

Intelligent Business

Teacher's Book

Intermediate
Business English



Longman

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Designed by Wooden Ark

Contents

Page	
4	Introduction
<hr/>	
15	Coursebook: Teacher's notes
104	Coursebook glossary test: Answers
105	Coursebook review: Answers
108	Coursebook: Photocopiable resources
	1.1: email recommendation framework
	1.2: Company profile
	2.1: Card activity (collocations)
	2.2: Card activity (getting things done)
	3.1: Written recommendations
	4.1: Flexible benefits
	5.1: Prioritisation of development issues
	5.2: Development project plan
	6.1: Planning a trade fair
	7.1: Card activity (conditional dialogues)
	7.2: Card activity (conditional questions)
	8.1: Card activity (financial vocabulary)
	10.1: Card activity (opposites / prefixes)
	8.2: Card activity (report writing phrases)
	9.1: Dos and Don'ts of CV writing
	11.1: e-commerce website evaluation
	12.1: Card activity (lobbying collocations)
	13.1: Card activity (voicemail scenarios)
	14.1: Card activity (passives)
<hr/>	
121	Skills Book: Teacher's notes
176	Skills Book: Photocopiable resources
	1.1: Card activity (talking about your job)
	1.2: Card activity (present tenses)
	2.1: Planning for a deadline
	4.1: Present perfect / past simple questionnaire
	6.1: Card activity (comparatives and superlatives)
	7.1: Tentative suggestions
	8.1: Card activity (language of change)
	9.1: Domino card activity (questions)
	9.2: Card activity (socialising)
	11.1: Card activity (gerund or infinitive)
	13.1: Card activity (reported speech)
	13.2: Card activity (meeting)
	14.1: Questions following a presentation
	15.1: Negotiation planner
<hr/>	
185	Photocopiable frameworks

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 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 Intermediate* is benchmarked against the Cambridge Business English Certificate (BEC) Vantage 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.

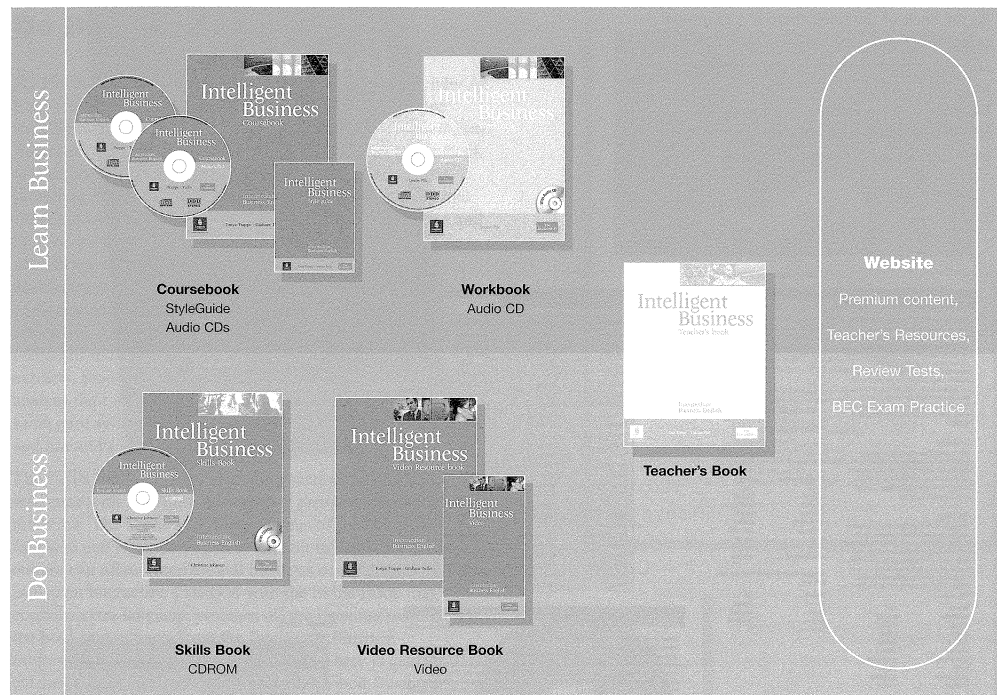


Fig. 1

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 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 Vantage.

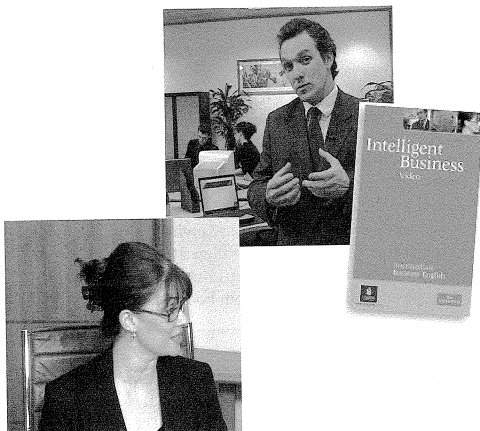
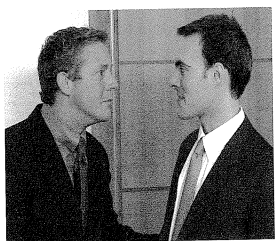
The Coursebook also includes a *Career Skills* syllabus that develops key communicative skills to help people within any kind of organisational – not just a corporate – environment. These communicative skills are supplemented by a *Culture at Work* feature that raises students' awareness of how cultural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

In addition, the Coursebook includes *Dilemma and 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.

Website
Premium content,
Teacher's Resources,
Review Tests,
BEC Exam Practice



The *Intelligent Business 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 effect of both national and corporate culture on a partnership between two very different companies.

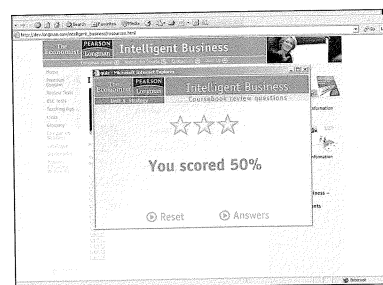
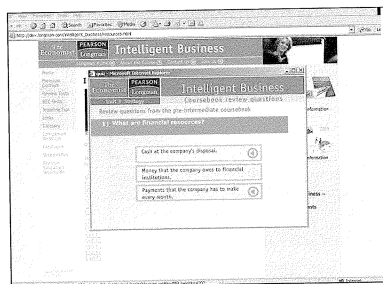


General support

The key Learn Business and Do Business components are supported by the *Intelligent Business 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 and video. Both sections provide step-by-step notes, answer key and 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 recipe style notes use Economist texts to demonstrate useful teaching tips on how to exploit the premium content and similar articles from the press.



The language of Intelligent Business

All 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 Vantage. 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 on both the Coursebook and Skills Book and on the Skills Book CDROM. 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 CDROM 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 CDROM 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 CDROM provides further interactive support and the Good Business Reference at the back of the Skills Book and on the CDROM 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 a Culture profile in the Good Business Reference 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 CDROM at the back of the Skills Book.

Using Intelligent Business

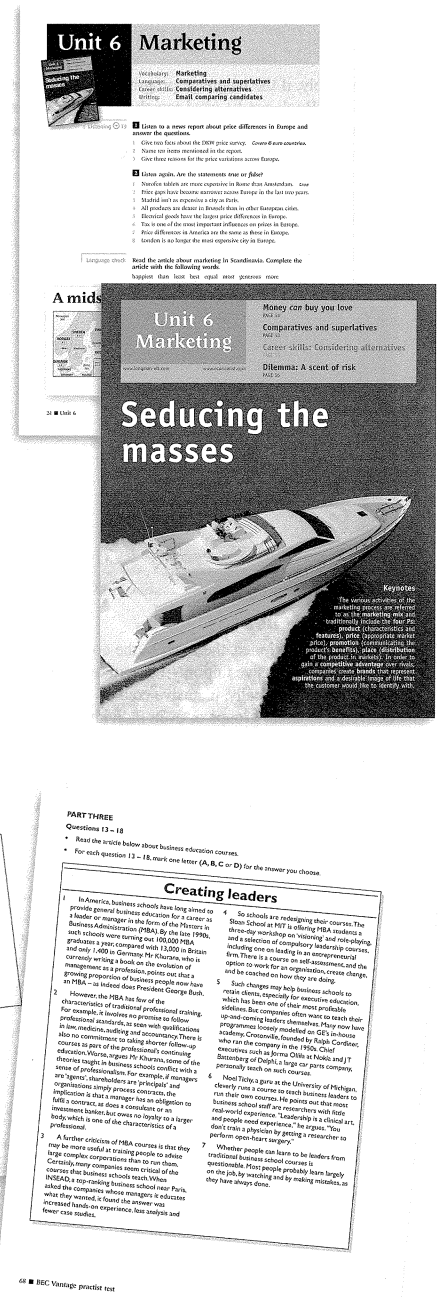
As all components are built on the core 15-unit intermediate syllabus, the components can be used in various combinations that will consistently cover the same core grammar, skills and cultural issues at the same time. The following combinations are suggestions only and teachers may well wish to mix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

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.

The Intelligent Business 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 CDROM will both provide further practice and self-study.

Intelligent Business Intermediate					
	Unit 8	Language	Vocabulary	Skills	Culture
Learn Business	Coursebook The bottom line	adjectives and adverbs	corporate governance	referring to visuals	formal and informal presentations
	Workbook Finance	adjectives and adverbs	finance	referring to visuals	
Do Business	Skills Book Get attention, keep attention	adjectives and adverbs	adjectives and adverbs	open a presentation speak with emphasis refer to visuals	formal and informal presentations
	Video	adjectives and adverbs		a presentation referring to visuals	formal and informal presentations

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 5 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 CDROM (with plenty of practice activities, listening practice and video). The CDROM 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 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 plot of the video involves two very different companies in terms of size, structure and nationality, which provides plenty of discussion points concerning differences in national and corporate culture – as described in the Culture at Work section of the core Intelligent Business 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 CDROM there is an extensive grammar reference with practice activities (for students whose grammar is impeding their ability to complete the tasks successfully). The CDROM 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 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 Vantage 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 intermediate / BEC Vantage level.

For students wishing to take an internationally recognised Business English exam at the end of their course, the Intelligent Business 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 Vantage exam. Each Workbook unit contains at least two BEC-style exercises and there is a complete and authentic Practice Test at the back of the book. The Listening Test is included on the audio CD.

Introduction to BEC (Business English Certificate) Vantage

This workbook contains a complete BEC Vantage practice test (on pages 66-78). The BEC Vantage examination is a Cambridge ESOL (UCLES) business English examination at approximately intermediate level. BEC Vantage consists of four components: reading, writing, listening and speaking.

Reading test
Different parts of the Reading paper test different reading skills. Part 1 tests your ability to understand text scanning. Part 3 tests your ability to understand text structure in order to do this you are required to fill a prepared text with sentences. Part 3 tests your ability to read for gist and understand specific information. Part 4 tests your vocabulary. Part 5 is a proof-reading task where you are required to identify extra words in a short text.
When preparing for the examination it is useful to:
- practise reading as many types of documents as you can

Listening test
The Listening paper tests a variety of listening skills. For example, listening for gist (identifying topic, for example), listening for ESOL (UCLES) business context etc.) in Part 2 and listening for both main ideas and specific information in Part 3. When preparing for the examination you should:
- get as much listening practice as possible
- practise taking notes when you are listening
- telephone calls (this will help you with Part 1)
- consider the following as you listen to English: who the speakers might be, what their role is, what the purpose of the conversation is etc.

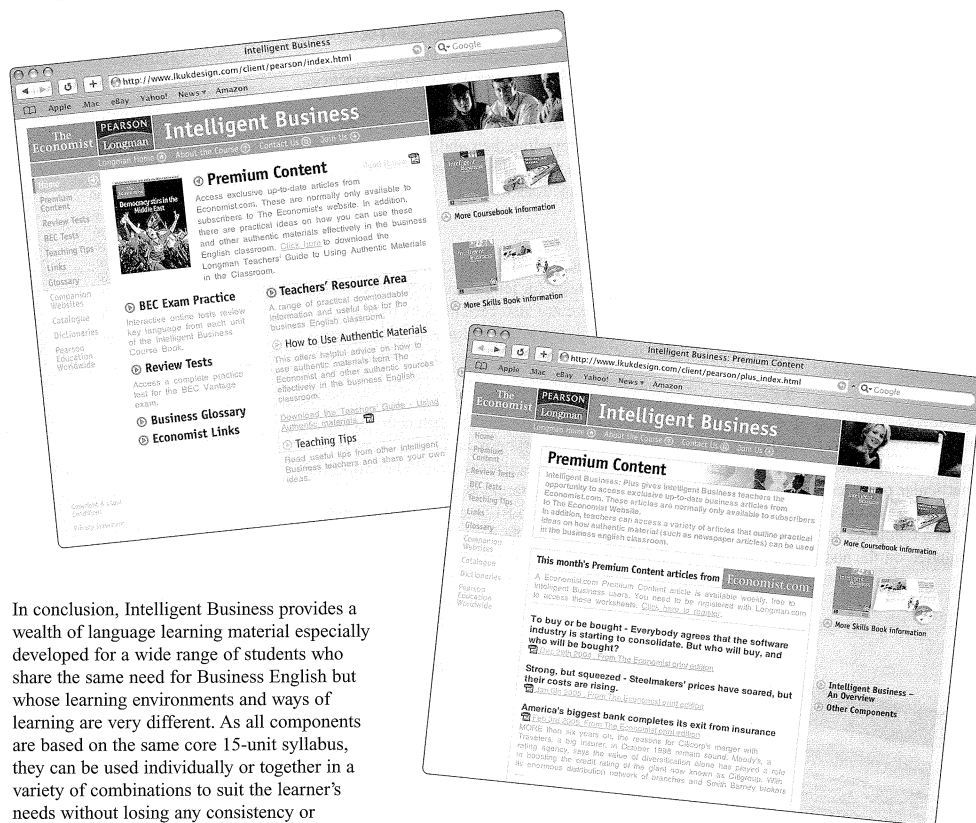
Speaking test
The Speaking paper tests different skills. In Part 1 you are tested on your ability to talk about yourself (hobbies, interests etc.). Try to answer the questions as fully as possible.
In Part 2 you choose one of three business topics a

	1 Information	2 Goals	3 Options	4 Strategy	5 Agreement
90-120 minute block	Unit 1 Meet business partners	Unit 4 Achieve objectives	Unit 7 Brainstorm solutions	Unit 10 Present an argument	Unit 13 Lead a meeting
90-120 minute block	Unit 2 Get things done	Unit 5 Deal with problems	Unit 8 Get attention	Unit 11 Negotiate	Unit 14 Conclude a presentation
90-120 minute block	Unit 3 Make a short presentation	Unit 6 Make a recommendation	Unit 9 Make a small talk	Unit 12 Participate in meetings	Unit 15 Celebrate Success
90-120 minute block	Writing 1 Internal emails	Writing 2 Memos	Writing 3 Short factual reports	Writing 4 Formal correspondence	Writing 5 Minutes

Part	Type of reading	Task	Number of questions	Workbook units
1	Gist and scanning	Matching sentences with texts	7	Unit 11
2	Understanding text structure	Matching sentences with gaps in text	5	Units 1 and 12
3	Gist and specific understanding	Multiple choice comprehension questions	6	Unit 10
4	Vocabulary and structure	Multiple choice gap filling	15	Units 4, 6 and 7
5	Reading errors	Proofreading (finding extra words)	12	Units 5 and 8

Part	Task	Word length	Workbook units
1	Writing a short email, fax, message, memo or note	40-50 words	Units 1, 3, 5, 6, 10, 11, 12, 13 and 14
2	Writing a longer letter, fax, report or proposal	120-140 words	Units 9 and 15

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: Companies

UNIT OBJECTIVES

Reading:	A matter of choice
Language:	Present simple and continuous
Vocabulary:	Companies and careers
Career skills:	Talking about your job
Culture at work:	Hierarchy
Dilemma & Decision:	The virtue of necessity (formal email)

This unit focuses on types of company and company structure. Companies operate in a range of industries (electronics, IT, retail etc.). Many companies, regardless of industry, undertake activities across the same areas (research and development, marketing, production, sales, customer services etc.). There are different types of companies (UK) or corporations (US).

- Sole trader (UK):** when someone has their own business with no additional shareholders. It is the easiest way of starting a business and you alone are responsible for all aspects of the business.
- Partnership:** where more than two people or businesses work together
- Limited company (UK):** a private company where individual shareholders lose only the value of their shares if the company goes bankrupt. (Their liability is limited; they would not lose any property they owned.)
- Plc (public limited company – UK):** a limited company where the shares are bought and sold freely
- Inc:** The US equivalent of plc. In the US, companies can be incorporated (registered) with the authorities in the state where the HQ is based. To sell shares they need to approach the SEC (Securities Exchange Commission.)
- Multinational:** a company that operates in different countries, usually with a complex structure, e.g. a parent company owns subsidiaries. The parent company may be a holding company with no independent activity.

- Corporate structure can change when companies form an alliance.
- 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

In many companies there are three key groups of people: shareholders, management and the workforce. A traditional hierarchical company is normally given

- strategic direction by the board of directors. The board is headed by the chairperson (UK) / president (US) though operations in all directorates are headed by the chief executive officer (CEO), sometimes known in the UK as the managing director (MD). A director normally heads each function within the company (e.g. HR director, finance director) and managers lead the departments within a function or directorate. In SMEs (small and medium sized enterprises) and in entrepreneurial businesses, the structure may differ.

Style guide, Job titles, page 14

Keynotes

Introduce the topic by asking Ss what they think the picture represents (it shows small companies trying to fight against larger organisations, with the large organisations fighting back; but neither type is dominant) and what they understand by the title *Survival of the fittest*. Ask Ss to read the keynotes. Check they understand the terms in bold and introduce the abbreviation *plc* = *public limited company*. Ask questions such as: *What plcs / joint-stock companies can you think of? What multinationals? What about famous entrepreneurs?* Draw Ss' attention to the glossary for this unit at the back of the book.

Coursebook, Glossary, Unit 1, page 147

Preview 1

Ask Ss to discuss the questions in pairs / small groups. Draw a grid on the board with the company types in a column on the left and the headings *Advantages* and *Disadvantages* along the top. Then elicit Ss' preferences and reasons and write notes under the headings on the board.

Suggested answers

- Large multinational:** Advantages – clear structure and career progression, good benefits, recognised by future employers. Disadvantages – narrow area of work, lack of view of what is happening in the rest of the organisation
- Family business:** Advantages – close relationship with other workers, ability to see how all the roles fit together. Disadvantages – difficulties working with other family members, amateur running of the business
- Hi-tech corporation:** Advantages – exciting environment. Disadvantages – fast-moving business area may be risky, possibility of redundancy if the business fails

Preview 2

As a lead-in, ask Ss what they understand by the term *traditional company*. Then ask Ss to read the list of developments and discuss the potential positive and negative impacts. Refer to the newspaper headlines to give Ss ideas. (Parmalat is the Italian food company which was the subject of a high profile financial scandal in 2003 / 2004. See Teacher's book, Unit 8, page 57 for more information on Parmalat and other financial scandals.)


Suggested answers

- Developments in technology:** Positive – greater efficiency. Negative – specific skills can become redundant
- Growth in consumer power:** Positive – increased responsiveness from companies. Negative – possible impact on image and profitability
- Expansion of e-business:** Positive – opportunity for any company to sell anywhere. Negative – competition from companies with few overheads
- Increase in shareholder power:** Positive – greater control of individuals at the top of companies. Negative – lack of freedom by directors to make decisions
- Financial scandals:** Positive – increased regulation and greater financial soundness. Negative – loss of consumer / shareholder trust
- Transfer of money / jobs abroad:** Positive – more competitive companies. Negative – loss of control over quality, loss of skills at home
- Weakening trade unions:** Positive – more competitive companies. Negative – unhappy staff

Reading 1

This section focuses on company structure. Ask Ss if they know of any company buildings or premises which reflect company structure. Refer Ss to the picture on page 9, which shows the Swiss Re Tower in the City of London, known because of its shape as the 'gherkin' building. The 41-storey building, designed by Norman Foster for use by the major Swiss reinsurance company, is one of the tallest buildings in London and is radical in its design. Explain that it represents a hierarchical / pyramid company structure (typical of the banking and insurance sectors) with the bosses in the smart offices at the top and layers of subordinates below. This contrasts with flat structured companies like the computer company DELL with its sprawling campus. Then refer Ss to the title on page 9. What do they think the article will be about? Ask Ss to read the text and answer the question. Refer Ss to the glossary box at the top of the page and remind Ss of the glossary for the unit at the back of the book.

If consumers, producers and shareholders have more choice, companies will have to structure themselves to ensure they are flexible enough to give consumers etc. what is wanted.

 Coursebook, Glossary, Unit 1, page 147

Reading 2

Ask Ss to read the text again and answer the questions. In feedback ask Ss where in the text they found the answers.

- 1 They were hierarchical or bureaucratic organisations making long runs of standardised products. They improved products instead of innovating, provided lifelong employment, and enjoyed good industrial relations.
- 2 Giant corporations disappeared / were transformed. They changed from high volume to high value, from standardised to customised. There are flatter hierarchies and less lifelong employment.
- 3 High volume = mass produced. High value = smaller quantity with a larger profit margin.
- 4 Giant companies, small companies with few tangible assets, networks of entrepreneurs.
- 5 Because consumers, producers and shareholders have more choice.
- 6 Flexibility

Speaking, page 8

Introduce the topic by checking Ss understand what freelance means and asking: *Have you ever worked as a freelancer? What was good / bad about it?* Then ask Ss to discuss the questions in pairs / small groups. Encourage Ss to give examples from their own experience.

Suggested answers

- Freelancer:** Advantages – freedom to accept interesting work and to refuse dull work. Disadvantages – lack of security regarding job and income
- Employee:** Advantages – fixed monthly salary, job security, routine. Disadvantages – routine, lack of freedom

Vocabulary 1 1

Ask Ss to scan the text again to find nouns referring to people involved in business (*entrepreneurs, consumers* etc.). Then ask Ss to look at the exercise and to identify the words that match the descriptions.

- 1 freelancer 2 entrepreneurs 3 venture capitalists
4 bidder / consumers 5 producer 6 shareholder

Vocabulary 1 2

Ask Ss to match the words with their definitions. If Ss have any difficulties, tell them to look at the text again to see the words in context.

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

Vocabulary 1 3

Ask Ss to discuss the words in Exercises 1 and 2 and put them next to the different types of companies they refer to. Point out that some of the words can refer to all the companies.

- Corporations of the past:** standardised products, lifetime employment
- Today's multinationals:** flattened hierarchy, customised
- All:** producer, shareholder, merger, tangible assets, lease
- Online companies:** flattened hierarchy, venture capitalists, bidder

Speaking, page 10

Ask Ss to brainstorm examples of the different company types and write their suggestions on the board. Explain that companies can change quite quickly, e.g. if a new CEO points the company in a different direction. Therefore, companies that today might be regarded as *corporations of the past* may change within a short space of time. The same is true of *today's multinationals*. For this reason, no answers are suggested.

Language check 1

As an introduction to present tenses, write the following sentences on the board and ask Ss if they know what the tenses are called:

Changes are taking place.
I work from 9–5.

What are the negative and question forms of these sentences? Check Ss know all forms of the verbs in both tenses. Once Ss are confident with form, elicit when the present simple and continuous are used and then ask Ss to read the information and complete the rules. Ensure that Ss are confident about the fact that certain verbs (non-continuous verbs) are never or rarely used in the continuous form. Check Ss' understanding by writing the following sentences on the


board and asking which option is correct in each:

- I'm needing / I need a drink.*
- That sounds/ is sounding good.*
- I'm liking / I like my job.*
- Work is sometimes / is sometimes being boring.*

Check also that Ss realise that some verbs can change meaning when used in the different forms. Ask Ss if they can explain the difference in the meaning of *think* in the following:

- I think it's good = My opinion is it's good*
- We're thinking of restructuring = We're considering restructuring.*

simple (a, b, c), continuous (d, e, f)

 Coursebook, Grammar reference, Present simple and continuous, page 157

Language check 2

Ask Ss to match the examples with the rules.

- 2 d 3 b 4 c 5 e 6 f

Practice

Ask Ss to fill the gaps using the correct form of the verb in brackets. In feedback, ask Ss to give reasons for their choice and refer to the rules a–f.

- | | |
|----------------------|-------------------------------|
| 2 have | 3 is eliminating |
| 4 is becoming | 5 is shifting |
| 6 does it mean | 7 is diversification changing |
| 8 do not manufacture | 9 are wholesaling |
| 10 takes place | |

 Workbook, page 7

Speaking, page 11

Ask Ss to work in pairs and interview each other about a typical day at work / at the weekend (present simple) and what is planned for next week (present continuous). Give examples of possible questions: *Do you go to work by train? Are you going away next week?* As Ss interview each other, check they are using the tenses correctly. You may wish to take notes on incorrect usage, write some examples on the board and elicit correct forms.

Optional activity

Ask Ss to do a writing task for homework involving a description of company activity and use of present tenses. Ss have been asked to nominate a company for the *In-business* award (an award to promote excellence in business). They should write a letter:

- giving the name of the company they are nominating
- describing the general activity of the company
- explaining what is special about the current activity of the company.

NB: In the *Write it up* section (Dilemma) of Unit 15, Ss write a letter selecting the winner of a business award. This task is different: Ss are **nominating** a company and the letter should be relatively simple.

Vocabulary 2 1

Ask Ss to look at the two company structures. What type of company does each represent? Does either of the structures represent the company Ss work for? How is each similar / different to the structure of the company Ss work for?

Transatlantica is a traditional hierarchical (and possibly bureaucratic) company. Spearhead is less traditional: it has a light organisational structure, owns few assets and works with a network of complementary companies.

Vocabulary 2 2

Ss look at the structures again and answer the questions.

- 1 IT 2 HR 3 Finance 4 Legal Affairs 5 Electronic Supplies Ltd. 6 Global Transport Solutions Ltd. 7 Always Answers Call Centre, Solutions Vehicle Hire 8 Paul Phillips 9 Solutions Vehicle Hire

Career skills

Ask Ss in what situations they talk to other people about their jobs (e.g. when meeting for the first time). Ask Ss how much detail they generally give. Ss read the information and the phrases. Check they understand the phrases and can use them. Point out the use of prepositions (*responsible for, in charge of* etc.). Ask Ss to complete the stems about themselves.

 Workbook, page 7

Listening

Ask Ss to listen to five people from the previous page speaking about their jobs. Ss complete the first three

columns in the table. Then ask Ss to listen again and complete the final column with phrases used from the Career skills box. Ask Ss to check their answers in the audioscript.

- 2 **Harry Wilson:** overseeing every aspect of policy and practice, responsible for all employees worldwide, 15,000 employees. **Phrases:** I am (ultimately) responsible for
- 3 **Karl-Heinz Egonolf:** dealing with external auditors, overseeing quarterly reports, 10 accountants. **Phrases:** My job entails, who work under me
- 4 **Jill Black:** in charge of people taking phone orders for different companies, responsible for recruitment and training, reporting to client companies and contacting new clients, 25 people. **Phrases:** I am in charge of, I'm responsible for, I report to, I'm (also) responsible for
- 5 **Mary Fitzsimmons:** dealing with the press, sending out press releases, in charge of a team of writers, 15 staff plus 20 freelance writers. **Phrases:** I'm (also) in charge of

Writing

Ask Ss to read the profile and then write similar profiles for the five speakers. Encourage Ss to use note form in the *Present responsibilities* section, i.e. using no subject or auxiliary verb such as *be*, e.g. *Responsible for 15,000 employees worldwide.*

Answers will be based on the information in the box above.


Speaking, page 13

Ask Ss to work in pairs. They use the five profiles to take turns introducing themselves. Give feedback on both good and incorrect use of language. Then ask Ss to imagine they are meeting each other for the first time at a conference. They should introduce themselves (using their own identities) and talk about their jobs.

Culture at work

Ask Ss to read the information and discuss the questions in small groups. In feedback ask Ss about their experience of working with companies with steep and flat hierarchies (e.g. companies abroad that they deal with). You may find it helpful to look at the Culture at work table from page 7 of the Skills book; this is reproduced on the opposite 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.

	Steep hierarchy	Flat hierarchy
Company structure	Many levels of management	Not many levels of management
Power	Unequal distribution of power: senior managers are very powerful	Power-sharing: members of staff are relatively equal
Roles	Each member of staff has a fixed role or function	Roles are often flexible

 Skills book, Culture at work, page 7

 Teacher's book, page 122

Dilemma

Ask Ss to read the Dilemma brief and the three options open to Transal. Explain any unfamiliar terms.

Task 1: Ask Ss in small groups to discuss the potential benefits and disadvantages of each option.

Task 2: Ask each group to choose the best option and prepare to present their arguments to the class. Then ask Ss to present as a group, or for one representative of the group to present their arguments to the class. Take notes on the language used and provide group and / or individual feedback at the end of the lesson.

Decision

Ask Ss to turn to page 141 and to read what happened when a famous British company (Transco) was faced with this decision. Are they surprised by the decision? Why / Why not?


Write it up

Ask Ss to write the email to the board recommending the options and their reasons. 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. It may be helpful to use the Writing feedback framework on page 189 when marking Ss' writing.





Writing focus: Formal emails

- 1 First decide who you are.
(*In this case, you are writing the email on behalf of your group / team. Exactly who are they?*)
- 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 make a recommendation regarding the best option for improving safety. The email is directed at the Transal board of directors.*)
- 3 Look at the section on Emails on page 18 of the Style guide. Notice the suggested structure of an 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.
- 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, this is not always the case. Emails can also be more formal if written to superiors or people outside the company. As with all writing, it is important to choose a style that is appropriate for the purpose and audience. 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. Also, phrases for formal recommendations are appropriate.*)
- 6 Now go ahead and write the email.
(*You may want to give Ss Photocopiable resource 1.1 to use as a framework for the formal email.*)
- 7 When you have finished, check your writing for: logical structure, clarity of ideas, accuracy of language, appropriateness of style.

 Style guide, Emails, page 18

 Style guide, General rules, page 3

 Style guide, Organising your writing, page 4

-  Skills book, Grammar reference, Formal recommendations, page 88
-  Teacher's book, page 142
-  Teacher's book, Writing preparation framework, page 188
-  Teacher's book, Writing feedback framework, page 189

Formal email:
Suggested answer (159 words)

From: emhart@transco.com
Date: 1 Feb 05
To: board@transco.com
Subject: Safety Charity Challenge

Dear Board Members
I am writing to recommend my team's favoured option for developing a safety-conscious culture within Transco. We suggest that we choose the Safety Charity Challenge. There are several reasons for this choice:

- 1 We have already tried more traditional solutions. These have all failed.
- 2 The proposal is unusual and is likely to capture the interest of a large number of workers.
- 3 The scheme reinforces positive action: each time an idea is successful, staff will both see an identifiable improvement in safety and a contribution to their chosen charity.
- 4 The solution should be cheap in comparison with the other options.

Of course, the idea is untested whereas the other options are more familiar. However, we would argue that in order to have a dramatic impact, we need a dramatic solution.

Yours faithfully
Emily Hart
Team Leader (West Block)

Extra activity
Photocopiable resource 1.2 (page 108)

At the end of the lesson, you may want to give a homework activity on the theme of companies. Give each S a copy of the worksheet. Ask them to think of a company they know well and to make notes under each heading for homework. Ss will probably need to do a bit of research to deepen their knowledge of the company. During the next lesson Ss work in small groups. They tell each other about the company they have chosen, referring to their notes.

Extra activity
Photocopiable resource 1.1 (page 108)

If you would like to give Ss additional help for writing the email to the board in Dilemma, Write it up, give Ss a copy of Photocopiable resource 1.1.

Unit 2: Leadership

UNIT OBJECTIVES

Reading:	When to terrorise talent
Language:	Articles
Vocabulary:	Leadership Collocations with <i>set, meet, make, take</i>
Career skills:	Getting things done
Culture at work:	Decision-making
Dilemma and Decision:	Mission impossible? (email)

This unit looks at the qualities, skills and experience that effective leaders need. It also looks at different management styles and focuses on the aggressive management style sometimes used by managers of football teams. Organisations may need different types of leadership at different periods in their development: the type of leader needed to head a successful firm might be quite different from the ruthless person needed to turn around a failing company. Even so, in most organisations, change is necessary for continued success, and the people who can lead that change are key. A common question is whether a good leader is necessarily a good manager (and vice versa). In some cases, one person can combine both roles and qualities, but this is relatively rare. Therefore, it may be wise to ensure that an organisation has a team of top managers / executives with the right mix of complementary skills. There are differing views on the best way to motivate and inspire employees, e.g. leadership by example, inspiring respect / affection / fear, financial reward, non-financial reward (respect, status etc.). The most appropriate way of motivating staff may differ according to the situation and the personal and cultural background of those involved. However, there is a certain amount of agreement on how to delegate effectively; the most common mistakes are reluctance to hand over control / responsibility to other people, or handing over work without giving sufficient information.

Keynotes

Introduce the topic by asking Ss to name some great leaders from different areas: politics, education, sport, armed forces, business etc. Ask Ss to brainstorm what they think makes a great leader. Write their ideas on the board. Then refer to the

picture of David Beckham on page 15 and ask Ss what they know about him (well-known footballer and captain of the England team), whether they think he is a good leader, and the reasons for their opinion. Ask Ss if they know why Beckham has a sticking plaster on his face in the picture. (This is a wound resulting from an incident in which the manager of his team kicked a football boot, which hit Beckham.) This unit is going to look at the management style of sports managers as well as other managers. Do Ss think there are differences between leading / managing people in sport, politics, business and / or other areas? Explain that the title *Terrorising the talent* refers to a style of management through inspiring fear. Now ask Ss to read the Keynotes section. Ensure they understand the words in bold. Draw Ss' attention to the glossary for this unit at the back of the book.

 Coursebook, Glossary, Unit 2, page 147

Optional activity

As an alternative way in to the topic, ask Ss to discuss in groups what they think the difference is (if any) between a good manager and a good leader.

Preview

Ask Ss to discuss the views given and say which is closest to what they believe. Encourage Ss to give reasons for what they say.

Reading 1

Elicit from Ss the motivational techniques they know, e.g. leadership by example, inspiring respect / affection / fear, financial reward, non-financial reward (respect, status etc.). Then ask Ss to read the text quickly and to identify the techniques mentioned.

inspiring fear in others, providing some kind of emotional kick (stimulus), personal fear of failure or of looking stupid

Reading 2

Ask Ss to decide / guess if the statements are true or false before re-reading the text. Then ask them to read the article as quickly as they can to check their ideas. The objective at this stage is scanning (not reading for detail) and Ss should not concentrate on unknown vocabulary. However, you may wish to point out briefly the vocabulary items in the glossary

box on page 17 before they start reading and also remind Ss of the glossary at the end of the book.

1 F 2 T 3 F 4 F 5 T 6 T 7 T

Reading 3

Ask Ss to discuss the questions, giving examples from their own workplace.

Vocabulary 1 1

Ask Ss to work in pairs or individually to match the words from the text with their synonyms. Encourage Ss to look at the words as they appear in context in order to work out their meanings. Ss will be asked to reuse some of these words in Exercise 3.

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

Vocabulary 1 2

This exercise focuses on people at work (i.e. people who work, lead, manage and support.) Point out that the noun and verb coach was originally used in sport and is now also used more widely in business. Ss use the words to complete the sentences.

2 coach 3 directors 4 workers 5 CEO 6 subordinates 7 staff 8 employee

Vocabulary 1 3

Ask Ss to skim the gapped article and to summarise its gist. Point out how much Ss can understand of a text without understanding every word. Then ask Ss to read the article again and to complete it with words from Exercise 1 and 2. Ss might need to change the form of the words slightly, e.g. from singular to plural.

2 staff / workers / employees 3 fear / terror 4 upset / hurt 5 employees / staff / workers 6 motivates / inspires 7 staff / employees / workers 8 subordinate

Speaking, page 18

Ss discuss the questions in groups. Also ask Ss about their experiences of delegating / being delegated to – both positive and negative. Have they experience of any of the points

raised in the article? Are there any additional points they feel are missing in the article?

Optional activity
Ask Ss to work in groups and make a list of the key elements of delegation. Ss then rank the points in order of importance to them, giving reasons for their ranking. Ask groups to report their view back to the whole class.

Vocabulary 2 1

Ensure Ss understand what collocation means (i.e. two or more words that go together frequently to form an expected combination). Refer Ss back to the collocation take control near the end of the article on page 18. Elicit further collocations with take (take a risk, take a break etc.) Then ask Ss to do the exercise on page 19, matching each of the four verbs with a set of nouns.

1 take 2 meet 3 make 4 set

Vocabulary 2 2

Ss use the collocations to complete the gaps then compare their answers.

1 made / mistake 2 take / chance 3 meet / deadline 4 set / precedent 5 opportunity / take 6 set / limit

Optional activity
Photocopiable resource 2.1 (page 109)
1 Make sets of word cards for each pair of Ss to revise and activate the collocations from page 19. (Note that some additional pairings are possible, e.g. set a deadline, make a point). Jumble the cards. Ss match the correct words and nouns.
2 Play Pelmanism / Pairs. This is a memory game in which the cards are jumbled and spread out, face down. Ss pick up two cards and keep them if they make a pair. They put the cards back in the same place if they do not form a pair. Anyone finding a pair has another go.
3 Ask Ss to make sentences using some of the collocations.

Listening 1 1

Ss are going to listen to an HR manager talk about managing people. Before listening, Ss discuss the first two questions in pairs, giving reasons for their views. Ss then listen and

compare their answers with David's. (David does not answer the questions explicitly – but encourage Ss to guess his view from what he says.) Now ask Ss to listen again and answer the five more detailed questions. Ss can check their answers in the audioscript on page 162.

- 1 David appears to think the secret of good leadership is being very involved in what his staff are doing, setting them goals and delegating, but ensuring that he makes important decisions and is in control.
2 David appears to have a paternalistic attitude to his staff; he treats them as if they are his children. His aim is to help them to develop independence but he likes to be consulted and to make major decisions.

- 1 David motivates his staff through a performance-related bonus scheme and a paternalistic interest in what they do.
2 He has regular meetings to check that people are on track and appraisal meetings to evaluate work that has been done.
3 He arrives early to design the daily work schedule of each team member.
4 David's staff consult him when they run into problems and he makes the important decisions.
5 See above for David's views on leadership. There appears to be some inconsistency in what he says. He talks about delegation and giving employees space – but David appears not to give people space or allow them any autonomy.

Speaking, page 19

Ss work in pairs and tell each other about a very good manager / teacher they have known. Encourage Ss to use vocabulary and ideas encountered in the unit. Ss report back to the rest of the class.

Language focus

Ask Ss to read the extract and underline the nouns. As they underline, they should notice whether the nouns are preceded by a / an, the or no article (Ø). Then ask Ss to read the language summary about articles before going back to the extract. Ask Ss to explain the use of articles in the extract based on the explanations in the summary. Point out that we do not use an article with names (e.g. Harvard Business School) or other forms of identification (e.g. Unit 2, page 20).

Coursebook, Grammar reference, Articles, page 157

Practice

Ask Ss how they would feel about having a policy at their workplace where they were free to work the hours they wanted and had no policies on sickness or vacation days. Then ask them to skim the article. Are they surprised that the company appears to be so successful? Ss then fill the gaps using the appropriate articles. Ss check their answers in pairs before giving feedback.

3 an 4 the 5 Ø 6 Ø
7 Ø 8 the 9 a 10 the
11 a 12 the 13 a 14 The
15 the 16 a 17 a or Ø 18 Ø
19 Ø 20 an 21 an 22 Ø

Optional activity
As the use of articles is complex, it can be daunting to focus on all aspects at once. Another approach is to focus on only one aspect at a time. For example, speakers of Central and Eastern European languages may have difficulty with the fact that a singular countable noun in English must always be preceded by an article or other determiner (my, your, this, each etc.); on the other hand, speakers of French, Spanish, Italian etc. may have difficulty with the fact that there is usually no article before general and abstract nouns in English (people, business etc.) Review the one most critical difficulty with articles for your Ss. Then focus on the correction of mistakes in this area only. For example, rewrite the Keynotes text from page 17, incorporating Ss' typical mistake, and ask Ss to correct it.

Workbook, page 10

Career skills

Ss read the Career skills box. Ask Ss if they have ever been given direct orders and how they felt. How did they feel when softer language was used? Using a softer approach and being persuasive means not only using language which is more similar to a request than an order; it also often means giving people a reason for getting involved, e.g. It would be a great help if you could get the report done by Friday. It needs to be at HQ by the beginning of next week. Ensure that Ss are confident with language for making requests. (See Language focus on the next page.) This means not only being confident about form but also about use. Ensure that Ss understand the meaning of tentative: a tentative request is one where the speaker does not appear confident it will be fulfilled. In British English, tentativeness is often a sign of politeness. The Skills book also focuses on tentativeness and levels of directness.

Language focus: Making requests

The following request phrases range from more direct to less direct / more tentative.

- Can you ... / Could you ...
- Do you mind ...-ing / Would you mind ...-ing
- Is there any way you can / could ...
- Would you do me a favour and ...
- It'd be a great help if you could ...
- I'd really appreciate it if you could ...
- I don't suppose you could ... , (could you?)




NB:
mind is followed by -ing
I'd appreciate ... is followed by it

Optional activity

Ask Ss to take a piece of paper and write the title *Making requests*. Ask them to draw a line and label it as follows:

More direct *Less direct / more tentative*

Randomly dictate the phrases from Language focus above which you want the Ss to learn. Ask Ss to place each phrase in an appropriate place on the line. This checks that Ss are aware of the level of directness / tentativeness of each phrase.

-  Skills book, Unit 2, page 12
-  Skills book, Writing 1, Informal emails, page 18
-  Teacher's book, pages 126 and 130

Listening 2 1

Ss are going to listen to three short dialogues containing requests. On first listening, Ss identify what the speaker is asking the other person to do. Does the other person agree? Ss then listen again and tick the phrases from the list that the speakers use. You may then wish to ask Ss to read the audioscript and underline the phrases used.

- 1 I was wondering whether you could
- 2 I don't suppose you could
- 3 Would you mind putting

Listening 2 2

Ask Ss to work in pairs and make the instructions more persuasive. Stress that there can be more than one possible answer. Follow up the activity by getting Ss to repeat the exercise, adding reasons for asking people to do something.

Suggested answers

- 1 I'd really appreciate it if you could get it done by Friday. Otherwise, some of the people it's intended for won't be available any more.
- 2 Would you do me a favour and ask her to come and see me? I need to talk to her about her expenses.
- 3 Would you mind mailing it to my home address? Then I can look at it over the weekend.
- 4 Do you mind not spending so much time on that? Something else urgent has come up that we'll need to move onto.
- 5 Is there any way you can enter that on the database? Then everybody can have access to the figures you've compiled.

Speaking, page 21

Ask Ss to read each situation and discuss in pairs what they would say. Encourage Ss to use the requests from the Careers skills section. Also ask Ss to follow up their requests with a reason.

Suggested answers

- 1 Is there any way you can hand in the completed report today? It's very urgent and you may not be aware of the serious consequences for this department if we don't get it sent off soon.
- 2 Would you mind working with Katia on the project? It really needs two experienced people like you and Katia. I'm aware that you don't get on too well but the project will suffer if we don't have the people we need on it.

Optional activity

Photocopiable resource 2.2 (page 110)



To extend the previous activity, photocopy a set of cards for each pair. Place the set of cards face down in front of each pair. Ss take turns to take a card, read the situation aloud and say what they would say in the situation. The other S responds appropriately to the request.

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. Directness can be interpreted as rudeness by people of certain cultures. On the

other hand, people from direct cultures can find indirectness confusing or frustrating. You may find it helpful to look at the Culture at work table from page 12 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. Use the discussion of cultural issues to lead into Dilemma and Decision, about a Japanese-French venture.

	Direct	Indirect
Form of request	Prefer to use the imperative: e.g. <i>Send me your report this week, please.</i>	Prefer question forms: e.g. <i>Could you please send me your report this week?</i>
Use of expressions	Make simple statements and use fewer words: e.g. <i>I need those figures today.</i>	Use more wordy expressions: e.g. <i>I was wondering if you could let me have those figures today? It would really help if you could ...</i>
Please and thank you	Use <i>please</i> and <i>thank you</i> less often.	Use <i>please</i> and <i>thank you</i> frequently.
Look at the following ways to make the same request. Which would you use to talk to a colleague?		
Very indirect	<i>I'm so sorry to trouble you. I wonder if you would mind getting me those figures? Do you think you could possibly get me those figures, please?</i>	
Very direct	<i>Would you please get me those figures? Can you get me those figures? Get me those figures.</i>	

-  Skills book, Culture at work, page 12
-  Teacher's book, page 126

Dilemma

Ask Ss to read the Dilemma brief and look at the accompanying graphs. Check comprehension of difficult vocabulary (*consecutive, soar, tough, results-oriented*). Give Ss a few minutes to think about what the different viewpoints of the people might be. Then ask Ss to summarise the situation.

Task 1: Put Ss into two groups. Group A represent Louis Schweitzer, the CEO of Renault. Group B represent Carlos Ghosn. Ss read their respective brief on page 143 or page 145. All Ss read about Japanese culture on page 139. Then ask Ss to summarise the cultural difficulties a foreign CEO at Nissan might face and to suggest additional cultural factors that need to be taken into account, e.g.

- change from outside may be perceived as an attack
- language difficulties
- clash of direct / indirect cultures
- slow decision-making that takes place outside a formal meeting context
- imposition of a foreign CEO may mean loss of face for the existing CEO and related anxiety for other workers
- resistance to outsiders
- lack of understanding of Japanese culture by an outsider.

Ss A work in pairs or small groups; Ss B do the same. They prepare a list of issues as requested in their brief.

Potential arguments in favour of Carlos Ghosn accepting the position (Group A):

- He might be more successful than a Japanese CEO because he would have more freedom to break conventions.
- If he succeeded, it would mean world recognition.
- If he failed, it could be interpreted as a cultural issue rather than a personal failure.

Potential requirements of Carlos Ghosn (Group B):

- Total support from Renault for the proposal
- Financial support from Renault for Nissan during the turnaround period
- Guarantee of the top job at Renault following the Japanese assignment regardless of success or failure.

Task 2: Then ask Ss to use the information to help them prepare proposals and supporting arguments for a discussion between Louis Schweitzer and Carlos Ghosn. Refer Ss to the Useful phrases box but stress that in this case persuasive arguments are more effective than specific phrases.

Task 3: Ss now combine in new pairs, comprising A and B. A tries to persuade B to be put forward for the role as CEO of Nissan. B considers and responds to the proposal and specifies his / her own requirements.

Decision

Ask Ss what they think happened in real life. Then ask Ss to listen to Rachel Ellison speak about the Nissan story. Were Ss correct in their predictions? Ss listen again and give reasons why the event ended as it did. Ask Ss for their views on what happened.

Write it up

Ask Ss to write up the outcome of the discussion in an email. The record of the discussion is similar to informal minutes in some ways. Give each S a photocopy of the Writing preparation framework from page 188; then use the Writing focus 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 marking Ss' writing.

Writing focus: Summary of discussions

1 First be clear about the perspective you are writing from.
(In this case, Ss are either Louis Schweitzer or Carlos Ghosn.)

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 summarise the action agreed in the discussion about heading Nissan. The purpose is to ensure there has been no misunderstanding and to formalise what each party agrees to do. In a way, such an email acts as unofficial minutes of the meeting that took place. The writers are writing on an individual basis; however, such emails may be made public at a later stage, particularly in the event of a dispute, so there needs to be awareness of a potential secondary audience.)

3 Look at the section on Emails on page 18 of the Style guide. Notice the suggested structure of an email:

From / Date / To / Cc / Subject

Attachment

Opening

Body of the email

Closing

Name and job title

This provides the external structure. You also need to plan the paragraphs you are going to divide your email into.

(An appropriate structure might be:

Opening [reference to meeting]

Reference to concerns

Action to be taken by Louis Schweitzer

Action to be taken by Carlos Ghosn

Close [including reference to future contact].)

4 What style should the email be written in?








(As it says in the Style guide, the language in an email should be simple and concise. A neutral / semi-formal style is appropriate here, avoiding contractions and informal vocabulary. This email functions as a record of the men's discussion and so shares some of the characteristics of informal minutes. In informal minutes, it is important to summarise the message rather than report every word; the focus is usually on action to be taken, e.g. Mr X to approve the agreement by 13 Nov 05. (You may find Writing 5 in the Skills book and the related teacher's notes on page 174 helpful.)

5 What words and phrases might be appropriate in the email?

(Clear, short sentences are appropriate – though a range of linking words could be used to connect ideas in the early paragraphs. 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.)

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, Emails, page 18
-  Style guide, General rules, page 3
-  Style guide, Organising your writing, page 4
-  Skills book, Writing 5, Minutes, page 74
-  Teacher's book, page 174
-  Teacher's book, Writing preparation framework, page 188
-  Teacher's book, Writing feedback framework, page 189

See suggested answer on page 38.

Unit 3: Strategy


UNIT OBJECTIVES

- Reading:** Nike's goddess
- Language:** Future forms
- Vocabulary:** Strategy
- Career skills:** Short presentations
- Culture at work:** Attitudes to timing
- Dilemma & Decision:** Harley's angels (memo)

This unit focuses on strategy, in particular the strategy of the companies behind well-known brands like Nike and Harley Davidson. (*Strategy* can refer to specific strategies, such as the company's marketing or distribution strategy; here we are talking about overall corporate strategy.) First an organisation needs to define its mission (normally through a mission statement); what is the organisation's core business? Then it needs to define its strategy, i.e. plan how to succeed in this core business (and maybe decide whether its definition of its core business needs modifying). Organisations that lack a clear strategic direction tend to fail. Emerging industries can be extremely attractive to companies, as firms can get a foothold in the industry before other people are established and barriers to entry become high. (Think of e-commerce, for example: within three years of start-up, Amazon came to dominate bookselling on the internet.) Generally, however, companies can only succeed in an established industry by defining and implementing a corporate strategy that distinguishes them from competitors. Organisations need to be proactive, continually reassessing their own performance and the industry and environment they operate in. A number of standard tools can be used to aid this process of analysis, e.g. a SWOT analysis and PEST analysis (see Listening 1 below for more details). Yet although the setting of strategic objectives is fundamental to strategic planning, it is equally important to plan how these objectives are to be met; without effective allocation and use of resources, no strategy can succeed.

Keynotes

Ask Ss to look at the picture and title on page 23. What do they think the picture and title mean in relation to the topic of the unit? Elicit that the title *The big picture* relates to a strategic overview (rather than a detailed picture of a particular area). The picture shows a chess game, a game involving strategic thinking. 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. *strategy / strategic, competition / competitor / competitive, threat / threaten*. Draw Ss' attention to the glossary for this unit at the back of the book. Then ask Ss what happens if a company fails to plan strategically.

 Coursebook, Glossary, Unit 3, page 148

Preview

Ask Ss to work with their books closed. Elicit from Ss the factors that a company might consider when planning strategically. Then ask Ss to open their books and look at the exercise. Ss work in pairs to put the factors in order of importance and explain why. Ss then feed back to the whole class for further discussion.

There is no single correct answer; a number of viewpoints can be justified. It might be useful, however, to divide the factors into three categories: *Why? What? How?* It would be logical for strategic planning to follow this order.

Why? competitors, current sales, economic forecasts, fashions and trends, technology

What? product development

How? human and financial resources

Listening 1 1

Ask Ss what steps are often involved in the strategic planning process. Then ask Ss to listen to David Drexler outlining one approach. Ss draw the diagram relating to a SWOT analysis. In feedback ask Ss to show each other in groups their diagram.

S	W
O	T

Listening 1 2

Ensure Ss understand what a SWOT analysis is. (It is a tool commonly used at the start of strategic planning to focus on the situation of the company.) Check Ss understand what the initials stand for (Strengths, Weaknesses, Opportunities, Threats); S and W usually refer to internal strengths and weaknesses; O and T usually refer to external opportunities and threats. (You might want to point out that another tool commonly used early in the strategic planning process is a PEST or STEP analysis: what Political, Economic, Social, Technological factors need to be taken into account?) Ask Ss to work in pairs and to put each point under a SWOT heading.

Strengths: 3 4 **Weaknesses:** 1 6
Opportunities: 5 8 **Threats:** 2 7

Reading 1

As a lead-in, ask Ss what they know about Nike. How successful do they consider the company to be? Do they buy the brand? Why / Why not? Draw Ss' attention to the title of the article. What do Ss expect the article to be about? Then ask Ss to scan the article quickly to look for confirmation of their predictions. Discuss Ss' initial views about Nike targeting women. Check Ss' understand vocabulary from the introduction to the article (*Achilles' heel* etc.). Also refer Ss to the glossary box at the bottom of the page and remind them of the glossary for Unit 3 at the back of the book. Now ask Ss to read the text and complete the SWOT analysis.

Strengths: Leader in sports marketing
Weaknesses: Unappealing to women, Niketown stores are dark, noisy and harsh, fashion and shoe cycles do not match
Opportunities: To use the targeting of women as an opportunity to redefine / re-energise the entire brand
Threats: Competition

Reading 2

Ss work in pairs and agree on three changes Nike has made to appeal to a female audience.

Opened stores aimed specifically at women, redesigned shoes and clothes, worked in twelve-month cycles to keep up with fashion trends

Reading 3

Ss read the text again for detail and focus on the names of people / companies / brands responsible for certain events at Nike.

1 Phil Knight 2 Skechers 3 John Hoke
 4 Mindy Grossman 5 Phil Knight 6 Jackie Thomas

Vocabulary 1 1

Ss now focus on specific vocabulary from the text. Ask Ss to replace the words in italics with one of the options. You may wish to ask Ss in feedback to make sentences using the incorrect options to check they understand when and how to use these.

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

Vocabulary 1 2

Ss are now going to read about another footwear company. Ask Ss if they have heard of Geox footwear. If so, what do they know? Before Ss do the exercise, ask them to scan the gapped text to find out why Geox footwear is so special and in what direction Mario Moretti Polegato plans to move next. Make the point that Ss can often understand a lot of a text even if they do not understand every word. Then ask Ss to read the text and complete the gaps with the words.

2 concept 3 leaders 4 opportunity 5 threat 6 trends

Vocabulary 2

Write the word *profitable* on the board. Ask Ss to suggest what could be added to the beginning or end of the word to change the form or meaning (*unprofitable, profitability*). Elicit that the bit added on at the beginning is called a *prefix*; the bit at the end is a *suffix*; the word *affix* includes both prefixes and suffixes. Point out that prefixes usually change the meaning of a word; suffixes change the form. Then ask Ss to look at the words in the list and identify how the suffixes change the form (e.g. from an adjective to a noun). When Ss are confident, move on to the second part of the exercise. Ss work in pairs or groups. Give each group a dictionary if possible. Ask Ss to think of as many new word forms as possible using prefixes or suffixes.

2 miserable (adjective) 3 seniority (noun) 4 customer (noun / person) 5 residential (adjective) 6 energise (verb)

diverse / diversity
 inspire / inspired / uninspired / inspiration
 opportune / opportunity
 design / designer
 public / publicity / publicise
 commerce / commercial / uncommercial
 revolution / revolutionary / revolutionise
 repute / reputation / reputed / reputable / disreputable
 comfort / discomfort / comfortable / uncomfortable
 retail / retailing / retailer

Speaking 1, page 27

Ask Ss to look at the MP3 player and say what features make it appeal to women, in their opinion.

Speaking 2, page 27

Ask Ss to work in pairs / small groups and discuss how, in their opinion, one of the products could be made more appealing to women. If there is time, you may wish to ask Ss to talk about more than one product.

Language check

Ask Ss what forms we use to talk about the future in English. Write up any answers on the board and explain you will come back to their suggestions after doing this exercise. If any S suggests that we refer to the future using *will*, make it clear that this is only one way – and that it is often over-used by non-native speakers. Ask Ss to read the information and example sentences. Then ask Ss to match each sentence a–e with one of the uses 1–5. What is the name of each verb form used (e.g. present simple)? Now ask Ss to return to their suggestions on the board. Would they change anything? Refer Ss to the Grammar reference on future forms at the back of the book.

1 d (Point out that *going to* can also be used for predictions)
 2 b 3 e 4 a 5 c

Coursebook, Grammar reference, Future forms, page 158

Listening 2 1

Ss are going to hear a telephone call organising an Asian strategy conference in Shanghai. Ss look at the day programme for the conference. Ask a few comprehension questions to check Ss understand. Then ask them to listen and make any necessary corrections in the programme.

Change of venue to Mandarin Palace Centre, increase of registration fee to \$1,700, Alisdair Ross and Jimmy Tan will exchange the time of their talks, Giulietta Bertoni to be replaced by Carla Marisco

Listening 2 2

Ask Ss to read the conversation they have just heard and to complete the gaps with the correct forms of the verbs in brackets. Then ask Ss to listen and check their answers. Ss can also check their answers in the audioscript. In feedback ask Ss why each form is used, encouraging Ss to refer to the uses on page 27 and in the Grammar reference on page 158. Draw Ss' attention particularly to the fact that both *will* and

going to can be used to make predictions. Both forms would be acceptable in gaps 1, 2, 3, 4, 6, 11.

Speaking, page 28

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.

Workbook, page 15

Career skills

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? Ss read the information about short presentations. 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 1

Ask Ss to match the expressions with the parts of the presentation: (introduction, development or conclusion). Ask Ss to identify which expressions can be used to refer to transitions (*This brings me to the next point* and *Finally I'd like to ...*). Which can be used to refer to visuals (*On this next slide you can see ...* and *This chart gives a comparison of ...*)? Have they used any of the expressions before? How could they complete them?

1 conclusion 2 introduction 3 development
 4 introduction 5 development 6 introduction
 7 conclusion 8 development

Practice 2



Ss are now going to have the chance to prepare and practise a presentation of their own. First give each S a copy of the Presentation preparation framework from page 186. Talk Ss through the framework: emphasise that with all types of communication it is important to define your audience and your purpose before starting to prepare, then link the framework with the points made on page 29. Divide Ss into two groups. Group A look at the information about Volkswagen on page 145; Group B look at the information about Armani on page 137. (NB: Armani hotels are the subject of Unit 3 of the Workbook. If Ss are using the Workbook, this activity would be a useful follow-up.) Group B have a slightly easier task as all the information they need is on page 137. Group A have information about VW but need to decide how they want to use it; do Ss want to end their presentations with specific recommendations for action – or do they simply want to signal the need for urgent action to turn the company around? Give Ss a set time in which to prepare the short presentation. Then ask Ss to give their presentation either individually or by nominating a speaker for each group. (Ss will also have the chance to make presentations in the Dilemma section of this unit.) Before Ss start their presentations, give each S a copy of the Presentation feedback framework from page 187. Ask each S to use the framework to make notes on one person's presentation only. You can use a copy of the same form for your notes on each S. Remind Ss of the importance of all the categories on the feedback form (e.g. delivery is at least as important as grammatical accuracy). Everyone joins in feedback following the presentations. (A number of other units in the Coursebook and Skills book also deal with aspects of presentations.)

-  Coursebook, Unit 8, Referring to visuals, page 73
-  Skills book, Unit 3 (page 14), Unit 6 (page 28), Unit 8 (page 38), Unit 14 (page 66)
-  Teacher's book, pages 127, 138, 146 and 168
-  Teacher's book, Presentation preparation framework, page 186
-  Teacher's book, Presentation feedback framework, page 187

Culture at work

Ask Ss to read the information and discuss the questions about attitudes to timing of presentations. How would they describe their company culture? Which of the features mentioned are most obvious in their workplace? Is this typical of their national culture? What type of culture would they prefer to work in? You may find it helpful to look at the Culture at work table from page 17 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.

	Precise timing	Approximate timing
Timing	Presenters plan their presentation to fit the time available. They expect to start and finish at a precise time.	The timing is flexible and changes to the schedule can be tolerated.
Structure	Presentations have a tight structure with an introduction, a sequence of points and a summary.	Presenters prepare a rough outline, but often make changes as they deliver the talk.
Sequencing	Presenters move from one section to the next in a specific order.	Presenters may move back and forth between sections or points.
Following the plan	Presenters follow the plan exactly and often time each section of the presentation precisely.	Presenters are more spontaneous, responding to the situation and audience interest.

-  Skills book, Culture at work, page 17
-  Teacher's book, page 129

Dilemma

Before Ss start to read page 30, ask them what they know about Harley Davidson. Then ask Ss to read the Dilemma brief. Check that Ss understand the vocabulary and ask them to summarise the situation to demonstrate comprehension. Draw Ss' attention to the table with information about Harley Davidson / Buell. What does it say about the company? What does it suggest in terms of opportunities for the company (i.e. opportunity to target the European market, younger customers, women, lower income groups and opportunity to increase earnings from accessories and clothing)?

Task 1: Put Ss into small groups (3–4) and ask them to read page 143. Then give them time to prepare a proposal for the leadership council. Tell Ss that they should try to focus their approach around one of the areas suggested.

Task 2: Each group should then prepare a short presentation (using visual aids), referring to the guidance given on page 29 and the useful phrases on page 30. You may wish to ask Ss to refer to the photocopiable Presentation framework on page 186. Encourage Ss to write a structure and notes only rather than writing out their presentations in full. However, they should plan their introduction and conclusion in detail in order to be sure of starting and ending with an impact.

Task 3: Give Ss time to practise before presenting to the whole class. You may wish to suggest each S within the group gives one part of the presentation. In feedback ask Ss to vote on which proposal was the best and to give reasons why. (You may want to use the Presentation feedback framework on page 187.)

Decision

Ask Ss to listen to Laurence Bayerling explaining how Harley Davidson approached this dilemma. Did the Ss choose the same strategy as Harley Davidson? In what ways were their views similar / different?

Write it up

Ss then write up their proposal and recommendations in the form of a memo. (You may wish to ask Ss to prepare the memo in class, complete it for homework 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) 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.

Optional activity








Photocopiable resource 3.1 (page 110)

To help Ss with useful phrases for making written recommendations, give each S a photocopy of the sheet. Ensure Ss understand the word *tentative*. Then ask Ss to place each phrase in an appropriate place on the line. The results should be roughly as follows:

- 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 ...

Writing focus: Memos

- 1 First decide who you are.
(In this case, Ss are advisors to the CEO of Harley Davidson.)
- 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 propose a strategic direction for the company and make specific proposals. The proposals are to be read by the CEO and other members of the Strategic Leadership Council of Harley Davidson.)*
- 3 Look at the section on Memos on page 22 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 22. See also the Optional activity above.)
- 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 22
-  Skills book, Writing 2, Memos, page 32
-  Style guide, General rules, page 3
-  Style guide, Organising your writing, page 4
-  Teacher's book, page 141
-  Teacher's book, Writing preparation framework, page 188
-  Teacher's book, Writing feedback framework, page 189

Memo: Suggested answer (331 words)

Date: 1 February 2005

To: Jeffrey Bleustein

From: Nick Evans, Advisory Team

Subject: Recommendations on strategic direction

The Advisory Team have been asked to summarise our proposals regarding a change of strategic direction for Harley Davidson (HD).

It is clear that HD's traditional market is declining as its customers grow older (average age of customer: 46) and that action needs to be taken to attract additional buyers. It is also clear that HD's profits are over-reliant on the US market. However, any fundamental change of direction risks offending HD's traditional client base. We therefore believe that HD needs to launch a product aimed at a slightly broader target market, offering significant new benefits while remaining true to its core values. Any fundamental shifts of direction must be under a different brand name; Buell is the obvious choice.

Discussion has also covered areas such as acquisition, distribution and merchandising. We feel, however, that we first need to focus on product development. When we are confident that we have identified the right products to sell to the right people, we can shift our attention to complementary areas. Nevertheless, it would be wise to identify one market outside the US as a target for high volume sales.

We consider the following to be priority actions:

- 1 Launch a new Harley Davidson motorcycle to appeal to customers aged 30+. The motorcycle should attract existing customers and slightly younger customers who appreciate HD's traditional values. The key feature of this new product will be increased speed.
- 2 Launch a new Buell motorcycle aimed at customers aged 20+. The motorcycle's key features will be speed, flexibility and style. Buell motorcycles should continue to retain a completely separate identity from HD. However, increased marketing effort needs to be devoted to Buell to increase sales significantly.
- 3 Focus on one market outside the USA as a location for high sales of HD / Buell products. The most appropriate market needs to be determined as a matter of urgency.

NE

Unit 4: Pay

UNIT OBJECTIVES

Reading:	The rewards of failure
Language:	Present perfect and past simple
Vocabulary:	Jobs
Career skills:	Evaluating performance
Culture at work:	Fixed objectives or flexibility?
Dilemma & Decision:	Success at what price? (memo)

This unit looks at pay, specifically executive pay. A topical question is whether top managers and directors deserve the lavish pay packages they are awarded. This is a particularly relevant issue since the gap between executives' pay and that of factory-floor workers has widened in rich countries over the past two decades. The late 1990s saw a trend, particularly in the USA, towards rewarding executives with stock options and other performance-related bonuses. This has become even more controversial since some top executives continue to receive huge rewards despite poor efforts and poor results. This has enraged shareholders in Britain and the USA, who have begun to revolt against excessive executive pay packages. For example, shareholders of the pharmaceutical company GlaxoSmithKline have recently failed to approve the proposed remuneration package for the CEO. Companies are now exploring new ways to motivate their top staff. Some argue that offering employees stock options makes no sense because this only contributes to short-term thinking. Moreover, stock options are often only available to top management in a company, and are only one way of motivating a workforce. Another approach to motivating staff to stay with a company is to offer a range of flexible benefits (including extra holiday, inexpensive insurance and car leasing), which firms such as KPMG, Cadbury and Cable & Wireless have introduced.

Keynotes

Ask Ss to look at the picture and title on page 33. What do they think the picture represents? Elicit that it shows a 'fat cat', i.e. a top manager who receives a huge pay package and bonuses; this is going to be the focus of the unit. What do Ss think the title means? Have they heard it before? (It is a marketing slogan used in TV adverts for the cosmetics company L'Oréal.) The title plays on the fact that 'fat cats' think they are worth the massive remuneration packages that they earn. Ask Ss to read

the keynotes and check they understand the terms in bold. You may also wish at this stage to brainstorm words to do with pay and put them on the board (e.g. as a word diagram), and get Ss to explain what they mean (e.g. the difference between *wage* and *salary*). Draw Ss' attention to the glossary for this unit at the back of the book.

 Coursebook, Glossary, Unit 4, page 148

Preview

Ask Ss if they know anyone in business who is a millionaire. Then ask Ss to listen to two millionaires speaking and complete the table.

Brad Jefferson

Age: 35 Position: CEO Car: BMW 740 Salary: \$3 million per year plus bonus Hours worked: 60–80 hours per week

Anne Lee Chang

Age: 32 Position: senior manager Car: Jaguar Salary: \$3 million Hours worked: 60 hours on average

Speaking, page 34

Ask Ss to discuss the questions in pairs / small groups. Who do they think deserves to be a millionaire and why? Some co-operatives try to limit the difference between the best and worst paid employees of their organisation. What do Ss think about attempts to lessen remuneration differences between levels of employee?

Reading 1

Ask Ss what they know about GlaxoSmithKline (multinational pharmaceutical company; it is the result of a number of mergers between large pharmaceutical firms). Then ask the Ss to read the text and discuss the question. Encourage Ss to give reasons for their views.

Reading 2

Ask Ss to read the text again and answer questions 1–5. First, refer Ss to the glossary box at the top of the page and remind them of the glossary for Unit 4 at the back of the book. After checking Ss' answers, ask how they would have voted as GSK shareholders.

1 b 2 b 3 c 4 b 5 a

Speaking, page 35

Ensure that Ss understand the word *say* in this context. (The question means how much right to express their opinions and be listened to should shareholders have.) Ask Ss to discuss the questions in pairs, giving reasons for their views.

Vocabulary 1

Point out that the words in the box at the top are taken from the text. Ask Ss to replace the words in italics in the sentences with words with a similar meaning from the box. Encourage Ss to note down new vocabulary with synonyms and related words to build their vocabulary.

- 1 criticism 2 bonus 3 reject 4 legal action
- 5 advise 6 pension 7 compensation 8 make a fuss

Vocabulary 2

Ss are now going to focus on multi-part verbs taken from the text then broaden out to other multi-part verbs. Ask Ss to look at the verbs in the list. Do they know what they mean? Check Ss are confident with the types and usage of multi-part verbs. (See Language focus below.) Then ask Ss to use the verbs to complete the sentences. To consolidate their understanding, you may wish to ask Ss to make their own sentences using the verbs.

- 2 step down
- 3 call off (Type 2 – needs an object)
- 4 call on (Type 2 – needs an object)
- 5 look after (Type 2 – needs an object)
- 6 broke down
- 7 go under (= fail / go bankrupt)
- 8 get ahead
- 9 set up (Type 2 – needs an object)
- 10 pointed out (Type 2 – needs an object)

Language focus: Multi-part verbs

Multi-part verbs are divided into two types.

Type 1: without an object (intransitive)
The CEO gets a good pay package even if the company goes under.

Type 2: with an object (transitive)
We need to set up a fair and transparent pay system.

Some Type 2 verbs are separable (i.e. if a pronoun is used, this may be separated from the verb).
We need to set it up as soon as possible.
 Other Type 2 verbs are inseparable.

It is better for Ss to learn vocabulary items in context rather than worry about types of multi-word verbs and the potentially difficult language used to talk about them. Point out that multi-part verbs (sometimes called phrasal and prepositional verbs) tend to be less formal than equivalents with a Latin origin, e.g. *set up* (informal) *establish* (formal)

Optional activity

Now move the discussion into remuneration packages for people in general, not just for top executives. Ask Ss to brainstorm the potential elements of a remuneration package (e.g. core salary, performance-related bonus, company car) and write them on the board. Ask Ss if they think that all jobs should receive the same benefits. Then ask Ss to discuss in groups which would be the most and which the least important element for them if they were going for a new job.

Optional activity

Photocopiable resource 4.1 (page 111)

Some companies that are keen to retain skilled staff offer their employees a core package plus flexible benefits. Staff are given a 'flexible benefits fund' and make their own decisions to purchase those benefits are most useful to them, e.g. an employee with children may prefer more holiday rather than more salary. Give Ss a copy of Photocopiable resource 4.1 and ask Ss to work in groups. Each person has a flexible benefits fund of £5,000 for one year's flexible benefits. Which benefits would they choose, if any? Make it clear to Ss that they may take part of the fund – or even the full fund – in cash if they wish. Ss explain their choices to each other.

Listening 1 1

Ask Ss to look at the diagram, which shows the elements of the salary package of Jeffrey Barbakow, who was at one time the highest paid CEO in the USA. Then ask Ss to listen to a financial analyst talking about salaries and share options, and complete the missing information. The speaker suggests that Barbakow's basic salary was only average for his job; how do Ss react to that?

Total compensation: \$116,683,000 per year
 Share value: \$111,050,000
 Salary and bonuses: \$5,530,000
 Other payments: \$250,000

Listening 1 2

Ask Ss to listen to the second part of the talk and answer the questions. To follow up the task, ask Ss about their views on how best to evaluate and reward performance.

- 1 They were intended to motivate managers by making them part-owners of the company.
- 2 Markets fluctuate, affecting share prices.
- 3 By encouraging market fluctuations in order to benefit by selling their shares before the market falls.
- 4 By earning salary increases and bonuses if they meet their objectives.
- 5 They could also earn salary increases or bonuses only if objectives were met.
- 6 Based on real increases in company performance (not just on increases in share price, which may be attributable to the market).

Speaking, page 37

Explain to Ss that they are now going to focus back on the deals given to CEOs, in particular the deals given to departing CEOs when leaving from companies that have failed. Ss work in pairs and do an information exchange. Student A looks at the information on page 138; Student B turns to page 140. Check Ss understand the vocabulary used, e.g. *severance deal* and *pay off* (i.e. a payment to be regarded as final). Ss ask and answer questions to complete the information. Ask Ss how they feel about the CEOs receiving large severance deals after being responsible for companies' poor performance.


Language check

Ask Ss to look at the example sentences from the text on page 35, identify the tense used (present perfect) and explain why (the examples refer to actions that affect the present, and to unfinished and recent time). Then write modified versions of some of the sentences on the board (using past simple), e.g.

Yesterday a big pharmaceutical company found itself at the sharp end of a mood change.

The value of most large companies fell considerably in the five years to last year.

Elicit that the past simple is used here because the sentences refer to finished, definite time. Elicit from Ss some of the time markers that can be used to refer to finished time (past simple) and to unfinished time (present perfect) (see next exercise). Check that Ss know how to form each tense and refer Ss to the Grammar reference on page 158.

 Coursebook, Grammar reference, Present perfect and past simple, page 158

Practice 1 1

Ask Ss to work in pairs to put the time markers into the correct column. Ensure that Ss realise that the past simple is used with finished time and the present perfect is used to refer to recent or unfinished time. Also ask Ss in which column they would put *when*; elicit the fact that it refers to finished time (because the response is a date or time).

Finished time: ago, yesterday, in 2005, on Tuesday, last week, 8 April

Unfinished time: this, never, ever, the last few, since, recently, today, yet, already

NB: *For* is normally used to refer to unfinished time – but it can also be used to refer to finished time.

I have worked here for three years. (unfinished time)

I worked at UBS for four years before joining this company. (finished time)

Optional activity

To practise using the time markers above, 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. If the sentence is correct, the S keeps it; if it is incorrect, it goes back in the middle. The other Ss assess the correctness of each others' sentences. The S with the most cards at the end of the activity is the winner.

Practice 2 2

Before Ss look at the text, ask Ss if they have heard of the firm Cantor Fitzgerald. As it says in the text, it is widely known for its losses in the tragedy of 11 September 2001. Ask Ss to skim the text and summarise this story about the company. Then ask Ss to read again and complete the gaps using the present perfect or past simple.

- 2 lost 3 has appeared 4 has taken
- 5 was 6 earned 7 has worked
- 8 threatened 9 caused 10 started
- 11 left 12 asked 13 contributed
- 14 wanted

Speaking, page 38 1

Ask Ss to discuss the questions and give reasons for their views.

Speaking, page 38 2

Ss now have the opportunity to practise using present perfect and past simple to talk about familiar subjects. Ss work in pairs. Ask Ss to discuss recent events and developments in their country in the fields listed. Prompt Ss where necessary. (e.g. *Have there been any recent elections? What political events have been in the news recently? When did these happen? What details can Ss give about them?*)

 Workbook, page 19

Career skills

This section allows Ss to integrate a focus on evaluating performance with the grammar they have just reviewed. Ask Ss to work with their books closed. Review language related to objective setting (*set an objective / target, meet an objective / a target, meet / hit a deadline, fail to meet a target / deadline, miss a deadline, exceed a target* etc.) Elicit from Ss reasons why an employee might fail to meet a target. Ask Ss to open their books and compare with the list on page 39. Ss study the information in the box. Ensure Ss understand all of the language used then focus on the prepositions and particles used (*problems with, overspend on, behind schedule, catch up, come in under budget*). Point out that the present perfect is often used when evaluating performance as the speakers are interested in progress up to the present. Ask Ss about their own experience of evaluating performance (e.g. *Have there been occasions recently where you have not met objectives at work? What were the reasons for this? Do you feel that performance-related pay is fair?*).

Listening 2

Ss reorder a jumbled dialogue where the speakers are evaluating the performance of a project. Ask Ss to listen to the dialogue to check their answers. Then ask Ss to turn to the audioscript on page 164 and to underline any uses of the present perfect (for progress until now) and past simple (for detail).

See the audioscript on page 164 for the correct order of the dialogue.

Speaking, page 39

Ask Ss to discuss the questions in pairs. Ss will naturally use all past simple as they are talking about a project in the past.


Optional activity

You might want to focus on the scenario Ss have just talked about as a means of practising present perfect and past simple. Ask Ss to stay in the same pairs and to role-play the scenario they have just described. One person is the manager / boss and the other is the subordinate. Ask Ss to base their dialogue on the structure and some of the language of the dialogue in Listening 2.

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 22 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.

	Fixed objectives	Flexible working
Objectives	People specify the objectives at the start of a project.	It is important to build a close relationship first. The partners can develop their objectives as they get to know each other.
Communication style	It is usual to explain everything in detail, write everything down and refer to the objectives often.	It isn't necessary to give detailed explanations because the partners understand each other: people are less specific and more flexible.
Evaluation	Partners evaluate the project on the basis of whether they have achieved the agreed objectives.	Partners evaluate the report on the basis of whether everybody is satisfied.

 Skills book, Culture at work, page 22

 Teacher's book, page 133

Dilemma

Ask Ss to read the Dilemma brief. Check that Ss are familiar with the terms used (e.g. *returns, merger, deal, dividends*).

Task 1: Divide Ss into groups. All groups represent the shareholders of Better Price. Their task is to discuss the three candidates' strengths and weaknesses and then choose who they would employ.

Task 2: Tell each group to prepare a mini-presentation to the class, recommending one candidate. Encourage Ss to use language from the Useful phrases box.

Task 3: Each group then nominates one person to present their views to the class.

Decision








Ask Ss to listen to Liam Mellows making his recommendation for a candidate. Did the Ss choose the same person as Liam? In what ways were their views similar / different?

Write it up

Ss then write up, in the form of a memo, a comparison of the candidates and a final recommendation. (You may wish to ask Ss to prepare the memo in class, complete it for homework 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) below to link the use of the framework and the Style guide as Ss plan their writing. It may be a good idea to set a word limit, e.g. no longer than the sample answer below. 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 shareholders writing on behalf of other shareholders.)
- 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 compare candidates for CEO and to make a recommendation.)*
- 3 Look at the section on Memos on page 22 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 22.)
- 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 22
-  Skills book, Writing 2, Memos, page 32
-  Style guide, General rules, page 3
-  Style guide, Organising your writing, page 4
-  Teacher's book, page 141
-  Teacher's book, Writing preparation framework, page 188
-  Teacher's book, Writing feedback framework, page 189

Memo: Suggested answer (206 words)

Memo
 Date: 25 April 2005
 To: Better Prices Board
 From: Amy Churchill, shareholder representative
 Subject: Recommendation for new CEO
 On behalf of the shareholders, I wish to make a recommendation regarding the position of Chief Executive Officer at Better Prices.
 Although John Creed would inspire confidence in the market, and the share price would certainly rise in the short term, there is no guarantee that he will prove successful. We could not accept the risk of appointing an unknown outsider with such high financial requirements. However, it is unrealistic to believe that David Preston will be able to carry out the role of CEO without a COO, which also makes him an expensive candidate. As shareholders in the company, we are more interested in long-term performance than immediate dividends (as David Preston has promised).
 We believe that Ms Sweetman will cost less than the other two candidates. She has also, realistically, promised to lower expectations. Even if she is unable to reduce staff costs easily, we hope she will be able to improve services and efficiency. Steady, long-term growth is more important than unrealistic dividends at this time.
 Having considered the alternatives, we recommend Marjorie Sweetman for the position of Chief Executive Officer at Better Prices.
 AC

Continued from page 26

Unit 2: Leadership Dilemma & Decision
Email/action points: Suggested answer (291 words)

From: Louis Schweitzer
 To: Carlos Ghosn
 Date:
 Re:

Action points from our meeting yesterday
 Carlos

I really appreciated meeting up with you yesterday and having such a challenging and constructive discussion. This email summarises my understanding of the points raised at our meeting and outlines some action points going forward.

I opened up a discussion regarding the role of CEO at Nissan, and asked whether you would be interested in taking on this role. You expressed some strong concerns regarding:

- a possible conflict of management styles
- whether you would be sufficiently empowered to make the organisational and contractual changes that you consider essential in order to turn Nissan around
- the support that you would receive in taking on this challenging role
- the recognition that would be given for taking on this role.

After some very constructive debate, the action points that we agreed are that I (LS) will ask the Renault Board to confirm the following by next Friday:

- their full support for you (CG) as Nissan CEO candidate
 - their view that this role is a stepping stone to CEO of Renault Group on my departure in five years' time
 - the details of the financial package offered for the Nissan CEO role, including any 'golden parachute'
- You (CG) are to take the following action by next Friday:
- arrange coaching in cross-cultural business styles from a world class expert in this field, and explore the benefits that could be generated by such a cross-cultural venture
 - decide in principle whether you are interested in taking discussions on this role forward.

We will meet again next Friday for lunch. Once again, I valued our discussion yesterday, and look forward to seeing you on Friday.

Kind regards
 Louis

Continued from page 56

- 1.3 Arguments in favour of offshoring
- 1.4 Arguments against offshoring
- 1.5 Outsourcing vs offshoring
- 1.6 Managing risk
- 2 Choice of location
- 2.1 Issues affecting choice
- 2.2 China
- 2.3 India
- 2.4 Philippines
- 2.5 Canada
- 2.6 Alternative US location
- 3 Recommendations

We recommend that Interstate does not offshore its call centre to a location outside the American continent. As the call centre is relatively small, the risks of damaging customer perceptions of the company outweigh any benefits to be gained through significantly lower costs. Nevertheless, Interstate must transfer its call centre operations and should consider locations within the USA and Canada.

4 Conclusion

Interstate should plan relocation of the call centre to two locations: one in Canada and the other in an appropriate low-cost location in the USA. Having been through a planning process for both locations, Interstate should then move to the most favourable site and retain the option of relocating to the second site if an additional site or further move is required at any stage. Interstate also needs to consider whether call centre operations are best served by direct recruitment or via outsourced operations.

Unit 5: Development

UNIT OBJECTIVES

Reading:	Gas for Peru vs green imperialism
Language:	Modals of likelihood
Vocabulary:	Development and the environment Word form
Career skills:	Showing cause and effect
Culture at work:	Dealing with unclear situations
Dilemma & Decision:	Striking a balance (short report)

exploitation of the rainforest). Then ask them to read the keynotes. Check they understand the terms in bold in particular, but also other words and phrases you think they might not understand (e.g. *deplete* = reduce). You may wish to ask questions as a follow-up, e.g. *What MEDCs and LEDCs (more and less economically developed countries) do you know? What kind of natural resources might countries exploit? Do you know what the GDP is of your own country?* Draw Ss' attention to the glossary for this unit at the back of the book.

 Coursebook, Glossary, Unit 5, page 149

Preview

Ask Ss to discuss the questions in pairs / small groups. In order to prompt discussion, you may wish to suggest the following categories and ask them to think of specific examples: housing, food, work, entertainment, finance, technology.

Listening 1

Elicit what OECD stands for and what Ss know about the OECD (Organisation for Economic Cooperation and Development) but do not give them any additional information about it at this stage; Ss will find out more from the listening text. Then ask them to listen to Kristen speak about the organisation and note down answers to the three questions.

- 1 OECD was established after World War 2 to help countries develop their economies.
- 2 It provides data and statistics on a wide range of subjects (e.g. economic performance).
- 3 It was a forum for more economically developed countries but is now sharing the lessons they have learnt with LEDCs.

Reading 1

As a lead-in to the task, ask Ss to look at the pictures and map on page 43, as well as the main heading. Ask questions such as: *What do you think the article is about? What do you understand by 'green imperialism'? What do you know about Peru?* Tell Ss they are going to read about a proposed development project in Peru. Ask them to read the article and complete the table. 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. In feedback ask Ss whether they would be for or against the project and why.

The unit focuses on one particular development, Camisea in Peru, and the advantages and disadvantages for the region. On 5 August 2004 the Peruvian President, Alejandro Toledo, switched on the taps of Peru's natural gas project 'Camisea' 20 years after the gas reserves were originally discovered. The gas field, 720 miles from Lima, in remote jungle, is one of the most important in South America. Peru hopes the development will increase Peru's economic growth and enable it to export energy (to Mexico, and possibly the USA) rather than import it. It is also hoped it will provide cheaper energy and a source of power for cleaner gas-fuelled motor vehicles. However, environmentalists fear the project is polluting and destroying rivers and hunting grounds, and that the building of the 430-mile gas pipeline (from wells in the jungle, over the Andes to the coast) is causing deforestation of some of the world's most biodiverse land. Also, according to lobbyists, many indigenous tribes face hunger and malnutrition as a result of the project; they also face disease (because they have no resistance, given their lack of previous contact with the outside world). Royal Dutch / Shell and Exxon Mobil Corp spent two years in exploration but pulled out of the project in 1998. The Camisea consortium is led by Pluspetrol, Argentina's third biggest oil group.

Keynotes

Introduce the topic by asking Ss what they understand by *prosperity* (wealth) and *preservation* (keeping alive) in the title. Then ask Ss how they think the title links to the unit's topic of development. (The unit is about the conflict between the benefits and wealth that development can bring and the potentially negative effect on the environment including the depletion of natural resources.) Ask Ss what they think the picture represents (it shows deforestation caused by

Peruvian government: For – Peru will become an exporter of natural gas, GDP will increase by 0.8%
Pluspetrol: For – it will make a profit from developing the field
IDB: Unsure – it was willing to grant a loan but was dissuaded by lobbying
Amazon Watch: Against – it believes the project threatens the environment
US Import-Export Bank: Unsure – it appears to be following the decisions of the IDB

Reading 2

Ask Ss to read the article again more carefully and to answer the questions. In feedback ask Ss to tell you where in the text they found each answer.

- 1 T 2 T 3 T 4 T 5 F 6 F

Reading 3

Ask Ss to scan the article for the four things affected negatively by the project. Do they think any other things could be affected?

rainforest, rare species, marine reserve, isolated tribes

Speaking

Ask Ss to discuss the question about the future of the Camisea project in pairs / small groups. Encourage them to draw on information from the article when giving their reasons. You may wish to ask Ss to broaden out the discussion and talk about the questions on the sub-heading of the reading text: *Where should the balance between development and the environment be struck? And who should strike it?* Encourage Ss to give examples from their own experience (e.g. of projects in their country).

Vocabulary 1 1

Ask Ss to match each word with the correct form and definition as it is used in the text.

- 1 n 2 n 3 n 4 n 5 v 6 n

Vocabulary 1 2

Then ask Ss to work in pairs and decide if the noun and verb forms are pronounced the same. Instead of giving the answers, read out the noun / verb pairs yourself; get Ss to listen and tell you if they sound the same or different. If they are different, ask Ss to tell you in what way (the word stress changes; see Language focus below). You may wish to refer

Ss to dictionaries so that they can see the stress pattern and phonetic script. Get Ss to repeat the words to check they can pronounce each correctly. Test Ss by saying each word in a random order and asking if it is a noun or a verb.

Noun	Verb	
contract	contract	(different)
project	project	(different)
fuel	fuel	(same)
plant	plant	(same)
process	process	(same)
loan	loan	(same)

The one-syllable words always have the same pronunciation. Most of the two-syllable words follow the normal pattern (see Language focus below) but *process* has the same stress for noun and verb.

Language focus: Noun / verb word stress

Many two-syllable words with the same noun / verb form follow the same pattern regarding pronunciation. The first syllable is stressed for the noun; the second syllable is stressed for the verb.

<i>contract</i> (n)	<i>contract</i> (v)
<i>record</i> (n)	<i>record</i> (v)

Vocabulary 1 3

This exercise focuses on more words with the same noun / verb form. Ask Ss to identify whether a noun or verb is missing from the sentence and to complete the sentences with the given words. As you are checking the answers, ensure that Ss can pronounce the words. The pronunciation of the noun / verb forms is the same for all of the words except for *estimate*. In this case, the stress is on the first syllable for both the noun and verb but the final syllable is pronounced differently.

<i>estimate</i> (n)	<i>estimate</i> (v)
/estmət/	/estmeɪt/

- | | | |
|-----------|------------|------------|
| 1 benefit | 2 estimate | 3 award |
| 4 tests | 5 plants | 6 concerns |

Optional activity

Ss work in small groups. Ask them to brainstorm as many words with the same noun / verb form as possible. The group with the most words within a time limit is the winner. Then get Ss to identify whether the pronunciation of each noun / verb form is the same or different.

Vocabulary 2

This exercise reviews vocabulary from the unit so far. Ask Ss to work in small groups to put the words in the correct group using their dictionaries.

Construction: drilling sites, terminals, gas field, plants, pipeline
Environment: reserves, tribes, rainforest, rare species

Plant could be in both categories (= *industrial complex* and *something that grows*)

Reserves could possibly be in both categories (= *resources kept back for use when needed*, e.g. *fuel reserves* and *places where the environment is protected*, e.g. *nature reserves*)

fossil fuels, resources). Then ask them to scan the extract to see if they were correct and if they can see any other vocabulary connected with natural energy reserves. When Ss are clear about the subject of the presentation, ask them to focus on modal verbs. Ss fill the gaps with the modal verbs. In feedback, elicit reasons for Ss' choices.

- 2 will 3 would 4 could 5 would 6 might / may
 7 will / could / might / may 8 would / may / might
 9 will 10 should / might / may / could 11 will

Speaking 1

Ask Ss to work in small groups to discuss which of the major changes predicted they think will happen. When (if at all) do they think the changes listed will happen by? Ss write a date or *never* next to each prediction. Encourage them to give reasons for their views. What other changes do they expect to see?

Speaking 2

In preparation for the presentation task, 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 10 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.

Career skills

Before asking Ss to look at the Career skills box, write the headings *Cause* and *Effect* on the board and refer back to the protestors mentioned earlier in the unit. Ask why they are protesting so strongly against development in Peru. Elicit answers such as *They hope that their action will lead to a lot of publicity, which will result in the project being cancelled*. Note down Ss' answers under the headings on the board and draw Ss' attention to any phrases they used for talking about cause and effect. Now ask Ss to read the information and example sentences in the box. Check Ss understand the terms in bold. Make sure that Ss know the prepositions used in each phrase (*lead to*, *result in*, *be caused by*, *as a result of*, *due to*). Ask Ss to rephrase the information on the board using the phrases from the box.

Language check

Check that Ss understand that *likely* means *probable* and that modals of likelihood are verbs such as *will*, *may* and *could* that express degrees of certainty, probability and possibility. Ask Ss to look at the sentences and decide which they express. Check Ss know the form these modal verbs take (e.g. followed by infinitive without *to* except *going to*) and that they are aware of the degree of likelihood of each. You may wish to ask questions such as: *How certain are you Sentence 4 will happen – 0%, 50% or 100%? What about Sentence 1?*

Certainty: 1, 2, 5, 7 (*is going to*, *will*, *would*, *must* - NB: *would* refers to certainty only if another event happens first)

Probability: 6 (*should*)

Possibility: 3, 4 (*might*, *may*)

Coursebook, Grammar reference, Modal verbs, page 159

Workbook, page 22

Practice 1

Ask Ss to fill the gaps using the correct option. In feedback, ask them to explain their choice.

- 2 b 3 c 4 c 5 c 6 a 7 a

Practice 2

Tell Ss they are going to look at part of a presentation about the future of the world's natural energy reserves. Brainstorm words / phrases they expect to be in the extract (e.g. *power*,

Listening 2

Ask Ss to listen to the two dialogues and complete the table. Check Ss' answers about the subject of the dialogues then ask them to check the audioscript for the phrases for cause and effect that they heard. These phrases can be added to the Career skills box. Ask Ss to make sentences of their own using the phrases to show cause and effect. Before moving on, ask Ss to look at the Useful phrases box on page 48 and identify any additional phrases they see for referring to cause and effect. Draw Ss' attention to the prepositions (e.g. *would benefit from, might have a disastrous effect on*) and ask Ss to add relevant phrases to the Career skills box on page 47.

Extract 1: Phone update on new orders expected for next month. The customer now wants a bigger order than expected, resulting in extra time for production staff and maybe sub-contracting. Phrase: *it'll mean that ...*

Extract 2: The IT network will be down for the rest of the day because of a virus attack, which will mean that it is impossible to send out the monthly report today. Phrase: *it's caused ... to ...*



Speaking

Put Ss into pairs. Tell them to read the scenario descriptions and discuss the questions. Encourage them to use the phrases for cause and effect and to think of as many consequences as they can for each scenario.

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 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.

	Avoid unclear situations	Tolerate unclear situations
Rules	Prefer to work with fixed rules and procedures	Prefer to have flexible ways of working
Precautions	Predict future problems and take precautions against them	Don't take many precautions and react when problems arise
Strategies	Find out as much as possible by asking questions or researching different sources	Are happy to wait and see how future situations will develop

-  Skills book, Culture at work, page 26
-  Teacher's book, page 136

Dilemma

Ask Ss to read the Dilemma brief. Give them a few minutes to think about what the different viewpoints of the people might be.

Task 1: Put Ss into three groups and ask each group to choose one of the roles to represent. Ensure that each role is covered. (Alternatively, you may wish to allocate roles.) Ask Ss to read the information on pages 144 / 142 / 138 and add their own views to the list.

Task 2: Then ask Ss to use the information to help them prepare arguments to present at the forum. Encourage them to consider the negative effects that the wrong course of action will have. Refer them to the Useful phrases box and the Career skills box on the previous page. Give Ss sufficient time to prepare their presentation and go round the groups helping with use of modal verbs, phrases for cause and effect etc.

Task 3: Ask each group to choose a representative to present their ideas to the whole group.

Task 4: Now ask the Ss to try and agree as a whole group how the Camisea project should continue. 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 Professor Harding speak about how to manage complex projects like Camisea. Ss to make notes of the key points. Ask Ss what they think of his ideas. Do they agree / disagree?

Write it up

Ask Ss to write up the key issues related to the project and their recommendations in the form of a short report. (You may wish to ask Ss to prepare the report in class, complete it for homework 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) 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 sample answer. It may be helpful to use the Writing feedback framework on page 189 when marking Ss' writing.

Writing focus: Short reports

- 1 First decide who you are, e.g. are you writing the report on behalf of the Camisea Consortium or as a neutral observer?
(In this case, Ss might be a member of the Camisea Consortium or a consultant to the consortium.)
- 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 summarise the key issues affecting the project and to recommend action to be taken by the Camisea Consortium. The report is directed at the Camisea Consortium.)*
- 3 Look at the section on Short reports on page 26 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. Short reports often use graphical material / visuals to support the meaning of the text.)
- 5 What phrases (including linking words and phrases) might be appropriate in your report?
(See the Style guide. Also, the phrases for cause and effect in Career skills in this unit are appropriate for a written report.)
- 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 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

Short report: Suggested answer (350 words)
Camisea: Key issues and recommendations

Author: Anna Cobos

Summary

As a result of a series of protests, the future of the Camisea project is now at risk. This report aims to summarise the key issues relevant to the future of the project and to recommend action for the Camisea Consortium.

Introduction

The report summarises the key issues in relation to three groups:

- Camisea Consortium
- Protest groups
- Government.

Camisea Consortium

The members of the Camisea Consortium believe that intense opposition to the project has led to a situation where the viability of the project is in question. Although the project will benefit the Camisea region and Peru as a whole, it is viewed by many people as exploitative profit-making.

Protest groups

A number of different groups have united in protest against the Camisea project. The local native peoples feel that the project represents a threat to their way of life and even to their survival. This has been brought to the attention of international media by well-organised protest groups also concerned about environmental issues.

Peruvian government

Despite the fact that many people in Peru are anti-Camisea, the government supports the project. The benefits it has identified for a number of groups are as follows:

Benefits for the people

- improved standard of living
- the creation of jobs during the construction phase
- cheaper electricity supply

Benefits for companies

- sub-contracting opportunities
- transfer of know-how and technology

Benefits for the government

- increased foreign investment
- increased tax income.

Conclusion

Given the support of the Peruvian government, the Consortium should now launch a national and international PR campaign. This campaign will need to emphasise the benefits of the project and capture attention both in Peru and abroad. The Consortium also needs a clear action plan for addressing the potential disadvantages of the project (effect on native peoples, environmental damage etc.). The Consortium should set a clear date for completion of the PR campaign, after which the status of the project must be reviewed. The Consortium should then decide if they have sufficient support to continue in Peru.

Optional activity

Photocopiable resource 5.1 (page 111)

The photocopiable resources for this unit relate to additional fluency activities on the topic of development. For the first activity, give a photocopied sheet to each S. Tell Ss to imagine they work at a top international level and have to consider the best way of spending \$50 million on initiatives to help the developing world. Photocopiable resource 5.1 shows ten development issues identified by the Copenhagen Consensus Project, which aims to set priorities for ideas for improving lives in developing countries. Ask Ss to work in small groups. Each group brainstorms the challenges for each issue. (*Governance* refers to the way companies are managed and how managers are accountable for their actions.) Ss then decide what issues they would spend the money on, why and how. Ask each group to present their suggestions to the other Ss. Ss vote on the suggestions they consider the best.

Optional activity

Photocopiable resource 5.2 (page 112)

This activity focuses on the planning of a specific development project. You may wish to use this to follow up Photocopiable resource 5.1 (i.e. Ss identify one particular project arising from the issues they discussed). Alternatively, ask Ss to think of a local development plan they are interested in (e.g. reducing child poverty in their own country or city). Ss work in small groups. Allocate Ss a budget for their project or ask them to think of a figure they would like to spend. Let Ss know that this budget has been given provisionally only; the final allocation will only be approved when you and the other Ss have been convinced that their plan will be effective. Each group agrees on the objective of their project and plans five actions which they think are necessary for success. They allocate a percentage of their total budget to each action. Give a time limit for discussion. Then ask a representative of each group to present their suggestions to you and the other Ss. You and the other Ss act as a committee and decide whether you want to approve the project. Are you willing to approve the total budget? If you are not convinced of each action, grant approval of a smaller figure. Ss write the committee's decision in the final box on the sheet.

Unit 6: Marketing


UNIT OBJECTIVES

- Reading:** Money *can* buy you love
- Language:** Comparatives and superlatives
- Vocabulary:** Marketing
- Career skills:** Considering alternatives
- Culture at work:** Factual or vague?
- Dilemma & Decision:** A scent of risk (action plan)

This unit looks at marketing and the importance of branding. The various activities of the marketing process are referred to as the marketing mix. This means finding the right balance in relation to the four Ps: *product, price, promotion* and *place*. Getting the *product* right means identifying the right features and benefits to meet the needs of the target market. Brand differences can relate more to the image than to the features of a product, e.g. a product may be perceived as being at the top end of the market because of the way it is marketed, even though it may in fact resemble mass market products in terms of its characteristics. The *price* is linked with the positioning of the product; people may be willing to pay high prices for products that are perceived as *upmarket* (UK) or *upscale* (USA). On some products the mark-up can be considerable, whereas on other high-volume products, the profit margin may be small. *Promotion* needs to be linked to the positioning of the product. The product's benefits may be communicated in many ways: through advertising, or exhibiting at trade fairs – or simply by the way the product is presented (e.g. an elegantly packaged perfume sold in the right place may promote itself). *Place* relates to the distribution of the product. How does the product reach the customer? Who is involved in the distribution channels? What is the relationship between wholesalers, distributors, resellers and / or retailers? This consideration of the marketing mix relates principally to consumer marketing. Yet in fact, most business takes place between companies: marketing in such a context is industrial or business-to-business marketing.

Keynotes

Ask Ss to look at the picture and title on page 49. Ask if anybody in the class owns a boat like that. Would they like to own one? The boat in the picture represents an aspiration. As it says in the keynotes, marketing today is about creating brands that represent aspirations and a desirable image of life that people want to identify with. The word *seduce* in the title means persuade or tempt someone to do something they would not normally do; the title is saying that marketing is about encouraging people to aspire to something beyond their normal lives and so spend money. Do Ss agree with this view of marketing? Do Ss approve of it? Ask Ss to read the keynotes and check they understand the four Ps of the marketing mix. Also check they understand the terms in bold. Draw Ss' attention to the glossary for this unit at the back of the book.

 Coursebook, Glossary, Unit 6, page 149

Preview 1

Ask Ss to discuss the questions in pairs then share their views with the class. Ask Ss to give the adjectives they associate with their favourite brands. Do the adjectives describe concrete features of the products (e.g. *tasty, low-calorie, reliable, cheap*) or values and aspirations (e.g. *trendy, sophisticated, refined*)?

Preview 2

Choose one of the well-known branded products Ss discussed in the previous exercise. Discuss together the marketing mix (the four Ps) for that product. Then ask Ss to work in pairs and each to choose another product that they mentioned. Ss work through the four Ps again. In feedback ask Ss if they consider themselves to be a typical customer for the brand. Elicit reasons for their views.

Preview 3

Ask Ss to read the statements about marketing. As they are quite difficult to understand, ask Ss to summarise the viewpoint expressed in each statement, then to say which statement they most agree with. Ask Ss to give reasons for their views.

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 then do another homework activity, writing a report summarising their findings.

Reading 1

Ask Ss to look at the article title. (It contradicts the words of an old Beatles' song: *Can't buy me love*.) Also ask Ss to look at the photo. What values and aspirations are communicated in the photo? (e.g. if you use this product, you are attractive, loved, can aspire to vacations in exotic locations). Then ask Ss to read the article quickly and decide which statement from the previous exercise the author's opinions on marketing most closely match. Point out the glossary box above the article on page 51 and remind Ss of the glossary at the end of the book.

The text matches most closely with the views of Wally Ollins.

Coursebook, Glossary, Unit 6, page 149

Reading 2

Ask Ss to read the text again and match the headings with the paragraphs. Ensure Ss realise that one heading is extra. Encourage Ss to read each paragraph for overall meaning and then see which heading fits this meaning the best.

a 3 c 4 d 5 e 1 f 2 The spare heading is b.

Reading 3

Ask Ss to read Paragraph 3 again and decide if the statements are true or false. In feedback, ask Ss where in the text the answers were located.

1 T 2 F 3 F 4 F 5 T

Speaking, page 50

Ask Ss to discuss the questions in pairs / small groups. Prompt discussion where necessary, e.g. by asking *What advertisements can you think of that target young people? Are these successful in your opinion? Why / Why not?*

Vocabulary 1

Ask Ss to complete the wordmap using words from the article. You may wish Ss to make sentences using the words (e.g. *The Nestlé brand dominates the chocolate and drinks market*).

Verbs: A brand can dominate a market or represent a value / aspiration. You can build a brand or develop a brand.

Adjectives: A brand can be strong, powerful, successful and valuable.

Vocabulary 2

Ask Ss about gifts that newly-weds typically receive in their country. Then tell Ss they are going to read an article about gift bags that newly-weds receive (filled with products by commercial companies such as Procter & Gamble) when they go to the town hall to get married in the USA. Before Ss read, check they understand the meaning of the words in the list above the article. Ss then fill the gaps in the article using the words. Would Ss like to receive such a gift bag?

- 2 markets 3 marketers 4 pitches 5 effective
- 6 consumers 7 customers 8 impressed 9 cynical

Speaking, page 52

Ask Ss to discuss the questions in groups. Would this type of marketing be appropriate at births, specific birthdays, starting school / university, getting engaged, getting divorced, deaths?

Language check

Ask Ss to read the sentences and answer the questions about the formation of comparatives and superlatives. Then refer Ss to the Grammar reference on page 159.

Adjectives of one syllable: -er, -est (with consonant doubled if necessary) e.g. harder, hardest, bigger, biggest

Adjectives ending in -y: -ier, -iest, e.g. busier, busiest

Adjectives of more than one syllable: more ..., most ..., e.g. more distracted, most distracted

Adverbs: more -ly, most -ly, e.g. more forcefully, most forcefully

Coursebook, Grammar reference, Comparatives and superlatives, page 159

Workbook, page 26

Practice 1

Ask Ss to complete the table. In feedback you may wish to ask Ss to make sentences using the comparative / superlative forms to compare brands etc. (e.g. *The new Porsche is much faster than the latest Rover*.)

- 2 more exciting, most exciting, excitingly, more excitingly, most excitingly
- 3 faster, fastest, fast, faster, fastest
- 4 more cynical, most cynical, cynically, more cynically, most cynically
- 5 easier, easiest, easily, more easily, most easily
- 6 harder, hardest, hard, harder, hardest
- 7 more responsive, most responsive, responsively, more responsively, most responsively
- 8 better, best, well, better, best

Practice 2

Ask Ss about promotional techniques used by supermarkets and other retailers. What techniques have they experienced? What are their views on them? Tell Ss they are going to read about a new technique. Ask them to read the article quickly and to tell you what the new technique is (audio messages transmitted to the shopper so that shopper thinks the message is inside his / her own head). Emphasise that Ss do not need to understand every word to get a general understanding of a text. Then ask Ss to fill the gaps using the correct comparative or superlative form of the word in brackets. After feedback, ask Ss what they think of this technique. Would they like it to be used? Will it be successful?

- 2 most innovative 3 clearer 4 greater
- 5 the funniest 6 most amusing 7 more sceptical
- 8 more intrusive 9 the best

Listening 1 1

Ask Ss which they think is a more valuable asset for a company: an excellent product or a successful brand? Ask Ss to give reasons for their views. Then ask Ss to listen to the first part of Pat Hill's talk and to say whether she shares their views. Now ask Ss to listen to the complete listening and answer the questions. Discuss answers together. Can Ss think of any more brand characteristics?

- 1 Because they are the driving force behind a business, the unmistakable symbol of a company's products and services
- 2 A brand must be distinctive, easy to memorise and easy to pronounce (in several languages if possible), fit the image of the product, and communicate the right emotional appeal to the target customer
- 3 Because the Chanel brand is so powerful
- 4 Celebrity endorsement – Marilyn Monroe said she slept in nothing but Chanel No 5

Speaking 2

Brainstorm other examples of celebrity endorsement. These will vary from culture to culture. In the UK, famous examples are Gary Lineker (footballer) for Walkers crisps, and Andie McDowell (movie star) for L'Oréal cosmetics. Ss then look at the slogans. Can Ss match the slogans with the company logos? Then Ss identify the slogan with the type of appeal.

- 1 c (American Express) 2 d (Apple)
- 3 e (Energizer batteries) 4 b (L'Oréal) 5 a (Hershey's)

Career skills

Ss have looked at the use of comparatives and superlatives for comparing alternatives. However, simple language is not enough; we often need to show the degree of difference between alternatives. This can be done by using modifiers (e.g. *slightly, a bit, much, a lot*). Ask Ss to read the information and example sentence. In what work situations might Ss need to use modifiers to support their arguments (e.g. when comparing alternatives in a presentation)?

Listening 2

Ask Ss to look at the table of quantifiers and suggest others that could be added (e.g. *marginally, a little bit, a tiny bit, somewhat, a lot, considerably, far*). Do not spend too much time on this as Ss will return to it later. Ss then listen to the eight extracts. The first time they listen, they decide what each extract is about. Ss then listen again and complete the table. In feedback, ask Ss to look at the audioscript on page 166 and highlight the use of quantifiers in context. Brainstorm others to add to the table.

Minor difference: only just, quite, rather, reasonably
Major difference: significantly, way, a lot, by far

Speaking, page 55


Ss compare the cars. Encourage them to use comparatives, superlatives and quantifiers (e.g. *In the past XXX were far less reliable than a lot of other cars – but now a XXX is much more reliable than a YYY*). Then ask Ss for names of other makes and models of car. Write them on the board and invite Ss to make further comparisons. Which car would they buy and why?

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 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.

	Factual cultures	Vague cultures
Accuracy	Prefer to give precise details: e.g. <i>The train was 13 minutes late; It's 26 minutes past 10.</i>	Prefer to give approximate details: e.g. <i>The train was a bit late; It's nearly 10.30.</i>
Use of modifiers	Don't use modifiers: e.g. <i>The price is higher.</i>	Often use modifiers: e.g. <i>The price is a little higher.</i>
Stating facts	State the facts exactly: e.g. <i>We won't make the deadline.</i>	Don't always state the facts exactly: e.g. <i>We could have a slight problem meeting the deadline.</i>

 Skills book, Culture at work, page 31

 Teacher's book, page 140

Dilemma

As a lead-in, ask Ss what perfume and cosmetics companies they know. Which brands do they prefer and why? Tell them they are going to read about an Italian cosmetics company. Look at the image. Who do they think the company targets? Ss read the Dilemma brief and Profiles A and B. Ask Ss to summarise the situation in order to check comprehension.

Task 1: Divide Ss into groups. All groups discuss the advantages of each profile and decide which profile would suit the company best. Remind Ss of language for considering alternatives, including the useful phrases in the box.

Task 2: Ss now choose a brand name for their favoured

option and plan a brand strategy. Refer Ss back to the four Ps of the marketing mix on page 49.

Task 3: Each group then nominates one person to present their concept and strategy to the whole group. Which group's ideas do they think are the best? Why?

Decision

Ask Ss to listen to Rosemary Weinberger. Which option did she choose? What are her reasons? Do Ss share her views?

Write it up

Ask Ss to write a summary of the group's strategy (based on their discussion) with an action plan for the Marketing Director. You may wish to ask Ss to prepare the writing in class, complete it for homework 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: Action plan / 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: Action plan / minutes

- 1 First be clear about the perspective you are writing from. (*In this case, Ss are consultants to Bellissima.*)
- 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 summarise the actions which must be taken following the discussion of the brand strategy for the new fragrance. The action plan is for the Marketing Director and others at Bellissima.*)
- 3 Look at the section on Minutes on page 24 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. In this case, the Marketing Director is not interested in who said what but in the strategy and actions proposed. These can be written in a looser structure as follows:

 - *Who was present at the discussion? When was it?*
 - *What were the key issues discussed?*
 - *What were the actions agreed?*
- 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. However, what is needed here is a less formal summary of the strategy, with a focus on action to be taken. Writing 5 in the Skills book looks at action planning in both formal and informal minute writing and you may find the related teacher's notes on page 174 helpful.)
- 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.)
- 6 Now go ahead and write the summary and action plan.
- 8 When you have finished, check your writing for: clarity, accuracy of language, appropriateness of style.

-  Style guide, Minutes, page 24
-  Skills book, Writing 5, Minutes, page 74
-  Teacher's book, page 174
-  Teacher's book, Writing preparation framework, page 188
-  Teacher's book, Writing feedback framework, page 189

Suggested answer (393 words)

Summary and action points following discussion of marketing of new fragrance

(Strategy Advisory Group, 16 April 05)

Option 1: Create a fragrance aimed at high-income women aged 25–30 already loyal to the Bellissima cosmetics range

Option 2: Create a fragrance aimed at fashion-conscious lower-income younger women who do not use currently buy Bellissima cosmetics

In order to access a new market of younger customers, it was decided to choose Option 2. However, we must be careful not to alienate existing Bellissima customers.

Product

We need a younger fragrance – which still needs to be distinctive. Just as our traditional fragrance might appeal to a sense of ambition and superiority, this fragrance needs to appeal to young women who want to stand out from the crowd. Although the fragrance will be cheaper than Bellissima's other products, it must not appear cheap. Packaging will be less expensive than for Bellissima's core products but must be distinctive.

Price

We suggest pitching the new fragrance at a price slightly above the highest price of competitor fragrances aimed at the same market.

Promotion

We need to find an appropriate celebrity to endorse the new product. Chanel has demonstrated how an intelligent choice of celebrity (in Chanel's case Vanessa Paradis' endorsement of their perfume Coco in 1984) can drive a new product launch without alienating existing customers.

Place

This is where we need to be most creative. Rather than selling in cosmetics departments of department stores, we need to target the locations our 25–30 year olds aspire to visit. This will have three benefits: we separate out the two markets, we create a distinctive means of distribution and we link distribution with the target customer's aspirations.

Action plan

- Bellissima to decide on the most appropriate time of year for the launch of the new product and to fix a launch date.

Continued on page 50

- Product Development team to propose potential fragrances and draw up a work plan leading to selection of the final product 4 months before the launch date.
- FL's team will start immediate work on packaging ideas.
- Market Research will compile a list of prices of all potentially competitive products by 30 April.
- KW and team to focus attention on selection of an appropriate celebrity and means of distribution.

Next meeting 30 April: To review progress so far and plan a detailed launch schedule

Optional activity

Photocopiable resource 6.1 (page 113)

For a related fluency activity, do an activity in which Ss plan their organisation's company's participation at a trade fair or exhibition. Ask Ss about their experiences of attending exhibitions / trade fairs (where, what kind etc.) and of manning exhibition / trade fair stands themselves. Ss then brainstorm the advantages and disadvantages of exhibitions and trade fairs compared with other promotional methods. **Advantages:** face-to-face contact with potential clients, contact with multiple potential clients in one location, opportunity to demonstrate and explain products, opportunity to see activity of competitors. **Disadvantages:** expensive, time-consuming, sometimes many observers but few customers. Ss work in groups. Each group has to plan an exhibition / trade fair stand for their organisation later in the year. Ss use the photocopiable worksheet to structure their planning. Then ask a representative of each group to report back to the class.

Unit 7: Outsourcing

UNIT OBJECTIVES

Reading:	The great job migration
Language:	Conditionals 1 and 2
Vocabulary:	Offshoring Collocations
Career skills:	Making suggestions
Culture at work:	Decision-making
Dilemma & Decision:	Going offshore (full-length report)

Keynotes

Introduce the topic by asking Ss what they understand by the title *The great job migration* and how they think the title links to the unit's topic of outsourcing. (The unit is about the great shift of jobs from higher cost countries such as the UK / US to lower cost countries such as India, resulting in economic benefits for India and job losses in the higher cost country.) Ask Ss what they think the picture represents (it represents job migration to other countries) and how this links in with the unit title. Then ask Ss to read the keynotes. Check they understand the terms in bold for example by asking for examples of *back office operations* (e.g. payroll functions) and what companies they know that have *outsourced* or *offshored* any of their business processes. Also ask them about the popularity of call centres in their countries. 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 work in pairs / small groups and discuss the advantages and risks of offshoring (i.e. outsourcing to lower cost countries). Write up two headings on the board, *Advantages* and *Risks*, and note down Ss' ideas.

Suggested answers

Advantages: cost savings, shared language (e.g. India), skilled workforce that costs less than at home, access to wider range of workers than available locally
Risks: lack of control, effect on quality and image if things go wrong, cultural differences, language barriers, loss of jobs at home and impact on remaining workforce

Listening 1

Ss are going to listen to the director of an offshoring consultancy. Before Ss answer the questions on page 60, ask Ss to listen first time and compare his views with their own thoughts on advantages and risks. One of the risks is loss of jobs at home. Ensure Ss are confident with vocabulary for talking about job losses (*to make ... redundant, to lay ... off, redundancies, layoffs etc.*) Then ask Ss to listen again and answer the three questions on page 60.

- 1 work with no face-to-face contact and dependence on secure and reliable network connections, i.e. mainly IT, HR, R&D and back office work.
- 2 language, wage differential, level of risk
- 3 political instability, protection of assets and trade secrets

.....

• Outsourcing takes place when business is contracted out to a third party. (When the third party is overseas, it is known as *offshoring*. The term *offshoring* is also used when a company moves some of its own activities abroad.) When outsourcing is successful, it can enable companies to save money and to concentrate on their core business. For example, a company might decide to outsource payroll services, recruitment, advertising and PR as well as outsourcing its IT support and customer service helpline. However, not all of these services could be offshored effectively. We all know call centres (customer service and IT helplines) that are outsourced abroad. PR, on the other hand, requires an intimate knowledge of the company's industry and environment. In fact, offshoring tends to be used for areas which do not require expert local knowledge or much face-to-face contact with the end-user or employer. In practice, this means that offshoring is usually restricted to IT-related jobs, call centres and back-office work. One of the success stories of recent years is the growth in software development in India, fuelled by overseas companies contracting their work out to highly educated and skilled but low-paid (by western European standards) Indian programmers. There have also been recent stories of offshoring contracts that have not worked (e.g. banks which have returned their customer service call centres to the UK because customers, concerned by lack of local knowledge or understanding of local references, want greater reassurance that their bank understands their needs). There can be other disadvantages of offshoring, e.g. different language, culture and time zones, and lack of control over overseas agencies. For this reason, it is crucial to take time to develop a relationship with the overseas partner and ensure that both sides understand each other's goals and culture. One way of evaluating the collaboration is to do a SWOT analysis, identifying the strengths, weaknesses, opportunities and threats of the proposed venture. For example, wages might be lower but distribution costs higher.

.....

Speaking, page 60 1

Ask Ss to look at the information in the table and try to guess which data refers to which country and to give reasons for their decisions. Ask Ss if there is anything surprising in the figures (e.g. the number of graduates).

1 USA	2 Ireland	3 India	4 Philippines
-------	-----------	---------	---------------

Speaking, page 60 2

Ask Ss to discuss the question in pairs / small groups (e.g. the very large workforce including a high number of graduates in India could be very attractive).

Reading 1

Ask Ss to brainstorm the advantages of offshoring for the four groups. Then ask them to read the article and make notes on the same subject. Refer Ss to the glossary box at the bottom of the page and the glossary at the back of the book.

- Advantages for US companies:** cheaper workforce, can reduce overheads, can improve efficiency, can expand foreign markets
- Advantages for Indian companies:** more work, increased profits, economic benefits for workers
- Advantages for US workers:** can be redeployed to higher-value industries, expanded foreign markets for US goods and services
- Advantages for US consumers:** prices are kept in check

Reading 2

Ask Ss to scan the text again and complete the table with examples of phases, factors and key qualities. In feedback ask Ss if they can think of other examples.

- 1 Phases of globalisation:** manufacturing, simple service work, all kinds of knowledge work
- 2 Factors driving offshoring:** digitization, internet, high-speed data networks
- 3 Qualities of host countries:** speedy and cheap telecom links, investor-friendly policies, high numbers of college graduates

Optional activity

Ask Ss to focus on the US / UK English box on page 61. Are they more familiar with US or UK English? What other US / UK differences do they know? You may wish to give Ss ten mixed US / UK words and get them to decide which is the US and which the UK version before checking in their dictionary. Alternatively, you could give them ten words in UK English and ask them in groups to discuss what the US version could be. Suggested words for this activity follow. See page 10 of the Style guide for more British / US equivalents.

pavement (UK) / *sidewalk* (US)
honour (UK) / *honor* (US)
judgement (UK) / *judgment* (US)
football (UK) / *soccer* (US)
lorry (UK) / *truck* (US)
profit & loss account (UK) / *income statement* (US)
motorway (UK) / *freeway* (US)
boot (UK) / *trunk* (US)
got (UK) / *gotten* (US)
trousers (UK) / *pants* (US)

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.

	UK	US
Words ending in <i>-our</i> / <i>-or</i>	<i>colour</i>	<i>color</i>
Words ending in <i>-re</i> / <i>-er</i>	<i>centre</i>	<i>center</i>
Past form of verbs ending in <i>-l</i>	<i>levelled</i>	<i>leveled</i>
Past form of verbs ending in <i>-r</i>	<i>transferred</i>	<i>transferred</i>

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

The main difference in grammatical terms is the use of the present perfect, which is used more widely in British English than in US English.

 Style guide, British / US English, page 10

Speaking, page 61

Ask Ss for examples of cases in their country where companies have gone offshore. Ask the following questions: *Who were the companies? Where did they go? What were the reasons? Has offshoring been successful in these cases? Why / Why not?*

Vocabulary 1

Ask Ss to complete the wordmap, which recycles vocabulary from the unit. (Some of the words might go in more than one category.) Encourage Ss to use their dictionaries if they need to. After feedback, encourage Ss to make sentences using the words to check their meaning and usage.

- US:** layoffs, backlash
- India:** job creation, economic development
- Information sources:** credit records, corporate financial information
- Technologies:** high-speed data networks, internet
- Economic factors:** labour costs, cheap telecoms, investor-friendly
- Performance / objectives:** improve efficiency, reduce overheads, expand foreign markets

Vocabulary 2

Check Ss understand the term *collocation*. Ask Ss to fill the gaps using collocations from the text. Encourage Ss to keep a record of common collocations and use them as this will help their language to sound more like that of a native speaker.

- 2 check accident reports (S)
- 3 provide help-desk support (S)
- 4 process credit card receipts (S)
- 5 write software code (K)
- 6 mine databases (S)
- 7 analyse corporate financial information (S or K)

Speaking, page 62

Relate the question back to the tasks in the previous exercise. Encourage Ss to give reasons for their views. (See key in the answers to the previous exercise. S = simple service work and K = knowledge work.)

Optional activity

Divide the Ss into two groups and ask both groups to think of as many additional collocations using *develop* and *provide* as possible, e.g. *develop a strategy / relationship, provide help / support / a service*. Give a time limit, e.g. two minutes. The group with the highest number of appropriate collocations is the winner.

Optional activity
Photocopiable resource 7.1 (page114)

Conditionals are introduced in the next activity. An alternative way to introduce Conditional 1 and 2 is to do a card matching activity. Before the lesson, photocopy a set of cards for each pair. Ss work in pairs and match the cards to make six mini-dialogues (all containing conditional forms). Check Ss have matched the pairs correctly, then ask them to identify the dialogues using Conditional 1 and those using Conditional 2. Draw Ss' attention to the form and meaning of Conditional 1 and 2.


Answers

- A: I'm convinced it's a great idea to move production to the Philippines.
 B: But if we go ahead with these plans, there'll be industrial action.
- A: Have you heard the rumours about layoffs because of outsourcing?
 B: No – but if I hear something, I'll let you know.
- A: We have to start cutting costs in the department.
 B: I agree. I think we'd be able to save 40% if we outsourced IT support.
- A: I really don't want to go to India to set up the pilot project.
 B: Well, would you go if we offered you a higher salary?
- A: What do you think we should do about cutting our call centre costs?
 B: Well, if I were you, I'd transfer your call centre work overseas.
- A: I suggest calling an immediate meeting to announce the job losses.
 B: I think it might be better if we waited a few days until we had a redundancy package to offer.

Language check

Before looking at page 63, elicit from the Ss the form and usage of Conditionals 1 and 2. Check that Ss realise that contractions can be used, e.g. *I would* can be shortened to *I'd*. Then ask Ss to read the example sentences from the text and complete the gaps. As you check over the answers, check that Ss are clear about each conditional type.

In Type 1 conditionals the *if* clause refers to a situation that **may possibly happen**. Type 1 conditionals are formed with *if* + **present tense** and the **present tense or modal verb** in the other half of the sentence. In Type 2 conditionals the *if* clause refers to a situation that is either unreal or **unlikely to happen**. Type 2 conditionals are formed with *if* + **past tense** and **would / could + verb** in the other half of the sentence.

 Coursebook, Grammar reference, Conditionals, page 160

Practice 1

Ask Ss to look at each sentence and decide which conditional type should be used. (The choice of conditional depends on Ss' view of whether the things are likely to happen or not.) Ask Ss to write complete sentences.

- 2 If I had a bigger salary, I'd be ... (unlikely)
- 3 If I spoke Chinese, I wouldn't need ... (unlikely)
- 4 If I had enough money, I'd retire now (unlikely)
- 5 If I meet ..., I'll get ... (likely)
- 6 If I see ..., I'll ask ... (likely)
- 7 If I had ..., I'd call him (unlikely)
- 8 If I work ..., I'll get ... (likely)

Speaking 2

Ask Ss to look at the list of sentences and tell you if they are about likely or unreal / unlikely situations. They are all unreal / unlikely so establish that the appropriate conditional form is Type 2. Ss work in pairs and ask each other three of the questions about the situations listed. Check Ss use the correct Type 2 forms (e.g. *What would you do if your company asked you to ...? / I'd say no.*) As a follow-up task, you may wish Ss to invent their own questions to ask each other.

Optional activity

Photocopiable resource 7.2 (page 114)

Put Ss into small groups. Photocopy and cut up the cards and put a set face down in front of each group. Ss take turns within their group to pick a card and ask another S a correctly formed question based on the prompt (e.g. *What would you do if you lost your job?*). Ss decide whether the situations on their cards are probable or hypothetical so Ss need to decide whether they use Conditional 1 or 2 when asking their question. (Most of the situations on the cards are likely to be hypothetical so Ss will use Conditional 2.) If Ss take a *your turn* card, they can make up a question themselves. Make notes on Ss' use of conditionals and give feedback afterwards.

 Workbook, page 31

Listening 2 1

As a lead-in to the task, ask Ss if they have ever worked in another country. What were the main differences for them compared to working in their own country? Then ask them to listen to Régis talking about working in India and answer the questions.

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

Optional activity

If time allows, in order to exploit this listening text more, ask Ss to listen again and note down the questions that the interviewer asks Régis. Then ask Ss to listen again and note down the answers. Ss then work in pairs role-playing the interview with Régis.

Speaking 2

Ask Ss to listen to the second part and make notes on the three things about offshoring. Ask if Ss found anything Régis said surprising.

- 1 European and US firms made contact with companies in lower cost countries such as India because they could find the same skills at a cheaper price and with greater flexibility.
- 2 Not always a success. New jobs also have been created specialising in helping businesses to make their outsourcing process a success.
- 3 They will have to stay competitive to keep a leading position – but the market is potentially enormous.

Ask Ss to discuss the questions in small groups. Encourage Ss to give reasons and prompt them to use conditional forms where appropriate (e.g. *I wouldn't particularly want to work overseas, but if the company paid me a lot of money I might consider it.*)

Career skills

Brainstorm situations in which Ss have needed to give suggestions or advise someone in English recently. Did they find it easy? Difficult? Why? How have they responded to suggestions in English? Ask Ss to read the information and phrases. Make sure Ss know how to use the phrases correctly, paying particular attention to *I suggest ...* (see Language focus on the next page). Ensure also that Ss realise which words are stressed in the responses. Elicit completions of each stem, e.g. *How about having lunch together today?* As Ss will write a written report making recommendations following the Dilemma on page 66, ensure that they realise which phrases are appropriate in formal writing; in fact, most of these phrases in the Career skills box are more suited to speech.

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 ...*

Listening 3 1

Ask Ss to listen to the dialogues and decide which topic is being discussed.

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

Listening 3 2

Ask Ss to listen again and note down the phrases for suggestions and responses used in each dialogue. In feedback, encourage Ss to read the audioscript and to see the phrases in context.

- 2 Couldn't we ...? / I know but ...
- 3 I really think that you should ... / You're right. I'll ...
- 4 Why don't you ...? / OK, let's try that
- 5 In that case it might be better to ... / It's a good idea but I'm afraid ...
- 6 Is there any way we could ...? / That's going to be difficult / What about ...? / Sounds good to me


Speaking, page 65

Ask Ss to take it in turns to tell each other about a difficult situation they have experienced at work and to give each other advice. Ensure that Ss talk about the problem as if it is a current problem. (If Ss talk about problems in the past, the language of the unit will not be appropriate.)

Culture at work

Ask Ss to read the information about decision-making and discuss the questions. Develop the discussion by asking Ss about their own experiences of decision-making within multicultural teams. You may find it helpful to look at the Culture at work table from page 37 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 cultures	Group cultures
Company organisation	Decisions are taken by senior managers.	Managers seek consensus from everyone involved.
Time	The decision-making process is short.	Decision-making takes a long time because everyone has to be consulted.
Implementation	It may take longer to implement decisions because of resistance to the idea.	Decisions, once taken, are stable and can be implemented without delay.
Problem-solving	Employees follow the lead of their managers.	Employees are encouraged to express opinions and come up with new ideas.

 Skills book, Culture at work, page 37

 Teacher's book, page 145

Dilemma

Ask Ss to read the Dilemma brief and study the data.

Task 1: Put Ss in groups. Tell them to read the fact file and compare the advantages / disadvantages of each country as a call centre location in general, and for this scenario in particular.

Task 2: Ss decide on concrete recommendations and prepare mini-presentations in support of their views. Refer them to the Useful phrases box on page 66.






Task 3: Ask Ss to prepare to present their recommendations to the whole class. (Ss nominate one person from each group to make the presentation.) Then ask Ss to discuss the recommendations as a whole class and come up with a final decision. 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 Dilip Patel talking about InterState's situation. What is his recommendation? Do Ss agree / disagree with his views?

Write it up

Ss should prepare a report for the Interstate board which also includes a location in the home country as one of the options. (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: Full reports) 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 sample answer below. It may be helpful to use the Writing feedback framework on page 189 when giving feedback on Ss' writing.

-  Style guide, Full reports, page 28
-  Style guide, Short reports, page 26
-  Teacher's book, pages 73 and 152
-  Teacher's book, Writing preparation framework, page 188
-  Teacher's book, Writing feedback framework, page 189

Writing focus: Full reports

- 1 First decide who you are. (*In this case, Ss are consultants to the board of Interstate. In the model answer, the writer is from the USA and suggests also considering a new US location.*)
- 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 recommend compare and recommend new locations for the Interstate call centre. The report is directed at the board of Interstate.)*
- 3 Look at the section on Full reports on page 28 of the Style guide. Notice the suggested structure of a full-length report. Notice that it is divided into numbered sections and sub-sections with headings. Notice also that an Executive Summary summarises the content of the report; this is normally written once the report is complete; it helps potential readers to decide if they need to read the complete report. 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.

(In fact, this report could be written in the style of a short report or a full length report. See the suggested answer for how the content could be broken down into sections with headings.)
- 4 What style should the report be written in?

(As it says in the Style guide, full reports usually use a formal style, i.e. personal views, 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?

(The phrases appropriate for short reports are also appropriate here. See Write it up at the end of Unit 8.)
- 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.

**Full report (extracts):
Suggested answer (512 words)
Offshoring Interstate Call Centre Capability
Executive summary**

Interstate is considering outsourcing all or part of its 150-person call centre to an overseas location in order to reduce operating costs. This report analyses the issues affecting the decision to offshore call centre operations and makes recommendations for future action. The locations under consideration are: China, India, the Philippines, Canada and a US location outside New York. Following considerations of the benefits and risks of each location, it is recommended (because of customer perceptions) that Interstate does not relocate its call centre outside the American continent. However, it is not clear whether Canada or a US location would be preferable. It is proposed that Interstate should plan a move to two locations: one in Canada and the other in an appropriate low-cost location in the USA. Having been through the planning process for both locations, Interstate should move to the most favourable site and retain the option of relocating to the second site if an additional site or further move is required at any stage. Interstate also needs to consider whether call centre operations are best served by direct employees or by outsourced operations.

**1 Introduction
1.1 Aim of the report**

Interstate is considering outsourcing all or part of its 150-person New York call centre to an overseas location in order to reduce operating costs. This report aims to analyse the issues affecting the decision to offshore call centre operations and to make recommendations for future action.

1.2 Background

The current operating costs of the New York call centre are extremely high. Moreover, New York rents are set to rise. Although the Interstate call centre is currently small (150 staff), it is likely to increase ten times in size within the next three years. This makes it essential for Interstate to reconsider the location of the call centre.

The report is too long to reproduce in full here. The headings of the sections omitted are shown in italics.

The rest of the report is continued on page 38.

Unit 8: Finance

UNIT OBJECTIVES

Reading:	Europe's Enron
Language:	Adjectives and adverbs
Vocabulary:	Corporate governance
Career skills:	Referring to visuals
Culture at work:	Formal and informal presentations
Dilemma & Decision:	Counting the costs (short report)

This unit focuses on aspects of finance. It starts by focusing on a profit and loss account, one of the two key financial statements used to monitor a company's financial status. Later in the unit, Ss are asked to describe financial trends.

Profit and loss account (UK) / Income statement (US): statement showing sales, costs, expenses and profit for an accounting period, e.g. a year

Balance sheet: statement of the assets owned by a business and how they are financed from liabilities and shareholders' funds; a snapshot of the assets at a particular moment

The articles in the unit focus on recent financial scandals involving well-known companies. The companies mentioned are Enron, Royal Ahold, WorldCom and Parmalat.

Enron

Enron, a Houston-based energy firm founded by Kenneth Lay, transformed itself over a 16-year period from an obscure gas-pipeline business to the world's largest energy-trading company. Encouraged by deregulation, the company turned to electricity to supplement its natural-gas business. It also tried to buy into the water business. Enron was successful for a long time but then ran into difficulties. Its attempted entry into California's retail electricity market was problematic. The company's 10-year involvement in Dabhol, an Indian power-plant project, also went badly wrong. In October 2001 Enron's shares and credit rating plunged. The company was forced to agree to a merger with Dynegy, a rival firm. But Dynegy backed out in November because of concerns about Enron's debt. (It also feared legal action over irregularities in Enron's accounting.) Enron then filed for bankruptcy.

Royal Ahold

Royal Ahold of the Netherlands, the world's third-biggest food retailer, overstated its profits for 2001-02 by as much as \$500m. Its chief executive and chief financial officer both quit. Ahold's accounting irregularities mainly involved American subsidiaries that it had bought over a 10-year period. (Ahold had also bought businesses in other countries, from Argentina to Scandinavia.) But the company's Amsterdam-based auditors, Deloitte & Touche, failed to pick the problems up in 2001, even though worries about Ahold's accounts were widely expressed in the markets. Ahold's board, instead of asking questions, extended the term of the chief executive for up to seven years. The Dutch market regulator admitted that it had no powers of discipline over faulty auditing.

WorldCom

The US telecoms company WorldCom, founded in 1983 by Bernie Ebbers, followed a strategy of buying up other firms including MCI. WorldCom's high share price helped it to outbid competitors attempting to buy MCI and to secure a \$37 billion merger in 1998. Two years later Mr Ebbers tried to buy Sprint, another American rival, but was blocked by antitrust regulators on both sides of the Atlantic. With WorldCom's share price falling, and an investigation by regulators imminent, Mr Ebbers resigned as chief executive in April 2002. Shortly after, the discovery of massive fraud in WorldCom's accounts shook stockmarkets around the world and prompted the company to file for bankruptcy protection. Two of its most senior finance officers were charged with fraud. In May 2003 the company, renamed MCI, settled an investigation into its accounting for \$1.51 billion. The company emerged from bankruptcy in 2003 but its troubles were not yet over: it faced legal action alleging that the company had unfairly exploited telecoms regulations against competitors.

Parmalat

In December 2003 Parmalat, an Italian food and milk-products company panicked investors by almost defaulting on a small bond issue. Days later Parmalat's bankers forced out Calisto Tanzi, the group's chairman and chief executive, leaving Enrico Bondi, a hired troubleshooter, in charge. Mr Bondi quickly discovered a huge and long-running deception that became the subject of a full-scale legal investigation. Two main allegations have emerged: that the family-owned group falsified its accounts to conceal losses; and that up to €800m was embezzled, chiefly by Mr Tanzi. The Italian government passed an emergency law on December 23rd introducing American-style bankruptcy protection. Although this saved Parmalat, Italy's image has been damaged.

Keynotes

Introduce the topic by asking Ss what they think the picture represents (it shows an advertisement for Enron property for sale outside the firm's HQ following the infamous Enron accounting scandal – see page 72 for a more complete picture of the Enron logo) and what they understand by the title *The bottom line*. This unit focuses on financial scandals including the scandal at Enron; elicit what Ss know about Enron. Link the definition of *bottom line* with an introduction to the profit and loss account on page 68: the *bottom line* is the money left when outgoings (money out) have been deducted from incomings (money in) to give the final profit figure. Check that Ss know that *profit and loss (P&L) account* and *income statement* are UK / US equivalents. Check also that Ss know the basic difference between a P&L account and a balance sheet. Then ask Ss to read the keynotes. Make sure they understand the terms in bold and draw their attention to the glossary for this unit at the back of the book.

 Coursebook, Glossary, Unit 8, page 150

Optional activity

Photocopiable resource 8.1 (page 115)

You may wish to ask Ss to carry out this activity at the end of the lesson to consolidate the key financial vocabulary from the unit. Prepare a set of financial vocabulary cards 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.

Preview

Ask Ss to fill the gaps in the profit and loss (P&L) account with the headings (possibly with the help of a dictionary). Elicit the meaning of the other terms in the P&L (e.g. *overheads, fixed assets, distribution costs*). Ensure that Ss realise that figures in brackets are negative.

- 1 Turnover
- 2 Interest receivable
- 3 Cost of materials
- 4 Gross profit
- 5 Research and development costs
- 6 Dividend

Listening 1

Ask Ss to listen to the presentation and complete the figures in the Actual column of the P&L. This column shows the reality compared with the forecast.

- a (70) b (190) c 865 d (75)
- e (123) f 517 g 95 h 422

Listening 2

Ask Ss to listen again and answer the questions. Ss discuss their responses in pairs before checking their answers.

- 1 The cost of outsourcing to Indonesia was more cost-effective than expected; this reduced manufacturing costs and resulted in salary savings.
- 2 Indonesia
- 3 research and development, and also marketing
- 4 It will fall drastically over the next quarters.
- 5 50 cents
- 6 It will increase considerably over the next quarters.

Speaking, page 69

Ask Ss to work in pairs or small groups to discuss whether they would feel confident if they were potential shareholders. Encourage them to give as full answers as possible. Possible reasons to feel confident: the company achieved sales forecasts and significant cost reductions, it paid the dividend that was promised, forecasts seem robust, they seem confident about the future. Possible reasons to feel less confident: what if higher than expected costs (R&D, marketing) do not fall / are any further cost savings possible or is this as successful as the company can get?

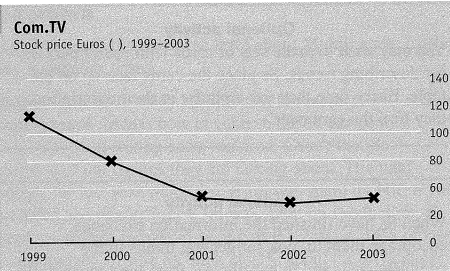
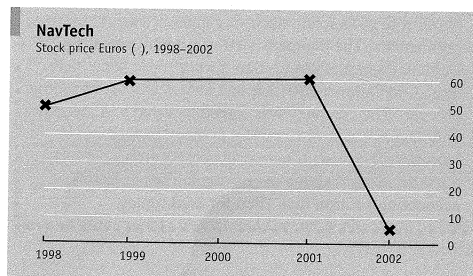
Listening 2 1

Check that Ss understand a–d and ask if they are aware of any companies that have used any of these methods a–d. Then ask them to listen to the two investors and decide which method drove up share prices.

- a NavTech b Com.TV

Listening 2 2

Ask Ss to listen again and mark the movement of the share prices on each graph. Encourage Ss to then work in pairs and describe the share price movements to each other in their own words.



Speaking, page 69

Ask Ss to brainstorm financial scandals they have heard of (e.g. Enron, Ahold, WorldCom, Parmalat – see details above). Collect suggestions on the board and ask Ss to give further details (e.g. who was involved? what happened?).

Reading 1

Tell Ss they are going to read an article about corporate governance. Check they understand what this means (i.e. the way companies are run and the accountability of the managers to their owners). Ask Ss what they understand by the title *Europe's Enron* and what they know about the two companies mentioned: Ahold and Enron. Then ask Ss to read the text quickly and highlight the irregularities mentioned and who was responsible. 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.

- Overstated its profits. (Ahold)
- Booked rebate payments before they were earned. (Ahold)

Reading 2

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

- 1 Bad corporate governance, aggressive earnings management, accounting irregularities, questionable role of auditors
- 2 Stop believing the problems are just in America; fix their problems
- 3 He turned a dull company into a 'growth machine'.
- 4 Disco in Argentina
- 5 It was more a US problem.
- 6 It booked rebate payments before they were earned.

Speaking, page 71

Ask Ss to work in groups to discuss the question. Ask Ss what other punishment would be suitable.


Vocabulary

Ask Ss to complete the gaps in pairs. Ss should give reasons for their choices. Encourage them to explain why the other options are not possible.

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

Language check

Before asking Ss to look at the Language check, write on the board *There was a dramatic fall in profits*. Elicit from Ss other words that could replace *dramatic* and *fall* in the sentence, e.g. *There was a steady decrease in profits. There was a slight increase in profits*. Ask Ss to tell you which direction the words refer to (up or down) and what speed or degree (e.g. *steady* refers to a regular increase or decrease). Then ask Ss to rewrite the sentence to keep the same meaning but start with the word *profits* (e.g. *Profits fell dramatically*). Ask Ss to read the summary of adjective and adverb use and check their understanding.

 Coursebook, Grammar reference, Adjectives and adverbs, page 160

 Workbook, page 33

Practice 1

Focus Ss' attention on the graph. Ask them to describe briefly in their own words what happened to Enron's share price and to explain the dramatic change at the end. Then ask Ss to match each of the expressions with one of the points in the graph 1–6 and to use the expressions to describe the movements in share price.

Optional activity

Ask Ss to identify the adjectives and adverbs in the expressions and to say what they add to the phrase (e.g. *mildly* is an adverb; it refers to a not very significant fluctuation). Ss then use all the expressions to describe the performance of the share price again. You may wish Ss to write this up for homework.

Between 1991 and 1993 Enron's share price (1) **rose steadily**. Over the next 12 months the price (2) **dropped slightly**. It (3) **fluctuated mildly** until 1998 when there was (4) **a sharp increase**. The share price (5) **reached a peak** in 2000. Over the following year there was (6) **a dramatic and sudden fall**.

Practice 2

Ss complete the chart to describe the direction, speed and degree of change of some additional more dramatic verbs. Ask Ss to use these verbs to describe the graph in the previous exercise again (e.g. *Enron's share price soared between 1998–2000, the share price plummeted in 2000*).

- plummet:** down, very fast, very large
- dip:** down, fast or slow, small or large
- slide:** down, not very fast, in small degrees
- skyrocket:** up, very fast, very large
- jump:** up, fast, large
- nosedive:** down, very fast, very large decline: down, not very fast, in small degrees

Career skills

Find out about Ss' experiences of referring to visuals when giving presentations (e.g. the type of visual aids, their advantages and disadvantages). Ask Ss to read the information in the box. Then ask whether each of the phrases can be spoken (used in a presentation) or written (used in a report). Some of the phrases could be used when speaking or writing; others are spoken only. If phrases are spoken only, what written equivalents would Ss use? e.g. *As you can see (S) / As can be seen (W), You'll notice that (S) / It is noticeable that (W)*. These equivalent phrases will be important for the writing task in Dilemma & Decision for this unit.

Listening 3 1

Ask Ss what they know about the company WorldCom (see above). If the company has already been mentioned in this lesson, see what Ss remember. Then ask Ss to look at the graph on the left and match the changes and time periods. Ss then listen to check their answers.

- 1 d 2 e 3 c 4 b 5 a

Listening 3 2

Elicit what Ss know / remember about Parmalat (see above). Then ask Ss to work in pairs and do a speaking activity. Give Ss a few minutes for Student A to look at the information about European sales on page 139 and for B to look at the bar chart about American sales on page 73. Ss describe the charts to each other for their partners to complete. Encourage Ss to use the language for describing trends covered earlier in the unit.

Optional activity

You may wish to make sets of cards with useful phrases for describing trends. Ss place the cards face up on the table. Every time they use a phrase in their description, they turn the card over.



Optional activity

When Ss have finished the information exchange, encourage them to look for general trends in the complete chart and to use phrases from the Career skills box to describe Parmalat's operating results in America and Europe over the period, e.g. *As you can see, at the beginning of the period results were very different in America and Europe: sales in America were below €250m compared with approximately €1000m in Europe*. Once Ss have had chance to prepare a description in pairs, ask a student to give a mini-presentation about the chart.

Culture at work

Ask Ss to discuss the questions in groups. Encourage them to give examples from their own experience where possible (e.g. formal presentations they have given, presentations they have seen in their country / other countries). 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.

	Formal	Informal
Dress	Business suit, e.g. jacket and tie for a man	Casual
Body language	Tightly controlled; limited	A lot of movement and gestures
Relationship to audience	Not much interaction with the audience; no use of humour	A lot of interaction – asking and answering questions; use of humour
Language	Professional or technical vocabulary; longer sentences; more elaborate expressions	Everyday expressions and even slang

-  Skills book, Culture at work, page 39
-  Teacher's book, page 147

Dilemma

Ask Ss to read the Dilemma brief about Multibrands. Explain any unfamiliar terms.

Task 1: Ask Ss to study the information on page 140 and in small groups discuss how to achieve the 15 per cent reduction in operating costs required. Check that Ss understand the figures they are talking about. The total budget for last year was €8m: €4m was spent on HR; €1m on Sales and Marketing; €3m was spent on Production. Ss need to achieve an overall saving of €1.2m, i.e. 15% of last year's budget. Ensure Ss think clearly about the advantages and disadvantages of their proposals.

Task 2: Ss should then prepare visual aids to demonstrate the changes and cuts agreed.

Task 3: Ss then work together to prepare a short presentation in order to present their budget proposal. Refer Ss to the Useful phrases box on page 74. You may also wish to use the Presentation preparation framework sheet on page 186. Each group then chooses one person to give the presentation and Ss present their budget to the other groups. Take notes on the language used and provide group and / or individual feedback at the end of the lesson.

 Teacher's book, Presentation preparation framework, page 186

Decision

Ask Ss to listen to the consultant William Grange to see what cuts he would have made to the budget. Would he have made the same changes as them?

Write it up

Ask Ss to write up their proposal in the form of a short report. (You may wish Ss to prepare the report in class and complete it for homework.) Remind Ss about the need to use appropriate written phrases to refer to the charts. Give each S 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. You may wish to set a word limit, e.g. no longer than the sample answer below. It may be helpful to use the Writing feedback framework on page 189 when marking Ss' writing.

Writing focus: Short reports

- 1 First decide who you are.
(In this case, Ss might be a consultant to the board of Multibrands.)
- 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 recommend changes resulting in savings of 15% at Multibrands. The report is directed at the board of Multibrands.)*
- 3 Look at the section on Short reports on page 26 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.
(In fact, the sample report shown in the Style guide is very similar to the report required here; it also proposes how a reduction of 15% may be achieved at Multibrands. Therefore, the structure is very appropriate. However, the sample report does not match the detailed information provided on page 140. Ss should therefore propose more appropriate headings [matching their presentations] for the Development 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, contractions and 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. Also, written versions of the spoken phrases for referring to visuals are appropriate.)
- 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.

Extra activity

Photocopiable resource 8.2 (page 116)


In order to provide more support with report writing phrases, ask Ss to work in small groups. Give each group a photocopied set of cards. First ask Ss to identify the three header cards. (The sections of the report have been simplified for the purposes of this activity.) Ask Ss to put the phrases under each of the headings, pointing out that some phrases may be used at various stages of the report. Then ask Ss to brainstorm ways of ending the prompts, e.g. *We recommend that this figure is reduced by €10,000 / We recommended reducing this figure by €10,000.* Encourage Ss to use a variety of the phrases in their own 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 ..

Conclusion: It appears (clear) that ..., The results indicate that ..., Therefore, we recommend that ..., Our recommendations are as follows: ..., In conclusion, ..., To summarise, ...

 Style guide, Short reports, page 26

 Teacher's book, Writing preparation framework, page 188

 Teacher's book, Writing feedback framework, page 189

Short report: Suggested answer (346 words)
Multibrands: Proposal for reduction in operating costs

Author: William Grange

Summary

A recent fall in profits and share price at Multibrands necessitates a reduction of 15% in total operating costs. This report aims to demonstrate how this saving may be achieved.

Introduction

The report summarises how, following extensive consultation, changes may be made over three areas:

- Human resources
- Production
- Sales and marketing.

Human resources

As can be seen in the chart below, total external recruitment fees currently total €400,000. Given the freeze on recruitment, the services of a recruitment agency are no longer needed, resulting in the saving of this complete amount. We also recommend reducing bonuses to €100,000, saving €300,000 until company performance picks up. Moreover, by choosing not to replace any staff leaving the company, we can expect salaries to fall by €200,000. These measures result in a total saving of €900,000 from the human resources budget.

[Chart showing HR costs based on page 140 would be inserted here]

Production operating costs

The chart below shows the proportion of high quality local materials to lower quality imported materials over last year and the previous year. We recommend returning to the previous year's proportions and volumes in order to improve quality. However, we believe that some reduction in running costs is possible and suggest returning to the previous year's figure of €600,000. These measures achieve no overall savings; the total production budget should remain at €3m.

[Chart showing Production costs based on page 140 would be inserted here]

Sales and marketing costs

Total costs amount to €1m, as shown in the chart below. We suggest cutting €400,000 of the budget for advertising new products and supporting current successful brands by re-investing €100,000 of that saving into the budget for existing products. In order to support future product development, we would recommend no changes to the market research budget. These actions will generate a total saving of €300,000 on sales and marketing.

[Chart showing Sales and marketing costs based on page 140 would be inserted here]

Conclusion

It appears clear that significant savings can be made in the areas of HR and sales and marketing. Therefore, we recommend that the company carries out the measures described above in order to generate the required saving of €1.2 m (15 % of current budget).

Unit 9: Recruitment

UNIT OBJECTIVES

- Reading:** A full house
- Language:** Relative pronouns
- Vocabulary:** Recruitment
- Career skills:** Smalltalk
- Culture at work:** Attitudes to personal space
- Dilemma & Decision:** The Bellagio interview (email)


Recruitment involves everything related to finding the right candidates for particular jobs. It can be undertaken by a company's own HR / personnel department or the function can be outsourced, e.g. to a specialist recruitment agency. In the latter case, the agency generally advertises the job in the media, sorts the responses, identifies potential candidates and provides the client with a shortlist of the best qualified candidates. Sometimes the agency approaches the candidates on behalf of the client, interviews them and then recommends who the company should take on, before handling all negotiations leading up to the start of employment. This process is often called 'search and selection'. This unit looks only at the internal processes involved in recruitment. HR departments are usually involved in:

- drawing up job and person specifications (the skills, experience, qualifications and qualities required or desired for a vacant position)
- advertising vacancies
- processing CVs (*curriculum vitae* – UK / *resumé* – US)
- screening applicants' CVs and cover letters and selecting candidates for interview
- setting up and carrying out interviews in line with company / legal policies and procedures
- conducting other selection procedures (e.g. assessments to see applicants' real strengths and weaknesses)
- negotiating and drawing up contracts and terms and conditions
- putting the chosen applicant(s) onto the payroll.

The unit focuses on how one HR department dealt with a huge recruitment challenge: the luxury Las Vegas hotel. The Bellagio recruited 9,600 workers in 24 weeks. It achieved this by developing a streamlined online application system and carrying out 30-minute behavioural interviews.

Keynotes

Introduce the topic by asking Ss to look at the picture on page 75. What kind of building do they think is in the picture? Where do they think it is? What is the link between the headline and the picture? (If Ss look carefully at the central part of the picture, they will see the name of the Bellagio, a luxury hotel in Las Vegas.) Tell Ss that this unit focuses on how the Bellagio recruited staff for its opening. Ask Ss to read the keynotes. Check Ss know the abbreviation for human resources (HR) and understand the terms in bold. Make sure Ss understand the terms in bold and draw their attention to the glossary for this unit at the back of the book. You may wish to elicit other forms of the keywords, e.g. *apply / applicant / application, recruit / recruitment, qualify / qualified / qualification.*

 Coursebook, Glossary, Unit 9, page 151

Preview

Ask Ss to discuss the questions about the job application process in pairs / small groups. You may want to add additional questions to encourage discussion (e.g. *How easy / difficult were the questions asked? How did you answer them?*)

Listening 1

Ask Ss to listen to the HR consultant and complete the table. As a follow-up, ask Ss about their experience of each type of interview and the questions they were asked.

- | | | |
|---|--------------------------|--|
| 1 | a traditional interview | b standard |
| | c work experience | d expectations |
| 2 | a case interview | b problem-solving (hypothetical and challenging) |
| | c ability to communicate | |
| 3 | a behavioural interview | b ability to handle tricky situations |

Speaking, page 76

Tell Ss they are going to read an article about the Bellagio hotel, which needed to find thousands of employees in a short period of time. Before reading about the Bellagio, Ss give their views on how this might be done. Ss discuss how they might organise the recruitment process.

Reading 1

Ss are now going to read an article about the Bellagio, to see how it actually managed to hire 9,600 workers in 24 weeks. Draw Ss' attention to the sub-title *Speed hiring* in the top left corner of the article. Ss read the jumbled text and put the paragraphs in order. Ask Ss what helped them decide the order.

1 C 2 E 3 D 4 B 5 A

Reading 2

Ss now re-read the paragraphs and match the subheadings with the paragraphs. Refer Ss to the glossary box at the bottom of the page and remind them of the glossary section for the unit at the back of the book.

1 D 2 B 3 E 4 C 5 A

Reading 3

Tell Ss to scan the text more carefully now, looking only for the numbers and what they refer to.

- 2 740 interviews were carried out.
- 3 20% of applicants were weeded out when applicants completed their online application form.
- 4 30 minutes was the standard length of interview.
- 5 8% of applicants were rejected when their CVs were checked.
- 6 \$1.9m were saved through this standardised recruitment process.

Speaking, page 78

Ask Ss their views on the recruitment methods used at Bellagio. Encourage Ss to give their reasons.

Vocabulary 1

Ask Ss to use the words in the box to complete the two lists. The first list shows the process from the perspective of an applicant; the second from the perspective of the HR team.

- | | | |
|---------------------|---------------|---------------|
| Applicants: | 1 appointment | 2 identity |
| | 3 computer | 4 application |
| | 5 checkout | 6 interview |
| | 7 test | |
| The HR team: | 1 deadline | 2 system |
| | 3 screen | 4 train |
| | 5 conduct | 6 backgrounds |
| | 7 files | |

Vocabulary 2

Ask Ss to read the definitions and identify the words from the Bellagio text. Ss then complete the table with verb / noun / person forms of the words. You may wish Ss to use their dictionaries to help them.

- 2 challenge / challenge / challenger
- 3 interview / interview / interviewee
- 4 design / design / designer
- 5 assess / assessment / assessor
- 6 communicate / communication / communicator
- 7 appoint / appointment / appointee

Language check

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

Las Vegas is a place which focuses on entertainment. (defining)

The Bellagio, which opened in October 98, is a luxury hotel. (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 160 of the Grammar reference section for further details about defining and non-defining clauses. Check Ss understand when they can omit relative pronouns (see Language focus below).

**Language focus:
Omitting pronouns in relative clauses**

We can omit the relative pronoun (*who, which, that*) if it refers to the object of the relative clause.

	subject	object
<i>Who is in the team</i>	<i>who / that</i>	<i>developed your policy?</i>
	object	subject
<i>The policy</i>	<i>(which / that your team)</i>	<i>developed is very interesting.</i>

Coursebook, Grammar reference, Relative pronouns, page 160

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 second sentence, the commas separate out additional information, which could be omitted). Ss then decide when the pronoun can be deleted (see Language focus above).

- 1 defining (pronoun can be omitted)
- 2 non-defining
- 3 defining
- 4 defining (pronoun can be omitted)
- 5 defining
- 6 non-defining

Practice 2

Ask Ss to fill the gaps in the extract and then compare their answers in pairs. Ask Ss where the relative pronoun could be omitted.

- 2 whose
- 3 that / which
- 4 that / which
- 5 that / which
- 6 that / which
- 7 whose
- 8 that / which
- 9 that / which
- 10 whose
- 11 that / which

We can omit the relative pronouns in gaps 6, 8, 9 and 11.

Workbook, page 38

Listening 2

Ask Ss about their own CV (e.g. *When was the last time you updated your CV? What type of information is in your CV?*) Then ask Ss if they have seen CVs from other countries and how they are similar / different. Ask Ss to read Monika's CV. Then they should listen to seven questions she is asked during an interview and complete the information. As a follow-up ask Ss to highlight useful words and phrases in the CV (e.g. *responsible for, mother tongue*).

- 1 assistant marketing manager
- 2 market surveys
- 3 made presentations
- 4 order processing
- 5 sociology, politics
- 6 HTL
- 7 proficient
- 8 horse riding

Writing

Ask Ss to prepare their own CV in English to send to an English employer. Encourage them to use words and phrases from the example CV, as well as the headings used.

Optional activity

Photocopiable resource 9.1 (page 117)

You may prefer to do another speaking activity about CVs in class and to ask Ss to write their CV for homework. Point out that the standard contents of a CV are demonstrated in Monika's CV on page 80. However, CVs can vary greatly in style. Ask Ss to work in small groups and to come up with a list of Dos and Don'ts of CV writing. 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. Finally, distribute the Economist website article (Photocopiable resource 9.1) and ask Ss to read it. Ss highlight any points in the article that have not already been mentioned. Ask Ss if they agree with the points in the article and which pieces of advice would be considered good / bad practice in their own countries. Ss then write their CV for homework.

Proof reading

Ask Ss how important they consider accuracy to be when writing in general and why. What about when writing a CV and / or cover letter? (Employers may think they are uneducated, or that if they do not pay attention to small things, they will also have the same attitude to bigger things.) Then ask Ss to find and correct the errors in the sentences.

- 1 attentive
- 2 shortly
- 3 barriers
- 4 look over
- 5 was running / ran
- 6 keyboard

Optional activity

This activity is a brief optional 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 in recruiting new staff. Ask Ss to fill out details of the company's situation and to write **legible** notes on a piece of paper under the following headings:

Name of company:

Company activity:



Description of recruitment problems:

Possible reasons for the problems:

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 the 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.

Career skills

Ask Ss how important smalltalk is in their country. Also ask about their experiences of making smalltalk in business. What situations have they found themselves in? What did they find easy / difficult about making small talk? Refer Ss to the Career skills box. Ss work in pairs. One S should think of something that happened to them recently (e.g. at work) and tell the other Ss about this. Both Ss should try and keep the conversation going as long as possible. They then swap roles and talk about a newspaper story. Ask Ss how easy they found it to keep the conversation going and why. Unit 9 of the Skills book also focuses on smalltalk; there are a number of ideas there that may be useful for this lesson. The teacher's notes for Unit 9 of the Skills book are very comprehensive and contain a number of Language focus boxes, including one (page 150) on the use of questions to keep a conversation going.

-  Skills book, Unit 9, Make small talk, page 42
-  Teacher's book, page 149

Career skills 1

Stress that it is important to make short utterances to encourage the other speaker to continue. The other speaker may interpret silence as lack of interest. See the Language focus on page 150 of this book. Ask Ss to decide whether each utterance expresses interest, agreement, surprise or disbelief. Some utterances may express more than one attitude and the listener may communicate different meanings through different use of intonation.

Confirmation of listening / interest: Right, OK, Really?
Agreement: Right, OK, Sure
Surprise / disbelief: No! Wow! Really? You're kidding!

Career skills 2

Explain that we can also encourage other speakers through the use of questions. See the Language focus on questions in smalltalk on page 150 of this book. Ss match the questions with the functions.

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

Career skills 3

It can give Ss confidence if they learn typical ways of closing a conversation in English. See the Language focus on ending a conversation on page 151 of this book. Ask Ss to look at the examples of closing a conversation on page 81 and to categorise them into the following types:

- Excuse / Reason for stopping the conversation (3, 5)
- First stage of departure (3,6)
- Second stage of departure (1)
- Saying something positive about the conversation (4)
- Referring to future contact (2, 4)



Speaking, page 81

Ask Ss to work in pairs and take turns to choose one of the topics listed (or a topic of their own choice). They should then try and keep a conversation going for at least a minute. Encourage them to show interest in what the other person says (short utterances, e.g. *really?*) and ask questions to further the discussion. Repeat with one or more of the topics. As a follow-up to the task, ask Ss the two questions.

Culture at work

Ask Ss to read the information about attitudes to personal space. Ss discuss the questions in small groups. If you have a multi-cultural class, ensure that groups are mixed. Ask Ss about their experiences of doing business with other cultures and whether they have experienced any misunderstandings or irritation because of cultural differences related to this area. 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 with small personal space ...	People with large personal space ...
How close?	stand close together when talking.	feel uncomfortable when standing too close to others.
Touching	often touch each other as a sign of friendliness.	may shake hands, but don't generally touch the people they work with.
Familiarity with strangers	are easy to get to know.	are reserved with people they don't know well.
Personal topics	are happy to discuss personal matters with people they don't know well.	don't discuss personal matters in a business relationship.
The home as private space	are more likely to invite you to their home.	are unlikely to invite you to their home.

-  Skills book, Culture at work, page 45
-  Teacher's book, page 151

Dilemma

Ask Ss about their experience of interviewing candidates (*What was the post for? How did they prepare? Were they the only interviewer?*). Then ask Ss to read the brief and check their understanding.

Task 1: Ask Ss to work in groups of four to prepare the questions and the order in which the questions should be asked. You may wish to demonstrate what is required by eliciting questions from the whole group for one of the areas (e.g. for *ambition* a good question might be: *Where do you see your career in 5 years' time?*).

Task 2: Then put Ss into pairs and ask them to role-play an interview. Let the Ss themselves decide who will be the interviewer and interviewee. Alternatively, put a S from one group with a S from another group so that they have to respond spontaneously to unknown questions. Encourage the interviewer to sound interested by asking follow-up questions and showing he / she is listening (even though Bellagio interviewers may have been too rushed to do this). Encourage the interviewee to give as full answers as possible.

As a follow-up to the task, ask Ss how easy / difficult they found the interview and whether they would change their questions.

Decision








Ask Ss to listen to Joyce Carolan. What do they think of her suggestions for designing the interviews?

Write it up

Ss make any changes they think necessary to their questions. Then ask Ss to write an email to the hiring managers (i.e. the managers who will be carrying out the interviews) with their questions and answers. Give each S a photocopy of the Writing preparation framework from page 188; then use the Writing focus (Writing focus: 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. similar to the suggested answer below. It may be helpful to use the Writing feedback framework on page 189 when giving feedback on Ss' writing.

Writing focus: Emails

- 1 First decide who you are. (*In this case, Ss are members of the HR team implementing the recruitment drive at Bellagio. How senior are they? Ss need to decide who exactly they are as the content, tone and style will vary depending on their identity.*)
- 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 give information [the six questions] and to make it clear that these questions must be used when hiring staff. The email is directed to those managers who normally carry out the hiring interviews.*)
- 3 Look at the section on Emails on page 18 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 questions 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. This would be appropriate here. However, the email needs to be sufficiently serious / formal to be clear that this is an official list of questions. 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.*)
- 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, Emails, page 18
-  Style guide, General rules, page 3
-  Style guide, Organising your writing, page 4
-  Skills book, Writing 1, Informal emails, page 18
-  Teacher's book, page 130
-  Teacher's book, Writing preparation framework, page 188
-  Teacher's book, Writing feedback framework, page 189

Email: Suggested answer (295 words)

To: All hiring managers
 From: Lilian Porter
 Re: Standard interview questions
 Dear interviewers
 As you know, we are using a standardised recruitment interview process. Please find below the questions all candidates must be asked at the forthcoming interviews:

- 1 Could you summarise briefly what makes an excellent customer experience in a hotel like the Bellagio?
(Responses should demonstrate an awareness of the Bellagio's customer service requirements – even if the candidate is not aware of these in formal terms.)
- 2 Give examples from your experience that demonstrate that you are a good team player.
(Responses should be concrete and work-related.)
- 3 What evidence can you give that the hotel can rely on your trustworthiness?
(Responses must demonstrate the candidate is not a security risk, is honest and trustworthy and respects the privacy of guests.)
- 4 What would you do if you were given an instruction by your manager which you felt to be wrong?
(Responses must demonstrate respect for authority at the same time as the ability to think independently.)
- 5 The hotel is full. A group of regular, important guests arrives late in the evening. You realise they have been double booked and that there are no spare rooms. What do you do? Have you ever experienced a similarly difficult situation and how did you deal with it?
(Responses should demonstrate problem-solving abilities and the ability to cope with stressful situations.)
- 6 Where do you see yourself in five years' time?
(Responses should demonstrate ambition and a willingness to work hard combined with realism.)

We will hold face-to-face briefings shortly to discuss these questions and the responses of effective and less effective candidates. In the meantime, if you have any queries, please do not hesitate to contact me.

Best regards
 Lilian Porter
 Recruitment Manager

Unit 10: Counterfeiting

UNIT OBJECTIVES

Reading:	The globalisation of deceit
Language:	Conditionals 1–3
Vocabulary:	Counterfeiting Prefixes
Career skills:	Giving reasons
Culture at work:	Showing feelings
Dilemma & Decision:	The golden couple (short report)

This unit is about counterfeiting and the unauthorised use of other people's intellectual property. Counterfeiting is one of the toughest challenges facing the business world today: it is estimated that worldwide trade in counterfeit products amounts to about 10% of world trade, i.e. approximately \$300 billion. Counterfeiting affects many business sectors, e.g. clothing, cosmetics, cigarettes, pharmaceuticals, computer software, automotive parts and alcoholic drinks. The consequences of counterfeiting are serious to the economy, as companies may be forced to shut down or make staff redundant as business suffers. They are also potentially serious to buyers, as the quality of counterfeit products may prove to be a safety risk, e.g. counterfeit brake pads for a car, or counterfeit pharmaceuticals. A key part of the unit is about the infringement of copyright in the music industry. Over the last five years there has been a massive rise in the use of the internet to infringe intellectual property rights, e.g. people sharing music or movies with other people over file-swapping or file-sharing networks, where no money is paid to the copyright holders. This is called 'peer-to-peer' (or P2P) file sharing. The original file-swapping network, Napster, was shut down in 2001 due to legal action by the music industry; however, other file sharing still continues. The music industry, now recognising that file sharing will continue to exist, is working to turn file shares into purchases. In this way, P2P networks will become online markets that sell music legally, much like iTunes, Apple Computers' online music store.

Keynotes

Introduce the topic by asking Ss what they think the picture represents (it shows the destruction of counterfeit goods, including fake Disney Pooh bears). Also ask Ss what they understand by the title *The globalisation of deceit*. Explain the vocabulary in the title and ensure that Ss understand that it means that counterfeit products have become a global problem. Ask Ss to read the keynotes. Check they understand the words in bold, for instance by asking them for examples of well-known trademarks and of goods that are often fake. Also ask what *intellectual property* might include. This unit focuses particularly on counterfeiting in relation to music so check that Ss understand what is meant by *file sharing systems*. Draw Ss' attention to the glossary for this unit at the back of the book.

 Coursebook, Glossary, Unit 10, page 152

Preview

Ask Ss to rank the list in order 1–6, with 1 being the most dishonest infringement. Elicit Ss' answers and ask them to explain their reasons. Then encourage Ss to think of other examples to add to the list; ensure that Ss include these additional examples in their ranked order.

Listening 1 1

Ask Ss to listen to two people talking separately. Ss decide which speaker is in favour of counterfeiting and which is against. Then ask them to note down the examples of copyright infringement mentioned.

First speaker: in favour. Second speaker: against
 Counterfeit clothing, toys, software, pharmaceuticals

Listening 1 2

Ask Ss to listen again and answer the questions.

- First speaker:**
- 1 it gives access to lower-price goods, e.g. medicines
 - 2 it is good to get almost the same quality for a lower price
- Second speaker:**
- 1 clothing, toys, software, pharmaceuticals
 - 2 cost to branded industries, unemployment
 - 3 branded industries need to invest in R&D, marketing and advertising

Listening 1 3

Ask Ss to explain which speaker they agree with and give reasons for their views.

Reading 1

Lead into the reading activity by asking Ss to reflect on the significance of the picture (showing people dealing with a seizure of counterfeit goods) and the title on page 87. Ss predict what the article is about. Ask Ss to scan the text, i.e. read it quickly looking for specific information, and underline the examples of counterfeiting mentioned. Refer Ss to the glossary box at the top of the page and remind them of the glossary at the back of the book.

forged currency, imitation designer fashion, software, CDs / DVDs, medicines, mobiles phones, food, drink, car parts, tobacco

Reading 2

Ask Ss to read the text again and complete the gaps with the sentences. Encourage Ss to read up to each gap and try out each sentence a-f. Ask Ss what helped them to fill each gap (e.g. the use of *however* to contrast with the previous sentence).

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

Reading 3

Ask Ss to read the text again and then discuss the questions in pairs.

- 1 It has broadened the range of goods vulnerable to copying, dramatically improved their quality and lowered their cost of production.
- 2 By bribing employees, getting brand owners to hand over the master without realising what they are doing, or by licenses doing unauthorised production overruns
- 3 Street stalls or shops anywhere in the world, or the internet
- 4 Loss of sales, loss of brand value, long-term threat to profitability, cost of anti-counterfeiting measures

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.)

Vocabulary 1

Ask Ss to complete each gap with one of the options. Ask Ss to give reasons for their choice and to explain why the other options do not fit.

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

Vocabulary 2

Ask Ss to use prefixes (*un-*, *in-*, *im-*, *il-*) to form the opposites of the adjectives (you might want Ss to use their dictionary to check their answers). Elicit the correct answers. Then elicit any 'rules' for forming opposites (see Language focus below). Ask Ss to brainstorm in pairs ten more adjectives and adverbs and to form the opposites. Ask Ss which of the adjectives follow the 'rules' and which have to be learnt individually.

2 invulnerable 3 illegitimate 4 unprofitable
5 illegally 6 unwillingly 7 invisible

Language focus: Opposites

Most opposites need to be learnt individually. However, Ss may find the following 'rules' useful.

If the adjective / adverb begins with <i>l</i> ,	add <i>il-</i>	<i>illegal</i>
If the adjective / adverb begins with <i>m</i> ,	add <i>im-</i>	<i>immoral</i>
If the adjective / adverb begins with <i>p</i> ,	sometimes add <i>im-</i> sometimes add <i>un</i>	<i>imperfect</i> <i>unprofitable</i>

Optional activity

Photocopiable resource 10.1 (page 115)

Put Ss into small groups. Give each group a set of cards. Ask Ss to put the adjectives under the correct headings (*il-*, *un-*, *im-*, *in-*) to form adjectives with the opposite meaning.

Answers

- Il-:** legitimate, legal
Un-: productive, profitable, specific, ethical, willing, satisfactory, authorised, competitive, co-operative, reasonable, unacceptable
Im-: moral, possible, perfect
In-: vulnerable, visible, significant, accurate

Language check 1

Ask Ss to read the example conditional sentences and answer the questions.

1 a future b present (though Conditional Type 2 can also refer to future time if the event is unlikely) c past
2 yes 3 yes 4 b and c 5 a

Language check 2

Ask Ss to match the halves to form correct conditional forms. Check Ss understand how each of the three conditionals is formed. For example, write a list of conditional sentences on the board and then decide which of the conditional forms is used in each sentence (e.g. *If we put the price up, fewer people will buy our goods* = Conditional Type 1). Ensure Ss realise which contractions can be used (e.g. *will not / won't, would not / wouldn't, had not / hadn't*) and that it is desirable to use contractions in speech; otherwise it can be difficult to get the stress right in complex conditional sentences, particularly Conditional Type 3, e.g.

If we had not produced overseas, we would not have had pirate copies.
If we hadn't produced overseas, we wouldn't have had pirate copies.

Type 1 c Type 2 a Type 3 b

Coursebook, Grammar reference, Conditionals, page 160

Practice

Ask Ss to complete the sentences with the correct forms of the verbs in brackets. During feedback encourage Ss to explain which conditional form is used in each and why.

- 2 pay / 'll keep on
- 3 wouldn't be / weren't
- 4 don't drop / 'll be OR hadn't dropped / 'd be
- 5 wouldn't manufacture / didn't trust
- 6 'd known / wouldn't have bought
- 7 'd cost / used
- 8 wouldn't work / could get

Workbook, page 42

Speaking, page 89

Ask Ss to work in pairs to discuss the situations and say what they would have done. Ensure Ss are using contracted forms and appropriate stress and rhythm.

Optional activity

Ask Ss to continue working in pairs asking and answering similar questions starting *What would you have done if ...?*, e.g. *What would you have done if you hadn't accepted your current job?* Monitor Ss' use of Conditional Type 3 and give feedback.

Listening 2 1

Ask Ss what they know about the music industry. What big music companies are there? Which musicians work for them? Ask Ss what they think the effects are of file swapping technology on the music industry. Then ask Ss to listen to Gilles and note down the effects he mentions and the other reasons he gives for the music industry's poor performance.

Effects of file-swapping technology on the music industry: It is taking business from legal music producers. Illegal file sharing will deprive the industry of \$4.7bn of revenue in 2008.

Reasons for the industry's poor performance: CDs are too expensive. They aren't producing music people think it's worth buying. They spend too much money marketing music with a short life span.

Speaking 2

Give Ss a few minutes to read through the questions and options first. Ask Ss what they know about Napster and iTunes. Then ask Ss to listen again and answer the questions, choosing the best option a-c. After checking the answers, ask Ss if they agree with Gilles, ensuring they give reasons for their views. Then Ss work in pairs and discuss what they think the industry should do.

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

Career skills

Before Ss look at the box, ask the Ss why they are studying English and elicit a range of answers. Then elicit language for giving reasons that Ss could use to link the question and answer, e.g. *I'm studying English to get a better job / because it's an international language / so that I can feel more confident when travelling*. Now ask Ss to read the information and sentences in the box. Ss decide which expressions are more spoken / written (some are used in both speech and writing). Ensure that Ss realise which expressions can also be used for talking about purpose when referring to the future. Make sure Ss are confident with the position in the sentence of the words and expressions, e.g. *as* can be used at the beginning or in the middle of the sentence. You may wish Ss to practise the expressions by completing the stems in different ways (e.g. *The reason we want to reduce the price is to increase sales / be competitive / clear old stock*). (See Language focus below.)

All of these words and expressions for giving reasons can be used in both speech and writing. However, *to* is more commonly used in speech and *in order to* in writing. *Given* means *taking into account* and so is often used in written reports or when giving reasons for a decision in formal discussions.

Language focus: Giving reasons

We can use a number of words and expressions for giving reasons.

Result	Reason
<i>The flight is delayed</i>	<i>because / since / as the weather is bad. because of / due to bad weather.</i>

Reason	Result
<i>Because / Since / As the weather is bad,</i>	<i>the flight is delayed.</i>

Given (= *taking into account*) is normally used at the beginning of a sentence.

<i>Given</i> + noun	<i>Given poor sales,</i>
<i>Given that ...</i>	<i>Given that our sales are poor,</i>
<i>Given the fact that ...</i>	<i>Given the fact that our sales are poor, we need to cut prices.</i>

Sometimes we use the same expression to talk about purpose (future) and to give reasons (for past events).

Future: *I'm studying English to be able to work abroad. in order to*

so that I can work abroad.

Past: *I studied English to / in order to / so that I could work abroad.*

Practice 1

Ask Ss to work in pairs and match the situations and reasons. Ss then write sentences linking the ideas with different expressions for giving reasons. (You may prefer Ss to do this orally and to write it up for homework.) Check that Ss are using the expressions correctly. Then ask them to think of two alternative ways of saying each sentence using other expressions for giving reasons.

Suggested answers

- As the deadlines are unreasonable, the project's still unfinished.
- The manager's been given a bonus **because** he's worked such long hours.
- We've started working overtime **in order to** cut the backlog.
- There'll probably be a train strike **given** the proposed staff wage cuts.
- There'll be late truck deliveries **due to** the icy road conditions.
- Since** so many people are absent today, the meeting has been cancelled.

Practice 2

Ask Ss to work in pairs and give several different reasons for each action. Encourage Ss to use a range of expressions for giving reasons.

Suggested answers


- since** it is cheaper than buying CDs
- due to** the price
- so that** they can relax
- because** it is an international language
- in order to** become a manager

 **Workbook, page 42**

Culture at work

Ask Ss to read the information about showing feelings and discuss the questions. Ask Ss about their own experience. 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.

	People who show feelings ...	People who stay cool ...
Language	make use of strong and exaggerated language.	use neutral language without exaggeration.
Gestures and body language	use big gestures and facial expressions.	speak in a calm and controlled manner.
Showing reactions	may respond emotionally to other people's arguments.	don't show what they're thinking when they listen to other people's arguments.

 **Skills book, Culture at work, page 50**

 **Teacher's book, page 156**

Dilemma

Ask Ss whether they know Catherine Zeta-Jones and Michael Douglas and what they know about them. Then ask Ss to read the Dilemma brief.

Task 1: Put Ss into small groups and ask them to read the task. Ensure Ss understand the legal concepts and language (e.g. *sue, breach, file a case*). Ss discuss the claims, considering the issues listed. Encourage them to give their reasons for their views and to use appropriate conditional forms where relevant (e.g. *If the celebrities don't want to be photographed, the paparazzi should leave them alone*).

Task 2: Ask Ss to read the task and discuss the issues, giving reasons for their views. Refer Ss to the Useful phrases box.

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.

Decision

Ask Ss to look at page 146 to see what actually happened to the two celebrities and what happened about the payment of legal costs. Were they surprised? Do they think anything else should have happened instead?


Write it up


Ask Ss to write up the points they discussed and their recommendations in the form of a short report. (You may wish to ask 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) below to link the use of the framework and the Style guide as Ss plan their writing. (You can also refer to page 116 of the Teacher's book for a photocopyable activity on report phrases.) You may wish to set a word limit, e.g. no longer than the sample answer


below. It may be helpful to use the Writing feedback framework on page 189 when marking Ss' writing.

Writing focus: Short reports

- First decide who you are.
(In this case, Ss are writing up their recommendations. Why? Does the report have any influence over decision-makers?)
- 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 may be writing to advise the judges who are to make the decision. Or they may be giving their opinions to influence public opinion.)
- Look at the section on Short reports on page 26 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.
- 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.)
- What phrases (including linking words and phrases) might be appropriate in your report?
(See the Style guide. Also, see the photocopyable activity in Unit 8 for typical report-writing phrases.)
- Now go ahead and write the report.
- When you have finished, check your writing for: logical structure, clarity of ideas, accuracy of language, appropriateness of style.

 **Style guide, Short reports, page 26**

 **Teacher's book, Writing preparation framework, page 188**

 **Teacher's book, Writing feedback framework, page 189**

 **Teacher's book, pages 56 and 152**

Short report: Suggested answer (316 words)

Recommendations on compensation payable in OK! / Hello Magazine dispute

Author: AW

Summary

We have been asked to make recommendations regarding compensation payable to Catherine Zeta-Jones and Michael Douglas following an incident involving Hello and OK! Magazines. The report outlines our recommendations and supporting reasons.

Introduction

The report sets out to recommend the level of compensation payable both to the Zeta-Jones / Douglas couple and to OK Magazine following the publication of unauthorised photos of the Zeta-Jones / Douglas wedding in Hello Magazine. This level of compensation is dependent on decisions regarding the basis for the damages. The report also aims to make a recommendation regarding responsibility for legal costs.

Level of compensation

We recommend that £1million be paid in compensation to OK! Magazine. This figure is believed to be more accurate than the £1.75 million initially requested. We suggest that the couple are paid a small sum only, e.g. £100,000.

Basis on which compensation is to be paid

OK! Magazine clearly has a case against Hello Magazine. As a result of Hello's unauthorised activity, OK! has suffered a significant financial loss, for which compensation must be paid. However, the couple's case against Hello is less clear. The couple had already voluntarily renounced their privacy in return for financial gain; therefore, there is no question of compensation for invasion of privacy or emotional hurt. However, the couple had entered into a business arrangement with OK! Magazine, which was damaged because of Hello's breach of commercial confidentiality.

Responsibility for legal costs

All legal costs should be paid by Hello Magazine as their actions led to the initiation of the legal process.

Conclusion

In conclusion, Hello Magazine should compensate both OK! Magazine and the couple for commercial loss by paying damages and legal costs. As Catherine Zeta-Jones and Michael Douglas chose to turn their wedding into a commercial event, any compensation payable should be related only to commercial issues.

Unit 11: Markets

UNIT OBJECTIVES


Reading:	Going, going, gone
Language:	Gerunds and infinitives
Vocabulary:	Markets
Career skills:	Making offers
Culture at work:	The importance of relationships
Dilemma & Decision:	Closing the deal (formal letter)

This unit is about markets: places where buyers and sellers of goods and services come together to make deals. Since the internet has had a massive impact on consumer behaviour, the unit focuses particularly on electronic markets. Most businesses have a website, where potential purchasers can find out what the company offers. An increasing number of companies are also introducing an e-commerce capability, where customers can make purchases and bookings online. Many people believe that security urgently needs to be improved if e-commerce is to continue its upward trend. Nevertheless, online travel bookings and online entertainment are on the increase. Also, internet-based auctions such as eBay, one of the world's fastest growing businesses, have been a huge success. (eBay's origins are described on page 97 of the Coursebook.) Almost anything can be traded on eBay and it works very simply. It matches buyers with sellers, who do the packaging and posting. A buyer who wants a particular item (details and perhaps photo are listed) enters the maximum amount he / she is prepared to pay. This amount remains a secret to other bidders and other offers are accepted until the end of the auction, typically seven days later. Once a bid is won, the two parties contact each other, the buyer pays and seller ships the goods. The terms of the transaction are listed with the auction. eBay now has sites in 28 countries, tailoring the service to local needs. Transactions between businesses are known as B2B (business-to-business).

Keynotes

Ask Ss to consider what they think the picture shows (an online marketplace, e.g. an online auction site such as eBay). Ask Ss to read the keynotes and check they understand the terms in bold. 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 companies involved in e-commerce do you know? What about B2B? What types of markets can you think of*, e.g. property market (UK) / real

estate market (US). Use the discussion to lead into the next exercise on types of markets.

 Coursebook, Glossary, Unit 11, page 152

Preview 1

Ask Ss what products are bought and sold in the markets in the pictures. Then ask Ss to match the products with the markets.

1 A 2 C 3 D 4 E 5 B

Preview 2

Ask Ss to work in pairs / small groups to discuss the questions. Give an example from your own experience first. You may also need to prompt students (e.g. *Do you have a car? How did you buy it?*).

Preview 3

Ask Ss whether they have bought or sold anything online. Encourage Ss, when discussing the differences between traditional and online buying, to consider the pros and cons of buying online. Possible advantages are that you can buy without leaving your home; you can buy anywhere; you have a far wider choice of stores than you could physically visit in the same time; you can sometimes read reviews and recommendations from other buyers. Possible disadvantages are that you cannot actually see or touch what you are buying; you cannot always tell the quality of a product from a description; there is a risk of internet / credit card fraud.

Reading 1

Ask Ss about their experience of auctions in general and of online auctions. What online auctions do they know? How do they operate? Have Ss used them? Introduce eBay to anyone who does not know the online auction site. Ask Ss to tell you three facts about eBay. Write these on the board, then ask Ss to read the article on page 95 quickly and to say whether they found confirmation of the three facts in the article. Then ask Ss to read the article and match paragraphs A-F with the numbered pieces of information.

1 E 2 F 3 B 4 C 5 A 6 D

Reading 2

Ask Ss to read the text more closely and answer the questions. Where in the text did they find each answer? You may wish to ask Ss the initial question in the article *Will eBay's unique relationship with its customers become a casualty of the auction site's success?* What do they think? Why? Refer Ss to the glossary box at the bottom of the page and remind them of the glossary for Unit 11 at the back of the book.

- 1 eBay carries no inventory and therefore has no storage and delivery costs. Customers take on a number of functions which mean that eBay does not incur conventional operating costs in a number of areas.
- 2 In addition to providing storage and delivery, eBay's customers are its product development, market research, merchandising and sales department.
- 3 eBay began in 1995 when Pierre Omidyar created Auction Web, an internet-based auction site, partly to help his girlfriend to trade her products.
- 4 It is creating new categories and sites after observing seller activity. It is also providing commercial sellers with an e-commerce platform.
- 5 The risk of diluting eBay's uniqueness by becoming a commercial e-commerce platform. E-commerce rivals.

Reading 3

Ask Ss to work in pairs and discuss which items were sold and for how much. Then tell them to look at page 143 for the answers. Were they surprised about anything?

Vocabulary 1

As a lead-in, ask Ss for similarities and differences between starting a traditional business and an online business. What advice might Ss give someone thinking of setting up an online business (e.g. do market research, talk to potential customers to be sure that the way your site works is what people want, set up a simple and secure payment system, ensure customers can get your goods quickly and efficiently). Point out that trading on eBay might be a first step for a potential online retailer: the site already exists and is very popular; secure systems are already set up etc. Then ask Ss to read the article and fill the gaps with the words from the list.

- 2 auction
- 3 business
- 4 characteristics
- 5 inventory
- 6 clients
- 7 rate
- 8 retailer

Vocabulary 2

Now focus on some compound nouns from the eBay article on page 95. Ss match the compound nouns then check their answers by finding them in the article. Ask Ss whether the nouns refer to online businesses only (or both online and offline). You may wish to ask Ss to make sentences about eBay using the nouns (without looking back at the article).

- 2 a 3 e 4 c 5 f 6 d
1, 2 and 5 also refer to conventional offline businesses.

Language check

Ask Ss to look back at the eBay article and identify three examples of the gerund (e.g. *by rating each other, imagine a retailer trying ...*, *keep people from going ...*) and three examples of the infinitive (e.g. *he aimed to create, he wanted to give, eBay expects to ...*). Check Ss know what the terms gerund and infinitive refer to and elicit the uses of each structure. Then ask Ss to read the sentence examples and the information on p97. 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 gerunds and infinitives.

Coursebook, Grammar reference, Gerunds and infinitives, page 160

Workbook, page 45

Practice 1

Ask Ss what they know about the founder of eBay. Write the facts elicited from Ss on the board. Then ask Ss to read quickly the profile of Pierre Omidyar and to see which of the facts were mentioned. Ss read the text again 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 and Grammar reference.

- | | |
|-----------------------|---------------|
| 2 writing / to write* | 3 Knowing |
| 4 to apply | 5 graduating |
| 6 creating | 7 to read |
| 8 selling | 9 launching |
| 10 exchanging | 11 to discuss |
| 12 renaming | 13 getting |
| 14 financing | |

*Start is listed in Grammar reference as a verb taking the gerund. However, it is an example of a verb that can be followed by either gerund or infinitive with little difference in meaning.

Practice 2

Ask Ss to brainstorm non-profit-making organisations and projects they know of in their country or abroad. Then ask them to work in pairs and propose a non-profit-making project for the other person to support. Ensure Ss choose a specific project (e.g. a scheme to get homeless young people off the streets and into work or college); do not allow Ss simply to say *I'd give the money to charity* as this will generate no language. Encourage Ss to give reasons for donating / withholding money (e.g. *It's important to help people to help themselves, Supporting the third world is crucial*). Ask Ss to report back to the whole class. Monitor Ss' use of gerunds and infinitives and give feedback.

Career skills

Ask Ss if they have made any offers or suggestions recently. What for? To whom? How did they respond? Then ask Ss to read the Career skills information. The information refers to the same type of Offer-Response dialogue for a range of situations from choosing a restaurant to negotiations. Elicit possible mini-dialogues in these situations, e.g.

Choosing a restaurant: *How about going out this evening? Yes, great – where? Would you be interested in eating at a Japanese restaurant? That sounds good. OK, let's go to Tokyo Joe's?*

Negotiating: *Would you be interested in proposing a bulk discount? Yes, that's a possibility. Why don't we say a 10% discount for over 5 machines and 15% discount for more than 10?*

Point out the use of the gerund (*how about going, would you be interested in proposing* etc.). Also ask Ss to think of possible responses to proposals. Then ask Ss to read the responses in the list and decide if each is used to accept, refuse or ask for the proposal to be modified (i.e. make a counter-proposal). Emphasise that responding to a proposal with an immediate counter-proposal (e.g. *Why not 15% instead?*) may not be effective; it is usually better to give reasons for your refusal and explain the benefits of an alternative before making a counter-proposal.

- | | |
|------------------------|----------|
| 2 ask for modification | 3 accept |
| 4 ask for modification | 5 refuse |
| 6 ask for modification | 7 accept |
| 8 refuse | |

Listening 1 1

Ask Ss to listen to a discussion. Is it a business or a social discussion? What are the speakers talking about? What happens as a result of their conversation?

The speakers are reaching a deal about the purchase of top-of-the-range laptop computers. The buyer will get a 13% discount on a purchase of more than 10 computers, plus a two-year warranty and the ability to pay in two instalments.

Listening 1 2

Ask Ss to look at the conversation and try to remember or predict what fills the gaps. Ensure Ss understand *instalments* and *warranty*. Then ask Ss to listen again and complete the gaps with phrases used by the speakers. Ss can check their answers in the audioscript on page 171. As a follow-up task, ask Ss to practise reading the dialogue in pairs then to practise the dialogue again with their books closed.

Listening 2 1

Ss are now going to listen to a longer listening, with a consultant talking about selling and advertising online. The consultant says it is similar to traditional selling and the same AIDA formula can be used. Ask if Ss can explain what AIDA stands for. Then Ss listen and complete the notes. What does each letter stand for? What does each include? Following feedback, ask Ss if they agree that selling online is not very different from other types of selling.

A = Attention (good short title for the advertisement, use of keywords that will be used when searching)

I = Interest (good description of the product offered, four photos to give an impression of having seen the product)

D = Desire (giving something extra to create desire, e.g. discount, promotional offer, freebie)

A = Action (bidding, closing the sale, getting your money, keeping the customer, building a long-term relationship)

Practice 2

Ask Ss to look at the car photo. Do they like the car? Would they buy one like that? If so, would they buy it online? Then ask them to read the advert and discuss the two questions in pairs / small groups. In feedback ask Ss to explain in what way the advert follows Marsha's advice and why they would / would not bid for the item.

A = Attention (The title is as short as it can be. It simply contains the name of the car, which conveys all the information and image needed. Appropriate keywords are used.)

I = Interest (The description of the product is short but appropriate – as potential customers can find detailed technical information on other websites if they want it. Only one photo is provided rather than the four suggested by Marsha.)

D = Desire (The seller will deliver the car free of charge, making it easy for the buyer to get the car.)

A = Action (A minimum price is shown, to ensure that potential buyers do not waste time. As the seller is using eBay, the mechanics of the sale should be straightforward. A one year warranty is offered; as well as reassuring the buyer, this offers the chance of a continued relationship.)

Writing

Ask Ss to work in pairs and prepare a similar online advert for an auction site themselves. (You might want to bring a range of magazines into the class to spark ideas or just brainstorm ideas together.) Ss follow the AIDA model as they put together their advert. As a follow-up, you might wish to pin the adverts up around the classroom and ask Ss to walk around and read the adverts. Which one(s) would they bid for? How much would they offer?

Optional activity



Photocopiable resource 11.1 (page 118)

As a homework activity, ask Ss to evaluate an e-commerce website that they know using the photocopiable evaluation grid. Ss will look at a site where it is possible to buy goods or services online and assess it in terms of usability and security, giving each category on the grid a score from 0 to 10. (Ss do not need to actually make a purchase themselves but should go through all the steps until the final payment commitment.) Encourage Ss to add other relevant comments that fall outside the categories given. In the next lesson, ask Ss to report back to the class (or a small group). It is ideal if Ss have access to a computer in order to demonstrate the screens they are talking about. If not, ask them to support their feedback with print-outs from the site. Ask Ss to report on the overall rating (score out of 50) and say whether they would recommend the site for making online purchases. Encourage Ss to suggest what could be done to improve each e-commerce site.

Culture at work

Ask Ss to read the information and consider which style is common in their own country. What about in other countries? Encourage Ss to give examples from their own experience where possible. You may find it helpful to look at the Culture at work table from page 53 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.

	Long-term relationships	Short-term relationships
Small talk	Small talk is important for getting to know people on a personal level before starting to discuss business.	Work is separated from private life. When discussing business, it is considered a waste of time to talk about personal matters.
Time	People are willing to invest a lot of personal time in relationships. Socialising outside office hours is essential.	Apart from lunch breaks, not much time is given to socialising.
The basis for reaching agreement	You won't reach an agreement unless you like and trust your business partners.	People reach agreement on the basis of strong arguments; e.g. this is the best product / price.

-  Skills book, Culture at work, page 53
-  Teacher's book, page 158

Dilemma

Ask Ss about their experience of negotiating deals. Then ask Ss to read the Dilemma brief. Brainstorm as a group the kinds of things that might be discussed at the meeting (e.g. client's requirements, number and kind of images, logos, security issues, schedules and deadlines).

Task 1: Divide Ss into groups (A and B) and give them a few minutes to read and discuss the information on pages 142 and 138.

Task 2: Ask all Ss to look at the tender estimate on page 141. Ask each group to prepare their overall objectives for the meeting. (The meeting is going to be a mixture of a meeting and a negotiation. Watermark are not dependent on N-Vision and could walk away to find a cheaper supplier. However, as money is limited, it is in their interests to get the best quality product possible from N-Vision within the available budget. N-Vision want to secure Watermark as a long-term client without setting any unwise precedents at an early stage in their relationship.)

Task 3: Ss remain in their groups and prepare for the meeting in more detail. Refer Ss to the Useful phrases box. Set a time limit for preparation.

Task 4 : Each S now works with a partner from the other group and Ss negotiate a satisfactory agreement for their company. In feedback, ask Ss how the negotiation went. Do they feel they achieved their objectives? Did they have to compromise? How?

Decision

Ask Ss to listen to Andrew Harrison explaining the advice he would have given Watermark. In what ways were Ss' views similar / different?

Write it up

Ss then write a formal letter to the other company. This should include a summary of the agreement and some explanation of why this agreement was reached. The letter does not need to be written in the form of formal minutes of the meeting (even though it serves the same function). (You may wish to ask Ss to prepare the letter in class, complete it for homework 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; use the Writing focus (Writing focus: Letters) below to link the use of the framework and the Style guide as Ss plan their writing.

Writing focus: Letters

- 1 First be clear about the perspective you are writing from.
(In this case, you represent either Hal Garnett at Watermark or you represent N-Vision.)
- 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 summarise the action agreed in their discussion about the e-commerce website to be developed by N-Vision. The purpose is to ensure there has been no misunderstanding and to formalise what each party guarantees to do. The summary letter is written to the other party; however, it may be made public at a later stage, (particularly in the event of a dispute.)
- 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. A possible structure for the body of the letter is as follows:







Opening: Reason for writing

Body [part 1]: Summary of the agreement reached including a table listing costs

Body [part 2]: Additional comments on the agreement Reference to future action [e.g. confirmation by the other company]

Standard closure.)

- 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. It is appropriate to use a number of typical letter phrases, e.g. Dear ..., With reference to our discussion of ..., Please do not hesitate to contact me if you need further information, Yours sincerely. However, the letter should not be over-formal. It needs to be clear, concise and easy to read. As the letter contains a summary of what was agreed, some formal language of reporting is appropriate, e.g. Mr X proposed that ..., it was agreed that ... ; also see the Style guide on Minutes on page 24. Writing 4 in the Skills book looks at formal correspondence; you may find the related teacher's notes on page 163 helpful.)
- 5 What linking words and phrases might be appropriate in the letter?
(A range of linking words can be used to connect ideas in the summary of the discussion. The writer is likely to refer back frequently to the conversation, e.g. As we discussed, ...)
- 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, Letters, page 16
-  Style guide, General rules, page 3
-  Style guide, Organising your writing, page 4
-  Style guide, Minutes, page 24
-  Skills book, Writing 4, Formal correspondence, page 60
-  Teacher's book, page 163

Formal letter: Suggested answer (369 words)

Dear Jean
 I am writing to confirm the details of our discussions regarding the development by N-Vision of the Watermark e-commerce site.
 As we discussed, Watermark's ongoing budget is limited to €1,000 per year. For this reason, we have had to restrict ongoing costs and focus on what is achievable within our initial budget. The key issues for us are quality: of the site and of customer service. We must have top quality graphics and a fully automated, secure payment system. In order to ensure reliability, we also need an exclusive server and a maintenance agreement. At this stage we do not need interactive features such as chat. Nor do we need the ability to modify content; some modification will be necessary but we would ask you to do this. Since our ongoing budget is limited, we are willing to pay certain costs in advance (a proportion of maintenance costs plus payment for updating of content). Our final agreement is as follows:

Initial charge

8 screens of high quality graphics	€1,200
Automated payment system	€2,500
Hosting on own server	€3,500
Maintenance @ €200 x 5 years	€1,000
Updating of content @ €350 x 5 years	€1,750
Total initial charge	€9,950

Annual charges
 Additional maintenance per year €1,000
 You offered 10% discount if we were prepared to pay 50% of the total cost in advance with delivery in six months. This offer is not acceptable as we must have a working product within five months. As stated above, we are willing to pay certain maintenance costs in advance. However, we cannot pay development costs before receiving working deliverables. We agreed that we will pay €1,200 on sign-off of screen design. We will then pay half of the €2,500 fee on sign-off of the design of the automated payment system, with the rest payable when the system is live. All other initial charges are to be paid at the end of the development period in five months' time.
 Please could you confirm in writing that this is a true record of our agreement? Could you also propose a date for our first meeting regarding site design?
 I look forward to hearing from you.
 Yours sincerely
 Hal
 Hal Garnett, CEO, Watermark plc

Unit 12: Lobbies

UNIT OBJECTIVES

Reading:	Of celebrities, charities and trade
Language:	Modal verbs of obligation
Vocabulary:	Lobbies
Career skills:	Making a case
Culture at work:	Attitudes to silence during discussions
Dilemma & Decision:	Selling up or selling out (formal letter)

A *lobby* is a group of people with similar interests who try to persuade a government or decision-maker that a particular policy should be changed. The word *lobby* can be used as a verb and also to refer to the attempt to put pressure on decision-makers (e.g. *campaigners are lobbying for a change in the law, a mass lobby is planned for next week*).

This unit focuses on the different ways in which organisations such as charities, NGOs (non-governmental organisations) and lobby / pressure groups can lobby companies / governments in order to try and change policy. The different ways include demonstrations, petitions, litigation (legal action) and boycotts (refusal to buy or take part in something as a form of protest) – or simply gaining press coverage through less confrontational means. A popular way of campaigning is to use celebrities such as pop stars to raise awareness of a particular cause. For instance, this unit shows how Bono, lead singer of Irish rock group U2, has campaigned for third world debt relief. The other common reasons for campaigning covered in this unit are fair trade, quotas, protectionism, subsidies, tariff barriers, development aid. The Dilemma section of the unit focuses on a campaign related to the Hershey foods company. This is the USA's biggest chocolate maker, established in 1903. MS Hershey, the founder, was seen as a good employer, as he gave his workers good homes, cheap transport, good schools etc. A number of confectionery manufacturers in the UK, e.g. Rowntree and Cadbury, have also been known for their concern for the well-being of their workers.

Keynotes

Ask Ss to focus on the title and picture. Who is the man? What do they know about him? (It is the singer Bono from U2, who is now known for his campaigning / lobbying work.) Where is he? What is he doing in the picture (campaigning against international debt)? The headline *Finding a voice* refers to people or groups (with little power) being represented, or given a voice, by other people able to make a case in their interests. (The title may also be a play on words since Bono is famous for his singing voice.) Check that Ss understand the concept of lobbies and lobbying in the title of the unit and ask Ss to read the keynotes. Check they understand the words in bold. Ask them for examples of charities, pressure groups and industry groups in their country. Are there any famous activists? Have Ss personally taken part in any demonstrations, boycotts etc.? Draw Ss' attention to the glossary for this unit at the back of the book.

 Coursebook, Glossary, Unit 12, page 153

Preview

Ask Ss to work in pairs or small groups to discuss the three points, and give reasons for their views. As a follow-up, ask Ss for what issues they would be willing to take an active part in demonstrations / boycotts / petitions.

Listening 1

Ask Ss to look at the picture below the listening task. What do Ss think it shows? Explain that the meaning of the picture will be clearer after Ss have done the listening task. Ask Ss to listen to the three speakers and complete the table by answering the questions for each speaker. Ss can then read the audioscript to check their answers. Finally, return to the picture and discuss the Jubilee 2000 Drop the Debt campaign mentioned by the third speaker.

Speaker 1: Cafés are targeted. They are encouraged to make fair trade agreements with coffee suppliers. The protestors use peaceful demonstrations.

Speaker 2: Clothes companies are targeted. They are encouraged to improve the working conditions and pay of sweatshop workers and other textile workers in the third world. Lobbying is through united action from pressure groups and UNITE, the textile workers' union.

Speaker 3: Rich countries are targeted. They are persuaded to cancel billions of dollars owed by the world's poorest countries. The campaign is organised by the lobby group Jubilee 2000, who gather 25 million signatures for a petition, and is supported by celebrities modelling designer T-shirts with *Drop the debt* slogans.

Reading

Check Ss' understanding of the term *fair trade* (producers / suppliers being paid fairly for what they produce). Ask Ss whether any of the products they buy have been 'fairly traded'. How do they know? Is there a special logo? Are fair trade goods popular in their country? Are they more expensive than other similar goods? Tell Ss they are going to read an article about fair trade. First ask them to look at the picture. *Who is in it, where are they and what are they doing?* Ask Ss to read the article quickly to find the answers to these questions (Mr O'Neill, US Finance Minister, and Bono in Uganda discussing fair trade, reduction of protectionism, i.e. the lifting of quotas and duties on African exports and the cutting of subsidies for domestic growers). Emphasise that Ss should scan the text and that they do not need to understand every word. For detailed understanding later, they can look at the glossary at the bottom of the page and refer to the glossary for this unit at the back of the book. Now ask Ss to re-read the article and fill the gaps with the sentences a-e. In feedback, encourage Ss to explain how they made their choices.

1 d 2 e 3 a 4 b 5 c

Speaking, page 102

Ask Ss to discuss the question in pairs / small groups and to give reasons for their views. Ask them to give examples where celebrities becoming involved in international politics and economics have been successful and examples of failure.

Vocabulary 1

Ask Ss to put the words in the correct groups using their dictionary (there may be some overlap). Encourage them to work with a partner. In feedback, check Ss know the form of the words (i.e. whether they are nouns / verbs etc). Check also that Ss can pronounce the words correctly.

International trade: fair trade, subsidies, tariff barriers, duties, exports, imports, protectionism, quotas

Lobbies: fair trade, celebrities, aid, campaigners, petition, debt relief, protectionism, charities

Optional activity

Photocopiable resource 12.1 (page 119)

Ask Ss to identify any collocations in the vocabulary from the previous exercise (*fair trade, tariff barriers, debt relief*). Remind Ss that collocations can be of various types: noun + noun, adjective + noun, verb + noun. Their use makes Ss sound more like native speakers than if they used other combinations with similar meanings. Ask Ss to work in pairs. Give each pair a photocopied set of sentence halves (about the developing world, poverty and lobbying) and ask Ss to join the halves to make ten complete sentences. Check Ss' answers and then ask them to identify any collocations they see in the sentences. For homework, ask Ss to look through the unit again and to identify additional collocations (of the three types mentioned above).

Answers

- 1 Decide on the most effective way to get **media // coverage** to communicate your message.
- 2 The government has increased its **foreign // aid** as a result of pressure from lobby groups.
- 3 Major charities have criticised **tariff // barriers** against imports from poor countries.
- 4 For some years we have campaigned for **debt // relief** for the poorest countries of the world.
- 5 We wish to **draw attention** to the poor working // **conditions** of millions of people.
- 6 Stop the exploitation of children in **sweat // shops** by boycotting the goods they make.
- 7 Help the people in **developing // countries** by **offering** your support.
- 8 Activists worldwide are working to put **third // world** debt at the top of the **government agenda**.
- 9 People who traditionally live by **subsistence // farming** find export crops more profitable.
- 10 TV stories about your campaign will use a **news // release** that you will need to provide.

Vocabulary 2

Ask Ss to look at the title of the article *The new networked lobbies* and explain what they think it means. Ask Ss to read the article quickly for general understanding and to see if they were correct. (The first part of the article is about the power of the internet in highlighting injustice, increasing the influence of charities, organising campaigners and using email for worldwide petitions. The second part of the article is about governments' willingness to listen to the 'respectable' face of protest, e.g. Oxfam.) Emphasise that Ss can understand a lot without understanding every word of a text. Then ask Ss to fill the gaps in the text using the words from the previous exercise. (Ss may need to change the form of the word, e.g. use a plural form.) In feedback you may wish to ask Ss what they know about Oxfam and the work it does, and any other charities they particularly support.

- | | | |
|-----------------|---------------|-------------------|
| 2 petitions | 3 debt relief | 4 charities |
| 5 protectionism | 6 aid | 7 tariff barriers |
| 8 imports | | |

Speaking, page 104

Ask Ss to discuss the question in pairs and to give their reasons.

Practice

Set the context for the exercise: Ss are going to look at statements from a UK charity that donates computers to poor children. Ask Ss to complete the gaps in the sentences using the appropriate modal verb. In feedback encourage Ss to explain why the other options are not possible.

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

 Workbook, page 49

Language check 1


Ask Ss to read the three sentences (1-3) using modal verbs and match them with their uses (a-c). Check they understand the terms, e.g. *lack of obligation*.

1 b 2 a 3 c

Language check 2

Ask Ss to complete the table using the modal verbs. After checking their answers, check Ss realise that *need* can be both a normal and a modal verb (see Language focus below). Also check Ss really do understand the difference between the similar verbs by asking questions such as: *Which is stronger: You must... or You shouldn't...? What is the difference in meaning between You needn't / don't have to come and You mustn't come?*

Obligation, necessity or prohibition: must, have to, need to
Lack of obligation or necessity: don't have to, needn't
Advice or recommendation: should, ought to, shouldn't

 Coursebook, Grammar reference, Modal verbs, page 159

Language focus: Modal verbs of obligation

Modal verbs do not change form, take an auxiliary verb or take to.

She shouldn't do it.

The verb *need* is more complicated. In the affirmative it is a normal verb.

He needs to be at work by 8.30.

However, in the negative it can be either a normal verb or a modal in form.

He doesn't need to work any overtime. (normal)

He needn't work any overtime. (modal)

Speaking, page 105

Ask Ss to discuss the question in pairs / small groups. First elicit some examples to ensure that Ss understand the difference between obligation and guidelines, e.g. *we have to start work by 9* (obligation), *we're expected to wear smart clothes and men should generally wear a suit* (guideline). Explain to Ss that although they can talk about their own school / work policy, they might also want to talk about regulations concerning national working conditions (e.g. *everyone must have at least two 20-minute breaks a day*). Ss can use the modal verbs already focused on (including those for lack of obligation, e.g. *we don't have to*) or any appropriate language. You may wish in feedback to elicit answers from the whole class and write them up on the board under two headings: *Obligations* and *Guidelines*.

Listening 2

Tell Ss they are going to listen to a press officer for a charity speaking about press coverage. Ask Ss what they think a press officer does and why press coverage is important for charities. Brainstorm examples of types of press coverage a press officer might be involved in (e.g. writing a press release, giving information about a future fund-raising event). Ask Ss to listen to Felicity Green and to make notes (a-h) answering the three questions. Ss can then check their answers in the audioscript. As a follow-up, ask Ss to discuss what Felicity has said in relation to any media campaigns for charities in their country.

- 1 b generate interest and commitment from local leaders and politicians
- c mobilise people to give money and / or time
- 2 d state the size and effects of the problem
- e show people they can make a difference
- 3 f Will the story interest the intended audience?
- g Will it advance / achieve the objectives?
- h Is it 100% accurate?

Vocabulary 2 1

Before Ss look at the exercise, explain that Felicity used words and phrases to structure and clarify her ideas. Elicit some of these words and phrases without going into detail about their function (e.g. *firstly, so, basically*). These are called discourse markers. Ask Ss to underline in context in the audioscript the discourse markers Felicity uses. Then ask Ss to look at the exercise and put the markers into the correct group.

- 1 firstly, finally, then
- 2 also, what's more, and
- 3 therefore, in order to, because, as, so
- 4 let's say, for example, you see

Vocabulary 2 2

Most of the discourse markers from the previous exercise are relatively neutral (and usable in both formal letters and informal emails). However, some are particularly informal. Ask Ss to identify these.

Any discourse markers using contractions are informal, e.g. *what's more, let's say*. The full form *what is more* is appropriate in formal writing. Any spoken discourse markers (*let's say and you see*) would be inappropriate in formal writing. The other markers are all sufficiently neutral to be used flexibly but *therefore* is more formal than *so*.

Career skills

Point out that a good way to influence people is to build on the points they have made. For this reason, the phrase *Yes, and ...* is very powerful; it shows that you accept other people's views and want to develop their point. The Career skills box focuses on a number of other phrases used to develop points and influence opinions. Ask Ss to read the information and phrases. Think of a relevant topic, e.g. improving efficiency in Ss' own organisation, and elicit ways of completing the phrases, e.g. *It's obvious that we could increase our efficiency significantly if we really wanted to. Wouldn't you agree that a reduction in paperwork would save us hours that could be used more productively?* Then ask Ss about their own experiences of influencing people's opinions. What strategies have they found successful?

Listening 3 1

Ss are going to listen to four short dialogues in which the speakers have different views. Before Ss look at the exercise, ask them to listen to the four dialogues and to identify the topic of each (1 35-hour working week, 2 non-smoking restaurants, 3 the euro, 4 investing on the stock market). Then ask Ss to look at the exercise and listen again. This time they focus on the arguments of the second speaker (B)

in each dialogue and take notes. When they have listened to all four dialogues, they give them scores in terms of effectiveness of argument (1 = not effective, 5 = very effective). Ask Ss to give their reasons for their views.

See audioscript on page 173 for arguments used.

Listening 3 2

Ask Ss to listen again and tick the phrases used. Ss can check their answers in the audioscript.

don't you think ..., it's obvious that ..., have you considered ..., you must agree ..., surely you can see ...

Speaking, page 107

Ask Ss to work in pairs to prepare a short (5 minute) presentation (incorporating no more than four or five key points) to the class. Encourage Ss to prepare their ideas using a basic framework which you can draw on the board. Write two column headings: *Arguments and Useful phrases*. Ss make notes in preparation for their presentation under the headings. Ss take turns to practise presenting their arguments to each other. Then one person from each pair give a mini-presentation to the class. As a follow-up, ask Ss whose ideas they agreed / disagreed most with and develop discussions on those topics.

Culture at work

Ask Ss to read the information and then discuss the questions about attitudes to silence in small groups. Encourage Ss to give examples from their own experience, e.g. which attitude is more usual in cultures they know well? What have they experienced in multicultural settings such as conferences? You may find it helpful to look at the Culture at work table from page 59 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.

Attitudes to silence during discussions	
Anglo-Saxon:	People feel uncomfortable when there is silence. When one person stops speaking, another starts. It is not polite to interrupt.
Latin:	People are very talkative and feel uncomfortable when there is silence. People frequently interrupt each other. This is not impolite but shows interest in what the other person is saying.
Asian	There is often a silence between the moment when one person stops speaking and the next person begins. It is a sign of respect for the other person if you take time to think silently about what they said.

- Skills book, Culture at work, page 59
- Teacher's book, page 161

Dilemma

Tell Ss they are going to read about Hershey Foods. Ask them what they know about the company, e.g. what it produces (chocolate), where it is based (Pennsylvania), what charitable work it does (see Dilemma). Give Ss a few minutes to read the brief.

Task 1: Ss work in pairs: A and B. Ask Ss to read the task and the information related to their role.

Task 2: Ss prepare arguments to support their own position and persuade the other side of their views. Ask them also to predict the arguments the other side might use and to try to think of appropriate responses. Encourage Ss to make notes. Ask Ss also to think about appropriate language to use. Refer Ss to the Useful phrases box and remind them of the phrases for making a case and influencing others in the Careers skills section. When trying to reach agreement, it is important to show respect. Ss should therefore be aware that some of the phrases (i.e. *I don't think you get the point that ... and Don't you see ...?*) may, depending on the tone of voice, sound rude or impatient; Ss should take care when using them.

Task 3: Ss A and B work in pairs. They discuss the situation together and try to reach a decision on whether the company should be sold.

Decision

Ask Ss to look at the article on page 146 about the decision made by the Hershey trustees and the views of the journalist. What do Ss think about the decision? Are they surprised? What do Ss think about the journalist's views?

Optional activity

Elicit from Ss other companies that are involved in charitable work. What do they do? Do Ss have any personal experience of companies supporting charitable work? Do any industries or sectors appear to support more charitable work than other sectors? Do Ss think companies support charities for genuine reasons? Or do Ss have more cynical views about the reasons why some companies give support for charity?








Write it up

Ss are going to write a formal letter to the local newspaper outlining their recommendation and giving reasons. As a lead-in to this task, introduce the idea of the letters page in a newspaper (e.g. *Do local papers in your country have a letters page for readers to express their views on local issues? Have you ever written to a letters page? What about?*). Bring examples of letter pages from newspapers into the classroom if possible. Give each S a photocopy of the

Writing preparation framework from page 188; use the Writing focus (Writing focus: Letters) below to link the use of the framework and the Style guide as Ss plan their writing.

Writing focus: Letters

- 1 First be clear about the perspective you are writing from. (*In this case, Ss need to be clear whether they support or object to the sell-off of the Hershey factory.*)
- 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 local newspaper to make recommendations as to a certain course of action and to give reasons for their recommendations. The aim is to persuade readers to share their opinion. Letters to newspapers are unusual: most letters are written with a specific objective and refer to specific future action whereas letters to newspapers tend not to be action-focused.*)
- 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. A possible structure for the body of the letter is as follows:*
Opening: Reason for writing
Body [part 1]: Recommendation
Body [part 2]: Reasons supporting the recommendation
Standard closure.)
- 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. It is appropriate to use a number of typical letter phrases, e.g. I am writing with reference to ..., I should be grateful if you could However, the letter should not be over-formal. It needs to be clear, concise and easy to read.*)
- 5 What phrases (including linking words and phrases) might be appropriate in the letter? (*See the letter phrases in the Style guide. Also, modal verbs of recommendation and phrases for formal recommendations are appropriate. Letters to newspapers tend to begin and end formally. Letters in UK newspapers start Sir and end Yours; however, Dear Sir / Madam and Yours faithfully are standard in normal correspondence when the writer does not know the reader's name.*)
- 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, Letters, page 16
-  Style guide, Emails, page 18
-  Style guide, General rules, page 3
-  Skills book, Writing 4, Formal correspondence, page 60
-  Teacher's book, page 163
-  Teacher's book, Writing preparation framework, page 188
-  Teacher's book, Writing feedback framework, page 189

Formal letter: Suggested answer (138 words)

Dear Sir / Madam

I am writing with reference to a recent article in your newspaper about the current dilemma for trustees at Hershey Foods.

I would strongly recommend that the trustees sell part of their shares in the company; it is too risky for any investor to be reliant on one investment only. Moreover, a greater role played by external shareholders could bring new ideas and subsequent benefits to the company. Money from the sale of Hershey shares could then be invested more widely. It should also be used to finance the much-needed expansion of the local school.

Finally, given that few residents of the town now work for the company, both company and trustees need to move with the times: the historical links which bind Hershey and the town no longer apply.

Yours faithfully
 Sharon Nelmes

Unit 13: Communication

UNIT OBJECTIVES

Reading:	Coping with infoglut
Language:	Reported speech
Vocabulary:	Communication
Career skills:	Summarising
Culture at work:	Attitudes to interruptions
Dilemma & Decision:	Spinning the truth (press release)

This unit looks at the enormous changes in communication that have taken place in the modern world and the resulting challenges. Changes in IT (information technology) mean that thanks to email, voicemail and mobile phones, we now communicate in a totally different way from a few decades ago. The complexity of the modern world can also bring related problems. We are now faced with infoglut or information overload; many people seem to spend more time reading and listening to email and voicemail messages than actually acting upon them. Another challenge is ensuring we make ourselves understood. It is easy to write an email which reaches another person in seconds but it is difficult to correct any misunderstandings that may arise, e.g. if the tone of the email has been too direct or if the other person has not recognised the humour or irony in the message. A further challenge is related to differences between age groups: e.g. some older people may feel excluded from the world of text messaging; they might even complain that educational standards are slipping and that young people are no longer capable of writing a well-crafted letter. Communication can also be a challenge at a more formal and official level. Organisations need to work out communication policies, ensuring the flow of information throughout the organisation (using an intranet and other mechanisms). Organisations and politicians also need to be concerned about PR (public relations), ensuring that the image conveyed is what is required. This unit looks at different forms of communication: emails, voicemails and press releases. One of the most topical words in English today is *spin* (manipulating a message for a certain effect instead of giving information in a straightforward manner). In the final activity, Ss are asked which group has 'spun' the best story in their press releases.

Keynotes

Introduce the topic of communication and elicit different types of communication at work (meetings, telephone calls, emails, informal chats etc.). Refer Ss to the pictures. What do they think it shows? (It shows melted metal with an ampersand [@] still remaining in the middle.) The picture links in with the *Messaging meltdown* title. Check Ss understand *meltdown* (the original meaning referred to the overheating of a nuclear reactor, leading to disaster); in this case it refers to a complete breakdown or collapse because of too many messages or information overload. What do Ss 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 their experiences of the issues raised in the keynotes (*Does your company have a communication policy? Do you think it is effective? Have you experienced information overload?*). Draw Ss' attention to the glossary for this unit at the back of the book.

 Coursebook, Glossary, Unit 13, page 153

Preview 1

Ask Ss to discuss the questions in pairs / small groups. Encourage Ss to consider the amount of time they spend on the phone, texting or emailing in terms of minutes / hours per day – or as a percentage of their working day. Then elicit Ss' responses. You may wish to write all the amounts of time on the board to see the overall range – and to see who spends the most time on each form of communication.

Preview 2

As a lead-in to the task, elicit the types of written communication an HR manager might receive. Ask Ss to identify each type of written communication (A–F) (e.g. whether they think it is from a memo, letter, cover letter, email, fax, advert or report) and to say what helped them to decide, e.g. layout. Then ask Ss to decide the order in which they would respond to the messages. There is no right or wrong answer for this part of the question; you are interested in hearing Ss' reasons for their choice. In feedback, ask Ss to explain their order (e.g. the HR manager probably receives many adverts for courses so might leave the advert until last).

- A could be from a range of types of correspondence, e.g. a letter from a company providing training
- B cover letter for a job application
- C pricelist from a conference centre
- D advert for courses
- E memo about security badges
- F letter / email reporting on a project and referring to HR implications

Reading 1

Tell Ss to look at the picture in the centre of the article on page 113. Ask what the picture represents (a manager being overloaded with information). (*Infoglut* in the title refers to information overload.) How do Ss think the manager is feeling? Why? Then ask Ss to read the article quickly and highlight the means of communication mentioned.

Communication mentioned above: phone, email, fax, post

Other forms of communication mentioned: voicemail, reports, courier deliveries

Reading 2

Ask Ss to re-read the article one paragraph at a time and match one of the headings to the paragraph. Encourage Ss to read each paragraph for its overall meaning, rather than word for word. Refer Ss to the glossary box and remind them of the glossary for the unit at the back of the book.

- a 4 b 3 c 5 d 1 e 2

Reading 3

Tell Ss to read the text carefully in order to answer the questions. In feedback ask Ss where in the text they found the answers. How would they 'correct' the incorrect sentences?

- 1 F 2 T 3 T 4 T 5 F 6 T

Speaking

Ask Ss to work in groups to discuss the advantages and disadvantages. You may wish each group to discuss all forms of communication, or you may ask each group to discuss one each. Write up Ss ideas on the board as you elicit feedback. Encourage Ss to consider aspects such as purpose, speed, ease of use, reliability, cost (e.g. it can be less intrusive to email a colleague to arrange a meeting than to phone – but it is often quicker to phone than to send several emails clarifying when and where). Ask Ss to consider when the use

of each form of communication is more / less appropriate (e.g. text messaging is more usual among friends than in the workplace).

Vocabulary 1

Ask Ss to choose the best option to replace each of the words in italics. In feedback ask Ss to explain why the other options are not possible.

- 1 a 2 b 3 b 4 b 5 c 6 b 7 a

Vocabulary 2

Ask Ss to put the words into the correct column. You may wish to ask Ss to do this in pairs, using their dictionaries where necessary to help them. In feedback ask Ss what type of word each is (noun, verb etc.). Ask Ss to give you other forms of the same word (e.g. *identify* / *identification*). Follow up this task by getting Ss to make sentences using each of the words listed (e.g. *Receiving phone calls can be very intrusive when you're trying to concentrate*).

Negative effects: disorder, stress, interrupt, intrusive, fatigue

Strategies: identify, prioritise, redefine, analyse, store, respond, manage

Listening 1 1

As a lead-in, ask Ss about their use of email for work and what they think the advantages of using email are. Then tell Ss they are going to listen to Charles Robinson talking about the advantages. Before listening, ask Ss to read the handout and predict what he will say. Ensure Ss understand *snail mail* = correspondence sent by post. Ss then listen and fill the gaps. Check Ss' answers.

- 1 cheaper, faster 2 intrusive 3 trouble
4 location, time zone 5 democratic

Writing 2

Tell Ss to listen to Part two and note down the three tips given. How useful do they consider them to be? What other advice would they give?


In order to ensure your message gets read:

- 1 use brief subject lines
- 2 give clues to the message in the subject line
- 3 put 'urgent' in the subject line

Ask Ss to read the summary of Charles Robinson's other points and check they understand them. Ask Ss about their own experiences of the issues mentioned (e.g. *Have you ever received an email which has been too informal in your view?*). Then ask Ss to read the email and write a reply. You may wish to prepare the writing task in class and ask Ss to complete it for homework. To help Ss to prepare, ask the following questions:

- What relationship does the writer have with Bill (e.g. the writer may be a team leader / supervisor and Bill might be the head of department)? Therefore, what style of writing would be appropriate in the reply (e.g. if Bill is the superior, it is probably wise to use a neutral / formal style).
- What greetings / endings / phrases can Ss think of in their chosen style (e.g. *Dear Bill* / *Best regards* would be suitable when writing to a colleague and also many superiors. Do Ss think it would be appropriate in this case)?
- How will Ss reply to the email (e.g. hit 'reply' and keep all Bill's email below the response – or insert an answer to each of Bill's points directly point by point)?

Encourage Ss to discuss different options and the advantages / disadvantages of each in terms of clarity and appropriateness.

 Style guide, Emails, page 18

Suggested answer

Subject: re: Monday task list

Dear Bill

Thank you for your email below.

- 1 In response to your first point, the next meeting with the sales reps will be on 21st July (10-12.30).
- 2 As for Miriam Andersen, I am very pleased with her work so far and am happy for her contract to be extended. She is efficient and a good team worker.
- 3 The whole team has done very well over the last quarter and they have all exceeded their individual targets. I suggest that a team bonus is awarded at the next team meeting.

Best regards
John

Optional activity

You may wish to ask Ss to exchange their piece of writing in pairs and to evaluate the work using the advice given in the previous listening and tips as criteria.

Language check

Ask Ss to read the first sentences after the instructions. Do not focus on these too much – but make the point that the first sentence shows direct speech and the second reported speech. Then ask Ss to look at the six pairs of example sentences (direct and reported speech equivalents). Ask Ss to complete the table showing tense changes. Then draw Ss' attention to the lack of change of modal verbs and the other information in the note below the exercise. Draw Ss' attention to the other possible changes in reported speech (change of pronoun and change of time phrase – see Language focus below).

- 2 present continuous changes to past continuous
- 3 past simple changes to past perfect
- 4 present perfect changes to past perfect
- 5 will changes to would
- 6 can changes to could

Language focus: Reported speech

When we 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 says / said the train is running late.

 Coursebook, Grammar reference, Reported speech, page 161

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 10 am."
 (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.*

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 Jack Nelson, who returns to find the note of his voicemail messages. Jack makes any calls necessary after reading the messages. The other S takes the other roles. (Before starting this activity, you may want to draw Ss' attention to the telephoning language used in the audioscript of the voicemail messages on page 174.)

 Workbook, page 54

Career skills

Ask Ss to read the information. Ask Ss about the role they play in the 'information flow'. Do they give presentations to others or attend presentations and pass on that information to others? Do they write up summaries of meetings? Do they chat or gossip and pass on information that way? Then ask Ss to read the phrases. Explain that *go on about something* (in the second phrase) means talk about something at length, sometimes talking for too long, or talking angrily or boringly. Explain that *reckon* (in the sixth phrase) is used as an informal equivalent of *think*. Most of the phrases can be used in informal situations. Do Ss think any of them can also be used in more formal circumstances? (*The important point is ...* and *The main thing is ...* might also be used in more formal presentations.) Ask Ss to brainstorm possible ways of completing each prompt based on recent happenings in their own company (e.g. *Silvia reckons that Martin's going to lose his job*).

Listening 3

Ask Ss to listen to five conversations in which the phrases from the previous exercise are used. First ask Ss to listen to all of the conversations and note down the subject discussed in each. Ss then listen again and note down the phrases used. (You may prefer to ask Ss just to tick the phrases in the list that they hear.) Then ask Ss to read the audioscript and underline or highlight the phrases as they are used in context. As a follow-up, ask Ss what subjects are gossiped about in their place of study or workplace. Are they the same as those in the five conversations?

- 1 dinner with a client
- 2 a project management training course
- 3 a long boring meeting
- 4 a presentation about information management
- 5 rumours that the boss is leaving

The phrases used are shown in italics in the audioscript on page 174.

Speaking, page 117

Put Ss into small groups. Ask each group to nominate one person, who writes a short piece of gossip on a slip of paper and gives it to you. You may wish to give an example to help Ss, e.g. your (single) boss was seen out on Saturday with the HR manager. The S who wrote the gossip whispers the gossip to the next person in their group, who then passes it on until the last person in the group says he / she has heard. Once all the groups have finished, give back the slip of paper to each group to compare with what the last person in the group said. How has the message changed as it was passed on – or is it accurate? Repeat the task several times, with different Ss starting off the task.

Optional activity


Photocopiable resource 13.1 (page 120)


Prepare enough photocopiable cards so that you have one card for each S. Give each S a card with instructions for a voicemail message and give Ss five minutes to prepare their voicemail message. (You may first need to refer Ss to the audioscript on page 174 for Listening 2 and draw their attention to the structure and language used in the messages.) Then ask Ss to find a partner. The voicemail message they have just prepared is not intended for the partner; the partner is going to listen and pass it on to a third person. Ss work in pairs, giving and noting down the voicemail messages. Now ask Ss to find another partner (a third person). They then verbally pass on the message they have heard to that person. At the end of the activity the person receiving the message (the third person) compares the information received with the information intended from the original person. Monitor the Ss' performance and give feedback on the effectiveness of the messages and the language used.

Culture at work

Ask Ss to read the information about attitudes to interruptions and discuss the questions. Ask Ss about their own attitudes and their experience of working with people of different cultures. 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.

	One task at a time	Several tasks at once
Punctuality	Meetings start and finish at specified times. Lateness is not tolerated.	Lateness can be tolerated if there are good reasons.
Agenda	The meeting must follow the agenda. Any changes should be agreed at the start. The leader sometimes sets a time limit for each agenda point.	It may be difficult to follow the agenda exactly. It is considered more important for individuals to be able to talk freely about their various concerns.
Organisation	The meeting is tightly controlled. Interruptions (e.g. phone calls) are not welcomed. Speakers are reminded to keep to the point.	Meetings are more fluid. Interruptions are often viewed as normal. Leaders often allow digressions and 'meetings within meetings'.

 Skills book, Culture at work, page 64

 Teacher's book, page 166

Dilemma

Tell Ss they are going to look at the work of a PR (public relations) / communication agency. What do they think such an agency does? Ask them to read the brief. How important for companies is dealing effectively with the press? Ask Ss if they know of any examples where companies have responded well to problematic stories by dealing with them according to the procedure in the bullet points. Also ask if Ss know of any examples where companies have experienced problems because they have not responded in this way.

Task 1: Ss work in groups. Ask them to read the newspaper cuttings about five companies on page 144. Tell Ss to discuss the courses of action possible for each of the companies. Ask Ss to work through the first three bullet points in the brief for each of the cuttings in order to ensure they are systematic.

Task 2: Ss choose one of the newspaper stories from page 144. They are going to write a press release about this story, putting a positive spin (or approach) on it. (The Lambert Associates story is used as a sample answer on page 146; this may affect whether you wish Ss to choose this story.) First, they plan and structure the content of the press release. Ensure Ss follow the structure given in the four bullets in Task 2 on page 118.

Task 3: Now ask Ss to write up the draft press release in their group. (Alternatively, you might want to let Ss finish their preparation then complete it for homework.) Refer Ss to the Useful phrases box. When Ss have finished, they should check that their press release has achieved their objectives. Will the press release have the desired effect on the public? They should also check their writing for: logical structure, clarity of ideas, accuracy of language, appropriateness of style.

 Style guide, Press releases, page 30

Task 4: Ask Ss to read or show their press release to the whole class. Following a comparison of all the releases, Ss decide which group has 'spun' the best story, i.e. which group has manipulated the basic story most effectively to have the right effect on the public?

Decision

Now ask Ss to look at page 146 to see an example PR Vision News story. What do they think of it? How does it follow the four bullets in Task 2? Does it have a positive effect on the reader? The story on page 146 is the final article that appeared in the press. However, it is easy to see what the original press release would have looked like. It would have followed the format shown on page 30 of the Style guide. In terms of content, it follows the four bullets from Task 2 on page 118:

- the first paragraph introduces the company and says something positive
- the first two lines of the next paragraph acknowledge the problem
- the next three lines outline what the company proposes to do
- the last two lines contain a quotation finishing on a positive note.

Unit 14: Logistics


UNIT OBJECTIVES

Reading:	The best thing since the barcode
Language:	Passives
Vocabulary:	Logistics
Career skills:	Dealing with questions
Culture at work:	Attitudes to difficult questions
Dilemma & Decision:	Is grey the new black? (fax)

This unit is about logistics, a word that may be seen written on trucks delivering goods. But it has a wider meaning: it relates to the management of the flow of materials through an organisation, from raw materials to finished goods. Logistics might sound a simple business of moving things around, but it is growing more complex as customers demand better services, and as new technology and greater use of the internet open up new ways of processing information. The Japanese-led methods of lean production and just-in-time supplies tended to focus on the manufacturer. Following production, outgoing products were delivered to distributors in batches, only to sit around in warehouses. Now, however, companies are more demanding, seeking to eliminate both incoming and outgoing inventory. This is done in several ways. For example, in order to simplify what goes into the factory, companies buy in sub-assemblies rather than individual parts. Companies are also trying to build to order (BTO) only, rather than guessing what will be in demand and supplying orders from existing stocks. In order to cut inventories and introduce BTO, a comprehensive, flexible freight operation is required. This is such a challenging task that companies are reluctant to do it all themselves, which is why more and more of them are outsourcing delivery and logistics to third parties. This movement is forcing the freight transport industry to change. Manufacturers want custom-designed delivery systems, using all types of transport: land, sea and air. The distinction between postal, express and logistics services has almost vanished – and one of the fastest growing areas of business is outsourced third-party logistics. This unit focuses particularly on one revolutionary aspect of technology used in logistics: smart tags.

Keynotes

Ask Ss what logistics involves. Then ask Ss to look at the headline. Why is logistics seen as the invisible industry (because when it works efficiently, it is unnoticeable; it tends to be noticed only when something is not working)? Ask Ss to read the keynotes. Check Ss' understanding the terms in bold. Ask questions that elicit a demonstration of Ss' understanding, e.g. *What's a synonym for inventory? (stock)? What other consolidators and integrators do you know?* Draw Ss' attention to the glossary for this unit at the back of the book.

 Coursebook, Glossary, Unit 14, page 154

Preview

Check that Ss understand the title of the section; point out that the terms are usually used the other way round – *supply and demand*. Ask Ss to discuss the questions in pairs. For the first question, elicit adjectives (*annoyed, surprised, frustrated* etc.). For the second question, possible reasons for not having usual goods in stock are problems in the supply chain, e.g. raw materials not being available when required, problems with manufacture, problems with delivery, the wrong goods being ordered, goods being ordered at the wrong time, goods sitting in storage in the shop instead of being out on the shelves etc. For the third question, elicit the word *shoplifting* to describe theft from shops. Discuss anti-theft measures, e.g. the use of store detectives and security tags.

Reading 1

Ask Ss if they have heard of *smart tags* or *smart technology*. Ensure that Ss understand the terms in general then ask them to read the text quickly to see what smart tags are in practice and to find four advantages of them.

- They allow the store to keep count easily and accurately of the goods on the shelves.
- They allow the store to avoid losing money because of empty shelves.
- They can be scanned much more efficiently and accurately than barcodes, reducing errors and theft.
- They allow manufacturers to reduce the stock they maintain in case of error.

Reading 2

Ask Ss to read the text again and answer the questions. Refer Ss to the glossary at the top of the page and remind them of the glossary for the unit at the back of the book.

- 1 c 2 a 3 b 4 a 5 c

Speaking, page 120

Point out that the final paragraph is about the drawbacks of using smart tags. Ask Ss to summarise these disadvantages and risks. Then ask Ss to discuss the questions in pairs / small groups. Encourage Ss to give reasons for their views.

Vocabulary 1

First ask Ss to find the words and phrases in context in the article on the previous page. Ask Ss to underline them then to put the words and phrases into the correct column. (Some items might go in both columns.) You may wish to let Ss use their dictionaries.

Inventory control: run out of, keep count, empty shelves, store staff, fill

Smart tag technology: keep count, broadcast, antennas, microchips, scan readers, disable / kill

Vocabulary 2

Ask Ss what they can see in the picture (a conveyor belt) and ask what it is doing. *Conveyor belt* is one of the word partnerships from the article on the previous page. Ask Ss to match the words to form further word partnerships from the text. In feedback, elicit which of these are common word partnerships (*conveyor belt, loading bay*). Then ask Ss to use the pairs to fill the gaps in the sentences.

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

- 2 error-prone task
- 3 loading bay
- 4 conveyor belt
- 5 super-cheap versions
- 6 consumer goods industry
- 7 returned-goods service

Vocabulary 3

Ask Ss to complete the table. Encourage Ss to consult their dictionaries if they are not sure. Ask Ss to make sentences using the words (e.g. *Smart technology has generated a lot of excitement within the field of logistics*).

- 2 excite 3 broadcast 4 adopt 5 combination 6 ship

Listening 1 1

Introduce Kate, a retail specialist, and explain she is taking part in a press conference. What do Ss expect from a press conference (e.g. tough questions, rehearsed answers, a focus on the positive, avoidance of difficult questions)? Ss listen to the first part of Kate's talk and make notes on her key points.

Can locate lost products easily, can speed up transport time, no problems with sell-by dates, products will be able to communicate with consumers (e.g. ice cream informing the shop the temperature is too high), can eliminate checkout labour

Listening 1 2

Ask Ss to listen to the second part and put the topics in order. Ss then listen again and make notes on Kate's responses. Remind Ss what they said earlier about their expectations of a press conference. Does Kate actually answer each question? If not, what does she do?

1 Unemployment: Kate avoids answering the question directly. Instead, she focuses on the benefits of cutting staff (reducing costs and lower prices for consumers as a result).

2 Mistakes: Kate welcomes the question (*I'm glad you mentioned that*) then avoids it. Instead, she moves on to talking about the benefits of automatic billing.

3 Security: Kate addresses the question to some extent. She says they recommend that retailers use secure systems. But she does not mention any additional measures the industry will be taking even though she says *We've given a great deal of thought to this*.

4 Privacy: Kate says she is aware of concerns about privacy, that they are carrying out an in-depth study and that there is a list of recommendations in the press release. But she does not refer to anything specific in her response.

Listening 1 3

Ss listen to the third part and make notes on what one of the journalists says. Ss can check their answers in the audioscript on page 175.

It should be clear when items are tagged. Tags should be on packaging not products, so they are visible and easily removable.

Speaking, page 123

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

Optional activity

In order to link the Language check with the focus on smart tags, ask Ss to summarise how the new smart tags will change the field of logistics. Encourage Ss to use passives where appropriate. Write up some of Ss' examples on the board (using both active and passive to have sentences to draw from later), e.g. *Stock control will be made easier* and use this to lead in to the Language check.

Language check

Before looking at the Language check information, check that Ss recognise active / passive forms. Write a few sentences on the board and ask Ss to identify active and passive (see the first examples in the Language focus below). Then write the following gapped sentence on the board with the verb in brackets:

Retailing _____ (*change*) by the use of tags.

Ask Ss to complete the sentence using as many different tenses of the passive as possible and to explain their choice of tenses (see Language focus below). When Ss are confident about the form of the passive, ask them to read the Language check sentences on page 124 and focus on the use of passives.

Language focus: Formation of passives

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

	subject	object
Active	<i>We delivered the goods yesterday.</i>	

	subject
Passive	<i>The goods were delivered yesterday.</i>

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.

We need to use the appropriate tense of the verb *be* in the passive. The most appropriate tense depends on the context.

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)

Practice 1

Ask Ss to rewrite sentences 2, 3 and 4 in the passive. Check Ss' use of tenses with the passive and their appropriate use of *by* to refer to the agent. Then ask Ss to look at Sentences 5 and 6 and to rewrite them using the passive; they may need to make greater changes to the sentence structure.

- 2 Smart tags will be installed on all sorts of products.
- 3 Petitions are being prepared (by consumer groups) against the use of smart tags.
- 4 Raw materials are transported (by lorry and truck / by lorries and trucks) to the factories.
- 5 The elimination of checkouts is being considered by supermarkets.
- 6 More information about smart tags should be accessed by consumers.

Practice 2

Draw Ss' attention to the picture of a shopper. She has bought goods using smart tag technology. Ask Ss to fill the gaps using either the active or an appropriate passive form of the verbs.


- 2 loaded
- 3 (are) transported
- 4 buys
- 5 uses
- 6 is scanned
- 7 makes
- 8 are (being) tracked
- 9 is removed
- 10 (is) thrown away
- 11 is accessed / can be accessed
- 12 is sent
- 13 are found / can be found

 Workbook, page 56

Optional activity

Photocopiable resource 14.1 (page 120)

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.*

 Coursebook, Grammar reference, Passives, page 161

Career skills

Refer back to Listening 1, in which Kate was responding to questions at a press conference. Remind Ss that Kate frequently avoided giving direct answers and responded instead with the information she wanted to communicate. Before looking at page 14, ask Ss in what other situations people might have difficulty responding to questions. Then ask Ss to read the information in the Career skills box and find suggested situations. Ss read the information. Can they think of other reasons why questions might be considered difficult? What situations have they been in where they had to answer difficult questions?

Career skills 1

Ask Ss to read the questions and match them to the categories a–c from the Career skills box. Ss then discuss the situations they might be asked in.

- 1 b (job interview)
- 2 a (job interview)
- 3 a (presentation / meeting)
- 4 b c (conversation)
- 5 a (presentation / meeting)
- 6 a b (telephone complaint)

Listening 2

Ask Ss to read the strategies a–d. Ensure that they understand what *buy time* means. Then Ss listen to six responses. Ask Ss to identify a possible situation where the question is being asked, identify a possible question and note down which strategy (a–d) is being used.

- 1 Presentation, maybe a question about the action the speaker is going to take, Strategy a
- 2 Job interview, question about why the person left his / her previous job, Strategy b
- 3 Telephone call (complaint), question about a delay with an order, Strategy a
- 4 Presentation, question about the government's action on unemployment, Strategies b and c
- 5 Meeting or telephone call, request for a quote for changing the design, Strategy d
- 6 Presentation, question about strategy / action in the light of problems, Strategies b and c

Speaking, page 125

Ss work in small groups. Ask Ss to write down one or two difficult questions about each topic to ask another group. Make sure every S in the group writes them down.) Encourage the groups to ask a variety of questions relating to c–c from the Career skills box. Ss then work in pairs with a member of another group, asking and responding intelligently to the other person's questions. In feedback ask Ss which questions were difficult to answer and why.

Culture at work

Ask Ss to read the information about attitudes to critical questions and discuss the questions. Ask Ss about their own experience. You may find it helpful to look at the Culture at work table from page 69 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.

	Criticism is acceptable	Criticism is insulting
Personal involvement	Negative questions or comments are not taken personally.	Any suggestion of disagreement is seen as a personal attack.
Saying what you think	It is important to say what you really think, even if your opinion is negative.	People hide negative opinions and make only mild or positive comments.
Showing disagreement	It is acceptable to ask challenging or hostile questions.	Only polite, safe questions can be asked.

- Skills book, Culture at work, page 69
- Teacher's book, page 170

Dilemma

Ask Ss what type of jeans they buy and where they buy them. Do they buy a famous brand only – or do they look for the best value for money? Do they ever buy jeans from supermarkets? Do Ss understand what the *grey market* in goods refers to? Explain that it refers to branded goods being sold at a heavily discounted price, e.g. when designer items are legally sold cheaply in a different outlet from where they are normally sold. The title (*Is grey the new black?*) is suggesting that grey goods are becoming common desirable items. As Ss read the brief, answer any questions they might have. Ask Ss to summarise the situation facing Best Value in order to check their understanding.

Task 1: Ss work in groups, each representing Best Value's purchasing team, who have to decide whether they should accept the grey consignment of jeans. Ask them to study the bar charts, to note down the pros and cons of accepting the consignment and to decide at what price they should sell the jeans if they accept. For example, if Ss look at the first bar chart, they can see that Best Value have healthy (though slightly declining) sales of own-brand jeans with a sales price of approximately £20. If they sold GenX 250 jeans for this type of price, they would be competing with their own brand. However, they might attract new customers into their stores, with a resulting long-term benefit. Alternatively, Best Value could go to the opposite extreme and offer GenX 250 jeans

for approximately £40 (a price at which they might get official permission from GenX); however, the low sales volume would generate a relatively low level of profit and would not be competing substantially with GenX's traditional retailers. A third option might be to sell the jeans at a price somewhere in the middle. The advantages of accepting the consignment and selling at a mid-range price are that the company could attract new customers, sell GenX jeans in addition to its own brand, make a significant profit, gain publicity and challenge the system. The potential disadvantages are that they might lose a costly, time-consuming legal battle and, if they got things wrong, they might damage sales of their own brand.

Task 2: Ask Ss to discuss the best course of action to take, bearing in mind the pros and cons of each option. Three options are listed but Ss may also think of other possibilities. Each group should nominate one person to report back to the rest of the class.

Task 3: Now ask a S from each group to present their decision to the class. After each group has spoken, encourage the other groups to ask questions about the proposed action.

Decision

Ask Ss to look at the newspaper extract on page 146 to see what happened to Tesco, a UK supermarket chain, with a similar situation involving Levi jeans. Are Ss surprised by the decision of the European Court of Justice? Why / Why not?

Write it up

Ss are going to write a fax to GenX explaining the action they have decided to take and why. First give each S a photocopy of the Writing preparation framework from page 188; then use the Writing focus (Writing focus: Faxes) 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. similar to the suggested answer below. It may be helpful to use the Writing feedback framework on page 189 when marking Ss' writing.

Writing focus: Faxes

- 1 First decide who you are.
(In this case, Ss are writing the fax on behalf of the Purchasing Department of Best Value.)
- 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?*(Ss are writing to inform GenX of the decision they have taken; this may vary from group to group. Ss also need to decide exactly who at GenX they are writing to as*

this will affect the content and style of the fax, e.g. are they writing to the CEO, the Legal Department, the Marketing Department?)

- 3 Look at the section on Faxes on page 20 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 is best to choose a neutral / relatively formal style, i.e. contractions and informal vocabulary and phrases should be avoided. Writing 4 in the Skills book looks at formal correspondence; you may find the related teacher's notes on page 163 helpful.)
- 5 What words and phrases might be appropriate in your email?
(See the useful phrases in the Style guide.)
- 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, Faxes, page 20
- 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 163
- Teacher's book, Writing preparation framework, page 188
- Teacher's book, Writing feedback framework, page 189

Unit 15: Innovation

Fax: Suggested answer (164 words)

To: Nick Townsend
 From: Sam Reed
 Fax number: 00442802348888
 Date: 14 March 05
 Total number of pages (including this): 1
Sale of GenX250 jeans at BestValue stores
 Dear Mr Townsend
 I am writing to inform you that Best Value has decided that it will accept a consignment of GenX 250 jeans for resale in our stores only with the prior written permission of GenX.
 We are interested in accepting the consignment and in selling the jeans on at a price of £28 per pair. We believe that not only would Best Value benefit from such action; GenX would also benefit from the high profile publicity in the UK. Moreover, the limited sale period would emphasise the special nature of GenX jeans.
 We would welcome the opportunity to discuss this proposal with you. I will telephone you at your office early next week once you have had the opportunity to consider the situation.
 I look forward to speaking to you shortly.
 Yours sincerely
 Sam Reed

UNIT OBJECTIVES

- Reading:** Failure is glorious
- Language:** Past modals
- Vocabulary:** Innovation
- Career skills:** Reviewing achievement
- Culture at work:** Giving praise
- Dilemma & Decision:** Prize pitch (formal letter)

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
This unit is about innovation. It covers innovations that are truly revolutionary and can change people's lives, e.g. the computer, and also innovations in style, e.g. a lemon squeezer by a famous designer. The word *innovation* is also used to range from real innovations to ideas which simply move an existing idea a step further. True innovation can be risky for the innovator: the public may not see a need or be ready for it, e.g. the Sinclair C5 car. However, some real innovations are remarkably successful, e.g. the Dyson vacuum cleaner. Generally, companies are more successful when they develop an existing concept further; a clear need for the product or service may already have been identified. Even innovations as radical as telephone banking or e-commerce have their roots in traditional banking and shopping. Traditionally, a company's new ideas and products come from its research and development (R&D) department but what happens once a product goes into development can vary. Different industries have different lead times (the time between concept and product launch): a new gadget may take only a year for development whereas a drug (which needs to be trialled) might take 10 or 15 years. Innovations are perhaps more easily developed by entrepreneurs in start-up companies; it can be difficult to develop and support creativity in larger bureaucratic organisations. However, some large companies have introduced policies and procedures to foster creativity, e.g. they reward bright ideas which would normally never be noticed.

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Keynotes

Introduce the topic by asking what the picture represents (an Apple iPod) and how that links to the unit title (*Innovation*) and the headline (*Pushing the limits*). Establish that the iPod is an innovative new personal music player. Ask if Ss own one. Would they like one? In what way is it innovative? The title is about pushing the limits of what is normal through innovation. (Finally, what was an innovative product can

become standard.) Ask Ss if they can think of any products that were innovative at one time but now are standard. Check that Ss are confident with the form and pronunciation of words derived from innovation (*innovative, innovator*). Ss then read the keynotes. Check they understand the terms in bold. Ask specific questions to check that Ss really do understand, e.g. *Name an obsolete product, Do you know of any companies that have launched products with new features?* (e.g. Microsoft regularly brings out new versions of Word with different features). Draw Ss' attention to the glossary for this unit at the back of the book. As this is the final unit of the book, also point out the Glossary test; Ss can use this to review and test themselves on the vocabulary of the book. See page 104 of this book for Glossary test answers.

-  Coursebook, Glossary, Unit 15, page 154
-  Coursebook, Glossary test, page 155

Preview 1

The pictures show an early camera, phone, TV and record player. Ask Ss to discuss the questions in pairs / small groups. You may wish to prompt the discussion by asking Ss to consider their own experience of the goods, e.g. *Have you always had a phone? What was your first phone like?* (in terms of design / features).

Preview 2

Introduce the quiz by asking if Ss often do this sort of quiz (e.g. in magazines). Do they normally believe the analysis they are given on the basis of their scores? Quickly explain any difficult vocabulary in the quiz (e.g. *perseverant*). Then ask Ss to work in pairs, ask each other the quiz questions, and check their scores. The maximum score is 20. Ss should use the scoring system shown at the bottom of the columns on page 128 then check what it says about them on page 137. Were Ss surprised by what it says about them? Why / Why not? Ask Ss what other questions they could add to the list to determine if someone is creative or not.

Reading 1

Ask Ss what they think of the designs from the Alessi factory featured on pages 128 and 129. (You might want to ask Ss to compare this style of design with the designs of the early products in the Preview section.) Elicit adjectives to describe the designs, e.g. *elegant, stylish, streamlined, inventive*. Ask Ss if they think Alessi products are successful only because of the way they look (this is not true – see the article for details) or because there is an innovation in the way they work.

Reading 2

Ss read the article and decide if the statements are true or false. Then ask Ss to compare their answers in pairs and correct the statements.

- 1 F (Alessi runs the company with his brothers)
- 2 T (It was a family business before Alberto took control in 1970)
- 3 F (They design different products, e.g. cell phones and watches, maybe even cars)
- 4 F (Michael Graves designed the Bird Kettle)
- 5 F (They are free agents)
- 6 T
- 7 T
- 8 F (Most of his products are winners)

Vocabulary 1

In the article Alessi talks about walking the borderline between genius and failure and also about dancing on the borderline between success and disaster. Check Ss understand what this means. Then write two words on the board (*Success* and *Failure*), one on each side, and draw a line or border between them. Elicit synonyms (and also words with similar meanings) for *success* and *failure*. Also elicit synonyms (or similar words) for *border*. Use this activity to link into the vocabulary exercise. Ss work in pairs and put the synonyms in groups (using a dictionary if necessary). Can Ss think of any more words to add to each group?

failures, duds, disaster, lemons, fiasco, flops
dream up, devise, invent, think up, come up with
boundary, frontier, brink, threshold, edge
achievement, accomplishment, advance, success
adapt, alter, revamp, change, modify

Vocabulary 2 1

Introduce the fact that development (of any sort of product) is usually in phases – although these are not always the same. Ask Ss to put the product phases listed into the correct order.

There is no one correct answer as it depends on Ss' interpretation of words such as *development* and *business analysis*. The order used in the exercises that follow is shown in the bottom visual on page 130 (the five phases are listed on the bottom line). Here it can be seen that *development* refers to development of a prototype (rather than full development / manufacturing). *Business analysis* here refers to analysis following *development* of the prototype, before the company commits to going into production.

Vocabulary 2 2

Ss now match tasks with the phases.

- | | |
|-----------------------|---------------------|
| 1 imagining c | 2 development b d |
| 3 business analysis f | 4 manufacturing g h |
| 5 launch a e | |

Vocabulary 2 3

Ss look at the chart / graph showing the highs and lows of the development of a product (in terms of the success of the phases of development rather than financial terms). Ensure Ss notice that the development follows the five phases from Exercise 1 on the bottom axis. Note also *Ecstasy, Enthusiasm* and *Despair* on the other axis. The quotes are comments made by people involved in the project as it develops. First ensure Ss understand *QC* (*quality control*) and *back to the drawing board* (*rethink and start again*). Ss match the quotes with the numbered points on the graph.

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

Speaking, page 131

Put Ss into pairs to do this task. Ss think of genuinely innovative products and explain in what way they were innovative. In feedback write the brainstormed products on the board and see whether there is agreement among the Ss.

Listening 1 1

Ask Ss the names of any famous designers they know. What do they design? Perhaps the most famous designers are fashion designers; explain that here we are not talking about fashion products. Ask Ss if they can identify the four products pictured. (If they cannot, do not explain but ask them to find the answers in the listening.) Ss listen to Julie Reynolds and identify the name of each designer in the pictures and products they have developed.

Jonathan Ive (first picture): Apple iMac, iPod
Trevor Bayliss (second picture): wind-up radio, wind-up flashlight (both powered by being wound up rather than using electricity)

Listening 1 2

Ss listen again and answer the questions.

- 1 b 2 a 3 b 4 c 5 a

Speaking, page 131

Ask Ss to discuss the effect the work of Ive and Bayliss has had. Encourage them to give reasons for their views. Focus particularly on the fact that Ive's work looks superficially as if it is about image only, whereas Bayliss's designs have changed people's lives. Draw a line representing a continuum on the board. Put the name of a famous fashion designer (image only) at one end and put Bayliss towards the other end. Elicit the names of other designers and innovators and put them at the appropriate places on the line. Do Ss think any of them are genuine innovators who have changed the way we live?

Language check

Elicit some famous designs / innovations that have failed and write these on the board (e.g. Sinclair C5 car). Ask Ss why they failed. Then ask Ss to complete the following sentences:

They should have ...
They shouldn't have ...

Use this to lead into the use and form of past modals. Ask Ss to read the information and example sentences on page 132. Check Ss' pronunciation (ensuring Ss realise that *have* is contracted in speech to 've and is unstressed). Check also that Ss know how the negative of past modals is formed and pronounced.

Coursebook, Grammar reference, Past modals, page 159

Practice

Ss are going to read about Iridium, a communications network planned before mobile phones appeared on the market. Have Ss heard of it? Do Ss know any other failed telecommunications ventures? Ask Ss to read the text quickly and summarise why Iridium failed. Then Ss read the text again and complete the sentences below it using past modal forms (positive or negative) of the verbs given. In feedback, ask if Ss know of any other companies that made similar mistakes.

- 2 shouldn't have spent
- 3 should have known
- 4 should have stopped
- 5 should / could have designed
- 6 should have charged
- 7 should / could have conducted
- 8 shouldn't have wasted
- 9 shouldn't have miscalculated

Speaking, page 132

Ss have so far been using past modals to comment on the actions of others. Now ask Ss to evaluate or comment on their own past actions. Ss work in pairs. They think of one past decision each of them have made and discuss how they could / should have acted instead. Encourage pairs to ask each other questions. Monitor and give feedback on Ss' use of past modals.

Optional activity

Extend the previous activity. Ask Ss to write a list of ten mistakes (or unwise decisions) in their lives. Ss read their list to their partner, commenting on each one, e.g. *I chose the wrong subjects at school. I should have studied law.*

Workbook, page 62

Career skills

Point out that as we have seen, past modals can be used to give feedback. *Should have* is often used for criticism. *Could have* and *might have* can be used to give advice after the event or to criticise (depending on tone of voice). A number of other phrases can also be used – to praise / congratulate or criticise / suggest improvement. Elicit situations where Ss have had to give / receive feedback on performance. How did they feel in both roles? Ss then read the Career skills information and phrases and put the phrases into groups (praise and criticism). Also ask Ss to suggest endings, e.g. *How come you weren't able to complete the project on time?*

Praise

I'm really impressed.
You've done a fantastic job.
No-one could have done a better job.

Criticism

I'm a little disappointed.
How come you weren't able to ...?
Don't you think it would have been better if you'd ...?
Couldn't you have ...?
I don't think you should have ...

Optional activity

Ask Ss to think up a scenario, e.g. an appraisal, in which one person gives negative feedback to the other. Ss role-play the scenario using strong language of criticism. Ask Ss whether this would result in the expected improvement. Then ask Ss to role-play the scenario again using more diplomatic language of criticism. How do Ss think the change of language would affect the scenario?

Listening 2

Ask Ss to listen to three conversations and decide in which conversation they hear praise, pointing out of minor weaknesses and stronger negative feedback. Then ask Ss to listen again and pick out the language used for giving positive and negative feedback. Ss can check their answers in the audioscript on page 176. Ask Ss what they think is taking place in the photo (an appraisal). Ask about their experiences of appraisals. Ask what sort of strategy and language the appraiser used.

Conversation 1: praise, **Conversation 2:** negative feedback, **Conversation 3:** minor weaknesses

Practice 1

Ask Ss to consider the questions in relation to their own performance in a project. They may wish to make notes.

Practice 2

Then ask Ss to interview each other in pairs about the project. Encourage them to ask each other questions using past modals (e.g. *What would you have done differently?*).

Culture at work

Ask Ss to read the information about giving praise and discuss the questions. Ask Ss about their own culture and about other cultures they know well. You may find it helpful to look at the Culture at work table from page 71 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.

	Individual praise	Group praise
Individual feelings	It is acceptable to single out an individual for special praise: the person chosen feels proud.	Showing favouritism is avoided: the person chosen feels embarrassed.
Bonuses	Pay rewards and even promotion are given for individual success.	Rewards or bonuses are shared amongst the group.
Motivation	Individuals are motivated to work for personal achievement.	People are motivated by the strong morale of the team.
I or we?	People say, 'I did this.'	People say, 'We did this.'

Skills book, Culture at work, page 71

Teacher's book, page 172

Dilemma

Ask Ss to brainstorm entrepreneurs they know and entrepreneurial ventures they are aware of. What makes these entrepreneurs and ventures successful? Then ask Ss to read the brief and project outlines and also the more detailed project details on page 145.

Task 1: Ss work in small groups and choose one of the projects. Explain that they are going to develop this idea and give a presentation about their project to the rest of the class. (Allow Ss to choose rather than being allocated a project; it will be difficult for them to give a good presentation if they are unconvinced of the project they are talking about.) Ss use their imaginations to flesh out the details of their projects and take notes. Ensure that Ss have followed the structure given (1 outline, 2 features, 3 who will benefit, 4 how they will use any prize money).

Task 2: Once Ss have fleshed out the details of their project following the headings, they should discuss how to structure their notes into a short presentation (perhaps involving visual aids). You may wish to ask Ss to refer to the photocopyable Presentations preparation framework on page 186. Encourage Ss to write a structure and notes only rather than writing out their presentations in full. However, it may be a good idea to plan out their introduction and conclusion in detail in order to be sure of starting and ending with an impact.

Task 3: Ask one person from each group to present their project (or Ss may prefer to give a collective presentation). As Ss listen to the other groups, they should evaluate the other projects as if they were members of a jury or panel deciding on the best idea. In feedback, discuss which project sounds as if it will be most successful.

Teacher's book, Presentation preparation framework, page 186

Decision

Ask Ss to listen to Candy McQuire talking about how she would evaluate the new business venture presentations. As well as bright ideas and a good presentation, what are the four aspects of the new business that Candy is interested in?

Write it up

Ss are going to write a formal letter to the winning project team as if they are a member of the jury. What do Ss expect to be in this letter? (e.g. news that the team has won the TechStart prize, a summary of what this means, the reasons why the team won, feedback on the product, feedback on the presentation). You may wish to ask Ss to prepare the letter in class and complete it for homework. Give each S a photocopy of the Writing preparation framework from page 188; use the Writing focus (Writing focus: Letters) on the next page to link the use of the framework and the Style guide as Ss plan their writing.

Writing focus: Letters

- First be clear about the perspective you are writing from.
(In this case, Ss represent the jury / panel which has decided on the winning team.)
- Every time you start to write, you need to ask yourself two questions:
 - What is the purpose of this piece of writing?
 - Who am I writing to?*(Here Ss are writing to the winning team to congratulate them and inform them that they have won – and what this means. Ss also need to give feedback on why the team has won and practical details about what happens next.)*
- 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. A possible structure for the body of the letter is as follows:*
Opening: Reason for writing [congratulations and news]
Body [part 1]: Information about winning the prize
Body [part 2]: Feedback on the project and presentation
Reference to future action
Standard closure.)
- 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. However, the letter should not be over-formal. It needs to be clear, concise and easy to read. Writing 4 in the Skills book looks at formal correspondence; you may find the related teacher's notes on pages 163 helpful.)
- 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.)
- Now go ahead and plan the letter. Then write the letter.
- When you have finished, check your writing for: logical structure, clarity of ideas, accuracy of language, appropriateness of style.

- Style guide, Letters, 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 163

Use the sample letter in the Letters section of the Style guide as a model answer. It awards the prize to the Rainbow Systems project. However, it does not give concrete feedback as instructed in Write it up; nor does it mention any of the factors which Candy McQuire believes are so important for a successful venture. You may therefore wish to suggest that Ss separate out the final sentence of the model answer to start an additional feedback paragraph similar to the following:

As president of the jury I would like to say that we were all very impressed with the outstanding quality of the Rainbow Systems project. Not only did you demonstrate that there is a clear need and market for your extremely innovative product; you presented an impressive understanding of the project planning necessary to guarantee a return on investment within a specific period. The jury also found your presentation clear, well-structured and professional.

Coursebook Glossary Test: Answers

- | | | | | |
|------|------|------|------|------|
| 1 D | 2 C | 3 B | 4 B | 5 D |
| 6 C | 7 C | 8 B | 9 B | 10 A |
| 11 A | 12 B | 13 B | 14 B | 15 C |
| 16 C | 17 C | 18 B | 19 A | 20 C |
| 21 D | 22 A | 23 C | 24 D | 25 C |
| 26 B | 27 B | 28 B | 29 B | 30 A |
| 31 B | 32 C | 33 A | 34 A | 35 B |
| 36 C | 37 A | 38 A | 39 B | 40 B |
| 41 A | 42 D | 43 D | 44 D | 45 A |

Coursebook Review: Answers

Review 1: Answers

Language check, page 31, Present simple and continuous

- 1 manufactures 2 starts 3 doesn't finish
 4 is looking 5 is taking 6 know
 7 is going 8 aren't moving

Language check, page 31, Articles

- 1 The 2 Ø 3 an 4 the 5 a 6 Ø

Language check, page 31, Future forms

- 1 takes / is taking / is going to take / will take
 2 won't work
 3 is leaving
 4 'll sort
 5 're having
 6 are going to do / are doing
 7 are launching
 8 'll get

Language check, page 31, Consolidation

- 1 Ø 2 produces 3 supplies
 4 the 5 isn't doing 6 a
 7 a 8 Ø 9 is delivering
 10 starts 11 is going to 12 is building
 13 will 14 is going to 15 is going to

Vocabulary check, page 32 **1**

Companies: entrepreneur, shareholder, producer, hierarchy, subsidiary

Leadership: delegate, subordinate, authority, supervise, task

Strategy: forecasts, threat, growth, planning, opportunity

Vocabulary check, page 32 **2**

- 1 entrepreneurs 2 opportunity 3 shareholders
 4 growth 5 supervises 6 Planning
 7 task 8 producers

Career skills, page 32, Talking about your job

- 1 d 2 a 3 b 4 c

Career skills, page 32, Getting things done

- 1 a: I'm really getting behind with that new proposal. I'll never get it done on time.
 2 b: Is that the one for the Spanish office? What seems to be the problem?
 3 a: I've got too many other things to do. I don't suppose you could give me a hand with it?

- 4 b: Sure, what exactly can I do to help?
 5 a: It'd be great if you could have a look at the prices and check my figures.
 6 b: That's fine. I'll do that today. Anything else?

Career skills, page 32, Short presentations

- 1 d 2 a 3 b 4 c

Review 2: Answers

Language check, page 57, Present perfect and past simple

- 1 has been 2 has reached 3 has had
 4 took over 5 has performed 6 has fallen
 7 opened 8 produced 9 has relied on
 10 has shifted

Language check, page 57, Modal verbs of likelihood

- 1 could / may / might already be too late
 2 may / might / could be possible
 3 CORRECT
 4 CORRECT
 5 Can / Could you read the report
 6 must / should be stopped soon

Language check, page 57, Comparatives and superlatives

- 1 latest 2 CORRECT 3 more
 4 tougher 5 easier 6 CORRECT
 7 lower 8 fewer 9 CORRECT
 10 worst

Language check, page 57, Consolidation

- 1 has increased 2 were
 3 have become 4 more critical than
 5 have started 6 will
 7 has been 8 more cynical
 9 better 10 should
 11 may 12 will
 13 will 14 new

Vocabulary check, page 58 **1**

- 1 B 2 A 3 B 4 C 5 A
 6 B 7 A 8 A 9 A 10 A

Vocabulary check, page 58 **2**

- 1 set up 2 call off 3 look after
 4 get ahead 5 step down

Career skills, page 58, Evaluating performance

- 1 d 2 c 3 b 4 a

Career skills, page 58, Predicting consequences

- 1 as a result of 2 due to 3 resulted in
4 lead to 5 caused by

Career skills, page 58, Considering alternatives

- 1 quite 2 smaller 3 as
4 so 5 CORRECT 6 more
7 CORRECT 8 a 9 CORRECT
10 has

Review 3: Answers

Language check, page 83, Conditionals 1 and 2

- 1 continue / won't make
2 went / 'd certainly find
3 wouldn't buy / weren't
4 doesn't show / will ask
5 'd apply / had
6 were/ 'd step

Language check, page 83, Adjectives and adverbs

- 1 striking 2 dramatic 3 fast
4 sharply 5 slow 6 quickly
7 surprisingly 8 disappointing 9 slightly
10 steady

Language check, page 83, Relative pronouns

- 1 whose
2 that / which / no relative pronoun
3 that / whom / who / no relative pronoun
4 who / that
5 which
6 who / that

Language check, page 83, Consolidation

- 1 that / who 2 respect 3 will
4 will 5 which 6 dramatically
7 increased 8 whose 9 will
10 rise 11 continues 12 are
13 will they 14 plummeting 15 who

Vocabulary check, page 84

- 1 B 2 A 3 C 4 A 5 A
6 C 7 A 8 C 9 A 10 C

Career skills, page 84, Making suggestions

- 1 Why don't you
2 If I were you
3 How about
4 you might be better off / how about

Career skills, page 84, Referring to visuals

- 1 steady climb (b) 2 nosedive (f) 3 soar (a)
4 peak (c) 5 slide (d) 6 gradual increase (e)

Career skills, page 84, Small talk

- about, lots, be, ago, true, much, it, at, more

Review 4: Answers

Language check, page 109, Conditionals 1-3

- 1 find / won't buy OR found / wouldn't buy
2 would shop / were
3 'd seen / wouldn't have bought
4 didn't exist / would have
5 don't patent / will do
6 want / we'll
7 wouldn't have been / hadn't appeared or
won't be / doesn't appear
8 would buy / weren't
9 would have sold / hadn't taken
10 were / wouldn't buy

Language check, page 109, Gerunds and infinitives

- 1 coming 2 to help 3 Developing
4 to organise 5 buying 6 to find
7 to save / saving 8 to imagine

Language check, page 109, Modal verbs of obligation

- 1 can 2 must 3 will 4 don't have to 5 could

Language check, page 109, Consolidation

- 1 could 2 didn't have 3 being
4 Repaying 5 should 6 to pay
7 had cancelled 8 would have encouraged
9 lending 10 cutting 11 shouldn't
12 to stop 13 have had to 14 gathering

Vocabulary check, page 109 1

- 1 A 2 A 3 B 4 B 5 A
6 C 7 B 8 C 9 B 10 A

Vocabulary check, page 109 2

- 1 deceptive 2 forged 3 bribes
4 demonstration 5 fraudulent

Career skills, page 109, Giving reasons

- 1 is to 2 because 3 As
4 given 5 so that

Career skills, page 109, Making and responding to proposals

- 1 I can't make it
2 I'll see you
3 as you want
4 in the afternoon
5 Would five o'clock be OK?
6 are you / were you thinking of
7 interested
8 There's no way

Career skills, page 109, Making a case

- 1 d 2 e 3 c 4 b 5 a

Review 5: Answers

Language check, page 135, Reported speech

- 1 if I could find ...
2 (that) she was looking ...
3 (that) I would take ...
4 (that) the thing they had hated most was ...
5 (that) I had seen something no one else had noticed.
6 wouldn't be able ...

Language check, page 135, Passives

- 1 All my mail is sorted by my assistant in order of priority.
2 Risks have to be taken in a business like this one.
3 Last year over 1,000 email messages a day were sent.
4 Only one means of communication should be used per message.
5 Discussions have been held on the subject of privacy.
6 Extensive trials will be carried out by the marketing department before the new product is launched.

Language check, page 135, Past modals

- 1 She should have come at nine.
2 He should have arrived ages ago.
3 The market might not have been ready for the product.
4 I could have gone to Spain for longer.
5 It could have been better organised.
6 He might have made a mistake.

Language check, page 135, Consolidation

- 1 get 2 should
3 to forget 4 may still happen
5 being towed 6 is embedded
7 a flying car 8 was introduced
9 was never produced 10 would be offered
11 is / was 12 is
13 was displayed 14 had shown

Vocabulary check, page 136 1

- 1 B 2 A 3 C 4 C 5 B
6 A 7 B 8 A 9 B 10 C

Vocabulary check, page 136 2

- 1 innovation 2 inform
3 production 4 design
5 communication 6 invention / inventor

Career skills, page 136, Summarising

- 1 what she was trying to say was
2 he told me that
3 He reckons
4 she was going on and on about
5 The important thing is

Career skills, page 136, Dealing with questions

- 1 b 2 d 3 a 4 c

Career skills, page 136, Reviewing achievement

- 1 the 2 for 3 areas 4 time 5 been

Photocopiable resource 1.1: email recommendation framework

From:
Date:
To:
Subject:
Dear ... / Hello / Hi
I am writing about /concerning / to / in order to ...
In our opinion the best option is ... / We recommend that ... / In our view the best idea is ... / We suggest that we choose ...
There are several reasons for this choice / The reasons for this are as follows / This is because ...
Yours sincerely / Yours faithfully / Best wishes / Best regards / Regards

Photocopiable resource 1.2: Company profile

Company name	
Type of company e.g. multinational	
Area of business	
Product(s) / service(s)	
History	
Other e.g. structure, key personnel	

Photocopiable resource 2.1: Card activity (collocations)

take	make	a deadline
take	make	an objective
take	make	an example
take	make	a call
meet	set	a judgement
meet	set	the cost
meet	set	a mistake
meet	set	a profit / loss
an opportunity	a need	a point
a position	a kimit	a precedent
a chance	expectations	

Photocopiable resource 5.2: Development project plan

Project:			
Objective of project:			
Total budget requested for project:			
Action	Brief description of action	% of budget allocated	Approved (yes / no)
1			
2			
3			
4			
5			
Summary of approval and budget allocation:			

Photocopiable resource 6.1: Planning a trade fair

Name and description of the exhibition / trade fair	
Name and description of your company / department	
Your objectives	
Benefits of participation in an exhibition / trade fair over other forms of marketing	
Exhibition team	
Design of the stand	
Stand information	
Publicising your participation	
Briefing the stand team	
Capturing visitor data	
Measuring success	
Following up inquiries	
Other considerations	

Photocopiable resource 7.1: Card activity (conditional dialogues)

No – but if I hear something, I'll let you know.	I suggest calling an immediate meeting to announce the job losses.	I'm convinced it's a great idea to move production to the Philippines.	I agree. I think we'd be able to save 40% if we outsourced IT support.
Well, would you go if we offered you a higher salary?	Have you heard the rumours about layoffs because of outsourcing?	I really don't want to go to India to set up the pilot project.	We have to start cutting costs in the department.
I think it might be better if we waited a few days until we had a redundancy package to offer.	What do you think we should do about cutting our call centre costs?	Well, if I were you, I'd transfer your call centre work overseas.	But if we go ahead with these plans, there'll be industrial action.

Photocopiable resource 7.2: Card activity (conditional questions)

your turn	your turn	your turn	you win the lottery
your boss swears at you	your colleague tells a lie about you	your boss asks you on a date	you lose your job
a colleague who is less capable than you is promoted above you	you see a colleague steal some office equipment	someone complains to your boss about your work	the systems in your department are inefficient
you are bored with your job	your boss takes credit for your work	colleagues interrupt you constantly and stop you from completing an important piece of work	you identify an unsafe practice at work
a competitor offers you money for confidential information about your work	you oversleep and cannot get to work in time	you have more work than you can deal with	you decide your salary is too low

Photocopiable resource 8.1: Card activity (financial vocabulary)

overheads	revenue	dividend	gross profit
retained profit	interest receivable	profit and loss account	financial statements
turnover	fixed assets	operating profit	shareholder
auditor	balance sheet	rebate	income
debt	outgoings	fraud	insider trading
bankrupt	budget	performance	bottom line
creative accounting	share price	forecast	actual

Photocopiable resource 10.1: Card activity (opposites / prefixes)

il-	un-	im-	in-
productive	moral	legal	profitable
willing	legitimate	ethical	possible
visible	perfect	specific	vulnerable
authorised	significant	satisfactory	competitive
co-operative	reasonable	accurate	acceptable

Photocopiable resource 8.2: Card activity (report writing phrases)

Introduction	Development	Conclusion	
			This report sets out to ...
It appears (clear) that ...	Therefore, we recommend that ...	To summarise, ...	The results indicate that ...
These measures result in ...	By ..., we can expect ...	This report aims to ...	In conclusion, ...
The report summarises ...	Our recommendations are as follows: ...	These actions will generate ...	As requested at the board meeting of 2 January 2005, this report outlines ...
The chart below shows ...	This report is divided into three sections	We (would) recommend / suggest / propose ...	As can be seen in the chart below, ...
Given ...	Research has revealed that ...	Our findings indicate that ...	In order to ..., we recommend ...
Investigations have shown that ...	This report is based on ...	It is recommended that ...	In this report we will review ...

Photocopiable resource 9.1: Dos and Don'ts of CV writing

Do	Don't
<p>Do remember that your resumé is aimed at professionals with little time. Make it easy for them to see that you are a strong candidate.</p> <p>Do keep your CV to a reasonable length. One page is almost certainly too short; three pages is probably the upper limit.</p> <p>Do use a clear layout, without too many special effects. If you want to use bold text, feel free – but keep in mind that the ultimate goal is to make the CV a quick read.</p> <p>Do use reverse chronological format. Be brief about your earliest assignments so you can describe more recent roles in greater detail.</p> <p>Do keep the style crisp. It's usually best to write in the third person without pronouns, and to start sentences with action verbs. Choose <i>Led a major product launch over I was involved in . . .</i></p> <p>Do describe your role and responsibilities, e.g. <i>Reported to the CEO and led a total team of 200 with seven direct reports.</i></p> <p>Do make your achievements quantifiable whenever you can. If you launched Product X, add that the launch generated new revenues of \$22 million over two years. Don't leave the reader needing to guess at your importance.</p> <p>Do explain all significant breaks in your career or education. Recruiters hate unexplained gaps.</p> <p>Do check thoroughly and carefully. Then check again. Spelling mistakes, typographic errors and inconsistent dates are even more damaging at a senior level than to a recent graduate.</p>	<p>Don't lie or exaggerate. It's much easier to check qualifications these days. You'll ultimately be caught out, and then what was a small untruth is likely to ruin your chance of success.</p> <p>Don't be tempted to make the font smaller or reduce the margins to get more information in. Keep it easy to read. If you need to say more, ask yourself if the extra detail really adds value.</p> <p>Don't use exaggerations and generalities. (It's strange how many CV writers are born leaders and strategic thinkers with superb communications skills!)</p> <p>Don't include long lists of obscure courses you've attended on how to be a better time-manager. But do include details of higher education degrees, such as MBAs.</p> <p>Don't include pages of obscure testimonials, references, newspaper cuttings and brochures.</p> <p>Don't assume that the recruiter knows about the company. Do include a brief description, e.g. <i>Microsoft is a global software company with a multi-billion dollar turnover.</i></p>

Adapted from The Economist 13 February 2004 (www.economist.com)

Photocopiable resource 11.1: e-commerce website evaluation

Name and url of e-commerce website:		
	Comments	Rating (0- 10)
Design How attractive and clear is it?		
Usability How clear is the navigation?		
Accessibility Are there any technical problems accessing any parts of the website?		
Speed How fast is it to click through the pages?		
Security Can users give personal and financial details with confidence?		
Other comments		
RATING Total score out of 50		/50
RECOMMENDED? Yes / No?		

Photocopiable resource 12.1: Card activity (lobbying collocations)

Decide on the most effective way to get media	farming find export crops more profitable.
The government has increased its foreign	coverage to communicate your message.
Major charities have criticised tariff	countries by offering your support.
For some years we have campaigned for debt	barriers against imports from poor countries.
We wish to draw attention to the poor working	relief for the poorest countries of the world.
Stop the exploitation of children in sweat	release that you will need to provide.
Help the people in developing	conditions of millions of people.
Activists worldwide are working to put third	shops by boycotting the goods they make.
People who traditionally live by subsistence	world debt at the top of the government agenda.
TV stories about your campaign will use a news	aid as a result of pressure from lobby groups.

Photocopiable resource 13.1: Card activity (voicemail scenarios)

<p>You want to invite the other person for lunch. Suggest where to meet and when.</p>	<p>Your car has broken down and you will be late for the meeting that is planned. You would like the other person to phone you on your mobile.</p>	<p>Suggest holding a meeting. Propose a date, location and time and ask the other person to contact you.</p>
<p>You are returning the other person's call. You are out of the office at the moment but will be back later today.</p>	<p>You have travelled for one hour to a meeting and have just discovered it has been cancelled. You would like the other person to call you to clarify.</p>	<p>You are just about to go into a meeting but you realise you have forgotten to bring with you some important information. Ask the other person to send you the information you need.</p>

Photocopiable resource 14.1: Card activity (passives)

ask	make	do	buy
reduce	send	tell	distribute
prepare	bring	transport	install
find	remove	organise	cancel
receive	delay	access	track

Unit 1: Meet business partners

UNIT OBJECTIVES

Skills:	Introduce yourself Talk about your job Meet a new business partner
Language:	Present simple and continuous
Culture at work:	Hierarchy

effectiveness / good uses of language and also mistakes / areas of difficulty. Afterwards, ask Ss if they found out anything unexpected 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 exercise.

What do you say?

Ss match the expressions for greetings and introductions and compare their answers in pairs. Check Ss' answers and elicit more expressions to match the functions. (See Language focus below.) Check Ss are comfortable with the pronunciation of the phrases. If there is time, get Ss to perform mini role-plays using the expressions.

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

Other possible expressions to match the functions

- How do you do? Nice to meet you.
- Could you repeat your name?
- Hello. How are things?
- It's good to meet you in person after all this time.
- It's been a long time, hasn't it?
- My name's Gary Brant. I'm a project manager.
- This is Julia. She works in production.
- I don't think we've met.

Optional activity

Develop Ss' awareness of the formality / informality of the expressions for greetings and introductions. Tell Ss that most of the expressions used here are neutral or slightly informal. Can Ss identify any expressions which are more formal? (*How do you do? Pleased to meet you.*) Can Ss identify any words or phrases which are informal? (*Nice to meet you.*)

Language focus:

Greetings and introductions

The correct response to *How do you do?* is also *How do you do?* This expression is rather formal.

We often respond to greetings by using the same words and adding *too*.

Good to see you. Good to see you too.

Sometimes we use alternative words to say the same thing. *Pleased to meet you. Good to meet you too.*

- Meeting new business partners may include the following:
 - Greetings and introductions
 - Making small talk (flight / journey / hotel / weather etc.)
 - Making small talk about jobs or the company
 - 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 meeting new business partners 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).

Task 1

Introduce the topic of the lesson: meeting new business partners. Ask Ss to walk around the room greeting the other Ss, introducing themselves, and asking and answering questions about their companies / jobs. 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. If Ss all work for the same company, ask them to ask and answer questions about their different departments. Note down examples of

Task 2

Before Ss do Task 2, elicit possible questions and answers when talking to a new business partner about their company / job. Check Ss can correctly use expressions such as *I'm in charge of...* / *My job involves...* (see Language focus below) and that they are confident about the use of the present simple and continuous to talk about facts / regular events and current activities / temporary situations. In pairs Ss ask one another the questions about their company / job. Then ask Ss to report back on their partner. Monitor Ss' use of present tenses and do additional work on present tenses if necessary.

Optional activity
Photocopiable resource 1.1 (page 176)
Ss with no work experience may find the task difficult and might find it easier to play a role. If so, prepare the role cards and give a card to each S.

Language focus: Talking about your job

Note the use of noun / -ing following prepositions and certain verbs:

I'm in charge of quality assurance.
I'm responsible for ensuring quality.
My job involves ensuring that we meet quality standards.

Optional activity
Photocopiable resource 1.2 (page 177)
If Ss need further help regarding the use of present tenses, do a card sorting exercise. The photocopiable resource consists of Set 1 (a set of header cards with example sentences) and Set 2 (a set of header cards with non-continuous verbs). Prepare both sets of cards for each pair. First, focus on the basic uses of the present simple and continuous. Elicit the uses of the two present forms. Then give a Set 1 to each pair. Ask Ss to identify the header cards then group the remaining cards under the appropriate headings. Clarify any misunderstandings and get Ss to think of further example sentences for each use.

Answers (Set 1)
Regular events: How often do you visit your clients? We meet every Tuesday. They don't usually reply to emails straight away.
Facts: Who does she report to? I don't work in a team. My company provides financial advice to clients.
Events happening now: Are you enjoying this seminar? We're working on a project to improve customer relations. They're not attending this meeting.


Temporary situations: He's not travelling so much while his health's not good. Are you offering discounts this month? I'm working at Head Office this week.

Then elicit the fact that some verbs are not usually used in the continuous form. Elicit the categories used on the header cards. Give a Set 2 to each pair and get Ss to do a similar sorting exercise. Once again, elicit example sentences.

Answers (Set 2)
Verbs of opinion / feeling: want, think, understand, mean, prefer, like
Verbs of the senses: taste, hear, see, feel, smell
Verbs of ownership: belong, have

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. You may wish to elicit useful phrases for checking understanding (e.g. *I'm sorry, I didn't catch that*).

 Skills book, Grammar reference: Present simple and continuous, page 83

Hierarchy

Hierarchy refers to the distance between different layers of staff and management in an organisation. Recently there has been a trend to restructure, removing levels of management and producing a flatter hierarchy, in order to cut costs and improve communication. Some organisations have also seen moves towards regrouping staff into project teams.

Culture at work


Draw an organigram on the board to introduce the idea of steep and flat hierarchy. Ask Ss which kind of hierarchy is common in their country and to suggest companies they know with each type of hierarchy. Ask Ss to give examples of things that might indicate hierarchy within a company, e.g. office size, parking spot, class of flight ticket, desk space, company car. Then ask Ss to look at the three categories about hierarchy on page 7 and to relate these categories to the companies they mentioned. Also ask Ss to think about their own company in terms of physical indicators of hierarchy and in terms of the three categories. Then ask Ss to complete their own culture profile about hierarchy on page 82. (Ss identify and mark with a cross where they believe their culture is situated on the line ranging from Steep to Flat. You may wish to ask Ss to write two marks on the line: a cross indicating

their organisational culture, and a circle indicating the culture in general in their country.) Explain that when meeting new business partners, Ss may come across hierarchies different to those in their own company. Which types of hierarchy, in Ss' opinions, generate better communication, more efficient decision-making processes, more promotion opportunities etc? Which type of hierarchy would they prefer to work in? NB: Be diplomatic as some Ss may be offended if it is implied that the hierarchy in which they work is not very effective.

 Skills book, Culture profile, page 82

What do you think?

Before starting the activity, ask what kinds of people visit the Ss' company and what Ss do when receiving such visitors. Ss then put the items in the list into a possible order and compare their answers in pairs before discussing them with the whole group. Are there any items Ss would not do? Would they add anything to the list?

 Skills book, Good business practice, Socialising, Meeting new business partners, page 60

Listening 1

Before playing the CD, explain that Ss are going to hear Paul Larousse visiting Lisa Guzman at head office. As they listen, Ss number the items in the list from the previous activity in the order Lisa does them. Play the listening as many times as necessary.

- 1 Greet the visitor with a formal greeting / Say good morning or good afternoon
- 2 Introduce yourself
- 3 Ask about their journey to your company
- 4 Invite your visitor to sit down
- 5 Offer something to drink
- 6 Ask about your visitor's company and work

Listening 2

Play the listening again, several times if necessary, for Ss to pick out the expressions Lisa used. Then refer Ss to the audioscript on page 105. Ensure Ss are happy with the pronunciation of the phrases.

Apologising: Sorry to keep you waiting.
Asking about Paul's journey: How was your trip? How long does it take from Canada?
Inviting Paul to sit down: Please – have a seat.
Offering something to drink: Would you like a cup of coffee – or tea?

Task 3



Check Ss understand each situation. Allow Ss time to prepare their roles in pairs and remind them of some key language. Monitor the pairs as they work through the situations.

Analysis, Task 3

Allow Ss time to reflect on the questions individually, then start a group discussion. Give your feedback on the Ss' performance. Refer both to effective language and any gaps / difficulties. Teach additional useful polite phrases that can be used when meeting a business partner, e.g. *I'm looking forward to working with you*.

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, Part 1
-  CD-ROM

Unit 2: Get things done

UNIT OBJECTIVES

Skills:	Talk about urgency Persuade people to do things Get things done on time
Language:	Modal verbs (<i>can, could, would, may, might</i>) Time phrases
Culture at work:	Being direct

It is usually important to do the following when trying to get things done:

- Define the task clearly
- Decide success criteria
- Be clear of the time-frame you are working to
- Know what resources are available (people, budget, knowledge etc.)
- Know how this task fits into the overall picture (Is the task important / urgent?).


Some tasks may be urgent, but not important. Some may be both important and urgent. Prioritising tasks can be difficult due to external pressures (e.g. pressure from clients).

Cultural attitudes in the following areas may affect how people get things done:

- Attitudes to time (Some cultures consider timescales to be very important and adhere to them at all costs, e.g. working long hours. Other cultures have a more casual attitude and consider work will be done when it can; other aspects of life, e.g. family life and holidays, play as important a role as work)
- Attitudes to uncertainty (Some cultures plan schedules rigorously to ensure that schedules are under control. Other cultures feel less need to plan in such detail)
- Levels of directness (See below).

What do you think?

Introduce the topic of the lesson: getting things done on time. Ask Ss the sorts of things they do to help them keep to deadlines and how they decide which tasks have the greatest priority. Write any key vocabulary on the board including different word forms, e.g. *priority / prioritise* and *urgent / urgency*. Then refer Ss to the list and ask them to tick the things they do. Collect responses, developing the discussion if time, e.g. how do they estimate the time needed for each task?

 Skills book, Good business practice, Meetings, Getting things done on time, page 79

What do you say?

Elicit from Ss what they could say to stress that something is urgent (e.g. *the deadline is today, we need it as soon as possible / by the end of today*). Then ask Ss to order the sentences from most urgent (1) to least urgent (5). Check Ss' answers. Draw Ss' attention to the time phrases *before, by* and *as soon as possible*. Explain that you will return to these later.

1 b 2 d 3 c 4 a 5 e

Listening 1

Ss now listen to someone trying to get something done: a sales manager organising a golf tournament. Check Ss understand the list of actions to be done and the plan. As Ss listen, they write the actions (a–g) into the plan. If Ss find this difficult, tell them simply to order the actions then copy the letters into the plan afterwards. Ss compare answers in pairs before you check the answers together.

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

Listening 2

Ss listen again, looking at the audioscript on page 105, and pick out language for talking about when things must be done. Move on to a review of the use of *by* and time phrases (*before, after, until* etc.) in time clauses with the present tense (see Language focus on the next page).

We want to fix it for the 10th of April – so we don't have much time.
This is urgent so we must do it right away.
We need to book as soon as possible.
We won't know exactly until we invite the customers.
By the end of February.
I'll tell the salespeople to send out the invitations as soon as we know the hotel.
We want to have coffee when the guests arrive.
Before we choose the menu for lunch we need to check.
I'd appreciate it if you could let me know the special requirements by the third week of March.
I'd like to get everything done before April if possible.
There's no rush – we can do that any time.

Language focus: Time clauses (with *by, when, before, until* etc.)

We use *by* to talk about deadlines.
It's important to get confirmation by the end of February.

When we use a verb to talk about future deadlines, we usually use *by the time* + present simple.
We'll need everything agreed by the time we meet.

We use the present tense (usually present simple) to refer to future time after the following words: *when, as soon as, before, after, until*.

I'll tell the salespeople to send out the invitations as soon as we know the hotel.
We want to have lunch when the guests arrive.
Before we choose the menu for lunch, we need to check special requirements.

We can use the present perfect if we want to stress that one action is complete before another starts.
We'll brief the sales team when we've agreed on all the arrangements.

Task 1

Ensure Ss understand that Action 3 (inviting the customers) and Action 4 (confirming the number of guests) have not yet been done – so action needs to be taken urgently. Allocate the roles to Ss in pairs (one is the Sales Manager and the other is the Conference Organiser from the listening) for Ss to discuss the action to be taken. Listen and provide feedback, focusing on the target language.


Optional activity

Photocopiable resource 2.1 (page 178)

This activity provides personalised practice in the use of time clauses using the correct tense. Give out a planning sheet to each S and a time limit. Ss think of a task and note it with the deadline in the band at the top. They then quickly note below five steps that need to be taken in order to meet this deadline. (If Ss simply list the steps chronologically, no complex language will be needed.) Ss then exchange their information without showing the planning sheet. They should use time phrases, e.g. *by, when, as soon as, before, after, until* to clarify the order in which things need to be done. (If they forget information, they can add it afterwards, e.g. *Before we do that, we've got to collect all the data.*) Encourage Ss to ask each other questions if anything is not clear. Monitor and give feedback on the language including the use of tenses.

Task 2

Ss are going to persuade others to help them meet their deadlines. Before Ss look at the language listed, write the request *Can you help me* on the board and elicit from Ss how this can be made more polite or more tentative (i.e. not taking the speaker's agreement for granted). Then point Ss to the phrases. Remind them that *mind* is followed by *-ing* and *I'd appreciate ...* is followed by *it*. Also refer Ss to the Grammar reference section on requests on page 87, drawing attention to typical responses (e.g. *That could be rather difficult*). Check pronunciation. When Ss are confident with the language of requests and persuasion, divide Ss into groups of four and distribute roles A–D on pages 98, 100, 102 and 104. Ideally Ss should not see the other roles. Remind Ss to try to use appropriate language for persuading and responding. Set a time limit. Listen and make notes for later feedback.

 Skills book, Grammar reference: Modal verbs, part 1, page 87

Optional activity

Before giving Ss the roles for Task 2, do some controlled practice of language for requests. Elicit six phrases for making a request ranging from direct and not particularly polite (1) to most indirect / polite (6). Write these in a column on the left-hand side of the board in the correct order from 1 to 6. Then elicit six requests (e.g. *open the window, attend a meeting instead of me, work overtime, lend me a CD*). Write these in a column on the right-hand side of the board. Now ask Ss to work in pairs and give a dice to each pair. Ss take turns to make and respond to requests, working down the list on the right. The language they use is determined by the roll of the dice, e.g. depending on the phrases Ss have suggested, Phrase 6 could be *I'd really appreciate it if you could open the window*. Ss then decide if they can think of a situation when this language would be appropriate. If they think it would not be appropriate, they modify the language. (In this case, the request may be too polite and tentative for the situation; *Could you open the window?* would be more appropriate.)

Analysis, Task 2

Allow Ss a few minutes to reflect on their performance of Task 2. Ss then report back on how effectively they persuaded their colleagues to help and the language they used to do this. Add feedback from your own notes.

Levels of directness

Indirectness is considered polite in British culture but may not be in other cultures. Cultural differences in levels of directness can cause difficulties as attitudes can be very deeply rooted. For example, a British person working in a shop may be offended by a non-native speaker saying *Give me a newspaper*; on the other hand, the standard British request *Could you give me a newspaper?* may sound ridiculous translated into Portuguese in Brazil. Differences in levels of directness can lead to frustration as well as causing offence. Therefore, when using English as an international language, it is important to bear in mind the culture of the person you are working with and the expectations they might have in terms of levels of directness. The language used to make a request may vary according to three factors:


- culture, e.g. Saudi and Dutch people communicating with different levels of directness
- relationship, e.g. boss to subordinate
- situation, e.g. asking someone to do something beyond their normal job.

Culture at work

Before Ss look at the table, ask them about their views on directness:

- *In your culture, is there a tendency to be direct or indirect?*
- *Can you think of any other cultures which are similar in this respect?*
- *Can you think of any cultures which are very different from yours in this respect?*
- *Give examples of experiences when you have noticed this difference.*
- *How did these experiences make you feel?*
- *Do you prefer to be direct or indirect?*

Then asks Ss to look at the table about being direct. Elicit further examples of direct / indirect language in English. Ensure that Ss realise that the language used to make a request is not only dependent upon culture (see Levels of directness above). Then ask Ss to complete their own culture profile about being direct 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.)

 Skills book, Culture profile, page 82

Task 3



Explain Ss are going to hold a short meeting to plan what is to be done when and by whom. Ss read through the task and the information about the three projects. Focus on the first project together as an example and encourage Ss to suggest answers to the questions in ovals. Only when they have thought about these questions can they start to plan the project. Divide the group into groups of 3–4. Point out the time limit, and that a different person should lead the discussion of each project. Remind Ss to try and activate some of the language they have been learning about getting things done. They should make notes in the table provided on page 101. Monitor the activity and take notes for use during feedback.

Analysis, Task 3

Allow Ss a little time to reflect, then ask for comments. Ss should focus on effectiveness. Then provide your own additional language feedback related to their points.

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, Part 1
-  CD-Rom

Unit 3: Make a short presentation

UNIT OBJECTIVES

Skills:	Prepare a short introduction Sequence points and make a summary Give a short presentation
Language:	Future forms
Culture at work:	Attitudes to time

This unit provides an introduction to making presentations. This skill is further developed in Units 6, 8 and 14. (It is also developed in Units 3, 8 and 14 of the Coursebook.) The following may be important when making a short presentation:


- Preparation (to ensure you have something to say and that you say it well)
- Clear structure
- Signposting (to help your listeners 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 whereas others may be comfortable with looser structuring. See Culture at work)
- Eye contact (It may be embarrassing if you make direct eye contact with individuals. Instead, it may be more appropriate to 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 positive; in other cultures it is inappropriate).

What do you think?

Introduce the topic of the lesson: making short presentations. Elicit possible topics of presentations and what Ss think makes an effective presentation. Refer Ss to the list on page 14. Ask Ss to tick those items they think are essential to include and discuss them. You may wish to expand on cultural differences relating to the use of jokes.

 Skills book, Good business practice, Presentations, Making an effective presentation, page 76

What do you say?

Elicit why the structure of a presentation is important. Point Ss to a possible structure as shown in the flow diagram on page 15. Ss match a phrase with each step. Check Ss' answers. Check Ss are comfortable with the pronunciation of the phrases, particularly sentence stress.

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

Task 1

Explain Ss are going to do a task involving the introduction to a presentation. Ensure Ss understand the situation with Leena and AYT.

Step 1: In small groups, Ss consider the questions and prepare the introduction to the presentation.

Step 2: Ss take turns to present to the other members of the group. During the presentations make notes on clarity, use of structuring phrases and future forms. Give feedback. Take this opportunity to review the future forms relevant to a presentation and the use of signposting (see Language focus on the next page).

- 1 Leena should say something like *My name is Leena Perttonen and I'm the marketing manager at AYT*
- 2 an overview of AYT
- 3 to give reasons why the Polish developers should choose AYT for its construction project
- 4 general information about AYT, AYT's international experience, reasons for AYT's success

 Skills book, Grammar reference: Future forms, page 84

Language focus:

Future forms in presentations

Presenters may choose different future forms in a presentation.

First I'll talk about the background to the problem (spontaneous decision)

First I'm going to talk about the background to the problem (personal intention; the presentation is well planned)

Alternatively, speakers may choose phrases with no future form.

First I'd like to talk about ... / First I want to talk about ...

The form used is generally a personal choice, rather than a matter of correctness. Typical mistakes (to be avoided) by non-native speakers in presentations are as follows.

~~*Now I move on to the reasons for this decision*~~ (incorrect use of the present to refer to the future)

~~*First I will tell you about the history of the company, then I will talk about the current structure of the company and finally I will move onto our plans for the future*~~ (over-use of will)

a Section 1 intro: So, let me start with the company.

b Section 1 ending: Well, that was some general information about the company.

c Section 2 intro: Now I'll move on to our international operations.

d Section 3 intro: And so to my final point: the reasons for our success.

e Summing up: So – to sum up.

Language focus: Signposting

A presentation can be made more effective through the use of signposting. Sometimes future forms are used for signposting. Useful phrases include:

So, let me start with... / Right, I'd like to start with... / To start, I want to...

OK, that was ... / So, that covers...

Now I'll move onto... / Moving onto... / Now, I'd like to move onto...

And so to my final point, ... / Coming now to my last point, ... / That brings me to my final point, ...

In addition to signposting, sequencing words can help the audience.

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

Divide the Ss into pairs. A looks at Presentation A; B looks at Presentation B. Ask Ss to suggest an appropriate order for the points in their presentation. Ss do not need to think of any detailed content.

Step 1: Ss think of and practise phrases for introducing and ending each section, using the information given in Presentation A or B. Ss simply link the points given, using signposting phrases (See Language focus above), e.g. *I'm going to start with our strategic objectives and plans for future growth ... OK, those were our strategic objectives. Now let me move on to the history of our company.*


Step 2: Now ask Ss to think of what they would include in their summary. Ss think of expressions to introduce the summary and link the points before practising in pairs. Ask some Ss to present to the whole group. Give feedback.

Attitudes to time

The concept of time can vary widely from culture to culture. For some people, time plays an important role and is watched carefully, e.g. arriving punctually to appointments, 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, lunches run overtime 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 structure their presentation, how they sequence their thoughts and how they follow the plan.

Culture at work

Ask Ss whether they have ever given a presentation that has run on longer than planned. How did the audience react? Do they think timing is an important aspect of giving a presentation? Do other cultures have the same opinion? Can they give any examples from their experience? Refer Ss to the table on page 17. Where does their culture fit? Then 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 Precise timing to Approximate timing. You may wish to ask Ss to write two marks on the line: a cross indicating their organisational culture, and a circle indicating the culture in general in their country.)

 Skills book, Culture profile, page 82

Task 3

Step 1: Using the framework (flow chart) provided on page 15, Ss prepare a mini-presentation about their own organisation. Pre-experience Ss may choose to a) talk about their college, b) do a presentation about a famous company that they know, c) work out a profile of an imaginary company as the basis of the presentation. Alternatively, set the preparation as homework, and Ss give the presentation in the next lesson.

Step 2: Ss give their presentations to the whole group (or to sub-groups if the class is large). Listen and take notes on good performance and areas of weakness.

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.

Optional activity

You may want to extend the presentation task. If so, consider using the Presentation preparation and feedback frameworks on pages 186 and 187.

-  Skills book, Units 6, 8 and 14, pages 28, 38 and 66
-  Coursebook, Units 3, 8 and 14, pages 29, 73 and 125
-  Teacher's book, pages 29, 60, 96, 138, 146 and 168
-  Video, Part 1
-  CD-Rom

Writing 1: Informal emails

UNIT OBJECTIVES	
Skills:	Get things done politely Sequence the points in your message
Language:	Articles

- 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 of language
 - The extent to which emails share the characteristics of other written correspondence.

- 📖 Style guide, Emails, page 18
- 📖 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? page 18 1

Introduce the topic. Ask Ss what sort of emails they write, for what purpose and to whom. Do they generally need to be polite in their emails? What if something is urgent or they need help? Then ask Ss to look at the emails and decide which email is more polite. Ensure Ss realise it depends on who they are writing to (the recipient). Ss decide which of the two emails is more polite. Then Ss look at the list of four recipients and answer the questions. Point out that B is more polite according to UK / US writing conventions; notions of politeness may be different in their own culture.

What do you think? page 18 2

Ss underline the polite phrases from Email B, then compare with a partner. Point out that writing politely does not just involve particular phrases; Ss need to consider what the reader will think is appropriate.

- 1 Email B is more polite. Email A could be written to a close colleague; however, Email B might also be written to a colleague in certain circumstances. Email B could be written to the other recipients. (See Language focus below.)
- 2 I know you're busy but ..., Is there any way you can ..., I'd really appreciate it

**Language focus:
Informality and politeness in writing**

Sometimes register (i.e. formality / informality) and tone (i.e. politeness / impoliteness) are confused – but they are different things. Email B is informal (*Hi Jean*, contractions, *really*, *Thanks*) but it is polite and the writer does not take the reader for granted; instead, the writer recognises that the reader is busy, makes a polite request and emphasises his thanks.

Email A is written to a close colleague. Therefore, the writer does not bother to write the recipient's name and is very direct. However, as all writing is open to interpretation by the reader, such directness could suggest lack of respect. Therefore, it is important to consider your reader when writing even a simple informal email.

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 ...?

📖 Teacher's book, page 126

Task 1

Before Ss start to write, ensure they understand the situation. *Consolidated figures* refer to the combined accounts from all divisions or subsidiaries. Elicit the level of formality needed and the appropriate tone. (You do not know Hella but she works for the same large company so you can be informal. However, you need to be firm but polite.) 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

Dear Hella
 I've just started working as assistant accountant at head office and I need the quarterly figures from all divisions at the end of the month for consolidation purposes. Is there any way you could send me the northeast division's figures by tomorrow? I'd really appreciate it.
 Looking forward to receiving the figures.
 Regards
 Mona

Optional activity

For homework, Ss write Hella's email in response.

What do you think? page 19 1

Ask Ss how many emails they receive each day. How do they decide which ones to read first? Collate ideas on the board. Refer Ss to the list of hints for making an email easier to read. Do they agree?

There is not a single correct answer. However, one of the most important things is to put important information near the start of the email. It is usually a good idea to keep the message short. If this is impossible, it is a good idea to use headings or to number points so that the reader notices individual sections.

What do you write? 2

Ss match the recommended sequence of points and jumbled message. Check Ss' answers. Do they agree the order is logical? Then ask Ss to organise the email into paragraphs. Elicit any informal elements of the email (contractions, *Thanks*). Then elicit examples of polite language (*I'm afraid I may not be able to*, *would it be possible to*, *please let me know if that's a problem for you*, *please note that*, *thanks for*, *I'm looking forward very much to*).

At the top: 1 Hello Ili
Para 1: 2 Thanks for sending the agenda for our meeting
 3 I'm afraid I may not be able to ...
 4 Would it be possible ...
Para 2: 5 You asked me to ...
Para 3: 6 I'm looking forward ...
At the bottom: 7 Best regards, Jacqui

Task 2

Ensure Ss understand the writing task and emphasise the importance of correct sequencing. You may prefer Ss to do the writing task as homework.

Suggested answer

Dear Jacqui
 Thanks for your message and the feasibility report. Yes, we could start the meeting at 9.00, but would it be possible to finish at 16.00 as I have an appointment later? Is there any way we can have a shorter lunch break so we could finish a little earlier?
 Looking forward to seeing you next week.
 Regards

Optional activity

You may want to extend the writing task. If so, consider using the Writing preparation and feedback frameworks on pages 188 and 189.

Optional activity

You may want to integrate further practice in writing emails with a review of an area of grammar: articles. Articles are complex and best taught over a number of lessons. Therefore, focus on only one particular area of difficulty regarding articles, such as the incorrect use of *the* with general plural and uncountable nouns when no article should be used (a typical mistake of French Ss, e.g. *the satisfaction with the product is high*). Review this area, referring Ss to the relevant section on page 94. Before the class, write an email including examples of the typical mistake. Give Ss a jumbled version for Ss to reorder the email, correct the use of articles and write an email in response.

📖 Skills book, Grammar reference, Articles, page 94

Unit 4: Achieve objectives

UNIT OBJECTIVES

Skills:	Set objectives Open a meeting Evaluate performance
Language:	Present perfect and past simple
Culture at work:	Fixed objectives or flexibility?

This unit provides an introduction to taking part in meetings. This skill is further developed in Units 7, 12 and 13. Participating in a meeting may mean different things and involve different roles. Meetings are not always formal with a printed agenda; nor do they always have an official chairperson. However, most meetings do have a leader of some kind. For those students who need to lead a meeting, the following may need to be considered:

- Having a clear agenda and planning what is to be achieved in the time (the objectives)
- Keeping an eye on the time
- Encouraging every participant to contribute
- Dealing with any disagreements
- Aiming to reach a clear decision or plan of action (who is to do what and by when)
- Summarising.

For those students who do not need to lead a meeting but need to be able to participate actively and effectively, the following may need to be considered:

- Being clear about the agenda and what is to be achieved (the objectives)
- Listening actively, checking and clarifying if necessary
- Offering ideas and opinions, giving reasons
- Reacting to the comments made by the other participants.

Cultural attitudes may have an impact on the following meeting-related aspects:


- Following a fixed agenda / objectives or allowing the meeting to evolve
- Spending time on small talk before the meeting or getting straight down to business
- Allowing interruptions during the meeting
- Holding the meeting in a social setting, e.g. the golf course.

What do you think?

Introduce the topic of the lesson: achieving objectives in meetings, with the main focus on opening a meeting and setting the objectives of the meeting. Ask Ss how often they or their colleagues go to meetings, how big the meetings generally are and whether they always have a clear purpose. (Ensure that pre-experience Ss realise they can also answer this question, e.g. with reference to gatherings at college.) Refer Ss to the exercise and the first two bullet points. As a group, brainstorm why people hold meetings and collate a list on the board. Develop any useful verb + noun phrases, e.g. *make a decision, clarify information*. Also elicit alternatives of similar meaning, e.g. *find a solution to a problem, solve a problem*.

Suggested answers

give or receive feedback, make a decision, find a solution to a problem, clarify previously received / given information, brainstorm ideas, agree on action

 Skills book, Good business practice, Meetings, Opening a meeting, page 78

Listening 1 1

Explain that Ss are going to hear part of a meeting. Ss listen globally and establish the purpose of the meeting. Ss check their answers with a partner then check the answer with the whole group.

To look at the different options for a performance-related pay scheme.

Listening 1 2

Explain that Ss are now going to focus on the language used to open the meeting. Refer Ss to the five steps and check comprehension. Ss listen and write the phrases used to introduce each step. Ss may need to listen several times. Allow Ss to check answers with a partner before you elicit answers from the whole group.

Step 1: Right – can we start?

Step 2: Good morning, everyone. Thanks for coming to this meeting. Do you all know Harriet Blofeld, my new personal assistant?

Step 3: Well – let me explain the background. As you know, ...

Step 4: Specifically, we've got three objectives: First ..., Second ..., And third...

Step 5: Joanna, would you like to start by explaining the different options?

What do you say?

Explain that various phrases can be used for Steps 1–5. Ss match the phrases with the steps. Check Ss are comfortable with the pronunciation of the phrases.

1 e 2 b 3 d 4 c 5 a


Flexibility

Ways of working vary between cultures. People from different backgrounds have different expectations about what is normal, which may lead to tensions. For example, while it is dangerous to suggest stereotypes, German business people would typically expect to have fixed objectives for a meeting or project and would feel the need to know the constraints they might be working under. On the other hand, Saudi business executives might feel rather constrained by such a way of working and might prefer to use meetings to become comfortable with their business partners before signing any agreements. NB Ways of working may be affected by organisational culture as well as national culture.

Culture at work

Start this activity with Ss' books closed. Draw an empty spider diagram on the board with *Ways of working* in the middle. On each arm write a heading from the left of the Culture at work table on page 22. Ask Ss to approach the board and write in an appropriate place any thoughts / comments they have about cultural differences in the way people work. Explain that Ss may come into contact with people from different cultures with different expectations about ways of working, which may affect the effectiveness of the meetings they attend. (However, point out that it is dangerous to stereotype and that of course individuals vary.)

Now refer Ss to the table on page 22 then ask Ss to complete their own culture profile about fixed objectives or flexibility on page 82. (Ss identify and mark with a cross where they believe their culture is situated on the line ranging from Fixed objectives to Flexible working.) Collect Ss' responses and encourage a group discussion. You may wish to expand the discussion to incorporate any other issues that were raised on the spider diagram at the beginning of this section.

 Skills book, Culture profile, page 82

Task 1


Ask Ss to read the problem at the bottom of Task 1 and check that they understand it. The meeting in Task 2 will be based on this topic.

Step 1: Divide the Ss into groups of 3–5. Ss follow the instructions and decide on their objectives for their meeting. Point out that each S should also decide an individual objective. Help the groups in their preparation as necessary.

Step 2: When the groups are ready, explain that they are going to report their objectives. Write the phrases from the book on the board and draw attention to the verb forms. Ensure Ss are confident with the use of the present perfect in the phrases *We've agreed ...* and *I've decided ...*. Also draw Ss' attention to:

We've agreed on + noun phrase *We've agreed to* + infinitive
I've decided that + verb phrase *I've decided to* + infinitive

See Language focus on the next page for differences between UK and US usage. Ask one person from each group to report back what they decided, using the key phrases on the board.

 Skills book, Grammar reference: Present perfect and past simple, page 85

Optional activity Photocopiable resource 4.1 (page 178)

This activity integrates practice of present perfect / past simple with a focus on cultural differences. Photocopy and distribute a worksheet to each S. Draw Ss' attention to the use of tenses: present perfect for the first general question followed by past simple for specific questions on where and when something happened. Ss work in pairs. Alternatively, allow Ss to mingle, asking one another questions in order to complete their worksheet. Ss feed back to the class any interesting information they have found. Draw Ss' attention to any grammatical errors and elicit corrections.



Language focus: Present perfect in UK and US English

The present perfect is used much more in British English than in US English. Whenever there is a connection with the present, the present perfect is used in the UK. In the USA, the past simple tends to be used instead.

- Have you sent out the agenda yet?* (UK)
- Did you send out the agenda yet?* (US)
- I've already done it.* (UK)
- I did it already.* (US)

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, Part 2
-  CD-Rom

Unit 5: Deal with problems

UNIT OBJECTIVES

Skills:	Explain and clarify a problem Predict consequences Suggest and promise action
Language:	Modal verbs (<i>can, could, would, may, might</i>)
Culture at work:	Dealing with unclear situations

 Skills book, Good business practice, Telephoning, Telephoning problems, page 80

Listening 1

Explain that Ss are going to hear a telephone call. Ensure that Ss understand the context: a Canadian company is going to start a controversial construction project in Africa. Ask Ss to listen to the first few sentences and focus on the language used at the beginning of a phone call. Ss answer the questions and check their answers with a partner before you check them. Get Ss to practise similar mini telephone dialogues before moving on to the rest of the listening.

- a Is that Dan McGuire?
- b Speaking
- c Hello, Dan. This is Robert.

Listening 2

Now play the whole telephone conversation once. Do not give Ss a specific task. Instead, ask them to see if they can understand the general meaning of the conversation in preparation for the next exercise.

Task 1

Step 1: In pairs Ss try to explain the problem described in the phone call (above) and prepare any questions they could use to clarify the situation. Note some of Ss' questions on the board and check Ss are confident with the pronunciation and intonation.

Step 2: The pairs take turns to ask the rest of the group their questions.

Step 1: Local farmers have changed their mind about the construction of the dam and are now protesting against it. Work is being held up as a result. If the army were brought in to move them, it would mean bad publicity for the company. If the company renegotiated the compensation paid to locals, it would delay the work and cost the company more money.

Step 2: Suggested questions
Can you clarify why some local farmers are protesting? Who are the foreigners who have joined the protest? Why doesn't the company want to bring in the army? Can you confirm your understanding of the action Dan is going to take?

Speaking on the telephone is different to speaking in e.g. a meeting as the speakers cannot (generally) see one another. The following may be important, therefore, when on the telephone:

- Ensuring you give your name and the reason for the call
- Giving additional information to help the other person understand what is happening, e.g. *I'm just looking for my notes*
- Checking and clarifying that you have understood
- Summarising and being clear about any action to be taken.

Cultural attitudes may affect the following:

- The use of names (Some cultures, such as in 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 problems are dealt with (See Culture at work).

What do you think?

Introduce the topic of the lesson: dealing with problems 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 kind of problems they might have. Collate ideas on the board concerning problems with phone calls. Refer Ss to the list of problems on page 24 and ask how Ss would deal with them. Ss match the problems with the expressions.

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

What do you say?

Explain that there are different stages to any dialogue which focuses on dealing with a problem. Refer Ss to the list 1-5 and ask them to match one or more phrases with each stage. Check Ss' answers and that they are comfortable with the pronunciation of the phrases. Draw Ss' attention to the language used for predicting consequences in the exercise (*That'll result in ..., It could be ..., It'll mean ..., It might ...*). Write these on the board and focus on language for consequences that are likely to happen and consequences that are less likely to happen. (See Language focus below.)

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

Language focus: Predicting possible consequences

We can use the following to predict the consequences of an event that is likely to happen.

<i>It / That</i>	<i>'ll / may / could</i>	<i>mean ...</i>
<i>It / That</i>	<i>'ll / may / could</i>	<i>result in ...</i>

We can use the following to predict the consequences of an event that is less likely to happen.

<i>It / That</i>	<i>'d / might / could</i>	<i>mean ...</i>
<i>It / That</i>	<i>'d / might / could</i>	<i>result in ...</i>

We use *will* or *would* to express certainty. We use *may* / *might* / *could* to express uncertainty.

Culture at work

Ss work with books closed. Ss have just listened to a problematic or unclear situation and have looked at some language related to it. Explain that different cultures react to unclear situations in different ways: some try to avoid them in the first place; some accept they happen and deal with them. Write on the board the three headings from the left of the table on page 26. Divide the class into two groups. Ask one group to think about cultures that avoid unclear situations and the other group to think about cultures that tolerate them, and to think of what that might mean for that culture in terms of the three headings (*Rules, Precautions and Strategies*). You may need to give an example (e.g. give the first line from the table). Ask a speaker from each group to summarise their group's thoughts to the whole class. Now refer Ss to the table on page 26 and open up a group discussion. Does the other group 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 dealing with unclear situations on page 82. (Ss identify and mark with a cross where they believe their culture is situated on the line ranging from Avoid unclear situations to Tolerate unclear situations.)


 Skills book, Culture profile, page 82

Task 2

Ss now have the chance to explain and clarify a problem in a role-play situation and predict the consequences of any action. Read the problem with the whole class. Ask questions about the ticket and email, e.g. *What time does Alex arrive in Barcelona? Where is the meeting going to be? Is it an important meeting? Why? / Why not?* Now divide the class into pairs and label each member Alex or Jo. Refer Ss playing Alex to page 98 and those playing Jo to page 26. Check they understand the situation. Allow Ss a few minutes to prepare, but discourage them from writing out their dialogue. Sit the pairs back-to-back to roleplay the situation. If possible, ask Ss to record themselves on a blank cassette. Make notes for 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.

 Skills book, Grammar reference: Modal verbs: part 1, page 87

Task 3

Read the problem and the email with the whole group. Check comprehension. Elicit from Ss the language form used to promise action (*will*) and write some example sentences on the board, e.g. *I'll call the customer and tell them what's happened. I'll ask the driver to check for damage.* (See the Language focus sections on the next page.) Divide the Ss into pairs, ensuring that those Ss who were the caller (Alex) in Task 2 are the other role (Charlie) in this role-play. Refer the callers to page 100. Allow Ss a little time to prepare but tell them not to write a script. Ss carry out the telephone call back-to-back again. (If the group is small and circumstances allow, ask Ss to carry out the telephone conversations using real telephones in separate rooms.) Monitor Ss' performance, making notes on effective use of language.

Language focus:

Suggestions and recommendations

We can use *shall* or *could* to make suggestions:

Shall I call the customer?
Perhaps we could talk to them?
Couldn't we contact them?

We do not use *to* with *suggest* or *recommend*. Notice the forms that we usually use.

Incorrect

~~*We suggest / recommend to take the following action.*~~

Correct

We suggest / recommend taking the following action.
We suggest / recommend (that) you take the following action.
We suggest / recommend (that) the following action is taken.

Language focus:

Promising action

We normally use *will* to promise action. The short form *'ll* is much more common in spoken language than the long form *will*.

I'll call you back soon. (spoken)
We'll try it out straight away. (spoken)
We will make every effort to solve the problem immediately. (written)

We can also use verbs which refer to the future.

We plan / expect / hope to solve the problem immediately.


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, Part 2

 CD-Rom

Unit 6: Make a recommendation

UNIT OBJECTIVES

Skills:	Introduce a visual Compare alternatives Make a recommendation
Language:	Comparatives and superlatives
Culture at work:	Factual or vague?

Unit 3 focused on opening a presentation and general presentation skills. This unit builds on those skills and focuses on the effective use of visual aids. (Unit 8 of the Coursebook has a similar focus.) Using a presentation to make a recommendation may involve the following:

- Making your point clearly
- Using visual aids effectively
- Comparing alternatives
- Making a recommendation
- Cultural issues (both national culture and organisational culture).

Some language-related cultural considerations when using visuals in presentations are:

- Flexibility of what is said in relation to what is shown. (See Culture at work in Unit 3. Some presenters may use the visuals as a general stimulus for what is said; others may explain each visual systematically)
- Use of factual or vague language (See Culture at work in this unit)
- Formality of language (This will vary according to culture and situation).


What do you think? 1

Introduce the topic of the lesson: making a recommendation in a presentation and supporting your recommendation with visuals. Elicit what this may involve (see the first five bullet points in the box above). Explain that the first part of the lesson focuses on the effective use of visual aids. Draw a pie chart, a bar chart, a line graph and a table on the board and elicit the names. Ask students what kind of visuals they have used or would consider using in a presentation and why they would choose to use each particular type of visual. Note any key vocabulary on the board e.g. *pie chart, to compare, to make a comparison*. Refer Ss to the visuals on page 28. Ss match the visuals with the messages. Elicit the correct answers.

a 2 b 1 c 3

What do you think? 2

Then discuss the questions about the visuals. Note the Ss' use of the comparative and superlative in order to return to this area later. There are no correct answers. Ask Ss to give reasons for their choices.

 Skills book, Good business practice, Presentations, Using visuals in a presentation, page 77

Task 1

Refer Ss back to the sentences summarising the message of each visual on page 28. Then ask Ss to work in pairs and prepare a sentence about each of the charts on page 29. Elicit and compare Ss' sentences.

A: The first chart shows a comparison of prices across three networks (Orange, O2 and Vodafone) of mobile phone calls to the UK from Australia, Spain and the USA.

B: The second chart shows a comparison of prices across three networks (Orange, O2 and Vodafone) of text messages to the UK from Australia, Spain and the USA.

Task 2

Draw Ss' attention to the phrases for talking about visuals. Check Ss are comfortable with the pronunciation of the phrases and expand vocabulary so that they can talk about a range of visuals, e.g. *column, row* (referring to charts), *segment* (referring to pie charts), *line, point* (referring to line graphs). Then ask Ss to work in pairs again. Ask them to look at the information about Allsop Trading and to decide which of the alternative mobile phone providers Allsop should choose and why. After some time, ask one or two Ss to explain their choice, referring to the charts and comparing the alternatives. Note Ss' use of comparatives and superlatives in preparation for the next activity.

Allsop will take a number of factors into account when choosing a mobile phone service provider. Their decision may take the following into account:

- From which countries do most staff contact the UK?
- Which is more common: phoning or texting?
- Can Allsop get a special deal (e.g. for bulk business) with one phone provider?

Since we do not know the answer to these questions, we can only point out the following:

- Texting is generally cheaper than phoning for all providers. Texting prices are roughly similar for all providers.
- One important thing to notice is that O2 telephone calls are more expensive than their competitors'. However, their text message service is often cheaper.
- In Chart A, we can see that phone calls from the USA are generally more expensive than phone calls from other countries. Orange offers the cheapest phone calls from the USA.
- If we look at the column on the right in Chart A, we notice that Vodafone's phone charges are higher than Orange's, except from Australia, where they are substantially cheaper.


Optional activity

Photocopiable resource 6.1 (page 179)

If Ss need to review the formation of comparatives and superlatives, use this card matching activity. Prepare a set of cards for each pair or small group. Ss work in pairs or small groups and match the cards to make pairs; the result should be sentences that fit according to grammatical accuracy and meaning. Draw Ss' attention to the formation of comparatives and superlatives with:

- *than* or *as*
- single syllable adjectives and longer adjectives
- adjectives ending in *-y*.

Then write on the board any mistakes Ss have made with comparatives and superlatives during the lesson. Ask Ss to correct the mistakes.

 Skills book, Grammar reference: Comparatives and superlatives, page 92

Listening 1

Explain that Ss are now going to hear a short presentation in which the telecommunications manager at Allsop compares the three alternatives. Ask Ss to listen to the CD and identify which supplier he chooses and whether he makes the same comments as they did. Play the CD more than once if necessary before eliciting answers.

Listening 2

Ss listen again and answer the questions. Elicit the correct answers.

1 Lee Jones recommends Vodaphone.

2 a So, in conclusion, I would recommend that we go with Vodaphone.

b He gives his reasons before he makes his recommendation. There are arguments for and against. Some would say before is more effective as the build-up leads to the recommendation. However, others would say the opposite approach is more effective by giving the audience something to link the reasons to, like a title on a page.

What do you say? 1

Check Ss understand what the table shows and point out the key. Elicit adjectives related to the nouns in the left-hand column:

Price – cheap / expensive
Weight – light / heavy
Image quality – good / bad
Time to download – quick / slow
Ease of use – easy / difficult.

Ask Ss to complete the sentences individually then compare in pairs. Give feedback to pairs.

Suggested answers

One advantage is that it offers the best image quality. Another is that it has more special features than the other two cameras. However, there is a slight disadvantage in that it is more expensive and heavier than the other cameras. But I would recommend the Snap Happy because it is cheapest, lightest and easiest to use of the three cameras. Also, the image quality is adequate for our needs.

What do you say? 2


Ask Ss to decide which camera they would choose to buy themselves and to be clear about their reasons. Allow Ss a couple of minutes to prepare to present their choice to their partner, but without writing a script. Ss present their choice, giving reasons by referring to the chart. Note the use of Ss' language to refer to visuals as well as their use of comparatives and superlatives. Give feedback to the class as a whole.

Culture at work

Ask Ss to read the information about factual and vague cultures. Ensure Ss understand the meaning of *modifiers* (i.e.

adverbs that modify adjectives, e.g. *it is quite high, it's a bit high, it's much higher, it's a little higher*). In order to check Ss' understanding of the concept, ask them to look at the pairs of sentences below the box and to identify which statement is factual and which is vague. Then ask Ss to think about their own culture in terms of factual or vague culture and to complete their own culture profile on page 82. (Ss identify and mark with a cross where they believe their culture is situated on the line ranging from Factual to Vague.) Ask Ss where they believe British culture is on this line. Point out that British speakers of English tend to use vague language, particularly when expressing criticism or disagreement. (See Language focus below.) Explain that when using English as an international language, it is useful to be sensitive to such differences between cultures. Failure to understand that another culture is more direct / factual than your culture (or the opposite) can lead to misunderstandings.

- 1 vague (*a bit, sometimes*)
- 2 factual (*four out of ten, more than 15 minutes*)
- 3 vague (*a little more*)
- 4 factual (*€60*)
- 5 factual (*two-thirds*)
- 6 vague (*most, seem to be, quite*)

 Skills book, Culture profile, page 82

Language focus: Using vague language to express criticism

In British English it is rare to express criticism or disagreement directly. Instead, vague language is often used in order to be polite.

Meaning	British English
<i>That's wrong.</i>	<i>That isn't quite right.</i>
<i>You made a mistake.</i>	<i>There seems to have been a bit of a misunderstanding.</i>
<i>It's too expensive.</i>	<i>It's a bit too expensive for us.</i>
<i>You're talking nonsense.</i>	<i>I can't quite understand the reasons for your decision.</i>

Task 3

Step 1: Explain that Ss will now use the language they have covered in this unit to make a presentation. Give them ten minutes to prepare a short presentation with supporting visual(s). The presentation should include comparisons and a recommendation. It may be a good idea to take magazines and advertisements into the classroom (so that Ss can find three computers / cars / holidays etc. to compare). If Ss are

going to present to the whole class, you may want to give them flipchart paper and pens, or OHP transparencies and pens.

Step 2: Ss present their comparison and recommendation to the group. Depending on time and individual Ss' ability, you might want to encourage the other Ss to ask the presenter questions. Note Ss' use of language, including their use of language referring to visuals, comparatives and superlatives, and vague or factual language.

Optional activity








You may want to extend the presentation task. If so, consider using the Presentation preparation and feedback frameworks on pages 186 and 187.

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.

-  Skills book, Units 3, 8 and 14, pages 14, 38 and 66
-  Coursebook, Unit 8, page 73
-  Teacher's book, Presentation preparation framework, page 186
-  Teacher's book, Presentation feedback framework, page 187
-  Teacher's book, pages 60, 127, 146 and 168
-  Video, Part 2
-  CD-Rom

Writing 2: Memos

UNIT OBJECTIVES






Skills:	Write a short memo Write a recommendation
Language:	Modal verbs / formal recommendations

Memos are used for internal communication. They are usually addressed to all staff or a particular group of staff; sometimes they can be used for formal communications addressed to an individual. They 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
- The tone of instructions or recommendations.

-  Style guide, Memos, 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? 1

Introduce the topic of the session: writing memos. Ask Ss whether they write and / or receive memos, and if so to / from whom and for what purpose (to inform staff, to remind staff, to reprimand staff, to make a recommendation etc.). Check Ss are clear about who writes memos to whom. What do Ss think about the type of language that should be used in a memo? Would it be similar to language in an email? Ss look at the memo and comment on layout only. (Ss should not read the content at this stage.) Give feedback. Ensure Ss notice that memos can have the label *Memo* to ensure the identity of the document is clear. Draw Ss' attention to the *To / From / Subject* headings and the lack of a signature.

There is a clear heading *Memo* to clarify the type of communication. The headings at the top are similar to an email (it is clear who the memo is for, who sent it and what the subject is). The body of the memo is divided into paragraphs.

What do you think? 2

Ss now read the memo, focusing on the content, and answer the questions.

- a the pay office
- b all staff
- c The payment of salaries will be delayed.
- d The company has a new computer system, which is causing problems and delays.
- e The problem will be solved in the next two or three days and payment will be made by the end of the month.

What do you think? 3

Ss then look at the language used in more detail and decide whether the memo is written in a formal or informal style. Write the following two categories on the board: *Vocabulary* and *Grammar* and elicit Ss' ideas. (See Language focus on the next page.) Point out that the memo uses the active rather than the passive as the company takes personal responsibility for finding a solution.

The memo is neutral / slightly formal (e.g. use of *inform* rather than *tell*, and *we will make every effort* rather than *we will try*). It is definitely not informal. (See Language focus on formal language on the next page.)

Unit 7: Brainstorm solutions

UNIT OBJECTIVES

Skills:	Define the problem Make suggestions and respond Evaluate suggestions
Language:	Conditionals 1 and 2
Culture at work:	Decision-making

Brainstorming aims to generate as many ideas on a given topic as possible by allowing people to suggest anything, however unrealistic it may seem. A brainstorming session generally works best if there is a facilitator, someone who encourages contributions and who collects the ideas. This person should take care not to affect the ideas in any way, such as by giving his / her own reaction to them. There are different ways of recording the ideas generated. Some companies / cultures use a flipchart or whiteboard; others use cards which can be grouped and pinned to a pinboard (known as Metaplan in Germany); others use mind maps. Note that some people avoid the term *brainstorming* as it can be used in a medical context to refer to a seizure; they prefer to use other terms such as *ideas storming* to refer to the spontaneous generation of ideas.

Cultural attitudes may affect the following:


- Willingness and speed in accepting that there is a problem which needs solving
- Being prepared to propose suggestions and offer opinions on others' ideas
- The decision-making process (see Culture at Work).

What do you think?

Introduce the topic of the lesson: brainstorming solutions. Before Ss open their books, elicit what might happen in a brainstorming meeting (during the brainstorming phase and afterwards). Write key ideas and vocabulary on the board, e.g. *generate ideas, be creative, value opinions, discuss advantages / disadvantages of the ideas, produce a shortlist, agree an action plan*. Ask Ss to open their books and ensure Ss understand the points in the list on page 34. In pairs Ss tick the points they agree with and change the wording of the other sentences so that they express their opinion. Encourage a group discussion if time.

Suggested answers

Ss may decide to amend points 3, 6 and 8 as follows:
3 It isn't necessary to have a leader at a brainstorming meeting – but it's necessary to have a facilitator (i.e. someone who makes sure that all ideas are heard and recorded but does not influence the opinions.
6 Don't discuss ideas until the brainstorming phase has finished.
8 Write down all ideas during the brainstorming phase. Don't evaluate the ideas until later.

 Skills book, Good business practice, Meetings, Holding a brainstorming meeting, page 78

Task 1

Explain that Ss will be listening to a brainstorming meeting. First, set the scene based on the case study on page 35: Springfield, a chain of department stores, has a problem; but do not say more about the problem at this stage. Ask Ss to read the case study individually. Ss should be able to guess the meaning of *to desert* from the context. Then Ss work in pairs to define the problem in two sentences using the prompts on page 34. Draw Ss' attention to two possible continuations of the phrase *the problem is ...* :

The problem is that + verb phrase
The problem is one of + noun phrase.

Give each pair a large piece of paper and pen, and then pin up Ss' answers on a board. Or during feedback, ask one S from each pair to write their definitions on the board. The class votes on the best definition of the problem and suggested solution.

Suggested answers

The problem is that Springfield's sales have fallen by 30%, they haven't made a profit for three years, and they are losing market share to smaller, more specialised, modern chains.
 The company needs to define its strategy, focus the goods it sells according to its strategy and modernise its stores.

Listening (CD9)

Explain that Ss are going to hear the managers of Springfield brainstorming a solution to the problem. Before playing the CD, ask Ss what specific solutions they think the managers may suggest. Play the first extract (CD9) and, before Ss look

Language focus:

Formal and informal language

VOCABULARY	More formal	Less formal
Latin origin	<i>inform</i>	<i>tell</i>
vs Germanic origin	<i>regret</i>	<i>be sorry</i>
	<i>delay</i>	<i>lateness</i>
Phrasal verbs	<i>contact</i>	<i>get in touch with</i>
	<i>solve</i>	<i>sort out</i>
GRAMMAR	More formal	Less formal
Long forms (f)	<i>is not</i>	<i>isn't</i>
Noun phrases (f)	<i>make every effort</i>	<i>try</i>
Passives (f)	<i>will be delayed</i>	<i>we will delay</i>
Impersonal phrases (f)	<i>there will be some delay in payment</i>	<i>we will delay payment</i>

scene. In both cases, elicit what aspects of a mobile phone service provider would be of interest to a company. Ask Ss to suggest appropriate headings for a memo from Lee Jones making a recommendation about choice of phone providers and write this on the board. (Ensure it is similar to that on page 33, part f.) Then refer Ss to the framework showing the structure of a memo and the jumbled sections of the memo sent by Lee. In pairs, Ss order the sections. Give feedback. Ss then read the memo and summarise why Lee recommends Vodaphone. Focus then on the language used, e.g. *I'm attaching and elicit additional possible alternatives, e.g. I attach, please find attached.*

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

Task 2

Ss now have the chance to write a memo. Ss look at the scenario on page 33 and the information about digital cameras on page 30. The scenario in Task 2 asks Ss to write a memo to a colleague; however, Ss may choose to write the memo to the colleague's department rather than to the individual. Alternatively, Ss choose another situation of their own. Encourage peer correction before you give your feedback.

Suggested answer Memo

To: Tom Salter, Website Team
 From: Sue Goode
Subject: Recommendation for digital camera
 I was requested to suggest a digital camera for use in the production of web pages. I recommend choosing the Photo Art TF2. This is because of its excellent image quality.
 I have compared the features of three digital cameras: Pixel Tek 4000, Snap Happy and PhotoArt TF2. My findings are as follows.
Pixel Tek 4000: Download times, ease of use and price are average. Image quality is relatively high. If budget is a consideration, this may be a possible option.
Snap Happy: Download times, ease of use and price are excellent. However, image quality is not quite good enough for professional web use.
PhotoArt TF2: The camera is expensive and rather slow and difficult to use at first. However, image quality is excellent, making it suitable for use in web development. The camera also has video and sound recording features but these are of insufficiently high quality for professional purposes.
 This comparison shows that the PhotoArt TF2 is the best buy for your purposes. I attach further information to support the recommendation.


 Skills book, Unit 6, page 30

Task 1

Ss now have the chance to write a memo. Refer Ss to the scenario and notes on page 32. Encourage Ss to use the memo on page 32 as a model in terms of layout, structure and functional language. Draw Ss' attention to functional language for promising future actions. Ss do the writing task. Encourage peer correction then give feedback. Before moving on to the next exercise, tell Ss that formal recommendations are often made in memos. Refer Ss to the final section on formal recommendations of the Grammar reference and to Exercise 2 on page 88. Ensure that Ss can promise future action and make recommendations appropriately. See the Language focus section on page 137 of this Teacher's book.

Suggested answer

Memo
 To: All staff
 From: General administration office
 Subject: Closure of canteen
 We regret to inform you that the canteen will be closed during the month of August. This is due to renovation work.
 We will make every effort to complete the work within four weeks and expect to be able to resume full service by the end of August.
 Thank you for your patience.

 Skills book, Grammar reference: Modal verbs, part 2, page 88

What do you write?

If Ss have studied Unit 6, refer them back to the Allsop Trading scenario and Lee Jones' presentation (pages 29 / 30) comparing three mobile phone service providers and making a recommendation. If Ss have not studied Unit 6, set the

at the questions, ask Ss to note down the ideas that are brainstormed (introduce more discount sales, close larger stores and relocate to smaller buildings in out of town locations, decorate stores in a more modern style, make the image more exciting). Then play the same extract again and ask Ss to answer the first two questions on page 35. During feedback, write the phrases on the board. Ask one or two Ss to say them, checking pronunciation.

- 1 He is not effective as a facilitator of a brainstorming session. He did not allow some ideas to be developed e.g. discount sales. He cut the speaker short.
- 2 He gave his personal opinion on each suggestion: But that's not good for profits. Our margins are low enough already!
Hmm – that could save a lot of costs!
Yes, that's a good idea. Do you think we should ...?

Listening (CD10)

Play the second extract. This time the speakers also propose some different suggestions. What are they (change the displays more often, organise special events, e.g. fashion shows and celebrity visits)? Then play the second extract again for Ss to answer questions 3-5. Ask Ss to compare their answer with a partner then discuss answers with the class.

- 3 He kept his requests for ideas neutral. Sometimes he showed that he had heard a suggestion by simply repeating it, rather than commenting on it, and encouraging speakers to continue: So – any suggestions? So – any other ideas? Decorate the stores. OK – go on.
- 4 He explained the danger of evaluating each suggestion and what it would mean: If we stopped to evaluate each idea, it would take too long – and people wouldn't be as creative.
- 5 The leader / facilitator in the second extract was generally more effective in generating ideas. He requested ideas neutrally, did not give his own reaction to them, prevented other people from giving reactions, and encouraged the ideas to develop.

What do you say? Making suggestions

Ensure that Ss understand the meaning of *tentative*: a tentative statement or suggestion is one where the speaker does not appear confident it will be approved or accepted. We are often tentative if we think people may not accept our ideas. Also, in British English, tentativeness is often a sign of politeness. Write two forms of the same suggestion on the board and ask Ss which they think is a firm suggestion and which is a tentative suggestion.

Let's hold our lesson outside. (firm)
Perhaps we could hold our lesson outside. (tentative)

Explain that at the Springfield brainstorming meeting some people made firm suggestions and some made tentative ones. Ss look at the list on page 35 and tick the suggestions that are tentative. Check Ss' answers. Explain how suggestions can be made more tentative in English (see Language focus below) and practise the correct stress and intonation of the phrases with the Ss.

The following are tentative:
What if we held some fashion shows?
I don't suppose we could invite some celebrities?
Perhaps we could decorate in a more modern style.

**Language focus:
Tentative suggestions**

We often express tentativeness in English by using a past form or Conditional 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.
What if we 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?*

Responding to suggestions

Now focus on language for responding to suggestions. Ss look at the list of phrases and identify neutral phrases.

The following phrases are neutral: OK. Any other ideas? Right – I've got that. What else?
Other possible neutral phrases are: Go on. Carry on. Could you say a bit more about that? Can you expand on that? Can you give us some details?

Task 2

Ss now have the chance to practise brainstorming themselves. Explain that they are going to brainstorm the Springfield problem and the pictures may suggest some ideas. Look at the pictures with the whole class, making sure they are clear what each represents (1 crèche facilities so parents can leave


their children while they shop, 2 special event at the store to attract children, 3 shopping from home by credit card, 4 celebrity event, e.g. demonstration by a famous chef. Ask one S to be the facilitator and make sure he / she understands what to do. Ss brainstorm their ideas. NB: Ss will need their suggestions for Task 3 so ensure the facilitator notes down all the ideas. It may be easiest to give the facilitator some flipchart paper so that you can continue to use the board before Task 3. 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.


Culture at work

Ask Ss to work with their books closed. Write each point from the Culture at work table on page 37 on a separate piece of paper. Ask Ss to sort the papers into two groups – Individualist and Group cultures. Ss check their answers by looking in their books. Ask Ss why they grouped the items as they did and where they think their own culture fits. They then complete the culture profile.

 Skills book, Culture profile, page 82

Task 3

Ensure Ss understand the meaning of *evaluate*. Write the following suggestion on the board: *What if we held our lesson outside?* Then elicit some comments evaluating the suggestions, e.g. *If we held our lesson outside, we'd get some fresh air. But, we might not learn much because we could get distracted.* Point out that it is common – but not necessary – to use Conditional 2 when evaluating suggestions (see Language focus below). Review the form and use of Conditional 2 if necessary. (You may wish to do the optional activity using photocopiable resource 7.1 at this stage – see below.) When Ss are confident about the language they can use to evaluate suggestions, refer Ss back to their list of suggestions for Springfield from Task 2. First Ss group them into three or four categories, then they evaluate the suggestions and lastly they decide which three are the best ideas. Point out the questions on page 37 and ask Ss to discuss each idea. Are Ss happy to agree on one or more specific solutions?

 Skills book, Grammar reference: Conditionals 1 and 2, page 89

**Language focus:
Evaluating suggestions**

We often use Conditional 2 to comment on or evaluate a suggestion. This is because the suggestion has not yet been accepted as definite.

Suggestion <i>Perhaps we could try to change our image.</i>	Comment <i>It'd be quite a risky decision to take.</i>
---	--

We can use *might* and *could* to express uncertainty in Conditional 2 sentences.

Suggestion <i>What if we tried to change our image?</i>	Comment <i>That might / could be dangerous.</i>
---	---

Sometimes we use complete Conditional 2 sentences to discuss proposals:
If we did that, our margins would be lower.

**Optional activity
Photocopiable resource 7.1 (page 179)**

Photocopy and give a worksheet to each S. Ss work in pairs and take turns to make tentative suggestions from the prompts. Ss make a brief comment on each other's suggestions, using Conditional 2, e.g. *It wouldn't work, That might be risky, If we did that, it'd mean ...*

Suggested answers

- 1 If we invested more in advertising, we could increase sales.
- 2 It might be a good idea if you didn't mention your concerns.
- 3 What if we reconsidered the price?
- 4 Perhaps we could wait for your colleague to return.
- 5 One possibility would be to bring forward the delivery date.
- 6 I don't suppose I could discuss the idea with my team first?
- 7 They might accept the offer if you delivered free of charge.
- 8 We might be able to start work straight away if we agreed on a letter of intent.

Analysis, Task 3

Allow Ss a few minutes to reflect on the questions individually, then start a group discussion.

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, Part 3
-  CD-Rom

Unit 8: Get attention

UNIT OBJECTIVES

- Skills:** Open the presentation
Speak with emphasis
Refer to visuals
- Language:** Adjectives and adverbs and the language of change
- Culture at work:** Formal and informal presentations

Units 3 and 6 have already introduced some skills related to giving a presentation. This unit builds on those. (Units 3, 8 and 14 of the Coursebook also focus on presentations.) When opening a presentation, it is important to gain the audience's attention immediately. In order to do this, consider use of the following:

- Clear language
- Adjectives and adverbs to add emphasis
- The 'tripling effect' (saying things in threes, e.g. *It's fast, flexible and effective*)
- Stress (using your voice to stress key ideas and words)
- Audience involvement (e.g. by asking questions).

Cultural attitudes may affect the way in which attention is attracted in a presentation, e.g.


- The level of directness at the beginning of the presentation
- The use of humour as opposed to giving straight facts

Culture may also affect the level of formality of the language used and of the dress code of the presenter.

What do you think?

Introduce the topic of the lesson: getting attention in a presentation. Ask Ss if they have given a presentation or have spoken in public. If so, how did they get the audience's attention? If not, what ideas do they have? Collect key vocabulary on the board, e.g. *introduction, visuals, script, enthusiasm, clarity*. Refer Ss to the list on page 38. Ss tick the strategies they would use. Collect answers and open up a group discussion.

Use simple language with short sentences. Show colourful visuals. Be enthusiastic. Keep eye contact with the audience. Ask questions from time to time.

 Skills book, Good business practice, Presentations, Delivering a presentation, page 76

Listening 1 1

Explain that Ss will now have the chance to hear three ways of catching the audience's attention in the first few sentences. Refer Ss to the three strategies on page 39, play the CD and Ss match each one with an example. Check the answers. Ss then turn to the audioscript and underline useful phrases for each strategy:

Giving an interesting fact or statistic: *I've got some very good news for you, I expect you'd like to see the details, Right – so let me show you ...*

Showing why your presentation is relevant: *I know that many of you here today ... And you would like to know if ... Well, I'm going to ..., I think you'll find them interesting*

Asking the audience a question: *How many people here have ...? Have you seen ...? I'd like to tell you about ...*

Stress and intonation can also help attract an audience's attention. Play the CD again and ask Ss to listen and mark the stress in the phrases. Ask them to listen again and notice the intonation. Ss repeat the phrases quietly to themselves. Then ask a few Ss to demonstrate to the class. This will be revisited in Task 2.

a 2 b 3 c 1

Listening 1 2

In pairs, Ss discuss what presenters in their company / country do in order to get attention at the start of a presentation and which style they prefer. Answers will depend on Ss' own experiences.

Task 1


In pairs, Ss choose one of the situations and thinks of an interesting way to open the presentation. Encourage different pairs to choose different situations. Ss practise in pairs. One person from each pair then demonstrates their opening to the rest of the class. Make notes.

Analysis, Task 1

Ask the whole class about the strategies each pair used and whether it made them want to hear the rest of the presentation. Give additional feedback on the presentations (e.g. regarding language accuracy and effectiveness) using the notes you made earlier.

Culture at work

Ss work with books closed. In small groups, Ss brainstorm what they think makes a presentation formal or informal. Give feedback to the whole class and refer Ss to the table on page 39. Does it suggest the same things as they came up with? Can they expand the information, e.g. what would be considered casual dress? Can they demonstrate tightly controlled body language? Can they think of an example of humour they have heard or used in a presentation? Can they produce a sentence with two versions – one with elaborate expressions, the other with everyday expressions? Generate a discussion about the Ss' own culture(s). Then ask Ss to complete their own culture profile in this area on page 82. (Ss identify and mark with a cross where they believe their culture is situated on the line ranging from Formal presentations to Informal Presentations. You may wish to ask Ss to write two marks on the line: a cross indicating their organisational culture, and a circle indicating the culture in general in their country.)

 Skills book, Culture profile, page 82

What do you say? 1

Link this to the previous section by explaining that the way different cultures refer to numbers can vary: 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. Ensure that Ss understand to *round up* and to *round down*. Before Ss look at their books, write the numbers from the left-hand column of page 40 on the board. Ask individual Ss to volunteer to say them. Correct as necessary. Ask Ss whether they would give such exact figures in a presentation. Or would they round them up / down, and if so how? Refer Ss to page 40. Ss match the exact figures with their approximations. Check answers. Focus on language used for approximations: *approximately, roughly, about, nearly, almost*.

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

What do you say? 2

Focusing on the language in the right-hand column, Ss decide which expressions suggest a small amount. Give feedback.

only, (just) over

What do you say? 3

Focusing on the language in the right-hand column, Ss decide which expressions suggest an amount is too much. Point out that *just*, indicating a small degree, can be used in *just under / over* with a small or large amount. Ask Ss to use some of the vague language studied by giving figures relating to their own work or study.

more than, (just) over

Optional activity

Write pairs of numbers on the board, e.g.


249,000	250,000
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 a quarter of a million to a quarter of a million exactly*. You may first want to elicit synonyms or near synonyms of *went up*: *increased, rose, climbed* etc., then of *went down*: *decreased, declined, fell* etc.

Optional activity

Photocopiable resource 8.1 (page 180)

Another possibility for reviewing language of change is to do a card sorting activity. Photocopy the cards and give a set to each pair. First ask Ss to sort the verbs into three groups: up, down and no change. Ss find corresponding nouns, where appropriate. Then ask Ss to decide what type of movement is expressed by the adjectives and adverbs. Ask about size and speed of change (e.g. *dramatic* usually refers to a large fast change). Ss then match nouns and verbs with adjectives and adverbs and make correct sentences.

 Skills book, Grammar reference: Adjectives and adverbs and the language of change, page 93

Listening 2 1

Ss keep their books closed. Explain that Ss will now hear part of a presentation about PDAs and Smartphones. Check that they know what these are. If any Ss possess such items, ask them to explain or demonstrate if applicable. Play the CD once, asking Ss to draw a simple graph on a piece of paper to represent what is happening to PDAs and what is happening to Smartphones (approximately). Give feedback. (Sales of PDAs = constant, sales of Smartphones = rising.) Ss now open their books and look at the text on page 40. Link this activity with the previous section by asking Ss to identify the numbers mentioned; draw attention to the way in which numbers are phrased. Then, following the examples in the text, Ss listen and underline the stressed words. Check Ss' answers.

Listening 2 2

is now mark the pauses as they listen. To allow Ss to check their answers, play the CD again. Stress the importance of peaking with appropriate stress and pauses when trying to make an effect in a presentation.

The handheld computer is dead, and the future is in Smartphones. How do I know? Just look at the figures. As you can see, sales of PDAs have stayed flat at around eleven million units worldwide. What about sales of Smartphones? They're rising fast from just four million last year to nearly twelve million this year. The PDA market will never be a mass market. Almost everyone who wants a PDA now has one.

Language focus: Speaking with emphasis

Words carrying key information are generally stressed. These are often nouns and verbs. However, depending upon the message being communicated, there are also instances when adjectives and adverbs can be stressed, e.g. Last year sales increased slowly. This year they have increased rapidly.

Pausing can also add impact to what you are saying. In the first sentence of Listening 2 for example, the pause makes the contrast between the two phrases very obvious.

Task 2

Step 1: To review and rehearse speaking with emphasis, ask some Ss to read the text from Listening 2 to the whole group, or work in small groups if the class is large. Monitor and provide feedback.

Step 2: Then ask Ss to focus on a new text: the script on technology spending in the USA. Encourage Ss to decide what is important information in the text, which parts they want to draw the audience's attention to and only then mark the stress. Ss also decide on the pauses they wish to insert. Ss mark the script as they did in Listening 2 and practise speaking with emphasis. Monitor. Ss could be audio-recorded to enable them to do the analysis more effectively. Ask confident Ss to present their script in front of the whole class as this will bring out the instinct to 'act it up'. You could draw Ss' attention to the phrase used to draw the audience's attention to the visual (if you look at the graph, it's clear that ...) and elicit other possibilities, e.g. as you can see ..., you'll notice that, this part of the graph clearly shows that ...

Suggested answer

Technology spending by US companies goes in long-term cycles. If you look at the graph, it's clear that big leaps in new technology happen roughly every 15 years. This leads to a spending boom, followed by a relative calm. Right now spending is increasing but only by two per cent. In the late 1990s, growth was 11 per cent. While back in the early 80s, it was as high as 16 per cent.

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.

Task 3

Ss now have the chance to bring everything together: language of change, talking about numbers, speaking with emphasis and opening a presentation. If time is tight, Step 1 of Task 3 could be set as homework and Step 2 done in the next lesson.

Step 1: Ss choose one of the graphs on page 103, or Ss in work may prefer to use their own graphs. First they prepare by finding appropriate language, then they should prepare an interesting opening that will catch the audience's attention. Encourage Ss to mark the stressed words and pauses on their script.

Step 2: In small groups and using the phrases provided, Ss open their presentation and refer to the visual. They should aim to describe trends while keeping the audience's interest. The presentations could be audio or video recorded to enable peer or self-evaluation.

Task 3, 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.

- Skills book, Units 6 and 14, pages 28 and 66
Coursebook, Units 3, 8 and 14, pages 29, 73 and 125
Video, Part 3
CD-Rom

Unit 9: Make small talk

Table with 2 columns: Skills, Language, Culture at work and their corresponding objectives.

When socialising, it is important to consider the following:
- Finding a topic of conversation that everybody feels comfortable with
- Not only starting a conversation, but also keeping it going (e.g. by showing interest and asking questions)
- Responding appropriately to what you hear
- Ending 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 boundaries of personal space (see Culture at work).

What do you think? 1

Introduce the topic of the lesson: small talk and socialising. Ask Ss if they enjoy socialising in a foreign language, e.g. English. Many of them will not enjoy it. Link their comments to the introduction to the unit. Point out that some preparation of socialising phrases and small talk topics in English may help Ss to feel less anxious when socialising. Draw a spider diagram on the board and write small talk in the middle. Ask Ss in which business situations they would need to make small talk. Ss will probably come up with at lunch, before and after a meeting etc. Then ask Ss to suggest topics of conversation, and add them to the spider diagram. If Ss suggest any topics that may cause offence to others, say so, adding brackets around the topic on the board. If Ss do not suggest any offensive topics, elicit some. Now refer Ss to page 42 and check comprehension by asking for examples of the topics in the lists, e.g. specific social problems. Discuss with the whole class.

Suggested answers
Safe topics: hobbies or special interests, films, sport (although in some cultures some women are discouraged from taking part in sports), travel, art and architecture, climate, food / customs. All the other topics may be fine in some cultures / situations but may cause offence in others.

What do you think? 2

Add any suggestions regarding safe or offensive topics to the spider diagram on the board.

Suggested answers
Additional safe topics: work / business, the town / area / current surroundings
Additional unsafe topics: business scandals / office gossip / ethical issues

Skills book, Good business practice, Socialising, Good business relations, page 81

Listening 1

Explain that Ss will hear two social conversations, one at lunch and one after a meeting. Ask Ss to predict what the people will talk about in both. Then play the CD and ask Ss to check to see whether their predictions were correct or not.

Conversation 1: the restaurant, jazz
Conversation 2: travel, Paul's journey home, traffic and commuting to work

Listening 2

Ss listen to the first conversation again in more detail and answer the questions.

- a She makes a comment: It's a lovely restaurant! It's so big, but it feels friendly somehow.
b Oh, really? I can imagine!
c He asks a question: Do you like jazz?
d What about you?

Listening 3

Ss now listen to the second conversation again and answer the questions.

- a He asks a question: Are you travelling back tonight?
- b You're lucky!
- c He repeats the information that has surprised him: An hour!
- d Milo was polite. His excuse was that he was expecting a phone call and had to prepare for it: Well, if you'll excuse me, I'm going to leave you with Mia.

What do you say? Useful responses

Explain that it is useful to learn a number of standard fixed expressions that can be used when socialising. This includes words and phrases for responding to good, bad and surprising news. Ss match each response with a piece of news. Note that there are some instances where more than one match is possible. Check Ss' answers and elicit or offer other possibilities. Ensure Ss are comfortable with the intonation of the phrases (see Language focus below).

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

Language focus: Intonation when responding to news

It is important to respond to other people's news as silence can be misinterpreted. Useful phrases are:

- Good news:** *Congratulations! That's amazing! Fantastic!*
- Bad news:** *That's too bad! How terrible!*
- Surprising news:** *That's interesting! That's amazing!*

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. It is also common to respond simply by saying *Really*; this response 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.

Practice

In small groups, Ss prepare good, bad and surprising news. Ss take it in turns to give the news and respond. Monitor the appropriateness of Ss' responses and their intonation. Make the point that responding appropriately is one way to keep a conversation moving – but it is not enough. What other ways can Ss think of for keeping a conversation moving? Elicit the fact that it is also useful to use a range of question types. See language focus below.


Language focus: Questions

It is very useful to use questions when socialising. They can be used for the following purposes.

- To introduce a topic** *How long have you lived in Amsterdam?*
- To follow up and find out more** *Whereabouts (= where exactly) do you live?*
- To throw the conversation back to the other person** *What about you? / How about you? / And you?*

Different question forms can be useful for different reasons.

- Closed (Yes / No) questions** are useful when starting a conversation.
- Open (Wh- / How) questions** are useful for developing the conversation.
- Polite (indirect) questions** are less intrusive than direct questions.
- Question tags:** pass responsibility for continuing the conversation to the other speaker.

 Skills book, Grammar reference: Questions, page 86

Optional activity

Photocopiable resource 9.1 (page 180)

Play a game of dominoes and use this to lead into a focus on questions. Photocopy and distribute the dominoes. Ss look at the form of the questions (closed, open, polite, tag) and match the cards in a domino effect. If done correctly, a circle can be formed.

Answers

Does your company export? Where do you live? And you? Do you mind if I ask what the standard of living is like? It's an interesting conference, isn't it? How long have you worked for IBM? You'll give my regards to Sue, won't you? Would you mind if I spoke to your boss? What about your staff? How did you get here?

What do you say? Endings

To lead in to the exercise, refer back to the end of the last conversation. Can Ss remember how the speakers ended it? (*It's been very good meeting you. Thanks very much for coming.*) Ss now match more sentences for ending a conversation with the corresponding situation. Give feedback and talk Ss through common ways of ending a conversation in English (see Language focus on the next page). Ask Ss to work in pairs and prepare mini-dialogues in which they lead up to and end conversations in the three situations.

- 1 b 2 c 3 a

Language focus: Ending a conversation

When ending a conversation, we often express regret that it has to stop. Note that *I'm sorry* is followed by *but*; *I'm afraid* is not followed by *but*.
I'm sorry but I've got to get back to work.
I'm afraid I've got to go now.

We usually say something positive when ending.
It's been good / nice talking to you.

Task 1

Ss are going to do three tasks in which they introduce a topic (Task 1), keep the conversation moving (Task 2) and end the conversation (Task 3). Divide Ss into pairs, A and B. For Task 1, each S should choose two topics from the lists on pages 99 and 102. Each then takes turns to start a conversation. Remind Ss that it is common to start conversations either by making a comment (or making a comment and adding a question tag) or asking a question. The focus is on starting a conversation but encourage Ss to try to continue the conversation for a few exchanges.

Analysis, Task 1

In the same pairs, Ss discuss how effective they were at introducing the topics. If Ss were comfortable when introducing topics but not when continuing the conversation, use this as a lead-in to Task 2.

Task 2

Once a conversation has been started, it can be difficult to keep it moving. Emphasise the importance of responding appropriately rather than letting comments be followed by silence. Also remind Ss of the value of different types of questions. Stress that Ss should use strategies that put responsibility onto the other person (e.g. tag questions, open questions, follow-up questions, 'throw it back' questions); this will allow them thinking time. Ask Ss to start new conversations using the remaining topics from pages 99 and 102 or by choosing topics themselves. If the class is small, you may want Ss to record their conversations.


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.

Culture at work

While culture can have an impact on the language we use, there are also non-verbal issues that need to be taken into

account. Ensure that Ss realise that one of the purposes of small talk is to make people comfortable so that a successful business relationship can develop. It is important not to damage this relationship unintentionally by intruding on other people's personal space. Refer Ss to the text and table on page 45. 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? How did they feel when in a social situation with a differing culture? Can they advise on how to deal with the differences? Then ask Ss to complete their own culture profile about attitudes to personal space on page 82.

 Skills book, Culture profile, page 82

Task 3

Ss now have the chance to bring everything together: to introduce and keep a conversation going, using safe topics, responding appropriately, ending politely and considering personal space. Divide the class into groups of 3–4 Ss and refer them to the three situations. Ss in each group need to represent two different companies, and they should discuss which company they belong to and who they are before they start. They can either play themselves, or adopt a new identity. They then keep this identity for all three situations. Ss start the first scenario. Give a signal (e.g. ring a bell) after a few minutes for Ss to move on to the next scenario. Monitor Ss' performance.

Optional activity

Photocopiable resource 9.2 (page 181)

If Ss have difficulties coming up with ideas for Task 3, photocopy and distribute the role cards. There is additional information for both partners for each of the three situations.


Analysis, Task 3

Allow Ss a few minutes to reflect on the questions individually, then start a group discussion. Give your own 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, Part 3

 CD-Rom

Writing 3: Short factual reports

UNIT OBJECTIVES

Skills: Report trends
Comment on the figures

Language: Linking sentences and ideas – relative clauses

The following may be important when writing short 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 short reports. The same person may write a number of reports in different formats for different purposes and readers.

- 📖 Style guide, Short reports, page 26
- 📖 Teacher's book, Short reports, page 73
- 📖 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 short 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? Explain that short reports often give or comment on figures. If possible, before the lesson, collect examples of graphs, lists of figures, pie charts etc. and show these to Ss to elicit relevant vocabulary. Alternatively, refer to Unit 8. Elicit key vocabulary: *trends, graphs, figures (actual and target), forecast*. You may also wish to revise other vocabulary

relating to describing trends (e.g. *fluctuate, decrease, remain constant*). Now focus on the style of reports. Ss decide which of the options are better in a short factual report. Give feedback. Point out that even formal reports may make use of short simple sentences. As long as ideas between sentences are linked using linking words and phrases, the report will flow well. Reports may also contain longer sentences, but these should be divided into manageable chunks with ideas linked through the use of linking words and relative clauses.

- a points organised under headings
- b short simple sentences
- c focus on key points only

What do you think? 2

Refer Ss to the chart on page 46 and ask one or two simple comprehension questions e.g. *What were the target sales for X5 in January? What were the actual sales of X5 in January?* Ss then complete the paragraph from a factual report describing the chart.

- 1 increased steadily
- 2 were just below target
- 3 were above target
- 4 an increase

Task 1

Point out that the forecast for X7 is smaller because newer models are expected to come on the market in spring. Then ask Ss to write similar short paragraphs for Products X6 and X7. You may wish to divide the class into smaller groups, asking some sub-groups to focus on X6 and the others on X7. The groups then exchange papers and comment on the others' work. Give feedback to the whole class.

In the next exercise (on page 47) Ss are going to move onto slightly more complex language of reports, where ideas are linked (commenting, showing consequences etc.). Review the use of linking words if necessary, referring Ss to the Grammar reference and exercises on page 95. Also briefly review relative clauses. (See Language focus on the next page.)

Suggested answer

Product X6

Sales of X6 fluctuated through the first quarter. Sales were just below target in January. They decreased further in February, but then increased and were above target in March. We forecast overall sales to remain constant at around 1350 in the second quarter.

Product X7

Sales of X7 decreased steadily through the first quarter. Although actual sales were better in January than expected, they declined steadily in February and March, falling below target. The forecast for Quarter 2 reflects this decline. As X7 is an old model and newer models come on to the market in spring, we consequently expect Q2 sales to drop to approximately 750.

Language focus: Commenting on figures

We can use short simple sentences when commenting on figures and trends.

The total fell to 550,000. This was an improvement on the previous year.

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).
The total fell to 550,000, which was an improvement on the previous year.

📖 Skills book, Grammar reference: Linking sentences and ideas, page 95

What do you write?

Ss are now going to look at a slightly more complex short report. First ask Ss if they have been to a Mediterranean island. When do Ss expect tourist numbers to rise / peak / fall / reach a low point in such an island? Refer Ss to the graph on page 47 and focus Ss on the three lines indicating this year, last year and the previous year. Elicit a description of the lines on the graph, writing key vocabulary on the board (*rise, peak, disappointing* etc.). Check Ss understand the vocabulary above the graph. Now point Ss to the report under the graph. In pairs Ss fill the gaps with the vocabulary from the box. If time is short, divide the class into four groups, asking each group to focus on one paragraph of the report. Check Ss' answers. Before moving on to the next exercise, ask Ss to focus on the linking words and phrases in the report. Divide this into two steps:

- 1 Ask Ss to underline any comments on trends or figures using *this* or *which*. (*This* is used to add comments when describing the first, second and fourth quarters. *Which* is used to add comments in the third and fourth quarters.)

- 2 Ask Ss to circle any other linking words and phrases; they then identify which are used to refer to consequence (*so*) and which to refer to contrast (*however*). If necessary, remind Ss how to use the linking words and provide extra practice.

- | | |
|-------------------|-------------------------|
| 2 well | 3 a disappointing month |
| 4 over | 5 significant |
| 6 failed to reach | 7 only |
| 8 an improvement | 9 the normal pattern |
| 10 poor | |

Task 2

Ss now have the chance to write a short factual report, describing the third line on the graph and basing their report on the previous exercise. They should aim to organise their report logically under headings, and focus on key points, adding comments. They should use short sentences or longer sentences divided into chunks, and link ideas using linking words and phrases. Weaker Ss may wish to work in pairs. Ask Ss to show their writing to the other Ss for peer correction. If computers and a projector are available, Ss should type their report using a computer. Give your feedback on the Ss' writing.

Suggested answer

First quarter

We saw a promising start to the year, with tourist numbers rising to over 250,000 in March. This compared well with the same period the previous year.

Second quarter

Numbers in April remained constant followed by a slight increase in May. Although the trend was upward, these figures remained below the corresponding figures for the previous year.

Third quarter

Tourist numbers then rose and finally exceeded the previous August's figures, reaching a peak of 700,000, which was very pleasing. However, the number fell rapidly to just over 400,000 in September. This was due to bad weather.

Fourth quarter

Tourist numbers continued to drop towards the end of the year, which is the normal pattern. In October and November, numbers remained above the previous year, falling to the same level only in December.

Optional activity

You may want to extend the writing task. If so, consider using the Writing preparation and feedback frameworks on pages 188 and 189.

Unit 10: Present an argument

UNIT OBJECTIVES

- Skills:** Give reasons
Stress key words
Present a structured argument
- Language:** Linking sentences – cause and effect linkers
- Culture at work:** Showing feelings

When presenting an argument (in a presentation or meeting) it is useful to do the following:

- State your position clearly
- Structure your argument and link your ideas
- Lead the audience through your logic
- Give reasons to support your argument
- Summarise your argument at the end.

Cultural attitudes may have an impact in this area in the following ways:

- The amount which other people should contribute to the agreement
- The directness of the opinions given and the language used
- The extent to which feelings are shown (see Culture at work).

Task 1

Introduce the topic of the lesson: presenting an argument and giving reasons. Before Ss open their books, write the three kinds of software listed on page 48 on the board as anagrams and see which S can work them out most quickly. Check Ss now what the three software types do. Have Ss ever had problems with viruses or spam at work or at home? Ss discuss why companies should invest in the software listed. Encourage Ss to use the language on page 48 for giving reasons (*due to, in order to* etc.). During feedback, provide further input and practice if necessary (see Language focus below). Also, note on the board key vocabulary which may be useful for the next exercise, e.g. *fraud, hacker, access confidential information, protect data, secure system, security system*.

Suggested answers

Anti-virus software: Because internet virus attacks (which might cause files to become corrupt) are becoming more common.

Firewalls: To act as a barrier between a company's computer network and the outside world (to protect the network from viruses and unauthorised entry).

Spam filters: So that important emails are not lost amongst the large numbers of unwanted advertising emails (spam).

Language focus: Giving reasons

We use the following phrases for giving reasons:

because + verb phrase *Profits are higher because sales have improved.*

because of / due to + noun phrase *Profits are higher due to improved sales.*

due to the fact that + verb phrase *Profits are higher due to the fact that sales have improved.*

the reason ... is + verb phrase *The reason profits are higher is that sales have improved.*

We use the following phrases for talking about purpose:

to / in order to + infinitive *We made some staff redundant in order to cut overheads.*

so that + verb phrase *We made staff redundant so that we could cut overheads.*

What do you think?

Do Ss know what sort of budget their companies spend on internet security? Explain that they are going to read two proposals arguing for an increase in the budget for internet security. Ss read and decide which proposal makes the case more strongly, then discuss their opinions in pairs. They then report to the rest of the class, giving examples from the texts.

Dervla O'Connor makes the case more strongly because she states her position clearly in the opening sentences, structures her argument, leading the audience through it point by point, and summarises at the end, repeating what she said in the opening section. Fergus Mathews is not as effective because his argument is not structured and includes unnecessary detail (*If I'd had a bigger budget last year...*). Also, it is negative rather than positive (*I can't make the system secure on the budget I've got*). Arguments tend to be effective when they make clear points with some supporting details or examples. The first part of Dervla's argument is quite specific but the second part is a little vague. Perhaps Dervla's argument would be even more persuasive if she added some detail or examples (e.g. the fact that hackers have already been able to access their company database).

- 1 c 2 a 3 b
- 2 a
- 3 (You may think that ...) But there are a number of reasons why we need to take action now ...
- 4 That's why I'm proposing (we invest in ID tags).

Listening 2

People who can present an argument strongly not only use a clear structure and linking words, but also use their voice to stress key words. Play the first paragraph of the listening and elicit whether the speaker presents the argument strongly or neutrally. Give feedback. Then divide the class into three groups and allocate one of the speaker's reasons for each group to focus on. As Ss listen, they note the key words that are stressed within their section. Each group then writes their key words on the board. Play the CD again and ask the rest of the class if they agree with the words stressed. Point out that the message can be understood / guessed from these key words, so it is important to choose the correct words to stress (see Language focus below). Then ask Ss to work in pairs, reading out sections of the audioscript, stressing the words in bold. Ss should give their partner feedback. It may also be a good idea to audio record the Ss for self / peer correction.

- 1 He presents the argument strongly by stressing key words.
- 2 See audioscript.

Language focus: Stressing key words

In neutral speech, the key words that are stressed are generally nouns and verbs.

Our company has increased its profits this year.

However, sometimes other words are stressed 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. *profits*). Ensure Ss know how to use a good learners' dictionary that indicates word stress.

Task 2

Ensure Ss are fairly confident about sentence stress (see Language focus above). Then in pairs Ss decide which words in Dervla's argument on page 49 carry the main message and should therefore be stressed. When Ss have attempted the task themselves, ask them to check their answers on page 99 and to practise reading with the correct sentence stress. Each person

Skills book, Good business practice, Presentations, Presenting an effective argument, page 77

What do you say?

Ss are now going to focus on specific language for making a strong case. Ss pick out the phrases Dervla used to structure her argument. Then Ss match the three functions with additional phrases. Give feedback and ensure Ss are comfortable with the pronunciation of the phrases.

- 1 (That may seem a lot, but) there are two very good reasons why (we need this increase).
- 2 Firstly ..., Secondly ...
- 3 That's why I'm proposing (a substantial increase in the security budget).

1 e 2 b d f 3 c

Skills book, Grammar reference: Linking sentences and ideas, page 95

Listening 1

Ask if Ss think people are interested in brand names. What problems with fakes can arise with brand names? What products are affected by counterfeiting? How can manufacturers prevent it? Focus Ss on the listening scenario. Discuss what the system of electronic identification (ID) tags might consist of. Focus Ss on the first two questions and ask Ss to predict what they think the answers will be. Ss listen to check whether their predictions were correct or not. Play the CD again. This time Ss listen for more detail and also answer Questions 3 and 4.

should give feedback to their partner. Ss could also record themselves and listen critically. Alternatively, ask one or two Ss to come to the front of the class and present the argument as if they were Dervla; 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.

Showing feelings

People can become emotional when expressing strong beliefs. However, some cultures express their true emotions more openly than others. This can be overpowering for people who prefer not to reveal their inner thoughts. The opposite can also be true: it can be frustrating to observe someone who appears unaffected by what he / she is saying. We need to remember that the expression of emotions may vary from individual to individual, even within a certain culture. It is also crucial not to assume you are reading another person's feelings correctly, as that could lead to unfortunate misunderstandings.

Culture at work

Ask if Ss tend to become heated and show their feelings when presenting arguments. 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? If so, how have Ss felt? Refer Ss to the table on page 50. 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 feelings on page 82. (Ss identify and mark with a cross where they believe their culture is situated on the line ranging from Show feelings to Stay cool.)

 Skills book, Culture profile, page 82

Optional activity

Before the lesson, find one or several short video clips of people presenting their arguments with emotion. 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 50.

Task 3

Ss now have the chance to bring everything together: to structure an argument, give reasons and stress the key words. Ensure Ss understand the general scenario on page 51.

Step 1: Ss read the three proposals. Check Ss understand by asking a few gist questions. Ss choose one of the proposals each; alternatively, they may prefer to think of their own proposal. Individually, Ss prepare their argument. Encourage them to consider what has been covered in the lesson but discourage them from writing the argument word for word. Refer Ss to the model in the listening activity. Useful phrases are as follows:

- So . . . + question
- You may think . . . But there are a number of reasons why . . .*
- The first reason is to . . .*
- The second reason is to . . .*
- The third reason is that . . .*
- That's why I'm proposing that we . . .*
- Now I'll hand over to X to explain . . .*

To promote fluency, Ss make notes only on their arguments, i.e. noting the key words to stress when they speak.



Step 2: Ss present their argument. It may be more effective if Ss stand in front of the class, or in front of smaller sub-groups, to encourage them to present their argument with feeling (rather than sitting in pairs and talking more casually). If time is short, have Ss do Step 1 for homework and present in the following lesson.

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, Part 4
-  CD-Rom

Unit 11: Negotiate

UNIT OBJECTIVES

Skills:	Make proposals Respond to proposals Negotiate a win-win solution
Language:	Gerunds and infinitives
Culture at work:	The importance of relationships

This unit provides an introduction to negotiating. (Ss have the chance of practising negotiating skills further in Unit 15.) When negotiating, it is useful to consider the following:

- Being clear of your own position and proposal
- Explaining the benefits of your proposal
- Establishing your partner's needs and interests
- Being aware of areas you can and cannot concede
- Asking questions to acquire further information if necessary
- Responding to proposals appropriately.

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).

 Skills book, Unit 15, page 70

 Teacher's book, page 171

Task 1

Introduce the topic of the lesson: negotiating. Ask Ss what experience they have of negotiating, and to give examples of negotiations they have taken part in. Point out that everyone negotiates, whether it is a pay rise, a business deal, when to take leave, where to go on holiday, who should do the washing up etc. One stage of negotiating involves making proposals and responding to them. Refer Ss to the list of useful phrases and ask for one or two examples, writing them on the board. Ensure that Ss are confident about the grammatical constructions used after the various phrases (see Language focus below). Ask Ss to read Task 1 and ensure that they understand what they have to do and that there is a strict time limit. (It is important to keep to this.) Also ensure

Ss do not look at the possible solutions on page 104 before you tell them to do so. In pairs Ss negotiate a deal. Monitor and give feedback. Then refer to the possible solutions on page 104. What do Ss think of these suggestions?

Language focus:

Use of the gerund in proposals


We use the gerund after prepositions.
What about / How about giving me the complete amount?

We also use the gerund after certain verbs.
We could consider giving it to charity.
I suggest investing the money.

Note that *suggest* is never followed by *to*.

Analysis, Task 1

Allow Ss to reflect individually then open up a group discussion. One of the key issues is that more than one solution is possible. In any negotiation, it is unadvisable to fix on one position or solution only (e.g. 60:40 in my favour). If both parties were stubborn and refused to move from their original position, it would be impossible to reach agreement (and in this activity, the time limit would run out). Instead, it makes sense to think creatively about finding a solution. The starting point for this is to break your position down into a number of objectives that you want to achieve. It then becomes possible to realise that you may be able to meet your objectives in a number of ways.

 Skills book, Possible solutions, page 104

What do you think? 1

Ss now think about strategies for negotiating. In pairs Ss discuss the questions. Point out that the language used when negotiating depends on your view of the negotiation. If you feel that there are many ways that both parties can reach a win-win agreement, the language used will be quite open and exploratory. On the other hand, if you favour a win-lose approach, the language used is likely to be much more direct.


The win-win approach is generally considered the best approach to negotiation as both parties then achieve some or most of their aims. Of course, a win-win approach is not appropriate in every situation, e.g. if the parties are clearly making a short-term deal only. Also, if one party is in a position of greater power, the deal may not be a true negotiation and win-win is irrelevant.

What do you think? 2

Ask Ss to work in pairs and decide which strategies are useful for finding a win-win solution. Then discuss the strategies together, with Ss giving reasons for their views.

All of the strategies are good for finding a win-win solution **except** for the following:

- If you don't agree, say 'no'. It is important not to be bullied into accepting a 'lose' solution. However, it can be more productive to say something neutral, e.g. *I think I can understand your position*, and then to ask questions which allow you to understand the other party's needs.
- **Keep repeating your demands.** If the other party has declined your proposal, it may not meet their needs. So instead of focusing on your position, seek instead a way of finding a proposal that will meet some of their interests and needs.

 Skills book, Good business practice, Negotiating, Negotiation strategies, page 81

Listening

Explain that Ss are going to listen to two negotiations. In the first negotiation Viktor, a supplier, is talking to Xavier; in the second he is talking to Yacoub. Ensure Ss understand the situation. Ask Ss to listen and think about the answer to Question 1 only. Ss listen to both negotiations and answer the question. Discuss Ss's answers, asking for reasons. Ss are now going to focus on the language used in the negotiations. Ask them to look at Question 2 and to listen to the first negotiation again. Elicit Ss' answers. Then ask Ss to look at Questions 3 and 4 and to listen to the second negotiation again. Elicit Ss' answers.

1 The buyer in the second negotiation (Yacoub) is more likely to reach an agreement. In the first agreement Xavier simply says no to the proposal instead of seeking to find a solution that might meet some of Viktor's interests. In the second negotiation, on the other hand, Yacoub makes a proposal that might meet Viktor's needs without Yacoub losing anything.

2 Xavier refuses to accept what Viktor is saying: *It's totally unacceptable. We'll have to switch to another supplier if you insist on this.*


3 Yacoub says that he sees Viktor's position. He asks for further details and then make another proposal. He also points out the benefits of the new proposal: *I see. Well, I can understand your position. But how much are you thinking of charging? Here's another idea. How about a flat rate of—say 20 euros per delivery? That way, we*

could save money by ... And you'd gain because you wouldn't have to deliver so often. And you could ..., which would be much more economical.

4 He expresses interest but does not commit himself: *Well, it sounds like a reasonable idea ... But I'll need to do some calculations to see how it would work.*

Culture at work

Ss close their books. Draw the outline of the Culture at work table from page 53 on the board with top and left headings. Explain that you are going to say some features of long and short-term relationships; you would like Ss to decide if each feature refers to the long term or short term and where to write it in the table. Then read, in random order, sentences from the table on page 53. Ss tell you where in the table to write notes on it. 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 the importance of relationships on page 82.

 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 53. 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 53.

What do you say? 1

Elicit answers to the question about responding to proposals you do not want to accept. If necessary, refer Ss back to the listening activity. Xavier in the first negotiation rejected the proposal, refusing to consider it, resulting in the end of their business relationship. Yacoub, on the other hand, asked questions to find out what Viktor's interests were and then suggested a proposal in both their interests.

Refer Ss to the strategies used in the listening activity. Specific phrases are shown in the next exercise.

What do you say? 2

Ss match specific phrases from the listening with the strategies for responding to proposals. In feedback, ensure Ss are comfortable with the pronunciation of the phrases. Review the use of the gerund in negotiating phrases in general terms. See Language focus on page 172.

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

Optional activity

Photocopiable resource 11.1 (page 181)


Take this opportunity to review the use of gerunds and infinitives in general by doing a card sort. Ss work in pairs. Photocopy and distribute the cards. Ask Ss to group them under the appropriate heading: gerund or infinitive. Ask Ss to look at the Grammar reference on page 96 to check their answers. Then deal with any questions Ss may have.

Answers

Gerund: before, after, without, look forward to, it's no good, consider, postpone, risk, suggest, avoid, advise, recommend, how about

Infinitive: it's easy, it's important, agree, aim, decide, afford, promise

Both: like, prefer, remember

 Skills book, Grammar reference: Gerunds and infinitives, page 96

Task 2

Ss now have a chance to prepare and practise responding to proposals. Point out to Ss that thinking about appropriate strategies is the first stage; the second stage is to think of the appropriate language to express them in. Ensure Ss understand the two situations.

Step 1: Divide the class into pairs: A and B. Ss individually prepare proposals for each situation. They should also predict what proposals their partner might make and prepare responses to these proposals. It is desirable to generate a number of possible solutions.

Step 2: Ss role play the scenarios, using the strategies and language they have prepared. Monitor Ss' performance.

Possible solutions

Situation 1: B goes to the party and starts work early the next day, B goes to the party and works extra another time, everyone starts early on Saturday and finishes at 3

Situation 2: Set up a system of flexible benefits with core holiday of 25 or 30 days plus additional benefits (which may be pay, holiday or other benefits). Organise a vote among the staff of the two companies. Offer extra holiday as a reward for long service and good performance

Analysis, Task 2

Allow Ss a few minutes to reflect on the questions individually, then start a group discussion. Give your own feedback.

Task 3

Step 1: Ss now have the chance to bring everything together: to make proposals, respond to proposals and to negotiate a win-win solution. Divide the class into pairs: A and B. Ensure Ss understand the background to the situation.


Step 2: Refer Ss to their roles on page 99 and page 102 and encourage them 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? Encourage Ss not to think of one solution only but of the separate elements within a solution. (If Ss have identified the separate elements, these can be repackaged into different solutions.) It may help if all Ss playing role A prepare together, and all Ss playing role B prepare together. Move around the class offering help as required. In pairs, Ss negotiate, aiming for a win-win solution. Monitor and take notes. You may wish to audio or video record the roleplays for T feedback and self / peer feedback later.

Analysis, Task 3


Allow Ss a few minutes to reflect on the questions individually, then start a group discussion. Give your own 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.

 Teacher's book, Negotiation planner, page 184

 Video, Part 4

 CD-Rom

Unit 12: Participate in meetings

UNIT OBJECTIVES	
Skills:	Put your point of view Listen and take turns Make your case and respond
Language:	Modal verbs (<i>must, should, need, have to, could</i>)
Culture at work:	Attitudes to silence during discussions

- When participating in meetings, it is useful to consider the following:
- The importance of the agenda
 - The role of the chairperson or leader
 - Making a point effectively and persuading others
 - Active listening
 - Asking for and giving clarification
 - Turn-taking
 - Record-keeping and minute-taking.
- Cultural attitudes may affect:
- How a meeting is organised and run
 - How often meetings are held and how long they last
 - How central a role the chairperson plays
 - How much participants are expected to contribute
 - The extent to which turn-taking happens
 - The extent to which silence and interruptions are tolerated (see Culture at work).

Task 1

Start the lesson with Ss' books closed. Introduce the topic of the lesson: participating in meetings. Write the viewpoint from Task 1 on the board. Ask Ss for their reactions. After the discussion, ask Ss to open their books and compare the language they used with the list of phrases on page 56. Point out it is not enough simply to state your own opinion; it is more effective to try to persuade others to change their views. This is why questioning is useful in meetings:

Don't you think that ...?
Wouldn't you agree that ...?

Analysis, Task 1

Allow Ss to reflect individually then open up a group discussion.

What do you think?

Ss now think about how meetings can be made effective (rather than a waste of time). Refer Ss to the *Before the meeting* and *During the meeting* lists on page 57 and check comprehension. In pairs, Ss tick the points they both agree with. Ss may want to make notes on those points they disagree on. Open up to a group discussion.

Suggested answers

The points which help make meetings more effective are: Read the minutes of the previous meeting. Make only relevant and interesting points. Make sure everyone understands your point of view. Listen carefully to other people's points of view. Find out what different people think. Try to reach a conclusion that everyone can feel satisfied with.

Skills book, Good business practice, Meetings, Participating in meetings, page 78

What do you say?

It will be clear from the previous activity that participants in a meeting need to listen carefully, respond and take turns (rather than dominating). This activity focuses on responding and turn-taking. Ss match each function with a phrase. Check Ss' answers then elicit any other phrases Ss may know for each function. Write them on the board and practise their pronunciation.

- 1 d 2 e 3 c 4 a 5 f 6 b
- Other possible phrases to match the functions**
- 1 Yes – and I think we should also remember that ...
I agree – and what's more, ...
 - 2 Perhaps ... is something we also need to consider
On the other hand, it might be better to ...
 - 3 I'm afraid that's not quite what I meant
Actually that's not quite right
 - 4 I'd just like to say that ...
Can I just point out that ...
Sorry to interrupt but ...
 - 5 Let me just finish what I'm saying
Just let me finish – I was going to say that ...
 - 6 Another argument is ...
And another thing is that...

Listening 1

Explain that Ss are going to listen to extracts from a meeting. Ask Ss if the general public in their countries are aware of what they eat from a health point of view. Ask if Ss have noticed any changes in what food manufacturers are producing as a result of greater public awareness of health issues. Set the scene for the listening. Play the listening the first time, all the way through, and ask Ss to listen globally and note what the participants are discussing in each extract. Then, listening a second time, Ss write the number of the extract next to each function on page 58.

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

Listening 2

Let Ss listen a third time to note down the exact phrases used for each function. Or ask Ss to turn to the audioscript on pages 110–111 and underline the phrases. In feedback, check that Ss are comfortable with the pronunciation of the phrases.

- I agree. And what's more, ...
- On the other hand, it might be better to ...
- Actually, that's not quite right.
- Sorry to interrupt, but can I just ask ...?
- Just let me finish. I was going to say that ...
- Can I just point out that ...

Task 2

Ss now have the chance to use some of the functions from the previous activities. Before starting the task, briefly remind Ss not to overuse *should* for making suggestions; other modal verbs such as *could* are also useful (see Language focus below). Divide the class into small groups (3–4 Ss per group) and refer Ss to the topics and the framework. Check comprehension. (For larger groups, possibly ask one subgroup to demonstrate how the framework works in front of the whole class.) Encourage each role to develop their point before the next person cuts in. Monitor Ss's performance.

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.

Skills book, Grammar reference: Modal verbs, part 2, page 88

Language focus:
Use of could in suggestions

We often use *should* when making suggestions.
I think we should make the change now.

It is equally common to use *could* for suggestions.
Perhaps we could wait and see if there really is demand for the product.
Couldn't we do some research before taking action?

We also use *could* for talking about the consequences of a suggestion.
It could destroy us if we had to fight a lawsuit like that.

Culture at work

Ss have their books closed. Write the following on the board or on cards to use as prompts: *Silence, Interruptions, Turn-taking*. Elicit reactions from the Ss about the three areas in the context of meetings. If you have a multinational group, there should be some interesting differences. Refer Ss to the Culture at work box on page 59. Elicit any additional reactions to the information. Do Ss feel that their cultural style matches the description given? Then ask Ss to complete their own culture profile about attitudes to silence on page 82. (Ss identify and mark with a cross where they believe their culture is situated on the line ranging from Anglo-Saxon to Asian.)

Skills book, Culture profile, page 82

Optional activity

An alternative way in to the topic of attitudes to silence is to think of discussion and silence in visual terms. Draw the following on the board:
Do Ss think it represents the speech of Anglo-Saxon, Latin or Asian cultures? The answer is Anglo-Saxon. Latin cultures can be represented by overlapping lines. Asian cultures can be shown by bigger gaps between the lines.

Task 3

If possible, before the lesson, collect pictures of food mixers, juice extractors and toasters to use to check comprehension when setting the scene for Task 3. Refer Ss to page 59 and explain they that now have the chance to bring everything together in a meeting role-play. Check that Ss understand the scenario. Ss work in groups of four. Ask Ss to choose a role from the list on page 59; weaker Ss should be given the chance to choose first. Ss then turn to the roles in the back of the book to prepare their thoughts. Help any Ss who need input while preparing their role. Encourage Ss to write notes only rather than a full script. Also encourage Ss to think of



their overall objectives while they are planning, not just the detail, e.g. if they think (and can get other participants to agree) that the company needs to save money to survive, then they must all work together to find a solution which achieves that. Ss start the meeting when they are ready. Monitor the discussion and take notes for use during feedback. You may wish to audio or video record the role-play to enable self / peer correction.

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, Part 4
-  CD-Rom

Writing 4: Formal correspondence

UNIT OBJECTIVES









Skills:	Reply to an enquiry Apologise and give reasons
Language:	Gerunds and infinitives

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, Emails, page 18
-  Style guide, Faxes, 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
-  Teacher's book, page 142

Introduce the topic of the session: writing formal correspondence (letters / faxes / emails). Ask Ss what kind of formal correspondence they write and / or read. Point out that the same issues apply to all types of correspondence; whether a document is sent by post, fax or email often does not change the way it is written. Emails can be as formal as letters and therefore cannot always be written quickly. Write three headings on the board (*Structure, Vocabulary, Grammar*) and elicit what contributes towards an email or letter being considered formal. (See Language focus sections below and on page 142.) The first exercise focuses particularly on structure. Ss match each section of the letter with a description. Check Ss' answers then focus on the language used in the letter. Encourage Ss to suggest

alternative possible phrases for each section. Also draw Ss' attention to the use of the present simple in *I enclose...* and *I look forward to...* (which creates a more formal impression than the simple form).

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

Language focus: Formal correspondence

The following is typical of the structure of formal correspondence.

Subject line	<i>Proposal for IT maintenance contract</i> (before or after formal greeting)
Formal greeting	<i>Dear Mr Black</i>
Reference to previous contact	<i>Thank you for your letter of 5 June. I refer to your telephone call of 10 July. Further to our discussion, I am writing to ...</i>
Offer to be helpful	<i>Please let me know if you have any questions. Please do not hesitate to contact me if you have any questions. Please do contact me if you would like any further information.</i>
Reference to future contact	<i>I look forward to hearing from you. I look forward to your reply.</i>
Formal ending	<i>Yours sincerely</i>

See the section on formal vocabulary and grammar in Writing 2 of the Teacher's book (page 142).

Language focus: Greetings and endings

Greeting	Ending	
<i>Dear Mr Jones</i>	<i>Yours</i>	The recipient's name is known. <i>Dear Miss ...</i> is uncommon today. If a woman's marital status is not known, use <i>Dear Ms ...</i>
<i>Dear Ms Jones</i>	<i>sincerely</i>	
<i>Dear Sir</i>	<i>Yours</i>	The recipient's name is not known
<i>Dear Madam</i>	<i>faithfully</i>	
<i>Dear Sirs</i>		
<i>Dear Alex</i>	<i>Regards</i>	The writer knows the recipient quite well
	<i>Best regards</i>	
	<i>Best wishes</i>	

Note that some cultures place a great deal of importance on academic titles, e.g. *Dear Dr Barker*.

Task 1

Explain that Ss will now write a formal letter using the same structure as in the previous activity. Ss read the letter on the bottom left of the page and answer the following questions: Who wrote the letter? What is he interested in? What specifically does he want? How does he expect to receive it? Then point Ss to the notes on the right, which they should incorporate into their reply. Ss write a formal letter. Encourage peer correction before giving your feedback.

Suggested answer

Dear Mr Bradshaw
Your enquiry regarding IT training courses
I refer to your letter of 15 July expressing interest in our courses. Please find enclosed our programme for this year. May I take this opportunity to explain a little about our company? A-1 Training is an established training company with 30 years' experience of training IT professionals in the latest technology. We would be happy to offer advice on selecting the appropriate course for you from the wide range we offer. Please do contact me if you would like any further information about the courses. My direct telephone number is 02076234444. I look forward to hearing from you. Yours sincerely

What do you write?

Elicit possible reasons for writing letters (e.g. to place an order, complain, apologise, give information, give news, confirm plans, express thanks). Then elicit specific reasons for writing a letter of apology (late delivery, goods out of stock, poor service etc.). Explain that Ss are going to see a jumbled email about problems with a delivery. Elicit why there might be problems and write key vocabulary on the board, e.g. high demand, supplies, out of stock, dispatch an order. Ss then look at the jumbled email and reorder the phrases. You may wish to ask Ss to work in pairs or small groups, especially if Ss are weaker. Give feedback and draw attention to the language used in the email. You may wish to take this opportunity to review briefly the uses of gerunds and infinitives relevant to correspondence. (See Optional activity below.)

- 1 Dear Ms Bundy
2 Thank you for your order dated March 30.
3 We have items A24 and B39 in stock 4 and you should receive them in 2-3 days.
5 We regret that we are out of stock of item C21 6 due to a high demand for this product at the present time.
7 We hope to receive new supplies within the next 7-10 days.
8 We will dispatch your order as soon as possible after that.
9 We apologise for any inconvenience this may cause.
10 Yours sincerely

Optional activity

Write the following sentences from the letter to Ms Bundy on the board:
We hope to receive new supplies within ...
We apologise for any inconvenience this may cause.
Thank you for your order dated March 30.
Ask Ss to think of as many alternative endings as possible for the underlined phrases. Review gerunds and infinitives. (See Language focus below and the Grammar reference on page 96.)

Language focus:

Use of gerunds after prepositions

Prepositions can be followed by a noun or -ing.
I apologise for any inconvenience caused.
causing any inconvenience.
To is usually followed by the infinitive However, sometimes to is used as a preposition.
I look forward to your reply / receiving your reply.

Skills book, Grammar reference, Gerunds and infinitives, page 96

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. Ss show each other their writing for peer correction. If computers and a projector are available, Ss should type their memo using a computer. Alternatively, ask Ss to write the letter for homework. Give your feedback.

Suggested answer

Dear Mr X
Building Customer Confidence
Thank you for enquiring about our workshop on Building Customer Confidence on 6 June.
I regret that we are unable to offer you a place due to high demand for the course. The maximum number of participants (35) has already enrolled on the course. However, because of the popularity of the course, we plan to hold a repeat session later in the year and will inform you of the new date as soon as it is fixed. In the meantime, we apologise for any inconvenience this may cause. Should any cancellations arise for the workshop on 6 June, we will inform you as soon as possible. Yours sincerely

Unit 13: Lead a meeting

UNIT OBJECTIVES

Table with 2 columns: Skills, Language, Culture at work and their corresponding objectives.

Unit 12 focused on skills used when participating in meetings. This unit builds on those skills. When leading meetings, it is useful to consider the following:

- Controlling the meeting in terms of keeping to the scheduled time and ensuring the desired outcome is achieved
Ensuring the discussion follows the agenda and digressions are avoided
Encouraging participants to contribute to the discussion and keeping potentially dominant speakers under control
Clarifying any unclear issues
Summarising the main points.

Cultural attitudes (relating to both national and organisational culture) may have an impact on:

- The role the chairperson / leader plays and the reaction of the other participants to that person
The pre-meeting organisation, e.g. the circulation of a written agenda
The structure and formality of the meeting
Punctuality within meetings, and length of and frequency of meetings
The post-meeting follow-up, including circulation of written minutes
The amount of socialising / small talk around the meeting.

Some of the above items may also be affected by the type of meeting, e.g. board meeting, AGM, departmental meeting, team update.

What do you think?

Ss start the lesson with their books closed. Draw on the board a spider diagram with meeting at the centre. Write the verb organise at the end of one line coming from the centre and elicit further verbs that collocate with meeting (e.g. have a meeting, hold a meeting, run a meeting, lead a meeting, chair a meeting, attend a meeting, cancel a meeting,

postpone a meeting, bring forward a meeting). Explain that the topic of the lesson is leading a meeting. Ask Ss if they think there are any differences between leading a meeting and chairing a meeting. They are basically the same thing; however, if the verb chair is used, the meeting is likely to be run more formally.)

Now draw on the board another spider diagram or mind map, with Leading a meeting in the centre. Ask Ss to work in small groups and brainstorm ideas as to what this involves. If possible, give each group a large piece of paper (e.g. a flipchart sheet) to note their ideas on in the form of a spider diagram or mind map. One member of the group should note down the ideas and be prepared to report back.

Suggested answers

- An effective leader of a meeting:
makes the objectives and procedure of the meeting clear at the beginning
ensures that everyone has a chance to contribute
asks speakers to give further information if necessary
clarifies anything that is not clear
ensures that speakers stay on track
does not allow any one person to dominate at the expense of others
summarises key points and action to be taken.

Task 1

Before asking Ss to report back, ask them to open their books and look at the phrases on page 62. Then ask one member of each group to report back to the rest of the class, sharing the ideas that they noted down.



Analysis, Task 1

Allow Ss to reflect individually then open up a group discussion. Link discussion of the role of a leader of a meeting with a focus on the skill of summarising. The leader of a meeting often nominates someone to take minutes and to report what has been said. However, the leader often has to summarise issues throughout the meeting; he / she also usually summarises key points at the end of the meeting and action to be taken. Explain that when we are reporting what has been said, we are usually interested in the overall meaning rather than the specific words that have been said.

Optional activity

Photocopiable resource 13.1 (page 182)

Do this activity if you feel Ss need more help with summarising and reported speech. Ss work in pairs. Photocopy and distribute a set of cards to each pair. Ss match pairs of cards (direct speech and a report of what was said). Check Ss' answers. Focus on the reporting verbs used, elicit any others and, if necessary, practise the grammatical structures. (See Grammar reference on page 97.)

-  Skills book, Grammar reference: Reported speech, page 97
-  Skills book, Good business practice, Meetings, Leading a meeting, page 79

Listening

Explain that Ss are going to listen to extracts from a meeting about where to hold the next sales team meeting. They are going to focus on what the leader does in each extract. Ask Ss to predict a possible order for the actions on page 63 and to suggest the language that the leader might use. Ss then listen and write the number of the extract next to each action. Check Ss' answers and discuss the language used for each action.

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

What do you say?

Ss now have the chance to focus on language for leading a meeting. Referring back to the list in the Listening exercise, Ss match the phrases. Elicit any additional phrases that Ss now for each function. Practise the pronunciation of the phrases if required.

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

Other possible phrases to match the functions

- a That's not part of today's agenda, I think we're getting sidetracked
- b So, am I correct in thinking you mean ...?
- c Go on, Could you expand on that?
- d Right then, to summarise, ...
- e Margaret, would you like to say something here?
- f Joakim, could you let Paola say something?

Task 2

Ss now have the chance to practise leading a mini-meeting, using some of the functional language from the previous activities. Divide the class into small groups and refer Ss to the topics. Check comprehension. Alternatively, you may wish to suggest other, more relevant topics for pre-experience

Ss. Ss then hold mini-meetings, taking it in turn to be leader. If time is short, those who summarised in Task 1 need not do it again here. Some Ss will also get a chance to be leaders in Task 3. If equipment is available, you may want to audio or video record for self / peer correction. Otherwise, take notes yourself in preparation for the feedback session.

Optional activity

Photocopiable resource 13.2 (page 182)

In order to encourage the meeting leader to practise the range of skills required, give role cards to the participants. Ss work in groups of no more than five. Photocopy and give a card to each participant in the mini meetings in Task 2. The meeting participants should do as the card says and the meeting leader should respond appropriately. Monitor the mini-meetings and give feedback.

Culture at work

Ask Ss whether they have experience of attending or leading meetings in different countries and cultures. If so, ask what they experienced in terms of punctuality, agenda and organisation? If Ss do not have any experience, ask for their ideas on how attitudes to these three areas could vary. Refer Ss to the table on page 64 and elicit any additional reactions to the information. Then ask Ss to complete their own culture profile about attitudes to interruptions on page 82. (Ss identify and mark with a cross where they believe their culture is situated on the line ranging from One task at a time to Several tasks at once. 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

By now, you will have established how meetings are run in the Ss' countries. You might want to focus on what this means in terms of specific language. Ask Ss what their reaction would be if they were chairing / leading a meeting in each of the following scenarios. What would they say?

- 1 You are halfway through a meeting and a participant arrives late. What do you say?
- 2 A participant has started to discuss a point which is not on the agenda. What do you say?
- 3 A participant's mobile phone rings during the meeting and he excuses himself in order to take the call. What do you say?
- 4 One of the participants has a tendency to dominate. She has just started speaking and you notice other participants looking unhappy. What do you say?
- 5 Discussion about one agenda item has led into discussion of three agenda items. What do you say?

Task 3

Explain that Ss are now going to take part in mini-meetings in which they will express their own views (rather than follow given roles). Refer Ss to the situations on page 65 (alternatively you, or the Ss, could suggest other topics) and appoint a leader for each situation. Ensure that all Ss have had a chance to lead a meeting by the end of the lesson. Instead of doing all four scenarios, you may prefer to focus on a few scenarios only, allowing Ss to spend longer on them. Monitor the mini-meetings and take notes for use during feedback. You may wish to audio or video record the meetings to enable self / peer correction.


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, Part 5

-  CD-Rom

Unit 14: Conclude a presentation

UNIT OBJECTIVES

- Skills:** Make a strong conclusion
Ask questions
Deal with questions
- Language:** Questions
- Culture at work:** Attitudes to critical questions

Units 3, 6 and 8 looked at skills needed when giving a presentation. This unit builds on those skills. (Units 3, 8 and 14 of the Coursebook also focus on presentations.) When concluding a presentation, it is useful to consider the following:

- Summarising the main points
- Finishing on a strong note and a good final sentence
- Thanking the audience for their attention
- Inviting questions if they have not been asked during the presentation
- Dealing with questions effectively.


Cultural attitudes may affect:

- whether questions are asked, and at what stage
- the way in which questions are formulated (direct vs. less direct)
- the kind of answer given (direct vs. vague response).

What do you think?

Start the lesson with Ss' books closed. Introduce the topic of the lesson: concluding a presentation. Ask Ss what they think makes a strong end to a presentation. Collate ideas on the board and elicit a sample phrase for each strategy. Then refer Ss to the list of strategies and phrases on page 66. Ss match the tips on ending a presentation with the appropriate phrases. In pairs Ss decide which are effective ways of ending a presentation. Elicit the answers and give feedback.

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

 Skills book, Good business practice, Presentations, Ending a presentation, page 77

Listening 1

Explain that Ss are going to listen to the last part of a presentation. Introduce the situation on page 66 about whether to outsource distribution or build a warehouse. Ask Ss to listen for gist as they listen for the first time (without

looking at the questions on page 66). Which option does the speaker propose and why? (The speaker proposes that the company builds its own warehouse in order to save money and enable more efficient deliveries.) Then refer Ss to the questions on page 66. Play the CD again and Ss answer the questions. You may need to play the CD several times, or stop after the relevant section to allow Ss to write the phrases used. Note that some of the phrases that Ss should write down are the same as in the previous exercise. Give Ss feedback on their answers. Elicit any other phrases Ss can think of to conclude a presentation. Ensure that Ss can pronounce the phrases correctly as they will need them in Task 1. The *Good business practice* section suggests that Ss should prepare the final sentence of a talk beforehand – so focus on the pronunciation of the final sentence. (See Language focus below.) Point out that the stressed words in the final sentence are in bold in the audioscript.

- The steps included in the listening are:
Summarise the main points (6)
Make a strong final statement (2)
Thank the audience for listening (4)
Ask for questions (3)
- a So to sum up
b We've looked at two main points
c As we have seen
- a The main conclusion is that the new warehouse should be built as soon as possible
b My conclusion is, therefore, that ...
c The final sentence of the body of the presentation begins: Then we can have the benefits of ...

Language focus: Ending a presentation

It is important to end a presentation strongly. This can be done by stressing the key words in the final sentence of the body of the presentation.

Then we can have the benefits of greater cost savings and greater efficiency in the future.

It is also important to ensure that your intonation falls strongly to signal the end. (Otherwise, the audience may be unsure whether the presentation has finished.) In the following example, the final stress is on the middle syllable of *attention*; the intonation should drop sharply following this final stressed syllable.

*Thank you for your **attention**.*

Task 1

Ss will now practise ending a presentation. Refer Ss to the situation on page 67 and to the table showing information about the two potential warehouse sites. Ensure Ss understand (e.g. *brownfield vs. greenfield*).

Step 1: Divide the class into pairs, A and B. Ss read the role information carefully and prepare their summary and conclusion individually. Monitor and help as necessary.

Step 2: In their pairs, Ss present their case to their partner. You may also want one or two Ss to present to the whole class.

Suggested answer (Site A)

So to sum up ...

We've compared Site A and Site B, looking at four main areas: the type of site (brownfield or greenfield), road access, proximity to the factory, and the cost of land. As we've seen, Site A is only three kilometres from the factory (as opposed to 35 kilometres for Site B); and it will cost only €500,000 (€300,000 less than Site B). My conclusion is, therefore, that we select Site A. Then we can have the benefits of lower cost and closer proximity to the factory. I think that's all I have to say. Thank you for your attention ... Any questions? (The same structure could be used for Site B; the facts would need to be changed.)

Analysis, Task 1

Allow Ss to reflect individually then open up a group discussion. Provide a model if you think it would be useful.

Listening 2

Ss now have the chance to consider strategies for asking and dealing with questions at the end of a presentation. Explain that Ss will hear the question and answer session following the end of the presentation in Listening 1. Can Ss predict any questions that might be asked? Ss listen globally to see if they were correct. Then refer Ss to the questions on page 67 and Ss listen again, this time in more detail. You may need to play the CD several times, especially to allow Ss to note down what is said. Give feedback on Ss' answers.

1 The four questions are:

- Question 1:** Building a warehouse is a big investment. Can you please explain how we're going to manage it?
- Question 2:** Surely it's too risky. What if there's a drop in sales?
- Question 3:** So what are the sales projections for the next five years?
- Question 4:** You say that the cost of maintaining a warehouse would be low. Can you give us a full breakdown of running costs please?

- 2 a 3 b 1 c 2 d 4

3 The presenter deals with the problems in the following ways:

Problem a: The presenter cannot answer now but offers to find out the information (I'm afraid I don't have that information here, but I can find out for you)

Problem b: The presenter asks for clarification (Sorry – are you asking about financing?)

Problem c: The presenter accepts the validity of the question before responding (That's a good question. But ...)

Problem d: The presenter says he will deal with the question at another time (Sorry, I don't think we have time to go into that now, but we'll be discussing the details at our next meeting)

Language focus:

Questions following a presentation

Effective questions following a presentation are often split into two stages and are usually linked directly to what the presenter said. There are a number of ways of linking back to the presentation:

Quotation from the presentation + question

You say that the cost of maintaining a warehouse would be low. Can you give us a full breakdown of costs?

Comment about what was said in the presentation + question

Building a warehouse is a big investment. Can you please explain how we're going to manage it?

So + question

So what are the sales projections for the next five years?

It is also common to split questions into two stages even when not referring directly to the presentation.

Polite (indirect) general question + specific question

Would you mind telling us a bit about the financing of this project? Where exactly is the money coming from?

Task 2

Before starting Task 2, ensure Ss feel confident about asking questions. See the Grammar reference on page 86 for a reminder on the formation of questions if necessary. Also refer to the practice of asking two-stage questions following a presentation (see Language focus above.)

Step 1: Divide the class into pairs or small groups so that As from Task 1 are working together, as are Bs. Ss prepare questions as a follow-up to the other person's presentation

Unit 15: Celebrate success

UNIT OBJECTIVES

Skills:	Conclude a deal Review achievement Celebrate the conclusion
Language:	Past modals
Culture at work:	Giving praise

This activity integrates practice of language to celebrate a deal (following a successful negotiation) with practice of language for saying goodbye at the end of the course. If you do not plan to use it in one of the final lessons of the course, you may wish to adapt some of the activities.


At the end of a deal, it is useful to consider the following:


- Summarising what has been agreed to avoid any misunderstanding
- Signing the agreement
- Celebrating closure of the deal.

Cultural attitudes may have an impact on:

- whether a written summary / agreement is needed in addition to or in place of a verbal agreement
- the idea of what a celebration entails, e.g. some people will drink champagne; some people do not drink alcohol
- whether a toast of thanks or good wishes is commonplace and its level of formality
- the location of the celebration, e.g. in the workplace or in a business associate's home
- the form of farewell, e.g. shaking hands, bowing.

(Negotiating skills were introduced in Unit 11. You may choose to use the negotiation practice from this unit without working through the complete unit.)

 Skills book, Unit 11, page 52

 Teacher's book, page 157

Task 1

Introduce the topic of the lesson: celebrating success. In fact, this lesson focuses on two types of success: success in a deal and success at the end of a course. The first part of the lesson will focus on success in a deal. In order to be able to celebrate, one needs to have concluded a deal successfully. Ss have the chance to do this in Task 1. The idea is for Ss to be

able to reach a position where they can use one of the phrases on page 70. Ask Ss to look at both situations. They will work in groups of four. Two Ss will negotiate a deal for Situation 1, observed by the other two Ss. They will then exchange roles for Situation 2. Point out what the observers should be looking for when observing the negotiations.

Situation 1: Check that Ss understand key vocabulary in Situation 1 and teach additional vocabulary that you think may be useful, e.g. *product life span, fixed price, fee, lump sum, income from sales, share of profits, royalties*. Check that Ss realise that K stands for thousand, i.e. €200K = €200,000 and that if they break down the figures, we are talking about a profit per unit sold of €20. Ss have only a short time to prepare. Nevertheless, remind them that when negotiating, they need to think about their overall objectives first and to break these down into potential 'negotiables', i.e. items they can negotiate over to make up the whole package. Once they have identified possible negotiables, they need to think of what this means in terms of what they will ask for and what they will accept. Ss can negotiate a combination of options – or any other solution they find appropriate. Ss role-play in pairs, observed by the other Ss in their group. Take notes yourself so that you can also give feedback later in Task 2.

Situation 2: Check that Ss understand key vocabulary in Situation 2 and teach additional vocabulary that you think may be useful. Check that Ss realise if they break down the figures, we could be talking about the following: 30 hours = €9,000, 45 hours = €13,500, 50 hours = €15,000 – but the company has a budget of only €12,000. Ensure that Ss are aware that if the consultant is paid on the basis of hours worked only, a large number of hours may be accumulated but the work done may not be what the company wants. Ss may therefore want to consider an agreement also based on deliverables (i.e. achievement of concrete items which are 'delivered'). The procedure for the negotiation is as above.

Before Ss start the negotiation, you may wish to review the use of gerunds in negotiations (see Language focus on the next page)

There are no correct answers. The objective is to reach a deal which is acceptable to both parties.


listed on page 68. Then Ss look at page 68 and match each method the problem with a response. Give feedback and ensure Ss practise saying the phrases correctly.

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

[icon] Skills book, Good business practice, Presentations, Dealing with questions, page 77

Culture at work

Before the lesson, write the items from the table on page 69 on separate cards or pieces of paper. Ss work with books closed. Introduce the concept that critical questions can be insulting in some countries. Give out a set of cards to each small group of Ss. Ask Ss to group into the cards into two sets: *Criticism is acceptable* and *Criticism is insulting*. Ss look at the table on page 69 to check their answers. Elicit any reactions / experiences and generate a discussion. Ask the Ss about where they think their own culture fits. Then ask Ss to complete their own culture profile about attitudes to critical questions on page 82. (Ss identify and mark with a cross where they believe their culture is situated on the line ranging from Criticism is acceptable to Criticism is insulting.) Ask Ss how they would deal with questions in presentations when doing business with a culture that is different in this respect? One option is to ask questions in private rather than at a public presentation. Another option is to ask open questions that allow the presenter to respond in the level of detail that he / she feels appropriate.

 Skills book, Culture profile, page 82

Task 3

Ss now have the opportunity to put everything together, using strategies and language for asking and dealing with questions. Ss work in the same pairs as for Task 1. Ask each S to read the appropriate additional information on pages 99 and 101. Ss then ask and answer the questions prepared in Task 2, using the additional information. Monitor and take notes for feedback.

Analysis, Task 3

Allow Ss a few minutes to reflect on the questions individually, then start a group discussion.

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, Part 5

 CD-Rom

Conclusion from Task 1. Ss prepare six questions based on the points listed on page 68. You may want to brainstorm some ideas with the class as a whole first. Remind Ss to refer back to the speaker's presentation when asking questions so that the relevance of the questions is clear.

Step 2: Ss compare their prepared questions with other Ss. Ask Ss to read to the rest of the class their most challenging questions. Ss will have the opportunity to ask and get a response to their questions in Task 3.


Suggested answers

- 1 Do you mind if I ask about recruitment? How easy will it be to find appropriately skilled employees to work at Site A?
- 2 In your presentation, you proposed that we select Site A, the brownfield site previously occupied by a chemical plant. Surely the site will suffer from environmental problems. Can you clarify this and explain how you plan to deal with any such problems?
- 3 So what are the company's plans for providing adequate security?
- 4 I don't think the plan is for our company to occupy the whole industrial zone. Do you know if the government has any plans for other development in the area?
- 5 You said that Site A is only three kilometres from our factory. Does this mean that transport costs will be lower than for site B (bearing in mind that Site B has easy access to the motorway network)?
- 6 You made the point that the cost of land is €300,000 lower for Site A than for Site B. What about other costs associated with the site?

Optional activity

Photocopiable resource 14.1 (page 183)

To provide more practice on asking two-part questions, photocopy and distribute to each S the worksheet on page 183. Ss produce questions that could be asked at the end of a presentation, using the prompts. Ss may work in pairs or small groups if they prefer. Elicit a few examples first to ensure Ss understand the task. Monitor and give feedback.

 Skills book, Grammar reference: Questions, page 86

What do you say?

Ss are now going to focus on dealing with questions, particularly problematic questions. Ss work with books closed. Write on the board: *Problems when dealing with questions* and elicit potential problems, e.g. you did not hear the question, you do not know the answer. Write the problems on the board and ask Ss to think of ways of dealing with and / or responding to each problem? Try to cover those points

Optional activity**Photocopiable resource 15.1 (page 184)**

You may want to extend the planning phase of the negotiation. If so, give each S a copy of the negotiation planning sheet. Ss work in small groups (As together and Bs together) to plan. Ss make notes on the sheet to help them focus on what they are aiming to achieve, what they think their partner may be aiming to achieve, and also some useful phrases.

Use of the gerund in negotiations

We use the gerund after prepositions and following certain verbs. The gerund is used in the following aspects of negotiations.

Asking questions

How much are you thinking of charging?
Would you consider accepting a lower figure?

Making proposals

We suggest fixing a flat rate.

Pointing out benefits

That way, we could save money by ordering less frequently.
That'd mean making fewer deliveries.

Task 2

Explain that the observers are now going to give their feedback verbally. To do so, refer Ss to the phrases on page 71 and elicit other phrases for giving feedback about past events. Encourage Ss to give constructive feedback and draw their attention to the effect of saying *you might have / you could have* as opposed to *you should have* (see Language focus below). Review the use and form of past modals and Conditional 3 if necessary. Ask observers to give feedback in small groups to those they observed. Then ask observers to summarise for the whole class. Ask each observer to report their three most important pieces of feedback. Give feedback on the observers' use of language.

Language focus: Giving feedback

We often use past modal forms or Conditional 3 when reviewing achievement or giving feedback (praise or criticism):

You shouldn't have said exactly what you were prepared to accept at such an early stage in the negotiation.
If you'd tried to look at things from their point of view too, you would have been able to reach an agreement more quickly.

However, we can sound very negative when we use *should*. It is often more constructive to use *might* or *could*.

It might have been better to ask more questions in order to find out what was important to the other party.
Perhaps you could have been more flexible.

Skills book, Grammar reference: Conditional type 3 and past modal forms, page 90

Culture at work

Ask Ss for instances of when they received praise, in a work or non-work situation, or of when someone they know received praise. What achievement was praised? Was praise given to the person alone, or to the whole class / team / department? How was the praise given? Verbally / in writing / through a financial reward? How did they feel when praised (e.g. pleased or embarrassed)? How do they think the other people involved felt? Refer Ss to page 71. 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? How did this make them feel? Then ask Ss to complete their own culture profile about giving praise on page 82. (Ss identify and mark with a cross where they believe their culture is situated on the line ranging from Individual praise to Group praise. 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 think? 1 2

A lot of attention tends to be given to planning and the earlier stages of a deal. It is also important to ensure that the deal is concluded well. All parties need to be clear what has been agreed and what needs to be done before any celebrations start. Refer Ss to page 72. Ss individually read the list and tick the things in the appropriate boxes. Open up to a group discussion.

There are no particular right or wrong answers; practice may vary according to culture. Normally, however, it is important to do the following before any celebrations start in order to ensure that the deal has been firmly concluded:

- Summarise verbally to ensure that any misunderstandings are identified before proceeding to the next stage
- Prepare a written version of what has been agreed for both parties to agree on (this does not need to be in the form of minutes; nor does it need to be a legal agreement yet; the purpose is to check agreement before proceeding to a legal agreement)
- Both parties sign a formal agreement.

Skills book, Good business practice, Negotiating, Concluding a negotiation, page 81

Listening

Ss are now going to listen to the end of a negotiation similar to the first situation in Task 1. Ss read the scenario on page 72. Before Ss look at the questions, ask them to listen globally and to notice anything that suggests the deal was successful (language such as *excellent, we've agreed, that sounds really good*). Then ask Ss to listen a second time and to note down what has actually been agreed. *What does Jon agree to do? What does Daniel's company agree to do? What are the benefits for Jon? And the benefits for Daniel's company?* Ss then read the questions on page 72 and listen again to answer them. Elicit Ss' answers and give feedback. Elicit any other ways Ss know to express pleasure at a successful deal and to refer to future business relations. Ensure Ss are comfortable with the pronunciation and grammatical forms of such phrases.

- The agreement is summarised verbally first. (The parties are ready to celebrate at this point.) The agreement will be finalised in writing and a copy will be sent to Jon by courier as soon as possible. The agreement will then be signed by both parties at a meeting next week.
- By going to a restaurant and drinking champagne
- Jon:** I'd just like to say that I'm really pleased we've got a deal, and I think the venture is going to be a great success for both of us.
Daniel: We're very pleased to be working with you. I'm sure we're going to have a long and profitable relationship!

What do you say?

Now that a successful deal has been concluded, Ss may need to know phrases to thank, praise, show appreciation, toast and offer good wishes. Ss match each function with two phrases. Give feedback, ensuring Ss are happy with the pronunciation of the phrases. You may need to practise the intonation to ensure the correct positive message is communicated. Sounding positive normally involves intonation that falls from a peak on the final main stressed syllable; the speaker can sound more positive by pushing the peak higher before the intonation falls.

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

Task 3

This activity integrates practice of language to celebrate a deal with practice of language for saying goodbye at the end of the course. The focus now shifts to Ss expressing their own thoughts at the end of their course.

Part 1: Ensure that Ss know the collocation *to propose a toast*. Remind Ss of the language for proposing a toast from the previous exercise (*I'd like to propose a toast to ... or Here's to ...*). Ss work individually and prepare a toast to something appropriate at the end of the course. Ss check what they have prepared with a partner. If appropriate, supply Ss with glasses (e.g. filled with water) and set an example by proposing the first toast, e.g. *Here's to everyone in this class. I've enjoyed working with you all and wish you the very best as you return to work and continue using English*. Ss then take turns to stand up and propose their toasts. Welcome the sentiments of the toast and perhaps discreetly reformulate what Ss say, if necessary – but do not focus on correction at this stage.

Part 2: Provide a model of saying goodbye divided into three stages. Suggest that Ss might want to add extra details at stage 2, as in the following example.

1 Say goodbye: *Well, goodbye, Peter.*

2 Say something positive about the past or present: *It's been really great working with you. I've particularly enjoyed watching you take part so enthusiastically in role-plays and simulations.*

3 Make reference to the future: *I hope everything goes really well for you when you start your new job.*

Encourage Ss to address everyone in the class. However, if it is difficult to walk around the room, Ss may find it easier to turn in their seats and speak to those nearest. At the end of the activity, do not focus on correction. Instead, give your best wishes for Ss' future and for their future English studies. You may wish to suggest how Ss can continue learning.

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.

Teacher's book, Negotiation planner, page 184

Video, Part 5

CD-Rom

Writing 5: Minutes

UNIT OBJECTIVES

Skills:	Start and end minutes Record decisions and action points
Language:	Passives

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? 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.

What do you think?

Introduce the topic of the session: writing minutes (formal and informal). 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 (decisions and action points). Ask Ss whether they often 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. Ensure there are examples of formal and informal minutes. Refer Ss to page 74 and explain the layout. The page shows four stages of the minutes of a meeting (headlines, who was at the meeting, first agenda point, ending). Within each stage there is a formal and an informal example, each identified by a box. Ss decide which example in each pair is formal (F) and which is informal (I) and write *F* or *I* in the box. During feedback, ask Ss to provide specific examples of formal and informal style.

Headlines: First example I. Second example F.

Who was at the meeting: First example I. Second example F (Names and titles of those present are given. The names of people unable to attend are introduced using the typical formal phrase *Apologies were received from ...*).

First agenda point: First example F (The minutes of the previous meeting were officially approved. The meeting has an official Chair). Second example I.

Ending: First example I (The style of the minutes is brief and almost note form. Action is listed using the following note form: *JD to send a memo before the next meeting.*) Second example F (The passive and formal language, e.g. *enquired*, are used).

What do you write? 1

Explain that a key function of minutes is to record decisions and action points. Refer Ss to the two extracts which record decisions and action points about the same situation. Check Ss understand the situation. Ask Ss to underline the words in the formal version that are omitted in the informal one and to notice the difference between the two versions. Give feedback. Since Ss may well have to write both styles of minutes, they need to feel confident using passives. Review the use and form of passives, referring Ss to page 91. (See also Language focus on the next page.)

The two versions are each divided into three sections: 1 title, 2 decision, 3 action.

- 1 The titles are written slightly differently.
- 2 In the part where the decision is recorded, the underlined words are omitted in the informal version:

As our existing stationery supplier can no longer deliver in our area, it was agreed that we need to identify a new supplier before the end of January.

- The informal version: uses short sentences instead of longer sentences with linking words
 - omits the passive to describe what was agreed
 - uses a type of note form, omitting articles (*the*).
- 3 In the part where action is recorded, three separate bits of information from the formal minutes are combined in one short phrase. The formal version uses the passive (*A decision will be taken at the next meeting*) whereas the informal version uses a short simple phrase (*Duncan to get three quotes by 20th*) NB: This short phrase includes three important pieces of information about the action to be taken: What action? Who will take it? When by?

Skills book, Grammar reference, Passives, page 91

Language focus:

Passives in formal minutes of meeting

The passive is often used in formal minutes of meetings. This is 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.

What do you write? 2

Ss are now going to record some decisions and action points. Ask Ss to read the extract from the minutes. Check comprehension by asking questions. Divide the class into two and ask one half to write in a formal style the action points for 2.2 of the minutes and to write in an informal style the action points for 2.3. The other half of the class do the

opposite. Monitor and give feedback, recording any useful points on the board under two headings: *Formal* and *Informal*. You may also want to refer Ss to additional differences between formal and informal writing pointed out in page 142 of the Teacher's book for Writing 2.

Suggested answer

2.2 Travel budget (formal)

In order to plan more effectively, it was agreed that details of proposed business trips would be sent to Maria to be charted and the budget for the final quarter would then be revised by Roger.

Action: Project team members, Maria, Roger

Deadline: 25 September

2.2 Travel budget (informal)

Action:

Details of business trips to be sent to Maria. Maria to chart business trip details. Roger to revise budget for final quarter by 25 September

2.3 Training (formal)

It was agreed that those who have attended training should write a short report on their experience and distribute it to other team members. It was decided that Isabel should be responsible for reminding staff to prepare and distribute their reports.

Action: All staff attending training, Isabel

2.3 Training (informal)

Action: All staff to write short report on training attended. Isabel to remind staff to prepare and distribute reports.

Task 1

Ss now have the chance to write some minutes themselves. They should aim to use the ideas introduced on the last two pages. If Ss did the mini meetings in Unit 13, Ss should write the minutes to those. (You will need to refresh their memories by turning to Task 3 on page 65 and eliciting decisions taken.) If they cannot remember, or did not take part in those meetings, Ss may devise their own scenario, or write minutes for an actual meeting they have attended. Weaker Ss may wish to work in pairs. Ask Ss to 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. Alternatively, ask Ss to write their minutes for homework. Give your feedback on the Ss' writing. You may want to use the Writing preparation framework and the Writing feedback framework on pages 188 and 189.

Skills book, Unit 13, page 65

- Style guide, Minutes, page 24
- Teacher's book, Writing preparation framework, page 188
- Teacher's book, Writing feedback framework, page 189
- Teacher's book, page 49 and 142

Photocopiable resource 1.1: Card activity (talking about your job)

Photocopiable resource 1.2: Card activity (present tenses)

Set 1

Regular events	Facts	Events happening now	Temporary situations
They're not attending this meeting.	Are you enjoying this seminar?	I don't work in a team.	How often do you visit your clients?
My company provides financial advice to clients.	We're working on a project to improve customer relations.	We meet every Tuesday.	Are you offering discounts this month?
I'm working at Head Office this week.	They don't usually reply to emails straight away.	He's not travelling so much while his health's not good.	Who does she report to?

Set 2

Verbs of opinion / feeling	Verbs of the senses	Verbs of ownership
taste	understand	prefer
want	belong	like
think	mean	smell
hear	feel	
see	have	

Company:
Medi4us (pharmaceutical company)

Company:
Wiselnsure (insurance company)

Company:
Speeditrans (distribution company)

Job:
Sales rep (involves visiting hospitals and doctors' surgeries, promoting new drugs)

Job:
Head of HR (involves recruitment, appraisals, staff discipline and development)

Job:
Secretary (responsible for dealing with post [internal and external], answering the telephone, receiving visitors)

Current activities:
Discussing new migraine tablets with the Ministry of Health

Current activities:
Developing and testing a new appraisal system

Current activities:
Organising a conference for overseas clients

Company:
Merlon Printing

Company:
Computing Consult plc

Company:
Xpo Bank

Job:
Security guard (involves checking the warehouse is secure at night, monitoring people entering and leaving the premises)

Job:
Trainer (responsible for running IT training courses to external companies)

Job:
Branch Manager (contact with head office, in charge of 30 staff, responsible for customer satisfaction)

Current activities:
Introducing an electronic card entry system

Current activities:
Producing an online course to support face-to-face seminars

Current activities:
Doing a client survey (face-to-face and online)

Photocopiable resource 2.1: Planning for a deadline

Task:	Deadline:
1	
2	
3	
4	
5	

Photocopiable resource 4.1: Present perfect / past simple questionnaire

What and when?

- Have you ever attended an international meeting?
 - If so, when did you attend it?
 - Where was it?
 - Did you notice any cultural differences? Give details.
- Have you ever worked with someone from a different culture (a client, a colleague, a supplier etc.)?
 - If so, when did you work with them?
 - Who was it with?
 - Did you notice any cultural differences? Give details.
- Have you ever met someone from a different culture in a social situation (on holiday, in a restaurant, at the airport etc.)?
 - If so, when did you meet them?
 - Where did you meet them?
 - Did you notice any cultural differences? Give details.

Photocopiable resource 6.1: Card activity (comparatives and superlatives)

Giving a presentation isn't as easy	than a BMW 6.	Renting offices in the suburbs is cheaper	as talking to friends.
Although this mobile phone is small, it is heavier	than today.	A Renault Clio is less powerful	expensive models are not always the best.
Planning ahead is more effective	the heaviest?	We hope that the weather will be better	largest share of the market.
Which model is	than the other model.	The most	option available to us.
This is the best	than being in the city centre.	This chart shows that camera phones have the	than trouble-shooting.

Photocopiable resource 7.1: Tentative suggestions

Tentative suggestions:

- if / we / invest / more in advertising / we / increase / sales
- it / be / a good idea / if / you / not / mention / your concerns
- what if / we / reconsider / the price?
- perhaps / we / wait / for your colleague to return
- one possibility / be / bring forward / the delivery date
- I / not / suppose / I / discuss / the idea / with my team first?
- they / accept / the offer / if / you / deliver / free of charge
- we / be / able to / start / work / straight away / if / we / agree / on / a letter of intent

Photocopiable resource 8.1: Card activity (language of change)

to increase	to rise	to fall	to decrease
to go up	to drop	an increase	a rise
a fall	a decrease	a drop	sharply
slightly	steadily	to stay at the same level	sudden
dramatic	to fluctuate	a fluctuation	gradual
sharp	slight	steady	to remain constant
suddenly	dramatically	gradually	

Photocopiable resource 9.1: Domino card activity (questions)

your company export?	Where do you	about your staff?	How
you?	Do you mind	live?	And
isn't it?	How long	have you worked for IBM?	You'll give my regards
to Sue, won't you?	Would you	if I ask what the standard of living is like?	It's an interesting conference
mind if I spoke to your boss?	What	did you get here?	Does

Photocopiable resource 9.2: Card activity (socialising)

<p>Situation 1: A</p> <ul style="list-style-type: none"> You only just made it to the meeting in time yourself – traffic was terrible. You'd like to be able to travel by train but it's not convenient. You have to take the children to school before coming to work. 	<p>Situation 2: A</p> <ul style="list-style-type: none"> You like the look of the restaurant – it is light and modern. You haven't been before. You are impressed with the choice on the menu – you've chosen salmon. 	<p>Situation 3: A</p> <ul style="list-style-type: none"> You think the meeting was very productive. You hope the finance department agrees to the budget. You have a tram to catch in a few minutes.
<p>Situation 1: B</p> <ul style="list-style-type: none"> You came by train this morning – there were no problems. You like travelling by train as you can read or do some work. Your children are older and have left home. 	<p>Situation 2: B</p> <ul style="list-style-type: none"> You find the staff at the restaurant very helpful. You've been before – you came a few months ago. The menu has been changed since you last came – they now do more fish dishes. 	<p>Situation 3: B</p> <ul style="list-style-type: none"> You feel everyone contributed to the meeting. You are confident the budget is fine. Your friend is collecting you as you are going out this evening.

Photocopiable resource 11.1: Card activity (gerund or infinitive)

Gerund	Infinitive	before	after	without
look forward to	it's no good	consider	postpone	risk
suggest	it's easy	it's important	agree	aim
decide	advise	like	prefer	recommend
remember	avoid	afford	promise	how about

Photocopiable resource 13.1: Card activity (reported speech)

Jacques stressed the importance of good design.	"I can't emphasise enough how important good design is."	Gina raised the question of reliability.	"Could you possibly let us have your comments?"
Tina suggested mailing all the customers.	"Yes, we need to offer more training." "I'd go along with that." "Me too."	The technical department warned us to use safety procedures.	"Have you thought about the fact that employing a local workforce will be expensive."
Hannah promised to keep everyone informed.	"I'll let you all know what the developments are."	"Just how reliable is it?"	"If you don't use the specified safety procedures, you'll be liable for damage."
The Board has asked us to report back with our comments.	We've considered postponing the project.	We've agreed to hold monthly meetings.	"How about putting the project back to the autumn?" "Hmmm, it might solve the issue – we need to get some more facts before we decide."
Mr Jackson pointed out that local labour would be expensive.	"How about mailing all the customers?"	Everyone agreed that more training was needed.	"OK, motion passed – our meetings will now take place every month."

Photocopiable resource 13.2: Card activity (meeting)

You have lots of ideas but they're not on the agenda. Digress and talk about something else.	You can't wait for everyone to finish speaking. Interrupt everyone at least once.	You're not very good at saying what you mean. Speak in a complicated way.	You don't have much to say.
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Photocopiable resource 14.1: Questions following a presentation

Link to presentation	+	Request for information
Quotation e.g. You say that 1 2		Question Can you give us, please?
Comment about what was said	+	Question
e.g. ... is going to be risky. 1 2		Can you please explain how the company is going to ...?
So, ...	+	Question
e.g. So, 1 2		why did the company decide to ...?
Polite general question	+	Specific question
e.g. Would you mind telling us a bit more about ...? 1 2		Where exactly ...?

Photocopiable resource 15.1: Negotiation planner

	Objectives	Negotiables	Proposal	Minimum acceptable	Deal agreed
My planning					
What the other party may plan					
Useful phrases	If you..., then I could accept ... Provided you ..., then I ... I can agree to ... on the understanding that you ...				

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.

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			

Presentation feedback framework

Student:		Date:	
Title of presentation:			
Content			
<ul style="list-style-type: none"> • Purpose? • Interest? • Appropriateness? 			
Structure			
<ul style="list-style-type: none"> • Structure? • Organisation? • Signposting? • Linking? 			
Grammar			
<ul style="list-style-type: none"> • Accuracy? • Appropriateness? 			
Vocabulary			
<ul style="list-style-type: none"> • Accuracy? • Appropriateness? • Pronunciation? 			
Delivery			
<ul style="list-style-type: none"> • Pronunciation? • Chunking? • Projection? • Eye contact? • Body language? • Communication? 			
Other comments			

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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Formal / informal / neutral style? • Tone? 			
Useful phrases			
Checks Have I checked my writing for: <ul style="list-style-type: none"> • logical structure? • clarity of ideas? • accuracy of language? 			

Writing feedback framework

Student:		Date:	
Lesson focus:			
Planning <ul style="list-style-type: none"> • Clarity of purpose? • Achievement of objectives? • Appropriateness for target reader? 			
Layout <ul style="list-style-type: none"> • Appropriateness of layout? e.g. formal / informal letter / report / memo • Clarity of layout? (paragraphs, headings, white space, bullets) 			
Organisation and clarity <ul style="list-style-type: none"> • Clear points? • Organisation? • Support for main points? • Sentence length? • Conciseness? • Linking of ideas? 			
Language <ul style="list-style-type: none"> • Accuracy? • Range? • Appropriateness? (formality / tone) 			
Other comments			

Skills feedback framework

Student: _____		Date: _____	
Skill (circle as appropriate): Socialising / Meeting / Negotiating / Telephoning Other (please specify) _____			
Communication <ul style="list-style-type: none"> • Task achievement? • Comprehension? • Responding? • Checking and clarifying? • Showing interest? • Turn-taking? • Fluency? • Effectiveness? 			
Pronunciation <ul style="list-style-type: none"> • Sounds? • Stress and intonation? • Chunking? 			
Grammar <ul style="list-style-type: none"> • Accuracy? • Range? • Appropriateness? 			
Vocabulary <ul style="list-style-type: none"> • Accuracy? • Range? • Appropriateness? 			
Other comments <ul style="list-style-type: none"> • Cultural awareness? 			

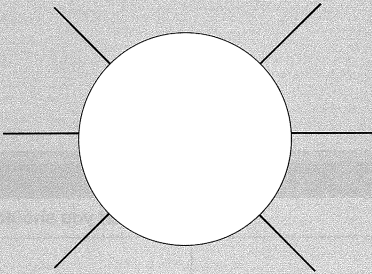
Accuracy feedback sheet

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 _____			

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

