Ask Ss to read the text about Cazenove quickly and answer the questions.

1 It manages finance, provides corporate finance advice, manages funds, gives financial advice, offers shareholder analysis.
2 Because it is banker to many of the UK's most important people and most successful companies.

Listening 2

Tell Ss they are going to listen to an interview about Cazenove's strategic alliance with JP Morgan Chase. Ask Ss to listen and choose the best options to complete the sentences. In feedback, ask Ss about the alliance (e.g. *Do you think it is successful? What do you think will happen in five years' time?*).

1 c 2 a 3 b 4 a 5 c

Language check

Ask Ss to read the information about reference words and study the examples. What do the words in bold refer to? Refer Ss to the Grammar reference on page 162. You may wish to follow up the task by asking Ss to make sentences using some of the reference words not used in the example sentences.

Coursebook, Grammar reference, Reference words, page 162

a the rate of five per cent of loans which are never repaid
b our investors
c leading aid institutions
d villages which receive microcredit loans
e two to seven percentage points more than Libor

Practice 1

Ask Ss to work in pairs to read the extract and discuss what the words in italics refer to.

1 the job of a microfinance manager
2 the principal
3 the interest
4 disadvantaged customers
5 the part of the job

Practice 2

Ask Ss to replace the words in italics with the reference words given.

1 the ones 2 These 3 such
4 the former 5 the latter 6 that

Career skills

Ask Ss to read the information about persuading and the example phrases in the box. In what work situations might they need to use these phrases, e.g. negotiating the next stage of a project? Ask Ss to think of ways of completing the prompts (e.g. *Unless you're prepared to compromise, I see no way forward.*). Ask Ss to match the phrases to the approaches. Then ask Ss which of the approaches they think is the most effective and why.

Workbook, page 54

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

Listening 3 1

Tell Ss they are going to listen to three dialogues in which people are trying to persuade others. Ask Ss to listen and note down or tick the phrases from the Career skills box that are used.

1 g, d, a 2 c 3 e, d

Listening 3 2

Ask Ss to work in pairs or small groups and discuss the approaches to persuading that the people in the dialogues use. Which are the most effective and why? What would they change?

1 reasoned argument, then coercion
2 shared interest
3 shared interest and reasoned argument

Speaking 1

Put Ss into pairs. Ask them to discuss which of the activities they would have to be persuaded to do. Then ask Ss to take it in turns to try and persuade their partner to do these things. Encourage Ss to use phrases from the Career skills box (e.g. for situation 1:

A: I've got to visit a cousin in Sheffield at the weekend. She's been very ill. Could I borrow your car?
B: Well, I need it myself Sunday evening.
A: I could get it back to you for 5pm.
B: I need it earlier than that. If you don't bring it back by 3.30, then I'll be in real trouble.
A: I promise you I will – thanks!).

In feedback, ask Ss what approach they used. Were they successful?

Speaking 2

Ask Ss to tell each other in pairs about something they would never do. Ss should then try and persuade each other to do it. Encourage Ss to use the phrases from the Career skills box. How successful are they?

Optional activity

Photocopiable resource 13.2 (page 113)

You may wish to ask Ss to carry out this activity at the end of the lesson to consolidate key terms from the unit. Prepare a set of banking vocabulary cards from the unit for each pair of Ss. Ss put the cards face down. One S in each pair takes a card and explains what the term on it means to his / her partner, who guesses what is being defined.

Culture at work

Ask Ss to read the information about exerting influence and discuss the question in pairs / small groups. Encourage them to give examples from their own experience where possible. You may find it helpful to look at the Culture at work table from page 64 of the Skills Book; this is reproduced below. You may also find it useful to refer to the relevant section on Culture at work in the teacher's notes supporting the Skills Book.

Confrontational	Harmonising
People believe they can control things around them by being tough and determined.	People don't believe they can control things outside themselves. They think it is better to accept things the way they are and look for balance and harmony.
People enjoy arguing with others and winning people over to their way of thinking.	People don't like to argue or confront others. They listen to other people's viewpoints and try to be flexible.
Negotiations are about winning or losing. If you get what you want, you win: if you don't, you lose.	Negotiations are about finding a good solution that everyone can be happy with.

Skills Book, Culture at work, page 64

Teacher's Book, page 166

Optional activity

Photocopiable resource 13.3 (page 113)

At this stage of the course you may wish to encourage Ss to discuss how they feel they have progressed and what has helped them learn effectively outside their English lessons.

Divide Ss into groups of three or four. Photocopy a set of cards for each group. Ask Ss to spread out the cards face up and select those activities that have helped them improve their English. Then ask Ss to discuss what other activities have helped them improve their English and write their ideas on the blank cards. Then ask Ss to give their ideas to the rest of the group.

Dilemma

As a lead-in, ask Ss what cosmetics and leather goods companies they know. Which brands do they prefer and why? Tell them they are going to read about LVMH, the company famous for Dior cosmetics and Vuitton handbags. Ask Ss what they remember about LVMH from Unit 8. (It owns Christian Dior and stands for Moët Hennessy Louis Vuitton.) Who might their rivals be (Gucci, etc.)? Ask Ss to read the Dilemma brief and the two sets of claims. You may wish to ask Ss to summarise the situation and arguments in order to check comprehension.

Task 1: Divide Ss into groups. All groups discuss the claims and decide whether they are valid. Encourage Ss to give reasons for their views.

Task 2: Ss now prepare arguments that the spokespeople from each company could use. Ss nominate the roles of spokespeople to two people in their group, who then put forward the arguments. Which spokesperson sounds more convincing? Why? You may wish at this stage to encourage Ss to keep notes for use during the Write it up task.

Task 3: Ask Ss to discuss in the groups what they would do if they were a judge in this case. In feedback, ask each group to nominate one person to tell the whole group what they would do and why. Do all the groups share the same view?

Optional activity

Before Ss start the Dilemma tasks, put them into groups and ask each group to suggest a possible context in which they might need to use their skills of persuasion. Put the phrases from the Career skills box on page 117 on cards and give a set of the cards to each group face up. Ask Ss to turn the cards over as they use each phrase in a sentence appropriate to their chosen context.

Decision

Ask Ss to read the text on page 140. What actually happened in the case? Which of the groups had made the same decision?

Write it up

Ask Ss to write up minutes of the meeting the group had as task 3, drawing on the arguments made in task 2. (Alternatively, you might want to let Ss finish their preparation in class and then complete it for homework.) Give each S a photocopy of the Writing preparation framework from page 188; then use the Writing focus (Writing focus: Minutes) below to link the use of the framework and the Style guide as Ss plan their writing. You may also wish to use the Writing feedback framework from page 189 to structure your feedback to each S.

Writing focus: Minutes

1 First be clear about the perspective you are writing from.
(In this case, Ss could take on the role of advisors or lawyers acting on behalf of one of the two parties involved.)

2 Every time you start to write, you need to ask yourself two questions:
a What is the purpose of this piece of writing?
b Who am I writing to?
(Here Ss are writing a short set of minutes based on the discussion they had about what they would do as the judge.)

3 Look at the section on Minutes on page 26 of the Style guide. Notice the suggested structure and layout of minutes:
Subject and date of meeting
List of participants
Summary of chairperson's introduction
Summary of discussion
Action points
Date and time of next meeting
Which parts are relevant for this task?
(The model in the Style guide is for formal minutes of a meeting, which would be suitable in this case.)

4 What style should the action plan be written in?
(As it says in the Style guide, minutes should be short, clear, concise and easy to read. The Style guide also suggests that the language of minutes is usually formal.)

5 What phrases (including linking words and phrases) might be appropriate in the minutes?
(To give the list of participants, use Present: *followed by a list; To summarise the introduction, use* Mr X opened the meeting ... . *Examples of useful phrases are underlined in the suggested answer opposite.)*

6 Now go ahead and write the minutes.

7 When you have finished, check your writing for: clarity, accuracy of language, appropriateness of style.

Style guide, Minutes, page 26
Style guide, General rules, page 3
Style guide, Organising your writing, page 4
Skills Book, Writing 5, Minutes, page 74
Teacher's Book, page 173
Teacher's Book, Writing preparation framework, page 188
Teacher's Book, Writing feedback framework, page 189

Minutes: Suggested answer (213 words)

Meeting to discuss the LVMH – Morgan Stanley Case
Date: 14 May 2005
Present: Marcus Kraut, Melanie Richardson, Eliza MacDonald, Pierre Gillet, Silvie Armstrong
Marcus Kraut opened the meeting by welcoming all participants and outlining the purpose of the meeting. He then opened the discussion to all present.
Melanie Richardson was the first to speak. She claimed that Morgan Stanley were not responsible for the accuracy of the information given to them by credit rating agency Standard and Poor. Pierre Gillet interrupted and noted that Morgan Stanley had admitted to promoting their own client by giving positive information about them.
Eliza MacDonald expressed her view that Morgan Stanley's negative claims that LVMH stock had peaked and would not increase in value – and that its credit rating had been downgraded – directly led to the company's significant drop in share price and to its market credibility. She recommended awarding damages against the bank.
Silvie Armstrong said that Morgan Stanley made negative predictions about the impact of the weak yen on LVMH profits – and suggested that they would have problems integrating clothing retailers they had bought. She agreed that substantial damages against the bank should be awarded.
Following a vote it was decided to award LVMH damages for the negative effect that Morgan Stanley's reports about its financial health had on their market credibility.
A follow-up meeting was arranged for 21 May to agree the exact amount of damages.

Unit 14: Training

UNIT OBJECTIVES

Reading:	A leadership lesson in Shakespeare
Language:	Clauses and sentence construction
Vocabulary:	Word groups; verb–preposition combinations
Career skills:	Motivating
Culture at work:	Providing incentives
Dilemma & Decision:	Allocating the training budget (short report)

This unit looks at:

- different types of training courses companies offer their staff (e.g. face-to-face, online)
- different courses (e.g. languages, computing)
- reasons for the courses (e.g. to develop motivation, job satisfaction).

The main article focuses on an innovative motivational course, which is based on the works of England's famous dramatist William Shakespeare (e.g. *Julius Caesar*, *Henry V*). Participants discuss the roles of the characters in scenes, such as leadership.

Keynotes

Ask Ss to look at the picture and title on page 119. What do they think the picture of the gymnast and title mean in relation to the topic of the unit 'practice makes perfect'? Ask Ss if they really think that training can make anyone good at something or whether there are some skills that can't be taught.

Ask Ss to read the keynotes and check they understand the terms in bold. You may wish to elicit other forms of some of the words, e.g. *train / training / trainer / trainee*; *loyal / loyalty*; *motivate / motivation*; *achieve / achievement*. Draw Ss' attention to the glossary for this unit at the back of the book.

Coursebook, Glossary, Unit 14, page 154

Preview 1

Ask Ss questions about recent training courses they have attended, e.g. *What course was it? Did you enjoy it? Was it useful?* Then ask Ss to discuss the three questions in pairs / small groups. In feedback, ask Ss if they have attended any of the training courses listed. Why? How did the course help their professional development? Did it meet their expectations? Why / why not? What would they have preferred?

Preview 2

Tell Ss they are going to read about four different training courses. Ask Ss to read the brochure extracts and say which ones appeal to them. In feedback, elicit reasons for their responses. For example: *What skills do you need to improve and why? How might this course help you achieve your aims? What do you think you will particularly enjoy about this course?*

Preview 3

Ask Ss to read the extracts again more carefully and decide which of the courses / institutes each statement refers to.

1 a 2 c 3 a, b 4 d 5 b 6 d

Optional activity

Ask Ss to scan the extracts again and underline words and phrases to do with training. Then ask Ss to work with a partner and decide how they could group these words. In order to prompt discussion you may wish to give an example, e.g. *people / programmes*; *nouns / verbs*.

Writing

Ask Ss to write the email. (You may wish to ask Ss to prepare the email in class, complete it for homework and then compare their answer with a partner in the next lesson before handing it in to be marked.)

Style guide, Emails, page 20

Teacher's Book, Unit 12, Writing focus: Formal emails, page 83

Reading 1

As a lead-in to the task, ask Ss questions about the photograph and heading, such as: *What do you think the article is about? What do you know about Shakespeare?* (The photograph shows Marlon Brando as Mark Antony in the 1953 film of *Julius Caesar*.)

Tell Ss they are going to read about a training organisation. Ask them to read the article and answer the questions. Refer Ss to the glossary box at the top of the page. At the same time remind Ss of the glossary for this unit at the back of the book.

1 *Julius Caesar* and *Henry V*
2 His plays contain potential case studies for aspects of management training, such as leadership qualities, winning strategies, and so on.

Reading 2

Ask Ss to read the text again more slowly and carefully to answer the questions.

1 They thought he was a brutal traitor and a dishonourable man.
2 He didn't have an exit strategy and didn't think about the future.
3 They are passionate about Shakespeare and have contacts in high places.
4 team building and grass roots organising; also the value of logic and passion in persuasive speech making
5 At the end of the day the trainees talk about what they've learnt and how they will apply it.
6 He knew how to take opportunities and he became a masterful leader.
7 They should have philosophical discussions about leadership.

Reading 3

Check that Ss understand the six negative qualities listed. Then ask Ss to match the leaders to the faults.

1 Brutus	2 Cassius	3 Henry V
4 Brutus	5 Caesar	6 Brutus

Speaking 1

Ask Ss to discuss the questions in pairs / small groups. Encourage them to give as full answers as possible. You may need to prompt discussion, for example: for question 3 perhaps suggest that Ss draw on leaders in business, but also in politics, sport and so on. For question 4 perhaps encourage Ss to draw on films / TV programmes produced in their own country and to tell the other Ss about these.

Speaking 2

Tell Ss they are going to read an extract from one of Shakespeare's plays. Ask Ss questions such as: *Are you familiar with* Henry V? *If so, what are the main themes of the play? Have you seen the play / read it? What did you think of it?* Then ask Ss to read the extract and answer the question. Refer Ss to the language notes. Then ask Ss to discuss the three questions in pairs / groups. In feedback, ask Ss about their response to the ideas in the extract, e.g. *Do you agree with what Shakespeare says? Why / Why not?* Then ask Ss: *What else could managers learn from the speech?*

Encourage Ss to focus on the use of language within the extract such as repetition / reinforcement; raising the status of ordinary soldiers to gentlemen, and so on.

Listening 1

As a lead-in to the task, ask Ss if they have ever attended a course on motivation. Then tell Ss to listen to the trainer talking about using the Shakespeare speech on a motivation course. *How is what the trainer says similar to / different from what you discussed?*

Vocabulary 1

Ask Ss to put the words into the four groups. You may wish Ss to make sentences using the words (e.g. *The trainer asked us to role-play the situation.).*

Teachers: instructor, trainer, tutor
Sessions: seminar, programme, course
Students: trainee, delegate, participant
Methods: case study, role-play

Vocabulary 2

Ask Ss to find verb–preposition combinations in the article with the same meanings as the four phrases listed.

1 focus on
2 conform to
3 pointed to
4 led to

Vocabulary 3

Ask Ss to match a preposition to each of the four verbs. You may wish Ss to make sentences using these verbs and prepositions (e.g. *I can usually relate to what my boss says.).*

1 result in, from
2 relate to
3 react to
4 report on, to

Practice

Ask Ss to complete the dialogue with words and phrases from the previous exercises. Tell Ss there may be more than one answer.

2 focus on
3 trainers / tutors / instructors
4 led to / resulted in
5 react to
6 participants / delegates / trainees
7 relate to
8 role-plays

Language check

Ask Ss to read the information about clauses and sentence construction. Refer them to page 162 of the Grammar reference section. You may wish to ask Ss to make sentences using phrases in the third column, for instance: *Despite feeling unwell I went to work; As long as the price is reasonable I'll attend the conference.*

Coursebook, Grammar reference, Clauses and sentence construction, page 162

Workbook, page 57

Practice

Tell Ss they are going to read an extract from a report about language training. Ask Ss to fill the gaps in the report summary with clauses from the table.

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

Career skills

Ask Ss what motivates them to work. Then ask Ss to read the information and example phrases in the box. Ask Ss to match the phrases to one of the four approaches.

Alternatively, as a lead-in you might wish to ask Ss to work in groups and to brainstorm factors that motivate people to work hard and then ask them to choose the most important factor for them and to explain why.

1 b, g 2 a, d 3 c, f 4 e, h

Workbook, page 57

Listening 2

Ss are going to listen to four short dialogues in which the four motivational approaches are demonstrated. Ask Ss to listen and for each dialogue write down the number of the approach used. Ask Ss to listen again and write down the motivational phrases used in each dialogue, which are similar to the ones listed in a–h.

1 common purpose: … this affects all of us.
2 empowerment: Why don't you take charge of this?
3 authority / threats: I'm going to give you one last chance.
4 financial incentive: I am offering a two per cent increase in commission.

Speaking 1

Ask Ss to discuss the questions in pairs / small groups. Encourage Ss to give examples from their own experience, (e.g. *Have you used any of these approaches? How successful were you?).*

Speaking 2

Ask Ss to discuss the list in pairs / small groups. You may wish to ask Ss to put the items in the list in order of importance for them.

Speaking 3

Explain to Ss that they are going to role-play three situations. Ss work in pairs, taking it in turns to play the roles of the manager and employee. Tell Ss to take a few minutes to read each situation to prepare each of the role-plays, e.g. to decide on the approach to adopt and the phrases to use. Take notes on the language used and provide group and / or individual feedback at the end of the lesson.

Culture at work

Ask Ss to read the information about incentives and discuss the questions. Develop the discussion by asking Ss about their own experiences of offering / receiving incentives. You may find it helpful to look at the Culture at work table from page 68 of the Skills Book; this is reproduced opposite. You may also find it useful to refer to the relevant section on Culture at work in the teacher's notes supporting the Skills Book.

Status cultures	Achievement cultures
It is disrespectful to criticise high status individuals.	Leaders and managers are open to criticism if they do their job badly.
It is not acceptable for subordinates to make suggestions or proposals to their managers.	Good ideas and suggestions are welcomed from anyone, no matter what their position.
Employees are rewarded in the long term through promotion to more senior positions.	Individuals are rewarded for success in the short term, usually through bonuses and incentive schemes.

Skills Book, Culture at work, page 68

Teacher's Book, page 168

Optional activity

Photocopiable resource 14.1 (page 114)

Give a photocopied sheet to each S. Tell Ss they are responsible for deciding how to spend their company's training budget. Photocopiable resource 14.1 shows ten areas Ss may spend their budget on. Ask Ss to work in small groups. Each group discusses what they would spend the money on, and why. (Ss should allocate a percentage of their total budget to each area.) Give a time limit for discussion.

Then ask a representative of each group to present their suggestions to you and the other students. Encourage Ss to ask each group questions aimed at getting them to justify their decisions, e.g. *Why do you think word-processing is more valuable than presentation skills?*

Dilemma

Ask Ss to read the Dilemma brief and answer any questions they might have. You might also want to ask Ss about their experience of the issues raised, for instance: *How high is staff turnover / absenteeism in your company? What do you think are the reasons for this? What might be done to deal with the problems?*

Task 1: Ask Ss to work in small groups. Tell them to read the extract and discuss the benefits and drawbacks of the proposals.

Task 2: Ask Ss to decide in their groups which option(s) they would choose, giving reasons for their views.

Task 3: Ask Ss to nominate one person in their group to present their decisions to the whole class. Take notes on the language used and provide group and / or individual feedback at the end of the lesson. You may wish to ask the whole group to vote on which option(s) to adopt.

Decision

Ask Ss to listen to Joyce Moorhead giving her views on the options available. Were they surprised? Are her views the same as / different from theirs?

Write it up

Ask Ss to write a short report to staff about the option(s) chosen. (You may wish Ss to prepare the report in class and complete it for homework.) Give each S a photocopy of the Writing preparation framework from page 188; then use the Writing focus (Writing focus: Short reports) on the next page to link the use of the the framework and the Style guide as Ss plan their writing. You may wish to set a word limit, e.g. no longer than the suggested answer on the next page. It may be helpful to use the Writing feedback framework on page 189 when giving feedback on Ss' writing.

Optional activity

In order to provide more support with report writing phrases, ask Ss to work in small groups. Write the headings Introduction / Development / Conclusions on the board. Then ask Ss to brainstorm different phrases that may be used at each of the stages of a report. You may wish to give some examples to start Ss off. Encourage Ss to use a variety of these phrases in their own short report.

Suggested answers

Introduction: *This report aims to ..., This report sets out to ..., As requested at the board meeting of 2 January 2005, this report outlines ..., The report summarises ..., In this report we will review ..., This report is based on ..., This report is divided into three sections ...*

Development: *As can be seen in the chart below, ..., The chart below shows ..., Our findings indicate that ..., Investigations have shown that ..., Research has revealed that ..., We (would) recommend / suggest / propose ..., It is recommended that ..., Given ..., In order to ..., we recommend ..., By ..., we can expect ..., These actions will generate ..., These measures result in ...*

Conclusions: *It appears (clear) that ..., The results indicate that ..., Therefore, we recommend that ..., Our recommendations are as follows: ..., In conclusion, ..., To summarise, ...*

Writing focus: Short reports

1 First decide who you are.
(In this case, Ss might be a consultant at People First.)

2 Every time you start to write, you need to ask yourself two questions:
a What is the purpose of this piece of writing?
b Who am I writing to?
(Here Ss are writing a short report for Ashdown and Kennedy to evaluate the different options available to them to improve motivation at the company and to make recommendations for solving the problem regarding motivation.)

3 Look at the section on short reports on page 28 of the Style guide. Notice the suggested structure of a short report:
Title
Summary
Introduction
Development
Conclusion
Is this structure appropriate for this report? Plan the sections you are going to divide your report into. Then brainstorm the points you might cover in each section.

4 What style should the report be written in?
(As it says in the Style guide, short reports usually use a neutral / formal style, i.e. personal views and contractions / informal vocabulary and phrases are avoided. The language of the report must be clear.)

5 What phrases (including linking words and phrases) might be appropriate in your report?
(See the Style guide. Particularly useful here might be phrases for making recommendations and linking words. Examples of useful phrases are underlined in the suggested answer opposite.)

6 Now go ahead and write the report.

7 When you have finished, check your writing for: logical structure, clarity of ideas, accuracy of language, appropriateness of style.

Style guide, Short reports, page 28
Style guide, General rules, page 3
Style guide, Organising your writing, page 4
Skills Book, Writing 2, Factual reports, page 32
Teacher's Book, page 138
Teacher's Book, Writing preparation framework, page 188
Teacher's Book, Writing feedback framework, page 189

Short report: Suggested answer (204 words)

Report on Motivation for Ashdown and Kennedy

Summary

Ashdown and Kennedy had requested an evaluation of current problems within the organisation relating to absenteeism and high rates of staff turnover.

Introduction

This report outlines the reasons for absenteeism and high rates of staff turnover, and recommends measures that Ashdown and Kennedy might take to deal with these issues.

Development

People First carried out a comprehensive staff survey. Our findings indicate that the majority of staff complained about poor relations with their line managers, and that they suffered from high levels of stress – mainly due to disagreements with their colleagues and the bad atmosphere within the organisation. Other reasons for absenteeism included poor health, for instance, bad backs, and poor diet, due to a lack of exercise and being overweight.

Conclusion

We recommend that the following three options should be offered to staff in order to enable the company to retain staff, raise motivational levels and improve productivity:

- Improving line management – all line managers will be given tailor-made courses to develop their listening and communication skills, and so on.
- Dealing with stress – all staff will be offered the opportunity to take part in a one-day stress awareness course.
- Tackling health problems – staff will be offered courses on occupational health and fitness awareness.

Martin Woodwood
Senior Consultant, People First
24 July 2005

Unit 15: Consulting

UNIT OBJECTIVES	
Reading:	Global professional-service firms
Language:	Reported speech
Vocabulary:	Uses of *like*; word building
Career skills:	Reporting
Culture at work:	Reacting to change
Dilemma & Decision:	Consultant with a conscience (minutes)

Consulting may include a whole range of services, for instance:

- IT
- management
- financial
- training
- recruitment.

You may wish to start the lesson by eliciting areas such as those above.
This unit focuses on one particular provider of consulting services, professional-services firms, such as auditors / accountants. It looks at how these firms carried out a range of consultancy services throughout the 1980s and 1990s, often throughout the world – and the problems this caused. These included potential conflicts of interests between, for example, the advice on strategy they give and their auditing role. The unit looks at how companies are now dealing with such issues internally and at legislation that has been brought in to limit the problems.

Keynotes

Introduce the topic by asking Ss what they understand by 'consulting'. Then ask Ss in what areas of consultancy they think firms operate. Ask Ss what they think the picture represents (it shows a wide range of consultants assisting a manager to play golf – he obviously can't manage without so many of them, each with their own speciality!). Then ask them to read the keynotes. Check they understand the words in bold in particular, but also other words and phrases you think they might not understand (e.g. *transactions = deals*). You may wish to explain the role of the SEC (Securities and Exchange Commission) at this stage. This is a government agency monitoring the activities of stockbrokers, auditors and so on, as well as takeovers in the US. (See also the keynotes for Unit 11: Going public.) Ask Ss what the equivalent is in their country.

Coursebook, Glossary, Unit 15, page 154

Preview

Ask Ss to read the services (1–6) and match them with the areas of expertise. Elicit words and phrases that helped them to do this.

1 branding
2 pricing
3 corporate development
4 globalisation
5 retail
6 strategy

Speaking

Ask Ss to read the short article about consultants and discuss the question in pairs / small groups. You may wish to ask each pair / group to come up with three advantages and three disadvantages (e.g. external consultants can offer a more objective and independent opinion than an employee of a company; consultants can be very expensive).

Reading 1

As a lead-in to the task, ask Ss to look at the pictures with the article, as well as the main heading. (The larger photograph shows Moscow; the smaller one Buenos Aires.) Ask questions such as: *What do you think the article is about? What professional-service firms do you know? In which countries do they operate? What problems might they experience?*

Tell Ss they are going to read about a strategy that global service firms have adopted to try and deal with such problems. Ask them to read the article and answer the questions.

The accounting firms took over consultancy businesses, finance companies and law firms to offer a 'complete solutions' operation.

Reading 2

Ss should then decide which sentence fits which gap in the article. Refer Ss to the glossary box. In feedback, ask Ss how they worked out which sentence fitted in which gap.

Encourage Ss to use reference words (*this, these, such,* etc.) and linking words (*and, in addition,* etc.) to help them.

a 3 b 6 c 4 d 2 e 1 f 5

Reading 3

Ask Ss to read the article again more carefully and answer the questions. In feedback, ask Ss to tell you where in the text they found each answer.

1 It created managerial and conflict of interest problems.
2 Legislation in the US (the Sarbanes-Oxley Act) banned audit companies from carrying out certain consulting and legal services, as well as restricting tax consulting.
3 They prefer to get advice from local experts.
4 to get a trans-national view of business and to co-ordinate the multinationals' local service-providers
5 They have set up informal networks, organising exchanges and joint training programmes.

Reading 4

Ask Ss to scan the article for the six people / organisations and then complete the statements.

1 Industrial clients of professional-service firms
2 Accounting firms
3 The Sarbanes-Oxley Act
4 Arthur Andersen
5 Managers of foreign subsidiaries
6 New York law firms

Speaking 1 and 2

Ask Ss to discuss the questions in pairs / small groups. Encourage them to draw from their own experience and give reasons for their views (e.g. for question 1: *It can be difficult to evaluate one's own work – some people are harder on themselves than they would be on others; some people wouldn't be hard enough on themselves for fear of looking foolish if their work wasn't up to scratch.*
For question 2: *Impersonal commands can make you feel frustrated and unmotivated, especially if the person doesn't explain clearly why they want you to do something.*).

Vocabulary 1 1

This exercise focuses on the different uses of *like*. Ask Ss to read the phrases and match each one to their use.

1 looks like
2 like
3 the likes of
4 likened to

Vocabulary 1 2

You may wish to ask Ss to make their own sentences using the four examples before getting them to complete the article with the appropriate form of expressions with *like*.

1 the likes of
2 liken
3 like
4 looks like

Vocabulary 2

Ask Ss to work in pairs to complete the table. You may wish to refer Ss to dictionaries to check their answers and also so that they can see the stress pattern and phonetic script. You may wish to get Ss to repeat some of the words to check they can pronounce them correctly (e.g. *manager* but *managerial; regulation* but *regulator*).

Verb	Noun (concept)	Noun (person)	Adjective
(manage)	(management)	manager	managerial / (managing)
finance	finance	financier	financial
consult	consulting / consultancy / consultation	consultant	consultative / consulting
audit	audit	auditor	–
–	strategy	strategist	strategic
regulate	regulation	regulator	regulatory
know	knowledge	–	knowledgeable / knowing

Optional activity
Ss work in small groups and identify ten key words from the unit so far. Ask Ss to use their dictionaries to build as many other words from these words as possible (e.g. *advise – advice – advisor / adviser – advisory*).

Practice

Ask Ss to complete the gaps in the article about accounting firms.

2 financial
3 consultancy / consulting
4 strategic
5 regulation
6 like
7 looked like
8 managerial / management

Language check

Ask Ss to read the information about reported speech and the example sentences. You may wish to give Ss one or two additional sentences and get them to decide if the verbs need to be changed, and why / why not.

Coursebook, Grammar reference, Reported speech, page 163
Workbook, page 61

Language focus: Reported speech

When we use reporting verbs in the past to report what people said, we often change three things:

Tense
'Why are you late?' — *He asked me why I was late.*

Pronoun
'I have already booked it.' — *He said he had already booked it.*

Time phrase
'I went there last year.' — *She said she had been there the previous year.*

However, we do not make all of these changes automatically; it depends on context. If the time reference still applies (e.g. we are reporting in the same year as the speaker is speaking), we can simply repeat the time phrase used by the speaker:
She said she had been there last year.
Nor do we automatically change the tense used by the speaker. If we want to emphasise that the information is still valid, we often use the same tense to report what was said:
She said the train is running late.

Optional activity

In order to practise these changes, write some direct speech examples on the board and ask Ss to rewrite them using reported speech, e.g.
'Would you like to go for lunch?'
(I asked my colleague if ...)
'The meeting won't start until 10am.'
(I told the group the meeting ...)
You may also wish to write some reported speech example sentences on the board and ask what was said, e.g. *Jack said he was cold.*

Listening 1 1

Ask Ss to listen to the conversation between a consultant and managing director and make notes under the headings given. Check Ss' answers about the five topics of the conversation together.

Listening 1 2

Then ask Ss to summarise what the managing director said by answering the six questions and using the verbs in brackets.

Suggested answers

1 She told him that market share had been falling and that she was partly to blame.
2 She admitted failing to adjust their pricing policy.
3 She pointed out that people preferred the hypermarket.
4 He asked her (to say) what her options were.
5 She explained that they were thinking of selling or competing but wanted his advice.
6 He advised her not to sell, to look at the quality aspect and possibly to put prices up.

Speaking

Ask Ss to discuss the questions in small groups.

Writing

Ask Ss to write the email using reported speech. (You may wish to ask Ss to prepare the email in class, complete it for homework and then compare their answer with a partner in the next lesson before handing it in to be marked.)

Style guide, Emails, page 20
Teacher's Book, Unit 12, Writing focus: Formal emails, page 83

Optional activity

Ask Ss to write a set of guidelines for their company to distribute to all staff to follow when writing emails. You may wish to set a limit, e.g. five Dos and five Don'ts.

Optional activity

Photocopiable resource 15.1 (page 115)

Put Ss into pairs, A and B. Ask Ss to read their role card on page 115. Then give them 10–15 minutes to carry out the conversation.

Career skills

Ask Ss to read the information and example phrases about reporting in the box. Check Ss understand the phrase 'bottom line' and that they are aware of the different ways to use *recommend / suggest* (see the Language focus on page 141 of this Teacher's Book).

Workbook, page 61

Listening 2 1

Ask Ss to listen to the two speakers and answer the questions.

1 The first speaker is reporting on a meeting with a consultant who is evaluating all departments.
2 The second speaker is not happy.

Listening 2 2

Ask Ss to listen again and write down or tick the phrases (a–g) from the list that were used. Ask Ss to make sentences of their own using the phrases for reporting.

f, g, e

Speaking

Put Ss into pairs and identify which is A and B. Ask them to read their relevant dialogue. Ask Ss to report back on the meeting. Encourage them to use phrases from the Career skills box (e.g. *What Tim wanted us to do is complete the order within two to three weeks!*).

Listening 3

Ask Ss to listen to the dialogues and to see if their partner had reported the information. In feedback, ask Ss to point out to their partners where there was information missing.

Culture at work

Ask Ss to read the information about reacting to change and discuss the questions in small groups / pairs. Encourage them to give examples from their own experience where possible. You may find it helpful to look at the Culture at work table from page 72 of the Skills Book; this is reproduced below. You may also find it useful to refer to the relevant section on Culture at work in the teacher's notes supporting the Skills Book.

Monochronic	Synchronic
In meetings, it is important to set goals and to follow a logical path in order to reach them.	Meetings have goals, but there is greater flexibility as to how these goals may be reached.
There is a fixed agenda which must be followed exactly. Often a time limit is set for each agenda point.	It is acceptable to deviate from the agenda. Plenty of time is allowed for discussing points not included in the agenda.
The summary and conclusion are important for showing that the meeting has reached its goals.	The most important aspect of a meeting is the sharing of information and opinions. The outcome may be less easy to sum up in a few words.

Skills Book, Culture at work, page 72
Teacher's Book, page 171

Optional activity – notes

Ask Ss when they have to take notes, why, for whom, etc. What do they find easy / difficult about taking notes? What tips would they give others? Play Ss a short listening extract, e.g. a presentation, and ask Ss to take notes on the key points. Ask Ss to compare their notes in small groups. Which were the most effective in each group / why? Ask Ss to write up their notes for homework. Remind Ss to use reported speech, 'He said that …'.

Dilemma

Ask Ss to read the Dilemma brief. Give them a few minutes to think about what the different courses of action might be.

Task 1: Put Ss into small groups to discuss the options and possible outcomes.

Task 2: Then ask Ss to use the information to have a meeting to decide what action Kelly should take. Encourage them to consider in particular the negative effects the wrong course of action will have. Ask Ss to nominate one person to keep a record of the arguments put forward and decision made. Refer Ss to the useful phrases box and Career skills box in the unit.

Task 3: Ask each group to choose a representative to present their decision to the whole group, giving their reasons.

> **Optional activity**
> **Photocopiable resource 15.2 (page 115)**
> For this activity you may wish to use a framework for making notes during the meeting (page 115).

Decision

Ask Ss to listen to what one person did in a similar situation. Ask Ss what they would have done in the situation.

Write it up

Ask Ss to write up the minutes of their meeting using the notes made. (You may wish Ss to prepare the report in class and complete it for homework.) Give each S a photocopy of the Writing preparation framework from page 188; then use the Writing focus (Writing focus: Minutes) opposite to link the use of the the framework and the Style guide as Ss plan their writing. You may wish to set a word limit, e.g. no longer than the suggested answer on the next page. It may be helpful to use the Writing feedback framework on page 189 when giving feedback on Ss' writing.

Writing focus: Minutes

1 First be clear about the perspective you are writing from.
(In this case, Ss may be fellow staff members of Sue at CIC or they might be investigators, etc.)

2 Every time you start to write, you need to ask yourself two questions:
a What is the purpose of this piece of writing?
b Who am I writing to?
(Here Ss are writing the minutes of a meeting they have participated in, to summarise the discussion and action points.)

3 Look at the section on Minutes on page 26 of the Style guide. Notice the suggested structure and layout of minutes:
Subject and date of meeting
List of participants
Summary of chairperson's introduction
Summary of discussion
Action points
Date and time of next meeting
Which parts are relevant for this task?

4 What style should the action plan be written in?
(As it says in the Style guide, minutes should be short, clear, concise and easy to read. The Style guide also suggests that the language of minutes is usually formal – in this case a neutral / formal style would be suitable.)

5 What phrases (including linking words and phrases) might be appropriate in the minutes?
(Action points are usually written as separate points without linking words, e.g.
Y to accompany X on the first visit to Japan.
Z will provide appropriate financial support during the first two years.
Examples of useful phrases are underlined in the suggested answer on the next page.)

6 Now go ahead and write the minutes and action plan.

7 When you have finished, check your writing for: clarity, accuracy of language, appropriateness of style.

Style guide, page 26
Style guide, General rules, page 3
Style guide, Organising your writing, page 4
Skills Book, Writing 5, Minutes page 74
Teacher's Book, page 173
Teacher's Book, Writing preparation framework, page 188
Teacher's Book, Writing feedback framework, page 189

Minutes: Suggested answer (122 words)

Meeting to discuss Sue Kelly's options
Monday 5 December
Present – Carlos, Maarja, Olavi, Frances, Mikka

Carlos opened the discussion by recommending that Sue should report Power US's involvement in fraud to a regulator.
Maarja disagreed, saying that she would lose her job and not find it easy to find another one. Also, both Power US and CIC Consultants could go bankrupt, causing many innocent people to lose their jobs.
Olavi suggested Sue just leaves CIC to avoid having to testify against her former colleagues, but Frances didn't agree and said that Sue would feel guilty if things were to carry on and she hadn't said anything – and hadn't stopped a criminal activity.
Mikka suggested writing an anonymous letter to the regulators. All agreed with this suggestion.

Action point: Team to meet 7 December to draft letter together.

Review

On the next two pages of the Coursebook you will find Review 5, which reviews language, vocabulary and functional language from Units 13, 14 and 15. It can be used in a number of ways that can be adapted to suit your class, for example:

- Ss can do selected exercises for homework.
- Use in class and guide Ss to particular exercises according to their individual needs. Alternatively, if your class has similar needs, focus on exercises where they can have more practice together (Ss can work individually or in pairs).
- Use as a short progress test and review any necessary points.

Teacher's Book, Coursebook review 5: answers, page 103

Coursebook Review and Glossary Test: Answers

Review 1: Answers

Language check, page 31, Review of tenses

1 meet(s)
2 had already gone
3 will have
4 are working
5 have been looking / have looked
6 respect(s)

Language check, page 31, Articles

1 the 2 Ø 3 the 4 a
5 a 6 Ø 7 Ø 8 the
9 an 10 Ø

Language check, page 31, Modal forms

1 can't be
2 should have completed
3 might come
4 must have been
5 might have been

Language check, page 31, Consolidation

1 might be
2 forming
3 renewing
4 have lost
5 recruited
6 will take
7 a
8 the
9 teaches
10 a
11 should have learned
12 Ø
13 will see
14 Ø
15 the

Vocabulary check, page 32 1

1 B 2 A 3 C 4 A 5 A
6 C 7 C 8 B 9 A 10 B
11 C 12 A 13 B 14 A

Vocabulary check, page 32 2

1 come up with
2 put up with
3 take on
4 look forward to
5 took over

Career skills, page 32, Building relationships

– Hello, I don't think we've met before. I'm Sarah Beckford from *Management Issues* magazine.
– Pleased to meet you. How can I help you?
– We're interested in featuring your company in our June issue.
– Why don't you contact me next week and we can discuss it further?
– Thank you. Here's my card.

Career skills, page 32, Setting goals

1 I'd like you to take ~~up~~ responsibility for the market research.
2 How ~~many~~ **much** is the budget on this one?
3 We should aim to ~~must~~ finish on time.
4 They gave ~~to~~ us a provisional budget.
5 Tell me what you need in the way ~~from~~ **of** resources.
6 Does the deadline sound ~~you~~ reasonable **to you**?

Career skills, page 32, Team building

1 e 2 a 3 b 4 f 5 d 6 c

Review 2: Answers

Language check, page 57, Question forms

1 How
2 What
3 Are
4 Will / Would / Can / Could
5 Can / Could
6 do we

Language check, page 57, Relative clauses

1 defining
2 non-defining: The thieves, who … burglary, stole …
3 non-defining: Butler, which … the internet, was …
4 defining
5 non-defining: … Industrial Security, whom … a study, said …

Language check, page 57, Gerunds and infinitives

1 building 2 to suggest 3 ordering
4 to buy 5 to make 6 Having
7 to turn 8 meaning

Language check, page 57, Consolidation

1 which 2 who 3 watching
4 organised 5 getting 6 listening
7 to ask 8 what 9 that
10 to lose 11 which 12 doing

Vocabulary check, page 58 1

mass market
information technology
product development, product demonstration
consumer electronics, consumer market
growth market
internet access, internet technology
computer access, computer programmer, computer technology

Vocabulary check, page 58 2

1 technology 2 consumer 3 publicity
4 advertisement 5 demonstration 6 events
7 campaign 8 internet 9 market
10 phones

Career skills, page 58, Questioning techniques

1 e 2 c 3 d 4 b 5 a

Career skills, page 58, Briefing
1 e 2 d 3 b 4 c 5 a

Career skills, page 58, Storytelling
1 Guess what happened
2 in the end
3 to cut a long story short
4 You'll never believe this
5 it turned out

Review 3: Answers

Language check, page 83, The passive
1 is to be introduced
2 are not being given
3 will be reached; will be withdrawn
4 correct
5 must be produced
6 had not been informed
7 be asked
8 correct
9 has been damaged
10 may be forced; are awarded

Language check, page 83, Adjectives and adverbs
1 surprisingly little 2 highly sophisticated
3 particularly difficult 4 much cheaper
5 directly operated 6 clearly demonstrated

Language check, page 83, Emphasis
1 Never have I seen a company's shares collapse as fast as this.
2 Rarely are private investors able to match the performance of professional fund managers.
3 On no account should investors concentrate all their shareholdings in one business sector.
4 What I'd like to focus on today is how to identify stock market opportunities.
5 It's the return on an investment that is the most important thing in the long run.
6 What has always interested me most is the psychology of investors.

Language check, page 83, Consolidation
1 has sued 2 highly 3 was forced
4 casually 5 was brought 6 earlier
7 was awarded 8 No sooner 9 being felt
10 not only

Vocabulary check, page 84 1

Law	Brands	Investment
case	image	entrepreneur
judge	target	dividends
damages	identity	risk
sue	publicity	portfolio
verdict	promotional	bonds

Vocabulary check, page 84 2
1 risks 2 image 3 entrepreneurs
4 publicity 5 sued 6 judge(s)
7 damages 8 identity 9 cases
10 target

Career skills, page 84, Negotiating
– How much are you selling your camera for?
– I'm asking £500 for it.
– That's much too expensive for me.
– Is it? Well, what price are you prepared to pay then?
– I suppose I could go to £300.
– £300! No way, but I'd consider £400.
– That's a good compromise – you've got a deal!

Career skills, page 84, Dealing with people at work
1 Let's ~~to~~ work on this together.
2 … it just needs a few minor changes.
3 I wanted to tell you before anyone else ~~more~~ does.
4 … but it's not what we need ~~have~~ right now.
5 We're all ultimately working towards ~~a~~ **the** same thing.

Career skills, page 84, Prioritising
1 d 2 a 3 e 4 b 5 c

Review 4: Answers

Language check, page 109, Conditionals
1 had used 2 would have saved
3 keep 4 will start
5 didn't own 6 would have to
7 were 8 would make
9 wouldn't / won't waste 10 would / will save

Language check, page 109, Future forms
1 will go
2 intends
3 will
4 opens, will have become
5 will be asking
6 will erode

Language check, page 109, Time clauses
1 When 2 After 3 As soon as
4 Whenever 5 until 6 while

Language check, page 109, Consolidation
1 when 2 will rise
3 are 4 will continue
5 start 6 Before
7 didn't buy 8 wouldn't be able
9 fall 10 will not have wasted

Vocabulary check, page 110 1
1 unreliable
2 competitive
3 inexpensive, non-polluting

Vocabulary check, page 110 2

1 B 2 A 3 B 4 C 5 A 6 B

Career skills, page 110, Problem-solving

1 e 2 d 3 b 4 c 5 a

Career skills, page 110, Making a presentation

1 for instance
2 in other words
3 moving on
4 as you can see
5 sum up
6 in brief

Career skills, page 110, Handling conflict

– I don't think I can get things ready in time.
– Well, you'll just have to, whether you like it or not.
– But people are still saying the colours are wrong.
– Well, we can't change them now. So there's no point in discussing it any further.
– But you've known about it for ages.
– Listen. I know we don't see eye to eye on this but it is just a minor detail. Right?
– Well, not if it's going to ruin our sales!
– Oh, please, let's keep things in perspective! It's a good product, people like it and it will sell. Stop worrying!

Review 5: Answers

Language check, page 135, Reference words

1 1887
2 (investment) bank
3 Mergers and Acquisitions department
4 Real Estate Management department
5 the two departments
6 its unique reputation
7 that / this
8 This / That
9 these
10 the latter

Language check, page 135, Clauses and sentence construction

1 whose 2 Although 3 unless
4 in order to 5 until 6 Despite
7 Since 8 which

Language check, page 135, Reported speech

1 asked us to give
2 correct
3 refused to accept, told us that / said that
4 advised us not to
5 correct

Language check, page 135, Consolidation

1 which 2 its 3 who
4 it 5 since 6 whose
7 it 8 unless 9 while
10 advised 11 in order to 12 the latter

Vocabulary check, page 136 1

1 loan 2 invest 3 paid off
4 saved 5 deposited 6 borrow

Vocabulary check, page 136 2

1 case studies 2 trainees 3 budget
4 to 5 on

Vocabulary check, page 136 3

1 finance 2 knowledgeable
3 managerial / management 4 regulator
5 financial 6 management

Career skills, page 136, Persuading

1 c 2 b 3 a 4 e 5 d

Career skills, page 136, Motivating

1 let you ~~to~~ handle
2 It's in ~~all~~ everybody's interests
3 like ~~taking~~ to take responsibility
4 do ~~the~~ better than that
5 We're ~~each~~ all in this together.

Career skills, page 136, Reporting

– So, what happened at the meeting?
– Well, the consultants gave us a full summary of their findings.
– And what did they say exactly?
– They said they wanted us to sell our European subsidiary.
– What! They're not suggesting we get rid of it completely, are they?
– I'm afraid they are, yes. The bottom line is that we may have to close the whole business if we don't.
– So, what did the European director have to say about that?
– In short, she is refusing to consider that.
– I wonder what the outcome will be.

Coursebook Glossary test: Answers

1 C	2 A	3 B	4 C	5 D
6 A	7 D	8 B	9 C	10 B
11 A	12 C	13 B	14 D	15 C
16 B	17 A	18 C	19 A	20 C
21 C	22 B	23 D	24 C	25 D
26 C	27 D	28 B	29 A	30 B
31 D	32 C	33 B	34 D	35 B
36 D	37 B	38 D	39 D	40 A

Photocopiable resource 2.1: Company activities framework

	Notes
Company name	
Type of company	
Main activities	
Location	
Currrent projects	

Photocopiable resource 2.2: Card activity (nouns and verbs)

Verb	Noun
specify	different form – specification
allocate	
budget	
delay	
control	
schedule	
estimate	
project	

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Photocopiable resource 3.1: Recruiting team players

Company name	
Company activity	
Description of recruitment problems	
Possible reasons for the problems	
Qualities looked for	

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Photocopiable resource 3.2: Making sentences

Word	Sentence
accomplish	
assign	
collaborate	
commit	
co-ordinate	
deadline	
facilitator	
feedback	
goal	
task	

Photocopiable resource 4.1: Similar sounding words

air	
allowed	
ate	
board	
cent	
fare	
feat	
genes	
mail	
there	
wait	

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Photocopiable resource 5.1: British / US English

British	US	Judith is returning on Wednesday.
Judith is returning Wednesday.	The head office is in Wall Street.	The head office is on Wall Steet.
I often play golf at the weekend.	I often play golf on the weekend.	Jody is at school today.
Jody is in school today.	Cordially,	Yours truly
Dear Mr Harding	Dear Mr Harding:	14 May
May 14	Ms Dewer just informed me that ...	Ms Dewer has just informed me that ...

Photocopiable resource 6.1: Word building

Verb	Person	Activity
manage		
	advertiser	
		buying
demonstrate		
	advisor	
	–	introduction
develop		
promote		
	campaigner	

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Photocopiable resource 8.1: Commonly confused words

advise	advice
ensure	insure
envelop	envelope
formally	formerly
later	latter
passed	past
perspective	prospective
prescribe	proscribe

Photocopiable resource 9.1: Card activity (US / British terms)

US	British	creditors	debtors
shares	profit	shareholder	stocks
turnover	balance sheet	payables	receivables
stock	net income	stockholder	inventories
revenue	statement of financial position	banknote	bill

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Photocopiable resource 10.1: Card activity (formal / informal)

Formal	Informal
We have serious difficulties.	We're in big trouble.
What's wrong?	What's up?
Do you know what the problem is?	Any idea what the problem is?
Could you ask someone to deal with it quickly?	Get someone onto it fast.
Everything is going very well.	Things couldn't be better.
What is the reason for the delay?	What's holding things up?

Photocopiable resource 10.2: Dealing with complaints

late delivery	damaged goods	mistakes in invoice
wrong goods sent	rude staff	half of goods missing

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Photocopiable resource 10.3: Short report framework

Short report: Title	

	Main points	Useful phrases
Section 1: Introduction		
Section 2:		
Section 3:		
Section 4: Conclusion		

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Photocopiable resource 11.1: Word building

Verb	Noun	Person
analyse		
auction		
broker		
capitalise		
issue		
monopolise		

Photocopiable resource 11.2: Short presentation framework

Focus of section:

Main points:	Useful phrases:

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Photocopiable resource 12.1: Card activity (competition)

competitve	core
economies	mass
advantage	market
business	profit
consumption	share
mass	market
margin	of scale

Photocopiable resource 13.1: Card activity (make / do)

Make	**Do**	an appointment	business
a phone call	nothing	a trip	research
a mistake	money	the accounts	a loss
a decision	a complaint	your best	without something

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Photocopiable resource 13.2: Banking terms

transaction	venture capital	portfolio management	cheque book
IPO	deposit	control bank	stock trading
loan	asset management	microcredit bank	interest rates

Photocopiable resource 13.3: Learning English

a bi-lingual dictionary	listening to radio programmes in English	using English at work
watching English language films	meeting English speaking colleagues	speaking English on holiday

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Photocopiable resource 14.1: Training budget

Training budget	
Training area	% of budget allocated
1 presentation skills	
2 word-processing	
3 assertiveness training for managers	
4 handling conflicts	
5 team building	
6 carrying out efffective appraisals	
7 spreadsheets and databases	
8 report writing	
9 negotiating with clients	
10 selling techniques	
Approved – yes / no	Notes

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Photocopiable resource 15.1: Role-play

A You work for a manufacturing company. You need advice on choosing a supplier. Phone a local consultant for advice.

B You work for a local consultancy company. Someone phones you for help in choosing a supplier. Answer his / her questions.

Photocopiable resource 15.2: Meeting framework

Meeting:	
Objective of meeting:	

Speaker:	Argument:
– – – – – –	

Decision:

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Unit 1: Break the ice

UNIT OBJECTIVES	
Skills:	Start a conversation Make small talk
Language:	Review of tenses 1 – Present tenses; Question forms
Culture at work:	Making small talk

Breaking the ice may include the following:
- Greetings and introductions
- Starting a conversation
- Making small talk (journey / hotel / conference / jobs / company, etc.)
- Hospitality (offering a seat / drink, etc.)
- Keeping the conversation going (expressing interest / asking follow-up questions, etc.)
- Building a positive relationship
- Cultural issues (both national culture and company culture).

Start the lesson by eliciting areas such as those above. Cultural attitudes may affect the language and behaviour that is appropriate in each of these areas. Some language-related cultural considerations when breaking the ice are:
- Use of first names and / or titles (This may relate to the other person's position in the hierarchy in relation to one's own – but may also vary from culture to culture)
- Order of introductions (E.g. in Japan, a senior member of staff would expect to be introduced before a younger / less senior employee)
- Gestures and body language (Conventions regarding handshaking and the exchanging of business cards may differ from country to country)
- Formality of language (This will vary according to culture and situation)
- The topics deemed appropriate for social conversation (E.g. aspects of people's private lives).

Task 1

Introduce the topic of the lesson: breaking the ice, starting a conversation and making small talk. Ask Ss if they have heard of interactive badges. Ask those Ss who have to explain to the class what they are and what they do. If not, point Ss to photo on page 7, which is an example (the text reads: *Hi Bob, I'm Sally. We have 3 things in common ...*) and elicit ways in which such an item could be used in breaking the ice in a business context. Ask Ss what other information might be useful to have on such badges and note any useful vocabulary on the board. Then refer Ss to the introductory paragraph in Task 1. Elicit ideas. Ensure Ss mention job, interests and something interesting or surprising, as this will lead into Step 1.

Step 1: Distribute sticky labels or index cards and sticking tape. Ss produce badges for themselves as in Step 1.

Step 2: Ask Ss to walk around the room greeting the other Ss, introducing themselves, and starting conversations with the other Ss, using the badges as prompts. If it is difficult for Ss to walk around the room, ask them simply to turn round in their seats and speak to the nearest Ss. Keep the conversations short by ensuring Ss move after one or two minutes. Note down examples of effectiveness / good uses of language (especially the different tenses as these will be covered later) and also mistakes / areas of difficulty.

Analysis, Task 1

Afterwards, ask Ss if they found out anything unexpected and what they thought of the badges, and get some initial feedback as to how effective Ss think they were. Give your feedback. Then use the discussion to link into the next two exercises.

What do you think?

(Note that information in the margin – in this case 'Whole group' – is for guidance / a suggestion only. This Teacher's Book will keep to the suggestions in the Skills Book but Ts should feel free to be flexible to best suit Ss' needs.)

As a whole group activity, ask the Ss to discuss the questions. You may wish to write some pointers on the board: greetings, questions, statements. These will link into the next exercise. Collate Ss' ideas, asking further questions if time allows so that points in the Good business practice can be drawn into the discussion.

Skills Book, Good business practice, Socialising, Making contact and building the relationship, page 76

What do you say? Starting a conversation

Before doing this activity, make sure Ss know what an open question is and what a tag question is by eliciting examples, e.g. *What do you think about learning English?* And *English is a challenging language, isn't it?* (You do not need to delve

deeper at this point as further work will be done on questions later.) Ss match the techniques and phrases and compare their answers in pairs. Check Ss' answers and elicit more expressions to match the techniques. You may also wish to focus on the different tenses used in the phrases – past simple (*was*), present simple (*is, don't think*) and present continuous (*are you enjoying*) to lead into a review of tenses if required by the Ss.

1 c 2 d 3 a 4 b

Other possible expressions to match the techniques

1 Hello, I'm ... from ...; Can I join you? I'm ...
2 What did you think of the last session? / What's your opinion about the conference?
3 I found the last presentation too long. / I'm fascinated by what the last speaker had to say.
4 The conference is very well organised, isn't it? / The agenda's comprehensive, isn't it?

Optional activity

Photocopiable resource 1.1 (page 175)

If you feel your Ss would benefit from a review of present tenses, photocopy and distribute the framework on page 175. If Ss work for the same company and in the same department, they may wish to work in pairs. If they work for different organisations but wish to work with a partner, ask Ss to write about a job and company they both know. Depending on time, Ss present to the whole class and receive correction from their peers. Alternatively, this may be a homework activity.

Skills Book, Grammar reference: Review of tenses 1, page 83
Skills Book, Grammar reference: Question forms, page 87

Listening 1

Before playing the CD, explain that Ss are going to hear the start of eight conversations. As they listen, Ss decide which of the four techniques in the previous activity (greeting, asking an opening question, making a statement, using a tag question) each speaker uses. You may wish to ask Ss to work in pairs and play the listening as many times as necessary. Collect answers from the Ss. You may want to pull out present tenses used in the audio extract (present simple in 1, 2, 4, 7) and ensure Ss are comfortable with the pronunciation of the phrases for their own use, including word and sentence stress, and rising and falling intonation patterns. (More work on this to follow.)

1 greeting
2 making a statement
3 asking an open question
4 using a tag question
5 asking an open question
6 greeting
7 making a statement
8 using a tag question

Practice

In pairs, Ss use the phrases from the listening and / or What do you say? Monitor, making notes on their effective use of language, including accuracy of tenses. Some pairs may be prepared to perform one of the mini role-plays in front of the whole class. Provide feedback from the other Ss and from your own notes.

Culture at work

Write the following on the board: company and job, hobbies, marital status, health. Elicit a reaction from Ss as to which of those topics they would feel comfortable discussing in a business small talk situation. Answers will vary from individual to individual but also from culture to culture. Introduce the idea that different cultures have different comfort zones and that some are more likely to talk about personal matters, e.g. marital status, which might include the fact they are getting divorced or are recently widowed, than others. You might find it useful to use an iceberg analogy: draw an iceberg on the board, explaining that 90% of an iceberg is under water; what is seen above water is only a small part of it. The tip of the iceberg above water is what people allow business associates to know about themselves (their public space) and the part of the iceberg below the water is their private space. Then ask Ss to look at the information on page 8 and to relate these concepts to cultures they know. Also ask Ss to think about their own culture and to complete their own culture profile about Making small talk on page 82. (Ss identify and mark with a cross where they believe their culture is situated on the line ranging from Specific to Diffuse. You may wish to ask Ss to write two marks on the line: a cross indicating their own individual position, and a circle indicating the culture in general in their country.) Explain that when meeting new business partners, Ss may come across cultures and attitudes different to those in their own culture. How might Ss need to adapt the way in which they start conversations and make small talk if they are communicating with someone from a different culture to their own?

Skills Book, Culture profile, page 82

Language focus: Question forms

There are different types of question form which can be used to different effect when making conversation. An open question, e.g. *How are you enjoying this conference?*, encourages a longer response and so promotes conversation. A closed question, e.g. *Did you attend the last session?*, requires only a short answer but may be useful for establishing short facts and whether the speaker is talking to the right person. Question tags generally expect the respondent to agree with the speaker, therefore producing a short answer and so are considered closed, e.g. *It's an interesting conference, isn't it? Yes, it is.* In such an instance, the intonation falls at the end. (Of course a speaker may disagree but culture and level of language may play a role in whether the respondent does or does not express their disagreement.) Occasionally a question tag can be used as a genuine question, and in this case the intonation rises at the end.
This unit does not include exercises on indirect questions (or embedded questions), e.g. *Could you tell me when the next speaker is due to start?* but you may wish to make reference to them here for completeness. A conversation will probably include a variety of question types.
(There is more on question forms in Unit 4.)

Optional activity
If you feel Ss need reminding about the formation of questions, remind Ss of the use of auxiliary and modal verbs, e.g. *do, will, have*, and word order. Ensure Ss remember to use the appropriate verb form in question tags.
If you wish to make reference to indirect questions, then remind Ss of the need for *if* or *whether* if there is no question word, and contrast word order rules. E.g. *Can you let me know whether there's a talk after dinner?*

What do you say? Open and closed questions

Remind Ss that they thought about open and tag questions on page 7. Now they're going to think about open and closed questions. Point Ss to page 8. In pairs, Ss decide which of the questions are closed and which are open. Check Ss' answers. Ss then ask one another open questions using the prompts. Monitor and provide feedback. You may want to ensure Ss are using suitable intonation patterns.

1 closed
2 open
3 closed
4 closed
5 open
6 open
7 closed
8 open

Listening 2 1

Before playing the CD, point Ss to the first question of Listening 2 on page 8. As they listen, Ss note in which of the conversations open questions are used. Play the audio extract as many times as necessary. Ask Ss to compare their answers with their neighbour and then collect answers from everyone.

1, 2, 3, 6

Listening 2 2

Play the CD again, this time Ss focus on the responses and decide which ones sound friendly. Collect comments. Elicit why Ss felt some responses were more friendly than others. Introduce the idea of sentence stress and intonation, playing the extracts again individually and asking Ss to imitate the pronunciation patterns as necessary. Note that closed questions can sometimes produce a longer response, not just *yes / no* as in, e.g. number 4.

2, 4, 5, 6

What do you say? Conversational responses 1

Explain that showing interest in a conversation can be done through using intonation and / or certain words / phrases. In Listening 2, for example, one speaker used the phrase *Oh, really? How interesting!* Refer Ss to the phrases on page 9 and ensure Ss can pronounce them with suitable intonation patterns. In pairs, Ss think of comments which could produce such responses. Monitor.

What do you say? Conversational responses 2

Ss work with a different partner and make the comments they thought of in Step 1 and respond using the listed phrases. Monitor. Some pairs may be prepared to demonstrate some of their mini conversations in front of the whole class.

Possible answers

1 I work in New York.
2 I'm staying in a four-star hotel near the conference centre.
3 My colleague couldn't make the conference today – she's off work with the flu.
4 Their stand is rather dull, isn't it?
5 It's good to have a coffee break at last.
6 We're doing some sightseeing later.

Task 2

Before Ss do Task 2, explain that Ss have learned how to ask questions and respond appropriately in a small talk situation. Ss may also need to know how to move on from talking to one person to another and to do so politely / without offending. Elicit phrases, e.g. *Oh, there's a client of mine over there. I need to have a word with him. Excuse me ...*, and then refer Ss to the three on page 9. Establish the scenario for the final activity: a welcome party at a conference. Ss should move around the class, speaking to at least three people. You may need to encourage Ss to move on after several minutes to ensure that they do so. Monitor and take notes on how effective Ss are in using the language covered in the unit. Provide feedback after the analysis (below).

Optional activity
Photocopiable resource 1.2 (page 175)

If Ss all work at the same company and / or have similar jobs, you may wish to provide them with roles to allow for a wider range of conversation, using the role cards from page 175.

Analysis, Task 2

Allow Ss a couple of minutes to reflect on the Analysis questions and discuss them in pairs. Ask Ss to report back and discuss their comments. Provide your feedback at this point.

Self-assessment

Allow Ss a few minutes to think about what they have achieved from the unit and tick the boxes. Suggest what Ss can do to gain further practice.

Video, Module 1

CD-ROM

Unit 2: Make a strong start

UNIT OBJECTIVES	
Skills:	Give a short introduction Stimulate interest in a topic Prepare an introduction
Language:	Articles
Culture at work:	Attitudes to time

The following may be important when making a short presentation:

- Preparation (to ensure you have something to say and to ensure you say it well)
- Clear structure
- Signposting (to help your listeners to follow you)
- Clear pronunciation
- Interest (interesting content and interesting delivery, including the use of stress and pauses)
- Eye contact with the audience
- Appropriate body language
- Visual support for the listeners.

Cultural attitudes may affect the language and behaviour that is appropriate when giving your presentation:

- Timing and structure (Some cultures may keep to exact timing and an exact plan whereas others may be comfortable with looser structuring. See Culture at work.)
- Eye contact (It may be embarrassing for the listeners if you make direct eye contact with individuals. Instead, it may be more appropriate to make sure you look across the room without focusing on any individual.)
- Gestures and body language (Some cultures use the body to support verbal communication more than other cultures.)
- Formality of language (This will vary according to culture and situation.)
- Use of jokes and humour (This will vary according to culture and situation: in some cultures using a joke is considered a good way to start a presentation, but in other cultures it would be deemed inappropriate.)

Task 1

Step 1: Introduce the topic of the lesson: making a strong start to presentations. Elicit what subjects businesspeople make presentations about and what Ss think makes an effective presentation, specifically the start of a presentation. Explain Ss are going to do a task involving the introduction to a presentation. Elicit the kind of things the introduction should do: state the topic and purpose of the presentation, give the speaker's name and job title, outline the points to be covered in the presentation and specify when questions will be taken. Next elicit phrases that Ss already know for use in the introduction to a presentation and write them on the board. Now refer Ss to Step 1 and to the phrases there. Ensure Ss are comfortable with the pronunciation of these phrases as well as those on the board. Divide the class into two and point each group to the correct page in the Pairwork section. (Point out that they can make up their own topic, if they prefer.) Ss prepare their introduction individually although you may wish to encourage Ss to help one another within the same group if necessary, especially if there are slightly weaker Ss in the group. Monitor and help as required.

Step 2: Ask Ss to form pairs, one person from Group A and one person from Group B. Explain they are going to give their introduction to one another and as they listen they should complete the form at the top of page 11. Ensure Ss understand what is asked for in the form. Later Ss will be able to compare their introduction with two recorded presentations. While Ss are presenting and listening, make notes yourself on the clarity and effectiveness of their introductions. Do not give feedback until after the Analysis (below).

Analysis, Task 1

Allow Ss a few minutes to reflect on the questions individually, then start a group discussion. Give your own feedback. Refer to effective language and any gaps / difficulties. You may want to expand on the question relating to the audience: Ss should consider who their audience is when preparing for a presentation. Does the audience know the subject matter or should the presentation use layman's terms? Does the audience have a high level of English or should the presentation use simpler structures?

What do you think?

Start a class discussion, based on the questions, about important goals for an introduction to a presentation. Ss may disagree slightly and may have produced alternatives, and you may want to provoke further discussion by asking Ss to put the list in order of priority. In whichever case, ask Ss for their reasons. For the items where there is less agreement, get Ss to persuade each other regarding their choices. Essentially

the points are all important, although, arguably, giving yourself time to think isn't really a goal and is less important assuming you have prepared your presentation in advance. Stress though that it is fine to take your time, and not rush a presentation.

Skills Book, Good business practice, Presentations, Starting a presentation, page 76

Listening 1 1

Explain that Ss are now going to hear two introductions to presentations. Play them both through and while Ss listen, they decide which of the goals 1–4 are achieved for each introduction. Give feedback. Draw attention to any useful vocabulary and phrases used in the listening.

Both introductions achieved goals 1–4. Introduction 2 was clearer about goal 1, the topic (*I've been asked to come along and talk to you today about stress at work.*).

Listening 1 2

Ss are now going to listen to the introductions again but this time focusing on how interest is stimulated. Ask Ss for ways in which interest can be generated and note useful ideas on the board. Refer Ss then to the five strategies on page 11. Ss tick which strategies are used in each of the introductions as they listen to the CD again. Give feedback. You may want to point out that in Introduction 1, the topic of the presentation is inherently linked with the project.

a Introduction 1 (*As you know ...*)
b Introduction 1 (*Clearly, it's going to be important to establish effective working procedures right from the start.*)
Introduction 2 (*... we, as employers, have to recognise the importance of that.*)
c Introduction 2 (*In fact, a recent survey in the UK showed that 20 per cent of people suffer from stress at some point in their working lives.*)
d Introduction 1 (*So, how can we make sure that the project runs smoothly and finishes on time?*)
e Introduction 2 (*What percentage of employees in the UK do you think suffer from stress?*)

Skills Book, Grammar reference: Articles, page 91

Optional activity

For extra practice on articles, refer Ss to the audioscript for Introduction 1 in Listening 1 on page 105. Divide the class into two and ask each group to focus on one of the paragraphs. Ss should:

1 highlight all the nouns in the paragraph.
2 underline all the articles (definite / indefinite) or make a note of the lack of an article in relation to the nouns they have highlighted.
3 discuss why the definite, indefinite or no article was used.

The two groups report back to the whole class. Collect some examples on the board, e.g. Paragraph 1: the goal of this project (goal = countable noun, the presenter is talking about a specific goal); which is a very tight schedule (schedule = countable noun, non-specific); people (= countable noun, plural, non-specific). Paragraph 2: troubleshooting (= uncountable noun).

What do you say?

Ss now learn phrases they can use for stimulating interest in relation to the strategies in the previous activity. Ss match phrases with the strategy / function. Check Ss' answers and add any other phrases Ss may know. Check Ss are comfortable with the pronunciation of the phrases, paying particular attention to word and sentence stress as these can also support the stimulation of interest.

1 a, g 2 d, i 3 b, f 4 e, j 5 c, h

Optional activity: Word and sentence stress

If Ss would like to focus more on how stress can help make a strong start to a presentation, refer them to the first paragraph in the audioscript of Introduction 2, Listening 1. Ss consider which are the key words and consequently practise stressing those words as they read the paragraph out. They then compare with the CD. Confident Ss may wish to try placing stress in different places to establish the impact.

Language focus: Sequencing words

A presentation can be made more effective through the use of sequencing words. These can help the audience follow the order of things. (See Listening 1.)
First I'd like to start by giving you the background.
Secondly I'll outline the problem.
Next I want to discuss the implications.
Finally I'm going to suggest some solutions.

Task 2

Step 1: Explain Ss are going to have a go at adding interest in the introduction to a presentation. They should think about using phrases (including sequencing words), strategies and pronunciation techniques. Allow Ss to read the scenario, the introduction to be reworked and the additional information, and ensure they understand key vocabulary: *town planners, suburban* areas, *amenities*. In pairs, Ss rework the introduction on page 12.

Step 2: While one S from each pair presents to the other members of the group their reworked introduction, make notes on the effectiveness of their introductions, especially how they stimulated interest. Give feedback.

Listening 2

Ss now have the chance to listen to a version of the reworked introduction and compare it to theirs. As they listen they tick and make notes according to the questions on page 13. Check answers and discuss any comments.

Attitudes to time

Attitudes to time can vary from culture to culture. For some cultures, time plays an important role and timing is adhered to, e.g. starting meetings on time, finishing presentations after the specified amount of time. For others, it is an approximate guideline for business and life – meetings start roughly around the agreed time and presentations may last longer than anticipated. Within the context of a presentation, a person's attitude to time can also be shown through the way in which they prepare for and organise their presentation, and how much they stick to the plan and schedule.

Culture at work

Ask Ss whether they have ever listened to or given a presentation that has run on longer than it should have, or finished too soon. How did the audience react and how did they, as presenter, feel? Do they think timing is an important aspect of giving a presentation? Do they think other cultures have the same opinion? Can they give any examples from their experience? Refer Ss to the table on page 13. Did they come up with the same comments or others? Where does their culture fit? How might such issues affect the way in which they prepare and give presentations in the future? Ask Ss to complete their own culture profile about attitudes to time on page 82. (Ss identify and mark with a cross where they believe their culture is situated on the line ranging from Monochronic to Synchronic. You may wish to ask Ss to write two marks on the line: a cross indicating their company culture, and a circle indicating the culture in general in their country.)

Skills Book, Culture profile, page 82

Task 3

Step 1: Ss prepare the introduction to a presentation of their choice. They should be able to use the language and strategies covered in this unit. Alternatively, set the preparation as homework, and Ss give the presentation in the next lesson.

Step 2: Ss give their introductions to the whole group (or to sub-groups if the class is large). You may wish to audio or video record the presentations. This will enable the Ss themselves, as well as other members of the group to provide feedback. Listen and take notes yourself on good performance and areas of weakness. Provide feedback after the Analysis (below).

Analysis, Task 3

Allow Ss a few minutes to reflect on the questions individually, then start a group discussion, incorporating comments from the recordings as appropriate. Give your own feedback. Refer to effective language and any gaps / difficulties.

Self-assessment

Allow Ss a few minutes to think about what they have achieved from the unit and tick the boxes. Suggest what Ss can do to gain further practice.

Video, Module 1

CD-ROM

Unit 3: Build the team

UNIT OBJECTIVES	
Skills:	Make a contribution Play an active role
Language:	Modal forms
Culture at work:	Team-working

Participating in a meeting may mean different things and involve different roles.
For those students who need to be able to participate actively and effectively, the following general points may need to be considered:

- Be clear about the agenda and what is to be achieved (the objectives)
- Listen actively, checking and clarifying if necessary
- Offer ideas and opinions, giving reasons
- React to the comments made by the other participants.

Additionally, students may need to be aware of different roles played by the participants in a meeting. This may be consciously or subconsciously. A good team will have a range of roles represented and in some instances members may need to take on roles they feel less comfortable with. Dr Meredith Belbin is often quoted regarding team roles. He describes team members who are:

- Action-oriented: are focused on the tasks, like to see results, are efficient.
- People-oriented: are good at delegating, motivating and promoting decision making. They listen to others and encourage harmony.
- Ideas-oriented: are creative and are bored by routines.

Cultural attitudes may have an impact on the following team-building aspects:

- Spending time on small talk before the meeting or getting straight down to business
- Socialising with colleagues outside working hours
- The listening versus action balance
- The amount of involvement team members have in the decision-making process.

Task 1

Introduce the topic of the lesson: building the team and playing a role in team meetings. Ask Ss how often they or their colleagues go to meetings and what roles are played in those meetings. What role do Ss play in those meetings? (Ensure that pre-experience Ss realise they can also answer this question, e.g. with reference to gatherings at college.) Collate key vocabulary and ideas on the board. Ensure that *team coordinator* and *team secretary* are introduced as they appear in the following exercise.

Refer Ss to the exercise and read through the scenario with the group as a whole. Ensure this is clear by asking: *What is the purpose of your team? (to share ideas for marketing activities) What is everyone's status? (all equal within the hierarchy) What's on the agenda? (choose team coordinator and secretary, solutions to problem of one manager)*. Explain that you will not take part or control the meeting – it is up to them. The only thing you will do is stop them after ten minutes if they haven't finished. Remind them that one aim of the activity, however, is to finish within that timeframe.

As the Ss hold their meeting, take notes on their use of language as well as the roles they played. Withhold your feedback until after the Analysis (below).

Analysis, Task 1

Allow Ss a few minutes to reflect on the questions individually, then start a group discussion. Give your own feedback. Refer to effective language and any gaps / difficulties.

There are different ways of referring to roles within a team. Some people use job titles such as team secretary and team coordinator. Others use more descriptive behavioural roles such as action role, people role and ideas role. A member of a team who plays an action role would consider practicalities, bear the overall goals in mind, aim to get decisions made and make sure decisions are actioned. Someone in a people role would aim to ensure everyone in the team is happy and to maintain harmony. Someone in an ideas role would generate new ideas and look at the situation from other perspectives. (See also Good business practice, page 78.) A troubleshooter (the role is introduced in Task 2) is a person who considers potential problems.

What do you think? 1

Explain that Ss are going to consider roles within teams. Remind Ss that they've just worked as a team in the first activity and have analysed how they each behaved, contributed and related to the others in the group. Point Ss

to Step 1 in What do you think? Generate a discussion about the usefulness of different roles within a team. If necessary, prompt the various roles that might be present in a team, producing a spider diagram on the board with the words *team roles* in the middle. You can already write: *team coordinator* and *team secretary* on there. It would also be useful to ensure the idea of action role, people role, ideas role are introduced as a link into the next step. (You might also want to introduce the role of troubleshooter as this comes into Task 2. If you think it will confuse, however, introduce the idea later.) Ask Ss if they have heard of Belbin's team roles. If yes, ask Ss to share their ideas. If not, you might want to refer Ss to the Good business practice at this stage to enable them to complete part 2. Add useful vocabulary to the board: *remind about goals, put forward suggestions, reach a decision, suggest alternatives, push people, delegate actions*. There is no right or wrong answer – each S will have his / her own opinion.

What do you think? 2

Ss now focus on three types of role: action role, people role and ideas role. Ss match the types of behaviour associated with each of the three roles. Give feedback.

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

What do you think? 3

Generate a discussion, encouraging Ss to voice their reasons.

Action role and people role. While an ideas role is important within a team, it is not necessarily key for the coordinator.

Skills Book, Good business practice, Team building, Team roles, page 78

What do you say?

Having considered the different kinds of role in a team, Ss now consider the kind of language people in those roles might use. Individually they match the phrases 1–8 with the types of behaviour in the previous activity. Ss check their answers with a partner and then share their answers with the group. Check Ss are comfortable with the pronunciation of the phrases. You may also want to work on the use of tone in some of the phrases as suitable to the role, e.g. place stress on *Remember* in sentence 1, and querying / showing concern intonation in sentence 8. Likewise, the tone in sentence 7 should not be too abrupt / peremptory, but suitably forceful.

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

Skills Book, Grammar reference: Modal forms, page 86

Language focus: Getting the job done

When delegating (politely) we use *could you ...?* or *would you mind + ing?* To delegate more directly, the imperative could be used.

When making suggestions we use *we could ...* or *have you thought of + ing?* Or *how about + ing?* Or *why don't we ...?*

When pushing people (politely) to make a decision we use *can we ...?* Note that *can* is considered more direct than *could*, but is still polite.
When pushing people (more firmly) we use *we really ought to ...* or *we have to ...*

When reminding we use *you should ... we need to ...*
When offering to do something we use *I'll ...*

Practice

Ss now have a chance to put into practice some of the ideas and language. In pairs, Ss consider what they would say in role in one of the situations. Ensure that all four roles and all four situations are covered within the class if possible. Note that for this activity, Ss should take team-worker as the people role. (See Good business practice.) Monitor and provide feedback. Ask as many Ss to share their comments with the class as time allows.

Listening 1

Explain that Ss are going to hear part of a meeting. Read through the scenario with the whole class. Ask Ss to predict what they might hear about in the extract but avoid going into too much detail as this will be done in the following questions. During the prediction exercise you might want to write key vocabulary on the board, building noun–verb relationships, e.g. *order, to order, supplier, to supply, delivery date, to deliver.* Ss then listen for comprehension and answer the questions on page 16. Ss check their answers with a partner, then check the answer with the whole group.

1 Subcontract or handle the order themselves.
2 It would make it difficult for him to meet his schedule.
3 It would be difficult to control quality and would cost more.
4 Stagger the deliveries. Yes.
5 Talk to the salespeople.

Listening 2

Explain that Ss are now going to focus on the language used. Ss listen and write the phrases used to summarise, bring someone into the discussion, introduce another idea, delegate and end on a positive note. Ss may need to listen several times. Allow Ss to check answers with a partner before you elicit answers from the whole group.

1 Well, the situation is this: ...
2 Lizzie, how long would it take to ...?
3 Perhaps there *is* another way to look at this.
4 Tim, could you ...?
5 I'm sure we can do this!

Culture at work

With Ss' books closed, draw the table on page 16 on the board with the column and row headings, but not the content. Read out the information in the table in random order and ask students to shout out which belongs where, e.g. individualist, goals. Ss check their answers by turning to the page. Encourage comments and reactions from Ss. To what extent do they agree or disagree, perhaps relating to their own experience? How might this impact on the way they work in teams? Ss complete their own culture profile about Team-working on page 82. (Ss identify and mark with a cross where they believe their culture is situated on the line ranging from Individualist to Collectivist.) Collect Ss' responses and encourage a group discussion.

Skills Book, Culture profile, page 82

Task 2

Ask Ss to read the case and explain that they will have the chance to put everything they've just learned into practice. Check they've grasped the scenario by asking: *What are you working on?* (*setting up a new production line*); *What's your timescale?* (*need to complete by the end of the month*); *What's the problem?* (*a key engineer off sick*). Point out the roles and that there is now the role of troubleshooter. Briefly elicit the kinds of behaviour and language each of the roles might use. A troubleshooter might use: *I'm not happy about + ing, it might make it difficult to (do). Won't it eat into our profits?* Ask Ss to choose one without telling anyone their choice. In small groups, Ss role-play the meeting for approximately 15 minutes. The group may prefer to establish a chairperson or leave it to the coordinator, assuming one student has chosen that role. If you have a large group, you may wish to ask some Ss not to take part but rather to be observers. Observers should take notes, trying to guess the roles played by their classmates. Alternatively, you may wish to video or audio record some of the role-plays to enable analysis of behaviour and language afterwards. If not, monitor and take notes on effective use of language and team-playing skills.

Optional activity

Photocopiable resource 3.1 (page 176)

Ss acting as observers fill in the framework from page 176 as they observe the discussion, noting language and strategies which enable them to guess which role the others played. Alternatively, if the discussion is videoed, the Ss who took part can fill in the framework in relation to their colleagues. Afterwards, generate a discussion – did everyone guess correctly?

Analysis, Task 2

Allow Ss a few minutes to reflect on the questions individually, then start a group discussion. Give your own feedback. Refer to effective language and any gaps / difficulties.

Self-assessment

Allow Ss a few minutes to think about what they have achieved from the unit and tick the boxes. Suggest what Ss can do to gain further practice.

Video, Module 1

CD-ROM

Writing 1: Emails

UNIT OBJECTIVES

Skills:	Make a strong start Be friendly and diplomatic
Language:	Modal forms

It is important to consider the following in relation to any type of writing, including emails:

- The reader (What is the relationship to the writer? Does the language need to be formal or informal? How polite does the writer need to be? What is the reader's level of knowledge of the subject and level of English?)
- The purpose (What are you trying to achieve through your writing?)
- The medium (Is sending an email the best medium? Or would a phone call be more effective?)
- Structure (What is the best way to structure the email and sequence the points?)
- Clarity, conciseness and consistency
- Accuracy (grammar, spelling, punctuation).

Cultural attitudes (varying according to national culture and also organisational culture) may have an impact on the following:

- Formality and politeness of language
- The extent to which emails share the characteristics of other written correspondence.

Style guide, Emails, page 20
Style guide, General rules, page 3
Style guide, Organising your writing, page 4
Teacher's Book, Writing preparation framework, page 188
Teacher's Book, Writing feedback framework, page 189

What do you write? 1

Introduce the topic. Ask Ss what sort of emails they write, for what purpose and to whom. Do they generally need to be friendly and diplomatic in their emails? What sort of emails do they receive? How do they decide which ones to read and deal with first? Elicit key vocabulary which appears in the task: *subject line, salutation, context, consolidating contact, emphasise key information*. Refer Ss to the strategies on page 18, check comprehension, and Ss then match them to the part of the email. Allow Ss to check their answers with a partner before providing feedback to the whole class. Do Ss agree with those strategies? Would they suggest anything else?

1 c 2 a 3 d 4 b 5 c

Task 1

This task uses the scenario from Unit 1 – nTAG. If Ss have not done Unit 1 it would be worthwhile explaining the scenario (see page 6). If Ss have done Unit 1, it may still be useful to remind them of the scenario. Make sure Ss understand the product is an interactive badge. Ss are to write an email to a potential customer. Elicit comments on how friendly or formal to be. Explain that Ss should aim to use the strategies from What do you write? 1. Ss write the email individually, if possible using a computer and sending the email to a partner. Then encourage peer correction before giving feedback.

Suggested answer

Subject: Requested information about nTAG
Dear Mark
It was good to meet you at the conference last week.
As requested, please find attached detailed information about nTAG. This includes:

- How the nTAG works
- What information can be included on an nTAG
- Advantages for conference organisers and delegates.

I will be in your area on Friday. If you would like a detailed demonstration, please let me know. By the way, it is not necessary to purchase nTAGs as they can be leased for the duration of a conference.
Best wishes

Language focus: Tone and register in writing

Sometimes tone (i.e. politeness / impoliteness) and register (i.e. formality / informality) are confused – but they are different things. It is possible to write an informal but polite email, as it is to write a formal but impolite one.

What can make an email polite or impolite? Compare:

- *The dates are no good* and *I'm afraid the dates aren't really suitable.*
- *I told you* versus *I believe I mentioned / explained*
- Use of *have to* / imperative: *You'll have to change it / Send me* versus *could you?*

The following phrases move from more direct to less direct:
Can you ...?
Could you ...?
Is there any way you can ...?
Is there any way you could ...?
I'd appreciate it if you could ...

The use of abbreviations such as *asap, photos*; and the use of contracted forms such as *you've* do not necessarily make an email impolite, although they do make it more informal.

What do you think?

Ask whether Ss work in 'virtual teams' and communicate mostly by email. Even if they don't, ask Ss what dangers there might be regarding team-building and good relationships that rely mostly on written communication (misunderstandings are possible / offending when none was intended, etc. – often due to using inappropriate tone). Refer Ss to page 19 where they read extracts of what a US export manager wrote to his Japanese counterpart. Establish first of all what sort of tone it is and ask Ss to provide evidence for their opinions. Secondly, discuss the impact the tone could have on the team spirit.

Suggested answers

The tone is abrupt (including the use of the imperative, e.g. *send*, and modal forms, e.g. *have to*) and could be interpreted as impolite (see Language focus above). There is also a lack of appreciation of receiving the photos and a lack of friendly conversation. The tone could lead to a negative team spirit if communication relies entirely on the written word. However, if the team members have met and have got to know one another's personality / culture, allowances might be made and the tone not perceived as offensive, albeit still abrupt.

What do you write? 2

Ss now consider how to improve the tone of an email. Focus Ss' attention on the strategies 1–4 and on the phrases a–h. Ss match the two. Give feedback. Point out that informality does not mean impoliteness.

1 a, f 2 d, e, g 3 c 4 b, h

Grammar reference, Modal forms, page 86

Task 2

Ss now have a go at rewriting the email in What do you think?, making it more diplomatic and friendly, and using the strategies and phrases from What do you write? 2. You may prefer Ss to do the writing task as homework.

Suggested answer

Hi Yoshio
Many thanks for sending the launch schedule – it looks fine! However, there seems to be a slight misunderstanding about the dates for the pre-launch sales conference. I'm afraid that no one from here will be free to attend on 12–13 July, and I'm sorry if I didn't make that clear in my last email. Would it be possible to change it to the following week? I realise that will mean changing some of your other scheduled events and I'm very sorry to upset your plans.
Could you please let me have the new dates for the conference as soon as you can so that we can finalise our own schedule?
Many thanks for the photos. They are great! I've passed them on to the communications team to include in our newsletter.
I hope everything is going well with your ad campaign and wish you every success!
Best regards

Unit 4: Ask questions

UNIT OBJECTIVES

Skills:	Prepare questions Ask for factual information Find out about needs and interests
Language:	Question forms
Culture at work:	Questioning styles

Taking part in a meeting or negotiation effectively may rely on questioning techniques. This may involve:

- Preparing and organising the questions
- Asking for new information
- Asking for sensitive information and being polite
- Checking existing information.

Cultural attitudes may have an impact on the following question-related aspects:

- The use of direct or indirect question forms
- The use of tone and intonation to support the meaning of the question
- The level of detail requested
- The depth to which questions of a personal nature are asked
- The amount of listening versus speaking time.

Task 1

Introduce the topic of the lesson: asking questions. Elicit in which situations businesspeople need to ask questions (in social settings, in presentations, on the telephone, in meetings, in negotiations). Explain that this unit focuses on questions in meetings and negotiations. Ask how Ss' companies / organisations decide which training company to use to run their training programme. Elicit the kind of information they might need to know in making their decision, e.g. cost, flexibility, location, experience. Note on the board vocabulary that comes up in the task, e.g. *customised courses, consultancy, programmes held onsite, negotiable fees*. Refer Ss to the scenario on page 20. Divide the group into two, giving Group A the information about Headlamp Inc and Group B Infos (pages 97 and 98). After reading and discussing the relevant information in their groups, Ss prepare questions they would ask the prospective training supplier. Monitor and then the two groups exchange their ideas.

Suggested answers

Headlamp Inc: The company was founded in the 1990s, is that right? Exactly how many years experience do you have? Who would our trainers be? Can you tell me something about their background? Do you offer any additional services? You offer a range of programmes I believe …

Infos: Could you expand on the founder's qualifications? Could you provide more information about your likely fees? Can you provide references from previous clients?

What do you say? Questioning a prospective supplier

Introduce the idea of questions being asked for different purposes. Explain that some questions may need to be polite and are asking for sensitive information, some may be just to confirm what is already known. If people have several questions to ask, they often make it clear to the person they're speaking to that there will be a series of questions. Refer Ss to the questions and sentences on page 21. Ss match them individually. Check answers verbally in the class as a whole. Elicit any other phrases Ss may know that are appropriate for these functions. Ensure Ss are comfortable with the pronunciation of the questions. You may want to work on intonation patterns.

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

Optional activity

Photocopiable resource 4.1 (page 177)

To provide Ss with extra practice on the use of intonation in different question types, Ss could complete the worksheet from page 177.

Skills Book, Grammar reference: Question forms, page 87

Optional activity
Photocopiable resource 4.2 (page 177)
To provide Ss with practice on word order in indirect questions, photocopy and cut up the cards from page 177. Ss rearrange the cards to make suitable questions.
Do you know if this is the right price?
Would you mind telling me how many years you've been in the business?
Can you tell me how long production takes?
I wonder whether you could explain your pricing strategy?
See also Unit 1 for further input on question forms.

Task 2

Explain that Ss are going to role-play two meetings between the training manager and one of the suppliers from Task 1. Through role-playing the two meetings, all Ss have the chance to ask questions and respond. They should also make notes so they can summarise at the end of the role-play what has been said. Ensure Ss are confident with language they can use to summarise information:

So, we've said you / I / we would ...
If I've understood correctly, you said you would/could ...
To summarise then, we've agreed on + noun phrase / *we've agreed to* + infinitive
We've decided that + verb phrase / *We've decided to* + infinitive

Still in Groups A and B from Task 1, point Ss to the relevant information about the two suppliers in the back of the book. Allow Ss to check with fellow group members they understand the information and to prepare any strategies if necessary. Ss should also, in their groups, organise their questions from Task 1 according to topic, e.g. cost, flexibility, and prepare a general lead-in question for each topic and think about using polite question forms, e.g. indirect questions. Then put Ss into pairs, one person from Group A and one from Group B.

Ss spend approx ten minutes on Meeting 1 and ten minutes on Meeting 2. Monitor and make notes on effective use of language.

Analysis, Task 2

Allow Ss a few minutes to reflect on the questions individually, then start a group discussion. Give your own feedback. Refer to effective language and any gaps / difficulties.

What do you think?

Set the scene: ask Ss how a supplier can find out the buyer's needs. Brainstorm ideas in the whole group. Encourage Ss to consider talking time versus listening time; the type and number of questions. Point Ss then to the four questions listed on page 22. Allow Ss to consider their answers individually and then ask for their responses in the whole group. See Good business practice for suggested answers, although Ss may have additional comments from their own experience. If this is the case, draw those into the discussion. You may also want to take cultural sensitivities into account – see Culture at work.

Suggested answers
1 Spend more time listening in the initial stages so you can assess your clients' needs.
2 Very important! You may have misunderstood something previously or the client may have changed their mind.
3 Don't be afraid to ask questions, although, of course, you need to keep to the time limit scheduled for your meeting. Your client is a busy person!
4 Use a variety of questions depending on what you need to achieve.

Skills Book, Good business practice, Negotiating, Asking questions, page 78

What do you say? Asking about needs and interests

Now Ss think about how the kinds of questions in the previous activity are formed. Ss match example questions (a–d) with the question type (1–4). Ensure Ss understand the meaning of *hypothetical* (a situation that is not real, but which might happen).

1 d 2 b 3 a 4 c

Language focus: *If*-clause

Hypothetical language is often considered more polite. This usually involves the use of the conditional Type 2.

***If we included** lunch in the package, **would that be** of interest to you?*
***Would you consider** my offer **if I reduced** our travel expenses?*

Listening 1

Explain that Ss are going to hear three extracts from a meeting. Ss read the scenario on page 22. Ask Ss to predict the kind of questions Ronald is going to ask and the way in which he asks them, e.g. he'll be asking about sensitive / confidential information. Play all three extracts and allow Ss to compare their predictions with what is actually said. Give feedback.

1 c, a, b
He uses a general introduction (*I'd just like to ask you a few questions about your current security arrangements.*), then introduces the first topic (*So, let's start with your information systems.*), then asks a specific question (*Am I right in thinking that you don't use any encryption software?*).
2 He is polite: he introduces his questions with ... *if you don't mind*, and uses hypothetical questions.

Listening 2

Now play the first extract again. Ss answer the questions on page 22. Give feedback.

Play the second extract and Ss answer the questions. Give feedback.

1 ... *would you mind telling me if you use any electronic surveillance to monitor your staff's phone calls or emails?*
2 *So, if any information from those files was to 'leak out', would that be a fairly serious problem for you?*

Listening 3

Finally, play the third extract and Ss answer the questions. Give feedback.

Write some of the questions from all three sets of feedback on the board and elicit other ways of asking the same thing. Encourage Ss to use a variety of vocabulary and structures, where appropriate. If time allows, you might want to ask Ss to role-play the meeting between Ronald Wheeler and Edwina West.

1 He checks to see if Edwina has any other needs.
2 b

Culture at work

Before the lesson you will need to have prepared cards with the six statements on from the table on page 23, e.g. *use direct question forms ... to get the information they need.* You will also need two heading cards: Direct cultures and Indirect cultures. Ss have their books closed. Explain that culture can affect the way in which people ask questions and the kind of questions they ask. Distribute the cards and Ss sort the statements into two groups under the correct heading. Ss then open their books and compare their answers with those in the table. Ss complete their own culture profile about Questioning styles on page 82. (Ss identify and mark with a cross where they believe their culture is situated on the line ranging from Direct to Indirect.) Collect Ss' responses and encourage a group discussion.

Skills Book, Culture profile, page 82

Task 3

Ss now have the chance to bring everything together. They are going to role-play two meetings between the same suppliers from Task 1 but with different training managers. Allow Ss to read the scenario at the bottom of page 23. Brainstorm in the whole group in what ways database analysis will be useful for Elegante, and what sort of training might be appropriate. In two groups (as in Task 1) Ss refer to the relevant information in the back of the book. Then, in pairs (with one person from Group A and one person from Group B) Ss role-play the two meetings. Monitor.

Analysis, Task 3

Allow Ss a few minutes to reflect on the questions individually, then start a group discussion. Give your own feedback. Refer to effective language and any gaps / difficulties.

Self-assessment

Allow Ss a few minutes to think about what they have achieved from the unit and tick the boxes. Suggest what Ss can do to gain further practice.

Video, Module 2
CD-ROM

Unit 5: Present facts and figures

UNIT OBJECTIVES	
Skills:	Present figures accurately Analyse information
Language:	Linking ideas 1 – Relative clauses
Culture at work:	How much detail?

When giving a presentation, it is important to gain the audience's attention and to keep it. This can be challenging when there are lots of facts and figures to give. In order to make the presentation effective, consider the following:

- Use clear language
- Round figures up or down, or present them in different ways
- Use adjectives, adverbs and strong verbs to add emphasis
- Analyse the information and explain what things mean for the audience
- Use your voice to stress key information
- Use visuals that have been well prepared.

Cultural attitudes may affect the way in which a presentation is given:

- How much detail is given
- How much verbal and non-verbal communication is used
- The type and amount of visuals used
- The level of formality of the language used
- The level of formality of the dress code and body language.

Note that Units 3 and 6 also look at skills related to giving a presentation.

Listening 1

Introduce the topic of the lesson: presenting facts and figures. To set the scene for Task 1, in which Ss present facts and figures, Ss first listen to a brief from the CEO of an electrical goods retailer. Ss read the background to the brief – that mobile phone sales have increased rapidly. Ask Ss where they think the market might be and why. Ask Ss to predict what the CEO might ask his team to do. Ss then listen to the CD and note down the two things he asks his team to do. Play the CD twice if necessary. Collect Ss' responses. Where was the market? (South Africa) Were their predictions correct – what did the CEO ask? (See answers opposite.)

If time allows, you might want to draw Ss' attention to the audioscript (page 107) for them to note down useful vocabulary, e.g. *to do well in the local market, figures for the last quarter, to sell x times more than in the same period two years ago.* Ss can prepare their own sentences using this vocabulary.

Prepare a short presentation on general mobile phone use in Africa.
Recommend three countries to test run the first outlets.

Task 1

Step 1: Taking the situation from the listening, Ss need to prepare a short presentation on general mobile phone use in Africa and recommend three countries to test run the first outlets across Africa. As a whole group, analyse the information provided. Elicit which of the information is important for the brief (growth in mobile phone use, mobiles outnumber fixed lines, business use). Ss then prepare the presentation individually. Each presentation should be two to three minutes only so will need to focus on the key data. Ss should also prepare visuals of a basic nature to support the presentation they are to give in Step 2 so make sure they have necessary equipment: large sheets of paper, OHTs, etc. You might need to provide some input on visuals.

Step 2: Ss give their presentations in pairs using the data and the visuals they prepared in Step 1. Ensure Ss have the language to refer to their visuals and to refer to the figures. You may need to provide more input before Ss give their presentation, or you may prefer to 'fill the gaps' after their presentations. Ensure that Ss understand *to round up* and to *round down.* Focus on the language used for approximations: *about, around, just under, nearly.* Additional words Ss could use are *almost, approximately, roughly.* Point out that *just,* indicating a small degree, can be used in *just under* or *over.* Make notes to enable you to give feedback after the Analysis.

Language focus: Visuals

The preparation of visuals
Keep text to a minimum (use nouns, verbs, adjectives – miss out articles); use diagrams and graphs; write clearly and large enough for everyone to see.

Referring to visuals
As you can see ...
This graph shows ...
If you look at the next slide, you can see ...
These figures prove ...

Optional activity: visuals

You might want to remind Ss about:
1 the preparation of visuals
2 how to refer to visuals during a presentation.
Elicit good tips for preparing visuals (as in the language focus above). You may want to show some bad examples to act as prompts. Ss then improve the bad examples or prepare their own good examples.

Refer Ss to the audioscript of Listening 2. Ss underline all phrases used to refer to visuals (*As you can see ..., This chart shows ..., Look at this diagram ...*). Elicit any additional ones Ss may know.

Analysis, Task 1

Allow Ss to reflect individually on the questions, then open up to a group discussion. Give additional feedback on the presentations (e.g. regarding language accuracy and effectiveness) using the notes you made earlier. You might want to say at this point that some cultures value specific facts and figures; others give approximate figures only so that the audience can grasp the big picture easily, ignoring the detail. Explain that Ss will look at this later (see Culture at work).

What do you think?

Explain that figures can not only be presented as approximations but also in specific ways to create impact, or to change focus / emphasis. Draw a table on the board with two columns, one headed 'positive', one headed 'negative'. Can Ss think of any ways of suggesting that figures are positive or negative? Refer them to page 25 and write *only* + (*figure*) and *almost* + (*figure*) under negative, and *as many as* + (*figure*) and *over* + (*figure*) under positive. Divide the class into two groups, giving each group an OHT. Ask one group to rewrite the three extracts at the bottom of page 25 in a more positive way, and the other group in a more negative way. Ss should also think about other ways in which the figures can be represented, keeping the neutrality, e.g. using a percentage instead of a fraction, using verbs such as *to double*. Ss should write the group's efforts on one half of their OHT. Gather the OHTs and place both on the OHP so the comparison can be made. Gather comments and feedback from each group on the other's work. Add any new ways of expressing figures in a positive or negative way to the table on the board.

Possible answers include

Express the same figures in different way	Express the information in a more positive way	Express the information in a more negative way
1 20% 2 two out of three / 67% 3 double (the number of) / twice (as many as)	1 The survey revealed that four out of five / 80% of mobile phone users knew how to send text messages. 2 ... is able to deal with as much as 67% of all problems within three hours. 3 ... Pentram is selling twice as well as Omnex.	1 ... only 20% knew how to send text messages. 2 ... the technical support team is not able to deal with a third / one out of three of all problems within three hours 3 The Omnex is only selling half as many as the Pentram team.

Optional activity: trends

Write pairs of numbers on the board, e.g.

449,000	*500,000*
98.77	*101*
1,000,050	*999,999*
33.32%	*24.6%*

Elicit a sentence about each pair, involving a noun, verb and an approximate description, e.g. *The value of the investment went up from just under half a million to half a million exactly.* Point out that it is common to describe trends in presentations. Elicit synonyms or near synonyms of *went up: increased, rose, climbed,* etc. Then elicit synonyms or near synonyms of *went down: decreased, declined, fell,* etc. Then ask Ss to work in pairs and prepare a description of each pair of numbers. Elicit sentences from Ss and give feedback.

Then ask Ss to think about timescales and add adverbs. If the change described above happened in a few days, what adverb could be added: *quickly* or *fast*? Take this opportunity to revise the use of adverbs, drawing Ss' attention to the irregular adverbs: *fast, hard, late* and *well.*

Skills Book, Good business practice, Presentations, Presenting figures, page 77

Culture at work

Books closed. Explain that when considering different cultures the terms *high context* and *low context* are often used. A high context culture does not require a high level of detail whereas a low context culture does. On the board write: *communication and presentation style, assumptions about the audience understanding the facts of the presentation, verbal versus non-verbal communication, what versus how things are said.* Ask Ss to think about high and low context cultures in relation to those points in the context of giving a presentation, which would include facts and figures. In small groups, Ss brainstorm and make notes. Feedback to the whole class. Refer Ss to the table on page 26. Does it suggest the same things as they came up with? Can they expand the information, e.g. what sort of phrases might a high context culture use when referring to visuals, if they do refer to visuals? What would a low context culture say in the same situation? Have they experience of these differences? Generate a discussion about the Ss' own culture(s). Then ask Ss to complete their own culture profile about How much detail? on page 82. (Ss identify and mark with a cross where they believe their culture is situated on the line ranging from Low context to High context. You may wish to ask Ss to write two marks on the line: a cross indicating their company culture, and a circle indicating the culture in general in their country.)

Skills Book, Culture profile, page 82

Listening 2 1

Ss now have the chance to listen to a presentation containing facts and figures – about internet use in Mongolia. What do Ss know about internet use in their own country? Can they estimate how many internet users there were in 2005? What sort of increase do they think there was between 2000 and 2005? What about in Mongolia? Encourage Ss to round figures up or down and to think about whether they are portraying the figures in a positive or negative way, as introduced on page 25. Point Ss to the scenario and questions on page 26. As Ss listen to the CD they note their answers. Play the CD several times if necessary. Feedback.

1 true 2 true 3 false (just **under** 500%)
4 true 5 false (in 2050)

Listening 2 2

Using the questions and their answers, ask for volunteers amongst the Ss to say the figures. The whole class listens to the CD to check. If Ss need more practice, write further figures (not related to the listening) on the board and ask Ss to say them, e.g.

560,000	2,900,250
3.6%	23.75 mm
17 km	$765.95
€61	¾
⅓	

What do you say?

Ss now analyse the language used in Sandra's presentation. Sometimes she simply described the figures and at other times she interpreted the data. Ss decide which of the phrases (a–h) can be used for which purpose. If necessary, play the CD again or refer Ss to the audioscript. Check answers. Ask Ss to use some of the language by giving figures and analysing data relating to their own work or study. This ensures Ss are comfortable using the structures, as shown below.

This represents a growth of + figure
This represents a growth in + noun phrase
These figures indicate that + noun phrase
This is significant because + verb phrase
This is significant because of + noun phrase
This data suggests + *that* + verb phrase
This data suggests + noun phrase
This means that + verb phrase
This means + noun phrase

1 b, e, g
2 a, c, d, f, h

Skills Book, Grammar reference: Linking ideas 1, Relative clauses, page 89

Language focus: Linking ideas

We can use short simple sentences when presenting facts and figures.
The number of users grew to 142,000. This was a large increase.

Alternatively, we can link ideas in one sentence, using a relative clause. It is important to separate this clause with a comma (since it simply adds extra information). This is a non-defining relative clause.
The number of users grew to 142,000, which was a large increase.
If, however, the information in the relative clause is essential, no comma is needed. This is a defining relative clause.
The growth (which) you're referring to was a large increase.
We do not always need to use a relative pronoun. (See Grammar reference.)

Optional activity: linking ideas
Ss look at the audioscript for Listening 2 and link sentences with relative pronouns as appropriate.

Task 2

Step 1: Ss now bring everything together using the scenario from Listening 2: describe and analyse figures, and refer to visuals. Divide the class into two groups: Group A and Group B. Ss read the scenario on page 27 and the relevant information in the back of the book. Remind Ss that they should also use signalling language in their presentation to help the audience follow. Point to the phrases on page 27. If necessary, elicit some example sentences and / or elicit other phrases.

OK, I'll start by + *ing*
First / Next I'll (do)
Let's move on to + noun phrase
To sum up I've (done)
First I'd like to (do)
Let's move on to + *ing*

Monitor their preparation and help as necessary. Ensure they are comfortable with the pronunciation of key words / names and with saying different figures, percentages, etc. Also reinforce language used earlier in unit: approximations; negative / positive, etc.

Step 2: In pairs Ss present to one another. As they listen they should note the figures provided. After finishing their presentations, in the same pair, Ss look at the information in the back of the book and discuss whether the information that was presented was the key information and whether it could have been presented differently. Monitor and make notes on their effectiveness and accuracy for your feedback (below). You may wish to audio or video record the presentations for peer and self-correction.

Analysis, Task 2

Allow Ss a few minutes to reflect on the questions individually and listen to their recordings (if there are any). Then start a group discussion. Give your feedback.

Self-assessment

Allow Ss a few minutes to think about what they have achieved from the unit and tick the boxes. Suggest what Ss can do to gain further practice.

Video, Module 2
CD-ROM

Unit 6: Entertain guests

UNIT OBJECTIVES

Skills:	Guide a conversation Tell a story
Language:	Review of tenses 2
Culture at work:	Ways of telling a story

When socialising, it is important to consider the following:

- Find a topic of conversation the people involved feel comfortable with
- To not only start a conversation, but also to keep it going by showing interest and using intonation appropriately
- To respond appropriately to what you hear
- To end the conversation politely.

Cultural attitudes may have an impact on the following:

- The amount of time spent on small talk
- The topics of conversation that are considered 'safe' or not
- The attitude to telling anecdotes.

What do you think?

Introduce the topic of the lesson: entertaining guests. Ask Ss if they have been a host / hostess or have been entertained as a guest. In which countries? Were their experiences positive or negative? Why? Turn Ss' attention now to their own country and to page 28. In pairs, Ss produce a list relating to entertaining guests in a business context. Open the discussion up to the whole group where pairs can share their ideas. If you have Ss of different nationalities, some differences may emerge. If you have a group of a single nationality you might want to lead the discussion in the direction of how things might differ in other cultures. See Good business practice for suggested answers.

Skills Book, Good business practice, Socialising, Being a good host, page 76

What do you say? Making conversation 1

Explain that social English includes words and phrases that don't necessarily add to the meaning of what is being said, they simply allow the speaker to think about what to say next. In other instances they can be used to effect, e.g. to change the direction of the conversation or to go back to a previous topic of conversation. Refer Ss to the six words / phrases on page 28, which are examples of such social phrases. Ss replace the underlined parts of sentences 1–6 with the social gambits. They may need to work in small groups or ask for your help. Encourage them to work through by process of elimination. Give feedback.

1 f 2 e 3 c 4 a 5 d 6 b

What do you say? Making conversation 2

Ss then match the twelve words and phrases with the six functions.

1 incidentally, by the way
2 so, anyway
3 you know, well
4 still, mind you
5 I'm not really sure, I don't really know
6 actually, to be honest

Language focus: Social phrases

Most of these words and phrases cannot stand on their own. They stand either at the beginning of a sentence or are embedded in it.
At the beginning: *anyway, so, still, mind you*
At the beginning or in the middle: *well, you know*
At the beginning or end of the sentence: *by the way, incidentally, to be honest, actually*

Can stand on their own: *I don't really know* and *I'm not really sure.*

Contrast the meanings of the following: ***Still,*** *I'm not sure I'd want to work there* (social gambit) and *I'm not sure I'd* ***still*** *want to work there* (time related).
Mind you, *I'm not sure I'd want to work there* (social gambit) and ***Mind you*** *don't fall* (warning).
Anyway, *as I was saying ...* (social gambit) *She did it* ***anyway*** (despite my warnings).
So, as I was saying ...(social gambit) *He's so ambitious* (very).

Note that *actually* does not mean *currently*, which is a common mistake made by Ss.

Practice

Ss now decide which of the twelve words or phrases suits each gap. Encourage Ss to consider the position of the gap within the sentence and whether it is embedded or stands on its own. Give feedback.

Possible answers include

1 So, Anyway
2 Still, Mind you
3 I don't really know, I'm not really sure
4 Actually, To be honest
5 by the way, incidentally, actually
6 Well, You know, Actually

Task 1

Step 1: In small groups, Ss brainstorm safe conversation topics. Ss should keep a note of them. Monitor and check answers to ensure no controversial topics have been noted. If there is disagreement, generate a discussion and ask for Ss' reasons for considering a topic to be safe or not. How do cultural differences play a role? Are there differences between age and sex? Other?

Suitable topics include: weather, holidays, hobbies, job and company, the trip / conference / hotel.

Step 2: Using the suitable topics just decided, Ss now make conversation according to the scenario on page 29 and the role cards in the back of the book. You might need to remind Ss that it is common to start conversations either by making a comment, making a comment and adding a question tag, or asking a question. To keep the conversation going and to avoid lengthy silences, Ss can ask further questions and respond by relating what has been said to their own experience and / or by using phrases such as *Oh, that's interesting, Oh, what a pity.* (See also Unit 1. There'll also be more work on this in the Listening activity which follows). Remind Ss that they have also learned some phrases to change the direction of the conversation if it doesn't seem to be of interest. Monitor and make notes on their effectiveness and accuracy for feedback after the Analysis (below).

Analysis, Task 1

In the same pairs, Ss discuss how effective they were at introducing the topics, responding and keeping the conversation going. Provide feedback from your own notes to the group as a whole.

Language focus: Intonation in social phrases

It is important to respond to other people's comments as silence can be misinterpreted, and it's important to respond using appropriate intonation patterns. Useful phrases are:
Good news: *Congratulations! Fantastic!*
Bad news: *That's too bad! How terrible!*
Surprising news: *That's interesting!*

Intonation needs to match the meaning of what is being said; otherwise the speaker risks sounding ironic. Generally, when responding to news, intonation reaches a peak on the main stress and falls after that. Contrast:
That's interesting! (The intonation reaches a peak on the main stress then falls: implies the speaker is genuinely interested.)
That's interesting! (The intonation falls on the main stress: implies the speaker is bored.)

It is also common to respond simply by saying *Really*, which can be used in a wide variety of situations. Another option, if the speaker cannot think of what to say, is simply to make a noise, e.g. *Mmmm*, using the appropriate intonation.

I've just been offered a new job.
Really.
We're thinking of opening a new branch.
Mmmm.

Listening 1

Explain that in a social setting some people like to tell stories. Ss will hear someone telling a story at the party they have just been role-playing. There are two parts to this exercise. First of all, play the CD. Ss answer the questions as they listen. (The questions are not in the order the Ss hear the answers.) Then, Ss put the questions (and answers) into the order in which they are told in the story. Ss may want to listen to the CD again to do this or they may be able to complete the task from memory. Give feedback.

1 Joe (Luke's brother)
2 St Kitts (an island in the Caribbean)
3 Joe ruined the TV commercial they were filming.
4 last year
5 a glass, a (plastic) spider, a bottle and a tablecloth

Order of information in the story: 4, 1, 2, 5, 3

Listening 2

Ss now focus on the language used and decide who said the phrases listed. Give feedback. Ensure Ss are able to use the correct intonation when using these phrases as the meaning can be changed by the intonation on *Go on*, *really*, etc. If necessary, play the CD again so that Ss can listen and imitate the intonation patterns for use in the next exercise.

Luke: b, c, e, h
Donna: a, d, f, g

Listening 3

Ss recount the story. You may want to audio record the stories to enable Ss to correct / comment on themselves as well as their partner. Give feedback.

Optional activity

The previous activity can be played as a chain reaction around the room, with Ss turning to the person to their left. The first S relates the first part of the story and receives a response from the S on his / her left, who relates the next part of the story and receives a response from the S on his / her left, etc.

What do you say? Telling and responding to a story

Refer Ss back to the phrases a–h in the previous activity and ask Ss to match them with the eight functions, four for telling a story and four for listening to a story. The aim is to encourage Ss to think about gaining interest and showing interest. If Ss can add to the list, encourage them to do so. Give feedback.

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

Culture at work

The way in which stories are told can vary from culture to culture. In fact some cultures relate stories to a higher degree than others – some cultures might consider very long stories unnecessary banter, so Ss need to bear this in mind. Refer Ss to the text and table on page 31. Where would they put their own culture? Are they personally typical of their culture? Do Ss have any experience of situations where they have noticed differences between cultures? Can they advise on how to deal with the differences? Then ask Ss to complete their own culture profile about ways of telling a story on page 82. (Ss identify and mark with a cross where they believe their culture is situated on the line ranging from Topic-centred to Topic-associating. You may wish to ask Ss to write two marks on the line: a cross indicating the culture of their country, and a circle indicating their own personal attitude.)

Skills Book, Culture profile, page 82

Task 2

Step 1: In pairs, Ss now have the chance to tell a story of their own.This preparatory phase is to help give confidence to those Ss who feel unsure about telling a story to a group of people. If the class is small, you may want to provide equipment so that Ss can audio record their conversations in Step 2, or ask for volunteers to relate their story to the whole class at the end of Step 2.

Step 2: In different pairs, Ss relate their stories to one another. Monitor and take notes. Pay attention to the Ss' use of past tenses.

Analysis, Task 2

Allow Ss a few minutes to reflect on the questions individually (and listen to their recordings, if done) then start a group discussion. Give your own feedback.

Optional activity

Photocopiable resource 6.1 (page 178)

If the story-telling exercise showed that Ss need more practice talking about the past, photocopy and distribute the activity on page 178.

Skills Book, Grammar reference: Review of tenses 2, page 84

Self-assessment

Allow Ss a few minutes to think about what they have achieved from the unit and tick the boxes. Suggest what Ss can do to gain further practice.

Video, Module 2
CD-ROM

Writing 2: Factual reports

UNIT OBJECTIVES

Skills:	Write an executive summary
Language:	Linking ideas 2

The following may be important when writing factual reports:
- The reader (What is their relationship to the writer? What is their level of knowledge of the subject and their level of English?)
- The purpose of the report
- The structure of the report
- Clarity, conciseness, consistency
- The level of formality
- Accuracy (grammar, spelling, punctuation).

Cultural attitudes (varying according to national culture and also organisational culture) may have an impact on the following:
- The use of and format of reports
- Formality of structure and language.

Companies tend to have their own specific requirements regarding the structure of reports. The same person may write a number of reports in different formats for different purposes and readers.

Style guide, Reports, page 28
Style guide, General rules, page 3
Style guide, Organising your writing, page 4
Teacher's Book, Writing preparation framework, page 188
Teacher's Book, Writing feedback framework, page 189

What do you think? 1

Introduce the topic of the session: writing factual reports. Ask Ss whether they write and / or read factual reports, and if so what they are about. If not, what kind of facts do Ss think they could be used to report on?

Now focus on what can make a report easy or difficult to read. Refer Ss to the questions on page 32. Open up a group discussion. Elicit what contributes to a clear, logical structure (having opening paragraphs, the main body of the report and the end of the report.)

What do you think? 2

Refer Ss to the items 1–6 and they match them with the parts of the report. You might want to distribute examples of reports that you collected before the lesson. (Ideally these examples would include headings and subheadings, bold typeface, bullet points, lists for use in What do you write?) Give feedback.

1 b 2 a 3 c 4 c 5 b 6 a

What do you write? 1

Refer Ss to the sample reports you distributed in the previous activity. Ask Ss to find examples of headings and subheadings, bold typeface, bullet points, indented lists and elicit how these help the reader (visual clues – guide the reader, add structure). Then point Ss to the report extract on page 32, where they match parts arrowed a–e with the visual clues 1-5.

1 d 2 c 3 a 4 e 5 b

What do you write? 2 1

Have Ss read or written an executive summary? Can they define what one is and its purpose? If necessary, distribute examples of executive reports that you will have collected prior to the lesson. Refer Ss to page 33 for them to compare their answers with what is written there.

Explain that for an executive summary to give the purpose of the report, give recommendations and make conclusions the functions 1–4 are useful. Ss match these functions with the words and phrases a–l which can be used to that purpose. Give feedback.

1 d, f, k 2 c, e, h, j 3 b, g, l 4 a, i

(Note that some phrases may serve more than one function, e.g. k could also be *add a point or idea.*)

What do you write? 2 2

Ss decide which of the phrases from part 1 are appropriate in the extract from an executive summary. Ss may wish to work in pairs. Encourage Ss to consider the function that is required. Give feedback. Ask for a volunteer / volunteers to read the extract and make a note of any useful vocabulary.

1 whereas	**2** Nevertheless	**3** While
4 Concerning	**5** Consequently	

Language focus: Linking ideas and structuring

Regarding / concerning + noun phrase or verb in the gerund
Furthermore + verb phrase
In addition (to) + noun phrase or verb phrase (gerund)
However / nevertheless + verb phrase
While / whereas + gerund / verb phrase or noun phrase

Task

Ss now have the chance to put into practice the language from What do you write? 2, and the strategies from What do you write? 1. They should aim to structure their executive summary logically under (sub)headings, use lists / bullet points and phrases to link ideas as appropriate. Ask Ss to show their writing to the other Ss for peer correction. If computers and a projector are available, Ss should type their summary using a computer. Give your feedback on the Ss' writing.

Grammar reference: Linking ideas 2, page 90

Optional activity

If time allows, or for homework, Ss write the opening paragraph of the detailed report for which they wrote the executive summary in Task 1.

Unit 7: Bid and bargain

UNIT OBJECTIVES

Skills:	Make proposals and counter-proposals Bargain for agreement
Language:	Conditionals
Culture at work:	Bargaining

When negotiating, it is useful to consider the following:

- Be clear of your own position and proposal
- Explain the benefits of your proposal and be able to put forward counter-proposals
- Establish your partner's needs and interests
- Be aware of areas you can and cannot concede
- Ask questions to acquire further information if necessary
- Respond to proposals appropriately
- Aim to reach an agreement through bargaining – a win–win solution is ideal but not always possible.

Cultural differences may have an impact on a negotiation in the following ways:

- The amount of time spent on small talk before and after the negotiation
- The directness of the language used in accepting or declining proposals
- The kind of relationship you can expect to have with a negotiating partner (see Culture at work).

Task 1

Introduce the topic of the lesson: negotiating – bidding and bargaining. Ask Ss what experience they have of negotiating, and to give examples of negotiations they have taken part in. If Ss say they do not take part in negotiations, point out that everyone negotiates, whether it is a pay rise, a business deal, where to go on holiday, who should do the washing-up, etc. One aspect of negotiating involves making proposals and responding to them. Draw a mindmap on the board with *negotiating* in the middle and two arms coming from it labelled *Making proposals* and *Responding*. (You will add to this mindmap later.) Refer Ss to the list of phrases on page 34 and ask Ss to say which phrases can be used for making a proposal and which for responding (Making proposals: *What do you have in mind?, I'd like to propose, We have to take into consideration, In that case we could*; Responding: *I think you can do better than that, No way!, That's out of the question!, That sounds fine., You've got a deal!*). Ensure that Ss are confident about the grammatical constructions used after the various phrases (see below) and ask them to provide one or two example sentences.

Structure	Example
I'd like to propose + noun	*I'd like to propose a lump sum.*
I'd like to propose that we / you / I (do)	*I'd like to propose that you accept a lump sum.*
We have to take into consideration + noun	*We have to take into consideration interest from the press.*
We have to take into consideration that (will be)	*We have to take into consideration that there will be interest from the press.*
In that case, we could (do)	*In that case we could sign now.*

Ss then read the scenario in Task 1. Ensure they understand the meaning of *advance*. Ensure also that the word *counter-proposal* is introduced (as in the unit objectives) as Ss may need this in their negotiations. You might also want to check comprehension of *publishing, publisher,* and *publication* and *commission* which appear in the role cards. Divide the class into Group A and Group B, and refer them to the relevant information in the back of the book. Allow Ss to prepare for the negotiation. Ss then negotiate in pairs. Monitor and give feedback on their use of language. Withhold comments on the skills until after the Analysis (below).

Analysis, Task 1

Allow Ss to reflect individually then open up a group discussion. Remember that more than one outcome is possible; this is why negotiators are advised to focus on interests and not only positions. Also, if one of the parties were stubborn and refused to move from their original position, time would run out and an agreement not made. Therefore, it makes sense to think creatively about finding a way forward rather than stating that any proposal other than your own is unacceptable.

Language focus: Making proposals

The gerund is used in the following constructions:
What about / How about giving me the complete amount?
We could consider giving it to charity.
I suggest investing the money.

The verb *suggest* often causes problems for Ss. Remind Ss that:
Suggest is never followed by *to*.
~~*I suggest to invest the money.*~~

Suggest can also be used as follows:
I suggest (that) we (should) divide it 60:40.

Skills focus: Negotiating

One of the ways of analysing the negotiating process is to divide it into four stages as follows:

1 Prepare: – assess your objectives, decide which are fixed and which are variable and how these fit into your long-term goals.
– plan your approach and anticipate the approach of your counterpart.
– anticipate their response to your proposals.

2 Discuss: socialise and determine one another's broad objectives.

3 Propose: specify in detail what you want.

4 Bargain: ask for what you want, accepting that goals may need to be modified and compromises reached.

What do you think?

Ss now think about strategies for negotiating and what they can conclude from the role-play they've just done. Ss discuss the questions. Encourage Ss to give reasons for their views, perhaps referring to experiences they've had. See Good business practice and suggested answers opposite.

Suggested answers

– Yes, it's a good idea to have a target but be aware of it being too high or too low and possible consequences.
– Making the first proposal can put you at a disadvantage as your counterpart may then have an idea of your position and put in a strong counter-proposal. However, if your counterpart is less experienced at negotiating and your proposal is low, they may agree to it.
– Discussing factors other than money is usually useful (e.g. timescales, quality), so that a wider picture is produced. However, it will depend upon the focus of the negotiation and the negotiators.
– Yes, it helps to find out about your partner's position (and interests) so that you know what you can compromise on.

Skills Book, Good business practice, Negotiating, Bidding and bargaining, page 78

What do you say?

Return to the mindmap from Task 1 on the board. Add arms labelled *Stating needs, Giving justification, Generating options, Bargaining.* To the existing arms, add *Positively, Negatively* and *Without commitment* to the responding arm. Explain that these are further functions that negotiators use. Elicit any example phrases Ss may know. Ss then read the phrases a–j. Check comprehension (e.g. *penalty clause*) and ask Ss to match the phrases to the functions 1–7. In feedback, ensure Ss are comfortable with the pronunciation of the phrases and are aware of the use of stress and / or tone to add emphasis. You might also want to focus on some of the structures used, if necessary.

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

Language focus: Conditionals in negotiations

Conditionals are often used in negotiations. Conditional Type 2 is often used to suggest a higher level of tentativeness than conditional Type 1. Note, however, that native speakers also mix conditionals resulting in a middle ground meaning. The use of tone and or stress may also be used to suggest tentativeness.
Conditional Type 1: *We'll increase our offer if you can guarantee delivery.*
Conditional Type 2: *We could agree to that if you paid us 50% up front.*
Mixed conditional: *We could deliver by the 10th if you agree to pay 25% now.*

Skills Book, Grammar reference: Conditionals, page 95

Language focus: Stress / tone when negotiating

A speaker may use word / sentence stress and / or tone to add to the impact of what he / she is saying when negotiating. To suggest he / she is tentative about a proposal, the key word can be stressed, e.g. *We **could** agree to that if you paid us 50% up front.* This increases the impact of *could*, which already implies tentativeness.
In instances where a negotiator wants to imply he / she cannot move from a certain position, again he / she can stress the key word, e.g. We *really* need delivery by the 14th.

Optional activity
Photocopiable resource 7.1 (page 178)
If Ss would appreciate more practice of conditional forms used in bargaining, photocopy, cut up and distribute the cards on page 178. Ss match the sentence halves. Note that there are different combinations possible. Ss must however be able to explain why such a combination is possible and what meaning is portrayed by it. Remind Ss that the *if*-clause can come first or second in the sentence. Then ask Ss to say the phrases they have produced, placing stress in the appropriate places to support the meaning.

Listening

Explain that Ss are going to listen to a negotiation in three parts. Ss read the scenario and look at the table they need to complete. Check Ss are clear who is the buyer and who the supplier by asking them (buyer = Smelting Pot plc and supplier = Heath Robinson & Sons). Ask Ss what sort of business / industry they think the negotiation refers to (metal refinery). If they're not sure, see if they can answer after having listened. Ss predict what sort of differences there might be in terms of proposals and interests, e.g. the buyer wants the delivery date earlier than the supplier does. Play the CD and ask Ss to complete the table. You may need to play each extract several times as the recording is quite long. Note that the first person to speak in Extract 1 is the buyer; the first person to speak in Extracts 2 and 3 is the supplier. Allow Ss to compare answers with a partner and then feedback to the whole class. Were Ss' predictions correct?

	Supplier's proposal	Buyer's proposal	Counter-proposal
Delivery date	24th Jan	10th Jan	17th Jan
Installation and testing	5 weeks	7 weeks	6 weeks
Advance payment	50%	25%	40%
Penalty clause	0.5% per day's delay	1% per day's delay	

Optional activity
If you would like to exploit this listening further, ask Ss to listen again, this time noting language used and adding the phrases to their lists from What do you say? Alternatively Ss could use the audioscript on page 108 to the same purpose.

Answers could include:
Stating needs: *We really need to have ... / A new machine is key to improving ....*
Responding positively: *That shouldn't be a problem / That sounds interesting.*
Responding negatively: *It could be difficult / Our problem is ...*
Responding without commitment: *I understand your concern / I can understand your situation.*
Giving justification: *...we have big orders to fulfil / It doesn't leave any room for error.*
Generating options: *Here's another proposal.*
Bargaining (conditional offers): *If you agreed to an advance payment of 50%, we could put that towards ... / We could deliver by the 17th ... if you agree to make an advance payment of 40%.*

Culture at work

Ss close their books. Draw the outline of the Culture at work table on the board with top and left headings. Explain that you are going to say some features of deal-focused and relationship-focused approaches to bargaining and negotiating; you would like Ss to decide if each feature refers to deal-focused or relationship-focused and where you should write it in the table. Then read, in random order, sentences from the table on page 36. Ss tell you where in the table to write the sentences. Do Ss have any experience of the situations listed? Where would they put their own culture? How do they feel when interacting with people from the other type of culture? Ask Ss to complete their own culture profile about bargaining on page 82. (Ss identify and mark with a cross where they believe their culture is situated on the line ranging from Deal-focused to Relationship-focused.

You may wish to ask Ss to write two marks on the line: a cross indicating their company culture, and a circle indicating the culture in general in their country.)

Skills Book, Culture profile, page 82

Optional activity

Instead of doing the Culture at work activity as above, prepare one set of cards before the lesson containing each of the ideas from the table on page 36. Ss attach the cards to the appropriate cell in the table on the board using magnets or sticking tape. Ss check their answers by looking at the table on page 36.

Task 2

Ss now have a chance to practise bargaining. They are going to use the scenario from the listening activity – Smelting Pot plc and Heath Robinson & Sons. They are continuing the negotiation, now focusing on payment terms, period of warranty and after-sales service contract. Brainstorm some general ideas as to what both sides might want regarding these points, e.g. the buyer will probably want a long warranty period and after-sales service whereas the supplier will probably want to keep these to as short a time as possible.

Step 1: Point out to Ss that in preparing for the role-play, they should think about appropriate strategies as well as appropriate language to use. Divide the class into pairs. Within each pair, Ss should decide who is A and who is B. Ss read the relevant information in the back of the book and individually prepare their proposals and bargaining strategy. Encourage Ss to think of their objectives in the negotiation: what must they achieve and what would it be good to achieve? Also, what could they concede and what is it impossible to concede? They should also predict what proposals their partner might make and prepare responses to these proposals.

Step 2: Ss role-play the scenario, using the strategies and language they have prepared. Monitor Ss' performance. You may wish to audio or video record the role-plays for T feedback and self / peer feedback later.

Analysis, Task 2

Allow Ss a few minutes to reflect on the questions individually, then start a group discussion. Give your own feedback. Refer to effective language and any gaps / difficulties.

Self-assessment

Allow Ss a few minutes to think about what they have achieved from the unit and tick the boxes. Suggest what Ss can do to gain further practice.

Video, Module 3

CD-ROM

Unit 8: Chair a meeting

UNIT OBJECTIVES	
Skills:	Control a meeting Deal with people effectively
Language:	Adjectives and adverbs
Culture at work:	The function of a chairperson

When leading meetings, it is useful to consider the following:

- Control the meeting in terms of keeping to the scheduled time and ensure a desired outcome is achieved
- Ensure the discussion follows the agenda and digressions are avoided
- Encourage participants to contribute to the discussion, keeping difficult participants under control
- Clarify any unclear issues
- Summarise the main points.

Cultural attitudes may have an impact on:

- The role the chairperson plays and the reaction of the other participants to the chairperson
- The pre-meeting organisation, e.g. the circulation of a written agenda
- The structure and formality of the meeting
- Punctuality within, length of and frequency of meetings
- The post-meeting follow-up, including circulating written minutes
- The amount of socialising / small talk.

Note that some of the above items may also be affected by corporate culture and / or type of meeting, e.g. Board meeting or AGM versus team or departmental meeting.

Task 1

Step 1: Ask Ss to look at the photo at the top of the page and elicit the name of the person in the middle: *chairperson.* Write *Chair a meeting* on the board. Can Ss replace the word *chair* with other verbs and keep the meaning the same? (*lead, control*) What does that mean exactly? Ss will have the chance to discuss this in a mini-meeting as outlined in Step 1. Divide Ss into groups of four and Ss discuss the topic without having a chairperson themselves. Monitor.

Step 2: Each group briefly relates what they discussed to the rest of the class. Encourage Ss to note useful vocabulary and to expand it by considering synonyms / opposites, etc. E.g. *to keep to the point / to keep on track, to digress / to lose the point. To appoint / elect a spokesperson. To put forward views / to contribute.* Other useful vocabulary (referred to in Culture at work): *stick to the agenda, keep order, avoid the meeting overrunning, achieve consensus, achieve objectives, compromise, agreement.*

Analysis, Task 1

Allow Ss to reflect individually then open up a group discussion. Mention that the role of chairperson may vary from culture to culture, that a chairperson may need to deal with difficult people and deal with them effectively, all of which will be covered in the unit.

What do you think?

Focus Ss' attention on the sentences describing possible behaviour from participants in a meeting. Have Ss attended a meeting where people have behaved like that? Have they chaired such a meeting like that? How did they / the chairperson deal with such behaviour? Which situation(s) should the chairperson deal with first? Ss discuss in pairs and come up with ways of dealing with the situations.

Suggested answers

Behaviour that is disruptive to the meeting and may cause bad feeling among the participants would generally be dealt with first, so: one participant responds with a negative comment; two participants having private, whispered discussions; a participant keeps interrupting. Next to be dealt with would probably be the participant introducing irrelevant topics because it wastes time. Then the chairperson would try to ensure everyone contributes, so: a participant looks bored; a participant is not very willing to give an opinion.

Skills Book, Good business practice, Meetings, Chairing a meeting, page 79

Skills Book, Grammar reference: Adjectives and adverbs, page 93

Culture at work

Ask Ss whether they have experience of attending or chairing meetings in different countries and cultures. If so, ask what they experienced in terms of the chairperson aiming to achieve results (being results-oriented) or achieve agreement (being consensus-oriented). If Ss do not have any experience, ask for their ideas on how attitudes to these could vary. Refer Ss to the

table on page 39 and elicit any additional reactions / ideas. Then ask Ss to complete their own culture profile about the function of a chairperson on page 82. (Ss identify and mark with a cross where they believe their culture is situated on the line ranging from Results-oriented to Consensus-oriented. You may wish to ask Ss to write two marks on the line: a cross indicating their company culture, and a circle indicating the culture in general in their country.)

Skills Book, Culture profile, page 82

Listening 1

Explain that Ss are going to listen to extracts from four meetings. There are examples of ways in which the chairperson has to deal with different situations, e.g. a participant who dominates. Point Ss to the four difficult situations (introduce irrelevant topics, respond negatively, dominate, not respond) on page 39. Play the CD. As Ss listen they write the number of the meeting (1–4) next to each situation. Check Ss' answers.

a 4 b 3 c 1 d 2

Listening 2

Ss then match phrases used in each situation and listen to the CD again to check their answers. Elicit any other phrases Ss might know that can be used in these situations, e.g. *we need to keep to items on the agenda*. Ensure Ss are able to use the structure *how about...* accurately:

how about + ing How about cutting bonuses?

1 a, e 2 c, f 3 b, h 4 d, g

What do you say?

Ss now have the chance to focus on language for dealing with difficult people. Establish that 'difficult people' refers to the types of behaviour outlined in What do you think? on page 39. Ask Ss for their experiences of dealing with difficult people. What did they do? Ss then look at possible ways of dealing with difficult situations and decide which they feel is the most appropriate way. Ss check with a partner and then feed back to the whole class. Elicit any other ways in which people might be difficult in meetings and elicit phrases that a chairperson could use to deal with them. Ensure the class discusses participants being bored and not wanting to participate, being busy and not wanting to be in the meeting as these come up in the final role-play. During feedback, expand on the idea of diplomacy and polite language.

Additional responses for dealing with difficult people include:

Being bored
I realise this topic is perhaps not 100% related to you, but we'd appreciate any ideas you might have.

Not wanting to attend
I can see that you have a lot to do, but could we finish this discussion and then we can close the meeting.

1 b 2 a 3 a 4 b 5 a

Language focus: Being diplomatic

Adjectives and adverbs
Adjectives can be direct and produce an unsuitable response. Examples of adjectives with strong / negative impact are: *angry, unreasonable, uncooperative, demanding*
Adverbs can add to the direct nature of a statement, e.g. *obviously*.
To be more diplomatic, use positive adjectives and adverbs to support them, e.g. *I can see you have extremely strong views about this.* (NOT *You're really upset about this.*)
I understand the schedule seems rather tight for you (NOT *You're saying the schedule's totally impossible.*)

Verb forms
Using stative verbs makes a statement sound very direct, e.g. *You are angry*. Giving your reaction makes it less direct, e.g. *I can see that you are angry*.
Some verbs have negative meaning, e.g. *panic: You're panicking*. Try to phrase this in a different way; making a verb negative can help, e.g. *You don't need to worry.*
The imperative is direct and less polite, e.g. *Leave your personal differences at home*. Be more diplomatic by using *perhaps, could*, or a negative verb, e.g. *Perhaps this isn't the best time to discuss this now.*

Optional activity
Photocopiable resource 8.1 (page 179)
Photocopy and distribute the worksheet on page 179. Ss make the statements more diplomatic.

Task 2

Ss now have the chance to practise taking part in and chairing some mini-meetings, using some of the strategies and functional language from the previous activities. Divide the class into small groups and refer Ss to the meeting situations. Within each group label Ss A, B, C or D and each S should refer to their information in the back of the book. If numbers do not allow for groups of four, have some Ss double up their role or have some Ss observe the role-plays

and provide peer feedback. Do make sure that every S has the chance both to participate and to chair one meeting by the end of the lesson. Instead of doing all four scenarios, you may prefer to focus on one or two scenarios only, allowing Ss to spend longer on them. Check comprehension. If equipment is available, you may want to audio or video record for self / peer correction. Otherwise take notes yourself and refer to them during the feedback session.

Optional activity
Photocopiable resource 8.2 (page 180)
If you have some Ss acting as observers in Task 2, photocopy and distribute amongst them the worksheet on page 180. Observers fill in the worksheet as they observe the mini-meeting and use it as a basis for feedback.

Analysis, Task 2

Allow Ss a few minutes to reflect on the questions individually, then start a group discussion. Give your own feedback. Refer to effective language and any gaps / difficulties.

Self-assessment

Allow Ss a few minutes to think about what they have achieved from the unit and tick the boxes. Suggest what Ss can do to gain further practice.

Video, Module 3

CD-ROM

Unit 9: Emphasise your point

UNIT OBJECTIVES	
Skills:	Emphasise priorities Make your point strongly
Language:	Emphasis
Culture at work:	Showing emotion

When presenting an argument, it is useful to consider the following:

- State your position clearly
- Structure your argument and link your ideas
- Give reasons to support your argument
- Emphasise the key points
- Build in pauses, use stress and tone of voice to support what you're saying
- Summarise your argument at the end.

Cultural attitudes may also have an impact in the following ways:

- The amount that people other than the speaker should contribute to the argument
- The directness of the language used and opinions given
- The extent to which feelings are shown (see Culture at work).

Task 1

Step 1: Introduce the topic of the lesson: emphasising your point. Have any Ss interesting stories about inventions becoming a success on the market (or a failure)? Ask what might contribute towards making a new product / idea a success. Elicit key vocabulary: *market research, patent, funding, business plan,* and ensure Ss understand its meaning. Refer Ss to the brief and actions on page 42. Elicit ideas about the conditions in which the textile could have been tested (extreme hot, cold, wet, humidity), and who might be interested in buying the textile (manufacturers making clothes for cold / warm climates, fashion designers wanting something a bit quirky). In pairs, Ss choose one action from the list or their own idea and prepare an argument to present to the rest of the class. Make sure Ss know to focus on why their choice should take priority. Remind Ss they can make their argument strong by using certain words / phrases, and by using their voice. (The unit will look at this in depth later.) Refer Ss to some of the phrases on page 42 and elicit some example sentences to ensure they are comfortable with the structures. You might need to remind Ss of *because* + verb phrase, *because of* + noun phrase. Additional phrases for giving reasons are: *The first / second / third reason is to ... That's why I'm proposing that we ...*

Step 2: In small groups, each pair presents their argument. Encourage as many Ss to speak as possible although some pairs may prefer to have one of them as spokesperson rather than sharing the brief presentation. Take notes on their effectiveness and use of language but withhold feedback until after the Analysis (below).

Language focus: Emphatic language

We use strong words such as *really, essential, absolutely imperative, urgent(ly)* to make a strong point. We can also use our voice and stress those same words for double emphasis.
This is absolutely imperative and should be at the top of the list.

Analysis, Task 1

Allow Ss a few minutes to reflect on the questions individually, then start a group discussion. Give your own feedback. Refer to effective language and any gaps / difficulties.

Listening 1 1

Explain that Ss are now going to listen to the scientist and the business graduate talking about which action they think they should take. Play the CD. As Ss listen, they note what each person says they should do first. Check answers.

Jimmy: go to the bank to ask for funding
Penny: prepare a business plan

Listening 1 2

The Ss were presented with and used some ways of adding emphasis in Task 1. Ask Ss to listen to the CD again, this time listening for the use of this kind of language. Does Jimmy or Penny use emphasis more effectively? Ss should note down examples of language or the way in which the voice is used to support their opinion. Give feedback. Then ask Ss to work in pairs, reading out sections of the audioscript on page 109, stressing the key words, as the speakers did. Ss should give their partner feedback. It may also be a good idea to audio record the Ss for self / peer correction.

Penny emphasises the points more effectively because she structures what she says (*first, the second step is*), she starts with a clear opening statement (*we have got to get our priorities right*) and summarises (*these are the key questions for us*). She uses strong language (*it's essential to, we must be absolutely sure*), and she stresses the key words (*priorities, essential,* etc.).

On the other hand, Jimmy uses weak language such as *I think, probably*, and he hesitates. He is also rather vague, using phrases such as *things like that, see if they'll lend us.*

What do you say?

There are additional ways of making a point more emphatic. Refer Ss to the list on page 43. Allow Ss time to read through and then ask Ss to read them out, using suitable tone and stressing the words in bold. Elicit ends to *It's essential / imperative to* ... to ensure Ss are confident at using the correct structures (*It's essential / imperative to + do.*) Elicit *urgent* as an alternative to *essential* or *imperative*. Point out the way in which the sentences are built in strategy 4: begin with *What we want is* ... (+ noun), *It's the price that's* ... (+ adjective), *isn't only ... (but) it's also* ...

If time allows, ask Ss to look back at the audioscript for Jimmy in Listening 1. Can they rework what he says to make it more emphatic?

Listening 2

Referring to the four strategies in What do you say?, Ss listen again to Penny and decide which of the strategies she uses. Ss should also note examples to support their answers. You may need to play the CD several times to enable Ss to do so.

Penny uses all four strategies:
Strategy 1 (*What we have to do first is ...; The second step is ...*)
Strategy 2 (*essential, absolutely, must*)
Strategy 3 (*We have got to get our priorities right;* not: *We've got to get our priorities right*)
Strategy 4 (*It's no use asking for **funding** if we don't know how **much** money we need; It's not only **banks** who ...*)

Practice 1

Ss have a chance to practise emphatic language. You may want to pair Ss up.

Suggested answers

1 Our **first** step is to take out a patent. / It's **essential / urgent / imperative** to take out a patent **first**.
2 We **must** get some advice. / It's **essential / imperative** to ...
3 It's **making a profit** that is **important**. / What's **important** is **making a profit**.
4 What we **need** is more **time**.
5 This is **not** the best way to attract investment.
6 It's not only a **difficult** market, it's also an extremely **risky** one.
7 Find a new manager – **that's** what we have to do. / It's **essential** to find a new manager.
8 We **will** have sufficient funds.

Skills Book, Grammar reference: Emphasis, page 88

Optional activity
Photocopiable resource 9.1 (page 181)

Before the lesson, find one or several short video clips of people presenting their arguments with emotion. (These clips can be used for a second optional activity relating to Culture at work.) This may involve a person gesticulating, shouting, etc. Initially play the clip(s) with sound only (cover the TV screen with a piece of paper) and ask Ss to say how the person speaking is feeling / what emotion he / she is expressing. Then ask Ss how they came to that conclusion. Introduce the idea that the tone of voice can express emotion. Then show the clip and allow Ss to decide whether the speaker's body language supports what the Ss thought.

If time allows, photocopy and distribute the cards on page 181. Ss speak as Penny in Listening 2, using the audioscript, varying their tone of voice to match the emotion on the card.

What do you think?

Ss have already made some comments on Jimmy's effort and noted, for example, that he hesitated. Refer Ss to the list on page 44, which includes hesitation. On five separate coloured cards, write the points listed (*tone of voice, hesitation, tentative opinions, taking or denying responsibility, positive or negative language*) and attach them to the board. These are your heading cards. Distribute cards of a second colour to the group. Ss should write, in large writing, key ideas relating to the effect of those points when speaking. Ss then approach the board and attach the cards under the appropriate heading card. There may be some overlap / repetition, so group similar ideas together. Then as a whole group, discuss the results, eliciting examples and reasons. If time allows, develop the discussion into one asking for Ss' experiences of listening to a speaker who used weak language or strong language and the Ss' reaction to it.

Suggested answers

Examples

Firm tone of voice: [voice pitch matches what is being said]	Weak tone of voice: [voice pitch wavers, is irregular]
Hesitation: *er ...*	Lack of hesitation: [just say what you want to say]
Tentative opinions / language: *if we ... we could ... I'm afraid ... rather*	Strong opinions / language: *when we ... we will*
Denying responsibility: *I'm not an expert but ...*	Taking responsibility: [just state the fact]
Negative language: *difficult problem*	Positive language: *challenge*

Reasons

The following make someone sound more powerful: using firm tone, using strong language and opinions, taking responsibility, using positive language.

Skills Book, Good business practice, Power talk, How to sound more powerful, page 80

Language focus: Stressing key words and using pauses effectively

In neutral speech, the key words that are stressed are generally nouns and verbs as they carry the most meaning.
*Our **company** has **increased** its **profits** this **year**.*

However, sometimes other words are stressed (e.g. pronouns, determiners) if we want to emphasise a particular point. The words stressed depend on the speaker's intention.
*Our company has **increased** its profits this year.*
(= not *your* company and not *last* year)

Only certain syllables are stressed in multi-syllable words (e.g. *increased, profits*). Ensure Ss know how to use a good learners' dictionary that indicates word stress.

Using pauses

'Chunks' are groups of words which flow together. Pausing between chunks draws attention to the first part of the following chunk and can suggest a division between ideas.
Right. || I've listened to you all. || Here is my decision. || We can offer you || a good price, || high quality || and || excellent after-sales service.

Listening 3 1

Ss have already come across the idea of stressing key words. They now have the chance to work on this further. Elicit the kinds of words that tend to be stressed and why. Elicit comments on when other types of words might be stressed. In this exercise Ss also look at the use of pauses to add effect to what you're saying. Encourage Ss to think in 'chunks' and to use pauses effectively.

Focus Ss on the listening scenario. Before listening, Ss read the script and decide which words the speaker is most likely to stress to support his meaning. Ss also mark any pauses they think he makes to emphasise his point. Monitor, but no need for feedback at this point.

> OK. I've heard your **proposal** || and this is what **I** think. You have an **excellent** product here. It's something **different**, || something **special**. And that's a **huge** point in your favour. **But** || – and this is a **big 'but'** || – can you sell this product || **and** make a profit? It's the **market** for the product that's important || and at the moment || we simply don't know if there **is** a market out there. As an **investor**, || what **I** want to know is: || **who** are you planning to sell to? **Why** will these people want to buy your product? How **many** people will buy it? And what **price** will they pay? **Market research** should be your **absolute** priority now.

Listening 3 2

Ss now listen to the CD to check their answers from part 1. Ss may find this difficult, so either play the CD several times, or divide the class into two: one half listens for the stressed words and the other half listens for the pauses. Give feedback. It might be that Ss have marked the stresses and pauses slightly differently. Point out that Ss shouldn't worry too much. When they are speaking themselves, the choice is down to them; what alters is the way in which the audience interprets what they say.

Practice 2

In pairs, Ss read the extract, putting in the stresses and pauses as marked. You might want to provide recording equipment so that Ss can audio record themselves and play it back to enable self and peer correction. Each person should also give feedback to their partner. Alternatively, ask one or two Ss to come to the front of the class and present the argument as if they were Max; acting it out may emphasise the need to stress key points. (You may need to give a dramatic reading first to provide a model.) Confident Ss may wish to try stressing other words to see how it changes the message.

Encourage Ss to think about marking stressed words and pauses in their own work, whether when noting phrases for learning English or when preparing for a presentation, etc.

Optional activity, emotions in business situations

Before the lesson, find one or several short video clips of people presenting their arguments with emotion. (These clips may have been used for the optional activity on tone.) This may involve a person gesticulating, shouting, etc. Show the clip and elicit a reaction from Ss. Have they experienced a presentation or meeting like that? What sort of culture would they say the people in the clip are from – people who show their feelings, or who stay cool? (Or would Ss say the appropriate level of emotion to display also depends on the context, e.g. politicians in 'cool' cultures may become very heated when involved in political debate.) Only after this introduction, refer Ss to the table on page 45.

Culture at work

Ask if Ss tend to become heated and show their emotions when presenting arguments or generally when working in a business environment, or do they stay cool? Do Ss think this is a personal or a cultural issue? Have Ss been in cultures where people behave differently in this respect, especially in business situations? If so, how have Ss felt? What sort of words can Ss suggest to describe cultures showing emotion (affective cultures), e.g. *loud*? How would they describe cultures keeping emotion to themselves (neutral), e.g. *calm*? Collect ideas on the board. Ensure the words in the table on page 45 come up, e.g. *animated*, to ensure comprehension. Then refer Ss to the table on page 45. Do Ss have any experience of the situations listed? Where would they put their own culture? Ask Ss to complete their own culture profile about showing emotion on page 82. (Ss identify and mark with a cross where they believe their culture is situated on the line ranging from Neutral to Affective.)

Skills Book, Culture profile, page 82

Task 2

Step 1: Explain that Ss are now going to have the chance to put everything into practice and make their point strongly. There are two suggested scenarios or Ss may choose something according to their own experience. Go through the two situations with the whole class and elicit what some of the arguments could be for each so that key vocabulary as used in the back of the book is introduced. This includes building collocations with: *investment – safe, high risk, low risk; return – good, poor.*

Individually, Ss prepare their presentation. To promote fluency, Ss make notes only on their arguments, i.e. noting the key words to stress when they speak. Monitor and offer help as required.

Step 2: Ss stand up and present to the rest of the class, or if the class is large, have Ss present to one another in small groups (but avoid them doing it in pairs and / or sitting, which encourage more informal language). Encourage those listening to analyse the speaker's strategies used to make their point strongly, and then decide how effective they were. Again, the presentations could be audio recorded to allow self-correction, depending on time and how Ss have been using the strategies so far. Do not provide your feedback until after the Analysis (below).

Analysis, Task 2

Allow Ss a few minutes to reflect on the questions individually, then start a group discussion. Give your own feedback. Refer to effective language and any gaps / difficulties.

Self-assessment

Allow Ss a few minutes to think about what they have achieved from the unit and tick the boxes. Suggest what Ss can do to gain further practice.

Video, Module 3

CD-ROM

Writing 3: Memos

UNIT OBJECTIVES	
Skills:	Organise the information Write a clear proposal
Language:	Review of tenses 1 – The passive

Memos are used for internal communication. They are usually addressed to all staff or a particular group of staff; although they can be addressed to an individual for formal communications. Memos normally have headings showing who the memo is to and from and also a subject heading. They are not normally signed by the writer (though the writer may put his / her initials at the bottom). The word *memo* is short for *memorandum* (plural: *memoranda*); the longer form of the word is now rarely used. The following may be important when writing memos:

- The reader
- The purpose of the memo
- The structure of the memo and sequence of points
- Clarity, conciseness, consistency
- The level of formality (Although memos are used for internal communication and are mostly written in a neutral style, levels of formality vary)
- Tone (It is important to choose an appropriate tone, especially if giving bad news or reprimanding staff)
- Accuracy (grammar, spelling, punctuation).

Cultural attitudes (varying according to national culture and also organisational culture) may have an impact on the following:

- The extent to which memos are used and received
- Formality of language
- How the information is organised
- The tone of proposals.

Style guide, Memos, page 24
Style guide, General rules, page 3
Style guide, Organising your writing, page 4
Teacher's Book, Writing preparation framework, page 188
Teacher's Book, Writing feedback framework, page 189

What do you write? 1

Introduce the topic of the session: writing memos. Ask Ss whether they write and / or receive memos, and if so from whom and for what purpose (to give instructions or directives [check comprehension of this as it appears in the Task 1 activity], to remind people, to respond to an enquiry, to give a summary, etc.). Ask Ss whether they sometimes receive memos that are not relevant to them. How might the purpose of the memo be made evident at a glance? (opening sentence stating the purpose) Refer Ss to page 46. Ss match purpose statements with the function / reason for writing the memo. Give feedback. Focus on the verbs used: *This memo responds to* + noun, *This memo presents* + noun, *This is to inform you of* + noun, … *reports are due by* … You may also want to remind Ss of the use of *by* for deadlines. Alternative ways of giving deadlines are: *we expect reports on, the due date is* …

1 c 2 d 3 a 4 b

What do you think?

Ss thought about structure in Writing 2, Factual reports. Do Ss think structure is important for memos and why (not)? Encourage the discussion to go in the direction of *yes, to help the reader.* Refer Ss to What do you think? In the previous activity, Ss discussed the advantage of having the purpose of the memo first. What order would they put the rest of the memo in?

The following is the most likely order when the purpose is giving information, although Ss may feel the contact details should go higher up, so that the reader can quickly see who to contact. Here the assumption is that the supporting information relates to the key information. Accept variations as long as Ss can give reasons. (What do you write? 2 looks at a different structure.)

4, 2, 1, 3

Task 1

Ss now have the chance to consider the structure of a memo and organise the information in it in a logical way to help the reader. Ss read the memo in Task 1. Write the four functions from What do you think? on the board and ask Ss first of all to decide which parts of the memo relate to each function. Ss may wish to work in pairs. Then elicit ideas regarding structure from Writing 2, e.g. using bullets and headings to help the reader. Ss then reorganise the information in the memo according to the suggested order in What do you think?, and use bullets as appropriate. Encourage peer support and correction before presenting to the whole group. To facilitate feedback, Ss write on OHTs or use a computer and beamer, depending on equipment available.

After feedback, encourage Ss to note useful phrases from the memo which can be used for the functions in What do you think?

Then focus Ss on the formality of the language in the memo. Would they say it is formal or informal and why? Point out that the use of passives (*All managers are required to ...*) and the use of long forms (*... is prepared*), the use of vocab of Latin origin (*require*) and lack of phrasal verbs (*post*) makes the memo more formal.

Suggested answer

To: All Departmental Managers
From: Central Administration, Legal Department
Subject: New fire safety regulations

Following recent government legislation, new fire safety regulations come into force on 1 July. ← **purpose**

All managers are required to ensure that their department complies fully with the regulations. ← **key points**

Managers should check that: ← **supporting information**
- all fire-fighting equipment and alarm systems are of the approved standard.
- instructions for using equipment are clearly displayed.
- an emergency plan for evacuating the building is prepared.
- maps showing nearest fire exits and escape routes are posted in each room.

Please give this your urgent attention. ← **action**

Queries to Phil Deacon, extension 928, or email phildeacon@ashleys.com ← **contact details**

What do you write? 2

Remind Ss that the structure they looked at in What do you think? was for a memo whose purpose was giving information. Ss are now going to consider the structure of a memo whose purpose is to propose action. Refer Ss to the plan / structure consisting of four points on page 47. Ss find the appropriate part of a memo a–d for each part 1–4. Give feedback. A volunteer could read out the whole memo in the correct order. Focus then on the language used for each part.

Current situation: present continuous, present simple, *currently*

Outline proposal: *I propose that we (do), (in order) to (do), I would like to suggest*

Stress the benefits: *will ...*

Call for action: *Please ... It is important that ...*

b, a, d, c

Grammar reference: Review of tenses 1, The passive, page 83

Task 2

Ss now have the chance to write a memo, proposing a course of action. Ss should consider the structure as well as the language, using the plan in What do you write? 2.

Step 1: Ss organise the notes in a suitable structure.

Step 2: Ss write a memo from the reorganised notes using the headings provided. Ss may also wish to use headings / subheadings as was suggested in Writing 2, Factual reports. Encourage Ss to use the passive as appropriate. (See Unit 11 for Language focus and photocopiable resource on the passive.) If equipment is available, Ss could write their memo on an OHT or on a computer. Alternatively, ask Ss to write on a separate piece of paper that can be put into the middle of the table. Encourage peer correction before you give your feedback.

Suggested answer

Memo
From:
To: All team members
Subject: Proposal to reduce the frequency of meetings
Many team members say that weekly meetings waste time as there is often not much to discuss and most of the information could be shared via email.
I therefore propose that we change to monthly meetings. The best solution would be to meet on the first Monday of each month and to hold extra meetings if necessary.
If meetings are held monthly instead of weekly, it will encourage us to focus on the most important points only. This will not only increase our efficiency but also save time.
Please consider this proposal and send your comments to me by Friday.

Unit 10: Manage a crisis

UNIT OBJECTIVES	
Skills:	Prepare an action plan Hold a crisis meeting
Language:	Conditionals
Culture at work:	Attitudes to risk

This unit looks at different ways of preparing for and dealing with a crisis. In crisis management, it is useful to consider the following:

- Try to avoid the situation happening in the first place by assessing risks and producing a risk management strategy (e.g. having a contingency plan)
- Consider which risks or problems are the most likely to happen and will have the most impact on the situation and deal with those first
- If a crisis situation arises, gather information and make decisions quickly but calmly to find a solution
- Produce an action plan
- Keep track of progress
- After the event, look back, reassess the situation and make a note of lessons learned for future use.

Cultural attitudes may have an impact on:

- The way in which risks are regarded (Some may want to avoid them at all costs, others accept that problems are likely to arise)
- The way in which risks are dealt with (Some may find the situations very stressful, others may accept them as a common occurrence)
- The way in which risk is pre-empted (Some have rules to avoid problems arising, others prefer flexibility, albeit with higher risks).

What do you think?

Introduce the topic of the lesson: managing a crisis. Before Ss open their books, elicit whether Ss have had to manage a crisis. What was it? If not, what sort of crises might need to be managed – whether in business or not (e.g. bad weather at a function, production halted due to machinery failure). Elicit vocabulary associated with crisis management, e.g. *carry out a risk assessment*, as in the list on page 48. Refer Ss to that list. In pairs, they decide which things from the list they would do to *prepare* for a crisis, and which they would do *during* a crisis. They then suggest ideas for post-crisis solutions. Feedback to the whole group and promote a group discussion if time. See Good business practice for suggested answers as well as opposite. Note Ss' use of the conditional for work on this later.

Suggested answers

Ss may have other solutions, which can be accepted with an explanation.

To prepare: 1, 2, 4

During: 3, 5, 6

After: Assess what happened and why; assess how the crisis was dealt with and produce a 'lessons learned' list; produce a report for senior management / the client.

Skills Book, Good business practice, Managing a crisis, Dealing with crisis situations, page 81

Listening 1

Explain that Ss are going to hear members of a meeting discussing potential problems at a summer party for clients. Point Ss to the list on page 48 from which they choose the answers while listening. Before playing the CD, elicit some ideas as to what could go wrong with reference to each item on the list, e.g. security, there could be a bomb scare. Play the first extract and Ss tick those problems mentioned. Give feedback.

1, 3, 5, 6, 7

Listening 2

Ss now listen to the continuation of the discussion, which focuses on one of the points listed in the previous activity. Ss read the extract from the action plan on page 49 and state which item in the previous list it refers to (medical emergencies and accidents). Explain that there are five mistakes in the extract which they should correct by listening to the CD. Ss do so individually and compare with a partner before feeding back to the whole group. If appropriate, refer Ss to the audioscript on page 109, focus on vocabulary and expand it, e.g. *to keep hydrated, to dehydrate.*

Action plan: Medical emergencies and ~~fire~~ **accidents**
Team coordinator: Ellen

Medical back-up
- Hotel medical facilities (~~all~~ **minor** emergencies)
- ~~11~~ 8 staff trained in first aid (minor accidents)

Miscellaneous
- Heat: Arrange 2 rooms where guests can rest
  Catering team to ~~provide~~ coffee **water**
- ~~Indoor~~ **Outdoor** swimming pool: 4 members of staff to watch the pool (rota)

Task 1

Explain that Ss will be preparing an action plan for organising a conference. Read through the scenario and the Conference details with the whole class. Ensure comprehension by asking questions, e.g. *What is the conference about? How many nationalities will be present?*

Step 1: In small groups, Ss first of all discuss what could go wrong and then pick out the five risks that they consider the most likely to happen and which will have the most impact on the event. Draw Ss' attention to useful phrases, e.g.:

A problem might / could be that + verb phrase
Another problem might / could be one of + noun phrase
... could / might happen.

Step 2: Referring to the potential problems identified in Step 1, Ss produce an action plan. This can be done verbally or in written format depending on the needs of your Ss. If they are to present the report verbally, encourage Ss not to write the report out fully but rather to make notes from which to speak. Ss will need to use conditional structures and phrases such as those on page 50. It might also be useful to remind Ss of the difference in use and form of conditional Type 1 and 2 and the fact that mixed conditionals are possible (e.g. *If ... happens, we could ...* A 'pure' conditional Type 1 would be: *If ... happens, we can ...* A 'pure' conditional Type 2 would be: *If ... happened, we could ...*). Elicit some endings to the phrases on page 50 to ensure Ss are comfortable with the structures. Ss present their action plans. Encourage peer correction and discussion about the ideas contained in them.

Suggested answers
Step 1: Guest speaker might not turn up.
The level of English of the presenters may vary and the audience might not understand them.
Delegates' flights could be delayed.
Tickets for the Music Festival have perhaps all been sold.
Step 2: If the guest speaker doesn't turn up, we could ask one of the other presenters to give a similar speech.
If the level of English were to vary, we could distribute handouts.
As far as delays are concerned, there's not a lot we can do. We'll have to lay on taxis.
Why don't we buy 100 tickets in advance?

Analysis, Task 1

Allow Ss a few minutes to reflect on the questions individually, then start a group discussion. Give your own feedback. Refer to effective language and any gaps / difficulties.

Skills Book, Grammar reference: Conditionals, page 95

Optional activity
Photocopiable resource 10.1 (page 181)
Photocopy, cut up and distribute the cards on page 181. Ss group the example sentences under the appropriate heading cards according to the conditional type. There are some blank cards for Ss to add their own sentences, one for each type.

Culture at work

Ask Ss to work with their books closed. On the board draw a square and in the middle write *attitudes to risk*. Draw a line going to the left of the box and write *high uncertainty avoidance*; draw a line to the right and write *low uncertainty avoidance*. Ask Ss to brainstorm ideas and ask a volunteer to write the ideas on the board on the appropriate side of the box. You might need to prompt ideas by giving the following key concepts: whether people need to plan; how people feel about change / uncertainty; the need for rules and regulations. Ss check their answers by looking in their books, although of course they may have different ideas supported by good reasons. Ask Ss where they think their own culture fits. They then complete the culture profile about attitude to risk on page 82. (Ss identify and mark with a cross where they believe their culture is situated on the line ranging from High uncertainty avoidance to Low uncertainty avoidance.)

Skills Book, Culture profile, page 82

What do you say?

Having prepared an action plan, solutions need to be found. This stage might involve defining the problem, asking for ideas, dividing the problem into parts and suggesting ideas. Refer Ss to the list of functions and phrases. Ss match two phrases to each function. Give feedback. Ask Ss for example ends to the incomplete sentences to check they can use the appropriate structures:

We'll just have to (do)
The first thing we should do is (do)
We need to (do)

You might want to add some phrases for responding to suggestions such as: *OK, I've got that. Could you say a bit more?*

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

Language focus: Tentative suggestions

We often express tentativeness in English by using a past form or conditional Type 2. We can also use words to express possibility rather than certainty. Sometimes we use a negative form.

Firm suggestions
Let's change our image.
We should change our image.

Tentative suggestions
*What if we **changed** our image?*
*One possibility **would** be to change our image.*
***Perhaps** we **could** change our image.*
*It **might** be a good idea if we **changed** our image.*
***I don't suppose** we could change our image?*

Evaluating
We often use conditional Type 2 to comment on or evaluate a suggestion. This is because the suggestion has not yet been accepted as definite.

Suggestion	Comment
Perhaps we could try to change our image.	*It wouldn't work.* *It'd be quite a risky decision to take.*

We can use *might* and *could* to express uncertainty in conditional Type 2 sentences.

Suggestion	Comment
What if we tried to change our image?	*That might / could be dangerous.*

Sometimes we use complete conditional Type 2 sentences to discuss proposals:
If we did that, our margins would / might / could be even lower.

Task 2

Ss now have the chance to hold a crisis meeting and put into practice what they have learned. There are two steps:

Step 1: Remind Ss of the scenario in Task 1 as this task builds on it. Ss imagine a problem has arisen at the energy conference. Divide the class into small groups and give each group a piece of paper. On that paper in legible writing, each group notes a crisis situation relevant to the energy conference scenario. Monitor and ensure what is noted is comprehensible. Groups then swap papers. Ensure that every group has a crisis not written by them.

Step 2: In the same small groups, each group uses the crisis they have just received to hold a crisis meeting. Make sure that Ss understand they should make suggestions and offer solutions in the meeting. Make notes so that you can give your feedback after Task 2 Analysis.

Analysis, Task 2

Allow Ss a few minutes to reflect on the questions individually, then start a group discussion. Give your own feedback. Refer to effective language and any gaps / difficulties.

Self-assessment

Allow Ss a few minutes to think about what they have achieved from the unit and tick the boxes. Suggest what Ss can do to gain further practice.

Video, Module 4

CD-ROM

Unit 11: Adapt to your audience

UNIT OBJECTIVES

Skills:	Use informal language Simplify and explain
Language:	Review of tenses 1 – The passive
Culture at work:	Giving presentations

The following may be important when making a presentation and adapting to your audience:

- Preparation, including considering the topic – is it specialist or non-specialist, and the style – is it formal or informal?
- Knowing your audience – are they specialist or non-specialist, will their level of English appreciate the formal or informal style you use?
- Clear structure, including signposting
- Interest (interesting content and interesting delivery, including the use of stress and pauses)
- Eye contact with the audience and appropriate body language
- Visual support for the listeners.

Cultural attitudes may affect the language and behaviour that is appropriate when giving your presentation:

- Timing and structure (Some cultures may keep to exact timing and an exact plan whereas others may be comfortable with looser structuring. See Culture at Work)
- Eye contact (It may be embarrassing for the listeners if you make direct eye contact with individuals. Instead, it may be more appropriate to make sure you look across the room without focusing on any individual)
- Gestures and body language (Some cultures use the body to support verbal communication more than other cultures)
- Formality of language (This will vary according to culture and situation)
- Aim of the presentation (It may be to communicate facts or to create an impact).

What do you think?

Introduce the topic of the lesson: adapting a presentation to your audience. Before Ss open their books, elicit what kind of presentations Ss have given / listened to, i.e. whether formal or informal, specialist or non-specialist. (NB what is meant here by specialist and non-specialist is explained on page 52.) Also elicit what the purpose was of presentations they've given / listened to, e.g. to inform or to persuade the audience. Refer Ss to page 52. Allow Ss to consider individually and then promote a group discussion.

Suggested answers

There are no right or wrong answers and some situations may demand a mixture of presentation styles. The following are suggestions only:

1 The engineer is asking for a budget. She is probably aiming to persuade although she may also be informing as part of that persuasion. The style will depend upon the company culture and national culture, and how well she knows the senior managers, although it is likely to be formal. Whether she uses specialist language will depend upon what the background of the senior managers is – whether they are financially / product minded or not.

2 The presentation to a sales team meeting will have the same constraints as above, but as it is to a team, it is likely to be more informal and more possible that humour could be used. The salesperson is informing rather than persuading.

3 Given that there is a large number of managers and head office is involved, it is more likely that the presentation will be formal although the above constraints apply. The purpose here is both to inform and persuade. Humour may be appropriate here, to engage the audience.

Skills Book, Good business practice, Presentations, Presentation styles, page 77

Listening 1

Explain that Ss are going to hear two extracts from presentations about companies going public. Ask Ss for names of companies in their country that have gone public recently to check comprehension of the term. Point Ss to the questions on page 52 which they should answer while listening. You might need to give some examples of why an extract is considered formal or informal, e.g. formal vocabulary. Play the CD several times if necessary. Provide feedback. Explain you'll look at formal and informal language in more detail in the next exercise.

1 First extract – formal; second extract – informal.
Reasons – formal: use of *we / our*, formal vocab, e.g. *This offering*, complex grammar, e.g. *price to be determined by…*, use of passive
Reasons – informal: *I / you*, contracted forms, shorter words, informal vocab, e.g. *OK*

2 First extract: the audience is large, possibly potential shareholders or people from outside the company (maybe investors or the press)
Second extract: audience probably smaller, people from inside the company – a group of employees

What do you say? Formal and informal language

Ss now have the chance to consider what makes language formal or informal. Refer Ss to the two sets of lists on page 53: features of language and examples. In pairs, Ss match the two. Give feedback.

If time allows, you might want to ask Ss to convert each sentence to the other style, i.e. formal to informal.

a informal (4, 6) **b** formal (1, 2, 3)
c informal (5, 6) **d** formal (1, 2, 3)
e formal (1, 2, 3)

Skills Book, Grammar reference: Review of tenses 1, The passive, page 83

Language focus: The passive

Form: *to be* or modal verb as auxiliary + past participle
The project schedule was reassessed.
The employees had been warned about potential redundancies.
It might have been agreed.
The contract should have been signed by now.

If Ss wish to use the passive to create a formal style yet want to give the agent, this can be done using *by*:
First, applications are considered by HR and then a date is fixed for the interviews by the interview panel.

The passive may also be useful when writing in a formal style, e.g. a report or summary resulting from a presentation.

Optional activity
Photocopiable resource 11.1 (page 182)
This activity focuses on the form of the passive. Photocopy and cut up the cards on page 182. You may need to make several copies to ensure Ss have a set per group of four. Ss place the cards under the correct heading. Ask Ss to produce an extra four examples and to write them on the blank cards. They then provide the same information in the active voice.

Task 1

Explain that Ss will consider formal and informal language and convert an extract from a formal presentation to an informal one.

Step 1: In pairs or small groups, Ss choose one of the topics and read the appropriate extract in the back of the book. Encourage Ss to focus on the main meaning / message of the extract before focusing on specific language to use. Ss should not rewrite the presentation but note key words / phrases and ideas ready for step 2. Monitor.

Step 2: Ss give their presentation to other pairs / groups, using their notes from step 1. The pairs / groups then swap and listen to the others. As they listen Ss focus on the language used and note three examples of informal language, e.g. use of active verbs or short sentences. You might want to audio or video record some presentations for easier analysis.

Analysis, Task 1

Allow Ss a few minutes to reflect on the questions individually, then start a group discussion. Give your own feedback. Refer to effective language and any gaps / difficulties.

Culture at work

Ask Ss to work with their books closed. Ask whether Ss have experience of presentations given by different cultures. If not, ask Ss how they think there may be variations in the use of entertainment, humour, pace and visuals / body language in a presentation. You may need to prompt some vocabulary, e.g. *to pay attention, to appreciate jokes, dynamic, gestures.* Ss then read the table on page 54. Do Ss agree / disagree? Why? Can they add anything to the table? Ask Ss where they think their own culture fits. They then complete the culture profile about giving presentations on page 82. (Ss identify and mark with a cross where they believe their culture is situated on the line ranging from Style-oriented to Substance-oriented.)

Skills Book, Culture profile, page 82

Listening 2

Explain that Ss will hear two versions of a presentation about change within a company. Ask Ss for their experience of change in their company or a company they know. How did employees react – were they distracted from their work, were they demotivated, etc? Play the CD. As Ss listen they decide which version they find easier to follow, and why.

There is no right or wrong answer. If Ss have experience of change, they may be familiar with the terminology and so find version 1 easier / less 'patronising'. However, for those Ss with no experience of change or knowledge of the vocabulary, they should find version 2 easier.

What do you say? Non-specialist presentations

Ss now think about specialist versus non-specialist presentations and audiences. Before referring to What do you say? on page 54, elicit ways in which Ss might deal with this, ensuring answers include strategies 1–3 on page 54. Do a little work on word formation / stems here, e.g. *to simplify – simple, to reformulate – form, to illustrate – illustration,* to aid comprehension. Ss then match the three strategies with phrases that can be used when employing those strategies. Give feedback.

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

Task 2

Ss now have the chance to present some information in a simplified way as if to a non-specialist audience. There are two steps. Go through the information on page 55 and on page 103 with the whole group. Ensure Ss realise the information in the back is to give them the content-knowledge so that they can explain the points on page 55. If Ss have specific knowledge of the topic themselves they can of course use this knowledge. It may be helpful to gather useful vocabulary on the board in preparation, e.g. *values, attitudes, personalities, initiative, hierarchies.* If time allows, promote a discussion about the values and attitudes of the Ss' culture (corporate or national) to ensure comprehension.

Step 1: In pairs or small groups, Ss prepare how to simplify and explain the information on page 55 as if they were to give a presentation to a non-specialist audience. They use the additional information as required. Ss should not write the presentation out in full but rather make notes from which to speak as this will improve fluency. Monitor.

Step 2: In the same small groups, one member of each group presents what they have prepared. Alternatively, the task may be shared between members to allow more Ss to speak. Make notes so that you can give your feedback after Task 2 Analysis. You may wish to audio or video record the presentations for self and peer correction / comment.

Analysis, Task 2

Allow Ss a few minutes to reflect on the questions individually, then start a group discussion. Give your own feedback. Refer to effective language and any gaps / difficulties.

Self-assessment

Allow Ss a few minutes to think about what they have achieved from the unit and tick the boxes. Suggest what Ss can do to gain further practice.

Video, Module 4

CD-ROM

Unit 12: Make a difficult call

UNIT OBJECTIVES

Skills:	Resolve a misunderstanding Handle conflict
Language:	Linking ideas 1 – Time clauses; Future forms
Culture at work:	Attitudes to criticism

Speaking on the telephone is different to speaking in, for example, a meeting as the speakers cannot (generally) see one another. Dealing with conflict over the telephone can be doubly challenging. Therefore the following may be important to consider:

- Ensure you state your name and reason for the call clearly
- Give additional information to help the other person understand what's happening, e.g. *I'm just looking for my notes*
- Ask for details and examples if something is unclear
- Check and clarify that what you have understood is correct
- Summarise and be clear about any action to be taken and who will do it.

Cultural attitudes may affect the following:

- The use of names. Some cultures, for example Austria, place importance on the use of titles, such as Herr Doktor Maier rather than the use of first names
- The amount of small talk at the beginning and end of the telephone conversation
- The day and time of day that it is acceptable to call (bearing in mind time zone differences)
- How criticism is dealt with (see Culture at work).

What do you think?

Introduce the topic of the lesson: dealing with difficult situations on the telephone. Ask students how often they use the telephone (how often they make a call and how often they receive one) and the sorts of things they find difficult when telephoning in English. This might include things such as finding it difficult to get the message across without any visual help. Refer Ss to the strategies on page 56 and in pairs, Ss discuss their reactions to them. Monitor. Bring the whole group into the feedback discussion and ensure the points in the Good business practice are covered. Also note vocabulary on the board including *to ask for clarification, to confirm information* which which will be useful for step 2 of Listening.

See the Good business practice for suggested answers.

Skills Book, Good business practice, Telephoning, Making a difficult call, page 81

Listening 1

Ask whether Ss have experience of broadband and whether they've had any problems with connections. Have they ever phoned customer services? Did the problem get sorted? Explain that Ss are going to hear two versions of a telephone conversation between a broadband customer and customer services. There's a problem.

Play the first version and Ss answer the questions. You may need to play the extract more than once. Give feedback. You might want to spend some time analysing what makes the caller sound angry, e.g. use of tone, stressing certain words, loudness of voice, choice of vocabulary, shortness of responses (*What?*).

1 Phillip Davis has a problem with his broadband connection: *it doesn't come on.*
2 The adviser asks for his customer account number.
3 The conversation went badly because the Customer Services Adviser was not very helpful, and because Phillip Davis became angry.
4 Phillip Davis: could have prepared for the call by collecting necessary information / documents, e.g. having his account number to hand, being able to describe the problem more accurately; should not have lost his temper.

Customer Services Adviser: should have asked for more information to clarify the account number, and exactly what the problem is; should avoid blaming the problem on the customer's computer.

Listening 2

Now play the second version of the telephone conversation. As they listen Ss answer the questions. Play the CD more than once if necessary but remind Ss they do not need to understand every word. Allow Ss to confer with a partner before feeding back to the whole group.

1 Can I check, that's AC539XN? N for North?
2 Check she has understood information correctly (*I want to check that I understand the problem correctly. So what you're saying is ... Is that right?*)
Ask for details (*Can you tell me exactly what happens?*)
3 She offers to wait on the phone while Phillip tries to sort the problem out; to send an email to explain what happened.

What do you say? Avoiding misunderstandings

Explain that there are different ways of avoiding misunderstandings on the telephone. Elicit ideas from Ss before they read What do you say? Ensure the four strategies on page 57 are mentioned (asking for time, checking you've understood, asking for examples, clarifying). Ss then match phrases to the strategies. Give feedback. Can Ss suggest any other phrases? Ensure Ss are comfortable with the pronunciation of the phrases.

1 b, e 2 d, h 3 a, g 4 c, f

Task 1

Ss have the chance to put into practice some of the strategies and phrases from the previous activities. Refer Ss to the situation on page 57 regarding a problem with an interactive whiteboard. Ask Ss whether they have ever used such a whiteboard and whether they've ever had any problems. What kind of problems could occur if they haven't had any? Divide the class into pairs and Ss read the relevant information in the back of the book. You may wish to group all Ss A together and all Ss B so that they can prepare together. Ensure Ss understand that the call they are about to make is a follow-up call. Ss role-play the scenario in their pairs. To ensure no visual aid is given you may want to seat Ss back to back, or if possible, have the Ss do the role-play over the telephone from separate rooms. Monitoring of both Ss is more difficult in the latter case so you may decide to ask another pair to monitor the pair doing the role-play, and then to swap. Alternatively, you may audio record Ss. Make notes but save your comments until after the analysis (below).

Analysis, Task 1

Allow Ss a few minutes to reflect on the questions individually, then start a group discussion. Give your own feedback. Refer to effective language and any gaps / difficulties.

Language focus: Time clauses

Until + negative verb: *I can't do anything until a decision has been reached.*

As soon as + present simple, past simple: *I'll tell her as soon as we arrive; they realised they'd forgotten it as soon as they left.*

When + past simple: *He was leaving the building when he caught sight of her.*

Once = one action depends on another having taken place: *I'll start the report once all the results are in.*

By the time = future deadline: *I want this done by the time I get back.*

Optional activity: time clauses

Draw Ss' attention to language that can be used for giving information about how long, or when, something happened / will happen (time clauses). After reading through the grammar reference on page 89, point Ss to the audioscript of Listening 2 on page 110. Ss rewrite some of the sentences using time phrases. Possible answers are:
*I won't be able to help you **until I have** your customer account number.* (Note, this sounds rather direct / rude.)
*So what you're saying is **once you've turned** your computer **on**, the screen remains blank?*
*What I mean is that **when I turn** the computer on the broadband doesn't connect.*
As soon as I try to connect to the internet, an error message comes up.

Skills Book, Grammar reference: Future forms, page 85
Skills Book, Grammar reference: Linking ideas 1, Time clauses, page 89

Optional activity
Photocopiable resource 12.1 (page 182)

Point out that when dealing with difficult telephone calls in English, the future form Ss are most likely to need is *will* (shortened to *'ll*), e.g. *I'll get onto it right away; I'll send you an email to confirm.* For extra practice focusing on the pronunciation of this shortened form, photocopy and distribute the worksheet on page 182.

What do you say? Handling conflict

Ss now consider ways of handling conflict and match phrases to strategies. Ss compare answers with a partner before

feeding back to the whole class. Ensure Ss realise that the 'positive language' in *The new deadline is a challenge* refers to the use of *challenge* over *problem*. Elicit other phrases for the same strategies and ensure Ss are comfortable with the pronunciation of the phrases.

1 c 2 e 3 a 4 b 5 d

Other possible phrases:
I realise something has to be done.
Can you give me an example?
I can see you both have strong viewpoints (*not* you both disagree)
Would you be able to give me an alternative address to deliver to?
I understand what you're saying.

Culture at work

Ss work with books closed. Ss have just listened to a problematic situation where criticism was evident and have looked at some language related to it. Explain that different cultures react to criticism in different ways. Ask Ss to brainstorm ideas around the subject, giving them the following key concepts (you might want to write these on the board at the end of four legs on a spider diagram: how people 'get to the point', how criticism is seen, being aware of how criticism is seen, how people respond to criticism). Add Ss' ideas to the spider diagram. Ss then open their books to compare their answers. Open up a group discussion. Do Ss agree? Do they have any experience of such situations themselves? How would they describe themselves? Then ask Ss to complete their own culture profile about attitudes to criticism on page 82. (Ss identify and mark with a cross where they believe their culture is situated on the line ranging from Specific to Diffuse.)

Skills Book, Culture profile, page 82

Task 2

Ss now have the chance to use strategies to deal with conflict over the telephone in a role-play situation. Ask whether any Ss have used an SNS. What is their reaction to it? Those who don't have one, what would make them buy one, e.g. an effective marketing campaign?

Step 1: Read the scenario with the whole class. Ask questions to check comprehension, e.g. *Who took over who? (HE took over NS) What were NaviSat's sales like in the past?(low) Who did the sales team work for before the merger? (HE) Who did the production team work for? (NS) What's the problem in question? (production team not happy about not being consulted about large order)* Now divide the class into pairs and label each member *production manager* or *sales manager*. Refer Ss to their role cards at the back of the book and draw their attention to the purpose of the phone call they are about to make. Allow Ss time to prepare, but discourage them from writing out their dialogue. Ensure they aim to use strategies to avoid conflict and that they check they have understood the other's point of view. You may wish to make copies of and distribute the framework, (Photocopiable resource 12.2) on page 183, for Ss to use when preparing.

Step 2: Sit the pairs back-to-back to role-play the situation or over the telephone as suggested in Task 1. Make notes for feedback later. If possible, ask Ss to role-play the situation again, and audio record for self and peer correction.

Task 2, Analysis

Allow Ss a few minutes to reflect on the questions individually, then start a group discussion. Give your own feedback. Refer to effective language and any gaps / difficulties.

Self-assessment

Allow Ss a few minutes to think about what they have achieved from the unit and tick the boxes. Suggest what Ss can do to gain further practice.

Video, Module 4

CD-ROM

Writing 4: Formal correspondence

UNIT OBJECTIVES

Skills:	Write a follow-up letter to a telephone call Write a formal letter
Language:	Reference words

The following may be important when writing formal letters or emails:
- The reader (What is their relationship to the writer? What is their level of knowledge of the subject and their level of English?)
- The purpose of the correspondence
- The structure of the letter or email
- Clarity, conciseness, consistency
- The level of formality
- Tone
- Accuracy (grammar, spelling, punctuation).

Cultural attitudes may have an impact on the following:
- Formality of language
- Use of titles in the greeting
- Tone (e.g. in requests).

Style guide, Letters, page 16
Style guide, Faxes, page 22
Style guide, General rules, page 3
Style guide, Organising your writing, page 4
Teacher's Book, Writing preparation framework, page 188
Teacher's Book, Writing feedback framework, page 189

What do you think?

Introduce the topic of the session: writing formal correspondence. Although the unit refers to letters, the language and strategies can be transferred to faxes and emails. Emails / faxes can be as formal as letters and therefore cannot always be written quickly. Ask Ss what kind of formal correspondence they write and / or read. Refer Ss to the quiz on page 60. Allow Ss time to consider the answers individually and then open up to a class discussion. After having checked the answers, elicit other elements that can contribute towards an email or letter being considered formal and produce a list on the board. You might want to distribute examples of formal correspondence that you will have collected before the lesson. The list might include: length of sentence / overall letter, grammar (see Writing 3 Memos – passives; you might also want to remind Ss of the use of the present simple in *I enclose...* and *I look forward to...* . The use of the present continuous is also possible but the use of the simple form creates a more formal impression), no contractions / colloquialisms, vocabulary, standard phrases (see Language focus below), structure. If you have distributed examples, ask Ss to provide examples of each item. If not, ask for them to suggest examples.

1 b 2 c 3 a 4 c

Language focus: Greetings and endings

Greeting	Corresponding ending	
Dear Mr Sadera *Dear Ms Brennan*	*Yours sincerely*	The recipient's name is known. *Dear Miss ...* is uncommon today. If a woman's marital status is not known, use *Dear Ms ...*
Dear Sir *Dear Madam* *Dear Sir or Madam* *Dear Sirs*	*Yours faithfully*	The recipient's name is not known
Dear Gary	*Regards* *Best regards* *Best wishes*	The writer knows the recipient quite well

The above examples relate mainly to UK English. You may want to advise Ss of US English terms, e.g. *Yours truly*, which can be used in place of *Yours sincerely*.
Note also that some cultures place a great deal of importance on academic titles, e.g. *Dear Dr Oppl.*

What do you write? 1

Ask Ss in what sort of situations they might write a formal letter following a telephone call. There may be several answers, but invariably Ss will say following a phone call dealing with a problem. Elicit the benefits of following up in writing (having agreements / action plans in black and white can avoid any future misunderstandings / problems). Within such a follow-up letter the writer will probably refer to the phone call, apologise, confirm what was agreed, etc.

Refer Ss to What do you write? on page 60 and they match the functions to the phrases. Give feedback. Ss note useful synonyms, e.g. *assistance – help, problem – inconvenience.*

1 e 2 d 3 a 4 c 5 b

What do you write? 2

Ss now focus on the language used in the letter and replace the underlined words with the most appropriate ones on page 61. Give feedback. You may want to point out the following:

after + verb in the gerund or a noun (~~*to*~~)
apropos of = *concerning* (but not often used)
regret ~~*for*~~
would like, wish for = *need*

a 3 b 2 c 1 d 2 e 3

Grammar reference, Reference words, page 92

Optional activity

In teams, Ss brainstorm other phrases that can be used for the five functions on page 60. Expand them slightly to include confirming important arrangements as well as information as this will be useful for Task 1.

Task 1

Ss now have the chance to write a follow-up letter. They use the scenario in Unit 12, Task 1. Remind Ss of the scenario if they have completed that unit. If they haven't, allow them time to familiarise themselves. Alternatively, they could take a different situation of their own choice. They should, however, use the language and strategies covered. Encourage peer correction before giving your feedback. If computers and a projector are available, Ss should type their letter using a computer. If an OHP is available, Ss should write on an OHT. If not, Ss write on a separate piece of paper which can be placed in the middle of the table. Give feedback.

Suggested answer

Dear Mr Whitehead
Further to our conversation this morning regarding the problem with the whiteboard model number 4VTZIP, I would like to confirm that you will be sending the whiteboard to us for repairs. We will endeavour to return the whiteboard to you by the end of the week.
We apologise for the inconvenience caused. Should you require any further assistance, please do not hesitate to ask.
Yours sincerely,
Mrs Lowe

Task 2

Ss are now going to write a formal letter. They should aim to structure their letter suitably, and use appropriate and accurate language.

Step 1: Divide the class into two, labelling each A and B. Ensure the whole class knows what a charity auction is. Each group reads the appropriate brief. Ss write their letters individually but sitting in their group. Encourage peer support within those groups as necessary. Give your feedback on the Ss' writing. Alternatively, ask Ss to write the letter for homework and Step 2 can be done at the beginning of the next lesson as revision.

Step 2: Mix the two groups so that Ss are in pairs with an S from group A and an S from group B. Ss exchange their letters and write a response.

Suggested answers 1 and 2

(Note: answers are given here for student A only.)

Dear Mr Constantine,
I work for Forest Alert, a charity which helps to preserve wildlife and trees in forests throughout the world. We are having an auction next month to raise funds for the charity.
Your company has an excellent reputation for supporting work that benefits the environment. Therefore, Forest Alert would like to ask your company to donate a VIP visit to one of your plants, which we would put up for auction.
Thank you for considering this request. It would be most helpful if we could have a response as soon as possible.
Yours sincerely,
Anna Martin

Dear Ms Martin,
Thank you very much for your letter requesting a visit to one of our plants for the Forest Alert charity auction. Unfortunately, we are unable to help you on this occasion as we have already committed our support to another environmental charity, which is also having a charity auction next month. We regularly review the charities which we support. Please get in touch with us if we can be of any help with future events.
We wish you every success with your charity auction.
Yours sincerely,
David Constantine

Unit 13: Get to yes

UNIT OBJECTIVES	
Skills:	Make the most of your position Reach agreement
Language:	Gerunds and infinitives
Culture at work:	Negotiating style

When negotiating, it is useful to consider the following:

- Be clear of your own position and proposal
- Explain the benefits of your proposal and put forward strong arguments
- Establish your partner's needs and interests, and find common ground
- Be aware of areas you can and cannot concede
- Ask questions to acquire further information if necessary
- Respond to proposals appropriately
- Summarise
- Aim for a win–win solution.

Cultural differences may have an impact on a negotiation in the following ways:

- The amount of time spent on small talk before and after the negotiation
- The directness of the language used in forwarding, accepting or declining proposals
- The kind of relationship you can expect to have with a negotiating partner
- Whether a negotiation is considered a confrontational situation or a chance to find a compromise (see Culture at work).

Task 1

Introduce the topic of the lesson: negotiating – getting to yes. Note that this unit builds on Unit 7, Bid and bargain. If Ss have worked through Unit 7 already, elicit what they remember of the strategies and language covered in it. If not, ask Ss about their experiences of negotiating and provide some useful phrases from Unit 7, e.g. making a proposal: *What do you have in mind, I'd like to propose, we have to take into consideration, in that case we could*; responding: *I think you can do better than that, No way! That's out of the question! That sounds fine. You've got a deal!*

Step 1: Ask Ss if they know of someone who invented a product but didn't get the credit for it. Ss then read the scenario in Task 1. Ask for a volunteer to summarise the situation to ensure comprehension. Note key vocabulary on the board: *invention / to invent, ownership rights, share of the profit, a one-off payment, profit, reward, license / to license, patent.* Divide the class into pairs – directors of Medilabs and employees of Medilabs – and refer them to the relevant information in the back of the book. Ss prepare for the negotiation.

Step 2: Ss role-play the negotiation in pairs. Monitor and give feedback on their use of language. Withhold comments on the skills until after the Analysis (below).

Analysis, Task 1

Allow Ss to reflect individually then open up a group discussion. Remember that more than one outcome is possible. If one of the parties were stubborn and refused to move from their original position, time would run out and an agreement not be made. Provide your own feedback on the strategies they used.

Listening 1

Explain that Ss are going to hear two versions of part of the negotiation between the Medilabs directors and the employees who invented the piece of equipment. There are different strategies that can be employed and each version has examples of different ones. Write on the board *strategies* with three arms coming from it. At the end of each arm write one of the following: *coercive, argumentative, finding common ground.* Ask Ss for examples of each to ensure comprehension.

Ss listen and answer the questions 1–3, particularly taking note of the strategies employed. You may need to play the CD several times. Allow Ss to compare answers with a partner and then provide feedback to the whole class.

1 No agreement is reached and there is no win–win solution. The employees will take legal action.
2 In the event of a lawsuit, both sides risk losing a lot of money, but the employees would be putting their families' security at risk too.
3 a, b

Listening 2

Ss then listen to the second version, answering the same questions, again noticing the strategies employed. Allow Ss to compare answers with a partner and then feedback to the whole class.

1 They found a win–win solution.
2 It is likely that both sides will gain from this compromise.
3 b, c
Strategy c

What do you think?

In the role-play and listening scenario it could be argued that the directors were the ones in a powerful position. Negotiating with people in a strong negotiating position may seem daunting. There are, however, strategies that can be used. Ss consider the list on page 63 individually and then compare with a partner before you open up a group discussion. Encourage Ss to give reasons for their choices, perhaps referring to experiences they've had. See Good business practice for suggested answers, and below. Elicit some phrases that can be used for each strategy. Some may be found in the audioscript on page 111.

Suggested answers

It is not advisable to threaten or to let the other party know you are in a weak position. All the other strategies can be helpful in approaching a win–win situation, even in a situation where one party seems more powerful.
May I draw your attention to fair standards and fair procedures?
Right, I'd be prepared to approach this differently … / We believe there is another way to look at it.
Isn't it a benefit to the company to …
If you remember last year, Mr Lödl was granted a reward for his invention.
We've brought along a consultant …

Skills Book, Good business practice, Negotiating, Negotiating with powerful people, page 79

Language focus: Gerunds and infinitives

There are some common verbs useful for negotiating that are followed by another verb in the gerund or infinitive form. Here are some examples:

(un)able + infin	*They were unable to reach a decision.*
(dis)agree + infin	*We agreed to reduce the price.*
prefer + infin	*Would you prefer us to stay with the company?*
decide + infin	*He decided to get straight to the point.*
want + infin	*He doesn't want to offer any concessions.*
try + infin	*He tried to achieve a win–win situation.*
start + gerund	*He'd just started explaining his company's situation …*
spend (time) + gerund	*They spent all day negotiating.*

Note that *try* + gerund and *start* + infin are also possible. *The company tried cutting costs. They started to eat dinner.* In the former, the meaning alters; in the latter, the meaning is the same (see Grammar reference).

Using a verb in its gerund form as a noun can be used in negotiating to put emphasis on something, e.g. ***Reducing** the price by 20% would be something I could consider.*

There will also be instances when the gerund form is needed after prepositions or verbs / phrases with a preposition, e.g. *There's no point in **continuing** this discussion; they ended the meeting without **having** agreed anything.*

Skills Book, Grammar reference: Gerunds and infinitives, page 94

Optional activity
Photocopiable resource 13.1 (page 183)
Photocopy, cut up and distribute the cards on page 183. Ss group the verbs / phrases under the appropriate heading cards. Give feedback, Ss then produce example sentences using the verbs / phrases. Check for accuracy of gerunds and infinitives. Encourage Ss to produce two sentences showing different use / meaning for: *remember, try, start, intend.*

What do you say?

Ss now consider phrases that can be used to reach an agreement. Point Ss to the functions 1–9 and check comprehension. Ss match them with the phrases. In feedback, ensure Ss are comfortable with the pronunciation of the phrases and are aware of the use of stress and / or tone to add emphasis.

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

Culture at work

Ss close their books. In small groups, ask Ss to note down what they think are typical of cultures that are confrontational and what of those that are harmonising. You might need to give an example as in the table on page 64. Ask certain members of each group to move to another group so that the new groups have a mixture. The members exchange the ideas from their original groups. Ss open their books and compare their own thoughts with those on page 64. Do Ss agree or disagree? Do they have any experiences of either? Where does their own culture fit? Ask Ss to complete their own culture profile about negotiating style on page 82. (Ss identify and mark with a cross where they believe their culture is situated on the line ranging from Confrontational to Harmonising. You may wish to ask Ss to write two marks on the line: a cross indicating their company culture, and a circle indicating the culture in general in their country.)

Skills Book, Culture profile, page 82

Optional activity
Photocopiable resource 13.2 (page 184)
Before starting Task 2 you might want to remind Ss of useful strategies and language used when chairing meetings as the task involves one S in each group being the chairperson. Photocopy and distribute the framework on page 184. Ss complete, working individually or in pairs, as they prefer, and add
to the items provided. Collate key ideas on the board. (You can also refer Ss back to Unit 8 for a general review.)

Task 2

Ss now have a chance to practise reaching an agreement. They will have the chance to support their case, threaten, look for common ground, agree or make a compromise as appropriate. The scenario is Mogul, an investment bank. Establish the fact that this is a high-stress business to be in with huge sums of money involved. Allow Ss to read the scenario. Explain that Ss will role-play the negotiation – there will be three parties: the directors, the Red Team and the Gold Team. Brainstorm some general ideas as to what both sides might want and gather key vocabulary on the board: *booming sector, steady sector, huge / modest cash bonus, related to performance, share options, competition, earning potential, fair reward system.*

Step 1: Point out to Ss that in preparing for the role-play, they should think about appropriate strategies as well as appropriate language to use. Explain also that there will be a chairperson in each role-play. Divide the class into pairs and label each pair director, Red Team or Gold Team. Ss read the relevant information in the back of the book and prepare their proposals and bargaining strategy. Encourage Ss to think of their objectives in the negotiation: what must they achieve and what would it be good to achieve? What are they prepared to compromise on? How can they support their case? They should also predict what proposals the other team might make and prepare responses to these proposals, as well as considering common ground. You may also want to remind Ss of the role of the chairperson and revise any useful language. (See Unit 8)

Step 2: In small groups, Ss role-play the scenario, using the strategies and language they have prepared. Monitor Ss' performance. You may wish to audio or video record the role-plays for T feedback and self / peer feedback.

Analysis, Task 2

Allow Ss a few minutes to reflect on the questions individually, then start a group discussion. Give your own feedback. Refer to effective language and any gaps / difficulties.

Self-assessment

Allow Ss a few minutes to think about what they have achieved from the unit and tick the boxes. Suggest what Ss can do to gain further practice.

Video, Module 5

CD-ROM

Unit 14: Sell your idea

UNIT OBJECTIVES	
Skills:	Present a proposal Make a strong conclusion
Language:	Linking ideas 2
Culture at work:	Showing respect

The following may be important when presenting a proposal:
- Preparation
- Knowing your audience
- Clear structure, including signposting
- Interest (interesting content and interesting delivery)
- Strong arguments supporting your proposal
- Eye contact with the audience and appropriate body language
- Visual support for the listeners.

Cultural attitudes may affect the language and behaviour that is appropriate when giving your presentation:
- Timing and structure
- Eye contact
- Gestures and body language
- Formality of language
- Respect shown to peers, or those below or above in the corporate hierarchy.

This unit builds on other presentation units – Units 2, 5 and 11 as well as being related to negotiation units – Units 4, 7 and 13.

What do you think? 1

Introduce the topic of the lesson – presenting and selling proposals. What sort of proposals have Ss made and what was their success rate at having them accepted? Refer Ss to the scenario on page 66 – proposing a course of action to colleagues or managers. Allow Ss time to read the list of strategies individually and then open up a general group discussion. Which of the two strategies for each aspect do Ss think will help? Encourage Ss to specify reasons for their opinions. There are not always right or wrong answers as they may vary depending upon the situation or culture, although there are some suggested answers opposite. See also Good business practice.

Suggested answers

Preparation – generally better to focus on what your audience is interested in, although there may be times when presenting all the reasons may be relevant, depending on the number of reasons and the amount of time available.
Arguments – focusing on a few strong arguments will generally be more effective, although having a larger number could be beneficial if the initial ones do not produce a successful outcome.
Presenting your idea – being clear and specific will help the audience understand your viewpoint. There may be times, however, when tentative suggestions are appropriate, depending upon the situation and culture.
Presentation style – presenting logical arguments should be more effective, although some cultures do use emotions effectively.
Conclusion – generally wise to have a strong conclusion, although being flexible may allow you to adapt to your audience and how they have responded to your proposals thus far.

What do you think? 2

Ss then discuss how a proposal can be structured. Again encourage reasons. There is no right or wrong answer, but see below.

Either may be appropriate, depending on context, individual style, etc.

Skills Book, Good business practice, Presenting, Presenting a proposal, page 77

What do you say? Making a proposal

Introduce the idea of presenting a proposal. Elicit steps Ss might make when doing so. Ensure the points on page 67 are covered, e.g. describe the current situation. Ss then refer to the list on page 67 and match the steps with phrases that could be used. Allow Ss to check their answers with a partner before feeding back to the whole class. Ensure Ss are comfortable with the pronunciation of the phrases.

1 e 2 b 3 f 4 d 5 a 6 c

Skills Book, Grammar reference: Linking ideas 2, page 90

Language focus: Forming sentences with linking words

Note the information on structuring sentences using linking words in the Grammar reference on page 90.

Optional activity
Photocopiable resource 14.1 (page 184)
Photocopy and distribute the worksheet on page 184. Ss group the linking words according to meaning, placing them in the appropriate boxes. Ss then choose a linking word for the S sitting on their left to produce an example sentence. Continue around the group until all words on the cards have been used.

Listening 1

Explain that Ss are going to hear a manager presenting a proposal. Refer Ss to the two structures in Good business practice and to the questions on page 67. As Ss listen, they answer the questions. Play the CD more than once if necessary. Ss may wish to confer with a partner before feeding back to the whole group. Referring to the audioscript on page 111, ask Ss to identify useful phrases used relating to steps 1–6 in the previous What do you say? Practise their pronunciation if necessary.

1 Structure b
2 Set up a training programme in time management.
3 People are stressed; time is wasted due to inefficiency; quality of work suffers; stress leads to illness and time off work; people leave the company.
4 mainly from the company's point of view.

Additional phrases from the audioscript
As you know, many people in the company have problems getting their work done …
… as a result, they are often exhausted and suffer high levels of stress.
If we want to reduce workplace stress … we need to help people reduce their working hours.
… what I'd like to propose is …
Now, what will this training involve? I have here the details of …

Task 1

Ss now have the chance to put into practice some of the language and strategies they have learned. This builds up towards Task 2, using the three scenarios on page 68. Ss read these scenarios.

Step 1: Divide the class into pairs and label Ss A–F accordingly. You may need to double up on some scenarios for large groups. For small groups, use just two or even one of the scenarios. Each pair prepares to present one of the proposals. Ss should use one of the structures in the Good business practice and consider the language they would use. Monitor and help as necessary. Encourage Ss not to write their presentation word for word but rather to note key ideas as this will help their fluency in Step 2. If need be, note key vocabulary on the board that comes to light as you work with the Ss.

Step 2: Mix the Ss into groups of three, each group with members of different pairs so for example one group of three would have Ss A, C, E and the other B, D, F. Ss present their proposal to the others in their group. You may wish to audio or video record the presentations for T feedback and self / peer feedback. Monitor and give feedback on their use of language. Withhold comments on the skills until after the Analysis (below).

Analysis, Task 1

Allow Ss to reflect individually, then open up a group discussion. Provide your own feedback on the strategies they used.

Culture at work

Ss close their books. Distribute cards that you will have prepared before the lesson as follows. On separate cards are the six points in the table on page 68 and the two heading cards: Status cultures and Achievement cultures. Ss group the six cards under the two headings. Ss open their books and check their answers. Do Ss agree or disagree with the information in the table? Do they have any experiences of either? Can they add anything? Where does their own culture fit? Ask Ss to complete their own culture profile about how respect is earned on page 82. (Ss identify and mark with a cross where they believe their culture is situated on the line ranging from Achievement cultures to Status cultures. You may wish to ask Ss to write two marks on the line: a cross indicating their company culture, and a circle indicating the culture in general in their country.)

Skills Book, Culture profile, page 82

Listening 2

Ss now listen to the final part of the proposal they heard in Listening 1. As they listen they answer the questions.

1 She refers to research done in other companies.
2 She uses *will* to describe the outcomes – this reflects a strong, positive approach.
3 Increased motivation; less illness and time off work; more efficient and productive workers
4 c

Language focus: The magic three

Presenting things in groups of three is a presentation strategy sometimes used to put information across to the audience with more effect. Compare:
Our product is reliable.
Our product is reliable, ready for sale and reasonably priced.

The second sentence above portrays the product in a more favourable light because there are three positive points. An additional effect is the use of the same letter (here 'r') although this is not always achievable or desirable.

What do you say? Concluding a proposal

Sandra ended her proposal with a call for action. This is one way of ending on a strong note. Point Ss to the other strategies on page 69. You might want to discuss the use of three (the tripling effect) in strategy 3. Ss match the steps and the phrases. Give feedback. Can Ss supply further useful phrases? Note them on the board and practise pronunciation as necessary.

1 c, e **2** b, h **3** a, f **4** d, g

Further possible phrases
According to research, this is extremely effective.
By the end of the project, we'll have developed a whole new set of skills.
The advantages are, firstly fewer days of sick leave, secondly improved staff morale and thirdly higher customer satisfaction.

Task 2

Ss now have a chance to make a strong conclusion to their proposal. Ss build on what they did in Task 1. Allow Ss time to refresh their memories, especially if quite a length of time has lapsed since they did that task.

Step 1: Ss prepare a conclusion and in so doing should use some of the phrases just taught. Monitor.

Step 2: In the same groups of three from Task 1 Ss present the strong close to their proposal to the others in the group, using the strategies and language they have prepared. Monitor Ss' performance. You may wish to audio or video record the presentations for T feedback and self / peer feedback.

Analysis, Task 2

Allow Ss a few minutes to reflect on the questions individually, then start a group discussion. Give your own feedback. Refer to effective language and any gaps / difficulties.

Self-assessment

Allow Ss a few minutes to think about what they have achieved from the unit and tick the boxes. Suggest what Ss can do to gain further practice.

Video, Module 5

CD-ROM

Unit 15: Summarise

UNIT OBJECTIVES

Skills:	Summarise points Give an accurate report
Language:	Reported speech
Culture at work:	Attaining goals in a meeting

Summarising can involve:
- Reporting a spoken discussion, e.g. a meeting, in a verbal or written form
- Reporting on something that was written, e.g. a report, in a verbal or written form
- Portraying someone's intention, e.g. *Catrin suggested that ...*
- Portraying someone's emotion, e.g. *John felt strongly that ...*

Some cultural considerations are:
- How much is summarised and how often
- The importance placed on the summary (e.g. minutes of a meeting)
- Whether a summary is given in verbal or written form.

What do you think?

Introduce the topic of the lesson – summarising in the context of a meeting. Refer Ss to the four questions on page 70 and, in pairs, Ss discuss their ideas. Open up a group discussion whereby Ss provide feedback on what they said in their pairs. There are no particular right or wrong answers; practice may vary according to culture, but there are some suggested answers below. See also Good business practice.

1 Normally it is important to have a summary to outline what was discussed and agreed, especially for those who missed the meeting.
2 Yes. The oral summary is useful during and at the end of the meeting.
3 Both. It may help to have a summary after each item on the agenda if there has been a lengthy discussion. A summary at the end can be more of an overview of the entire meeting.
4 Actions agreed, who is responsible for carrying them out and by when. Set priorities, clarify what is to be carried over to the next meeting (if anything).

Skills Book, Good business practice, Meetings, Summarising in meetings, page 80

What do you say? Summarising

Explain that summarising can be applied to verbal or written information. In a meeting you may need to summarise one or the other, or both forms. Ss now consider phrases that can be used to do so. Refer Ss to the list of phrases and individually Ss decide which phrase can be used for which purpose. Give feedback, ensuring Ss are happy with the pronunciation of the phrases. Additionally, it would be useful to focus attention on the verbs used. On the board draw two circles, in the centre of one write *spoken*, in the other *written*. At the end of arms extending from the spoken circle write: *to sum up, we've discussed, you think, you are of the opinion, we've agreed*. At the end of arms from the written circle write: *it says, the main points are*. Ss may be able to provide others to add to the circles, e.g. *we've decided* and *it states that ...* Also make sure Ss are happy constructing sentences with these verbs, e.g.:

What we've agreed is that we (do)
What we've agreed is to (do)
We've agreed to (do)

Note that Writing 5 provides practice for Ss on summarising in a written format.

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

Task 1

Ss are going to prepare for and then hold two meetings with a view to summarising what was discussed. Ss will be given roles revolving around the scenario of a chemical recycling plant. To set the scene, ask Ss what they know of chemical recycling plants. Try to elicit different viewpoints, e.g. the danger to the environment point of view versus the necessary and strictly controlled emissions point of view. Start collecting key vocabulary on the board – continue to add to this during the lesson, e.g. *pollution / to pollute, environmentally friendly*. Refer Ss to the scenario on page 71 and read it together as a whole class. Ask the following to ensure comprehension: What is the purpose of the meeting? (to improve the company's image).

Step 1: Divide the class into small groups. In those groups Ss brainstorm ways in which Waste Materials Ltd could improve its image. They then summarise what they said to the rest of the class. Provide feedback on their use of the language covered in What do you say?

Step 2: Back as a whole class, label Ss A, B or C. Ss read information relating to their role in the back of the book. Monitor. If you feel Ss will find the extracts difficult, sit all Ss A together, all Bs together and all Cs together so they can prepare their roles together. Then divide the class into groups of three ensuring that a representative from A, B and C is in each group. The groups hold a meeting to decide how to improve the company's image.

Step 3: Within the same small groups, Ss summarise verbally what they discussed. Encourage them to use the phrases from What do you say?

Analysis, Task 1

Allow Ss to reflect individually then open up a group discussion. Provide your own feedback on the strategies and language they used. If the meetings were videoed, they can be viewed and commented on here.

Skills Book, Grammar reference: Reported speech, page 96

Culture at work

Ask Ss to brainstorm different ways in which meetings could be organised / run relating specifically to goals, use of an agenda, the outcome, e.g. some cultures follow the agenda exactly. Ss may wish to work in small groups to do so. Collate their ideas. Refer Ss to page 72. Do any of the comments tally with their own ideas? Do they agree with what is listed in the table? Can Ss relate to one side of the table, or to a mixture? Have Ss experience of any cultures different from their own in this respect? Then ask Ss to complete their own culture profile about attaining goals in a meeting on page 82. (Ss identify and mark with a cross where they believe their culture is situated on the line ranging from Monochronic to Synchronic. You may wish to ask Ss to write two marks on the line: a cross indicating their company culture, and a circle indicating the culture in general in their country.)

Skills Book, Culture profile, page 82

What do you say? Reporting what was said

Ss are now going to consider how they can report on the outcomes of a meeting. Refer them to page 72 where there are eight sentences divided in half. Ss match the halves and the resulting paragraph should be a report on a meeting about publicity materials. Provide feedback.

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

Listening 1

Ss are now going to return to the scenario of Task 1, Waste Material Ltd, and listen to three of its managers in a meeting discussing another PR question. If need be, allow Ss to refresh their memories of the scenario on page 71.

Play the first extract and as Ss listen they answer the questions. Give feedback.

1 They plan to do both.
2 Environmental pressure groups; people whose opinions are important, such as local government officials; the media.
3 safety
4 a Angus: make a list of people who could be invited.
b Brenda: ask the safety officer to do a risk assessment.
5 The decision is postponed until the next meeting.

Listening 2

Ss now listen to a follow-up to the meeting in which one of those present summarises to a colleague what was said. As Ss listen they answer the questions. Give feedback. You might want to refer Ss to the audioscript and ask them to underline all the verbs of reporting used in the second extract.

1 to hold an open day
2 they will take groups round the plant
3 Colin
4 to do a risk assessment and produce a formal written report
5 before the next meeting / end of next week
6 point 1 (no decision was reached); point 3 (Angus will draw up the list of people to invite); point 4 (it doesn't need to be a formal report, just general points)
7 She omitted to mention the exhibition.

Optional activity

If you feel Ss need more practice reporting verbally something that was written, ask Ss to report the content of a business newspaper article or business report. You might like to choose something related to the Ss' company or industry, or allow Ss to choose their own text.

Task 2

Given the fact that Brenda reported incorrectly on the meeting, Ss have the opportunity to report on it accurately.

Step 1: Individually, Ss make notes on the key points discussed in the meeting in the first listening extract and

consider which of the verbs they can use from What do you say? Encourage Ss to refrain from writing the report word for word as they are to give this report verbally and should therefore concentrate on fluency as well as accuracy.

Step 2: In pairs, Ss report the meeting. As Ss listen to their partner they should take note of any inaccuracies regarding content (as demonstrated by Brenda) as well as regarding language. Monitor. Give feedback to the whole group, incorporating comments from Ss who were listening to their partner. If time allows, some Ss may be asked to volunteer to report to the whole class.

Analysis, Task 2

Allow Ss a few minutes to reflect individually, then discuss with their partner.

Give your own feedback. Refer to effective language and any gaps / difficulties.

Self-assessment

Allow Ss a few minutes to think about what they have achieved from the unit and tick the boxes. Suggest what Ss can do to gain further practice.

Video, Module 5

CD-ROM

Writing 5: Minutes

UNIT OBJECTIVES

Skills:	Record key information Record decisions and actions
Language:	Reported speech

Minutes are a written record of a meeting. They usually record when the meeting took place, who attended, what was discussed and what the outcomes were (decisions and action points). However, the format of minutes can vary and some organisations and cultures treat them more formally than others. The following may be important when writing minutes:

- The reader (What is their relationship to the writer? What is their level of knowledge of the subject and their level of English?)
- The purpose of the minutes (Do they need to be a comprehensive summary in order to inform people who were unable to attend the meeting? Are they an official record of the meeting? Or are they simply a reminder of points for action?)
- The structure of the minutes (Use of headings, numbered points, etc.)
- Clarity, conciseness, consistency
- The level of formality
- Accuracy (Grammar, spelling, punctuation).

Cultural attitudes (varying according to national culture and also organisational culture) may have an impact on the following:

- Use of minutes
- Length of the minutes
- Speed with which minutes are produced and circulated after the meeting
- Formality of language and procedure.

Style guide, Minutes, page 26
Style guide, General rules, page 3
Style guide, Organising your writing, page 4
Teacher's Book, Writing preparation framework, page 188
Teacher's Book, Writing feedback framework, page 189

What do you think?

Introduce the topic of the session: writing minutes. Start by brainstorming the purpose of minutes and collate ideas on the board. Key ideas may include: to record when the meeting took place, who attended, what was discussed and what the outcomes were (opinions, decisions and action points). Ask Ss whether they use minutes themselves, and if so, are they generally formal or less formal? If Ss are not familiar with minutes, you may wish to show some examples that you have collected before the lesson. Refer Ss then to the list of statements on page 74. Ss may wish to discuss with a partner before you open up a class discussion. You may wish to remind Ss that some ideas were covered in Unit 15 and Good business practice (if Ss have done that unit).

Suggested answers

b, c, e, f (d in some circumstances). See also Good business practice.

Good business practice, Meetings, Taking the minutes of a meeting, page 80

Optional activity

Elicit ways other than avoiding the passive and using less formal vocabulary that can result in more informal minutes. This might include: using short sentences instead of longer sentences with linking words; using a type of note form, e.g. omitting articles (the). Ss rewrite either extract (a) or (d) in a more informal style.

What do you write?

Ss now consider the language used in minutes according to function. Ss match the five functions to the extracts. Give feedback. Ss then focus on the language used in the four extracts and comment on its formality and the impact this could have on the reader. You might want to divide the class into two groups, one looking at the grammar and one looking at the vocabulary. The discussion should include:

Grammar

Frequent use of the passive, e.g. *the question ... was considered. It was pointed out that ... This was followed by a discussion ...*

The impact of using the passive means that it is not always clear who carried out the action. Ss should bear this in mind if they are writing about action points. In extract (a) the initials of the person carrying out the action are given to overcome this.

Vocabulary

considered (not *thought about*)
submit (not *hand in*)
regarding further investments (not *about more investments*)

The impact of using this vocabulary is that the report is taken as formal.

a

The question of whether to hire recruitment consultants was considered. Although costs would be high, **(3) some members felt that the experience of a professional firm would be valuable. It was pointed out that, as the project is behind schedule, using consultants would save time.** After some discussion, **(4) it was agreed that more information was needed before going ahead.**
(5) Action: AG to research suitable consultancies and costs and report next meeting.

b

Jack presented the accounts for the last quarter.
(2) Key points were:
- **income from sales is up 3%**
- **expenses are also up due to the introduction of colour printing**
- **profit margin has dropped by 1.5% but the overall picture looks healthy.**

c

(5) **IMPORTANT Everyone to submit their expenses claims by 19th latest!**

d

1 Apologies were received from JK and PHS.
(1) 2 Minutes of the previous meeting of 22 January were approved and signed.
3 Matters arising:
Matters arising were discussed under the appropriate agenda items.
4 BD presented a report on recent stock market trends in key sectors.
This was followed by a discussion regarding further investments in each sector.
(2) Technology sector: The market has been falling with a decrease of 2 per cent over the last week.
(4) It was decided that no further investments would be made in this sector at present.

Task 1

Ss now write some minutes themselves. First of all they listen to two short extracts from meetings and they take notes if necessary. Ss then write minutes focusing on the key information. You may wish to specify that Ss write in a formal style, or you may leave the choice open. Ss show their writing to the other Ss for peer correction. If computers and a projector are available, Ss should type their minutes using a computer. Give feedback.

Suggested answers

Point 1: Petra reported that the Korean visit has been postponed. The programme for the visit will be finalised once a new date is set.
Point 2: Rosa reported that everything is on schedule for the trade fair. The usual stand has been booked. As costs have increased, we will need to review the budget.
Note: references to people may change when reporting what was said. In point 2, *we* may be altered to *they*.

Task 2

Ss listen to two other extracts, this time focusing on the decisions and action points. Ss then write minutes reporting these. Again, you may allow Ss to choose the level of formality or you may wish to specify formal.

Suggested answers

Point 3: It was agreed that future committee meetings would be held on Thursdays at 10am.
Point 4: Terry is to draft a new reporting form and will email it to everyone for comments. A final version will be agreed at the next meeting.

Language focus: Passive in formal minutes of meetings

The passive is often used in formal minutes of meetings because the decision of the meeting and the consensus of the group are more important than who said what.
Details of proposed trips will be recorded in future.

It is common to avoid reporting personal opinions by using an impersonal style with phrases starting *It was ...*:
It was felt / agreed / proposed that ...

If the person doing the action is important, this is usually recorded using *by*. It is particularly important to record names when minuting action to be taken.
The budget will be revised by Roger Atwood.

Task 3

In this final task, Ss pull everything together and write a complete set of minutes with reference to the meeting held in Unit 15, Task 1. If the role-play was recorded, it may be useful to play the recording to refresh Ss' memories. Alternatively, Ss may wish to write about a real meeting they recently attended. Depending on time, you may wish to ask Ss to write their minutes for homework.

Skills Book, Grammar reference, Reported speech, page 96

Photocopiable resource 1.1: Framework

Job title:	
Routine tasks	
Current projects	
Name of company:	
Facts	
Temporary situations at the present time	

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Photocopiable resource 1.2: Role cards

You are staying in a four-star hotel. It's the first time you've been to this conference. You never drink coffee or tea – you prefer water and fruit juice.	You are attending the conference at short notice – your colleague is ill. Your company is expanding its offices overseas. Your main hobby is gliding.	You have six children. You missed the morning's sessions as you had to make an urgent telephone call. You have to report back to your team about the conference next week.
You don't think the food is very good at the conference. You are going on a cooking holiday in France this summer. You found the last session at the conference very useful.	You drove to the conference and it only took you an hour. Your son is learning to drive at the moment. You've been to this conference four times before.	Your hotel room has beeen double-booked so you have to move hotel tomorrrow. You met your wife / husband at this conference five years ago. You didn't understand the last speaker very well.

Photocopiable resource 3.1: Team role observation sheet

Team member's name:	
Role fulfilled: *(e.g. ideas role)*	
Behaviour / strategies demonstrated: *(e.g. looked at things in a different way / looked 'outside the box')*	
Language used: *(e.g. Why don't we ...?)*	
Other comments: *(e.g. intonation was used effectively)*	

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Photocopiable resource 4.1: Intonation in questions

Mark with arrows the intonation patterns in the questions below. Take note of the different question types; regarding question tags, consider whether it is a genuine question or whether it is checking information. There may be more than one possibility.
(See Skills Book, Grammar reference, page 87.)

1 What did you think of Geoff's presentation?

2 Have you managed to finish the report?

3 You'll be keeping to the schedule, won't you?

4 You're applying for the job, aren't you?

5 Could you tell me when the shipment is due to arrive?

6 Do you know how long she's been with the company?

7 Would you mind telling me why you took this project on?

8 Do you know Herbert Strong?

Photocopiable resource 4.2: Indirect question formation

Do you know	if	this	is
the right price	Would you mind telling me	how many years	you
have	in the business	Can you tell me	how long
production	takes	I wonder whether	you
could	your pricing strategy	been	explain

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Photocopiable resource 6.1: Talking about the past

Memorable moments

I was studying for my exams at university when I heard about the Berlin Wall coming down. I remember I was having a break and put the television on. It was strange because I had been in Berlin just a month or so before. I'd stayed there for a few days with my boyfriend and we'd visited most of the sights. It didn't seem real, seeing the pictures on TV ...

1 Underline the different forms of the past in the anecdote above.

2 Explain why each form is used.

3 Think of a memorable moment in your life and tell the story. Pay attention to the past forms you use.

Photocopiable resource 7.1: Conditionals in bargaining

we'll increase our offer	if you can guarantee delivery	we could agree to that	if you paid us 50% up front
we could deliver by the 10th	if you agree to pay 25% now	if you were to increase your order to 3,000 units	I might consider your offer
if you provide a free after-sales service for six months	I'll sign the contract now	if you can ensure quality at that price	I accept
I could throw in a free printer	if you buy this laptop today	I could accept this change to the product specification	if you extended production time by two months

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Photocopiable resource 8.1: Being diplomatic

Make the following statements more diplomatic.

1 You are extremely opinionated.

2 You obviously find this meeting really boring.

3 Your offer is ridiculously low.

4 The quality on this product is totally unacceptable.

5 Production is taking far too long.

6 Your comments are very negative. You are upsetting the other people in this meeting.

7 Turn your mobile phone off! It is extremely irritating!

8 Your colleague obviously has no idea of what my company wants.

Now note down some diplomatic phrases you will find useful in your job.

•

•

•

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Photocopiable resource 8.2: Observer's worksheet

Date of meeting:	
Meeting objectives:	
Participants:	
Chairperson:	

Were the meeting objectives achieved? Make notes:

Did all participants contribute? Make notes:

Examples of participant behaviour:

Was the chairperson efficient? Make notes:

Examples of chairperson's behaviour:

Other:

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Photocopiable resource 9.1: Card activity (tone)

angry	excited	sad	bored
frustrated	tired	neutral	proud (of achievement)

Photocopiable resource 10.1: Card activity (conditionals)

Conditional Type 1	**Conditional Type 2**	**Mixed conditional**	We will reduce the price if you pay within ten days.
If we didn't have our own translator, we'd use an agency.	If you were to sign the contract now, I would offer free delivery.	If production is held up, we could lose our main client.	We will agree to your delivery date provided that you can ensure quality.
Unless we make some staff redundant, the whole department will become unprofitable.	If the problem of resourcing happened again, I would go straight to senior management and cut out the middle man.	If our competitor gained more market share, we would need to move into a new area.	If the subcontractor failed to deliver, we would be able to sue.
If the project manager leaves, the whole project might collapse.			

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Photocopiable resource 11.1: Card activity (the passive)

Present	Past	Future	Can the specification be changed?
The photocopier is being repaired.	Sarah was moved to another department during the restructuring.	The schedule will be reassessed when we have the test results back.	The contract should never have been signed.
The product will be launched next month.	The company might be sold off.	All the branch offices have to be audited by an external company.	Although the later delivery date had been accepted, the client wanted delivery earlier.

Photocopiable resource 12.1: Pronunciation of *will* in telephoning English

When speaking in English, some sounds are dropped resulting in shortened forms. *Will* is such an example. Below are typical phrases used on the telephone with *will*. Practise saying the phrases, paying particular attention to the sound *'ll*. You might want to audio record yourself. Add phrases you use yourself and practise the pronunciation of *will* / *'ll* in them.

- I'll just get a pen.
- I'll have to check that.
- I'll get back to you on that.
- I'll send you an email to confirm that.
- I'll see what I can do.
- I'll alter that on our records for you.
- I'll deal with it straightaway.
-
-
-
-

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Photocopiable resource 12.2: Framework for preparing to make a difficult call

		Phrases to use
Outcomes to achieve		
Strategies to use		

Photocopiable resource 13.1: Card activity (gerunds and infinitives)

Gerund	Infinitive	Gerund and infinitive	to try
to start	to decide	to (dis)agree	to want
to hope	to prefer	there's no point in	to finish
to make an attempt at	to be afraid of	without	to be used to
to believe in	how about ...?	to intend	to continue
to risk	before	to remember	our objective is ...

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Photocopiable resource 13.2: Framework for chairing a meeting

		Phrases to use
Actions	• Open the meeting • Control the meeting (see strategies) • Close the meeting	
Strategies	• Encourage participants to contribute • Avoid digressions • • • •	

Photocopiable resource 14.1: Linking words

Linking words
Put the following linking words into the correct box depending upon their meaning.
Then give some example sentences.

in order to, in addition, similarly, like, although, since, therefore, because, what's more, in the same way, whereas, while, as, however, in spite of that

Cause
Purpose
Concession
Contrast
Similarity
Consequence
Addition

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Frameworks

Seven photocopiable framework sheets are provided for task preparation and feedback.

1 **Presentation preparation framework**
Give a photocopy of the framework to Ss when they are preparing for a longer presentation. The first section focuses the presenter on the audience and the purpose of the presentation. The second section encourages the presenter to plan a clear structure and to think of key language. The final section provides space to note down additional useful phrases.

2 **Presentation feedback framework**
This framework may be used by teachers giving feedback on Ss, and also by Ss giving peer feedback. It acts as a reminder that accuracy is not the key feature of a presentation in a second language; clear structure and signposting, and interesting content and delivery are often more important.

3 **Writing preparation framework**
This framework helps Ss to structure and plan their writing. It is particularly useful for the Write it up section of the Dilemma at the end of each Coursebook unit. The Teacher's notes for the Dilemma guide you through the framework in relation to a particular genre and refer you to the relevant pages of the Style guide.

4 **Writing feedback framework**
This framework may also be used to give feedback from the teacher or from peers. Once again, it reminds those giving feedback that accuracy is one element of communication only; clear structure, arguments and layout, and clear and appropriate language are equally important.

5 **Skills feedback framework**
This framework is similar to the presentation feedback above – but usable in a greater range of situations. Circle the skill practised (e.g. telephoning).

6 **Accuracy feedback sheet**
Use this sheet to give feedback following a variety of tasks. Accuracy feedback can relate to vocabulary and pronunciation as well as grammar. Start with specific positive feedback. Then focus on error correction. Finally, encourage Ss to focus on what is achievable. If Ss are too ambitious, they are likely to fail; therefore, ask them to monitor no more than three language points. When they feel confident, they can tick off these points and identify three more specific areas for improvement.

7 **Vocabulary record sheet**
Remind Ss that noting down a word means more than just recording its meaning. This sheet has three frameworks for Ss to record vocabulary. The first is a standard word diagram (or spider diagram) usable for recording vocabulary related to a central concept. It is also usable to indicate collocations in relation to the central word. In the final framework, Ss write a vocabulary item in the centre and different information about the item in each petal, e.g. petal 1 = meaning, petal 2 = pronunciation, petal 3 = formal / informal, petal 4 = other comments.

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Presentation preparation framework

Student:		Date:
Title of presentation:		

Who is my presentation aimed at?	
What am I trying to achieve in my presentation?	

Stage	Key points	Key language
Introduction		
Body		
Conclusion		

Signposting and linking phrases	
Phrases for referring to visuals	

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Presentation feedback framework

Student:	Date:
Title of presentation:	

Content

- Purpose?
- Interest?
- Appropriateness?

Structure

- Structure?
- Organisation?
- Signposting?
- Linking?

Grammar

- Accuracy?
- Appropriateness?

Vocabulary

- Accuracy?
- Appropriateness?
- Pronunciation?

Delivery

- Pronunciation?
- Chunking?
- Projection?
- Eye contact?
- Body language?
- Communication?

Other comments

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Writing preparation framework

Student:	Date:
Lesson focus:	

Type of writing e.g. formal / informal letter / report / memo?	
Who am I writing from?	
Purpose	
Target reader	
Structure and organisation • Is there a typical structure and layout that I can follow? • What sections should I divide my document into? • What can I do to ensure layout supports my message?	
Style • Formal / informal / neutral style? • Tone?	
Useful phrases	
Checks Have I checked my writing for: • logical structure? • clarity of ideas? • accuracy of language?	

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Writing feedback framework

Student:	Date:
Lesson focus:	

Planning • Clarity of purpose? • Achievement of objectives? • Appropriateness for target reader?	
Layout • Appropriatenes of layout? e.g. formal / informal letter / report / memo • Clarity of layout? (paragraphs, headings, white space, bullets)	
Organisation and clarity • Clear points? • Organisation? • Support for main points? • Sentence length? • Conciseness? • Linking of ideas?	
Language • Accuracy? • Range? • Appropriateness? (formality / tone)	
Other comments	

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Skills feedback framework

Student:	**Date:**
Skill (*circle as appropriate*): Socialising / Meeting / Negotiating / Telephoning Other (*please specify*)	

Communication • Task achievement? • Comprehension? • Responding? • Checking and clarifying? • Showing interest? • Turn-taking? • Fluency? • Effectiveness?	
Pronunciation • Sounds? • Stress and intonation? • Chunking?	
Grammar • Accuracy? • Range? • Appropriateness?	
Vocabulary • Accuracy? • Range? • Appropriateness?	
Other comments • Cultural awareness?	

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Accuracy feedback sheet

Student:	Date:
Lesson focus:	

What you did well

What you did less well

What you said / wrote	What you should have said / written

Action plan

List no more than three specific points (identified on this feedback sheet) that you are going to focus on and monitor when speaking and writing

1

2

3

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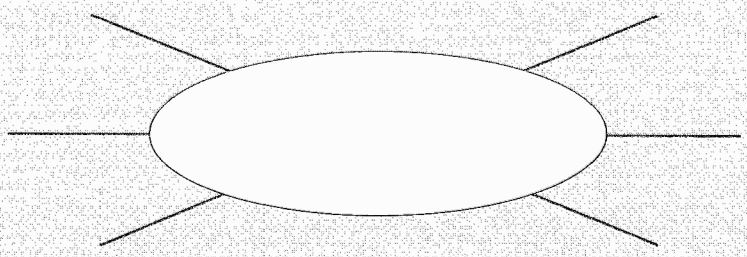
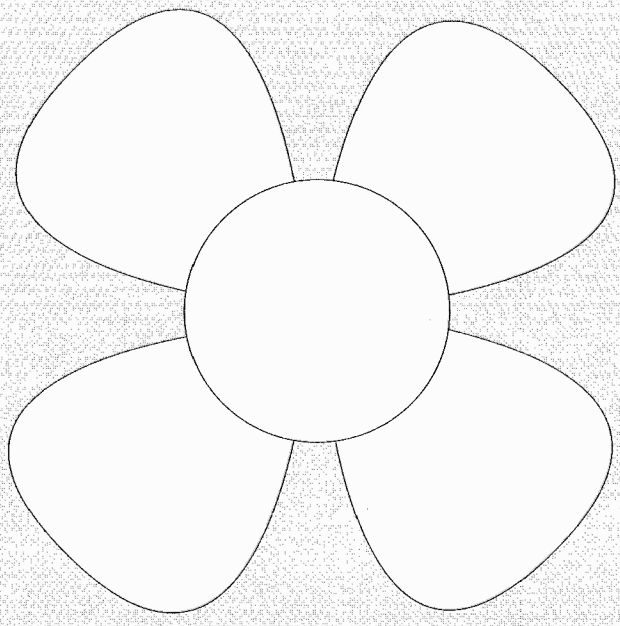
Vocabulary record sheet

Student:		Date:
Lesson focus:		

- Use some or all of the ways suggested below to record key vocabulary.
- Remember that knowing a word or phrase is more than just knowing its meaning.



Noun	Verb	Adjective	Adverb



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