

Teacher's Resource Book

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B2+



Business Partner

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Overview

Business Partner is a flexible course designed for a variety of learners. It is suitable for students with mixed abilities, requirements and interests and for varied class sizes where the common requirement is to learn professional English language and develop key skills for the workplace.

When talking to learners, their reasons for studying business English almost always relate to their employability. Many tertiary students want to maximise their chances of finding a job in an international environment, while in-work professionals want to communicate more effectively in their workplace and improve their future career prospects. Other learners may simply need to study and pass a business English exam in order to complete their overall degree.

In all three cases, teachers need to be able to engage and motivate by providing learning materials which:

- are interesting and relevant to their life experiences.
- match their learning needs and priorities.
- are appropriate for the amount of study time available.

Business Partner has been designed to enable teachers to meet these needs without spending many hours researching their own materials. The content and structure of the course is based on three key concepts: **employability**, **flexibility** and **learner engagement**.

Course aims and key concepts

Employability

Balance between language and business skills training

In order to achieve their employability goals, learners need to improve their knowledge of English language as it is used in the workplace and also develop key skills for the international workplace. *Business Partner* provides this balance.

In addition to building their vocabulary and grammar and developing their writing skills, *Business Partner* trains students in Communication and Business skills. Language being only one aspect of successful communication, students also require an understanding of different business situations and an awareness of different communication styles, especially when working across cultures.

- 'Communication skills' (Lesson 3) provides the soft skills needed in order to work effectively with people whose personality and culture may be different from your own. This includes teamwork, decision-making and influencing skills.
- 'Business skills' (Lesson 4) provides the practical skills needed in different business situations, such as taking part in meetings, presentations and negotiations.

Flexibility

The modular approach means that *Business Partner* can be adapted to suit a variety of teaching requirements from extensive lessons to intensive short courses. In addition to the Coursebook, a wide variety of additional optional activities and resources are provided which can be used to focus on and extend material which is most useful to learners' needs.

Extra activities and extra grammar points

You can extend your lessons or focus in more depth on certain areas by using the large bank of extra activities in MyEnglishLab (clearly signposted for you throughout the Coursebook). These include extra vocabulary and grammar practice exercises for use in class as well as activities which draw attention to useful language in reading texts.

T Teacher's resources: extra activities

These are PDFs in MyEnglishLab that you can download and print or display on-screen.

T Teacher's resources: alternative video and activities

Alternative videos with worksheets are available for some units and are clearly signposted. You can use this in the classroom as an alternative approach to the topic in Lesson 1, depending on your students' needs.

L The summary contains examples of how to order information in sentences. Go to MyEnglishLab for optional grammar work.

Business Partner offers a flexible approach to grammar depending on whether you want to devote a significant amount of time to a grammar topic, or focus on consolidation only when you need to. There is one main grammar point in each unit, presented and practised in Lesson 2.

In addition, the Writing section (Lesson 5) includes a link to an optional second grammar point in MyEnglishLab, where students can watch short video presentations of the grammar points and do interactive activities.

Teacher's Resource Bank: Photocopiables, Writing bank, Reading bank and Functional language bank

You can use these resources as and when needed with your classes. The Photocopiables further activate and practise vocabulary from Lesson 1 and grammar from Lesson 2 as and when needed.

The Reading bank for each unit gives students more reading practice and can be also used for self-study. The activity types reflect those found in a range of business English exams. The Writing bank provides supplementary models of professional communication and the Functional language bank extends useful phrases for a range of business situations.

Learner engagement

Video content: We all use video more and more to communicate and to find out about the world and we have put video at the heart of *Business Partner*. There are two videos in every unit with comprehension and language activities:

- an authentic video package in Lesson 1, based on real-life video clips and interviews suitable for your learners' level of English.
- a dramatised communication skills training video in Lesson 3 which follows characters in an international team as they deal with different professional challenges.

Authentic content: Working with authentic content really helps to engage learners, and teachers can spend many hours searching for suitable material online. *Business Partner* has therefore been built around authentic videos and articles from leading media organisations such as the *Financial Times* and news channels. These offer a wealth of international business information as well as real examples of British, U.S. and non-native-speaker English.

Relevance for learners without work experience: Using business English teaching materials with learners who have little or no work experience can be particularly challenging. *Business Partner* has been carefully designed to work with these students as well as with in-work professionals. In the case of collaborative speaking tasks and roleplays, the situation used will either be:

- one that we can all relate to as customers and consumers; OR
- a choice of situations will be offered including a mix of professional and everyday situations.

Both will allow learners to practise the skill and language presented in the lesson, but in a context that is most relevant to them.

Business workshops: Learners have the opportunity to consolidate and activate the language and skills from the units in eight business workshops at the end of the book. These provide interesting and engaging scenarios where students simulate real-life professional situations such as roleplaying meetings, negotiations or presentations.

Approach to language and skills

Business Partner offers fully integrated skills, including the essential critical-thinking and higher-order thinking skills, which are built into the activities.

Vocabulary and video The main topic vocabulary set is presented and practised in Lesson 1 of each unit, building on vocabulary from the authentic video. Teachers are given lots of opportunities to use the vocabulary in discussions and group tasks, and to tailor the tasks to their classroom situations.

Functional language (such as giving advice, summarising, dealing with objections) supports learners' capability to operate in real workplace situations in English. Three functional language sets are presented and practised in every unit: in Lessons 3, 4 and 5. You will be able to teach the language in group speaking and writing tasks. There is a Functional language bank at the back of this Teacher's Resource Book which students can also find in MyEnglishLab so that they can quickly refer to useful language support when preparing for a business situation, such as a meeting, presentation or interview.

Listening and video The course offers a wide variety of listening activities (based on both video and audio recordings) to help students develop their comprehension skills and to hear target language in context. All of the video and audio material is available in MyEnglishLab and includes a range of British, U.S. and non-native-speaker English. Lessons 1 and 3 are based on video (as described above). In four of the eight units, Lesson 2 is based on audio. In all units, you also work with a significant number of audio recordings in Lesson 4 and the Business workshop.

Grammar The approach to grammar is flexible depending on whether you want to devote a significant amount of time to grammar or to focus on the consolidation of grammar only when you need to. There is one main grammar point in each unit, presented and practised in Lesson 2. There is a link from Lesson 5 to an optional second grammar point in MyEnglishLab – with short video presentations and interactive practice. Both grammar points are supported by the Grammar reference section at the back of the Coursebook (p.118). This provides a summary of meaning and form, with notes on usage or exceptions, and business English examples.

Reading *Business Partner* offers a wealth of authentic texts and articles from a variety of sources, particularly the *Financial Times*. Every unit has a main reading text with comprehension tasks. This appears either in Lesson 2 or in the Business workshop. There is a Reading bank at the back of this Teacher's Resource Book which students can also find in MyEnglishLab and which has a longer reading text for every unit with comprehension activities.

Speaking Collaborative speaking tasks appear at the end of Lessons 1, 3, 4 and the Business workshop in every unit. These tasks encourage students to use the target language and, where relevant, the target skill of the lesson. There are lots of opportunities to personalise these tasks to suit your own classroom situation.

Writing *Business Partner* offers multiple opportunities to practise writing. Lesson 5 in every unit provides a model text and practice in a business writing skill. The course covers a wide range of genres such as reports, proposals, note-taking and emails, and for different purposes, including formal and informal communication, summarising, invitations, replies and project updates. There are also short writing tasks in Lesson 2 which provide controlled practice of the target grammar. There is a Writing bank at the back of this Teacher's Resource Book which students can also find in MyEnglishLab and which provides models of different types of business writing and useful phrases appropriate to their level of English.

Pronunciation Two pronunciation points are presented and practised in every unit. Pronunciation points are linked to the content of the unit – usually to a video or audio presentation or to a grammar point. The pronunciation presentations and activities are at the back of the Coursebook (p.112), with signposts from the relevant lessons. This section also includes an introduction to pronunciation with British and U.S. phonetic charts.

Approach to Communication skills

A key aspect of *Business Partner* is the innovative video-based communication skills training programme.

The aims of the Communications skills lessons are to introduce students to the skills needed to interact successfully in international teams with people who may have different communication styles from them due to culture or personality. Those skills include teamwork, decision-making and influencing.

These lessons are based on videos that provide realistic examples of work situations. This is particularly important for pre-work learners who may not have direct experience of the particular situations they are about to see. In each of these videos, students watch two possible scenarios (Option A and Option B) in which a different communication style is used. These options give students the opportunity to engage in critical viewing of each option and gain awareness of the impact of different communication styles.

Approach to testing and assessment

Business Partner provides a balance of formative and summative assessment. Both types of assessment are important for teachers and learners and have different objectives. Regular review and on-going assessment allow students to evaluate their own progress and encourage them to persevere in their studies. Formal testing offers a more precise value on the progress made on their knowledge and proficiency.

Formative assessment: Each Coursebook lesson is framed by a clear lesson outcome which summarises the learning deliverable. The lesson ends with a self-assessment section which encourages students to reflect on their progress in relation to the lesson outcome and to think about future learning needs. More detailed self-assessment tasks and suggestions for further practice are available in MyEnglishLab. (See also section on the Global Scale of English and the Learning Objectives for Professional English.)

The Coursebook also contains one review page per unit at the back of the book to recycle and revise the key vocabulary, grammar and functional language presented in the unit; they are structured to reflect the modularity of the course.

Summative assessment: Unit tests are provided and activities are clearly labelled to show which section of the unit they are testing to reflect the modular structure of the course. The tests are available in PDF and Word formats so that you can adapt them to suit your purposes. They are also available as interactive tests that you can allocate to your students if you wish to do so.

These Unit tests are based on task types from the major business English exams. There is also an additional LCCI writing task for professional English for every unit. This approach familiarises learners with the format of the exams and gives them practice in the skills needed to pass the exams.

MyEnglishLab also contains extra professional English practice activities. The content and level of the tasks match the Coursebook so they can also be used as additional revision material.

The Global Scale of English

The Global Scale of English (GSE) is a standardised, granular scale from 10 to 90 which measures English language proficiency. The GSE Learning Objectives for Professional English are aligned with the Common European Framework of Reference (CEFR). Unlike the CEFR, which describes proficiency in terms of broad levels, the Global Scale of English identifies what a learner can do at each point on a more granular scale – and within a CEFR level. The scale is designed to motivate learners by demonstrating incremental progress in their language ability. The Global Scale of English forms the backbone for Pearson English course material and assessment.

GSE	10	20	30	40	50	60	70	80	90
CEFR	<A1	A1	A2 ⁺	B1 ⁺	B2 ⁺	C1	C2		
Learn more about the Global Scale of English at english.com/gse									

Business Partner has been written based on these Learning Objectives, which ensure appropriate scaffolding and measurable progress. Each Lesson outcome in each lesson in the Coursebook encapsulates a number of specific Learning Objectives which are listed in this Teacher's Resource Book in the Teacher's notes. These Learning Objectives are also listed in the self-assessment sheets available to students in MyEnglishLab. (See also Formative assessment above in Approach to testing and assessment.)

Course structure

Business Partner is an eight-level course based on the Global Scale of English (GSE) and representing the CEFR levels: A1, A2, A2+, B1, B1+, B2, B2+, C1.

	For the teacher	For the student
print	Teacher's Resource Book with MyEnglishLab	Coursebook with Digital Resources Workbook
blended	Pearson English Portal	Coursebook with MyEnglishLab

Business Partner is a fully hybrid course with two digital dimensions that students and teachers can choose from. MyEnglishLab is the digital component that is integrated with the book content.

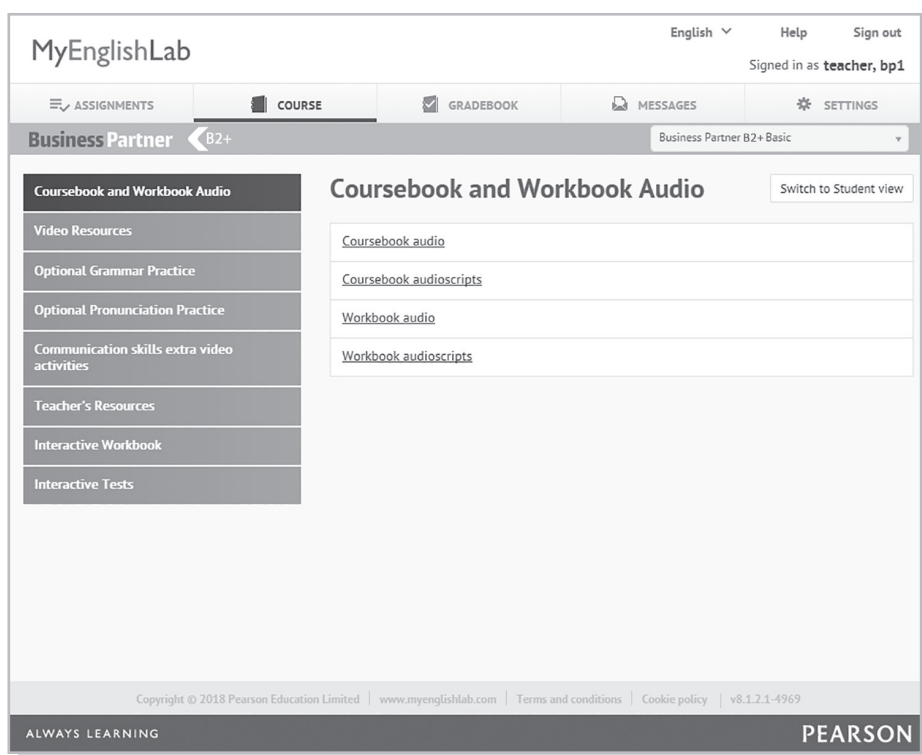
Access to MyEnglishLab is given through a code printed on the inside front cover of this book. As a teacher, you have access to both versions of MyEnglishLab and to additional content in the Teacher's Resource folder.

Depending on the version that students are using, they will have access to one of the following:



Digital Resources includes downloadable coursebook resources, all video clips, all audio files, Lesson 3 additional interactive video activities, Lesson 5 interactive grammar presentation and practice, Reading bank, Functional Language bank, Writing bank, and My Self-assessment.

MyEnglishLab includes all of the **Digital Resources** plus the full functionality and content of the self-study interactive workbook with automatic gradebook. Teachers can also create a group or class in their own MyEnglishLab and assign workbook activities as homework.



Coursebook

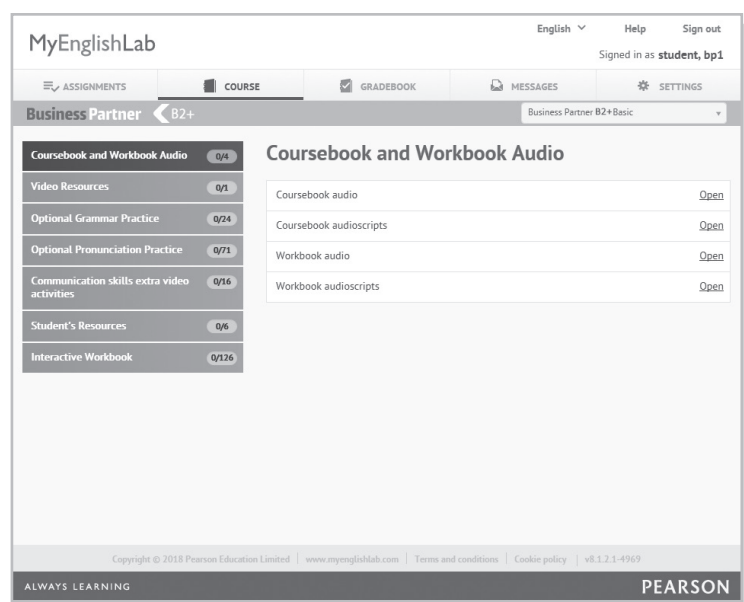
(with access code for MyEnglishLab)

- Eight units, each containing five lessons (see pages 2–3 for unit overview)
- Eight Business workshop lessons relating to each of the eight units
- A one-page Review per unit to revise key language and grammar
- A Pronunciation section which practises two points from each unit
- A Grammar reference with detailed explanations and examples
- Videoscripts and audioscripts
- A glossary of key business vocabulary from the book

Coursebook video and audio material is available on MyEnglishLab.



MyEnglishLab digital component



Accessed using the code printed on the inside cover of the Coursebook. Depending on the version of the course that you are using, learners will have access to one of the following options:

Digital resources powered by MyEnglishLab

- Video clips and scripts
- Audio files and scripts
- Extra Coursebook activities (PDFs)
- Lesson 3 extra interactive video activities
- Lesson 5 interactive grammar presentation and practice
- Reading bank
- Writing bank
- Functional language bank
- Extra professional English practice
- My Self-assessment
- Workbook audio files and scripts

Full content of MyEnglishLab

- All of the above
- Interactive self-study Workbook with automatic feedback and gradebook

Workbook

- Additional self-study practice activities, reflecting the structure of the Coursebook. Activities cover vocabulary, grammar, functional language, reading, listening and writing.
- Additional self-study practice activities for points presented in the Coursebook Pronunciation bank.
- Answer key
- Audioscripts

Workbook audio material is available on MyEnglishLab.





Teacher's Resource Book (with access code for MyEnglishLab)

- Teaching notes for every lesson including warm-ups, background /culture notes and answer keys
- Business brief for every unit with background information on the unit topic and explanations of key terminology; it gives teachers an insight into contemporary business practices even if they have not worked in these particular environments
- Photocopiable activities – two per unit with teaching notes and answer keys
- Reading bank – an extended reading text for every unit with comprehension activities (+ answer keys)
- Writing bank – models of different types of business writing with useful phrases
- Functional language bank – useful phrases for different business situations, e.g. meetings, interviews

MyEnglishLab digital component

Accessed using the code printed on the inside cover of the Teacher's Resource Book.

Coursebook resources

- Video clips and scripts
- Audio files and scripts
- Extra Coursebook activities (PDFs)
- Lesson 3 extra interactive video activities for self-study
- Lesson 5 interactive grammar presentation and practice for self-study
- Extra professional English practice
- My Self-assessment: a document that students can use to record their progress and keep in their portfolio

Workbook resources

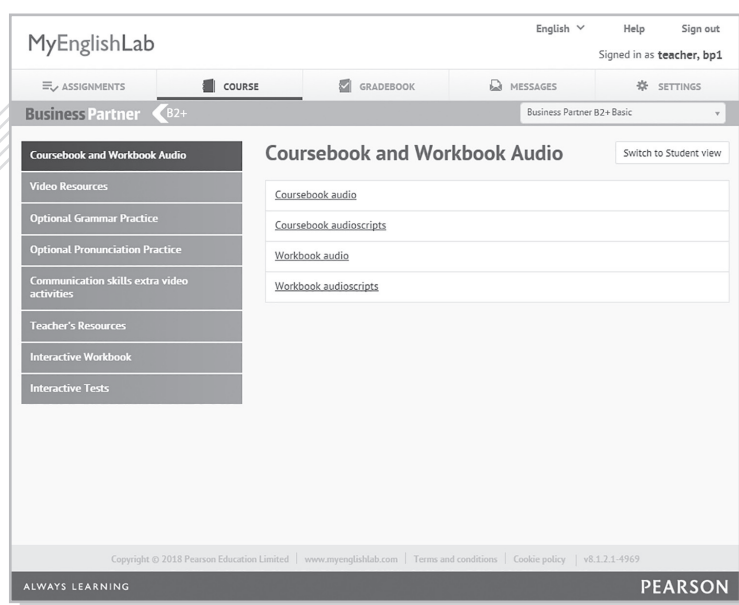
- Self-study interactive version of the Workbook with automatic feedback and gradebook
- Teachers can assign Workbook activities as homework
- Workbook audio files and audioscripts

Teacher's Book resources

- Alternative video (Units 2 and 4) and extra activities
- Photocopiable activities + teaching notes and answer keys
- Reading bank + answer keys
- Writing bank
- Functional language bank

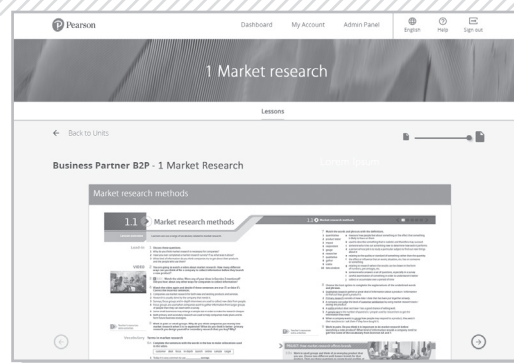
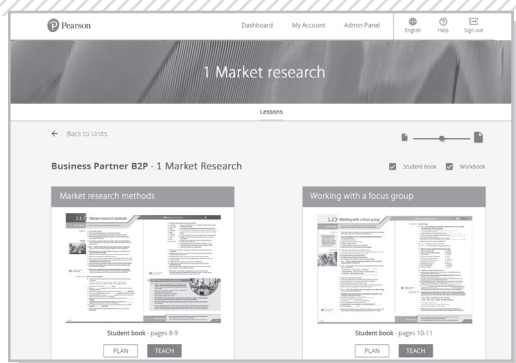
Tests

- Unit tests (PDFs and Word), including exam task types
- Interactive Unit tests, with automatic gradebook
- Tests audio files
- Tests answer keys



Pearson English Portal

- Digital version of the Teacher's Resource Book
- Digital version of the Coursebook with classroom tools for use on an interactive whiteboard
- Video clips and scripts
- Audio files and scripts
- Extra Coursebook activities (PDFs)



Unit overview page ➤

- 1 A well-known or provocative quote related to the unit topic is provided as a talking point. There are suggestions for how to use the quote in the Teacher's Resource Book notes for each unit.
- 2 The Unit overview summarises the contents of each lesson as well as the lesson outcomes.
- 3 Content at the back of the book which extends the unit is highlighted: the Business workshop, Review, Pronunciation bank and Grammar reference.

5 ➤

Global mobility



➤ 1 *'Moving on is a simple thing, what it leaves behind is hard.'*

Dave Mustaine,
U.S. musician

Unit overview

➤ 2	5.1 ➤ Secondments abroad Lesson outcome: Learners can use a range of vocabulary related to job relocation and secondment.	Video: Experiences of secondments abroad Vocabulary: Relocation and secondment Project: Relocating to a new country
	5.2 ➤ Relocation and retention Lesson outcome: Learners can use a variety of inversions to emphasise new information in statements.	Reading: Toyota helps relocating employees stay in the family Grammar: Inversion Speaking: Discussing your studies or career
	5.3 ➤ Communication skills: Giving feedback on performance Lesson outcome: Learners are aware of different approaches to giving feedback on performance and can use a range of phrases for giving feedback.	Video: Giving feedback on performance Functional language: Talking about performance Task: Conducting performance reviews
	5.4 ➤ Business skills: Presentations Lesson outcome: Learners can use a range of strategies and phrases to convince others when presenting an argument.	Listening: A presentation about global careers Functional language: Developing a convincing argument Task: Presenting an argument for or against something
	5.5 ➤ Writing: Blog post describing relocation Lesson outcome: Learners can write a company blog post describing a personal experience connected with work.	Model text: Blog post about a relocation experience Functional language: Describing an experience in a blog post Grammar: Past Perfect Continuous Task: Write a blog post about a secondment
➤ 3	Business workshop 5: p.96 Review 5: p.108 Pronunciation: 5.1 Stress patterns in word building p.116 5.2 Stress and intonation in inversions p.116 Grammar reference: p.121	

Lesson 1 ➤

The aims of this lesson are to:

- engage students with the unit topic through a video based on authentic material.
- present and practise topic business vocabulary, drawing on vocabulary from the video.
- encourage students to activate the language they have practised in a group project.

5.1 Secondments abroad

1 Lesson outcome Learners can use a range of vocabulary related to job relocation and secondment.

2 Lead-in 1 Discuss your views on these comments.

Moving abroad for a job is always helpful for one's career.

People who come to my country to work find it fairly easy to adapt to our work patterns and lifestyle.

The opportunities gained by working abroad are much better than staying in your own country.

3 VIDEO 2A Read the definitions. Which do you think is the most appropriate for 'secondment'?

a being the second most important person in a company located abroad
b a time when you are learning about a new job in a place you have not been to before
c a period of time that you spend working for the same organisation but in a different location
d moving permanently to a new place for a job

B 5.1.1 Watch the video and discuss with a partner which definition in Exercise 2A is correct and why.

3 Watch the video again. Which two options are correct according to what is said in the video?

1 KPMG encourages their employees to go abroad because they
a have a chance to develop. b bring back new ideas. c bring back great skills.
2 Administrative tasks the company does for secondees include helping with
a an interpreter. b visas. c accommodation.
3 Lucie said in Sydney someone
a met them on arrival. b found them a car. c helped with a bank account.
4 Ryoma said the UK office helped him
a to stay for 2-3 years. b meet a property agent. c get his money back for the move.
5 Anna feels that secondees
a help the company keep good staff. b make people want to work there. c are always a fantastic experience.

4 Work in pairs or small groups. What do you think would be most difficult to get used to in a new country?

Word building – verbs, nouns and adjectives

6 Complete the table with the correct word forms.

Verb	Noun	Adjective / Past Participle
1 _____	adoption	adopted, adoptive
assign	2 _____	assigned
compensate	3 _____	compensatory
globalise	globe, globalisation	global, 4 _____
5 _____	immigrant, immigration	
mobilise	mobility	6 _____
7 _____	process	processed
relocate	relocation	8 _____
9 _____	ship, shipping, shipment	shipped
tax	tax, 10 _____	taxable

7 Complete the description of a secondment using words and phrases from Exercises 5 and 6.

My secondment was really interesting, and it was very exciting being part of a(n) 1 _____ of people around the globe. I usually work in Germany and my 2 _____ was in India, so I got to experience a completely new culture. I was very pleased though that my line manager was able to 3 _____ me before I left on the way things work there and on some of the cultural differences.

The company helped my family and me to 4 _____ to our new surroundings. My 'buddy' also came along when we had to 5 _____ for the flat. The day the 6 _____ company let us know our furniture had arrived was when we really began to feel at home. What an amazing experience!

8 Work in pairs or small groups. Which of these aspects of secondment would be most important for you?

- being part of an international network
- broadening your personal perspective
- the opportunity for professional development
- financial compensation
- other

➔ page 116 See Pronunciation bank: Stress patterns in word building

Vocabulary

Relocation and secondment

5 Match the words and phrases from the video with the synonyms and definitions.

1 settle in

2 international network

3 developmental opportunity

4 brief someone

5 claim expenses

6 pay a deposit

7 personal perspective

8 global mobility team

a request money from an employer for something an employee has paid for

b the department in a company which supports colleagues on secondment

c become comfortable in a new place

d give someone all the information about a situation that he/she will need

e pay money when you rent something, which will be given back if you do not damage it

f a group of people or organisations that are connected or work together globally

g a way of thinking about something that one particular person has

h a chance to grow and learn new things about oneself or one's job

PROJECT: Relocating to a new country

7 9A Work in pairs. Imagine that you have the chance to study or work in one of four countries: Romania, Thailand, Chile or South Africa.

- Choose one country. What would be important for you to know before deciding whether or not to go?
- Where could you find the information you need?

B In pairs, write an email to a contact in the country with your questions.

C Exchange emails with another pair and look up or invent the information in order to answer their questions.

D When you have finished, work with the other pair and discuss the information you have found. Give your reasons for deciding for or against the move.

4 Teacher's resources: extra activities

5 Teacher's resources: extra activities

- The Lesson outcome defines a clear learning outcome for every lesson. Each Lesson outcome encapsulates a number of specific Learning Objectives for Professional English which are listed in this Teacher's Resource Book in the Teacher's notes.
- Every lesson begins with a short Lead-in activity to engage learners with the lesson topic on a personal level.
- Lesson 1 is based on an authentic video of about 4 minutes with comprehension activities.
- **T** Teacher's resources: extra activities Extra activities are clearly signposted. These are PDFs in MyEnglishLab to display on-screen or print. They can be used to extend a lesson or to focus in more depth on a particular section.
- The main unit vocabulary set is presented and practised in Lesson 1, building on vocabulary from the video. Extra activities are available in MyEnglishLab.
- Follow-up questions provide an opportunity for personalisation.
- The Project at the end of Lesson 1 is a collaborative group task with a strong emphasis on communication and fluency building. It can be done in class or in more depth over several weeks in and out of class.
- Every lesson ends with a short Self-assessment section which encourages learners to think about the progress they have made in relation to the lesson outcomes. More detailed self-assessment tasks and suggestions for extra practice are available in MyEnglishLab.

Lesson 2 Reading or Listening

The aims of this lesson are to:

- provide students with meaningful reading or listening skills practice based on engaging, relevant and up-to-date content.
- present and practise the unit grammar point, drawing on examples from the text.
- encourage students to activate the grammar point they have practised through communicative speaking or writing activities.

5.2 Relocation and retention

1 Lesson outcome

Learners can use a variety of inversions to emphasise new information in statements.

2 Lead-in

1A Look at the sentences. Can you work out the meaning of the words in bold from the context?

- 1 It is important for companies to work on **broad-based** initiatives to help employees at all levels and locations.
 - 2 It's always best to go to a **dealership** if you want to buy a new car.
 - 3 A computer crash is not ideal, but sometimes starting **from scratch** means an even better piece of work in the end.
 - 4 Everyone starting out as an intern has the goal to become a **fully-fledged** member of staff.
 - 5 It is more profitable to sell innovative products through **independent outlets**.
 - 6 In **labour-scarce** countries, companies have to work hard to retain the staff they have.
- B Work in pairs or small groups. Do you agree with the statements in Exercise 1A? Why / Why not?

Reading 2A Look at the article headline and sub-heading. What do you think is the connection between relocation and employment retention?

B Read the article quickly. Which summary fits best?

A Toyota has found that relocating employees helps them to keep skilled members of staff. This has the effect that employees do not need to begin jobs again from the beginning but can continue working with the same conditions at independent outlets or dealerships.

B Toyota has implemented a programme to help employees who relocate for personal reasons to find jobs in independent outlets and dealerships. This is aimed at keeping skilled staff members and provides a support system to encourage them to stay with the company and make use of their experience.

3

NIKKI
ASIAN
REVIEW

Toyota dealerships help relocating employees stay in the family

Rehiring program aims to keep skilled personnel within automaker's Japan dealer network

Toyota Motor dealerships across the country are offering employees who relocate to get married, care for loved ones or for other reasons a chance to work at other locations – an unusually broad-based effort in labor-scarce Japan to retain experienced hands. Rarely has an organization dealt with employee relocation with this goal in mind.

The Toyota Dealer Association, a Tokyo-based group overseeing 394 operators of dealerships, has created a rehiring support network covering about 130,000 full-fledged workers at some 7,000 locations.

Workers whose circumstances require them to move – say, when their spouse has a job transfer – can choose to receive a list of human resources managers for Toyota

dealerships in the part of Japan where they will relocate. Not only will their work experience be taken into account in the rehiring process, but also any network-wide accreditation they have, thus making it easier for them to be rehired at terms similar to their old workplace.

Toyota does not own equity stakes in most of these auto sellers. Until now, dealership employees looking to be hired at another independent outlet would need to go through the entire employment process from scratch.

The program aims to prevent work-ready talent going to competing automakers' dealership networks or other industries. Little had the industry done in the past to retain female employees, who are more



likely than men to leave work for marriage or a spouse's job relocation. Women make up more than a tenth of the employees covered by the program.

'It is becoming harder every year to secure workers,' said Kanetaka Hisatsune, head of the Toyota Dealer Association, 'especially young ones.'

Teacher's resources:
extra activities

4

Grammar Inversion

4A Look at the underlined sentences in the text. They all use inversion for the same function. What is it?

a to contrast information b to emphasise information c to give detailed information

B What are the words or phrases used to introduce the inversions in the underlined sentences? What do you notice about the subject and the auxiliary which appears immediately afterwards?

→ page 121 See Grammar reference: Inversion

→ page 116 See Pronunciation bank: Stress and intonation in inversions

5 Correct these sentences. Think about word order, missing auxiliaries and verb changes.

- 1 Little she imagine that the new job would be so exciting.
- 2 Not only they had to book a flight, but they also had to find accommodation.
- 3 Seldom I have heard such a poor excuse for being late.
- 4 Not until he began the job he realised that it was the opportunity of a lifetime.
- 5 Only by accepting the opportunity you will understand how helpful it will be for your career.
- 6 Not once they told her that she was doing a good job.

6 Complete the sentences using the words and phrases in the box. Two are not used.

little no sooner not once not only not until only rarely under no circumstances

- 1 _____ did he have to find his own flat, but he also had to make all the arrangements for the secondment.
- 2 _____ had they settled into their new job than they were relocated again.
- 3 _____ if they agree will they be sent on secondment.
- 4 _____ would I accept that assignment abroad.
- 5 _____ we had all the information we needed did we sign the contract.
- 6 _____ did anyone offer to help when we first started in the new job.

Teacher's resources:
extra activities

5

Speaking

7A Complete these sentences about your studies or your career using inversions.

- 1 Under no circumstances would I ever _____.
- 2 Not only do I _____, but I also _____.
- 3 Little did I know _____.
- 4 Only by _____.
- 5 Not until I _____.
- 6 At no time did I _____.

B Listen to each other's sentences and ask questions. Which of your partner's sentences are true for you, too?

6

Self-assessment

- How successfully have you achieved the lesson outcome? Give yourself a score from 0 (I need more practice) to 5 (I know this well).
- Go to My Self-assessment in MyEnglishLab to reflect on what you have learnt.

> 50 <

> 51 <

- 1 The Lesson outcome defines a clear learning outcome for every lesson.
- 2 Every lesson begins with a short Lead-in activity to engage learners with the lesson topic on a personal level. This section includes teaching of vocabulary needed for the reading or listening to come.
- 3 The reading text is generally an article, often from the *Nikkei Asian Review* or *Financial Times*. The text focuses on a particular aspect of the unit topic which has an interesting angle, and it contains examples of the grammar point presented.
- 4 There is one grammar point in each unit, presented in Lesson 2. In general a guided discovery (inductive) approach has been taken to the presentation of grammar. The grammar is presented with reference to examples in the reading (or listening) text, followed by controlled practice.
- 5 Discussion questions and communicative practice of vocabulary and grammar is provided in the final Speaking or Writing section of this lesson.
- 6 Every lesson ends with a short Self-assessment section which encourages learners to think about the progress they have made in relation to the lesson outcomes.

Lesson 3 ➤ Communication skills

The aims of this lesson are to:

- introduce students to the skills needed to interact successfully in international teams.
- encourage students to notice different communication styles and the misunderstandings that can arise as a result, by watching the scripted skills training video.
- present and practise functional language associated with the communication skill in the lesson.

5.3 COMMUNICATION SKILLS

Giving feedback on performance

1 Lesson outcome Learners are aware of different approaches to giving feedback on performance and can use a range of phrases for giving feedback.

2 Lead-in

1 Work in pairs. Look at the information about performance reviews and discuss the questions.

A performance review is generally a meeting between an employee and a manager to evaluate the employee's achievements at work and identify any areas for improvement. Many companies have an annual performance review process.

1 How would you prepare for a performance review as a) an employee, b) a manager?
2 What are some of the pros and cons of performance reviews?

3 VIDEO

2 5.3.1 Prisha Patel, Creative Director of Happenings, wants to arrange a performance review for Otto Weber, the company's Logistics Manager. Watch the video and answer the questions.

1 What compliment does Prisha pay Otto?
2 How long has Otto been with the company?
3 How do you think Prisha is feeling about Otto's review?
4 What does Otto expect from the performance review?

3A In small groups, discuss which approach (Option A or B) Prisha should use during the performance review with Otto. Give reasons for your answers. As a class, decide which video to watch first.

Option A – A directive approach: Be direct and clear. Tell the person what he/she is doing well and not doing well. Give clear directions and be transparent about what the expectations are of him/her.

Option B – An interactive approach: Ask the person questions about his/her evaluation of his/her own performance, any problems he/she has had, and guide him/her towards ways he/she can improve.

B Watch the videos in the sequence the class has decided and answer the questions for each video.

Option A 5.3.2

1 What positive feedback does Prisha give Otto?
2 What negative feedback does she give him?
3 How does Otto respond to the negative feedback?
4 What does Prisha remind Otto about?
5 To what extent is Otto able to contribute to his performance review?

Option B 5.3.3

1 How does Prisha begin the review?
2 What does Otto find most rewarding about his job?
3 What does he say is most challenging?
4 What does Prisha think Otto is not prioritising? Does he agree?
5 What goals do they set?

4 Think about the approaches used in the videos. What do you think are the pros and cons of each approach to performance reviews?

5 5.3.4 Watch the Conclusions section of the video and compare what is said with your answers in Exercise 4. Do you agree? Why / Why not?

6 Think about the following questions. Then discuss your answers with a partner.

1 Which of the two approaches to performance reviews do you prefer? Why?
2 In which situations might you use your non-preferred style? Why?

5.3 Communication skills: Giving feedback on performance

7 Functional language

Talking about performance

7A Complete the sentences from the video with the words and phrases in the box.

achieved describe evidence of excelled at handling improve on in particular lack rewarding room for thoughts on

1 Is there anything _____ that you're not prioritising?
2 I'd like to hear your _____ that.
3 How would you _____ your on-the-job performance?
4 You're consistently imaginative when _____ problems.
5 What do you think you could do to _____ that?
6 There's definitely _____ improvement.
7 And you've provided strong _____ problem-solving skills.
8 What has been the most _____ aspect of the work?
9 You've _____ making sure everything runs smoothly.
10 You've certainly _____ everything we've asked of you.
11 You tend to _____ organisation there.

B Now match the phrases in Exercise 7A with the correct category, a or b.

a Directive approach b Interactive approach

C Match the sentence halves. Is each sentence positive or negative feedback?

<p>1 You have a tendency _____</p> <p>2 You demonstrate _____</p> <p>3 You respond quickly _____</p> <p>4 You find it difficult _____</p> <p>5 You do not always follow _____</p> <p>6 You keep _____</p>	<p>a to new instructions / changing situations.</p> <p>b to meet deadlines / to make decisions in stressful situations.</p> <p>c yourself focused on goals / your staff updated.</p> <p>d the correct procedures / instructions from your manager.</p> <p>e to interrupt others in meetings / to arrive late for work.</p> <p>f an ability to learn quickly / initiative.</p>
---	---

8 Choose one of the profiles below. In pairs, imagine you are either the lecturer or the manager. Decide which feedback approach to use and develop a dialogue using phrases from Exercise 7. Practise the dialogue in pairs.

Tatiana is an economics student. She often asks to extend deadlines on assignments. She is bright and learns new concepts quickly. The content of her written work is good but poorly organised. In lectures she often sits at the back of the class chatting and checking her phone.

Josef is an experienced salesman. He knows everything there is to know about the company's products and the market. He has an old-school approach to sales and marketing and resists change. He does not enter client details and visits into the database, nor does he attend training sessions on the company's online sales platform.

9A Work in pairs. You are going to roleplay two performance reviews. Go to page 128 and work individually to read your role cards for scenario 1 and prepare what you will say.

B Roleplay the first performance review. How have you decided to improve any weaknesses?

C Now read scenario 2 on page 130. Repeat the steps in Exercises 9A and 9B for the second performance review.

D Discuss what went well in each performance review and which phrases from Exercise 7 you found useful. Did you improve anything in the second review?

10 Self-assessment

- How successfully have you achieved the lesson outcome? Give yourself a score from 0 (I need more practice) to 5 (I know this well).
- Go to My Self-assessment in MyEnglishLab to reflect on what you have learnt.

- The Lesson outcome defines a clear learning outcome for every lesson.
- Every Communication skills lesson begins with a short Lead-in activity to engage learners with the lesson topic on a personal level and to set-up the video which follows.
- The Communication skills training video introduces learners to the skills needed to interact successfully in international teams, with people who may have different communication styles due to culture or personality. There is a storyline running through the eight units, with the main characters appearing in different situations. Note: Each clip, however, can be watched separately and each lesson done independently without the need to watch the preceding video clips.
- In each Communication skills lesson, you will:
 - a watch a set-up video which introduces the main characters and challenge of the lesson;
 - b watch the main character approach the situation in two different ways (Options A and B);
 - c answer questions about each approach (Option A and Option B) before watching the conclusion.
- Students work alone on a short reflection activity. The approach to this reflection activity may change to suit each lesson. The idea is to encourage students to think about communication styles and their implications.
- The lesson to this point works as a standalone lesson for teachers who have a limited amount of time to work on communication skills. In other teaching situations, the lesson can be extended using the activities on functional language.
- This page presents and practises a set of useful functional language from the video in the Communication skills lesson.
- **T Teacher's resources: extra activities** The optional extension activities for this lesson provide controlled practice of the functional language.
- The lesson ends with a collaborative group task designed to practise the functional language and the communication skill presented in the lesson. There is a scenario or scenario options which pre-work students can relate to, as well as an element of personalisation in the scenario to help with mixed-ability classes.
- Every lesson ends with a short Self-assessment section which encourages learners to think about the progress they have made in relation to the lesson outcomes.

Lesson 4 Business skills


The aims of this lesson are to:

- give students exposure to a functional business skill or sub-skill using a listening comprehension, encouraging them to notice successful and unsuccessful techniques.
- present and practise relevant functional language drawing on examples from the listening.
- encourage students to activate the skill and language they have practised by collaborating on a group task.

5.4 BUSINESS SKILLS Presentations

1 Lesson outcome

Learners can use a range of strategies and phrases to convince others when presenting an argument.



2 Lead-in

- 1 Work in pairs. Discuss the potential advantages and disadvantages of a global career, travelling to and working in many different countries. Use the ideas below and add your own. Try to agree on the biggest advantage and disadvantage.
Advantages: experience exciting new cultures, develop as a person, ...
Disadvantages: culture shock, feel isolated or lonely, ...
- 2A Look at a promotion text from Globe Trotters, a recruitment agency which supports young professionals to develop a global career. Which of the benefits you discussed in Exercise 1 are mentioned?
B What other benefits used in the promotion are important? Why?

Globe Trotters

Developing the career which takes you places!

Why focus on an international career?

There are a lot of benefits to developing an international career. For many, it's a lifestyle decision – simply to travel, to meet new people, to see great places, to learn new languages and to develop cultural understanding.

For others, it's about developing a global business understanding – discovering what it means to work in a global company by understanding local markets and customers. It's also about personal development and growth and leaving the comfort zone of home behind.

Interested? Contact us and find out about how we can open up the world to you!

FAST FACTS

- Europe's largest international recruitment consultancy
- We hire for major international organisations working across the globe in ALL sectors.
- We promise to help you every step of your journey – from CV to interview, to final relocation.

3 Work in pairs. Discuss how global you would like your career to be. Which countries interest you professionally and why?

3 Listening

4A ▶▶▶ Listen to Celine Thorat, Head of HR for Cafexel, a global technology company based in Paris, giving a presentation on the topic of international careers to MBA students. Which three main advantages of having an international career does Celine mention?

B Listen again and answer the questions.

- 1 How do the customers of Cafexel differ around the world?
- 2 What is 'triple three'?
- 3 Why does Celine argue that travelling is important for people who want to work at Cafexel?

C Work in pairs. Discuss how far you agree with Celine's ideas about social responsibility, and why.

5.4 Business skills: Presentations

5 Functional language

Developing a convincing argument

5 Look at the strategies for developing a convincing argument in the table. Then match these sentences with the correct strategy.

- 1 Without this, it's unlikely that [you'll ever reach a top leadership position].
- 2 Data on [early career travel] proves without doubt that [this is a reality].
- 3 In a nutshell, [travel is not an option, it's an obligation].
- 4 Even if things don't go well, [you'll still be able to come home].
- 5 This alone can undoubtedly [enable you to have a successful career].
- 6 It's simply a matter of [taking a look at our website].
- 7 This gives you the twin benefits of [a bigger network] and [a better career].

Highlight the positives	One clear benefit is that [you will meet new people].
State two advantages together for impact	This is not only [cheaper] but also [quicker].
Give data to defend an argument	The evidence from [the survey] clearly shows that [employees want more feedback].
Reduce negative risks	What's the worst thing that can happen? Maybe ...
Simplify to make a clear point	Put simply, [you need experience of working abroad].
Suggest easy steps for success	The obvious thing to do is [to talk to your manager].
Emphasise possible lost opportunities	If you don't [work harder] then you'll never [be promoted].

6A Work in pairs. You are giving a presentation to university graduates to encourage them to apply for a six-week internship at a company in New York. Use the strategies in Exercise 5 and the advertisement below to prepare some sentences.

66 A GREAT SUMMER INTERNSHIP OPPORTUNITY FOR THE RIGHT CANDIDATES

6 great reasons why you should apply to work in New York for 6 weeks.

- 1 Easy application process: apply online in 60 seconds
- 2 Once-in-a-lifetime opportunity
- 3 Meet interesting people while gaining invaluable work experience
- 4 Improve your chance of senior leadership by 50 percent
- 5 Earn more in the long term with international experience
- 6 Be valued more by potential employers if you have international experience

6 Teacher's resources: extra activities

B Work in groups. Read out your sentences. Decide which ones are most convincing and why.

7

7A Prepare to give a short presentation that argues for or against one of the following statements. Use phrases from Exercise 5 to build convincing arguments.

TASK

- The most important skill for an international career today is to be able to speak good English.
- Specialising in one area at work and staying in one role is a mistake. It's better to change jobs frequently and get a broad experience.
- Global travel creates a lot of air pollution. Companies should try to limit this by encouraging international teams to work more with online resources (email, virtual meetings).
- It's essential to dedicate time to learning the art of public speaking if you want to become a convincing leader in any professional area.

B Work in pairs or small groups to give your short presentations. After each presentation, the 'audience' may ask questions.

C After each presentation and questions the audience should give quick feedback on how convincing the presentation was and why.

8

Self-assessment

- How successfully have you achieved the lesson outcome? Give yourself a score from 0 (I need more practice) to 5 (I know this well).
- Go to My Self-assessment in MyEnglishLab to reflect on what you have learnt.

- 1 The Lesson outcome defines a clear learning outcome for every lesson.
- 2 Every Business skills lesson begins with a short Lead-in activity to engage learners with the lesson topic on a personal level.
- 3 An original listening comprehension introduces the business skill and related key techniques and key functional language.
- 4 Listening comprehension activities check that students have understood the meaning of key concepts or vocabulary, and move on to listening for detail.
- 5 The section on Functional language offers presentation and practice of a set of useful functional language related to the business skill of the lesson. The language exponents come from the audioscript, and common tasks include gap-fill activities.
- 6 T Teacher's resources: extra activities The optional extension activities for this lesson provide controlled practice of the functional language and additional listening practice using the lesson listening text.
- 7 The lesson ends with a significant collaborative group task to practise the target business skill and provide an opportunity to use the functional language presented. A scenario or several scenario options are provided to help with mixed classes, and often include an opportunity for personalisation.
- 8 Every lesson ends with a short Self-assessment section which encourages learners to think about the progress they have made in relation to the lesson outcomes.

Lesson 5 ➤ Writing

The aims of this lesson are to present and practise:

- specific aspect of business writing, focusing on either genre, function or register.
- relevant functional language, drawing on examples from the model text.

5.5

WRITING

Blog post describing relocation

◀ ▶

1 Lesson outcome

Learners can write a company blog post describing a personal experience connected with work.

2 Lead-in

1 Read the blog post about a relocation experience. Complete it with the words in the box. Then compare in pairs.

amazing busy challenging excited
 first global ideal last local new

Hello from Kenya – finally!

As you know, thanks to the new global secondment scheme, I arrived with my family at Nairobi airport last month. I had been dreaming of working in Africa for years and now here I am!

The ¹ _____ manager met us there and subsequently took us to a hotel. We had been expecting to settle into our ² _____ home straightaway but it wasn't ready so we spent the ³ _____ month in the hotel. We finally moved into our house yesterday and are ⁴ _____ sorting it out. Before we came, my children had been particularly ⁵ _____ about going on safari and ⁶ _____ weekend we camped in a game reserve and it was truly ⁷ _____.

Although living in a hotel for a month was not ⁸ _____, the work is both rewarding and ⁹ _____ and is giving me a broader ¹⁰ _____ perspective. Consequently, I know where our tea comes from, who picks it, where it is prepared and who ships it. So far, life in Kenya is living up to our expectations.

I am sure that this experience will be beneficial to my career and I highly recommend it to everyone.

3 Functional language

2A Complete the table using words and phrases from the blog post.

Background information
As you know, ¹ _____ the company global secondment scheme, ...
Sequence of events
The local manager ² _____ took us to a hotel.
We ³ _____ moved into our house yesterday.
Pros and cons
⁴ _____ living in a hotel wasn't ideal, ...
The work ⁵ _____ a broader perspective.
Life in Kenya is ⁶ _____ expectations.
Conclusion
I am sure that this experience ⁷ _____ to my career.
I ⁸ _____ it to everyone.

2B Write these phrases in the correct place in the table in Exercise 2A.

As part of the company work exchange programme ... I will have a much better understanding of how the business functions after this secondment.

My colleagues are extremely helpful.

The only downside is that I'm finding it a bit difficult to adapt at the moment.

The plane landed at 6 a.m. and I was in the office the same morning.

→ page 122 See Grammar reference: Past Perfect Continuous

4 Teacher's resources: extra activities

5 The blog post contains examples of the Past Perfect Continuous. Go to MyEnglishLab for optional grammar work.

6 TASK

3A Work in pairs. Read the blog post on page 127. Discuss what is wrong with it in general and specific ways you could improve it.

B Look at the table on page 127 and use the information to write a blog post of about 225 words about the secondment.

C Exchange blog posts with your partner. How many phrases from Exercises 2A and 2B did your partner use? Is there anything you think could be improved?

7 Self-assessment

- How successfully have you achieved the lesson outcome? Give yourself a score from 0 (I need more practice) to 5 (I know this well).
- Go to My Self-assessment in MyEnglishLab to reflect on what you have learnt.

- The Lesson outcome defines a clear learning outcome for every lesson.
- Every Writing lesson starts with a writing model and associated task. The task often requires students to notice or do something with the language within the model text. In specific cases, this section may also include an element of listening, if for example the writing skill refers to 'taking notes from a phone call or presentation', or 'summarising what a speaker or colleague says'.
- The functional language is presented in a table summarising useful language associated with the target writing skill, and includes a related activity. The table is likely to be categorised according to the different sections of the writing model. Tasks include completing exponents in the table or identifying which ones are formal and informal.

- **T** Teacher's resources: extra activities The optional extension activities for this lesson provide controlled practice of the functional language.

- **L** The blog post contains examples of the Past Perfect Continuous. Go to MyEnglishLab for optional grammar work.

There is a signpost to the optional second grammar point. Some examples of the target language point are included in the writing model. The teacher's notes include instructions to focus students on the examples before directing them to the activities in MyEnglishLab if they choose to do so.

- The lesson ends with at least two writing tasks, from controlled to freer practice.
- Every lesson ends with a short Self-assessment section which encourages learners to think about the progress they have made in relation to the lesson outcomes.

➤ 17 ➤

Business workshops

The aims of the Business workshops are to:

- simulate a real-life professional situation or challenge which is related to the theme of the unit.
- provide multiple opportunities for free, communicative practice of the language presented in the unit.

BUSINESS WORKSHOP 5 Ready for relocation?

1 Lesson outcome

Learners can understand issues relating to secondment and participate in a negotiation between an employee and a manager to discuss a possible relocation.

2 Background

1 Read the background and discuss the questions with a partner.

- What kind of company is MedLab?
- What business decision are they currently facing?
- What do they need to decide about staff?
- Which employees might be affected?

3 The CEO's presentation

2 **4** **BW 5.01** Listen to a presentation by the CEO of MedLab to employees. Complete the information with the figures in the box. Some are **not** used.

€775 million	1 billion	1/10th	2 years	6 months	7%
about 21%	almost 8	less than 5%	nearly 100	over 100	
roughly €1.75 billion	within 3 weeks				

Background

MedLab was founded in the early 1950s in Germany to produce high-quality, specialised medical equipment. Today they are a leading manufacturer of medical devices ranging from MRI scanners to blood-pressure measuring kits which aid medical professionals to make early and accurate diagnoses in doctors' offices and in hospitals. The main production facility is still located in Germany. Due to increasing sales they need to decide where to expand their technical support – in Scandinavia, the Arab World or South America – and are currently considering where to send people on secondment for up to two years. This will include both new and long-term employees, as they are searching for those they feel would be the best fit for the individual markets and would also be comfortable training local staff.

Background

how many countries the company does business in: ¹ _____

decades the company has been in business: ² _____

Norway

amount of GDP spent on healthcare: ³ _____

approximate amount spent on medical/dental needs: ⁴ _____

Saudi Arabia

percentage of GDP dedicated to healthcare: ⁵ _____

how much of the health market is private: ⁶ _____

Argentina

money spent on imported medical devices: ⁷ _____

number of pieces of equipment bought: ⁸ _____

Secondment

the longest period people will be expected to stay abroad: ⁹ _____

when interested employees should speak to HR: ¹⁰ _____

3 Work in pairs. Imagine you work for MedLab and feel that secondment might be interesting for you. Discuss the pros and cons with a partner.

First thoughts

4 **4** **BW 5.02** Listen to Paul and Karen discussing the possibility of secondment. Decide which person each statement belongs to.

Paul: _____

Karen: _____

- This person feels relocation is a learning experience.
- This person would like to continue studying while on secondment.
- This person is single.
- This person would like to become more visible in the company.
- This person has to consider other people before deciding to go on secondment.
- This person did not plan to stay in Germany for very long.
- This person has a list of questions to ask before deciding.
- This person is not very concerned about socialising while on secondment.

5 Look at the list of possible issues that Paul and Karen have. Rank them in order of importance for you. Then work with a partner and compare your lists.

accommodation	company car	education allowance	food	healthcare
home visits	job guarantee at home	language classes	payments to pension fund	residency permit for family
schools	security	social life	tax requirements and advice	temporary visa
transportation	work permit for family member			

Teacher's resources: extra activities

4 Down to details

6 **4** **BW 5.03** Listen to a discussion between Piet, an HR Manager, and Paul. Answer the questions.

- What is Paul concerned about regarding his wife if he goes on secondment for two years?
- What does Paul feel is important regarding his sons' education?
- What advantage would Paul and his family have if they flew home only once a year?
- What does Paul not want to give up as his family would be unhappy?
- Can they use the car Paul will be given in their free time? Are there any conditions?
- What will Paul's financial package include?

Teacher's resources: extra activities

5

8A Work in pairs. You are going to roleplay a negotiation. One of you is a manager at MedLab and the other an employee considering secondment. Look at your information and prepare for the negotiation.

Managers: Read your role card on page 131.

Employees: Read your role card on page 129.

B Hold the negotiation and make notes on what you agree.

Writing

9A Write a summary of between 120 and 140 words, confirming what you negotiated.

Introduction

This summary sets out the basis of an agreement for an employee to go on secondment for two years.

Agreement ...

Conclusion

As there are several areas to work out, it was decided to meet again in a week to continue the negotiation.

B Read your partner's summary. Did you have the same understanding of what was agreed in your negotiation?

Self-assessment

- How successfully have you achieved the lesson outcome? Give yourself a score from 0 (I need more practice) to 5 (I know this well).
- Go to My Self-assessment in MyEnglishLab to reflect on what you have learnt.

- 1 The Lesson outcome defines a clear learning outcome for every lesson.
- 2 The workshop begins by providing some background information on the company and the situation or challenge the scenario focuses on.
- 3 In units where Lesson 2 contains a reading text, the Business workshop contains a significant listening section, as in Business workshop 5 here. Where Lesson 2 contains a listening, the Business workshop contains a reading text.
- 4 This section includes an activity to check understanding.
- 5 The task is a practical, collaborative task which addresses the challenge set out in the background section. It focuses on speaking, but usually also includes an element of writing. The Business workshops provide a good variety of output task types.
- 6 Every lesson ends with a short Self-assessment section which encourages learners to think about the progress they have made in relation to the lesson outcomes.

Extra material >

Extra coursebook activities (PDFs)

> go to MyEnglishLab, Teacher's Resources

Photocopiables (PDFs)

> at the back of this Teacher's Resource Book, and on MyEnglishLab, in the Teacher's Resources

Resource Bank: Reading bank, Writing bank, Functional language bank (PDFs)

> at the back of this Teacher's Resource Book, and on MyEnglishLab, in the Teacher's Resources

Unit tests, with audio files and answer keys (PDFs and Word documents)

> go to MyEnglishLab, Teacher's Resources; also available as Interactive tests

Audioscripts and videoscripts (PDFs)

> at the back of the Coursebook, and on MyEnglishLab, in the Teacher's Resources

1

Market research

Unit overview

	CLASSWORK	FURTHER WORK
1.1 > Market research methods	Lead-in Students discuss market research surveys. Video Students watch a video about types of market research. Vocabulary Students look at vocabulary related to market research. Project Students develop a brand profile for a new product.	MyEnglishLab: Teacher's resources: extra activities Teacher's book: Resource bank Photocopiable 1.1 p.149 Workbook: p.4 Exercises 1–3
1.2 > Working with a focus group	Lead-in Students talk about focus groups. Listening Students listen to a focus group discussion. Grammar Students study and practise question tags. Speaking and writing Students study and practise useful language for making conversation.	MyEnglishLab: Teacher's resources: extra activities; Reading bank Grammar reference: p.118 Question tags Pronunciation bank: p.114 Intonation in question tags Teacher's book: Resource bank Photocopiable 1.2 p.150 Workbook: p.5 Exercises 1–3, p.6 Exercises 1–3
1.3 > Communication skills: Carrying out a needs analysis	Lead-in Students look at the differences between open and leading questions. Video Students watch a video about different questioning styles during a needs analysis. Reflection Students reflect on the conclusions from the video and discuss their own questioning style during a needs analysis. Functional language Students look at useful language for effective leading and open questions. Task Students hold a meeting to agree the details of a corporate event.	MyEnglishLab: Teacher's resources: extra activities; Extra video activities; Functional language bank Pronunciation bank: p.114 Indian English pronunciation Workbook: p.7 Exercise 1
1.4 > Business skills: Dealing with questions	Lead-in Students talk about answering questions during and after presentations. Listening Students listen to a presentation where the presenter answers questions from the audience. Functional language Students look at useful language for responding to questions during a presentation. Task Students give a presentation and respond to questions from the audience.	MyEnglishLab: Teacher's resources: extra activities; Functional language bank Workbook: p.7 Exercises 2–3
1.5 > Writing: Reports – Summary findings	Lead-in Students read and correct a summary of findings from a market research report. Functional language Students look at useful language for summaries of survey or focus group findings. Task Students write summaries of survey findings.	MyEnglishLab: Teacher's resources: extra activities; Interactive grammar practice; Writing bank Grammar reference: p.118 Reporting verb patterns Workbook: p.7 Exercises 1–4
Business workshop 1 > Improving the image	Listening Students listen to a crisis management meeting. Reading Students read about market research options. Listening Students develop a market research plan to improve a company image.	MyEnglishLab: Teacher's resources: extra activities

Business brief

The main aim of this unit is to introduce students to the subject of **market research**.

Market research is an essential part of any business strategy. It may be carried out to find out a wide variety of information on different aspects of a particular market: its size, customer profile, competition, prices, customer needs to help establish what a product might be or look like, etc.; it may involve asking selected potential customers to test a model before it is fully developed, if the product is digital, or asking them to use a product for a period of time before it is launched to a wider user base.

Two main forms of market research are:

- **surveys**, for example carried out in the form of questionnaires about existing or potential products, **online** or face-to-face. Someone who replies to a questionnaire is a **respondent**.
- **focus groups**, where small groups of people talk about products and services, guided by a **moderator**. Focus groups might talk about the **features** of a product or service and their expectations of the benefits it can provide, etc.

Market research may be carried out by the company itself or provided by a firm specialising in market research. These consultancy firms do not necessarily specialise in a particular industry and can do market research for many different services or products. You carry out a **needs analysis** to find out customer requirements for a product or a service.

Primary research is when a company commissions its own research, sometimes employing a research firm specialising in this. **Secondary research** is when a company or a research firm analyses information that is already publicly available, for example on the internet.

Quantitative research is about things that can be expressed in numbers, for example the size of a potential market. **Qualitative research** is about things such as opinions. The **sample** is the people whose opinions are sought. Although there are a number of factors in making a sample representative, **sample size** is very important: the bigger the sample, the more reliable the results. Making sense of, and drawing conclusions from, data obtained in research is **data analysis**. Research into whether a new product will be successful or not is research into whether it will be viable, i.e. successful and profitable.

One of the main subjects of research is brands. A **brand** is a name for a product or service, often associated with an element such as a logo, a slogan, a particular design, etc. **Brand promise** is the collection of benefits that people expect (or what the brand owner says they should expect) from the brand. All these things together constitute a **brand's image**. All these elements may be tested using various market research methods.

A company's image is increasingly influenced by its reputation on social media. Companies will go to great lengths to avoid negative publicity, sometimes employing social media managers to try to do this. This might be part of the bigger picture of **corporate social responsibility (CSR)**, the way a company wants to be seen to have good relations not just with customers but also shareholders, employees, suppliers and the wider community. Market research will help a company understand perceptions as well as ideas and opinions.

Market research and your students

Almost all students, pre-work and in-work, will have answered questionnaires, especially online. For example, questionnaires almost always follow taking a flight, staying at a hotel, renting a car, etc. Pre-work students also answer in-course and post-course questionnaires. Some students may have participated in focus groups. Students are probably aware of the marketing efforts made by their educational institutions or the companies they work for, even if they work in other departments. It is important that students are made aware that no matter how creative their ideas might be, most business decisions will be based on the outcomes of market research.

Unit lead-in

Ask students to give you a brief description of the photo. What do they think is happening? How could it be related to the unit title, *Market research*? (The photo shows a focus group taste-testing meat. It was taken in 1935 in Maryland, USA.) Refer students to the quote and briefly discuss it with the class. What do they think it means? Do they agree? Elicit answers around the class, encouraging students to give reasons.

1.1 ➤ Market research methods

GSE learning objectives

- Can follow the main points in a linguistically complex presentation or lecture, if provided with written supporting material.
- Can extract specific details from a TV programme on a work-related topic.
- Can distinguish between main ideas and supporting details in a linguistically complex presentation or lecture.
- Can answer questions in a survey using linguistically complex language.
- Can give a presentation about a product or service offered by a company or institution.
- Can give clear presentations highlighting significant points with relevant supporting detail.
- Can prepare a linguistically complex questionnaire in order to gather data.

Warm-up

Ask students if they have ever participated in market research, for example by being stopped in the street or in a shopping mall by researchers. What was the research about? What questions were they asked? What did they reply? Then ask them about their experience with market research questionnaires, for example the ones often received by email after going to a shop, hotel or restaurant, or after taking a flight. Do they respond to the questionnaires? Do they get the feeling that their replies are taken into account?

Lead-in

Students discuss market research surveys.

1 Take students quickly through the questions. For question 2, explain if necessary that it refers to participating in surveys rather than administering them. Get students to discuss the questions in pairs or groups first, then invite different students to share their answers with the class. Note that students' answers may vary widely, depending on whether they are pre-work or in-work and how much experience they have had as consumers.

Possible answers

- 1 It gives them information to help them set strategies and make business decisions. They can also find out what their competitors are doing.
- 2 Students' own answers
- 3 They get information about potential customers or target audiences as they discover peoples' opinions and attitudes to their products.


Video

Students watch a video about types of market research.

2 Explain the activity and teach or elicit the meaning of *launch* (a new product). Give students a few minutes to complete the activity individually or, in weaker classes, in pairs. Then elicit answers around the class, listing students' ideas on the board so that they can refer to them when they do Exercise 3.


Possible answers

street/online surveys, focus groups, personal interviews, observation and field trials

3  **1.1.1** Refer students to the list on the board and ask them to watch the video to see which of their ideas are mentioned. They should also note down any new ideas which were not discussed in Exercise 2. Play the video, then check answers with the class.

Basic points mentioned in video

Primary research: gathering new data from customers
Secondary research: consists of data that already exists and is publicly available
Methods: (online) surveys, focus groups, in-depth interviews, desk research

4  **1.1.1** Give students time to read the statements and check that they understand these words before playing the video again: *focus group, in-depth interview, gather, enlarge, sample size, carry out (research)*. Play the video and get students to compare answers in pairs before checking with the class. In weaker classes, students may need to watch the video twice for this activity: once to decide whether the statements are true or false and then a second time to correct the false statements.

- 1 T (It can be used to help launch a new product into the market and test its appeal. It can help a brand with its performance and effective communications, ...)
- 2 F (In order to generate the information needed, some companies have in-house market research teams while others outsource projects to specialist companies.)
- 3 T (Primary research consists of gathering new data from consumers, and this can be in the form of surveys, focus groups or in-depth interviews.)
- 4 F (Surveys gather responses from a large number of people ... Focus groups bring together a small number of carefully selected people to explore their perceptions of a product or an issue.)
- 5 F (What you can also do is think about the sample size you use when looking at a particular audience and reducing that to make it more affordable.)
- 6 T (Whether primary or secondary, the key to useful market research is to plan carefully and keep it relevant in order to gain the most valuable feedback and insights on which future strategy can be based.)

5 Put students in pairs or small groups and before they begin, elicit the meanings of *primary research* and *secondary research*. Give them 3–4 minutes to discuss in their pairs/groups, then get brief feedback from the class.

Extra activities 1.1

A ▶ 1.1.1 Explain to students that the sentences highlight some of the main points from the video. Give them time to look through the whole exercise, then get them to complete it individually or in pairs. Point out that the matches must be grammatically coherent as well as make sense. Play the video for students to check their answers, then go through them with the class. The main focus of this activity is not vocabulary, but you could teach some words if students ask about them during feedback.

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

Vocabulary: Terms in market research

Students look at vocabulary related to market research.

6A Explain the activity and draw students' attention to the word *collocations* in the rubric. Elicit or give a brief definition of it (two or more words that are often used together to give 'blocks of meaning'). Point out that these can be combinations of different types of words, e.g. noun + noun, verb + noun or adjective + noun. Elicit or give one or two examples for each type (e.g. *market research, sales team, time management, hold a meeting, do a course, save money, heavy traffic, strong coffee, high quality*). Then give students time to complete the activity, using their dictionaries if necessary. In weaker classes, you could let them work in pairs. Check answers with the class and clarify meanings as necessary.

1 online 2 focus 3 customer 4 in-depth 5 desk
6 launch 7 target 8 sample

6B You could do this as a whole-class activity, checking answers as you go along.

adjective + noun: online surveys, primary research, in-depth interviews, secondary research
verb + noun: launch a product
noun + noun: focus groups, customer satisfaction, desk research, target audience, sample size

7 Explain the activity and point out to students that nouns will go with noun-type definitions, adjectives with adjective-type definitions and so on, but they should beware of words that can have more than one part of speech, for example *impact* and *gauge*, which can be both nouns and verbs. Get students to complete the exercise individually or in pairs. In weaker classes, you could give students the part of speech for each word before they do the matching. Check answers with the class, clarifying meanings as necessary.

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

8 Students have already seen and discussed most of the vocabulary items here, so you could get them to complete the exercise individually and then to compare answers in pairs before checking with the class. In weaker classes, however, you may prefer to do this as a whole-class activity, checking answers and clarifying meanings as you go along.

1 information to find out how good a product is
2 new data 3 using market research tools 4 has
5 people 6 watch their reactions to

Extra activities 1.1

B This activity practises key vocabulary from the lesson. It is a consolidation exercise, so you may prefer students to complete it individually and then compare answers in pairs before class feedback.

1 product tester 2 Quantitative research
3 in-depth interviews 4 desk research
5 focus group 6 data analysis 7 online surveys
8 target audience

9 Put students in pairs, go through the instructions with them and remind them to use vocabulary from Exercises 6A and 7. Give them 2–3 minutes to discuss the questions in their pairs, then invite different students to share their answers with the class. Encourage them to give reasons.

Project: How market research affects brands

Students develop a brand for a new product.

10A Put students in small groups and explain that they are going to develop a *brand profile* for a product. Go through the instructions with them and give them a couple of minutes to choose a product. Point out that it can be any everyday product they use, as long as they can think of two well-known brands for that product. Then go through the questions with them and explain that in order to create a profile for each brand, they need to answer these questions about each one. Point out *visible* in the third question and check that they understand its meaning (*visibility* is the frequency at which people see, hear and read about the brand via different marketing channels; it is about drawing the customer's attention to the brand). Give groups plenty of time to create their brand profiles while you monitor and help them as necessary.

10B In their groups, students now invent a new product and then write questions for a market research survey for that product. Explain that they should think of a new product which is somehow related to the one they chose in Exercise 10A. This could be a product of the same type/category or even the same product, but with different features. First, allow students plenty of time to 'create' their product. They should think about details such as its use, price, (special) features, etc. Once their product is ready, they should think about questions for a market research survey. Remind them of their discussion in Exercise 9, where they talked about what kind of information a company would need to get before launching a new product. You could let students decide how many questions to include or you may prefer to specify the number yourself, depending on the time available and/or the size of your class. Allow 5–8 minutes for students to write their questions. During the activity, monitor and help them as necessary.

10C Students now work with another group to carry out their surveys. Explain that they are going to take turns to be the respondents and researchers, and set a time limit for each survey. Ask researchers to note down the respondents' answers as they will need them for the next part of the task.

10b Do this part of the task in four stages. First, ask students to return to their original groups and explain that they will use the respondents' answers to create a brand profile for their product. Remind them of the profiles they created in Exercise 10A and point out that they should think about how to address the respondents' needs and wishes. Allow plenty of time for this stage, then explain that they are going to present their ideas to the respondents they worked with in Exercise 10C. Give them 3–5 minutes to prepare their presentations. Then put them in the same groups of respondents and researchers and ask them to take turns to present their ideas. Set a time limit for each presentation. Finally, allow each group of respondents 3–4 minutes to give feedback on whether their needs and wishes were taken into account. If time allows, round off the task by inviting a few groups to share their experience with the class: What was their product? What was their brand profile for it? What kind of information did they try to obtain from the respondents? How did they change their brand profile to cater for the respondents' needs and wishes? Do the respondents feel their needs and wishes were addressed?

MyEnglishLab: Teacher's resources: extra activities

Teacher's book: Resource bank Photocopiable 1.1 p.149

Workbook: p.4 Exercises1–3

1.2 Working with a focus group

GSE learning objectives

- Can follow a discussion in which speakers use some idiomatic language.
- Can understand the speaker's point of view on most topics delivered at natural speed and in standard language.
- Can correctly use positive/positive (Br Eng), positive/negative and negative/positive question tags.
- Can use a range of negative question tags.
- Can use a range of positive question tags.
- Can use polite questions to build rapport in work-related social situations.
- Can engage in extended conversation in a clearly participatory fashion on most general topics.
- Can ask closed questions to check facts and details.

Warm-up

Ask students to talk about the people they ask/would ask for advice before buying an expensive product or service, such as an electric bicycle or exotic holiday – friends, colleagues, family? What do they learn from these discussions? Where else do they look (e.g. people talking about their experiences with the product/service on social media, videos of people using products and services, company websites, consumer/specialist print magazines)? Which source(s) do they trust most? Why?

Lead-in

Students talk about focus groups.

1 Put students in pairs and give them a minute to read the definition of *focus group*. Give pairs 2–3 minutes to discuss the questions. As feedback, you could ask for a show of hands for who would/would not like to participate in a focus group, and then invite different students to share their opinions with the class, giving reasons.


2 You could do this as a whole-class activity, eliciting answers and clarifying meanings as you go along. Alternatively, get students to complete the exercise individually and then to compare answers in pairs before class feedback.

1 diverse 2 participants 3 criteria 4 target customers
5 moderator


Listening

Students listen to a focus group discussion.


3A Give students a minute to read the statements and, if time allows, get them to discuss in pairs or small groups first. Reassure students that they are not expected to know the answers here – they should only give their opinions. Get brief feedback from the class, accepting any reasonable answers as long as students can justify them.

3B  1.01 Explain that students are going to hear the first part of a focus group meeting, where the moderator is welcoming the participants, and check their guesses from Exercise 3A. Play the recording, then check answers with the class. In stronger classes, you could play the recording a second time, asking students to correct the false statements.

- 1 T (*It's really important for us to gather information on what customers or users really need, and their attitudes towards new products or new ideas.*)
- 2 T (*My job as moderator is to ask questions and to keep the discussion on topic.*)
- 3 F (*... I encourage people to speak out: ... you are very welcome to disagree with each other ...*)
- 4 F (*... you are a diverse group ...*)
- 5 T (*Thank you also for agreeing for this session to be recorded; this is only so that I can listen to the discussions again in case there is anything I missed during the session.*)

4  1.02 Give students time to look at the items in the box and ask you any vocabulary questions they may have, then play the recording. To check answers, you could play the recording again and tell students to ask you to pause each time one of the topics in the box is mentioned.

convenience, eating healthy food (calories and fat in food), people's jobs, where people work or study

5  1.02 Give students a minute to read the questions, then play the recording, twice if necessary, and check answers with the class.

- 1 They work or study in the city centre.
- 2 They don't all go out. George brings something from home.
- 3 No, some say they have 30 minutes and others an hour.
- 4 They see the nutritional values, information about fat and calories in the food and if it is vegetarian or vegan. They also see which restaurants offer each meal and where the restaurants are.
- 5 Picking it up from the restaurant, eating it there or having it delivered.

6 1.03 Explain that students are going to hear the last part of the focus group discussion and need to listen for a new type of question the moderator asks. Play the recording, then check the answer with the class.

She asks them rating questions by giving them numbers between 1 and 10 and asking them to rate aspects of the app.

7 1.03 Get students to complete this exercise individually or, in weaker classes, in pairs. Encourage them to read the whole sentence each time and think about the meaning and type of word needed for each gap. In weaker classes, or if students struggle, you could provide some more letters for each word (e.g. for question 1: *im__s__n*). Play the recording for students to check their answers. Write (or invite students to write) the missing words on the board, to check that they have spelt them correctly, and clarify meanings as necessary.

1 impression 2 appealing 3 features 4 expectations
5 honestly 6 convinced

8 Before students discuss the questions, elicit a brief description of the app and what it offers (a list of different lunch menus, with photos of and details on each one, restaurants offering each meal and their location, and the option to order the meals online, deciding whether to have them delivered or pick them up from the restaurant). Put students in pairs and give them 3–4 minutes to discuss the questions, then get brief feedback from the class.

Extra activities 1.2

A 1.01 1.02 1.03 This activity provides students with extra listening practice. Ask them to work individually and give them a minute to read through the questions and options before playing the recordings. With stronger classes, you could ask them to check if they can answer any of the questions before listening again and then listen to check/complete their answers.

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

Grammar: Question tags

Students study and practise question tags.

9A 1.04 Write on the board: *Focus groups can be very helpful, can't they?* Underline *can't they* and elicit what it is (a question tag). Explain or elicit that question tags are short questions added to the end of statements to turn them into questions. We use them when we want to check if something is true or when we expect/invite someone to agree with us. Do not go into detail about how question tags are formed yet – students will look at this in the next exercise. Give them time to complete the exercise individually and then get them to compare answers in pairs. Play the recording for them to check/complete their answers.

1 is there 2 wouldn't you 3 doesn't it 4 are there
5 doesn't it 6 wouldn't they

9B This is best done as a whole-class activity. Refer students to the sentences in Exercise 9A and try to elicit the rules for forming question tags. Help them with questions such as: *Is sentence 1 positive or negative?* (negative) *What about the question tag – is it positive or negative?* (positive) *What is the subject in sentence 2?* (you) *What subject do we use in the question tag?* (you) *What tense is 'combines' in sentence 3 in?* (Present Simple) *Which auxiliary verb do we use to form questions in the Present Simple?* (do/does). After discussing the answers, refer students to the Grammar reference on page 118, go through the explanations and examples with them and clarify any points as necessary.

The general rule is to use *be*, an auxiliary or modal verb and the subject from the original sentence. When the original sentence is positive, we add a negative tag, and vice versa.

- 1 original sentence is negative, so we add a positive tag
- 2 original sentence is positive, so we add a negative tag
- 3 original sentence has no auxiliary, so we use a form of *do* in the tag
- 4 original sentence has a negative adverb, so we add a positive tag
- 5 original sentence has *that*, so we use *it* and a singular verb
- 6 original sentence has *someone*, so we use *they* and a plural verb



Pronunciation bank

p.114: Intonation in question tags

Warm-up

Refer students to the explanation in the box and go through it with them. Copy the two examples onto the board (including the arrows for rising and falling intonation), model the rising intonation for the first question tag and invite a few students to repeat it. Do the same for the second example. Point out that the different intonation patterns change the function of the question tag each time: a rising intonation shows that we are asking a real question – we really want to know if something is true. A falling intonation shows that we are just checking or expect the listener to agree with us.

1 ▶ P1.01 Before students do the activity, you may wish to do an example with the class: say the first example from the box with rising intonation and ask: *Am I asking a question or just checking?* (asking a question) Then say it again with falling intonation and ask the same question (just checking). Play the recording, then check answers with the class.

1 just checking **2** asking a question
3 asking a question **4** just checking
5 asking a question **6** just checking

2 ▶ P1.01 Play the recording again for students to listen and repeat.

3 Put students in pairs and explain the activity: they should take turns to say one of the sentences from Exercise 2 using rising or falling intonation, for their partner to guess if they are asking a question or just checking.

10 Ask students to do this individually, then check answers with the class. If you think your students need extra practice with the intonation patterns (see Pronunciation bank above), you could put them in new pairs and get them to say the sentences using rising or falling intonation, for their partner to guess if they are asking a question or just checking.

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

11 Again, get students to complete the exercise individually, then check answers with the class. If time allows, put students in pairs to practise the conversation.

1 don't they **2** isn't it **3** have they **4** won't there
5 shall we **6** do we

Extra activities 1.2

B This activity gives further practice of question tags. Ask students to do it individually and get them to compare answers in pairs before class feedback.

1 aren't they? **2** weren't they? **3** shall we?
4 is it? **5** are they? **6** does she? **7** isn't it?
8 would you?

Speaking

Students study and practise useful language for making conversation.

12A Go through the instructions with the class, then ask students to work in pairs. Draw their attention to the examples before they begin.

Possible answers

I'm sure we met at school, didn't we?
 I think we come from the same home town, don't we?
 We did sports together at school, didn't we?
 Nobody in our class worked for a volunteer organisation, did they?

12B Put students in new pairs and tell them that they are going to practise making conversation with a friend/colleague they have not seen for a while using the sentences they wrote in Exercise 12A. Monitor and note down any mistakes with question tags, for some brief class feedback afterwards. If appropriate and if there is time, you could get one or two pairs to act out their conversations for their class.

MyEnglishLab: Teacher's resources: extra activities; Reading bank

Grammar reference: p.118 Question tags

Pronunciation bank: p.114 Intonation in question tags

Teacher's book: Resource bank Photocopiable 1.2 p.150

Workbook: p.5 Exercises 1–3, p.6 Exercises 1–3

1.3 Communication skills

Carrying out a needs analysis

GSE learning objectives

- Can extract specific details from a TV programme on a work-related topic.
- Can evaluate the advantages and disadvantages of different options during a discussion.
- Can adjust the precision of questions in order to obtain more detailed information.
- Can ask open-ended questions to better understand the specific details of a problem.
- Can give detailed feedback about someone's performance on a familiar task or project.
- Can compare the advantages and disadvantages of possible approaches and solutions to an issue or problem.

Warm-up

Put students in pairs or small groups and ask them to discuss the statements below. Do they agree? Why / Why not? After they have discussed in their pairs, elicit ideas around the class.

- *All goods and services are produced to satisfy needs.*
- *Customers often find it difficult to describe their needs in different areas.*
- *Most new products and services that fail do so because they don't correspond to actual customer needs.*

Lead-in

Students look at the differences between open and leading questions.

1A Do this as a whole-class activity. Get students to read questions 1 and 2 and ask them what they know about the difference between leading questions and open questions. If they don't know the difference, encourage them to think

about the meaning of *lead* (in this case, 'cause something to happen or someone to believe something'). Which question do they think is trying to 'lead'? Which seems to be more 'open' (allowing someone to answer more freely, i.e. without being led)?

1 Open question 2 Leading question

1B Give students a minute to read the definition of *leading question* and check that they understand *deliberately*, *directional* and *alternative*. Then ask them to look at the statements and check that they understand *manipulative*. If there is time, let them discuss the statements in pairs or groups first, then invite different students to share their answers with the class, giving reasons.

Video

Students watch a video about different questioning styles during a needs analysis.

2 ▶ **1.3.1** Before students watch the video, briefly explain the context and characters' roles or refer students to page 6 of the Coursebook. Prisha, Creative Director at Happenings, and David, Accounts Director, are about to have a meeting with the HR Manager of Overlander, a new client. Before they do, they are discussing the approach they should take when analysing the client's needs. Encourage students to make notes in answer to the questions while watching, and play the video. You could get students to compare answers in pairs before discussing them with the class.

- 1 The money situation at Happenings isn't good at the moment – they still haven't made a profit.
- 2 Happenings has a special agreement with Hebden Hall so they would be able to make a good profit by having the event there.
- 3 She wants to give the client (Overlander) the impression that they are choosing what they want while Prisha and David still have control of the discussion.
- 4 Not to frighten off the client.

3A Explain to students that Happenings can carry out the needs analysis using two different approaches and go through the details of Options A and B with the class. Make it clear that students can choose which option they want to see first on the video. Put students in small groups and ask them to discuss the two options, giving reasons for their answers. Elicit ideas from a few students and then, as a class, decide which video to watch first.

3B ▶ **1.3.2** ▶ **1.3.3** Give students a minute to read the questions for Option A or Option B, depending on their choice, and play the video. If time allows, put students in the same groups as for Exercise 3A and get them to compare answers before checking with the class. Do the same for the second video.

Option A

- 1 She wants a top-class hotel.
- 2 Hardly any. Meghan is free to ask for whatever she wants.
- 3 How they will be able to provide the things that Meghan is asking for not just within the budget but while also making enough of a profit to solve their cash-flow problems.
- 4 No, she wasn't expecting Prisha and David to agree to all of her demands.

Option B

- 1 She asks for more information.
- 2 She thinks the Overlander staff would love it.
- 3 She asks with a leading question, 'How would you feel about us bringing in our own caterers ...?' and then explains that it would mean providing a wider variety and better quality.
- 4 They have full control over how the meeting progresses.

4 Put students in pairs and give them 2–3 minutes to discuss the question. Remind them to give reasons for their answers. If there is time, you could join pairs together into groups of four to exchange ideas.

5 ▶ **1.3.4** Students should do this in the same pairs as for Exercise 4. Explain that they are going to watch the last section of the video, with conclusions and learning points on the different approaches looked at in Options A and B. Play the video and get students to compare what the speaker says with their own answers to Exercise 4. Discuss the answers and students' views as a whole class.

In **Option A**, the client is made to feel that Prisha and David are taking on board all her requests and, as an events company, this is what they are supposed to do. However, the disadvantage is that Prisha and David are not in control of the proceedings and the client's expectations are getting out of control for the budget allocated.

In **Option B**, Prisha and David are in control of the meeting from the beginning and are guiding the client regarding what she wants for the event. This means that David and Prisha ensure that the event agreed on will not just be within the margin but also leave them a profit. The disadvantage is that the client might feel with this approach that they are not being listened to and they are being 'steamrollered' into what Prisha and David want for the event.

But in this case, the **Option B** meeting is more successful: Prisha and David are able to use leading questions to guide Meghan towards the option that is more profitable for them.

Reflection

Students reflect on the conclusions from the video and discuss their own questioning style during a needs analysis.

6 Allow students to work individually on this so that they can reflect on their own preferences and ideas. Ask them to think about their own answers to the questions and to make notes. Then put them in pairs to discuss and compare their answers. Get brief feedback from the class.

Functional language: Using leading and open questions to effect

Students look at useful language for effective leading and open questions.

7A Explain to students that they are going to look at some useful phrases for effective leading and open questions. They should already be familiar with the vocabulary in the box and in the options, but you may wish to give them a few minutes to read through them and ask you about any unknown words before they complete the exercise. Get them to complete the questions individually, then check answers with the class clarifying meanings as necessary.

1 thoughts 2 feel 3 considered 4 about 5 interested
6 think 7 thought

7B Students could do this individually, comparing answers in pairs before class feedback. Alternatively, do it as a whole-class activity, checking answers as you go along. Remind students that they need to explain their choices.

- 1 a open (The client is free to answer with any kind of event that they want.)
b leading (The question here determines the kind of event, the location and the duration.)
- 2 a leading (A suggestion is being made within the question.)
b open (The client is free to answer regarding the kind of outdoor event that they want. Note: In a different context, this question could be regarded as leading as it suggests the event will be outdoors.)
- 3 a leading (It suggests the venue for the event.)
b open (It gives the client the opportunity to answer freely.)
- 4 a open (It isn't leading the client to any particular type of entertainment.)
b leading (It is suggesting a party after the evening meal.)
- 5 a leading (It suggests a treetop adventure as the activity.)
b open (It is asking the client to suggest the morning activity. Note: In a different context, this question could be regarded as leading as it is suggesting the time of day for the activity.)
- 6 a leading (It is suggesting an exclusive restaurant as the place to eat.)
b open (It is asking the client what they would like to do. Note: In a different context, this question could be regarded as leading as it is suggesting the time of day for the activity.)
- 7 a open (It is giving the client the opportunity to come up with the kind of activities that they would want.)
b leading (It is suggesting the type of activity.)

8 This exercise can be done individually or in pairs – the second option might be easier for weaker students. Point out that more than one question may be possible for each answer and before they begin, do the first item as an example with the class.

Possible answers

- 1 How would the team feel about a parachute jump?
- 2 Would your staff be interested in a trip to Barcelona?
- 3 What are your thoughts on the kind of restaurant that you want?
- 4 Have you considered which facilities you'd like?
- 5 What do you think about taking the clients to dinner?

Extra activities 1.3

A This activity practises the functional language from the lesson. It would be useful for students to do it individually, to check whether any additional work is required on the phrases. You could get students to compare answers in pairs before class feedback.

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

B Again, get students to work individually for this exercise. Point out that more than one answer may be possible for some items and, in weaker classes, do the first one as an example with the class.

Model answers

- 1 What do you think about offering a performance-related salary?
- 2 Would you be interested in interviewing all the shortlisted candidates?
- 3 How about changing the job description?
- 4 Have you considered a candidate with international experience?
- 5 How would you feel about offering a relocation package to entice the right candidate?
- 6 What are your thoughts on the applicant from Spain?

Pronunciation bank

p.114: Indian English pronunciation

Warm-up

Refer students to the explanation in the box and go through it with them. Explain that there are many different English accents around the world and that it is important that they are exposed to as many as possible so that they can comfortably follow what speakers with different accents are saying. In terms of their own accent, reassure them that there is no 'right' or 'wrong' accent to use. They can choose any accent they feel confident and comfortable with and develop, or even change it, along the way.

- 1 P1.02 Play the recording, twice if necessary, for students to identify the Indian English accent, then check answers with the class. Note that students should not be encouraged to repeat the words or copy the accent in the audio; the purpose of this activity is to expose them to the accent, to help them understand one of the vast variety of accents they will encounter in the world outside the classroom.

1 second 2 second 3 first 4 first 5 second
6 first 7 first 8 second 9 second 10 first
11 first 12 second

Task

Students hold a meeting to agree the details of a corporate event.

9A Put students in groups of four and divide each group into two pairs, A and B. Assign roles A and B to each pair and explain the task: A Pairs are representatives of an events company and are going to hold a meeting with B Pairs, who are clients. Refer pairs to their role cards and give them time to read them. While students are reading, monitor and help them with any questions they may have. Before they begin, ask a few questions to check that they are clear about the scenario, e.g. *What type of event would 'the clients' like to hold?* (a two-day conference for their staff around the country) *What is the aim of the meeting?* (to agree the details of the event) Remind A Pairs to think carefully about the questions they need to ask in order to achieve their aims, and refer them to the functional language in Exercise 7A. Tell B Pairs that they should think about what type of company they are and what they would like for each day of their conference. Allow 5–7 minutes for pairs to prepare, while you monitor and help them as necessary. Encourage both pairs to make notes.

9B Students now hold their meetings. Set a time limit and during the activity, monitor and make notes for any points to highlight during feedback but do not interrupt the meetings.

9C Explain to students that they are now going to talk about how the meeting went. Did the events company manage to obtain the information they needed from the clients? Did they choose questions to lead the clients when making decisions? How effective were they? Did the clients get an opportunity to make suggestions and talk about their own preferences? What did they think of the event company's approach and questioning style? Did they all manage to agree on the details of the event? What went well / could be improved? Once students have discussed in their groups, get brief feedback from the class.

9D Ask students to work in the same groups of four and explain that they are going to hold a second meeting. This time, B Pairs are the events company and A Pairs are the clients. The aim of the meeting is the same: to agree the details of a corporate event. Allow plenty of preparation time: students should first decide as a group what type of event they are going to discuss. If they are struggling, help them with a few ideas (e.g. a product launch, a business dinner, a charity event). Then, in their A and B pairs, they should prepare for the meeting, thinking about their roles and what they would like to achieve. Refer them to the role cards for the first meeting and ask them to think about the same details for the second meeting. Remind them that they should use language from Exercise 7A and also try to incorporate the feedback they received in Exercise 9C. Again, monitor and help students as necessary during the preparation stage. When they are ready, set a time limit and ask them to hold their meetings. Round off the task by asking students from different groups to share their experience with the class. Did the second meeting go well? Why / Why not? Did they incorporate the feedback from Exercise 9C? Finally, highlight any points you noted while monitoring.

MyEnglishLab: Teacher's resources: extra activities; Extra video activities; Functional language bank

Pronunciation bank: p.114 Indian English pronunciation

Workbook: p.7 Exercise 1

1.4 ➤ Business skills

Dealing with questions

GSE learning objectives

- Can follow a work-related discussion between fluent speakers.
- Can evaluate hypothetical proposals in a presentation or lecture.
- Can recognise the speaker's point of view in a structured presentation.
- Can give reasons and explanations for their opinions using linguistically complex language.
- Can recommend particular actions at the end of a presentation.
- Can ask detailed follow-up questions at a presentation.
- Can respond to follow-up questions at a presentation.
- Can ask for questions or feedback at the end of a presentation.
- Can successfully challenge points made during a presentation.

Warm-up

Ask students to think about situations in their place of work/study when they were asked to answer questions in front of a group of people (e.g. during or after a presentation, during a meeting). Then discuss these questions with the class: *How comfortable are you answering questions in a team / in front of a group of people? Why? What do you find easy/difficult?*

Lead-in

Students talk about answering questions during and after presentations.

1 Put students in pairs and give them 2–3 minutes to discuss the questions. Remind them to give reasons for their answers. Once they have discussed in their pairs, elicit answers around the class.

Possible answers

Answering questions during the presentation presents the opportunity to deal with queries as and when they arise in context, but this may disrupt the flow.

Answering questions at the end allows the presenter to maintain their flow and keep to their plan but it may result in being short of time at the end for questions.

2A Students could do this in the same pairs as for Exercise 1, with brief class feedback afterwards. Alternatively, do it as a whole-class activity, eliciting ideas from different students. Before they begin, give them a minute to read through situations 1–6 and teach or elicit the meaning of *challenge*.


Possible answers

- 1 To be perfectly honest, I don't know.
- 2 That's not within the scope of today's presentation.
- 3 That's a valid point. Let's discuss it further later.
- 4 One question at a time, please.
- 5 I've already touched upon that matter.
- 6 I'll be covering that later.


2B Again, this can be done in the same pairs as the previous exercises or as a whole-class activity.

Listening


Students listen to a presentation where the presenter answers questions from the audience.

3A  1.05 Go through the instructions with students and make sure they understand what they are about to hear: the first part of a presentation about the results of a survey. Ask them what the topic is (the use of plastics in food packaging). Play the recording, then check answers with the class. In weaker classes, students may need to listen twice or you may need to pause the recording for them to complete their answers. As an optional follow-up, you could ask students if they think a survey like this in their own country would produce similar findings.

- 1 Eighty-five percent of customers want to see significantly less plastic packaging within the next twelve months.
- 2 Supermarkets have committed independently to reduce plastic food packaging by 50 percent in the next two years.
- 3 The growers see the reduction of plastics to be only of medium importance in their business strategy; and don't see a clear alternative.

3B  1.05 Play the recording, then check answers with the class. When discussing the effectiveness of Jon's answers, accept any reasonable answers as long as students can justify them. You may, however, wish to highlight the points in the answer key below for each answer.

- 1 Q: Which customers were asked? A: Politely interrupted and confirmed that a wide sample of customers was included in the survey.
Effectiveness: It was a polite interruption which kept control of the situation and avoided a long and complex series of questions. The answer was focused, and directly addressed the concerns of the questioner about the sample size of growers in the survey. The questioner gave a positive response to the answer.
- 2 Q: Is twelve months realistic? A: Jon responds that it is a good point/question but asks to deal with the question later in more detail.
Effectiveness: A positive response followed by a request to deal with the topic in more detail later in a presentation is a standard and effective way to respect a question and keep control of the presentation in terms of timing and sequence.
- 3 Q: Can I ask why growers are not concerned about plastics? Why is that exactly? A: Jon explains that the connection is bad, the question cannot be heard well, and asks Hans to dial back in, and then he moves on.
Effectiveness: Polite and effective handling of a technical issue. Asking the person to dial back in gives the opportunity for a better connection. Moving on quickly avoids wasting time.

3c  1.06 Explain the task and give students a minute to read through the topics. Check that they understand *establish*, *joint project*, *motivate* and *enforce*. Students may need to listen twice for this activity: once to put the topics in the table in the order they hear them, and then a second time to complete the presenter's answers.

- 1 b, clarify 2 d, critical 3 e, delicate topic
4 a, answer that 5 c, a little earlier

3D Discuss this with the whole class. Remind students of their answers to Exercise 3B, and again, accept all answers which students can justify.

All these answers are effective question-handling strategies and range from clarification (1, 2), hedging (3) and honestly admitting inability to answer (4) to referring back (5) to what had been said earlier.

Functional language: Responding to questions during a presentation

Students look at useful language for responding to questions during a presentation.

4 Go through the categories with the class and teach or elicit the meaning of any words which may be new to students (e.g. *relevant*, *better handled by ...*, *redundant*). Before asking them to complete the table, give them time to look at the example sentences for each category. Then ask them to complete the exercise individually and get them to compare answers in pairs before checking with the class. During feedback, go through all the sentences and clarify meanings as necessary.

- A question you don't understand: 5
A question which is not relevant: 10
A question not for open discussion: 9
A question better handled by someone else: 7
An angry question: 2
A redundant question: 1
A person who takes too long to ask his/her question: 6
A question you can't answer: 4
A question you couldn't hear: 8
A sensitive question: 3

5A Put students in pairs and go through the instructions with them. Before they begin, make sure they are clear about the context and scenario. Ask: *Who is asking the questions?* (the [new] customer) *Who is answering?* (the design company) *What have they been commissioned to do?* (develop a new website for the customer). Give students a minute to read the questions and remind them to use language from Exercise 4. Reassure them that the questions can be answered in different ways and encourage them to be creative. Give pairs 4–5 minutes to prepare their answers and encourage them to make notes.

Possible answers

- 1 Let me put you in touch with a colleague who knows more about it.
- 2 I understand your frustration. As a solution, I suggest ...
- 3 If you can email me that question, I'll respond directly to you. Is that OK?
- 4 We covered that at the beginning of the presentation when I talked about ...
- 5 That's a good question but I'm afraid I don't know the answer. However, I'll ...
- 6 I'm afraid that question is outside the scope of today's presentation.

5B Join pairs together into groups of four. Pairs take it in turns to ask the questions from Exercise 5A for the other pair to answer. During the activity, monitor and check students' use of the functional language; note down any errors to highlight during feedback. When pairs have finished, they should decide who gave the best answers (and why). If time allows, invite a few pairs to act out their exchanges for the rest of the class. The class could then vote on the best answers. Finally, highlight any errors you noted while monitoring.

Extra activities 1.4

A This activity practises the functional language from the lesson. As it is a consolidation exercise, it might be better to ask students to complete it individually. If time allows, after checking answers, students could practise the exchanges in pairs.

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

B Go through the instructions with the class and explain that for each question, there is a sentence describing the context in which the question was asked and two possible answers. Students should select the answer they think is best, noting down the advantages and disadvantages of each option. If you think they will struggle, you could let them work in pairs or do this as a whole-class activity, discussing the options as you go along.

- 1 a This question is useful as it allows you to clarify the motivation of the questioner before answering, so helping you answer the right question. It's important that the question is asked in a way the audience feels is respectful, and not challenging.
- b Sometimes it is important to give clear and firm direction as to what can or can't be discussed. However, the answer could come across as too direct for some people, and not open enough to customer concerns.
- 2 a This is a fair response if your presentation has a clear logic and the question is better discussed at the end. However, with customers, it is important to show flexibility and deal with their concerns immediately.
- b Honesty with customers can inspire trust. However, such a response can also signal incompetence to some customers. It's important to understand how a customer will respond to such openness before using such an answer.
- 3 a This is a clear answer and confirms why a community space can be difficult when creating websites. The risk is that it allows a discussion to arise which could be difficult to control.
- b This controls the discussion of a sensitive topic well by suggesting a one-to-one discussion. However, if time permits, there is always the option to check with the wider audience if there is interest in discussing the question openly together.

Task

Students give a presentation and respond to questions from the 'audience'.

6A Ask students to work individually for this stage. Go through the instructions with them and explain that they may choose to talk about any topic they like, e.g. a change in their place of work (or study), in society in general or even their personal life – if they are comfortable discussing this in class. Give them a few minutes to think about the topic of their presentation. Monitor and if they are struggling, help them with a few ideas (e.g. greater flexibility around working hours at their place of work; lower tuition fees or shorter lectures at their place of study; promoting voluntary work more). Then point out the three main points they need to include in their presentation, and write them on the board: *1 What is the change? 2 What is its purpose? 3 What are the potential benefits?* Set a time limit and encourage students to make notes. Again, monitor and help students as necessary.

6B–C Put students in groups. Note that the bigger the groups, the longer this stage will take as students will take turns to give their presentations. Tell them that they are going to take turns to be the 'presenters' and 'audience', and explain that the audience should ask questions during and at the end of each presentation. After each presentation, the audience should give quick feedback to the presenter on how well they think he/she handled their questions. Make sure students understand that they will be rotating roles, and that they need to pause between presentations to give their feedback. Remind them to use phrases from Exercise 4 to respond to the questions. Before they begin, you may wish to give them 1–2 minutes to look at Exercise 4 again and think about how they could respond to the different types of questions the audience may ask. Set a time limit for each presentation and feedback session, and ask students to begin. Monitor and note down any points to highlight during feedback, but do not interrupt the presentations or feedback sessions. As a follow-up, you could ask a few students to tell the class how well they think their questions were handled and/or what they found easy or difficult about responding to questions from the audience.

MyEnglishLab: Teacher's resources: extra activities; Functional language bank

Workbook: p.7 Exercises 2–3

1.5 Writing

Reports – Summary findings

GSE learning objectives

- Can extract key details from a complex business report in their field.
- Can summarise relevant data or research in support of an argument.
- Can write an effective and informative summary.

Warm-up

Discuss these questions with the class: *Have you ever prepared a market research or customer feedback survey? Have you ever had to summarise the findings of a survey or focus group?* Invite students who answer 'yes' to share their experiences with the class and those who answer 'no' to say whether they would like to and what they think they might find difficult.

Lead-in

Students read and correct a summary of findings from a market research report.

1 Refer students to the summary and explain the activity. Before they begin, point out the types of mistakes they need to look for and if you think it will help them, give them an example of each (e.g. spelling: *The ~~servey~~ survey showed that ...* ; grammar: *We have recently ~~carrying~~ carried out a survey to find out ...* ; wrong words: *In addition ~~of~~ to the survey questions, the customers ...* ; extra words: *We ~~were~~ asked the customers to tell us ...*). Get students to complete the exercise individually and then to compare answers in pairs before checking with the class.

According to the customer survey, the majority of respondents were in agreement that the proposed logo and packaging changes would be a good move. However, 10 percent of the 2,000 respondents raised ~~consens~~ **concerns** that these changes did not match the luxury image of the brand. In ~~addition~~ **addition**, just over one quarter ~~beleived~~ **believed** that the current logo and packaging were fine and should not be ~~change~~ **changed**. Several customers ~~suggest~~ **suggested** that we should keep the current logo and just change the colour while others ~~were~~ demanded that we use 100 percent ~~recycleable~~ **recyclable** materials. Some people even insisted that there should be no packaging at all, as this would be much more ~~eco-friendlier~~ **eco-friendly**. However, this is somewhat surprising given that our products can be easily damaged in transit. Nevertheless, the survey confirmed that our image and reputation are ~~instant~~ **instantly** recognisable. As ~~for~~ **a** result, the findings indicate that any changes we make should be minimal.

Functional language

Students look at useful language for summaries of survey or focus group findings.

2A Draw students' attention to the different parts of the table and explain that they have to complete the sentences with words from the summary in Exercise 1. Highlight the fact that each sentence has three parts and that all sentences follow the same structure; you could write the structure on the board for students to refer to in the next exercise: *Who/What → Opinions/Actions → Findings*. Point out that they should use between one and four words in each gap. In weaker classes, you may wish to do the first item as an example and/or let students complete the exercise in pairs. Check answers with the class, clarifying meanings as necessary.

- 1** majority **2** agreement **3** of the **4** raised
5 match the (luxury) image **6** over **7** confirmed
8 instantly recognisable **9** indicate **10** should be minimal

2B Students could do this individually or in pairs. Refer them to the sentence structure in the table (or on the board) and explain that they should use the phrases in the box to create three sentences which follow this structure. Explain that different combinations are possible and give them 3–4 minutes to write their sentences. Check answers with the class.

Possible answers

A recent customer survey demonstrated that our image has been damaged / the changes were positive.
 None of the participants felt that our image has been damaged / the changes were positive.
 None of the participants admitted that they would never buy it.
 Over half of those surveyed felt that our image has been damaged / the changes were positive.
 Over half of those surveyed admitted that they would never buy it.

Extra activities 1.5

A This activity practises useful language for summaries of survey or focus group findings. It can also serve as a second model answer which students can refer to when they complete the writing tasks in Exercises 3A and 3B. The exercise can be done individually or in pairs, depending on the level of your class.

- 1** indicated **2** majority **3** in **4** of **5** admitted
6 raised **7** those **8** demonstrated **9** None
10 minimal

Optional grammar work

The summary in Exercise 1 contains examples of reporting verb patterns, so you could use them for some optional grammar work. Refer students to the Grammar reference on page 118 and use the exercises in MyEnglishLab for extra grammar practice.

Task

Students write summaries of survey findings.

3A Put students in pairs and refer them to page 126. Explain the task and give them a minute to look at the information in the table and ask you any questions they may have. Point out that their summary needs to be short (around 120 words) and remind them to use phrases from (and the sentence structure in) the table in Exercise 2A. Set a time limit for pairs to write their summaries. During the activity, monitor and help as necessary.

Model answer

According to a recent customer survey we carried out about increasing our prices, the findings demonstrated that the majority of customers feel that it is a bad idea to keep prices low by reducing quality. In fact, only 10 percent of respondents indicated that they would change supplier if we increased the prices. Despite this, a quarter of our customers would be happy to pay more for high quality, although many of them suggested that the price increase should not be more than 5 percent. On the other hand, 15 percent of respondents believed that our prices were already very high and a fifth of them were worried that they would not be able to pass the increase on to their own customers.

3B Tell students that they are now going to work individually to write a second, more detailed summary, and refer them to page 132. Give them some time to look through the information and ask you any questions they may have. Point out the word limit and also that they should think about how they could organise the information into paragraphs; they should plan their summaries carefully. If time is short, students could plan their summaries in class and write them for homework. In weaker classes, you could let them plan their work in pairs.

Model answer

We recently asked customers to complete a survey to discover how we are doing and how we could improve our service. According to our findings, the majority of our customers were very happy with product quality. In fact, over half of those surveyed thought that it was excellent and about a third said it was good. None of the participants believed it was below satisfactory. Customers also indicated that they were happy with the speed of our deliveries. However, regarding price, although most customers felt that it was satisfactory, nearly a quarter disagreed. Furthermore, the majority of customers raised concerns that our product range was poor. The survey demonstrated that customer service was mainly satisfactory but a fifth of customers had problems with it. Concerning value for money, none of our customers thought that it was excellent, but over half of them believed it was good. The biggest improvement over half our customers would like to see is for us to offer bigger discounts for regular orders over €20,000. When asked what other improvements we could make, nearly a quarter of respondents suggested that communication could be improved because staff don't respond to emails quickly enough. Twelve percent of customers also suggested that we offer a maintenance service for all our products. The findings therefore demonstrate that we should look at ways to improve our price structure and expand our product range.

3C If students do the writing task as homework, you could do this exercise in the next class. Put them in pairs and ask them to read their partner's summary and compare it with their own: did their partner use the same language to summarise their findings? Then ask them to check their partner's summary: has he/she used the language for summarising findings correctly? Has he/she made any mistakes with the data?

MyEnglishLab: Teacher's resources: extra activities; Interactive grammar practice; Writing bank

Grammar reference: p.118 Reporting verb patterns

Workbook: p.7 Exercises 1–4

Business workshop > 1

Improving the image

GSE learning objectives

- Can describe conclusions they have drawn from graphs and charts, using linguistically complex language.
- Can understand summaries of data or research used to support an extended argument.
- Can follow a work-related discussion between fluent speakers.
- Can extract key details from a complex business report in their field.
- Can adjust the precision of questions in order to obtain more detailed information.
- Can express ideas in a discussion or presentation using an appropriate tone and register.
- Can plan what is to be said and the means to say it, considering the effect on the recipient.
- Can use persuasive language to convince others to agree with their recommended course of action during a discussion.
- Can write an effective and informative summary.

Background

Students read about a multinational retail clothing chain.

1 Go through the questions with the class and teach or elicit the meanings of *reputation*, *corporate social responsibility (CSR)* and *well thought of* (see Business brief on page 21). Then put students in pairs and ask them to read the background and answer the questions. During class feedback, check that they understand these words from the text: *source ethically*, *trigger*, *boycott*.

- 1 They are a multinational retail clothing chain.
- 2 They have a very good reputation. They are known for treating employees well with paid holiday, sick leave and retirement benefits and for paying more than the minimum wage.
- 3 They make sure to source ethical suppliers.
- 4 They ran an advert which was considered to be inappropriate. This has led to a call on social media for a boycott.
- 5 Students' own answers

Notes

The global apparel retail industry generates \$1.2 trillion annually and employs some 75 million people around the globe. It is an industry which has mass markets as well as niche markets, providing space for a number of businesses within the industry. The fashion industry is continuing to grow with new markets and ideas. CEOs are well aware of the fact that it is also an industry in which customer relationship management is vital as many consumers are not only interested in the product but also in the personal experience they have while shopping. The apparel industry has products for all age groups and demographics.

Customer reaction

Students talk about what action to take in relation to negative customer comments.

2 Explain the activity and give students time to read the social media comments. If time allows, get them to discuss their views in pairs or small groups first, then elicit ideas around the class. Remind them to give reasons for their answers. Note that the set up intentionally leaves the exact nature of the offending advert as a grey area, because what constitutes offensive is highly subjective and could end up offending the students themselves! However, if you wish to discuss with the class what the offending advert might have contained, this would be the point to do it.

3 Do this as a whole-class activity. First, elicit a brief description of the graphs: ask students what each graph shows and what each line represents. Check that they understand the meaning of *demographics* (the statistical characteristics of a group of people, such as their age, gender and income, used especially in market research). Discuss the questions with the class.

Possible answers

(What do you notice?)

- current year's sales began higher than previous year
- current year's sales showed less fluctuation at beginning of year than previous year
- current year's sales dropped in fourth quarter while previous year went up
- third quarter sales for both years were very similar

(Does anything surprise you about the development of sales?)
The chart shows that although sales still went up in the 4th quarter, the usually strong groups of 16–24, 35–44 and 45–54 did not perform well. The 23–34 age group and the older group of 55+ customers made up a large percentage of the total sales.


Extra activities Business workshop 1

A This activity looks at useful vocabulary for describing visual data. Explain to students that the text is a description of the second graph on page 88 and go through the words in the box with them before they complete the exercise. Get them to work individually and then to compare answers in pairs before checking with the class. Alternatively, let them work in pairs, using their dictionaries if necessary, and clarify meanings during class feedback.

- 1 demographic 2 decrease 3 represents
4 quarter 5 contrast 6 rise 7 fluctuation
8 slightly 9 shot up 10 reached

Management response

Students listen to a crisis management meeting and read about market research options.

4  **BW 1.01** Explain that students are going to hear a crisis management meeting which the CEO of Wear It! has called after seeing the latest sales figures. Give them time to read the questions before they listen, then play the recording. In weaker classes, students may need to listen twice and/or you may need to pause the recording to give them time to note down their answers.

- 1** Jane: looked at sales figures, saw millennials were most affected
Peter: looked at the marketing campaigns to see which groups were being targeted.
Giorgio: looked at costs of buying finished items and has calculated that they cannot afford the drop in sales.
2 Barbara will gather information on the market which should help them come up with a marketing campaign to work on the image of the brand.

5 Explain that Barbara is looking into ways to improve the company's image and is considering using market research in order to obtain the necessary information before deciding on next steps. She has put together some information on different kinds of research. Ask students to read the text and underline what they think are the most interesting and/or complicated aspects of, market research. They have already looked at the different aspects of and common terms related to, market research earlier in the unit, so little of the information in the text will be new to them. Once students have read the text and underlined the information, put them in pairs to compare their answers. Encourage them to talk about *why* they find each aspect interesting/complicated. If time allows, invite a few students to share their ideas with the class.

Extra activities Business workshop 1

B This activity looks at useful terms related to market research. Some of these terms may be new to students, so it might be better to do the activity with the whole class, clarifying meanings as you go along. Note that doing this activity at this point in the lesson will help students with Exercises 6 and 7 below.

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

C This activity provides students with extra reading practice. Give them time to read the statements first, so they know what they need to look for in the text. They could do the exercise individually or, in weaker classes, in pairs. Encourage them to underline the part of the text that gave them the answer each time

- 1 F (*Secondary research can also come from the internet or government sources.*)
- 2 T (*Primary research gives us the reasons customers buy something.*)
- 3 T (*Both types of research will break down our target customers into demographics.*)
- 4 F (*Surveys can use open or closed questions, multiple-choice questions or ranking and rating questions.*)
- 5 F (*Focus groups use groups of six to ten people.*)
- 6 T (*Focus groups can be used to observe facial reactions or body language.*)

Task: Improving the brand image

Students develop a market research plan to improve a company image.

6A Put students in small groups and explain that they are going to develop a market research plan in order to collect *qualitative* data that will help Wear It! improve its image. Elicit the two primary market research methods (surveys and focus groups). Refer students back to the list of options for each method in the text in Exercise 5 and, if necessary, go through it with them once more. Finally, give groups a few minutes to decide on which method to use.

6B Tell students that they are now going to prepare ten questions for their survey/focus group. Go through the instructions with them and remind them of the different types of survey questions they looked at in Exercise 5. Write these on the board and elicit a brief definition of each one: *open questions* (questions that cannot be answered with 'yes' or 'no'), *closed questions* (questions that can be answered with 'yes' or 'no'), *multiple-choice questions* (questions where two or more answer options are given, for respondents to select one), *ranking and rating questions* (questions where respondents give something a position in a list or on a scale, often with numbers). Point out that it is best to start with general questions before moving on to more specific or sensitive ones. Set a time limit for this stage and ask students to write their questions. During the activity, monitor and help as necessary.

6C Groups now take turns to present their plans and questions to the class. Depending on the method chosen and the equipment available, they can give examples of the questions they would use on the board, on a flipchart or projector, on presentation slides, etc. Allow time for groups to prepare, then get them to present their plans in turn. When all the groups have given their presentations, the class votes on the best one. Invite reactions from different students, encouraging them to give reasons.

7 Depending on the time available, students could do this in class or as homework. Point out the word limit and explain that this should be a brief explanation of the approach they are going to take rather than a detailed presentation of their market research plan. If you think this will help your students, you could let them plan their writing in their original groups, then write their texts individually.

Model answer

We feel that a telephone survey would work best and would start by asking people which categories they fall into regarding their age and where they live.

We would use a variety of question types, starting with a ranking of the impression people have of the Wear It! brand in comparison with competitors, followed by a closed question about adverts people remember. Next, we would ask which factors they feel are persuasive in adverts and give them up to five to choose from. In order to find out what people feel is negative, we feel a ranking question would be best, perhaps with up to six or seven choices.

The survey would end with an open question asking them about the last time they bought clothing and then a closed question about whether or not they have shopped at Wear It! in the last month.

MyEnglishLab: Teacher's resources: extra activities

Review < 1

- 1 1 target audience 2 secondary research
3 Product testers 4 focus group
5 launch (the new) product 6 in-depth interviews
7 gauge (the) impact 8 online surveys
- 2 1 don't you 2 aren't we 3 were they 4 didn't we
5 did we 6 did they 7 shall we 8 doesn't it
- 3 1 think / L 2 considered / N 3 interested / L
4 about / L 5 thoughts / N 6 feel / L
- 4 1 f 2 c 3 e 4 a 5 b 6 d
- 5 1 recent customer 2 majority 3 in agreement
4 positive 5 Just over 6 of the 7 admitted
8 been damaged 9 none of 10 demonstrated

2

Give and take

Unit overview

	CLASSWORK	FURTHER WORK
2.1 > Manager or mentor?	<p>Lead-in Students talk about mentoring.</p> <p>Video Students watch a video about employee development through mentoring.</p> <p>Vocabulary Students look at vocabulary related to cooperation and mentoring in the workplace.</p> <p>Project Students draw up guidelines for effective mentoring in the workplace.</p>	<p>MyEnglishLab: Teacher's resources: extra activities; Alternative video and extra activities</p> <p>Teacher's book: Resource bank Photocopiable 2.1 p.151</p> <p>Workbook: p.9 Exercises 1–2</p>
2.2 > Kindness or success?	<p>Lead-in Students talk about balancing kindness and success in business.</p> <p>Reading Students read an article about kindness in the workplace.</p> <p>Grammar Students study and practise cleft sentences.</p> <p>Speaking Students talk about themselves using cleft sentences.</p>	<p>MyEnglishLab: Teacher's resources: extra activities; Reading bank</p> <p>Grammar reference: p.119 Cleft sentences</p> <p>Pronunciation bank: p.114 Intonation in cleft sentences</p> <p>Teacher's book: Resource bank Photocopiable 2.2 p.152</p> <p>Workbook: p.10 Exercises 1–3, p.11 Exercises 1–3</p>
2.3 > Communication skills: Changing an agreement	<p>Lead-in Students talk about dealing with mistakes.</p> <p>Video Students watch a video about different approaches to renegotiating an agreement.</p> <p>Reflection Students reflect on the conclusions from the video and discuss different renegotiation strategies.</p> <p>Functional language Students look at useful language for renegotiating.</p> <p>Task Students roleplay renegotiations.</p>	<p>MyEnglishLab: Teacher's resources: extra activities; Extra video activities; Functional language bank</p> <p>Workbook: p.12 Exercise 1</p>
2.4 > Business skills: Collaboration	<p>Lead-in Students talk about promoting collaboration in teams.</p> <p>Listening Students listen to a brainstorming meeting to address falling sales.</p> <p>Functional language Students look at useful language for promoting collaboration and effective teamwork.</p> <p>Task Students roleplay meetings to agree on best ideas.</p>	<p>MyEnglishLab: Teacher's resources: extra activities; Functional language bank</p> <p>Pronunciation bank: p.114 Southern U.S. English pronunciation</p> <p>Workbook: p.12 Exercises 2–3</p>
2.5 > Writing: Emails – Stating requirements	<p>Lead-in Students read and complete an email stating requirements.</p> <p>Functional language Students look at useful language for stating requirements in an email.</p> <p>Task Students write emails stating requirements.</p>	<p>MyEnglishLab: Teacher's resources: extra activities; Interactive grammar practice; Writing bank</p> <p>Grammar reference: p.119 Future Perfect Simple and Continuous</p> <p>Workbook: p.13 Exercises 1–3</p>
Business workshop 2 > Try to see it my way	<p>Listening Students listen to conversations between call centre staff about training and communication issues.</p> <p>Task Students roleplay a meeting to address problems between staff and management.</p> <p>Writing Students draw up guidelines on improving communication between staff and managers.</p>	<p>MyEnglishLab: Teacher's resources: extra activities</p>

Business brief

The main aim of this unit is to introduce students to the concept of '**giving and taking**' in the workplace – how so many aspects of business are dependent on mutual interactional processes. Examples looked at in the unit include **cooperating** and **mentoring**, working in teams, promoting **collaboration**, giving and receiving **feedback**, and improving **communication**.

There are various ways to interact with and support people in an organisation beyond the day-to-day job. Some people may coach colleagues or be coached themselves; or they may mentor someone or be mentored by someone. **Coaching** and **mentoring** have some similarities but the basic approach is different.

In a work situation, coaching allows an individual to think about their job, their performance, how they function in their job. The **coach** can ask questions and elicit some reactions from the person they are coaching, encourages them to think about a certain aspect of their work, raises awareness around potential issues, but does not offer advice.

Mentoring usually involves more senior employees sharing their own experience, offering guidance and suggestions. Mentoring can happen at any level of an organisation and between employees of any level. **Mentors** are usually not direct line managers. They offer advice, support and opportunities to learn. Mentoring is looked at as part of the **career development** of both the **mentees** – the people being mentored – and their mentors, as they can both learn from each other, especially when the advice and feedback are candid, open and honest. This two-way relationship is mutually beneficial as it creates a sense of community, and helps both the mentor and the mentee feel less isolated and part of an organisation where everyone matters and is valued. Research shows that long-term corporate success relates to how compassionate, nurturing, thoughtful and kind an organisation and its mentors are.

Encouraging employees to develop in the organisation gives them a deep sense of **satisfaction**. If the organisation establishes a culture with a **cooperative atmosphere**, where **collaboration** and learning from each other are considered important, it will reduce **mistrust** between managers and employees. It will also allow people to **evolve** and develop, and work together effectively.

It is interesting to bring to students the idea of **kindness** in the workplace and how it can be balanced with authority and **corporate success**. Successful **leadership** requires a balance between kindness and authority, which is not always easy to achieve. Managers often have to **make hard calls** and so need to distance themselves from other people's feelings and problems, and choose 'the right thing to do' over 'the kind thing to do'. Kindness and corporate success are not mutually exclusive, but balancing the two is important.

'Giving and taking' and your students

Everyone – not just people working in business – needs to develop an understanding of the importance of 'giving and taking' in the workplace. Students need to be aware of the two-way nature of all business relationships, as well as the interactional processes involved in all aspects of business. Pre-work students will already be used to the concept of 'giving and taking' at their place of study, for example through teamwork, giving and receiving feedback, and possibly tutoring and peer-evaluation. In-work students will have seen this concept applied in many different aspects of their working lives and business relationships.

Unit lead-in

Elicit a brief description of the photo and refer students to the quote. Check that they understand *yard* and *dash*, then discuss the quote with the class. What do they think it means? (The main idea here is that being generous may not be useful in short-term situations but can pay off in longer ones.) Do they agree? Why / Why not?

2.1 Manager or mentor?

GSE learning objectives

- Can extract specific details from a TV programme on a work-related topic.
- Can identify key information in linguistically complex conversations at natural speed.
- Can identify specific information in a linguistically complex presentation or lecture.
- Can encourage agreement during group discussions by indicating the areas where people have the same opinion.
- Can relate their own contribution skilfully to those of other speakers.
- Can compare and evaluate different ideas using a range of linguistic devices.
- Can write clear and organised guidelines for the workplace.

Warm-up

Refer students to the lesson title and ask them what they know about *mentoring* (when a more experienced or knowledgeable person advises, helps and/or trains a less experienced/knowledgeable colleague). Ask them if they have ever had or been a mentor in their place of work/study and invite students who answer 'yes' to share their experiences with the class. Pre-work students may have experience of mentoring if they have had a director of studies who follows them during their university career. This is common in the UK and some other countries, but less so elsewhere.

Lead-in

Students talk about mentoring.

1 If time allows, let students discuss the questions in pairs or groups first, and then as a class. For questions 1 and 2, students might mention the idea of *apprenticeships* or *internships*. For question 3, you may wish to explain that this is called *reverse mentoring*.

Video

Students watch a video about employee development through mentoring.

2 Put students in pairs and explain the activity. Write *How can bosses help staff develop?* on the board and give pairs 3–4 minutes to discuss and make their lists. Get feedback from the class, listing students' ideas on the board. Encourage pairs to add to their lists.

3 **2.1.1** Ask students to watch and check whether any of their ideas from Exercise 2 are mentioned. Play the video and discuss the answers with the class. Before students watch, you may wish to teach these words from the video: *dictator, ruthlessness, compassionate, nurturing, (sense of) community, clarity, candid*.

- Giving expert advice
- Being a mentor
- Showing compassion
- Being kind
- Nurturing
- Coaching
- Creating new opportunities
- Opening new resources within a company
- Passing on advice
- Providing new opportunities to learn
- Creating trust
- Developing honest and open relationships

4 **2.1.1** Explain the activity and go through the words in the box with students. Give them a minute to read the notes before you play the video and encourage them to think about the type of word missing from each gap. In stronger classes, you could ask students to complete the notes before watching, then watch the video again to check/complete their answers.

1 results **2** thoughtful **3** community **4** provide
5 loops **6** act **7** street **8** pace

Extra activities 2.1

A **2.1.1** This activity provides students with extra listening practice and also looks at some useful vocabulary from the video. Explain that in most extracts, both words are grammatically correct and possible in terms of meaning, but students need to select the one which was used in the video. Get them to complete the exercise individually and then to compare answers in pairs before playing the video again for them to check their answers. Go over the answers with the class, clarifying meanings as necessary.

1 controlled **2** progressively **3** leaders
4 passing on **5** clarity **6** person **7** give back
8 learning

5 Put students in pairs or small groups and give them 3–4 minutes to discuss the question. Then elicit ideas around the class. As an optional follow-up, you could ask them what disadvantages the opposite approach might have, i.e. what disadvantages companies may have when the leadership *doesn't feel* that mentoring is important.

Possible answers

They develop a two-way relationship with their employees where both parties learn from each other. There's a feeling of trust and honesty which enhances people's performance at work. Mentoring leads to long-term success within a company. Employees are encouraged to develop, which improves their personal performance and, in turn, the performance of the company.

Alternative video worksheet: Apprenticeships

1 Put students in pairs and give them 2–3 minutes to discuss the questions, then elicit ideas around the class. Alternatively, if time is short, discuss the questions as a class.

2 ▶ ALT2.1.1 Tell students that they are going to watch a video about apprenticeships and go through the instructions and questions with them. Check that they understand the meaning of *commit to*. Ask them to watch and make notes in answer to the questions, then play the first part of the video (0:00–2:07). Check answers with the class.

1 two to four years **2** enthusiasm and commitment **3** degree

3 ▶ ALT2.1.1 Explain the activity and give students time to read the statements and ask you about any unknown words if necessary. Play the video (0:00–3:27), then check answers with the class. Students may need to watch the video twice for this activity: once to decide if the statements are true or false, then a second time to correct the false statements. In weaker classes, you may also need to pause the video to give them time to complete their answers.

- 1** F (*Most apprentices are paid a salary and earn professional qualifications.*)
2 T
3 F (*Intertech Plastics attempts to attract young people before they leave education.*)
4 F (*As well as getting a salary, Intertech Plastics apprentices can earn forty to fifty college credits.*)
5 F (*Intertech Plastics hopes to offer up to 230 different career paths within the next decade.*)
6 T

4 ▶ ALT2.1.1 Tell students that they are going to watch the last part of the video in order to answer some questions – give them time to read the questions before they watch. Encourage them to make notes in answer to the questions, then play the video (3:28–4:38), twice if necessary, and check answers with the class.

- 1** a Switzerland **b** two-thirds
2 a soft skills; good communication, critical thinking
b in a workplace / in business

5 Put students in pairs or small groups to discuss the questions, then broaden this into a class discussion. Encourage students to elaborate.

6–7 These activities look at useful vocabulary from the video. Exercise 6 can be done with the whole class, checking answers and clarifying meanings as you go along. For Exercise 7, ask students to work individually and get them to compare answers in pairs before checking with the class.

- 6** **1** c **2** f **3** d **4** e **5** g **6** a **7** h **8** b
7 **1** college credits
2 earning a professional qualification
3 labour shortages **4** skilled workforce
5 part-time paid work **6** on-the-job training
7 learning practical skills
8 nurturing environment

8 You could let students discuss in pairs/small groups and then elicit answers around the class or, if time is short, discuss the questions with the whole class. Encourage them to use vocabulary from Exercise 6.

9 This can be done in pairs or small groups. Let students decide on the type of advert they are going to create (e.g. a brochure, an online advert or even the transcript for a radio advert) and the apprenticeship role they are going to advertise. Allow plenty of time for them to prepare. If your class has internet access, encourage them to look for some similar apprenticeship adverts online, to get some ideas. Encourage them to try to make their advert as interesting as possible, for example by using a quote from a business expert or some images, if appropriate. When they are ready, they should work with another pair/group to compare and discuss their adverts. As a follow-up, you could ask them to decide in their groups which advert they think would be the most effective and why.

Vocabulary: Giving back

Students look at vocabulary related to cooperation and mentoring in the workplace.

6 Depending on the strength of your class, you could get students to work individually or in pairs, using their dictionaries to help them if necessary, and then clarify meanings during class feedback. In weaker classes, this can be done as a whole-class activity: you could copy or project the puzzle onto the board, checking answers and clarifying meanings as you go along.

- 1** nurturing **2** compassionate **3** evolve **4** benefits
5 isolated **6** mentoring **7** leadership **8** mistrust
9 candid **10** feedback **11** peers

7 This can be done individually or as a whole-class activity, checking answers as you go along. Encourage students to record the collocations in their vocabulary notebooks.

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

8 This activity looks at vocabulary from Exercises 6 and 7, so students can work on it individually. Encourage them to read the whole text before attempting to complete the gaps, and also to think about the type of word missing from each gap. Check answers with the class.

- 1** cooperative atmosphere **2** feedback
3 mutually beneficial **4** isolated **5** best interests
6 nurturing **7** leadership **8** evolve

9 Put students in pairs and give them 3–4 minutes to discuss the question. Refer them back to Exercises 6 and 7 and explain that they need to agree on the elements which they think are most important. Remind them to give reasons for their answers. Once they have discussed in their pairs, elicit answers (and reasons) from different students.

Extra activities 2.1

B This activity builds on vocabulary from Exercises 6 and 7. You could copy or project the table onto the board and do it as a whole-class activity, checking answers and clarifying meanings as you go along.

1 benefit 2 beneficial 3 compassionate
4 cooperation 5 cooperative 6 include
7 inclusion 8 isolation 9 isolated 10 lead
11 leadership/leader 12 leadership/leader
13 mentorship/mentoring 14 mentoring/mentorship
15 mentoring

C Do the first item as an example with the class. Students could then do the exercise individually or, in weaker classes, in pairs. Check answers with the class.

1 c beneficial 2 a mentoring 3 b compassionate
4 f cooperation 5 e inclusion 6 g isolated
7 d leadership

Project: An ideal mentor

Students draw up guidelines for effective mentoring in the workplace.

10A Refer students to the two statements in the boxes and read them out. Ask them which statement is true for them and ask for a show of hands for each statement. Then put students in small groups; ideally, students who chose the same statement should be grouped together. Give groups 4–5 minutes to discuss their questions, while you monitor and help them with any vocabulary they may need. Encourage them to make notes. If time allows, to help students with Exercise 10C, you could do some brief class feedback at this point, eliciting ideas from different groups and listing them on the board.

10B Explain that students are now going to discuss the characteristics of a good mentor. Go through the words in the box with them and check that they understand them all. Put students in pairs and allow 4–5 minutes for their discussions. If possible, get students to work with someone who discussed the other set of questions in Exercise 10A (although this may not be possible if all/a lot of your students have similar levels of experience of mentoring). Point out that they can use the words in the box as a guide, but they should also use their own ideas. Encourage them to make notes and, as before, monitor and help them as necessary. Again, if time allows, you could get brief feedback from the class, listing their ideas on the board to help students with Exercise 10C.

10C Depending on the time available and the strength of your class, students could do this individually or in the same pairs as for Exercise 10B. Explain that they are now going to use their notes from Exercises 10A and 10B to compile a leaflet for first-time mentors. The leaflet should include guidelines and tips for effective mentoring in their company. This can be done in the context of a particular organisation or one students would like to work for. If writing about their own organisations, tread carefully, especially if there are different levels of seniority among your students. Students could prepare their leaflets electronically or by hand. Allow plenty of time for this stage

and during the activity, monitor and help students as necessary. Once the leaflets are ready, students could share them and/or they could be displayed around the class. The class could then vote for the best one.

MyEnglishLab: Teacher's resources: extra activities; Alternative video and extra activities

Teacher's book: Resource bank Photocopiable 2.1 p.151

Workbook: p.9 Exercises 1–2

2.2 Kindness or success?

GSE learning objectives

- Can recognise contrasting arguments in structured, discursive text.
- Can identify the main topic and related ideas in a linguistically complex text.
- Can use a range of cleft sentences in the present, past and future.
- Can participate in linguistically complex discussions about attitudes and opinions.

Warm-up

Write this statement on the board: *Kindness is more important than wisdom.* Teach or elicit the meaning of *wisdom* and discuss the statement with the class. Do students agree? Why / Why not? How could *wisdom* be interpreted in a business context? (success, knowledge) Do they think kindness is important in business? Why / Why not? Can kindness lead to success?

Lead-in

Students talk about balancing kindness and success in business.

1 This activity is best done in two stages. Start by putting students in pairs and giving them 2–3 minutes to read the quotations and match the idioms with their meanings. Check answers with the class. Then refer students to the lesson title *Kindness or success?* Ask pairs to discuss how the idioms in bold might be connected to balancing kindness and success in a company. Give them 3–4 minutes to discuss in their pairs, then discuss as a class.

- 1 c 'Killed by kindness' would be used if someone hurts themselves by helping others, e.g. 'The company was killed by kindness when it didn't take necessary steps to reduce staff and went bankrupt.'
- 2 d A 'cautionary tale' would be used to give an example of when to be careful, e.g. 'The company took certain risks and did not survive, providing a cautionary tale for others in the field.'
- 3 b 'Cut the mustard' is used in a negative way and usually preceded by 'can't' or 'doesn't'. It means not being up to standard, e.g. 'If a product doesn't cut the mustard it will have little chance of success.'
- 4 a 'Make hard calls' means 'make difficult decisions', e.g. 'Companies often have to make hard calls which may hurt their employees in order to continue doing business.'

Reading

Students read an article about kindness in the workplace.

2 Tell students that they are going to read an article about balancing kindness and success in a company and explain the activity. Tell them not to worry about unknown words for now, and point out that they should read the article quickly, to get the main idea. Set a time limit, then check the answer with the class. Write (or invite a student to write) the sub-heading on the board.

Compassion among teammates is admirable but managers have to take a different view.

3 Give students a minute to read the questions and check that they understand *job vacancy*, *arise*, *decency* and *feel let down*. Explain the activity and point out that they should answer using their own words and not copy from the text. Encourage them to underline the part of the text that gives them the answer each time. If time allows, get them to compare answers in pairs before checking with the class. As an optional follow-up, ask students whether they agree that 'balancing kindness and corporate success is a fine art'. Do they agree that a good leader should balance the two? Why / Why not?

Possible answers

- 1 The unusual specification was that a candidate should always 'exude kindness'.
- 2 Employees behaved in a more positive way, those who gave and received felt happier in general, risk-taking was reduced and there were fewer health problems.
- 3 Employees may feel that he or she broke a promise if staff have to be let go.
- 4 It is worse to keep staff if it negatively affects the business in the long term.
- 5 The owner of a textile company rehired all his staff after a fire instead of sending jobs overseas and caused a number of bankruptcies.
- 6 The CEO found no problem balancing difficult decisions with empathy.
- 7 They do not need to be totally separate from each other but they are very hard to balance.
- 8 It is very difficult for them to no longer be close with former teammates.

Extra activities 2.2

A This activity looks at useful vocabulary from the reading text. Go through the words in the box with students before they begin and get them to complete the sentences individually. Alternatively, you could let them complete the sentences using their dictionaries, then clarify meanings during feedback. In weaker classes, do the first item as an example with the class.

- 1 tougher 2 cut the mustard 3 make hard calls
4 specifications 5 triggered 6 clashes 7 plunged
8 cautionary tale 9 decency

Grammar: Cleft sentences

Students study and practise cleft sentences.

4A Do this as a whole-class activity. Refer students to the underlined sentences in the text and explain that sentences like these are called cleft sentences. Ask them what they think these sentences do: *emphasise*, *explain* or *introduce* information. Elicit the answer and get students to write it in the box. Then go through descriptions a–d with the class.

emphasise (The subject: *acts of kindness* and the action: *become tougher* are emphasised.)

4B Give students time to complete the exercise individually, then check answers with the class. Do not go into detail about the grammar of cleft sentences yet – students will look at the grammar reference in the next exercise.

1 b 2 d 3 a 4 c

4C Before students do this exercise, refer them to the Grammar reference on page 119. Go through it with them and clarify as necessary. Then they complete the exercise individually and compare answers in pairs before class feedback.

- 1 The sentence starts with 'It ...' and emphasises the CEO, which is the object.
- 2 The sentence starts with 'The thing ...' and emphasises the weekly meeting, which is a noun phrase.
- 3 The sentence starts with 'It ...' and emphasises the line manager, which is new information and is contrasted with 'his colleagues', which was already known.
- 4 The sentence starts with 'What ...' and emphasises that they will have to change the feedback loops (the action).



Pronunciation bank

p.114: Intonation in cleft sentences

Warm-up

Refer students to the information in the box and go through it with them. Point out the arrows showing the different intonation patterns and model the intonation in both example sentences. Get students to repeat the sentences.

1A **P2.01** Remind students of the first point in the box: we use falling intonation in cleft sentences starting with *It*, and the fall usually begins mid-sentence. The word where the fall begins is usually stressed. Explain that they need to listen and decide where the fall begins, i.e. which word is stressed. Play the recording, then check answers with the class.

- 1 It's his line manager who's asking him to stay late this time.
- 2 It's the CEO who he's going to meet with tomorrow.
- 3 It'll be the new supplier who'll talk to him about the problem.

1B ▶ P2.02 Follow the same procedure as for Exercise 1A above: remind students of the explanation in the box: in cleft sentences starting with *What*, our intonation usually changes twice: once in the *what* clause, where there is a fall-rise, then in the second clause, where there is a fall. Explain that the word where each intonation pattern begins is usually stressed, so students need to listen for and underline two stressed words in each sentence. Play the recording, then check answers with the class.

- 1 What they did was to change the structure of the feedback loops.
- 2 The thing that works best for us is the weekly meeting.
- 3 What we failed to do was to keep the same mistakes from happening.

2 ▶ P2.01 ▶ P2.02 Play the recordings again for students to listen and repeat.

3 Put students in pairs to practise saying the sentences. During the activity, monitor and correct their intonation as necessary.

5 Do this exercise in two stages. First, get students to match the sentence halves individually, and check answers with the class. Then ask them to match the sentences with the explanations in Exercise 4A. Get them to compare answers in pairs before checking with the class.

- 1 f (explanation d – verb phrase)
- 2 d (explanation b – subject)
- 3 a (explanation c – action)
- 4 e (explanation d – noun phrase)
- 5 b (explanation c – action)
- 6 c (explanation a – new information)

6 Explain the activity and, in weaker classes, do the first item as an example with the class. Tell students that they can refer to the Grammar reference on page 119 if they need help. Check answers with the class and clarify any errors as necessary.

- 1 It was after the fire that he rehired his entire workforce.
- 2 What we will have to do is to rethink our conditions of employment. / What we will have to rethink are our conditions of employment.
- 3 It is the supplier in Mexico who my boss is trying to reach.
- 4 Something he always says is (that) he will not break his promise to his employees.
- 5 It was the boring work that made him leave, not the office atmosphere, which was pleasant.
- 6 The most promising candidate for the vacancy seems to be the last person we will speak to.

Extra activities 2.2

B This activity gives further practice in cleft sentences. Explain that a–f are different ways to begin sentences 1–6 in order to emphasise the words in bold. Students should first match the sentences with the beginnings, and then rewrite the sentences, using the beginnings to emphasise the words in bold. In weaker classes, you could let students work in pairs or ask them to complete the exercise individually and get them to compare answers in pairs before class feedback.

- 1 c What he did just before he left was to tell us to finish off the reports. (OR: What he told us just before he left was to finish off the reports.)
- 2 d The person who will have to answer the phone and take messages is her personal assistant.
- 3 f All the new staff members want is the chance to learn the job.
- 4 a The thing that keeps us updated is the weekly staff meeting.
- 5 e Something we are going to mention in the meeting is our idea about motivation in the workplace.
- 6 b It was two months ago when she visited a number of customers.

Speaking

Students talk about themselves using cleft sentences.

7A Give students 3–5 minutes to complete the sentences. Monitor and check that they are using cleft sentences correctly.

7B Put students in pairs or small groups to discuss their sentences from Exercise 7A. Encourage them to give reasons/ additional information for each sentence. As feedback, invite different students to share their answers with the class and/or to tell the class anything interesting or surprising they found out about their partner(s).

MyEnglishLab: Teacher's resources: extra activities; Reading bank Grammar reference: p.119 Cleft sentences

Pronunciation bank: p.114 Intonation in cleft sentences

Teacher's book: Resource bank Photocopiable 2.2 p.152

Workbook: p.10 Exercises 1–3, p.11 Exercises 1–3

2.3 ➤ Communication skills

Changing an agreement

GSE learning objectives

- Can extract specific details from a TV programme on a work-related topic.
- Can evaluate the advantages and disadvantages of different options during a discussion.
- Can participate in on-going dialogue during a negotiation.
- Can propose a range of different options in a complex negotiation.
- Can present a negotiating proposal in detail.

Warm-up

Write this statement on the board: *Trying new things means making mistakes, and making mistakes means getting better.* Ask students to what extent and in which ways they think this is true in the workplace and why. To what extent do students think it is possible to learn from one's mistakes? Can we learn from all of our mistakes? Elicit ideas around the class.

Lead-in


Students talk about dealing with mistakes.

1A Put students in small groups and go through the instructions. Check that they understand *miscalculation* and *save face*. If students are not comfortable talking about their own mistakes, encourage them to talk about someone they know or even a hypothetical situation. Give them enough time to discuss in their groups, then get feedback from the class.

1B Get students to discuss the questions in the same groups as for Exercise 1A. Before they begin, check that they understand *judgement* and *come clean*. Once they have discussed in their groups, you can broaden this into a class discussion.



Video

Students watch a video about different approaches to renegotiating an agreement.

2  **2.3.1** If your students watched the Unit 1 video, ask them to give you a short summary of the situation and the main characters' roles. If this is the first communication skills video for your class, briefly set up the context and/or refer students to page 6 of the Coursebook. Ask students to read the questions and check they understand *renegotiate*. Play the video, then check answers with the class.

- 1** They didn't take the lead in the meeting and this has resulted in Overlander now having unrealistic expectations. It can't be done within the budget, let alone make a profit.
- 2** She suggests being honest and accepting responsibility for misjudging the situation.
- 3** He feels this approach will make Happenings look unprofessional.

3A Explain to students that Prisha and David can choose between two approaches for their meeting with Meghan and go through the details of Options A and B with the class. Make it clear that students can choose which option they want to see first on the video. Put students in small groups and ask them to discuss the two options, giving reasons for their answers. Elicit ideas from a few students and then, as a class, decide which video to watch first.

3B  **2.3.2**  **2.3.3** Give students a minute to read the questions for Option A or Option B, depending on their choice, and play the video. If time allows, put students in the same groups as for Exercise 3A and get them to compare answers before checking with the class. Do the same for the second video.


Option A

- 1** She is honest and wants to be transparent. She explains that they agreed to things they can't actually deliver.
- 2** She is negative/unimpressed/not pleased; she doesn't understand why they accepted her requests.
- 3** Incompetent, unprofessional, inexperienced. He says it hasn't 'filled him with confidence'.
- 4** Possible answer: Not entirely successful, but Meghan and Richard do at least seem prepared to discuss the new proposal.

Option B

- 1** She suggests the initial proposal could be improved.
- 2** She is somewhat offended as all the ideas agreed on in the first meeting had come from her.
- 3** She assures him that the new proposal will be of the same standard and will make life easier for everyone.
- 4** Possible answer: This approach demonstrates a company that provides solutions. They come across as professional and wanting to provide an improved service for their clients. However, they will need to make sure they demonstrate they aren't just trying to lower costs and provide a lower-quality service in order to maximise their profit.

4 Put students in pairs and give them 2–3 minutes to discuss the question. Remind them to give reasons for their answers. If there is time, you could join pairs together into groups of four to exchange ideas.

5  **2.3.4** Students should do this in the same pairs as for Exercise 4. Explain that they are going to watch the last section of the video, with conclusions and learning points on the different approaches looked at in Options A and B. Play the video and get students to compare what the speaker says with their own answers to Exercise 4. Discuss the answers and students' views as a whole class.

Option A

Advantages: Prisha and David are honest and transparent, which means the business relationship between the two companies is not harmed.

Disadvantages: Meghan and Richard are not happy and are left wondering whether Prisha and David know what they're doing.

Option B

Advantages: David and Prisha come across as professionals and they also protect the image of the company.

Disadvantages: They risk offending Meghan by rejecting her ideas and they also raise the suspicions of Richard, who's now wondering whether they have a hidden agenda.

Reflection

Students reflect on the conclusions from the video and discuss different renegotiation strategies.

6 Allow students to work individually on this so that they can reflect on their own preferences and ideas. Ask them to think of their own answers to the questions and to make notes. Then put them in pairs to discuss and compare their answers. Get brief feedback from the class.

Functional language: Renegotiation of an agreement

Students look at useful language for renegotiating.

7A Explain to students that they are going to look at useful language for renegotiating an agreement and go through the headings in the table with them. Check that they understand *business ethic, reassure, reflection and further analysis*. Allow plenty of time for them to read the sentences which are already in the table and then to complete the gapped ones – they could do this individually or in pairs. Check answers with the class, clarifying meanings as necessary. Make sure that students understand both the gapped phrases and the ones that are already in the table.

1 b (d is also possible, but is not the phrase used in the video) 2 d (b is also possible, but is not the phrase used in the video) 3 f 4 e 5 a 6 c

7B You could do this as a whole-class activity. Copy the headings from Exercise 7A in five columns on the board, elicit answers around the class and write (or invite students to write) them in the correct column on the board. At the end of the activity, encourage students to add the phrases from the board to the table in Exercise 7A.

Possible answers

Expressing honesty: I'll be upfront here ..., Believe me when I say that ...

Explaining your business ethic: In our company, we firmly believe in ..., We feel it is morally wrong to ...

Reassuring the client: We have your best interests at heart when ..., We have absolutely no intention of ...

Showing reflection / further analysis: On further analysis ..., On greater inspection ...

Emphasising experience: After (15) years in the business ..., As a result of much personal experience ...

8 Get students to do this individually. Encourage them to read the whole conversation before choosing the correct answers and get them to compare answers in pairs before checking with the class. During feedback, clarify meanings as necessary. If time allows, after checking answers, you could put students in pairs to practise the conversation.

1 to be honest 2 would rather discuss this face-to-face
3 After careful consideration
4 Drawing on our company's experience
5 If the truth be told 6 am putting you first

Extra activities 2.3

A This activity practises the functional language from the lesson. As it is a consolidation exercise, you may wish to ask students to work individually. Weaker classes could compare answers in pairs before class feedback.

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

B You could do this as a whole-class activity, nominating different students to read a sentence from Exercise A and then match it with the correct category. Alternatively, give students 3–4 minutes to complete the exercise individually, then check answers with the class.

A 4, 6 B 2, 8 C 1 D 5 E 3, 7

C Get students to complete this exercise individually and then compare answers in pairs before class feedback.

1 We like to be fully transparent
2 Having had a chance to 3 In all honesty
4 Having been in the business for a number of years
5 After careful consideration
6 keeping your best interests in mind / putting you first

Task

Students roleplay renegotiations.

9A Put students in pairs and set up the context before they read their role cards. Explain that they are going to hold a meeting to renegotiate arrangements for a staff event. Student A is the client wanting to hold the event for their staff and Student B works for an events company. They have already had a meeting and made some arrangements and are now meeting again. Refer them to their role cards and give them time to read the information, while you monitor and help them with any questions they may have. Before they begin their meetings, give them 1–2 minutes to decide on any other necessary details (e.g. number of guests, reason for holding the event, time of year).

9B Students now hold their meetings. Set a time limit and remind them to use phrases from Exercises 7 and 8. During the activity, monitor and note down any points to highlight during feedback but do not interrupt the meetings. When students have finished their meetings, ask them to discuss how they think the events company representative handled the situation. What renegotiation strategy was used? Was it successful? Why / Why not? How did the client react? What was the outcome? What do students think went well and what could be improved in a future renegotiation meeting?

9C In their pairs, students now create a new scenario for another pair to roleplay. Refer them to their role cards on pages 132 and 134, and ask them to prepare similar ones for another pair. They should think about the role of each participant; the details of the original agreement; the parts of the agreement which need to be renegotiated; and the new terms. Set a time limit for this stage and while students are writing, monitor and help them as necessary. Pairs then swap role cards and roleplay another meeting. Remind them to think about their discussions in Exercise 9B and try to avoid what they identified as 'things that didn't go so well'. Again, set a time limit for the meetings and monitor, noting down points to highlight during feedback. When students have finished, invite a few pairs to tell the class if their second meeting went well and what they did differently this time. Finally, highlight any points you noted while monitoring.

MyEnglishLab: Teacher's resources: extra activities; Extra video activities; Functional language bank

Workbook: p.12 Exercise 1

2.4 > Business skills

Collaboration

GSE learning objectives

- Can recognise the speaker's point of view in a structured presentation.
- Can identify key information in linguistically complex conversations at natural speed.
- Can encourage agreement in meetings using fixed expressions.
- Can encourage discussion by inviting others to join in, say what they think, etc.
- Can encourage agreement during group discussions by indicating the areas where people have the same opinion.
- Can politely intervene to prevent someone from dominating a group discussion.
- Can lead a discussion so that the group is able to make a decision.
- Can manage the participants in a fast-moving discussion to keep it on course.

Warm-up

Discuss these questions with the class: *Do you like working in teams? Why / Why not? What do you like most about working in a team / on your own? Do you think collaboration is important in the workplace? Why? / How?*

Lead-in

Students talk about promoting collaboration in teams.

1 Go through the instructions with the class and give students time to read the comments. Teach or elicit the meanings of *direct/indirect* and *conflict*. Ask students if they have ever experienced any of these challenges and invite those who have to share their experiences with the class. Then discuss the final question as a class. Encourage students to give reasons for their answers.

2A 2.01 Explain that students will hear three team leaders giving advice on how to support collaboration in teams. They should listen and note down the main advice each speaker gives. Play the recording, twice if necessary, then check answers with the class.

Ask quiet individuals to speak up / quieten louder individuals. Encourage people to say what they think; show respect for and curiosity about ideas different to their own. Focus on common ground and shared objectives.

2B If time allows, let students discuss the question in pairs or small groups first, then elicit answers around the class. Encourage students to give reasons.

Listening

Students listen to a brainstorming meeting to address falling sales.

3A 2.02 Explain the context and activity, and give students time to read the questions before they listen. Tell them that they are going to hear the first part of the meeting and that they should make notes in answer to the questions while listening. In weaker classes, you may need to pause after each answer is heard to give students time to write their answers and/or play the recording a second time.

- 1 10 percent
- 2 To invest more in digital marketing.
- 3 In Germany and the UK, online sales are low for this. People still buy luxury chocolate in stores. People still respond well to traditional advertising.
- 4 She advises them to take a break and then see how they can come up with solutions.

3B Do this as a whole-class activity, eliciting answers (and reasons) from different students.

Patrizia tries hard to facilitate the meeting effectively. She introduces the topic clearly, emphasising common interests and encourages people to be open and creative to produce good ideas and solutions. She invites people to speak by name and asks clear short questions to help people express themselves. She reminds people to stay open and not to dismiss others' ideas too quickly. Frank and Ray argue a little with each other and exclude Maria and Arun from speaking, making the discussion unproductive. Patrizia decides to stop the meeting and encourages people to think about how to come up with solutions, which is useful time out for the team.

3C 2.03 Explain that students are going to listen to the second part of the meeting and give them time to read the questions. Check that they understand *drive* in question 1 (in this context, 'produce', 'influence in a positive way'). Play the recording, then check answers with the class. As before, you may need to pause the recording to give weaker students time to write their answers and/or let them listen again.

- 1 Investment in website functionality
- 2 He sees digital marketing as the main issue, not just the website. He says they are falling behind their competitors.
- 3 Send some data from the USA which shows the impact of digital marketing on sales.
- 4 She asks Maria to prepare a business case for website investment and for Ray to liaise with Maria and give support.

3D Do this as a whole-class activity, eliciting answers (and reasons) from different students.

In the second part of the meeting, Patrizia continues to draw people into the meeting quite skilfully and she encourages the participants to engage with each other's ideas and so builds on collaboration. At the end of the meeting, she gives clear direction to individuals on what they need to do next so that the meeting can be productive and lead to genuine results.

Extra activities 2.4

A This activity looks at useful idioms and expressions from the listening. Get students to work on it individually, using their dictionaries to help them if necessary. Encourage them to read each sentence carefully and think about the grammar in addition to meaning: what type of word/pattern/clause is needed to complete each sentence? Check answers with the class, clarifying meanings as necessary. Encourage students to record the idioms and expressions in their vocabulary notebooks.

- 1 on the same page 2 in the same boat
3 a no-brainer 4 all our eggs in one basket
5 see eye to eye 6 fall behind 7 gamechanger
8 ballpark figures

then do this as a whole-class activity, checking answers and clarifying meanings as you go along.

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

4B Ask students to complete the exercise individually and get them to compare answers in pairs before checking with the class. During feedback, clarify meanings as necessary.

- 1 Paraphrase to ensure team understanding
2 Include quieter individuals
3 Making people engage with others' ideas
4 Encourage people to be creative
5 Manage different views positively
6 Quieten louder individuals
7 Ask people directly for solutions
8 Focus on common ground

Pronunciation bank

p.114: Southern U.S. English pronunciation

Warm-up

Refer students to the information in the box and go through it with them. If this is the first pronunciation lesson on accents for your students, explain that there are many different English accents around the world, and that it is important that students are exposed to as many as possible, so that they can comfortably follow what speakers with different accents are saying. In terms of their own accent, reassure them that there is no 'right' or 'wrong' accent to use. They can choose any accent they feel confident and comfortable with and develop, or even change it, along the way. Point out that although there are variations in Southern U.S. English pronunciation, there are some common features – go through the list with them, modelling the pronunciation of each example.

1 P2.03 Play the recording, twice if necessary, for students to identify the Southern U.S. English accent, then check answers with the class. Note that students should not be encouraged to repeat the words or copy the accent in the audio; the purpose of this activity is to expose them to the accent, to help them understand one of the vast array of accents they will encounter in the world outside the classroom.

- 1 second 2 first 3 second 4 first 5 first
6 second 7 first 8 first 9 second
10 second 11 second 12 first

Extra activities 2.4

B This activity practises the functional language from the lesson. It would be useful for students to do it individually, to check whether any additional work is required on the phrases. You could get students to compare answers in pairs before class feedback.

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

Task

Students roleplay meetings to agree on best ideas.

5A Put students in groups of four and go through the list with them. Explain that for each item, they should try to come up with as many ideas as possible within a given time limit. Encourage them to make notes so that they can refer to them in the next stage. During the activity, monitor and help them with any vocabulary they may need.

5B–C Explain that students are now going to hold four 'mini-meetings', one for each topic in Exercise 5A. The aim of the meetings is to decide on the two best ideas for each topic, and students are going to take turns chairing the meetings. Refer them back to strategies a–h in Exercise 4A and the useful phrases for each one – students should try to use them in their meetings. Make sure they understand that they need to pause after each meeting to discuss how it went: did the meeting leader use strategies/phrases from Exercise 4A? Did he/she find them useful/difficult? What could the next meeting leader do differently? Set a time limit for each meeting and for each discussion and ask students to begin. Monitor and note down any points to highlight during feedback but do not interrupt the meetings or the discussions.

5D Groups take turns to share their final decisions for each topic with the class. If time allows, do some class feedback after this stage: ask students how their meetings went. Which strategies/phrases did the meeting leaders use? What did they find most challenging? What could they do differently next time?

MyEnglishLab: Teacher's resources: extra activities

Pronunciation bank: p.114 Southern U.S. English pronunciation

Workbook: p.12 Exercises 1–3

Functional language: Promoting collaboration

Students look at useful language for promoting collaboration and effective teamwork.

4A Explain the activity and give students time to read categories a–h and the examples. Check that they understand the meanings of *engage* and *common ground*. You could

2.5 Writing

Emails – Stating requirements

GSE learning objectives

- Can infer the meaning of words from context in work-related documents or publications on unfamiliar topics.
- Can write clear explanations of what an individual or team must do in order to receive specific rewards.

Warm-up

Ask students if they ever receive emails describing one or more things they need to do (e.g. from a manager or mentor, a lecturer or tutor). Ask what they think makes such emails easy/difficult to follow. Then ask if any students have ever written emails stating what someone needs to do. If 'yes', what do they find most challenging about writing these emails?

Lead-in

Students read and complete an email stating requirements.

1 Explain the activity and get students to complete the exercise individually or in pairs. Encourage them to read the whole email quickly before attempting to complete the gaps. Also remind them to look carefully at the words around each gap, and think about what type of word is needed in each case. Check answers with the class.

1 have **2** if **3** to **4** out **5** were **6** are **7** them
8 with **9** order **10** win/get

Functional language

Students look at useful language for stating requirements in an email.

2 Before students complete the table, draw their attention to the headings and explain or elicit that an email stating requirements can be presented in two different ways: using a bulleted list (this is the less formal option) or using non-bulleted points, i.e. paragraphs (this is the more formal alternative). Explain the activity and point out that to complete the table, students need to use the words in the box as well as words from the email in Exercise 1. You may wish to get students to complete the first and last columns first, and check the answers to these before students complete the middle column with the words in the box. During feedback, point out that *reasons* should be used for both versions (i.e. for both bulleted and non-bulleted emails). Also point out the use of sequencing words (*firstly*, *secondly*, *next*, etc.) to introduce the requirements in a non-bulleted version.

1 contact **2** Firstly **3** would like
4 so that you can/in order to **5** speak to **6** Secondly
7 is important **8** to encourage customers/them
9 prepare **10** Next **11** you need to **12** for **13** arrange
14 Finally **15** expect you to **16** (in order) to

Extra activities 2.5

A This activity looks at functional language for (non-bulleted) emails stating requirements. Get students to complete it individually, then check answers with the class.

1 d i **2** a ii **3** c iv **4** b iii

Optional grammar work

The email in Exercise 1 contains examples of the Future Perfect Simple and Continuous, so you could use it for some optional grammar work. Refer students to the Grammar reference on page 119 and use the exercises in MyEnglishLab for extra grammar practice.

Task

Students write emails stating requirements.

3A Put students in pairs, refer them to the notes on page 133 and explain the task. Remind pairs to use the email in Exercise 1 as a model and also to use language from Exercise 2. While students are writing, monitor and help them as necessary. If time allows, you could ask students to swap emails with another pair and check each other's work / make suggestions for improvements.

Model answer

Dear Helena,

Further to our meeting this morning about how you could meet your sales targets, I'm writing to confirm that you should:

- prepare a feedback survey for all our existing customers.
- follow this up with phone calls to individual purchasing managers so that you can discuss the results of the survey or encourage them to complete it if they fail to do so.
- arrange meetings with current customers to encourage them to increase their orders and in order to see if there are other ways we can help them.
- phone or email ten potential new customers each week.
- arrange meetings with at least two new potential customers each week.

If you are successful implementing these actions, then you should be able to meet your sales targets.

Best,

Anita Sealake

3B Depending on the time available, students could plan their emails in class and write them for homework. Refer them to the notes on page 128 and explain that they are now going to write a longer, more formal (non-bulleted) email. Point out that this time, the notes do not include reasons for each point – students will need to add them. Highlight the word limit, remind students to use language from Exercise 2 and if students do the writing task in class, set a time limit.

Model answer

Dear David,

Further to our meeting this morning about how you could improve your productivity, I'm writing to confirm that there are a few things which you could do to improve your performance.

Firstly, I would like you to plan your work better and in order to do that I think you should attend a training course on time management. I attach details of suitable courses you could consider.

Secondly, it is important that you maximise the use of your time so that you can have more time for customers.

Therefore, I expect you to limit the amount of time you spend in your daily meetings with the team to no more than 15 minutes.

Next, I expect you to try to listen more actively to your team to make the most of their ideas. Several of them have complained that you have not been listening to their ideas and proposals.

And, finally, you need to delegate more tasks and not try to do everything yourself, which will leave more time for customer interaction. The members of your team need you to trust them and they need to learn to have more responsibility.

If you are successful implementing these actions, then I might be able to recommend you for promotion.

All the best,
Ken Baring

3c If students write their emails for homework, you could do this exercise in the next class. Put them in pairs and ask them to read each other's emails and think about whether their partner has used phrases from Exercise 2 and what they think could be improved. Students could then rewrite their emails based on their partner's feedback.

MyEnglishLab: Teacher's resources: extra activities; Interactive grammar practice; Writing bank

Grammar reference: p.119 Future Perfect Simple and Continuous

Workbook: p.13 Exercises 1–3

Business workshop ➤ 2

Try to see it my way

GSE learning objectives

- Can summarise, comment on and discuss a wide range of factual and imaginative texts.
- Can follow a work-related discussion between fluent speakers.
- Can understand problem and solution relationships in informal conversation.
- Can suggest pros and cons when discussing a topic, using linguistically complex language.
- Can identify key information in linguistically complex conversations at natural speed.

- Can take full notes on points made during meetings on a wide range of work-related topics.
- Can discuss the information presented in a complex diagram or visual information.
- Can compare and contrast situations in some detail and speculate about the reasons for the current situation.
- Can speculate about the causes of an issue or problem.
- Can compare the advantages and disadvantages of possible approaches and solutions to an issue or problem.
- Can express varying degrees of certainty about a recommended course of action during a discussion.
- Can precisely express the potential consequences of actions or events.
- Can express general concern about a work-related issue (e.g. project completion, deadlines).
- Can justify and sustain views clearly by providing relevant explanations and arguments.
- Can write clear and organised guidelines for the workplace.

Background

Students read about problems at an Indian call centre.

1 Put students in pairs and ask them to read the background and answer the questions. Check answers with the class.


- 1 It is a call centre in India serving different companies.
- 2 It is difficult to keep staff, competition is growing and agents have problems helping customers satisfactorily.
- 3 They expect their employees to be proficient in English, have excellent technical knowledge and know where to find the information their customers need.
- 4 HR is going to talk to employees in different positions and try to find solutions.

Notes

The globalised world we live in has meant that more and more daily jobs and processes are being outsourced around the world. The term BPO (Business Process Outsourcing) has been very popular since the early 2000s. It describes the situation when a company asks people from outside the company to run a part of its activities. India has been able to make use of a number of factors in order to win contracts for outsourced work. They have a large number of university graduates, good IT infrastructure and English is widely spoken. There are a number of challenges, however, including high turnover, problems with shift work, competition throughout the globe, language-based and cultural communication problems, lack of growth within the industry and general trends in the economic markets around the world. The job descriptions for these companies demand excellent qualifications and skills which can address the difficulties once people have taken on the jobs.

Initial discussions

Students listen to conversations between call centre staff about training and communication issues.

2A  **BW 2.01** Explain the activity and make sure students understand the speakers' roles at TeleServ: Jiya is from HR; Charvi and Arnav are agents working on the night shift. Give students a minute to look at the topics in the box and ask you about any unknown words, then play the recording and check answers with the class.

finding time for training (*I was told that we'd have a lot of training in specialised areas but when I ask about it, I'm usually told that there's no time for that ...*)

getting support from line manager (*Have you told your line manager? Yes, several times. He's just too busy explaining the system to the new people ...*)

giving clients specialised information (*Some of the clients who call us need very specific information and I'm unsure how to help them.*)


helping clients with complicated IT issues (*... sometimes callers ask about extremely complicated IT problems too, and I just can't make them understand what I'm saying.*)

helping callers who don't understand IT (*I don't always understand their questions, because they are just so basic. When people know so little about how to use a computer, it's hard to know where to start ...*)

not doing a good job (*I really feel I could be doing a better job, ...*)

2B Students may need to listen again in order to answer the question. Alternatively, you could refer them to the audioscript on page 147.

She says that they don't feel they get enough support, they don't know how to explain things in simple terms and they don't think people are happy with their answers. She says she will talk to her boss and their line manager and will speak with them again in a week.

3  **BW 2.02** Explain that after their meeting with Jiya, Charvi and Arnav are now talking about the situation. Give students a minute to read the questions, then play the recording and check answers with the class. In weaker classes, students may need to listen a second time in order to complete their answers. During feedback, you may wish to point out that it is common in call centres like TeleServ to keep people on the night shift for longer periods of time as changing from day to night is more difficult. New people often start on the night shift.

- 1 They are overqualified but it is one of the few places offering work in the region.
- 2 They would be moved to the day shift.
- 3 They spent several weeks learning about products that he thinks are simple to explain.
- 4 She likes the chance to use her English.
- 5 He would like more information about the people who phone and their culture.
- 6 She says it is easy for them but that it is really challenging for some of the people who call them.

4 Put students in pairs and give them 2–3 minutes to discuss the questions. Then elicit ideas from different students – encourage them to give reasons.

Possible answers

They may need simpler or non-technical vocabulary to explain things.

They may need to practise listening more carefully and replying to specific questions.

They may need to sound friendly and less formal for some cultures (many English-speaking ones, for example).

They may need to sound interested in the questions they are asked and express their willingness to help.

They may need to sound understanding and agree that something is complicated for the caller.

They may need to speak more slowly as some people may have trouble following them.

They may need to define specific goals and to find ways to motivate themselves even if they have to give the same information to a number of people.

Extra activities Business workshop 2


A Students could do this activity individually or in pairs. Before they begin, check that they understand these words from topics a–j: *turnover, integrate, close-knit*. Alternatively, if time is short, you could do this as a whole-class activity, checking answers as you go along.

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

Management's perspective

Students listen to a conversation about ways to address training and communication issues.

5 Explain the activity and ask students to make their lists individually or in pairs, then get feedback from the class. If students are struggling, prompt them with ideas from the answer key to Exercise 6 below. In weaker classes, you could let students refer to the audioscript on page 148 to check the problems mentioned by the two agents.

6  **BW 2.03** Explain that students are now going to listen to the conversation between Jiya and Hiram and check their ideas from Exercise 5. They should tick the topics that are already on their lists and note down any additional ones the speakers discuss. In weaker classes, students may need to listen twice: once to tick the topics on their lists, then a second time to add the topics they didn't think of. Get students to compare answers in pairs before checking with the class.

Topics discussed by Jiya and Hiram:

Two agents on night shift feel lack of support (J)
 Turnover in department means time training new people (H)
 Night shift and speaking English not a problem (J)
 Agents need more training on how to explain products simply (J)
 Suggested training sessions on advanced products (J)
 Practice on helping with specialised questions (J)
 Suggested training sessions on communication (J)
 Expectations not being met (J)
 Agents not having clear goals (J)
 Agents finding it difficult to integrate into the team (J)
 Agents don't have the best attitudes, think they are overqualified and lack motivation (H)
 (Younger/Newer) Agents don't integrate with older team members (H)
 Agents don't think for themselves (H)
 Agents should take more initiative and find solutions (H)
 HR will run survey – when results are collected everyone will work on a solution together (J)

7 ▶ BW 2.03 Give students a minute to read the notes, then play the recording, twice if necessary, and check answers with the class.

- 1 runs induction, gets them on training courses, answers questions
- 2 need to learn to explain products in simple way
- 3 on specific advanced products
- 4 on communication skills
- 5 not having clear ones
- 6 don't interact well with them
- 7 run survey on management and staff viewpoints, work together on solutions

Survey results

Students discuss the results of a survey of employees and management.

8 Explain the activity, give students a minute to look at the headings in the table and check that they understand them. If time allows, let students discuss their ideas in pairs or small groups first, then get feedback from the class. Accept any reasonable answers and if students are struggling, prompt them with questions (e.g. Do they notice any major discrepancies? Any similarities? What do they notice about the way the areas are viewed by agents? By line managers?).

Possible answers

The major discrepancies are in the way these areas were viewed by agents and line managers: feedback (low rating from agents, high from line managers), communication skills training (low from agents, high from line managers), attitude towards work (high from agents, low from line managers), support from line manager (low from agents, high from line managers).

Extra activities Business workshop 2

B This activity looks at useful language for discussing survey findings. Refer students to the table in Exercise 8 and get them to match the sentence halves individually or in pairs. Check answers with the class.

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

C This activity looks at useful vocabulary from the lesson. Again, students could do it individually or in pairs – the second option may be easier for weaker classes. Check answers with the class, clarifying meanings as necessary.

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

Task: Improving communication

Students roleplay a meeting to address problems between staff and management.

9 Put students in groups of four and explain the activity. Point out that they need to think about areas that need improvement from both the managers' and the agents' point of view. Give them 3–5 minutes to discuss their reasons and ideas, making notes, then get feedback from the class. To help them with Exercises 10A and 10B, you could elicit ideas for 'areas that need improvement' around the class, list them on the board and encourage students to add to their lists.

Areas that need improvement from the agents' point of view include: the quality of feedback, communication skills training and general support from the line managers. The line managers seem to be too busy training new people, as turnover is high, and don't seem to have enough time for existing staff.

Areas that need improvement from the line managers' point of view include: the attitude towards the agents' work and the integration of younger employees into established teams.

10A Explain that in an attempt to improve communication between staff, TeleServ now want line managers and agents to have an open discussion about the areas that need improvement. Tell students that they are going to roleplay this discussion in their groups; two of them will be agents and two will be line managers. Divide each group of four into two sub-pairs, allocate roles to each sub-pair (or let students choose their roles) and refer agents and managers to their respective 'tip boxes'. Remind them of the points they discussed in Exercise 9 and also of the main aim of the meeting: for agents and managers to understand each other's point of view. Allow plenty of time for students to prepare for their meetings, while you monitor and help them as necessary.

10B In their groups, students now hold their meetings. Explain that they need to discuss the areas which they think need improvement and, together, come up with solutions. Set a time limit for the meetings and during the activity, monitor and note down points to highlight during feedback. After the meetings, have a whole-class discussion of some of the ideas that came up and highlight any points you noted while monitoring.

Writing

Students draw up guidelines on improving communication between staff and managers.

11 Depending on the time available, this can be done in class or for homework. Explain the task and point out that the format should be a series of bullet points, not continuous text. If necessary, give students an example (see model answer below). Remind them to think about the points and ideas they discussed in Exercises 9–10, and to make their tips clear, concise and easy to follow. With weaker classes, you could allow students to plan their writing in pairs.

Model answer

Guidelines to help solve key problems between management and staff.

- Have weekly meetings in which both groups can express their opinions openly and look for solutions together.
- Find ways to make more use of agents' qualifications, as this may help with the high rate of turnover.
- Discuss the type of feedback support agents and line managers feel they need. Try to find ways to agree on them.
- Do a detailed survey on areas agents feel they need more training in, then set up training sessions in these areas.
- Organise social events to help new employees better integrate into the existing team.
- Find out what agents need to be motivated, work together and create a motivating atmosphere.
- Set clear goals and criteria for performance. Discuss these with agents every few months.
- Determine exactly what type of support agents feel they need and how it differs from what they have been getting.

Review < 2

- 1** 1 shots 2 interests 3 street 4 candid
5 cooperative 6 leadership 7 mentoring 8 mistrust
9 isolated
- 2** 1 is the leader who/that is responsible for the final outcome
2 we need to do is (to) make some changes before starting production
3 (that) he did was (to) contact the staff
4 is the new equipment that has been the biggest problem
5 has done is (to) improve morale
6 wants is to be a successful businessperson / wants to be is a successful businessperson
7 who/that worked the hardest was my assistant
8 did was (to) hire a consultant
- 3** 1 Putting 2 honesty 3 Drawing 4 frank 5 further
6 rather
- 4** 1 direction 2 line 3 page 4 commented 5 tackle
6 back 7 dismiss 8 boat
- 5** 1 Firstly 2 would 3 so 4 Secondly 5 it 6 need
7 for 8 Finally 9 expect (want/need) 10 order

MyEnglishLab: Teacher's resources: extra activities

Unit overview

	CLASSWORK	FURTHER WORK
3.1 > Mobile banking	<p>Lead-in Students talk about online and mobile transactions.</p> <p>Video Students watch a video about mobile money services in developing countries.</p> <p>Vocabulary Students look at vocabulary related to banking and personal finance.</p> <p>Project Students prepare and carry out a survey about banking preferences.</p>	<p>MyEnglishLab: Teacher's resources: extra activities</p> <p>Teacher's book: Resource bank: Photocopiable 3.1 p.153</p> <p>Workbook: p.14 Exercises 1–2</p>
3.2 > Managing money	<p>Lead-in Students talk about money management.</p> <p>Listening Students listen to people talking about money management.</p> <p>Grammar Students study and practise phrasal verbs.</p> <p>Speaking and writing Students talk and write about aspects of personal finance using phrasal verbs.</p>	<p>MyEnglishLab: Teacher's resources: extra activities; Reading bank</p> <p>Grammar reference: p.119 Phrasal verbs</p> <p>Pronunciation bank: p.115 Stress in phrasal verbs</p> <p>Teacher's book: Resource bank: Photocopiable 3.2 p.154</p> <p>Workbook: p.15 Exercises 1–3 p.16 Exercises 1–3</p>
3.3 > Communication skills: Presentation styles	<p>Lead-in Students talk about different presentation styles.</p> <p>Video Students watch a video about different approaches to engaging a presentation audience.</p> <p>Reflection Students reflect on the conclusions from the video and their own preferred presentation style.</p> <p>Functional language Students look at useful language for different presentation styles.</p> <p>Task Students prepare and deliver a fact-based or emotion-based presentation.</p>	<p>MyEnglishLab: Teacher's resources: extra activities; Extra video activities; Functional language bank</p> <p>Pronunciation bank: p.115 Chunking and stress in presentations</p> <p>Workbook: p.17 Exercise 1</p>
3.4 > Business skills: Defending your ideas	<p>Lead-in Students talk about their attitudes to budgeting and mobile banking apps.</p> <p>Listening Students listen to a banker presenting and defending his ideas for a banking app.</p> <p>Functional language Students look at useful language for defending their ideas and describing the consequences of decisions.</p> <p>Task Students present and defend a proposal.</p>	<p>MyEnglishLab: Teacher's resources: extra activities; Functional language bank</p> <p>Workbook: p.17 Exercises 2–3</p>
3.5 > Writing: Letter of complaint	<p>Lead-in Students read and complete a letter of complaint.</p> <p>Functional language Students look at useful phrases for letters of complaint.</p> <p>Task Students write a formal letter of complaint.</p>	<p>MyEnglishLab: Teacher's resources: extra activities; Interactive grammar practice; Writing bank</p> <p>Grammar reference: p.120 Participle clauses</p> <p>Workbook: p.18 Exercise 1–3</p>
Business workshop 3 > Managing your money	<p>Reading Students read and interpret information about millennials' banking needs.</p> <p>Listening Students listen to regional bank managers talking about banking for millennials.</p> <p>Task Students hold a meeting to discuss and select banking products for millennials.</p>	<p>MyEnglishLab: Teacher's resources: extra activities</p>

Business brief

The main aim of this unit is to introduce various concepts related to **money**, including **personal finance**, **money management** and **personal** and **mobile banking**.

Mobile banking has revolutionised the global banking industry, offering a wide range of services which allow customers to perform banking tasks remotely, using a mobile device such as a smartphone or tablet. These tasks typically include **opening** and **closing accounts**, making **deposits** and **withdrawals**, checking account **balances**, **transferring** or receiving **funds** and making electronic bill **payments**. Access to most mobile banking services usually requires an internet or data connection to the mobile device, although some financial institutions also use SMS, or text, banking, which enables customers to perform some financial **transactions** via text messages. Mobile banking is usually available on a 24-hour basis and is offered free of charge by most financial institutions. However, for some services or tasks, an additional fee may apply.

Mobile banking differs from **mobile payment**, which refers to person-to-business payments for goods or services using a mobile device, such as paying in a shop with your bank card or your phone if your bank card details are saved on your phone.

Other **personal finance** services include **credit cards**, which can be used to buy products and services for which customers are then **billed**, usually every month. Customers are charged **interest** on their purchases, unless they pay off their **balance** so that it is not carried over from month to month. **Debit cards** are similar, but linked to a **bank account**: the amount for each **transaction** is withdrawn directly from the customer's account and **transferred** to the seller's account. Purchases made with debit cards are usually interest-free.

It is also important to introduce students to the concept of **money management**. Some of the aspects discussed are drawing up a **budget**, reducing personal **expenses**, **setting up a savings account**, **getting by** on a low **income** and **paying off loans**.

Aspects of personal finance for young adults are also looked at. In some countries, some people may be lucky enough to have a **trust fund** set up by an older relative, from which they receive money in the form of an **allowance** – an amount paid regularly, for example every month.

Students might receive a **grant** – money from an official source that allows them to pay some or all of their expenses while they are studying. Many young people also decide to buy **property** – their first home. They often have to save enough money to **put down a deposit** and then take out a **mortgage** to pay off the rest of the cost over a set number of years. Poor money management skills may often mean that they will **fall behind** with their mortgage payments or **run up huge debts**.

Money and your students

Both pre-work and in-work students will probably be familiar with most of the concepts discussed in the unit. Pre-work students will no doubt have a lot to say about the financial aspects of higher level education and, in some countries, the concept of student loans. However, the idea of mobile banking without physical bank branches might be unfamiliar to some people. Whichever career path your students are on and whatever their level of experience, it is important that they are aware of the concept of money (the value of money and what you can get for it) in relation to personal finance (managing that money wisely to be able to function within a given budget). Having a better understanding of the concepts and terminology in the unit has practical applications for everyone.

Unit lead-in

Draw students' attention to the photo and ask them what they think it shows (an old till / cash register). Then look at and briefly discuss the quote with the class. Do they think this is good advice? Why / Why not? Do they ever buy things they do not need? Is it sometimes necessary to buy things in order to make a good impression? If so, when? Why?

3.1 ➤ Mobile banking

GSE learning objectives

- Can extract specific details from a TV programme on a work-related topic.
- Can understand most TV news and current affairs programmes.
- Can use language related to banking
- Can give detailed answers to questions in a face-to-face survey.
- Can effectively use research data in support of an argument.
- Can justify points made during a presentation by referring to information in graphs and charts.
- Can give clear presentations highlighting significant points with relevant supporting detail.

Warm-up

Write this statement on the board: *Banking shouldn't be just about the transactions – personal relationships make for happier bank customers.* Ask students if they agree with the quote and why / why not. Then draw their attention to the lesson title (*Mobile banking*). Ask them how they think mobile banking compares with the personal relationships in traditional banking. Do they think mobile banking means there can be no personal relationships? Do not ask students about their own preferences at this point – they will talk about them later in the lesson.


Lead-in

Students talk about online and mobile transactions.

1 Give students a minute to read the questions and check that they understand the meaning of *high street bank* (a large bank with branches in many towns and cities). If time allows, let them discuss the questions in pairs or small groups first, then elicit answers around the class. After discussing question 3, ask students if they think there are any disadvantages to paying for things using a mobile phone.

Video

Students watch a video about mobile money services in developing countries.

2  **3.1.1** Go through the instructions with students and ask them if they have heard of M-Sente before, and if so, what they know about it. Elicit answers from any students who volunteer but do not confirm them yet; tell them that they will watch the video to check their answers. Play the video, then check answers with the class. Students may have additional and more detailed information about M-Sente after watching the video,

but at this point it is enough that they understand its basic function and the fact that it has been successful.

It's a mobile money (transfer) service and it's been very successful in Uganda. Presenter: *This is why the mobile money service M-Sente has become popular and has significantly improved many aspects of people's lives.*

Notes

M-Sente is a financial services platform provided to customers of Uganda Telecom, one of the leading telecommunication providers in Uganda. The platform was first launched in 2009 and has been very popular since. The services offered to users of M-Sente include: sending and receiving money, making transactions at selected partner banks, paying utility bills, paying for goods and services (e.g. at supermarkets and petrol stations or for medical services) and making bulk payments (e.g. salaries and donations).

3 Give students time to read the statements and check that they understand *maintain* and *utility bills*. In stronger classes, you could ask students to answer as many of the questions as they can before watching again, and then watch the video to check/complete their answers. To check answers, you could play the video again, asking students to tell you to pause when an answer is heard, then elicit/discuss the answer.

- 1** T (*In some sub-Saharan African countries, like Uganda, less than a quarter of the population have a bank account.*)
- 2** F (*Secondly, the cost of opening a bank account in this part of the world is still very prohibitive. Thirdly, the cost of maintaining a bank account is very high.*)
- 3** F (*It is, in the ordinary language, sending of money from one person to another. And: Customers can also use the system to send money to friends and relatives ...*)
- 4** T (*An agent, usually a shopkeeper, can accept your deposit and top up your balance, which is saved to the SIM card in your phone.*)
- 5** F (*money can then be transferred to another account through a text message for a small fee.*)
- 6** F (*This system doesn't require an internet connection so people can use even a very basic phone.*)
- 7** T (*It can be used to pay for anything from food to gas and electricity. And: People are going in for the service of M-Sente because of the various services offered like paying for utility bills. Also: Customers can also use the system to send money to friends and relatives and can even have their salary paid directly into their M-Sente account.*)
- 8** F (*Mobile money services provide financial freedom for people in developing countries and benefit the economy from the bottom up.*)

4 This could be a quite wide-ranging discussion about the convenience of mobile banking, the closing of bank branches, etc. Put students in pairs or small groups to discuss the questions, then ask them to make notes so that they can report back to the class later. After 3–5 minutes, invite students from different pairs/groups to share their answers with the class, then open this up to a whole-class discussion. If you have students from more than one country, you could get them to compare and contrast mobile banking and trends in the banking sector in each country.

Extra activities 3.1

A ▶ 3.1.1 This activity practises useful vocabulary from the video. Students could do it individually or in pairs, using their dictionaries to check unknown words if necessary. Alternatively, you could go through the words in the box with them before they begin. Point out that they will need to use some of the words more than once; in weaker classes, you could tell them which ones (*deposit* (x2) and *account* (x3)). Play the video for them to check their answers, then go over the answers with the class, clarifying meanings as necessary.

1 deposit 2 top up 3 balance 4 deposit
5 account 6 fee 7 expenses 8 account
9 salary 10 account 11 banking

Vocabulary: Word building – verbs, adjectives and nouns

Students look at vocabulary related to banking and personal finance.

5 Explain the activity and give students a minute to look through the table. Point out that in the second column, the adjective is often a present (*-ing*) or past participle (*-ed* for regular verbs). Also explain that in the third column, the information in brackets often specifies whether the missing word is a person, place, etc. Do the first item as an example with the class and ask students to complete the activity individually or in pairs, using their dictionaries if necessary. Check answers with the class, clarifying meanings as necessary. In weaker classes, this can also be done as a whole-class activity, checking answers and clarifying meanings as you go along. As an optional follow-up, you could ask students to choose two or three words from each column and write one example sentence for each. They could do this in class or as homework.

1 account(s) 2 accountant 3 balance 4 bank 5 bank
6 banker 7 branch 8 deposit 9 financial 10 finance
11 pay 12 payment 13 prohibit 14 prohibitive
15 save 16 savings 17 top (up) 18 transaction
19 transfer 20 withdraw

Personal banking

Students look at more vocabulary related to banking.

6 Put students in pairs and give them 3–4 minutes to discuss the words in the box, using their dictionaries to help them if necessary, then check answers with the class. Alternatively, you can do this as a whole-class activity, clarifying meanings as you go along.

Pay by/in cash means 'pay with money using notes and/or coins'.

Payment methods involving a bank: cheques, credit cards, debit cards, direct debit (e.g. to pay regular monthly payments such as the rent and bills) and a money order. Fees are something the bank may charge customers, but they are not payment methods.

7 Ask students to do this individually. Encourage them to read the whole text first, before attempting to complete the exercise. Get them to compare answers in pairs before checking with the class. During feedback, check that they understand the meanings of both options in italics each time, i.e. both the correct and the incorrect one.

1 rent 2 account 3 orders 4 banking 5 debit
6 transfer 7 finances 8 save 9 transactions 10 fees
11 cards 12 bills

8 This activity is best done in two stages. First, ask students to work individually and put the words in the correct order to make sentences. Go over the answers with the class and check that they understand *prohibitive*. Then put students in pairs to discuss the statements. After 3–4 minutes, invite students from different pairs to share their answers with the class. Encourage them to give reasons/additional information each time.

1 I hardly ever withdraw cash from ATMs.
2 It's never safe to carry out banking transactions on your phone.
3 Paying by credit card is easy but the fees can be prohibitive.
4 Mobile banking means I never have to visit my local branch.
5 I always pay utility companies using direct debit.

Extra activities 3.1

B This activity practises key vocabulary from the lesson. Students could do it individually or in pairs or, if time is short, you could do it with the whole class, checking answers as you go along.

1 banker 2 accountant 3 account 4 balance
5 deposit 6 branch 7 withdrawal 8 top up
9 transferred 10 accounted for

C Ask students to do this individually and get them to compare answers in pairs before class feedback.

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

Project: Banking preferences survey

Students prepare and carry out a survey about banking preferences.

9A Put students in pairs and explain the activity. Go through the ideas in the box with them and answer any vocabulary questions they may have. Refer them to the example survey questions and elicit a couple more or, if they are struggling, help them with one or two questions from the suggested ones below. You may wish to specify the number of questions per pair (six, seven or eight), so that all surveys have the same number of questions. Point out that both students in each pair should write down their questions as they will need to survey other people in the class in the next stage. Set a time limit and ask students to begin. During the activity, monitor and help them as necessary.

Model questions

When was the last time you checked your balance online?
 When was the last time you dealt with a bank cashier in person?
 When was the last time you looked at your bank balance on paper?
 Have you ever used your mobile phone for a (banking) transaction? When?
 Have you visited your branch recently? / How often do you usually visit your branch?
 Have you withdrawn money from an ATM / cash dispenser recently? / How often do you usually withdraw money from an ATM / cash dispenser?

9B Students now carry out their surveys in two stages. First, they ask and answer their questions from Exercise 9A in their pairs. They then interview four more students each. Set a time limit for each stage and point out that they should make notes of other students' answers.

10A Ask students to return to their original pairs. Explain that they need to *combine* their data from the previous stage, so each pair will have ten sets of answers to work with – their own plus those of eight classmates. Elicit different types of graphs they can use (e.g. bar charts, pie charts, line graphs) and explain that they are free to use any type which they think works with their data. The graphs should not be elaborate – simple ones are fine – it is talking about the data that will be important. Depending on the resources available, students could draw their graphs by hand or use computers / mobile devices to create them. To help them with the next stage, you could encourage them to make statements about their findings after creating the graphs. Give examples if necessary (e.g. *Most of the class use their mobile phone to check their bank statements. None of us have dealt with a bank cashier in person this month. Hardly anyone visits their local branch these days.*). You could also elicit phrases they can use to present their data and list them on the board for students to refer to now and/or during Exercise 10B (e.g. *Most of us ... , None / Very few of us ... , Half / 50 percent of ... , Two thirds of ... , Only 2 percent / one third / two of us ...*). As before, during the activity, monitor and help students as necessary.

10B If time is short, discuss the questions here with the whole class. Otherwise, join pairs together to make groups of four and explain that they will now take turns to present their findings to the other pair using their notes and graphs. Explain that they should discuss the two questions in this exercise, referring to their findings to support their answers. You could then invite a few pairs to present their findings to the class and/or get the whole class to give a show of hands for particular questions, so that pairs can see if the sample they spoke to was typical of the whole class.

MyEnglishLab: Teacher's resources: extra activities

Teacher's book: Resource bank: Photocopiable 3.1 p.153

Workbook: p.14 Exercises 1–2

3.2 Managing money

GSE learning objectives

- Can follow chronological sequences in extended informal speech at natural speed.
- Can talk about hypothetical events and actions and their possible consequences.
- Can correctly use a range of common phrasal (separable) and prepositional (inseparable phrasal) verbs.
- Can correctly place prepositions (particles) with phrasal (separable) and prepositional (inseparable phrasal) verbs.
- Can use the correct verb form (infinitive or '-ing') following a range of phrasal (separable) and prepositional (inseparable phrasal) verbs.
- Can use phrasal verbs with two particles.
- Can tell a detailed anecdote using linguistically complex language.
- Can convey information and ideas on abstract and concrete topics.

Warm-up

Discuss these questions with the class: *What do young people in your country often save money for? Do you think it's easy for young people to manage their money? Why do you think some people find it hard to manage their money?* Encourage brief class discussion and if you think your students would be comfortable doing so, you could also ask them about their own approach to saving/managing money.

Lead-in

Students talk about money management.

1A Explain the activity and give students time to try to work out the meanings of the words in bold, individually or in pairs. Encourage them to read around the words in bold and think about the question as a whole each time. Elicit ideas around the class, then confirm/clarify the meanings of the words in bold.

- 1 expenses = money that you spend on rent, food, and things such as electricity, gas etc.; come up = arise/happen unexpectedly
- 2 set up = make the arrangements that are necessary for something to happen, or establish; trust fund = money that belongs to one person, but is controlled by another
- 3 get by on = have enough money to buy the things you need, but no more; allowance = an amount of money that you are given regularly or for a special purpose, e.g. a monthly allowance; grant = an amount of money given to someone, especially by the government, for a particular purpose, e.g. a student grant, a research grant, etc.
- 4 dip into = use some of an amount of money that you have; savings = all the money that you have saved, especially in a bank

1B Put students in pairs or small groups and give them 3–4 minutes to discuss the questions. Then invite students from different pairs/groups to share their answers with the class.

Listening

Students listen to people talking about money management.

2A-B ▶ 3.01 ▶ 3.02 Tell students that they are going to hear two young people talking about managing their money. Go through the instructions for Exercise 2A with them, play the recording, then check the answer with the class. Follow the same procedure for Exercise 2B.

2A putting down a deposit on his accommodation, buying clothes, heating, going out, eating out, public transport
2B started working after school, lived at home, saved money every month, inherited some money, got some money in a trust fund

3 Put students in pairs and explain that they are going to retell one of the stories they heard to their partner. Their partner will then try to add any further details he/she can remember to that story. Let students choose stories in their pairs and, if necessary, let them listen to the stories again before retelling them. In weaker classes, you could also allow students to refer to the audioscript while retelling their story (but make sure that they do not read from it). If you think your students will struggle with this activity, you could move on to Exercise 4 and come back to it after students have completed the summaries there.

4 Ask students to do this individually. You could go through the words in the boxes before they begin or let them use their dictionaries during the exercise and clarify meanings during class feedback. Give students time to read the summaries before they complete the gaps, and if necessary, play the recordings again.

1 trouble 2 budget 3 rent 4 debts 5 account
 6 allowance 7 costs 8 bills 9 mortgage 10 inherited
 11 unexpected 12 initiative 13 financial 14 loan

5 Students could discuss the questions in pairs or, if time is short, you could briefly discuss them with the whole class.

Extra activities 3.2

A ▶ 3.01 ▶ 3.02 This activity provides students with extra listening practice. Give them time to read the statements before they listen, then play the recording and check answers with the class. In weaker classes, students may need to listen twice: once to decide if the statements are true or false and then a second time to correct the false statements.

- 1 F (when you're far away from home, you can't ask your parents for twenty dollars to go out one evening)
- 2 F (I would put the heating up really high because I felt so cold. ... and my flatmate complained.)
- 3 T
- 4 T
- 5 T (I wouldn't have to worry about falling behind with paying the rent, or living with flatmates who play their music too loud all the time!)
- 6 F (Most of my friends are mature students because the first-year students are more interested in partying than studying.)
- 7 F (It can be a very stressful time.)
- 8 T

Grammar: Phrasal verbs

Students study and practise phrasal verbs.

6A Ask students to give you a brief definition of *phrasal verb* and quickly elicit a few examples of phrasal verbs they already know (e.g. *find out*, *set up*, *turn on/off*). Do not go into detail about the grammar of phrasal verbs yet; students will look at this in the exercises that follow. Ask them to complete the exercise individually and then to compare answers in pairs. Check answers with the class, making sure students understand the meanings of the phrasal verbs in the summaries.

Aaron: put (a deposit) down, carried on, going out, ran up, dip into, paid off, put up, cut down on, eating out
Bethan: carried on, put (some money) by, set up, goes up, breaks down, get by on, taking out

6B Read the instructions with students and elicit or give an example of a transitive and an intransitive phrasal verb (e.g. *put on* (a jacket) and *get up*). Write an example sentence for each on the board, underlining the object of the transitive verb (e.g. *Put on your jacket.* – transitive; *I get up early on weekdays.* – intransitive). Get students to complete the exercise individually and then to compare answers in pairs before class feedback.

Aaron:

Transitive: put (a deposit) down, carried on* (spending), ran up (huge debts), dip into (his savings account), paid off (his debts), put up (his student allowance), cut down on (his transport costs)

Intransitive: going out, eating out

Bethan:

Transitive: carried on* (living with her mother), put (some money) by, set up (a trust fund), get by on** (a low income), taking out (a loan)

Intransitive: goes up, breaks down

**carry on* (meaning 'continue') in the summaries is transitive, but in other contexts it can be intransitive, e.g. *I'm too tired. I can't carry on!*

***get by on* (meaning 'survive with') in Bethan's summary is transitive, but the associated verb *get by* (meaning 'survive') is intransitive, e.g. *I don't earn a lot but I manage to get by.*

7A Refer students to the Grammar reference on page 119 and go through it with them. Make sure they are clear about the different types of phrasal verbs; give them additional examples from the summaries in Exercise 4 if necessary. Then ask them to complete the exercise individually or in pairs. Check answers with the class, clarifying any points as necessary.

1 c 2 b 3 a

7B Put students in pairs and check that they understand the meanings of the phrasal verbs in the box before they begin. In particular, check the meaning of the three new phrasal verbs in this box before students start the exercise, i.e. *fall behind* (with), *look forward to* and *pay back*. All the other verbs have already been seen on the spread so students should be familiar with the meanings.

Explain that they have to decide whether each phrasal verb is transitive and separable, transitive and non-separable, or intransitive. If they are unsure, they can try making different sentence types with each verb and see which combinations

sound correct. Remind them that they can also refer to the Grammar reference if they need help. If you think they will struggle, you could do this as a whole-class activity, giving or eliciting example sentences for each verb.

- 1 (transitive, separable): pay back, put by, put off, run up, set up
- 2 (transitive, non-separable): cut down on**, look into, fall behind with***, look forward to
- 3 (intransitive, i.e. no object): carry on*, eat out
**carry on* (meaning 'continue') when used alone is intransitive, e.g. *I'm too tired. I can't carry on.* In other contexts (as in the summary in Exercise 4) it can be transitive, e.g. *We carried on preparing for the presentation even though we thought it might be cancelled.*
***cut down on* (meaning 'reduce') is in category 2, but when used without the final preposition, it is in category 3, e.g. *You drink too much coffee. You really should cut down.*
****fall behind with* (meaning 'not do things fast enough') is in category 2 but when used without the final preposition, it is in category 3, e.g. *I'm working 45 hours a week but with so much to do I'm still falling behind.*

7c Do this as a quick whole-class activity. Encourage students to give you one or two examples of verb + *-ing* complements for each verb (see examples in brackets in the answer key below).

carry on (e.g. spending money, living with your mother)
 cut down on (e.g. working long hours, using my credit card)
 look into (e.g. buying another property, investing in a hedge fund)
 fall behind with (e.g. inputting the data, paying the rent)
 look forward to (e.g. meeting you on Friday, visiting your New York office)
 put off (e.g. talking to the bank manager, preparing my presentation)

8 Ask students to complete this exercise individually. Point out that there may be more than one possible answer in some sentences and encourage them to try to find all possible answers each time. Check answers with the class.

- 1 getting by on a student grant
- 2 put off making
- 3 put by a little money / put a little money by
- 4 pay back the money / pay the money back
- 5 ran up huge debts
- 6 carry on spending
- 7 looking forward to having
- 8 looked into opening

Extra activities 3.2

B This activity gives further practice of phrasal verbs. It can be done individually, as a consolidation exercise, or, in weaker classes, in pairs. During feedback, check again that students understand the meanings of the phrasal verbs in each sentence.

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

C Explain the activity and do the first item as an example. Encourage students to underline the phrasal verb in each sentence before they decide if it is grammatically correct, and remind them to refer to the Grammar reference if they need help. Get students to complete the activity individually and, if time allows, to compare and discuss their answers in pairs before class feedback.

1 a and b 2 a, b and c 3 a and c 4 b and c
 5 a and b 6 b and c 7 a, b and c 8 b and c

D Refer students to the statements in italics in the two boxes and let them choose the one which is true for them. Then put them in pairs or small groups – ideally, students with the same level of work experience should work together. Give them 3–4 minutes to discuss the questions in their pairs/groups, while you monitor and note down any errors they make with phrasal verbs, to highlight during feedback. Elicit answers around the class, then go over any points you noted while monitoring.

Pronunciation bank

p.115: Stress in phrasal verbs

Warm-up

Refer students to the information in the box and go through it with them. Copy the two example sentences onto the board, underline the stressed words and model their pronunciation in turn. Encourage students to repeat the sentences. For the second example, point out that other words (i.e. in addition to the verb and adverb) may be stressed as well, in this case, the word *money*.

1 P3.01 Explain that students are going to hear sentences 1–4 and match each one with the correct stress pattern a–d. Point out that the stress patterns show the number of *syllables*, not the number of words per sentence; help students understand by drawing the stress patterns for the two example sentences in the box (*He took it out.* = oOoO; *He can get by on very little money.* = ooOooOoOoo). Play the recording, twice if necessary, then check answers with the class.

1 b 2 a 3 d 4 c

2 If you think your students need more help, you could play the recording again for them to listen and repeat before they practise on their own. Put them in pairs to practise saying the sentences, while you monitor and correct their pronunciation as necessary.

Speaking and writing

Students talk and write about aspects of personal finance using phrasal verbs.

9A Students should work individually for this stage. Explain the task and give them 3–4 minutes to prepare, while you monitor and help them as necessary. With weaker classes, you could help students by eliciting the phrasal verbs from the lesson and listing them on the board for students to refer to during this and the next two activities.

9B Put students in pairs, explain the activity and set a time limit for each anecdote. During the activity, monitor and note down any errors students make with phrasal verbs, for some brief class feedback afterwards. If time allows, you could then invite a few students to retell their partner's anecdote to the rest of the class.

9C Students can do this in class or as homework. When they have finished (or in the next class), you could get them to swap anecdotes with a partner and identify/check any examples of phrasal verbs used.

Model answer

My friend Francesco graduated with a degree in engineering and only U.S. \$1,000 in his bank account. He started working full-time as a civil engineer on a U.S. \$32,000 salary after tax. He was lucky enough to have parents who let him **carry on living** with them for low rent including food and bills. So he started **paying off the loans** with the highest interest rates. After tax, he was paying about 65 percent of his salary on the student loan and 20 percent to his parents for rent and bills, which left him about \$13 per day. Living on only \$13 a day meant he had to make changes: he bought clothes only when necessary, he had to **give up eating out**, and he **took up new hobbies** like hiking. But, economically, his best option was to **pay the loans back** as quickly as possible and save money on paying high interest. It was depressing at first but then he got used to it and **paid off his student loans** after four and a half years.

MyEnglishLab: Teacher's resources: extra activities; Reading bank

Grammar reference: p.119 Phrasal verbs

Pronunciation bank: p.115 Stress in phrasal verbs

Teacher's book: Resource bank: Photocopiable 3.2 p.154

Workbook: p.15 Exercises 1–3, p.16 Exercises 1–3

3.3 ➤ Communication skills

Presentation styles

GSE learning objectives

- Can extract specific details from a TV programme on a work-related topic.
- Can evaluate the effectiveness of a selected speaking style in a presentation or lecture to support a point of view.
- Can distinguish between fact and opinion in a linguistically complex presentation or lecture.
- Can evaluate the advantages and disadvantages of different options during a discussion.
- Can adapt the language and organisation of a project's communication to the needs of different audiences.
- Can shift between formal and informal registers as and when required.
- Can express ideas in a discussion or presentation using an appropriate tone and register.
- Can give detailed feedback about someone's performance on a familiar task or project.

Warm-up

Ask students to think about presentations at their place of work/study, and write this statement on the board: *Showing emotion is a good thing – it shows the audience you are human.* Discuss the statement with the class. Do they agree? Why / Why not? Is it sometimes better to avoid showing emotion, for example to show that you are objective? Is it possible to persuade people of an argument purely on an emotional basis? Discuss the questions with the class, encouraging students to give reasons for their answers.

Lead-in

Students talk about different presentation styles.

1A Put students in pairs, explain the activity and make sure they understand that 'the summer barbecue' refers to in-company planning for a summer barbecue (rather than a description of a past barbecue). Give pairs 3–4 minutes to think about their answers, then invite students from different pairs to share their ideas and reasons with the class.

1B Go through the instructions and topics with students and check that they understand *engage*, *merger* and *mentoring programme*. Give them a few minutes to discuss in the same pairs as for Exercise 1A, then elicit ideas around the class.

2A Put students in new pairs and give them a few minutes to discuss the question, then broaden into a class discussion.


Possible answers

To know who you will be presenting to in order to choose the correct tone and/or approach for your presentation. This could involve knowing your audience's job roles, business history, demographic, personality traits, location, values, interests, approach to business, etc.

2B Refer students to the two statements in the boxes and read them out. Ask students which statement is true for them and ask for a show of hands for each statement. Then put students in pairs or small groups; ideally, students who chose the same statement should work together. Check that they understand *substitute*, *take over*, *step in* and *impact* in the questions, and give them 3–4 minutes to discuss their question(s) in their pairs/groups. Finally, invite students from different pairs/groups to share their experiences with the class.



Video

Students watch a video about different approaches to engaging a presentation audience.

3A  **3.3.1** If your students watched the Unit 2 video, ask them to give you a short summary of the situation and the main characters' roles. If this is the first communication skills video for your class, briefly set up the context and/or refer students to page 6 of the Coursebook. Point out that Claremont is a new client and ask students to read the questions before they watch. Play the video, then check answers with the class.

- 1 Because Prisha is busy with the Overlander account.
- 2 It's a \$40 billion industry.
- 3 With images of a lavish and glamorous event.
- 4 That she is dealing with serious businesspeople and that, with the Finance Manager being there, she will have to make sure her numbers add up.

3B Explain to students that Sonia has two options for her pitch to Claremont, go through the details of Options A and B with the class and teach or elicit the meanings of *fact-driven* and *appeal to*. Make it clear that students can choose which option they want to see first on the video. Put students in small groups and ask them to discuss the two options, giving reasons for their answers. Elicit ideas from a few students and then, as a class, decide which video to watch first.

3c   Give students a minute to read the questions for Option A or Option B, depending on their choice, and play the video. If time allows, put students in the same groups as for Exercise 3A and get them to compare answers before checking with the class. Do the same for the second video.


Option A

- 1 The hotel is an art deco building which reflects the aesthetics of the perfume bottle.
- 2 By keeping the press out, people will be asking, 'What's going on in there?'
- 3 That they have struck a deal with an exclusive florist who will give them a 60 percent discount in return for the coverage that the florist will get.
- 4 dramatic, newsworthy, expensive, high (standard)

Option B

- 1 By appealing to the clients' senses and emotions by asking them to visualise what the event will be like.
- 2 Possible answers: Makes the event more exclusive, Claremont has full control of coverage and can then choose who to sell the photos to and for how much; celebrities can have more fun and 'misbehave' if they know that their image is being protected by Claremont.
- 3 There will be thousands of flowers cascading from enormous golden urns.
- 4 beautiful, sumptuous, extraordinary, historic, exclusive, perfect, enormous, incredible, magical, expensive

4 Put students in pairs and give them 2–3 minutes to discuss the question. If there is time, you could join pairs together into groups of four to exchange ideas.

5  Students should do this in the same pairs as for Exercise 4. Explain that they are going to watch the last section of the video, with conclusions and learning points on the two approaches in Options A and B. Play the video and get students to compare what the speaker says with their own ideas from Exercise 4. Discuss the answers and students' views as a whole class.

In **Option A**, Sonia just gives the facts and figures of the event, focusing on the budget and the deals that have been struck up with the vendors. The advantages of this approach is that it provides the information that is important to the Finance Manager of Claremont and it shows that Happenings is on top of the business side of things. The disadvantage, however, is that it doesn't make for a very exciting presentation.

In **Option B**, Sonia is more dramatic in her approach. She appeals to the senses and asks her audience to visualise what the event will be like. The advantage of this approach is it makes for a more exciting and emotive presentation that is more likely to draw the client in. The disadvantage is that it does not provide the facts and figures that are still the most fundamental aspect of any business.

Reflection

Students reflect on the conclusions from the video and their preferred presentation style.

6 Allow students to work individually on this so that they can reflect on their own preferred approach. Ask them to think of their own answers to the questions and to make notes. Then put them in pairs to discuss and compare their answers. Get brief feedback from the class.

Functional language: Fact-based and emotion-based presentations

Students look at useful language for different presentation styles.

7A Depending on the level of your class, you could go through the words in the box with students before they complete the sentences or let them use their dictionaries during the activity and then clarify meanings during class feedback.

1 opportunity 2 objective 3 visualise 4 aware
5 anticipation 6 attention 7 Picture 8 breakdown
9 react 10 think

7B Give students time to read the sentences in Exercise 7A again and get them to complete the exercise individually and then to compare answers in pairs before class feedback. Alternatively, you could do this as a whole-class activity, getting students to read out the sentences in turn, and eliciting the correct category for each phrase in bold.

Fact-based

I would like to take this opportunity to
My objective today is to
As you are all aware
Now, turning our attention to
I'd like to give you a brief breakdown

Appealing to emotions/senses

Try and visualise the looks on
You / Your guests / They will be able to feel the anticipation of
Picture it
Imagine how everyone will react when
Can you think of anything more

7C Students could do this individually or in pairs. Explain that they are now going to write their own sentences, using phrases from Exercise 7A. Reassure them that the sentences can be about any topic they like; what is important here is to use the phrases correctly. Monitor while they are writing and note down any errors they make with the phrases, to highlight during feedback. You could then get them to compare their sentences in pairs (if they wrote them individually) or groups of four (if they wrote them in pairs). Invite different students to share their sentences with the class, then go over any points you noted while monitoring.

Extra activities 3.3

A–B These activities provide further practice and consolidation of the functional language from this lesson. Ask students to complete them individually and get them to compare answers in pairs before checking with the class. Remind them that they can refer to the table in Exercise 7B if they need help.

A

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

B

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

Pronunciation bank


p.115: Chunking and stress in presentations

Warm-up

Tell students that you are going to read a short extract from a presentation and ask them to listen carefully. Read the following fast, in a monotone, without using pauses or word/sentence stress: *So, having looked at the survey results in some detail, we've come up with three main findings which will lead us to some key recommendations. First, let me very briefly summarise the survey results.* Ask students if what you read was easy to listen to and follow. Get them to suggest ways in which you could improve the delivery but do not confirm answers yet as students will discuss this in more detail in Exercise 1. Refer them to the information in the box and go through it with them.

- 1  P3.02 Play the recording and elicit the answer. Ask students to say why the second version is better.

The second version is more effective because the speaker uses pauses (chunking) and stresses at appropriate points, making the presentation easier to follow.

- 2  P3.03 Explain the activity and refer students to the example. Then play the recording, twice if necessary, once for students to mark the pauses and then a second time for them to underline the stressed words. Check answers with the class.

Just picture it. / There you are. / having the launch / at the beautiful / art deco / Ambassador Hotel, / which perfectly matches / the design of the beautiful Gold bottle! / The paparazzi are there. / Celebrities mingle. / It's the event of the year. / The interior is decorated / in a sumptuous manner. / Performers / provide extraordinary entertainment. / Your guests / will be able to feel the anticipation / as they walk the red carpet / on their way to the Ambassador's historic ballroom.

- 3 Put students in pairs to practise reading the presentation extract. Monitor and check they are stressing the right words and using pauses correctly and correct them as necessary. If they need extra practice, and if you have already done the Communication skills video in this lesson, you could refer students to videoscript 3.3.2 on page 137 and get them to read extracts from Sonia's pitch.

Task

Students prepare and deliver a fact-based or emotion-based presentation.

8A Put students in pairs and tell them that they are going to prepare and deliver a short presentation using one of the approaches they have looked at in this lesson: a fact-based approach or an emotion-based approach. Allocate A and B roles to each pair but explain that they will work individually for this stage. Give them time to read their role cards and ask you any questions they may have, then set a time limit for the preparation stage. Make sure students understand that they need to decide which approach they are going to take as well as what information they are going to include in their presentation. Remind them to use phrases from Exercise 7A and encourage them to make notes. During the activity, monitor and help as necessary.

8B In their pairs, students now take turns to give their presentations to their partner. Explain that they will be giving feedback to their partner in the next stage, so they should take notes while listening. They should think about the phrases from Exercise 7A (is their partner using them correctly?); whether their partner could/should have made their presentation more emotive; whether the presentation sounds overexaggerated; and whether their partner sounds natural. Set a time limit for each presentation and ask students to begin. During the activity, monitor and note down any points to highlight during feedback, but do not interrupt the presentations.

8C Students now give each other feedback and discuss what went well and what they think could be improved. Go through the questions with them and give them a few minutes to think about their partner's presentation and add to their notes from Exercise 8B before they give their feedback. Again, monitor and note down any interesting points that arise. When they have finished, highlight any points you noted during this and the previous stage.

MyEnglishLab: Teacher's resources: extra activities; Extra video activities; Functional language bank

Pronunciation bank: p.115 Chunking and stress in presentations

Workbook: p.17 Exercise 1

3.4 Business skills

Defending your ideas

GSE learning objectives

- Can recognise the speaker's point of view in a structured presentation.
- Can give reasons and explanations for their opinions using linguistically complex language.
- Can talk about hypothetical events and actions and their possible consequences.
- Can precisely express the potential consequences of actions or events.
- Can give a detailed response to a counter-argument presented by someone else during a discussion.
- Can justify and sustain views clearly by providing relevant explanations and arguments.
- Can successfully challenge points made during a presentation.
- Can develop an argument giving reasons in support of or against a particular point of view.
- Can recommend a course of action, giving reasons.

Warm-up

Write the word *defence* on the board and ask students how it can be used in different contexts, for example war (types of military action, weapons, design of castles, etc.); sport (in football, boxing, etc.); in trials/legal cases (prosecution and defence lawyers). Develop a discussion of these areas and make the transition to the idea of defending an argument, a proposal, an idea, etc. Do students know of any techniques for doing this? (e.g. making counter-arguments, providing factual back-up, making emotional appeals) Do they think they are good at defending their ideas?

Lead-in

Students talk about their attitudes to budgeting and mobile banking apps.

1 If you did the Warm-up above, tell students that they will now get a chance to *defend* their opinions. Put them in pairs, explain the activity and give them a minute to read the comment. Teach or elicit the meaning of *budgeting* and let them discuss their ideas in their pairs. After 2–3 minutes, invite students from different pairs to share their opinions with the class, giving reasons. If some students do not feel comfortable talking about personal finances, you could make the discussion hypothetical or apply it to any budgets they may have had to work to in their jobs or student-related clubs/associations. Be aware that in some more affluent parts of the world, students may not have the same approach to finances as others. They may be the kind of person that doesn't budget and is happy with a general sense of how they're spending.


2 Go through the instructions and app features with the class and check that they understand the meaning of *track* (your spending). If time allows, let them discuss in the same pairs as for Exercise 1 first, then get brief feedback from the class. Encourage students to give reasons for their answers.

Listening


Students listen to a banker presenting and defending his ideas for a banking app.

3A This activity covers some useful vocabulary from the listening. Get students to do it individually or, in weaker classes, in pairs. Encourage them to look at the text around the words/phrases in bold to help them work out the meanings, and also to think about the meaning of the sentence as a whole. Point out that the words/phrases are different parts of speech, so looking at the grammatical context each time will help them to do the matching task. Check answers with the class, clarifying meanings as necessary.

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

3B  3.03 Go through the instructions with the class and check that they understand *strategist* (someone who is responsible for developing and implementing strategies, e.g. determining a plan of action, setting goals, allocating resources in order to achieve these goals). Give students a minute to read the questions and point out that for question 1, they need to refer back to the app features in Exercise 2. Ask them to make notes in answer to the questions, play the recording, then check answers with the class.

- 1 a and c from Exercise 2: an app feature that tracks your spending and an app feature that gives you personalised tips linked to your spending habits.
- 2 Her main objection is that they don't have the time or budget to develop his ideas. She's also concerned about being distracted from their main strategy if they decide to add these new app ideas.
- 3 They reach agreement. Marianne agrees in principle to do Charlie's first feature proposal now and the second one later, over time. The next step is that Charlie will draft a revised version of the budget proposal.

3C  3.03 Elicit the two app features Charlie and Marianne discussed and write them on the board (*a feature that tracks your spending; a feature that gives you personalised tips linked to your spending habits*). Then refer students to the diagram and three options in the box. Go through the options with them and if you think it will help them, summarise them on the board as follows: 1 *cheap + fast = not good*; 2 *fast + good = not cheap*; 3 *cheap + good = not fast*. Explain that students need to listen for two things: the option Charlie initially suggests and the one they agree on in the end. Play the recording, then check answers with the class.

Charlie originally suggests option 2 for both app features. They agree on option 2 for the feature that tracks spending and option 3 for the feature that provides personalised tips.

Functional language: Defending ideas and describing consequences

Students look at useful language for defending their ideas and describing the consequences of decisions.

4A Before students complete the sentences, go through the words in the box with them and teach or elicit the meanings of *backing*, *break down* (the reasons), *the big picture* and *warrant*. Ask students to do the exercise individually, then check answers with the class, clarifying meanings as necessary.

- 1 reasons which warrant 2 consider the big picture
3 best opportunity 4 there might be objections
5 break down the main reasons 6 backing of others

4B Students could do this individually or in pairs, referring to audioscript 3.03 on page 144 to help them if necessary. Go over the answers with the class, making sure that they understand the meanings of the phrases in bold.

- 1 e (d is also possible but isn't what was said in the recording)
2 d (e is also possible but isn't what was said in the recording)
3 a 4 b 5 c

5 Put students in pairs and explain that they are going to take turns to present one of the ideas, a or b. Their partner will challenge their ideas and they should defend them. Let them choose idea a or b in their pairs and allow plenty of time for them to prepare. They should think about how their app/payment system will work; how they are going to defend their ideas; and how they can challenge their partner's ideas for his/her app or payment system. Remind them that they will need to use language from Exercise 4 to defend their ideas and talk about consequences. Monitor and help them during the preparation stage, prompt them with ideas if necessary and provide any vocabulary they may need. When they are ready, ask them to begin their roleplays. Monitor and check that they are using the functional language correctly and note down any errors to highlight during feedback.

Extra activities 3.4

A This activity practises the functional language from the lesson. Students should do it individually or, if time is short, you could do it as a quick whole-class activity, checking answers as you go along.

1 C 2 D 3 C 4 D 5 D 6 C

B This activity looks at different strategies for defending ideas. It is an extension of what is covered in the main lesson, so you may prefer to do it with the whole class, discussing the options as you go along. Alternatively, get students to complete it individually and then to compare and discuss their answers in pairs before class feedback. Check that they understand *spontaneously* before they begin.

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

working situation (type of company, department, etc.). Then assign roles (or let students choose) and refer them to the two scenarios and their role cards on pages 126 and 128. Answer any vocabulary questions they may have, and explain that they should prepare for *both* discussions at this stage. Remind them that when they present their ideas, they will need to use language from Exercise 4 to defend them. Allow plenty of time for students to prepare for both roleplays, while you monitor and help them as necessary. Encourage them to make notes.

6B Students now hold their discussions. Make sure they understand that they will need to pause between roleplays to discuss their performance. Set a time limit for each roleplay and discussion, and remind students once more to use phrases from Exercise 4. Tell them when the time is up and get them to swap roles. During the activity, monitor and note down any points to discuss during feedback but do not interrupt the roleplays or the discussions. Highlight these in a brief feedback session after students have completed both of their roleplays and discussions.

MyEnglishLab: Teacher's resources: extra activities

Workbook: p.17 Exercises 2–3

3.5 Writing

Letter of complaint

GSE learning objectives

- Can understand complex, detailed correspondence, with occasional support from a dictionary.
- Can use language related to complaints and resolving complaints
- Can write a forceful but polite letter of complaint, including supporting details and a statement of the desired outcome.

Warm-up

Discuss these questions with the class: *Do you think a letter is the best way to complain? Why / Why not? Have you ever written a letter of complaint? If so, what was the situation?*

Lead-in

Students read and complete a letter of complaint.

1 Explain the activity and ask students to complete the letter individually, using their dictionaries if necessary. Then put students in pairs and get them to compare and discuss their answers. Check answers with the class, clarifying meanings as necessary.

- 1 express 2 dissatisfaction 3 notice 4 overdraft
5 payments 6 charged 7 advance 8 assurance
9 matter 10 confidence 11 forced 12 resolution

Task

Students present and defend a proposal.

6A Put students in pairs and ask them to imagine that they are colleagues in the same department of an organisation. They are each going to present an idea to their partner and then defend it in a discussion. First ask them to decide on the details of their

Functional language

Students look at useful phrases for letters of complaint.

2A Introduce the idea of different levels of formality in writing and tell students that semi-formal language is generally used in emails or in situations where you know the person/company you are writing to. Formal language tends to contain more complex structures. If students are unsure about the level of formality to use in a piece of writing, it is probably safer to use formal language. In this particular case, where a complaint is being made, the formal language also indicates the seriousness of the complaint. Do the activity with the whole class, checking answers as you go along.

1 express our deep dissatisfaction **2** you kindly resolve this matter **3** do **4** be forced to seek
5 prompt response and resolution
All the phrases in the table are very formal (VF).

2B Give students a minute to read the phrases in the box and check that they understand *sort (a matter) out* and *immediate action*. Get them to complete the exercise individually and then to compare answers in pairs before checking with the class. During feedback, point out the use of *shall* in the second sentence and elicit or explain that it is a more formal alternative to *will*, often used in formal letters to show that the writer is determined to do something.

Reason for writing

It is with deep regret that I am writing to complain about ... (VF)

We are very unhappy with your service. (SF)

Action required

We expect you to solve this immediately ... (SF)

We would appreciate immediate action on this matter. (VF)

Warning

If you cannot sort this matter out, we will find another supplier. (SF)

If you do not reply immediately, we shall have no alternative but to ... (VF)

Closing

We hope to hear from you soon. (SF)

Optional grammar work

The letter in Exercise 1 contains examples of participle clauses, so you could use it for some optional grammar work. Refer students to the Grammar reference on page 120 and use the exercises in MyEnglishLab for extra grammar practice.

Extra activities 3.5

A Explain the activity and ask students to complete it individually. In weaker classes, you could help students by giving them the first (1d) and last (9c) sentences. Encourage them to think about the structure of the model letter on page 36 of the Coursebook. You could also write the table headings from Exercise 2A on the board to help them:
Reason for writing → *Action required* → *Warning* → *Closing*.

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

Task

Students write a formal letter of complaint.

3A Put students in pairs, explain the activity and refer them to page 126. Explain that although this is an email and not a letter, the same rules apply. Remind them to refer to the model in Exercise 1 if they need help and to use phrases from Exercise 2A. If you have not done Extra activity A above, write the headings from Exercise 2A on the board now. Monitor and help students as they are writing, correcting any errors as necessary. If time allows, highlight any difficulties in a brief feedback session after pairs have written their emails.

Model answer

Dear Sir/Madam,
We are writing to express our deep dissatisfaction with your bank and its customer service.
Yesterday you apparently closed one of our business accounts without informing us. When we contacted the bank, no one was able to explain why this had happened. Furthermore, you overcharged us by €600 last month.
We request you kindly resolve this matter immediately and reopen our account.
We have been customers of this bank for a very long time therefore, if you do not reply to this letter immediately, we shall have no alternative but to close all our accounts with your bank.
We look forward to your prompt response and resolution.
Yours faithfully,
Sara Long

3B Refer students to page 127 and give them time to read the information and ask any questions they may have. Explain the writing task and remind students to use appropriate phrases from Exercise 2 and structure their email correctly – refer them to the headings on the board. If there is no time to do the writing task in class, it can be assigned as homework.

Model answer

Dear Sir/Madam,
I am writing to express my deep dissatisfaction with your customer service. You recently agreed to a loan for the company and had promised to send the contract as soon as possible. Unfortunately, this morning we received a letter from you stating that you were unable to give us the loan. Furthermore, you failed to give any reasons for this refusal. We are sure this must be an administration error on your part.
I have tried calling you several times and have left messages for you to call me, but so far I have not heard from you. As you know, we need this loan in order to purchase new materials for the business and, if we do not have the money to do this, our business will be in a very difficult situation and may even fail.
We have had a long relationship with the bank and would appreciate immediate action on this matter. Your customer service policy promises to resolve any problem by the end of the next business day. It is now three days since I first contacted you to explain the situation and we still have received no communication from you. If you do not reply immediately, I shall have no alternative but to contact your head office.
I request immediate acknowledgement of this letter and look forward to a prompt resolution to this matter.
Yours faithfully,

3c If students write their letters for homework, this exercise can be done in the next class. Put them in pairs and ask them to read each other's letters and give their partner feedback. Is their partner's letter well organised? Did he/she use formal language? Did he/she add any extra information? Students could then rewrite their letters based on their partner's feedback, in class or as homework.

MyEnglishLab: Teacher's resources: extra activities; Interactive grammar practice; Writing bank

Grammar reference: p.120 Participle clauses

Workbook: p.18 Exercises 1–3

Business workshop > 3

Managing your money

GSE learning objectives

- Can summarise, comment on and discuss a wide range of factual and imaginative texts.
- Can interpret the main message from complex diagrams and visual information.
- Can get the gist of specialised articles and technical texts outside their field.
- Can extract key details from an article on a business-related topic.
- Can understand summaries of data or research used to support an extended argument.
- Can distinguish between main ideas and supporting details in a linguistically complex presentation or lecture.
- Can initiate, maintain and end discourse naturally with effective turn-taking.
- Can summarise the conclusions at the end of a meeting.
- Can lead a meeting about a product or service offered by a company or institution.

Background

Students read about a bank's plans for expansion.

1 Before students read, you may wish to check understanding of these words from the background: *expand, millennials, redundancy, recession, innovative*. Put them in pairs and ask them to read the text and discuss the questions, then check answers with the class. After feedback, you might also like to briefly explain the age range of the different generations (see Notes below).

- 1 Asia and Latin America
- 2 Many don't have savings: *nearly 25 percent of adults don't have any money saved for an emergency, e.g. unexpected redundancy or medical emergencies. However, Many young people ... want to be better at managing their money.*
- 3 ConnectBank wants to develop innovative products for *millennials who never visit their local branch but want to manage their money online or on their smartphone.*

Notes

Definitions of these terms vary but generally:

- **Baby boomers:** people born between 1946 and 1964
- **Generation X:** people born between 1965 and 1979
- **Millennials:** people born between 1980 and 2000
- **Generation Z:** people born after the mid-1990s

Millennials and banking

Students read and interpret information about millennials' banking needs.

2 Put students in pairs and give them 4–6 minutes to look at the infographic and discuss the questions. During the activity, monitor and help them with any unknown words. Once they have discussed in their pairs, invite different students to share their answers with the class, giving reasons.

Possible answers

- 1 The figures are important because they mean banks are changing how they do business with and interact with the millennial generation. See the first section of the infographic (left): *The fastest growing customer base is changing the way banks do business.*
The figures also show millennials are worse off than the previous generation and are on lower incomes. See the second section of the infographic (centre left): *Compared with older generations, millennials have had a rough start and are earning less ...* Also: *75 percent of college graduates have student loan debt.*
- 2 A large percentage of the workforce are / will be millennials. In terms of banking, it means they are potential customers on regular salaries. See the third section of the infographic (centre right): *By 2022, millennials will make up over 40 percent of the workforce.*
The figures are also significant and perhaps surprising in terms of offering savings products to millennials. See the last section (to the right) of the infographic: *86 percent put money into savings each month; 43 percent paying down debt; 38 percent saving for the future.*
- 3 Students' own answers, depending on their country/situation, for example, regarding student debt: *75 percent of college graduates have student loan debt.* This is a very high figure and means the majority of graduates are in debt and would probably need to ask the bank for another loan in order to finance an emergency, or buy a car/home, etc.

3A Explain the activity and give students time to read the questions. Check that they understand the meaning of the phrase *be better / worse off than*. If you did not explain the different generations during the Lead-in, you might like to do so now (see Notes above). Teach or elicit the meaning of *think tank* (a group of experts employed by an organisation to provide advice and suggest ideas on specific issues). Allow enough time for students to read the article and make notes in answer to the questions, then check answers with the class. In weaker classes, you could let students answer the questions in pairs or get them to compare their answers before class feedback.

- 1 They are worse off and can expect lower living standards than their parents.
- 2 The think tank looked at incomes, employment and home ownership rates.
- 3 British millennials are significantly worse off than previous generations when considering most measures of living standards.
- 4 France, Belgium, Spain and South Korea
- 5 Generation X had income that was 54 percent higher than that of baby boomers at the same age.
- 6 It's 6 percent higher.

3B If time is short, discuss the question with the whole class. Otherwise, let students discuss in pairs first, then get feedback from the class.

Possible answer

According to the report, millennials in most countries are on relatively lower incomes and are generally worse off than the previous generation and their parents, so it is more likely they will be interested in getting financial advice about saving, borrowing money from banks, and asking for mortgages and other long-term loans.


Extra activities Business workshop 3

A This activity provides students with extra reading practice. Give them time to read the statements first, so they know what they need to look for in the text. They could do the exercise individually or, in weaker classes, in pairs. Encourage them to underline the part of the article that gives them the answer each time. Stronger students could also be asked to correct the false statements.

- 1 T (... *the think tank looked at how incomes, employment and home ownership rates have changed since the Second World War ... They found that millennials in most of the countries studied have done scarcely better than the generation before.*)
- 2 T (*In Scandinavian countries, the turnaround for millennials has been less dramatic.*)
- 3 F (... *incomes and housing.*)
- 4 F (*the think tank found that for millennials progress has slowed. Their income in their early-30s has been just 6 percent higher than that of Generation X.*)
- 5 T (*Britain may have avoided the shocking levels of youth unemployment seen in southern Europe ...*)

ConnectBank reacts

Students listen to regional bank managers talking about banking for millennials.

- 4**  **BW3.01** Explain that students are going to hear ConnectBank's regional managers discussing banking for millennials and give them time to look at the notes so that they will know what they need to listen for. Play the recording, then check answers with the class. In weaker classes, students may need to listen twice and/or you may need to pause the recording for them to complete their answers.

Suggested answers

Aim: (identify ways to) target millennial customers and create (innovative) personal banking products for them


Key findings:

- Millennial customer profile: students, first-time house buyers, or professionals looking for savings products.
- Priorities for millennials: paying off student debts, making the most out of their money.
- Technology: they are digital natives and used to banking on (their) smartphones.
- Customer loyalty: not like Generation X. If a millennial thinks we are not meeting their needs, they will go to a competitor.

Three recommendations:

- 1 Offer promotional gifts when millennials open an account, or contract a financial product.
- 2 Technology is key: make online banking user-friendly; improve our (banking) app and website; talk to customers (more) interactively.
- 3 Offer mobile money remittance to those who are abroad.

Extra activities Business workshop 3

B  **BW3.01** This activity looks at useful vocabulary from the listening. Give students time to read the extracts before they listen and encourage them to think about the type of word needed for each gap. Get them to complete the exercise individually or in pairs, using their dictionaries to help them if necessary. Play the recording, then check answers with the class, clarifying the meanings of the words in the box as necessary.

- 1 personal 2 loan 3 savings 4 unemployment
5 savings 6 put by 7 come into 8 inheritance
9 income 10 property 11 pay off 12 discount
13 voucher 14 branch 15 promotional
16 transactions 17 ATMs 18 remittance
19 financial

Task: New products for millennials

Students hold a meeting to discuss and select banking products for millennials.

5A Depending on the time available and the size of your class, put students in AB pairs or in groups of four, with two Student As and two Student Bs per group. Explain that they are going to hold a meeting to discuss new banking products for millennials and go through the instructions with them. Refer them to their information on pages 130 and 132 and to the agenda on page 93. Allow enough time for students to read the information and ask you any questions they may have, then assign the role of meeting chair to one student per pair/group (or let students decide). If useful for your class, spend a moment eliciting what the chair needs to do (e.g. keep an eye on how much time is spent on each agenda point, keep the meeting moving forward, encourage everyone to participate). Explain that the chair should also make notes during the meeting so that he/she can present the team's decision to the class at the next stage. Allow plenty of time for pairs/groups to prepare for their meetings while you monitor and help them as necessary. Remind them that they can refer to the infographic on page 92, the article on page 93 and audioscript BW3.01 on page 148 if they need help.

5B Students now hold their meetings. You could specify the number of products they need to select or let them decide. Set a time limit for the meetings and remind the chairs to make notes.

5C Ask the meeting chairs to take turns to sum up their pair's/ group's decisions to the class. As a class, students then vote on the best ideas and decide on an action plan for ConnectBank. As an optional follow-up, you could ask students to write up their recommendations. They could do this in class or for homework.

Model answer for optional writing task

Recommendations

It is recommended that the bank offers banking products and services to help millennials save and pay off their loans. For this reason, and in order to encourage customer loyalty, we recommend offering young professionals promotional gifts when opening accounts and facilitating long-term loans.

In addition, we suggest that ConnectBank improves its mobile money remittance in order to meet the needs of young people studying or working abroad who may be experiencing financial difficulties.

To conclude, we strongly recommend that ConnectBank provides a more efficient online banking service and improves its mobile app by offering more of our products online.

Review < 3

- 1 1 prohibitive 2 accountancy 3 deposited
4 withdrawal 5 financial 6 savings
2 1 credit card 2 direct debit 3 rent 4 cash
5 cheques
3 1 fell behind with my rent
2 ran up a lot of debts / ran a lot of debts up
3 paid it back
4 got by on very little money
5 worked out the costs / worked the costs out
6 looking forward to seeing
4 1 opportunity 2 objective 3 visualise 4 aware
5 attention 6 breakdown
5 1 picture 2 achieve 3 backing 4 objections 5 fail
6 down 7 warrant
6 1 express 2 with 3 request 4 resolve 5 appreciate
6 forced 7 action 8 response

MyEnglishLab: Teacher's resources: extra activities

4

Challenges

Unit overview

	CLASSWORK	FURTHER WORK
4.1 > Environmental challenges	Lead-in Students talk about different environmental issues. Video Students watch a video about the impact of climate change on coffee production. Vocabulary Students study vocabulary related to the environment. Project Students give a presentation on dealing with environmental challenges.	MyEnglishLab: Teacher's resources: extra activities; Alternative video and extra activities Teacher's book: Resource bank Photocopiable 4.1 p.155 Workbook: p.19 Exercises 1–3
4.2 > Cyber challenges	Lead-in Students talk about computer viruses and look at computer-related vocabulary. Reading Students read an article about a cyberattack. Grammar Students study and practise the perfect aspect. Speaking and writing Students talk and write about technological challenges.	MyEnglishLab: Teacher's resources: extra activities; Reading bank Grammar reference: p.120 Perfect aspect Pronunciation bank: p.115 Weak forms in perfect tenses Teacher's book: Resource bank Photocopiable 4.2 p.156 Workbook: p.20 Exercises 1–3, p.21 Exercises 1–3
4.3 > Communication skills: Saying 'no' firmly and politely	Lead-in Students discuss different attitudes to saying 'no'. Video Students watch a video about different approaches to saying 'no'. Reflection Students reflect on the conclusions from the video and their own approach to saying 'no'. Functional language Students look at useful language for saying 'no' in different ways. Task Students hold a meeting to negotiate allocation of tasks.	MyEnglishLab: Teacher's resources: extra activities; Extra video activities; Functional language bank Workbook: p.22 Exercises 1–2
4.4 > Business skills: Challenging conversations	Lead-in Students consider different approaches to managing difficult conversations and discuss the qualities of good managers. Listening Students listen to a difficult conversation between an employee and her manager. Functional language Students look at strategies and useful phrases for managing challenging conversations. Task Students hold challenging conversations trying to reach positive outcomes.	MyEnglishLab: Teacher's resources: extra activities; Functional language bank Pronunciation bank: p.115 Volume and tone of voice in challenging conversations Workbook: p.22 Exercises 3–4
4.5 > Writing: Proposals – Recommendations	Lead-in Students read and correct the recommendations section of a proposal. Functional language Students look at useful language for making recommendations in written proposals. Task Students write the recommendations section of a proposal.	MyEnglishLab: Teacher's resources: extra activities; Interactive grammar practice; Writing bank Grammar reference: p.121 Compound nouns and adjectives Workbook: p.23 Exercises 1–3
Business workshop 4 > Business Challenges	Speaking Students brainstorm ideas for a documentary series on business challenges. Reading Students read the profiles of four businesspeople Listening Students listen to people discussing slides for a proposal for the documentary series. Task Students present a proposal for the documentary series using slides.	MyEnglishLab: Teacher's resources: extra activities

Business brief

The main aim of the unit is to introduce students to the concepts of **challenges** in business, focusing on two main areas: **environmental challenges** and **cyber challenges**.

Environmental challenges

Businesses are faced with numerous environmental challenges, most of which are due to **climate change** and the **extreme weather** conditions resulting from it. Climate-related risks for businesses include **droughts, floods**, rising **temperatures** and sea levels, and **forest fires**, all of which may cause numerous problems, ranging from damage to property and resources to increased production costs, **supply chain** disruptions and health issues.

Climate change is transforming the business world, with companies across industries looking for **sustainable solutions** which will help them **embrace the challenge** – a challenge affecting their strategy, reputation and resilience. The past several years have seen a steady transformation of business attitudes on climate change. Companies of all sizes are having to take action, as a result of regulatory changes, increased pressure from shareholders and changing consumer demands. This action involves developing comprehensive corporate strategies to anticipate and address climate-related risks, for example setting internal targets to reduce greenhouse gas emissions or developing environmentally responsible products and services, such as electric cars, reduced packaging or biodegradable packaging.

In addition to risks and challenges, however, climate change also presents business opportunities in certain industries. For example, there is now **growing demand** for certain goods and services such as water- and energy-efficient products, water management equipment and even clothing for extreme weather conditions. In the agriculture sector, changing weather patterns may mean that farmers will be able to diversify into crops which they cannot currently grow. Another example is in the leisure and tourism industry, where warmer summers or increased rainfall may increase demand for outdoor or indoor facilities and activities respectively.

Cyber challenges

In today's digital world, **cyber challenges** are becoming more of a norm than an exception for businesses. Organisations are becoming increasingly dependent on information technology and, as a result, increasingly vulnerable to cyberattacks – attempts by hackers to damage, destroy and/or steal data from their computer network or system. Cybersecurity is therefore becoming increasingly important and businesses are faced with the challenge of addressing it. Experts recommend treating lack of cybersecurity as a business risk – one affecting the organisation as a whole rather than just a technology issue to be addressed by the IT department. Security risks for businesses include loss or corruption of system data, compromising of sensitive information, disruption of business operations, and even more sophisticated 'hacker agendas', such as market manipulation, espionage or disruption of infrastructure.

Challenges and your students

As both environmental and cyber challenges have implications across sectors, it is important for students to be aware of how they are affecting the business world. All students will no doubt be familiar with the concept of climate change and its effects. In-work students may be able to talk about how it is affecting their own industries. On the cyber challenges front, most students will be aware of personal cybersecurity threats. In-work students may have experience of problems with their organisations' computer systems.

Unit lead-in

Elicit a brief description of the photo (farmers and cattle in a flooded field) and refer students to the unit title (*Challenges*). Ask them what challenges come to mind when they look at the photo (environmental ones). Then refer students to the quote and briefly discuss it with the class. Do they agree that resources are being used 'as if we had two planets'? Do they think the situation is getting better or worse? Are people becoming more environmentally conscious? What is the situation like in their country?

4.1 Environmental challenges

GSE learning objectives

- Can extract specific details from a TV programme on a work-related topic.
- Can understand TV documentaries, interviews, plays and most films in standard speech.
- Can use language related to environmental issues.
- Can use persuasive language to convince others to agree with their recommended course of action during a discussion.
- Can speak in general terms about environmental problems.
- Can give clear presentations highlighting significant points with relevant supporting detail.
- Can describe the details of problem-solution relationships using a range of linguistic devices.
- Can compare and evaluate different ideas using a range of linguistic devices.

Warm-up

Write this statement on the board: *Development and economic growth are more important than the protection of the environment.* Discuss the statement with the class, inviting different students to say whether they agree or disagree and why. Alternatively, do this as a quick class debate. Divide the class into two groups, A and B. Group A will argue for the idea in the statement and Group B will argue against it. Give groups a few minutes to prepare, then let students present and discuss their arguments as a class.

Lead-in

Students talk about different environmental issues.

1 Go through the words in the box with students before they begin. Give them a few minutes to think about their answers – they could do this individually or in pairs – then discuss the questions with the class. Encourage students to give reasons and/or additional information in their answers.

Video

Students watch a video about the impact of climate change on coffee production.

2A Explain the activity and refer students to the words in the box. You could either go through them with the class or let students use their dictionaries to check any unknown

vocabulary. Invite different students to say which words they expect to hear in the video and, in stronger classes, what they think might be said about each word. Accept any reasonable answers.

2B **4.1.1** Play the video for students to check their predictions. To check answers, you could write the words from the box on the board and play the video again, asking students to raise their hands each time they hear one of the words.

Four words are not mentioned: decaffeinated, farmer (though farms are mentioned), ground (this can relate to earth, which we see but is not mentioned, and also ground coffee, which we neither see nor hear mentioned) and pesticides.

3 **4.1.1** Go through the instructions with students and give them time to read the summary before they watch again. Point out that they need one or two words for each gap and encourage them to think about what kind of information is missing each time (e.g. in 1: a type of business). In stronger classes, you could ask students to complete as much of the information as they can remember and then play the video for them to check/complete their answers. Play the first part of the video (00:00–02:05), then check answers with the class.

1 coffee company **2** (coffee) producers **3** impact
4 Vietnam **5** dark brown **6** flood **7** dried artificially
8 stronger plants **9** regulate water (*irrigate* also possible)

4 **4.1.1** Explain that the text here summarises the second part of the video but contains eleven mistakes. The first one has already been corrected and students need to find ten more. Give them time to read the summary before they watch again and point out that the errors they are looking for are *content errors*, i.e. information that does not match what is heard on the video (rather than grammar or spelling errors). Again, you could ask students to see if they can find and correct any of the errors before watching, then watch the video again to check/complete their answers. Play the second part of the video (02:06–04:21), then check answers with the class.

Stephen Rapaport is ~~a farmer~~ **at the founder** of Pact Coffee. He says the best coffees need to grow in a **broad (very) specific** temperature band. One of Pact's growers in ~~Vietnam~~ **Colombia** has been growing coffee for four generations and they've often had to move ~~part of their farm~~ **their whole farm** to a higher altitude. Coffee plants need ~~humid~~ **wet and dry** seasons to grow well. Illy is planning to ~~decrease~~ **increase** production. He says they might need to ~~halve~~ **quadruple** productivity to satisfy demand. Training programmes for ~~managers~~ **growers** offer benefits to ~~companies like Illycaffè~~ **both sides**: growers can protect their livelihood and coffee companies protect their ~~produce~~ **supply**. Climate change can be stopped and **Although climate change cannot be stopped, / Climate change cannot be stopped but** there are ways to embrace the challenge.

5 Put students in pairs or small groups and give them 3–4 minutes to discuss the question. Then invite students from different pairs/groups to share their answers with the class. Have students' own sectors/industries been affected? How?

Possible answers

Construction and infrastructure can be vulnerable to climate change because of their design, e.g. low resistance to storms, or location, e.g. in areas prone to floods, landslides, avalanches. They can be damaged by changing climatic conditions or extreme weather, e.g. rising of sea level, extreme precipitation and floods, extreme low or high temperatures, heavy snowfalls, strong winds or storms.

Energy: More intense and frequent heatwaves will shift energy supply and demand patterns, often in opposite directions. Further increases in temperature and droughts may limit the availability of cooling water for thermal power in summer (lowering energy supply), whereas demand for air conditioning will increase. In addition, more frequent and intense extreme weather will threaten physical energy infrastructure. Climate change also brings increased uncertainty in weather patterns. This has a direct negative impact in the long term on the production of renewable energy. Some examples would be less sun or wind in certain areas, or more droughts affecting crops intended for the production of energy from biomass.

Insurance: The frequency and intensity of extreme weather is expected to change significantly as a result of climate change. In the short term, premiums would rise gradually and the insurance market would absorb such changes without disruption. However, risk knowledge often advances in 'steps', which can lead to jumps in the price over a short period. In the longer term, particularly in the most vulnerable sectors or areas, climate change could indirectly increase social inequality as insurance premiums become unaffordable for some people.

Tourism: Economic consequences for regions where tourism is important can be substantial, but this is also influenced by non-climatic factors, such as the ability of tourists to adjust the timing of their holidays. The suitability of southern Europe for tourism, for example, is projected to decline markedly during the summer months but improve in other seasons. Central Europe is projected to increase its tourism appeal throughout the year. Projected reductions in snow will negatively affect the winter sports industry in many regions.

Extra activities 4.1

A ▶ 4.1.1 This activity provides students with extra listening practice. Give them time to read the statements and options before they watch again, then play the video. Alternatively, if you think your students may remember some of the information, you could ask them to answer as many of the questions as they can before watching again, then play the video for them to check/complete their answers. Check answers with the class.

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

Alternative video worksheet: Manufacturing

1 Go through the questions with students and give or elicit a brief definition of *the manufacturing industry* (companies engaged in the transformation of materials, substances or components into finished products). Also check that they understand *labour-intensive manufacturing* (requiring and depending more heavily on labour than other factors of production, e.g. capital). If time allows, let students discuss the questions in pairs or small groups first, then elicit ideas around the class. Alternatively, if time is short, discuss the questions as a class.

Possible answers

India, Bangladesh, The Philippines, Indonesia, Vietnam

2 ▶ ALT4.1.1 Tell students that they are going to watch the first part of a video about innovation in India's manufacturing industry and explain the activity. Give them time to read the questions and options before they watch. You may also wish to teach these words from the video: *sensor, premium* (in this case, a bonus), *automation, manual labour, high-end*. Play the first part of the video (0:00–1:56), then check answers with the class.

1 b 2 a 3 b 4 c

3 ▶ ALT4.1.1 Explain that students are going to watch the second part of the video and answer some questions; give them time to read the questions before they watch. Encourage them to make notes in answer to the questions, then play the video (1:57–4:22), twice if necessary, and check answers with the class.

1 a million 2 no (He thinks they can coexist.) 3 200,000
4 information technology 5 China's 6 (more) skilled workers

4 Put students in pairs or small groups to discuss the questions, then broaden this into a class discussion. Make sure students give reasons for their answers.

5 This exercise teaches useful phrasal verbs from the video. Students could do it individually or in pairs, using their dictionaries to help them if necessary. Check answers with the class, clarifying meanings as necessary.

1 forward 2 up 3 off 4 out 5 up to 6 up 7 out
8 in on

6 Here students look at some more useful vocabulary from the video. You could go through the words in the box with them before they begin or let them complete the exercise using their dictionaries to check unknown words and then clarify meanings during feedback.

1 market 2 manufacturing 3 outdated
4 competitive 5 labour 6 software
7 industrial 8 smart 9 manual 10 skilled

7 Put students in pairs and go through the questions with them. Elicit or give a more general definition of *industrial revolution* (a time period when the development of machinery [and technology] leads to major changes in manufacturing, production, agriculture, and social and economic conditions). Do not go into detail about the history of the four industrial revolutions yet; let students discuss in their pairs first, then discuss as a class. During feedback, give or elicit some of the information in the Notes below.

- 1 The second used electric power and the third uses information technology and automation.
- 2 Possible answers: Some labour-intensive jobs will no longer exist because they will be automated. Industries such as manufacturing, which in the past employed lots of people, will require a much smaller workforce. It is also likely to create new and different types of jobs and give workers new tools and solutions in the workplace. It is likely that skilled workers will be required for creative and collaborative tasks that are not suited to machine automation.

Notes

The **First Industrial Revolution** took place between the mid-18th century and 1830, and witnessed the emergence of mechanisation, the process of change from an agrarian and handicraft economy to one dominated by industry and machine manufacturing. It began in Britain with the invention of the steam-powered motor, and from there, spread to other parts of the world.

The **Second Industrial Revolution** lasted from the mid-19th century to the early 20th century. It saw the emergence of new energy sources – electricity, gas and oil – and major technological advances such as the telegraph, telephone, light bulb and combustion engine which, in turn, led to the emergence of the car and aeroplane. New resources were used to enable mass production, giving rise to the automatic factory. It was a period of growth for pre-existing industries, as well as the development of new ones, such as the steel industry.

The **Third Industrial Revolution**, also known as the Digital Revolution, took place in the second half of the 20th century, with the advancement of technology from electronic and mechanical devices to the digital technology available today. It witnessed the rise of electronics, telecommunications and computers, as well as the emergence of nuclear energy. Technological advances during the third industrial revolution include the personal computer, the internet, and information and communications technology (ICT).

The **Fourth Industrial Revolution**, also referred to as Industry 4.0, builds on the widespread availability of digital technologies resulting from the Third Industrial Revolution. It is the current and developing combination of more traditional manufacturing and industrial practices with the increasingly technological world around us. It is largely driven by emerging technology breakthroughs in a number of fields such as artificial intelligence, robotics, nanotechnology, biotechnology and 3D printing.

Vocabulary: Collocations: the environment

Students study vocabulary related to the environment.

6 Do this as a whole-class activity. Check that students understand the words in box A and elicit the correct word from the video. Do the same for box B.

A coffee B challenge

7 Draw students' attention to the dials and explain that they need to turn them in a clockwise or anti-clockwise direction in order to form collocations using all the words. Refer them to the example and make sure they understand that the dial has moved in a clockwise direction once. Say: *We have moved the dial one place, so what is the collocation with 'business'?* (*business partner*). Elicit the remaining three collocations (*human resources, stock market, mobile phone*). You may wish to point out to students that turning the example dial in an anti-clockwise direction three times is also possible. Put students in pairs and give them 2–3 minutes to find and write the collocations in each dial. They can turn the dials in either direction to form the correct collocations (see answer key below).

Dial 1

Turn the dial two segments in a clockwise direction or two segments in an anti-clockwise direction.
growing demand, high temperatures, sustainable solutions, unstable environment

Dial 2

Turn the dial one segment in an anti-clockwise direction or three segments in a clockwise direction.
pose a threat, face difficulties, extreme weather, humid atmosphere

Dial 3

Turn the dial one segment in a clockwise direction or three segments in an anti-clockwise direction.
protect the environment, potential failure, predict a problem, climate change

8 Students could do this individually or in pairs, using their dictionaries to help them if necessary. Go over the answers with the class, clarifying meanings as necessary.

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

9 This activity practises vocabulary from previous exercises, so you could ask students to complete the questions individually. After checking the answers, put students in pairs to discuss the questions, then get brief feedback from the class.

- 1 pose, threat
- 2 difficulties (or challenges/problems), unstable
- 3 sustainable, growers/production
- 4 change, environment

Extra activities 4.1

B This activity practises collocations from the lesson. Ask students to do it individually and if time allows, get them to compare answers in pairs before checking with the class. During feedback, check that they understand the meanings of both options in italics each time, i.e. both the correct and the incorrect one.

- 1 production 2 stable 3 extreme 4 higher
- 5 embracing, environment 6 deal with 7 poses, threat 8 potential

Project: Sustainable solutions

Students give a presentation on dealing with environmental challenges.

10A Put students in pairs or small groups and explain that they are going to prepare and give a presentation on how environmental challenges faced by a particular industry can be dealt with. Go through the instructions and steps with them and start by giving pairs/groups 1–2 minutes to choose their industry. Encourage them to choose one they are familiar with. Move on to the second step: set a time limit for pairs/groups to think of specific challenges their chosen industry is facing. Depending on the resources available to your students, you could let them research these online. For the third step, get students to think of two or three sustainable solutions to the challenges. Again, some online research might help them come up with ideas. Finally, explain the fourth step: in their pairs/groups, students need to think about how to persuade the class that their suggested solutions are viable. Encourage them to use expressions for persuading/influencing people and language for recommending. Elicit and/or give them some ideas and list them on the board, for example:

- *We (highly/strongly) recommend + -ing / (that) + clause*
- *We would like to propose + -ing / (that) + clause*
- *One recommendation is to ... Another recommendation is to ...*
- *It's best to ...*
- *It is also important/essential for companies/us to ...*
- *We are certain/sure that these proposals/measures will be successful (because) ...*
- *We believe these measures will definitely ... in the long term.*
- *If the sector puts these proposals into practice, we are convinced/certain (that) ...*

Before students do this step, it is worth mentioning that in order to be persuasive and influence people, it is best to avoid tentative phrases and modal verbs such as *maybe/perhaps* and *may/might/could*. To be more persuasive, we often use adjectives like *certain*,

convinced and *sure*, and the future form *will* with adverbs such as *certainly* and *definitely*. You may also wish to go over some or all of the points in the Notes below, depending on the time available and the level of your class. Having looked at persuasive language with students, allow plenty of time for them to prepare their presentations and arguments.

Notes

Persuasive language

Persuasive language often includes rhetorical devices such as:

- using repetition, e.g. *A: Two percent. B: That's right, two percent.*
- quoting an expert or figure of authority, e.g. *It was Ban Ki-moon who said, 'There can be no "Plan B" because there is no "Planet B".'*
- using contrast, e.g. *We are using resources as if we had **two** planets, **not one**.*
- emphasising key words, e.g. *We are using resources as if we had **two** planets, **not one**!*
- using alliteration, e.g. *a sustainable solution, plastic packaging, protect our planet.*
- using inclusive language such as personal pronouns, e.g. *protect **our** planet.*
- using parallel structures, e.g. ***In some regions, there are too many droughts. In some other regions, there is too much water.***
- listing points, e.g. *We have three sustainable solutions. 1 ... , 2 ... and 3 ...*

10B Pairs/Groups now take turns to give their presentations to the class. While listening to other students' presentations, they should think about whether the proposed solutions are viable and how effectively the presenters use persuasive language. Invite brief feedback from the listeners after each presentation.

MyEnglishLab: Teacher's resources: extra activities; Alternative video and extra activities

Teacher's book: Resource bank: Photocopiable 4.1 p.155

Workbook: p.19 Exercises 1–3

4.2 ➤ Cyber challenges

GSE learning objectives

- Can get the gist of specialised articles and technical texts outside their field.
- Can guess the meaning of an unfamiliar word from context in a linguistically complex text.
- Can identify the main topic and related ideas in a linguistically complex text.
- Can use the future perfect with reference to actions to be completed by a specific time in the future.
- Can use the past perfect with adverbial clauses of time.
- Can use the past perfect in a range of common situations.
- Can express views clearly and evaluate hypothetical proposals in informal discussions.
- Can write a detailed, reasoned argument for or against a case.

Warm-up

Put students in pairs or small groups and ask them to list as many computer problems as they can in one minute. Elicit ideas and list them on the board. Ask for a show of hands of who has encountered each of the problems and if time allows, invite a few students to share their experiences with the class. If computer viruses come up, do not ask students to talk about them as they will discuss them in the Lead-in below. Ask about some of the other problems on the board instead.

Lead-in

Students talk about computer viruses and look at computer-related vocabulary.

- 1 Put students in pairs and give them 2–3 minutes to discuss the questions, then get brief feedback from the class.
- 2 Do this as a quick whole-class activity, checking answers and clarifying meanings as you go along.

1 outdated 2 spread 3 incompatibility 4 update
5 standstill

Reading

Students read an article about a cyberattack.

- 3 Go through the instructions with students and teach or elicit the meanings of *cyberattack*, *interconnected* and *bitcoin* (bitcoin is virtual currency that is bought with a credit card and doesn't involve a bank, and is therefore less secure than other types of online payment). If necessary, explain that a *sewer* is a pipe under the ground that takes away waste material and water from buildings. Give students 3–4 minutes to read the text, then elicit the answer.

Possible answer

Because the ransomware targeted security weaknesses in interconnected/web-connected devices and the use of bitcoin. All connected devices are vulnerable to this type of attack, particularly if they are not updated regularly. The attackers chose organisations that would suffer more if they did not recover their data quickly. These organisations are easy to extort or blackmail because they cannot afford for operations to stop.

- 4 Explain the activity and give students time to read the sentences. Encourage them to think about the type of information needed for each gap, for example for question 1: a number (gap 1) and a place/country/city (gap 2). Ask students to read the text in more detail this time and complete the sentences. Encourage them to underline the parts of the text that give them the answers. If there is time, get them to compare answers in pairs before checking with the class.

1 two thousand, Japan
2 Monday, appliance-ordering system
3 (Spanish) telecom, Germany
4 suffer greatly
5 outdated operating systems, targeted
6 bitcoin / virtual currency

Extra activities 4.2

A This activity provides extra reading practice. Get them to complete it individually and then to compare answers in pairs before class feedback. Encourage them to underline the parts of the text that contain the answers.

Suggested answers

- 1 Only one computer at the water and sewer services was affected.
- 2 Its appliance-ordering system came to a standstill, preventing transactions with retailers.
- 3 Organisations dealing with infrastructure, such as water or hospitals and production centres are easy to blackmail or extort because they cannot afford for operations to stop.
- 4 Users cannot install the latest security updates due to software incompatibility, which is an alarm bell or warning for the internet of things.
- 5 It encrypted the users' data and then demanded payment to restore it.
- 6 Many of those affected have reportedly paid up / paid the ransom to the attackers in order to recover their data.
- 7 Ransomware has become more prevalent (*common*) with the spread of bitcoin; the virtual currency that can be bought with a credit card and easily sent digitally.
- 8 It would be harder to respond on a Friday. Attackers counted on victims being impatient to solve the problem that day.

Grammar: Perfect aspect

Students study and practise the perfect aspect.

5A Refer students to the timelines and give them time to complete the activity individually or, in weaker classes, in pairs. As they are working, copy the timelines onto the board. Check answers with the class and write the name of each tense under the correct timeline. Leave these on the board if possible, for students to refer to during the grammar lesson.

- A** had chosen; Past Perfect Simple
B has existed; Present Perfect Simple
C will have escaped; Future Perfect Simple

5B Ask students to complete the exercise individually and get them to compare answers in pairs before class feedback.

Examples of the Past Perfect:

He (Suga) **had been told** of a number of victims in Japan.*
Roughly 2,000 terminals at some 600 Japanese IP addresses **had been hit**.*

A UK plant belonging to Japan's Nissan Motor **had been targeted**.*

Attackers **had counted on** victims being impatient to solve the problem that day.

*Note that these sentences use the past perfect passive form.

Examples of the Present Perfect:

Many of those affected **have reportedly paid up**.
Ransomware ... **has become** more prevalent with the spread of bitcoin.

6 Do this as a whole-class activity. After eliciting the answer, refer students to the Grammar reference on page 120 and go through it with them, clarifying any points as necessary. At this point, you may wish to point out that options a and c in Exercise 6 may be true of some perfect *tenses*, but they are not true of the perfect aspect in general. As a general rule, the perfect aspect expresses a completed action and links two points in time together in some way: the Present Perfect Simple links a point in the past with a point in the present; the Past Perfect Simple links two points in the past; the Future Perfect Simple links two points in the future.

b

Pronunciation bank

p.115: Weak forms in perfect tenses

Warm-up

Refer students to the information in the box and go through it with them. Explain or elicit what weak forms are: in Perfect tenses, auxiliary verbs like *have/has* and *had* have no stress and so are often 'weakened' in speech. These forms are called 'weak forms'. Model the three example sentences and get students to repeat them. Move on to the next point about short answers and explain that the weak form in questions is because *have/has/had* have no stress, as mentioned above. However, when *have/has/had* are used on their own, as in short answers, they do have stress and so we pronounce them differently – we use the strong forms. Model the pronunciation of the example question and answer and get students to repeat them. Finally, look at the last point in the box and explain that strong forms are also used if we want to stress or emphasise something. Model the pronunciation of the strong form of *had* in the reply (for emphasis) and get students to repeat it.

1 Get students to complete the exercise individually. Remind them to refer to the explanations in the box if they need help. Stop them after 2–3 minutes but do not confirm answers yet; students will check them in the next exercise.

(Weak forms are underlined. Strong forms are in bold.)

- 1** A: Do you think ransomware has existed for nearly thirty years?
B: Yes, I think it **has**.
- 2** A: Do you think they will have escaped capture?
B: I'm afraid they **will**.
- 3** A: I don't think they had brought the system back online on Monday.
B: They **had**!

2 P4.01 Put students in pairs to compare their answers, then play the recording for them to check. Confirm the answers. If there is time, you could play the recording again for students to listen and repeat before they practise on their own in the next exercise.

3 Students could do this in the same pairs as for Exercise 2 or in new pairs. Get them to practise the exchanges in Exercise 1 while you monitor and correct their pronunciation as necessary.

7 Students should do this individually. Encourage them to read the whole text quickly before choosing the correct options, and remind them to refer to the Grammar reference if they need help. After checking answers, go over any points that need clarification such as the answers to questions 4, 6, 7, 8 and 9.

In item 6, both the Present Continuous and the Present Perfect Simple tenses are possible. The Present Continuous refers to actions or events that are continuing or still happening now; whereas the Present Perfect Simple refers to an action or event that happened at an indefinite time in the past, i.e. at some point before now but we don't know when.

In item 7, both the Present Simple and the Present Perfect Simple are possible. The Present Simple here refers to a present state whereas the Present Perfect Simple refers to an action or state that began at some point in the past and is still true now.

In items 8 and 9, both the Past Perfect Simple and the Past Simple are possible because both tenses refer to a finished or completed past action/event. If we use the Past Perfect in this sentence, it is clear the action '*had experimented*' happened before '*everyone else did*'. But we can also use the Past Simple when we talk about consecutive actions that happened in the past.

- 1** will have become **2** have never done **3** will be using
4 both are possible **5** will be **6** both are possible
7 both are possible **8** both are possible
9 both are possible **10** never change

Extra activities 4.2

B This activity gives further practice of perfect tenses. Get students to complete it individually and then to compare answers in pairs before class feedback.

- 1** hadn't seen (must be Past Perfect Simple to match with *was* later in the sentence)
2 have based; have just added
3 had introduced
4 will have monitored; won't have recorded
5 Haven't you installed
6 have made; has caused
7 will have embedded

C Explain the activity and point out that the numbers in brackets show the number of errors students need to find in each sentence/set of sentences. Make sure they understand that they should be looking for errors in the use of tenses (rather than, for example, spelling errors) and that the perfect aspect has been used in some cases where it is not necessary. In weaker classes, do the first item as an example with the class. If time allows, get students to compare and discuss their answers in pairs before class feedback.

- 1 had **have published**; have felt **feel**
- 2 will have reacted (**had**) **reacted**; had been announcing (**had**) **announced**
- 3 are coming **have come / came**; was happening **happened**; won't be having **haven't had / won't have had**
- 4 have wanted **want**; hadn't had **don't have**; won't have paid **don't pay / haven't paid**; are not able to **won't be able to**

Speaking and writing

Students talk and write about technological challenges.

8A Elicit a brief definition of *smart technology* (devices that are generally connected to other devices or networks and can operate interactively and/or autonomously) and explain the activity. Tell students that they can refer to Exercise 7 (and Extra activity C) for examples of different perfect tenses and language related to the smart workplace. In weaker classes, you could allow them to work in pairs. During the activity, monitor and help students as necessary.

8B Students now work in pairs to compare and discuss their sentences from Exercise 8A. If they did Exercise 8A in pairs, you could join pairs together into groups of four for this activity, or put them in new pairs. Refer them to the example sentences before they begin and encourage them to make notes. During the activity, monitor and note down any errors in the use of perfect tenses. Highlight these in a brief feedback session afterwards.

8C If time is short, this exercise could be assigned as homework. Remind students to use perfect tenses, refer to their notes from Exercise 8B and use Exercise 7 (and Extra activity C) to help if necessary. With weaker classes, give students help with planning by suggesting a possible structure, for example write two or three short paragraphs based on two or three of the biggest challenges from their list in Exercise 8A. Suggest that students write about technological challenges that everyone faces and in the final, short paragraph refer to their personal opinion or personal experience.

Alternatively, suggest students write three short paragraphs with a focus on past, present and future challenges to ensure use of the different perfect tenses.

When they have finished (or in the next class), you could put them in pairs and get them to read each other's blog posts and identify/check any examples of perfect tenses their partner has used.

Model answer

Technological challenges in the workplace

One of the biggest workplace challenges that we **have faced** recently is cyber security. The number of online devices in the world, and the lack of privacy concerning our personal data, **has meant** that it is much easier for hackers to use malware and ransomware. We **have seen** how fast cyberattacks can spread: they **will have threatened** thousands of organisations and institutions worldwide by the time your IT staff are able to stop them.

Another technological challenge is that we **have had** to learn to live with 24-hour connectivity and be more flexible. Even though my company **has given** us training on mindfulness and relaxation techniques, living with stress **has become** a way of life for me and my co-workers. Twenty-four-hour connectivity means that clients, suppliers, colleagues, family and friends expect you to respond quickly, often in real time. I imagine in five years' time it **will probably have become** even more difficult to separate our professional from our personal lives. Maintaining a good work-life balance will continue to be the biggest challenge for me. I only hope we **will have learnt** how to deal with these challenges more effectively by the time I retire!

MyEnglishLab: Teacher's resources: extra activities; Reading bank

Grammar reference: p.120 Perfect aspect

Pronunciation bank: p.115 Weak forms in perfect tenses

Teacher's book: Resource bank: Photocopiable 4.2 p.156

Workbook: p.20 Exercises 1–3, p.21 Exercises 1–3

4.3 > Communication skills

Saying 'no' firmly and politely

GSE learning objectives

- Can extract specific details from a TV programme on a work-related topic.
- Can compare the advantages and disadvantages of possible approaches and solutions to an issue or problem.
- Can follow a work-related discussion between fluent speakers.
- Can evaluate the advantages and disadvantages of different options during a discussion.
- Can make proposals to resolve conflicts in complex negotiations.
- Can propose a range of different options in a complex negotiation.
- Can encourage agreement during group discussions by indicating the areas where people have the same opinion.
- Can discuss a plan of action for dealing with a work-related task.

Warm-up

Discuss these questions with the class: *Have you ever been offended because someone said 'no' to a request you made? Do you think you have ever offended anyone by saying 'no' to them? When/Why might someone be offended by being told 'no'? How can this be avoided?*

Lead-in

Students discuss different attitudes to saying 'no'.

1A Give students time to read the comments and check that they understand *cave in*, *get my own way* and *uncompromising*. If there is time, put students in pairs or small groups to discuss the advantages and disadvantages of each attitude, then get feedback from the class. Otherwise, do this as a whole-class activity, eliciting ideas around the class.

Possible answers

People pleaser

Pros: you avoid conflict, you favour a perceived harmony in personal and professional relationships.

Cons: you get stressed and frustrated by saying 'yes' to things all the time, such as extra work, people will take advantage, you never get what you want.

Strong and uncompromising

Pros: you are in a stronger position to get what you want in one-off negotiations.

Cons: risks to long-term relationships, potential for conflict, especially when dealing with people with a similar attitude, and resentment from others who always give in to you.

1B Remind students of the advantages and disadvantages they discussed in Exercise 1A. Again, let them discuss in pairs or small groups first if time allows, then elicit answers around the class.

Possible answers

People pleaser


Prepare well and know what you can accept and can't accept in a negotiation otherwise you will always be in a 'lose' position. Know your best alternative to a negotiated agreement (BATNA) and be prepared to say 'no' and walk away.

Strong and uncompromising

Think about the impact on relationships if you always want to get your way. This approach is fine for one-off deals where you are not damaging your reputation but not for building good long-term relationships. Listen and empathise with the other side. Be prepared to compromise or look for win-win solutions.



Video

Students watch a video about different approaches to saying 'no'.

2  **4.3.1** If your students watched the Unit 3 video, ask them to give you a short summary of the situation and the main characters' roles. If this is the first communication skills video for your class, briefly set up the context and/or refer students to page 6 of the Coursebook. Go through the instructions and questions with students, then play the video and check answers with the class.

- 1 A new 'green' policy
- 2 Comply with their 'environmental standards' and have an international (ISO) environmental certification.
- 3 Say 'no' and stand their ground firmly (because it wasn't discussed as part of the bid).
- 4 She says it's not Meghan's fault because they are 'orders from on high'. She also feels that they can't just say 'no' as they need the business.

3A Explain to students that Prisha and David can say 'no' in different ways during their meeting with Overlander, and go through the details of Options A and B with the class. Teach or elicit the meaning of *collective responsibility*. Make it clear that students can choose which option they want to see first on the video. Put students in small groups and ask them to discuss the two options, giving reasons for their answers. Elicit ideas from a few students and then, as a class, decide which video to watch first.

3B  **4.3.2**  **4.3.3** Give students a minute to read the questions for Option A or Option B, depending on their choice, and play the video. If time allows, put them in the same groups as for Exercise 3A and get them to compare answers before checking with the class. Do the same for the second video.


Option A

- 1 All suppliers must have the ISO 14001 certification.
- 2 They explain that there isn't time to do the audits before the event and the ISO certification has major cost implications for them (and their subcontractors).
- 3 That they start the ISO certification process. Prisha sees the benefit of that but doesn't want to incur extra costs at this stage.
- 4 It ends in stalemate as Meghan and Richard aren't willing to provide any extra budget to make the event greener.

Option B

- 1 Prisha mentions it will take at least four to six months.
- 2 Prisha does by suggesting that they can take other measures to make the event greener.
- 3 To make it greener by getting the outdoor caterers to use biodegradable tableware and recycling bins.
- 4 They don't want to lose money on the contract with Overlander.

4 Put students in pairs and give them 2–3 minutes to discuss the questions. If there is time, you could join pairs together into groups of four to exchange ideas.

5  **4.3.4** Students should do this in the same pairs as for Exercise 4. Explain that they are going to watch the last section of the video, with conclusions and learning points on the two approaches to saying 'no' in Options A and B. Play the video and get students to compare what the speaker says with their own ideas from Exercise 4. Discuss the answers and students' views as a whole class.

- 1 Their firm approach ensures Happenings won't have any extra expenses on this project. However, there may be a risk that they won't get another project from this client if they're perceived as inflexible.
- 2 It's useful to explore options and reach a compromise where possible, especially if resources or extra time can be found. This helps to preserve the relationship, and in the case of Happenings, there may be more likelihood of future projects from Overlander. However, the risk is Happenings loses its profit margin on this particular project.

Reflection

Students reflect on the conclusions from the video and their own approach to saying 'no'.

6 Allow students to work individually on this so that they can reflect on their ideas and preferred approach. Ask them to think about their own answers to the questions and make notes. Then put them in pairs to discuss and compare their answers. Get brief feedback from the class.

Functional language: Managing challenging negotiations

Students look at useful language for saying 'no' in different ways.

7A Go through the instructions with students and refer them to categories a–c. Check that they understand the meaning of *empathy*. Ask them to do the matching task individually and then to compare and discuss their answers in pairs before class feedback. Alternatively, if time is short, do this as a whole-class activity, checking answers and clarifying meanings as you go along.

- a** 1, 4, 5, 6, 11
- b** 2, 7, 10, 12, 14
- c** 3, 8, 9, 13, 15

7B Give students a few minutes to think of additional phrases for each of the categories in Exercise 7A. Elicit answers around the class, listing students' ideas on the board. Encourage students to record any additional phrases in their notebooks. You might also like to draw their attention to other phrases from the videos which they could use, for example:

- *I hope you can see things from our perspective.* (appealing to empathy / mutual understanding)
- *We'd obviously like to cooperate, but ...* (giving clear reasons for saying 'no')
- *That's doable, provided we don't have to incur extra costs.* (exploring options – what you can say 'yes' to)
- *OK then, we'll look into that.* (exploring options – what you can say 'yes' to)
- *Would you be willing to provide more funding for that if necessary?* (exploring options – what you can say 'yes' to)
- *That's not in our best interests or yours.* (appealing to empathy / mutual understanding)

8A Put students in pairs and give them time to read the scenarios and brainstorm ideas. Encourage them to make notes. After 3–4 minutes, elicit suggestions for each scenario and write them in two columns on the board, for students to refer to during Exercise 8B.

8B In their pairs, students now roleplay one of the situations in Exercise 8A. Point out that they should first decide which approach they are going to take: they should either say 'no' and stay with that option or try to explore alternatives and reach a compromise they are both happy with. Remind them to refer to their notes and/or ideas on the board and to use phrases from

Exercise 7. Give them a few minutes to prepare, then ask them to begin their roleplays. During the activity, monitor and note down any errors in the use of the functional language phrases to highlight during feedback. You could then ask pairs to roleplay the other scenario, taking a different approach to the one they used in their first conversation.

Extra activities 4.3

A This activity practises the functional language from the lesson. As it is a consolidation exercise, you may wish to ask students to work individually. Weaker classes could compare answers in pairs before checking with the class. Depending on time available, they could also practise the exchanges in pairs after class feedback.

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

Task

Students hold a meeting to negotiate allocation of tasks.

9A Put students in pairs and explain the scenario: they are colleagues at a transport company and are looking for ways to attract more business. They are going to hold a meeting in order to decide on a plan of action and allocate tasks between them. Ask pairs to look at the list of ideas and give them 3–5 minutes to add their own. When they have finished, you could move on to Exercise 9B or, if you think they need help with ideas, you could elicit a few around the class and list them on the board for students to add to their lists before the next stage.

9B Refer students to pages 127 and 132 and give them time to read their role cards and ask you any questions they may have. Elicit or remind them of the purpose of their meeting: to choose which ideas from Exercise 9A to implement and decide on a plan of action and allocate tasks for these ideas. Explain that their role cards specify each student's preferences for the ideas already listed in Exercise 9A, but for any new ideas they added to the list, they will need to decide on their preferences themselves. Remind them to use phrases from Exercise 7 to structure their arguments, and set a time limit for the preparation stage. While they are working, monitor and help them with any vocabulary they may need.

9C Students now hold their meetings. Point out that they should try to reach agreement on all the points and remind them again to use the functional language from Exercise 7A. Monitor and note down any points to highlight during feedback, but do not interrupt the meetings.

9D Give students 3–4 minutes to discuss in their pairs. Do they think they handled the situation successfully? Why / Why not? Which phrases from Exercise 7A did they use? Did they use them correctly? Could they have used any more? When they have finished, get brief feedback from the class and, finally, highlight any points you noted while monitoring.

MyEnglishLab: Teacher's resources: extra activities; Extra video activities; Functional language bank

Workbook: p.22 Exercises 1–2

4.4 ➤ Business skills

Challenging conversations

GSE learning objectives


- Can follow a work-related discussion between fluent speakers.
- Can follow an animated conversation between two fluent speakers.
- Can outline an issue or problem clearly.
- Can respond in a simple way to verbal challenge or aggression.
- Can make proposals to resolve conflicts in complex negotiations.
- Can give a detailed response to a counter-argument presented by someone else during a discussion.
- Can make a detailed, formal, evidence-based argument in a presentation or discussion.
- Can plan what is to be said and the means to say it, considering the effect on the recipient.
- Can make a clear strong argument during a formal discussion.
- Can effectively and appropriately challenge ideas in an academic discussion.
- Can comment tactfully on other people's contributions to a discussion.
- Can respond politely and in detail to hostile questions.

Warm-up

Put students in pairs or small groups and ask them to make a list of the qualities of a good manager. Help them with a few ideas if necessary (e.g. *empathy, fairness, ability to communicate processes and objectives*). Elicit ideas around the class and list them on the board. Then get the class to vote on the top three or four qualities with a show of hands. For each quality, invite students who raise their hand to justify their choices.

Lead-in

Students consider different approaches to managing difficult conversations and discuss the qualities of good managers.

1A  4.01 Play the recording, twice if necessary, then check the answer with the class. Note that what is important here is that students consider possible approaches to managing difficult conversations. One point of note is that Fatima's persistence in talking about the issue might have been perceived as pushy or aggressive. Maybe this is why her boss became defensive.

Fatima annoyed her manager by pushing for an answer that her manager was clearly trying to avoid. As a result, communication between the two has since broken down.

1B Put students in pairs and allow plenty of time for them to brainstorm ideas for question 1 and then share their experiences for question 2. If time is short, this can also be done as a whole-class activity: discuss question 1 with the class, then, for question 2, invite a few students to share their experiences with the class.

Possible answer

1 Fatima's persistence in talking about the issue might have been perceived as pushy or aggressive. Maybe this is why her boss became defensive. She could have backed off, realising it was a bad time, and approached her manager at another time when she was in a better mood. She could have worded it differently so as not to imply that her manager's ability to do the job was inadequate and, therefore, placing too much stress on her.

2 Go through the adjectives in the box with students and check that they understand their meanings. Then discuss the question with the whole class. Note that there is no explicitly correct answer here. What is important is that students reflect on and discuss their answer to the question and give their own ideas based around this topic.

Listening


Students listen to a difficult conversation between an employee and her manager.

3A Do this as a whole-class activity. Explain the task, go through items 1–12 with the class and clarify any unknown vocabulary. Then go through each item in turn, checking and clarifying answers as you go along.

- A** 2, 3, 5, 8, 9, 10
B 1, 4, 6, 7, 11, 12

Notes

Key Performance Indicators (KPIs) are metrics which allow people to see and assess the extent and quality of an individual's, a team's or even a company's performance over time.

3B  4.02 Go through the instructions with students and give them a minute to read the questions so that they know what they need to listen for. Encourage them to make notes in answer to the questions while listening. Play the recording, twice if necessary, then check answers with the class.

- 1 She's disappointed because she feels she got passed over for a promotion.
- 2 Martin says the team she is currently a member of would struggle if she had left them, to which she agrees.
- 3 She has met all her KPIs in the past nine months and also worked outside her role when it was necessary.
- 4 They agree that she will receive training for a new future role.

3C Explain to students that 1–8 are strategies for managing difficult conversations and go through them with the class. Clarify any unknown vocabulary as necessary, then explain the task: students need to listen again and identify the different strategies Daniela uses. Note that students may need to listen twice in order to check/complete their answers. If time allows, get them to compare answers in pairs before class feedback, referring to audioscript 4.02 on page 144 if necessary. Check answers with the class.

- 1, 3, 5, 6, 8

Functional language: Managing challenging conversations

Students look at strategies and useful phrases for managing challenging conversations.

4 This exercise can be done individually or in pairs. Before students begin, go through the headings in the table with them and elicit or explain that they are the five strategies Daniela used in her conversation with her manager. Check answers with the class, clarifying meanings as necessary.

Focus on the facts not the person: 2, 8
Confirm you've understood: 3, 5
Find the positives: 1, 7
Ask questions to find out more: 4, 9
Collaboratively identify a way forward: 6, 10

5 Put students in AB pairs and explain the activity. Statements 1 and 2 present two situations which could involve 'challenging conversations'. Rather than roleplaying the whole conversation, they need to think about what their initial response would be in each situation, using phrases from Exercise 4, and then discuss in their pairs how that response could affect the rest of the conversation. For situation 1, Student A is a line manager and Student B is an employee. Student A starts by explaining the problem to their employee. Student B then responds using a strategy/phrase from Exercise 4. Together, they then discuss how Student B's response might affect the outcome of the conversation. Would Student A have responded differently? Why? How would that response have affected the conversation? Students then swap roles and follow the same procedure for situation 2, where they are colleagues working for the same company. Student B feels that Student A is a disruptive member of the team and he/she tells Student A how he/she feels. Student A then responds using a strategy/phrase from Exercise 4. Again, they discuss how Student A's response could affect the rest of the conversation. Would Student B have responded differently? During the activity, monitor and note down any errors in the use of the functional language and/or any other points to highlight during feedback. When they have finished, invite students from different pairs to share their experience with the class. How did they respond? Did they find the strategies/phrases in Exercise 4 useful? How do they think their responses would affect the outcome of each conversation? Finally, highlight any points you noted while monitoring.

Extra activities 4.4

A Ask students to work individually and explain the activity. Get them to choose the correct responses to the statements, and check answers before they match the responses with the categories in the table. Encourage students to say why the incorrect option is not a good response each time. Then get them to put the responses in the correct categories in the table. They could do this individually or, if time is short, you could do it with the whole class, checking answers as you go along.

- 1 b Ask questions to find out more
- 2 a Confirm you've understood
- 3 b Find the positives
- 4 a Focus on the facts not the person
- 5 b Collaboratively identify a way forward

B Ask students to complete the conversation individually and get them to compare answers in pairs before class feedback. After checking answers, you could get students to practise the conversation in their pairs.

- 1 follow you correctly
- 2 elaborate on why
- 3 see the benefits
- 4 put it differently
- 5 sound too unrealistic
- 6 overlooking the fact



Pronunciation bank

p.115: Volume and tone of voice in challenging conversations

Warm-up

Tell students that when having a difficult conversation, for example when expressing disagreement, disappointment or making a complaint, it is important to make sure that they do not sound rude, aggressive or intimidating. Tell them that they can do this with more than just the words they use; the way they speak and use their voice is also very important. Refer students to the information in the box and go through it with them. Use an example to illustrate the difference speed of delivery and tone can make. Read this sentence twice – once fast and with a rather high/aggressive tone and the second time more slowly, with a lower and softer tone – *Well, the fact of the matter is that the deadline was missed.* Ask students which version sounded better/friendlier and which more aggressive. Invite a few students to repeat the sentence using the right speed, volume and tone of voice.

- 1** Put students in pairs and explain the activity. You could do the first item as an example with a more confident student. Let them work in their pairs but do not correct them or confirm their answers yet.
- 2** P4.02 Explain that students will now hear the exchanges from Exercise 1 spoken at the correct speed and tone of voice so as not to sound aggressive. Ask them to listen carefully, and play the recording.
- 3** Students now practise the exchanges again, trying to copy the volume, tone of voice and speed of delivery in the recording. They should do this in the same pairs as for Exercise 1. If necessary, let them listen once again before they practise on their own.

Task

Students hold challenging conversations trying to reach positive outcomes.

6A Put students in pairs and explain that they are going to hold challenging conversations in which they will try to reach positive outcomes. Give them time to read the scenarios and elicit what might be the challenge in each situation (Scenario 1: there is only one vegetarian dish on the menu; Scenario 2: the new employee's phone calls may be disturbing other people in the office; Scenario 3: the member who doesn't get to travel might find this unfair).

6B Refer students to pages 127 and 129 and give them time to read their role cards. Allow plenty of time for them to prepare while you monitor and provide help as necessary. In weaker classes, you may wish to group Student As and Student Bs together first, to briefly discuss their roles and prepare for their conversations together before returning to their original pairs. Remind students that they should use phrases from Exercise 4 in their conversations.

6C Before students hold their conversations, explain that after each one, they should discuss with their partner what they think went well and what could be improved. Did they use phrases from Exercise 4? If so, which ones did they find useful and did they use them correctly? Did they manage to reach a positive outcome? Encourage them to implement their ideas/feedback in the next conversation each time. Set a time limit for each conversation and discussion, and ask them to begin. During the activity, monitor and note down any points to go through during feedback, but do not interrupt students. When they have finished, get feedback from the class. What do they think went well? What can they improve next time? Did they find the second and/or third conversation(s) easier? Invite students from different pairs to share their experiences with the class, then highlight any points you noted while monitoring.

MyEnglishLab: Teacher's resources: extra activities; Functional language bank

Pronunciation bank: p.115 Volume and tone of voice in challenging conversations

Workbook: p.22 Exercises 3–4

4.5 Writing

Proposals – Recommendations

GSE learning objectives

- Can infer meaning from contextual clues in an official document or report.
- Can write a structured report analysing advantages and disadvantages of a situation and recommending action.
- Can summarise relevant data or research in support of an argument.

Warm-up

Discuss these questions with the class: *Have you ever written a formal recommendation? If so, what was it for? Have you ever read the recommendations section of a report or proposal? If so, what was it for?*

Lead-in

Students read and correct the recommendations section of a proposal.

1 Explain to students that the text is the recommendations section of a proposal on changes a company needs to make in order to keep up with digital developments. Get them to read the text and identify the four recommendations made (have a more mobile-friendly website; develop a mobile app for customers; optimise web content; provide more video content). Then get them to complete the exercise, individually or in pairs. Point out that there is only one extra word in each line and in weaker classes, do the first item as an example. Check answers with the class.

1 an 2 that 3 order 4 too 5 would 6 more 7 for
8 not 9 of 10 have

Functional language

Students look at useful language for making recommendations in written proposals.

2A Draw students' attention to the headings in the table and point out that each sentence has two parts: the first part uses a phrase to introduce the recommendation and the second one makes the (specific) recommendation. Get students to complete the table individually, then check answers with the class.

1 recommend 2 develop 3 advisable 4 provide
5 good idea 6 look into

2B Explain that the box contains the two parts of four sentences from a recommendations section of a proposal and the structure of the sentences is the same as those in Exercise 2A. Ask students to complete the exercise individually. Encourage them to identify the four sentence beginnings first, and then think about the grammatical links between the sentence beginnings and endings, for example for the first item in the box, ask: *What type of word do you expect to see after 'to' here? (an infinitive) Which sentence ending begins with an infinitive? (produce a new low-cost product).*

Introductory phrases	Specific advice
A reasonable approach would be to	produce a new low-cost product.
Based on our research, it is essential that	we investigate possible courses of action immediately.
Having considered all the options,	you may want to change your procedures.
In my opinion, the company	should invest in a consultant.

Extra activities 4.5

A This exercise practises useful language for recommendations and also provides students with a second model answer. Before they begin, tell them that in addition to thinking about meaning, they should also look carefully at the words around each gap as this will help them decide what type of word is missing each time.

1 courses 2 In 3 would 4 should 5 recommend
6 considered 7 options 8 advisable 9 approach

Optional grammar work

The proposal in Exercise 1 contains examples of compound nouns and adjectives, so you could use it for some optional grammar work. Refer students to the Grammar reference on page 121 and use the exercises in MyEnglishLab for extra grammar practice.

Task

Students write the recommendations section of a proposal.

3A Put students in pairs, go through the instructions with them and teach or elicit the meaning of *green footprint*. If possible/ appropriate, put students in pairs of pre-work or in-work students; pre-work students can talk about their place of study and in-work students can talk about their place of work. Remind them to use phrases from Exercise 2 and encourage them to make notes. When they have finished, elicit ideas around the class.

3B Depending on the time available, students could do the writing task in class or as homework. Explain that they are going to write the recommendations section of a proposal, refer them to page 133 and give them time to read the information. Point out the word limit, and remind them to include all the points and to use phrases from Exercise 2. If time allows, you could let them plan their writing in pairs, which would be particularly helpful for weaker groups. If students write their proposals in class, set a time limit and during the activity, monitor and help them as necessary.

Model answer

Taking all the factors mentioned into account, the research indicates several courses of action to improve our green footprint. It is clear that there is a lot of waste in the company. I would like to recommend that the first thing the company does is carry out a waste review of the whole organisation. It would be advisable to ensure we only use reusable pens and recycled paper in the offices. In addition, we should recycle unwanted computers and other devices, so we need to look for a local business that does this. Furthermore, I recommend that we review our purchasing policy to ensure that everything we buy is manufactured sustainably and does not contain toxic substances. We should also avoid replacing old office furniture wherever possible, but if we do, we should donate it to charity or try to refurbish it so it can still be used. Another area to look at is our energy supply. In my opinion, it would be advisable to use an alternative energy supply such as wind or solar. Finally, we should encourage staff to consider the environment at all times, especially their use of paper, water, plastic and energy. It would be a good idea to stop using plastic cups in drinks machines and ask staff to bring their own mugs and water bottles to work. Finally, we should encourage staff to leave their cars at home and use public transport more.

3C If students do the writing task for homework, you could do this activity in the next class. Put them in pairs and ask them to read each other's proposal and check whether their partner has included all the points from page 133 and has used functional language from Exercises 2A and 2B. As a follow-up, you could ask students to rewrite their proposals based on their partner's feedback; they could do this in class or for homework.

MyEnglishLab: Teacher's resources: extra activities; Interactive grammar practice; Writing bank

Grammar reference: p.121 Compound nouns and adjectives

Workbook: p.23 Exercises 1–3

Business workshop > 4

Business Challenges

GSE learning objectives

- Can use persuasive language to convince others to agree with their recommended course of action during a discussion.
- Can discuss the information presented in a complex diagram or visual information.
- Can critically evaluate the effectiveness of slides or other visual materials that accompany a linguistically complex presentation or lecture.
- Can recognise indirect disagreement expressed through modifiers used during a negotiation.
- Can follow a work-related discussion between fluent speakers.
- Can describe a business proposal in detail.
- Can give clear presentations highlighting significant points with relevant supporting detail.

Background

Students read about plans for a documentary TV series on business challenges.

1 Ask students to read the background and discuss the questions in pairs. Check answers with the class.

- 1 professors of an international Business Management Masters programme in Kuala Lumpur, Malaysia, Southeast Asia
- 2 It's a TV documentary series that will focus on seven global challenges in business today and will have a global reach.
- 3 to encourage young Malaysians to become entrepreneurs
- 4 The winning team will co-present the series and get prize money worth 200,000 MYR (approximately 50,000 USD) as capital for a start-up based in Malaysia.

Ideas for a documentary

Students brainstorm ideas for the documentary series.

2 Put students in pairs or groups of four. Note that in order for the activities to build correctly to the task in this workshop, students need to complete Exercises 2, 3D and 6A–C in the same pairs or groups. Other exercises can be completed with students working with different partners/groups, but they should move back to their original pair/group for these key discussion points. Explain the activity and go through the list of points to consider with the class. Check that they understand the meaning of USPs (*unique selling propositions*, i.e. having features that other similar products do not have). Give students plenty of time to brainstorm in their pairs/groups while you monitor and help them as necessary. Encourage them to make notes for each point. If they have difficulty coming up with ideas for global challenges, refer them back to the unit (environmental challenges in Lesson 4.1 and cyber challenges in Lesson 4.2). You could also ask them to look ahead at the ideas in slide 2 in Exercise 4B.

3A Do this with the whole class. Refer students to the four names and ask them what they know about the people (see Notes below and the profiles on pages 126 and 134 of the Student's Book). Do not confirm or provide any information yet – students will read about the people in Exercise 3B.

Notes

- 1 Elon Musk is an engineer and entrepreneur. He holds South African, Canadian and U.S. citizenship. At the time of writing, he is the CEO of Tesla, Inc., an American automotive and energy company, and SpaceX, an aerospace manufacturer and space transportation services company.
- 2 Indira Nooyi is an Indian-American business executive. At the time of writing, she is the CEO of PepsiCo, an American multinational food, snack and beverage corporation.
- 3 Rubens Menin Teixeira de Souza is a Brazilian businessman. At the time of writing, he is the chairman of property developer MRV Engenharia, in Brazil.
- 4 Larissa Tan is a Singaporean businesswoman. At the time of writing, she is the CEO of Vanda Electrics, a manufacturer of electric 'super-cars' in Singapore.

3B Put students in the same pairs/groups as Exercise 2 but explain that they will be working individually for this stage. If they are working in groups of four, assign each role (Student A and Student B) to two students. Refer Student As to page 126 and Student Bs to page 134. Explain that they are each going to read about two of the people in Exercise 3A and think about who would make a more interesting interviewee for *Business Challenges*. Allow 4–5 minutes for this stage.

3C In the same pairs/groups, students take turns to tell their partner/group about the two people they read about. They then decide which person would be a more interesting interviewee for *Business Challenges*. Encourage them to give reasons and think about the challenges they discussed in Exercise 2, and refer them to their notes.

3D In the same pairs/groups, students now decide who to interview for the series. Explain that they need to agree on four interviewees in total: they should choose two of the people from Exercise 3B and two of their own suggestions. Again, point out that they need to base their decisions on the business challenges they are thinking of covering and remind them of their discussion in Exercise 2. Help students with ideas from the Notes below if necessary, but before they begin, point out that business leaders do not have to be millionaires/billionaires. They could include opinion leaders, media personalities, local entrepreneurs, politicians in the region or even a university professor or dean who students think would be suitable. The Notes below include a suggested but not exhaustive list of well-known business leaders that students may be familiar with and could include. Encourage students to make notes of the key points they discuss here, because they will need to refer back to them later on in the lesson.

Notes

- Ursula Burns (former CEO of Xerox Corporation and the first African American woman to serve as CEO of a *Fortune 500** company)
- Jeff Bezos (founder and CEO of Amazon, and one of the wealthiest people in the world)
- Stewart Butterfield (co-founder of Flickr and founder of Slack)
- Bill Gates (founder of Microsoft Corporation and The Bill and Melinda Gates Foundation)
- Jack Ma (co-founder and chairman of Alibaba Group and philanthropist)
- Sheryl Sandberg (Chief Operating Officer of Facebook and founder of Leanin.org)
- Lorrana Scarponi (CEO and founder of Bliive and social entrepreneur)
- Meg Whitman (former CEO of eBay and Hewlett Packard Enterprise, political activist and philanthropist)
- Judith Williams (cosmetician, fashion designer, opera singer and TV presenter)
- Mark Zuckerberg (co-founder and CEO of Facebook)

*The *Fortune 500* is an annual list published by *Fortune* magazine that ranks 500 of the largest U.S. corporations by total revenue for their respective fiscal year.

Extra activities Business workshop 4

A This activity uses the profiles on pages 126 and 134 of the Student's Book for some reading practice. Explain the activity and tell students that they need to read all four profiles in order to complete the task. Get them to underline the part of each text that gives them each answer and if time allows, ask them to compare answers in pairs before class feedback.

- 1 Elon Musk, Larissa Tan and Indra Nooyi – not Menin whose son and nephew are now co-chief executives of MRV.
- 2 Larissa Tan has a background in strategic branding and marketing and prior to Vanda Electrics, was director of marketing at Wong Fong Engineering Works.
- 3 Elon Musk became a U.S. citizen in 2002, and Indra Nooyi, an Indian-born American.
- 4 Rubens Menin was the first South American winner of the EY World Entrepreneur of the Year in 2018.
- 5 Elon Musk, CEO of Tesla Motors, and Larissa Tan, one of the few female leaders in the technology and automotive industry.
- 6 Elon Musk started studying for a PhD at Stanford University but dropped out of the course after two days.
- 7 Elon Musk has said he wants to die on Mars. Just not on impact.
- 8 Indra Nooyi had a rebellious streak as a child. She played guitar in a band and was also a member of an all-girls' cricket team.

- 9 Elon Musk's goals include reducing global warming ... , and Rubens Menin: *The judges praised Menin's social vision ... Menin says, 'It's not enough to be profitable for shareholders and to give jobs, although this is important ... A company that does not have purpose is not sustainable.'*
- 10 Elon Musk has set up at least five companies: *He first started a software company called Zip2, which he sold in 1999 ... Musk then set up X.com, which later became Paypal. He is the founder and CEO of Tesla Motors and CEO and Chief Technology Officer of SpaceX, which he also founded ... In 2017, Musk founded Neuralink ...*
- 11 Indra Nooyi *grew up with a mother who said, 'I'll arrange a marriage for you at 18,' but she also said that we could achieve anything we put our minds to.*
- 12 Rubens Menin's work allowed over one million people to realise their dream of homeownership.

Preparing for the presentation

Students listen to people discussing slides for a proposal for the documentary series.

4A Do this as a whole-class activity. Draw students' attention to the slides, give them a minute to look at them, then elicit the answer(s) for each of the items in the box. Clarify meanings as necessary and make sure students are clear about the different features of the slides as they will be asked to create their own slides later.

background – the turquoise box in slide 3

bullet points – the different points in the list in slide 3

font – the different styles and colours of characters used in each slide, e.g. the yellow and orange text in slide 3, or the purple titles in slides 1, 2 and 3.

footer – the final line of text with their names and organisation in slide 1

header – the title of the presentation in slides 1, 2 and 3

heading – the title of the list in slide 2, Topics for the TV series (in bold)


screenshot – in slide 4, also known as a 'screengrab', an image from your computer screen

subheading – in slide 1, the titles of the sections, e.g. Aim, Target audience, Broadcast time

visuals – the icons in slide 4

4B If time allows, put students in groups and give them 2–3 minutes to discuss their ideas before checking answers with the class. Alternatively, do this as a whole-class activity, eliciting ideas for each slide from different students. List students' ideas on the board and encourage them to copy the lists into their notebooks.

Students' own answers (but see key to Exercise 5A below).

5A  BW 4.01 Explain that students are going to hear Aina and Jack discussing the slides and give them a minute to read the questions. Explain that they only need to answer questions 1 and 2 while listening as they will discuss question 3 afterwards. Refer them to their notes from Exercise 4B and ask them to tick the problems the speakers mention and add any new ones. Play the recording, then check the answers to questions 1 and 2 with the class. For question 3, give students time to think about their suggestions, which they could do individually or in pairs. Discuss the answers with the class.

2 Slide 1: *Proposal* and *business* are misspelt in paragraph 1. Aina says they need to add their surnames because this is a formal proposal.

Slide 2: *Entrepreneurship* and *environmental* are misspelt in the list. Aina says the producers want seven business topics, not ten. Aina suggests combining points 6 and 7 and having only one topic on environmental challenges. Jack suggests combining items 2 and 3, although Aina isn't sure. Aina also wonders if the last point (item 10) is necessary. They also agree to cut the examples after the 'e.g.'s. The font is too small.

Slide 3: There are too many quotes: Jack suggests having only one or two. The colours of the fonts are not easy to read.

Slide 4: You can't read some of the (sub)headings. Jack first suggests listing the sustainable development goals on two slides and then says it's best not to include them because they should keep to the brief.

3 Possible answers

Slide 1: use a spell check; provide surnames

Slide 2: use a spell check; reduce text, having 5–7 lines per slide works best; increase the font size

Slide 3: use a font style and colour that's easy to read; don't use strange combinations of colours; check headers and footers; don't use more than one or two quotes, make sure any quotes used are relevant; check for consistency in design


Slide 4: use good-quality images: it looks like a (bad) screenshot/screengrab from the internet; don't have too much text/information on one slide; the header, *Business Challenges Proposal* is missing; make sure references are sourced correctly

5B Give students time to read the list of requirements in Exercise 2 again and look at Aina and Jack's slides in Exercise 4. Discuss the question with the class.

Suggested answers

They already have the target audience and the time slot and suggestions for business topics. But they need to add their USP; as mentioned in Exercise 2 they need to explain how their proposal is going to be different from other TV documentaries

Extra activities Business workshop 4

B  BW 4.01 This activity provides students with extra listening practice. Give them time to read the statements and options before they listen, then play the recording again. Alternatively, if you think students may remember some of the information from the first listening, you could ask them to answer as many of the questions as they can before listening again, then play the recording for them to check/complete their answers. Check answers with the class.

1 b 2 c 3 a 4 b 5 d

Task: Presentations with slides

Students present a proposal for the documentary series using slides.

6A Put students in the same pairs/groups as Exercises 2 and 3D and refer them to their notes from both exercises. Explain that they are going to prepare and give a short presentation on their proposal for *Business Challenges*. Before they do, they should review their ideas from Exercises 2 and 3D and decide if there is anything they would like to change now that they have looked at Jack and Aina's slides and listened to their discussion. Give pairs/groups 3–4 minutes to review their ideas, then invite students from different pairs/groups to share their decisions with the class, giving reasons.

6B This part of the task is best done in two stages. Start by telling students that they are going to prepare 6–8 slides for their presentation. They should think about the different features of presentation slides and the points they discussed in Exercises 4 and 5, and try to make their slides as professional-looking as possible. Depending on your teaching situation, students could use software on their phones, on class computers, online presentation software (e.g. Google Slides™) or create their slides by hand. Allow plenty of time for students to prepare their slides while you monitor and help them as necessary. When they are ready, explain that they are going to present their proposal to the class, using their slides. They could either record it on their phones now and show their video to the class or they could give their presentation to the class at the next stage. Give pairs/groups time to prepare for their presentation and, if appropriate, to record it on their phones. Point out that they should each present at least one slide; ideally, they should divide the slides equally between them. At this point, you may wish to remind them of what they need to aim/look out for when giving their presentations (see points 1–6 in Exercise 6C below).

6C Pairs/Groups now take turns to give their presentations or show their video to the class. Encourage students to make notes while listening to their classmates' presentations. You could list these points on the board for them to consider while listening, and get them to make notes under each heading for each presentation. Go through the list with them before they begin their presentations:

- 1 *Structure and content* (e.g. choice of business leaders, ideas for topics)
- 2 *Presentation techniques* (e.g. opening with impact, asking rhetorical questions, connecting with the audience)
- 3 *Language for presentations* (e.g. introducing yourself, linking ideas, describing visuals, summarising)
- 4 *Use of visuals* (e.g. colour scheme, easy to read, use of relevant quotes, graphs and/or images)
- 5 *Body language and voice* (e.g. showing positive body language, stressing key words, and using intonation to sound more enthusiastic)
- 6 *Overall impact* (e.g. presentation style, being persuasive)

Instead of making notes, you could ask students to give a mark out of 5 for each point, which will give a total of 30 marks. When all students have given their presentations, they should decide, as a class, who should win the chance to co-present *Business Challenges* and receive the prize money.

During the discussion, encourage different students to explain their decisions/preferences. If time allows, as a follow-up, ask students to work in their original pairs/groups to talk about their own performance. They should think of three positive points regarding their presentation and one or two things they need to work on. What did they find the most challenging?

MyEnglishLab: Teacher's resources: extra activities

Review < 4

- 1 1 deal 2 extreme 3 face 4 growing 5 pose
6 predict 7 unstable 8 protect 9 sustainable
2 1 has existed 2 have had 3 have always offered
4 have listened 5 have redesigned 6 will have
doubled 7 hadn't used 8 had already viewed
9 has seen 10 will have built
3 1 heads / C 2 interests / B 3 appreciate / B
4 willing / C 5 put / A 6 Besides / A
4 1 point / E 2 follow / B 3 objectively / A
4 overlooking / D 5 benefits / C
5 1 b 2 d 3 c 4 e 5 a

5

Global mobility

Unit overview

	CLASSWORK	FURTHER WORK
5.1 > Secondments abroad	<p>Lead-in Students talk about working abroad.</p> <p>Video Students watch a video about secondments abroad.</p> <p>Vocabulary Students look at vocabulary related to job relocation and secondment.</p> <p>Project Students discuss a possible move to a new country and then decide for or against it.</p>	<p>MyEnglishLab: Teacher's resources: extra activities</p> <p>Pronunciation bank: p.116 Stress patterns in word building</p> <p>Teacher's book: Resource bank: Photocopiable 5.1 p.157</p> <p>Workbook: p.24 Exercises 1–3</p>
5.2 > Relocation and retention	<p>Lead-in Students practise working out the meaning of unknown words from context.</p> <p>Reading Students read an article about employee relocation and retention.</p> <p>Grammar Students study and practise inversion for emphasis.</p> <p>Speaking Students practise inversion by talking about their career or studies.</p>	<p>MyEnglishLab: Teacher's resources: extra activities; Reading bank</p> <p>Grammar reference: p.121 Inversion</p> <p>Pronunciation bank: p.116 Stress and intonation in inversions</p> <p>Teacher's book: Resource bank: Photocopiable 5.2 p.158</p> <p>Workbook: p.25 Exercises 1–3, p.26 Exercises 1–3</p>
5.3 > Communication skills: Giving feedback on performance	<p>Lead-in Students think about issues related to performance assessment in organisations.</p> <p>Video Students watch a video about different approaches to giving feedback on performance.</p> <p>Reflection Students reflect on the conclusions from the video and their own preferred approach to performance reviews.</p> <p>Functional language Students look at useful phrases for giving feedback on performance.</p> <p>Task Students roleplay two performance reviews.</p>	<p>MyEnglishLab: Teacher's resources: extra activities; Extra video activities; Functional language bank</p> <p>Workbook: p.27 Exercise 1</p>
5.4 > Business skills: Presentations	<p>Lead-in Students discuss the advantages and disadvantages of a global career.</p> <p>Listening Students listen to a presentation about global careers.</p> <p>Functional language Students look at useful language and strategies for developing convincing arguments.</p> <p>Task Students give a presentation arguing for or against something.</p>	<p>MyEnglishLab: Teacher's resources: extra activities; Functional language bank</p> <p>Workbook: p.27 Exercise 2</p>
5.5 > Writing: Blog post describing relocation	<p>Lead-in Students read and complete a blog post about a relocation experience.</p> <p>Functional language Students look at useful phrases for describing a personal experience in a blog post.</p> <p>Task Students write a blog post about a secondment.</p>	<p>MyEnglishLab: Teacher's resources: extra activities; Interactive grammar practice; Writing bank</p> <p>Grammar reference: p.122 Past Perfect Continuous</p> <p>Workbook: p.28 Exercises 1–4</p>
Business workshop 5 > Ready for relocation?	<p>Reading Students listen to a presentation about relocation opportunities and to a discussion about secondment.</p> <p>Task Students roleplay a contract negotiation.</p> <p>Writing Students write a summary of the outcome of their negotiation.</p>	<p>MyEnglishLab: Teacher's resources: extra activities</p>

Business brief

The main aim of this unit is to introduce students to the concept of **global mobility**: the ability of a multinational corporation to move its employees to offices in different countries and what it involves for both the company and its employees.

Globalisation is the tendency for the world economy to work as one unit. One aspect of this is **global mobility**, the trend for people to **relocate** seamlessly between global hubs, such as Hong Kong, Singapore, Dubai, London, New York, as well as other centres. These business centres often attract clusters of firms in the same industry. Other cities such as Berlin and Lisbon often attract young people who want to work in tech start-ups. In hubs and clusters, there are businesses that need people with the same types of expertise and competencies and the sort of people who move there join an **international network** which organisations can draw on in their recruitment.

When an organisation's employees **relocate**, they may be entitled to relocation packages of benefits and assistance to help them settle in, such as help with obtaining work permits, finding accommodation, accessing **healthcare** and learning the local language, etc. Perhaps they will receive increased **compensation** – a more formal word for pay plus allowances – or payments for particular purposes, such as children's school fees.

Some employees relocate as part of a career plan, perhaps with the intention of returning home later. If they do this and stay within a particular organisation, they are relocated abroad by the organisation in a process of **secondment**, and then return. Making it easy for employees to move around and stay in the same organisation is a way of **retaining** them, which is cheaper and more efficient than continually having to hire new people.

The unit also looks at **performance reviews**, sometimes referred to as performance evaluations or performance assessments. These are usually yearly and allow managers to discuss employees' work and achievements with them in a process of **feedback**. In some organisations, performance reviews can be quite informal; in others, there are clear criteria and objectives that are used to measure performance more formally. These might relate to quality of work, the ability to work without supervision, communication skills and so on.

Global mobility and your students

Pre-work students may have limited knowledge of global mobility for work purposes, but many will be aware of student mobility – the way that universities around the world are offering courses designed to attract students from other countries, often in English. Students may also know about the Erasmus programme, which arranges for European students to study in other European countries. Some in-work students will be more familiar with the idea of mobility, if only within their own countries. They may have been attracted to work in a particular city or area because of the clusters of businesses mentioned above.

Unit lead-in

Refer students to the unit title and elicit the meaning of *mobility* (the ability to move freely or be easily moved). Then ask them if they have heard of the term *global mobility* in business and elicit or explain its meaning (the ability of a multinational corporation to move its employees to offices in different countries). Look at the quote and photo with the class and ask how the photo might be related to the unit title (e.g. being able to move to a new place and leaving behind friends/family/co-workers). Briefly discuss the quote with the class. Do students agree? Why / Why not? What sort of things might we leave behind when we 'move on'? What might be hard about this?

5.1 ➤ Secondments abroad

GSE learning objectives

- Can extract specific details from a TV programme on a work-related topic.
- Can understand main points and check comprehension by using contextual clues.
- Can recognise that a speaker has summarised ideas in a linguistically complex presentation or lecture.
- Can distinguish between main ideas and supporting details in a linguistically complex presentation or lecture.
- Can suggest pros and cons when discussing a topic, using linguistically complex language.
- Can write a formal email/letter requesting information.
- Can respond effectively to emails requesting work-related information.
- Can give reasons and explanations for their opinions using linguistically complex language.
- Can express varying degrees of certainty about a recommended course of action during a discussion.
- Can negotiate different cultural perspectives in a discussion.

Warm-up

Write this question on the board: *Which country, apart from your own, would you most like to work in? Why?* Put students in pairs or small groups to discuss the question. After 3–4 minutes, invite different students to share their answer with the class, giving reasons.

Lead-in


Students talk about working abroad.

1 Give students a minute to read the comments and check that they understand the meanings of *adapt* and *gain*. If time allows, let students discuss in pairs or small groups first, then get feedback from the class.


Video

Students watch a video about secondments abroad.

2A Refer students to the lesson title and tell them that they are going to watch a video about secondments abroad. Give them time to read the definitions and choose the one they think is correct. Do not confirm the answer yet, as students will check it in the next exercise.

2B  **5.1.1** Before students watch, you may wish to teach these words from the video: *interact*, *auditing*, *brief(v)*, *buddy* (an employee with more experience that a new employee can go to for help, advice, training, etc.), *settle in*, *retain (staff)*. Play the video, then elicit the correct answer to Exercise 2A. After confirming the answer, teach or elicit the meaning of *secondee*.


c

3  **5.1.1** Explain that students are going to watch the video again and choose the correct options for statements 1–5. Point out that they need to choose *two* options for each statement. Give them time to read the statements and options before they watch, and check that they understand *interpreter* and *property agent*. In stronger classes, you could ask students to complete as much of the information as they can remember before watching again, then play the video for them to check/complete their answers.

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

4 Put students in pairs or small groups and give them 2–3 minutes to discuss the question, then invite brief feedback from the class.

Extra activities 5.1

A  **5.1.1** This activity looks at useful collocations from the video. Students could do it individually or in pairs, using their dictionaries to help them if necessary. Play the video for them to check their answers, but do not go into detail about the meanings yet, as students will check them in the next exercise.

1 video **2** global **3** development **4** secondment
5 administrative **6** property **7** broader
8 breadth

B Depending on time available, this exercise can be done individually or with the whole class. After checking answers and clarifying meanings, encourage students to record the collocations in their notebooks.

a developmental opportunity **b** breadth of experience
c global corporation **d** administrative work
e property agent **f** broad(er) perspective
g secondment option **h** video conferences

Vocabulary: Relocation and secondment

Students look at vocabulary related to job relocation and secondment.

5 Get students to complete the exercise individually. If time allows, refer them to videoscript 5.1.1 on page 138 and ask them to highlight the words in the script before they do the matching task; seeing the words used in context will help them work out the meanings. Check answers with the class, clarifying meanings as necessary.

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

Word building – verbs, nouns and adjectives

Students look at word building with verbs, nouns and adjectives related to job relocation and secondment.

6 You could do this as a whole-class activity or let students complete the table individually and then check answers with the class, clarifying meanings as necessary. If time allows, use this as an opportunity to focus briefly on noun suffixes, which will help students with the pronunciation section that follows. Write the noun suffixes from the table on the board (-tion, -ment, -ant, -ity) and elicit or explain that they are called suffixes and are used to form nouns from verbs or adjectives. Elicit one or two more examples for each suffix (e.g. *reduce* – *reduction*, *educate* – *education*, *argue* – *argument*, *arrange* – *arrangement*, *apply* – *applicant*, *assist* – *assistant*, *secure* – *security*, *public* – *publicity*) and write them on the board.

1 adopt 2 assignment 3 compensation 4 globalised
5 immigrate 6 mobile/mobilised 7 process
8 relocated 9 ship 10 taxation

7 This exercise practises vocabulary from the previous two exercises, so students should do it individually. Encourage them to read through the text before they attempt to complete the gaps and to look carefully at the words around each gap to help them choose the correct word(s). Check answers with the class.

1 international network 2 assignment 3 brief
4 settle in 5 pay a deposit 6 shipping/relocation

8 Put students in pairs or small groups and give them 3–4 minutes to discuss the question. Then invite students from different pairs/groups to share their views with the class, giving reasons.

Extra activities 5.1

C This activity gives further practice of key vocabulary from the lesson. Get students to complete it individually and then check their answers in pairs before class feedback.

1 create our own viewpoint 2 in many 3 to
4 gets money back from 5 helps employees with
secondments 6 the job is well paid
7 learn new skills 8 the employee relocates to



Pronunciation bank

p.116: Stress patterns in word building

Warm-up

Refer students to the information in the box and go through it with them. Model and drill the pronunciation of the two examples. If you focused on suffixes in Exercise 6, refer students to the list on the board and elicit the pronunciation of the examples. For each example, ask them if the stress moves or stays on the same syllable as the verb.

1 Put students in pairs and explain the activity. Give them 2–3 minutes to look at the words and decide on the stress patterns, but do not confirm answers yet, as students will check them in the next exercise.

2 ▶ P5.01 Play the recording for students to check their answers to Exercise 1.

adopt → adoption (same)
assign → assignment (same)
compensate → compensation (different)
immigrate → immigration (different)
mobile → mobility (different)
relocate → relocation (same)
ship → shipment (same)
tax → taxation (different)

3 Put students in pairs and explain the activity: students will take turns to draw a stress pattern for their partner to choose a word from Exercise 1 which matches that pattern. Draw the stress pattern for the example word *assignment* on the board (oOo), and make sure that students understand how to draw the patterns: for each word, they need to draw one small circle for each unstressed syllable and one bigger circle for the stressed syllable. To extend the activity, you could put students in new pairs and ask them to do the same for the words on the board, if you have them.

Oo: mobile
oO: adopt, assign
Ooo: compensate, immigrate
oOo: adoption, assignment, taxation
ooO: relocate
ooOo: compensation, immigration, relocation
oOoo: mobility
Oo: shipment

Project: Relocating to a new country

Students discuss a possible move to a new country and then decide for or against it.

9A Put students in pairs and explain the task. You could allocate different countries to each pair, to avoid all pairs talking about the same one or two countries. For the first question, you may wish to prompt students with a few ideas about areas they may want information about, for example:

- language(s) spoken – similarities to native tongue
- weather – same or different from home country?

- food – anything we might not want to eat?
- culture – similarities and differences from ours
- what the country is famous for
- popular sports, entertainment, theatre, etc.
- free-time activities
- working/studying conditions

Ask pairs to note down the things they want to know – they will need to refer to them in the next exercise. During the activity, monitor and help students as necessary. If there is time, you could ask a few pairs to share their answers with the class.

9B Students should do this in the same pairs as for Exercise 9A. Explain that they are going to write an email to a contact in the country they are considering working/studying in, asking them about the things they want to know. Before they plan their answer, they should think about who this person is and how they know him/her, and make sure they use the right register in their email. Remind them to refer to their notes from Exercise 9A, and structure their email carefully, using clear paragraphs. Allow plenty of time for them to plan and write their emails, while you monitor and help them as necessary.

Model answer

Dear Jane,

I hope this email finds you well.

I currently have the chance to study in Thailand for a year as part of my course. However, before I make a decision, I wanted to ask you a few questions as you have been living there for a number of years:

1 Do you think I will be able to settle in quickly as it's very different from where I live now?

2 Will I be able to cope without knowing the language?

3 How expensive is the standard of living there?

4 Is there anything I need to know about Thailand before I make my decision?

I look forward to your reply.

Many thanks,

Peter

9C Ask students to exchange emails with another pair and explain the activity. If your students do not have access to the internet, they can use their own knowledge to answer the other pair's questions and/or invent the answers. Explain that they should write their answers in note form, not in full sentences. Depending on your teaching situation, this part of the task could also be assigned as homework, to give students time to research the information. Exercise 9D could then be done in the next class.

9D This activity is best done in three stages. Start by joining pairs together into groups of four, so that pairs who read each other's emails in Exercise 9C are now in the same group. They should take turns to answer the other pair's questions using their notes from Exercise 9C. Students should then return to their original pairs, discuss the information they have been given and decide for or against the move. Finally, in their groups of four, they share their decision with the other pair, giving reasons. Set a time limit for each stage. If there is time, round off the task by inviting a few pairs to tell the rest of the class what they decided and why.

MyEnglishLab: Teacher's resources: extra activities

Pronunciation bank: p.116 Stress patterns in word building

Teacher's book: Resource bank: Photocopiable 5.1 p.157

Workbook: p.24 Exercises 1–3

5.2 Relocation and retention

GSE learning objectives

- Can identify the main line of argument in a linguistically complex academic text.
- Can recognise contrasting ideas in a linguistically complex academic text when signalled by discourse markers.
- Can invert subject and verb after initial complex adverbials.
- Can adjust to the changes of direction, style and emphasis normally found in conversation.

Warm-up

Ask students to imagine that they work for a multinational company which has just offered them a new position in a different country. What incentives would they expect the company to offer them in order to consider the offer more seriously? Put students in pairs or small groups to discuss the question, then elicit ideas around the class. (Possible answers might include: a rise; a guarantee to return to their current (or a better) role after an agreed period of time; help for their spouse/partner to find employment in the new location; a paid trip to the new location before accepting the role.)

Lead-in

Students practise working out the meaning of unknown words from context.

1A Explain the activity and refer students to the statements. Write *working out meaning from context* on the board and elicit or give a brief explanation of the concept: being able to guess the meaning of unknown words by reading 'around' them – looking at the sentence as a whole and thinking about the context in which a word is used. Explain that it is a very useful technique that will improve their reading skills and the speed at which they read. Point out that in longer texts, the actual sentence may not always provide enough clues for them to work out the meaning of a word; they may need to look at other sentences around that word while thinking about the topic of the text and/or the paragraph. Give students plenty of time to complete the activity, individually or, in weaker classes, in pairs, then confirm the meaning of the words in bold.

- 1 found in many places, wide-ranging
- 2 a business that sells a particular company's product, especially cars
- 3 from the beginning
- 4 completely developed, trained or established
- 5 a shop, company or organisation where products are sold, but which is not owned by the producer of the products
- 6 not having enough people to fill particular jobs

1B Put students in (new) pairs or small groups and give them time to say if they agree or disagree with the statements, giving reasons. If time is short, you could ask them to choose two or three of the statements to discuss. If there is time, after students have discussed the statements, get brief feedback from the class and broaden into a class discussion.

Reading

Students read an article about employee relocation and retention.

2A Do this as a quick whole-class activity. Invite different students to share their ideas with the class and accept any reasonable ones; students may come up with different answers.

Possible answer

That if a company can accommodate an employee who needs to move to another place, the company will keep that employee. Employees should be able to move freely to other parts of the country where their employer has a branch/store.

2B Explain the activity and, before students read, tell them that they should choose the option which best summarises the article as a whole; they should not choose a summary simply because it mentions one or two points from the text. Allow plenty of time for them to read the article and summaries, then check the answer with the class.

B

3 Give students time to read the statements and elicit or teach the meaning of *be entitled to* in question 2. Then ask students to read the article again and complete the exercise, underlining the parts of the text that help them decide if a sentence is true or false. Check answers with the class.

- 1 T (*an unusually broad-based effort in labor-scarce Japan*)
- 2 F (*has created a rehiring support network covering about 130,000 full-fledged workers*)
- 3 F (*thus making it easier for them to be rehired at terms similar to their old workplace*)
- 4 T (*Toyota does not own equity stakes in most of these auto sellers.*)
- 5 T (*The program aims to prevent work-ready talent going to competing automakers' dealership networks*)
- 6 F (*Women make up more than a tenth of the employees covered*)

Extra activities 5.2

A This activity provides students with extra reading practice. Explain the task and give students time to read the questions and options. Point out that for each question, they are looking for the one option which is *not* mentioned in the text. Encourage them to find and underline the parts of the text which mention the other three options each time, then choose the one they did not find in the text. Check answers with the class.

1 c 2 b 3 d

Grammar: Inversion

Students study and practise inversion for emphasis.

4A Do this as a quick whole-class activity. Check that students understand the meaning of *inversion* (when we change the normal word order in a sentence or phrase) and refer them to the underlined sentences in the article. Elicit the answer, but do not go into detail about the grammar of inversions yet.

b

4B Again, this activity is best done with the whole class. Elicit the answers to the first question and list the phrases on the board. Then ask students what they notice about the structure of the sentences. After checking the answer, refer them to the Grammar reference on page 121 and go through it with them, clarifying any points as necessary.

Rarely ... , Not only ... but also ... , Little ...
The subject and auxiliary are inverted.



Pronunciation bank

p.116: Stress and intonation in inversions

Warm-up

Refer students to the information in the box and go through it with them. Write this sentence on the board, with the phrases introducing the inversion underlined: *Not until he began the job did he realise that it was the opportunity of a lifetime.* Model the pronunciation of the sentence, stressing *Not until*, then using natural sentence stress and intonation for the rest of the sentence. Explain to students that with inversions, we usually stress the introductory phrase, then, later in the sentence/clause, we use different intonation and sentence stress, depending on the context.

1 P5.02 Students listen and repeat.

2 Put students in pairs to practise saying the sentences. Monitor and help/correct them as necessary, modelling the stress and intonation of the sentences again if necessary.

5 In weaker classes, you may wish to let students work in pairs for this exercise, so that they can discuss their answers. Explain the activity and point out that they should look out for three types of mistake: wrong word order, missing auxiliaries and wrong verb forms. Remind students to refer to the Grammar reference if they need help and, if necessary, do the first item as an example with the class. During feedback, write (or invite students to write) the corrected sentences on the board.

- 1 Little did she imagine ...
- 2 Not only did they have to ... but they also had to ...
- 3 Seldom have I heard ...
- 4 Not until he began the job did he realise that ...
- 5 Only by accepting the opportunity will you understand ...
- 6 Not once did they tell her that ...

6 Students could do this individually or, in weaker classes, in pairs. Check that they understand the meanings of *no sooner* and *under no circumstances* before they begin. Check answers with the class, clarifying any points as necessary.

- 1 Not only 2 No sooner 3 Only 4 Under no circumstances 5 Not until 6 Not once / Rarely

Extra activities 5.2

B This activity gives further practice of inversion for emphasis. Do the first item as an example with the class, then get students to complete the exercise individually or in pairs. Remind them that they should start with the words in brackets and that they may need to make different changes to the sentence each time (e.g. change the word order, change the verb form, omit words from the original sentence). Check answers with the class.

- 1 Not only is the language here difficult to learn, but we also don't know the alphabet.
- 2 Never in my life have I taken as many business trips as I am taking now.
- 3 Only by working hard will you have a chance to be noticed in the company.
- 4 On no account would I work in a dangerous country.
- 5 Only after some time did we understand how the overseas office worked.
- 6 Not until he had worked in Asia, did he really understand how the business functioned there.
- 7 In no way did they mean to set a bad example for their employees.
- 8 Not once did anyone greet me on the street when I lived there.

Speaking

Students practise inversion by talking about their career or studies.

7A Explain the activity and give students time to complete the sentences. As they are working, monitor and correct their sentences and, if necessary, note down any errors to highlight during feedback.

7B Put students in pairs and explain that they should take turns to read their sentences from Exercise 7A to their partner, and for him/her to say whether any are true for them, too. Invite a few students to share with the class any sentences which are true for both them and their partners. Finally, discuss any errors you noted while monitoring.

MyEnglishLab: Teacher's resources: extra activities; Reading bank

Grammar reference: p.121 Inversion

Pronunciation bank: p.116 Stress and intonation in inversions

Teacher's book: Resource bank: Photocopiable 5.2 p.158

Workbook: p.25 Exercises 1–3, p.26 Exercises 1–3

5.3 Communication skills

Giving feedback on performance

GSE learning objectives

- Can extract specific details from a TV programme on a work-related topic.
- Can follow a work-related discussion between fluent speakers.
- Can evaluate the advantages and disadvantages of different options during a discussion.
- Can give detailed feedback about someone's performance on a familiar task or project.
- Can explain in detail the criteria used to evaluate someone's job performance.

Warm-up

Write these headings in a list on the board: *a) a student's performance; b) a company's performance; c) physical exercise; d) an employee's performance*. Put students in pairs or small groups and ask them to brainstorm ways in which performance is assessed in the contexts on the board. After 3–4 minutes, elicit ideas around the class and add them to the list on the board. (Possible answers might include: a) exams, continuous assessment of written work; b) profitability, share price; c) times for particular distances run, weight lifted; heart rate; d) output per employee; profit per employee; employee satisfaction ratings.)

Lead-in

Students think about issues related to performance assessment in organisations.

1 Put students in pairs and give them time to read the information and discuss the questions. After the discussions, invite different students to share their answers with the class. Note that students' experience of formal reviews will vary depending on their work experience, so expect different answers to both questions here. Pre-work students as well as in-work students in some countries may not have had any experience of formal reviews at all. For in-work students, each company and manager is different and will take somewhat different approaches to performance reviews, so students may have had positive and negative experiences in the past.

Notes

Many companies may give permanent employees a probationary period on their contract when they start work, typically three to six months. Probationary periods give both the new employee and the employer an opportunity to assess whether he/she is suitable for the job.

Possible answers

1 Some managers and employees may do very little preparation. Others will gather evidence of tasks well done and be prepared to talk about any challenges they had, things they'd like to improve and areas for development and career progression.

2 Pros:

For the manager, it's an opportunity to give the employee feedback on performance, discuss how well goals were accomplished and develop employee goals for the coming year.

For the employee, it is motivating to get praise for a job well done. It's also a chance to clarify expectations and discuss issues with their manager.

Cons:

For the manager, with many employees it is time-consuming and stressful.

For the employee, it is demotivating to get criticism of performance, especially if it's perceived as unfair or all the manager focuses on are 'bad' points in the review. It can feel like a waste of time if not done right.

Option A

- 1** He's achieved a lot in his role, he's excelled at making sure everything runs smoothly, he's provided strong evidence of problem-solving skills and he's consistently imaginative when dealing with last-minute hiccups. He has a natural rapport with clients and suppliers.
- 2** He's not organised with his admin work and needs to improve.
- 3** He asks for a specific example.
- 4** That team cooperation is important/he must consider the needs of his colleagues.
- 5** He gets a chance to respond to Prisha's feedback but not to contribute his own views and feelings.

Option B

- 1** By asking Otto how he would describe his performance over the last six months.
- 2** The contact with lots of different kinds of people.
- 3** The multi-tasking – it's hard to prioritise.
- 4** Communication with the team in the office, especially regarding the invoices. Yes, he does agree.
- 5** To make a plan for improvement before the next review and for Otto to speak to accounts to see how he can handle the invoices better.

Video

Students watch a video about different approaches to giving feedback on performance.

2 ▶ 5.3.1 If your students watched the Unit 4 video, ask them to give you a short summary of the situation and the main characters' roles. If this is the first communication skills video for your class, briefly set up the context and/or refer students to page 6 of the Coursebook. Get students to read the questions before they watch. Play the video, then check answers with the class.

- 1** She tells him he did great work on Saturday.
- 2** (almost) six months
- 3** Possible answer: Possibly nervous; she isn't sure how to approach it because of her inexperience. Should she get straight to the point or let Otto do the talking and give him the chance to open up?
- 4** He wants an opportunity to talk about how he feels about the job. He expects the feedback to be good.

3A Explain to students that Prisha can choose between two different approaches during the performance review with Otto: a directive approach and an interactive approach. Go through the details of Options A and B with the class and teach or elicit the meanings of *directive*, *interactive* and *transparent*. Make it clear that students can choose which option they want to see first on the video. Put students in small groups and ask them to discuss the two options, giving reasons for their answers. Elicit ideas from a few students and then, as a class, decide which video to watch first.

3B ▶ 5.3.2 ▶ 5.3.3 Give students a minute to read the questions for Option A or Option B, depending on their choice, and play the video. If time allows, put students in the same groups as for Exercise 3A and get them to compare answers before checking with the class. Do the same for the second video.

4 Put students in pairs and give them 3–4 minutes to discuss the question. Encourage them to make notes. Then get feedback from the class, listing students' ideas in two columns on the board, under the headings *Pros* and *Cons*.

5 ▶ 5.3.4 Students should do this in the same pairs as for Exercise 4. Explain that they are going to watch the last section of the video, with conclusions and learning points on the two approaches in Options A and B. Play the video and get students to compare what the speaker says with their own ideas from Exercise 4, referring them to the list on the board. Discuss the answers and students' views as a whole class.

Option A**Pros:**

- more efficient
- avoids confusion
- clear, honest and fast
- some people prefer to receive feedback this way
- best when talking to a young, inexperienced employee or when an issue needs to be dealt with as quickly as possible

Cons:

- missed opportunity for the person on the receiving end of the feedback to air their views and express their feelings
- can seem rude and authoritarian

Option B**Pros:**

- explores a person's perceptions of their job performance
- more inclusive
- person receiving feedback feels that their opinion is welcome and valid
- person receiving feedback may provide new insights

Cons:

- time-consuming
- can take longer to be effective
- might not always be clear that certain behaviours need to improve

Notes

In very hierarchical company cultures, managers and employees may not be comfortable with a more 'interactive' approach.

Reflection

Students reflect on the conclusions from the video and their own preferred approach to performance reviews.

6 Allow students to work individually on this so that they can reflect on their own preferred approach. Ask them to think of their own answers to the questions and to make notes. Then put them in pairs to discuss and compare their answers. Get brief feedback from the class.

Functional language: Talking about performance

Students look at useful phrases for giving feedback on performance.

7A Students could do this individually or in pairs. You could go through the words in the box with them before they begin or let them use their dictionaries to look up unknown words and clarify meanings during feedback. To check answers, you could play the video again and pause after each sentence is heard to elicit the correct answer.

1 in particular 2 thoughts on 3 describe 4 handling
5 improve on 6 room for 7 evidence of 8 rewarding
9 excelled at 10 achieved 11 lack

7B This can be done as a quick whole-class activity or you may prefer to let students work individually first, then check answers with the class.

a 4, 6, 7, 9, 10, 11
b 1, 2, 3, 5, 8

7C Get students to work individually for this exercise. Check answers with the class, clarifying meanings as necessary.

1 e 2 f 3 a 4 b 5 d 6 c
Positive: 2, 3, 6
Negative: 1, 4, 5

8 Put students in pairs and ask them to read both profiles. Explain that they are going to prepare their feedback to Tatiana or Josef, as their lecturer/manager. Let them choose one of the profiles and ask them to think about which of the approaches they looked at in the video would be best for the person they have chosen (see Notes below, but let students choose the approach they feel more comfortable with). Explain that they should develop a dialogue with Tatiana/Josef, using phrases from Exercise 7 to give their feedback, and point out that they also need to think about how the student/employee will respond to the feedback. They can make notes but should not write out the full dialogue. Set a time limit for students to develop their dialogue, then get them to practise it in pairs. If time allows, get students to develop a second dialogue for the other profile and get them to swap roles when practising it.

Notes

As Tatiana is young and inexperienced, she may need a more directive approach to help her organise her study time better and to be less distracted in class. However, depending on her personality and maturity, she may respond well to the interactive approach.

As Josef is experienced, it may be better to start off with an interactive approach to find out why he is neglecting certain tasks, and encourage him. Ultimately, though, his manager may have to be more directive if his poor performance persists and is negatively affecting the company's marketing efforts and sales.

Extra activities 5.3

A This activity practises the functional language from the lesson. It is a consolidation exercise, so it would be better for students to do it individually. You could get them to compare answers in pairs before checking with the class.

1 excelled at 2 improve 3 handled
4 performance 5 improvement 6 lack
7 achieve 8 find

B Put students in pairs and let them choose five questions from Exercise A to discuss. Give them 3–4 minutes for this, then invite students from different pairs to share their answers with the class.

Task

Students roleplay two performance reviews.

9A Put students in pairs and explain that they are going to roleplay two performance reviews. Assign roles A and B to each student and refer them to their role cards for scenario 1 on page 128. Explain that they will be working individually for this stage. Go through the instructions for the different roles with the class, and make sure they are clear about what they need to do. Point out the blank cells in the performance review form and explain that the Heads of Marketing will need to complete these categories during this stage. They can use their own ideas or choose from the ones given below the table. Explain that the Marketing Assistants will not be able to prepare for these two categories during this stage; they will first hear about them during the performance reviews, so they will have to 'think on their feet'. Allow plenty of time for students to prepare for their roleplays, while you monitor and help as necessary. Encourage them to make notes.

9B Students roleplay the performance review for scenario 1. Set a time limit and remind students to use phrases from Exercise 7. During the roleplays, monitor and note down any points to highlight during feedback, but do not interrupt students.

9C Students now swap roles and roleplay a second performance review. Refer them to page 130, give them time to read the information and ask them to repeat the steps in Exercises 9A and 9B above. Again, set a time limit for each stage and remind students to use phrases from Exercise 7.

9d Students now assess their performance in both reviews. What do they think went well? What could be improved? Which approach did they use? Was it the right one or would they change it if they were to hold the review again? Did they use phrases from Exercise 7? Allow some time for them to discuss and then, as a round-up, ask students from different pairs to share their experiences with the class. Finally, discuss any points you noted while monitoring.

MyEnglishLab: Teacher's resources: extra activities; Extra video activities; Functional language bank

Workbook: p.27 Exercise 1

5.4 > Business skills

Presentations

GSE learning objectives

- Can evaluate the advantages and disadvantages of different options during a discussion.
- Can understand written explanations of skills needed for career progression.
- Can recognise the use of persuasive language in a linguistically complex presentation or lecture.
- Can put forward a smoothly flowing and logical structured argument, highlighting significant points.
- Can develop a clear argument with supporting subsidiary points and relevant examples.
- Can use persuasive language to convince others to agree with their recommended course of action during a discussion.
- Can give clear presentations highlighting significant points with relevant supporting detail.
- Can present their ideas with precision and respond to complex lines of argument convincingly.

Warm-up

Write this heading on the board: *Attractive cities for working – key criteria*. Elicit the factors which students think are important in choosing somewhere to live and work and list them underneath the heading on the board. (Possible answers include: housing, schools, food, climate, transport within the city/transport links with the rest of the country/world, work culture.) If time allows, you could ask students to rank the factors on the board in order of importance to them, and then put them in pairs to compare and discuss their lists.

Lead-in

Students discuss the advantages and disadvantages of a global career.

1 Put students in pairs, explain the activity and refer them to the examples. Encourage them to copy the lists into their notebooks and add to them, and remind them to discuss each advantage and disadvantage they think of (rather than simply mentioning it and adding it to their lists). Once they have finished discussing, elicit ideas around the class, and list them

on the board. Invite students from different pairs to tell the class about the biggest advantage/disadvantage they agreed on, giving reasons. As a quick follow-up, you could do a class vote on the biggest advantage and disadvantage from the list on the board.

2A Go through the instructions with the class and give students time to read the text and check which of their ideas from Exercise 1 it mentions; refer them to the list on the board/ in their notebooks. Then discuss the question with the whole class.

2B Elicit any additional benefits mentioned in the text and discuss the question with the class. Which of these benefits do students think are important? Why?

travelling, meeting new people, seeing great places, learning new languages, developing cultural understanding, developing a global business understanding, personal development and growth

3 Put students in pairs and go through the instructions with them. Give them 2–3 minutes to discuss, then invite different students to share their own views with the class and/or report what they found out about their partner. The range of possible discussion will vary widely, depending on whether your students are pre-work or in-work, their (future) profession, personal preferences, etc.

Listening

Students listen to a presentation about global careers.

4A ▶ 5.01 Explain that students are going to listen to a presentation on global careers and go through the instructions with them. Play the recording, then check answers with the class.

- 1 The opportunity to learn about the 'customer' / build customer relationships.
- 2 The opportunity of a fast-track promotion.
- 3 The opportunity to become really open and creative, and be able to drive innovation.

4B ▶ 5.01 Give students a minute to read the questions before they listen and check that they understand *triple* in question 2. Ask them to make notes in answer to the questions while listening and play the recording, twice if necessary. Check answers with the class.

- 1 Some buy their products for Cafexel's technology, some for their design and others for their price.
- 2 It's a requirement to reach senior level in Cafexel: to have worked in three countries, to have three languages and to have experience of three different job functions.
- 3 Not travelling limits people's ability to understand the world and limits their opportunity to make a difference to future generations, which is a core value in Cafexel.

4C Put students in pairs and give them 2–3 minutes to discuss their views, giving reasons, then get brief feedback from the class.

Functional language: Developing a convincing argument

Students look at useful language and strategies for developing convincing arguments.

5 Refer students to the strategies in bold in the table, go through them with the class and check understanding. Give students 1–2 minutes to look at the example sentences in the table, answer any vocabulary questions they may have and then refer them to sentences 1–7. Explain that they need to match each sentence with the correct strategy in the table – they could do this individually or in pairs. During feedback, clarify meanings as necessary.

- 1** Emphasise possible lost opportunities
- 2** Give data to defend an argument
- 3** Simplify to make a clear point
- 4** Reduce negative risks
- 5** Highlight the positives
- 6** Suggest easy steps for success
- 7** State two advantages together for impact

6A Put students in pairs and explain the scenario and activity: they are giving a presentation in which they want to convince university graduates to apply for an internship in New York. They should write some sentences using the strategies and phrases in Exercise 5 to make their arguments as convincing as possible. Give them time to read the advertisement and teach or elicit the meaning of *senior leadership*. Reassure students that the type of company offering the internship is not important for the activity, but they can choose one if they like. During the activity, monitor and help/correct students as necessary.

6B Join pairs together into groups of four. They should take turns to read their sentences and then, as a group, decide which ones were most convincing and why. As feedback, invite students from different groups to share the sentences they chose with the class and to explain what they think made them more convincing. You could also write the sentences on the board and ask the class to vote on the three most convincing ones.

Extra activities 5.4

A Put students in pairs, go through the instructions with them and give them time to read the text. Before they write their sentences, ask a few questions to make sure they are clear about the scenario and what they need to do, for example *What type of company is Digitex?* (digital marketing company) *What do they want to do?* (expand their workforce to over 100 with new employees from the millennial generation) *What do you need to do?* (develop convincing arguments Digitex can use in its recruitment campaign). Remind students to use phrases from Exercise 5 and set a time limit for the activity. Monitor and help/correct students as they are writing. When they have finished, ask them to choose their five most convincing arguments and rank them 1–5 (1 = most convincing; 5 = least convincing), giving reasons.

Possible answers

Advertise internationally
 Advertise online through digital and social media
 Offer bonuses; these could be financial or in the form of activities that would appeal to millennials (bungee/parachute jumping, experiences, expensive games consoles, designer goods, etc.)
 Promotion opportunities
 Flexible working hours
 Shared parental leave
 Travel opportunities
 Personal development
 Free phone

B Pairs now take turns to share their most convincing arguments with the class and then, as a class, vote on the best ones. In larger classes, they could do this in groups of four to six.

C Go through the instructions with students and, again, check that they understand the scenario and writing task. Remind them to think carefully about who they are writing to; which three arguments would be best to include in a job advertisement to attract millennials; any other recommendations they feel are important; how they are going to present their arguments and give reasons for their recommendations; and which strategies/phrases from Exercise 5 they can use in their email. Set a word limit and in weaker classes, let students plan their emails in the same pairs as for Activity A. If time is short, this writing task can also be assigned as homework.

Model answer

Dear Jan,
 Regarding the forthcoming job advertisement to attract more millennials to our company, I suggest that we advertise internationally so as to attract people from all over the world. This will give us a much wider pool of people to choose from, with a variety of outlooks and experience. I also think that we should offer them incentives such as bonuses but these don't have to solely be financial; they might also include experiences or designer goods. These can be better incentives for prospective employees of that age. It might also be advisable to offer flexible working hours; people working from home would like to have the option of choosing their work times, especially if they are on the other side of the world.
 I feel that if we include these points in our advertisement, we may attract the kind of people that we want to be working for our company.

Task

Students give a presentation arguing for or against something.

7A Explain that students are going to give a short presentation on one of the statements in the box. Give them time to read the statements and teach or elicit the meaning of *dedicate* in the last one. Let them choose their statement (or allocate statements yourself, to avoid students discussing the same one or two statements) and decide whether they are going to argue for or against it. Explain that students are now going to prepare their presentation: they should think of arguments for or against the statement and use the phrases and strategies from Exercise 5 to make them as convincing as possible. Encourage them to make notes and set a time limit for the preparation stage. During the activity, monitor and help students as necessary. In weaker classes, you could let them work in pairs for this stage and then put them in new pairs/groups for Exercise 7B.

7B-C Put students in pairs or small groups and explain that they are going to take turns to give their presentations. At the end of each presentation, the student(s) listening may ask the presenter questions. Then, after each presentation and Q&A session, the 'audience' should give the presenter feedback: How convincing was their presentation? Why? What did the presenter do well? What could they do better next time? Make sure students understand there are *three* steps they need to follow before the next presenter can take their turn: 1) the presentation, 2) the Q&A session, 3) the feedback from the audience. Set a time limit for each step. During the activity, monitor and note down any points to highlight during feedback, but do not interrupt students. When they have finished, have a brief feedback session, highlighting any points you noted while monitoring.

MyEnglishLab: Teacher's resources: extra activities; Functional language bank

Workbook: p.27 Exercise 2

5.5 > Writing

Blog post describing relocation

GSE learning objectives

- Can extract key details from a company blog or article.
- Can comment in writing on work-related news and events in some detail.
- Can write about feelings and the personal significance of experiences in detail.

Warm-up

Discuss these questions with the class: *What kind of things do you expect to find in a company blog? Have you ever read (or written) a company blog? If so, what did you read/write about?*

Lead-in

Students read and complete a blog post about a relocation experience.

1 Ask students to read the blog post quickly, to get the gist before attempting the exercise. You might like to ask a few questions to check understanding, for example *What is the blog post about?* (an employee moving to Kenya on secondment) *How long has the writer been there?* (a month) *When did they move into their new house?* (yesterday) *Has the experience so far been positive or negative for the writer?* (positive). Then ask students to complete the blog post individually and get them to compare answers in pairs before class feedback.

1 local **2** new **3** first **4** busy **5** excited **6** last
7 amazing **8** ideal **9** challenging **10** global

Functional language

Students look at useful phrases for describing a personal experience in a blog post.

2A Go through the headings in the table with students and point out or elicit that they show the topic of each of the four paragraphs in the blog post. Ask them to complete the exercise individually, then check answers with the class.

1 thanks to **2** subsequently **3** finally **4** Although
5 (is both rewarding and challenging and) is giving me
6 living up to (our) **7** will be beneficial
8 highly recommend

2B Look at the phrases in the box with students and get them to complete the exercise individually. Alternatively, if time is short, you could do this as a whole-class activity, nominating a different student to name the correct category for each phrase, and confirming answers as you go along.

Background information: As part of the company work exchange programme ...

Sequence of events: The plane landed at 6 a.m. and I was in the office the same morning.

Pros and cons: My colleagues are extremely helpful. The only downside is that I'm finding it a bit difficult to adapt at the moment.

Conclusion: I will have a much better understanding of how the business functions after this secondment.

Extra activities 5.5

A This exercise provides students with a second model answer and practises useful language for blog posts describing personal experiences. Before they begin, tell students that they should look carefully at the words around each gap, as this will help them decide what type of word is missing each time. Get them to compare answers in pairs before class feedback.

1 thanks **2** arrived **3** took **4** expectations
5 although **6** perspective **7** to **8** highly

Optional grammar work

The blog post in Exercise 1 contains examples of the Past Perfect Continuous, so you could use it for some optional grammar work. Refer students to the Grammar reference on page 122 and use the exercises in MyEnglishLab for extra grammar practice.

Task

Students write a blog post about a secondment.

3A Put students in pairs and refer them to the blog post on page 127. Give them time to read it and elicit what is wrong with it. Students should then discuss ways to improve it. Remind them to refer to the model answer(s) in Exercise 1 (and Extra activity A) and think about organisation, extent and language. Students could then rewrite the blog post, in class or as homework.

It's too short. The language is too informal and very little detail is given. It needs to have longer and more descriptive sentences.

Model answer

Hello from Malta!

As you know, thanks to the company secondment scheme, I am now in the Malta office.

I arrived here last month and stayed in a hotel for the first few days. I started work the following Monday and managed to find a flat on Tuesday.

Malta's a great country and the weather is fabulous – it's warm and sunny most of the time. My colleagues are also very friendly. The only downside is that the flat is very small and noisy, but I'm sure I'll get used to it.

I love working here and can highly recommend a secondment.

3B Depending on the time available, students could do this writing task in class or as homework. Explain that they are going to write a blog post about a secondment, refer them to the table on page 127 and give them time to read the information. Explain or elicit that they should organise their blog post in four paragraphs, one for each heading in the table. They should include all the information in the table and use appropriate language from Exercise 2. Point out the word limit and set a time limit. While students are writing, monitor and help them as necessary.

Model answer

Hello from Brazil!

As you know, as part of the company secondment scheme, I am now in Brazil. It's so different from anywhere I've been before.

My family and I arrived last month after a long and tiring flight. The local manager met us at the airport and subsequently took us straight to the company apartment, which is right in the centre of the city. I went to work the day after we arrived and was introduced to everyone in the central office. The following day I was given a tour around the São Paulo offices, which was very informative.

It's very interesting to learn how the Brazilian office operates and life in Brazil is certainly living up to expectations. The only downside is that the apartment is a little small but, on the other hand, we are right in the city centre so it's very convenient. Although not speaking Portuguese before coming wasn't ideal, I'm now learning fast because the company is paying for me to have private lessons. All my colleagues are extremely friendly and helpful and nearly everyone in the company speaks good English.

I am absolutely certain that this experience will be beneficial for my career. In fact, I highly recommend secondment to all employees as it gives you a much better global perspective.

3C If students write their blog posts for homework, you could do this exercise in the next class. Put them in pairs and ask them to read each other's posts and answer the questions. You could then get them to rewrite their blog posts, taking in their partner's feedback.

MyEnglishLab: Teacher's resources: extra activities; Interactive grammar practice; Writing bank

Grammar reference: p.122 Past Perfect Continuous

Workbook: p.28 Exercises 1–4

Business workshop ➤ 5

Ready for relocation?

GSE learning objectives

- Can identify specific information in a linguistically complex presentation or lecture.
- Can suggest pros and cons when discussing a topic, using linguistically complex language.
- Can evaluate the strength of a speaker's argument in a linguistically complex presentation or discussion.
- Can understand a course of action suggested during a negotiation.
- Can recognise that a speaker is expressing concerns in a formal discussion.
- Can understand the advantages and disadvantages of different options during a discussion.
- Can express an opening position in a negotiation so that the objectives and priorities are clear.
- Can participate in on-going dialogue during a negotiation.
- Can present a counter-argument to an opinion offered during a negotiation.
- Can write a detailed summary of work-related information.
- Can write an effective and informative summary.
- Can confirm mutual understanding at the end of a negotiation by restating in detail what has been agreed to.

Background

Students read about a German medical device manufacturer.

1 Put students in pairs and give them time to read the background and discuss the questions. Check answers with the class and clarify any unknown vocabulary.

- 1 They manufacture medical equipment.
- 2 They need to decide where to expand their technical support, in Scandinavia, the Arab World or South America.
- 3 Where to send people on secondment for up to two years.
- 4 Both new and long-term employees as they need those who are the best fit for the markets.

Notes

Germany has been producing medical devices for many years and today produces the largest amount of medical equipment in Europe. It is also home to some of the most famous brands and its reputation for quality is high due to both EU and Germany-specific regulations. The majority of the businesses, however, are small to medium-sized and rely on export markets to sell their high-tech and innovative devices around the world. As medical equipment needs to be well maintained and local staff need to be trained, there is also a need for technical support crews to travel to other countries to ensure the equipment is being installed and used properly.

The CEO's presentation

Students listen to a presentation about relocation opportunities.

2 ▶ BW5.01 Tell students that they are going to listen to the CEO of MedLab giving a presentation to employees, and explain the activity. Point out that they will not need to use all the figures in the box. Give them time to look at the information before they listen and check that they understand the meanings of *decade*, *dedicated* and *imported*. Play the recording, then check answers with the class.

- 1 over 100 2 almost 8 3 1/10th 4 roughly €1.75 billion 5 less than 5% 6 about 21% 7 €775 million 8 1 billion 9 2 years 10 within 3 weeks

3 Put students in pairs and ask them to imagine they work for MedLab. Explain the activity and give them 3–4 minutes to discuss the advantages and disadvantages of secondment, then invite students from different pairs to share their ideas with the class. Encourage them to give reasons.

First thoughts

Students listen to two colleagues discussing secondment.

4 ▶ BW5.02 Refer students to the photos and job titles of Paul and Karen and explain the activity. Before they listen, give them time to read the statements and answer any vocabulary questions they may have. Play the recording, twice if necessary, then check answers with the class.

Paul: 1, 5, 6
Karen: 2, 3, 4, 7, 8

5 Go through the words in the box with students and check that they understand them. Elicit or explain that they are all things Paul and Karen are concerned about, and ask students to rank them in order of importance for them (1 = most important; 17 = least important). Then put students in pairs to compare and discuss their lists. Get brief feedback from the class, encouraging students to give reasons.

Extra activities Business workshop 5

A This activity looks at useful vocabulary from the listening. Students could do it individually or, in weaker classes, in pairs. You may wish to refer them to audioscript BW5.02 on page 149 and ask them to find the words in the conversation so they can see them in context. Check answers with the class, clarifying meanings as necessary.

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

Down to details

Students listen to a manager and an employee discussing a possible secondment.

6 ▶ BW5.03 Explain that students are going to hear Paul talking to an HR Manager about his possible secondment. Give them time to read the questions and check that they understand *conditions* and *compensation*. Play the recording, twice if necessary, then check answers with the class.

- 1 Whether she can continue to work either locally in Argentina or online in her current job.
- 2 They should go to a German school.
- 3 They could fly business class.
- 4 Living in a house with a garden.
- 5 Yes, but they need to pay for fuel.
- 6 He would receive his salary, his pension contributions would be paid, the family would have healthcare and they would get a housing allowance. The issue of the education allowance is still being looked into.

7 Put students in pairs, explain the activity and check that they remember who Brigitte is (Paul's wife). Give them 2–4 minutes to discuss the question, then invite different students to share their answers with the class, giving reasons.

Extra activities Business workshop 5

B ▶ BW5.03 Get students to complete this exercise individually. Remind them to look for 'grammatical links' between the sentence halves, for example the item in 2 ends with *will*, so what should the second half of the sentence start with? What comes after *will*? (an infinitive). Get students to compare answers in pairs, then play the recording for them to check their answers.

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

Task: Negotiating a secondment contract

Students roleplay a contract negotiation.

8A Put students in pairs, explain the scenario and allocate roles (or let students choose them). Refer them to their role cards on pages 129 and 131 and give them time to read the information. Monitor and help students with any unknown vocabulary or other questions they may have. Allow students plenty of time to prepare for their negotiations. Depending on time available and/or the strength of your class, they could do this individually, or you could group 'Managers' and 'Employees' together for this preparation stage and then get them to return to their original pairs for the roleplay in Exercise 8B.

8B Pairs now hold their negotiations. Set a time limit for the roleplay and remind students to follow their role cards: they can be flexible about some of the points but should *not* give in on others. Ask them to note down the points they agree on. During the activity, monitor and note down any points to highlight during feedback but do not interrupt the roleplays. When they have finished, invite students from different pairs to briefly summarise what they agreed on with their manager/employee, and highlight any points you noted while monitoring. As a follow-up, you could ask students to discuss their performance and roleplays in their pairs or in groups of four: What do they think they did well? What didn't go so well? What did they find most challenging?

Writing

Students write a summary of the outcome of their negotiation.

9A Explain the writing task and refer students to the example. Point out the structure of the summary: they need to organise it in three clear sections and use headings. Write the headings on the board: *Introduction*, *Agreement* and *Conclusion*. Remind students to use their notes from Exercise 8B and point out the word limit. Allow some time for them to plan their answer; they could do this individually or, in weaker classes, in pairs, and set a time limit for the writing task. If time is short, students can write their summaries for homework.

Model answers

Manager

Introduction

This summary sets out the basis of an agreement for an employee to go on secondment for two years.

Agreement

It was decided that our employee would be able to fly home with the family twice a year in economy and after the initial three months of subsidised rent would take on their own accommodation costs. In addition, we will offer free tax advice and will cover all expenses incurred during the relocation.

It was not possible to guarantee a return to the same job at home and discussions are still taking place about a work permit for the spouse and the amount of education allowance for schools.

Conclusion

As there are several areas to work out, it was decided to meet again in a week to continue the negotiation.

Employee

Introduction

This summary sets out the basis of an agreement for an employee to go on secondment for two years.

Agreement

It was decided that the company would grant us one trip home a year in business class or two in economy and would help to find appropriate schools for the children. In addition, a relocation company will be hired to take care of the details of the move.

It is not yet clear if it will be possible to return to the same job but a work permit for my spouse looks possible and we would have use of a company car. We are still working on housing costs and the type of accommodation we would be offered.

Conclusion

As there are several areas to work out, it was decided to meet again in a week to continue the negotiation.

9B If students write their summaries for homework, this exercise can be done in the next class. Put them in the same pairs as for Exercise 8 and ask them to read and check their partner's summary: do they both have the same understanding of what was agreed in their negotiation? If not, what have they misunderstood? Can they rewrite their summaries including the correct information?

MyEnglishLab: Teacher's resources: extra activities

Review ◀ 5

- 1 1 personal perspective 2 global mobility
- 3 paying, deposit 4 claim expenses
- 5 developmental opportunity 6 international network
- 2 1 adoption 2 Globalisation 3 relocate
- 4 shipping/shipment 5 compensation
- 3 1 the time I've worked here have we been
- 2 had he arrived in India than
- 3 circumstances should you go into the factory
- 4 will you need to work
- 5 was anyone impatient with me
- 4 1 aspect 2 provided 3 find 4 performance
- 5 tendency 6 respond
- 5 1 twin 2 nutshell 3 clear 4 proves 5 doubt
- 6 alone 7 undoubtedly 8 matter
- 6 1 for 2 at 3 in 4 been 5 this 6 it 7 too 8 there
- 9 such 10 all 11 much 12 very

Alliances

6

Unit overview

	CLASSWORK	FURTHER WORK
6.1 > Strategic alliances	<p>Lead-in Students discuss different aspects of alliances between companies.</p> <p>Video Students watch a video about strategic alliances in the airline industry.</p> <p>Vocabulary Students look at vocabulary related to business alliances and acquisitions.</p> <p>Project Students choose a potential partner for their university or company.</p>	<p>MyEnglishLab: Teacher's resources: extra activities</p> <p>Teacher's book: Resource bank: Photocopiable 6.1 p.159</p> <p>Workbook: p.29 Exercises 1–3</p>
6.2 > Business partnerships	<p>Lead-in Students discuss acquisitions, mergers and strategic alliances.</p> <p>Listening Students listen to an interview about different types of business partnerships.</p> <p>Grammar Students study and practise past modals.</p> <p>Speaking Students practise past modals by talking about when things didn't go according to plan.</p>	<p>MyEnglishLab: Teacher's resources: extra activities; Reading bank</p> <p>Grammar reference: p.122 Past modals</p> <p>Pronunciation bank: p.116 Weak forms in past modals</p> <p>Teacher's book: Resource bank: Photocopiable 6.2 p.160</p> <p>Workbook: p.30 Exercises 1–3, p.31 Exercises 1–3</p>
6.3 > Communication skills: Diffusing conflict	<p>Lead-in Students talk about their attitudes to conflict.</p> <p>Video Students watch a video about dealing with conflict.</p> <p>Reflection Students reflect on the conclusions from the video and their own approach to dealing with conflict.</p> <p>Functional language Students look at useful language for diffusing conflict.</p> <p>Task Students roleplay a meeting to manage potential conflict between an event organiser and its sponsor.</p>	<p>MyEnglishLab: Teacher's resources: extra activities; Extra video activities; Functional language bank</p> <p>Workbook: p.32 Exercise 1</p>
6.4 > Business skills: Learning from mistakes	<p>Lead-in Students talk about different attitudes to making mistakes.</p> <p>Listening Students listen to a project team meeting about learning from mistakes.</p> <p>Functional language Students look at useful language and strategies for analysing and learning from mistakes.</p> <p>Task Students talk about a mistake they learnt from.</p>	<p>MyEnglishLab: Teacher's resources: Extra activities; Functional language bank</p> <p>Pronunciation bank: p.116 Scottish English pronunciation</p> <p>Workbook: p.32 Exercise 2</p>
6.5 > Writing: Report extract	<p>Lead-in Students read and complete a report extract.</p> <p>Functional language Students look at useful structures and phrases for reports.</p> <p>Task Students write a formal report extract.</p>	<p>MyEnglishLab: Teacher's resources: extra activities; Interactive grammar practice; Writing bank</p> <p>Grammar reference: p.123 Different ways of expressing the future</p> <p>Workbook: p.33 Exercises 1–4</p>
Business workshop 6 > Growing the business	<p>Listening Students listen to business partners discussing ways to grow their business.</p> <p>Reading and speaking Students carry out a SWOT analysis.</p> <p>Task Students decide on the best option for a business partnership and write a summary of their reasons.</p>	<p>MyEnglishLab: Teacher's resources: extra activities</p>

Business brief

The main aim of the unit is to introduce students to the concept of **business partnerships**, and particularly **alliances**. Businesses can form **strategic alliances**, **mergers**, **acquisitions**, or **joint ventures** in order to be stronger in the global economy.

A company might form a **strategic alliance** with another. The key word here is 'strategic'. A strategy is not just a plan for the future. It is about how a company intends to use its resources in order to achieve certain goals. In a strategic alliance, two or more companies agree to **share their resources and knowledge** in order to **pursue** a set of agreed **business objectives**. For example, Company A might have a **strong presence** in one part of the world but not in others. By working with Company B, it can **gain access** to new markets more easily than by trying to enter them alone. Behind alliances like this is the concept of **synergy**, the idea that the combined performance and value of two companies will be greater than the sum of the individual parts.

Cooperation between organisations might be in the form of a **joint venture**. This is an arrangement in which two or more companies pool their resources in order to accomplish a particular task, for example to develop particular products or services, thereby **gaining an advantage** over their **competitors**. Unlike in strategic alliances, where the companies remain independent organisations, companies in a joint venture form a new, third entity. This entity is jointly owned by the two parent companies and exists solely for the purpose of carrying out the particular agreed task.

Two more popular forms of partnership are **mergers** and **acquisitions** (M&A). A **merger** occurs when two companies, usually of comparable size, agree to join together to form a new one. The pre-merger owners continue as owners, but from a legal point of view, the original companies cease to exist and a new entity is formed, with a different name, **ownership** and board of directors. An **acquisition** occurs when one company takes over another through the purchase of the majority of its assets or shares, or both. The company which is taken over may continue to exist as a subsidiary of the acquiring company or it may be absorbed completely and cease to exist as a separate entity. Acquisitions may be considered **friendly** or **hostile**, depending on the situation of the acquired company. A friendly acquisition takes place when the transaction is approved by the **shareholders** and boards of directors of both companies. In a hostile acquisition, the acquiring company takes over without the agreement of the target company's shareholders or board of directors.

The primary objective of M&A is to maximise profitability and growth. This is usually achieved through one or more of several goals such as **decreasing competition**, cutting costs, expanding into new markets, diversifying or acquiring new products or services, increasing customer base and maximising operating efficiency.

Alliances and your students

Pre-work students doing economics or management studies may already be aware of different forms of business partnerships if they have followed a module on corporate strategy. In-work students may have experience of one or more of the different types of partnership through their company. It is important for both pre-work and in-work students to develop an understanding of the concept of alliances in business. Partnerships may occur in any field, so being aware of the different types and basic terminology will be useful for all learners.

Unit lead-in

Refer students to the unit title and photo, and elicit or teach the meaning of *alliance* (an arrangement in which two or more countries, groups, etc. agree to work together to try to change or achieve something). Ask students how they think the word might be related to the business world (see Business brief). Then draw their attention to the quote and check that they understand *seek out*, *allies* and *isolated*. Discuss the quote with the class. Do students agree? Why / Why not? How might this apply to business contexts? How can 'allies' prevent a company from being 'weak'?

6.1 > Strategic alliances

GSE learning objectives

- Can extract specific details from a TV programme on a work-related topic.
- Can understand main points and check comprehension by using contextual clues.
- Can develop an argument giving reasons in support of or against a particular point of view.
- Can take notes while researching an unfamiliar topic.
- Can evaluate the advantages and disadvantages of different options during a discussion.
- Can give clear presentations highlighting significant points with relevant supporting detail.

Warm-up

Say: *Imagine you own a small company that hasn't been doing very well lately. Would you consider joining forces with another company in the same industry?* Elicit ideas around the class, encouraging students to give reasons. Keep the discussion brief as students will discuss the advantages and disadvantages of business partnerships in more detail later in the lesson.

Lead-in

Students discuss different aspects of alliances between companies.

1 Give students time to read the questions and, if time allows, let them discuss in pairs or small groups first. Then invite different students to share their answers with the class.

Video

Students watch a video about strategic alliances in the airline industry.

2 As a lot of the items here may be new to students, it might be better to do this as a whole-class activity, so you can clarify meanings as you go along. For each item, elicit the collocation, write (or invite a student to write) it on the board and check that students understand its meaning. Then elicit ideas around the class about how the collocation might be used in the video. Accept any reasonable answers and tell students that they will check their predictions in the next activity.

- 1 pursue business objectives 2 market leader
3 broader network 4 ideal partner 5 access to markets
6 codeshare agreement

3 ▶ 6.1.1 Encourage students to make notes for each collocation while watching and play the video for them to check their predictions. In weaker classes, students may need to watch twice and/or you may need to pause the video to give them time to note down their answers. Discuss with the class how each collocation is used in the video.

Suggested answers

- 1 pursue business objectives: *A strategic alliance is an agreement between two or more companies who agree to share their knowledge and resources to pursue common business objectives.*
2 market leader: *American Airlines is the market leader in the US.*
3 broader network: *Robert Isom says that an alliance with China Southern will give AA a foundation for a much broader network.*
4 ideal partner: *He describes China Southern as an ideal partner for us.*
5 access to markets: *a strategic partnership between these two large airlines with strong presence in different parts of the world ... gives both companies greater access to each other's markets* (the USA and China).
6 codeshare agreement: *A codeshare agreement enabled them [AA] to add new destinations across China to their offer.*

4 ▶ 6.1.1 Give students time to read the sentences and check that they understand *strong presence* and *codeshare agreement* (draw their attention to the definition at the bottom of the page). Play the video, then check answers with the class, clarifying meanings as necessary.

- 1 agreement 2 expand 3 potential 4 partnership
5 sums 6 little

5 Check that students have understood what a strategic alliance is – refer them back to question 1 in Exercise 4 if necessary – and then put them in pairs or small groups to discuss the questions. Get brief feedback from the class.

Extra activities 6.1

A ▶ 6.1.1 This activity provides students with extra listening practice. Give them time to read the questions and ask you about anything they do not understand before they watch again. Encourage them to make notes in answer to the questions while watching, then play the video. In stronger classes, you could ask students to complete as much of the information as they can remember before watching again, then play the video for them to check/complete their answers.

- 1 Because they all offer air transport services for passengers and goods.
- 2 They aim to achieve common business objectives.
- 3 The companies benefit from each other's strengths and expertise, but they remain completely independent.
- 4 The U.S. market is the largest one and they feel that help from American Airlines is necessary.
- 5 American Airlines could offer customers new places to fly to with little investment.
- 6 They were able to fly their own passengers to more places in the USA.
- 7 He thinks the number of flights and routes on offer will continue to grow. China Southern will fly more to the USA and American Airlines will fly more to China.
- 8 Because they do not need to spend a lot of money to win new clients and offer them more places to fly to.

Vocabulary: Alliances and acquisitions

Students look at vocabulary related to business alliances and acquisitions.

6 Explain to students that the words/phrases in bold are all from the video and allow plenty of time for them to complete the task. If they are struggling, you could let them refer to videoscript 6.1.1 on page 139 and/or let them work in pairs. In weaker classes, you could also do this as a whole-class activity, checking answers and clarifying meanings as you go along.

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

7 Some of the terms here will be new to students, so you may prefer to do this as a whole-class activity, checking answers and clarifying meanings as you go along. Alternatively, let them do the matching task using their dictionaries to help them if necessary, then go over the answers with them, clarifying meanings as necessary. Encourage them to record the words in their notebooks. If you think they need the extra practice, you could ask them to write example sentences for some or all of the words, which they could do in class or as homework.

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

8 This activity looks at vocabulary from Exercises 6 and 7, so students should be able to do it individually. Get them to compare answers in pairs before checking with the class, and clarify any errors as necessary.

1 regulatory approval 2 equity stake 3 gain
4 outweigh 5 turnaround 6 synergy 7 presence
8 foundation

9 Put students in pairs and give them 2–3 minutes to discuss the questions. Encourage them to use vocabulary from Exercises 6 and 7. Once they have discussed, invite different students to share their answers (and reasons) with the class.

Extra activities 6.1

B This activity gives further practice of key vocabulary from the lesson. Students should do it individually, as consolidation. Encourage them to read the whole text quickly first, before they attempt to choose the correct answer for each gap. If time allows, get them to compare answers in pairs before class feedback.

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

Project: Choosing a partner

Students choose a potential partner for their university or company.

10A Put students in small groups. If you have a class of both pre-work and in-work students, try to divide them into groups of either pre-work or in-work students if possible. Explain that they are going to choose a partner for their university/college or company. Note that some in-work students, especially managers who may have to deal with this sort of decision in real life, may not feel comfortable discussing the business strategy of their company, so if necessary, tell them that they can talk about another company they know or invent one. Explain the task, give students time to read the questions and set a time limit for the preparation stage. Point out that they need to make notes and a checklist of their requirements. During the activity, monitor and help as necessary.

10B Students now research possible partners for their company/institution. Remind them to think about the points they discussed in Exercise 10A and look for a partner that meets all/most of the criteria they set. Depending on the time and equipment available to your students, you could ask them to do their research at home and then give their presentations in the next class. In this case, allow some time in the next class for groups to discuss their findings and decide on the best partner for their company/institution. After choosing a partner, groups should think about how they are going to present their ideas to the class and what they are going to say. Allow plenty of time for this stage, while you monitor and help them with any vocabulary they may need.

10C Groups now take turns to present their ideas to the rest of the class. Then, as a class, they vote on the best proposed partnership. Remind them to give reasons for their choices: why do they think this partnership would work better than others?

MyEnglishLab: Teacher's resources: extra activities

Teacher's book: Resource bank: Photocopiable 6.1 p.159

Workbook: p.29 Exercises 1–3

6.2 ➤ Business partnerships

GSE learning objectives

- Can understand most of a radio programme aimed at a general audience.
- Can identify key information in linguistically complex conversations at natural speed.
- Can use *should(n't) have ...* to express regrets, wishes, or disapproval about the past.
- Can use *may/might (+ not) have ...* to talk about past possibilities.
- Can use *could(n't) have ...* to talk about past possibilities.
- Can use *must have ...* to express inferences and assumptions about the past.
- Can outline an issue or problem clearly.
- Can describe the personal significance of events and experiences in detail.

Warm-up

The Lead-in below asks students to discuss different aspects of *acquisitions*, *mergers* and *strategic alliances*, so it would be a good idea to use the Warm-up as an opportunity to quickly revise/teach the terms. Write all three terms on the board and elicit or give their meanings (see Business brief). Then invite different students to tell the class what they know about each form of business partnership. Do not confirm answers yet, as students will find out more about them in the lesson.

Lead-in

Students discuss acquisitions, mergers and strategic alliances.

1 Put students in pairs and give them 3–4 minutes to discuss the questions. Then elicit ideas around the class. If you think your students will struggle, do this as a whole-class activity and help them with examples from the Notes below.

Notes

Famous acquisitions

- Comcast buys AT&T® Broadband and forms Comcast Corporation
- Vodafone AirTouch buys Mannesmann and forms Vodafone Group plc
- Verizon Communications buys Vodafone's stake in Verizon Wireless and forms Verizon
- SBC Communications buys Ameritech® and forms AT&T®
- Citicorp buys Travelers Group and forms Citigroup®
- Royal Bank of Scotland buys ABN AMRO (a Dutch bank) and keeps the name RBS (Royal Bank of Scotland)
- Pfizer buys Warner Lambert and keeps the name Pfizer

Famous mergers

- Daimler Benz merged with Chrysler to form Daimler-Chrysler (failed merger)
- Exxon Corp™ and Mobil Corp™ merged to form Exxon Mobil Corp
- Glaxo Wellcome PLC and SmithKlein Beecham merged to form GlaxoSmithKlein plc
- Royal Dutch Petroleum Corporation and Dutch Shell Transport and Trading merged to form Royal Dutch Shell plc
- Disney and Pixar

Famous alliances

- Spotify® and Uber
- Hewlett Packard and Disney
- Apple and IBM®
- Apple Pay and Mastercard®
- KFC® and Mitsubishi
- Philips and Matsushita
- Mitsubishi and Caterpillar®

Airline alliances

- Star Alliance™ (28 members, including Lufthansa, Austrian Airlines, Swiss, Turkish Airlines, Air China, United®)
- Sky Team® (20 members, including Delta, China Airlines, China Eastern, China Southern, Air France, KLM and Alitalia)
- oneworld (13 members, including American Airlines™, British Airways, Cathay Pacific, Japan Airlines and Qantas)

2 If time allows, let students discuss the question in pairs or small groups first, then as a class. Go through the words in the box with them before they begin and clarify meanings as necessary. Students will hear these words in the listening that follows, so it would be useful to teach them here.

Possible answers

In alliances, companies might share **brands** and **trademarks**, widening their reach.

In mergers, the **management structure** might have to change so that it functions for the new structure of the company. This also happens when an acquisition takes place and one company has bought out another.

A strong merger or alliance can make two companies coming together much larger which can put them in a much stronger position as far as **competition** is concerned. Companies coming together can gain by sharing each other's **technology**.

Efficiency can sometimes be affected negatively after a merger because a company might then become too large to run effectively.

An acquisition of a company may largely affect or completely change its **ownership**.


The **leadership** of a company might not be the same after there has been a change in the structure.

Stakeholders will see changes in their share prices when a merger or acquisition takes place. The changes to the price of stocks will depend on the nature of the restructuring.


Listening

Students listen to an interview about different types of business partnerships.

3A Give students time to read the statements and check that they understand *permanent*, *management structure* and *hostile*. Then put them in pairs or small groups to decide which statements they think are false. Elicit ideas around the class but do not confirm the answers yet, as students will check their predictions in the next exercise.

3B  6.01 Play the recording for students to check their answers to Exercise 3A, then go over the answers with the class. You could play the recording again, getting students to ask you to pause each time an answer is heard, then elicit the correct answer for each statement.

- 1 T (*allows the companies to share different parts of their business assets with each other / they generally choose predefined business areas for specific time periods*)
- 2 F (*a strategic alliance ... doesn't result in a new company as a merger does*)
- 3 F (*In a merger, two similar sized companies consolidate and become a new entity.*)
- 4 T (*The management structure is generally new ...*)
- 5 F (*No new company is formed but the smaller company stops existing completely. Well-known brand names may be kept, however, or even be made into a separate division in the new company.*)
- 6 T (*these acquisitions can be considered friendly or hostile depending on the situation*)

4  6.01 Before students listen again, go through the phrases in the box with them and check that they understand their meanings. Point out that they need to use one of the phrases twice; in weaker classes, you could tell them which phrase that is (*company wants to grow*). Also point out the number of lines in each column: students need to listen for five phrases for *Strategic alliances* and *Mergers*, and four for *Acquisitions*. Play the recording, twice if necessary, and check answers with the class.

Strategic alliances

- share parts of business
- choose predefined areas
- mutually beneficial goals
- make use of synergy
- easy to end

Mergers

- new company formed
- have new ownership
- reissue shares
- decrease competition
- company wants to grow

Acquisitions

- smaller company stops existing
- friendly or hostile
- company wants to grow
- brand names may be kept


5 Put students in pairs and give them 2–3 minutes to discuss the question, then get brief feedback from the class.

Possible answers

These may depend on the company's priorities:

- few or no redundancies as a result of the merger
- a company becoming more efficient and streamlined
- having a presence in more countries
- shares going up in value
- brand becoming more famous

Extra activities 6.2

A  6.01 This activity provides students with extra listening practice. Give them time to read the questions before they listen, then play the recording again. Alternatively, if you think students may remember some of the information from the first listening, you could ask them to answer as many of the questions as they can before listening again, then play the recording for them to check/complete their answers. Check answers with the class.

- 1 They know about them because of codesharing or mileage programmes.
- 2 They look for a company that has something valuable or specialist knowledge that would be beneficial to them.
- 3 They have to let employees, customers and stakeholders know about it and in some cases rearrange work and roles.
- 4 It might be a combination of the two company names or a completely new name.
- 5 Because the management of one or both of the merged companies have to hand over their power to someone else.
- 6 In an acquisition, a smaller business is bought or taken over by a larger one.
- 7 The assets become part of the company which bought the smaller one.

B This exercise looks at useful vocabulary from the listening. Students could do it individually or in pairs, using their dictionaries if necessary. Alternatively, you could go through the words in the box with them before they begin. Check answers with the class, clarifying meanings as necessary.

- 1 assets 2 goals 3 entity 4 permanent
5 bought 6 friendlier 7 decrease 8 controlling
9 field 10 increase

Grammar: Past modals

Students study and practise past modals.

6A Do this as a whole-class activity. Check that students understand the meanings of the words in the box, then discuss the answers with them. Point out that all three sentences refer to the past and ask students what they notice about the verb forms after the modal verbs (they are followed by *have* + past participle). Elicit or explain that in past modals, the verb forms change, but the function of each modal verb – the feeling it expresses – is the same as when they are used to refer to the present.

1 regret 2 disapproval 3 surprise

6B Again, this exercise is best done with the whole class. Teach or elicit the meaning of *deduction* and go over the answers with the class. Then refer students to the Grammar reference on page 122 and go through it with them, answering any questions they may have and clarifying any points as necessary.

1 c 2 a 3 b



Pronunciation bank p.116: Weak forms in past modals

Warm-up

Refer students to the information in the box and go through it with them. Explain or elicit what weak forms are: in modal perfect, *have* and, in negative sentences, *n't* (the short form of *not* after a modal verb, e.g. *shouldn't*) have no stress and so are often 'weakened' in speech. These forms are called 'weak forms'. Write these examples on the board, model the pronunciation of *must have* and *shouldn't have* and get students to repeat them: *She must have left.* /məstəv/; *You shouldn't have lied.* /ʃʊdn'təv/. Move on to the last point in the box and explain that *ought not to have*, where the full form of *not* is used, is often an exception. Give students an example and get them to repeat it: *You ought not to have done that.* /ɔ:t nɒt tə hæv/.

1 ▶ P6.01 Play the recording for students to complete the sentences. After checking answers, if time allows, play it a second time for them to listen and repeat before they practise on their own in the next exercise.

1 might have, must have **2** ought not to have, shouldn't have **3** Couldn't she have, could have **4** might have, can't have

2 Put students in pairs to practise saying the sentences. Monitor and correct their pronunciation as necessary. Model the strong/weak forms again if necessary.

7 Ask students to do the exercise individually and get them to compare answers in pairs before checking with the class. During feedback, you could also elicit the function of each modal verb: ask students if it expresses disapproval, regret, surprise or deduction.

1 ought not to 2 can't 3 must 4 could 5 ought to 6 couldn't

8 This exercise can be done individually or, if time is short, as a whole-class activity, checking answers as you go along. Again, you could ask students to tell you the function of the modal verb in each item.

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

Extra activities 6.2

C This activity gives further practice of past modals. Get students to complete it individually, then check answers with the class.

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

Speaking

Students practise past modals by talking about when things didn't go according to plan.

9A Explain the activity, give students time to look at the phrases in the box and ask any vocabulary questions they may have. Before they begin, you could give them an example for the first item and write it on the board (e.g. *2 hrs late for important interview – couldn't get up in the morning*). Point out that they need to make notes and not write full sentences. If your students are not comfortable discussing personal experiences, reassure them that they can invent the information or talk about someone they know.

9B Put students in pairs or small groups to tell each other about their experiences. Tell them that they should try to use past modals where possible. Refer to the example on the board and ask them how they might use a past modal to talk about this occasion (e.g. *I was two hours late for an important interview once because I couldn't get up in the morning. I shouldn't have stayed up late the night before!*) Encourage students to respond to what their partners say.

MyEnglishLab: Teacher's resources: extra activities; Reading bank

Grammar reference: p.122 Past modals

Pronunciation bank: p.116 Weak forms in past modals

Teacher's book: Resource bank: Photocopiable 6.2 p.160

Workbook: p.30 Exercises 1–3, p.31 Exercises 1–3

6.3 > Communication skills

Diffusing conflict

GSE learning objectives

- Can extract specific details from a TV programme on a work-related topic.
- Can follow a work-related discussion between fluent speakers.
- Can infer attitude and mood in discussions by using contextual, grammatical and lexical cues.
- Can express views clearly and evaluate hypothetical proposals in informal discussions.
- Can propose action to be taken to resolve a conflict in a simple negotiation using fixed expressions.
- Can ask open-ended questions to better understand the specific details of a problem.
- Can encourage agreement during group discussions by indicating the areas where people have the same opinion.
- Can discuss options and possible actions.

Warm-up

Discuss these questions with the class: *What are some reasons people argue? How do you usually feel after an argument? Do you find it easy to get along with argumentative people? What (if anything) do you find difficult?*

Lead-in

Students talk about their attitudes to conflict.

1A Put students in pairs, give them time to read the questions and teach or elicit the meanings of *shy away from* (avoid doing or dealing with something because you are not confident enough or you are worried or nervous about it), *healthy* (as in *healthy argument* – used to describe an attitude, feeling or behaviour that is natural, normal and sensible), *unhealthy* and *at all costs*. Give students 2–3 minutes to discuss the questions, then get feedback from the class.

Possible answer

4 It promotes openness and honesty. It helps identify problems. It can lead to better problem-solving. It can reduce frustration and increase harmony. It can lead to improved morale, personal growth and productivity.

Notes

There are three basic approaches that we use to deal with conflict: *flight* – avoiding conflict in the hope it will go away; *fight* – using force, power or appeal to rights to try to 'win' the argument; *collaborate* – talking with other people to develop solutions that will satisfy mutual interests.

We all have a preferred approach to conflict. However, attitude also depends on the role the person plays in the conflict. For example, someone might avoid conflict (flight) with their manager over one issue and actively seek conflict (fight) with a friend over a different issue.


Research into cultural differences in conflict resolution shows that Western cultures generally respect directness and tend to prioritise business over personal feelings. Eastern countries prefer a more indirect approach, characterised by an attempt to preserve social harmony, subtle signalling to resolve a conflict and a tendency to suppress outward emotion. Awareness of an indirect confrontation style and competence in it are very important in a global business context.

No conflict style is inherently right or wrong, but one or more styles could be inappropriate or ineffective for a given situation.

1B Get students to discuss the situations in the same pairs as for Exercise 1A, then invite different students to share their answers with the class. Encourage them to give reasons for the situations they would choose to say or do nothing about.



Video

Students watch a video about dealing with conflict.

2  **6.3.1** If your students watched the Unit 5 video, ask them to give you a short summary of the situation and the main characters' roles. If this is the first communication skills video for your class, briefly set up the context and/or refer students to page 6 of the Coursebook. Go through the instructions and questions with them, then play the video and check answers with the class.

- 1** They have 'teamed up' (formed an alliance) with a big European events company; they're expanding.
- 2** Prisha's old boss at ZX has been in touch to set up a meeting with her and David.
- 3** She took some clients with her and ZX were not happy about that.
- 4** She doesn't think it would be a good idea.

3A Explain to students that Prisha can approach the conversation with David in different ways and go through the details of Options A and B with the class. Teach or elicit the meanings of *assertive*, *collaborative* and *compromise*. Make it clear that students can choose which option they want to see first on the video. Put students in small groups and ask them to discuss the two options, giving reasons for their answers. Elicit ideas from a few students and then, as a class, decide which video to watch first.

3B  **6.3.2**  **6.3.3** Give students a minute to read the questions for Option A or Option B, depending on their choice, and play the video. If time allows, put students in the same groups as for Exercise 3A and get them to compare answers before checking with the class. Do the same for the second video.


Option A

- 1** That ZX will want to take over Happenings.
- 2** That it's not such a bad thing. ZX are one of the biggest names in the business.
- 3** That they wanted to be their own bosses.
- 4** Set up the meeting with ZX.

Option B

- 1** She says that she wants to discuss the call from her old boss and that, even though they may think differently about it, she doesn't want to fall out with him.
- 2** Their cash-flow problem; they're 'running on fumes at the moment'.
- 3** (To hear them out and) collaborate on one project and see if the working relationship is good.
- 4** Take another look at their marketing strategy.

4 Put students in pairs and give them 2–3 minutes to discuss the question. If there is time, you could join pairs together into groups of four to exchange ideas. Get brief feedback from the class.

5  **6.3.4** Students should do this in the same pairs as for Exercise 4. Explain that they are going to watch the last section of the video, with conclusions and learning points on the two approaches in Options A and B. Play the video and get students to compare what the speaker says with their own ideas from Exercise 4. Discuss the answers and students' views as a whole class.

In **Option A**, we see that Prisha is very assertive and direct with David. She wants to win the argument. And we see how the tension rises as David offers counter-arguments. In the end, Prisha reluctantly agrees to accommodate him, and they get a result that they can both live with, for now at least. This approach is honest and open, but it can harm the relationship, especially if a person always wants to 'win'.

In **Option B**, Prisha tries to use a more collaborative approach. She still has reservations, but tries to be less direct in her communication style, and is more willing to develop solutions with David. This approach prioritises relationships over personal interests, explores options and can generate more solutions, but can be slow and the compromise reached might leave both parties dissatisfied.

Reflection

Students reflect on the conclusions from the video and their own approach to dealing with conflict.

6 Allow students to work individually on this so that they can reflect on their ideas and preferred approach. Ask them to think of their own answers to the questions and to make notes. Then put them in pairs to discuss and compare their answers. Get brief feedback from the class.

Functional language: Diffusing conflict

Students look at useful language for diffusing conflict.

7A Ask students to do this individually, then confirm the answers or play the video again for them to check. Go over the phrases and check that students understand them but do not focus on their functions yet, as students will do this in the next exercise.

1 straight 2 were to 3 potential 4 concerns
5 prepared 6 agree 7 raise 8 concern 9 agreed
10 collaborating 11 reached 12 figure out

7B This exercise can be done individually or in pairs. Before students begin, look at the headings in the table with them and check that they understand them. Check answers with the class.

Identify and explore issues clearly: 1, 3, 4, 7, 8

Come up with options: 2, 5, 10, 12

Develop agreements: 6, 9, 11

8A Put students in pairs, give them time to read the scenarios and check that they understand the meanings of *sort something out* in scenario 1 and *joint* in scenario 2. Let them discuss the scenarios for 2–3 minutes, then invite different students to tell the class how they would react in each scenario.

8B Explain the activity: in the same pairs, students choose one of the scenarios they discussed in Exercise 8A and develop a dialogue for it. Point out that they can make notes if they like, but they should not write out the full conversation. Give them 3–5 minutes to develop their dialogue, then get them to practise it. Remind them that they should use phrases from Exercise 7. During the activity, monitor and check students' use of the functional language; note down any errors to highlight

during feedback. If time allows and if you think your students would be comfortable doing so, you could invite different pairs to act out their dialogue to the class. Finally, highlight any errors you noted while monitoring.

Extra activities 6.3

A This activity provides students with additional reading practice. Ask them to work individually first, then get them to compare and discuss their answers in pairs before class feedback. For questions 1–4, encourage them to underline the parts of the text that gave them the answers.

- 1 Don't attack someone's character, intelligence or job because it has negative consequences for trust and decision-making.
- 2 It can seem like one side, the majority, 'wins' while the minority 'loses'.
- 3 Getting angry and sending offensive messages, insulting others online.
- 4 People are protected by the computer and may get offensive and we are also less likely to hear other points of view.
- 5 Possible answers: don't exaggerate, don't say things that aren't true, don't raise your voice.

Task

Students roleplay a meeting to manage potential conflict between an event organiser and its sponsor.

9A Divide the class into two groups, A and B. Explain that they are going to hold a meeting to discuss problems with the organisation of a tennis tournament and possible solutions. Group A are the event organisers. Group B are sponsoring the event. (In bigger classes, you can divide the class into smaller A–B groups.) Refer students to their role cards on pages 129 and 133 and give them time to read the information while you monitor and help them with any unknown vocabulary or other questions they may have. Set a time limit for the preparation stage and remind students of the two approaches from the video; tell them that they should decide which approach they are going to take before they prepare for their meeting. Also refer them to the headings in the table in Exercise 7B and tell them that they should aim to do these things in their discussion; you could write the headings on the board for them to refer to during the activity. Finally, remind them to think about which phrases from Exercise 7A they could use.

9B Students now hold their meetings. Set a time limit before they begin and remind them again to use the functional language from Exercise 7A. During the activity, monitor and note down any points to highlight during feedback, but do not interrupt the meetings.

9C Let students discuss in their groups first, then broaden this into a class discussion. Do they think they managed the potential conflict successfully? Why / Why not? What did they find easy/difficult? Were the phrases from Exercise 7A useful? After students reflect on their meetings and performance, highlight any points you noted while monitoring.

MyEnglishLab: Teacher's resources: extra activities; Extra video activities; Functional language bank

Workbook: p.32 Exercise 1

6.4 Business skills

Learning from mistakes

GSE learning objectives

- Can follow a work-related discussion between fluent speakers.
- Can recommend a course of action, giving reasons.
- Can outline an issue or problem clearly.
- Can talk about personal experiences in detail using linguistically complex language.
- Can precisely express the potential consequences of actions or events.
- Can talk in detail about choices that have been significant or life changing using linguistically complex language.

Warm-up

Put students in pairs or small groups and ask them to tell each other about a mistake they made recently: how it happened, what the consequences were and how they 'corrected' it, if they did. It can be in any context (at their place of work/study, at home, etc.) and any situation they feel comfortable discussing. Ask them to talk about the chain of events, including their emotional reactions (e.g. *I felt ... , I offered to ... , In the end, I ... , The other person ...*). Invite students to volunteer to share their experiences with the class.

Lead-in

Students talk about different attitudes to making mistakes.

1 Put students in pairs, let them read the comments and teach or elicit the meanings of *complexity* and *inevitably*. Give them 3–4 minutes to discuss the comments, then invite different students to share their views with the class. Encourage them to give reasons.

2 Ask students to write a sentence like the ones they discussed in Exercise 1, expressing their own attitude to making mistakes; help them with any vocabulary they may need for this. Then put them in small groups to compare and discuss their sentences. Do they have similar attitudes?

Listening

Students listen to a project team meeting about learning from mistakes.

3A 6.02 Explain that students are going to hear the first part of a meeting between an IT project leader and his team, where they discuss mistakes in the project. Play the recording, twice if necessary, then check answers with the class.

- 1** Mistake: lack of detailed planning
Outcome: problems controlling costs, a few project delays
- 2** Mistake: software partners delivered software with bugs
Outcome: users lost trust in the project and stopped cooperating
- 3** Mistake: leadership failure on our side
Outcome: software developer team didn't know what to deliver, took wrong decisions under pressure

3B Put students in pairs and give them 2–3 minutes to discuss the comment. Should the project team be honest? Why / Why not? Invite different students to share their views with the class and encourage them to give reasons.

3C 6.03 Explain to students that they are going to hear the next part of the meeting between Paul and his team. Go through the instructions with them, then play the recording and check answers with the class.

Alternative past actions

- 1** Should have used a proper project planning tool to support the project/team.
- 2** Should have documented project requirements more clearly for project partners.
- 3** Should have invested more time in relationship-building; shouldn't have relied so much on email and conference calls.

Specific recommendations for the future

- 1** Should buy GO-Project and make it available to all major projects in the company.
- 2** Should develop clearer documentation, templates, to give external partners in projects.
- 3** Should budget for travel to external partners to create better relationships for future projects and build trust.

3D If time allows, let students discuss the question in pairs or groups first, then broaden this into a class discussion. Again, remind them to give reasons for their answers.



Pronunciation bank

p.116: Scottish English pronunciation

Warm-up

Refer students to the information in the box and explain that they will be looking at features of Scottish English pronunciation. If this is the first pronunciation lesson on accents for your students, explain that there are many different English accents around the world and that it is important that students are exposed to as many as possible, so that they can comfortably follow what speakers with different accents are saying. Go through the points in the box with students. For point 4, give a simple explanation of *glottal stop*: a sound made by completely closing and then opening your glottis (the thin opening between our vocal cords, which usually closes when we swallow). In some forms of spoken English, a glottal stop takes the place of a /t/ between vowel sounds. Give students an example, using the word *butter* /bʌʔə/.

1 P6.02 Play the recording, twice if necessary, for students to identify the Scottish English version, then check answers with the class. Note that students should not be encouraged to repeat the words or copy the accent in the audio; the purpose of this activity is to expose them to the accent, to help them understand one of the vast variety of accents they will encounter in the world outside the classroom.

- 1** second **2** second **3** first **4** first **5** second
6 first **7** second **8** second **9** first **10** second
11 first **12** first

Functional language: Analysing and learning from mistakes

Students look at useful language and strategies for analysing and learning from mistakes.

4A Give students 2–3 minutes to read the sentences in the table. Then do the activity with the whole class: go over the strategies in the box with students, then elicit the correct answer for each pair of sentences, clarifying meanings as necessary.

- 1 Specify the mistake clearly
- 2 Explain the results of the mistake
- 3 Propose alternative past actions
- 4 Describe unexpected problems
- 5 Summarise the main learning point
- 6 Summarise the general experience
- 7 Recommend future actions

4B Explain the activity and ask students to work on it individually. Point out that more than one answer may be possible for some gaps and encourage them to read carefully around the gaps in order to choose the correct phrase. Tell them that in addition to meaning, they should also think about grammatical clues which can help them decide what type of phrase is needed each time. Check answers with the class and try to elicit both/all possible answers for questions 1, 3, 4, 6 and 7.

- 1 All in all, / Considering everything that happened,
- 2 Our biggest mistake was
- 3 one thing I/we hadn't expected was / it wasn't foreseen
- 4 it meant that / this created the problem that
- 5 With hindsight, we should have
- 6 The key takeaway for me is / My main lesson learnt is
- 7 Going forward / In future

Extra activities 6.4

A Go through the instructions with students and make sure that they are clear about the context and who the two speakers are. Get them to complete the conversation individually and then to compare answers in pairs before class feedback. After checking answers, you could put them in pairs to practise the conversation.

- 1 I think the main problem was
- 2 This created the problem that
- 3 It wasn't foreseen that
- 4 With hindsight
- 5 All in all
- 6 going forward
- 7 The key takeaway for me is the

B Ask students to imagine that they are the leaders of the construction project in Germany and refer them to the report. Explain that it was written by the Project Manager in the USA and give them time to read it. Then explain the writing task: students are going to write an email to their Head of Legal, explaining the problems and requesting a meeting to discuss ways to avoid these problems on future projects. They should refer to the report and the conversation in Activity A and should try to use phrases from Exercise 4A on page 65. Point out the word limit and give students plenty of time to plan their answers; in weaker classes, they could do this in pairs. If time is short, they can write their emails for homework.

Model answer

I have just read the latest project report and I can see that, although the project is largely regarded as a success, there were some issues that we need to avoid happening again.

The main problem was the delay of materials that resulted from us having to find new suppliers at a late stage. This was because it hadn't been foreseen that fire regulations for building materials might not be the same internationally and that the EU regulations would be tougher than those in the USA. As a result, some U.S.-based suppliers did not meet basic standards requirements for the EU. This meant that we had to find new suppliers and materials which led to a 10-week delay. The fact that international quality standards are not the same can have a major impact on a project.

Please let me know when you would be available to meet for a discussion about what we can do to ensure that this doesn't happen again.

Kind regards,

Task

Students talk about a mistake they learnt from.

5A Explain the task and go through the questions with students. If you did the Warm-up activity, tell them that they may choose to make notes about the mistake they talked about there, or a different one. Encourage them to think about how they can use phrases from Exercise 4A. Monitor while students are working and help them with any vocabulary they may need.

5B Put students in small groups to share their experiences. When they have finished, they should vote for the most interesting story in their group. Encourage them to give reasons. Why was it interesting? How valuable was the lesson learnt? If there is time and if you think they will feel comfortable sharing their experience with the whole class, invite the 'winner' from each group to tell the class about it.

MyEnglishLab: Teacher's resources: extra activities; Functional language bank

Pronunciation bank: p.116 Scottish English pronunciation

Workbook: p.32 Exercise 2

6.5 ➤ Writing

Report extract

GSE learning objectives

- Can infer meaning from contextual clues in an official document or report.
- Can write a detailed work-related report outlining issues and problems.
- Can write a plan of action detailing a problem, how it will be fixed, and by when.
- Can write a report summarising business plans and strategies.
- Can write a structured report analysing advantages and disadvantages of a situation and recommending action.
- Can express themselves fluently in writing, adapting the level of formality to the context.

Warm-up

Discuss these questions with the class: *Do you ever have to write reports in your own language? What kind of reports have you written? Have you ever had to write a report in English? If yes, how difficult/easy did you find it? What advice would you give to people about writing a report in English?*

Optional grammar work

The report extract in Exercise 1 contains examples of different ways of expressing the future, so you could use it for some optional grammar work.

Refer students to the Grammar reference on page 123 and use the exercises in MyEnglishLab for extra grammar practice.

Lead-in

Students read and complete a report extract.

1 Get students to complete the exercise individually, using their dictionaries if they need help. Point out that all the gapped words are prepositions. Get them to compare answers in pairs, then check with the class. After checking answers, highlight or elicit that, like most reports, the report extract here is written in a formal style.

1 with 2 in 3 into 4 with 5 in 6 on 7 in 8 on
9 on 10 of 11 to 12 in

Functional language

Students look at useful structures and phrases for reports.

2A Draw students' attention to the headings in the table and point out that they describe the topic of each of the paragraphs in the report extract. Explain the activity and ask students to complete it individually, then check answers with the class.

1 strategic 2 hope 3 does not appear 4 have been
5 venture 6 structural

2B Students could do this individually, comparing answers in pairs before class feedback. Alternatively, you could do it as a whole-class activity, checking answers as you go along.

Background information

Following the friendly takeover last year ...
The intention at the time was to facilitate the growth of the company ...

Description of problems

There is hardly any advantage for us in ...
It is clear that the alliance is not working for us.
It is evident that the rewards are not as great as expected.

Action points for the future

As a result of these issues ...
For these reasons, we are considering ...
Furthermore, we plan to ...

Extra activities 6.5

A This activity practises the functional language from the lesson. It can also serve as a second model answer, which students can refer to when they complete the writing task in Exercise 3B. The exercise can be done individually or in pairs.

1 hope 2 advantage 3 reached 4 evident
5 result 6 appear 7 failure 8 reasons
9 Consequently

Task

Students write a formal report extract.

3A Put students in pairs and refer them to the report extract on page 128. Explain that they need to rewrite it using phrases from Exercise 2A to make it more formal. If time allows, join pairs together into groups of four to compare their work. In stronger classes, you could ask students to work individually and then compare answers in pairs. During the activity, monitor and check that students are using the functional language from the lesson correctly. Note down any errors to highlight during feedback.

Model answer

In the hope of expanding into new markets we have been in discussion with another company about the possibility of forming a strategic alliance. It is evident that there is a lack of interest in our products from consumers. As a result of this, we are losing market share rapidly. We are therefore in the process of moving forward with this alliance.

3B Give students time to read the notes on page 131 and ask you any vocabulary questions they may have. Remind them to use a different paragraph for each of the three main points in the notes and to use phrases from Exercise 2A in each paragraph. Point out the word limit before they begin and, if they write their reports in class, set a time limit. If time is short, the writing task can be assigned as homework. In weaker classes, students can plan their report in pairs.

Model answer

Agreement has now been reached to exit the strategic alliance which we formed last year because there is hardly any advantage for us in continuing. This is as a result of the increasing number of problems the company has encountered and the failure to achieve key objectives. For these reasons, we are now in discussion with a large Peruvian construction company to set up a joint venture in order to build the new housing project in Lima. We are doing this in the hope of benefiting from the other company's experience and expertise. This joint venture will provide us with all the facilities we need as well as the specialised staff they employ, both of which will be extremely valuable. The partner company appears to have a good track record of building in the city centre with this kind of project. Furthermore, we will benefit from their large workforce, which we will need to complete the project on time. Additional benefits of having a joint venture instead of the strategic alliance are that it is a temporary contract and runs only for the duration of this project. Moreover, a joint venture will not affect our individual businesses. It is evident that both companies have the same objectives for the project and this should lead to much better communication and fewer problems than we have had with the strategic alliance.

3c If students write their report extracts as homework, do this exercise in the next class. Put students in pairs and get them to check each other's work. Has their partner organised the extract into three paragraphs? Which phrases from Exercise 2A has he/she used and has he/she used them correctly? Have they both used the same phrases in their extracts?

MyEnglishLab: Teacher's resources: extra activities; Interactive grammar practice; Writing bank

Grammar reference: p.123 Different ways of expressing the future

Workbook: p.33 Exercises 1–4

Business workshop ➤ 6

Growing the business

GSE learning objectives

- Can identify key information in linguistically complex conversations at natural speed.
- Can follow a work-related discussion between fluent speakers.
- Can write a simple SWOT analysis.
- Can understand differences and similarities between points of view in extended texts.
- Can develop an argument giving reasons in support of or against a particular point of view.
- Can compare the advantages and disadvantages of possible approaches and solutions to an issue or problem.
- Can precisely express the potential consequences of actions or events.
- Can suggest pros and cons when discussing a topic, using linguistically complex language.
- Can justify a viewpoint on a topical issue by discussing pros and cons of various options.
- Can write a detailed summary of work-related information.

Background

Students read about a juice bar business in Croatia.

1 Introduce the subject by asking students if they like fruit juice: do they make it at home from fresh fruit and do they like going to juice bars? Are juice bars popular in their country? What about organic food? Then ask them to read the background and discuss the answers in pairs. Check answers with the class.

- 1 It is a business in different cities in Croatia with trucks which sell juice, smoothies and soup made from local organic fruit and vegetables.
- 2 They added soups to their offer and published a recipe book.
- 3 They want to keep the reputation they have for excellence.
- 4 A strategic alliance, a merger or a friendly acquisition, as long as it is the right type of partnership.

Notes

The juice bar industry is continuing to grow due to raised awareness of healthy eating habits, especially among young people. In the USA alone, it is a \$2.2 billion business, largely driven by millennials who have included healthy juices and smoothies as part of a healthier diet and lifestyle. Millennials make up the demographic group which spends the most on eating out and often share their experiences on social media, therefore helping to create trends. This group is also interested in nutritional values, so organic foods appeal to them. In addition, organic foods are one of the fastest-growing sectors in the food industry even though they cost consumers more. As the most popular organic foods are fruits and vegetables, combining this with popular juices and smoothies makes good business sense.

The way ahead

Students listen to business partners discussing ways to grow their business.

2A Put students in pairs and give them 2–3 minutes to discuss the question and make notes. Elicit ideas around the class, list them on the board and ask students to add to their notes as you write. Do not confirm answers yet, as students will check their predictions in the next exercise.

2B ▶ **BW6.01** Ask students to listen and tick any of the ideas on their lists the speakers mention. Play the recording, then go over the answers with the class.


See answer to question 2 in Exercise 3.

3 ▶ **BW6.01** Explain the activity, ask students to read the questions and check that they understand *founded* in question 1. Play the recording, then check answers with the class.

- 1 At the beginning they had one truck with juices and smoothies. They now have trucks in a total of five cities (Zagreb, Split, Zadar, Pula and Osijek). The new cities include those with universities and in tourist centres. They now also sell soups and have written a recipe book.
- 2 A strategic alliance could be with a boutique hotel in the city centre or with hotels that run conferences or have space for meetings. A merger could be with a company with food trucks or a restaurant. Alternatively, they could try to sell their business to a well-known retail chain which wants to offer a special experience to their customers, either selling products at an in-store juice and soup bar, or sell their business to a supermarket chain where their products can be sold in bottles.
- 3 Each of them will look into the ideas they proposed and write a summary.

4 Discuss the question with the whole class. Make sure students give reasons for their answers.

Extra activities Business workshop 6

A  BW6.01 This activity provides students with extra listening practice. If you think they may remember some of the information from the first listening, ask them to answer as many questions as they can before they listen again, then play the recording for them to check/complete their answers. To confirm answers, you could play the recording again, telling students to ask you to pause each time an answer is heard.

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

The SWOT analysis

Students carry out a SWOT analysis.

5 Introduce students to the idea of SWOT analysis: write *SWOT analysis* on the board and ask them if they have ever seen it before and if they know what it is. Elicit or explain that it is a strategic planning technique used by organisations to identify their internal *Strengths* and *Weaknesses*, as well as external *Opportunities* and *Threats* they may face. Draw their attention to the chart and go over the instructions and list of factors with them. Check that they understand *regulations* and *unique selling proposition (USP)*. Refer them to the example and ask them to classify the rest of the factors in pairs. Check answers with the class, then give pairs a few minutes to think of more factors for each category. Elicit ideas around the class and list them on the board, for students to add to their charts.

1 O 2 T 3 S 4 T 5 O 6 W 7 S 8 W

Possible answers

Strengths: excellent reputation, good relations with labour force, modern factories, stable supply chain

Weaknesses: technology which is not up to date, internal problems in the company, reliance on small group of long-lasting products, negative public image

Opportunities: growing market, favourable currency rates, increased demand for product or service

Threats: shrinking market, unfavourable currency rates, tariffs on products, labour strikes, new competitors

6A Put students in groups of three, explain the activity and refer them to their respective texts on pages 99, 129 and 133. If your class does not divide up into threes, one or two of the options can be assigned to two students. Allow plenty of time for them to read their summaries while you monitor and help them with any unknown vocabulary or other questions they may have. When they have finished, explain that they will return to their groups later.

6B Put students in pairs with someone who read the same summary in Exercise 6A. Ask them to copy the SWOT analysis chart from Exercise 5 onto a piece of paper and complete it for the business option they read about. While they are working, monitor and help them as necessary.

Possible answers

Option A: Acquisition

Strengths: good reputation; branches throughout Balkans

Weaknesses: finding it difficult to expand; need cash

Opportunities: might be part of decision-making process; given space for juice bar; decide together how to set up juice bar; retail chain has strong presence in southeast Europe; could run the juice bars for a time; receive cash to allow us to move into new area of the business (e.g. recipe books, production company)

Threats: would no longer own the business; competition increasing; costs going up; may not be able to get a good price in future

Option B: Merger

Strengths: similar size; serves organic dishes; has excellent reputation; sources fresh food and uses high-quality ingredients; farm-to-table philosophy; both have same area of specialisation

Weaknesses: ingredients are fairly expensive; cash-flow problems

Opportunities: share expenses; could grow quickly; foothold in new markets; use synergy to expand business; possible expansion into other Balkan countries

Threats: ownership of new company; name so that customers recognise us; new management structure and staffing; who takes major decisions; changes to supply chain; competition is growing

Option C: Strategic alliance

Strengths: well-known hotel; attracts similar customers to ours

Weaknesses: hiring people to build a kitchen and decorate the juice bar; preparing snacks

Opportunities: hotel takes care of initial costs; could open quickly; help us to grow without large investment; hotel does promotion; possible roll-out in other hotels

Threats: hotel involved in hiring staff, deciding on pricing and possibly finding suppliers; keeping basic business model (using local and organic fruits and vegetables); PR should go along with current brand and image; more people involved in decision-making

6C Discuss the question with the whole class and make sure students give reasons. Do not go into detail about what they learnt from the SWOT analysis yet, as they will discuss their analyses in more detail in Exercise 8A.

7 Again, discuss this briefly with the whole class. Elicit ideas around the class, encouraging students to give reasons.

Extra activities Business workshop 6

B Students could do this individually or in pairs; the second option may be easier for weaker classes. During class feedback, encourage students to correct the false statements, and clarify any points as necessary.

- 1 F (They look at both internal and external aspects.)
- 2 T (This happens when you look at strengths and weaknesses.)
- 3 T (This happens when you examine the opportunities and threats.)
- 4 F (They can come from government policies, the economy in general, currency fluctuations and other external factors.)
- 5 T (This happens when you look at strengths and opportunities.)
- 6 T (Weaknesses show a company areas it needs to work on.)
- 7 F (You need to find positive and negative points.)
- 8 F (Strengths show what it does well, but threats come from outside. Weaknesses show what it needs to improve.)
- 9 T (Opportunities help a company to see where they are in the market usually based on what they are doing better than their competitors.)

Task: Choosing an option

Students decide on the best option for a business partnership and write a summary of their reasons.

8A Put students in the same groups as for Exercise 6A and allocate roles according to the text they read (Option A: Zora; Option B: Karoline; Option C: Paul). Ask students to take turns to tell their group about the option they read about and what they learnt from the SWOT analysis. Remind them that they can refer to their chart from Exercise 6B (which they can also share with their group).

8B In their groups, students now compare the three options and decide on the best one. They should discuss the advantages and disadvantages of each option and then give reasons for their choices. Why is the option chosen the best solution for More than a Beverage!? Remind students to make notes.

8C Ask students from different groups to feed back to the class: what conclusions did they reach as a group? Which option did they choose? Why?

9 This writing task can be assigned as homework if there is no time to do it in class. Explain the task and point out the word limit. Tell students that before listing the advantages and disadvantages of each option, they should include a brief introduction and give them an example and/or some useful phrases if necessary (see model answer below). Remind them to refer to their notes from Exercise 8B.

Model answer (for choice of Option A)

After considering the three options, a strategic alliance, a merger and an acquisition by another company, we decided that being bought by a highly respected sports retail chain with a strong presence in the area would be the best move. In looking carefully at the pros and cons, we felt the positive aspects greatly outweighed the negative ones.

The cons were that we:

- may not be involved in making decisions
- would no longer own the business.

The pros were that:

- we could be part of decision-making and would be running juice bars at the beginning
- we would have cash to start something new or possibly expand into other areas of the business depending on the contract we negotiate
- we can get a good price at the moment
- the business is a good fit.

For all these reasons, we recommend the acquisition.

MyEnglishLab: Teacher's resources: extra activities

Review < 6

- 1 1 turnaround 2 gain 3 outweigh 4 joint 5 stake
 6 foundation 7 acquisition 8 presence 9 access
 2 1 ought to have spoken 2 couldn't have broken
 3 must have got 4 shouldn't have bought
 5 can't have refused 6 might have been
 7 can't have written
 3 1 point 2 most 3 issue 4 about 5 feel 6 potential
 7 agreed 8 compromise
 4 1 biggest mistake 2 It meant that 3 we'd spent
 4 I hadn't expected 5 key takeaway 6 All in all
 7 Going forward
 5 1 hope 2 form 3 appear 4 as 5 result 6 it
 7 growth 8 result

Unit overview

	CLASSWORK	FURTHER WORK
7.1 > A resilient building	Lead-in Students talk about natural disasters. Video Students watch a video about earthquake-resistant buildings. Vocabulary Students look at vocabulary related to managing and minimising risk. Project Students develop and present an emergency protocol for their place of work/study.	MyEnglishLab: Teacher's resources: extra activities Pronunciation bank: p.117 Linking between words Teacher's book: Resource bank: Photocopiable 7.1 p.161 Workbook: p.34 Exercises 1–3
7.2 > Risk in investment	Lead-in Students discuss key success factors. Reading Students read an article about managing risk in investment. Grammar Students study and practise second, third and mixed conditional sentences. Speaking Students practise conditional forms by talking about hypothetical situations.	MyEnglishLab: Teacher's resources: extra activities; Reading bank Grammar reference: p.123 Second, third and mixed conditionals Pronunciation bank: p.117 Intonation in conditionals Teacher's book: Resource bank: Photocopiable 7.2 p.162 Workbook: p.35 Exercises 1–3, p.36 Exercises 1–3
7.3 > Communication skills: Dealing with risk	Lead-in Students discuss different attitudes to risk. Video Students watch a video about different attitudes to risk. Reflection Students reflect on the conclusions from the video and discuss their own approach to risk. Functional language Students look at useful phrases for talking about risk. Task Students discuss how to manage risks for an upcoming event.	MyEnglishLab: Teacher's resources: extra activities; Extra video activities; Functional language bank Workbook: p.37 Exercise 1
7.4 > Business skills: Analysing risk	Lead-in Students discuss potential risks that can be planned for in advance. Listening Students listen to colleagues discussing potential risks for a project. Functional language Students look at useful phrases for analysing risk. Task Students discuss travel risks using a probability impact matrix and decide on a course of action.	MyEnglishLab: Teacher's resources: extra activities; Functional language bank Workbook: p.37 Exercises 2–3
7.5 > Writing: Accident report	Lead-in Students read and correct an accident report. Functional language Students look at useful phrases for accident reports. Task Students write an accident report.	MyEnglishLab: Teacher's resources: extra activities; Interactive grammar practice; Writing bank Grammar reference: p.124 Alternatives to <i>if</i> Workbook: p.38 Exercises 1–3
Business workshop 7 > What could possibly go wrong?	Reading Students read the profiles of three start-ups. Listening Students listen to an expert giving advice on risk assessment for business owners. Task Students create a risk-management plan for a start-up. Writing Students write a description of how their start-up performed.	MyEnglishLab: Teacher's resources: extra activities

Business brief

The main aim of this unit is to introduce students to the concept of **risk** in business, focusing primarily on two main areas: risks related to **natural disasters** and **investment risks**.

Natural disasters **pose a** serious **threat** to all businesses. Although they are more frequent in some countries than others, they can happen anytime, anywhere; and when they do, they can have **catastrophic effects** on business and the economy alike. Phenomena like earthquakes, floods, drought, tsunamis, hurricanes and wildfires may destroy a company's tangible assets, such as buildings and equipment. In addition to **suffering** physical **damage**, a business may experience a number of different disaster-related issues causing the disruption, or interruption, of business processes. These issues are often due to damage to infrastructure – roads, ports, power supply, etc. – and include broken supply chains, delayed transportation and delivery of goods, power cuts and shortages in raw materials (which can also lead to increased costs).

Although crisis-management plans need to be in place for an organisation's post-disaster response, pre-disaster planning and **forward thinking** are even more important. Experts agree that the most effective ways of **managing risk** are those which focus on **preventive measures**, such as investing in more **resilient** buildings and insuring against **potential risks**. These measures can **minimise** the impact of natural disasters on property, business operations and employees and are often less costly than post-disaster response.

Risk in investment takes on many forms, but it can be broadly defined as the probability of the actual return on an investment being lower than its expected return; in other words, losing some or all of the investment. As a general rule, higher-risk investments offer higher returns, and lower-risk investments offer lower returns. This is known as the 'risk-return relationship'. One way to **manage** investment risk is by following the **Modern Portfolio Theory** (MPT), a popular investing model which suggests that building a **portfolio** of different types of investments diversifies the investor's risk, providing greater returns in the end. The theory was developed by American economist Harry Markowitz in 1952, who introduced risk assessment as an integral part of investment strategy (strategies at the time focused on return but did not account for risk).

The unit also looks at **analysing risk**, an essential part of the successful management of any organisation. The first step in risk analysis is **identifying** possible threats to the organisation. Once identified, the threats then need to be **assessed**; this involves estimating the **probability (likelihood)** of a threat materialising and the impact (**consequences**) this would have on the organisation. A plan can then be developed on how the risks identified can be avoided or **mitigated**.

Risk and your students

All students should be familiar with the concept of risk in different areas of their own lives. Pre-work students may have thought about the potential risks and rewards of following one particular course of study rather than another. In-work students may be directly involved with risk management in their jobs. No business is without risk, so no matter which field your students work/will work in, it will be useful for them to understand and be able to discuss the concepts of risk and risk management in business.

Unit lead-in

Draw students' attention to the unit title and elicit a brief description of the photo. Then look at the quote with the class and check that they understand the meaning of *harbour*. Briefly discuss the quote as a class: What do students think it means? Do they agree? Why / Why not?

7.1 ➤ A resilient building

GSE learning objectives

- Can understand most TV news and current affairs programmes.
- Can understand main points and check comprehension by using contextual clues.
- Can give a progress report including key milestones and highlighting risks.
- Can give a clear, detailed spoken description of how to carry out a procedure.
- Can give clear presentations highlighting significant points with relevant supporting detail.

Warm-up

Write *natural disasters* on the board and ask students to name some (e.g. earthquakes, floods, droughts, wildfires, avalanches, tsunamis, tornadoes, hurricanes, volcanic eruptions). Write their ideas on the board, then ask: *Which of these natural disasters do you think is the worst? Why? What can you do to stay safe during and after a natural disaster? What preventive measures can we take to protect ourselves from natural disasters?*


Lead-in

Students talk about natural disasters.


- 1 Depending on time available, you could let students discuss the questions in pairs or small groups first, then as a class.

Video

Students watch a video about earthquake-resistant buildings.

- 2  7.1.1 Draw students' attention to the lesson title and teach or elicit the meanings of *resilient* and *resilience*. Explain that they are going to watch a video about resilient buildings. You may wish to teach these words from the video: *demolish*, *shock* (shaking caused by earthquake), *vulnerable*, *skeleton* (of a building), *resistance*, *mitigate*. Play the video, then check answers with the class.


- 1 F (They are more at risk because Mexico City is in the heart of an earthquake region. And they are exposed to longer earthquakes; Mexico City has long, long shocks.)
- 2 T (Enrique Martínez Romero is a consulting engineer, Alan Burden is a structural engineer and Ahmad Rahimian is an architectural engineer.)
- 3 F (It is lighter than most other skyscrapers.) (But it's true that its smart systems reduce risk to people in the building. The building knows when there is an earthquake coming, and how to deal with it.)

- 3  7.1.1 Give students a minute to read the questions and check that they understand *insured losses*, *quakeproof*, *shock absorbers*, *rod* and *cylinder*. Play the video and ask students to make notes in answer to the questions. Check answers with the class. In weaker classes, students may need to watch the video a second time to check/complete their answers.

- 1 They had to be demolished.
- 2 \$2 billion
- 3 resilient (... *they need to be more resilient than those in other vulnerable regions.*)
- 4 keep it light (... *a building is less dangerous if it is lighter. ... keep the weight as light as you can ...*)
- 5 steel (*Steel was therefore chosen as Torre Mayor's principal material ...*)
- 6 (architect) Ahmad Rahimian
- 7 it resists (... *you have resistance ...*)
- 8 its occupants (*Its integrated smart systems automatically reduce risk to occupants*) and passengers in elevators (... *the elevators automatically stop at the closest floor so passengers can exit safely.*)
- 9 city planners, governments and architects around the world
- 10 focusing on prevention (... *the most effective methods of managing or minimising risk are those which focus on prevention ...*)

- 4 Put students in pairs or small groups and give them 2–3 minutes to discuss the question, then get brief feedback from the class. Before they begin, explain that for *other risks* in the instructions, they could talk about health and safety hazards or disasters caused by man (as opposed to natural disasters, e.g. gas leaks, oil spills, industrial fires, even collapse of buildings/bridges/tunnels, etc.).

Extra activities 7.1

- A  7.1.1 This activity practises useful vocabulary from the video and can be done individually or in pairs. You could get students to use their dictionaries to check any unknown words, then clarify meanings during class feedback. Alternatively, go through the words in the box with students and check that they understand the meanings before they begin. Play the video again for them to check their answers, then go over them with the class.

- 1 collapsed 2 damaged 3 demolished 4 losses
5 designed 6 exposed 7 resilient 8 vulnerable
9 measures 10 Structural 11 strength
12 weight 13 principal 14 damage
15 absorbers 16 protective 17 force 18 stable

Vocabulary: Managing and minimising risk

Students look at vocabulary related to managing and minimising risk.

- 5A Draw students' attention to the dials and explain that they need to turn them in a clockwise or anti-clockwise direction in order to form collocations using all the words. Refer them to the example and make sure they understand that the dial has moved in a clockwise direction once. Say: *We have moved the dial one place, so what is the collocation with 'business'?* (*business partner*). Elicit the remaining three collocations (*human resources*, *stock market*, *mobile phone*). You may

wish to point out to students that turning the example dial in an anti-clockwise direction three times is also possible. Put them in pairs and give them 2–3 minutes to find and write the collocations in each dial. They can turn the dials in either direction to form the correct collocations. Check answers with the class, clarifying meanings as necessary. Encourage students to record the collocations in their notebooks.

Dial 1: Turn the dial two segments in a clockwise direction or two segments in an anti-clockwise direction.
suffer damage, test solutions, prevent disasters, preventive measures

Dial 2: Turn the dial one segment in an anti-clockwise direction or three segments in a clockwise direction.
pose a threat, forward thinking, assess a hazard, risk analysis

5B Do this as a whole-class activity. You could write the categories in three columns on the board (*adjective + noun*, *noun + noun*, *verb + noun*), and write (or invite students to write) the collocations under the correct heading.

adjective + noun: preventive measures, forward thinking
noun + noun: risk analysis
verb + noun: suffer damage, test solutions, prevent disasters, pose a threat, assess a hazard

6A Give students a minute to look at the words in the box and elicit the answer. Then go through the collocations with the class, clarifying meanings as necessary. Again, encourage students to record the collocations in their notebooks.

risk

6B Put students in pairs and give them 4–6 minutes to write their sentences. Explain that they can change the form of the verbs if they like and also that they can use *risk* in the singular or plural form. Allow them to use their dictionaries if necessary. Monitor while they are writing, correcting any errors in students' sentences. As feedback, ask students from different pairs to share their sentences with the class. If you had them record the collocations in their notebooks in Exercise 6A, encourage them to add their example sentences next to each collocation.

Possible answers

The lack of a fire escape posed a major risk. Not having fire alarms in a building means employees' lives are at great risk.

Having an emergency plan in the event of a disaster is essential for managing risk effectively.

Risk analysis in engineering can minimise the risk of any potential problems.

When she started her new business, she tried to mitigate risks by doing a risk analysis.

The potential risks with this investment outweigh the benefits.

It is impossible to prevent risk completely. When investing your money, you can reduce risk if you diversify your investments.

Anyone not wearing a hard hat on a construction site runs the risk of having an accident.

It's important to take a risk in life now and again.

7 This exercise looks at vocabulary covered in previous exercises, so students should be able to do it individually. Point out that the first letter of each word is given and remind them that reading carefully around the gaps will help them work out what part of speech is needed each time. Also remind them that all the words they need are in Exercises 5A and 6A. To help weaker students, you could also provide the last letter of each word.

1 risk, damage 2 potential risks 3 – 4 reduce
5 forward 6 prevent 7 major
8 preventive measures, minimise/mitigate

Extra activities 7.1

B This activity gives further practice of key vocabulary from the lesson. It is a consolidation exercise, so it would be better for students to do it individually. Go through the instructions with them and ask if they know what UNESCO is (United Nations Educational, Scientific and Cultural Organisation, a part of the UN, based in Paris, which is concerned especially with providing help for poorer countries with education and science). Encourage students to read the whole text quickly first to get the gist before attempting the exercise.

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



Pronunciation bank

p.117: Linking between words

Warm-up

Write *give up* on the board and ask students to say it a couple of times. Ask them if they notice anything about the two words if they say them quickly (they join together). Refer them to the information in the box and go through the first point with them. Model the pronunciation of *get out*. Point out that in the example on the board (*give up*), although the last letter in *give* is 'e', the sounds are linked because *give* ends in a **consonant sound** ('e' is silent). Similarly, in, for example *six hours*, the sounds are linked because *hours* starts with a **vowel sound** (*h* is silent). Continue with the other two points in the box and model the pronunciation of *other areas* and *two others*. Get students to repeat them.

1 Get students to complete the exercise individually or in pairs. Do not confirm answers yet as they will check them in the next exercise.

- 1 Which floor is most at risk in a fire?
- 2 What advice would you give on how to leave in an emergency?
- 3 Which electrical equipment is a major risk or a fire hazard?

2 ▶ P7.01 Play the recording for students to check their answers. If you think your students need the extra practice, play it again for them to listen and repeat.

3 ▶ P7.02 Play the recording for students to mark the linked sounds, then check answers with the class. Again, you could play the recording a second time for students to listen and repeat.

- 1 Have you ever lived in a high-rise building? /w/
- 2 It's important to anticipate possible dangers. /w/
- 3 Don't forget to consider all the risks. /r/
- 4 Make sure you know how to exit safely. /w/

4 Put students in pairs to practise saying the sentences. Monitor and help/correct them, modelling the linked sounds again if necessary.

Project: Emergency protocol

Students develop and present an emergency protocol for their place of work/study.

8A Put students in pairs or small groups and ask them to imagine that they are members of the health and safety team of the same organisation. Start by checking that they know what a health and safety team does (As the name suggests, they are responsible for the health, safety and well-being of people who work, study or visit an organisation. Their duties may include inspecting the premises, investigating accidents and complaints, providing advice and training, promoting awareness through events, campaigns, etc.). Explain that they need to decide what type of organisation they are and what the greatest safety hazard is there and then brainstorm ideas for preventive measures that can be put in place. Encourage them to make notes.

8B Students now create a safety protocol for their place of work/study. Refer them to the items in the box and encourage them to think about the design of the building, assess potential risks and try to come up with smart systems (like the ones used in Torre Mayor in the video, e.g. sensors in lifts that stop on the closest floor in the event of an emergency; they can refer to videoscript 7.1.1 on page 140 for ideas). If possible, they should also prepare some simple diagrams (e.g. a floor plan showing emergency exits). Allow plenty of time for pairs/groups to prepare while you monitor and help them as necessary.

8C Pairs/Groups now take turns to present their emergency protocols to the class. In larger classes, they could do this in groups. Remind 'presenters' to start by explaining the details of their situation, i.e. what type of organisation they are and what they identified as the greatest hazard. As they listen, the rest of the class/students in each group should take notes; tell them to think about strengths and weaknesses of the safety protocol being presented each time. After each presentation, invite the 'audience' to give the presenters feedback: what did they think of their protocol? What strengths/weaknesses did they identify? Do they have any suggestions?

MyEnglishLab: Teacher's resources: extra activities

Pronunciation bank: p.117 Linking between words

Teacher's book: Resource bank: Photocopiable 7.1 p.161

Workbook: p.34 Exercises 1–3

7.2 Risk in investment

GSE learning objectives

- Can guess the meaning of an unfamiliar word from context in a linguistically complex academic text.
- Can get the gist of specialised articles and technical texts outside their field.
- Can extract key details from an article on a business-related topic.
- Can describe hypothetical (counterfactual) results of a current action or situation using the second conditional.
- Can describe hypothetical (counterfactual) past results of a previous action or situation using the third conditional.
- Can compare and evaluate different ideas using a range of linguistic devices.
- Can compare and contrast situations in some detail and speculate about the reasons for the current situation.

Warm-up

Write this statement on the board: *Success comes to those who take risks.* Put students in pairs or small groups to discuss the statement. Do they agree with it? Why / Why not? Is it always wise to take risks? Is it possible to achieve success without taking any risks? Once they have discussed the statement, elicit ideas from a few students, then broaden this into a class discussion.

Lead-in

Students discuss key success factors.

1 Put students in pairs and go through the instructions with them. Elicit different areas where success can be achieved (e.g. education, work, family life, sport), then draw students' attention to the factors in the box. Ask if they can think of any more and write their ideas on the board. Give them 2–3 minutes to discuss their views, then get brief feedback from the class.

2 Do this as a whole-class activity, checking answers and clarifying meanings as you work. When discussing question 1, you may also wish to teach *volatility*, which is used in the article students will read in the next exercise. Explain that the term may also be used to refer to how much and how quickly the value of an investment, market or market sector changes.

- 1 volatile 2 portfolio 3 groundbreaking 4 variance
5 stockbroker

Reading

Students read an article about managing risk in investment.

3 Tell students that they are going to read an article about managing risk in investment. Tell them not to worry about detailed information in the text for now; they should read it quickly to understand the main ideas and choose the best heading. Give them time to read the text, then elicit the answer.

B

4 Give students time to read the questions and check that they understand *coincidence* in question 3. Explain that they need to read the text in more detail this time and ask them to underline the parts of the text that give them the answers. Get them to compare answers in pairs before checking with the class. During feedback, elicit both the answers and the parts of the text where students found each one.

- 1 In Chicago, playing the violin, reading the philosophy of René Descartes and playing baseball and football.
- 2 University of Chicago, economics as a graduate degree
- 3 Meeting a visiting stockbroker while he was waiting for his university supervisor.
- 4 That returns should be judged against, and optimised for, the amount of risk taken.
- 5 Richard Bookstaber used to be a risk manager.
- 6 volatility and diversification

5 Put students in pairs and give them 3–4 minutes to discuss the questions. Check that they understand *turning point* in question 3 before they begin. For question 1, remind them to refer to the factors they discussed in Exercise 1. For question 2, remind them to give reasons. When they have finished their discussion, invite different students to share their answers with the class.

Extra activities 7.2

A This activity provides students with extra reading practice. It can be done individually or, in weaker classes, in pairs. Again, encourage students to underline the parts of the text where they find the answers, and elicit these during class feedback.

- 1 (René) Descartes, Chicago
- 2 economics
- 3 chance, visiting stockbroker
- 4 riskier investments, returns
- 5 volatile, investors, justify
- 6 volatility, framework

Grammar: Second, third and mixed conditionals

Students study and practise second, third and mixed conditional sentences.

6A–B Do these with the whole class and follow the same procedure for both exercises: give students a minute to think about their answers while you copy the sentences onto the board. Elicit the pattern for each type of conditional sentence and write it next to the examples on the board (see answer key below). Underline the verbs in each sentence (6A: 1 *would take on*, *were promised*; 2 *hadn't made*, *wouldn't have received*; 6B: 1 *were*, *wouldn't have spent*; *hadn't struck up*, *wouldn't apply*).

6A

- 1 second conditional: *would* (also *could*, *might*, etc.) + infinitive + *if* + Past Simple
 - 2 third conditional: *If* + Past Perfect + *would* (also *could*, *might*, etc.) *have* + past participle
- In both cases the clauses can be inverted.

6B

They are examples of 'mixed' conditionals, using a mix of second and third conditional forms:
Sentence 1: *If* + Past Simple + *would have* + past participle (second + third conditional forms)
Sentence 2: *If* + Past Perfect + *would* + infinitive (second + third conditional forms)

6C Give students time to think about their answers and then elicit the correct answers. Refer students to the Grammar reference on page 123, go through the explanations and examples with them and clarify any points as necessary.

1 ii 2 i



Pronunciation bank

p.117: Intonation in conditionals

Warm-up

Refer students to the information in the box and go through it with them. Model the pronunciation of the example sentence and get students to repeat it. You may wish to point out that the intonation pattern changes if the main clause is a question: in this case, we use rising intonation for the main clause. Write an example on the board, with arrows to show the fall-rise in the *if* clause and the fall in the main clause: *If we took more risks, would we make more money?* Model the pronunciation of the sentence and get students to repeat it.

1 ▶ P7.03 Go through the instructions with students and explain that they need to identify the *two* words in each sentence where the intonation changes, one word in each clause. Remind them of the explanation in the box: the intonation usually changes on the main stressed word, towards the end of the clause. During feedback, you could copy or project the sentences onto the board and draw (or invite students to draw) arrows above each underlined word: an arrow showing a fall-rise for the first underlined word in each sentence and an arrow showing a fall for the second underlined word.

- 1 If she hadn't met the right people, she wouldn't be where she is today.
- 2 If Zurich wasn't such an expensive city, we wouldn't have spent our entire travel budget.
- 3 If I weren't so hopeless at maths, I wouldn't have failed the economics module.
- 4 If Descartes hadn't inspired Markowitz, he wouldn't have become interested in the economics of uncertainty.

2 ▶ P7.03 Play the recording again for students to listen and repeat. Then put them in pairs to practise saying the sentences. Monitor and correct their intonation as necessary.

7 Ask students to do this individually and get them to compare answers in pairs before checking with the class. Remind them that they can refer to the patterns on the board and/or the Grammar reference if they need help.

- 1 c, third conditional
- 2 a, mixed conditional i (hypothesising about a present consequence)
- 3 f, second conditional
- 4 b, mixed conditional i (hypothesising about a present consequence)
- 5 d, mixed conditional ii (hypothesising about a past consequence)
- 6 e, mixed conditional ii (hypothesising about a past consequence)

Extra activities 7.2

B Students can do this individually, as a consolidation exercise, and then compare answers in pairs before class feedback. You could ask them to identify the type of conditional sentence each time (see answers in brackets below). Again, remind them that they can look at the Grammar reference or the patterns on the board if they need help.

- 1 studied (second conditional)
- 2 had done (mixed conditional i, hypothesising about a present consequence)
- 3 hadn't inspired (third conditional)
- 4 would have (mixed conditional i, hypothesising about a present consequence)
- 5 wouldn't have started (mixed conditional ii, hypothesising about a past consequence)
- 6 didn't consider (mixed conditional ii, hypothesising about a past consequence) OR hadn't considered (third conditional)
- 7 would it be (second conditional)
- 8 would you have chosen (third conditional)

Speaking

Students practise conditional forms by talking about hypothetical situations.

8A Ask students to complete the sentences individually. Remind them that they should use conditional forms and refer them to the patterns on the board and/or the Grammar reference. To help them, you could give them one or two of the examples below (or your own examples). For question 4, you may wish to point out that although it is correct (and common) to use *were* instead of *was* for the first and third person singular in the second conditional, (e.g. *If I weren't so bad at maths, ...*) many people also use *was* instead (e.g. *If I wasn't so bad at maths, ...*). During the activity, monitor and check/correct students' sentences as necessary. Note down any common or persistent errors to highlight during class feedback.

Possible answers

- 1 I would speak better English now if I had studied abroad when I was young.
- 2 If I could choose again, I would have gone to Amsterdam to do my Erasmus course.

- 3 If Ada Lovelace hadn't come up with the idea of the first ever algorithm, she wouldn't have become the pioneer of computer programming.
- 4 If I weren't so bad at maths, I would have invested in stocks and shares.
- 5 The world today would be very different if Tim Berners-Lee hadn't invented the internet.

8B Put students in pairs, explain the activity and encourage them to use conditional forms in their answers. Again, monitor and check that they are using conditionals correctly. When they have finished, go over any points you noted during this and the previous activity.

MyEnglishLab: Teacher's resources: extra activities; Reading bank

Grammar reference: p.123 Second, third and mixed conditionals

Pronunciation bank: p.117 Intonation in conditionals

Teacher's book: Resource bank: Photocopiable 7.2 p.162

Workbook: p.35 Exercises 1–3, p.36 Exercises 1–3,

7.3 Communication skills

Dealing with risk

GSE learning objectives

- Can extract specific details from a TV programme on a work-related topic.
- Can follow a work-related discussion between fluent speakers.
- Can express views clearly and evaluate hypothetical proposals in informal discussions.
- Can give a progress report including key milestones and highlighting risks.
- Can give detailed opinions during work-related meetings if provided with sufficient background information.

Warm-up

Ask students to name a few everyday activities and the relative risks of each, for example accidents while travelling by car/bus/train/plane; getting burnt while preparing food; falling while taking a shower / working in the garden / doing sport. Ask them what can be done to minimise these risks. Finally, discuss briefly why some risks are generally feared more than others when, statistically, they aren't as likely to happen, such as accidents while driving or crossing the road vs. plane crashes.

Lead-in

Students discuss different attitudes to risk.

1A Give students time to read the quotations and check that they understand *preparedness*, *ultimate* and *confidence builder*. If there is time, let them discuss in pairs or small groups first, then elicit answers around the class. If students ask, tell them who the people quoted are (see Notes below).

Notes

Benjamin Franklin (1706–1790) was an American author, inventor, scientist and diplomat.

Vince Lombardi (1913–1970) was an American football player and coach.

1B Put students in pairs to discuss their attitudes, then invite students from different pairs to share their answers with the class. Encourage them to elaborate. As an optional follow-up, ask them if their attitude changes depending on the situation, for example making a plan for a social event a party, vs. planning a presentation for their place of work/study.

Video

Students watch a video about different attitudes to risk.

2 ▶ 7.3.1 If your students watched the Unit 6 video, ask them to give you a short summary of the situation and the main characters' roles. If this is the first communication skills video for your class, briefly set up the context and/or refer students to page 6 of the Coursebook. Encourage them to make notes in answer to the questions while watching and play the video. You could get them to compare answers in pairs before discussing them with the class.

- 1 Pierre has been speaking to his friend (who works for a large fashion house) in Paris.
- 2 Have an event for London Fashion Week.
- 3 To let her know in advance that she will get a call.
- 4 Whether they can handle another event at the moment.

3A Explain to students that Prisha and David have two options for their meeting with the new client and go through the details of Options A and B with the class. Make it clear that students can choose which option they want to see first on the video. Put students in small groups and ask them to discuss the two options, giving reasons for their answers. Elicit ideas from a few students and then, as a class, decide which video to watch first.

3B ▶ 7.3.2 ▶ 7.3.3 Give students a minute to read the questions for Option A or Option B, depending on their choice, and play the video. If time allows, put them in the same groups as for Exercise 3A and get them to compare answers before checking with the class. Do the same for the second video.

Option A

- 1 It could be the opportunity they need to expand the business.
- 2 He points out that they are already doing that and that if they stretch themselves too thinly, they will provide a bad service and damage their reputation.
- 3 She thinks they should take on the project and deal with any issues as they arise.
- 4 Yes, he does. On the grounds that they have enough experience between them to deal with any problems that may arise.

Option B

- 1 That they don't have enough staff or money to take on another event.
- 2 Because they will just be doing damage limitation and this will result in a poor service.

3 No, she doesn't. She agrees that he is not exaggerating the situation but she does question whether they are both being too cautious.

4 No, he doesn't. On the grounds that the risk is too great and it might damage their reputation or even bankrupt the company.

4 Put students in pairs and give them 2–3 minutes to discuss the questions. Remind them to give reasons and examples. If there is time, you could join pairs together into groups of four to exchange ideas.

5 ▶ 7.3.4 Students should do this in the same pairs as for Exercise 4. Explain that they are going to watch the last section of the video, with conclusions and learning points on the two approaches to risk looked at in Options A and B. Play the video and get students to compare what the speaker says with their own answers to Exercise 4. Discuss the answers and students' views as a whole class.

Option A: Risk-tolerant approach

David points out that stretching the team too thinly could damage the reputation of Happenings, or even break the company. Prisha points out they can't foresee and prepare for every issue that might come up and they can deal with problems as they arise, so they decide that taking the opportunity to expand the business is worth the risk.

Option B: Risk-sensitive approach

David emphasises the importance of being prepared in advance for all the problems they may encounter and to not just deal with issues as and when; he thinks the risk to the company's reputation would be too great. In this instance, they both decide that it's best to let this opportunity go.

Reflection

Students reflect on the conclusions from the video and discuss their own approach to risk.

6 Allow students to work individually on this so that they can reflect on their own preferences and ideas. Ask them to think about their own answers to the questions and to make notes. Then put them in pairs to discuss and compare their answers. Get brief feedback from the class.

Functional language: Talking about risk

Students look at useful phrases for talking about risk.

7A Explain to students that they are going to look at some useful phrases for discussing risk in different situations. They should already be familiar with the vocabulary in the box and in the sentences, but you may wish to give them a few minutes to read through them and ask you about any they do not understand before they complete the exercise. Get them to complete the sentences individually, then check answers with the class, clarifying meanings as necessary.

- 1 as they arise 2 as and when 3 foresee
4 as it comes 5 scaremongering 6 what might happen
7 for everything 8 time-consuming and expensive

7B Ask students to do this individually. Before they begin, check that they understand the meanings of *worst case scenario*, *overcautious* and *eventualities*. Check answers with the class.

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

7C Do this as a quick whole-class activity.

1 7B 2 7A

Extra activities 7.3

A This activity practises the functional language from the lesson. It would be useful for students to do it individually, to check whether any additional work is required on the phrases. You could get students to compare answers in pairs before class feedback.

1 a 2 c 3 b 4 a 5 c

Task

Students discuss how to manage risks for an upcoming event.

8A Put students in pairs and ask them to imagine that they are colleagues, working at a company of 500 employees. They are having a meeting to make arrangements for the company's annual picnic and possible problems to prepare for. Go through the instructions and checklist with them and give them time to brainstorm ideas. If you think they will struggle, you could give them a few ideas to think about, for example weather problems, problems from other park users, lack of entertainment creating a risk of boredom.

8B Explain that students are going to read some local news stories which may affect their plans for the picnic. Tell them that they are going to tell their partner about their story afterwards, so they can make notes if they like, but they should *not* read from the text. Refer them to pages 130 and 132 and give them time to read the texts and tell each other about the stories they read.

8C Students now continue their meetings, discussing any additional problems they may need to prepare for after reading the news stories. Point out that they each need to take a different approach to risk: Student A should take a risk-tolerant approach; Student B should take a risk-sensitive approach. Elicit a brief description of each approach or refer students back to Exercise 3A and remind them of the points they discussed in Exercises 4 and 6. Also remind them that they need to use phrases from Exercise 7A. During the activity, monitor and check that they are using the functional language correctly and note down any points to highlight during feedback.

8D In their pairs, students now reflect on their meetings. Ask them to discuss their different approaches to risk and how these affected their planning. They should also think about the functional language: did they find it useful? Which phrases did they use? Invite students from different pairs to share their answers with the class and, finally, highlight any points you noted while monitoring.

MyEnglishLab: Teacher's resources: extra activities; Extra video activities; Functional language bank

Workbook: p.37 Exercise 1

7.4 Business skills

Analysing risk

GSE learning objectives

- Can recognise that a speaker is expressing concerns in a formal discussion.
- Can explain information in detail in graphs and charts.
- Can talk about hypothetical events and actions, and their possible consequences.
- Can precisely express the potential consequences of actions or events.

Warm-up

Ask students to name some common home accidents (e.g. falls, cuts, burns, fire, food-related accidents like choking or poisoning) and write them on the board. Tell them that, as a class, they need to decide on the four most common ones and rank them 1–4 in relation to how *probable/likely* they think they are. Discuss as a class and write the accidents students choose on the board, in a new list, numbered 1–4. Now ask students how serious they think each accident is: would they rank them differently on the basis of *impact/consequences*? Elicit ideas and reasons around the class.

Lead-in


Students discuss potential risks that can be planned for in advance.

1A Students should do this individually. Explain the activity and give them 1–2 minutes to list as many ideas as possible. Monitor and help them with any vocabulary they may need.

1B Put students in pairs to compare and discuss their lists, then get brief feedback from the class. The idea here is to get students thinking about risks they face in their everyday lives and how they prepare to mitigate them, for instance on a rainy morning, they may leave the house earlier than usual, with the assumption that it may take longer than usual to get to where they need to be.

Listening

Students listen to colleagues discussing potential risks for a project.

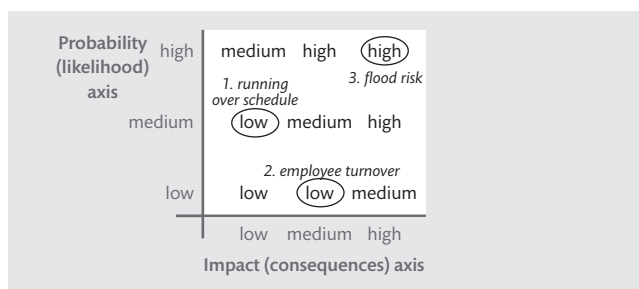
2A  7.01 Explain the context and activity and give students time to read the questions before they listen. Tell them that they are going to hear the first part of a project meeting and that they should make notes in answer to the questions while listening. In weaker classes, you may need to pause after each answer is heard to give students time to write their answers and/or play the recording a second time.

- 1 Because Marion wants to look into risks associated with the project.
- 2 Because they don't know what they don't know. Marion wants to identify some risks they might not be aware of.
- 3 A probability impact matrix.
- 4 It looks at the probability of something happening on one axis and the impact of that thing happening (effect) on the other axis.
- 5 Each of the three team members are asked to identify the key risk in their area, how likely it is to happen and what the impact would be if it did.

2b 7.02 Explain that Marion and her team are having a follow-up meeting after the risk analysis, in order to decide on a course of action. Give students time to read the statements and check that they understand *handover plan* in question 2. Play the recording, then check answers with the class.

1 T 2 F 3 T 4 F

2c 7.02 Explain the activity and draw students' attention to the matrix. Give them a moment to familiarise themselves with it before they listen again and draw their attention to the example, *running over schedule*. Do not go into detail about how the matrix works yet, as students will discuss this in the next activity. As they are listening, copy the matrix onto the board and during feedback, write (or invite students to write) the answers in it.



3 Put students in pairs and explain the activity. If they need support, you could write these prompts on the board:

- The vertical axis shows ...
- The horizontal axis shows ...
- Probability (or likelihood) can be classified in the three following ways: ...
- The impact (or consequences) can be classified in the three following ways: ...
- This risk has been identified as high/medium/low for the following reasons: ...

During the activity, monitor and note down any points to highlight or clarify during feedback. Go over them when all pairs have finished.

Functional language: Analysing risks

Students look at useful phrases for analysing risk.

4A This exercise can be done individually or in pairs. Explain to students that the phrases in bold are from the listening in Exercise 2 and that they are useful when we want to talk about risk analysis. Before they begin, look at the headings in the table with them and check that they understand them. Give them 3–5 minutes to complete the sentences, using their dictionaries if they need help. Check answers with the class, clarifying meanings as necessary.

1 to analyse 2 our radar 3 establish which risks
4 identified 5 probability, impact 6 likely
7 catastrophic 8 address 9 urgent

4B You could do this as a whole-class activity, checking answers and clarifying meanings as you go along. Alternatively, let students complete the exercise individually, then check answers and clarify meanings with the class. Before they begin, make sure they understand that there are two groups

of sentences here: 1–4 need to be matched with categories A and B in the table in Exercise 4A; 5–8 should be matched with categories C and D.

1 A 2 B 3 A 4 B 5 D 6 C 7 D 8 D

5 The aim of this activity is for students to be able to consider the risks in the context of the probability impact matrix and use some of the functional language in Exercise 4. Put them in the same pairs as for Exercise 1B and ask them to copy the matrix from Exercise 2C onto a piece of paper. Refer them back to their lists from Exercise 1A and explain that they need to choose one or two of the risks they discussed and decide where to place them on the matrix. Point out that they will need to give more information about the risks, depending on their own context, for example for traffic: Do they live in a particularly congested city? For bad weather: Is it a particularly rainy time of year? Encourage them to elaborate and to use phrases from Exercise 4 to talk about the risks.

Extra activities 7.4

A This activity practises the functional language from the lesson. As it is a consolidation exercise, it would be better to ask students to complete it individually. You could get them to compare answers in pairs before class feedback. If time allows, after checking answers, they could practise the conversation in pairs.

- 1 Let's research the risks further to
- 2 We've found risks ranging from
- 3 The biggest risk that I can see is that
- 4 we probably need to be prepared
- 5 Please make sure that
- 6 it's important to look into
- 7 Which process are you going to use to

B This should also be done individually, as a consolidation exercise. Check answers with the class, clarifying any points or errors as necessary.

- 1 analysis 2 unlikely 3 address 4 urgent
- 5 high level 6 effect 7 prioritise

Task

Students discuss travel risks using a probability impact matrix and decide on a course of action.

6A Put students in pairs but explain that they will be working individually for this stage. Explain the scenario: they are planning a trip for a group of friends or colleagues (they can decide which) and they are going to discuss possible risks with their partner and then decide on a course of action to mitigate them. Start by referring them to the list of risks and giving them time to read it, then get them to add two more possible risks to the list. When they are ready, refer them to pages 128 and 130 and give them time to read the information and prepare to discuss the risks with their partner in the next stage. Where would they place the risks in a probability impact matrix? Why? Which risks do they think they need to act on? Why? What action do they think needs to be taken to mitigate each risk? Encourage them to make notes.

6B In their pairs, students now discuss the risks and decide what they need to do in order to mitigate them. Before they begin, make sure they are clear about the different steps they need to follow in their discussion: they should discuss all the risks, decide where to place them in the probability impact matrix, decide which of the risks they need to act on and agree on a course of action to mitigate the risks they identify. Remind them to use phrases from Exercise 4. Ask them to make notes as they will need to refer to them in the next activity.

Possible actions for risks 1–4

- 1 Remind people in advance to pack their ID/passports. Set up a buddy system where each person calls one other person on the day of travel to check they have their ID/passport packed.
- 2 Remind people in advance to pack clothing for bad weather. Have alternate plans for activities in case the outdoor ones get cancelled. Find out the bad weather cancellation policies for booked activities.
- 3 Get to the airport/station early. Be aware of alternatives in case some or all of your group don't make it onto the flight/train.
- 4 Remind people to purchase foreign health/travel insurance. Ask them to confirm with you and/or send you a copy of their insurance policy. Take numbers of local medical help in case it is needed.

6C Join pairs together into groups of four to discuss and compare their results. They should refer to their impact probability matrices and their notes from Exercise 6B. Again, encourage them to use phrases from Exercise 4. If time allows, round off the task by inviting a few pairs to share their results with the class.

MyEnglishLab: Teacher's resources: extra activities; Functional language bank

Workbook: p.37 Exercises 2–3

7.5 Writing

Accident report

GSE learning objectives

- Can infer meaning from contextual clues in an official document or report.
- Can write a detailed work-related report outlining issues and problems.
- Can write a detailed structured report on work-related topics.

Warm-up

Discuss these questions with the class: *Have you ever had an accident at college/work? Did your teacher/employer have to complete an accident form? Have you ever had to write an accident report? If yes, how difficult/easy did you find it? Why do you think accident reports are important?*

Lead-in

Students read and correct an accident report.

1 Ask students to read the report quickly and answer these questions: *What accident is being reported?* (A man slipped and fell against a bottle-filling machine.) *How did it happen?* (He was trying to slow down the machine and slipped on some liquid on the floor.) *Was the person involved injured?* (Yes, he hit his head and cut his hand.) Then ask them to read the report again and complete the exercise individually. Get them to compare answers in pairs before class feedback.

1 has 2 order 3 being 4 to 5 not 6 there 7 by
8 so 9 for 10 a

Functional language

Students look at useful phrases for accident reports.

2 Before students complete the table, look at the structure and layout of the report with them. Point out that it is divided into three clear sections with headings and that subheadings are used in the first section. Then ask students to complete the table individually. During feedback, go over all the answers and check that students understand the meanings of all the expressions in the table.

1 involved 2 location 3 details 4 injuries 5 Causes
6 avoid 7 Operator 8 was operating 9 slow
10 (he) slipped 11 fell 12 hit 13 cut 14 bandaged
15 cleaning 16 review 17 double-check 18 needs

Extra activities 7.5

A This activity practises useful phrases for accident reports. It can also serve as a second model answer, which students can refer to when they complete the writing task in Exercise 3B. The exercise can be done individually or in pairs, depending on the level of your class.

1 Facts 2 was working 3 dropped her knife
4 hit her head 5 cut herself 6 checked
7 bandaged her leg 8 Analysis 9 firstly 10 need

Optional grammar work

The accident report in Exercise 1 contains examples of alternatives to *if*, so you could use it for some optional grammar work. Refer students to the Grammar reference on page 124 and use the exercises in MyEnglishLab for extra grammar practice.

Task

Students write an accident report.

3A Put students in pairs and explain the activity. Tell them that they need to think about the details of the accident, the structure of the report and the headings/subheadings they will use, what they are going to write in each section and which phrases from Exercise 2 they can use. Point out that they should both make notes as they will need them when they write their reports. As they are working, monitor and offer help as necessary.

If you would prefer all your students to write a version of the same report, give them these notes as a basis for Exercise 3B:

Thomas Crielly, production supervisor / 9 May, 3 p.m. / Factory A, Machine #03

packing machine jammed / tried to repair it / didn't call maintenance engineer / started working again / some jammed material flew out into his eye / no safety goggles

cut round eye / nurse cleaned cut / sent him to hospital / material taken out / bandage over eye for one week

failure to call engineer or wear goggles

more health and safety training for all

3B If there is no time to do the writing task in class, it can be assigned as homework. Point out the word limit and, if students write their reports in class, set a time limit. Remind them that they can refer to the table in Exercise 2 and the model answer(s) in Exercise 1 (and Extra activity A). Also explain that they should use their notes from Exercise 3A but can change/add information if they like.

Model answer

Facts

Person(s) involved: Thomas Crielly, production supervisor

Date and time: 9 May 3 p.m.

Location: Factory A, Machine #03

Events leading to accident: This morning, Mr Crielly was dealing with a problem on packing machine 3. The machine had jammed and he was trying to repair it himself without calling the maintenance engineer. Unfortunately, when he succeeded, some packing material, which had got jammed in the machine, flew out and hit him in his left eye. He was not wearing safety goggles at the time.

Injuries and treatment: He cut his eye badly so the company nurse was called immediately. She cleaned the cut but had to send him to the local hospital because the material had damaged the eye itself. Fortunately, the hospital managed to get the material out of the eye without any serious damage. Mr Crielly has to wear a bandage over his eye for a week.

Analysis

There seem to have been two main reasons for the accident: first, Mr Crielly's failure to call the maintenance engineer as company health and safety policy states and, second, his failure to wear the safety goggles, which all operators must wear while in the factory.

Recommendations

All staff must be reminded of the health and safety procedures in the factory, so everyone needs regular training to ensure that procedures are followed correctly.

3c If students do the writing task for homework, you could do this exercise in the next class. Put them in the same pairs as for Exercise 3A and ask them to read their partner's report and think about the questions in the exercise. You could also ask them to check if their partner has used phrases from Exercise 2 and if yes, if he/she has used them correctly.

MyEnglishLab: Teacher's resources: extra activities; Interactive grammar practice; Writing bank

Grammar reference: p.124 Alternatives to *if*

Workbook: p.38 Exercises 1–3

Business workshop ➤ 7

What could possibly go wrong?

GSE learning objectives

- Can synthesise information from different sources in order to give a written or oral summary.
- Can summarise, comment on and discuss a wide range of factual and imaginative texts.
- Can understand most of a linguistically complex podcast.
- Can distinguish between main ideas and supporting details in a linguistically complex presentation or lecture.
- Can suggest pros and cons when discussing a topic, using linguistically complex language.
- Can make a detailed, formal, evidence-based argument in a presentation or discussion.
- Can comment in writing on work-related news and events in some detail.
- Can write a detailed summary of work-related information.

Background

Students read about the Calabria region in Italy.

1 Put students in pairs and ask them to read the background and discuss the questions. Check answers with the class.

1 Possible answers

Pros: it's a beautiful area where tourism is underdeveloped. The long summer and high temperatures mean it is an area that can be enjoyed almost all year round; it is a strategic location with relatively modern infrastructure.

Cons: conducting business in the region can be complicated owing to bureaucracy, high taxation, a rigid labour market and high energy costs.

2 It provides advice for prospective business owners and entrepreneurs; the team can assess potential risks for start-ups, give detailed advice and make recommendations for managing risk.

3 Risk analysts, financial advisers and safety experts

Three start-ups

Students read the profiles of three start-ups.

2 Give students 3–4 minutes to read the texts and if time allows, get them to discuss the question in pairs or small groups first; remind them to give reasons. Then invite different students to share their answers with the class.

3 Go through the instructions with students and draw their attention to the grid. Explain that they need to *identify* the risks of each activity, such as financial risks, health and safety risks, risks to the company's reputation, and then *assess* the risks: use the grid to assign each risk a level from 'low' to 'very high'. If there is time, get them to exchange ideas in pairs or small groups, giving reasons. Get brief feedback from the class.

Possible answers

Neptune Adventures – high to very high in terms of health and safety and reputation; scuba-diving is an extreme sport and participants will be at risk of accidents and injury
Shimizu Springs – medium to high in terms of financial risk; the run-down hotel-spa has already required and will require high investment
Fiesta Italia – medium to very high in terms of health and safety and reputation

Extra activities Business workshop 7

A This activity provides students with extra reading practice. Give them time to read options 1–10 first and check that they understand the meanings of the verbs *contract* and *target*. Point out that the options do not use the same words as the texts, so they should look for synonyms or paraphrases in the texts, where the same ideas are expressed, but in different words. Encourage them to underline the parts of the texts that give them the answers.

- 1 Shimizu Springs
- 2 Neptune Adventures
- 3 Neptune Adventures, Shimizu Springs and Fiesta Italia
- 4 Neptune Adventures and Shimizu Springs
- 5 Neptune Adventures
- 6 Fiesta Italia
- 7 Neptune Adventures and Shimizu Springs
- 8 Fiesta Italia
- 9 Neptune Adventures and Shimizu Springs
- 10 Shimizu Springs and Fiesta Italia

Risk assessment

Students listen to an expert giving advice on risk assessment for business owners.

4 BW 7.01 Explain the context and activity and give students time to read the notes. Encourage them to think about what sort of information they expect to hear for each gap and point out that they need to use between one and four words per gap. Play the recording, twice if necessary, then check answers with the class.

- 1 cause harm, prevent, most likely to
- 2 you (and your staff)
- 3 people (workers and [your] customers), responsibly, injury and accidents
- 4 (i) Identify
(ii) who, how
(iii) Evaluate (or assess), precautions and preventive measures
- 5 review (or update), assessment
- 6 scaring, preventing people/them (from)

Extra activities Business workshop 7

B BW 7.01 This activity practises useful vocabulary from the listening. In weaker classes, go through the words in the box with students before they begin. In stronger classes, ask students to work individually, using their dictionaries to check any unknown words. Play the recording for students to check their answers, then go over them with the class, clarifying meanings as necessary.

- 1 develop 2 safety 3 avoid 4 workplace
- 5 potential 6 sector 7 precautions 8 assessment
- 9 carry out 10 identify 11 cause 12 prevent
- 13 regulations 14 preventive 15 management
- 16 practical 17 responsibility 18 injury

Task: Recommendations for risk management

Students create a risk-management plan for a start-up.

5 In smaller classes, divide the class into three groups, assign one start-up to each group, and then divide each group into smaller sub-groups of 3–4 students. In larger classes, students may work in pairs, but make sure that one third of the class works on each of the start-ups so that there is an even distribution of different presentations in the next activity. Explain the scenario: students are risk-assessment specialists and they are helping the company that has been assigned to them assess and manage possible risks. Refer them to the flow chart and go through it with them, making sure that they are clear about what they need to do for each step, reminding them of the steps they followed in Exercise 3. Set a time limit for each step and ask students to begin. If you think they will need help, you could give them a few ideas from the possible answers below.

Possible answers for potential risks and developing controls

Neptune Adventures

Risks: scuba diving is a dangerous adventure sport. There is a real risk that some participants may panic in water. There may even be sharks in the Mediterranean. Storms and bad weather at sea might mean losing business but are out of their control. The course requirement is to be a strong swimmer and to be in good physical health. However, it is difficult to test or prove this before participants do the course.

Controls: Lorenzo could hire more experienced diving instructors and ask for medical certificates for people over 55. Or he could change the age range from 12–70 to 16–60 to reduce the risk of young and elderly people getting into trouble in the water. He could charge extra for medical insurance, although this will raise his prices.

Shimizu Springs

Risks: it is very likely that people, especially the elderly, slip or fall over in wet areas around the pools. It may be a long time before the owners get their return on investment if they have invested heavily in buying and renovating the building. Spas and buildings with pools are notorious for problems with damp which could be very costly for the business partners. There are already health spas in the area, so there is a real risk of losing business to the competition, especially if a large hotel chain sets up a similar luxury spa. A lot will depend on pricing and the quality of the hotel-spa and its services. Although Sedna has worked in the sector, Valerio doesn't have relevant experience. Valerio may also be hoping for a quiet life in the country but starting a new business usually involves a lot of time and hard work, especially in the first few years until it starts to make a profit.

Controls: they should train all employees in first aid because there are likely to be accidents and falls involving elderly people if they are targeting the grey market. And they could hire a nurse, or make sure there is access to a doctor on site. They should also keep a close eye on prices and promotions offered by the competition.

Fiesta Italia

Risks: there are two main areas of risk: health and safety and reputation. If a party is a disaster due to fire, overcrowding, accidental death, etc. this would involve significant reputational risk. Employing mostly students and holding events at different locations could mean they won't always have the same experienced staff, which will be a health and safety risk. Selling tickets at high prices or having exclusive online tickets is also a financial risk. This strategy will only work once the parties are very popular.

Controls: Felisa will need to make sure staff are properly trained in first aid as there will be spillages and accidents at parties, possibly involving alcohol or even drugs, although she already has plans to do this. Staff should also wear sensible footwear so as not to slip or fall over at events. All employees will have to be familiar with fire drills and fire exits at different venues. If the event was always held in the same location, organisers would be more familiar with emergency procedures and health and safety regulations.

6A In their pairs/groups, students prepare to present their risk-management plans to potential business owners. Go through the points with them and set a time limit for the preparation stage.

6B Students now give their presentations. Depending on the size of your class, they could do this in sub-groups comprising students who worked on the other companies, or as a class. Encourage the 'audience' to take notes while listening, so they can give the presenters feedback. When everyone has had a chance to present their plans, the audience gives feedback: do they think any risks were overlooked by the presenters?

Writing

Students write a description of how their start-up performed.

7A Explain the writing task and refer students to the example sentences. Reassure them that there are no correct answers here and encourage them to use their imagination. If you think they will struggle, you could let them read one or more of the model answers below, to show them what is required. However, make sure that students cannot refer to the model answer(s) while writing so that they will use their own ideas. You could also let them plan their texts in pairs and then write them on their own; they can do this in class or as homework.

Model answers**Neptune Adventures**

Neptune Adventures did well in the first year despite scuba-diving being a dangerous adventure sport and not being as popular as some less riskier activities. In high season, Neptune Adventures were very busy and Lorenzo had to depend on his two assistant instructors because he couldn't always go with them on diving trips. One day, an older woman panicked in the water when she thought she had seen a shark. Unfortunately, the instructor hadn't noticed but another diver helped her and a passing boat was able to get her safely to land. After the incident, Neptune Adventures received a visit from a government health and safety officer. They found that one of the instructors wasn't fully qualified and had a false certificate. The start-up was fined and closed down temporarily. Lorenzo has now reopened his business and has employed fully qualified instructors, although he's finding it hard to make a profit because he has to pay higher insurance rates.

Shimizu Springs

Although health spas are associated with well-being and wellness and seem a low-risk business, they often run the risk of high maintenance costs. Shimizu Springs offered special mid-week promotions for the 'grey' market and did well in the first six months. Unfortunately, one of the guests had an allergic reaction to a beauty product and had to go to hospital. What is more, some other guests caught an infectious disease owing to fungal growth in the spa. The spa received bad online reviews and there was a fall in bookings. Sedna and Valerio are now struggling with payments; they had invested their savings in renovating the hotel and purchasing spa equipment. The old building has problems with damp, which has added to their costs. As a result, Valerio has decided to return to the world of finance and they have decided to sell the business.

Fiesta Italia

The party organiser was potentially a medium- to high-risk business, considering the possibility of alcohol- and drug-related accidents or even deaths and reputational risk. However, the start-up has followed the successful model of a Spanish competitor and makes sure staff receive training in first aid. The business owner also takes measures to ensure all staff are familiar with fire drills and emergency plans. In addition, Felisa employs highly motivated young people who really enjoy their work. This means that Fiesta Italia's parties are very popular and online tickets sell out fast thanks to successful social media marketing. Fiesta Italia is an example of a risky business that has done well to minimise potential risks. Holding parties during the day or early evening means party-goers have a different attitude to having fun in contrast to the typical crowd that goes clubbing at night. Felisa is now organising fun music events for families.

7B Students now read texts about the other two companies and compare outcomes. You could get them to read their classmates' texts and/or the model answers. Encourage them to elaborate and give reasons for their answers.

MyEnglishLab: Teacher's resources: extra activities

Review ◀ 7

1 1 b 2 a 3 b 4 b 5 c 6 a 7 c 8 c
 2 1 e 2 b 3 a 4 f 5 d 6 c
 3 1 knowing 2 case 3 arise 4 when 5 everything
 6 unexpected 7 cover
 4 1 radar 2 identified 3 likely 4 analyse
 5 probability 6 catastrophic
 5 1 e 2 b 3 d 4 c 5 b 6 c 7 a 8 d 9 e 10 b

Decisions

8

Unit overview

	CLASSWORK	FURTHER WORK
8.1 > The Idle Man	Lead-in Students talk about online and physical stores. Video Students watch a video about an online retailer that opened a physical store. Vocabulary Students look at vocabulary related to decision-making. Project Students hold a class debate on different approaches to decision-making.	MyEnglishLab: Teacher's resources: extra activities Teacher's book: Resource bank: Photocopiable 8.1 p.163 Workbook: p.39 Exercises 1–3
8.2 > Better decision-making	Lead-in Students discuss their attitude to decision-making. Listening Students listen to a lecture about decision-making. Grammar Students study and practise <i>to</i> + infinitive or <i>-ing</i> form. Writing Students write a letter giving advice.	MyEnglishLab: Teacher's resources: extra activities; Reading bank Grammar reference: p.124 <i>to</i> + infinitive or <i>-ing</i> form Pronunciation bank: p.117 South African English pronunciation Teacher's book: Resource bank: Photocopiable 8.2 p.164 Workbook: p.40 Exercises 1–3, p.41 Exercises 1–3
8.3 > Communication skills: Influencing a decision	Lead-in Students discuss emotional vs. rational purchases. Video Students watch a video about different approaches to decision-making. Reflection Students reflect on the conclusions from the video and their preferred approach to decision-making. Functional language Students look at useful language for discussing fact-based and emotion-based decisions. Task Students roleplay a discussion between colleagues about suppliers.	MyEnglishLab: Teacher's resources: extra activities; Extra video activities; Functional language bank Workbook: p.42 Exercise 1
8.4 > Business skills: Maintaining relationships	Lead-in Students talk about communicating difficult decisions. Listening Students listen to colleagues discussing difficult decisions. Functional language Students look at useful phrases and strategies for maintaining relationships while discussing difficult decisions. Task Students manage a difficult conversation using relationship-oriented decision-making.	MyEnglishLab: Teacher's resources: extra activities; Functional language bank Pronunciation bank: p.117 Stress and intonation in relationship-oriented decision-making Workbook: p.42 Exercise 2
8.5 > Writing: Describing a decision	Lead-in Students read and complete a letter describing a decision. Functional language Students look at useful language for describing decisions, potential problems and next steps. Task Students write a letter describing a decision.	MyEnglishLab: Teacher's resources: extra activities; Interactive grammar practice; Writing bank Grammar reference: p.125 Ways to avoid repeating words Workbook: p.43 Exercises 1–3
Business workshop 8 > Decisions, decisions	Reading Students read a report on the growth potential of ethnic food in the USA. Listening Students listen to interviews with restaurant managers. Task Students hold a meeting to discuss the expansion of a restaurant chain.	MyEnglishLab: Teacher's resources: extra activities

Business brief

The main aim of this unit is to help students develop an understanding of the concept and process of **decision-making** in business.

Virtually everything that happens in the workplace involves making decisions. The ability to make effective decisions is crucial in all lines of work and sought by most employers for many different positions, especially managerial ones. It is part of the wider concept of **critical thinking** and choosing among alternatives, which can ultimately **drive** business **success** or failure.

There are different approaches to decision-making which can be broadly classified into two categories: **rational** and **intuitive**. Choosing the right approach each time is a decision in itself, which is influenced by a number of different factors, such as the time and information available during the decision-making process, the complexity of the decision, the impact it will have on the people involved, as well as the personality type of the decision-maker.

In the rational, **fact-based** approach, analysis, facts and a step-by-step process are used to come to a decision. The steps followed in this approach can be summarised as follows:

- 1 **D**efining the problem.
- 2 **E**stablishing the decision **criteria** or **constraints**: identifying the variables that will determine the decision outcome (e.g. how it will affect employees or customers) and weighing them to give them correct priority in the decision.
- 3 **C**ollecting and **considering** all the **alternatives**: listing the different ways in which the problem can be solved.
- 4 **I**dentifying the best alternative: evaluating the alternatives identified and selecting the one that is most likely to solve the problem.
- 5 **D**eveloping a plan of action using the alternative selected: **implementing** the decision.
- 6 **E**valuating the decision: **monitoring** outcomes, **examining feedback** and **reconsidering** if necessary.

The intuitive approach does not involve careful data-gathering and analysis. It is almost the opposite of the rational approach, being more instinctive, subjective and subconscious in nature. It involves making decisions following one's **intuition**, or **gut feeling**, based on judgements which are informed by a number of factors such as a person's experience, training, perceptions, attitudes and emotions. It can be beneficial in certain workplace scenarios, for example when instant decisions need to be made or when there is little or no information available to inform a decision.

With the increase in the number of independent variables in today's business environment, very few managers make decisions only on the basis of facts and analysis. They often combine the two approaches, acknowledging the fact that both intuition and rationality can play important roles in strategic decision-making.

It is however important to be aware that no amount of critical thinking and analysis may prevent problems from arising, as so many factors are involved. For example, it is worth noting that at the time of printing, The Idle Man, the online company featured in Lesson 1, decided to close the first physical shop that they had opened in London for strategic reasons.

Decisions and your students

Everyone makes decisions all the time, big and small. Pre-work students will have made decisions about what to study and they will be making decisions about their future employment and careers. They might have had lectures on probability and decision-making as part of business studies courses. In-work students in all fields and levels will have made decisions in one way or another. No matter where your students are working or intend to work, they need to be aware of the importance of decision-making in the workplace, as well as the different approaches, methods and skills involved.

Unit lead-in

Elicit a brief description of the photo and ask students how it may be related to the unit title (students may mention that the fork in the road symbolises making the right choice). Then look at the quote with the class and check that students understand the meaning of *indecision*. Discuss the quote with them: Do they agree? Why / Why not? Could this depend on the situation/circumstances each time? Keep the discussion brief and do not ask students about their own approach to decision-making as they will discuss this later in the lesson.

8.1 The Idle Man

GSE learning objectives

- Can extract specific details from a TV programme on a work-related topic.
- Can understand most TV news and current affairs programmes.
- Can use persuasive language to convince others to agree with their recommended course of action during a discussion.
- Can summarise relevant data or research in support of an argument in a debate or discussion.
- Can evaluate arguments in a debate or discussion and justify the evaluation.

Warm-up

Discuss these questions with the class: *Do you shop online? If yes, what kinds of things do you buy online? What would you rather buy in person? Is online shopping popular with people your age?* Encourage students to elaborate and give reasons for their answers.

Lead-in

Students talk about online and physical stores.

1 If time is short, discuss the questions briefly with the whole class, inviting a few students to share their ideas. Alternatively, let students discuss in pairs or small groups first, then get feedback from the class.

Video

Students watch a video about an online retailer that opened a physical store.

2 **8.1.1** Refer students to the lesson title. Explain that they are going to watch a video about The Idle Man and ask them if they have heard of the name before. Elicit or explain that it is a London-based online retailer specialising in menswear. Go through the words in the box with students before they watch and clarify meanings as necessary. You may also want to teach these words from the video: *layoffs, closure, disruptive, brick and mortar store*. Play the video, asking students to make notes in answer to the questions, then check answers with the class.

CEO, customers, male model, market sellers, marketing director, office staff (of The Idle Man), passersby, sales assistant

3 **8.1.1** Explain that sentences a–f describe the decisions that The Idle Man took. Give students a minute to read them and ask you about anything they do not understand, then ask them to complete the exercise individually. Get them to compare their answers in pairs, then play the video for them to check.

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

4 **8.1.1** Explain the activity and give students time to read both texts before they watch again. Encourage them to think about what type of word is needed in each gap. To help them, you could tell them that they should write *one* word in each gap. Play the video from 02:30 to 03:34, then check answers with the class.

Alex

1 start-ups 2 suit 3 target 4 click 5 location

Oliver

6 revenue 7 insurance 8 ongoing 9 board 10 similar

5 Put students in pairs, explain the activity and give them an example from the possible answers below, or elicit one from a volunteer. Give them 2–3 minutes to discuss, then elicit ideas around the class.

Possible answers

They might have gone for the more expensive location and lost money.

The decision-making team could have had problems agreeing with each other.

They were a small decision-making team; it would have been more difficult to make the decisions in a larger team.

They were inspired by two U.S. companies but the UK market could have responded differently.

The board might not have liked the store concept.

They might have opened a second store in Manchester/ New York too soon and lost money.

Notes

At this point, you may wish to tell students that the London store discussed in the video has been closed. Originally viewed as a 'free marketing channel', as the CEO points out in the video, a way for a digital brand to build its identity, the physical store was considered to have served its purpose. You could use this as the basis for a brief class discussion on business strategy and how it can/needs to be adapted to changing circumstances.

Extra activities 8.1

A **8.1.1** This activity provides students with extra listening practice. Ask them to work individually and give them time to read the statements before they watch again. In stronger classes, you could ask them to check if they can answer any of the questions before watching again and then listen to check/complete their answers. In weaker classes, students may need to watch the video twice: once to decide whether the statements are true or false and then a second time to correct the false statements. Get students to compare answers in pairs before class feedback.

- 1 T
- 2 T
- 3 F (Alex is the marketing director and was one of the team.)
- 4 T
- 5 F (Oliver says: *We follow Warby Parker and Bonobos very closely, so we kind of knew there was a prize there if we could get it right*, i.e. he thought they could be as successful as the U.S. companies.)
- 6 T
- 7 F (... *you need to do it to make sure that it's going to be an effective location*.)
- 8 F (Oliver says they had to work out costs for the store, including rent, but not buying the store: *The information we needed to pull together was staffing levels and the costs attached to that, rent and rates and insurance ...*)
- 9 T

Vocabulary: Decisions

Students look at vocabulary related to decision-making.

6 This exercise can be done individually or in pairs. You could get students to use their dictionaries to check any unknown words, then clarify meanings during class feedback. Alternatively, go through the words in the box with them and check that they understand the meanings before they begin.

- 1 the way forward 2 a gut feeling 3 settled on
4 pulling together 5 give the go-ahead
6 decision-making, end up 7 drive success

7A Explain the activity and draw students' attention to the title and note in the box. You may wish to give them some more information about Kristina Guo and her model (see Notes below). Ask students to order the steps individually, then get them to compare and discuss their answers in pairs. Check answers with the class, clarifying the meanings of the words in bold as necessary. As an optional follow-up, you could briefly discuss the model with the class: have students ever used any/all of these steps to help them make an informed decision? Do not discuss students' opinions of the model at this stage – they will do this in the next activity.

Notes

At the time of writing, Kristina L. Guo is the Professor and Director of the Health Care Administration Program and Chair of the Division of Public Administration at the University of Hawaii. Her model (which uses the acronym *DECIDE*) was published in 2008 and outlines a six-step process for effective decision-making. It was originally intended as a resource for healthcare managers.

The 'DECIDE' model 1 e 2 d 3 f 4 a 5 c 6 b

7B Refer students to the two statements in the boxes and read them out. Ask students which statement is true for them and ask for a show of hands for each statement. Then put students in pairs; ideally, students who chose the same statement should work together. Give pairs 4–5 minutes to discuss their questions, then broaden this into a class discussion.

8 Get students to complete the questions individually. Encourage them to look carefully at the words around each gap to help them decide what part of speech is needed. Check answers with the class, then put students in pairs to discuss the questions. If time is short, you could briefly discuss the questions with the class instead, eliciting answers from one or two students for each one.

- 1 making 2 constraints, alternative 3 reconsider
4 examining 5 feeling

Extra activities 8.1

B This activity practises vocabulary from Exercises 6–8, so students should be able to do it individually as consolidation. Check answers with the class, asking students to explain why the incorrect option cannot be used each time. Clarify any errors as necessary.

- 1 decision-making 2 go-ahead 3 ended up
4 pull 5 identify, the way forward 6 settle on
7 considering 8 define, a plan of action, gut

Project: The head or heart debate

Students hold a class debate on different approaches to decision-making.

9A Divide the class into two groups, A and B, and tell them that they are going to hold a class debate. In large classes, you could hold two debates in parallel, with two Group As and two Group Bs. Refer each group to their information, give them a minute to read it and point out that they have to prepare persuasive arguments irrespective of their own opinion; this task encourages critical thinking. Look at the first bullet point with them and explain that they can use examples from business and personal experience, for example when buying a car, deciding which course to study/which job to take, choosing flatmates, etc. Depending on the resources and equipment available to your students, they could also look for famous quotes they can use to support their arguments. Then look at the second bullet point with students and refer them to the example. Explain that they should try to predict counter-arguments the other group may make and think about how they could respond to them. Set a time limit before they begin (allow plenty of time for this stage) and during the activity, monitor and help as necessary.

9B When students are ready, start the debate. In large classes or if short of time, appoint two or three speakers who will present the arguments prepared by the whole group. Tell students that at the end of the debate, they will have to vote (individually) for or against the motion, so they should write down questions as they listen to the different speakers. After speakers have presented arguments for and against the motion, invite questions. After the Q&A session, get students to vote; ask for a show of hands from those for the motion, then from those against it. Tell them that they may change their minds depending on the strength of the speakers' arguments. In the event of a tie, your vote can be considered in order to reach a final decision. Give feedback on the ideas and arguments used, as well as the use of vocabulary related to decision-making.

MyEnglishLab: Teacher's resources: extra activities

Teacher's book: Resource bank: Photocopiable 8.1 p.163

Workbook: p.39 Exercises 1–3

8.2 ➤ Better decision-making

GSE learning objectives

- Can understand the main points of complex academic/professional presentations.
- Can identify specific information in a linguistically complex presentation or lecture.
- Can construct phrases with *(not) worth ...* and *(no) point ...* to express the (lack of) usefulness or value of an action or suggestion.
- Can use a range of common verb + verb combinations using the *-ing* form.
- Can give advice, including reasons.
- Can give a structured written explanation of a problem.
- Can develop a written case to persuade others about the advantages or disadvantages of a course of action.

Lead-in

Students discuss their attitude to decision-making.

1A Explain the activity and give students time to read the questions and try to work out the meanings of the words in bold. Encourage them to think about the meaning of each question as a whole, as well as the topic: *decision-making*. Check answers with the class. During feedback, also check that students understand the meaning of *cognitive* in question 5.

- 1 intuition: the ability to understand or know something because of a feeling rather than by considering the facts
- 2 pros and cons: the advantages and disadvantages of something
- 3 specifics: particular details
- 4 outcome: final result of a meeting, discussion etc. used when no one knows what it will be until it actually happens
- 5 biases: opinions about whether an idea is good or bad that influence how you deal with it; discrimination

1B Put students in pairs or small groups and give them 3–4 minutes to discuss the questions. Get brief feedback from the class.

Listening

Students listen to a lecture about decision-making.

2 ➤ 8.01 Tell students that they are going to hear the first part of a lecture about decision-making. Ask them to make notes in answer to the questions while listening and play the recording. Check answers with the class.

- 1 The lecture is taking place at the university in Weimar (Germany).
- 2 Clarence Falkner is a business expert and a guest speaker who is talking to a group of business students.
- 3 He's going to talk about how to make decision-making more successful.

3 ➤ 8.01 Give students time to read the sentences and teach or elicit the meaning of *put off* in the first one. Point out that they are looking for *content* errors, i.e. things that do not match

the ideas the speaker expresses, as opposed to grammar or spelling mistakes, and play the recording, twice if necessary. Check answers with the class.

- 1 ... we're scared of taking ~~decisions~~ **the wrong decision**.
- 2 ... depending on our ~~past experiences~~ **intuition or instinct**.
- 3 ... decision-making: ~~probability~~ **prediction** and good judgement.
- 4 Considering all the ~~specifics and biases~~ **pros and cons** is a key stage ...
- 5 We should understand how different ~~predictions~~ **choices** change the probability of different ~~consequences~~ **outcomes**.

4 ➤ 8.02 Explain that students are going to hear the next part of the lecture, where the speaker talks about the second rule for successful decision-making, and give them a minute to read the questions. Weaker students may need to listen a second time or you may need to pause the recording for them to complete their answers.

- 1 He asked his co-authors to estimate the date when they would complete the first draft of a textbook.
- 2 They all said somewhere between 18 months and two and a half years.
- 3 He asked one of the co-authors (who'd been involved in many textbook projects), how long it usually took.
- 4 The experienced writer said that he couldn't think of a (writing) project that had finished in less than seven years.
- 5 This person had answered Kahneman's first question without thinking about his actual previous experiences.
- 6 We ought to get away from the 'inside view', where the specific details of our decision overwhelm our analysis (i.e. we can't analyse it correctly). When you take the 'outside view', you look at similar cases before considering the specifics of your own situation.

5 ➤ 8.03 Tell students that in the last part of the lecture, the speaker talks about the third and final rule, and that the gapped text here summarises what he says. Give them time to read the summary before they listen and encourage them to think about what type of word is needed in each gap. Point out that they should not write more than two words each time and play the recording, twice if necessary. During feedback, write (or invite students to write) the correct answers on the board to make sure they have spelt them correctly.

- 1 probability
- 2 forecasting
- 3 outcomes
- 4 cognitive biases
- 5 two rules
- 6 be hard
- 7 less certain
- 8 usually happen

Extra activities 8.2

A ➤ 8.01 ➤ 8.02 ➤ 8.03 This activity provides students with extra listening practice. Tell them that they are going to hear the full lecture this time and give them time to read the statements. Check that they understand *objectively* in question 8. Note that students, especially in weaker classes, may need to listen twice: once to decide whether the statements are true or false, then a second time to correct the false statements.


- 1 F (You've probably already made many successful decisions so far. To study for this business degree, to come to Weimar, and to come and listen to me speak! [the third example is a joke])
- 2 T
- 3 F (he says that some people are overconfident when making decisions, e.g. men, the rich, and experts)
- 4 T
- 5 F (The co-author answered that 40 percent of groups never finished a book ...)
- 6 T
- 7 F (The speaker asks the questions: What percentage of start-ups fail? Or, what percentage survive the first year? He is talking about prediction.)
- 8 T
- 9 F (Improving your ability to think about probability will help you to apply the other two rules.)
- 10 T

Pronunciation bank

p. 117: South African English pronunciation

Warm-up

Refer students to the information in the box and explain that they will be looking at features of South African English pronunciation. If this is the first pronunciation lesson on accents for your students, explain that there are many different English accents around the world and that it is important that students are exposed to as many as possible, so that they can comfortably follow what speakers with different accents are saying. Go through the points in the box with the class. For point 1, give students one or two examples of words containing the /ɑ:/ sound (e.g. *calm*, *start*). For point 3, check that they know what a diphthong is, and give them an example (a sound made by combining two vowels within the same syllable, e.g. *out* /aʊt/, *mail* /meɪl/). For point 4, give them examples of words containing the /p/, /t/ and /g/ sounds (e.g. *part*, *ticket*, *gain*).

- 1  P8.01 Play the recording, twice if necessary, for students to identify the South African English versions, then check answers with the class. Note that students should not be encouraged to repeat the words or copy the accent in the audio; the purpose of this activity is to expose them to the accent, to help them understand one of the vast variety of accents they will encounter in the world outside the classroom.

- 1 second 2 second 3 first 4 first 5 first
6 second 7 first 8 second 9 second
10 first 11 first 12 second

Grammar: *to* + infinitive or *-ing* form

Students study and practise *to* + infinitive or *-ing* form.

6A Ask students to read the sentences and underline the main verbs. Then do the activity with the whole class, checking answers as you go along. The difference in meaning between the uses of *try* in questions 4 and 5 should be familiar to students at this level, but you may wish to explain or elicit it during feedback (*try* + *to* + infinitive = make an attempt or effort to do something; *try* + *-ing* = do or test something in order to see if it is good, suitable, etc.).

- 1 decide + *to* + infinitive 2 put off + *-ing* 3 avoid + *-ing*
4/5 try + *-ing* OR *to* + infinitive

6B Do this as a quick whole-class activity. Ask students what the first four expressions have in common (they all end in prepositions) and elicit or explain that prepositions are usually followed by *-ing*. Refer students to the Grammar reference on page 124 and go through it with them, clarifying any points as necessary. As an optional follow-up, you could ask them to write true sentences (about themselves, people they know or, to link this to the lesson topic, about decision-making) using the expressions in the box.

All the expressions are followed by the *-ing* form.

7 Depending on time available and the strength of your class, you could do this as a whole-class activity or get students to work individually and then go over the answers and differences in meaning with the class.

- 1 a Here *regret* refers to feeling sorry about something you didn't do and wish you had done.
b Here *regret* is used in official letters or formal statements when saying that you are sorry or sad about something.
- 2 a Here *want* refers to a desire or wish to do something.
b Here *want* refers to something that should have or has to have something done to it without saying directly who should do it.
- 3 a Here *mean* refers to intending a particular meaning when you say something.
b Here *mean* refers to the idea of intending or planning to do something.
- 4 a Here *need* is used for saying that someone should do something, or has to do something.
b Here *need* is used for saying that something should be or has to be done without saying directly who should do it.

8 Ask students to do this individually. Point out that more than one answer is possible in some items and remind them that they can refer to the Grammar reference on page 124 if they need help. Get them to compare answers in pairs before class feedback.

- 1 to do 2 to save 3 to think / thinking 4 going
5 making 6 to do 7 to avoid 8 to go / going
9 thinking 10 regretting

Extra activities 8.2

B Tell students that this is the second part of the blog they read in Exercise 8 on page 81, and get them to complete the exercise individually. Again, point out that there may be more than one possible answer for some items. If time allows, get them to compare answers in pairs before class feedback.

- 1 making 2 to complete 3 to overcome
4 weighing up 5 thinking 6 not to get
7 taking / to be taken 8 to give / giving
9 putting 10 making 11 getting 12 getting

Writing

Students write a letter giving advice.

9A Put students in pairs and explain the activity. If appropriate, you could encourage them to discuss their own real problems instead. For weaker classes or if time is short, you could also give them one of the model problems below. Encourage them to think about all the details of the situation and make notes.

Model problem for in-work students

I have a member on my team who often arrives late to work and sometimes leaves early. He says he has to take his children to school or pick them up when his partner can't. I appreciate it's difficult to find a good work-life balance but I think everyone should work to the same timetable. If not, my team will start resenting each other or will think I have 'favourites'. I know they have flexi-time in some other departments, but it's difficult to do that in my department because we have to deal with customers.

Model problem for pre-work students

I'm in my second year at university. I'm having difficulty keeping up with my coursework. I know I should spend more time at weekends going over my notes, but we have a lot of work to do and I'm so tired at the weekends: I just want to sleep, go to the gym and go out with my friends. I'm thinking of changing the subject and studying something easier. I sometimes think it isn't worth studying for a degree any more and I feel like dropping out and looking for a job.

9B Students should do this individually. Go through the instructions with them and ask them in what capacity Professor Falkner gave his lecture to the students (as a business expert). Allow plenty of time for them to plan their letters, while you monitor and help as necessary. When they are ready, set a time limit for the writing task and remind them to use verbs from the lesson in their letters. Also point out the word limit. If time is short, the writing task can be assigned for homework.

Model answer for in-work students

Dear ... ,

Thank you for your letter. It seems that you have been avoiding having a conversation with your employee.

First, I suggest talking to him: show understanding for his situation but make it clear that if he is late, he needs to make up for lost time during the week. As you say, it is unfair if you treat him differently to the rest of the team. This approach could work temporarily.

Although I understand that your department deals with customers, an alternative option is that you seriously think about adopting flexi-time as a long-term solution. For this reason, I recommend talking to all your team about the advantages and disadvantages of working flexibly. That way they will feel involved in decision-making. Avoid getting too emotional in this kind of meeting but consider changing how you work, as in other departments in your organisation. Tell your staff they can work flexi-time as long as they meet their targets and start work by 9.30 a.m. I hope one of these solutions works for you and your team!

Regards,

Clarence Falkner

Model answer for pre-work students

Dear ... ,

When you first start studying at university, it can seem hard. Perhaps at school your teachers helped you to organise your time. Now you are an adult, you are responsible for learning to manage your time effectively. It is important to get enough sleep and see your friends but remember to find time during the week when you can go over your notes, or ask a more organised classmate for help.

Have you tried talking to the college counsellor? I am sure your university offers this service. But if you decide to drop out of college, there isn't any point in leaving if you haven't found a job first. A university course only lasts about four years and then you have a degree for life. However, if you leave now, remember it will be more difficult to go back to university later in life. Whatever you decide to do, talk to family, friends and tutors, weigh up the pros and cons and take an informed decision.

Yours faithfully,

Clarence Falkner

9C If students write their letters for homework, do this exercise in the next class. Put them in the same pairs as for Exercise 9A to compare and discuss their answers. What do they think of the advice their partner gave? If appropriate, you could also ask them to check if their partner has used verbs from the lesson and if yes, whether he/she has used them correctly.

MyEnglishLab: Teacher's resources: extra activities; Reading bank

Grammar reference: p.124 *to* + infinitive or *-ing* form

Pronunciation bank: p.117 South African English pronunciation

Teacher's book: Resource bank: Photocopiable 8.2 p.164

Workbook: p.40 Exercises 1–3, p.41 Exercises 1–3

8.3 ➤ Communication skills

Influencing a decision

GSE learning objectives

- Can extract specific details from a TV programme on a work-related topic.
- Can distinguish between fact and opinion in informal discussion at natural speed.
- Can infer attitude and mood in discussions by using contextual, grammatical and lexical cues.
- Can express views clearly and evaluate hypothetical proposals in informal discussions.
- Can develop an argument giving reasons in support of or against a particular point of view.
- Can suggest pros and cons when discussing a topic, using linguistically complex language.
- Can manage discussions to ensure that they are based on facts and evidence rather than speculation.
- Can express attitudes using linguistically complex language.

Warm-up

Ask students to think about the last thing they bought. Ask them why they bought it, whether someone (or something) influenced their decision to buy it and if they regret buying it and why / why not. Invite different students to tell the class about their purchases. If time allows, you could let them discuss in pairs or small groups first.

Lead-in

Students discuss emotional vs. rational purchases.

1A If there is time, let students exchange views in pairs or small groups first, then elicit answers around the class. Otherwise, discuss this briefly with the whole class. Encourage students to give reasons.

1B Do this as a quick whole-class activity.

1 emotion 2 fact 3 emotion 4 fact 5 emotion
6 fact

Video

Students watch a video about different approaches to decision-making.

2 ➤ 8.3.1 If your students watched the Unit 7 video, ask them to give you a short summary of the situation and the main characters' roles. If this is the first communication skills video for your class, briefly set up the context and/or refer students to page 6 of the Coursebook. Get students to read the questions before they watch. Play the video, then check answers with the class.

- 1 That they were successful.
- 2 That they were excellent.
- 3 No. He feels that there are one or two suppliers that they need to reconsider.
- 4 A meeting that includes Sonia and Otto.

3A Explain to students that Prisha and David can choose between two approaches to decision-making during the staff meeting: an emotion-based approach or a fact-based approach. Go through the details of Options A and B with the class. Make it clear that students can choose which option they want to see first on the video. Put them in small groups and ask them to discuss the two options, giving reasons for their answers. Elicit ideas from a few students and then, as a class, decide which video to watch first.

3B ➤ 8.3.2 ➤ 8.3.3 Give students a minute to read the questions for Option A or Option B, depending on their choice, and play the video. If time allows, put students in the same groups as for Exercise 3A and get them to compare answers before checking with the class. Do the same for the second video.

Option A

- 1 Their head designer was impossible to get in touch with.
- 2 That they made a huge contribution to the day and that the flowers were amazing.
- 3 Prisha and Otto. Prisha stresses how impressed everyone was and what the clients will remember. Otto talks about how great it was to work with the florists, how creative they were and reduces the importance of the design issue.
- 4 That if the florists don't follow the brief again, it could ruin the concept that Happenings may have created for an event.
- 5 They decide to go with Otto's suggestion to speak to the florists and to give them another chance as their work was so good.

Option B

- 1 They were way off brief and they used far fewer flowers than had been originally agreed on.
- 2 Everyone loved the flowers.
- 3 David and Sonia. They stress the fact that the florists were off brief and didn't provide what had been agreed.
- 4 She says it's there in black and white (referring to the original designs).
- 5 They decide not to use the same florists and look for another supplier.

4 Put students in pairs and give them 2–3 minutes to discuss the questions. If there is time, you could join pairs together into groups of four to exchange ideas.

5 ➤ 8.3.4 Students should do this in the same pairs as for Exercise 4. Explain that they are going to watch the last section of the video, with conclusions and learning points on the two approaches to decision-making in Options A and B. Play the video and get students to compare what the speaker says with their own ideas from Exercise 4. Discuss the answers and students' views as a whole class.

1 In most cases, decisions need to be made by considering both facts and feelings, while being aware that sometimes feelings can cloud good judgement.

2 In **Option A**, David and Sonia focus on the fact that the florists didn't stick to the brief. Prisha and Otto acknowledge that there were some communication problems with that supplier, but stress the importance of the working relationship, and that overall the project went well, so they feel they should use the same florists in the future.

In **Option B**, David and Sonia acknowledge that the event went well, but strongly emphasise the facts. The florists didn't follow the brief regarding the floral design, used far fewer flowers than had been agreed and were difficult to communicate with. David points out that problems like these can have serious consequences. In the end, the team decides not to work with the same florists on any future projects.

Reflection

Students reflect on the conclusions from the video and their preferred approach to decision-making.

6 Allow students to work individually on this so that they can reflect on their own preferred approach. Ask them to think of their own answers to the questions and to make notes. Then put them in pairs to discuss and compare their answers. Get brief feedback from the class.

Functional language: Fact-based and emotion-based approaches to decision-making

Students look at useful language for discussing fact-based and emotion-based decisions.

7A Students should do this individually. Before they begin, draw their attention to the two headings and point out the function of each group of sentences; check that they understand the meaning of *acknowledging* in the first heading. Check answers with the class, clarifying meanings as necessary.

1 Even though **2** they were still **3** It may have
4 but I know **5** I personally **6** My instinct would be
7 I think

7B Again, point out the heading describing the function of the sentences and ask students to work individually. Clarify meanings as necessary during feedback.

1 d **2** a **3** c **4** e **5** b

7C Do this as a whole-class activity, checking answers as you go along.

1 2, 5 **2** 1, 3, 4

8 Put students in pairs, explain the activity and assign roles A and B (or let students choose them). Go through the details of the three options with them and explain that they need to discuss each one and come to a decision. Point out that they need to use phrases from Exercise 7 and give them time to think about what they are going to say before they discuss with their partner. During the activity, monitor and note down any points to highlight during feedback, but do not interrupt students' discussions; go through them in a brief feedback session afterwards.

Model conversation

A: What do you think? How are we going to decide which offices to move into? We have three great options.

B: Well, I really like the look of Newbold Centre. The offices look amazing, and it's very modern.

A: Yes, you're right, but the fact of the matter is it's near the top end of the budget.

B: Well, exactly. That means we can afford it. I personally think it would feel amazing to go to work there every day.

A: What about Commerce Towers? The rent is much more affordable. It's there in black and white.

B: It may be less expensive, that's true, by my instinct would be to go for something more modern. It really is very old-fashioned.

A: Yes, but we can't let our feelings cloud our judgement. It has to make sense financially.

B: OK, well what about Green Leaf Business Park? I think it's a lovely location.

A: I know everyone thought it was a very pleasant location, but the fact of the matter is that it would be really difficult for everyone to get to. There are no buses and no trains, and everyone would have to drive there. It would be awkward for our customers.

B: Even though it's not so easy to get to, it's still a beautiful facility.

A: It's true, it's very nice. But I just don't think it makes sense.

B: OK, then I think it's between Newbold Centre and Commerce Towers.

A: At this point, we can't afford to waste any money. I think it has to be Commerce Towers.

B: Well, I personally feel it's a bit old-fashioned, but I guess you're right about the money.

Extra activities 8.3

A This activity gives further practice of the functional language from Exercise 7. As it is a consolidation exercise, it might be better to get students to complete it individually. Before they begin, remind them to think about meaning as well as the grammatical clues in each sentence which can help them choose the correct option. For example, in sentence 1, there is a *that* clause after the gap. They need a clause which will make sense before *that*. Option d, for example, which ends in *but*, does not work grammatically here. If time allows, get students to compare answers in pairs before class feedback.

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

Task

Students roleplay a discussion between colleagues about suppliers.

9A Put students in pairs and explain the activity and scenario: they are colleagues discussing a recent project and trying to decide which suppliers to work with again. Refer them to page 131 and let them read the information and ask you about any unknown words. Give them time to decide which statements are related to facts and which to emotions, then check the answers with the class.

Possible answers

Supplier 1

- They missed almost all of the deadlines by at least seven days. F
- They had a very open, honest communication style. E
- They didn't manage their budgets well – they spent too much on small details – and went over by 40 percent. F
- They delivered a final product that everyone loved. E
- They didn't use the latest technology, which contributed to the seven-day delays. F
- The planning meetings were very enjoyable and came up with some creative ideas. E

Supplier 2

- They were on time or early for all the deadlines. F
- They were not easy to communicate with and often didn't answer emails. E
- Their costs came in exactly as budgeted. F
- They delivered a final product that was acceptable, but nothing special. E
- They use the latest technology, so there were no problems there. F
- The planning meetings were dull and uncreative. E

9B Allocate roles A and B for each pair (or let students choose) and explain that they are going to discuss the two suppliers they read about in order to decide whether or not to work with them again in future. Point out that they need to follow the approach they have been assigned – fact- or emotion-based – and remind them to use phrases from Exercise 7 in their discussions. Give them some time to think about what they are going to say, then set a time limit and ask them to begin. During the activity, monitor and check that students are using the functional language from the lesson correctly. Note down any errors to highlight during feedback.

9C Allow students 4–5 minutes to discuss, then get feedback from the class: what do they think went well? What did they find difficult? What can they do better next time? Finally, discuss any errors you noted while monitoring.

MyEnglishLab: Teacher's resources: extra activities; Extra video activities; Functional language bank

Workbook: p.42 Exercise 1

8.4 Business skills

Maintaining relationships

GSE learning objectives

- Can follow a work-related discussion between fluent speakers.
- Can understand the speaker's point of view on most topics delivered at natural speed and in standard language.
- Can shift between formal and informal registers as and when required.
- Can evaluate arguments in a debate or discussion and justify the evaluation.
- Can ask questions politely in difficult situations or on emotional or controversial topics.

Warm-up

Write this quote on the board: *No one loves the messenger who brings bad news.* (Sophocles, Greek dramatist) Discuss the quote with the class: Is this always true? Do they think communicating bad news can affect relationships? If yes, when? Do they think it depends on how the bad news is communicated?

Lead-in

Students talk about communicating difficult decisions.

1 Put students in pairs, explain the activity and go through the instructions and questions with them. If younger/inexperienced students are having difficulty thinking of a situation, you could ask them to think of something connected to their free time or personal experiences (e.g. friends, leisure activities, etc.) or from when they were at school. Give them 3–4 minutes to discuss the questions, then invite different students to share their experiences with the class.

Listening

Students listen to colleagues discussing difficult decisions.

2A ▶ 8.04 Go through the instructions with students and explain that Vera is sharing her concerns about her discussion with David with another colleague, Jack. Ask students to listen for the main issue she talks about, then play the recording and elicit the answer.

The issue is that Vera has been working on something with David on their own initiative and she no longer has time for it. She's unsure of how to tell him while maintaining their relationship.

2B ▶ 8.05 Tell students that they are now going to hear Vera's discussion with David. Give them time to read the questions and check that they understand the meaning of *priority* in question 3. Ask them to make notes in answer to the questions while listening, and play the recording, twice if necessary. Check answers with the class.

- 1 She shows transparency and gets straight to the point.
- 2 He seems surprised at first. Then he takes a collaborative approach when dealing with the issue.
- 3 Yes, they do. Neither wants their relationship to be damaged if they stop working on this idea together / they both want to produce something that will benefit the company.
- 4 They decide to take a break from it for a few weeks and then reassess Vera's workload and time pressure.

3A Draw students' attention to the diagram and go through it with them. Teach or elicit the meanings of *relationship-oriented* and *transparent* and get them to complete the activity individually or in pairs. You could let them listen to Vera's meeting with David again or refer them to audioscript 8.05 on page 146.

They followed all four tips in the four-step model.

3B Discuss this briefly with the whole class.

Vera handled the discussion well. She didn't interrupt when David became somewhat frustrated and empathised with him afterwards.

Functional language: Relationship-oriented decision-making

Students look at useful phrases and strategies for maintaining relationships while discussing difficult decisions.

4A This exercise can be done individually or, in weaker classes, in pairs. Point out that students need to match three phrases with each of the categories in the diagram in Exercise 3A. While they are working, draw the diagram onto the board. During feedback, clarify meanings as necessary and write (or invite students to write) the correct phrases under each step on the board. Leave these on the board for students to refer to when they do Exercise 5.

a 1, 4, 6 **b** 5, 9, 10 **c** 3, 8, 12 **d** 2, 7, 11

4B Go through the instructions with students and check that they understand *dilemma*. Get them to complete the exercise individually, then check answers with the class, clarifying meanings as necessary.

1 c 2 d 3 b 4 a

5 Put students in pairs and give them time to read the scenarios. Explain that for each scenario, they need to write one sentence for each step, using suitable phrases from Exercise 4. Refer them to the example sentence for scenario 1 step (a) and to the sentences on the board. While they are working, monitor and offer help where necessary. When they have written their sentences, they should roleplay two conversations – one for each scenario – using the sentences in their tables. During the roleplays, monitor and note down any errors students make with the functional language, for some brief class feedback afterwards.

Possible answers

Scenario 1

- b** I don't want to cause any hostility between us.
c What do you think we can do about this?
d A good working environment is in both our interests.

Scenario 2

- a** There's no easy way to say this but I have an issue with our planned lunch next week.
b I'd like to find a quick solution.
c Are you available next week?
d Let's put it on hold until later this month.

Extra activities 8.4

A This activity practises functional language from the lesson. Students could do it individually and then, if there is time, compare answers in pairs before class feedback. Explain the activity and remind students of the four-step approach to relationship-oriented decision-making they looked at earlier in the lesson. Point out that they need to match two exchanges to each of the stages a–d. Check answers with the class, encouraging students to say which expression(s) in each exchange helped them match it to the correct stage.

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

B This activity practises the functional language from the lesson. It would be useful for students to do it individually, to check whether any additional work is required on the phrases. Depending on the time available, you could get students to practise the conversation in pairs after class feedback.

- 1 initially it looked like
- 2 it's in their interests
- 3 put it on hold for
- 4 cause hostility between
- 5 they'll have an issue with
- 6 How do you think we can
- 7 I'd like to get a feeling for
- 8 we'd all like to find a solution

C Put students in pairs and explain the activity: they need to think of a difficult situation and write a dialogue for it, using the expressions in Exercise B. If you think your students will have difficulty thinking of a situation, you could brainstorm ideas as a class first, before they develop their dialogue. In weaker classes, you could let students choose four or five of the expressions in the box in Exercise B and/or let them use other expressions from Exercise 4A on page 84. Give pairs plenty of time to write their dialogue while you monitor and help as necessary. When they are ready, they should practise their conversations.

Pronunciation bank

p. 117: Stress and intonation in relationship-oriented decision-making

Warm-up

Refer students to the information in the box and go through it with them. Explain that using a wide voice range and stressing key words can project an impression of engagement, confidence, positive intention and willingness to communicate, and so is important when discussing decisions with colleagues.

- 1 P8.02 Ask students to listen and underline the main stresses in each sentence. Encourage them to also pay attention to the voice range of the speakers. Point out that the information in brackets shows how many words they need to underline in each item, and also that sentences 5–8 are responses to sentences 1–4. Play the recording, then check answers with the class.

- 1 When we started this, we both had good intentions.
- 2 We need to decide on option A or B.
- 3 What do you think we can do about this?
- 4 Let's just decide to postpone our decision.
- 5 That works for me.
- 6 I'm not sure. It's a tricky situation.
- 7 Yes, we wanted to succeed.
- 8 I know we do, but I don't know which is best.

- 2 P8.02 Play the recording for students to listen and repeat.

- 3 Put students in pairs to practise saying the sentences. Monitor and check/correct their stress and intonation as necessary. If you think your students need the extra practice, you could get them to swap roles and practise the exchanges again and they could do this in the same or new pairs.

1 7 2 8 3 6 4 5

Task

Students manage a difficult conversation using relationship-oriented decision-making.

6A–B Put students in pairs and explain that they are going to have a 'difficult conversation' with their partner. Explain that they can choose between two scenarios or invent one of their own. Let pairs decide and, depending on their choice, refer them to the information on pages 131 and 133 or let them think about the details of their own situation. Allow plenty of time for students to prepare for their discussions, while you monitor and help as necessary. Point out that they should try to follow the four-step model in Exercise 3A.

6C Students now hold their discussions. Set a time limit before they begin and remind them to use phrases from Exercise 4.

6D Give pairs 3–4 minutes to discuss the questions here, then get brief feedback from the class. If your students need more practice, you could put them in new pairs and get them to repeat the activity using a different scenario (either the one from Exercise 6A they did not use or one of their own).

MyEnglishLab: Teacher's resources: extra activities; Functional language bank

Pronunciation bank: p.117 Stress and intonation in relationship-oriented decision-making

Workbook: p.42 Exercise 2

8.5 Writing

Describing a decision

GSE learning objectives

- Can guess the meaning of an unfamiliar word from context in a linguistically complex text.
- Can employ high-level vocabulary and structures to enhance impact in written correspondence.
- Can adopt a level of formality appropriate to the circumstances.
- Can write a letter of complaint with appropriate register, structure and conventions.

Warm-up

Discuss these questions with the class: *What kind of formal written communications do you receive, if any? Do you receive them by post or email? Would you take a formal letter sent by post more seriously than an email?*

Lead-in

Students read and complete a letter describing a decision.

1 Get students to complete the exercise individually and then to compare answers in pairs. Go over the answers with the class, clarifying the meanings of the words in italics as necessary. After checking answers, highlight or elicit that the letter is written in a formal style.

- 1 leading 2 costly 3 benefit 4 agreeable
5 standardise 6 played 7 selecting 8 meet
9 minimal 10 sincerely

Functional language

Students look at useful language for letters describing decisions, potential problems and next steps.

2A Before students complete the table, look at the structure of the letter with them. Refer them to the headings in the table and elicit or point out that they describe the topics of the four main paragraphs. Also highlight the formal greeting and closing. Then get students to complete the phrases in the table, which they could do individually or in pairs. Check answers with the class, clarifying meanings as necessary.

1 Further 2 has been decided 3 will enable 4 consider
5 assure 6 view 7 will take place

2B This can be done as a whole-class activity, checking answers and clarifying meanings as you go along.

Introducing a topic (Para 1)

With regard to yesterday's meeting, a decision has been made to ...

Describing decision (Para 2)

Efficiency will be improved with the new system.
The new equipment will improve output in all departments.

Potential problems (Para 3)

The factory will be closed for a week, so some orders may be delayed.

We can guarantee that any delays will be minimal.

Next steps (Para 4)

As a result of these changes, staff will be retrained.
In light of these issues, we will be contacting all our customers.

Optional grammar work

The letter in Exercise 1 contains examples of different ways to avoid repeating words, so you could use it for some optional grammar work. Refer students to the Grammar reference on page 125 and use the exercises in MyEnglishLab for extra grammar practice.

Extra activities 8.5

A This activity practises useful phrases for letters describing decisions. Depending on the strength of your class, it can be done individually or in pairs. Alternatively, if time is short, you could do it as a whole-class activity, checking answers as you go along.

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

Task

Students write a letter describing a decision.

3A Put students in pairs and refer them to the email on page 131. Explain the task and point out that their letter should be shorter than the one in Exercise 1 (around 100–120 words). Remind them to use phrases from Exercise 2, and set a time limit. During the activity, monitor and help as necessary. If there is time, when they have finished, you could join pairs together into groups of four to compare their letters.

Model answer

Dear colleagues,

Further to our discussions last week, we have decided to make some changes to the ordering and distribution systems in the company.

The decision has been made because we feel that it will make the systems more efficient and avoid the serious delivery delays we have recently been having.

For those of you who may be worried about redundancies, we can assure you that no one will lose their job as a result of these changes.

Furthermore, in view of this decision, we will provide training for everyone who will be using the new system.

Yours faithfully,

3B Tell students that they are now going to work individually to write a second, longer letter, and refer them to page 127. Give them some time to read the notes and ask you any questions they may have. Point out the word limit and tell them that they should plan their letter carefully, organising the information into paragraphs and using phrases from Exercise 2. If time is short, they could plan their letters in class and write them for homework. In weaker classes, you could let them plan their work in pairs.

Model answer

Dear colleagues,

With regard to recent discussions about acquiring our main supplier, HegGah Supplies, it has finally been decided to go ahead with this plan. HegGah Supplies has been a loyal supplier to us for many years, producing excellent quality materials. However, they are currently unable to keep up with our demand without expanding their own facilities. Unfortunately, they do not have sufficient funds for this at the moment.

We are convinced that the acquisition will benefit both companies greatly. We will not have to source new suppliers and will also have more control over the supplies we need, and they will not have to worry about sourcing the funds required for expansion.

There will obviously be some disruption to our workflow, but we can nevertheless guarantee that we will be able to meet the current demand for our products. In addition, we are able to assure all staff that there will be no redundancies.

In view of this decision, we will in fact need to recruit new staff to work in both companies once the expansion has taken place. Therefore, when we have the completion date for the expansion, we will arrange a video meeting to discuss how many new staff we expect to need. We will then have to organise a mentoring programme for them to ensure that they are familiar with our vision and goals.

Yours faithfully,

3C If students do the writing task as homework, do this exercise in the next class. Put them in pairs and explain that they are going to read and check their partner's letter: has he/she used an appropriate greeting and closing? Is the

information organised in paragraphs? Is the letter clear and in the right style? Has their partner used phrases from Exercise 2 and if yes, has he/she used them correctly?

MyEnglishLab: Teacher's resources: extra activities; Interactive grammar practice; Writing bank

Grammar reference: p.125 Ways to avoid repeating words

Workbook: p.43 Exercises 1–3

Business workshop ➤ 8

Decisions, decisions

GSE learning objectives

- Can get the gist of specialised articles and technical texts outside their field.
- Can identify specific information in a linguistically complex factual text.
- Can infer attitude and mood in discussions by using contextual, grammatical and lexical cues.
- Can infer meaning, opinion, attitude, etc. in fast-paced conversations between fluent speakers.
- Can identify key information in linguistically complex conversations at natural speed.
- Can make a clear strong argument during a formal discussion.
- Can understand in detail the agenda for a work-related meeting.
- Can link a logical series of ideas leading to a suggested conclusion in a presentation.
- Can use persuasive language to convince others to agree with their recommended course of action during a discussion.

Background

Students read about a restaurant chain specialising in ethnic fusion cuisine.

1 Put students in pairs and ask them to read the background and discuss the questions. Check answers with the class. During feedback, check that students understand the meanings of *ethnic food/cuisine* and *fusion food/cuisine* (see Notes below). When discussing question 4, explain the dishes (see Notes below) or invite students who are familiar with Japanese–Brazilian fusion cuisine to explain them. If possible, show students images of each dish.

- 1 Sushi Bar Brazil is an upmarket restaurant chain that specialises in a unique blend of Japanese and Brazilian cuisine.
- 2 It was born from the blend of two cultures when Japanese emigrants travelled to South America to cultivate coffee plantations in the early twentieth century and it's popular in cities like São Paulo.
- 3 In Los Angeles, Washington D.C. and New York City.
- 4 Miso soup and sashimi alongside 'moqueca'
- 5 Possible answer: American people in some places / People in my country might not be familiar with Japanese or ethnic cuisine; perhaps some U.S. locations would be more successful than others, depending on tastes of customers in the city/local area and how multi-cultural it is.

Notes

Ethnic cuisine

An ethnic group's cuisine which is culturally accepted by consumers outside of that ethnic group. For example, Chinese, Thai and Greek food are all considered ethnic foods outside of their own countries.

Fusion cuisine

Cuisine which combines ingredients, techniques and dishes from different cuisines.

Dishes mentioned in the text

- Moqueca is a Brazilian salt water fish stew with tomatoes, onions, garlic and coriander slowly cooked in a casserole.
- Miso is a substance made from soya beans and is often used in Japanese cooking, particularly in soup.
- Sashimi is small pieces of fresh fish that have not been cooked; unlike sushi, it does not contain rice or other ingredients.

Japanese cuisine in the USA

Students read a report on the growth potential of ethnic food in the USA.

2 Ask students to read the report quickly and make notes in answer to the question. Get them to compare answers in pairs before checking with the class.

Possible answer

Traditional ethnic (Japanese) dishes were originally eaten only by immigrants. But more recently, consumers of ethnic foods have significantly increased in number and ethnic restaurants have become mainstream.

3 Put students in pairs and get them to read the report and answer the questions. Ask them to underline the parts of the report that give them the answers and elicit these during feedback. In stronger classes, you could ask students to work individually and then get them to compare answers in pairs before class feedback.

- 1 in the early 1980s
- 2 It has become more important as a result of international trade, globalisation and international travel.
- 3 The ethnic food market is expected to reach sales of about \$12.5 billion.
- 4 Honolulu, Sacramento, Seattle, San Francisco, San José, San Diego, Portland and Boston
- 5 They expected larger portions/servings.
- 6 The report recommends that waiting staff can describe dishes confidently and communicate the concept of Japanese–Brazilian fusion cuisine. It also recommends hiring more Japanese and Brazilian staff to give their restaurants an authentic feel.

Extra activities Business workshop 8

A This activity provides students with extra reading practice. They could do it individually or, in weaker classes, in pairs. Again, encourage them to find the parts of the report which lead them to the correct answers and try to elicit these during class feedback.

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

Location, location

Students listen to interviews with restaurant managers.

4A BW 8.01 Explain to students that they are going to hear three managers of Sushi Bar Brazil restaurants talk about the performance of their restaurants. They should listen and make notes in the *Strengths* and *Weaknesses* columns of the table. Play the recording, twice if necessary, then check answers with the class.

Possible answers

1 Los Angeles

Strengths

Personal hygiene is good and kitchen staff wear gloves.
Manager is good at training staff to explain different dishes and the restaurant concept.
Two Japanese chefs came from restaurants in London and Amsterdam and have adapted well.
Customers are open to ethnic foods as long as they are healthy and high quality.

Weaknesses

Staff turnover is very high in the restaurant business, especially in LA.

Recommendations

Students may suggest any ideas that are working well in the other restaurants and add their own ideas.

2 Washington D.C.

Strengths

Manager is aware of food that may cause illness, e.g. tamago toji, pork cooked in soy sauce, and dishes with raw fish, such as sushi and sashimi.
He makes sure kitchen staff comply to hygiene standards (but doesn't say how).
A friend wrote a positive online review.

Weaknesses

There are health issues with some dishes, e.g. raw fish may have parasites, but doesn't take responsibility for this (*It isn't always the restaurant's fault ...*).
The supplier is late (*Our supplier tends to arrive a little late. ... What do you mean Enrique is late with the fish! Again?*)
They took on new staff recently who are still on probation.
Some customers aren't convinced about Japanese-Brazilian fusion food.
There's tension in the kitchen.
A member of staff has just quit.

Recommendations

Students may suggest any ideas that are working well in the other restaurants and add their own ideas.

3 New York City

Strengths

New Yorkers are used to eating international cuisines.
They offer high-quality dishes served in a beautiful restaurant with spectacular views of Manhattan.
The manager seems very experienced (*I've been in the restaurant business for a long time.*)
Waiting staff are motivated, super friendly and attentive.
They hire Japanese and Brazilian staff to give it an authentic feel.
The Brazilian cocktails are very popular with the after-work crowd.
They're fully booked this evening.

Weaknesses

Hygiene may be a problem. The manager says staff always wash their hands, but doesn't mention disposable gloves, or other measures.

Recommendations

Students may suggest any ideas that are working well in the other restaurants and add their own ideas.

4B Put students in pairs and ask them to brainstorm ideas and make notes in the *Recommendations* column of the table in Exercise 4A. Allow 3–4 minutes for this, then elicit ideas around the class.

Extra activities Business workshop 8

B BW 8.01 Play the recording for students to complete the gapped words, then check answers with the class, clarifying meanings as necessary. In stronger classes, you could ask them to complete as many of the words as they can from what they remember from the first listening, then play the recording again for them to check/complete their answers.

1 raw ingredients 2 staff turnover
3 high-end, demanding 4 dishes, parasites
5 inappropriate treatment 6 hygiene standards
7 recipes, menu 8 high-quality, spectacular views
9 motivated, attentive 10 feeling, authenticity

Task: Strategy meeting

Students hold a meeting to discuss the expansion of a restaurant chain.

5A Put students in small groups and explain the scenario: Sushi Bar Brazil have decided to open new restaurants in three cities and are going to hold a meeting to discuss the strategy for the expansion and address current issues. Give them time to look at the agenda and think about any other points they want to add. They should write any additional items under *AOB* (Any Other Business) on the agenda; teach this phrase if necessary.

5b Explain that students are now going to hold the meeting as members of the management team at Sushi Bar Brazil. Remind them of the purpose of the meeting and allow plenty of time for them to prepare for it. Point out that they should discuss all the points on the agenda and try to reach agreement on all of them. Set a time limit for the preparation stage and the meeting and ask students to begin. During the meetings, monitor and note down any points to highlight during feedback but do not interrupt students.

5c Groups now share their conclusions from their meetings with the class. When all groups have had a chance to present their ideas, the class votes on the best expansion strategy. Make sure students give reasons for their choices.

MyEnglishLab: Teacher's resources: extra activities

Review 8

- 1 1 define 2 together 3 gut-feeling 4 identify
5 evaluate 6 examine 7 reconsider
- 2 1 not finishing his course
2 talking to your line manager
3 to be discussed
4 telling my manager about the problem
5 for not being there when the meeting started
6 asking Olga to help
- 3 1 though 2 personally 3 cloud 4 matter 5 true
6 harsh
- 4 1 no easy way 2 it looked like 3 I'm not so
4 beyond this 5 a feeling for 6 negatively affected
7 good intentions 8 a tricky situation 9 on hold
- 5 1 c 2 f 3 e 4 b 5 d 6 a

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1.1 > Vocabulary

1 We don't have enough people for the **focus group**, so I'll ask my whole family to come along.

2 Our **target audience** is everyone.

3 We have a perfect record for **customer satisfaction**. 100% of **respondents** in our **online survey** said they would recommend our company.

4 **Quantitative** research is more useful than **qualitative** research.

5 On any one project, you should use either **primary** or **secondary research** methods, but not both.

6 The **product testers** loved the drink, so I'm sure it will be **viable**.



a

Even if the **product** you are **launching** has wide appeal, it's best to identify a specific group of people as your most important potential customers. This can help you shape your brand to have the most **impact** on your key audience.

b

If participants have a personal connection to the **researcher** or company, it could affect the information **gathered**. For example, family members might be biased and think the product is much better than it really is.

c

It depends on what you're trying to **gauge**. Although **data analysis** may be more complex when you hold interviews or group discussions, techniques such as **in-depth interviews** often give companies more detailed feedback.

d

Unfortunately, many good products don't sell well. Success depends on many factors including market competition, the **target audience** and practical considerations like how easy it is to transport your product.

e

It's fine to use both types. For example, start with some **desk research** and then save time and cost by only using questionnaires or surveys with individuals for specific information that isn't already available.

f

It is important to check the number of people completing your questionnaire. If the **sample size** is too small, it is more likely to have greater error and less likely to reflect the views of the general population.



1.2 ➤ Grammar

1 It's a bit warm in here, _____?

2 Let's open a window, _____?

3 Those new dates suit you better, _____?

4 You'll let me know as soon as they get here, _____?

5 The room already has chairs, _____?

6 We don't have any paper copies, _____?

7 We'll have some water in the room, _____?

8 Everyone's here now, _____?

9 This is your first time here, _____?

10 You've been in one of our focus groups before, _____?

11 They're coming at ten, _____?

12 Please don't start without me, _____?

13 You haven't seen my bag anywhere, _____?

14 I'm on the list, _____?

15 You didn't bring a pen, _____?

16 No one has the Wi-Fi password, _____?

17 She had a lot of good ideas, _____?

18 You'll forward me the details, _____?

19 Something needs to be done about that, _____?

20 Nothing is ever perfect, _____?

2.1 ➤ Vocabulary

1A How much do you agree with each statement? Give a score from 1 (not at all) to 5 (very much).

I find it easy to give feedback to my peers.	1 2 3 4 5
I prefer colleagues to be very candid.	1 2 3 4 5
I prefer a competitive atmosphere to a cooperative atmosphere.	1 2 3 4 5
I tend to mistrust people until I know them well.	1 2 3 4 5
Mentoring a less experienced person appeals to me.	1 2 3 4 5

1B Work in pairs. Compare your answers from 1A and discuss reasons for your choices.

2A Read the comments about experiences with mentoring and complete them with the words in the box.

beneficial evolved inclusive isolated mentor nurturing peer shots street

Cameron: When I started at university, I felt quite ¹ _____ because I didn't know anyone. Luckily, I was given a course ² _____ who was in his third year. He was very ³ _____ and gave me a lot of encouragement and study tips in my first year. Over time, our relationship ⁴ _____ into more of a friendship. We still keep in touch even though we've both graduated, but it's more of a two-way ⁵ _____ now.

Ayla: There's a ⁶ _____-mentoring programme at my work, where you get matched with someone from another department at a similar level. What I like about it is that it's mutually ⁷ _____, as we're both able to share ideas and advice. My mentor's really good at ⁸ _____ decision-making, something I need to get better at. He says that he admires my ability to call the ⁹ _____ in difficult situations.

2B Work in pairs and compare your answers.

3A Think about someone you know who ...

- has your best interests at heart.
- is candid.
- is compassionate.
- is good at calling the shots.
- shows strong leadership.

3B Work in groups. Tell your group about the people you thought of.

2.2 ➤ Grammar

1 Think of something that is true for you that fits eight of the noun phrases below. Write the words or phrases in the ovals in any order.

- 1 The hardest aspect of learning English
- 2 The time of day I'm most productive
- 3 What I find really boring
- 4 A quality I would like to develop
- 5 A person who inspires me
- 6 What I value most in a job
- 7 Someone who shows a lot of kindness
- 8 Something which really motivates me
- 9 What I'd like my colleagues (or future colleagues) to say about me
- 10 A place I'd like to work

2 Work in pairs. Look at your partner's sheet. Take turns to guess their sentences using cleft sentences. Use a range of starters. *It is ... What ... Something/Someone/Somewhere ...*

A: *The thing you value most in a job is work-life balance.*

B: *That's right!*

A: *It is achieving goals which really motivates you.*

B: *Try again.*

A: *What really motivates you is encouragement.*

B: *Correct!*

3 Ask follow-up questions about the items on your partner's sheet.

You said that a quality you would like to develop is confidence. How would that be helpful for you?

3.1 ➤ Vocabulary



account	branch	accountant	balance
bills	direct debit	save	transaction
finance	credit card	transferable	payment
banker	bank	cash	savings
debit card	prohibit	deposit	pay
financial	fees	withdraw	cheques
the rent	top up	money order	prohibitive



3.2 Grammar



did (1)	you (1)	hear (1)	that (1)	Ava (1)	and (1)	Billy (1)	set (1)	up (1)	their (1)	own (1)	company (1)
they (2)	were (2)	lucky (2)	because (2)	no (2)	unexpected (2)	expenses (2)	came (2)	up (2)			
they (3)	had (3)	put (3)	by (3)	money (3)	for (3)	some (3)	time (3)				
they (4)	also (4)	had (4)	to (4)	take (4)	a (4)	huge (4)	mortgage (4)	out (4)			
I (5)	hope (5)	they (5)	can (5)	pay (5)	it (5)	back (5)					
if (6)	they (6)	fall (6)	behind (6)	with (6)	the (6)	payments, (6)	they (6)	could (6)	lose (6)	everything (6)	
apparently, (7)	staff (7)	have (7)	been (7)	warned (7)	to (7)	cut (7)	down (7)	on (7)	their (7)	expenses (7)	
they (8)	aren't (8)	supposed (8)	to (8)	take (8)	customers (8)	to (8)	eat (8)	out (8)	anymore (8)		
I (9)	hope (9)	they'll (9)	be (9)	able (9)	to (9)	carry (9)	on (9)	with (9)	it (9)		



4.1 ➤ Vocabulary



1 There's a growing	a the challenge of climate change, many people are reducing the amount of meat they consume.
2 High temperatures pose	b difficulties, most people are generally positive about the future.
3 More and more companies are looking for sustainable	c environment, but progress is slow.
4 As we face	d demand for alternatives to plastic.
5 The government is taking steps to deal	e weather events like floods and hurricanes.
6 Despite facing	f change, but aren't that bothered by it.
7 There has been an increase in the number of extreme	g atmosphere is difficult for people to cope with.
8 In many places, the humid	h with the challenge of climate change.
9 Consumers are demanding that companies do more to protect the	i a threat to agriculture.
10 People are worried about the potential	j problems , it actually causes them too.
11 Although technology helps to predict	k failure to take adequate action on climate change.
12 Most citizens are aware of the causes of climate	l solutions to business problems.



4.2 ➤ Grammar



Before you started this course, which of your classmates had you already met?
Had you ever been to this location before?

Where is somewhere interesting you've been recently?
Was that the first time you had been there?

When you were ten, had you already decided what you wanted to do for work or study?
Have you changed your mind since then?

Have you ever travelled abroad for work or study?
By the time you retire, what countries would you like to have visited?

Before you started this lesson, had you ever heard about cyberattacks?
What have you learnt about cyberattacks in this lesson?

In two years' time, what do you think you will have achieved professionally?
How much will you have used English during that time?

What projects or tasks will you have completed by the end of the week?
Will you have started or finished other projects by the end of the year?

When you started this course, how long had you been a student of English?
What's the most useful thing you've learnt on the course so far?

Can you list three things that you've already achieved today?
What else will you have done by the end of the day?

Have you updated any of your devices recently?
Have you ever had a problem with outdated software?



5.1 ➤ Vocabulary

1 Choose the correct option in *italics* to complete the questions.

- 1 What could you do to help a new colleague on secondment to *settle in* / *settle on*?
- 2 How important is it to you, personally, to work at a company with an international *network* / *opportunity*?
- 3 If you had to *assign* / *relocate* to another country for work, where would your ideal destination be?
- 4 What types of *compensation* / *taxation* can employees be offered, besides financial ones?
- 5 What might someone on a *global* / *globalised* mobility team help with?
- 6 What kinds of experiences might expand someone's personal *perspective* / *process*?
- 7 In your chosen field, how much is *moving* / *mobile* technology changing the way people work? Give some examples.
- 8 What characteristics might make an individual more open to developmental *opportunities* / *assignments*?
- 9 What's the difference between someone on secondment and an *immigrant* / *immigration*?
- 10 What's your opinion about *claiming* / *adopting* relocation expenses for a spouse or family member who moves with you?
- 11 Can you think of three items that people might *ship* / *pay* a deposit on?
- 12 What customs might someone new to your country need to *adopt* / *process* to fit in?
- 13 Imagine you've just been *claimed* / *briefed* on a dream work assignment. What is it?

2 Choose five questions from Exercise 1 to ask a partner. Then work in pairs and ask and answer your questions. Take notes.

3 Ask another partner five different questions from Exercise 1. Take notes.

4 Look at your notes. Choose an answer you found surprising or interesting and share it with the class.

5.2 > Grammar

Seldom (1)	have (1)	I (1)	seen (1)	so (1)	much (1)	potential (1)	in (1)	a (1)	new (1)	graduate. (1)	
Not (2)	only (2)	did (2)	she (2)	relocate, (2)	she (2)	convinced (2)	her (2)	team (2)	to (2)	go (2)	with (2)
Only (3)	later (3)	did (3)	I (3)	realise (3)	that (3)	he (3)	was (3)	trying (3)	to (3)	help. (3)	
At (4)	no (4)	time (4)	did (4)	he (4)	say (4)	that (4)	the (4)	workload (4)	was (4)	a (4)	problem. (4)
Under (5)	no (5)	circumstances (5)	were (5)	you (5)	to (5)	share (5)	that (5)	document. (5)			
In (6)	no (6)	way (6)	am (6)	I (6)	suggesting (6)	that (6)	you're (6)	not (6)	up (6)	to (6)	the (6)
Rarely (7)	do (7)	companies (7)	make (7)	it (7)	easy (7)	for (7)	employees (7)	to (7)	transfer. (7)		
Little (8)	did (8)	I (8)	know (8)	that (8)	they (8)	had (8)	already (8)	made (8)	the (8)	decision. (8)	
On (9)	no (9)	account (9)	should (9)	you (9)	take (9)	action (9)	without (9)	consulting (9)	me (9)	first. (9)	
No (10)	sooner (10)	had (10)	I (10)	gone (10)	on (10)	parental (10)	leave (10)	than (10)	they (10)	went (10)	bankrupt. (10)

6.1 ➤ Vocabulary

1 Complete each conversation with the words in the box.

gain	joint	knowledge	presence	regulatory	strategic
------	-------	-----------	----------	------------	-----------

A: So, tell me about this new ¹ _____ venture of yours.

B: Well, it's quite a ² _____ alliance because between us we have a 90 percent market share. So we ³ _____ an advantage in being able to set prices, and share ⁴ _____.

A: Did you have to get ⁵ _____ approval?

B: We did, and it was such a mountain of paperwork! However, I think it was worth it to get such a strong ⁶ _____ in the market.

access	acquisition	outweigh	resources	shareholders	takeover	turnaround
--------	-------------	----------	-----------	--------------	----------	------------

A: Did you see that Helix Star has a new ⁷ _____?

B: That's right, they bought Boldham's last week. Apparently, some of the ⁸ _____ weren't very pleased about the ⁹ _____.

A: They don't believe that there'll be a big ¹⁰ _____, do they?

B: No, but personally, I'd say the benefits will ¹¹ _____ the costs.

A: Agreed. As part of Helix Star, they'll have greater ¹² _____ to international clients.

B: They'll probably be able to share ¹³ _____ with other branches, too.

build	foundation	long-term	stake	synergy	win-win
-------	------------	-----------	-------	---------	---------

A: How's your start-up getting on?

B: Pretty well, thanks. We've given our four employees an equity ¹⁴ _____ and they're quite motivated by that. It means we don't have to pay them so much cash up front.

A: Sounds like a ¹⁵ _____.

B: I hope so. I just hope we can keep up the ¹⁶ _____ we've got going. We're trying to ¹⁷ _____ a strong ¹⁸ _____ for ¹⁹ _____ success.

2 Practise the conversations in pairs.

3 Work in pairs. Discuss the following questions.

- 1 Can you think of any acquisitions a large company in your country has made recently? Was it a successful venture? Why / Why not?
- 2 Have you ever worked in a business involved in a takeover? What challenges could staff face?
- 3 Think of the field you work in or are interested in. Which companies have the strongest presence? Why do you think this is?

6.2 ➤ Grammar

Student A

- 1** Work with another Student A. Read sentences 1–6. Underline the past modal. Decide what each one is communicating, e.g. regret, surprise, disapproval, deduction.
 - 1 The others must have found out about it beforehand.
 - 2 I'm sorry, I should have messaged you. I was stuck in terrible traffic.
 - 3 Well, it couldn't have been me. I was on annual leave.
 - 4 He ought to have been more careful.
 - 5 They may have got some poor advice.
 - 6 She can't have been! She's always talking about getting suggestions for team improvements from the team.
- 2** Work with Student B. Take turns to read one of your statements a–f. Student B must respond with one of their sentences 1–6. Respond to each of Student B's statements.
 - a Not only had my insurance company raised their prices, I had to fill out a new customer form even though I've been going there for years.
 - b The share price has increased sharply since the acquisition.
 - c His exam results are in and apparently he got an A+ grade.
 - d The negotiations finished very late last night.
 - e It looks like the rubbish bins haven't been emptied.
 - f He kept interrupting me and he didn't even realise he was doing it.



Student B

- 1** Work with another Student B. Read your sentences 1–6. Underline the past modal. Decide what each one is communicating, e.g. regret, surprise, disapproval, deduction.
 - 1 I shouldn't have sold my shares.
 - 2 The cleaners can't have come through the building yet.
 - 3 He couldn't have! He didn't even go to any of the lectures!
 - 4 They might have changed ownership or something.
 - 5 You should have pointed it out, although that's easier said than done.
 - 6 It must have been exhausting.
- 2** Work with Student A. Take turns to read one of your statements a–f. Student A must respond with one of their sentences 1–6. Respond to each of Student A's statements.
 - a I noticed you weren't at the meeting about the big merger. Where were you?
 - b When they announced the alliance on Friday, I was the only one who seemed surprised.
 - c My manager was really hostile towards my idea.
 - d The receptionist accidentally emailed everyone in the whole company.
 - e I don't know why they allowed that takeover. It's not exactly mutually beneficial, is it?
 - f A customer has made a complaint about a staff member he spoke to last week.



7.1 ➤ Vocabulary

a calculated risk _____	be at risk _____
manage risk _____	mitigate risk _____
potential risk _____	reduce (the) risk _____
run the risk _____	suffer damage _____
preventive measure _____	assess a hazard _____
forward thinking _____	test solutions _____
a major risk _____	take a risk _____
minimise risk _____	pose a threat _____
prevent disasters _____	risk analysis _____

**Risk bingo**

Choose nine of the collocations to write in the grid below in any order.

7.2 ➤ Grammar

1 Read the questions and make notes about your answers in the *Me* column.

	Me	Another student
1 If a friend asked you for investment advice, what would you say?		
2 Think of someone who has been very influential in your life. How might your life be different if you hadn't met them?		
3 If you had made a fortune on the stock market last year, what would you have done by now?		
4 Think of a project or task you've completed. If you could change what you did, what would you have done differently?		
5 If you could ask an investment portfolio expert one question, what would you ask?		
6 If you could have more luck, more talent or more qualifications, which would you choose?		
7 If you hadn't come to class today, what would you be doing right now?		
8 If you could have given your younger self a piece of advice, what would you have said?		

2 Interview other students and take notes of their answers in the *Another student* column.

3 Write at least three conditional sentences about you and three about your classmates.

4 Read one of your conditional sentences to the class. Can they work out whether it is a second, third or mixed conditional?

8.1 ➤ Vocabulary

drive	success
consider/collect/identify	alternative options
define	the problem
give the	go-ahead
settle	on
the way	forward
monitor your	solution
develop/implement a plan	of action
a gut	feeling
examine	feedback
list/establish	the criteria/constraints
pull	together



8.2 ➤ Grammar

Student A

- 1 What's a topic you want _____ (learn) more about?
- 2 Would you like to get better at _____ (make) quick decisions?
- 3 Who is a role model that you would like _____ (meet)?
- 4 What technique would you recommend _____ (try) if someone is having trouble making an important decision?
- 5 Is there any place you would want to avoid _____ (work) in?
- 6 Are there any errands you need _____ (do) on your way home today?
- 7 What is something you are looking forward to _____ (finish)?
- 8 Where are you planning _____ (go) this weekend?
- 9 What's something you don't think is worth _____ (worry) about at work?
- 10 When did you begin _____ (consider) your career options?



Student B

- 1 If you could choose _____ (work) for any company, where would you choose?
- 2 Are you good at _____ (speak up) if there's something you don't understand?
- 3 What's something you remember _____ (enjoy) as a child?
- 4 Do you often postpone _____ (make) decisions about important things?
- 5 Are you thinking about _____ (change) study options or jobs soon?
- 6 What's something you hope _____ (achieve) in the next couple of years?
- 7 Are there any work or study decisions you're trying _____ (make) at the moment?
- 8 What tasks do you insist on _____ (do) to a high standard?
- 9 Where do you intend _____ (live) in ten years' time?
- 10 Do you think it's worth _____ (wait) a bit before accepting a job offer?



1.1 Vocabulary

- Estimated time: **20–30 mins.**
- Tell students that they are going to identify and discuss some possible issues related to market research and practise vocabulary from Lesson 1.1.
- Divide the class into pairs.
- Hand out a worksheet (without cards) to each pair. Ask students to discuss and think of the possible problems with each statement. Make sure students understand that they need to identify possible issues with the content of the statements rather than looking for grammatical errors, etc. There may be more than one possible answer in each case. After students have discussed the statements, elicit some possible problems with each one.
- Cut up the cards (a–f) on the sheet and hand them out to each pair. Tell students that on each card there is a suggestion about what might be an issue with statements 1–6. Working in their pairs, students take turns to take a card and read it aloud. They match the cards with the statements and compare the ideas with what they discussed earlier. Check answers as a class.
- As a follow up, ask students to look at the statements again and discuss which they think would be the most common error to commit in market research and which could have the most serious consequences for a business.

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

1.2 Grammar

- Estimated time: **25–40 mins.**
- Tell students that they are going to practise question tags from Lesson 1.2.
- Put students into groups of three and hand out one worksheet face down to each group. Give students a fixed time limit (e.g. eight minutes) to complete the gaps in the sentences. They may refer to the Question tags Grammar reference on Coursebook page 118 to do the activity. When they have finished, check answers with the class.
- In their groups, ask students to read the sentences again and discuss which ones might be requests. Give an example, e.g. *You don't have a pen, do you?*, which could be an observation or a request to borrow a pen. Conduct whole-class feedback.
- Now ask students to take turns in their groups to read one of the requests with a question tag, which the other students take turns to respond to.
- For a follow-up activity, groups could create a short dialogue which includes question tags. They could select one or more of the statements from the worksheet to use or use their own ideas. Groups could perform the dialogue for the class, or for another group if they are feeling shy or you have a large class.

1 isn't it 2 shall we 3 don't they 4 won't you
5 doesn't it 6 do we 7 won't we 8 aren't they
9 isn't it 10 haven't you 11 aren't they 12 will you
13 have you 14 aren't I 15 did you 16 do they
17 didn't she 18 won't you 19 doesn't it 20 is it

Sentences that might be requests

- 2 = Please open a window.
- 4 = Please tell me when they get here.
- 6 = Please get some paper copies.
- 12 = Please don't start without me.
- 15 = Please lend me a pen.
- 16 = Please tell me the Wi-Fi password.
- 18 = Please forward me the details.
- 19 = Please do something about that.

2.1 Vocabulary

- Estimated time: **20–30 mins.**
- Tell students that they are going to practise vocabulary from Lesson 2.1.
- Hand out a copy of the worksheet to each student and get them to complete Exercise 1A individually. Put students into pairs to compare their ideas for 1B. Elicit a few responses and reasons for each sentence.
- Move on to Exercise 2A and ask students, in pairs, to discuss the meanings of the words in the box before they complete the comments individually. Students then compare their answers in pairs and check as a class.
- For Exercise 3A, give students a few minutes to think about someone they know who has each quality. It might be someone famous or someone they know personally.
- Divide students into small groups of three or four. Groups discuss each quality and take turns to share a little about the person they thought of and why they chose them.

2A

1 isolated 2 mentor 3 nurturing 4 evolved
5 street 6 peer 7 beneficial 8 inclusive 9 shots

2.2 Grammar

- Estimated time: **15–20 mins.**
- Tell students that they are going to talk about themselves using a variety of cleft sentence constructions.
- Before you start, write your own answers (real or imagined) to three of the sentences in Exercise 1 out of order in ovals on the board, e.g. *working with people, early morning, making a difference.*
- Hand out a copy of the worksheet to each student and get them to read the sentences and guess which ones your answers refer to. They should form a full cleft sentence for the guess, e.g. *The thing you value most in a job is working with people. It is early morning when you are most productive. Something that motivates you is making a difference.*
- After they have guessed your answers correctly, students complete the ovals with their own words or phrases. This could be done in class, or for homework and brought into the next lesson.
- Move on to Exercise 2 and put students into pairs. Go through the examples on the sheet. Students take turns to guess each other's ideas by forming complete cleft sentences. Monitor for appropriate use of cleft sentences and encourage students to try each type. Encourage students to ask follow-up questions when they have guessed a correct answer. Fast finishers could repeat the guessing stage with a new partner.
- To finish, ask each student to share one of their sentences with the class.

3.1 ➤ Vocabulary

- Estimated time: **10–20 mins.**
- Tell students that they are going to do a collaborative exercise to practise vocabulary connected with personal banking.
- Divide students into groups of three. Cut up the cards on the sheet and give a set of cards out to each group. Students spread the cards face up on the table. The first student picks up two cards of their choice and explains the connection between them, e.g. *savings > bank*. *You could put your savings in the bank*. These cards are put in a line. The next student must select another card connected to the second word, and explain the connection, *bank*, e.g. *withdraw*; *People might go to a bank to withdraw cash*. The next student must select a word that they can connect to *withdraw*. As the game becomes progressively harder, students can help each other if necessary. The exercise is complete when all the cards are in the chain.
- As an extension, the cards can also be used to play a guessing game. Students place the cards in a pile face down. They take turns to pick up a card and explain the word to the group to guess, without using the word on the card or any of its forms.

3.2 ➤ Grammar

- Estimated time: **15 mins.**
- Tell students that they are going to practise word order in sentences with phrasal verbs.
- Divide the class into groups of three. Cut up the cards on the sheet and give a set of cards to each group.
- Tell students to arrange the cards in the correct order to make ten sentences. Explain that for some of the sentences, two versions are correct and that the cards have sentence numbers on them. Set a time limit of ten minutes.
- To finish, ask each group to share one or two of the sentences with the class. Correct all the incorrect sentences together.

- 1 Did you hear that Ava and Billy set up their own company? *or* Did you hear that Ava and Billy set their own company up?
- 2 They were lucky because no unexpected expenses came up.
- 3 They had put by money for some time. *or* They had put money by for some time.
- 4 They also had to take a huge mortgage out. *or* They also had to take out a huge mortgage.
- 5 I hope they can pay it back.
- 6 If they fall behind with the payments, they could lose everything.
- 7 Apparently, staff have been warned to cut down on their expenses.
- 8 They aren't supposed to take customers to eat out anymore.
- 9 I hope they'll be able to carry on with it.

4.1 ➤ Vocabulary

- Estimated time: **15 mins.**
- Tell students that they are going to practise using the collocations from Lesson 4.1.
- Put students into pairs or groups of three. Cut up the cards on the sheet and give each pair/group a set of cards. Tell them to spread the cards out face up on the table. Give them time to work as a group to match the beginnings and endings of sentences. Check the answers as a class.
- In their groups, students discuss which sentences are true in their area/country/among people they know and give reasons why they think that. Then groups share their ideas with the rest of the class.

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

4.2 ➤ Grammar

- Estimated time: **20 mins.**
- Tell students that they are going to practise using the perfect aspect in a class mingle.
- Cut up the cards on the sheet and give one card to each student. If you have more than ten students in your class, it is fine for more than one student to have the same card.
- Tell students to find a partner and ask and answer the questions on their card. Although the questions all use the perfect aspect, it is possible to respond with a range of forms. Encourage students to respond using the perfect aspect. When they have asked and answered the questions, they swap cards and find a new partner. Monitor for appropriate tense use and note down anything to address after the mingle has finished.
- After a period of time, e.g. 10–15 minutes, give feedback to the class on any points you noted down (without addressing any students in particular).
- If you have a weaker class, you could give them the entire worksheet to read before the activity (or the lesson before) so they have time to think about and prepare their answers.

5.1 ➤ Vocabulary

- Estimated time: **20 mins.**
- Tell students that they are going to ask and answer questions which practise the vocabulary from Lesson 5.1.
- Hand out a copy of the worksheet to each student and get them to complete Exercise 1. They could do this individually or in pairs. Check answers with the class.
- Ask students to choose five questions from Exercise 1 they would like to ask another student. Put students into pairs (different ones if necessary) and ask them to make notes of their partner's answers.
- After a few minutes, put students into new pairs and get them to discuss five different questions.
- Students share one answer they found interesting or surprising with the class.

1 settle in 2 network 3 relocate 4 compensation
5 global 6 perspective 7 mobile 8 opportunities
9 immigrant 10 claiming 11 pay 12 adopt
13 briefed

5.2 > Grammar

- Estimated time: **15 mins**.
- Tell students that they are going to practise word order in sentences with inversion relating to workplace situations.
- Divide the class into groups of three. Cut up the cards on the sheet and give a set of cards to each group.
- Tell students to put the cards in the correct order to make ten sentences. Explain that the cards have sentence numbers on them and the first word in each sentence is in bold. Set a time limit of ten minutes.
- To finish, ask each group to share one or two of the sentences with the class. Correct all the incorrect sentences together.

1 Seldom have I seen so much potential in a new graduate.
2 Not only did she relocate, she convinced her team to go with her.
3 Only later did I realise that he was trying to help.
4 At no time did he say that the workload was a problem.
5 Under no circumstances were you to share that document.
6 In no way am I suggesting that you're not up to the job.
7 Rarely do companies make it easy for employees to transfer.
8 Little did I know that they had already made a decision.
9 On no account should you take action without consulting me first.
10 No sooner had I gone on parental leave than they went bankrupt.

6.1 > Vocabulary

- Estimated time: **20–25 mins**.
- Tell students that they are going to complete and practise some conversations about business alliances and practise vocabulary from Lesson 6.1.
- Hand out a copy of the worksheet to each student and get them to complete Exercise 1. They could do this individually or in pairs. Check answers with the class.
- Move on to Exercise 2 and put students into pairs to practise reading the conversations aloud. Monitor the pronunciation of new words, especially syllabic stress.
- Students work in pairs to discuss the questions in Exercise 3. Elicit a few responses to each question.
- As a follow up, pairs could make up their own short conversation using some of the target vocabulary from this lesson. If students need ideas, they could start with one of the opening lines from the conversations on the sheet. They could perform it for the class or for another pair, depending on the size of your class and the time available.

1
1 joint 2 strategic 3 gain 4 knowledge
5 regulatory 6 presence 7 acquisition 8 shareholders
9 takeover 10 turnaround 11 outweigh 12 access
13 resources 14 stake 15 win-win 16 synergy
17 build 18 foundation 19 long-term

6.2 > Grammar

- Estimated time: **20–25 mins**.
- Tell students that they are going to practise using past modals.
- Hand out a Student A or B worksheet to each student. Put students into A/A and B/B pairs. Ask students to complete Exercise 1. Fast finishers could discuss possible contexts for each sentence 1–6. Write the answers on the board for students to check.
- Put students into A/B pairs to complete Exercise 2. Encourage students not to show each other their sheets, as this should be a speaking exercise. Once students have matched the statements and responses, they could say the statement and response again for practice.
- As an optional follow-up activity, students could work in their A/B pairs to write three statements and responses using modal verbs about a workplace situation. They should write the statements on one piece of paper and the responses on another. Monitor for appropriate use of past modals. Pairs swap their sentences for another pair to match.

Student A

1 1 deduction 2 regret 3 deduction 4 disapproval
5 deduction 6 surprise
2 a 4 b 1 c 3 d 6 e 2 f 5

Student B

1 1 regret 2 deduction 3 surprise 4 deduction
5 disapproval 6 deduction
2 a 2 b 1 c 6 d 4 e 5 f 3

7.1 > Vocabulary

- Estimated time: **20–30 mins**.
- Tell students that they are going to play two games to practise collocations related to risk.
- Put students into groups of four to five. Give a set of cards to each group face down.
- Students take turns to pick up a card from each pile. The student who picks up a card tries to elicit the collocation from the group without using any of the words on the card. This could be run as a challenge between groups to see how many words can be explained in a fixed time, e.g. three minutes. Alternatively, it could be played until all the cards are used and the student who guesses the most cards is the winner.
- Next, students divide the cards among their group and write a sentence using the collocation on the lines below the phrase. This could be done individually or in pairs. Circulate to assist as required.

- Then, explain that students are going to play bingo in their groups. Give a grid to each student and tell them to choose nine collocations from the cards to write in it. The cards are shuffled face down in a pile. Students then take turns to pick up a card and must read the sentence aloud. Any student in the group who has the collocation on their grid crosses it out or covers it with a counter. The first student to cross out nine words and call out *bingo* is the winner.
- For extra practice, groups could swap card sets with another group and replay the game.

Possible definitions

a calculated risk – something risky done after thinking carefully about what might happen
 a major risk – a large risk, or a risk that could have very serious or worrying results
 assess a hazard – to consider and evaluate something that may be dangerous, or cause accidents or problems
 be at risk – be in a situation where harm may occur
 forward thinking – plans, ideas etc. that are helpful in a way that can prepare for the future
 manage risk – to control or deal with a risk
 minimise risk – reduce risk down to the bare minimum
 possible
 mitigate risk – to make a situation or the effects of something less unpleasant, harmful or serious
 pose a threat – to present a possibility that something bad will happen
 potential risk – a possible risk
 preventive measure – something intended to stop something unwanted, such as illness, from happening
 prevent disasters – to stop something very bad from happening, or stop someone from doing something dangerous
 reduce (the) risk – decrease the likelihood of a risk, or making a potential problem less serious
 risk analysis – the process of calculating how much risk there is in a situation and how serious the risks are
 run the risk – to be in a situation where there is a possibility that something bad could happen
 suffer damage – to experience a bad effect or physical harm
 take a risk – to do something that might have bad results
 test solutions – to try out a way of solving a problem or dealing with a difficult situation

- After students have completed their grid, for Exercise 3, they write at least six conditional sentences using their own and their classmates' answers. If done in class, circulate and assist with accuracy for this part of the task. Alternatively, the writing could be completed for homework.
- To finish, for Exercise 4, ask students to share one of their sentences. Other students listen and work out what kind of conditional is used. If corrections need to be made to the conditional form, get the class to assist with adjustments. If you anticipate that a lot of corrections will need to be made, collect the sheets and write some sentences (anonymously) on the board for students to work in pairs to correct.

Possible answers

- 1 If a friend asked me for investment advice, I'd tell them to ask someone with more experience. (second conditional)
- 2 If I hadn't met my partner, I probably wouldn't have started my own business. (third conditional)
- 3 If I'd made a fortune on the stock market last year, I would have bought a yacht by now. (third conditional)
- 4 If I could change something about my recent work presentation, I'd have spoken more slowly. (mixed conditional)
- 5 If I could ask an investment portfolio expert one question, I'd ask how they invest their own money. (second conditional)
- 6 If I could have any one of those, I'd choose more luck! (second conditional)
- 7 I'd probably be working if I hadn't come to class today. (mixed conditional)
- 8 If I could have given my younger self a piece of advice, I would have told myself to take more risks. (third conditional)

8.1 ► Vocabulary

- Estimated time: **15–20 mins.**
- Tell students that they are going to practise recognising and using the collocations and phrasal verbs related to decision-making in Lesson 8.1.
- Divide students into groups of three. Hand out a set of cards to each group.
- Ask students to work together quickly and match pairs of cards to form collocations. Point out that the shaded cards contain the first words of the collocations. Check as a class. (The collocations are correctly matched on the original worksheet.)
- Then, ask students to mix up the cards again and spread them cards are spread out face down on the desk. Students take turns to turn over two cards. If they form a collocation, they need to think of a sentence that provides a context for the collocation. Group members could assist them in this. If they can correctly form a sentence, they keep the cards. The student in the group with the most collocation pairs at the end of the game is the winner. The game could be played more than once for extra practice or reused in a later lesson for revision.
- Finish by eliciting some of the students' contextualised sentences.

7.2 ► Grammar

- Estimated time: **20–30 mins.**
- Tell students that they are going to ask and answer questions to practise the conditionals in Lesson 7.2.
- For Exercise 1, give each student a worksheet and get them to make notes on their answers to the questions in the first column. This could be done in class or for homework. Students can choose whether to write full sentences or notes in the *Me* column. Some may feel more confident preparing full sentences, whereas others may be able to form the conditionals verbally from shorter notes.
- For Exercise 2, conduct a class mingle. Students ask different class members each question and take notes on their answers. (Alternatively, students could ask and answer the questions with a partner.) Encourage students to reply to the questions with a full conditional sentence.

8.2 > Grammar

- Estimated time: **15–20 mins.**
- Tell students that they are going to practise verbs using the *to* infinitive or *-ing* form.
- Divide the class into two groups, Student As and Student Bs, and hand out an A or B worksheet to each student. Students work in A/A and B/B pairs and complete the questions with an appropriate form of the verb. Emphasise that they need to look at the preceding verb to make a decision on this. Check answers as a class.
- Put students into A/B pairs to take turns to ask and answer the questions.
- Alternatively, once the questions are completed, students mingle, asking and answering questions with different classmates.
- To finish, ask a few students to share one of their answers.

Student A

1 to learn 2 making 3 to meet 4 trying 5 working
6 to do 7 finishing 8 to go 9 worrying
10 considering/to consider

Student B

1 to work 2 speaking up 3 enjoying 4 making
5 changing 6 to achieve 7 to make 8 doing 9 to live
10 waiting

Unit 1 ➤

1 Read the text quickly and find the following information.

- 1 Objects that Adam Gammall saw on the walls when he started working at a record label.

- 2 Typical tasks that Gammall did while working as a junior at the record label.

- 3 The name of the small market research company where Gammall applied for a job.

- 4 The company position that Gammall was quickly promoted to. _____
- 5 A typical starting salary for market research work in the UK.

2 Read again carefully. Complete the gaps (1-5) with the sentences (A-F). There is one extra sentence.

- A** He was not having the impact on the music industry that he hoped for.
- B** He couldn't wait to make his friends jealous about the music videos he would work on, or the pop stars he would meet on a regular basis.
- C** However, Gammall's intention wasn't to capitalise on what he had learnt at university.
- D** His day job involves working with a variety of clients on wide-ranging projects, such as how to launch a product to market, and has already taken him to New York, Moscow and Saudi Arabia.
- E** But he couldn't help but wonder what other jobs would help him better exploit the skills he had picked up from his degree in business management and Spanish.

3 Match (1-8) with (a-h) to make sentences.

- | | |
|---|--|
| 1 Gammall graduated | a internships at well-known labels. |
| 2 He lined up a couple of paid | b of becoming a Music Marketing Manager. |
| 3 He wanted to fulfil his dream | c a daily basis. |
| 4 Gammall was not having the impact | d that he had hoped for. |
| 5 Gammall went back | e from university with a degree in business management. |
| 6 Market research is an important part of | f at a quicker pace than if he had stayed in music. |
| 7 Gammall says he now feels creative on | g consumer-goods companies' business strategies. |
| 8 He is confident his career will progress | h to the drawing board and revisited his careers advice centre. |

4 Complete the words from the text using the definitions (1–6). Some letters are given to help you.

- | | |
|---|--|
| <p>1 a job that lasts for a short time that you do to gain experience int______p</p> <p>2 a clear understanding of something, especially a complicated situation ins____t</p> <p>3 the market that a company is trying to influence ta____t</p> | <p>4 doing things in a particular way beh____r</p> <p>5 a room where the directors of the company have meetings boa____m</p> <p>6 to make a new product available for sale for the first time la____h</p> <p>7 the speed at which something happen pa_____</p> |
|---|--|

5 Choose the best meaning (a or b) for the phrases in bold according to the text.

- The pop-music lover from London **lined up a couple of internships**.
 - organised some work experience
 - applied for some full-time jobs
- He was not having the **impact on** the music industry that he hoped for.
 - effect on
 - positive experience of
- At times, **my work was quite restricting**.
 - there were many colleagues I didn't like
 - there were limits on what I could do
- Market research can often be downgraded by outsiders to 'students **with a clipboard**'.
 - asking people questions on the street
 - doing research on the internet
- This can involve **focus groups** and research.
 - questioning people to find out their opinions
 - asking colleagues to focus on a problem
- The advert said we'd be involved in the big decisions; it implied we would **have a say**.
 - be invited to important meetings
 - be able to contribute our ideas
- I was instantly **thrown in at the deep end**.
 - asked to do challenging jobs
 - given jobs that were impossible to do
- His day job involves working with a variety of clients on **wide-ranging** projects.
 - long-term
 - varied

Finding a creative career in an unexpected place

Like many hip, young things about to graduate from university, Adam Gammall had always pictured himself taking up an equally hip job in the UK's creative sector. The pop-music lover from London wanted to work in Britain's music industry and lined up a couple of paid internships at well-known record labels, before and after graduating.

- 5 Gammall, now twenty-five, was on the right path to fulfilling his dream of becoming a Music Marketing Manager within about five years, or so he thought. ¹ _____

It soon became apparent, however, that working in music was not as good as people say it is. He remembers his first day at a record label well. 'It was really exciting; platinum discs of artists I recognised lined the walls and I remember thinking, am I going to meet one of these singers.'

- 10 But after three placements at various companies, Gammall realised the work he would be doing in real life didn't match his dream. ² _____

'At times it was quite restricting. I realised big decisions were being made around me and I was nowhere close to being part of those decisions. We weren't invited to the big meetings with senior management and didn't have a say,' he says. 'A lot of the junior work was to do with logistics and processes – and you appreciate that has to be you – but there was hardly any creativity.'

- 15 Having said that, Gammall believes his time in the music industry was an 'excellent' learning experience and gave him insight into a professional business. ³ _____

- 20 It was then that Gammall went back to the drawing board and revisited his university careers advice centre for help. He spotted a paid internship at Sparkler, a small market research company working with the likes of Nokia, Kraft and the BBC.

Market research typically involves big consumer brands, charities and governments working with market research agencies like Sparkler to help them better understand their target audience and market their products and services accordingly.

- 25 According to Jane Frost, Chief Executive of the Market Research Society, market research is an important part of consumer-goods companies' business strategies, but it can often be downgraded by outsiders to 'students with a clipboard'. 'People have a weird idea about the industry,' she says. 'You can spend your entire life in market research and never go near a clipboard. Market research is about designing an answer to a problem. This can involve focus groups and research, but it's also about observing behaviour and psychology.' ⁴ _____

- 30 'They were looking for junior-level people with bright ideas who were creative. The advert said we'd be involved in the big decisions and working with senior members of the team; it implied we would have a say,' he says.

- 35 Gammall applied and got the placement, which soon turned into a full-time graduate position. Within months, Gammall was promoted to a consultant. 'I was instantly thrown in at the deep end,' he says. 'I felt like my opinion mattered. I'd gone from photocopying to being in a boardroom and having twenty people looking at me and expecting me to say something.'

He has now been at Sparkler for eighteen months and says he feels creative on a daily basis. ⁵ _____

- 40 Gammall is confident his career will progress at a quicker pace than if he had stayed in music. 'If someone had told me two years ago I'd be working in market research, my perception of the industry would have put me off,' he says.

Jane Frost says market research work encourages creative thinking and a range of business skills. She says graduates in the UK start on between £18,000 and £25,000, but can climb the career ladder to earn executive salaries within a few years.

Unit 2 ➤

1 Read the text quickly and find the following information.

- 1 What needs to be done in order to write a report.
- 2 Professor Ayelet Fishbach's role in the research.
- 3 A personality trait all police officers should possess.
- 4 Kathy Kram's area of expertise.
- 5 A cheap and common type of training offered to junior staff by companies.

2 Read the text again and decide if these statements are *true* (T) or *false* (F).

- 1 Research by the Chicago Booth School of Business shows that lack of confidence is sometimes a reason why we cannot do a task. If this is the case, then helping someone else to do the same task will increase our confidence and allow us to complete the original task.
- 2 Research by the Cambridge Judge Business School found that police officers in high-pressure roles often asked their senior colleagues to mentor them. This help from the senior officers reduced the levels of stress that the police officers felt.
- 3 Research by the Boston University Questrom School of Business found that simple advice-giving can actually weaken the learning process in the workplace. For advice-giving to be effective it needs to be combined with asking questions so that the learner finds their own solutions.

3 Read paragraphs 2 and 7 again and decide from the context which definition (a–c) matches the word and phrase in bold.

1 procrastination

- a when you cannot do a task because you do not have clear instructions
- b when you receive criticism from your co-workers about the quality of your work
- c when you delay doing something because you do not want to do it

2 align their actions with their values

- a do tasks that are appreciated and valued by other team members
- b bring what they do into line with their personal ideas about how to behave
- c develop their self-confidence and develop new skills

4 Try to complete these phrases without looking at the text. Then read the text again and see if you were right.

- 1 the act of mentoring someone else may, in some circumstances, be the secret to solving a problem that the mentor struggles with themselves
- 2 the act of giving feedback to junior colleagues can reduce anxiety and improve the mental health of mentors – particularly those in high-pressure jobs
- 3 Sometimes mentors give advice when it would be more helpful for the mentee to be asked thoughtful-provoking questions.
- 4 advice-giving can undermine learning and development if the recipient is not encouraged to examine their own beliefs, attitudes and patterns of behaviour

Mentoring changes the mentor, not just the mentee

- ① A usually competent co-worker is struggling to write a difficult – but not impossible – report. Despite clear instructions and deadlines, he has not even started, and his delays and excuses are holding up the rest of the team. His peers are growing impatient and resentful; it is time to intervene. Do you a) lose patience and write the report yourself; b) offer the slow starter advice and instruction; or c) ask him to mentor another colleague, perhaps someone more junior?
- ② The most obvious – and seemingly sensible – course of action would be to offer him instruction. A likely reason for his procrastination is lack of knowledge – he simply does not have the information or skills to write a report: gathering facts, turning notes into continuous text and so on. The least-sensible move, surely, would be to ask him to mentor another colleague.
- ③ But the least sensible options are sometimes the best. A study by behavioural scientists at the University of Chicago Booth School of Business suggests that the act of mentoring someone else may, in some circumstances, be the secret to solving a problem that the mentor struggles with themselves. What our slow starting co-worker really needs to do – and what will finally set him to work – is to recover his confidence. And the best way to do that might be to ask him to advise someone else. In other words, those who lack motivation may need to give advice rather than receive it. 'The first question to ask is, why is the person not doing something?' says Professor Ayelet Fishbach, co-author of the research. 'Is it because they don't know how? Sometimes, but often there is another explanation: the task is too overwhelming, and they have lost confidence.'
- ④ Chicago Booth's findings come at the same time as similar research from Cambridge Judge Business School. Here, behavioural scientists found that the act of giving feedback to junior colleagues can reduce anxiety and improve the mental health of mentors – particularly those in high-pressure jobs.
- ⑤ That study, in the *Journal of Vocational Behavior*, focused on people working as policemen and policewomen. Their job requires mental strength in challenging situations combined with pressure to be efficient. But despite the pressure of their roles – including threats, abuse, quick decisions and the risk of death – police officers tend not to seek support from other officers, particularly senior ones, fearing the shame associated with mental health disorders. However, the researchers found that through mentoring other junior colleagues the police officers gained a sense of connection. These findings have implications far beyond the police force. 'This could help organisations address the serious and costly workplace issues of anxiety and mental health,' says co-author Thomas Roulet.
- ⑥ Other researchers have a more mixed idea of the value of mentoring, given that it needs to be done well to be effective. For example, Kathy Kram, professor of management at Boston University Questrom School of Business, argues that asking someone with a problem to mentor other people might not be the best idea. The mentor might think that their role is to give instruction, whereas in fact it is to get the mentee to work out their own way forward. She says, 'Sometimes mentors give advice when it would be more helpful for the mentee to be asked thought-provoking questions.' Those questions should be ones that help them think deeply about their problems and hit on their own solutions.
- ⑦ Secondly, says Prof Kram, 'Mentees may follow the advice given, but not necessarily learn about themselves, their unique qualities and how best to align their actions with their values. Research suggests that advice-giving can undermine learning and development if the recipient is not encouraged to examine their own beliefs, attitudes and patterns of behaviour in the process.'
- ⑧ So, we know that mentoring is a powerful and relatively inexpensive way for employers to coach and nurture junior staff who need help to climb the career ladder. But now we also know that it builds confidence and mental strength in the mentors themselves. Done well, it can be life-changing.

Unit 3 ➤

1 Read the text quickly and match the numbered sections (1–3) with the headings below (a–e). There are two extra headings.

- | | |
|---------------------|---------------------|
| a Overconfidence | d Starbucks® effect |
| b Mental accounting | e Avoiding losses |
| c Selling low | |

2 Read the text again and find which person the following statements refer to. Write the words *Cordaro*, *Lo*, *Odean* or *Thaler*.

- | | |
|---|---|
| 1 He won a Nobel Prize. _____ | 5 He thinks people often believe they can predict what the market is going to do next, when they can't. _____ |
| 2 He is interested in why people buy and sell stocks at the worst possible time. _____ | 6 He thinks that some people invest just for fun. _____ |
| 3 He thinks that human behaviour might not be as suitable for the modern world as it was for the world we evolved in. _____ | 7 He thinks that people see money from their salary differently to money from an investment gain. _____ |
| 4 He thinks that many people will hold on to a stock that is going down in price because they hope it will go up again. _____ | 8 He thinks that if you buy a coffee every day you won't be aware of the impact it is having on your personal finances. _____ |

3 Choose the best meaning (a or b) of the words in bold that completes the sentences (1–4).

- | | |
|--|---|
| 1 A bias is an opinion about a person or idea which ...
a makes you treat them unfairly. | b is proved to be true. |
| 2 A guru is someone who people respect because they ...
a show strong leadership skills. | b know a lot about a particular subject. |
| 3 If people think of money as relative then in their mind its value ...
a depends on its relationship to other things. | b is fixed and not likely to change. |
| 4 If something is justified , ...
a there is a good reason for it. | b it has been decided by a judge in a court of law. |

4 Match the words (1–10) with their definitions (a–j).

- | | |
|---------------|---|
| 1 portfolio | a when you sell for a higher price than you paid (= profit/return) |
| 2 investor | b when you sell for a lower price than you paid |
| 3 stock | c when you stop working because of your age |
| 4 loss | d a group of investments owned by a particular person |
| 5 gain | e one of the equal parts of a company that you can buy (= share) |
| 6 savings | f a plan that shows how much money you have and how you will spend it |
| 7 retirement | g someone who buys stocks in order to get a profit |
| 8 wealth | h money that you receive from someone who has died |
| 9 inheritance | i money that is kept in a bank to be used later, rather than spent |
| 10 budget | j a large amount of money that a person owns |

Three common financial errors caused by human evolution

If your house is on fire, what is the plan? Head for the exit, naturally. But if a market crash is burning a big hole in your investment portfolio, the same strategy – selling out – may not be the best course of action. The same emotions and biases that lead to good decisions in many areas of daily life can lead us to bad decisions in matters of money and personal finance, experts say.

- 5 Behavioural economics is a school of thought that studies how psychological and emotional factors, developed over thousands of years of evolution, affect the financial decisions of individuals. Three of its gurus, Daniel Kahneman, Robert Shiller and Richard Thaler, have won the Nobel Prize. Thaler tries to understand why investors are so likely to make mistakes such as selling low when the price of a stock they own has dropped (the worst possible time), or buying
10 high when they notice a stock has become very popular (also the worst possible time).

‘All of us are living in an environment to which we have not become adapted,’ says Andrew Lo, Professor of Finance at MIT Sloan School of Management. ‘We are all products of human evolution and our behaviour has been shaped by the environment over thousands of years. But now we are in a modern environment that is changing rapidly, and our behaviour is not
15 appropriate to the new world we live in.’

Over the years, researchers have identified human biases and emotions that can lead to irrational responses in the modern world of personal finance and investing. Here are three common money mistakes and ways to avoid them.

1 _____

- Research shows that many investors will try not to lose money to a greater extent than they seek gains. In psychology this is called ‘loss aversion’. According to Prof Lo, this behaviour can show itself in different ways. One example is when people avoid investments that have a risk of a loss, even though the chance of a profit is higher. Another is being unwilling to sell a losing investment – because you always hope the investment will start to rise in value again. A third example is failing to make a new investment because of the pain of losing money on an existing
20 investment.

In extreme situations, loss aversion can lead people to hide their savings for a long time in low-interest accounts that may not leave them with enough money in retirement.

2 _____

- Another type of investor, with a different psychology, will show the opposite behaviour: such people will take on too much risk. They seek very big returns and think they can beat the market. Chris Cordaro, Chief Investment Officer at Regent Atlantic, thinks many investors believe they understand what the market is likely to do next. ‘In the market, we believe we have a much greater ability to predict what is going to happen than we actually do. People trying to time the market has probably destroyed more wealth than any other bias we have.’
30

Another problem is that overconfident people may be attracted to the latest, highly fashionable investment just for the thrill. Terrance Odean, a finance professor at University of California Berkeley says, ‘You can be investing just to entertain yourself.’
35

3 _____

- This phrase was invented by Prof Thaler. It refers to how people evaluate their finances depending on the origin of the money (monthly salary? an inheritance? a credit card?) and its intended use (an investment? new clothes? small treats?). Instead of thinking about all money as being equally important in our life, Prof Thaler argues that people see it as relative, depending on its origin and purpose. For example, if you make a gain on the stock market, then you see that money differently to your salary. You might use the investment gain to make new, risky investments because in your mind you didn’t really earn it.
40

On the spending side, there is the ‘Starbucks® effect’, says Mr Cordaro. ‘You will spend \$5 a day at Starbucks as a little treat,’ he says, ‘But you don’t consider the impact of that on your whole budget.’ A better way to decide whether you can afford daily coffee treats is to add up the costs over a whole month – then you can see if the value you get from the Starbucks visits is really justified in comparison to other uses for your money.
45

Unit 4 ➤

- 1 Put the recycling stages in order: cardboard (1-4) and plastic bottles (1-8). Then read the first three paragraphs of the text to see if you were correct.**

Recycling cardboard

- | | |
|---|---|
| <p>a Stage ____ Sold to a manufacturer for their own use to make new paper products.</p> <p>b Stage ____ Taken to a mill (= a factory where one material or substance is made).</p> | <p>c Stage ____ Broken down into pulp (= a thick, soft, wet substance made by crushing something).</p> <p>d Stage ____ Cleaned.</p> |
|---|---|

Recycling plastic bottles

- | | |
|---|---|
| <p>a Stage ____ Separated according to type of plastic.</p> <p>b Stage ____ Taken to a recycling plant (= a large factory where an industrial process happens).</p> <p>c Stage ____ Put into chemicals to get the labels off.</p> <p>d Stage ____ Washed and cleaned.</p> | <p>e Stage ____ Put into a pool to separate the bits of bottle plastic from the bits of lid plastic.</p> <p>f Stage ____ Melted with the same type of plastic to form pellets (= small, round, hard pieces).</p> <p>g Stage ____ Chopped into tiny bits.</p> <p>h Stage ____ Sold to a manufacturer for their own use to make new products.</p> |
|---|---|

- 2 Read the remaining part of the text and decide if these statements are *true* (T) or *false* (F).**

- | | |
|---|--|
| <p>1 Recycling plastic always uses more energy than making plastic for the first time.</p> <p>2 There is more plastic on the planet than steel and cement.</p> <p>3 Most plastic is collected and recycled.</p> <p>4 Ellen MacArthur thinks that most resources have a one-way journey from being created to being thrown away.</p> | <p>5 Ellen MacArthur thinks that there is no point using different materials in packaging because no packaging can be easily recycled.</p> <p>6 In the 'zero waste' movement people grow their own food whenever possible, like in the old days.</p> |
|---|--|

- 3 Choose the option (a or b) which has the same meaning as the words/phrases (1-6).**

- | | |
|--|--|
| <p>1 to melt</p> <p>a to join one piece of metal to another</p> <p>2 a shortcut</p> <p>a having a smaller quantity of something than you hoped</p> <p>3 disposable</p> <p>a intended to be used once and then thrown away</p> <p>4 landfill</p> <p>a cement, sand and stones used for building work</p> <p>5 a systemic change</p> <p>a a change that affects the whole of something</p> <p>6 shop in bulk</p> <p>a buy small amounts only when you need something</p> | <p>b to heat something until it becomes a liquid</p> <p>b a quicker way of doing something</p> <p>b able to be recycled</p> <p>b a place where waste is buried in the ground</p> <p>b a change that affects a part of something</p> <p>b buy large amounts each time you go shopping</p> |
|--|--|

- 4 Match the verbs (1-8) with the phrases (a-h).**

- | | |
|---|--|
| <p>1 sort</p> <p>2 reach</p> <p>3 release</p> <p>4 make</p> <p>5 have</p> <p>6 become</p> <p>7 reuse</p> <p>8 go back</p> | <p>a the end customer (a manufacturer that needs the material)</p> <p>b to how things were</p> <p>c sure that harmful chemicals don't escape</p> <p>d household recycling into different materials</p> <p>e resources rather than consuming them</p> <p>f harmful chemicals into the air</p> <p>g accustomed to a pattern of linear consumption</p> <p>h nowhere to go</p> |
|---|--|

Plastic is the problem, but is recycling the answer?

How does recycling happen? Details vary by country, but often the process is similar: household recycling is collected and then sorted into different materials. Some materials such as cardboard (which is increasing because of online shopping) have a market. Cardboard goes to a special mill, where it is cleaned and then broken down to paper pulp.

5 This will be sold and used to make new paper products.

Other materials also have a value – aluminium cans for example – and they go to plants for another round of sorting and cleaning. The material will be sold on for further processing until it eventually reaches the end customer: a manufacturer that needs the material to use in its products.

10 But some materials are much harder to recycle and then sell. Plastic is one of these. There are dozens of types of plastics in everyday use, and they must first be separated and sorted at the recycling plant. After sorting, the plastic goes to a facility to be washed and cleaned, and this is where the process becomes much more difficult. Take a plastic bottle for example, which is made of one of the more valuable types of plastic. When the bottles arrive at the
15 recycling plant they are washed and put in chemicals to get the labels off. Then they are chopped into tiny bits and put into a pool to separate the bottle plastic from the lid plastic. Three different materials come out at the end: lid pieces, bottle pieces and labels. The final step is to melt together the small plastic pieces to form pellets that manufacturers buy for their own uses. The melting is not ecological – it requires energy, and can release harmful
20 chemicals into the air.

It is possible to do the whole recycling process in an environmentally friendly way: treating the wastewater correctly, disposing of chemicals properly and making sure that harmful chemicals don't escape during the melting process. Done right, it uses less energy than making raw plastic from oil. But if shortcuts are taken, the consequences can be very
25 destructive to the environment.

Plastic has become one of our major environmental problems. The world has produced more than 6.3 billion tonnes of plastic waste since the 1950s – making it one of the largest man-made materials on the planet, behind steel and cement. Of that volume, more than half was produced in the last sixteen years, during a global boom in single-use, disposable
30 plastic.

For decades, policy makers have focused on increasing the collection of recyclable materials so that plastic in household waste can be reused. But many people now think this is the wrong solution, because not all recycled plastic can find a market as easily as the plastic found in water bottles. In fact, most recycled plastic simply has nowhere to go. All over the
35 world plastic that could in theory be recycled goes straight to landfill because there are no buyers and there is nowhere else to put it. So what is the point in recycling it?

'We have not been successful at recycling. After forty years of trying, we have not been able to make it work,' says yachtswoman Ellen MacArthur. MacArthur became famous in 2005 when she broke the record for sailing round the world solo. After seeing all the plastic in the
40 oceans around her, she went on to launch an environmental group, the Ellen MacArthur Foundation, which works on reducing plastic waste. 'It needs a systemic change,' she says. 'The root problem is the pattern of linear consumption that the world's consumers have become accustomed to: taking resources from the natural world, using them, disposing of them.'

45 She believes the solution is the 'circular economy', which reuses resources rather than consuming them. The single-use plastic packaging that is used in supermarkets today could either be replaced with reusable packaging, like a bottle that is refilled, or it could be redesigned using different materials so that it is easier to recycle.

50 Better packaging design will help, but other people believe that more extreme measures will be necessary. They think that we need to go back to how things were when our grand-parents were alive. In those days people shopped in bulk, bringing their own bags and sacks to stores that sold food and household products. The goods were sold unpackaged and by weight. The concept of packaging waste did not exist, just food waste. This lifestyle – called
55 the 'zero waste' movement – now has many supporters amongst ecologically-aware consumers across the world.

Unit 5 ➤

1 Read the text quickly and decide which of these statements summarises it best.

- | | |
|--|---|
| 1 The text mostly talks about the good side of the online gig economy. | 3 The text talks about the good side of the online gig economy and then the bad side. |
| 2 The text mostly talks about the bad side of the online gig economy. | 4 The text talks about the bad side of the online gig economy and then the good side. |

2 Read the text again and decide if these statements are *true* (T) or *false* (F).

- | | |
|--|--|
| 1 The 'gig economy' is really just 'the freelance economy' managed through apps. | 4 When an offer of service sector work is posted online, the number of people who bid for the work is very large. |
| 2 Service sector work is too complicated to be broken up into tasks that can be offered as short-term, temporary jobs. | 5 In an Oxford University study, online gig workers reported that they work shorter hours than employees with regular jobs, which gives them time to look after children or elderly relatives. |
| 3 The 'human cloud' is where freelancers all over the world can connect with each other and compare rates of pay and leave feedback on good and bad employers. | 6 Politicians are actively promoting the online gig economy as it is an easy way to get money from taxation. |

3 Choose the best meaning (a or b) for the phrases in **bold** according to the text.

- | | |
|---|--|
| 1 Everyone can see how the gig economy has transformed the traditional employment relationship . | |
| a the way that employers find and pay staff | b the way that a boss talks to an employee |
| 2 The gig economy is moving more and more into the service sector . | |
| a a department in a company that deals with customers | b an area of business activity |
| 3 The work done is done remotely . | |
| a by robots and artificial intelligence | b in a different location to where the employer is based |
| 4 Global mobility is changing. | |
| a the way that employees work for companies all over the world | b the way that companies relocate to countries with cheap labour |
| 5 Workers place bids to do the work. | |
| a make an offer to do a job in exchange for a particular fee | b fill out an online application form to do a job |
| 6 This unlocks human potential that may otherwise be wasted. | |
| a allows companies to use employees more efficiently | b allows people to develop their abilities |
| 7 There was an oversupply of labour due to growing access to freelance employees. | |
| a too many workers in relation to the amount of work available | b too much work in relation to the amount of workers available |
| 8 You will see fifty proposals have been submitted. | |
| a requests for more information about the work | b offers to do work at a certain price |

4 Match the words (1-8) with their definitions (a-h).

- | | |
|---------------|--|
| 1 succession | a a large piece of something |
| 2 tariff | b interesting and making you think |
| 3 assignment | c money coming into a company |
| 4 chunk | d a tax that a government charges on goods that enter or leave the country |
| 5 revenue | e feeling unsafe because something might be taken away |
| 6 commute | f a number of things of the same kind, happening one after another |
| 7 stimulating | g a daily journey to and from work |
| 8 insecurity | h a piece of work that is given to someone as part of their job or studies |

Want an international job? Easy, just stay at home.

'I've got a gig tomorrow'. You could have heard that phrase amongst jazz musicians in the 1920s. A 'gig' was a slang word for a live musical performance, and it continues in use in that context to this day. But now it has a new use, the gig economy, where workers do a succession of short-term, temporary jobs instead of having a full-time, permanent contract. Of course, in reality, this phenomenon is not so new, as any freelance writer, photographer or consultant will tell you, but gig economy companies like Uber, Deliveroo and Airbnb are in the news a lot these days. They work via apps that connect customers to nearby workers to do tasks like driving, delivery or offering accommodation. Everyone can see how they have transformed the traditional employment relationship.

Now the gig economy is moving on. First, it is going global. And second, it is moving more and more into the service sector. So, this new kind of globalisation is not related to manufactured goods in container ships or political arguments about tariffs, it is about developing a global marketplace for online labour in the service sector where the work done is done remotely.

Global mobility is changing – instead of relocating to another country, service sector workers are increasingly doing international jobs from the comfort of their own homes.

How does it work? In the new global jobs market, the employer (an individual or company) breaks up a job into a series of tasks or assignments. This could be anything from data entry or translation to coding or copywriting. They offer these tasks on platforms including Upwork™, Freelancer® and Fiverr®. Workers, who can be anywhere in the world, place 'bids' to do the work on offer. Think of eBay® – but for human labour. This side of the gig economy, sometimes called the 'human cloud', is growing very fast. California-based Upwork, the biggest of the platforms, is listed on Nasdaq and has a market value of about \$1.9bn.

Plenty of people in developed countries find work on these sites, but it should not surprise anyone to learn that a sizeable chunk is going to the developing world where the cost of living is lower. Data from Upwork shows that about 20 percent of revenue from freelancer fees comes from the USA, almost 30 percent comes from India and the Philippines and the remainder is from the 'rest of the world'.

You can make a good case for the human cloud. It gives talented people in developing countries the opportunity to access global demand for their skills, when local markets are limited. The same might be true for people living in economically depressed regions of rich countries. This unlocks human potential that may otherwise be wasted. It also allows people to work from home in countries where poor infrastructure can mean difficult and tiring commutes.

Academics at Oxford University surveyed 679 online gig workers in south-east Asia and sub-Saharan Africa. Many said the work was stimulating and varied, and they enjoyed the freedom it offered.

But there are dangers too. The first is present in any form of globalisation: workers in richer countries can find themselves losing jobs because competitors in poorer places will do the same work for less money. When manufacturers began moving production from the developed world to Asia in the 1970s and 1980s, insecurity was a constant presence on factory floors as people wondered if their jobs would be next.

In the human cloud, the sense of competition is stronger. Online gig workers told the Oxford academics there was an oversupply of labour due to growing access to freelance employees across the world. 'Immediately you see an offer being posted ... you will see fifty proposals have been submitted,' said one Nigerian worker. Another said: 'I'm sure there are 100,000 people out there across the world who could do exactly what I do ... for cheaper as well.'

Online gig workers also reported long working hours, often overnight because of time zone differences. As freelancers, they have no employment protection.

The final issue is that governments will struggle to gather tax revenue from all this economic activity happening in people's bedrooms.

Politicians and other policymakers have a chance to intervene to shape the future of this new world of work while it is in its infancy. The danger is that they are so busy dealing with the consequences of the last wave of globalisation that they fail to see the next one coming.

Unit 6 ▶

1 Read the text quickly and find the following information.

- | | |
|--|---|
| <p>1 The name of a luxury e-commerce site created by Alibaba®. _____</p> <p>2 The name of a luxury e-commerce site created by JD.com. _____</p> <p>3 The proportion of luxury purchases worldwide made by Chinese customers. _____</p> | <p>4 Something that Hermès is selling in its pop-up stores. _____</p> <p>5 The number of Zegna stores in China. _____</p> <p>6 The name of the company that owns Louis Vuitton® and Dior. _____</p> |
|--|---|

2 Read the text again and decide which of these statements (1–3) is the best summary of the text.

- | | |
|--|--|
| <p>1 European luxury goods firms sell most of their products to Chinese tourists on holiday in western countries. Inside China, sales are still at a low level, because Chinese e-commerce sites like Alibaba and JD.com are not good at selling luxury items. Moreover, there are serious long-term worries about whether Chinese consumers will continue to buy European luxury goods.</p> <p>2 European luxury goods firms are entering the Chinese market with a variety of strategies: working with Chinese e-commerce platforms like Alibaba and JD.com; launching their own e-commerce websites; marketing through chat apps and opening stores. However, there</p> | <p>is a short-term worry for the Chinese domestic market because the low rate of the Chinese currency against the dollar means that imports are more expensive.</p> <p>3 European luxury goods firms are opening more and more stores across China. These stores give customers the feeling of luxury and exclusivity that cannot be given on an e-commerce website. Many brands have previously tried to work with Chinese e-commerce sites like Alibaba and JD.com, but this was not successful and sales were low. Meanwhile, there has been a slowdown in the Chinese economy, with sales of luxury brands and high-end cars showing a big fall in the last quarter.</p> |
|--|--|

3 Choose the best meaning (a or b) for the phrases in bold according to the text.

- | | |
|---|--|
| <p>1 A joint venture is ...</p> <p>a when two existing companies create a new company, each one owning half of it.</p> <p>2 The word e-commerce means ...</p> <p>a email marketing.</p> <p>3 Digitally savvy millennials are ...</p> <p>a people born between 1981 and 1996, the first generation to only know the world of computers, the internet and smartphones.</p> <p>4 A pop-up store is ...</p> <p>a a short-term, temporary retail space, often in an unusual location.</p> <p>5 If you dilute the exclusivity of your brand, you ...</p> <p>a reduce its price so that more people can buy it.</p> | <p>b when two companies work closely together on a specific project.</p> <p>b internet shopping.</p> <p>b people born after 1996, and the first generation to think that artificial intelligence will save the world from all its problems.</p> <p>b a store that has existed for a long time that suddenly becomes popular because of digital marketing.</p> <p>b make it less special because everyone can buy it.</p> |
|---|--|

4 Match (1–8) with (a–h) to make sentences.

- | | |
|--|--|
| <p>1 The luxury industry is no longer suspicious</p> <p>2 European brands want to develop a strong</p> <p>3 Everybody is keen to gain access</p> <p>4 Policies to stimulate domestic consumption</p> <p>5 French luxury house Hermès launched</p> <p>6 The store is the first point of</p> <p>7 The currency exchange movements have had</p> <p>8 Other brands have begun to show concern over</p> | <p>a to the huge customer base.</p> <p>b contact for all our brands.</p> <p>c of Chinese e-commerce.</p> <p>d the shorter-term prospects for the China market.</p> <p>e presence in this fast-growing market.</p> <p>f mean that Chinese consumers are a very large market.</p> <p>g an impact on the psychology of the consumer.</p> <p>h an e-commerce website in China.</p> |
|--|--|

5 Complete the words from the text using the definitions (1–8). Some letters are given to help you.

- | | |
|--|---|
| <p>1 money coming in to a company; turnover reve_____es</p> <p>2 relating to populations and groups of people in them demo_____phic</p> <p>3 the situation in which something happens back_____op</p> <p>4 well designed, advanced and complicated soph_____icated</p> | <p>5 the ability to understand what something is really like in_____ght</p> <p>6 a feeling of worry about something important con_____rn</p> <p>7 relating to money, especially the actions of the central bank mon_____ary</p> <p>8 watching carefully vig_____ant</p> |
|--|---|

Luxury goods firms develop strategies for the Chinese market

The Swiss group Richemont has announced a joint venture with Alibaba®. This marks the clearest sign yet that the luxury industry is no longer suspicious of Chinese e-commerce. Until now many of the foreign brands that dominate the luxury sector have been cautious about working with Chinese internet platforms. They fear that outsourcing a part of their distribution could dilute the exclusivity of their brands. LVMH, the world's largest luxury group by revenues, is an example.

5 'We've always been very careful with the way we distribute our products,' said Toni Belloni, group Managing Director at LVMH. 'We have a global strategy that's built around our stores as the best way to access customers and China is no different. The store is the first point of contact for all our brands – it is where storytelling becomes story-living.'

10 But Richemont has no such worries. It will launch its Net-a-Porter and Mr Porter fashion sites on Alibaba's Tmall Luxury Pavilion, an e-commerce platform created specifically to ease brands' concerns about online shopping not being luxurious enough. It follows a move by Alibaba's rival JD.com to create the luxury online marketplace Farfetch, illustrating how the two biggest Chinese internet platforms are keen to team up with European brands to help them develop a strong

15 presence in the world's fastest-growing luxury market.

'Everybody is keen to gain access to the huge customer base on these platforms,' said Marco Bizzarri, Chief Executive of Gucci®, at a conference in Shanghai. 'On the other side, we need to make sure we obtain the luxury feeling and luxury perception in terms of presentation.'

China is already the most important market for the booming luxury goods industry and is the engine of future growth. Demographic trends, together with government policies to stimulate domestic consumption, mean that the country's consumers accounted for one in three luxury purchases worldwide last year. Luxury sales in China are increasingly taking place in the domestic market, rather than when Chinese customers make trips abroad, and this is driven by smaller price gaps between China and the rest of the world. Most of this growth in China is happening online, led

25 by digitally savvy millennials shopping on smartphones.

Against this backdrop, less well-known Chinese e-commerce platforms like Taobao and Secoo Holding are joining Alibaba and JD.com in presenting themselves as the route for foreign luxury groups to build a foundation in the Chinese market. Between them they have hundreds of millions of mobile monthly active users, advanced data analytics and sophisticated online payment

30 systems. Smaller Italian brands that don't have a big group behind them have been among the first movers to work with the platforms. Valentino and Moncler, for example, have both signed up with Tmall Luxury Pavilion.

An alternative strategy for the luxury brands is to start by launching their own Chinese e-commerce websites, begin marketing to Chinese customers through the highly popular WeChat app, and then experiment with pop-up stores. For example, French luxury house Hermès launched

35 an e-commerce website in China and a WeChat pop-up store for its Apple smartwatch. It is considering a collaboration with JD.com.

But the big e-commerce platforms believe that they can work alongside the brands' own stores and e-commerce sites. 'It doesn't have to be one or the other,' says Sébastien Badault, the head of

40 Alibaba in France. 'We can help brands with consumer insights so that they can figure out which city to put their store in because that's where their potential consumers are. We see where the people are who have the money and the interest.'

Meanwhile, there are short-term worries about a slowdown in the Chinese economy. China is the largest market for Italian menswear brand Zegna, which has more than fifty stores in the country.

45 Its owner, Ermenegildo Zegna, told the *Financial Times* 'I am more and more concerned; I've seen a slowing trend. I think the recent currency exchange movements have had an impact on the psychology of the consumer,' he said. China's renminbi is close to its lowest rate against the dollar for a decade, making imports more expensive.

Mr Zegna is not alone. Other brands have begun to show concern over the shorter-term prospects for the China market. LVMH, the owner of Louis Vuitton and Dior, said during its third-quarter results last month it would be 'vigilant' due to an 'uncertain geopolitical and monetary context'.

50

Despite these worries, analysts warn that fears of a China slowdown have been exaggerated, with sales of luxury brands such as Gucci and Louis Vuitton seeing strong growth in the last quarter, alongside high-end car brands.

Unit 7

1 Read the definitions of risk types below. Then read the text quickly and tick the risk types mentioned in it.

- | | |
|---|--|
| 1 cybercrime (= criminal activity carried out by means of the internet) | 5 ransomware (= software that blocks your computer until a sum of money is paid) |
| 2 hacking (= an attempt to secretly gain access to someone's computer) | 6 phishing (= sending fake emails in order to get information such as passwords and credit card numbers) |
| 3 fraud (= the crime of obtaining money from someone by tricking them) | 7 malware (= software that is designed to cause harm to a computer) |
| 4 non-compliance (= failing to obey laws) | 8 denial-of-service attack (= where hackers try to make a network crash by flooding it with traffic) |

2 Read the text again. Match the people or companies (1–6) with the information (a–f) to make sentences.

- | | |
|-------------------|---|
| 1 Deloitte | a says that spending on risk management has grown due to both compliance issues and cybercrime. |
| 2 Nicola Crawford | b show the dangers of hacking by organising fake phishing attacks. |
| 3 Wendy Tran | c provides information that hackers can use to trick people in phishing attacks. |
| 4 LinkedIn | d showed the dangers of hacking by getting employees to plug unsafe items into their computers. |
| 5 Trustwave® | e organised a survey to get statistical information about how companies manage risk. |
| 6 KnowBe4 | f was a victim of phishing and identity theft. |

3 Decide which sentence (a or b) has a similar meaning to sentences (1–6) from the text.

- | | | |
|--|---|--|
| 1 Institutions across the business world now have board-level risk committees. | a Many companies now have teams of people at the highest level to control risk. | b In every company the online meetings of senior managers are at risk of hacking. |
| 2 Institutions now spend large amounts of money on third-party specialist advice. | a Companies now spend a lot of money asking three experts about what to do. | b Companies now spend a lot of money asking outside experts about what to do. |
| 3 Hackers had filed fake tax returns on her behalf. | a Hackers pretended to be the government and got her to pay tax to them. | b Hackers pretended to be her and gave the government false tax information. |
| 4 Hackers understand human psychology and play on greed, fear and curiosity. | a Hackers exploit feelings like being careful about money, taking risks and trusting people in authority. | b Hackers exploit feelings like the desire for money, worries that something bad might happen and the desire to know about things. |
| 5 They sent modified keyboards, pretending they were rewards for good performance. | a They sent keyboards that had been slightly changed, and tried to trick people into thinking they were gifts because of their good work. | b They sent better quality keyboards, telling people that if they used them they would be able to work more efficiently. |
| 6 Insurance companies spot a growth market. | a Insurance companies notice a market that is growing. | b Insurance companies are part of a market that is growing. |

4 Complete the sentences (1–6) with a phrase from the box. Be careful: some phrases are similar.

assess risk manage risk minimise risk potential risk reduce risk risk officer

- | | |
|---|--|
| 1 If you _____ then you deal successfully with the problems associated with risk. | 4 A(n) _____ is the job title of the person in an organisation whose job it is to manage risk. |
| 2 If you _____ then you make a risk smaller. | 5 A(n) _____ is a possible risk in the future. |
| 3 If you _____ then you make risk as small as possible. | 6 If you _____ then you decide how risky something is after thinking carefully about it. |

Cybercrime and hacking – the modern face of risk

In 2008, at the height of the financial crisis, 73 percent of financial institutions had a Chief Risk Officer in their organisation to attempt to minimise risk. That figure is now 92 percent, according to a survey by consultants Deloitte. More and more institutions across the business world now have board-level risk committees.

- 5 The cost of managing risk has gone up considerably. Nicola Crawford, Chair of the UK's Institute of Risk Management, says that spending has increased 30–50 percent since the financial crisis. 'The main driver of this is the significant increase in banking regulations, as well as managing the increasing threats of cyber risk and fraud,' she says. Institutions now spend large amounts of money on third-party specialist advice, and there is a shortage of risk professionals.

- 10 In the decade after the financial crisis of 2008, the greatest risk to companies was non-compliance – the failure to obey complex laws introduced to reduce the risk of another crisis. But now the greatest risk is the threat from cyber criminals. According to the Deloitte survey, only 42 percent of respondents thought their company was extremely or very effective at managing cyber risk. Respondents viewed cyber security as one of the dangers that would increase most in the next
- 15 two years.

Take the example of phishing (so called because the criminals 'fish' for data and passwords in the sea of internet users). These attacks trick staff with fake emails, with results that include loss of sensitive data, locking down of computers with malware that demands a ransom and even the transfer of funds to criminals' bank accounts.

- 20 Wendy Tran, an employee at a US company, discovered that hackers had filed fake tax returns on her behalf, hoping to get the refund that the government would pay to her. Her tax data and that of her colleagues had been sent to cyber criminals by an innocent HR employee. The HR member of staff, seeing an email request that looked like it was from someone with authority, attached Ms Tran's data and sent them off to the cyber criminals.

- 25 Many company boards are giving extra funds for cyber security technology, but experts warn that humans are the weak point when protecting companies from attack. Hackers understand human psychology and play on greed, fear and curiosity. They usually use a company's own website, or recruitment sites such as LinkedIn or Glassdoor, to discover who a target's manager is and then send an email pretending to be from that person. It can be something like 'we've seen there's this conference you might want to check out,' or 'this invoice doesn't look right, can you take a look?'. The recipient clicks on a link or downloads an attachment and their computer is infected.
- 30

- There are many other ways to play on human weakness to gain access to networks. Karl Sigler, threat intelligence manager at cyber security specialist Trustwave, gives an example. He says many people are curious if they see a USB stick lying around in the workplace. They plug it in just to see what is on it. At that point their computer, and the whole network, is at risk. Trustwave have
- 35 testers who act like hackers to show companies where their weaknesses are. In one test they sent modified keyboards to employees in an organisation, pretending they were rewards for good performance. Most people were suspicious and asked questions first, but five people plugged in the keyboards straight away. In a real situation this would have allowed hackers easy access to the
- 40 company's network.

A similar company, KnowBe4, trains employees to be more careful of potential cybercrime. For example, they send fake phishing emails to an entire workforce to see how many people are tricked. Employees become aware of the dangers, and then take an online course to learn what to watch out for. They are told they will be tested with fake emails again in the future.

- 45 For the insurance industry, the growing number of cyberattacks is an opportunity. They spot a growth market as companies of all types increase their demand for cyber insurance. The market is estimated to be growing at about 28 percent annually at a time when other specialist insurance lines are shrinking. However, it is hard for insurance companies to assess levels of risk as the risks themselves are constantly evolving.

Unit 8

1 Look at the question in the title of the text and decide which statement (1–3) you think will summarise the text. Then read the text to see if you were right.

- 1 Women are better decision-makers than men, despite the stereotype. For example, women decide what to wear each day much more quickly than men decide which new car to buy. At times of stress, women keep calm and are slow and careful in decision-making, whereas men get angry and shout at people. Inside companies the old stereotypes are rapidly disappearing, and women's decisions are valued as much as men's.
- 2 Women and men are similar in their decision-making ability, but there are some small differences. For example, women tend to ask for the opinions of others more than men before making a decision, which is a positive thing. In times of stress, women take safer decisions than men, and their decision-making speeds up. Despite the differences being small, women's decisions are criticised more than men's.
- 3 Women and men are similar in their decision-making ability, but there are some small differences. As teenagers, boys are less decisive, but they soon catch up as adults. At work, women's decisions are sometimes valued more than men's in teams because women ask for other people's opinions. At times of stress men make better decisions, as they react quickly before a problem gets worse. However, in the modern workplace the old stereotypes are disappearing, and women's and men's decisions are now valued equally.

2 Read the text again and decide if the statements are true (T) or false (F).

- 1 At Seattle University, Therese Huston studies how the minds work.
- 2 In her book, Therese ignored scientific research on decision-making because the studies were all done by men.
- 3 In an experiment using gambling to create a stressful situation, women either stopped betting while they were winning or made very low-risk bets.
- 4 Ruud van den Bos found that if a deadline was near, women became more stressed and made worse decisions.
- 5 Marissa Mayer and Hubert Joly both made a similar decision, but Mayer was criticised in newspapers and Joly was not.
- 6 Therese's fiancé quit his job and moved to be closer to her. When he did that he was criticised for giving up his career.

3 Choose the best meaning (a or b) for the words/phrases in bold according to the text.

- 1 There's a huge **double standard** when it comes to how men and women are seen as decision-makers.
 - a when one group of people is unfairly given different treatment to another
 - b when one group of people have to be twice as good as another to get the same respect
- 2 You see slightly **mocking** studies comparing women and men.
 - a saying unkind things to make someone look stupid
 - b based on unreliable data
- 3 Women are more **collaborative**.
 - a good at listening to other people's worries and offering them sympathy
 - b good at working together with other people to achieve a goal
- 4 **Ironically**, this is often seen as a weakness rather than a strength.
 - a used for saying that a situation is more surprising or shocking than you imagined
 - b used for saying that a situation is strange, because it is the opposite of what is true
- 5 It was the exact same **scenario** we'd been in a year before.
 - a location
 - b situation

4 Use your understanding of the text to complete the sentences (1–8) with these words from the text.

critical effective incapable indecisive poor risky same top-ranking

- 1 There's a cultural belief that women are _____ of making smart choices at work.
- 2 There is a belief that men are quicker and more _____ at making decisions.
- 3 Decisiveness is the _____ quality we look for in a leader.
- 4 During the teenage years girls are more _____ than boys.
- 5 When stressed, men tend to make more _____ decisions than women.
- 6 Women in the study were more _____ of their own decision-making ability.
- 7 It was the exact _____ scenario we'd been in a year before.
- 8 My boss came into my office and told me I had _____ judgement.

Are women better decision-makers than men?

They say the average person makes 35,000 decisions a day. Some are quick and don't require much thought, like whether to have tea or coffee; others concern the big stuff, like what school you should send your child to or whether to apply for that job.

In her book, *How Women Decide*, Therese Huston explores the theory that women's decisions are respected less than men's and why this could be holding women back.

'There's a huge double standard when it comes to how men and women are seen as decision-makers,' explains Therese, a cognitive psychologist from Seattle University. 'Men are respected as decision-makers more than women, especially in the workplace, largely because there's this cultural belief that women are incapable of making smart choices at work.'

'You see slightly mocking studies about women taking too long deciding what to wear each day – but where are the similar ones looking into how long men take to choose a new car? These stereotypes support the belief that if you want a decision to be made quickly and effectively, ask a man.'

Therese set out to pick apart the stereotypes to see what scientific research had found.

'Firstly, I found that the quality of decisiveness is very valued. Studies show that it is the top-ranking quality we look for in a leader. Studies also show that society sees men as being more decisive. However, scientific research shows that men and women struggle with decision-making equally. The only difference I found was during the teenage years – teenage girls are more indecisive than teenage boys. Otherwise, there's little difference between the genders.'

However, there are some differences. 'Women are more collaborative,' says Therese. 'A female boss is more likely to ask the opinions of those around her when making a choice. Women ask for input, which has been shown to help you make better decisions. Ironically, however, this is often seen as a weakness rather than a strength.'

She also found that during times of stress, men and women make different choices – and the outcomes are often better when women are involved. Study after study backs this up. Cognitive neuroscientists Mara Mather, from the University of Southern California, and Nicole R Lighthall, from Duke University, North Carolina, recently studied the way men and women make decisions and found that in times of stress, they react very differently. During their study, which involved playing a virtual gambling game, they found that when the females became stressed, they made smart decisions – quitting while they were ahead or taking safe bets – but when the men became stressed, they did the opposite, risking everything for a small chance of winning big.

Another study, by neurobiologist Ruud van den Bos from Radboud University in the Netherlands, also found a greater tendency in men to make risky decisions when stressed. At the same time, it found that women make better decisions when under pressure and the closer a woman gets to a deadline or stressful event, the quicker and better her decision-making skills become. However, van den Bos found that the women in the study were more critical of their own decision-making ability than the men.

Therese says women are often brought into big companies when things are falling apart – yet if they were included when key decisions were initially being made, it might prevent problems in the first place.

In her book, Therese gives examples of how women's decision-making skills are criticised. In 2013, Yahoo's newly appointed chief executive Marissa Mayer announced that the company would be ending its full-time work-from-home policy. Her decision was criticised by everybody from newspaper columnists to Richard Branson. But then a week later, another well-known US chief executive, Hubert Joly of Best Buy, announced the same thing – yet nothing was said.

Therese gives another example from early in her own career, when she was living and working five hours away from her fiancé. Both were advancing in their jobs but they decided that he would quit his job to move closer to hers. 'His bosses wished him luck and people accepted his decision,' she says. 'A year later things changed and we decided I would move to follow his career. It was the exact same scenario we'd been in a year before, yet I faced a lot of questions. My boss at the time came into my office, closed the door and told me I had poor judgement.'

It would seem that women have their decision-making questioned a lot more than men. Which is ironic, given that they may be making better decisions, especially during times of stress.

Unit 1 ➤

- 1 1 platinum discs 2 logistics and processes
(also photocopying) 3 Sparkler 4 consultant
5 between £18,000 and £25,000
2 1 B 2 A 3 E 4 F 5 D
3 1 e 2 a 3 b 4 d 5 h 6 g 7 c 8 f
4 1 internship 2 insight 3 target 4 behaviour
5 boardroom 6 launch 7 pace
5 1 a 2 a 3 b 4 a 5 a 6 b 7 a 8 b

Unit 2 ➤

- 1 1 gathering facts and turning notes into a continuous text
2 co-author 3 mental strength 4 management
5 mentoring
2 1 T 2 F 3 T
3 1 c 2 b
4 1 circumstances, struggles 2 feedback, anxiety
3 mentee 4 undermine, behaviour

Unit 3 ➤

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

Unit 4 ➤

- 1 cardboard:
a 4 b 1 c 3 d 2
plastic bottles:
a 2 b 1 c 4 d 3 e 6 f 7 g 5 h 8
2 1 F 2 F 3 F 4 T 5 F 6 F
3 1 b 2 b 3 a 4 b 5 a 6 b
4 1 d 2 a 3 f 4 c 5 h 6 g 7 e 8 b

Unit 5 ➤

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

Unit 6 ➤

- 1 1 Tmall Luxury Pavilion 2 Farfetch 3 one in three
4 Apple smartwatch 5 (more than) 50 6 LVMH
2 2
3 1 b 2 b 3 a 4 a 5 b
4 1 c 2 e 3 a 4 f 5 h 6 b 7 g 8 d
5 1 revenues 2 demographic 3 backdrop 4 sophisticated
5 insight 6 concern 7 monetary 8 vigilant

Unit 7 ➤

- 1 The only risk type *not* mentioned is 8.
2 1 e 2 a 3 f 4 c 5 d 6 b
3 1 a 2 b 3 b 4 b 5 a 6 a
4 1 manage risk 2 reduce risk 3 minimise risk
4 risk officer 5 potential risk 6 assess risk

Unit 8 ➤

- 1 2
2 1 T 2 F 3 T 4 F 5 T 6 F
3 1 a 2 a 3 b 4 b 5 b
4 1 incapable 2 effective 3 top-ranking 4 indecisive
5 risky 6 critical 7 same 8 poor

1 > Reports

Lead-in

The content and style of reports may differ depending on the situation. For example, an accident report would usually be written in a standard template form designed for a particular environment. All reports are usually written using a formal style and clear language. Longer reports may contain a summary, introduction, main body and conclusion. Sections of reports usually summarise findings. It is common to use noun phrases, impersonal structures and linking words/phrases in reports.

Model reports

Summary

This report considers the ways that health and safety can be improved in the factory environment. As noted in detail in the main report, there has been an increase in the number of work-related accidents in the last quarter. Following the most recent accident in Factory B, an audit of the current safety practices was carried out. Staff were asked to complete a survey to gauge their understanding of procedures and the findings indicate that some of the key regulations are not being followed. As a result, a number of recommendations have been made to increase safety awareness and to carry out training on a regular basis.

: ACCIDENT REPORT

: Facts

Persons involved: Joanna Mitchell, Production Team Leader

Date and time: 12 July, 2 p.m.

Location: Plant 1, Factory B, Conveyor belt #6

Events leading to accident: This afternoon, Ms Mitchell was checking to see if a problem with a conveyor belt could be repaired before alerting the maintenance staff. Unfortunately, when the belt began moving again, her fingers became trapped in the mechanism. She was not wearing safety gloves at the time and as a result, her hand was injured. Thankfully, Ms Mitchell was able to alert the conveyor belt operator immediately and so the machine was quickly stopped.

Injuries and treatment: Ms Mitchell sprained three fingers. The medical officer was called and her hand was bandaged. She was also sent to hospital for an X-ray. Fortunately, the hospital confirmed that no bones were broken in her hand. Ms Mitchell has to wear a bandage and sling for two weeks. Her doctor has signed her off work for five days to allow the hand to rest.

: Analysis

There seem to have been three reasons why the accident occurred: first, checks had not been carried out on the conveyor belt prior to turning it on. Second, Ms Mitchell was not wearing safety gloves, which all operators must use in this section of the factory. Finally, maintenance staff should have been called to deal with the problem as they have the safety training and equipment to do so.

: Recommendations

There should be a review of conveyor-belt procedures. A supervisor should always check that the machinery is fully operational before the afternoon shift begins. All staff must be reminded of the health and safety procedures in the factory, in the hope of improving safety awareness. Everyone needs regular training to ensure that procedures are followed correctly.

Functional language Organisation

Section	Function	Examples
Summary	The summary is found at the start of a report and it tells the reader what type of information the report will contain. It is usually short – fewer than 150 words. The summary can be written after the rest of the report is complete.	This report looks at the ways that health and safety can be improved in the factory environment. This report explores global trends in workplace design. Each year, over 3000 small companies close due to problems with financing new ideas.
Introduction	States the purpose of the report and briefly outlines what the report intends to do.	The purpose of this report is to outline the advantages and disadvantages of using green energy and recommend ways to improve environmental strategy in line with company policy. The aim of the report is to look into the cause and effect of stress in the workplace and suggest solutions for both employers and employees. This report looks into the main reasons for customer service complaints and proposes changes to staff training in order to resolve the issues.
Conclusion	Restates and summarises the main message of the report. Bullet points or numbered lists may be used to highlight key information.	In this report, we have looked at ways to improve productivity and outlined key areas which need to be improved. In conclusion, it is essential to communicate the relationship between exercise, diet and health to educational organisations.

Main body of a report

	Examples
Describe problem, reason, result	The main problem is pollution, which is destroying sea life. The key issue is lack of housing to attract a skilled workforce. The new logo was unsuitable due to its style and colours. This could have a negative impact on brand loyalty.
Report findings	The survey confirmed that our brand was immediately recognisable. The findings indicate that any delays should be minimal. None of the participants felt that the changes were positive. Over half those surveyed reported that they would be unlikely to buy the product. The majority of respondents were in agreement that they preferred the new logo. A recent customer survey demonstrated that the product does not match the image of the brand.
Make recommendations	To improve delivery times we should employ more drivers and change our main delivery routes. The warehouse needs to be extended to allow for the proposed increase in supplies which will take place next year. It is suggested that health and safety procedures are reviewed annually and that safety training is offered to all staff.

Accident report

Headings		Examples
Facts	Persons involved Date and time Location	Joanna Mitchell, Production Team Leader 12 July, 2 p.m. Factory B, Conveyor belt #6
	Full details of incident	He was operating the forklift truck. The machine had stopped and he was checking to see if it could be repaired. Her finger became trapped in the mechanism. They slipped and fell against the machine.
	Injuries and treatment	She sprained three fingers. The medical officer was called immediately and her hand was cleaned and bandaged. She was also sent to hospital for an X-ray. He hit his head and cut his hand.
Analysis	Causes of incident	There seem to have been two main reasons: first, the floor had not been cleaned properly and second, poor equipment maintenance.
Recommendations	How to avoid incidents in future	There should be a review of conveyor-belt procedures. All staff must be reminded of the health and safety procedures in the factory. A supervisor should always double-check that the machinery is fully operational. Everyone in the department needs more training.

Language

	Examples
Background information	In the hope of improving safety awareness we will carry out additional training. There is hardly any advantage for us in updating the software at this point. There were communication problems with the project and a failure to agree on budget and deadlines.
Description of problem(s)	Ms Mitchell's hand was cleaned and bandaged. Her doctor has signed her off work for five days to allow the hand to rest. Checks had not been carried out on the conveyor belt prior to turning it on.
Action points for the future	For these reasons, we are considering updating the factory machinery. Furthermore, we plan to initiate retraining on safety procedures.

2 ➤ Emails

Lead-in

Content and style of emails may differ from country to country. Here are some points to consider before you write work-related emails:

- 1 Focus on your audience. In general, emails are either informal and more like spoken English or formal/semi-formal and similar to a business letter. Emails to senior staff or people outside of your organisation usually use more formal language than those sent to work colleagues.
- 2 Decide what form of organisation works best for the information you are communicating. Bullet points or numbering can be used to highlight key information.
- 3 It is a good idea to reread the email before sending. Check that all important details have been included, that they are clear and well organised, that the tone is polite and friendly and that spelling, grammar and punctuation are correct.

Model answers Informal email

Hi Viktor,

Further to our meeting this afternoon about the Axios product launch, I'm writing to confirm that you should take the following steps:

- contact the hotel today to confirm booking for the venue
- arrange weekly video calls to the Dubai team to encourage them to meet deadline for the launch
- meet with catering suppliers and prepare feedback on potential suppliers for the launch meeting next week
- book photographer by Friday for photo shoot of brochure and promotional leaflet product range.

If you are able to implement these actions, then the preparations should go smoothly. Please let myself or Marina know as soon as possible if there are any issues.

Best,

Carlos

Formal email

Dear Marina,

Viktor and I had a meeting this afternoon regarding the Axios product launch and I wanted to update you on the preparations.

First, Viktor is going to contact the Ambassador Hotel today so that we can confirm the booking for the venue. The main conference hall is very popular and therefore it may be unavailable for our dates if we do not confirm arrangements as soon as possible.

Second, it is important to arrange weekly meetings with the team in Dubai to encourage them to meet the required deadlines for the launch and maintain regular communication about priorities and tasks.

Next, Victor needs to meet with the catering suppliers and prepare feedback with recommendations for next week's presentation. Once we have decided on two potential suppliers, we can then select menus and request quotes for the launch party lunch buffet and evening meal.

Finally, I expect Viktor to book the photographer by Friday in order to arrange a photo shoot for the brochure and promotional leaflet product range we will be handing out at the launch event.

Once these steps are complete, I have every confidence that preparation for the event will proceed smoothly.

You will find attached a detailed list of tasks, costings and deadlines for the project. Please do not hesitate to contact me if you need any additional information on the schedule.

Kind regards,

Carlos

Functional language Opening and closing an email

	Formal/Semi-formal	Informal
Starting	Dear Marina, Dear Sir or Madam, Dear Ms/Mrs/Miss/Mr/Dr	Hi/Hello
Concluding	Please do not hesitate to contact me if you need any additional information. Please do not hesitate to contact me if you have any queries.	Do let me know if you have any queries. Feel free to contact me if you have any questions.
Signing off	Yours sincerely, Kind regards, Sincerely, Regards, Yours,	Best wishes, All the best, Best,
Refer to attachments	Please find attached ... You will find attached ...	I've attached ... You'll find the document/file attached.

Bulleted points

Points can be numbered if the priority or order of the information is important. If the points are equally important then bulleted points are used. The imperative form is often used for lists of orders or where requirements are stated.

Punctuation in bullet lists is a matter of style. If the list begins with a colon then the bullet points do not need to begin with a capital letter or require a full stop, except for the final one. However, if each point is a complete sentence it is a matter of choice whether capital letters/full stops are used. Longer bullet points may be easier to read if punctuation is included. For example:

The following steps are required:

- contact the hotel
- book photographer
- meet suppliers asap.

We confirmed three main steps in the meeting.

- Contact the hotel by Monday and speak to the manager and confirm the booking.
- Book the photographer next week and agree on designs for the photo shoot.
- Meet suppliers to request price lists and discuss terms and conditions.

Non-bulleted points: sequencing

When listing requirements or tasks in an email where bullet points are not used, sequencing phrases can help the reader.

First, I would like you to contact the Ambassador Hotel.

Second, it is important to arrange weekly meetings with the team in Dubai.

Next, we need to meet with the catering suppliers and prepare feedback.

Finally, I expect you to book the photographer by next week.

Once these steps are complete, I have every confidence that we will meet the deadline.

Other useful sequencing phrases include:

Beginning	Middle	End
First	Third	Lastly
To start off with	Once we ... We can then ...	
First of all	Afterwards	
To begin with	After that	

Giving reasons for a requirement

so that we can confirm the booking for the venue.

therefore it may be unavailable for our dates if we do not confirm.

to encourage them to meet the required deadlines.

for next week's presentation.

in order to arrange a photo shoot of the product range.

3 Letters

Lead-in

Letter-writing style and layout differs from country to country. In general, letters have a more formal style than emails. This formal language may contain more complex grammatical structures and the use of contractions and idioms are generally avoided. The style of a formal letter can also be used in emails if electronic communication is more appropriate for the context.

Model answers

Customer Services
Northlands Bank,
65 Pilgrim street,
Newcastle upon Tyne
NE1 5 3JG

Vita Lewis
Concept Designs Ltd
23 Rowland Avenue,
Arley,
Northwich
CK9 0NA

Dear Sir or Madam

13 January 2019

Re: Internet banking issues

I am writing to express my deep dissatisfaction with your banking system. We have been using your online business services for more than five years for our company's day-to-day financial needs. Unfortunately, this week we have experienced several problems when attempting to carry out transactions using internet banking. Furthermore, when we attempted to call your help line, as advised on your website, it was permanently engaged. When we did finally speak to a Customer Services Assistant, he promised to look into the issue and call us back and then did not get in contact again.

As a result of these problems, our online invoices have not been paid and this has led to a number of complaints from our suppliers. In addition, payments from our clients have not been processed and are not showing in our bank account. This has led to the company incurring overdraft charges as well as being charged interest for missed payments.

As mentioned above, we have used your online banking services for over five years and we would appreciate immediate action on this matter. Your customer service policy promises to resolve any problem within three business days. It is now a week since I first contacted the bank to explain our situation and we still have received no communication from you. Unless you respond immediately, I shall be forced to consider closing our account.

I request immediate acknowledgement of this letter and look forward to a prompt resolution to this matter.

Yours faithfully

Vita Lewis Ms

Dear Ms Lewis

Please accept my sincere apologies for the problems that you experienced with our online banking services. This was due to a software update, which caused issues for a small number of our clients.

With regard to these recent technical issues, it has been decided to contact all customers who have been affected to offer a resolution to the matter.

First, we are going to reimburse any charges related to overdrafts or late payments. In terms of missed client payments, we will add interest backdated to the date that the payment was initially due to arrive in the account. In addition, we would like to offer a goodwill payment of £100 to acknowledge the time spent attempting to contact our Customer Services regarding this issue.

We are currently working hard to resolve any remaining technical issues. We are aware that some customers are still experiencing difficulties when logging into their accounts, but we can guarantee that these outstanding technical problems will be resolved within 24 hours.

In light of these issues, we will be changing the way that we carry out software updates in future in order to avoid any inconvenience for our clients.

Yours sincerely,

Alec Willis

Customer Services Manager

Functional language Starting and ending a letter

Opening	Dear Sir or Madam, Dear Ms/Mrs/Miss/Mr/Dr/Professor Mathews,
Signing off	Yours sincerely, (if you begin by using someone's name) Yours faithfully, (if you begin with <i>Dear Sir</i> or <i>Dear Madam</i>) Kind regards, Sincerely, Yours,

Letters of complaint

	Semi-formal	Formal
Reason for writing	We are very unhappy with your service.	I am writing to express my deep dissatisfaction with your banking system. It is with deep regret that I have to complain about your customer services.
Action required	We expect you to sort this out immediately ...	We would appreciate immediate action on this matter. We request you kindly resolve this matter immediately. We expect you to solve this immediately.
Describing results	Because of this error we will refund any charges you have incurred.	As a result we will be contacting all our customers. This has led to complaints from our suppliers.
Warning	If you cannot sort this matter out, we will find another supplier.	Unless you respond immediately, I shall be forced to consider closing our account. If you do not reply immediately, we shall have no alternative but to close our account.
Closing	We hope to hear from you soon.	I request immediate acknowledgement of this letter. We look forward to your prompt response and resolution to this issue.

	Complaint	Response
Referring to the problem	I am writing regarding a late order. There were serious issues with the service supplied.	I would like to sincerely apologise for the problems that you have experienced with our online banking services. I am sorry that you have experienced a problem with your order. We apologise that you have encountered a problem with our services.
Giving/ asking for details	Several parts of the order were missing. On more than one occasion, the delivery was cancelled or the goods arrived late.	Could you let me know the product codes of the missing items? Would it be possible to inform us of the dates when the delivery problems occurred?

Resolving a complaint

Introducing the topic	With regard to the recent technical issues you have experienced, we are writing to let you know about the action that has been taken. Further to these discussions, it has been decided to carry out research to discover how many clients were affected by this situation.
Describing the decision	We are going to reimburse any charges related to overdrafts. Efficiency will be improved with the installation of the new system. Centralised purchasing will enable the company to provide a more effective service. The company will consider using local suppliers. Any charges will be reimbursed.
Outlining potential problems	We can guarantee that these outstanding technical problems will be resolved within 24 hours. The factory will be closed for a week so some orders may be delayed. However, we can guarantee that these delays will be minimal. We can assure you that we will do everything to minimise any disruption to services.
Describing the next steps	In light of these issues, we will be changing the way that we carry out software updates in future. As a result of these changes, staff will be retrained.

4 > Proposals

Lead-in

The format and style of a proposal may vary from company to company. An internal proposal can be brief and might be presented in an email or as part of a report. Proposals sent externally are generally longer and more detailed. They may be written using a specific format related to their purpose, for example, to apply for funding, present a business idea, share recommendations for a course of action with shareholders, etc. Proposals use formal language and information is usually organised into clear sections such as an introduction, recommendations and a conclusion.

Model answer

Subject: Proposal to improve efficiency and time management

Recommendations

Taking all the factors mentioned into account, there are a number of ways that we can improve the company's efficiency, as it is clear that a lot of time is spent on low-priority tasks.

I would like to recommend that the first thing we do is form a committee to identify whether existing procedures meet current needs. It would be advisable to carry out a time-management audit to ensure that there is a clear understanding of how many stages should be involved in key tasks and how long each stage should take to complete. In addition, the heads of department should communicate the reasons for the audit and when it is expected to take place to their teams. Furthermore, I recommend that we review our current policy on flexible working hours to ensure that it is being implemented in a standardised way across the company. We should also avoid making any changes to staff working hours or current contracts until the audit has been finalised.

Another area to consider is inter-departmental communication. In my opinion, it would be advisable to identify areas of project management where delays occur. In some cases, this is because handover time from one department to another is taking longer than necessary, because each stage needs to be signed off by a department head before proceeding.

Finally, we should consider how meetings can be used to improve efficiency. It would be a good idea to have shorter, more frequent meetings with clear aims to move projects forward, rather than the current longer monthly meeting, which can disrupt staff focus and workflow.

Functional language Proposal

Outlining a proposal	<p>I propose that we carry out research to identify areas to improve current efficiency.</p> <p>This proposal evaluates the arguments for investing in hybrid cars for our sales representatives.</p> <p>The proposal aims to recommend strategies to reduce company waste.</p>
Recommendations	<p>Taking all the factors mentioned into account, there are a number of ways that we can improve efficiency.</p> <p>A reasonable approach would be to agree to overtime in these circumstances.</p> <p>I would like to recommend that the first thing the company should do is form a committee.</p> <p>It would be advisable to carry out a time-management audit.</p> <p>We should also avoid making any changes to staff working hours.</p> <p>In my opinion, it would be advisable to identify areas of project management where delays occur.</p> <p>It would be a good idea to have shorter, more frequent meetings.</p> <p>Recent research suggests we need to review our current strategy.</p> <p>The most efficient option would be to update technology.</p> <p>We recommend that the environmental impact should be carefully considered.</p>
Conclusion	<p>Finally, we should consider how meetings can be used to improve efficiency.</p> <p>Based on this information, we will monitor quality control closely.</p> <p>In conclusion, we would recommend that these safety measures are implemented immediately.</p> <p>Therefore, we propose that the first stage of the building project proceeds within the next three months.</p>

5 ➤ Blog posts

Lead-in

Company blogs can be a useful way to communicate within an organisation or to share information with people outside the company. Websites or social media platforms often have subscribers and content usually needs to be generated for these followers. Here are some guidelines to consider before you write material for inclusion in a blog.

- 1 Company blogs are seen by internal staff but are sometimes also read by people outside the company. Language can be informal and conversational or semi-formal but should always take the audience into consideration.
- 2 Blog posts are not extended pieces of writing. Descriptions and details are useful to add interest but are best when kept brief.

Model answer

☰ 🏠
⬇ 🔍

Greetings from Norway!

As you may know, thanks to the company's new International Culture Programme, I have taken the opportunity to work in Norway for three months. I have been dreaming of working in Scandinavia for quite a while and now here I am! For anyone else thinking about taking part in the programme, I have agreed to start a weekly blog to help readers decide whether working abroad is something that they might like to consider.

Last month, I arrived at Stavanger airport, where the manager of the local branch welcomed me and promised to show me around the city. A colleague then took me and my luggage to a hotel where I lived for first three weeks, as the company apartment wasn't ready. I finally moved into my own place yesterday and am busy sorting everything out in my new home.

Before I came, I'd been particularly excited about visiting the beautiful Norwegian countryside around Stavanger and last weekend I went on a boat trip to see the fjords. It was truly amazing! The only downside of my placement is that it has made me realise how unfit I am, particularly when climbing the hills and mountains. But, on the other hand, the city has some great gyms and exercise classes that I can join.

Although living in a hotel for the first weeks was not ideal, my work colleagues were friendly and I was often invited home for dinner or out in the evening to the cinema or restaurants. The work is giving me a broader perspective of international business and the projects are both rewarding and challenging.

So far, life in Norway is living up to my expectations.

I am sure that this experience will be beneficial to my career and I highly recommend it to everyone. In my next post I'll be telling you about my attempts to learn Norwegian and going skating on a frozen lake.

Functional language Blogs

Title	Greetings from Norway! Hello from Rio de Janeiro!
Background information	As you may know, thanks to the company's new International Culture Programme, I have taken the opportunity to work in Norway for three months.
Sequence of events	I arrived at Stavanger airport last month where the manager of the local branch welcomed me. A colleague then took me and my luggage to a hotel.
Pros and cons	Although living in a hotel for the first weeks wasn't ideal, my work colleagues were friendly and I was often invited home for dinner. The work is giving me a broader perspective of international business. So far, life in Norway is living up to my expectations. The only downside is that the apartment block is a little noisy. But, on the other hand, I'm located right in the city centre.
Conclusion	I am sure that this experience will be beneficial to my career. I highly recommend it to everyone. Nevertheless, I am certain that this experience will give me a wider global perspective. It's a once-in-a-lifetime opportunity. I can genuinely say that this is one of the best decisions I have ever made. In my next post, I'll tell you about the best places to visit in the city. Next time, I'll be talking about taking part in a traditional festival with my work colleagues.



1 ➤ Presentation skills

Lead-in

Some business practices may differ from country to country. Here are some questions to research before you prepare presentations for different audiences:

- 1 What method of presentation is appropriate for the audience? Are they likely to expect visual data, facts and evidence to support your case? What level of detail is appropriate for the audience? Do they have prior knowledge of the subject or do they need a general overview to explain key points? It is a good idea to use language that makes the aim of the presentation clear, whether it is presenting arguments and building a strong case for a course of action or describing the benefits of a product or service.
- 2 Are questions more likely to be asked during or at the end of a presentation? How will you respond if you do not have an immediate answer to a question? Can you anticipate any of the questions and is the audience likely to require a detailed or a general response?

Starting a presentation

	Formal/Semi-formal	Less formal
Opening and welcoming the audience	Thank you for inviting me to speak to you today. I'd like to start by extending a warm welcome to everyone.	It's great to be here today. Hi everyone. Thanks for coming.
Providing a brief outline of the talk	I'd like to give you a brief outline of my presentation. The talk consists of three main parts/sections.	The talk is divided into three main parts. We'll begin with some background on/a general overview of investment strategies.
Informing the audience when they can ask questions	I will be happy to answer any questions during the presentation. There will be an opportunity after the presentation to ask questions.	Feel free to ask questions as we go along. There'll be time after the presentation to ask any questions.

Developing a convincing argument

Highlighting the positives	One clear benefit is that staff retention will increase. This alone can undoubtedly save thousands in lost revenue.
Stating two advantages together for impact	This is not only cost-effective but also easy to install. This gives you the twin benefits of more effective communication and improved customer satisfaction.
Giving data to defend an argument	The evidence from research clearly shows that this speeds up production. Data on the use of smartphones proves without doubt that this is true.
Reducing negative risks	Even if investments fall in the short term, you'll still be able to maintain profits in the long term. What's the worst thing that can happen?
Simplifying to make a clear point	Put simply, this is the best technology on the market. In a nutshell, a company has a responsibility to its staff and clients.
Suggesting easy steps for success	The obvious thing to do is increase production to meet demand. This alone can undoubtedly boost sales within three months.
Emphasising possible lost opportunities	If you don't take this opportunity to expand then you'll never know how successful this product could have been. Without this, it's unlikely that you'll be able to keep up with competitors in this industry.

Inviting questions

During the presentation	Any questions before we move on? Please stop me if you have any questions. If there are no further questions, I'd like to move on.
After the presentation	Does anyone have any questions? Any questions or comments? I'm happy to answer any questions now.

Responding to different types of questions

A question you can't answer	That's a good question but I'm afraid I don't know the answer. However, I'll check and email you the information tomorrow. Is that ok? I'll need to check and get back to you on that.
A question you don't understand	I'm sorry, I didn't understand that. What's the question exactly? So let me just repeat your question to be sure I understood it. You asked about ...
A question not for open discussion	If you can email me that question, I'll respond directly to you. Is that ok? If you'd like to come and see me after the presentation I'll try to answer your query.
A question better handled by someone else	Let me put you in touch with a colleague in Marketing to answer that. Gina, perhaps you'd like to answer that question as it's your area of expertise.
An angry question	I understand your frustration. As a solution, I suggest contacting our Customer Services Manager. I can see that you feel very strongly about this. I'll try to answer your question as fully/honestly as possible.
A redundant question	We covered that at the beginning of the presentation when I talked about exchange rates. But I'm happy to briefly summarise the point again if that helps. I'm not sure that topic relates to the presentation but we can have a word afterwards if that helps.
A question that is not relevant	I'm afraid that question is outside the scope of today's presentation.
A question that is taking up too much time	Sorry to interrupt, but what's the main question you have on this? Would you be able to summarise so that I can make sure that I'm addressing your key question?
A sensitive question	We need to be mindful that many people feel very strongly about this. What I will say is that we fully understand these concerns.
A question you want to address later	That's a good question and I'd like to come back to it later. Thanks for highlighting that. We'll come on to logistics in a moment.

Closing a presentation

Summing up	I'd like to summarise the main concepts of this/my talk. Let's sum up the key points.
Closing	In conclusion, the office of tomorrow starts right here, today. We've reached the end of the presentation.
Thanking the audience	Thank you for listening. Many thanks for your attention.

2 > Meeting skills

Lead-in

Some business practices may differ from country to country. Here are some questions to research if you are attending meetings in a different country:

- 1 Will the meeting be informal and similar to a discussion or more formal and structured? Does the meeting have a clearly defined focus, outcomes and a written agenda?
- 2 If you are leading the meeting, what strategies can you use to encourage people to participate and collaborate?
- 3 Will someone be responsible for managing the meeting time-keeping, dealing with interruptions, etc.? Are participants likely to be required to discuss ideas expansively and consider various options or make their points concisely and briefly, staying on topic?
- 4 Will the meeting have a chairperson who will sum up the main points and decisions? In addition, will action points and follow-up tasks be circulated in written form after the meeting?

Introductions and opening

Welcoming participants	It's great to see everyone here this morning. Thank you all for taking the time to attend this meeting.
Introducing participants	Does everyone know each other? Before we begin, could we go round and say a little about our roles? Most of you know each other but you may not have met Celina who is joining us from Head Office today.
Stating the meeting objectives	We're here today to discuss the relocation plans. The main focus of this meeting is to come to a decision about the direction of the marketing campaign. You'll see from the agenda that we are here to discuss rebranding the logo. We're here to work together to find a solution to our recent distribution problems. By the end of the meeting we should have agreed on how to proceed with the takeover proposal.
Opening the meeting	Everyone is here now, so shall we begin? OK, let's start by looking at the first point on the agenda.

Encouraging collaboration

Focusing on common ground	So, what we're all looking to achieve today is to increase productivity. We all want to find a solution to this issue.
Encouraging people to be creative	Let's be creative and open today and come up with some new ideas on how to market this product. I encourage everyone to put forward their ideas: there are no right or wrong answers, there are just opinions, and it isn't necessary to agree with each other.
Asking people directly for solutions	Mia, any thoughts on how best to tackle this? What approach do you think would work here, Andrew?
Making people engage with others' ideas	Tino, any reflections from your side on Rob's suggestion to postpone the product launch? What's your response to Simon's idea, Yuko?
Paraphrasing to ensure understanding	So, let me just make sure we're all on the same page. You said that we need to improve quality control. The technical details are quite complex, Paula, so let me just make sure everyone understood your point. You're saying that the software isn't effective, is that right?

Including quieter individuals	Hugo, let me come to you to make sure everyone has the opportunity to speak. What are your thoughts? Clara, you haven't commented so far. What's your view on this?
Quieting louder individuals	If I could just stop you there, I'd like to hear some other viewpoints. Thanks for contributing your views on this. Now let's hear what others think.
Managing different views positively	I think both your perspectives are valid because they will result in the same outcome. Let's not dismiss the idea of hiring a consultant too quickly. Why don't we talk it through a little more?

Managing a meeting

Keeping to the point	We seem to have moved away from the main subject. Let's get back to the main topic, shall we?
Dealing with interruptions	Let's hear some other views on this. We'll come to you next, Helga. Liam, please continue with what you were saying. We'll address that topic in a moment.
Managing time	We're running out of time so we need to move on to the next point. Perhaps we need to discuss that topic in a separate meeting? Time is pressing so let's make a decision.

Describing outcomes

Highlighting positive outcomes	Let's start with the positives. Overall, it's been a very good year. Generally speaking, we are very pleased with progress. We have been particularly impressed with how the project was managed. I was pleased with the results. I thought it went well. I managed to get the supplier to agree to a revised delivery schedule. As a result we cut costs by 15 percent.
Discussing problems	What areas do you think need to be improved? Could you talk us through the issue with the production line? Can you tell me exactly what went wrong? Why didn't we contact the client immediately? The main issue was changes in the exchange rate. The problem was due to misunderstanding the schedule.
Talking about consequences	We should rethink our current strategy as otherwise we'll continue to lose money. If we fail to act, then customers will complain. We won't achieve our collective targets if we don't work together. Committing to this action would mean that we'd have more chance of taking over that market. The consequences of that would be less profit for shareholders.

Closing a meeting

Summing up	That's all we have time for today. Let's sum up the main points. To recap, we've agreed on a plan to move forward.
Closing	Thank you for coming everyone. It was a very productive meeting. Thank you for your contributions and ideas.

3 > Analysis skills

Lead-in

Analysis skills are used in a variety of ways in organisations. The methods may differ from company to company and can include risk analysis prior to taking action and debriefing, for example evaluating what has gone right or wrong in a project and learning from mistakes. In these contexts, it would be useful to consider the following:

- 1 Attitudes to risk and uncertainty can differ from culture to culture. It is therefore useful to research attitudes in the context of what is being analysed. Some cultures have a low tolerance to ambiguity and prefer structured procedures, regulations and clearly defined, predictable outcomes. Others have a greater willingness to incorporate risk and have a flexible attitude which can accommodate change if things go wrong.
- 2 Cultural attitudes can also affect how feedback should be given and might be received when evaluating mistakes or negative project outcomes. In some cultural contexts there may be a need to avoid direct criticism, or blame might be considered to be the responsibility of the group rather than an individual. It is important to think about the best context for evaluation and discussing mistakes, for example, one-to-one or with the whole team.

Analysing risk

Talking about risk analysis	<p>We need to analyse the market so we can better understand the possible risks.</p> <p>I'd like to look into things that can go wrong as there may be some that are not on our radar.</p> <p>Which process should we use to analyse the risks/challenges we're facing?</p> <p>It's important to look into all possible risks at this stage.</p>
Identifying risks	<p>We can use various methods to establish the potential risks.</p> <p>From our analysis we identified two main areas of risk.</p> <p>We have found risks that range from low to high.</p> <p>The biggest risk we can see is that costs will rise significantly.</p>
Talking about probability and possible outcomes	<p>There's a medium level of probability/risk that it will occur.</p> <p>It's very likely that this will happen, so we want to avoid any negative outcomes.</p> <p>This will likely cause us issues in the future.</p> <p>This could lead to big problems if we don't act now.</p> <p>We possibly/probably/definitely need to be prepared for this risk.</p>
Deciding on action	<p>Let's address this at the meeting next month.</p> <p>If that happens and we're not ready, the effect would be catastrophic.</p> <p>There is an urgent need to act as soon as possible.</p> <p>We're going to prioritise safety and security.</p> <p>Let's research the risks/consequences/possible impact further and make an informed decision.</p> <p>Please make sure that a risk analysis is carried out.</p>

Evaluating a situation

Identifying what went well	On the plus side, we were able to use new software. One positive outcome was that the number of responses to the market research was much higher than expected. The project was completed to a high standard/within budget/by the required deadline.
Highlighting what went wrong	However, the delivery times could be improved. Unfortunately, there were some technical issues.

Learning from mistakes

Specifying the mistake clearly	Our biggest mistake was not opening a new branch.
Explaining the results of the mistake	This created the problem that the data was incorrect. It meant that the production line stopped working.
Proposing alternative past actions	With hindsight, we should have carried out more research. If we'd spent more time analysing the market, we would have anticipated the risks.
Describing unexpected problems	One thing I hadn't expected was the difficulty in recruiting staff. It wasn't foreseen that oil prices would rise so steeply.
Summarising the main learning point	The key takeaway from this is the value of carrying out a risk assessment. The main lesson learnt is the importance of time management.
Summarising the general experience	All in all, the outcome could have been worse. Considering everything that happened, the team reacted well.
Recommending actions	Going forward, we will learn from these mistakes. In future, we will analyse potential risks more carefully.

4 > Negotiation skills

Lead-in

Some business practices may differ from country to country. Here are some questions to research before you prepare for a negotiation:

- 1 Is the negotiation likely to be formal and goal-oriented or part of a conversation during daily interaction? How might agreement and disagreement be viewed by the person you are interacting with? Do they usually prefer to avoid conflict? Is the negotiation about a big or a small issue? Is the person's job likely to be affected by the outcome of the negotiation?
- 2 If there are difficulties in the discussion, what can you expect to happen? Is it acceptable for conflict to be openly discussed? How can you find areas of common interest to move forward?
- 3 How might attitudes to negotiations differ between your culture and that of the person you are negotiating with? How might misunderstandings be avoided?

Opening

	Formal/Semi-formal	Less formal
Welcoming someone	Thank you for coming today. It's a pleasure to meet you. Good to meet you/see you again. Can I offer you something to drink?	Thanks for agreeing to meet today. Can I get you a tea or coffee before we start?
Outlining objectives	Today, we need to agree on the product range. I'd like to have a brief discussion about the proposed launch date. Shall we begin by discussing the new trade regulations? We need to find a way to move forward with the changes to the terms and conditions.	Let's try to agree on some training dates for your team. Can I have a quick word about the project deadline? I'd like to start by hearing what you think of the new design. We have to find a compromise we can both work with.

Managing challenging conversations

Focusing on the facts not the person	The fact of the matter is that we need to employ more staff. I don't think that's a fair reflection of the facts. Can we look at this objectively for a moment?
Confirming you've understood	I get your point. I see what you mean. So, to put it differently, you're saying that there were issues with the supplier. If I follow you correctly, you mean that costs will increase.
Finding the positives	That doesn't sound all bad. That's not a bad idea. That doesn't sound unreasonable/unrealistic/unfair. I can see the benefits of what you're saying.
Asking questions to find out more	Can we dive deeper into the topic of scheduling? Are you perhaps overlooking the delivery date? Can we talk about that for a moment? Could you elaborate on how the project will be managed?
Collaboratively identifying a way forward	How can we work together to move beyond this point? What would need to happen for us to move beyond this? Can we discuss some logical next steps? What would you like to happen next? How can we resolve this?

Maintaining positive relationships

Being transparent	There's no easy way to say this, so I'll just say it. Initially, it looked like a good idea, but now I'm not so sure. To be honest, I have an issue with the way changes are communicated.
Showing positive intention	I don't want to cause any hostility between us. I'd like to find a quick resolution where the task responsibilities are clarified. I really don't want us to fall out over this.
Learning more about the other person's position	How do you think we can get beyond this? How will it negatively affect you if we move the launch date? I'd like to get a feeling for your priorities.
Focusing on shared interests and looking to the future	This solution is in both/all of our interests. We need to think about both mutual and individual gain. We should aim for an agreement by the end of the week. Let's put it on hold for a few days.

Making decisions

Outlining decisions	We need to decide on option A or B. The most important thing to decide is the time frame.
Asking for opinions	What do you think you we can do about this? What outcome would work for you?
Making or postponing decisions	Let's go with the decision to merge the teams. OK, so we are in agreement that more training is needed? Let's just decide to postpone our decision for the moment.
Expressing degrees of agreement	OK. That works for me. I'm not sure. It's a tricky situation.

Closing a negotiation

Reaching an agreement	It's been a productive discussion. I feel/In my opinion, this is a very positive outcome.
Failing to reach an agreement	I'm sorry that we couldn't reach an agreement on this. Perhaps we'll be able to reach an agreement at a later date.
Outlining the next steps	Let's keep in touch to discuss how to proceed. I'll send an email outlining what we've agreed today.

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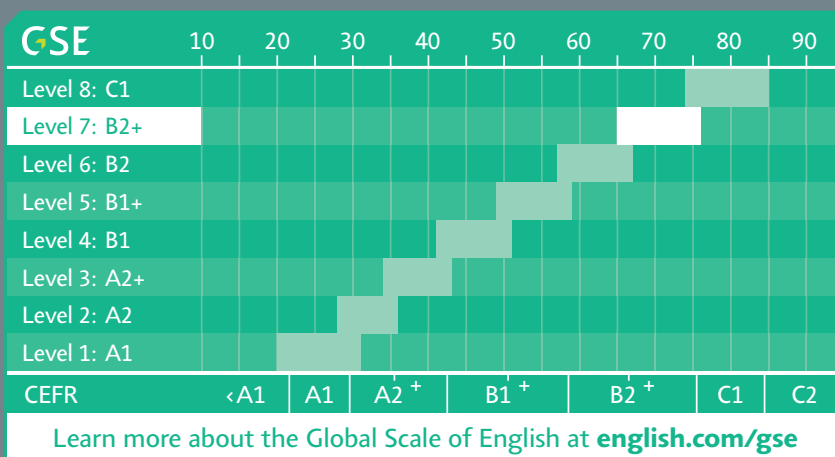
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