Teacher's
Resource Book

Irene Barrall

B2 >

# Business
# Partner

# Business Partner

**B2**

Discover the innovative world of *Business Partner*, a new eight-level business English course for learners and professionals who want to communicate effectively in English in the workplace. *Business Partner* offers a holistic approach to teaching language and communication skills through video and communicative tasks.

**Business Partner Teacher's Resource Book provides:**

- A detailed introduction and unit walkthrough explaining the approach and methodology behind the course.

- Detailed teacher's notes with suggestions on how to use the material with mixed-ability classes.

- A business brief for each unit with information on the business topics covered.

- A Reading bank with additional reading texts and activities, a Writing bank with supplementary models of professional communication, and a Functional language bank with useful phrases for a range of business situations such as presentations, meetings and interviews.

- Photocopiable activities for extra classroom practice.

- All coursebook resources and extra teacher's resources are available for download in MyEnglishLab (access code inside this book)

**Course components**

- Coursebook with Digital Resources
- Coursebook with MyEnglishLab (Online workbook and Resources)
- Workbook with audio and answer key
- Teacher's Resource Book with MyEnglishLab
- ActiveTeach

| CSE | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 |
|---|---|---|---|---|---|---|---|---|---|
| Level 8: C1 | | | | | | | | | |
| Level 7: B2+ | | | | | | | | | |
| Level 6: B2 | | | | | | | | | |
| Level 5: B1+ | | | | | | | | | |
| Level 4: B1 | | | | | | | | | |
| Level 3: A2+ | | | | | | | | | |
| Level 2: A2 | | | | | | | | | |
| Level 1: A1 | | | | | | | | | |
| CEFR | | ‹A1 | A1 | A2 $^+$ | B1 $^+$ | B2 $^+$ | C1 | C2 |

Learn more about the Global Scale of English at **english.com/gse**

Find out more about the course, the resources and the digital components on the *Business Partner* website: **www.pearsonelt.com/businesspartner**

# REGISTER FOR MyEnglishLab

to download all the coursebook resources and access the interactive workbook.

**1** Uncover the access code below.

**2** Go to **www.myenglishlab.com/businesspartner**

**3** Click on  Register  ➤

## ACCESS CODE

This access code can only be used once.
Do not buy this book if the protective cover has been removed.

For information on the content of MyEnglishLab,
please go to page 9 of this book.

## NEED HELP?

Go to **www.myenglishlab.com/businesspartner** for information about:

- how to register your access code,

- technical requirements for your computer,

- technical support.

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# Business
# Partner

FT Publishing
FINANCIAL TIMES

GSE
Global Scale of English

# Student's Book contents

# Contents

## 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. These include building relationships, handling difficult communicators and managing challenging feedback.
- 'Business skills' (Lesson 4) provides the practical skills needed in different business situations, such as facilitating a meeting, difficult negotiations and brainstorming.

### 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.

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**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 performance review summary contains examples of phrasal verbs. 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.

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Pronunciation activities are included at the back of the book. This allows teachers to focus on aspects of pronunciation which are most useful for their students.

**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 8 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 asking for clarification and summarising, keeping a meeting on track, discussing priorities) 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 significant 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 team communication, discussing priorities and coaching and mentoring.

These lessons are based on videos that provide realistic examples of work situations. This is particularly important for pre-service 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 allows students to evaluate their own progress and encourages 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 (BEC, BULATS, PTE Professional) and task types are clearly labelled. 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 additional interactive PTE Professional exam practice activities to help students prepare for this exam. The content and level of the exam tasks matches the Coursebook so it 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 Teaching notes. These Learning Objectives are also listed in the Self-assessment sheets available to students in MyEnglishLab. (See also Self-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 | Active Teach | 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.

# Components for the learner

## 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
- 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
- PTE Professional™ exam 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
- Videoscripts and audioscripts

## 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
- PTE Professional™ exam 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 videos (Units 1 & 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 (BEC, BULATS, LCCI)
- Interactive Unit tests, with automatic gradebook
- Tests audio files
- Tests answer keys

## ActiveTeach

- 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)
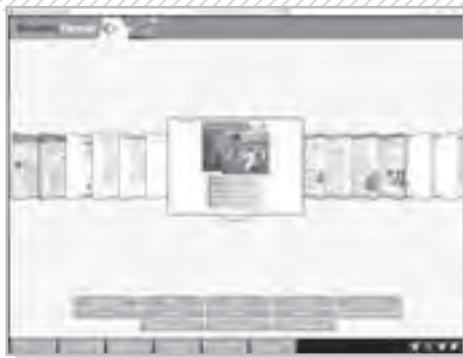
## Unit overview page ➤

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.

# Training and development  2 ➤

① *'The only thing worse than training your employees and having them leave is not training them and having them stay.'*

Henry Ford, founder
Ford Motor Company

## ② ➤ Unit overview

| | | |
|---|---|---|
| **2.1** ➤ | **Learning on the job**<br>**Lesson outcome:** Learners can use vocabulary related to training and development. | **Video:** Types of training<br>**Vocabulary:** Training and development<br>**Project:** Induction to a new job |
| **2.2** ➤ | **Human resource strategies**<br>**Lesson outcome:** Learners can use modal verbs in the passive voice to talk about ability, (lack of) obligation, necessity, permission, possibility, prohibition and recommendation. | **Listening:** Strategy for training and development across a whole company<br>**Grammar:** Modals in the passive voice<br>**Speaking and writing:** Agreeing action points |
| **2.3** ➤ | **Communication skills:** Team communication<br>**Lesson outcome:** Learners are aware of different ways to work in teams and can use a range of phrases for exchanging ideas. | **Video:** Team communication<br>**Functional language:** Exchanging ideas<br>**Task:** Organising a team-building event |
| **2.4** ➤ | **Business skills:** Facilitating a meeting<br>**Lesson outcome:** Learners are aware of ways to facilitate a discussion and can use a range of phrases to manage meetings. | **Listening:** Possible changes to learning management<br>**Functional language:** Facilitating a discussion<br>**Task:** Facilitating a discussion to come to an agreement |
| **2.5** ➤ | **Writing:** A training request<br>**Lesson outcome:** Learners can write an email requesting a training course and giving reasons. | **Model text:** Email with a request for training<br>**Functional language:** Requests and reasons<br>**Grammar:** Linking words for reason and purpose<br>**Task:** Write an email requesting a course |

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# Lesson 1 ❯

The aims of this lesson are:

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

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## 4.1 ▶ Digital disruptors

**① Lesson outcome**  Learners can use vocabulary related to digital business and technology.

**② Lead-in**

**1** Complete the definition with the words in the box. Then work with a partner and think of examples of disruptive technology that have dramatically changed the way we do things.

> disrupts   disruptive   innovation

Being ¹_____ usually refers to causing problems and preventing something from continuing in its usual way. In technology, it refers to a(n) ²_____ that creates a new market and ³_____ existing ones, displacing established companies and products, for example the mobile phone replacing fixed phones.

**③ BBC VIDEO**

**2A** ▶ 4.1.1  Watch the video and choose the best summary.

*Sentiance is a company that*

a has made a digital platform which allows companies to create customer profiles based on daily routines and thereby improve targeting of marketing messages to mobile devices.
b helps Belgian companies to attract more customers so that they can target their digital products and services on people's way to work in the morning.
c is based in Belgium and has made a digital platform for different coffee shops and their connected customers so they can meet people with similar profiles.

**B** In the video, Frank Verbist from Sentiance gives an example of 'semantic' time. Put the words in the correct order.

different  different  morning  times  A  everybody  routine  is  for  at

**3** Watch the video again and decide if these sentences are *true* (T) or *false* (F). Correct the incorrect sentences.

1 Sentiance can use the data about a person to find out where they are, how they travel and how fast they are going.
2 CEO Toon Vanparys says choosing the right moment is essential if the customer is going to respond positively.
3 Analyst Ian Maude says disruptive marketing is a completely new field so there's very little competition.
4 Eileen Burbridge says it would be very useful for companies if the data collected could be used to increase sales.
5 Toon Vanparys says it's all about participation, anticipation and disruption.

**④ T** Teacher's resources: extra activities
**⑤ T** Teacher's resources: alternative video and extra activities

**4** Discuss in pairs. Are you afraid of companies collecting and using your data? What kind of personal data would you <u>not</u> want companies to access? Why?

**⑥ Vocabulary**  Digital business and technology

**5** Complete the sentences with the words from the video.

> cloud  conversion  dump  mining  platform  tool

1 'In the _____' refers to having software or space for storing information on the internet, rather than on your own computer.
2 A data _____ is the act of copying information from one computer to another.
3 Data _____ uses a computer to examine large amounts of data, for example about customers and collect information that is not easily seen.
4 _____ in digital marketing is the number of sales generated in relation to the number of visits to a website.
5 In computing, a _____ refers to a piece of software designed to do a particular task. It can also be a piece of equipment, or a device, or a skill for doing your job.
6 In marketing, DMP stands for Digital Marketing _____ .

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**Word building – verbs, nouns and adjectives**

**6** Complete the table with the correct word forms.

| Verb | Noun | Adjective |
|---|---|---|
| ¹_____ | analysis, analytics, analyst (person) | analytical |
| anticipate | ²_____ | anticipated |
| convert | ³_____ | converted |
| disrupt | ⁴_____ , disruptor | ⁵_____ |
| ⁶_____ | ⁷_____ (thing), innovator (person) | innovative |
| ⁸_____ | ⁹_____ | irritable, irritated, irritating |
| personalise | person, ¹⁰_____ , personality | personal, ¹¹_____ |
| ¹²_____ | ¹³_____ | predictable, predictive |
| visualise | ¹⁴_____ | ¹⁵_____ |

**7** Complete the sentences with the correct form of the word in brackets.

1 It's a start-up with many _____ (innovate) products.
2 We will create a program that is _____ (personal) for your company's needs.
3 He runs a business that specialises in the _____ (analyse) of consumer data.
4 _____ (predict) technology analyses past behaviour to predict possible future behaviour.
5 Contacting customers at the wrong time of day can be an _____ (irritate) which will not result in a sale.
6 Even businesses that are seen as market _____ (disrupt) today could be out of date in a short period of time.
7 If your advertisements target the right kind of people for your product, you will get a much higher _____ (convert) rate.
8 The data collected through your smartphone regarding your everyday movements, gives a better _____ (visual) of who you are as a person.

**8** Discuss these questions with a partner.
How does digital technology help you every day in your place of work/study?
**⑦** Are you a digital native, a digital immigrant or a digital nomad? Give reasons for your answers. Check the meaning of the terms online if necessary.

**T** Teacher's resources: extra activities

➔ page 115  See Pronunciation bank: Stress in word building

**⑧ PROJECT: Disruptive technology**

**9A** Work in pairs or small groups. If you could invent a digital application, e.g. a mobile app, to make your life easier, what would it do? Think about how this 'digital disruptor' would offer a service or product at a specific time of day and how it would disrupt other businesses. Consider people's daily routines.

- how and when they commute to and from work
- where and when they have breakfast, lunch or a snack
- their domestic chores, e.g. doing the shopping, washing or cleaning
- the activities they like doing after working/studying
- the importance of 'semantic time', i.e. how people's routines might differ at certain times of the day

**B** Present your ideas to the class.

**⑨ 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.

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① 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 Teaching notes.

② Every lesson begins with a short Lead-in activity to engage learners with the lesson topic on a personal level.

③ Lesson 1 is based on an authentic video of about 4 minutes with comprehension activities.

④ **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.

⑤ **T** Teacher's resources: alternative video and activities  Alternative videos with worksheets are available for some units and are clearly signposted.

⑥ The main unit vocabulary set is presented and practised in Lesson 1, building on vocabulary from the video. Extra activities are available in MyEnglishLab.

⑦ Follow-up questions provide an opportunity for personalisation.

⑧ 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.

⑨ 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.
- to present and practise the unit grammar point, drawing on examples from the text.
- to encourage students to activate the grammar point they have practised through communicative speaking or writing activities.

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## 3.2 ▶ Catching up with rivals

**① Lesson outcome** — Learners can use expressions with future forms to express degrees of certainty and probability.

**② Lead-in**

**1** Work in pairs. Which sportswear brands are most popular with the people in your place of work/study?

**2** Match the words and phrases in the box with the definitions.

> boost   bottom-line   make up ground   make your mark   profitability

1 the amount of profit a company makes
2 have an important or permanent effect on something
3 improve something and make it more successful
4 the amount of money that a business makes or loses
5 replace something that has been lost; become successful again

**Reading**

**3** Read the article quickly and put the words in the correct order to make a sub-heading for the article.

catch up / German / to / with / rival Nike / races / sportswear company

**4** Read the article again and complete the sentences using figures.
1 The previous CEO at Adidas had forecast profit growth of _____ each year.
2 The new CEO says it is likely profits will go up between _____ and _____ for the next _____ years.
3 Last year net profit increased by _____ to _____ .
4 The higher revenue and earnings targets raised shares by more than _____ .
5 The Adidas group reported digital sales of _____ last year.
6 Over the next _____ years they are hoping to reach digital sales of _____ .

**T** Teacher's resources: extra activities

### ③

**FT**

### New Adidas® chief raises group's sales and earnings targets

Adidas on Wednesday sharply increased its long-term sales and profit targets, as new chief executive Kasper Rorsted aims to make his
5 mark on the German sportswear group.
Adidas's profitability falls behind that of rival Nike, and investors are hoping that Mr Rorsted will be able
10 to boost the German groups' margins considerably.
Mr Rorsted, who took charge of the world's second largest sportswear company in October, has kept the
15 previous CEO's strategy, which forecast high sales increases and 15 percent profit growth each year.
The Danish manager – who caught Adidas's attention after he
20 boosted profitability at Henkel, the German consumer goods company – said that the group is certain to expand faster.

Mr Rorsted is targeting sales
25 increases of 10 to 12 percent for the next three years, and profit growth of 20 to 22 percent. 'We will become better and more efficient,' he said. 'This, in turn, will help us to grow
30 even faster than originally planned and to achieve ... bottom-line improvements for our shareholders.'
Alongside strong results last year – Adidas sales rose 14 percent to
35 €19.3bn, while net profit increased by 59 percent to €1bn – the higher revenue and earnings targets helped push the group's shares up more than 6 percent in Wednesday morning
40 trading in Frankfurt.
Part of the reason for Nike's better profitability compared to Adidas is the group's strong position in the North American market. Adidas
45 made up ground last year, regaining its second position in the region,

although it is thought that it probably won't gain first position in the U.S. market in the next quarter.
50 However, Mr Rorsted admitted that Adidas was still 'under represented' in North America, and says the group will probably continue to invest more than in other areas.
55 Adidas is also likely to sell off unwanted businesses. The group put its golf brands up for sale last year.
Adidas's online sales are also due to rise. The group reported it had
60 €1bn of digital sales last year. Mr Rorsted has also said they are aiming to boost sales to €4bn over the next three years.

**▷ 30 ◁**

**Grammar** — Expressing certainty and probability ◀ ④

**5A** Look at the sentences. Are they *certain, planned, probable* or *improbable*?
1 a  It is certain that Adidas will boost profitability in the next quarter.
  b  Adidas is unlikely to boost profitability in the next quarter.
  c  Adidas is definitely going to boost profitability in the next quarter.
  d  Adidas probably won't boost profitability in the next quarter.
2 a  Adidas is due to open new stores in the USA next month.
  b  Adidas will probably open new stores in the USA next month.
  c  It is likely that Adidas will open new stores in the USA next month.
  d  Adidas is going to open new stores in the USA next month.

**B** Which of the sentences have the same meaning?

→ **page 119**  See Grammar reference: Expressing certainty and probability

**6** Choose the correct option in italics to complete the sentences.
1 It has been confirmed that they *are going to / will probably* provide all the clothing for over 200 players in the next FIFA World Cup.
2 The U.S. sports brand currently has a 38 percent share in the branded footwear market, which is *definitely / certain* to rise over the next three years.
3 Sales are so bad that it is *unlikely to / unlikely that* the brand will increase its revenue this year.
4 Sports TV companies *will probably / are due to* make their programmes available on mobile phones next year, but the details haven't been confirmed.
5 Sports drink sales are up this year, although the increase in marketing spending means we *are due to / probably won't* boost profitability.

**T** Teacher's resources: extra activities

#### Position of adverbs and adverbial phrases

**7** Look at the underlined phrases in the article. Complete the rules with *before* and *after*.
1 We put *probably* _____ *will*, but _____ *won't*.
2 We put the adverb *also* _____ the verb *be*, but _____ the main verb with other verbs.

→ **page 119**  See Grammar reference: Position of adverbs and adverbial phrases

**8** Put the words in the correct order.
1 next will the rise sharply Our online in quarter probably sales
2 probably to achieve end targets They month won't sales their the of the
3 is It year unlikely price that will share the this go also
4 presentation is week at due to a also She make the of end the

**T** Teacher's resources: extra activities

**⑤ Speaking**

**9A** Write five sentences about future changes in your organisation or place of study using *(un)likely / certain / due to* or *probably / also* and suitable future forms.
*The organisation is due to move location next spring.*
*There probably won't be a new head of department next year.*

**B** Compare your sentences with a partner. Discuss whether you have the same level of certainty.
*A: We are likely to expand faster by taking on more overseas students.*
*B: Do you think so? I'm not sure I agree. I think we will probably grow faster if …*

**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.

**▷ 31 ◁**

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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 pre-teaching of vocabulary needed for the reading or listening to come.

③ The reading text is generally an article, often from the *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.
- to encourage students to notice different communication styles and the misunderstandings that can arise as a result, by watching the scripted skills training video.
- to present and practise functional language associated with the communication skill in the lesson.

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## 3.3 ❯ COMMUNICATION SKILLS
### Managing bad news

**① Lesson outcome** — Learners are aware of different ways to manage bad news and can use a range of techniques and phrases for responding to bad news.

**② Lead-in 1A** Work in pairs. Some people see the glass as half full and some see the glass as half empty. What do you think is the difference between these two types of people?

**B** Which category do you identify with most? Are you like this all the time or only in some situations? Why?

**③ VIDEO 2** ▶ 3.3.1 EN-Tek has received some bad news from the producer in Bangladesh. Watch as Katie discusses the news with Paweł.
1 What bad news does Katie receive by text from Bangladesh?
2 What does Katie say to Paweł about the bad news? Why?
3 What will Claudio think about the numbers, according to Paweł?
4 What does Paweł think might happen as a result of reporting poor budget numbers?
5 What advice does Paweł give Katie about how to approach her meeting with Claudio?

Go to MyEnglishLab for extra video activities.

**3A** In small groups, discuss which is the best approach (Option A or B) for Katie to use in her meeting with Claudio. Give reasons for your answers. As a class, decide which video to watch first.
**Option A – Focus on the positives – be optimistic and confident of success:** Explain outcomes in positive terms, minimise any negatives, show confidence that success will come, show continued support for decisions that have already been agreed.
**④ Option B – Focus on the negatives – be realistic and cautious because of risks:** Explain outcomes in negative terms, acknowledge the negative aspects of the current situation and accept that changes need to be made to the strategy to achieve success.

**B** Watch the videos in the sequence the class has decided, and answer the questions for each video.
**Option A** ▶ 3.3.2 1 What is Claudio's initial recommendation as a result of the poor budget numbers?
2 Does Katie agree that costs are a significant problem?
3 What positive aspect of the project does Katie mention?
4 What is the outcome of the meeting?
**Option B** ▶ 3.3.3 1 Does Katie agree that costs are a significant problem?
2 Why is she against shutting down production in Bangladesh?
3 What kind of support does Katie suggest?
4 What is the outcome of the meeting?

**4** In pairs, discuss the questions.
1 In what ways did Katie behave differently in the two videos? How did Claudio respond each time?
2 Having watched the two videos, what benefits do you think 'glass half full' and 'glass half empty' people can bring to a discussion?

**5** ▶ 3.3.4 Watch the Conclusions section of the video and compare what is said with your answers in Exercise 4. Do you agree? Why / Why not?

**⑤ Reflection 6** Think about the following questions. Then discuss your answers with a partner.
1 Think of a time, in a work or social situation, when you had to reach a decision with someone who had a significantly more optimistic/pessimistic view than you. How successfully did you each manage the situation?
2 Following this lesson, think of one thing you could do differently to manage such situations in future.

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### 3.3 ❯| Communication skills: Managing bad news

**⑦ Functional language** — Responding to bad news

**7A** Match the phrases in bold from the video with the categories a–h. Two phrases match one category.
1 **I think we should continue to** help the guys locally / invest in new technology / focus on training.
2 **This is simply too** high / expensive / labour intensive.
3 **I'm really happy with the progress we've made** in a number of areas / with the advertising campaign / in expanding our market share.
4 **I'm not sure that we'll be able to** continue with local production / meet our targets / achieve what we wanted.
5 **I'm very disappointed with** the first quarter numbers / our lack of progress / the customer feedback.
6 **We have to find a new approach to** this / dealing with disagreements / marketing going forwards.
7 **To be fair, we're only a little** over budget / behind schedule / below target.
8 **I'm sure that we can turn this around and** get production up to standard / hit our targets / get back on track.

a highlight positives
b minimise negatives
c emphasise negatives
d show confidence
e express doubt
f support current strategy
g propose changes

**B** Match the sentence beginnings (1–8) with the endings (a–h). Then match them to the correct category in Exercise 7A. Two sentences match one category.
1 Overall, I think things have gone  a can work.
2 We just haven't made enough  b will achieve our targets.
3 But I'm extremely confident that we  c setbacks and challenges.
4 I don't see how this  d really well.
5 I think we really need to keep  e look at alternative solutions.
6 The market response was  f not what we were hoping for.
7 Of course, there will be a few  g doing what we're doing.
8 I really think it's time to  h progress in growth areas.

**⑧ T Teacher's resources: extra activities**

➡ page 115 See Pronunciation bank: The letter 't'

**⑨ 8A** Work in pairs and read your role cards. **❯TASK**

**Student A:** Tell your employee that you plan to give them a more important role in an international project which will mean a lot more work for them and irregular hours. However, it will increase their profile in the company and give them the opportunity to travel.
**Student B:** Tell your employee that all staff have to take a 10 percent pay cut as your organisation is facing economic problems. Doing this will avoid the need to make compulsory redundancies and should help the company to start making profits again within two years. However, you know such measures can demotivate staff.

**B** Think about how you are going to communicate the news. Remember to balance the positive and negative.

**C** Hold your discussions. When you have finished, discuss how you each handled the situation.

**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.

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**①** The Lesson outcome defines a clear learning outcome for every lesson.

**②** 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.

**③** 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.

**④** 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.

**⑤** 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.

**⑥** 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.

**⑦** This page presents and practises a set of useful functional language from the video in the Communication skills lesson.

**⑧** **T Teacher's resources: extra activities** The optional extension activities for this lesson provide controlled practice of the functional language.

**⑨** 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.

**⑩** 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.
- to present and practise relevant functional language drawing on examples from the listening.
- to encourage students to activate the skill and language they have practised by collaborating on a group task.

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## 3.4 ❯ BUSINESS SKILLS
### Telephoning to clarify

3.4 ❯ Business skills: Telephoning to clarify  ◀ ■ ■ ■ ▫ ■ ▶

**① Lesson outcome** — Learners can use a range of phrases for clarifying complex or technical information on the phone.

**② Lead-in** **1A** Work in pairs. Discuss which action you take (a or b) in these situations.
1 If I don't understand something when I'm having a call, I …
   a interrupt and ask for clarification.
   b remain quiet and wait for an email summary to arrive after the call.
2 When communicating complex information during calls, I …
   a regularly summarise the important information.
   b don't summarise often. It's better to keep moving and people can interrupt if they don't understand.
3 If someone says they don't understand me on a call, I …
   a repeat myself slowly and clearly.
   b ask them what they didn't understand.

**B** What might be the advantages and disadvantages of your actions in each situation?

**③ Listening** **2** ◀ 3.01 **Listen to the beginning of a phone call and answer the questions.**
1 Why is Sam calling Pat?
④ 2 What does he specifically want to clarify?
3 How does Pat offer to help?

**3A** ◀ 3.02 **Listen to the main part of the call between Sam and Pat. Which of these topics do they mention?**
1 gross or net figures          6 the bottom line
2 targets                        7 product categories
3 the stock market              8 profitability
4 margins                        9 return on investment (ROI)
5 average amounts

**B** Match these words from the phone call with their meanings (1–7).

average   column   gross   margin   net   quarter   row

1 a total amount before any tax or costs have been taken away
2 a period of three months in a financial year
3 a line of numbers or words in which each one is above or below another down a page, as in a spreadsheet like Excel
4 the amount of profit a business makes when selling something, after taking away what it costs to produce it
5 the amount you get when you add together several amounts and then divide by the number of amounts
6 a line of numbers or words in which each one is before or after another across the page, as in a spreadsheet like Excel
7 the final amount that remains after any tax and costs have been taken away

**C** ◀ 3.03 **Listen to the end of the call. What does Pat say about the glossary? Tick (✓) the correct option.**
a Sam can find it in any book.
b It can only be accessed with a link.
c One of her colleagues wrote it.

➔ **page 115** See Pronunciation bank: Strong and weak forms of *that*

❯ 34 ◀

**⑤ Functional language** **Asking for clarification and paraphrasing**
**4A** Look at the categories in the table. Then complete the phrases from the phone call in Exercises 2 and 3 with the words in the box.

clarify   correctly   follow   understanding   go over   refer   right   unsure

| You would like clarification | There are a couple of things I'd like to ¹_____ . Just to confirm, [what's the target amount]? I'd like to double-check [something / that]. |
|---|---|
| You didn't understand or didn't follow the logic of what was said | I'm having a little difficulty ²_____ [the concept of 'overall strategy']. Sorry, I don't ³_____ . [What are 'margins'?] Can I talk you through the points I'm ⁴_____ of? I don't know if my notes are ⁵_____ . I wrote down … . Is that correct? Can you ⁶_____ that again for me? |
| You can't remember the information | If I remember ⁷_____ , [I think we use …]. Is that right? Could you remind me [what you said about …]? |
| You didn't hear or there were technical problems on the call | Sorry, I didn't catch that. Could you say it again? I lost you for a second. Could you [repeat that, please]? The sound went for a moment. Would you mind [saying that last bit again]? |
| You would like specific details | Tell me, what exactly do the figures in column L ⁸_____ to? More specifically, [what's the margin on this]? |

**B** Paraphrasing means expressing what somebody has said using different words. Match each sentence with its paraphrased equivalent.

1 The meeting is going to last all morning.
2 The EBIT is too low at the moment. We have to change that.
3 The timeline is across the top of the spreadsheet and the products are down the side.
4 We simply don't have enough staff at the moment and need more support.
5 This first half year will see our product line increasing by 50 percent.

a **What you're saying is** the columns are for weeks and the rows are for product lines.
b **OK, so that means** we won't be finished before 11 a.m.
c **In other words,** we're going to launch four new products before the summer.
d **If I understood you correctly,** you want to hire another salesperson.
e **Putting it differently,** we need to increase our margins, right?

**⑥ T❯ Teacher's resources: extra activities**

**⑦ 5A** Work in pairs. Prepare to roleplay two calls to clarify information in financial documents you sent or received. Read your role cards and prepare: Student A turn to page 127, Student B turn to page 129.
**B** Roleplay the two calls. When making the call, remember to:
- say that there is information you want to clarify.
- use appropriate phrases to ask for clarification.
- paraphrase to check what you have understood.

**C** After each call, write a short email to your partner. Summarise what you discussed and what you now understand. Ask for confirmation.

**6** In your pairs, compare the emails you wrote in Exercise 5C. Did you reach a common understanding at the end of each call?

**❯TASK**

**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.

❯ 35 ◀

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

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## 3.5 ❯ WRITING
## Annual report summary

◀ ▢ ▢ ▢ ▢ ◉ ▶

**① Lesson outcome**    Learners can organise and write a summary of a company annual report.

**② Lead-in**

**1** Read the extract from a summary of a company annual report. Choose the correct option in italics. Then compare in pairs.

### To our shareholders

2018 was a year ¹*from / of* mixed results and challenges which were caused by the slow-down in the global ²*economy / economics* and the strength of the dollar, which affected our gross profit ³*lines / margins*. However, lower operating costs in Asia and Australia meant that we finished ⁴*more / much* strongly than expected in the fourth quarter, with growth of 3.5% on the previous quarter.

Sales revenues fell by 5% in the second quarter but after a ⁵*stable / steady* recovery over the next two quarters, we achieved an overall sales volume of $92 million, up 2% on 2017. Cash flow from operations ⁶*were / was* $43 million and we invested $20 million ⁷*in / on* capital expenditure including our internet infrastructure to enable customers to do business with us more easily. We also ⁸*repaid / refunded* $1 million of debt which we had borrowed to build the new factory. In addition, ⁹*despite / in spite* the challenges, we were able to raise our annual dividend by 2%. Last year we launched ten new product ¹⁰*marks / lines* in eight markets and these are doing very well, which gives us cause to be optimistic about 2019.

**③ Functional language**

**2** Complete the table using the words in the box.

cause   caused   coming   down   fell   making
mixed   raise   recovery   result

| Overview/Introduction |
| --- |
| 2018 was a year of ¹_____ results and challenges. The last year has seen the company ²_____ many tough decisions. |
| **Reasons** |
| The problems were ³_____ by the strength of the dollar. This was largely as a ⁴_____ of our entry into the Asian market. |
| **Positive aspects** |
| After a steady ⁵_____ over two quarters, we achieved good results. We were able to ⁶_____ our annual dividend by 2%. |
| **Negative aspects** |
| Sales ⁷_____ by 5% in the second quarter. We posted sales of $128 million, ⁸_____ 5% on the previous year. |
| **Future outlook** |
| This gives us ⁹_____ to be optimistic. The forecast for the ¹⁰_____ year looks promising. |

➡ **page 120** See Grammar reference: Articles – *a/an, the*, no article

**④ T** ❯ Teacher's resources: extra activities

**⑤ L** ❯ The annual report summary contains examples of articles. Go to MyEnglishLab for optional grammar work.

**⑥ ❯TASK**

**3A** Work in pairs. Turn to page 128 and look at the summary of an annual report. What is the general problem with it? Discuss ways in which you could improve it using phrases from Exercise 2.

**B** Look at the key notes on page 127. Individually, write an annual report summary for your shareholders in around 200 words.

**C** Exchange summaries with your partner. Did your partner include all the information from the notes and use phrases from Exercise 2? Did your partner add any extra information? What do you think your partner did well?

**⑦ Self-assessment**

❯ 36 ◀

- 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.

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① ❯ The Lesson outcome defines a clear learning outcome for every lesson.

② ❯ Every Writing lesson starts with a writing model with an 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'.

③ ❯ 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.

④ ❯ **T** ❯ Teacher's resources: extra activities    The optional extension activities for this lesson provide controlled practice of the functional language.

⑤ ❯ **L** ❯ The annual report summary contains examples of articles. 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.

⑥ ❯ The lesson ends with at least two writing tasks, from controlled to freer practice.

⑦ ❯ 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.

# 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.
- to provide multiple opportunities for free, communicative practice of the language presented in the unit.

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**BUSINESS WORKSHOP 5 ➤ Changing expectations**

**① Lesson outcome**    Learners can understand different opinions about how performance should be rewarded and can negotiate rewards and benefits at work.

**Background 1** Read the background and answer the questions with a partner.
1 What business is Energia Renovável involved in and what do they do?
**②** 2 Which type of employees do they need in the company?
3 What areas of the job do younger workers seem to have specific expectations about?
4 What differences are mentioned between millennials and older employees?

**BACKGROUND**

Energia Renovável is a successful energy company in Brazil and uses renewable energy sources such as wind, solar power and bio fuels. Since the oil crisis of the 1970s the company has been expanding and today is a leader in the field. However, they rely more and more on highly qualified university graduates in a variety of fields who speak English and at least one other foreign language in order to help them expand overseas. Recently they have noticed that millennials have different expectations regarding appraisals, promotions and pay rises. While older employees expected to stay at one company for many years, millennials often leave if they don't feel that their work is valued. This is beginning to become a problem and the company needs to find a way to solve it.

**③**

**Meetings 2** You are going to listen to a meeting at Energia Renovável. The participants below want to find new ways to reward performance and meet expectations but are concerned about the reputation of the company if they make major changes to the current system. Who do you think will/won't be in favour of changing the way they do things? Why?
- Clara, HR representative from North American office
- Felipe and Juliana, regional managers
- Diego, union representative

**3** 🔊 BW 5.01   Listen to the meeting and match the speakers with their points of view.
1 Clara    a   discuss new ideas carefully before making major changes
2 Felipe    b   not fair to older employees to make changes in measuring performance
3 Juliana    c   some ideas might be possible but some would not work in practice
4 Diego    d   feels it is necessary to work together on this problem

**4** Listen again and answer the questions.
1 What does Clara say about university graduates?
2 Which two problems does the high turnover of graduates cause?
3 What reasons does Diego give for young people expecting different treatment today than in the past?
4 What does Felipe say about people's priorities years ago?
5 What does Clara feel could affect the reputation of the company?
6 What does Clara suggest they do?

**5** Work in pairs and briefly brainstorm the following points.
- reward systems that might appeal to younger people
- how performance at work should be measured

**④**

**6** 🔊 BW 5.02   Listen to the next meeting. Were any of the ideas the same or similar to those you mentioned in Exercise 5?

**7A** Work in pairs. Look at the sentences. Can you remember who said them? Was it Clara, Felipe, Juliana or Diego?
1 I was thinking of something like 360° feedback so that they get feedback from different people …
2 … it is important for employees to see a connection between their personal work goals and the overall goals of the company.
3 We need to see if the projects meet the goals that were set …
4 … they could talk about any problems they might have and any suggestions they have to improve the process.
5 … we need people who work well with others.
6 … if the project teams are submitting follow-up reports that are clear and well written.
7 … make sure that all staff meet regularly with their line managers to discuss what they are working on.
8 … find ways to show staff how their jobs and tasks support our overall strategies.

**B** Listen again and check your answers.

**8** Match the sentences in Exercise 7A with these topics.
a quality of work (two sentences)
b transparency and needs of employees (four sentences)
c interpersonal skills (two sentences)

**Ⓣ** Teacher's resources: extra activities

**Expectations 9A** Work in pairs. Are the expectations in the box financial benefits, non-financial benefits or benefits to save employees money?

> flexible hours    bonus system for ideas
> free fitness facility on site
> increase in overtime pay
> seminars on career skills
> subsidised public transport

**B** 🔊 BW 5.03   Listen to the conversation between Clara and Diego. Note down two more financial benefits, five more non-financial benefits and two more benefits to save employees money.

**Ⓣ** Teacher's resources: extra activities

**⑤**

**10** Work in a group of four which has two sub pairs: A and B. Complete each category of your role card with two rewards/benefits from Exercise 9.
**Pair A:** you are a young employee who wants to negotiate extra benefits.
**Pair B:** you are an HR representative for the company.

**11** Work in the same groups of four but in two separate A/B pairs. Roleplay the negotiation using the role cards you have prepared.

A I feel that … is essential in order for me to …
B If I give you …, will you give up … ?
A I would really like to have …
B I am afraid that … isn't possible at the moment.

**12** Work again in your group of four and compare how the two negotiations went. Find out what happened and discuss the results. Give specific examples of what you were able to achieve and how well you feel that you did.

**Pair A   Young staff member**
Essential:
Desirable:
Willing to not have (concede):

**Pair B   HR staff member**
Cannot offer:
Might be able to offer:
No problem to offer:

**➤ TASK**   A negotiation over rewards and benefits

**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.

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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 6 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

# 1 > Corporate culture

## Unit overview

| | CLASSWORK | FURTHER WORK |
|---|---|---|
| **1.1 >**<br>**Workplace culture** | **Lead-in** Students talk about culture.<br>**Video** Students watch a video about a company which changed its policy in order to treat employees equally.<br>**Vocabulary** Students look at vocabulary related to corporate culture.<br>**Project** Students prepare and give a mini presentation about company practices and policy. | **MyEnglishLab:** Teacher's resources: extra activities<br>**Pronunciation bank:** p.114 Stress in compound nouns<br>**Teacher's book:** Resource bank Photocopiable 1.1 p.134<br>**Workbook:** p.4 Exercises 1 and 2 |
| **1.2 >**<br>**Employee retention** | **Lead-in** Students look at and discuss key terms related to employee retention.<br>**Reading** Students read an article about work–life balance schemes.<br>**Grammar** Students study and practise the Future Continuous and Future Perfect Simple.<br>**Speaking** Students complete and discuss a set of questions about their hopes, plans and ambitions. | **MyEnglishLab:** Teacher's resources: extra activities; Reading bank<br>**Grammar reference:** p.118 Future Continuous and Future Perfect Simple<br>**Pronunciation bank:** p.114 Auxiliary verbs in the Future Continuous and Future Perfect Simple<br>**Teacher's book:** Resource bank Photocopiable 1.2 p.135<br>**Workbook:** p.5 Exercises 1–3, p.6 Exercises 1–3 |
| **1.3 >**<br>**Communication skills:** Building relationships | **Lead-in** Students talk about the importance of trust in the workplace.<br>**Video** Students watch a video about different communication styles and how these may affect building trust and collaboration in the workplace.<br>**Reflection** Students discuss the different relationship-building styles from the videos and think about their own preferred style.<br>**Functional language** Students look at useful language for building trust.<br>**Task** Students hold a meeting and reflect on criteria for building trust. | **MyEnglishLab:** Teacher's resources: extra activities; Interactive video activities; Functional language bank<br>**Workbook:** p.7 Exercise 1 |
| **1.4 >**<br>**Business skills:** Presenting yourself | **Lead-in** Students read a blog about self-presentation.<br>**Listening** Students listen to people presenting themselves in a professional context.<br>**Functional language** Students look at useful language for self-presentation.<br>**Task** Students prepare a self-presentation and roleplay presenting themselves to colleagues. | **MyEnglishLab:** Teacher's resources: extra activities; Functional language bank<br>**Workbook:** p.7 Exercise 2 |
| **1.5 >**<br>**Writing:** A company news blog | **Lead-in** Students read and correct a company news blog.<br>**Functional language** Students look at useful phrases for company news blogs.<br>**Task** Students write a company news blog. | **MyEnglishLab:** Teacher's resources: extra activities; Interactive grammar practice; Writing bank<br>**Grammar reference:** p.118 Phrases with *be*<br>**Workbook:** p.8 Exercises 1–3 |
| **Business workshop 1 >**<br>Keeping the workforce happy | **Listening** Students listen to conversations about staff recruitment and retention.<br>**Reading** Students analyse the results of an employee satisfaction survey.<br>**Writing** Students write a proposal.<br>**Task** Students discuss measures to improve employee recruitment and retention. | **MyEnglishLab:** Teacher's resources: extra activities |

**Business brief**

The main aim of this unit is to introduce students to the concept of **corporate culture**. The term is often used to describe the combination of an organisation's values, beliefs and attitudes. The culture of an organisation can affect the **working environment** and atmosphere. It can also distinguish an organisation from its competitors.

Some companies have a formal dress code, which would include suits or smart clothes. Others, such as supermarkets, have a **uniform** which easily identifies an employee from a member of the public. In some industries a strict dress code might be required for safety reasons such as the construction industry, where hard hats, hard boots and high-visibility garments must be worn to keep the employee safe. Less formal company cultures might be reflected in a relaxed dress code or where specific days, such as **dress-down Friday**, are designated for less formal work wear.

Small organisations may have an open, informal structure. Those running and managing the company may have an **open-door** policy, where staff know they can approach management without arranging a fixed appointment. However, as an organisation grows, more managers are required to oversee the work of the employees. This creates a **hierarchy** within the organisation, distancing employees from the employers.

The **working environment** and **office layout** can impact on an organisation's company culture. More traditional workspaces often have individual or shared offices. However, many modern offices have **open-plan** layouts. This can affect aspects such as communication and noise levels. The décor can communicate whether the company is seeking to communicate a young, dynamic, playful ambiance or, conversely, more serious, traditional values.

Whether work hours are fixed or **flexible**, whether length of service or merit is the main criteria for **promotion** and how employees are rewarded are often a reflection of and an extension of corporate culture.

Many organisations want to promote a sense of shared corporate identity, a sense of belonging and being part of a team. This can mean that the work culture extends to the worker's free time. This might be in the form of informal socialising in a bar or café after work or in a more organised form such as company picnics or social events where attendance is expected. Since it can be expensive to recruit and train workers, many organisations try to find ways to improve **employee retention**. Companies may seek to reduce **staff turnover** by creating a culture which promotes **work–life balance** or which attempts to make the working environment relaxed and welcoming.

**Corporate culture and your students**

It is important that students are aware of the concept of corporate culture. It is helpful for pre-service students to begin anticipating the different corporate cultures that they may work in in the future, and what might suit their personality. In-work students can consider their present company's culture and how it relates to aspects of their working life.

## Unit lead-in

Elicit a brief description of the photo and ask students if they would like to work in this type of working environment. Look at the quote with the class. Give them 2–3 minutes to discuss, in pairs or groups, how the quote may relate to corporate culture and the attitudes to taking risks in a company. Then invite different students to share their ideas with the class. Ask: *What kind of organisations can encourage their employees to take risks and make mistakes?* Encourage students to give reasons for their answers.

# 1.1 ❯ Workplace culture

### GSE learning objectives

- Can extract specific details from a TV programme on a work-related topic.
- Can understand the advantages and disadvantages of different options during a discussion.
- Can use language related to types and parts of a company.
- Can express belief, opinion, agreement and disagreement politely.
- Can take part in routine formal discussions conducted in clear standard speech in which factual information is exchanged.
- Can give a simple presentation on a work-related topic.

### Warm-up

Ask: *What clothes are people expected to wear on formal and informal occasions in [the students' country]? What are people expected to wear at work?* Elicit answers or start by sharing ideas from your own country (e.g. *In the UK, people often wear jeans or casual clothes after work or at the weekend. On more formal occasions, they wear smarter clothes such as a suit or a dress or skirt. At work, some companies prefer employees to wear formal clothes but in others more casual clothes are allowed.*). Put students in pairs or small groups and ask them to say what clothes they think are acceptable to wear to work and what clothes would not be acceptable. Accept any appropriate suggestions. Tell students that they are going to talk about how attitudes to different things in a country's culture can affect attitudes in the workplace.

## Lead-in

**Students talk about culture.**

**1** Ask students to look at the definition of *culture* and check that they are familiar with the common dictionary information (pronunciation, part of speech, countable/uncountable). Then discuss the three questions as a class. For question 1, to encourage discussion, you could write some prompts on the board (e.g. *hierarchy in the family, level of formality when people communicate, how people communicate in conversation*). Point out that anything about attitudes and beliefs in the students' own cultures is acceptable – this is not just about work. For question 2, you could remind students of the discussion they had in the warm-up about ways of dressing and how this compared to what people usually wear to work. You could extend this by asking students whether company culture is the same now as it

was in the past. What has changed? For question 3, if students cannot think of additional aspects, you could suggest attitudes to time, hospitality and rules. You could share some attitudes from your own culture to these areas and elicit attitudes different workplaces might have.

## Video

**Students watch a video about a company which changed its policy in order to treat employees equally.**

**2A** Check students understand the meaning of *fairly* and *equally*. Put them in pairs and draw attention to the example. Give pairs 2–3 minutes to brainstorm ideas, then get brief feedback from the class.

> **Possible answers**
> (examples of benefits companies may give workers)
> - redundancy pay (if someone is let go or made redundant)
> - car allowance (money for using your own car)
> - profit-sharing (receiving part of the profit of a company)
> - stock options (receiving shares in the company)
> - retirement plan
> - paid maternity and paternity leave for all (including adoptions)
> - comprehensive health care and medical insurance
> - paid annual leave
> - life insurance
> - employee discounts for shops, concerts, gyms, etc.
> - fitness centre in the company
> - day care in the company (company crèche)
> - vouchers for public transport
> - company-run buses to bring people back and forth to work
> - free parking (reserved parking space)
> - subsidised canteen

**2B** ▶ 1.1.1 Ask students to watch and check whether any of their ideas from Exercise 2A are mentioned. Play the video and discuss the answers with the class. You may wish to point out to students that the 'scaled policy' mentioned in the video refers to the fact that the increase in salaries took place over several years. People's salaries were raised incrementally until they all reached $70,000. At the time when Alyssa O'Neal was interviewed, the process was underway but not completed, hence the reason that she was earning $60,000 at that point rather than the full $70,000.

> They made the pay equal for everyone in the company. This meant that some got pay rises and some had their salaries cut.

**3** ▶ 1.1.1 Before playing the video again, give students a minute to read the questions and ask you any questions they may have. You may wish to point out the use of *affect* and *effect* in questions 5 and 6, and elicit or explain the difference. Also point out that with U.S. accents, speakers say 'gonna' rather than 'going to' throughout the video. Play the video. With weaker classes, you may need to play it a second time or pause briefly after answers are given, to allow students time to process the information and make notes. Get students to compare answers in pairs, then check with the class. Ask students if they would like to work for this company. Encourage them to give reasons, describing what aspects they would/wouldn't like.

1. They gave everyone a minimum salary of $70,000 a year. This meant that some got pay rises and some had their salaries cut.
2. Korinne could afford to live closer to work.
3. Alyssa was able to pay off her car loan, credit card debt and move into a better home.
4. They left the company because they felt their skills and experience were not recognised in the new structure.
5. The employees felt respected and this increased their productivity.
6. The company pulled in (received) a lot of new business.
7. Staff felt better about being part of the company and worked harder with customers.
8. They bought him a Tesla car (worth $90,000).

**4** Give students time to think about the questions individually first. Then put them in pairs or small groups and give them 4–5 minutes to discuss. Choose one of the less personal questions (1 or 4) and open up to a discussion with the whole class. Depending on whether your class would feel comfortable doing so, you could also ask students to share some of their opinions on the remaining questions.

### Extra activities 1.1

**A** ▶ 1.1.1  This activity practises key vocabulary from the video. Students could work on it individually or, in weaker classes, you could let them do it in pairs. Give students 3–4 minutes to complete the exercise, then play the video for them to check their answers. Go through the answers with the class, clarifying vocabulary as necessary.

1 accept  2 grown  3 cut  4 commute  5 flood
6 Over  7 generated  8 harder  9 worth
10 approach

## Vocabulary: Elements of corporate culture

**Students look at vocabulary related to corporate culture.**

**5A** You could do this exercise as a class, checking answers as you go. Alternatively, ask students to complete it individually, and play the video again or refer students to the videoscript on page 137 to check their answers. Do not focus on meaning in detail at this stage – students will discuss the definitions of the collocations in the next exercise.

1 c  2 a  3 d  4 b

**5B** Refer students to the definition of *collocation* at the bottom of the page and ask them if they know any related to salary or pay, or give a few examples yourself (e.g. *pay rise*, *monthly salary*). Put students in pairs and draw their attention to the example. Then ask them to underline the collocations in the sentences and discuss their meanings. Encourage them to read the sentences again carefully, to see the collocations used in context. Allow them to use their dictionaries to help them if necessary. Check answers with the class and clarify meanings as necessary.

2. minimum salary – the lowest amount of pay that someone can receive
3. pay rate – a payment fixed according to a standard scale
4. pay structure – a system that determines the pay an employee will receive based on factors such as years in the company, position, managerial responsibility, etc.

**6** With weaker classes, you may wish to do the first item as an example with the class and/or let students work in pairs. Stronger students could work individually. Again, allow students to use their dictionaries. Monitor and help as necessary. Check answers with the class, clarifying meaning as necessary.

1. Incorrect – Company hierarchy refers to staff organised on *various levels*. (In such structures, staff are organised into levels, and people at one level have authority over those below them and report to those above them.)
2. Incorrect – The values of a company are *the principles and practices a business or organisation feels are important and tries to follow*.
3. Correct
4. Incorrect – A good atmosphere in a company means *a pleasant or positive feeling that a place gives you*.
5. Correct
6. Incorrect – Company structure means *the way an organisation is structured*. (It does not refer to a specific or strict hierarchy.)
7. Incorrect – The image of a company refers to *the general opinion that most people have of an organisation or product*. (This is not limited only to their advertisements or TV commercials.)
8. Correct
9. Correct

**7** Go through the words in the box with students before they begin or let them use their dictionaries to check any unknown vocabulary. Get them to complete the exercise individually and compare answers in pairs before checking with the class. During feedback, clarify any vocabulary items as necessary.

1 values  2 structure  3 pay  4 code  5 flexibility
6 strategy  7 atmosphere  8 image

**8A** This exercise leads into the project in Exercise 9. Put students in pairs to discuss the question. After 2–3 minutes, invite different students to share their ideas with the class.

**8B** Students should do this in the same pairs as Exercise 8A. Refer them back to Exercises 5B and 6, and ask them to identify and rank elements that are important to them individually before discussing their list with their partner. Allow 4–5 minutes for this, then get brief feedback from the class.

### Extra activities 1.1

**B** This activity practises collocations from Exercises 5 and 6. Students can do it individually or, in weaker classes, you could let them do it in pairs. Go through the answers with the class.

1 minimum salary  2 company hierarchy
3 open-plan office  4 dress code
5 organisational behaviour  6 pay structure
7 good atmosphere

> **Pronunciation bank**
> **p.114: Stress in compound nouns**
>
> **Warm-up**
>
> Write *dress code* and *company hierarchy* on the board. Ask students to identify which word is stressed in each collocation (*dress*, *hierarchy*). Explain that the stress can fall on either word in compound nouns. If your students are keeping vocabulary notebooks, tell them that when they learn new compound nouns, it may be useful to note which word is stressed each time. Get students to read the explanation in the box. Check they understand by getting a few students to pronounce the example nouns correctly.
>
> **1** Put students in pairs and give them 2–3 minutes to complete the activity. Do not confirm answers yet as students will check them in the next exercise.
>
> **2** 🔊 P1.01  Play the recording for students to check their answers. Then play the recording a second time for students to listen and repeat. You could drill the words chorally first, then individually.
>
> > **1** c (role model)   **2** d (company hierarchy)
> > **3** e (pay rate)   **4** b (open-plan office)
> > **5** a (credit card transaction)
>
> **3** Students could do this in the same pairs as Exercise 1. Before they begin, demonstrate the activity with a stronger student. Circulate and monitor, helping where needed. Have a brief feedback session to elicit some of the sentences.

## Project: Company policy

**Students prepare and give a mini presentation about company practices and policy.**

**9A** Read through the two questions and write *values* and *company practices* on the board. Students have seen values in terms of a business or company (the philosophy or principles an organisation follows in its internal and external conduct, for example, towards its staff, customers and shareholders). You could spend some time getting students to suggest behaviour that displays examples of good and bad values and company practices. Put students in small groups and give them time to discuss the questions. Encourage them to give examples where possible. Then get feedback around the class so that students can pool their ideas before going on to the next step. If working with a class where students are from the same company, focus the feedback on the first question rather than the second.

**9B** Put students in pairs and explain the activity. Point out that in addition to deciding on their company policy for each problem area, they need to include explanations about why their company has these policies. Allow plenty of time for pairs to prepare their 'mini welcomes'. During the activity, monitor and help as necessary.

**9c** Put students in new pairs and set a time limit for the roleplays. Point out that the 'new employee' should ask questions each time. During the activity, monitor and note down any points to highlight during feedback. To extend the activity, you could ask students to research the policy a real company has and to address one of the problem areas.

**MyEnglishLab:** Teacher's resources: extra activities
**Pronunciation bank:** p.114 Stress in compound nouns
**Teacher's book:** Resource bank Photocopiable 1.1 p.134
**Workbook:** p.4 Exercises 1 and 2

# 1.2 ❯ Employee retention

**GSE learning objectives**

- Can scan a long text or a set of related texts in order to find specific information.
- Can use the Future Continuous with reference to actions in progress at a specific time in the future.
- Can use the Future Perfect Simple with reference to actions to be completed by a specific time in the future.
- Can describe dreams, hopes and ambitions.

**Warm-up**

Write the following on the board: *Lots of our staff are leaving the company. What can we do to improve employee retention?* Underline *improve employee retention* and ask students to suggest what they think the phrase means (reduce the number of employees leaving the company / find ways to encourage employees to stay with the company). Ask: *What makes employees want to leave a company?* (Possible answers: a boring job, low salaries, bad working conditions, poor management, unfriendly colleagues.) Elicit ideas around the class. Then ask: *What makes employees want to stay at a company?* (Possible answers: interesting work, good salary rewards and benefits, good management, a friendly team.) Elicit ideas around the class, accepting any reasonable answers. You could ask students to work in pairs and prioritise some of the suggestions for *what makes employees want to stay at a company*.

## Lead-in

**Students look at and discuss key terms related to employee retention.**

**1** Ask students to do the exercise individually, using dictionaries if necessary. Check answers with the class, clarifying terms as required. With weaker classes, you could do the activity with the whole class, checking answers and clarifying meanings as you go.

> **1** menial tasks   **2** sabbatical   **3** promotion
> **4** work–life balance   **5** diverse work

**2** Put students in pairs and give them 2–3 minutes to discuss the terms. Invite different students to share their answers with the class. Accept any suitable responses. You could extend the discussion by asking: *Have you experienced any of these yourself? Where or when did you experience it?* (e.g. in a summer job, in a part-time job). *What effect did it have? Did it make you want to stay with the company or leave?*

## Reading

**Students read an article about work–life balance schemes.**

**3** Tell students that they are going to read an article about a bank's work–life balance schemes. Refer them to the terms in Exercise 1 and the example, and ask them to read the article individually. The aim is to scan the article quickly rather than understand every word, so you may wish to set a time limit of 2–3 minutes. Get students to discuss their answers in pairs or small groups before opening up to the whole class for feedback.

> (month-long paid) sabbaticals, (swifter = faster) promotions, (fewer) menial tasks, (more) diverse work
> *The text also mentions:*
> take Friday night and Saturday morning off, keep two hours a week for personal business, take every weekend off, relaxed dress code, (huge) bonuses, humane working environment, proper career development

**4** Do the first item as an example. Read the statement and ask students if it is true or false (false). Ask them to identify where they found the answer in the article and then to correct the statement. Get students to read the article again and complete the exercise, then check answers with the class.

> **1** F (now extended to include only some junior bankers)
> **2** F (they have relaxed their dress code to business casual)
> **3** F (non-bankers may think these work–life efforts are not important …)
> **4** T
> **5** F (21- to 36-year-olds prioritise job security above everything except money …)
> **6** T

### Extra activities 1.2

**A** Put students in pairs to complete the activity. Allow them to use dictionaries if necessary. Make sure they understand that not all the phrases in the box will be used and encourage them to look at the underlined phrases in the prompts to help them. Check answers with the class, clarifying meanings as necessary. You could extend the activity by asking students to discuss the statement in question 8, saying whether they agree or disagree.

> **1** work–life balance  **2** Promotions
> **3** humane working environment
> **4** take every weekend off  **5** Business casual
> **6** menial tasks  **7** career development
> **8** diverse work

## Grammar: Future Continuous and Future Perfect Simple

**Students study and practise the Future Continuous and Future Perfect Simple.**

**5A** Go through the diagrams with students and check they understand the explanations and time references on the timelines. Then draw their attention to the underlined verb forms in the article and ask them to match them with the diagrams.

> will have told – Future Perfect Simple
> will have made – Future Perfect Simple
> will be doing – Future Continuous
> will be working – Future Continuous

**5B** Look at the example with students and explain that the time reference (*by the time* …) can help them identify when the action will take place. Do the rest of the task with the whole class, checking answers as you go.

> Hopefully, within a few years these new initiatives will have made a real difference.
> … whether their employer will be doing business in the future is …
> they will be working there when it happens.

**5C** Refer students to the example sentences in the diagrams in Exercise 5A and ask them to identify how each tense is formed and complete the rules. Check answers with the class. At this point, you may wish to refer students to the Grammar reference on page 118, go through the explanations and examples with them and answer any questions they may have.

> **1** *will*  **2** *be*  **3** present (*-ing* form)  **4** *will*  **5** *have*  **6** past

**6** Ask students to do the exercise individually. Get them to compare answers in pairs before class feedback.

> **1** will be taking (will be in progress)  **2** will be changing (will be in progress)  **3** will have rested (will be finished)
> **4** will have improved (will be finished)  **5** will be doing (will be in progress)  **6** will have promoted (will be finished)

### Extra activities 1.2

**B** Extra activities B and C give further practice of the Future Perfect Simple and Future Continuous. Get students to complete this exercise individually and then compare their answers in pairs before checking with the class. During feedback, ask students to explain their answers.

> **1** will have decided  **2** will be looking
> **3** will have set up  **4** will have implemented
> **5** will be offering  **6** will be replacing

**C** Again, ask students to work individually and get them to compare answers in pairs before class feedback.

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

❯ **Pronunciation bank**

**p.114: Auxiliary verbs in the Future Continuous and Future Perfect Simple**

**Warm-up**

Go through the information in the box with students. Then write the following sentences on the board (they are the example sentences from Exercise 5A on page 11 of the Coursebook): *Next Friday I will be finishing the report. By next Friday I will have finished the report.* Underline *will* in the first sentence and *have* in the second sentence, and model their pronunciation using contracted forms (/l/ and /əv/). Drill the sentences around the class.

**1** Give students 2–3 minutes to mark where in the sentences they think the contracted forms will be used. Do not confirm answers yet as students will check them in the next exercise.

**2** 🔊 P1.02  Put students in pairs to compare their answers, then play the recording for them to check.

1 What do you think you will /l/ be doing ten years from now?
2 Many young people will have /əv/ decided what is important for them in a job by the time they go to their first interview.
3 What position will you have /əv/ reached by the time you're forty?
4 This afternoon at our weekly meeting, we will /l/ be discussing how to reduce menial tasks for junior staff.

**3** Students could do this in the same pairs as Exercise 2. Monitor and check students are pronouncing the contracted forms correctly.

## Speaking

**Students complete and discuss a set of questions about their hopes, plans and ambitions.**

**7A**  Ask students to complete the questions individually, then check answers with the class.

1 will you be looking for   2 will you have finished, you won't have finished   3 you will be doing
4 will you have reached

**7B**  Put students in pairs or small groups and give them 3–5 minutes to discuss the questions. Monitor and check they are using the Future Perfect Simple and Future Continuous correctly. If appropriate for your class, this exercise can be expanded by encouraging students to think of future milestones in their lives and getting them to say what they think they will be doing at that point, or what they will have done.

**MyEnglishLab:** Teacher's resources: extra activities; Reading bank
**Grammar reference:** p.118 Future Continuous and Future Perfect Simple
**Pronunciation bank:** p.114 Auxiliary verbs in the Future Continuous and Future Perfect Simple
**Teacher's book:** Resource bank Photocopiable 1.2 p.135
**Workbook:** p.5 Exercises 1–3, p.6 Exercises 1–3

# 1.3 ❯ Communication skills
## Building relationships

**GSE learning objectives**

- Can extract specific details from a TV programme on a work-related topic.
- Can maintain rapport during a negotiation using personal pronouns of inclusion (i.e. *we* vs. *I, you*).
- Can justify and sustain views clearly by providing relevant explanations and arguments.
- Can encourage agreement during group discussions by indicating the areas where people have the same opinion.
- Can maintain rapport during a negotiation using personal pronouns of inclusion (i.e. *we* vs. *I, you*).
- Can encourage agreement in meetings using fixed expressions.

**Warm-up**

 Write *trust* on the board. Ask: *How would you define 'trust'?* (a strong belief in the honesty or goodness of someone or something) Elicit ideas, then dictate or write the following on the board: *How long does it take to trust someone? How can we build trust with another person?* Put students in pairs or small groups and let them discuss the questions. After 2–3 minutes, invite different students to share their ideas with the class.

## Lead-in

**Students talk about the importance of trust in the workplace.**

**1**  Put students in pairs, give them a minute to read the questions and comments, and answer any vocabulary questions they may have. Check they understand *common objectives, competent* and *deliver*. Give pairs 2–3 minutes to discuss, then get brief feedback from the class. To extend the discussion, you could ask students the following questions: *What sort of behaviour might make you distrust someone at work?* (possible answers: lying, gossiping, saying different things to different people, exaggerating skills or abilities, being unreliable). *Would this have an impact on your working relationship?*

**Possible answers**

Trust quickly
Advantage: It can inspire collaboration and open up opportunities quickly.
Disadvantage: You trust the wrong people.

Trust slowly
Advantage: You make better decisions about which people to trust because you have more evidence.
Disadvantage: You may come across as selfish and self-seeking to business partners.

## Video

**Students watch a video about different communication styles and how these may affect building trust and collaboration in the workplace.**

**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). EN-Tek and Go Global have entered into a partnership and are preparing to finalise their agreement and sign a contract. Before they do so, Sanjit, Katie, Claudio and Emma are meeting to discuss some outstanding issues. Play the video and ask students to watch for Sanjit's three main concerns about working with Go Global. Check answers with the class.

Sanjit's concerns are:
1   that Go Global have different values.
2   that they're going to completely take over the project.
3   that their priority will be profits.

**3A**   Explain to the class that Sanjit can choose between two different communication styles to use in the meeting, 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 help them with any unknown words. Play the video and then check answers with the class. Do the same for the second video.

**Option A**
1   production location and use of local distributors
2   China
3   quality and reliability
4   He uses expressions such as 'Let me say that I really appreciate the effort you've made', 'I respect that', 'Based on your experience'.

**Option B**
1   if their position to go with local people is being considered
2   They're small with limited finances (a risk to sales).
3   He asks for data.
4   because Claudio acknowledges that EN-Tek clearly has a focus on local partners and says that they are open to that in principle

**4**   Put students in pairs and ask them to discuss the question, giving reasons. Invite different students to share their opinions with the class.

**5** ▶ 1.3.4   Explain that students are going to watch the last section of the video, where the speaker talks about the advantages and disadvantages of each approach. They should watch and compare what is said with their answers to Exercise 4, and decide if they agree or disagree. Play the video and let students discuss briefly in the same pairs as Exercise 4. Round up ideas in a class discussion.

In Option A, Sanjit is collaborative, respectful and shows appreciation. This creates a good atmosphere and positive working relationship quickly. However, important topics are not dealt with and decisions get postponed.

In Option B, Sanjit is more focused on pushing forward his objectives. This creates an uncomfortable atmosphere and the relationship is put at risk. However, the tension allows people to be honest, to talk about concerns openly and then to cooperate on finding solutions, which is another way to develop trust.

## Reflection

**Students discuss the different relationship-building styles from the videos and think about their own preferred style.**

**6**   Allow students to work individually first, so that they can reflect on their own preferences and ideas. Then put them in pairs to discuss their views. After 3–4 minutes, invite different students to share their ideas with the class.

## Functional language: Building trust

**Students look at useful language for building trust.**

**7A**   Explain that this exercise highlights expressions from the video for strategies we use to build trust. Go through the headings in the table with students and check they understand each one. Then get them to complete the exercise individually or, for weaker classes, in pairs, and check answers with the class. During feedback, clarify meanings as necessary.

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

**7B**   Do this as a quick whole-class activity.

**8**   This exercise can be done individually or in pairs. After checking answers, you could put students in pairs and get them to practise the dialogue.

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

### Extra activities 1.3

**A**   Explain the activity and go through the list of trust-building strategies with students. Students could then do the matching task individually or in pairs. You may wish to check understanding of the following words before they begin: *rescope* (dialogue a), *pick your brains* (dialogue b), *webinar* (dialogue c), *impact* (dialogue e), *struggle*, *take some off your hands* (dialogue f). After checking answers with the class, you could extend the activity by getting students to practise the dialogues in pairs. With stronger classes, you could also ask students to suggest a different response for each dialogue (and say what trust-building strategy the response uses).

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

## Task

**Students hold a meeting and reflect on criteria for building trust.**

**9A** Put students in pairs and either allocate roles or let students select them. Refer students to their role cards and give them time to read the information and prepare for their meetings.

**9B** Students now hold their meetings. Set a time limit before they begin, and during the activity, monitor and note down any points to highlight during feedback, but do not interrupt the meetings.

**9C** Allow 3–4 minutes for this stage. Again, monitor and note down any interesting points that arise. If your students need extra practice, you could ask them to swap roles and do the roleplays again. Have a brief feedback session, highlighting any points you noted while monitoring.

**MyEnglishLab:** Teacher's resources: extra activities; Interactive video activities; Functional language bank
**Workbook:** p.7 Exercise 1

# 1.4 ❱ Business skills

## Presenting yourself

### GSE learning objectives

- Can extract key details from conversations between colleagues about familiar topics.
- Can understand the main points of narratives and conversations about familiar topics (e.g. work, leisure) delivered in clear standard speech.
- Can initiate, maintain and close simple, face-to-face conversations on familiar topics.
- Can give a short, rehearsed talk or presentation on a familiar topic.

### Warm-up

Ask: *Have you ever had to introduce yourself to people for the first time?* If you have had experience presenting yourself in any context, share this with the class if you feel comfortable doing so. Ask any student who has indicated that they have introduced themselves: *What was the situation?* Ask the class to suggest information they might include if they were presenting themselves in a professional situation such as a meeting or presentation.

## Lead-in

**Students read a blog about self-presentation.**

**1** Ask students to cover the text for steps 1–3 and focus on the title and introduction. Ask them to suggest tips they think might appear in the blog. Write these on the board and then get students to read the text quickly to check if their ideas are mentioned. Check they understand *proactive/proactively* and *expertise*. Then put students in pairs and give them 2–3 minutes to discuss the questions. Get brief feedback from the class.

## Listening

**Students listen to people presenting themselves in a professional context.**

**2A** 🔊 1.01  Explain the context and task to students and go through the questions with them. Play the recording, then check answers with the class.

> **1** the London office
> **2** She asks Angela where she is based / if she is based in Lisbon, and asks if Angela and Martin both work in local finance teams.
> **3** They all joined the company in the last year.
> **4** She says the main meeting is going to start soon and she wants to introduce herself to others as it is important.

**2B** 🔊 1.02  Go through the instructions and list of topics with students. You may wish to point out that for one of the speakers, the recording will not contain information for all three topics. Ask students to make notes as they listen, play the recording, and get them to compare notes in pairs before checking with the class. After checking answers, invite different students to say which presentation they prefer, giving reasons.

> **Sue**
> - **responsibility and experience:** ten years' industry experience; joined the company last year; has worked a lot on international projects; on the project 100 percent
> - **main area of expertise:** financial controlling
> - **thoughts about the project:** happy to be on the project; thinks it can achieve a lot; all agree it's important to create a common finance platform in Europe
>
> **Angelo**
> - **responsibility and experience:** finance in Porto (50 percent)
> - **main area of expertise:** –
> - **thoughts about the project:** –
>
> **Martin**
> - **responsibility and experience:** head of finance in Germany (20 percent on the project)
> - **main area of expertise:** finance
> - **thoughts about the project:** thinks it is important

**2C** 🔊 1.03  Ask students to read the questions, play the recording, then check answers with the class.

> **1** The slides she used in the afternoon.
> **2** She offers help to get theatre tickets in London.
> **3** She says she will see them next month and promises to bring tea from the UK.

**2D** You may wish to allow students to think about their answers individually first, then put them in pairs to discuss. Ask different students to share their ideas with the class, giving reasons.

**Possible answers**

**1–2** Sue followed all the tips. Overall, she made a good impression with the colleagues that we hear. She comes across as a clear and enthusiastic communicator, with a positive tone of voice and clear articulation. She seems to be professional, with relevant experience for the team. Overall, she is very proactive in her approach to people and tries to be supportive and friendly.

**3** Whilst it is difficult to generalise about different cultural contexts, this style is likely to be successful in many global corporate contexts.

## Functional language: Self-presentation

**Students look at useful language for self-presentation.**

**3A** Depending on the level of your class, you could ask students to complete the exercise individually, checking answers in pairs before class feedback, or you could do it as a whole-class activity, checking answers as you go.

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

**3B** Go through phrases a–h with students and answer any vocabulary questions they may have. Then get them to complete the exercise individually or in pairs and check answers with the class.

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

**3C** Get students to read the personal presentation in Exercise 3B again. Ask if they think the language used is more formal or informal (more informal). Ask for phrases that support their opinion (e.g. *So, What else?, OK, quite a bit, I know a couple of you, I guess*). Ask students to use the phrases in Exercises 3A and 3B to prepare a similar presentation for themselves. Give them plenty of time to prepare. Give students the opportunity to practise their presentation with a partner first and then in groups or to the class. If time allows, you could get students to record their presentations (e.g. on their mobile phones) and, in pairs, listen back to them and suggest improvements.

### Extra activities 1.4

**A** Students could do this individually or in pairs. With stronger classes, you could ask students to complete the sentence beginnings (1–10) using their own words.

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

## Task

**Students prepare a self-presentation and roleplay presenting themselves to colleagues.**

**4A** Put students in small groups. Explain the activity and give students a minute to read the information. Allow 2–3 minutes for groups to choose their industry.

**4B** Students work individually. Refer them to the template on page 126 and give them time to read and complete it. Then give them 3–5 minutes to think about how they will present themselves to the group, while you monitor and help.

**4C** Put students back in their groups. Go through the instructions and steps 1–3 with them and set a time limit for each presentation. Remind students to refer to the tips in the blog in Exercise 1 and use phrases from Exercises 3A and 3B. During the activity, monitor and note down any points to highlight during feedback after Exercise 4D.

**4D** In their groups, students now discuss their presentations. If you think your class would be uncomfortable voting for the most inspirational presentation, then instead, encourage students to say which tips from the blog they noticed were included in each presentation. Again, monitor and note down any interesting points that arise. As feedback, elicit and discuss students' views, and highlight any points you noted while monitoring.

**MyEnglishLab:** Teacher's resources: extra activities; Functional language bank
**Workbook:** p.7 Exercise 2

## 1.5 ❯ Writing

### A company news blog

### GSE learning objectives

- Can extract key details from a company blog or article.
- Can organise a work-related email to emphasise the main point.
- Can use appropriate outlines to organise ideas.

### Warm-up

Ask for a show of hands on who reads blogs. Elicit some examples of blogs students have read recently, the type of information they contained and whether the style of the blogs was formal or informal. Ask if any write / used to write their own blogs and, if appropriate, what their blogs are/were about. *Is/Was the content related to interests, study or professional topics?*

## Lead-in

**Students read and correct a company news blog.**

**1** Point out that some company blogs are open to the public to read, while others are for internal use, to be read by employees. Get students to look at the blog title and say whether they think this blog is intended for internal or external publication (internal, to be read by employees). Ask students to read the blog quickly and ask you about any unknown words. Then get them to complete the exercise individually or, for weaker classes, in pairs. Check answers with the class, then ask students if they would be interested in applying for the programme. Encourage them to give reasons why / why not.

**1** the **2** back **3** which **4** for **5** the **6** to **7** with **8** that **9** be **10** if

## Functional language

**Students look at useful phrases for company news blogs.**

**2A** Students should do this individually, referring to the blog in Exercise 1.

> **1** off **2** delighted **3** chance **4** salary **5** preparing
> **6** hesitate **7** link

**2B** Go through the phrases in the box to check that students understand them and clarify where necessary. Get them to complete the exercise individually and then compare answers in pairs before class feedback.

> **Title/Introducing**
> Great news!
> New opportunity for all staff!
> Why not take advantage of an exciting new scheme?
>
> **Informing**
> The changes come into place next month.
> The company is happy to announce that …
> We are opening our first office in Ecuador.
>
> **Concluding**
> We would welcome any comments you might have about …
> Let us know if you wish to participate.
> If you are interested, please contact …

### Extra activities 1.5

**A** This exercise provides students with a second model answer and practises useful language for company news blogs. It can be done individually or in pairs. Check answers with the class, clarifying meanings as necessary.

> **1** Ever **2** advantage **3** offering **4** Full **5** chance
> **6** concerns **7** preparing **8** wish **9** hesitate

> **Optional grammar work**
> The blog in Exercise 1 contains examples of phrases with *be* to talk about the future, so you could use it 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 a company news blog.**

**3A** Put students in pairs and tell them that they are going to write a company news blog. Refer them to the spidergram on page 126 and elicit what their blog will be about (a company's sabbatical scheme). Point out the heading above the spidergram. Explain that they need to decide where in their blog they will include the information in the spidergram. Tell them to refer to the model answer in Exercise 1 and the completed table in Exercise 2A if they need help. If students

have already done the Extra activity for this lesson, you could also refer them to the model answer there for ideas. Set a time limit and encourage students to make notes. Monitor and help as necessary.

> **Possible answers**
> Title/Introducing
> Company sponsoring overseas volunteer projects
> Informing
> Project idea – Great Barrier Reef, Australia. Learn about marine life. Learn how to surf!
> One month to travel around the country afterwards.
> Concluding
> Contact HR if interested.
> Next year's sabbatical schedule to be finalised by end of month.
> Other ideas welcome!

**3B** If there is no time to do the writing task in class, you could set it for homework. Otherwise, set a time limit and ask students to work individually to write their blog, using their notes from Exercise 3A.

> **Model answer**
> Volunteer projects for sabbaticals
>
> Want to take that sabbatical but don't know how to arrange it? Then you are sure to be delighted to learn that we are sponsoring sabbaticals next year which involve overseas volunteer projects.
>
> The company is happy to announce that it would welcome ideas for volunteering projects from all staff. One example idea has already been suggested. It is a sabbatical working with a marine charity on the Great Barrier Reef in Australia. In Australia you could take advantage of the opportunity to both learn about marine life and how to surf. As you are likely to want to see more of the country, you will have one month to travel around the country after your volunteering work.
>
> If you are interested in this opportunity or have your own idea to submit, please contact HR by the end of the month, when next year's sabbatical schedule is to be finalised. Please don't hesitate to contact us if you have an idea you would like to discuss informally.

**3C** Students could do this in the same pairs as Exercise 3A or you could get them to work with a new partner. Ask them to read each other's blogs and think about (a) the similarities and differences and (b) how their partner's blog can help them improve their own. If Exercise 3B was completed as homework, this exercise can be done in the next lesson. You could then ask students to write a final, improved version of their blog, in class or for homework.

**MyEnglishLab:** Teacher's resources: extra activities; Interactive grammar practice; Writing bank
**Grammar reference:** p.118 Phrases with *be*
**Workbook:** p.8 Exercises 1–3

# Business workshop ❯1

## Keeping the workforce happy

### GSE learning objectives

- Can identify the main reasons for and against an argument or idea in a discussion delivered in clear standard speech.
- Can understand problem and solution relationships in informal conversation.
- Can recognise that a speaker is expressing concerns in a formal discussion.
- Can justify a viewpoint on a topical issue by discussing pros and cons of various options.
- Can write a simple business proposal with supporting details.

## Background

**Students read about Schokoschatz, a chocolate-maker based in Germany.**

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

> **1** Schokoschatz is a chocolate-maker.
> **2** They had a lot of competition from large companies in the market.
> **3** They produce organic and fair-trade chocolate with cocoa beans from Peru and have innovative ideas for their products.
> **4** Some employees feel they can't make a career in the company.

### Notes

Companies which work in highly competitive fields often look for niche markets, which was the case in the company described. By offering only fair-trade and organic products using high-quality cocoa beans from farmers in Peru, this small company was able to find new customers and markets. They can often command higher prices but have a devoted customer base who are willing to pay a premium for the products. Although they are based in Germany, they have hired staff around the world and the company language is now English.

The name Schokoschatz was chosen as 'schoko' is sometimes used as a short form in German for 'schokolade' /ʃɒkɒˈlɑːdə/, which means 'chocolate', and 'schatz' /ʃɑːts/ means 'treasure'. The company's name would translate as 'Chocolate Treasure'. It is pronounced /ˈʃɒkɒʃɑːts/.

## Discussing the problem

**Students listen to conversations about staff recruitment and retention.**

**2** Refer students to the background. Explain that they are going to listen to a conversation where two managers from Schokoschatz are discussing problems with finding new staff and keeping staff they have now. You could get them to discuss the question in pairs first, then elicit ideas from different students.

**Possible answers**
Some employees might leave if they see that it is always family members that get the top jobs and promotions. This reputation could also put people off joining the company and they might prefer to go to bigger competitors.

**3** 🔊 BW 1.01   Play the recording, twice if necessary, for students to complete their answers, and get students to compare answers in pairs before class feedback.

> **1** Johannes has problems finding staff to fill empty positions and is concerned about keeping the people he has. Emma is leaving, which is a big problem.
> **2** Martina says that people are not enthusiastic about working for them.
> **3** Martina suggests making sure the atmosphere in the departments is positive and supportive and being transparent about decisions when it is possible.
> **4** Johannes suggests setting up a system to make sure all employees feel respected and are told when they do a good job. They also need to stress the work–life balance they can offer.
> **5** They decide to chat with people in their departments to get ideas and meet again to discuss them.

**4** Go through the instructions with students and put them in pairs to brainstorm ideas. Elicit ideas from different students, encouraging them to give reasons. Write students' ideas on the board and/or encourage them to note down ideas mentioned.

**5** 🔊 BW 1.02   Explain the activity to students and refer them to the list of ideas on the board and/or in their notes. Play the recording for them to check their answers, then check as a class.

**6** 🔊 BW 1.02   Give students a minute to read the list of problems and check they understand *discount, insufficient* and *autonomy*. Play the recording, then check answers with the class.

> **1** Andy  **2** Tomasz  **3** Tomasz  **4** Carolina  **5** Sirina
> **6** Carolina  **7** Sirina  **8** Tomasz  **9** Andy  **10** Carolina
> **11** Sirina  **12** Andy

### Extra activities Business workshop 1

**A** Explain the activity and ask students to work individually. Get them to compare answers in pairs, then check with the class. If time allows, you could play the recordings again and ask students to tell you to pause when the answers are mentioned.

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

## The survey

**Students analyse the results of an employee satisfaction survey.**

**7A** This activity is best done in pairs or small groups. Encourage students to make notes. Play the recordings again if students need to hear them for ideas, then elicit suggestions around the class.

**7B** Students stay in their pairs or small groups. Ask them to turn to page 134 to compare their suggestions with the survey. Get brief feedback from the class.

**8** Put students in (new) pairs. Give them 3–4 minutes to discuss their ideas, then get feedback from the class. Encourage students to refer to information in the table to support their ideas.

> The majority are satisfied with: the training programme, having flexible hours that adapt to their needs, getting meal vouchers, cooperation within the company.
>
> The majority are not satisfied with: salaries, the bonus scheme, the chance to make a career in the company, useful discounts for free-time activities, financial help with travel, autonomy in the job.

### Extra activities Business workshop 1

**B** 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 survey and table. They could do the exercise individually or, in weaker classes, you could let them work in pairs.

> **1** F (77 percent disagree or disagree strongly that they can make a career in the company).
> **2** F (68 percent disagree or disagree strongly that they are happy with their pay).
> **3** T (46 percent agree or agree strongly that they would like more autonomy).
> **4** T (76 percent agree or agree strongly that they like getting meal vouchers).
> **5** F (65 percent agree or agree strongly that they like the training programme).
> **6** T (72 percent disagree or disagree strongly that they receive a bonus when they do a good job).
> **7** F (39 percent agree or agree strongly that they get enough financial help with travel).
> **8** F (73 percent agree or agree strongly that there is cooperation in the company between employees).
> **9** T (78 percent agree or agree strongly that they have hours that adapt to their needs).

## Task: Improve employee retention

**Students discuss measures to improve employee recruitment and retention and write a proposal.**

**9** Put students in small groups and explain the task. Students brainstorm five ideas that Schokoschatz should introduce to help improve employee retention and/or recruitment of new staff. Refer them to the points they need to discuss and point out that that they can use ideas from the lesson or their own ideas.

**10** Depending on the size of your class, you can either join existing groups together into larger groups or rearrange students into new groups. Give them time to explain and discuss their ideas from Exercise 9. Each new group should decide on one set of ideas. If there is time, you could ask groups to present their ideas to the class, giving reasons for their decisions.

**11** Explain the writing task and write the headings on the board. Explain to students that their proposal should be divided into sub-sections, one for each heading. Point out the word limit and set a time limit for the writing task. Alternatively, students could write their proposal for homework.

**MyEnglishLab:** Teacher's resources: extra activities

## Review ◀ 1

> **1** **1** behaviour **2** structure **3** hierarchy **4** code **5** flexibility **6** image **7** atmosphere **8** open **9** strategy **10** values
> **2** **1** will have worked **2** will still be working **3** will have made **4** Will, have opened **5** will be implementing **6** will have installed **7** Will, be training **8** will have achieved
> **3** **1** To be honest **2** we both want to **3** what you're saying about **4** based on your experience **5** Can I suggest **6** Would it be useful
> **4** **1** g **2** h **3** f **4** e **5** c **6** d **7** a **8** b
> **5** **1** f **2** b **3** e **4** c **5** a **6** g **7** d

# Training and development

## Unit overview

| | CLASSWORK | FURTHER WORK |
|---|---|---|
| **2.1** > **Learning on the job** | **Lead-in** Students are introduced to the concept of training and development.<br>**Video** Students watch a video where three people talk about different types of training.<br>**Vocabulary** Students look at vocabulary related to training and development.<br>**Project** Students prepare an induction programme. | **MyEnglishLab:** Teacher's resources: extra activities; Reading bank<br>**Pronunciation bank:** p.114 Stressing kew words in sentences<br>**Teacher's book:** Resource bank Photocopiable 2.1 p.136<br>**Workbook:** p.9 Exercises 1–3 |
| **2.2** > **Human resource strategies** | **Lead-in** Students look at key terms related to training and development.<br>**Listening** Students listen to a conversation about corporate strategy on training and development.<br>**Grammar** Students study and practise modals in the passive voice.<br>**Speaking and writing** Students practise using modals in the passive in a problem-solving activity and a follow-up writing task. | **MyEnglishLab:** Teacher's resources: extra activities<br>**Grammar reference:** p.118 Modals in the passive voice<br>**Teacher's book:** Resource bank Photocopiable 2.2 p.137<br>**Workbook:** p.10 Exercises 1 and 2, p.11 Exercises 1–3 |
| **2.3** > **Communication skills:** Team communication | **Lead-in** Students discuss different ways to work in teams.<br>**Video** Students watch a video about different approaches to teamwork.<br>**Reflection** Students reflect on the conclusions from the video and discuss their own approach to team communication.<br>**Functional language** Students look at useful phrases for exchanging ideas.<br>**Task** Students organise a team-building event. | **MyEnglishLab:** Teacher's resources: extra activities; Interactive video activities; Functional language bank<br>**Workbook:** p.12 Exercise 1 |
| **2.4** > **Business skills:** Facilitating a meeting | **Lead-in** Students discuss facilitation skills.<br>**Listening** Students listen to a meeting about possible changes to learning management in an organisation.<br>**Functional language** Students look at useful phrases for facilitating discussion when leading meetings.<br>**Task** Students roleplay a meeting on how to support a company's internationalisation. | **MyEnglishLab:** Teacher's resources: extra activities; Functional language bank<br>**Pronunciation bank:** p.114 Linking between words<br>**Workbook:** p.12 Exercise 2 |
| **2.5** > **Writing:** A training request | **Lead-in** Students read and complete an email requesting a training course.<br>**Functional language** Students look at useful language for making requests and giving reasons.<br>**Task** Students write an email requesting a training course. | **MyEnglishLab:** Teacher's resources: extra activities; Interactive grammar practice; Writing bank<br>**Grammar reference:** p.119 Linking words for reason and purpose<br>**Workbook:** p.13 Exercises 1 and 2 |
| **Business workshop 2** > Quality service for all | **Listening** Students listen to a conference call about issues related to training and development.<br>**Reading** Students read reports on training needs and interpret a skills map analysing these training needs.<br>**Task** Students create and present a blended-learning course. | **MyEnglishLab:** Teacher's resources: extra activities |

**Business brief**

The main aim of this unit is to introduce students to the concept of **training and development**, and the similarities and differences between the two. It is important for organisations to focus on the personal development of their employees since a valuable employee is more likely to stay with the organisation if they develop their skills internally, improving **staff retention**. Also, it is important for the employee to undertake training and development in order to improve their skills, which can then benefit their team, department and organisation.

Different types of training might be applicable to different stages of **career development**. New employees can be informally or formally trained up for their duties or specific **tasks**. Existing employees might require additional training as their role evolves.

When an employee starts work, they are often given an **induction**. This is an introduction to the organisation, its corporate culture, values and expectations of its employees. The employee will be shown around their working environment, introduced to colleagues and key personnel and will learn basic **logistical** information such as how to find their way around as well as key rules and regulations related to the company.

There are various types of training. **On-the-job training** gives a concentrated approach to learning a new skill, specific to the task. **Classroom training** is where the employee attends a course either identified by the human resources department or by the individual employee. **Online training** is becoming more popular as it is comparatively cheaper than classroom training and can be carried out in the workplace or at home. **Blended training** can be a mixture of these training techniques.

Some companies offer intensive long-term training in the form of **apprenticeships**, which give a young person a skill in an industry. The company employs an apprentice: a college/ school leaver to be trained on the job by the organisation while they work. The apprentice is a low-paid employee during this period and can go on to working as a full-time employee of the company, having acquired useful skills that are both practical and **transferable**.

**Career development** is a life-long commitment to develop one's career and personal skills. Many universities have careers advice and study modules for students to learn how to approach an industry they are interested in and how to work towards their career goals. **Successional development** is where an employee can acquire enough knowledge and ability to succeed their boss when they retire or leave the organisation.

**Training and development and your students**

In the early stages of a career, there can be so much focus on getting a job that it is easy to forget that career progression relies on continually building on and updating skills. Students who are already in work should be aware of training offered by their company and how this connects to their own career development. They should be able to explain not only their training needs, but also those of others. Pre-work students should be aware of the importance of training and development and be able to identify skills which they may need further training to develop.

## Unit lead-in

Elicit a brief description of the photo and ask students how they think it might relate to the unit title. Then refer them to the quote and ask them to put it into their own words (e.g. *If you train employees, they may leave and take their new skills with them; but if you don't, they might stay but not be useful to the company, which is worse*.). Invite a few students to say if they agree or disagree, giving reasons.

# 2.1 ❯ Learning on the job

### GSE learning objectives

- Can extract specific details from a TV programme on a work-related topic.
- Can understand the speaker's point of view on most topics delivered at natural speed and in standard language.
- Can justify and sustain views clearly by providing relevant explanations and arguments.

### Warm-up

Ask the class if they have been on any training courses. *Were they carried out in-house or outside of college/work? Were they for specific skills or more general, such as team building?* Ask students whether they would prefer to work for a company that offers good training and development opportunities and an average salary or one that offers no training and development but a higher salary. Encourage them to give reasons for their opinions.

## Lead-in

**Students are introduced to the concept of training and development.**

**1** Before students do the exercise, write *training and development* on the board and ask them if they think the two are the same. If not, ask them to suggest some ways in which they are different. Put students in pairs and give them 2–3 minutes to discuss questions 1–3. Check the answers to question 1, then invite different students to share with the class their views on questions 2 and 3. As a follow-up, you could ask the following questions, which can be discussed in pairs, small groups or as a whole class: *When you look for a job, is it important for you to find one in which you can develop? Why? / Why not? How do you think a company or organisation can help a new employee identify their training and development needs?*

**1**   **a** development   **b** training
**2–3**  Students' own answers

## Video

**Students watch a video where three people talk about different types of training.**

**2** ▶ 2.1.1  Explain to students that they are going to watch a video in which three employees talk about types of training and development. You could ask them to try to guess what types of training and development might be mentioned and then play the video for them to check.

Lucrece: induction training   Kina: mentoring
Ashley: online training

**3** ▶ 2.1.1  Give students a minute to go through the notes before they watch and answer any vocabulary questions they may have. Play the video again for students to complete the notes. To check answers, you could play the video once more and pause at appropriate points to elicit the answers.

**1** company  **2** part  **3** policies  **4** professional
**5** one-to-one  **6** departments  **7** access  **8** device
**9** face-to-face

**4**  Put students in pairs or small groups and ask them to discuss the question. For smaller classes, this could be a whole-class discussion. You may wish to ask a few follow-up questions such as: *Have you ever had induction training? What did you do? Was it useful? Would you like to be mentored one-to-one by a more experienced colleague? Why? / Why not? Do you think online training will replace face-to-face training?*

### Extra activities 2.1

**A** ▶ 2.1.1  This activity practises key concepts from the video. Ask students to try to complete the task without watching again, then play the video again for them to check/complete their answers. Check answers with the class, clarifying as necessary.

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

**B** This activity focuses on useful vocabulary from the video. Check meanings as a class before students begin or ask them to look up the words in a dictionary. If you choose the second option, clarify meanings during class feedback.

**1** up-to-date  **2** systems  **3** develop  **4** career
**5** progress  **6** flexible  **7** suitable  **8** function

**Warm-up**

Elicit or remind students that intonation is about how we say things to create expression and variation in speech and to indicate to the listener which words are important. Write the example sentence from the box on the board and read it, stressing the word *doubled*. Ask students: *Did I emphasise any particular information in the sentence?* (Yes, the fact that sales have doubled.) *How do you know?* (The word *doubled* was stressed.) Say the sentence again, this time stressing the word *Paris*. Ask: *Which word did I stress this time?* (Paris.) *Did this change the emphasis of the sentence?* (Yes.) Go through the explanation in the box with the class and invite different students to say the sentences, stressing the two underlined words.

**1**  🔊 P2.01   Do this as a whole-class activity. Play the recording, pausing after each sentence for students to repeat the phrases.

**2**  Put students in pairs and ask them to take turns to say each sentence, stressing the correct words. Circulate and monitor, helping where needed.

## Vocabulary: Training and development

**Students look at vocabulary related to training and development.**

**5**  Get students to complete the activity individually and then check answers in pairs. The first letter of each word is given, but you may feel that your class would benefit from watching the video again to focus on the words in the exercise. Check answers with the class, checking understanding of the gapped words and clarifying meaning as necessary.

> **1** career development   **2** induction programme
> **3** job-related training   **4** mentee   **5** online courses
> **6** delivery method

**6A**  Depending on the level of your class, this activity can be done individually or in pairs. Allow students to use dictionaries if necessary. Check answers with the class but do not discuss the meanings of the words in bold yet as students will look at these in the next exercise.

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

**6B**  Put students in (new) pairs and give them plenty of time to discuss the meanings. Encourage them to use the context of each sentence to help them. If your students need help, you could write the following definitions on the board or provide them as a handout and ask students to match them to the words in bold (see answers in brackets below):

i    courses which teach specific skills rather than general theory
ii   friendly agreement and understanding between people
iii  to use something as a standard by which other things can be judged or measured
iv   the level that is considered to be acceptable or the level that someone or something has achieved
v    having reached a level of possessing enough skill or knowledge to do something to a satisfactory standard
vi   the ability to keep one's emotions under control and show understanding for others
vii  eagerness and willingness to do something without needing to be told or forced to do it
viii the ability to understand people's behaviour
ix   a careful analysis of what training is necessary for a group or individual
x    the particular abilities a person has or has learnt

> **standards:** the level that is considered to be acceptable or the level that someone or something has achieved (definition iv)
> **emotional intelligence:** the ability to keep one's emotions under control and show understanding for others (definition vi)
> **practical courses:** courses which teach specific skills rather than general theory (definition i)
> **skills set:** the particular abilities a person has or has learnt (definition x)
> **competency:** having reached a level of possessing enough skill or knowledge to do something to a satisfactory standard (definition v)
> **rapport:** friendly agreement and understanding between people (definition ii)
> **motivation:** eagerness and willingness to do something without needing to be told or forced to do it (definition vii)
> **understanding:** the ability to understand people's behaviour (definition viii)
> **needs analysis:** a careful analysis of what training is necessary for a group or individual (definition ix)
> **benchmarking:** to use something as a standard by which other things can be judged or measured (definition iii)

### Extra activities 2.1

**C**  This activity practises key vocabulary from the lesson. It is best done individually, to check students' understanding and identify items which may need clarification.

> **1** training   **2** needs analysis   **3** benchmarking
> **4** online courses   **5** skills sets   **6** competency
> **7** mentoring   **8** motivation

**7**  You could do the first two items as examples with the class, then ask students to complete the rest of the questions individually. Check answers with the class, and then put students in pairs to discuss the questions. After 3–5 minutes, invite different students to share their views with the class.

> **1** mentoring   **2** mentee   **3** trainer   **4** training
> **5** analysis   **6** analytical   **7** motivation   **8** motivated

## Project: Induction to a new job

**Students prepare an induction programme.**

**8A** Put students in pairs and explain the activity. Give them some time to decide on their company first. Then go through the bullet points with them and set a time limit for the discussion.

**8B** Join pairs together into groups of four and explain the activity. Go through the information in the boxes with students and make sure they are clear about what they need to do in each case.

**8C** Students now return to their original pairs, discuss any amendments they would like to make to their original ideas and prepare a written programme for the induction day. On the board, write: *topic and content of the sessions*; *timings*; *location for each part*; *who will lead?* Ask pairs to make sure their programme includes this information. Monitor and check that all elements are included, and help where necessary. When students have finished, you could ask them to present their programme to the pair they worked with in Exercise 8B.

**MyEnglishLab:** Teacher's resources: extra activities; Reading bank
**Pronunciation bank:** p.114 Stressing key words in sentences
**Teacher's book:** Resource bank Photocopiable 2.1 p.136
**Workbook:** p.9 Exercises 1–3

# 2.2 ❯ Human resource strategies

### GSE learning objectives

- Can understand cause and effect relationships in informal conversation at natural speed.
- Can understand the speaker's point of view on most topics delivered at natural speed and in standard language.
- Can use a range of modals with passive infinitives referring to the present or future.
- Can describe in detail why they agree or disagree with a suggested work-related change.

### Warm-up

Ask students to brainstorm training courses and write them on the board as they call out suggestions. If your class has access to the internet, you could ask them to look up some business- and work-related courses. If students have completed Lesson 2.1, ask them to summarise how training and development are different. Then ask them which of the courses on the board they would describe as training and which as development. There are no right or wrong answers here, so accept any reasonable ones as long as students can justify them.

## Lead-in

**Students look at key terms related to training and development.**

**1** Refer students to the diagram and check they know what a Venn diagram is (a diagram showing the relationship between two or more things, showing things that apply to each individually and also what applies to both/all). You could check understanding of the diagram by asking: *Which bullet points relate to training?* (functional approach, job-orientated, task-orientated) *Which apply to development?* (cross-functional approach, general business skills, preparation for future challenges) *Which apply to both training and development?* (blended learning, in-house training). Put students in pairs and go through the instructions and example with them. Give pairs 3–5 minutes to discuss, then get feedback from the class.

### Model explanations

'Job-orientated' is in 'training' because it involves teaching the specifics of a particular job.

'Task-orientated' is in 'training' because it involves learning how to handle tasks needed in a particular job.

'Blended learning' is in 'either' because both training and development courses can be delivered with the combination of online and face-to-face meetings.

'In-house training' is in 'either' because it can be used for specific job training or more general development courses.

'Cross-functional approach' is in 'development' because it is used to train employees to use skills for more than one department or job.

'General business skills' are in 'development' because they can be used anywhere in the company.

'Preparation for future challenges' is in 'development' because it is needed to help employees with their careers.

**2** Students could do this in the same pairs as Exercise 1. Before they begin, go through the terms in the box with them and check they understand their meanings. Give pairs 3–5 minutes to complete the diagram. To check answers, you could copy the diagram onto the board and invite students to come and write their ideas in the relevant section. Encourage students to give reasons for their answers.

### Model explanations

'Short-term goals' and 'skills specific to a job' belong in 'training' because they deal with the tasks of one particular job or department and need to be learnt quickly.

'External training' and 'mentoring' belong in 'either' because they refer to the delivery of the courses and not the content.

'Long-term goals' and 'preparation for career' belong in 'development' because they look ahead to the future and train employees for moving up in the company.

## Listening

**Students listen to a conversation about corporate strategy on training and development.**

**3A** 🔊 2.01  Go through the instructions with students and check they understand *automotive manufacturer* (a company that makes cars and vehicles). Play the recording, then check answers with the class.

> **Possible answer**
>
> Mike has been asked to work on a global strategy for training and development. He's visiting the biggest sites to find out more about the different approaches, starting in Brazil.
> He speaks to Teresa about Brazil's strategy regarding training and development. They also discuss the differences between the two.

**3B** 🔊 2.01  Write *training*, *development* and *methods* on the board. Ask students if they can remember anything the speakers mentioned about each of the headings. Play the recording again for students to check and add information to their initial answers. Go through the answers with the class.

> **a** It is a functional approach (one job or department) and makes sure employees have skills they need to do their job. It is job- or task-orientated with short-term goals.
> **b** It is part of long-term goals. It is a cross-functional approach and used to prepare employees for future challenges. It helps employees get general business skills they can use in any department and in their future career.
> **c** The same methods can apply to either training or development. Blended learning, in-house training, external training or mentoring can be used.

**4** Depending on the strength of your class, students could do this exercise individually or in pairs. If they need help, let them listen to the conversation again.

> **1** c  **2** b  **3** c  **4** c (has the mindset for growth)  **5** b

**5** Put students in pairs and give them 2–3 minutes to discuss the question. You could then open this up to a whole-class discussion. Make sure students give reasons for their answers. To extend the discussion, you could also ask: *How do you think employees who have been with the company for a long time would feel if this happened?* (Possible answer: They might feel that loyalty to the company is not valued or be demotivated.)

> **Extra activities 2.2**
>
> **A** 🔊 2.01  This activity practises vocabulary from the recording. Ask students to complete it individually and get them to compare answers in pairs before checking with the class. During feedback, clarify meanings as necessary.
>
> > **1** initiative  **2** regarding  **3** input  **4** up-to-date
> > **5** strategic  **6** question  **7** account  **8** favour
> > **9** effective  **10** relevant

## Grammar: Modals in the passive voice

**Students study and practise modals in the passive voice.**

**6A** 🔊 2.02  Play the recording for students to complete the extracts. Then play it a second time for them to check their answers.

> **1** are used  **2** could be improved  **3** would be considered
> **4** have to be taken  **5** is (always) seen
> **6** mustn't be decided

**6B** Put students in pairs and give them 1–2 minutes to discuss the questions, then check answers with the class. Ask students to identify the modals in sentences 2, 3, 4 and 6 (2 *could*, 3 *would*, 4 *have to*, 6 *mustn't*). You could briefly revise the passive at this point, checking students understand how it is formed and why it is used.

> They are all passive (using 'to be' and the past participle). They are used to show that the action is more important than who does it. Numbers 1 and 5 do not use modals; the other four do.

**6C** Write the following on the board: *ability, obligation, lack of obligation, necessity, permission, possibility, prohibition, recommendation*. Check students know what they mean and explain that they are all things that modal verbs can express. Draw students' attention to the example and point out or elicit that some modals can express more than one function. Then get students to complete the exercise, individually or in pairs, and check answers with the class. For extra practice, you could ask students to find the passive modals in audioscript 2.01 on page 144 and rewrite them as active sentences.

> *can be used* – ability or permission
> *could be improved* – possibility
> *do not have to be trained* – lack of obligation
> *ought to be done* – recommendation
> *have to be taken into account* – obligation
> *might be moved* – possibility
> *mustn't be decided* – prohibition
> *needs to be developed* – necessity
> *should be held* – recommendation
> *would be considered* – possibility

**7** Refer students to the Grammar reference on page 118. Go through the explanations and examples with them and clarify any points as necessary. Give students a few minutes to do the exercise individually and get them to compare answers in pairs before class feedback.

> **1** must be decided          **2** need to be budgeted
> **3** should be discussed      **4** may be expected
> **5** would be considered      **6** could be trained
> **7** should be looked at      **8** have to be thought

**B** This activity gives further practice of passive modals and can be done individually or in pairs. With weaker classes, you may wish to look at the active sentences with the class and ask them to identify the modal verbs before they complete the passive sentences. You may also wish to do the first item as an example.

**Possible answers**
1 Our accounting system has to be learnt by all new employees.
2 The decision ought to be left to Matthieu.
3 We should be offered an online course.
4 It must be clarified (by management) how many people they want to train.
5 Junior staff can be mentored by more experienced employees.
6 A wide range of skills should be developed in/ with/using long-term development programmes.
7 An employee may be helped to make a career in the company by/through a development programme.
8 Communication skills would be taught (to them) if management thought it was necessary.

## Speaking and writing

**Students practise using modals in the passive in a problem-solving activity and a follow-up writing task.**

**8A** Explain the activity and refer students to the example and ideas in the box. Ask them to work individually and choose four or five of the ideas in the box (or their own ideas) and make a list of things that need to be changed. Point out that they should use passive modals where possible. During the activity, monitor and check students are using passive modals correctly.

**Possible answers**
Business clothes must be / should be / ought to be worn.

Coffee breaks have to / should be kept short / to ten minutes.

Communication skills need to be / must be improved.

Computer systems have to be / must be updated / replaced.

IT skills have to be / should be improved.

Desks should be kept tidy.

Food/Meals should not be eaten in the office / at desks.

Reports must be / have to be finished on time.

Tasks must be / have to be / should be completed punctually.

Telephone calls should be made quietly.

Workplace culture needs to be understood / improved / communicated.

**8B** This activity is best done in two stages. Start by putting students in pairs and giving them time to compare their lists and agree on action points. Allow 2–3 minutes for this. Then give them 3–5 minutes to prioritise the action points agreed and decide on specific steps for each one. During the activity, monitor and note down any errors students make with passive

modals, for some brief class feedback afterwards. To extend the activity, you could join pairs together into groups of four and get them to take turns to present their ideas to each other.

**8C** Students can do this in class or as homework. When they have finished (or in the next lesson), you could get them to swap memos with a partner and identify/check any examples of passive modals used.

**Model answer**
To all staff
It has been decided that business clothes should be worn in the office. Coffee breaks must be shortened and lunches need to be eaten in the kitchen or outside the office. As our office is open-plan, staff are reminded that telephone calls need to be carried out quietly. In addition, reports must be finished on time. Thank you for your cooperation.

**MyEnglishLab:** Teacher's resources: extra activities
**Grammar reference**: p.118 Modals in the passive voice
**Teacher's book:** Resource bank Photocopiable 2.2 p.137
**Workbook:** p.10 Exercises 1 and 2, p.11 Exercises 1–3

## 2.3 ❯ Communication skills

### Team communication

**GSE learning objectives**
- Can extract specific details from a TV programme on a work-related topic.
- Can recognise a speaker's feelings or attitudes.
- Can justify and sustain views clearly by providing relevant explanations and arguments.
- Can politely interject while someone else is speaking during a work-related meeting.
- Can encourage decision-making in meetings using fixed expressions.
- Can lead a discussion, expanding and developing ideas, if given time in advance to prepare.

**Warm-up**
Put students in pairs or small groups and dictate or write the following questions on the board: *When did you last need to work in a team? How many people were in it? What was the purpose? Did you have a team leader?* Give pairs 3–5 minutes to discuss the questions, then get brief feedback from the class.

## Lead-in

**Students discuss different ways to work in teams.**

**1A** Put students in pairs, refer them to the diagrams and ask them what type of team culture they think each diagram represents (possible answers: Team culture A: there is a team leader role, each person has specific roles; Team culture B: collaborative, roles overlap, shared leadership). Give pairs 3–4 minutes to discuss more features of each team culture and possible advantages and disadvantages. Get feedback from the class, listing students' ideas on the board under three headings: *Features*, *Advantages* and *Disadvantages*.

**1B**  🔊 2.03  Explain the activity and play the recording. With weaker classes, you may need to play the recording twice: once for them to check which of their ideas from Exercise 1A are mentioned and a second time for them to note any additional ideas for features, advantages and disadvantages for each team culture. Get feedback from the class, adding answers to the lists on the board.

---

**Possible answers**

Team culture A

More focused on the individual, each person having a clear and specific role and place in the team.

Clear roles – people know what they have to do and what the other does.

People communicate referring to clear personal objectives, they make clear recommendations to the team based on these objectives and their expertise.

There is a leader role for a final decision, which can make decision-making faster.

Team culture B

Roles overlap with each other, no clear borders for roles. Focus is on interaction and collaboration – working together to offer and share ideas, and take creative decisions with lots of discussion.

There is no separate leader role because shared leadership is important. This creates a culture where everyone is responsible for the final decision.

---

**1C**  Students could discuss the question in pairs or groups first, then as a whole class.

## Video

**Students watch a video about different approaches to teamwork.**

**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 *auditor* and *consultative approach*. Play the video, then check answers with the class.

---

1  Local production (in Bangladesh) is not an option because the facilities are too poor and this could risk product quality.
2  Emma thinks Go Global should decide because they are investing their money and they know the product chain in detail (they are the experts).
3  To suit the EN-Tek team culture: Sanjit/EN-Tek likes to be involved, to be part of the discussion, to see collaboration happening.
4  The wrong decision on location will 'kill' the project, i.e. cause the project to fail.
5  to think carefully about how to handle the meeting with EN-Tek

---

**3A**  Explain to students that Emma has two options when she discusses the report findings with Sanjit 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 Exercise 3A and get them to compare answers before checking with the class. Do the same for the second video.

---

**Option A**
1  to give the best advice on finance and quality
2  to coach and train the people working locally to develop their skills and ensure quality
3  No, she isn't. She immediately says that she doesn't think it makes sense.
4  Emma feels happy because she got the result she wanted.

**Option B**
1  that they've had very good experiences with them and that he has a lot of trust in their abilities
2  efficient production, good product quality and a successful project
3  to run two pilot production processes based on a more detailed set of requirements – one in China and one locally in Bangladesh, to see if both can be successful, and decide based on the results
4  On a verbal level, she is because she says, 'Sounds fair', 'So shall we try that?', 'Do we all agree with the idea to …', but on a non-verbal level she shows reluctance in the way she looks at Claudio.
5  Emma is unhappy. She feels that the double pilot idea will just delay reaching the conclusion that China is the best option. She seems frustrated that she took Claudio's advice to be consultative and the outcome is one she doesn't agree with.

---

**4**  Put students in pairs and give them 3–4 minutes to discuss the questions. For question 2, encourage students to refer to the comments Claudio made at the end of each video; they could do this by looking at the videoscripts on page 138 or by watching the relevant sections of each video again.

---

1  See answer key for Exercise 5 below.
2  Students' own answers

---

**5**  ▶ 2.3.4  Students should do this in the same pairs as Exercise 4. Explain that they are going to watch the last section of the video, where the learning points from Options A and B are discussed. Play the video and give pairs 3–4 minutes to discuss, then elicit ideas from different students and discuss the conclusions and learning points with the class.

---

In Option A, Emma is direct and pushes her ideas strongly. She reminds Sanjit and Paweł that her role is to give advice on finance and quality, and says that China is the only option. Sanjit agrees but it goes against his values and vision. So, while Emma is happy at the end, Sanjit isn't convinced and the team is a little divided.

In Option B, Emma is more collaborative and open, which leads to the decision to set up two pilots. Emma is not happy with the outcome and with the delay it will cause. But Claudio points out that the result is good from a team point of view, the approach was collaborative, and new ideas were produced.

---

## Reflection

**Students reflect on the conclusions from the video and discuss their own approach to team communication.**

**6** Allow students to work individually on this so that they can reflect on their own preferences and ideas. Then put them in pairs to discuss their answers. As feedback, elicit ideas from different students for each question and encourage brief class discussion. Ask if any students will consider changing their style after today's lesson.

## Functional language: Exchanging ideas

**Students look at useful phrases for exchanging ideas.**

**7A** Students can do this exercise individually or, in weaker classes, in pairs. After checking answers with the class, clarify meanings as necessary and encourage students to record the phrases in their notebooks.

> **a** 2, 5, 12   **b** 3, 6, 11   **c** 4, 8, 13   **d** 1, 9   **e** 7, 10

**7B** Ask students to do this individually. Check answers with the class and then, if time allows, put students in groups of four to practise the dialogue.

> **1** What do you think we should
> **2** Why don't we (This is the only correct answer as it's a question, not a statement.)
> **3** If we do that, then
> **4** Just picking up on what
> **5** so shall we try

**8A** Put students in pairs and read the situations with them. In their pairs, they then take turns to respond, using phrases from Exercise 7A. Elicit responses from different students as feedback.

**8B** Students should do this in the same pairs as Exercise 8A. Explain the activity and give them a minute to choose which situation they want to practise. During the activity, monitor and help as necessary, checking that students are using the phrases from Exercise 7A correctly. Have a round-up session where students talk about the situation they chose and the decision they came to.

### Extra activities 2.3

**A** This activity practises functional language from the lesson. Give students 3–4 minutes to complete the exercise individually and check answers with the class. Then put students in pairs to practise the dialogue.

> **1** What's the best way to   **2** I think the best option here   **3** If we do that, then   **4** If I can add to that
> **5** So, shall we try

**B** Students could do this in the same pairs as Exercise A or in small groups. Give them 3–4 minutes to discuss their ideas, then get feedback from the class. If your students are not comfortable discussing their own place of work/ study, they could talk about a company or organisation they know.

## Task

**Students organise a team-building event.**

**9A** Put students in small groups and give them a few minutes to read the scenario and the ideas on page 126. Answer any vocabulary questions they may have.

**9B** Ask students to work individually. Explain that they need to prepare arguments for or against the ideas in Exercise 9A. Set a time limit and encourage students to make notes and add their own ideas.

**9C** Back in their groups, students decide on a person to lead the discussion. On the board, write *request ideas* and *come to a decision*. Tell each group that this is what the leader is responsible for during the discussion. You may wish to set a time limit (5–10 minutes) for the discussion and suggest that each group appoints a student as a time keeper. Remind students to use the expressions in Exercise 7A. During the activity, monitor and note down points to highlight during feedback, but do not interrupt the discussions.

**9D** Students now join another group and compare their decisions. Ask them to discuss the language they used, and what, if anything, they found difficult. If you noted any points while monitoring the discussions, this would be a good point to highlight them. Round off the task by asking students what difference there might have been in the discussion if there hadn't been a discussion leader.

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

**Workbook:** p.12 Exercise 1

## 2.4 > Business skills

### Facilitating a meeting

### GSE learning objectives

- Can extract the key details from discussions in meetings conducted in clear, standard speech.
- Can lead a discussion, expanding and developing ideas, if given time in advance to prepare.

### Warm-up

Put students in pairs or small groups and dictate or write the following questions on the board: *What makes a meeting successful? Who is responsible for making these things happen?* Give pairs/groups 2–3 minutes to discuss, then invite different students to share their ideas with the class.

### Lead-in

**Students discuss facilitation skills.**

**1** Go through the instructions and questions with students and give them 2–3 minutes to read the text. Help them with any unknown vocabulary and put them in pairs to discuss the questions. Allow 3–4 minutes for this, then get brief feedback from the class.

**Possible answer**

It is important to bear in mind that facilitation of meetings is a very demanding task for a single individual, especially in a foreign language. This is why it can be useful if the people present at a meeting support and co-facilitate. However, in some business contexts, the authority for facilitation might reside in the hands of a single and possibly senior person, and so shared facilitation may not be possible.

## Listening

**Students listen to a meeting about possible changes to learning management in an organisation.**

**2A** 🔊 2.04  Tell students that they are going to hear the first part of a meeting about possible changes to learning management in an organisation. Give them a minute to read through the questions, then play the recording. In weaker classes, you may need to play the recording twice and/or pause at short intervals for students to complete their answers.

**1** finding ways to digitalise learning, moving away from traditional classroom training
**2** to go around the table first, hear everyone one by one, and then discuss
**3** Sam wants to discuss budget but Takeshi proposes to discuss it later after the presentations from all the countries.
**4** He insists that everyone speak up, give ideas and get involved. He would like everyone to be active in facilitating the meeting and to share the responsibility.

**2B** 🔊 2.05  Explain that students are now going to hear the next part of the meeting. Again, weaker students may need to listen a second time or you may need to pause the recording for them to complete answers.

**1** He seeks clarification on what is meant by soft skills training.
**2** He welcomes his disagreement and invites opinions from others on that point.
**3** He encourages her to give her opinion drawing on her expertise.
**4** He gives positive feedback by recognising that Paula's point is important. He then summarises what has been said and identifies where people agree, and recommends a discussion around the risks of e-learning.

**2C** 🔊 2.06  Tell students that they are going to hear the final part of the meeting. If time allows, get them to compare answers in pairs before class feedback.

**1** Time is short and he thinks it is important to come to a decision on next steps.
**2** Takeshi suggests that Sam and Steve work further on the topic and come up with a proposal on how to move forward.
**3** He says he thinks good progress has been made. He also thanks the group for being proactive and sharing the facilitation.

**2D**  Discuss the questions with the whole class. Encourage students to give reasons for their answers.

**Possible answers**

Overall, it can be said that Takeshi facilitated the meeting well. He provided a clear objective and structure at the beginning. He encouraged people to offer opinions and made clear to the group it was important not to isolate the people dialling in. He kept the meeting focused, tried to summarise opinions and identify areas where people agreed. He managed differences in viewpoints positively. In the end, he had to cut short the discussion due to a lack of time, not unusual with more complex decisions, and gave a clear task at the end of the meeting as to who should do what, with a promise to take a decision at the next meeting.

### Pronunciation bank
### p.114: Linking between words

**Warm-up**

Refer students to the introduction in the box and give them an example. Write *do a course* on the board. Say each word one by one, then model the linking in connected speech (*do‿a course*). Ask students if they can hear an extra sound between *do* and *a* (Yes, /w/ links the words: /duːwə/.). Explain that this is one of many ways in which words are linked in spoken English.

**1** 🔊 P2.02  In stronger classes, encourage students to say the phrases and match the words with the types of linking before they listen. Alternatively, play the recording, pausing after each item for students to match it with the correct type of linking.

**1** b  **2** a  **3** c

**2**  Put students in pairs and give them 2–3 minutes to do the exercise. Do not confirm answers yet as students will check them in the next exercise.

**3** 🔊 P2.03  Play the recording for students to check their answers to Exercise 2. Then play it again for them to listen and repeat the phrases. Correct any errors in linking and if necessary, drill the phrases around the class.

**1** We communicated through‿/w/‿our lawyers.
**2** Thanks to‿/w/‿all of you.
**3** Then we'll have‿/v/‿a meeting of eight directors.
**4** How do‿/w/‿others feel about this?
**5** Please give your‿/r/‿ideas and tell us what you want.

**4**  Put students in pairs to practise saying the sentences in Exercise 2. Monitor and correct their pronunciation as necessary, modelling the linking sounds.

## Functional language: Facilitating a discussion

**Students look at useful phrases for facilitating discussion when leading meetings.**

**3A** This exercise can be done individually or with the whole class, checking answers as you go.

> **1** looking **2** ensure **3** around **4** hear **5** off
> **6** experience

**3B** Ask students to work individually. Before they categorise the sentences, check answers to the matching task and clarify meanings as necessary. Students can then complete the table individually or in pairs.

> Referring to agreement/disagreement: **2** d **3** b **5** c
> Managing how long people speak: **1** e **4** a

**3C** Check students understand *recap* before they complete the sentences. After checking answers, encourage students to record the phrases from Exercises 3A–3C in their notebooks.

> **1** step **2** proposal **3** round **4** recap **5** progress

### Extra activities 2.4

**A** Refer students to the headings and explain or elicit that the dialogues are extracts from different parts of a meeting. Go through the phrases in the box with students before they begin. After checking answers with the class, you could put students in pairs to practise the dialogues.

> **1** the two main things we need to decide today
> **2** What I suggest is that we first discuss
> **3** sorry to interrupt
> **4** I want to hear everyone's views
> **5** what do you think
> **6** so if I understand correctly
> **7** we need to come to a decision
> **8** How does that sound to everyone
> **9** thanks, everyone, for today
> **10** In terms of next steps

## Task

**Students roleplay a meeting on how to support a company's internationalisation.**

**4A** Put students in groups of three and give them time to read the scenario. You could ask a few check questions such as: *What countries has Aircon decided to expand into?* (France and Germany) *What does the Managing Director want your team to do?* (evaluate people management ideas) *What do you need to decide about the ideas?* (which are the most effective and cost-efficient.)

**4B** Ask groups to decide on their roles and refer Students A and B to their role cards. Explain or elicit what Student C (the facilitator) has to do and/or refer students to the definition of facilitation skills on page 24, Exercise 1. Allow groups

5–8 minutes' preparation time. With weaker classes, you may wish to assign roles yourself and group all Students A, B and C together first to read their cards and briefly discuss their roles before returning to their original groups.

**4C** Groups now roleplay their meetings. Set a time limit and remind Students C that keeping track of time is part of their role as facilitators. During the activity, monitor and note down points to highlight during feedback, but do not interrupt the meetings. When groups have finished, invite them to share and explain their decisions with the class, and highlight any points you noted while monitoring. If time allows, students could roleplay the meetings again, in new groups and with different roles.

**MyEnglishLab:** Teacher's resources: extra activities; Functional language bank
**Pronunciation bank:** p.114 Linking between words
**Workbook:** p.12 Exercise 2

# 2.5 ❯ Writing

## A training request

### GSE learning objectives

- Can infer the meaning of words from context in work-related documents on familiar topics.
- Can systematically develop an argument giving the reasons for or against a point of view.
- Can support a main idea with examples and reasons.
- Can use *so* … and *therefore* … to express conclusions and inferences.

### Warm-up

Put students in pairs or groups and ask them to discuss the following questions: *Have you ever had to write an email requesting something and giving your reasons? How difficult do you think it might be to explain to an employer why you want to do something?* Give students 3–4 minutes to discuss in their pairs/groups, then get brief feedback from the class.

## Lead-in

**Students read and complete an email requesting a training course.**

**1** Get students to read the email quickly and identify what type of training is being requested (a project leadership training course), why the writer needs it (she has just become a project leader for the first time) and when she needs an answer by and why (tomorrow afternoon because registration closes tomorrow evening). Ask students to read the email again and do the exercise individually. Get them to compare answers in pairs before class feedback. To extend the activity, you could ask students if they would agree to the course if they were Anna's manager. Encourage them to give reasons and say what information in the email helped them to make the decision.

> **1** made **2** believe **3** offered **4** completion
> **5** motivate **6** possible **7** Furthermore **8** deal
> **9** know **10** information

## Functional language

**Students look at useful language for making requests and giving reasons.**

**2A** Tell students that you are now going to focus on language for making requests and giving reasons in written communication. Ask them to complete the exercise individually, referring to the email in Exercise 1. Check answers with the class, checking that students understand the meaning and function of each phrase.

> **1** request **2** therefore **3** could **4** important **5** vital
> **6** interested

**2B** You could do this as a quick whole-class activity, checking answers and clarifying meanings as you go.

> **Requests**
>
> Would it be possible for me to do a course?
> I would appreciate it if I could …
> It would be very helpful if I could attend a course.
>
> **Reasons**
>
> I start work in Spain soon so I need to study Spanish.
> I have just been promoted to manager so …
> I do not have enough experience in this area.

> **Extra activities 2.5**
>
> **A** This exercise practises phrases for making requests and giving reasons. Get students to complete it individually, then check answers with the class. To extend the activity, you could put students in pairs and ask them to identify which sentences are used for making requests, which are for giving reasons and which sentence does both (see answers in brackets below).
>
> > **1** g **2** e **3** j **4** f **5** i **6** h **7** c **8** b **9** d **10** a
> > (Making requests: 1 g, 2 e, 3 j, 6 h, 9 d, 10 a
> > Giving reasons: 5 i, 7 c, 8 b
> > Both: 4 f)

> **Optional grammar work**
>
> The email in Exercise 1 contains examples of linking words for reason and purpose, 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 an email requesting a training course.**

**3A** Put students in pairs and refer them to the advertisement on page 127. Give them 5–8 minutes to brainstorm ideas and plan their emails while you go round monitoring and helping as necessary. Encourage students to make notes.

**3B** Students write their emails using their notes from Exercise 3A. They should do this individually, in class or for homework.

> **Model answer**
>
> As I am now having to negotiate new contracts with our customers, I feel that it would be very helpful if I could attend this new course to help me negotiate more effectively.
> I believe that the course is ideal because it focuses on key skills such as being able to recognise how negotiations can change during the process and how to read the reactions of the people I am negotiating with. It is very important to be able to know if the other side is likely to accept our offer.
> Another area where I need to improve my skills is being able to listen actively. I sometimes find it difficult to keep focused on listening so I occasionally might not always ask the right questions.
> In order to create suitable strategies, the course also looks at the value of careful planning and preparation so that I can create effective strategies to use during negotiations. Since the next course is in two weeks' time, I'd appreciate it if you could confirm as soon as possible if I can take this course as I have to negotiate the new contract with our biggest client next month.

**3C** Students should do this in the same pairs as Exercise 3A. Ask them to exchange emails and check whether they both used appropriate language for making requests and giving reasons. Give them time to evaluate and improve their emails after comparing their work to their partner's. If students do the writing task for homework, this exercise can be done in the next lesson.

**MyEnglishLab:** Teacher's resources: extra activities; Interactive grammar practice; Writing bank
**Grammar reference:** p.119 Linking words for reason and purpose
**Workbook:** p.13 Exercises 1 and 2

# Business workshop ❯2

## Quality service for all

> **GSE learning objectives**
>
> - Can scan a long text or a set of related texts in order to find specific information.
> - Can identify the main reasons for and against an argument or idea in a discussion delivered in clear standard speech.
> - Can interpret the main message from complex diagrams and visual information.
> - Can justify and sustain views clearly by providing relevant explanations and arguments.
> - Can ask open-ended questions to better understand the specific details of a problem.
> - Can respond to clearly expressed questions on a presentation they have given.

# Background

**Students read about a financial consulting firm which needs to improve the training and development it offers its employees.**

**1** Go through the questions with students, put them in pairs and give them time to read the background and answer the questions. Check answers with the class.

> **1** They are an international financial services consulting firm operating all over the world. Possible answer: These types of companies provide financial advice and so their clients might be other multinational companies, SMEs (small and medium enterprises), private people, start-ups or even charities.
>
> **2** Their biggest problem at the moment is that their customers feel the quality of advice is not consistent throughout the organisation. Due to globalisation, customers are able to find out how other branches of the company work. This is damaging to the company's reputation.
>
> **3** Possible answer: The text says that HR departments are aware there is an issue with training and development. This probably means that the same training (type and quality) is not offered to staff in all locations. Addressing this may be the key to resolving the issues customers have raised.
>
> **4** Students' own answers / Possible answer: The company could evaluate training needs across the company and design standard global training programmes.

# Training and development issues

**Students listen to a conference call and read reports about issues related to training and development.**

**2** 🔊 BW 2.01 Tell students that they are going to hear part of a conference call, go through the instructions with them and check they understand *attendance*. Play the recording and check answers with the class. With weaker classes, you may need to play the recording a second time for students to identify the steps Karen proposes.

> **1** Victoria **2** Akito **3** Frederik
>
> Karen suggests setting up global e-learning or blended-learning courses including online and face-to-face elements. She asks each of them to do more research and prepare a report so that they can begin working on this concept.

**3A** Put students in groups of three. Assign roles (A, B and C) and explain that they are each going to read a different report by the Regional HR Directors. Refer students to their reports and allow plenty of time for them to read the texts and answer the questions. Do not confirm answers, but go round monitoring and helping students as necessary.

**Report on Asia**

**1** The consultants need training in particular aspects of the products the company sells, e.g. products for emerging economies such as micro-loans for those starting small businesses and also on Islamic financial products. They also need to be able to explain financing to clients who may not be familiar with the way markets work.

**2** The consultants have excellent relationships with clients and can sell products well.

**3** This market includes well-developed economies as well as emerging economies. There is also an increase in demand for Islamic financial products which have strict regulations.

**4** Possible answer: The consultants have excellent relationships with clients as well as skills in selling products / closing the deal. They need specific training in products for emerging markets such as micro-loans and how to explain the basics of finance. They also need training on Islamic financial products. Courses for these areas need to be found and offered to staff. One way to do this might be through a company-wide wiki.

**Report on Europe**

**1** The consultants need training on how to support new talent and in communication skills when something goes wrong in a sales call. They also need to learn how to improve customer retention and not just win new ones.

**2** The consultants know their products well and are experts in their field. They are very good at sales and finding new customers.

**3** Clients trust the expertise of the managers, so often bypass the junior consultants and ask to speak to the manager, which means there is not enough development of new talent. The region also wants to cut training costs using more online training.

**4** Possible answer: The consultants are experts in their fields although clients often want to speak to a manager because the perception is that the manager knows more than the consultant. All consultants need development and a chance to have a career in the company. In particular, training should focus on communication skills and building long-term relationships in order to address problems with customer retention. Efficient and cost-effective training should be found to do this.

**Report on South America**

**1** The consultants who join from other parts of the company need to understand that face-to-face meetings are essential in this region. They also need training on setting up long-term relationships with all customers, keeping existing ones and finding new ones.

**2** They are very knowledgeable about products and have been excellent at selling to existing clients.

**3** This market has growing economies, meaning there is great potential for the business. Emphasis is placed on long-term relationships, networks, recommendations and face-to-face meetings.

**4** Possible answer: The consultants are very good at sales to existing clients but need training in maintaining the client base and finding new ones. Some need training on improved face-to-face communication skills and setting up long-term relationships. Courses to practise this should be implemented. Unfortunately, some of the young people joining the company have not been interested in the development programmes or in being mentored so courses with the personal touch to attract that target group need to be offered.

**3B** In their groups, students tell each other about their report. Encourage them to summarise and paraphrase key information rather than repeating the report verbatim. Give students time to compare their reports and decide which region is the most problematic. Ask groups to summarise their findings to the class, giving reasons. Before continuing, make sure students understand *webinar*, *wiki* and *forum* (see Notes below), all of which appear in the texts, as these will be used again in the Task.

### Notes

- A **webinar** is an online seminar with a presenter and a PowerPoint (or similar) presentation. Participants use a chat box to communicate with each other and ask questions.
- A **wiki** is a platform which can be used by a trainer and trainees to set and upload tasks.
- Many platforms offer **forums** which allow people to chat online with each other on particular topics; companies with intranets often make use of these as well.

### Extra activities Business workshop 2

**A** This activity provides students with extra reading practice. Give them a minute to read through the questions and ask you about any they do not understand. Explain that in order to answer the questions, they will need to read *all three* reports from Exercise 3A. Allow plenty of time for students to do the exercise, individually or, in weaker classes, in pairs. Check answers with the class.

**1** South America   **2** Asia   **3** no interest   **4** Europe
**5** South America   **6** Europe   **7** Europe   **8** Asia
**9** a personal element   **10** Asia   **11** South America
**12** (training in) communication skills

**B** This activity practises key vocabulary from the lesson. You could go through the words in the box before students begin or let them use their dictionaries during the exercise and clarify meanings during class feedback.

**1** potential   **2** funds   **3** aspect   **4** base
**5** recommendation   **6** emerging   **7** generous
**8** trust   **9** further

## A skills map

**Students interpret a skills map analysing training needs.**

### Notes

Financial consultants can be found around the world working for private consulting companies which supply financial advice and in banks. They need to have a particular set of skills which are transferable to other jobs that deal with customers. The skills map on page 91 of the Coursebook can be used to talk about tax advisors, lawyers/attorneys, salespeople (in any field), retail and corporate bankers, etc.

**4** Refer students to the map on page 91 and explain that it is a *skills map* analysing training needs, which Karen created for the HR Directors. Ask students if they have seen or used a skills map before. Look at the map with students and clarify terms where necessary. Then put them in pairs, give them 5–8 minutes to discuss the questions and check answers with the class.

**1** Possible answer: internal = in the company, external = outside the company, client-centred = working with clients and focused on their needs, business-centred = focused on the company and its development
**2** Possible answer: building trust, emotional intelligence, communication skills and rapport cover sales and empathy; active listening and negotiating skills cover sales and management. Students' own answers for other skills.
**3** They can see which outcomes they want and the skills they need and then decide on the courses to offer.
**4** Possible answer: This could work for tax advisors, lawyers/attorneys, salespeople in any field, retail and corporate bankers, etc.

### Extra activities Business workshop 2

**C** This exercise can be done individually or in pairs, with students using their dictionaries to help them if necessary. To check answers, you could copy the table onto the board and invite different students to come up and write the answers in the correct column. During feedback, clarify meanings as necessary.

**1** communicate   **2** creative   **3** empathise
**4** knowledgeable   **5** management   **6** organisation
**7** presentation   **8** sell   **9** training   **10** trustworthy

The nouns referring to people are:
**1** communicator   **2** creator   **5** manager
**6** organiser   **7** presenter   **8** salesperson   **9** trainer
**10** trustee
(3 and 4 do not have noun forms referring to people.)

**D** Before students do the matching task, give them time to read through the items and ask you about any unknown words. Alternatively, ask them to use their dictionaries during the task, and clarify meanings during class feedback.

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

## Task: Create a blended-learning course

**Students create and present a blended-learning course.**

**5** Students should do this in the same groups as Exercise 3. Explain the task and go through the list of course elements with students. Allow plenty of time for this step and check again that students are clear on the meanings of *webinar*, *wiki* and *forum* (see Notes in Exercise 3B). Encourage students to make notes.

**6** Go through the instructions and list of discussion points with students and make sure they are clear about what they have to do. Again, encourage them to make notes. Allow plenty of time for students to create their course. During the discussions, monitor and help them as necessary.

**7** Groups now take turns to present their blended-learning course to the class, explaining their choices. Point out that while listening, the rest of the class should take notes and think of questions to ask at the end of each presentation.

**MyEnglishLab:** Teacher's resources: extra activities

# Review ❮ 2

**1 1** development   **2** job-related   **3** rapport   **4** analysis
   **5** benchmarking   **6** competency   **7** emotional
   **8** online
**2 1** must be provided   **2** could be improved   **3** must be held   **4** ought to be taken   **5** should be invited
   **6** could be arranged   **7** can be done   **8** could be made
   **9** does not / doesn't need to be finalised   **10** does not / doesn't have to be informed
**3 1** way   **2** Why   **3** makes   **4** cons   **5** picking   **6** shall
**4 1** looking   **2** ensure, around   **3** off   **4** experience
   **5** consensus   **6** come   **7** recap
**5 1** writing to request   **2** promoted to   **3** do not have enough   **4** would therefore like   **5** could you reply
   **6** because registration

# 3 > Finance

## Unit overview

| | CLASSWORK | | FURTHER WORK |
|---|---|---|---|
| **3.1 >** **Recessions and depressions** | **Lead-in** | Students discuss their attitudes to money, saving and investment. | **MyEnglishLab:** Teacher's resources: extra activities; Reading bank |
| | **Video** | Students watch a video about stock market crashes and financial depressions. | **Teacher's book:** Resource bank Photocopiable 3.1 p.138 |
| | **Vocabulary** | Students look at vocabulary related to finance and the economy. | **Workbook:** p.14 Exercises 1–3 |
| | **Project** | Students research and present information about a bank or financial institution. | |
| **3.2 >** **Catching up with rivals** | **Lead-in** | Students discuss sportswear brands and financial terms. | **MyEnglishLab:** Teacher's resources: extra activities |
| | **Reading** | Students read an article about profit targets. | **Grammar reference:** p.119 Expressing certainty and probability; Position of adverbs and adverbial phrases |
| | **Grammar** | Students study and practise phrases for expressing certainty and probability in the future and the position of adverbs and adverbial phrases in sentences. | **Teacher's book:** Resource bank Photocopiable 3.2 p.139 |
| | **Speaking** | Students practise the grammar from the lesson by talking about future changes in their organisation / place of study. | **Workbook:** p.15 Exercises 1–3, p.16 Exercises 1–3 |
| **3.3 >** **Communication skills:** Managing bad news | **Lead-in** | Students discuss positive and negative ways of looking at situations. | **MyEnglishLab:** Teacher's resources: extra activities; Interactive video activities |
| | **Video** | Students watch a video about different approaches to managing and responding to bad news. | **Pronunciation bank:** p.115 The letter 't' |
| | **Reflection** | Students reflect on the conclusions from the video and discuss their own reactions to and ways of managing bad news. | **Workbook:** p.17 Exercise 1 |
| | **Functional language** | Students look at techniques and useful phrases for responding to bad news. | |
| | **Task** | Students roleplay a situation where they communicate, manage and respond to news. | |
| **3.4 >** **Business skills:** Telephoning to clarify | **Lead-in** | Students talk about overcoming difficulties when making a phone call in another language. | **MyEnglishLab:** Teacher's resources: extra activities; Functional language bank |
| | **Listening** | Students listen to and think about the different stages of a phone call. | **Pronunciation bank:** p.115 Strong and weak forms of *that* |
| | **Functional language** | Students look at useful phrases for asking for clarification and paraphrasing information. | **Workbook:** p.17 Exercise 2 |
| | **Task** | Students roleplay a telephone call where they clarify information in financial documents. | |
| **3.5 >** **Writing:** Annual report summary | **Lead-in** | Students read an extract from an executive summary of an annual report. | **MyEnglishLab:** Teacher's resources: extra activities; Interactive grammar practice; Writing bank |
| | **Functional language** | Students think about the organisation of an annual report summary and look at some useful phrases. | **Grammar reference:** p.120 Articles – *a/an*, *the*, no article |
| | **Task** | Students improve an executive summary of an annual report and then write their own. | **Workbook:** p.18 Exercises 1–4 |
| **Business workshop 3 >** Investment opportunities | **Listening** | Students listen to a conversation between managers about investing. | **MyEnglishLab:** Teacher's resources: extra activities |
| | **Speaking** | Students talk about external factors which may affect a company's performance. | |
| | **Reading** | Students analyse information in graphs. | |
| | **Writing** | Students write a report on why a company was chosen for investment. | |
| | **Task** | Students hold a meeting to present information about a company. | |

**Business brief**

The main aim of this unit is to introduce students to the concept of the **finance** sector. The finance sector is a global trading industry which uses the **stock market** in a range of countries to buy and sell a variety of **investments**. 'Investment' is a blanket term for trading in currencies, commodities (actual goods or services) and **bonds**. Most investments hold a risk factor and there can be periods of **boom** or **bust**, when investors can make a profit and then suffer **losses**. The economic health of a nation or the world often relies on the complex relationship between investors and their belief and confidence in the markets they are investing in.

Investor attitude can influence the finance sector creating either a **bull** or **bear market**. A bull market is where investors feel confident and optimistic about their investments and the economic climate. A bear market is the opposite: investors feel pessimistic and cautious about the risks involved in investing. This can be affected by political uncertainty, the media or the failing fortunes of important companies such as the collapse of a large employer.

In a global economy, when one country faces financial crisis it can have an impact on the economy of other nations. A slowdown in the economy of a country during a business cycle is termed a **recession**, whereas a longer-term downturn in economic activity is a **depression**. A famous example of this was in the USA in the 1920s, when a combination of a strong economy and technological development in the form of mass production lead to a boom. However, by 1929, the economy had begun to slow and investors lost confidence. The resulting panic where people rushed to sell shares lead to a financial **crash**, known as the Wall Street Crash. Millions of dollars of investments became worthless overnight and many ordinary people lost their jobs and **savings** or faced **bankruptcy**. The worldwide depression which followed was both long and wide-reaching, negatively affecting industries, cities and rural communities all around the world. Many economies did not begin to **recover** until the mid- to late 1930s.

More recent economic crises have been equally wide-reaching but less destructive. During 2007–2010, the **financial crisis** was closely linked to growing confidence in the housing market, which had been making considerable profits. **Speculation** on the housing market increased both for private lenders taking out **mortgages** and also as part of property portfolios for **investment opportunities**. This overconfidence in the housing market led to a trend towards making it easier to **borrow** money by lowering lending standards and also selling higher-risk mortgage products. In these cases, the person taking out the mortgage was not in a financial position to repay the **loan** and **defaulted**, leaving a **debt** that was unlikely to be repaid. The results of the crisis were far-reaching. Banking and financial institutions which had made high-risk investment or loan decisions came close to collapse. Some needed to be **bailed out** by governments or central banks. Some of these financial institutions were believed to be 'too big to fail' in that they were so large and connected that it was considered that the collapse of one might lead to other corporations or financial organisations falling, with even more disastrous results for the global financial system.

**Finance and your students**

Even if students are not directly involved in working for, or wishing to work in, the financial sector, an understanding of finance is essential in all areas of life. Global finance means that phenomena such as boom, recession or depression can have an impact on businesses in all industries as well as on personal finance.

## Unit lead-in

Draw students' attention to the photo and elicit what it shows (golden eggs). Ask: *What do you think the golden eggs symbolise? Why are they in a nest?* (Possible answers: wealth and keeping money/investments safe.) Then ask students what attitude to money and investment the quote suggests. (Possible answers: avoiding investments or spending.)

# 3.1 ❯ Recessions and depressions

### GSE learning objectives

- Can extract specific details from a TV programme on a work-related topic.
- Can follow changes of topic in factual TV news items and form an idea of the main content.
- Can bring relevant personal experiences into a conversation to illustrate a point.
- Can collate information from several written sources and summarise the ideas orally.

### Warm-up

On the board, write: *a) Look after the pennies and the pounds will look after themselves. b) Money burns a hole in my pocket*. Ask students what they think each saying means and elicit different ideas. Discuss briefly with the class and confirm / help students with the meanings. (a = Keeping an eye on spending on small things helps make bigger savings. b = As soon as I have money, I spend it.) Ask: *Which is closer to your attitude to money?* Elicit answers from different students. If time allows, you could get students to discuss in pairs first, then get brief feedback from the class.

## Lead-in

**Students discuss their attitudes to money, saving and investment.**

**1** Get students to discuss the questions in pairs. If your students do not wish to answer any of the more personal questions, tell them to move on to the next one. Choose one of the more general questions (such as question 3) and ask different students to share their partner's tips with the class.

## Video

**Students watch a video about stock market crashes and financial depressions.**

**2** ▶ 3.1.1  Check students understand *crash*, *economic depression* and *recession*, and also *severity*. Play the video, then check answers with the class. Ask students if they agree with the opinions in the video. Have there been examples of a stock market crash, recession and depression in their country?

### Possible answers

**1** The worst financial crisis is an economic depression: '*The Wall Street Crash of 1929 led to at least 10 years of worldwide economic depression. It was the most severe financial crisis of modern times.*'

**2** a recession (similar to a 'credit crunch'): '*We're in the worst economic depression in my lifetime; economic recession, we're not supposed to call it a depression yes, but it feels pretty depressing.*' (Howard Stringer)

**3** a crash: '*... when the stock market suffers a devastating drop in value ... Market crashes don't always lead to economic depression ... In 1987, the market losses were the biggest in history, by percentage, but the markets recovered quite quickly. So there was no economic depression.*'

**3** ▶ 3.1.1  Ask students to read through the questions. Check understanding and clarify any vocabulary queries. Play the video and get students to answer individually and then compare their answers in pairs. You could play the video a final time and pause at appropriate points for students to check their answers.

**1** on Black Tuesday, 29th October
**2** Markets had been booming / doing very well and shares had been increasing in value.
**3** By the time the stock market / Dow Jones stopped falling, the value in shares had fallen by a total of 90 percent.
**4** No, stock markets fell in Europe and around the world. No part of the western world was left unaffected.
**5** Hong Kong
**6** No, they recovered quite quickly.
**7** Portugal, Italy, Ireland and Greece are some examples.
**8** 'Real economy' refers to areas of the economy related to the production of goods and services, rather than buying and selling on financial markets.

**4** Put students in pairs or small groups and give them 3–4 minutes to discuss the question. Once they have finished, you could open this up into a class discussion. Elicit ideas from different students; encourage them to give reasons.

### Extra activities 3.1

**A** ▶ 3.1.1  Ask students to do this individually. Give them time to read through the statements before playing the video. 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** F (The Wall Street Crash of 1929 led to at least ten years of worldwide economic depression, not the Crash of 1987.)
**2** T
**3** T
**4** F (There have been crashes and recessions, but there has never been a global depression as severe as that since then.)
**5** F (five hundred billion dollars)
**6** T
**7** T
**8** T
**9** F (There have been more crashes than economic depressions.)
**10** F (One thing you can be sure of, in your working lifetime, is that you will experience a crash of one kind or another.)

**B** ▶ 3.1.1 Give students a minute to read the text. If there is time, you could put them in pairs to check if they can fill in any of the gaps before watching again, and then watch the video to check/complete their answers. Play the video from 2:08 to 2:42, then check answers with the class. If there is time, you could discuss the following questions with the class: *Do you think the banks were right to stop lending more money? Were people affected by the credit crunch in your country? Did it have an effect on the housing market?*

> **1** economic crisis **2** financial markets **3** banks in the United States **4** buy houses **5** credit ratings **6** unable to pay **7** investors suffered **8** homes **9** stopped **10** global

## Vocabulary: Finance and economic crises

**Students look at vocabulary related to finance and the economy.**

**5** Students could do this activity individually or in pairs. With stronger classes, ask students to use their dictionaries to check the meaning of any unknown words. With weaker classes, go through the words in the box with students before they complete the sentences. Check answers with the class.

> **1** investment **2** savings **3** Losses **4** stock market **5** bankruptcy **6** loan **7** credit crunch **8** mortgage **9** recession **10** depression

**6** You could do this as a whole-class activity, checking answers as you go. Check students understand the meaning of all three options each time: the correct answer and the two incorrect options.

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

**7** Give students 1–2 minutes to read through the whole summary first. Then get them to complete the exercise individually and check answers in pairs before class feedback. Before students begin, point out that the correct form of the word might be a change in verb form (e.g. *boom – booming*) or a change in the part of speech (e.g. verb to noun).

> **1** booming **2** dropped **3** bankruptcies **4** savings **5** losses **6** recovered **7** depression **8** recession

**8** This leads into the project in Exercise 9. Put students in pairs and give them 3–5 minutes to discuss the questions. Then discuss as a class.

### Extra activities 3.1

**C** This activity practises key vocabulary from the lesson. Give students time to do the exercise individually and then compare answers in pairs before checking with the class. During feedback, clarify meanings as necessary.

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

## Project: Research the history of a bank or financial institution

**Students research and present information about a bank or financial institution.**

**9A** Put students in pairs or small groups and go through the instructions and questions with them. Students may choose a foreign bank / financial institution or one from their own country. You may wish to explain (or elicit) that the financial crisis of 2007–2008 caused many bank failures, including some of the world's largest banks, and provoked much debate about bank regulation. You could encourage students to look into what happened to banks such as Lehman Brothers, Merrill Lynch, Northern Rock, Credit Suisse or Deutsche Bank. Encourage them to use various sources from the internet, not just the bank's/institution's website, and to highlight key dates and figures. Give them plenty of time to prepare their presentation and point out that they can also use graphs and visuals to present their findings (e.g. to highlight key dates, facts and figures). You may also wish to write some useful phrases on the board, for students to refer to, e.g.
- *[2017] was a total catastrophe for …*
- *[1,500] people lost their jobs in the restructuring. That's [1,500], including the CEO.*
- *Despite the job losses and the recession, the top executive at … received compensation of [$24 million.]*

**9B** Pairs/Groups take turns to present their findings to the class. Explain that while listening, the rest of the class should take notes and think of questions to ask at the end of each presentation. After all the presentations, ask the class to identify any information that surprised them.

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

**Teacher's book:** Resource bank Photocopiable 3.1 p.138

**Workbook:** p.14 Exercises 1–3

# 3.2 ❯ Catching up with rivals

### GSE learning objectives

- Can scan a long text or a set of related texts in order to find specific information.
- Can refer to certainty and probability using *certain/ likely/due to* with verb phrases.
- Can express various degrees of likelihood and possibility using complement clauses.
- Can correctly place adverbs of comment and manner in longer sentences.
- Can describe in detail why they agree or disagree with a suggested work-related change.

### Warm-up

*Ask: What sports activities do you do in your free time? If students don't take part in sports activities, ask them to brainstorm sports activities that are popular in their place of work/study or their town/country. Elicit a few examples, write them on the board and then get students to say what equipment they would need and what they would wear to do that sport or activity. Ask: Where would you buy this sportswear and equipment? Which sports activity would be the most expensive to take part in?*

## Lead-in

**Students discuss sportswear brands and financial terms.**

**1** You could start by showing the class some logos from international sportswear brands and getting them to guess the company name and what country they have their headquarters in (e.g. Nike, USA; Adidas, Germany; FILA, South Korea; Umbro, England). Put students in pairs to discuss the question, then get brief feedback from the class. Alternatively, you could discuss the question with the whole class.

> **Possible answers**
>
> Nike, Adidas, Reebok (part of Adidas), Under Armour, Puma, North Face, Asics

**2** Students could do this exercise individually or in pairs, using their dictionaries if necessary. Check answers with the class.

> **1** profitability **2** make your mark **3** boost
> **4** bottom line **5** make up ground

## Reading

**Students read an article about profit targets.**

> *Notes*
>
> Nike and Adidas are international sportswear brands and rivals, and are famous for their sports shoes / trainers, e.g. Jordan's basketball shoes and sports equipment. They are two of the world's most valuable brands in the sports business. Adidas is a German multinational based in Herzogenaurach, whereas Nike is American and has its headquarters in Oregon, USA. Nike takes its name from the Greek goddess of victory. Nike is famous for its recognisable 'swoosh' logo and slogan 'Just do it'. Adidas, at the time of writing, is the largest sportswear manufacturer in Europe and the second biggest in the world.

**3** Ask students to read the text quickly to get the context before attempting to put the words in the subheading in the best order. Point out that more than one version might be possible and that they should use the information in the article to help them. Encourage some students to write their versions on the board and check any variations around the class.

> *German sportswear company races to catch up with rival Nike.*
> (The headline could also be: *Rival German sportswear company races to catch up with Nike* or even: *Nike races to catch up with rival German sportswear company*, although that wouldn't be correct according to the text, where the main focus is on Adidas.)

**4** Explain to students that these are sentences summarising important information from the article. They could do the exercise individually or in pairs (the second option may be easier for weaker classes). Give students 3–5 minutes to complete the exercise, then check answers with the class.

> **1** 15 percent **2** 20, 22 percent, three **3** 59 percent, €1 bn
> **4** 6 percent **5** €1 bn **6** three, €4 bn

> **Extra activities 3.2**
>
> **A** This activity practises key vocabulary from the reading text. You could ask students to complete the article individually using a dictionary or go through the words and phrases in the box with them, to clarify where needed. Once students have completed the task, check answers with the class.
>
> > **1** boost **2** considerably **3** net profit **4** expand
> > **5** sharply **6** profit targets **7** rise **8** regain

## Grammar: Expressing certainty and probability

**Students study and practise phrases for expressing certainty and probability in the future.**

**5A** Check students understand the differences in meaning between *certain, planned, probable* and *improbable*. You could then do the exercise as a whole class, checking and explaining each answer as you go. At this point, you could refer students to the Grammar reference on page 119 and go through the explanations and examples with them, clarifying any points as necessary.

> **1 a** certain **b** improbable **c** certain **d** improbable
> **2 a** planned **b** probable **c** probable **d** planned

**5B** Students could do this individually or in pairs. Remind them to refer to the Grammar reference on page 119 if they need help. Check answers with the class.

> 1a and 1c have the same meaning; they are certain.
> 1b and 1d have the same meaning; they are less likely, although both sentences are negative.
> 2a and 2d have the same meaning; they are planned.
> 2b and 2c have the same meaning; they are probable/likely, but not 100 percent certain.

**6** Get students to complete the activity individually and then compare answers in pairs before class feedback.

> **1** are going to **2** certain **3** unlikely that
> **4** will probably **5** probably won't

> **Extra activities 3.2**
>
> **B** This exercise could be done individually or in pairs. Encourage students to highlight the words that help them decide whether each action is certain, planned, probable or improbable. After checking answers with the class, go over any points that need clarification.
>
> > **1** e (improbable) **2** a (probable) **3** g (certain)
> > **4** c (improbable) **5** d (probable) **6** b (planned)
> > **7** h (probable) **8** f (planned)

**C** This is a consolidation exercise, so it might be better for students to do it individually. Look at the example with the class and remind them that they can refer to the Grammar reference on page 119 if they need help. Get students to compare answers in pairs before class feedback.

1 **We are likely to** sell off some businesses this year in order to consolidate profitability.
2 **They are unlikely to reach** their sales target of €6 bn.
3 **It is unlikely that the group will** boost sales to €5 bn this year.
4 Our volume and pricing **will probably continue** to fall.
5 Trends show that young adults **probably won't buy** expensive brands of trainers next season.
6 They are **due to introduce** a brand new style of trainers next month.
7 **Analysts also say** the Adidas group is doing well because of the current retro sneaker trend, although fashion is an area where things change fast.
8 **It is also likely** the higher revenue and earnings targets will help increase the group's shares by more than six percent.

## Position of adverbs and adverbial phrases

**Students learn about and practise the position of adverbs and adverbial phrases in sentences.**

**7** Draw students' attention to the underlined information in the article. You could also copy it onto the board and refer to it when you go through the information in the Grammar reference with the class. Refer students to the Grammar reference on page 119. Go through the explanations and examples with them and answer any questions they may have. Point out that when writing, they should avoid putting *probably* and *also* at the start of the sentence. Get students to complete the activity in pairs and then check answers with the class. In weaker classes, you could copy the rules onto the board and complete them with the class after looking at the examples and Grammar reference.

1 after, before   2 after, before

**8** You could do this exercise quickly with the whole class or get students to complete it individually and then compare answers in pairs before checking with the class.

1 Our online sales will probably rise sharply in the next quarter.
2 They probably won't achieve their sales targets by the end of the month.
3 It is also unlikely that the share price will go up this year.
4 She is also due to make a presentation at the end of the week.

## Speaking

**Students practise the grammar from the lesson by talking about future changes in their organisation / place of study.**

**9A** Explain the activity and look at the example sentences with the class. To give further examples, you could tell students about (real or imagined) future changes to your own organisation. Give them 3–5 minutes to write their sentences while you monitor and help as necessary. Do not discuss students' answers yet – they will do this in the next exercise.

**Possible answers**

**For students who are still studying**
1 Course sales in the next quarter are looking good and the university's revenues will probably go up by 10 percent because of an increase in the number of foreign students.
2 The marketing department will also improve the user experience on the university website to attract more national students.
3 It is likely (that) the IT team will create an app to help students choose their courses and timetables.

**For students in work**
1 Projected sales in the next quarter are looking good and revenues will probably go up by 10 percent.
2 We'll probably create an app and we'll also improve the user experience on our website to boost online sales.

**9B** Put students in pairs and give them 3–4 minutes to discuss their sentences. Monitor and note down any errors in the use of adverbs and adverbial phrases. Highlight these during feedback.

**MyEnglishLab:** Teacher's resources: extra activities
**Grammar reference:** p.119 Expressing certainty and probability; Position of adverbs and adverbial phrases
**Teacher's book:** Resource bank Photocopiable 3.2 p.139
**Workbook:** p.15 Exercises 1–3, p.16 Exercises 1–3

# 3.3 ❯ Communication skills
## Managing bad news

**GSE learning objectives**

- Can extract specific details from a TV programme on a work-related topic.
- Can extract the key details from discussions in meetings conducted in clear, standard speech.
- Can bring relevant personal experiences into a conversation to illustrate a point.
- Can politely interject while someone else is speaking during a work-related meeting.
- Can react appropriately to good and bad news using fixed expressions.
- Can adjust their tone of voice to express empathy when delivering bad news to a colleague or client.

## Lead-in

**Students discuss positive and negative ways of looking at situations.**

**1A**  Draw students' attention to the photo of the glass and ask what they see. Elicit responses from different students and pre-teach *see the glass as half full* and *see the glass as half empty.* Put students in pairs and give them time to discuss the question. Elicit opinions around the class, accepting any appropriate answers. Use this as an opportunity to teach *optimist, pessimist* and *realist*.

**Possible answers**

People who see the glass as half full are optimists who focus on the positive aspects of a situation.

People who see the glass as half empty are pessimists (some would say realists) who focus on the negative aspects and risks of a situation.

**1B**  Let students discuss this in their pairs first, then elicit answers from different students around the class.

## Video

**Students watch a video about different approaches to managing and responding to bad news.**

**2**  ▶ 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. Go through the questions with the class and check they understand *poor budget numbers* (bad financial results). Play the video, then check answers with the class.

1  Costs are 20 percent over forecast and there are technical problems.
2  She says it sounds worse than it is and that they've dealt with worse. She is optimistic and indicates that she has successfully dealt with things like this before.
3  He will see them as a major problem.
4  Go Global might take more control of the project and insist on production in China.
5  Respect Claudio's concerns. Tone down her positivity and plan ahead so that she has alternative plans which address Claudio's probable concerns.

**3A**  Explain to students that Katie has two options when she meets Claudio 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**  ▶ 3.3.2  ▶ 3.3.3  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 Exercise 3A and get them to compare answers before checking with the class. Do the same for the second video.

**Option A**
1  He recommends moving production to China.
2  No – 'only a little over budget. It's not a bad result'. She explains the costs away as start-up problems that have now been overcome.
3  She mentions that 'they are on schedule, at least.'
4  Claudio agrees to continue production in Bangladesh provided that Katie gets things back on track by the end of the month, as she has promised.

**Option B**
1  Yes – 'It isn't good enough. We won't reach our targets unless we change something.'
2  Because they may miss an opportunity to set up a new production centre not only for Bangladesh but also for the wider region.
3  sending a couple of technical people to Bangladesh
4  Claudio agrees to organise sending a couple of technical people to Bangladesh for support in order to keep production running.

**4**  Put students in pairs and give them 3–4 minutes to discuss the questions. Encourage them to think about Katie's different approaches and how each one affected the outcome of the meeting. Once students have discussed in their pairs, open this up into a whole-class discussion.

1  See key for Exercise 5 below.
2  Possible answer: Optimists bring passion, joy and hope – which can be motivating; pessimists bring a sense of reality and need to analyse.

**5**  ▶ 3.3.4  Students should do this in the same pairs as Exercise 4. Explain that they are going to watch the last section of the video, where the speaker is commenting on the different approaches they looked at in Options A and B. Play the video and give students 3–4 minutes to discuss and make notes, then discuss the question with the whole class.

In Option A, Katie was herself and focused on the positives. This can be motivational but, in this case, it seemed to Claudio that the issues weren't being acknowledged. In the end, Katie guaranteed to deliver in four weeks and Claudio became calmer as his priority is the results. However, Katie now has to deliver on her promise.

In Option B, Katie was more careful. By acknowledging the fact that costs are too high, she gives Claudio the impression that she is practical and this makes him more open to her suggestions. The result of this approach is that they find a way to agree on managing the risks effectively, and together decide to send experts to the local area to monitor the situation.

## Reflection

**Students reflect on the conclusions from the video and discuss their own reactions to and ways of managing bad news.**

**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: Responding to bad news

**Students look at techniques and useful phrases for responding to bad news.**

**7A**  Explain that the categories on the left (a–g) are different techniques for managing bad news, and that the sentences from the video (1–8) highlight useful phrases for responding to bad news. Give students time to read through the sentences and categories and ask them to complete the exercise individually or, in weaker classes, in pairs. During feedback, check students understand the meaning of the phrases in bold and encourage them to record the phrases in their notebooks.

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

**7B**  Ask students to complete the exercise individually and then compare answers in pairs before checking with the class. Check they have matched the sentence halves correctly before they match the complete sentences to the categories in Exercise 7A.

> (The correct categories from Exercise 7A are given in brackets.)
> **1** d (a – highlight positives)
> **2** h (c – emphasise negatives)
> **3** b (d – show confidence)
> **4** a (e – express doubt)
> **5** g (f – support current strategy)
> **6** f (c – emphasise negatives)
> **7** c (b – minimise negatives)
> **8** e (g – propose changes)

### Extra activities 3.3

**A**  This activity practises the functional language from the lesson. Go through the instructions and the phrases in the box with students, clarifying where needed. As this is a consolidation exercise, you may wish to ask students to work individually.

> **1 a** we're still doing better
>    **b** This is extremely worrying
> **2 a** we'll catch up
>    **b** I think the schedule is totally unrealistic
> **3 a** We need to give things a little more time
>    **b** I don't understand why we're getting this reaction
> **4 a** I'm very happy with the progress we've made
>    **b** If we don't change something immediately
> **5 a** I think we should continue
>    **b** I think we need to find a new approach

### ❯ Pronunciation bank
**p.115: The letter 't'**

> **Warm-up**
> Refer students to the box and go through the explanation with them. Write the following examples on the board, underlining the letter 't' in *excellen_t_* and *mus_t_*: *That's an excellent idea! I must go.* Model the pronunciation of the examples and ask students if they noticed anything about the two underlined 't' sounds. Elicit or explain that in the first example, we hear the /t/ sound in *excellent*. In the second example, the 't' in *must* is dropped, so we hear /məsgəʊ/. Tell students that these are two of the ways in which the letter 't' can be pronounced in English. Encourage them to repeat the phrases, using the correct pronunciation.

**1**  🔊 P3.01  Play the recording, pausing after each item for students to mark their answer. Check answers with the class and if time allows, put students in pairs to practise saying the phrases while you monitor.

> **1** a  **2** a  **3** b

**2A**  🔊 P3.02  Play the recording for students to complete the sentences, then check answers with the class.

> **1** best  **2** better  **3** hit  **4** next  **5** net  **6** forty

**2B**  🔊 P3.02  Play the recording again for students to decide whether the /t/ sound is pronounced. Let students compare their answers in pairs before confirming. You may wish to play the recording again for students to listen and repeat, or put students in pairs to practise saying the sentences. If you choose the second option, monitor and check/correct students' pronunciation as necessary.

## Task

**Students roleplay a situation where they communicate, manage and respond to news.**

**8A**  Students will need to do a certain amount of preparation before they begin the task, so bear this in mind when you are planning this stage. Put students in A and B pairs and give them time to read their role cards. Answer any questions they may have and make sure they are clear about the scenario and their roles.

**8B**  Give students plenty of time to prepare for their discussions. Refer them to Exercises 7A and 7B and encourage them to identify any phrases that will be of use.

**8c** Set a time limit and let students begin their discussions. When they have finished, they should evaluate how they handled the situation. During the activity, monitor and note down any points you think need to be highlighted during class feedback. After the activity, highlight any points from your notes and have a whole-class discussion about what advice students would now give to someone delivering the news in scenarios A and B.

**MyEnglishLab:** Teacher's resources: extra activities; Interactive video activities

**Pronunciation bank:** p.115 The letter 't'

**Workbook:** p.17 Exercise 1

# 3.4 ❯ Business skills

## Telephoning to clarify

### GSE learning objectives

- Can understand the details of a complex telephone order for goods or services.
- Can clarify information and check understanding on the phone.

### Warm-up

Ask the following questions around the class, eliciting brief answers from different students: *How many phone calls do you make a day? How many texts or messages do you send? If you're communicating complex information, are you more likely to call someone or message/text them? When was the last time you made a phone call in English? Did you have any difficulties? What did you do?*

### Lead-in

**Students talk about overcoming difficulties when making a phone call in another language.**

**1A** Put students in pairs. Go through the instructions and questions with them and answer any vocabulary questions they may have. Point out that there are no right or wrong answers here – students' responses will vary depending on cultural context or personal preference. Give pairs time to discuss their answers, then get brief feedback from the class.

### Possible answers

1 There isn't a specifically correct answer here as answers will vary depending on cultural context or personal preference. Either way, it's good practice to clarify things you don't understand regardless of when you do it.
2 Option a is probably the better one as people may not interrupt if they feel it impolite or inappropriate to do so.
3 Both options could be both suitable and unsuitable. It depends on the reason why the other person doesn't understand, which the speaker can clarify before choosing option a or b accordingly.

**1B** Students work in the same pairs. Give them 3–5 minutes to discuss the question, then encourage a whole-class discussion.

## Listening

**Students listen to and think about the different stages of a phone call.**

**2** 🔊 3.01 Explain to students that they are going to listen to the first part of a call. Play the recording, twice if necessary, and check answers with the class.

1 He wants help to prepare for a test next week and to better understand the concept of the overall strategy.
2 some of the specific figures in a financial forecast
3 She offers to send printouts of a list of words and expressions used in finance.

**3A** 🔊 3.02 The meaning of some of the words in the list will be looked at in Exercise 3B (*margin*, *average*, *gross* and *net*). However, you may wish to pre-teach them here before students listen. Check any other words from the list which are new to students and play the recording. To check answers, you could play the recording a second time, asking students to raise their hand each time one of the topics is heard.

1, 4, 5, 7, 8

**3B** Go through the definitions with the class. Check they understand them and ask students to complete the exercise individually or in pairs, using dictionaries if necessary. Check answers with the class.

1 gross  2 quarter  3 column  4 margin  5 average
6 row  7 net

**3c** 🔊 3.03 Explain that students are going to hear the last part of the call. You could ask them to guess what they think Pat will say, and then listen to check their ideas.

b

### ❯ Pronunciation bank
### p.115: Strong and weak forms of *that*

#### Warm-up

Write the example sentence from the box on the board, underlining the two instances of *that*: *Is that the one that you wanted*? Read the sentence out loud with two strong forms of *that* (/ðæt/). Get students to repeat and ask them if they are having any problems using two strong forms. Refer them to the explanation in the box, then model the correct pronunciation, using a weak form for the second instance of *that* (/ðət/). Clarify as necessary and invite a few students to repeat the sentence.

**1** Put students in pairs for this exercise. Encourage them to say the sentences aloud before they decide. Do not confirm answers yet as students will check them in the next exercise.

**2** 🔊 P3.03 Play the recording for students to check their answers. Go through the answers with the class and, if time allows, put them in pairs to practise saying the sentences.

> **1** strong **2** weak **3** strong **4** strong **5** weak

## Functional language: Asking for clarification and paraphrasing

**Students look at useful phrases for asking for clarification and paraphrasing information.**

**4A** Go through the words in the box and the categories in the table with the class, and explain the function of these phrases: asking for clarification. Ask students to complete the exercise individually and then to compare answers in pairs. You could check answers with the class or play the recording again for students to listen and check.

> **1** clarify **2** understanding **3** follow **4** unsure **5** right
> **6** go over **7** correctly **8** refer

**4B** Make sure students understand the meaning of *paraphrasing*. Remind them that EBIT stands for 'earnings before interest and tax'. Ask them to do the exercise individually, then check answers with the class. As an optional extension, you could put students in pairs and ask them to think of a time when they had a problem with a transaction in a bank or a shop. Ask them to describe the situation to their partner, who will then paraphrase the information, using the phrases in this exercise.

> **1** b **2** e **3** a **4** d **5** c

### Extra activities 3.4

**A** This activity practises functional language from the lesson. Explain to students that sentences 1–8 are requests for clarification and a–h are the responses. Ask them to do the exercise individually, then check answers with the class.

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

**B** Put students in pairs to practise the exchanges in Exercise A. With stronger classes, you could then ask students to cover responses a–h and take turns to respond using their own words.

## Task

**Students roleplay a telephone call where they clarify information in financial documents.**

**5A** Put students in A/B pairs and explain that they are going to roleplay two phone calls. Go through the instructions with them and make sure they are clear about what they have to do. Refer students to pages 127 and 129 and give them time to read their role cards and prepare. Also refer them to the functional language in Exercises 4A and 4B. Go round monitoring and helping as necessary.

**5B–C** Students could roleplay the calls by sitting back to back. During each call, monitor and check that they are using the functional language correctly, and make notes for any points to highlight during feedback. Pause the activity after the first call and refer students to Exercise 5C. Get them to write the email individually and point out that they should not show it to their partner. While students are writing, monitor and help as necessary. Students then continue with the second call and the second email. Have a feedback session highlighting any points from your notes, and ask students what they found easy or difficult about the calls.

**6** In the same pairs, students read and compare their emails. Ask them to correct any misunderstandings or wrong information. Have a brief feedback session with the class. If there is time for discussion, you could ask students: *Do you think it's useful to follow up phone calls with an email? Why? / Why not?*

**MyEnglishLab:** Teacher's resources: extra activities; Functional language bank
**Pronunciation bank:** p.115 Strong and weak forms of *that*
**Workbook:** p.17 Exercise 2

# 3.5 ➤ Writing
## Annual report summary

### GSE learning objectives

- Can infer the meaning of words from context in work-related documents on familiar topics.
- Can write a short analysis of a business trend in their own professional field.
- Can support a main idea with examples and reasons.
- Can identify which article (including no article) to use with a range of nouns and noun phrases.

### Warm-up

Dictate or write the following questions on the board: *Have you ever read a company annual report? Why do you think companies have annual reports? What kind of information do you think you would find in an annual report?* Put students in pairs or small groups to discuss the questions, then get brief feedback from the class.

## Notes

An annual report gives a summary of a company's/ organisation's activities and financial performance in the preceding year. It might be read by shareholders, stakeholders and other people with an interest in the company or organisation.

## Lead-in

**Students read an extract from an executive summary of an annual report.**

**1** Get students to complete the extract individually and compare answers in pairs, then check answers with the class. You could then get students to read the extract a second time and ask them a few check questions: *What went well for the company in the last year?* (finished more strongly than expected in fourth quarter, repaid $1 million debt, raised annual dividend by 2 percent, new product line doing well). *What didn't go so well?* (sales revenues fell by 5 percent in second quarter). *What two factors made it a challenging year?* (slow-down in global economy, strength of the dollar). *What factor had a positive effect on their financial results?* (lower operating costs in Asia and Australia).

**1** of  **2** economy  **3** margins  **4** more  **5** steady  **6** was
**7** in  **8** repaid  **9** despite  **10** lines

## Functional language

**Students think about the organisation of an annual report summary and look at some useful phrases.**

**2** Students can find examples of some of the phrases in the summary in Exercise 1, so you may wish to ask them to read the summary again before completing the table. Depending on the level of your class, this exercise can be done individually or in pairs. During feedback, ensure students understand the phrases.

**1** mixed  **2** making  **3** caused  **4** result  **5** recovery
**6** raise  **7** fell  **8** down  **9** cause  **10** coming

### Extra activities 3.5

**A** Go through the words in the box with students and elicit/clarify meanings as necessary. Before they begin, check they understand that not all the words in the box will be used. Get students to complete the sentences individually, then check answers with the class.

**1** make  **2** saw  **3** posted  **4** fell  **5** looking
**6** achieve  **7** looks  **8** raise  **9** gives  **10** caused

### Optional grammar work

The annual report summary in Exercise 1 contains examples of articles (*a/an*, *the* and no article), 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.

## Task

**Students improve a summary of an annual report and then write their own.**

**3A** Put students in pairs and refer them to the summary on page 128. Explain the activity and give them 3–5 minutes to discuss the questions. Remind them to refer to the functional language in Exercise 2. When the time is up, elicit and discuss ideas as a class.

The general problem is that the executive summary is too informal.

**Model answer**

Last year was a year of mixed results caused by the strength of the dollar. However, lower operating costs meant that the year finished more strongly than expected. Although sales revenues fell by 7 percent in the first quarter, we saw a steady recovery in the next two quarters and achieved an overall improvement in sales of 1 percent on the previous year. We entered the Indian market last year and the forecast for the coming year looks promising. All this gives us cause to be optimistic.

**3B** Refer students to page 127 and give them a minute to read the notes and ask you any questions they may have. Then set a time limit for the writing task and ask students to work individually. During the activity, monitor and help as necessary. If time is short, students could do this for homework.

**Model answer**

**Executive summary**

2018 was a year of challenges due to an economic downturn in some of our markets. However, this was offset by our entry into more buoyant markets, which meant we achieved better results overall than expected.

We finished the year posting group sales of £48 billion compared to £40 billion in 2017. In addition, cash flow from operations also saw an increase and was up on the previous year, at £4.5 billion. As a result of this success, we were very pleased to be able to raise our annual dividend to £1.34, the third consecutive year it has increased.

The total number of stores worldwide has reached 2,000 since we acquired five more stores in Russia, ten new stores in India and four in Japan, the latter two being new markets for us. Furthermore, we successfully launched a new brand aimed at the high-end European market and this appears to be selling very well, which gives us cause to be very optimistic about the future.

Our plans now include a major restructuring of the organisation in order to reduce operating costs and a plan to buy back £1 billion worth of our shares over the next three years.

**3C** If students write their summaries for homework, you could do this exercise in the next lesson. Students return to their pairs, exchange summaries and give each other feedback. You could list on the board the items students need to check are included in their partner's summary (*information from the notes, key phrases from Exercise 2, extra information*). It

is important to remind students to also note what they think their partner did well in the summary.

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

**Grammar reference:** p.120 Articles: *a/an*, *the*, no article

**Workbook:** p.18 Exercises 1–4

# Business workshop 3

## Investment opportunities

### GSE learning objectives

- Can extract the key details from discussions in meetings conducted in clear, standard speech.
- Can distinguish between relevant and irrelevant content in extended informal speech.
- Can explain information in detail in graphs and charts.
- Can evaluate the advantages and disadvantages of different options during a discussion.
- Can justify the reasons for a particular decision or course of action.
- Can write a simple summary of the decisions made in a meeting.

## Background

**Students read about Augoose Investments, a venture capital company.**

**1** Put students in pairs and give them time to read the background and discuss the questions. Check answers with the class, then refer them to the cartoon and ask them where they think the humour lies (see Notes below). Remind them of the photo and your discussion in the unit lead-in.

1 a venture capital company
2 the money of limited partners / wealthy individuals
3 start-ups and high-growth companies considered to be quite risky (but which could yield excellent returns)
4 They expect to triple their investment over time.

### Notes

The company name, Augoose, is a play on words. The company is based in Australia, and the chemical symbol for gold is *Au*, hence the cartoon about the goose which lays golden eggs (a story from Aesop's Fables).

## Morning meeting

**Students listen to a conversation between managers about investing.**

**2** ▶ BW 3.01  Put students in pairs. Explain that they are going to hear a meeting between the three general managers, Alex, Hannah and Jo. Give them a minute to read the questions, then play the recording, twice if necessary. Check answers with the class.

1 an information sheet (for a lecture they will give)
2 two student placements
3 all the bad press (stories about asset-stripping and not caring about the future of employees)
4 experience, advice and contacts
5 Google
6 which companies are going to succeed

**3** ▶ BW 3.02  Tell students that they are going to hear the next part of the meeting and draw their attention to the notes and headings. Explain that this is a list of factors to consider before making an investment and give them time to read through the notes before listening. Play the recording, twice if necessary, and get students to compare answers in pairs before class feedback. As a follow-up, you could get students to discuss the following question, in pairs or small groups: *How could you find out the information you need before making a new investment?* When students have discussed in their pairs/groups, get brief class feedback.

1 business plan   2 track record   3 recruit
4 competitive edge   5 cost-effective   6 big enough
7 detailed   8 legal   9 exit   10 funding

### Extra activities Business workshop 3

**A**  This activity practises key vocabulary from the recordings. Depending on the strength of your class, it can be done individually or in pairs. If students need help, you could refer them to the audioscripts on pages 150 –151, so they can see the words in context before they decide. Check answers with the class, clarifying meanings as necessary.

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

## External factors to consider

**Students talk about external factors which may affect a company's performance.**

**4A**  Put students in small groups. Explain the activity, go through the factors in the box with students and draw their attention to the example. Set a time limit for the discussion and stop students when the time is up. Do not discuss their ideas yet as they will do this in the next exercise.

### Possible answers

**economic:** changes in global economy, rise and fall of living standards, fluctuations of supply and demand, interest rate changes, wage rates, rate of inflation, etc.

**social:** changes in social structures – behaviour, tastes, lifestyle patterns, fashions, age, gender, cultural, etc.

**legal:** changes in government laws and regulations, especially consumer protection, environmental, health and safety, employment, etc.

**political:** change of government, government policies, big impact on business regulation, consumer spending power, etc.

**technological:** adapting to new technologies and innovations, helps in cost reductions and developing new products and services, helps gain competitive advantage, reduce manufacturing costs, easier direct communication between stakeholders, etc.

**environmental:** weather damage (earthquakes, floods, etc.), changes in laws regarding environment, company environmental policies, etc.

**4B** Put students in new groups. They should share ideas and note what was different and what was similar. You could then open up the discussion to the whole class and ask if any of these factors have affected business in their country.

## Gathering information from graphs

**Students analyse and discuss information in graphs.**

**5A** Put students in groups of three. Nominate three students to briefly describe what each of the three graphs on this page shows, then refer students to the graphs on pages 131, 132 and 134. Explain the activity and set a time limit for each description. During the activity, monitor and help as necessary.

**5B** Students could do this in their groups or you may wish to do it as a whole-class activity, eliciting ideas from different students and listing them on the board. Discuss students' ideas but note that exactly what they will produce will depend on whether they have specific financial knowledge or not.

**Possible answers**

financial reports, balance sheet, assets and liabilities, cost of goods sold, gross profit, expenses, cash flow trends, cash balance at end of year, EBITDA (earnings before interest, tax, depreciation and amortisation – this is a measure of a company's operating performance), earnings and revenue growth, debt load, operating expenses

**Extra activities Business workshop 3**

**B** ▶ Ext BW 3.01  Refer students to the chart and ask: *What type of chart is this?* (a pie chart) *What is the subject?* (export markets) Ask students to listen and complete the chart, and play the recording. Check answers with the class.

**1** 60  **2** North America  **3** 25  **4** Europe  **5** 10
**6** Australia  **7** 5

**C** ▶ Ext BW 3.02  Ask students to work individually and give them time to read through the sentences before playing the recording. Play the recording, twice if necessary, and get students to compare answers in pairs before checking with the class.

**1** 5.6, 6%  **2** 1.52, supply, transport  **3** target
**4** 8.75  **5** 10.8  **6** 12  **7** returned  **8** 16.6

## Investment opportunities

**Students analyse information about a company in order to decide whether it is worth investing in.**

**6A** Divide the class into three groups, A, B and C. Refer each group to their company information (pages 131, 132 and 135) and give them time to read it. Go round and help students with any unknown words or any other questions they may have, and check that groups have matched the information to the correct graph from Exercise 5A. Then set a time limit and let students begin their discussions. Monitor and help as necessary.

Group A, *Belezflor*: Graph 'Company 2'
Group B, *Seklok*: Graph 'Company 1'
Group C, *EVFill*: Graph 'Company 3'

**6B** Groups may wish to nominate a person to make the list. Again, set a time limit before students begin and, during the activity, monitor and help as necessary.

**6C** Give groups 5–8 minutes to plan their presentations while you go round helping as necessary.

## Task: Investment meeting

**Students hold a meeting in which they present information about a company and then write a report on why it was chosen for investment.**

**7A** Put the class in groups comprised of students who worked in different groups in Exercise 6. Explain the scenario (Augoose employees holding a meeting to present information about their company) and go through the instructions with the class. Point out that the students listening should take notes and think of questions to ask at the end of each presentation.

**7B** In their groups, students now decide which of the three companies presented would be worth investing in. Go through the steps with them and set a time limit for the discussion. Also allow a little additional time for students to make a note of their decisions and reasons.

**7C** Open up the discussion to the whole class. Invite students from different groups to share their decisions with the class. Encourage them to give reasons for their choices and to try to persuade other students to agree. Explain that students should try to reach a consensus as a class, but if they are not convinced, they do not *have to* agree – they can stick with their original choice from their group discussions. If any students do change their mind, ask them to say why.

**7D** Students could write the report in class or for homework. Make sure they understand that the report should refer to decisions from their meeting (Exercises 7A and 7B) rather than the whole-class discussion in Exercise 7C. Point out the word limit and, if students do the writing task in class, monitor and help them as they are writing.

**Model answer**

This report summarises our recent meeting and explains the reasons why we chose the company we did to invest in.

Although all three companies appeared to be good investments at first, after having studied each one in more detail we chose Belezflor.

The current market indicates that the company's prediction of 20 percent growth over the next two years is extremely realistic. Chemical-free, organic products are very popular and the market worldwide is expanding fast. Although this kind of market can be dependent upon fashion, it was thought that because the product was in the middle price range, it would be less affected by fashion than many cheaper brands.

One of our main reasons for choosing this company was what the customers said about it on social media networks. Many talk about the danger of using other brands which include chemicals and recommend this particular brand to people concerned about their health. This has generated huge amounts of sales at no cost to the company. In addition, the company's 'how-to' videos online are also a good way of advertising.

In conclusion, we feel that this company has the ability to grow very fast and therefore provide an excellent return on our investment.

**MyEnglishLab:** Teacher's resources: extra activities

# Review ◀ 3

**1 1** losses **2** going **3** savings **4** mortgage **5** bail **6** booming **7** depression **8** stock **9** recovering **10** credit **11** lend **12** loans
**2 1** is likely to be taken **2** is due to open **3** is likely (that) we will have **4** are certain to be promoted **5** is unlikely (that) we will be
**3 1** We **also** hope to … **2** We will **probably** recruit … **3** The are **also** likely to … **4** Costs **probably** won't … **5** Prices are **probably** going to …
**4 1** with **2** what **3** for **4** fair **5** turn **6** Overall **7** approach **8** time
**5 1** f **2** e **3** d **4** a **5** c **6** b
**6 1** mixed **2** caused **3** result **4** recovery **5** posted **6** on **7** gives **8** optimistic **9** forecast **10** promising

# 4 ⟩ Digital business

## Unit overview

| | CLASSWORK | FURTHER WORK |
|---|---|---|

**4.1 ⟩**
**Digital disruptors**

| | |
|---|---|
| **Lead-in** | Students discuss how disruptive technology has affected our lives. |
| **Video** | Students watch a video about Sentiance, a start-up which has developed a platform to help companies improve their digital marketing. |
| **Vocabulary** | Students look at words related to digital business and technology. |
| **Project** | Students 'invent' and present a 'digital disruptor'. |

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

**Pronunciation bank:** p.115 Stress in word building

**Teacher's book:** Resource bank Photocopiable 4.1 p.140

**Workbook:** p.19 Exercises 1–3

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**4.2 ⟩**
**Talking technology**

| | |
|---|---|
| **Lead-in** | Students discuss communication and make collocations related to technology. |
| **Listening** | Students listen to a demonstration of a new app and device. |
| **Grammar** | Students study and practise the zero, first and second conditionals and linkers. |
| **Speaking and writing** | Students give a presentation of an app or device and then write the instructions for it. |

**MyEnglishLab:** Teacher's resources: extra activities

**Grammar reference:** p.120 Zero, first and second conditionals; Linkers

**Teacher's book:** Resource bank Photocopiable 4.2 p.141

**Workbook:** p.20 Exercises 1–3, p.21 Exercises 1–3

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**4.3 ⟩**
**Communication skills:** Handling difficult communicators

| | |
|---|---|
| **Lead-in** | Students identify challenging communication styles. |
| **Video** | Students watch a video demonstrating communication styles and how they are handled. |
| **Reflection** | Students reflect on the conclusions from the video and think about their own way of dealing with challenging communicators. |
| **Functional language** | Students look at useful language for keeping meetings on track. |
| **Task** | Students practise the functional language from the lesson by roleplaying and then discussing different situations. |

**MyEnglishLab:** Teacher's resources: extra activities; Interactive video activities

**Workbook:** p.22 Exercise 1

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**4.4 ⟩**
**Business skills:** Negotiating strategies

| | |
|---|---|
| **Lead-in** | Students discuss different attitudes and approaches to negotiation. |
| **Listening** | Students listen to two versions of a negotiation and discuss different negotiation strategies. |
| **Functional language** | Students look at useful phrases for reaching agreement in a negotiation. |
| **Task** | Students roleplay a negotiation. |

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

**Pronunciation bank:** p.115 Stress in phrases

**Workbook:** p.22 Exercise 2

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**4.5 ⟩**
**Writing:** Short business proposal

| | |
|---|---|
| **Lead-in** | Students read and correct errors in a business proposal. |
| **Functional language** | Students look at useful phrases for business proposals. |
| **Task** | Students write a business proposal. |

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

**Grammar reference:** p.121 Noun phrases to replace verb phrases

**Workbook:** p.23 Exercises 1–3

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**Business workshop ⟩ 4 ⟩**
Rise of the robots

| | |
|---|---|
| **Reading** | Students read about using robots in the workplace. |
| **Listening** | Students listen to voicemail complaints about incidents related to robots at an exhibition. |
| **Writing** | Students write a report analysing feedback and making recommendations. |
| **Task** | Students analyse feedback statistics. |

**MyEnglishLab:** Teacher's resources: extra activities

**Business brief**

The main aim of this unit is to introduce students to the concept of **digital business**. Since the creation of the internet, businesses have increasingly relied on the accessibility, speed and ease of communication that the digital world can provide. Every industry, from farming to computer software, accesses the digital world to improve its working practices. If an organisation fails to **anticipate** the impact of technical **innovations** taking place within its industry, it is likely to lose opportunities to competitors.

To promote their business, organisations now need to have exposure on a **digital marketing platform** or create their own. Smaller businesses can join a platform which allows consumers to access their product and leave reviews and feedback which could then influence potential new customers.

In the digital age, organisations need to have a **business strategy** which recognises that every aspect of their operation is now affected by technology. Factors which need to be considered include how customers consume products, such as on phones and other **devices**, how products are ordered and delivered using digital technology and how a company manages its reputation when **social media** allows clients to express dissatisfaction to a potential audience of thousands or millions almost instantaneously.

The modern business landscape can experience rapid changes due to **digital disruptors**. This describes a fundamental **transformation** in a market, process or behaviour. Examples of this type of disruption can be seen in the way that the tax-hailing app Uber became a global phenomenon and, in travel, the impact Airbnb had on the hotel industry when potential guests used the internet to connect with private home owners renting rooms by the night. Such transformations are not always painless, however. Taxi drivers in many countries protested vigorously against Uber's incursion into their industry and Airbnb has many customers who point out that quality control cannot always be stringent when delivered on a collective platform rather than as a contract with a company. The term 'digital disruption' may sound negative but, at heart, it describes companies which are leading the way, identifying gaps in the market and utilising the potential of technology to do today what companies will be influenced by tomorrow.

Digital disruption can also result in questions raised about **data** and how it is gathered and stored. Building their **database** to store information can eat up an organisation's energy, time and budget. **The cloud** refers to storing data in a collective database, rather than using **gigabytes** of memory on computers, laptops and **mobile devices**. However, there are concerns as to whether cloud providers can be trusted to keep data safe. The data storage facilities are often stored in remote locations and concerns have been voiced as to whether **data security** could be compromised or lost as the result of a natural disaster or terrorist attack.

At the other end of the spectrum is the relationship of the individual to the companies which are **data mining** in order to gather as much information as possible about consumer habits and routines in order to target marketing more effectively. The information may be gathered via an outside company who gather the information in a variety of ways – for instance, through **apps** offering promotions. This has raised questions about **privacy**: what information is willingly shared with big businesses? What is taken without explicit **consent**?

**Digital business and your students**

Understanding key terms and concepts related to digital business is essential in the modern business world. Most successful businesses have had to adapt to changes related to digital business and technology and an understanding of the importance of this is increasingly expected of employees, whether they work in technical or non-technical roles.

## Unit lead-in

Ask students to look at the unit title and photo. Elicit a brief description of the photo and ask students how it may be related to the unit title (e.g. business and technology are now closely connected). Look at the quote with the class and give them 2–3 minutes to discuss it in pairs or small groups. Elicit ideas from a few students, then ask them what the difference in meaning is between a digital strategy and a strategy in a digital world. Accept any reasonable responses (e.g. Digital strategy suggests that technology is just one part of a business, whereas a business strategy for the digital age suggests that every aspect of business is affected by technology.).

# 4.1 ❯ Digital disruptors

### GSE learning objectives

- Can extract specific details from a TV programme on a work-related topic.
- Can understand the speaker's point of view on most topics delivered at natural speed and in standard language.
- Can justify and sustain views clearly by providing relevant explanations and arguments.
- Can present a summary of a straightforward business proposal.

### Warm-up

Write *music* and *films / TV series* on the board. Ask the class to say what they listen to music and watch films / TV series on. Answers will probably include streaming music on their phone or an electronic device and watching films/series online. Ask: *What changes have taken place in the music and TV industries in the last 20 years? How is digital technology connected to these changes?* Accept any suitable answers (e.g. technology has changed how music and films/programmes are produced, how they are consumed (on phones and other devices) and when people choose to listen or watch (people can watch films and programmes online, watch a whole series in one go, listen to music anywhere); there are many companies that offer free streaming services). Ask: *What companies would have been affected as technology changed?* (examples include video rental, music stores, companies that made CD players, cinemas, TV channels).

## Lead-in

**Students discuss how disruptive technology has affected our lives.**

**1** Go through the instructions and words in the box with the class. Do the gap-fill quickly as a whole class and check students understand *disrupt*, *disruptive*, *innovation* and *displace*. Put students in pairs and give them 2–3 minutes to think of examples of disruptive technology. If they need help, you can prompt them by writing *communication*, *entertainment*, *education* and *retail* on the board, and encouraging them to think about how disruptive technology has affected these areas. Get feedback from the class. Ask: *Are there any other business areas affected by technology?*

(e.g. travel, where people can book holidays and tickets online; taxis, which can be ordered online and where it is possible to track when your taxi is near; fast-food restaurants, where customers can place their order using technology rather than face-to-face).

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**1** disruptive **2** innovation **3** disrupts

**Examples of disruptive technology – possible answers**

**communication:** computers replacing typewriters; email replacing ordinary post; social media, Skype, WhatsApp

**entertainment:** video games replacing more traditional children's games and TV programmes; the DVD replacing video tape and going to the cinema; mobile phones replacing fixed phones; the internet and smartphones replacing CDs for music listening; digital TV and radio; podcasts replacing radio/CDs; online news sites replacing newspapers; the internet and sites such as Netflix replacing cinema and DVDs

**education:** electronic textbooks replacing physical books; online courses replacing face-to-face tuition

**retail:** e-commerce retailing disrupting 'bricks and mortar' stores

---

## Video

**Students watch a video about Sentiance, a start-up which has developed a platform to help companies improve their digital marketing.**

**2A** ▶ 4.1.1  Tell students that they are going to watch a video about a start-up and give them time to read the summaries. Play the video and check answers with the class. Ask students what information in the video helped them choose their answer and why the other two options are incorrect. After checking answers, you could refer students to the company's website (https://www.sentiance.com/) for a more detailed description of what the company does.

---

Summary a is correct.

Summary b is partly correct, as Sentiance help their clients to target any type of product or service (not only digital ones) at consumers, at any time of day, not only in the morning.

Summary c is incorrect.

---

**2B** Write *semantic time* on the board. Ask students to tell you anything they remember from the video about this. Then give them a minute to put the words in the correct order and check answers with the class, writing the sentence on the board. Ask: *Do you have a fixed morning routine? What parts of it vary at different times?*

---

A morning routine is different for everybody at different times.

---

**3** ▶ 4.1.1  Give students time to read the statements, then play the video. They should complete the exercise individually and compare answers in pairs before class feedback. With weaker classes, you may need to play the video a third time, for students to correct the false statements.

1 T
2 T
3 F (Analyst Ian Maude says disruptive marketing is a completely new field but **it's very competitive**.)
4 T
5 F (Toon Vanparys says it's all about **personalisation**, anticipation and **prediction**.)

**4** Put students in pairs, give them 2–3 minutes to discuss the questions and then open the discussion to the class. Encourage students to give reasons for their opinions.

### Extra activities 4.1

**A** ▶ 4.1.1 This activity provides students with extra listening practice and looks at some useful vocabulary from the video. Students can do it individually or in pairs. Give them time to read through the sentences and play the video again. Check answers with the class, clarifying meanings as necessary.

1 bike, on a train
2 mobile experience
3 target, commuting to work
4 at this moment, promotion
5 customer engagement
6 by the fact, carry them around
7 conversion and with transactions
8 take-up, hugely interesting

**B** ▶ 4.1.1 With stronger classes, you could ask students to read the text and try to complete the missing words, then play the video for them to check/complete their answers. Otherwise, get students to complete the activity individually and then compare answers in pairs before checking with the class.

1 increase   2 Disruptive   3 problem   4 angle
5 dream   6 go for

## Vocabulary: Digital business and technology

**Students look at technical terms used in digital business.**

**5** You could go through the words in the box with students before they begin or ask them to use their dictionaries to look up any unknown words. The first option might be better for weaker classes. Get students to compare answers in pairs before checking with the class. For question 1, you may wish to point out that both *in the cloud* and *on the cloud* are possible.

1 cloud   2 dump   3 mining   4 Conversion   5 tool
6 Platform

## Word building – verbs, nouns and adjectives

**Students look at more words related to digital business and technology.**

**6** You may want to do the first item as an example with the class. Then get students to complete the table, individually or in pairs, and check answers with the class. During feedback, check students understand the meaning of the words.

1 analyse   2 anticipation   3 conversion   4 disruption
5 disruptive   6 innovate   7 innovation   8 irritate
9 irritation   10 personalisation   11 personalised
12 predict   13 prediction   14 visualisation   15 visual

**7** Do the first item as an example with the class. Point out that different parts of speech are needed in each sentence, and advise students to read the sentences through first for meaning. You could get students to compare answers in pairs before checking with the class.

1 innovative   2 personalised   3 analysis   4 Predictive
5 irritation   6 disruptors   7 conversion   8 visualisation

**8** Put students in pairs and give them 2 minutes to discuss question 1. Get brief feedback from the class. Before they discuss question 2, write on the board: *digital nomad*, *digital immigrant* and *digital native*. First, check they understand the literal meaning of *nomad* (a member of a group that travels from place to place instead of living in one place all the time), *immigrant* (someone who enters another country to live there permanently) and *native* (a person who was born in a particular place). Invite students to suggest what they think each term on the board could mean. They can then check the meanings online or you could give them the definitions (see Notes below). In their pairs, students then discuss the question for 2–3 minutes. Invite different students to share their answers with the class, giving reasons for their answers.

### Notes

**digital native:** someone who is very good at using digital equipment such as computers and mobile phones because they have used them since they were young

**digital immigrant** (the opposite of *digital native*): someone who is not very good at using digital equipment such as computers and mobile phones because they have only recently started using them

**digital nomad:** someone who uses digital technology to perform their work duties from different places

### Extra activities 4.1

**C** This activity practises key vocabulary from the lesson. It can be done individually or in pairs, depending on the level of your class.

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

**D** Briefly go through the words in the box with the class. Students should be familiar with the words from the lesson, so elicit as many of the meanings as possible rather than explaining them yourself. Give students time to read the sentences and ask them to complete the exercise individually. Check answers with the class.

> **1** anticipate   **2** innovators   **3** visualise
> **4** predictions   **5** conversion   **6** Disruptive, disruptive

❭ **Pronunciation bank**
**p.115: Stress in word building**

**Warm-up**

Write *inform* and *information* on the board. Say the two words and ask students whether the main stress is on the same syllable in the verb and noun (no, it moves: *inform*, *information*). Write the following pairs of words on the board, model their pronunciation and ask the same question: *explain*, *explanation* (stress moves: *explain*, *explanation*); *convert*, *conversion* (stress stays the same: *convert*, *conversion*). Refer students to the explanation in the box and clarify as necessary. Point out the circles indicating the stressed syllables in the examples and, if time allows, invite a student to draw similar circles for the examples on the board.

**1** Put students in pairs to complete the exercise. Encourage them to say the words aloud to check their pronunciation and stress. Remind them that at this stage they are only noting whether the stress moves or remains the same. Do not confirm answers yet as students will check them in the next exercise.

**2** 🔊 P4.01   Play the recording for students to check their answers.

> (S = stays the same, M = moves)
> a<u>na</u>lyse ➜ a<u>na</u>lysis M
> dis<u>rupt</u> ➜ dis<u>rup</u>tion S
> <u>inn</u>ovate ➜ inn<u>ova</u>tion M
> <u>irr</u>itate ➜ <u>irr</u>itating S
> pre<u>dict</u> ➜ pre<u>dic</u>table S

**3** In their pairs, students draw the stress pattern for each pair of words. Check answers with the class. You could write the words on the board and invite different students to come up and draw the stress patterns.

> a<u>na</u>lyse (Ooo) ➜ a<u>na</u>lysis (oOoo)
> dis<u>rupt</u> (oO) ➜ dis<u>rup</u>tion (oOo)
> <u>inn</u>ovate (Ooo) ➜ inn<u>ova</u>tion (ooOo)
> <u>irr</u>itate (Ooo) ➜ <u>irr</u>itating (Oooo)
> pre<u>dict</u> (oO) ➜ pre<u>dic</u>table (oOoo)

**4** Pairs now practise saying the words. Monitor and check/correct their pronunciation as necessary.

**Project:** Disruptive technology
**Students 'invent' and present a 'digital disruptor'.**

**9A** Put students in pairs or small groups. Start by asking the class: *What apps do you use? Do any make your life easier? Why? / Why not?* Elicit ideas around the class. Go through the instructions and bullet points with students. Encourage them to be creative and allow time for them to brainstorm before deciding on the best app idea. Explain that they should think of an app that is suitable for their customer profile, i.e. for people of their age group and with their lifestyle. They could also include a customer profile description. If students need help, you could offer some of the following ideas to which they could add their own:
· a travel app that gives you the 'best' route stopping off at your favourite shops and places.
· an app that helps you prioritise things to do on a given day or in a week and reminds you of deadlines (e.g. assignments, reports etc. to hand in).
· a shopping/bargain app that keeps a record of what you last bought, when you bought it and how much you paid and gives you the pest price deals available in your area this week.

**9B** Pairs/Groups now present their ideas to the class. Before doing so, you could ask them to decide who will present specific information as appropriate (e.g. one student could describe the customer profile; another could describe the app; another could explain how it fits with people's daily routine; a fourth student could outline how it might disrupt other businesses). If helpful for your class, you could write these prompts on the board:
· *Our mobile app is designed to …*
· *It's targeted at 20-somethings / digital immigrants.*
· *The app collects data about …*
· *The user simply enters their …*
· *The app then suggests … and offers you a promotion to try.*
After all pairs/groups have presented their ideas, you could ask the class to vote for the best app.

**MyEnglishLab:** Teacher's resources: extra activities; Reading bank
**Pronunciation bank:** p.115 Stress in word building
**Teacher's book:** Resource bank Photocopiable 4.1 p.140
**Workbook:** p.19 Exercises 1–3

# 4.2 ❭ Talking technology

**GSE learning objectives**

· Can understand specialised vocabulary used in presentations or discussions within their field.
· Can use a range of complex conjunctions in conditional statements (all three types).
· Can describe possible future outcomes of a present action or situation using the first conditional.
· Can describe hypothetical (counterfactual) results of a current action or situation using the second conditional.
· Can clearly and concisely describe a product or a service within their field.
· Can write instructions on how to use a device or product.

**Warm-up**

Ask: *What do you use to check a word or phrase in another language? What do you use when you're travelling? Why?* Get students to list some of the translation tools they use (e.g. Google Translate, smartphone apps). Ask: *Are they always reliable? Have you ever had any problems using them?*

## Lead-in

**Students discuss communication and make collocations related to technology.**

**1** Put students in pairs and ask them to discuss the question. Check ideas with the class. You could point out that non-verbal gestures can have a neutral meaning in one culture and a negative meaning in another (examples include the 'thumbs up' gesture, which is considered impolite in Bangladesh and parts of the Middle East; the 'OK' gesture, which is considered impolite in Brazil; nodding your head, which can mean 'yes' in many countries but 'no' in Bulgaria, while in Japan it does not necessarily mean 'yes' but 'I hear you').

**2** Draw students' attention to the example. Make sure they understand that the example dial has moved in an anti-clockwise direction once. Elicit the collocation (*business partner*). Say: *We have moved the dial one place, so what is the next collocation with 'human'?* (*human resources*). Elicit the remaining two collocations (*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 the same pairs as Exercise 1 and give them 2 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). Check answers with the class and point out that *headsets* in the last dial is written as one word.

> **Dial 1 (left)**
> Turn the dial <u>three</u> segments in a <u>clockwise</u> direction or <u>one</u> segment in an <u>anti-clockwise</u> direction.
> *wireless earphones, real time, simultaneous translation, voice recognition*
>
> **Dial 2 (right)**
> Turn the dial <u>two</u> segments in a <u>clockwise</u> direction or <u>two</u> segments in an <u>anti-clockwise</u> direction.
> *neat features, headsets, sensor technology, artificial intelligence*

## Listening

**Students listen to a demonstration of a new app and device.**

**3** Do this exercise as a whole class. Elicit ideas from students and write them on the board. Then encourage students to build on the wording using some of the collocations from Exercise 2. Leave suggestions on the board for students to check when they listen to the demonstration in Exercise 4.

> **Possible answer**
> The Multi-Babel app is an app that does **simultaneous translations** using **voice recognition** technology. It works in **real time** using **wireless earphones**. If you use the Multi-Babel app, you don't need to speak the language of the other person or hire an interpreter.

**4** 🔊 4.01 Explain that students will now listen to the demonstration in order to check their ideas from Exercise 3 and also answer the questions here. Give them a minute to read the questions and point out the languages in the box for question 2. Play the recording, twice if necessary, then check answers with the class.

> **1** The Multi-Babel app translates conversations in real time. It simultaneously translates using voice recognition so that you can have conversations with people whose language you don't speak.
> **2** Now it can translate English, Spanish, Portuguese, Italian, French and Cantonese Chinese (six languages).
> **3** The presenter says, 'When you've tried it, you won't be able to live without it!' and that 'you'll want to get one for all your family and friends'.
> **4** The reaction of the volunteer is very positive. She says, 'How marvellous!' (in Spanish) and says that she wants three of them.

**5** 🔊 4.02 Ask: *If you had a digital personal assistant, what would you like it to be able to do?* Elicit ideas from different students and ask them to explain how the suggestions would help them. Tell the class that they are going to hear another product presentation. Give them a moment to look through the fact sheet and play the recording, twice if necessary. To check answers, you could play the recording again, pausing after each answer is heard to elicit it. As a follow-up, you could ask students whether they would use the Multi-Babel app or a digital personal assistant and also have a brief class discussion about the advantages and disadvantages of using this kind of technology.

> **1** upgraded camera **2** high-definition **3** remote control **4** priority **5** improved battery life **6** Chris **7** search on the internet **8** (important) meetings and birthdays

> ### Extra activities 4.2
>
> **A** 🔊 Ext 4.01 This activity can be done individually, with students comparing answers in pairs before class feedback. Give students 3–4 minutes to match the sentence halves, then put them in pairs to compare their answers. Play the recording for them to check. If time allows, you could also ask them to take turns to read the demonstrations aloud to their partner.
>
> > **1** e **2** h **3** f **4** c **5** j **6** g **7** i **8** a **9** b **10** d
>
> **B** Explain the activity and refer students to the example. Ask them to complete the exercise individually, then check answers with the class, clarifying meaning as necessary. If time is short, you could also do this as a quick whole-class activity, checking answers and clarifying meaning as you go.
>
> > **1** virtual reality content **2** digital personal assistant **3** latest artificial intelligence **4** interconnected home devices **5** highly sensitive sensors

## Grammar: Zero, first and second conditionals; Linkers

**Students study and practise the zero, first and second conditionals and linkers.**

**6** 🔊 4.03 Explain to students that these are sentences from the product presentations in Exercises 4 and 5 and let them try to complete the sentences, individually or in pairs. Play the recording

for them to check their answers, then explain the form and use of each conditional sentence. Refer students to the Grammar reference on page 120. Go over the sections on zero, first and second conditionals (but not linkers) with them and answer any questions they may have. Ensure students understand the difference between *if* and *unless*. Do an additional example on the board if necessary.

> **1** is, want   **2** use, will be able   **3** didn't have, wouldn't see

**7A** Explain to students that you are now going to look at different words/phrases they can use instead of *if* in conditional sentences. Refer them to the section on linkers in the Grammar reference on page 120. Go over it with them and answer any questions they may have. Then ask students to complete the exercise individually and check answers with the class

> **1** c   **2** a   **3** b   **4** d

**7B** Do this exercise quickly, as a whole class.

> **1** providing that   **2** unless   **3** on condition that
> **4** as long as

**8** Depending on the strength of your class, ask students to do this exercise individually or in pairs. Check answers with the class and clarify any errors as necessary.

> **1** Unless a company **develops** its digital business, it loses its competitive edge.
> **2** Our digital consumers might enjoy more personalised services if we **managed** technologies more effectively. But we don't.
> **3** We **will never be** an innovative organisation if we don't change the way we work and digitalise everything.
> **4** This device adapts to the user's preferences as long as it **receives** data from a smartphone.
> **5** Provided that their product demonstrations **were** successful, digital personal assistants would sell worldwide.
> **6** If I **were** you, I'd develop voice recognition technology further to reduce our dependence on touchscreens.
> **7** Smartphones will soon be replaced by robots on condition that artificial intelligence **improves**.
> **8** We will become one of the world's most revolutionary companies as long as we **don't stop** innovating.

### Extra activities 4.2

**C** Students can do this activity individually, as a consolidation exercise. Remind them that they can look at the Grammar reference on page 120 if they need help. You could get them to compare answers in pairs before checking with the class.

> **1** a   **2** b   **3** a   **4** c   **5** b   **6** a   **7** c   **8** a   **9** b   **10** c
> **11** b   **12** b

## Speaking and writing

**Students give a presentation of an app or device and then write the instructions for it.**

> *Notes*
>
> Exercise 9 can be done in three or four stages – 9D is an optional writing task. You could write the stages on the board before students begin, explain the process and then go through the specifics of each stage as students complete it:
> • *plan product*
> • *product demonstration*
> • *questions and answers session (Q&A)*
> • *instructions for product.*

**9A** Put students in pairs and explain the activity. If your students have done Lesson 4.1, ask them to think of devices or personal assistants / robots for this task rather than apps. Encourage them to think of their own ideas, not necessarily those suggested on the page, and to draw simple diagrams or flow charts to help explain how their product works. Point out that they do not have to write the complete demonstration, but should take notes. They should try to use the zero, first and second conditionals and different linkers (*if*, *unless, on condition* (*that*), *provided / providing* (*that*), *as long as*). Monitor to make sure students share and delegate tasks, so they take it in turns to present, or divide the demonstration into two parts.

**9B** Join pairs together into groups of four. If they have not done so already, allow them time to draw any diagrams / flow charts before they begin their demonstration. Pairs then take it in turns to present their product to the other pair.

**9C** When students have finished their demonstrations, they ask and answer each other's questions. Draw attention to the example. They might use conditional sentences at this stage, but it is not necessary. Students will probably have problems forming questions using conditional forms, but do not over-correct at this stage – give feedback later. However, it is important they are able to check understanding and point out any drawbacks or disadvantages with the product. As an optional follow-up, you could choose one or two of the stronger or more creative pairs to present their product to the class.

**9D** This is an optional task. Students write up the instructions for their product (see the model answer below). Tell them that they can refer to the audioscripts on pages 145 and 146 from this lesson to help them. If your class has access to an intranet or a Moodle course, it would be best to send these to a forum so that students can compare each other's ideas.

> **Model answer**
>
> Write better and faster with Ghost Tablet!
> This tablet is like any other tablet, but with one major difference: it can write for you using voice recognition technology. Firstly, if you dictate a short email, the tablet will simply write it for you. You then click on 'Edit', make any changes, then click 'Send'.
>
> The second option is for longer reports or assignments. You choose the text type, the language and the number of words, e.g. 'essay in English', '250 words' and write the title.

Our software then looks for similar writing in its database and suggests a suitable format. Next, you type in some key phrases and dictate your ideas. The laptop then writes your essay! The essay will be grammatically correct provided that you have dictated the information correctly. And, unless you are writing a novel, it'll save you a lot of time. When it has finished, you just click on 'Edit' and check it.

If your essay is similar to that of another person using the same tablet, you will get an alert. It'll make suggestions for further changes to personalise your text.

**MyEnglishLab:** Teacher's resources: extra activities

**Grammar reference:** p.120 Zero, first and second conditionals; Linkers

**Teacher's book:** Resource bank Photocopiable 4.2 p.141

**Workbook:** p.20 Exercises 1–3, p.21 Exercises 1–3

# 4.3 > Communication skills

## Handling difficult communicators

### GSE learning objectives

- Can extract specific details from a TV programme on a work-related topic.
- Can understand the speaker's point of view on most topics delivered at natural speed and in standard language.
- Can justify and sustain views clearly by providing relevant explanations and arguments.
- Can manage discussion on familiar topics confirming comprehension, inviting others in, etc.
- Can respond to interruptions in a meeting using fixed expressions.

### Warm-up

Dictate or write the following questions on the board: *Who do you know that is good at communicating with people? Why do you think this is? What do they do that makes them good at it?* Put students in pairs or small groups and give them 3–4 minutes to discuss the questions. Then elicit ideas from different students. Ask: *What do some people do that makes communication difficult?* Elicit ideas around the class.

## Lead-in

**Students identify challenging communication styles.**

**1A** Put students in pairs. Look through the illustrations and communication styles. You could start by asking students to cover the explanations and trying to guess the communication style from the illustration. Then, before students discuss in their pairs, go through the explanations with them and check they understand *non-responder* and *contradictor*. Give students 2–3 minutes to discuss in their pairs, then open the discussion to the whole class.

**1B** Do this activity with the whole class. Point out that it is important not to label others as difficult communicators too quickly. We need to be open and accept others, and be flexible enough to work with their style. However, if aspects

of their behaviour become problematic for the efficiency of the meeting, then we can either try to give personal feedback outside the meeting or use techniques in the meeting to keep the discussion focused. You could write the possible answers on the board and add any other strategies students mention.

### Possible answers

| Behaviour | Technique to control |
|---|---|
| Dominator: | Interrupt and insist that others have the opportunity to give their views. |
| Non-responder: | Invite individuals explicitly by name to contribute. |
| Contradictor: | Remind people to stay open and positive towards ideas longer. |
| Joker: | Ask people to stay focused on the business discussion. |
| Analyser: | Remind people not to go into too much detail because of the time constraints of the meeting – a decision is needed. |
| Technology user: | Propose a rule that mobile phones are switched off at the beginning of the meeting. |

## Video

**Students watch a video demonstrating communication styles and how they are handled.**

**2A** ▶ 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. Give students a minute to read the questions, play the video and check answers with the class.

1 He is an independent marketing expert who Go Global sometimes work with.
2 to discuss recent marketing campaigns
3 new thoughts on how to improve branding and the location of advertising
4 Paweł can't work with him because he says that Gary always thinks he knows best.

**2B** You could do this with the whole class or get students to discuss in pairs first. Encourage them to give reasons for their answers.

### Possible answer

Giving advance information on challenging communicators to colleagues can help them to prepare. However, it can prejudice a colleague's view on the individual and it is subjective so may be an inaccurate and unfair description. In some organisations, criticising individuals to a colleague may be seen as against company ethics.

**3A** Explain to students that Sanjit has two options for the best approach to use in the meeting 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** ▶ 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 students in the same groups as Exercise 3A and get them to compare answers before checking with the class. Do the same for the second video.

---

**Option A**
1 Gary says Sanjit should rethink the branding.
2 detailed analysis of potential EN-Tek customers
3 the product logo
4 the marketing budget
5 Possible answers: Sanjit didn't get to discuss the items on his agenda. He got to hear new and relevant ideas on other matters, e.g. the logo and detailed analysis of potential customers. Several team members are demotivated/frustrated by Gary's communication style.

**Option B**
1 the advertising concept
2 the marketing budget
3 'Let her finish please. Her views are important.'
4 ideas on promotion, especially using local sporting events
5 Possible answers: Sanjit managed to keep Gary focused to support Sanjit in the way he wanted, with Gary responding positively to Sanjit's leadership style. However, he didn't get to hear Gary's ideas.

---

**4** Put students in pairs to discuss the question, giving reasons for their opinions. Encourage them to talk about the advantages and disadvantages of each approach. After 2–3 minutes, elicit ideas around the class.

**5** ▶ 4.3.4  Students should do this in the same pairs as Exercise 4. Explain that they are going to watch the last section of the video, where the speaker talks about the advantages and disadvantages of each approach. Play the video and give students 3–4 minutes to discuss and make notes, then discuss the question with the whole class.

---

In Option A, the 'accept and adapt' approach gives Gary the opportunity to express his concerns, to challenge the team and offer creative solutions. However, Gary ends up dominating the others and makes them frustrated. The advantage is that his ideas, which could help to innovate, are heard.

In Option B, Sanjit intervenes and insists on a structured approach. He stops Gary interrupting and controls the meeting. This approach is collaborative – he acknowledges Gary's ideas – the discussion is more focused and the meeting isn't so one-sided. Everyone is able to contribute. However, Gary's ideas do not get heard.

---

## Reflection

**Students reflect on the conclusions from the video and think about their own way of dealing with challenging communicators.**

**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: Keeping a meeting on track

**Students look at useful language for keeping meetings on track.**

**7A** This exercise can be done individually or in pairs. Before students begin, go through the headings in the table with them and check they understand *dominant*, *postponing* and *pushing for*. Check answers with the class and encourage students to record the phrases in their notebooks.

---

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

---

**7B** Put students in pairs or small groups and ask them to suggest more strategies and phrases to keep a meeting on track. Keep the discussion brief and then open it up to the whole class. You could list students' ideas on the board for them to refer to when they do Exercise 8D.

---

**Extra activities 4.3**

**A** This activity practises the functional language from the lesson. It would be useful for students to do this 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 go over  2 deal with  3 come to  4 slow down
5 go on  6 come back to

---

## Task

**Students practise the functional language from the lesson by roleplaying and then discussing different situations.**

**8A** Put students in groups of three. Explain the activity and give them 3–4 minutes to decide on their company profile and customer base.

**8B** Go through the agenda with the class and explain that this is what they will discuss in their meeting. Point out that they should work individually for this stage. Give students 3–4 minutes to make their notes.

**8C** Assign A, B and C roles for each group (or let students decide). Refer students to their role cards and, again, point out that they should be working individually for this stage.

**8D** Groups now hold their meetings. Set a time limit and remind them of the phrases in Exercise 7A and their ideas in Exercise 7B. During the meetings, monitor and note down any points to highlight during feedback. After their meetings, groups should discuss the strategies the chair used to keep the meeting on track. Did the strategies work? Is there anything the chair should do differently next time? Have a feedback session with the class. Ask groups to share some information about their restaurant, what was decided in the meeting, and the language and strategies the chair used to keep the meeting on track. Finally, highlight any points you noted while monitoring.

**MyEnglishLab:** Teacher's resources: extra activities; Interactive video activities
**Workbook:** p.22 Exercise 1

# 4.4 ❯ Business skills

## Negotiating strategies

**GSE learning objectives**

- Can understand a course of action suggested during a negotiation.
- Can encourage decision-making in meetings using fixed expressions.
- Can suggest solutions to problems and explain why they would work.

**Warm-up**

Put students in pairs or small groups and ask: *What attitudes are useful going into a negotiation? Is 'winning' the most important thing?* Give students a few minutes to discuss in their pairs/groups, then get brief feedback from the class.

## Lead-in

**Students discuss different attitudes and approaches to negotiation.**

**1** Go through the questions with students and check they understand *position*, *in advance* and *accordingly*. Give them a minute to think about their answers individually first, then put them in pairs to discuss the questions. During feedback, elicit ideas from different students for each question. Ask pairs if they were in agreement and highlight areas where opinion differed. Point out that there are different strategies to use in negotiations and that one is not necessarily better than another, depending on context. Note that there are no explicitly correct or incorrect answers here. While some of the options may be deemed as 'best practice', they may also be culturally bound. What is a norm or a good idea in one place might be a terrible strategy in another.

## Listening

**Students listen to two versions of a negotiation and discuss different negotiation strategies.**

**2** 🔊 4.04 🔊 4.05 Tell students that they are going to hear two versions of a negotiation. Go through the questions with the class and check they understand *policy* and *priority*. Play the recordings, twice if necessary, and get students to compare answers in pairs before checking with the class.

**Version A**
**1** the new policy of not being able to access work emails after 8 p.m.
**2** everyone / all employees
**3** people working electronically after they leave the office and into the night

**Version B**
**1** because he has many clients in other continents
**2** that the team has a good work–life balance
**3** to have dinner with his kids and put them to bed every day

**3A** 🔊 4.04 🔊 4.05 Go through the list with students and check they understand *adapt*. Point out that some of the statements may be true for both versions (A and B). In stronger classes, you could ask students to complete the information they remember from the first listening, then play the recording again for them to check/complete their answers.

**1** A and B **2** A **3** B **4** A and B **5** A **6** A **7** B

**3B** Put students in pairs and give them 2–3 minutes to discuss the question. Open up the discussion to the whole class and encourage students to give reasons for their answers.

**3C** Do this as a quick whole-class activity. Give students 1–2 minutes to read the definitions, then elicit the correct answers.

positional – version A
principled – version B

❯ **Pronunciation bank**
**p.115: Stress in phrases**

**Warm-up**

Refer students to the explanation in the box and go through it with them. Explain that there are a number of phrases in English that often have a characteristic stress pattern. Model the pronunciation of the example in the box and drill it around the class.

**1** 🔊 P4.02 Ask students to work individually. Play the recording, then check answers with the class. With more confident classes, you could ask students to try and mark the stress patterns before they listen, then play the recording for them to check.

**1** <u>That</u> sounds <u>reasonable</u>.
**2** <u>What</u> are your <u>priorities</u>?
**3** You <u>have</u> to <u>understand</u> …
**4** I can <u>agree</u> to <u>that</u>.
**5** For <u>some</u> of us it's <u>necessary</u>.
**6** <u>Let</u> me make <u>sure</u>.
**7** <u>Let's</u> look at the <u>facts</u>.
**8** I <u>think</u> I can make that <u>happen</u>.

**2** 🔊 P4.02 Play the recording again for students to listen and repeat. Repeat as many times as necessary until students get the stress patterns right.

**3** Put students in pairs and get them to take turns to say the sentences. Monitor and correct their pronunciation as necessary.

## Functional language: Reaching agreement in a negotiation

**Students look at useful phrases for reaching agreement in a negotiation.**

**4A** Explain the activity and check that students understand the headings in the table. Give them a minute to read sentences a–g and the sentences in the table, then ask them to complete the exercise individually. Check answers with the class and encourage students to record the phrases in their notebooks.

**Establish the situation:** e, g
**Explore the other's values and needs:** c, f
**Offer suggestions:** a
**Reach agreement:** b, d

**4B** If time is short, you could do this as a whole-class activity, checking answers as you go. Alternatively, get students to complete it individually and compare answers in pairs before checking with the class. During feedback, check students understand *perspective* and *mutually*.

**1** How about if we think of some other options before making a decision?
**2** Let's try and look at this from another perspective.
**3** Is there another way to approach this situation?
**4** How might we find a solution that works for us all?
**5** How can we identify a mutually satisfactory outcome?
**6** What aren't we thinking of?

### Extra activities 4.4

**A** Go through the instructions with students and check they understand *hinder*. Let students think about their answers individually first, then put them in pairs to compare their answers before class feedback.

**Possible answers**
Help: 1, 3, 4, 6
Hinder: 2, 5

**B** Go through the instructions with students and check they understand *open and collaborative.* You could ask them to complete the exercise individually and then put them in pairs to compare and discuss their answers. Alternatively, if time is short, you could do the exercise with the whole class, checking answers as you go. Note that the best answer will depend on the context and situation in each case. Nevertheless, the chosen options in the answer key below are more open and collaborative, and can lead to win–win outcomes. The other option in each case may lead to a quicker resolution, but is generally less collaborative in nature, more negative and closes down the discussion on that specific point. It may also risk damaging the relationship in question.

**Possible answers**
**1** a  **2** b  **3** b  **4** a  **5** a  **6** b

## Task

**Students roleplay a negotiation.**

**5A** Put students in pairs and explain that they are going to prepare for a negotiation. Read the scenarios and instructions with them and make sure they are clear about what they have to do. Pairs choose a scenario together and then assign roles. Give them time to prepare their negotiating position and refer them back to the techniques in Exercise 3C and the useful phrases in Exercises 4A and 4B.

**5B** Students now roleplay their negotiations. Set a time limit and remind students to make notes. Alternatively, you may prefer to ask students to make notes after they have finished their negotiations. If time is running out, alert students that they have two minutes to reach an agreement. Give pairs 2–3 minutes to give each other feedback. During the activity, monitor and note down any points to highlight during feedback, but do not interrupt the negotiations.

**5C** Tell students that they will now have the opportunity to roleplay the negotiation again, taking in the feedback from their first partner. Form new pairs, making sure students are working with a partner who roleplayed the same scenario the first time. If you have a small class, students could swap roles. Again, set a time limit for the negotiations.

**5D** In their new pairs, students give each other feedback and discuss what went well and what could be improved. If your class is comfortable doing so, they can share their ideas with another pair.

**MyEnglishLab:** Teacher's resources: extra activities; Functional language bank
**Pronunciation bank:** p.115 Stress in phrases
**Workbook:** p.22 Exercise 2

# 4.5 > Writing
## Short business proposal

**GSE learning objectives**
- Can check and correct spelling, punctuation and grammar mistakes in long written texts.
- Can clearly signal problem and solution relationships in structured text.
- Can write a simple business proposal with supporting details.

**Warm-up**

Ask: *Have you ever read or written a business proposal? What was it about? Why was it written?* Elicit answers around the class, then ask: *Are proposals internal or external communication?* (they can be both) *What type of information might a proposal include?* (outline of the idea/problem, factual information such as costs, schedules, stages). Again, elicit answers from different students around the class.

## Lead-in

**Students read and correct errors in a business proposal.**

**1** Ask students to read the proposal quickly. Check they understand *dispensing system, drawers, barcode* and *conveyor belt*. Ask: *Where would you find this dispensing system?* (in pharmacies) *What does it dispense?* (medication) *What benefits would it bring?* (waiting times would be reduced, there would be no errors). Get students to complete the exercise individually and compare answers in pairs before class feedback.

> **this** issues – these
> medication **are** stored – is
> have been **order** – ordered
> items **used** – using
> **While** – If
> **dramatic** – dramatically
> as long **than** – as
> **indicate** – indicates
> **additional** – addition

## Functional language

**Students look at useful phrases for business proposals.**

**2A** Students could complete the table individually or in pairs. Check answers with the class and go through the phrases in the table with them. Check they understand the phrases.

> **1** propose   **2** complaints   **3** solution   **4** recover
> **5** recommend

**2B** This exercise can be done as a whole class or you may prefer students to work individually and compare answers in pairs before class feedback.

> **Introduction or purpose statement**
> This proposal evaluates the use of …
> The proposal aims to assess
>
> **Brief summary of problem**
> Deliveries have failed to arrive on time.
>
> **Solution to problem**
> The new technology would enable us to …
> In order to solve this problem we need to …
> The most efficient option would be …
>
> **Plan, costs and schedule**
> It is expected that the initial costs would be …
> The equipment could be installed immediately.
>
> **Conclusion**
> In conclusion, we feel that …
> To sum up, it is recommended that …

> ### Extra activities 4.5
>
> **A** This activity looks at useful language for proposals. Ask students to do it individually and get them to compare answers in pairs before class feedback. With weaker classes, you could let students refer to the table on page 46 if they need help.
>
> > **1** evaluates   **2** solution   **3** expected   **4** recommend
> > **5** enable   **6** In order to   **7** option   **8** conclusion

> ### Optional grammar work
>
> The proposal in Exercise 1 contains examples of noun phrases to replace verb phrases, 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 a business proposal.**

**3A** Put students in pairs. Refer them to page 127 and ask them to complete the exercise. Check answers with the class and answer any vocabulary questions students may have.

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

**3B** Explain the task and check students understand *traffic congestion*. Refer them to page 128 and give them time to read the notes. Tell them that they can use the proposals in Exercises 1 and 3A to help them, and that they should include phrases from Exercises 2A and 2B in their proposal. If time is short, students can write their proposals for homework.

> **Model answer**
>
> This proposal evaluates the possibility of investing in driverless battery-powered vehicles to transport people around the city. Our long-term strategy is to ban gas-powered vehicles completely from the centre within three years to reduce congestion and pollution and to encourage more people to use public transport.
>
> Driverless buses would be an excellent solution. They are reasonably priced, cheaper to run than traditional forms of public transport and much cleaner for the environment, so there would be far less pollution. People who drive into the city usually leave their cars parked 95 percent of the time, so using these vehicles would free up car parks for other uses. In addition, the city would not have to build new infrastructure as these vehicles can travel safely on existing roads and bridges.
>
> Although initial investment is high, these battery-powered vehicles are cheaper to run than other forms of transport. As travel costs would be lower for customers, this could persuade more people to use public transport. We could run a trial by the end of the year in part of the city. In conclusion, I therefore recommend the city invests in driverless vehicles and runs a trial route before the end of the year.

**3C** If students write their proposals for homework, you could do this exercise in the next lesson. Put students in pairs and ask them to read each other's proposal and give their partner feedback. Students could then rewrite their proposals, taking in their partner's feedback.

**MyEnglishLab:** Teacher's resources: extra activities; Interactive grammar practice; Writing bank
**Grammar reference:** p.121 Noun phrases to replace verb phrases
**Workbook:** p.23 Exercises 1–3

# Business workshop ❯4
## Rise of the robots

## Background

**Students read about an event organised by Stak Tek, a technology management specialist that helps other companies deal with digital change in the workplace.**

**1** Draw students' attention to the photo. Ask them to describe what they can see and what type of event they think this could be. Go through the questions with them, put them in pairs and give them time to read the background and answer the questions. Check answers with the class.

> 1 a technology management specialist that helps other companies deal with digital change in the workplace
> 2 companies struggling to adapt to digital transformation and disruption
> 3 ideas with companies that have already made the transformation
> 4 how digital technologies can improve efficiency and effectiveness
> 5 companies will be left behind if they don't embrace digital advancements and changes

## Working with robots

**Students read about using robots in the workplace.**

**2A** Ask students to read the article and think about their own answer to the question. If there is time, you could put them in pairs to discuss their ideas before opening up the discussion to the class. Alternatively, if time is short, briefly discuss the question as a whole class.

**2B** If students worked in pairs in Exercise 2A, keep them in the same pairs, give them 3–4 minutes to discuss the questions, then get brief feedback from the class. Otherwise, discuss the questions as a whole class.

**2C** Put students in small groups and give them 2–3 minutes to brainstorm ideas. Get feedback from the class, listing students' ideas on the board.

**3** Depending on the size of your class, students can work in the same groups as Exercise 2C or in new groups. Go through the instructions and list of points to discuss with the class. Allow plenty of time for students to read the descriptions and discuss in their groups. During the discussions, monitor and help students as necessary. As feedback, ask different groups to present their ideas to the class.

> **Possible answers**
> **Bob**
> **advantages:** quick, efficient, cheap
> **potential problems:** software/programming failure could lead to incorrect orders, inappropriate small talk – what about taking money from customers? Drinks will have to be free.
> **use:** could run coffee and drinks bar without the need to employ anyone
>
> **Mayumi**
> **pros:** multilingual, does most registration and admin work, answers the phone like a real person, may be more efficient than a real person, no need to employ translators
> **potential problems:** dealing with unusual problems, using the wrong language to respond, giving out incorrect information
> **use:** could work on registration/reception desk, saves number of staff needed
>
> **Oskar**
> **pros:** good for transporting people around location in most efficient way, carries and picks up luggage, helps people find their way around
> **potential problems:** crashing into people/stands, not understanding passengers
> **use:** could have two or three of these to run people around the venue
>
> **Agnes**
> **pros:** reduces costs and number of staff required, efficient, quick, clean
> **potential problems:** incorrect orders taken, if one robot has a technical problem it may disrupt the others, may not produce the correct bills or take the correct payment
> **use:** could run the main café/restaurant at the venue
>
> **Arturo**
> **pros:** presents most up-to-date information on AI and robotics, very human-like, responds to questions, showcases how humanoid robots can be, can repeat same (but updated) presentation many times
> **potential problems:** only presents one topic, audience may not understand everything if it's too technical, people might read facial expressions differently. Can he respond to audience reactions?
> **use:** ideal for presentation slot, could have same (but updated) presentation several times
>
> **Brutus**
> **pros:** scans bags and people for dangerous/unsuitable items, can patrol the venue, keeps an eye on what's going on around him
> **potential problems:** What if he detects something which isn't dangerous but sets off the alarm? – could be embarrassing, could bump into people as he's patrolling
> **use:** could cover security at the venue

## Extra activities Business workshop 4

**A** This activity provides students with extra reading practice. Ask them to work individually first, then get them to compare and discuss their answers in pairs before class feedback. After checking answers, you could discuss the following questions in open class: *How would you feel if your boss was a robot? What would be the advantages and disadvantages?*

> 1 F (*A recent experiment … most people would obey the robot boss*)
> 2 F (*even though they had been told they could refuse*)
> 3 T (*there is a growing concern amongst businesses about the way …*)
> 4 NG (There is nothing in the text to support this.)
> 5 F (It does not say that brains cannot tell the difference – it just says that the brain attributes human characteristics to seemingly intelligent movement.)
> 6 NG (It only says that workers MAY believe these machines know more than they do.)
> 7 NG (The text says workers might stop trusting their own judgement but nothing about not trusting robots.)
> 8 T (*people working with these robots should challenge them*)
> 9 T (*staff will miss social interaction if they only work with robots*)
> 10 T (*The one thing about which there is consensus is … workers will have to be very adaptable and able to learn new skills very quickly*.)

**B** This exercise practises useful vocabulary from the texts on page 95. Ask students to work individually and tell them that they can refer to the texts if they need help. Check answers with the class, clarifying meaning as necessary.

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

## Day 1 – Incident report

**Students listen to voicemail complaints about incidents related to robots at an exhibition.**

**4A** 🔊 BW 4.01 Explain that students are going to hear voicemail messages with complaints about incidents with robots at the exhibition. Refer them to the names of the callers in the box and the example. Play the recording, twice if necessary, but do not confirm answers yet.

> 2 Hideaki – very offended by something Mayumi said in Japanese
> 3 Mark – Bob spilt hot coffee on his (suit) jacket which needs cleaning asap
> 4 Wei Ling – Brutus confiscated her bag; she's worried about missing the presentation
> 5 Sarah – robot waiter dropped food all over her (new, expensive) shoes; she wants compensation
> 6 Aleksander – driven to incorrect destination three times by Oskar

**4B** Put students in pairs. Give them 2–3 minutes to compare notes, then confirm answers to the listening task in the previous exercise. Set a time limit for pairs to discuss possible solutions, then get brief feedback from the class.

**Possible answers**
1 Take the security guard away immediately to check the programming and re-programme it if possible. If not, will have to employ new security staff. Meet Mr Blinksmann to apologise and check that he is not injured.
2 Turn off the Japanese version of Mayumi. Meet Mr Egami to apologise and ask for exact details of the problem translation to see if it can be repaired quickly.
3 Check if Bob has had other accidents. Meet Mr Steadman to apologise and arrange compensation for his jacket. Offer to clean it if possible or will have to buy new suit.
4 Return bag to Ms Wei Ling immediately and apologise to her personally.
5 Go to robot café immediately and see what is happening there. Was the problem a one-off or is it chaos? Apologise to Ms Buchanan personally and offer compensation for damaged shoes.
6 Stop all Oskars and check the programming – probably easy to fix. Find Mr Baron and apologise and thank him for informing you about the fault.

## Task: Final reporting

**Students write a report analysing feedback and making recommendations.**

**5A** Put students in groups and go through the instructions with them. Refer them to the statistics on page 133 and set a time limit for students to discuss in their groups. As feedback, briefly discuss the statistics with the class and then invite students from different groups to share their ideas.

**5B** This activity can be done in class or for homework. Explain the writing task and elicit some features that might be included in short reports (e.g. main heading, sub-headings, bullet points). If students write their reports in class, you could encourage some peer correction afterwards: put them in pairs and ask them to read their partner's report and make suggestions for improvements. Alternatively, you could get students to compare reports in their original groups and discuss similarities and differences in the information reported.

**Model answer**

This report analyses the feedback on the use of robots from participants at 'Brave New World' and offers our recommendations for future events.

The feedback regarding the use of robots varied greatly from robot to robot. The most successful one was Mayumi where only five percent of people were unhappy. 82 percent thought that she enhanced their experience. The most problematic robot was Brutus, about whom we have had many complaints, and 98 percent of the participants who encountered him did not think he enhanced the event. In fact 76 percent rated him as a bad experience, although interestingly 22 percent of participants would consider buying or using this robot themselves. Despite the problems with his interaction with people, participants obviously like the idea of a security robot for their premises.

The robot that got the highest ratings was Arturo, the robot speaker, who was praised by 97 percent (70 percent good, 27 percent excellent) of his audiences, although only 81 percent said he enhanced their event experience. Participants thought Oskar provided a good experience (80 percent) but only 30 percent thought he enhanced their event experience. Bob was also very popular, with 79 percent saying he enhanced their experience, although only 8 percent would consider using him.

My recommendations are that we should use robots in the future, providing the issues we had at this event can be resolved. However, as the technology is moving so fast, this is likely to happen in the very near future. We should also watch the developments of different security robots closely as they seem to be something that participants want to purchase.

**MyEnglishLab:** Teacher's resources: extra activities

# Review ❮ 4

**1 1** cloud   **2** Platforms   **3** dump   **4** conversion
   **5** mining
**2 1** analytical, personalised   **2** innovator, visualise
   **3** Disruptive, irritating
**3 1** As long as the product is, will buy
   **2** doesn't/won't work if there's
   **3** Unless the situation improves, we will lose
   **4** would sell, provided (that) the technology was
   **5** will place, on condition (that) we get
   **6** If I were you, would design
**4 1** come   **2** scope   **3** let   **4** slow   **5** stop   **6** suggest
**5 1** how this situation affects you
   **2** accept the fact that   **3** imagine this working
   **4** way to approach   **5** the best thing would be
   **6** agree to that   **7** sounds reasonable
**6 1** e   **2** a   **3** b   **4** e   **5** c   **6** a   **7** d   **8** c

# Performance

## Unit overview

| | CLASSWORK | FURTHER WORK |
|---|---|---|
| **5.1** **Performance and rewards** | **Lead-in** Students discuss questions related to employee performance and rewards. <br> **Video** Students watch a video about a Japanese company and its employee reward policy. <br> **Vocabulary** Students look at vocabulary related to performance and rewards. <br> **Project** Students roleplay explaining to an employer why they should be promoted. | **MyEnglishLab:** Teacher's resources extra activities; Reading bank <br><br> **Teacher's book:** Resource bank Photocopiable 5.1 p.142 <br><br> **Workbook:** p.24 Exercises 1 and 2 |
| **5.2** **A culture of rewards** | **Lead-in** Students talk about employee motivation. <br> **Reading** Students read an article about rewarding high performance. <br> **Grammar** Students study and practise linkers and clauses of contrast and concession. <br> **Speaking** Students practise the language from the lesson by discussing their expectations in the workplace. | **MyEnglishLab:** Teacher's resources: extra activities <br><br> **Grammar reference:** p.121 Linking words and concessive clauses <br><br> **Pronunciation bank:** p.116 Intonation and linking words <br><br> **Teacher's book:** Resource bank Photocopiable 5.2 p.143 <br><br> **Workbook:** p.25 Exercises 1 and 2, p.26 Exercises 1–4 |
| **5.3** **Communication skills:** Managing challenging feedback | **Lead-in** Students discuss their experiences with negative feedback. <br> **Video** Students watch a video about how different ways of dealing with negative feedback can affect relationships in the workplace. <br> **Reflection** Students reflect on the main points and conclusions from the video and discuss different styles of managing negative feedback. <br> **Functional language** Students look at useful phrases for responding to negative feedback. <br> **Task** Students practise the functional language from the lesson by roleplaying giving and responding to negative feedback. | **MyEnglishLab:** Teacher's resources: extra activities; Interactive video activities <br><br> **Pronunciation bank:** p.116 Intonation when handling challenging feedback <br><br> **Workbook:** p.27 Exercise 1 |
| **5.4** **Business skills:** Reviewing projects | **Lead-in** Students read and discuss two approaches to failure in business. <br> **Listening** Students listen to a project review meeting. <br> **Functional language** Students look at useful phrases for review meetings. <br> **Task** Students roleplay a performance development workshop. | **MyEnglishLab:** Teacher's resources: extra activities; Functional language bank <br><br> **Workbook:** p.27 Exercise 2 |
| **5.5** **Writing:** Performance review summary | **Lead-in** Students read a performance review summary and look at some useful vocabulary. <br> **Functional language** Students look at useful language for performance review summaries. <br> **Task** Students write a performance review summary. | **MyEnglishLab:** Teacher's resources: extra activities; Interactive grammar practice; Writing bank <br><br> **Grammar reference:** p.121 Phrasal verbs <br><br> **Workbook:** p.28 Exercises 1–3 |
| **Business workshop 5** Changing expectations | **Listening** Students listen to meetings in which participants are trying to find new ways of rewarding performance. <br> **Speaking** Students discuss employee benefits. <br> **Task** Students roleplay a negotiation for changes in rewards and benefits. | **MyEnglishLab:** Teacher's resources: extra activities |

## Business brief

The main aim of this unit is to introduce the concept of employee **performance**. Most organisations want to encourage their employees to **advance** and **succeed** as this enhances the company as well as the workforce but there are differing opinions as to what **motivates** high performance and how it should be **evaluated** and **rewarded**.

In some organisations, performance is evaluated in the form of an **appraisal** or **performance review**, which is usually carried out at regular intervals, such as annually. The review is normally carried out by the **line manager** or HR department. It is a way to analyse the positives and negatives that have occurred and helps set targets and goals and identify training and development opportunities. It also provides an opportunity for the employee to suggest any improvements and to air any grievances. As well as regular reviews, effective management would also offer regular **feedback** to staff in an informal context. This could take the form of acknowledging when tasks are carried out well and offering thanks. If improvements are required, then a low-key discussion can provide the chance to clarify expectations and objectives and keep projects on track.

There are differing opinions as to how good work should be **recognised**. It might take the form of **rewards**, either financial or non-financial, such as a **payrise**, **bonus**, **promotion**, **flexible working hours** or enhanced **benefits**. However, it is also argued that rewards can **demotivate** staff and result in a **competitive** culture rather than encouraging collaboration. There are concerns that performance-related rewards have the potential to encourage bad behaviour. For example, when they are linked primarily to **results** or **profits**, it might deter staff from alerting management to concerns.

Other discussions relate to how performance is **measured**, whether it is **objective** or **subjective**, whether **incentives** should be awarded due to **merit** or **length of service**.

In traditional work environments, there was often the concept of a job for life. An employee was likely to stay with a company for a long period and would be **promoted** and **rise through the ranks** at regular intervals. The eventual arrival at a senior position could be seen as a reward for **loyalty** rather than a reflection of talent. While modern organisations may still offer incentives to encourage good employees to stay with the company, there is less expectation that workers will spend their entire career with one firm. Instead, most people will have a variety of jobs with different companies throughout their working life, moving on if they feel they will achieve greater recognition or career progression elsewhere. With this mobile workforce, corporations with a reputation for recognising and rewarding performance are likely to attract a greater pool of talented applicants.

## Performance and your students

It is important for students, both pre- and in-service, to understand that many roles may involve having their own performance measured or giving feedback on the performance of others. Career progression may differ from company to company and from culture to culture but most jobs will involve some balance of performance vs. reward. Pre-work students will already be used to the concept of being evaluated in terms of exams and, possibly, self-evaluation and peer evaluation. In-service students may already have experience of receiving or giving feedback and have opinions on incentives which have helped motivate performance.

# Unit lead-in

Ask students to look at the unit title and photo. Ask them how the photo may be related to the title and elicit or give a brief definition of *performance* (see Business brief on page 78). Then look at the quote with students: What do they think it means? Why might activity be mistaken for achievement? Elicit ideas around the class.

# 5.1 › Performance and rewards

## GSE learning objectives

- Can extract specific details from a TV programme on a work-related topic.
- Can recognise the speaker's point of view in a structured presentation.
- Can use language related to career progression and position.
- Can justify a viewpoint on a topical issue by discussing pros and cons of various options.
- Can justify and sustain views clearly by providing relevant explanations and arguments.
- Can write a simple summary of the decisions made in a meeting.

## Warm-up

Say: *Two employees work in the same department. Employee A has worked at the company for ten years. Every day, he arrives early and leaves late. He works hard and puts in a lot of effort, but he doesn't always meet targets. Employee B has worked for the company for a year. He arrives and leaves on time and rarely works extra hours. He always meets his targets.* Say: *At the end of the year, the department rewards some of the employees. Should employee A or B be rewarded?* Put students in pairs or small groups and give them 2–3 minutes to discuss the question. Point out that they can only choose one employee, not both. When the time is up, elicit ideas from different students. Encourage them to give reasons for their answers.

## Lead-in

**Students discuss questions related to employee performance and rewards.**

**1** Discuss the questions as a class. For question 1, make sure that students do not focus too much on the type of company, but more on the idea of starting their own business. For question 2, elicit ideas from different students and also ask if they can think of any disadvantages. If time allows, you could expand on question 3 as follows: write the following two headings on the board: *Part of the job* and *Should be rewarded.* Say: *always arrive at work on time* and ask students which heading they think it should go under. Do the same for *work weekends to finish a project.* Get students to suggest other ideas that can go under each heading.

# Video

**Students watch a video about a Japanese company and its employee reward policy.**

**2** Explain the activity and go through the ideas in the box with students. Answer any vocabulary questions they may have and refer them to the example. Elicit ideas around the class, helping students with any vocabulary they may need, and list any additional ideas on the board.

**3** ▶ 5.1.1 Put students in pairs and tell them that they should watch and check their ideas from Exercise 2. Refer them to the list on the board. Play the video and let students discuss in their pairs first. They should also tell each other about something they found surprising. After 2–3 minutes, invite different students to share their ideas with the class.

### Experiences of younger and older workers at CyberAgent

The young person we hear from (Takato Oku) doesn't complain about CyberAgent. He likes it because, unlike many traditional Japanese companies, it rewards its workers based on performance, not age, and he was able to become a manager quickly.

We don't hear directly from an older worker, but the HR Director (Tetsuhito Soyama) says that it's natural for older workers to feel awkward to see their younger colleagues being promoted first. The report also says that traditionally in Japan, workers could expect lifelong employment with salaries that kept rising.

**Phrases mentioned:** become a manager, corporate world, keep raising salaries, new salary model, oldest got the biggest salary, rewards its workers based on performance

**Phrases not mentioned:** highly qualified and innovative, new recruits, recent university graduates

**4** ▶ 5.1.1 Give students time to read the questions. Stronger students could try to answer as many of the questions as they can before watching again, then watch and check/complete their answers. Play the video, then check answers with the class.

1 Takato Oku was frustrated because he knew that it would take a long time to get a pay rise or a promotion.
2 He quit and joined an online media and advertising firm.
3 He was surprised to have staff (in his team) who were older than he was and that he had a boss who was younger.
4 Tetsuhito Soyama felt it was unfair that older people got the highest salaries.
5 People lost their jobs (jobs were cut).
6 Revising policies regarding rewards does not always work. Unless you can turn the business around, you just create unhealthy competition among employees.

**5** Put students in pairs or small groups. If they are having trouble coming up with ideas, you could write two or three on the board (e.g. *bonus, company car, extra holiday*). Give pairs a minute or so to suggest rewards and then get them to focus on how they would feel about receiving those types of reward. Get feedback from the class and encourage students to see whether their rewards fall into categories (financial benefits, free time, career progression, etc.).

## Extra activities 5.1

**A** ▶ 5.1.1  This activity gives students extra listening practice. Ask them to work individually and give them time to read through the statements before playing the video. In stronger classes, you could ask students to see if they can answer or correct any of the statements from memory before playing the video. With 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.

1 T (There was a long line of older workers the company needed to reward first.)
2 F (... that's been the tradition (rewarding older workers first) for over half a century)
3 F (... I like the fact that CyberAgent rewards its workers based on performance, not our age.)
4 T (... our model means more competition, ...)
5 F (... but it's been our policy from the start, ...)
6 T (During Japan's economic boom over the 80s and 90s, companies could afford to keep raising salaries for all workers ...)
7 F (... but companies which revise their policies have not all been successful ...)
8 T (For young companies like CyberAgent, the new salary model has, so far, paid off, and its success is what the rest of Japan Inc. is also hoping to achieve.)

## Vocabulary: Rewarding performance

**Students look at vocabulary related to performance and rewards.**

**6** This exercise can be done individually or with the whole class, checking answers as you go. If you choose the first option, you may want to do the first item as an example. If your class needs more support, let students compare answers in pairs before checking with the class.

1 a  2 b  3 a  4 a  5 b

**7** Put students in pairs. Go through the instructions with them and make sure they understand how the 'magic table' works: they should match definitions 1–9 with the verbs in the table, writing the question number in the box for each verb. If their answers are correct, the total for each row and column will be 15 (for example, the top row would be definition 6 for *promote*, definition 7 for *appraise*, definition 2 for *recognise*: 6 + 7 + 2 = 15). Get students to compare answers in pairs before checking with the class.

```
6 7 2
1 5 9
8 3 4
```

**8** Do this with the whole class. Explain the activity and draw students' attention to the example, the suffixes in the box and the magic table in Exercise 7. You could do a few examples on the board first (e.g. *approve – approval, develop – development, motivate – motivation*). Write the verbs from the magic table on the board and get students to choose the correct suffix to make them into nouns. You could nominate students to come to the board and write the noun next to the correct verb.

promote – promotion
appraise – appraisal
recognise – recognition
reward – reward
evaluate – evaluation
fail – failure
achieve – achievement
advance – advancement

**9** Get students to do the exercise individually and then compare answers in pairs before class feedback. Advise them to read the sentences carefully first and decide what part of speech is needed to fill the gap. Point out that they may need to change the form of some words (e.g. use a plural noun). Check answers with the class.

1 achievements  2 appraisal  3 failure  4 recognition
5 reward  6 promotion

**10** Put students in pairs with someone who has the same level of work experience (for example, two pre-work students together, two students who are / have been in work together). Give the pairs time to read and discuss the questions in the appropriate box, then invite different students to share their answers with the class.

## Extra activities 5.1

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

1 recognition  2 promotions  3 employment
4 success  5 achievements  6 rise  7 evaluate
8 failure  9 appraisals  10 rewards
11 advancement

## Project: Moving up in the company

**Students roleplay explaining to an employer why they should be promoted.**

**11A** Put students in small groups and go through the instructions and bullet points with them. Give groups sufficient time to prepare their arguments. Go round and help students with ideas and/or any language they may need. Students who have been in work for a number of years could argue for a pay rise rather than a promotion if they are in a higher position already. They could work in pairs and make notes to justify their arguments. This can be followed by a general discussion on persuasion techniques in order to achieve goals in the workplace.

**11B** Put students in pairs with someone from another group. Explain that they will take turns to be the employee and set a time limit for each conversation. During the activity, monitor and note down any points to highlight during feedback.

**11C** Students can do this in class or for homework. If any of your students have used the alternative approach in Exercise 11A, change the focus of the writing task to a pay rise. You could ask students to share their emails and, in their pairs, discuss how they would feel as an employee receiving the news. Would they be pleased with the news and the way it is delivered? Why? / Why not?

**Model answer**

Dear … ,

Thank you for discussing your innovative idea for changing the reward system and basing it on an agreed set of targets rather than the length of time someone has been in the company. This new perspective on recognising new employees for their achievements could also lead to higher retention of our young talent. Due to your well-thought-out ideas, we feel that you are ready to lead a small team. We would like you to take on this new position at a higher salary at the beginning of next month and feel it is a step in helping move the company forward.

Please contact me with any questions you may have.

Sincerely,

**MyEnglishLab:** Teacher's resources: extra activities; Reading bank
**Teacher's book:** Resource bank Photocopiable 5.1 p.142
**Workbook:** p.24 Exercises 1 and 2

# 5.2 ❯ A culture of rewards

**GSE learning objectives**

- Can identify the main conclusions in a text that presents and contrasts arguments in a clearly signalled way.
- Can scan a long text or a set of related texts in order to find specific information.
- Can show interest and appreciation in conversation using a range of expressions.

**Warm-up**

Write *motivation* on the board and elicit or explain its meaning. Then put students in pairs or small groups and ask them to discuss whether there is a difference between motivation that comes from an individual and motivation that comes from outside (e.g. from a teacher or employer). In what ways are they the same or different? Give students 3–4 minutes to discuss in their pairs/groups, then ask different students to share their ideas with the class.

## Lead-in

**Students talk about employee motivation.**

**1** Put students in pairs. Draw their attention to the spidergram and give them 2 minutes to discuss the question. Get brief feedback from the class. You could copy the spidergram onto the board and add to it any other ideas students mention.

**2** Students can continue in pairs or this can be done with the whole class, checking and explaining answers as you go. You could then focus on one or two of the words to extend the discussion. Ask: *What are the advantages of performance incentives? Are there any disadvantages? What type of jobs would you expect to have a six-figure salary?*

1 encourage them to work harder   2 managers in an organisation who help make important decisions
3 per item they produce   4 £100,000   5 has

## Reading

**Students read an article about rewarding high performance.**

**3** Ask students to do this individually. Explain that they should just scan the article for the information. For more discussion on these types of schemes, you could ask students to suggest examples of what each scheme might involve (see Notes below).

piece-rate scheme, public ceremony, being aware of and setting targets, praise, status, job satisfaction, a competition

*Notes*

Examples of what each of the schemes mentioned in the text might involve include the following:
- **piece-rate scheme:** payment for number of pieces of fruit picked, payment for number of items completed or put together
- **public ceremony:** a party at the Town Hall, a special event in the company, giving a plaque or award
- **being aware of targets, setting them and acknowledging success:** 'employee of the month' award, praising salespeople with the highest sales figures, putting articles in the company newsletter about those who achieve this, giving time off in exchange for reaching goals

**4** Ask students to do this individually. Encourage them to underline the parts of the text that give the answers and, if time allows, get them to compare answers in pairs before checking with the class. As a follow-up, you could put students in pairs and ask them to discuss the text from the point of view of both employer and employee. Ask: *How would you respond to each of the schemes?*

1 F (Top managers and executives have complex, hard-to-measure jobs.)
2 T (On fruit farms, a piece-rate scheme, performance pay for the managers and competition among workers which encouraged them to set up productive teams boosted productivity.)
3 T (There was a public ceremony where they were honoured for their work in selling additional products.)
4 T (Unlike part-time sales people or fruit pickers, pilots have high status, six-figure salaries and powerful unions.)
5 F (Pilots who hit specific targets on fuel consumption experienced the highest job satisfaction. Salaries were not increased.)
6 F (To get people to do a good job you need to tell them what success looks like to you and that you have noticed when they have achieved it.)

**Extra activities 5.2**

**A** This activity practises key vocabulary. Go through the words in the box before students begin or let them use dictionaries to look up unknown words. Clarify meanings during feedback.

1 excellent   2 Regular   3 obvious   4 react   5 plan
6 hard-working   7 giving   8 reached   9 recognising
10 situation

## **Grammar:** Linking words and concessive clauses

**Students study and practise linkers and clauses of contrast and concession.**

**5** Do this as a quick whole-class activity. Draw students' attention to the underlined linkers in the article. Check students understand their meaning and elicit the correct answer.

> b

**6** This activity can be done individually or in pairs. After checking answers with the class, refer students to the Grammar reference on page 121 and go through the explanations and examples with them, clarifying any points as necessary.

> **1** though   **2** in spite of the fact that   **3** Despite   **4** On the one hand, (but) on the other hand   **5** despite the fact that

**7** Students should do this individually, then check answers in pairs before class feedback.

> **1** Despite   **2** on the other hand,   **3** in spite of
> **4** Even though   **5** Nevertheless,   **6** although
> **7** Despite the fact that   **8** though

### Extra activities 5.2

**B** Explain the activity. As this is a consolidation exercise, it might be better for students to do it individually and then check answers in pairs before class feedback. Remind students that they can use the Grammar reference on page 121 to help them.

> **1** He often feels like he failed in his career, even though he rose through the ranks to a very high position in the company.
> **2** She did not receive a pay rise though she did appreciate the bonus.
> **3** His appraisal was positive. Nevertheless, the promised promotion was put off until next year. *or* His appraisal was positive. The promised promotion was, nevertheless, put off until next year. *or* His appraisal was positive. The promised promotion was put off until next year nevertheless.
> **4** Our department received recognition for a job well done, although we all thought the final product was not our best work. *or* Although our department received recognition for a job well done, we all thought the final product was not our best work.
> **5** Young people we interview expect a wide range of rewards. However, most of them are only given to more senior staff. *or* Young people we interview expect a wide range of rewards. Most of them, however, are only given to more senior staff. *or* Young people we interview expect a wide range of rewards. Most of them are only given to more senior staff, however.

> **6** We need to revise the rewards system, despite the fact that it was updated a few years ago.
> **7** On the one hand, we keep getting more and more work to do. On the other hand, we were told by management that we should not work overtime.
> **8** We were pleased that we met all the sales targets in spite of it proving to be much more difficult than we had thought.

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**❯** **Pronunciation bank**
**p.116: Intonation and linking words**

### Warm-up

Before looking at the explanation in the box, write the example phrases on the board: *On the one hand … , Despite experiencing a number of problems, … .* Explain that these are two linking phrases used at the beginning of sentences. Without modelling pronunciation, ask students where they think a fall–rise intonation might be used in each phrase. Do not confirm answers. Refer students to the explanation in the box, give them a minute to read it, then invite two students to say the phrases using the correct intonation. Model/ Correct as necessary and drill the intonation in both examples.

**1** Put students in pairs to mark where they think the fall–rise intonation will be in the sentences. With stronger classes, you may prefer to ask students to work individually and then get them to compare answers in pairs. Do not confirm answers yet as students will check them in the next exercise.

> **1** On the <u>other hand</u>, they receive overtime pay.
> **2** Although he has achieved a great deal <u>in the company</u>, there have been a number of problems to deal with.
> **3** <u>Nevertheless</u>, it was effective to simply make pilots aware of saving fuel.
> **4** Even though some work can be done <u>from home</u>, many companies prefer to have the workers in the factory.
> **5** In spite of his career being so <u>successful</u>, he decided to try a new area of business and left the company.

**2** 🔊 P5.01 Play the recording for students to check their answers. Then play it a second time for students to listen and repeat.

## Speaking

**Students practise the language from the lesson by discussing their expectations in the workplace.**

**8A** Give students 2–3 minutes to complete the sentences while you monitor and help as necessary.

**8B** Put students in pairs or small groups to compare and discuss their sentences from Exercise 8A. Circulate, encouraging students to ask follow-up questions and noting down any errors with linkers for some brief class feedback afterwards. To extend the activity, you could give students the linkers and ask them to come up with their own statements about their expectations in the workplace.

**MyEnglishLab:** Teacher's resources: extra activities
**Grammar reference**: p.121 Linking words and concessive clauses
**Pronunciation bank:** p.116 Intonation and linking words
**Teacher's book:** Resource bank Photocopiable 5.2 p.143
**Workbook:** p.25 Exercises 1 and 2, p.26 Exercises 1–4

# 5.3 ❯ Communication skills
## Managing challenging feedback

### GSE learning objectives

- Can extract specific details from a TV programme on a work-related topic.
- Can recognise a speaker's feelings or attitudes.
- Can justify and sustain views clearly by providing relevant explanations and arguments.
- Can give detailed feedback about someone's performance on a familiar task or project.

### Warm-up

Dictate or write the following questions on the board: *In what situations do people give or receive feedback? Is it better to give negative feedback in person or in writing? How would you give feedback to a colleague?* Put students in pairs or small groups and give them 3–4 minutes to discuss the questions. When the time is up, invite students to share their opinions with the class.

## Lead-in

**Students discuss their experiences with negative feedback.**

**1** Go through the instructions and questions with the class. If appropriate, you may wish to share a personal example with them. Give students a minute to think of their own example, then put them in pairs to discuss. If your class is comfortable discussing the topic, you could ask some students to share their experiences with the class.

## Video

**Students watch a video about how different ways of dealing with negative feedback can affect relationships in the workplace.**

**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. 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 (badly designed) marketing campaigns
2 She didn't like what Claire said to her and feels it wasn't fair. / She's upset that Claire told her she wasn't doing her job properly / her marketing campaigns shared a lot of the blame for low sales figures.
3 Possible answer: Claire has the right to express her disappointment with the campaigns, but it was inappropriate for Claire to tell Katie that she's not doing her job properly because it's not professional to make personal comments (i.e. questioning her professionalism) instead of addressing the problem. This resulted in people becoming even more stressed about an already stressful situation.
4 Students' own answers

**3A** Explain to students that Sanjit can deal with the feedback on poor sales in two ways 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** ▶ 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 Exercise 3A and get them to compare answers before checking with the class. Do the same for the second video.

**Option A**
1 That the market has been slow to respond to new environmental initiatives by the government.
2 The forecast: they predicted lower figures this quarter and warned Claudio about them. Katie personally: she is good at what she does, she is very close to the market in Bangladesh and is confident it will be a huge success.
3 He's referring to the fact that Claire confronted Katie and blamed her marketing campaign for the poor sales. He is suggesting that this shows a lack of professional respect.
4 Yes, he does. He's doesn't seem totally convinced.
**Option B**
1 That there is often a mismatch between forecasts and actual results.
2 That he doesn't like the way Katie has been singled out for blame.
3 That they are seeing things too much from a local perspective.
4 What Claudio / Go Global have done in other countries.

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

**1** See key to Exercise 5 below.
**2 Possible answers**

**Option A**
Project: The outcome puts pressure on him and Katie to prove that their marketing campaign will increase sales very soon. If it doesn't, there will be risks to the project and to the relationship with Go Global.
Relationships: Although Sanjit defended his position strongly, he did so openly and clearly focused on patience and respect, so while Claudio may feel a little uncomfortable with the outcome of the meeting, their relationship probably didn't suffer.

**Option B**
Project: The flexible approach leads to a follow-up meeting, which may lead to marketing changes and increased sales.
Relationships: Even if the new ideas don't increase sales, the responsibility and ownership of the strategy will be shared with Go Global, which will strengthen the relationship and avoid risking the business partnership. The main challenge here is to bring Katie and Claire together at the follow-up meeting after the earlier tension between them.

**5** ▶ 5.3.4 Students should do this in the same pairs as Exercise 4. Explain that they are going to watch the last section of the video, with conclusions and learning points on the different approaches to negative feedback they 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. With weaker classes, you may wish to let students watch twice: once to compare the speaker's points with their own answers, and a second time to note down key points. Discuss the answers and students' views as a whole class.

In Option A, Sanjit pushes back against Claudio's critical feedback and stands up for Katie. It's a little tense, which could negatively affect their relationship, but Sanjit has stood his ground and protected his team, which are positive things.

In Option B, Sanjit also stands up for Katie and her experience, but is more accepting of the overall feedback and shows openness to learn. However, he could be perceived as being too quick to accept criticism.

In both options, the marketing campaign will remain unchanged for now, and the team will work on their communication and collaboration, so the outcomes are the same. But the team relationships are impacted differently in each option.

## Reflection

**Students reflect on the main points and conclusions from the video and discuss different styles of managing negative feedback.**

**6** Allow students to work individually first so that they can reflect on their own preferred style. 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: Responding to challenging feedback

**Students look at useful phrases for responding to negative feedback.**

**7A** Get students to do the exercise individually and then compare answers in pairs before checking with the class. Check that they understand *the big picture* (the situation as a whole).

**1** the big picture **2** you're saying **3** improvement
**4** accurate **5** this might happen **6** point **7** useful
**8** this before **9** and why **10** appreciate

**7B** This can be done individually or as a whole-class activity, checking answers as you go.

**Defending your position:** 1, 4, 5, 8, 10
**Accepting criticism:** 2, 3, 6, 7, 9

**8** Give students time to read through the examples and think about their responses first. Encourage them to use phrases from Exercise 7. Then put students in pairs to roleplay giving and responding to the feedback. Monitor and note down any errors in the use of the functional language phrases to highlight during feedback.

### Extra activities 5.3

**A** Go through the instructions and strategies with students. Check they understand *pushing back* and *committing to*. Ask students to complete the exercise individually and check answers with the class. If there is time, you could put students in pairs and get them to practise the dialogues.

**1** e **2** d **3** b **4** a **5** c

❯ **Pronunciation bank**
**p.116: Intonation when handling challenging feedback**

**Warm-up**
Write the following exchange on the board:
*A: The sales figures were disappointing.*
*B: Yes, I can see your point.*
Invite different students to read line A while you respond, saying line B with varying stress and intonation (e.g. demonstrating anger or sadness, sounding impolite/sarcastic). The third time, model falling intonation (sounding confident and assertive, but not impolite). Refer students to the explanation in the box and go through it with the class.

**1** 🔊 P5.02 Play the recording for students to mark the changes in intonation. With weaker classes, you may wish to pause after the first item and do it as an example with the class. Get students to compare answers in pairs before class feedback.

> 1  I <u>agree</u> with you 100 percent.
> 2  I can see your <u>point</u>.
> 3  We've talked about this be<u>fore</u>.
> 4  I take on <u>board</u> what you're saying.
> 5  There's room for im<u>prove</u>ment.

**2**  Before students begin, demonstrate the activity with a stronger student: get them to say the sentence while you draw a line in the air to show rising and falling intonation. Put students in pairs and let them practise saying the sentences. Monitor and correct students' intonation as necessary or help them 'draw' correct lines to show how their partner's voice goes up and down.

## Task

**Students practise the functional language from the lesson by roleplaying giving and responding to negative feedback.**

**9A**  Put students in pairs. Go through the instructions and draw students' attention to the line graph. Give them time to read the background information and prepare their responses. Monitor and help students with any language they may need.

**9B**  Students now roleplay the conversation. Set a time limit and remind them to use phrases from Exercise 7. Monitor while the students are speaking, noting down any good examples and also any errors to highlight after Exercise 9D.

**9C**  Students swap roles and roleplay the situation again. You may wish to allow some preparation time before they begin their conversations. Again, monitor and note down points to highlight during feedback.

**9D**  In their pairs, students evaluate and comment on their performance. When they have finished, invite a few groups to share their comments with the class and then highlight any good examples and/or errors you noted during Exercises 9B and 9C.

**MyEnglishLab:** Teacher's resources: extra activities; Interactive video activities

**Pronunciation bank:** p.116 Intonation when handling challenging feedback

**Workbook:** p.27 Exercise 1

# 5.4 ❯ Business skills
## Reviewing projects

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**GSE learning objectives**

- Can extract the key details from discussions in meetings conducted in clear, standard speech.
- Can give a detailed update on a work-related project.
- Can describe the personal significance of events and experiences in detail.

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**Warm-up**

Write *success* and *failure* on the board and elicit their meanings. Then ask students to suggest what would be considered a success/failure at work and/or at school. Elicit ideas around the class, then ask: *How might people feel when they don't succeed.* Take whole-class feedback.

## Lead-in

**Students read and discuss two approaches to failure in business.**

**1**  Put students in pairs, go through the texts with them and give them 2 minutes to discuss. When the time is up, get feedback from the class, encouraging students to give reasons for their answers. Note that there are no right or wrong answers here – students will answer depending on what they think about the quotes.

## Listening

**Students listen to a project review meeting.**

**2A**  🔊 5.01  Ask: *What is usually discussed in a project review meeting?* (what has gone well, what hasn't gone well, what lessons have been learnt, next steps). Explain to students that they are going to listen to the first part of a review meeting. Play the recording, twice if necessary, and check answers with the class.

> 1  first two phases of the project completed within budget – no extra resources needed
> 2  first designs were not high quality; this led to production issues; time was lost
> 3  trying to go too quickly, underestimating complexity
> 4  plan more carefully: allow more time for initial design and ideally a prototype stage

**2B**  🔊 5.02  Explain that students are going to listen to the next part of the meeting. Play the recording and check answers with the class.

> 1  for leading the production team so well
> 2  it has been so collaborative, produced excellent quality and quite a few design ideas
> 3  that the design team has travelled to Poland for face-to-face meetings which are seen as more productive
> 4  Gina, the project sponsor, for authorising the travel budget on the project

**2C**  Go through the instructions with students and check they understand *remotely*. You could get them to discuss in pairs/groups first and then broaden this into a class discussion. If some of your students have work experience, ask whether they have ever worked remotely or had experience of conference/video calls. Ask the class which way of working they prefer. Encourage them to give reasons for their answers.

## Functional language: Leading and participating in review meetings

**Students look at useful phrases for review meetings.**

**3A**  Look at the headings in the table with students and give them a minute to read through the sentences. Students could do the exercise individually or in pairs, using their dictionaries if necessary. Check answers with the class.

> 1  agenda   **2**  generally   **3**  comments   **4**  aspects
> 5  cause   **6**  plan   **7**  useful

**3B** This exercise can be done individually, with students comparing answers in pairs before class feedback. Alternatively, you could do it with the whole class, checking answers as you go. Check students understand *underestimate*, *turn out* (*to be*), *in terms of* and *allocate*.

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

**3C** Get students to do this individually, then check answers with the class. Nominate students to read out the completed sentences. You could also ask students to match the sentences with the categories in Exercise 3B (see answers in brackets below).

> **1** d (a)  **2** f (b)  **3** c (c)  **4** e (c)  **5** a (d)  **6** b (d)

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### Extra activities 5.4

**A–B** These activities practise the functional language from the lesson. Ask students to complete them individually and if time allows, get them to compare and discuss their answers in pairs before class feedback.

> **A 1** e  **2** d  **3** f  **4** c  **5** a  **6** b
> **B 1** down  **2** made  **3** hard  **4** due
> **5** underestimated  **6** issues

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## Task

**Students roleplay a performance development workshop.**

**4A** Give students 1–2 minutes to read the information. Check understanding by asking a student to give you a brief definition of *performance development workshop.*

**4B** Students work individually. Refer them to the template and give them time to read the questions and think about their answers. Encourage them to make notes. If your students are not comfortable discussing their own experience, they can invent information or choose a famous businessperson and answer as though they were that person.

**4C** Put students in small groups. Before they begin, highlight the information they need to include in their explanations – you may wish to list this information on the board, for students to refer to during the activity:
• *what went well*
• *what didn't go well*
• *lessons learnt*
• *useful for the group?*

Set a time limit and remind students to use phrases from Exercise 3. Encourage other group members to ask questions. During the activity, monitor and note down any points to highlight during feedback.

**4D** As a class, students now reflect on their discussions and share their views. Allow plenty of time for this stage and invite different students to contribute ideas. Finally, highlight any points you noted while monitoring.

**MyEnglishLab:** Teacher's resources: extra activities; Functional language bank
**Workbook:** p.27 Exercise 2

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# 5.5 ❯ Writing
## Performance review summary

### GSE learning objectives

- Can infer the meaning of words from context in work-related documents on familiar topics.
- Can understand written feedback about what they are doing well and what they need to improve on in their job performance.
- Can write a summary of the decisions and action items identified during a meeting.

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**Warm-up**

Dictate or write the following questions on the board: *Have you ever had your academic performance evaluated in any way other than through exams? How valuable do you think performance reviews are?* Elicit ideas from a few students, then ask: *What information would you expect to see in a performance review summary?* (both positive comments and information on what could be improved).

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## Lead-in

**Students read a performance review summary and look at some useful vocabulary.**

**1** Ask students to quickly read the summary and tell you whether the writer seems to be more positive or more critical (more positive). Then ask them to read it again and do the exercise individually. Get them to compare answers in pairs, then check answers with the class, clarifying meaning as necessary. If there is time for discussion, ask: *If this was your performance review, would you be pleased? What does the employee need to improve?*

> **1** demonstrate  **2** give  **3** delegate  **4** ensure
> **5** recognise  **6** support  **7** earn  **8** adapt  **9** take
> **10** manage  **11** meet  **12** Keep

---

## Functional language

**Students look at useful language for performance review summaries.**

**2A** Look at the headings with the class and check students understand *constructive criticism*. To illustrate the meaning, you could write on the board: *You are late sometimes.* and ask students to help you turn it into constructive criticism to help the person (e.g. *I've noticed that you are late sometimes. So it might be a good idea to get an earlier train.*). Students can do the exercise individually or, in weaker classes, in pairs. Let them use their dictionaries to check the meaning of any unknown words. Check answers with the class, clarifying meaning as necessary.

> **1** ability  **2** aptitude  **3** exhibit  **4** consistently
> **5** impressed  **6** Although  **7** achievement  **8** confident
> **9** met  **10** However

**2B** Go through the phrases in the box with students and check they understand *resolve*, *indicate* and *empower*. Do the exercise with the whole class, checking answers as you go. As a follow-up, you could ask students to discuss the following questions, in pairs/groups or as a class: *Do you prefer constructive criticism or direct criticism? Why is it useful to have constructive criticism as well as positive comments in a performance review?*

**Positive comments**
You have empowered staff with authority.
Your work indicates a good knowledge of …

**Constructive criticism**
This can easily be resolved with more targeted training.
This can sometimes lead to delays.
Unfortunately, the results indicate that goals were not always reached.

**Extra activities 5.5**

**A** This activity practises useful vocabulary for performance review summaries. 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** report   **2** support   **3** match   **4** demonstrate
**5** manage   **6** achievement   **7** indicates
**8** confident   **9** expense   **10** resolved

**Optional grammar work**

The performance review summary in Exercise 1 contains examples of phrasal verbs, 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 a performance review summary.**

**3A** Put students in pairs. Explain the activity, refer them to the notes on page 128 and answer any vocabulary questions they may have. Check answers to the categorising task before pairs brainstorm ways to make the criticism constructive. Finally, invite a few pairs to share their ideas with the class.

**Positive comments**
1, 3, 6, 8, 11
**Criticism**
2, 4, 5, 7, 9, 10

**3B** Depending on the time available, students could plan their summaries in class and write them for homework. Highlight the word limit and remind students to use the summary in Exercise 1 to help them if necessary. Also remind them to include phrases from Exercise 2 in their summaries.

**3C** If students write their summaries for homework, you could do this exercise in the next lesson. Put them in pairs and ask them to read each other's summaries and think about whether their partner has (a) included all the necessary information and (b) used phrases from Exercise 2 to make the criticism constructive.

**Model answer**
I am very pleased to report you demonstrate very good communication skills in your role and an ability to communicate information clearly and concisely with your team and colleagues. In addition, you have exhibited the ability to listen actively and you are quick to understand information and new ideas. With regard to your team, you display an aptitude for developing the skills of others to help them solve any problems they have. You also always take responsibility for your team's actions, which is a very important quality for someone in a management role. Moreover, you also remember to praise your staff when they have done something well and always give constructive feedback if they have not. It is also pleasing to note that you have successfully met all your targets and sometimes even exceeded them.

I am encouraged by your work so far, although there are still some areas which could be improved. Nevertheless, I am confident this can be done with more training. Occasionally you seem to lack a little confidence when under pressure so a leadership course  would be beneficial. Also, improving your time management could help you avoid some of the pressure you find yourself under.

**MyEnglishLab:** Teacher's resources: extra activities; Interactive grammar practice; Writing bank
**Grammar reference:** p.121 Phrasal verbs
**Workbook:** p.28 Exercises 1–3

# Business workshop ❯5

## Changing expectations

**GSE learning objectives**

- Can extract the key details from discussions in meetings conducted in clear, standard speech.
- Can identify details that support a point of view when taking part in a general discussion.
- Can identify the main reasons for and against an argument or idea in a discussion delivered in clear standard speech.
- Can develop an argument giving reasons in support of or against a particular point of view.
- Can develop a clear argument with supporting subsidiary points and relevant examples.

## Background

**Students read about Energia Renovável, an energy company in Brazil.**

**1** Go through the questions with the class and check they understand *millennials*. Then put students in pairs and ask them to read the background and answer the questions. Check answers with the class.

1 They are in the energy business and use renewable sources to supply electricity.
2 They need talented university graduates who speak several languages.
3 They have expectations about appraisals, promotions and pay rises.
4 Older employees expect to stay at one company for many years, but millennials often leave if they don't feel that their work is valued.

## Notes

Brazil is the tenth largest energy market in the world and the largest consumer of energy in South America. There are a number of companies providing electricity to Brazil's homes, businesses and public facilities. Many still rely on oil, but the field of renewable energy sources is growing and Brazil can be seen today as a positive example of what can be done in the sector. Companies are making use of solar, wind and hydro-electric power to produce energy, and vehicles are often run on ethanol made of sugar cane. Many of the companies have business partners or investors from around the world, meaning that meetings may well be held in English or another language besides Portuguese. For this reason, students who have studied languages in addition to their major field of studies are sought after.

The name *Energia Renovável* was chosen as it translates to 'renewable energy' in Portuguese. It is pronounced /ɪnər'ʒɪə rənuː'væveI/.

## Meetings

**Students listen to meetings in which participants are trying to find new ways of rewarding performance.**

**2** Go through the instructions with students and make sure they are clear about what they are going to hear. You could elicit answers around the class or get students to discuss the question in pairs first. Encourage them to give reasons for their opinions.

**3** 🔊 BW 5.01 Give students a minute to read the questions and check they understand *fair* and *in practice.* Play the recording, then check answers with the class.

1 b 2 c 3 a 4 d

**4** 🔊 BW 5.01 Again, give students time to read the questions before they listen, then play the recording. With 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 They are necessary for the company to stay up-to-date and innovative but they don't stay very long.
2 They lose people they need to take ideas forward and the people they lose take what they have learnt to the competition.
3 They don't have high living costs so are happy to change employer and work–life balance is more important to them than lifelong employment or hours at work.
4 Years ago people were just happy to have a job.
5 If they make changes too quickly, it could have a negative effect on how they are viewed in the business community.
6 Think about which changes might be necessary and how to look at goals to make them measurable and use them to reward performance.

**5** Put students in pairs to brainstorm ideas. Encourage them to make notes. After 3–4 minutes, invite different students to share their ideas with the class.

**6** 🔊 BW 5.02 Explain to students that they are going to hear the next meeting and compare their ideas from Exercise 5 to those mentioned on the recording. Remind them to refer to their notes. Play the recording, then get brief feedback from the class.

**7A** You could do this as a whole-class activity. Nominate different students to read out the sentences and elicit who said them. Get students to write the speaker's initial next to each sentence: *J* (Juliana), *F* (Felipe), *D* (Diego) or *C* (Clara). Do not confirm answers yet as students will check them in the next exercise.

**7B** 🔊 BW 5.02 Play the recording again for students to check their answers.

1 Felipe 2 Diego 3 Juliana 4 Clara 5 Felipe
6 Juliana 7 Clara 8 Diego

**8** This exercise can be done individually or in pairs. Before students begin, check they understand *transparency* and *interpersonal skills*. Check answers with the class.

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

### Extra activities Business workshop 5

**A** This activity practises key vocabulary from the lesson. Students could do it individually or in pairs, using dictionaries to check the meaning of the words in bold if necessary. Alternatively, if time is short, you could do it as a whole-class activity, checking answers and clarifying meaning as you go.

1 employees
2 having enough free time
3 can be extra money or other advantages that you get as part of your job
4 to criteria which have been set
5 is of a high standard
6 ask people to find out about their opinions

## Expectations

**Students discuss employee benefits.**

**9A**  This activity could be done as homework and checked in class after students have done it on their own. This would give them the chance to do some research on benefits offered in their country/-ies. If you are doing the activity in class, put students in pairs and go through the information in the box with them. Check they understand *on site* and *subsidised*. Give pairs 2–3 minutes to complete the task, then check answers with the class.

> **Financial benefits:** bonus system for ideas, increase in overtime pay
> **Non-financial benefits:** flexible hours, seminars on career skills
> **Benefits to save employees money:** free fitness facility on site, subsidised public transport

**9B**  🔊 BW 5.03  Explain the activity and before students listen, ask them to draw a table with three columns and the following headings in their notebooks: *Financial benefits (x2)*, *Non-financial benefits (x5)*, *Benefits to save employees money (x2)*. Ask them to make notes in the table as they listen and explain that the numbers in brackets indicate the number of items they need to listen for for each category. Play the recording, twice if necessary, and check answers with the class.

> **Financial benefits:** pay rises, bonuses
> **Non-financial benefits:** promotions, time off for overtime worked, other skills training sessions, limit on business travel, social events
> **Benefits to save employees money:** free parking, gym discounts, subsidised public transport

### Extra activities Business workshop 5

**B**  🔊 BW 5.03  This activity provides students with extra listening practice. Give students time to read through the statements before playing the recording. Stronger students could identify the true questions first and then listen to check and correct the false statements. With weaker classes, students may need to listen twice: once to decide whether the statements are true or false and then a second time to correct the false statements.

> 1  T (I understand you've been in touch with interviewers as well as …)
> 2  F (… they feel left out when promotions are announced. These always seem to go to people who have been with us a long time …)
> 3  F (The bonuses seem to be less of a problem as we have given bonuses for ideas to younger staff.)
> 4  T (… we are dependent on these new and innovative ideas and they are worth paying for.)
> 5  T (Some of them have also mentioned the fact that they work a lot of hours and feel that discounts to a gym or even a free fitness facility on site would be greatly appreciated.)
> 6  F (… we have limited space for cars in many of our locations and this is a privilege we have given to staff based on length of service.)

> 7  T (They would either like to see overtime pay increased or get time off to make up for it.)
> 8  F (… they'd like … a limit on the number of business trips they need to take, …)
> 9  T (… they'd like … more social events to get to know their colleagues.)
> 10  F (… they are happy about the bonus system we have in place which rewards ideas and not just goals …)

## Task: A negotiation over rewards and benefits

**Students roleplay a negotiation for changes in rewards and benefits.**

**10**  Put students in groups of four and divide each group into two sub-pairs. Explain the task and assign roles A and B to each sub-pair (or let students choose their roles). Pair A are the employees and Pair B are the HR representatives. Give pairs 2–3 minutes to complete their role cards with rewards/benefits from Exercise 9.

**11**  Students work in the same groups but in different A/B pairs: each pair has an employee (A) and an HR representative (B). Explain the task and look at the examples with students. Set a time limit for the negotiations and remind students to use the role cards they completed in Exercise 10. During the activity, monitor and note down any useful points to highlight during feedback, but do not interrupt the negotiations.

**12**  Students now regroup into their original four. Go through the questions with them and give them plenty of time to compare and evaluate their negotiations. Again, monitor and make notes. When the groups have finished, highlight any points you noted during this and the previous stage.

**MyEnglishLab:** Teacher's resources: extra activities

# Review ◀ 5

> **1 1** a  **2** c  **3** b  **4** c  **5** a  **6** c
> **2 1** although  **2** Nevertheless  **3** Despite
>    **4** one hand, other hand  **5** though  **6** In spite
> **3 1** not seeing the big picture  **2** take on board
>    **3** room for improvement  **4** 've talked about this before
>    **5** predicted this might happen  **6** and why
> **4 1** agenda  **2** problems  **3** hit (also possible *reached/met*)  **4** due  **5** part  **6** cause
>    **7** beginning  **8** need
> **5 1** b  **2** e  **3** a  **4** c  **5** d  **6** f

# 6 ▶ Ethics

## Unit overview

| | CLASSWORK | | FURTHER WORK |
|---|---|---|---|
| **6.1** ▶<br>**Ethical choices** | **Lead-in**<br>**Video**<br>**Vocabulary**<br>**Project** | Students discuss the concept of ethical fashion brands.<br>Students watch a video on ethics in the fashion industry.<br>Students learn vocabulary related to business ethics.<br>Students conduct a survey with classmates and write up key findings as a report. | **MyEnglishLab:** Teacher's resources: extra activities; Reading bank<br>**Teacher's book:** Resource bank Photocopiable 6.1 p.144<br>**Workbook:** p.29 Exercises 1–3 |
| **6.2** ▶<br>**The triple bottom line** | **Lead-in**<br>**Listening**<br>**Grammar**<br>**Speaking** | Students discuss ethical practices in business and ways to measure a company's ethical conduct.<br>Students listen to an expert on ethics and the triple bottom line.<br>Students study and practise the third conditional.<br>Students discuss the ethics of an organisation or company. | **MyEnglishLab:** Teacher's resources: extra activities<br>**Grammar reference:** p.122 Third conditional<br>**Pronunciation bank:** p.116 Contractions and weak forms in third conditionals<br>**Teacher's book:** Resource bank Photocopiable 6.2 p.145<br>**Workbook:** p.30 Exercises 1–3, p.31 Exercises 1–3 |
| **6.3** ▶<br>**Communication skills:**<br>Transparency in business | **Lead-in**<br>**Video**<br>**Reflection**<br>**Functional language**<br>**Task** | Students discuss transparency in business relationships.<br>Students watch a video about transparency and its importance in managing business relationships.<br>Students think about their own approach to managing business relationships and reflect on the learning points from the video.<br>Students look at useful language for expressing concerns.<br>Students practise the functional language from the lesson by roleplaying situations in which they voice and respond to concerns. | **MyEnglishLab:** Teacher's resources: extra activities; Interactive video activities<br>**Workbook:** p.32 Exercise 1 |
| **6.4** ▶<br>**Business skills:**<br>Sales and selling | **Lead-in**<br>**Listening**<br>**Functional language**<br>**Task** | Students discuss selling and what makes a good salesperson.<br>Students listen to the owner of a company promote his services.<br>Students look at useful phrases for promoting a product/service.<br>Students practise the functional language from the lesson by roleplaying promoting a product or service. | **MyEnglishLab:** Teacher's resources: extra activities; Functional language bank<br>**Workbook:** p.32 Exercise 2 |
| **6.5** ▶<br>**Writing:**<br>Company newsletter | **Lead-in**<br>**Functional language**<br>**Task** | Students read and complete a newsletter.<br>Students analyse a model answer and look at tenses commonly used for the different sections of a newsletter.<br>Students write a newsletter. | **MyEnglishLab:** Teacher's resources: extra activities; Interactive grammar practice; Writing bank<br>**Grammar reference:** p.122 Linking words for causes and results<br>**Pronunciation bank:** p.116 Chunking, pausing and stress when reading aloud<br>**Workbook:** p.33 Exercises 1–4 |
| **Business workshop 6** ▶<br>AFhomes, Tanzania | **Reading**<br>**Listening**<br>**Speaking**<br>**Task** | Students read articles on the ethics of a construction company.<br>Students listen to an investigative radio programme about the company.<br>Students discuss the company code of ethics.<br>Students create an action plan to maintain the company's ethical reputation. | **MyEnglishLab:** Teacher's resources: extra activities |

**Business brief**

The main aim of this unit is to introduce the concept of **ethics** in business. In recent years, an organisation's ethical stance has had an **impact** on determining its **reputation**. The concept of business ethics initially began in the 1960s as consumer opinion became more valued. It became increasingly apparent that companies were not only expected to fulfil **legal obligations** but also to demonstrate **corporate responsibility** in areas such as the **environment** and **local** and **social issues**. An ongoing issue for modern business is to determine how to retain a balance between ethics and competitive advantage.

**Unethical conduct** can take many forms but can be broadly categorised as mistreatment of the workforce through **low pay**; poor **working conditions** or safety violations; sweatshops and child labour; environmental issues, for example engaging in business practices which have a negative impact on local communities, wildlife or the land or using materials which have not been **ethically sourced**; lack of transparency which might be through paying minimal tax, selling customer data or being less than open about scientific or safety information. Once revealed, a story spreads via the press, social media or through **campaigns** against an organisation led by the public or interest groups. The resulting bad publicity can create a **backlash** that **dents the reputation** of a previously respected company.

It can be difficult to measure an organisation's ethics. To this end, John Elkington, founder of British company SustainAbility, introduced the phrase '**the triple bottom line**' in 1994. This involved a company preparing the traditional **bottom line**, to measure **profit and loss**. In addition, there would be a bottom line of the company's 'people account' to measure how **socially responsible** the organisation's operations are and a 'planet account' to measure **environmental responsibility**. The premise is that a company that produces a triple bottom line can evaluate the full cost involved in doing business both in financial and ethical terms.

Many organisations will have a **code of ethics** or **ethical policy** and will include statements about their ethical stance on company websites. Social media can often play a role in reporting when these policies or codes are broken and reputations can quickly be damaged on a global scale.

When problems occur, the main issue is often how well or badly a business responds. A wise company acknowledges that mistakes have been made and takes responsibility for their actions, often through issuing a **press release** to indicate how this will be **resolved** and what **measures** will be taken to make sure that the issue is not repeated in the future, such as making sure workers are paid a fair wage or using materials from environment-friendly or politically acceptable sources. However, some companies choose to focus efforts on discovering how the information was **leaked**, tracking down whistleblowers or defending their position rather than concentrating on how to make meaningful changes to how their operation is run.

**Ethics and your students**

Both pre-service and in-service students may be aware of companies, both local and global, which have been in the media due to ethical issues. In-service students may work for companies which have a particular ethical stance or will know companies within their sector or industry which have a good or poor reputation for ethical behaviour. Many companies will have policies or professional bodies which employees can consult if ethical behaviour is not being followed, but it is not always easy for workers to decide whether to prioritise job security or doing the right thing.

## Unit lead-in

Ask students to look at the photo and unit title. Explain or elicit the meaning of *ethics*, then briefly discuss the quote with the class. What does it mean? Do they agree? Is it possible to be good and to be competitive in business?

# 6.1 ❯ Ethical choices

### GSE learning objectives

- Can extract specific details from a TV programme on a work-related topic.
- Can understand the speaker's point of view on most topics delivered at natural speed and in standard language.
- Can use language related to fashion.
- Can give detailed answers to questions in a face-to-face survey.
- Can write a structured text clearly signalling main points and supporting details.

### Warm-up

Write *workers*, *local community* and *customer* on the board. Then put students in pairs or small groups to discuss the following question: *What ethical behaviour should these groups be able to expect from a company?* Give pairs 2–3 minutes to discuss, then elicit ideas around the class (possible answers: providing safe working conditions, keeping the environment clean for residents and wildlife, selling goods that are ethically sourced). Ask students to name any companies they know which have a reputation for ethical behaviour towards any of these groups. If there is time, this would be a good opportunity to elicit/discuss the difference between company behaviour that is unethical rather than illegal. Get students to suggest some ideas that would be illegal rather than unethical for each of the three groups (possible answers: paying staff below minimum wage, polluting rivers, selling goods that do not meet safety regulations).

## Lead-in

**Students discuss the concept of ethical fashion brands.**

**1** Put students in pairs or small groups and give them a few minutes to discuss the questions. Check they understand the concept of *fast fashion* before they begin. Then open the discussion to the class. Encourage students to give reasons where appropriate. You could also ask them to specify what makes a fashion brand ethical or unethical.

## Video

**Students watch a video on ethics in the fashion industry.**

**2** ▶ 6.1.1 Refer students to the names in the box and explain that these are all people who work in the fashion industry. Ask students if they have heard of any of the people. Give them a minute to read the questions and check they understand *impact* and *tension*. Play the video, twice if necessary in weaker classes, then check answers with the class.

**1** Maxine Bédat – see caption: *Co-founder of ethical brand, Zady*
**2** Mike Barry – see caption: *Head of Corporate Responsibility at Marks & Spencer*
**3** Alienor Taylor: '*The more I found out about the fashion industry, the more I kind of, I thought it was really horrible, the environmental and ethical impacts that (it) has on the world; I just … I just don't think are acceptable.*'
**4** Domenica Delfini Arroyo: '*The ethical debate in the fashion business has created a tension between the top priced labels and the mainstream brands.*'
**5** Peter Ingwersen: (*Presenter*) '*Danish designer Peter Ingwersen told news cameras that fashion will become an ethical business.*'
'*In the future I actually believe that we won't see any separations between ethical fashion and more mainstream fashion; I think it's all gonna be one.*'

**3** ▶ 6.1.1 Give students 2 minutes to read the summary before they write the missing words. You could either play the video again for students to complete the exercise or, with stronger classes, ask students to guess the missing words based on their first viewing and then play the video again for them to check/complete their answers. Point out the word limit (1–4 words per gap). To check answers, you could play the video again and tell students to ask you to pause when an answer is heard. After feedback, clarify any unknown vocabulary as necessary (e.g. *collapse, source* (v), *mainstream*).

**1** Who made my clothes?   **2** 2013
**3** killed (over) 1,000 workers   **4** (try to) brand themselves
**5** Marks & Spencer   **6** ethical clothing   **7** students
**8** tension/conflict   **9** mainstream   **10** solution
**11** ethical business

**4** Put students in pairs to discuss the questions. If your students have access to the internet, you could get them to research examples of ethical fashion companies online, and then say whether they are fast fashion or designer brands. Discuss the answers as a class.

### Extra activities 6.1

**A** ▶ 6.1.1 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 video. With stronger classes, you could ask students to check if they can answer any of the questions before watching again and then watch the video to check/complete their answers. Check answers with the class. With weaker classes, you could play the video again and pause to elicit the answers.

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

## Vocabulary: Business ethics

**Students learn vocabulary related to business ethics.**

**5** Do this exercise quickly with the whole class. Elicit the word (fashion). If students are struggling, play the video again. As an optional extension, you could put students in pairs and ask them to think of more words that collocate with *fashion* (e.g. *world, photography/-er, model, shoot, business*). Elicit ideas around the class, write them on the board and encourage students to record them in their notebooks.

**6** Draw students' attention to the example and elicit the collocations achieved if the dial moves anti-clockwise once (*business partner, human resources, stock market, mobile phone*). Tell the class that the other two dials will make collocations connected to business ethics that they heard in the video. Check they understand that the remaining dials will turn a different number of times and may turn in a different direction to the example. You may also wish to point out that both dials can turn in either direction and still form correct collocations (see answer key below). Put students in pairs and give them 2 minutes to find and write the collocations in each dial. Check answers with the class, clarifying meaning as necessary. Point out that *sweatshops* in the last dial is written as one word.

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**Dial 1 (left)**
Turn the dial <u>one</u> segment in a <u>clockwise</u> direction or <u>three</u> segments in an <u>anti-clockwise</u> direction.
*moral approach*, *unethical conduct*, *tough conditions*, *low pay*

**Dial 2 (right)**
Turn the dial <u>two</u> segments in a <u>clockwise</u> direction or <u>two</u> segments in an <u>anti-clockwise</u> direction.
*ethically sourced*, *clothing brands*, *sweatshops*, *fair-trade cotton*

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**7** Depending on the level of your class, this exercise can be done individually or in pairs. You could go through the collocations in the box with students before they do the exercise or ask them to check in their dictionaries and then clarify meanings as necessary during class feedback.

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**1** look across   **2** have been accused of   **3** was responsible for   **4** take responsibility for   **5** is aware of   **6** campaign against, have an impact on

---

**8** Students could do this individually or in pairs, using their dictionaries to help them if necessary. If you choose the first option, you could get them to check answers in pairs before class feedback. After checking answers, get students to read the text again and ask: *Do you think campaigns like this can make companies behave more ethically? Do you think consumers would support this type of campaign?* Encourage students to give reasons for their answers.

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**1** across   **2** conditions   **3** shops   **4** against   **5** aware
**6** industry   **7** of   **8** for   **9** ethically   **10** retailers
**11** responsibility   **12** fair-trade   **13** on

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**Extra activities 6.1**

**B** Explain the activity and make sure students understand that the first word or phrase in each group is the one the rest of the words collocate with. Get students to do the activity individually and let them compare answers in pairs before checking with the class. Encourage students to record the collocations in their notebooks.

**1** factory   **2** sweatshops   **3** tragedy   **4** approach
**5** pay   **6** fashion   **7** being ethical
**8** the environment

---

## Project: Survey – How ethical are your clothes?

**Students conduct a survey with classmates and write up key findings as a report.**

**9A** Put students in pairs or small groups. Go through the instructions and list of points with them, and clarify vocabulary as necessary (e.g. *garment, organic, vintage*). Set a time limit and get pairs/groups to prepare their questions while you monitor and help as necessary. If students are going to circulate individually in Exercise 9B, make sure they all write down the survey questions at this stage so they can refer to them at the next stage. You could also let students choose how they wish to carry out the survey: for example, they may ask the questions face to face, via their mobile phones or using the intranet, depending on class size and resources.

**9B** Students now carry out their survey. Ask them to circulate, in their pairs/groups or individually, and ask and answer their questions. Remind them that they need to make notes. Again, set a time limit and monitor and help as necessary. Note that students discussed question 7 in the Lead-in (Exercise 1, question 3), but after watching the video it will be interesting to survey the entire class and report the relevant findings in the next exercise. If short on time, you could get students to just ask questions 6 and 7 (*How often do you buy fast fashion items?* and *Where were your clothes made?*). Alternatively, instead of surveying the entire class, students could ask and answer their questions in new pairs/groups.

**10** This writing task can be done in class or as homework. Explain the task to students and point out that they do not need to include all the data from their survey in their report – they should identify the most important information. To help them, you could list on the board the following useful structures for reporting findings, and encourage students to use them in their report: *None / Very few / Some / Most of us … , Most of the class … , Over ten percent of us … , Almost half / Under 50 percent / Two thirds of the class … .* As an extension, students could be asked to prepare graphics (either on computers/tablets or as hand drawings) and present their findings to the class.

**Model report**

How ethical are our clothes?

Findings:

According to our class survey, we found that less than 50 percent of the class owns a garment made from fair-trade cotton, whereas about 60 percent of us often give our clothes away to charity. Only 20 percent of us have bought clothes made of recycled materials but almost all of us wear leather goods, such as shoes, boots or belts.

Regarding consumer habits, 40 percent of the class buys fast fashion items every four months, but less than 10 percent of the class purchases clothes once a year or less.

Finally, it is estimated that two-thirds of us are wearing clothes that were probably made in countries such as Bangladesh or China, although it is difficult to know whether these clothes came from sweatshops, while approximately 20 percent of our clothes were made in our home country.

To conclude, most of us would prefer to be more ethical when buying clothes, despite the current trend of purchasing fast fashion every season.

**MyEnglishLab:** Teacher's resources: extra activities; Reading bank
**Teacher's book:** Resource bank Photocopiable 6.1 p.144
**Workbook:** p.29 Exercises 1–3

# 6.2 ❯ The triple bottom line

**GSE learning objectives**

- Can understand main points and check comprehension by using contextual clues.
- Can recognise when examples are being given in a structured presentation on an unfamiliar topic.
- Can describe hypothetical (counterfactual) past results of a previous action or situation using the third conditional.
- Can talk about possibilities in the past with precision.

**Warm-up**

Ask students to imagine they are on a panel to give out awards to ethical small businesses. Put them in small groups and ask/dictate: *How will you decide whether the companies are ethical? What will you do to research the company? Will you have different categories for different ethical behaviour (e.g. environmental)? What prize will you give the winner?* Give students 4–5 minutes to discuss and then get groups to share their ideas with the class.

## Lead-in

**Students discuss ethical practices in business and ways to measure a company's ethical conduct.**

**1** You could introduce the activity by asking *How can you measure a successful company?* Suggestions might include looking at profits, comparing growth to competitors, etc. Go through the instructions with students and clarify that they are now going to list possible ways to measure a company's ethical conduct. Put students in pairs and give them 2–3 minutes to brainstorm ideas. Get brief feedback from the class.

**Possible answers**

Ethical activities could include: being transparent about recruitment processes; being transparent about supply chain processes and tenders or new contracts; looking after the health and safety of employees; employing staff based on merit rather than contacts or nepotism; encouraging employees to use public transport or cycle to work to help reduce carbon emissions, the greenhouse effect and therefore the organisation's 'carbon footprint'; ensuring the health and safety of customers or users as well as staff; having an energy-saving or green energy policy; having a 'paperless' policy to save on paper and energy; using recycled paper; making sure the company recycles responsibly both in production and administration; sourcing raw materials locally, etc.

**2** Students could do this in the same pairs as Exercise 1 or individually. Give them 3–4 minutes to complete the text, using their dictionaries if necessary, then check answers with the class. Get students to read the text again and ask: *Have you heard of the triple bottom line? Is it a useful way to measure how ethical a company is?* (For more information about the triple bottom line, see the Business brief on page 91.)

**1** framework **2** environmental **3** profits **4** financial
**5** people **6** socially responsible **7** measures
**8** environment

## Listening

**Students listen to an expert on ethics and the triple bottom line.**

**3** 🔊 6.01 Go through the instructions and questions with students and before they listen, quickly elicit the three 'P's again (*profits, people, planet*). With stronger classes, you could encourage students to try to predict what the speaker might say in answer to questions 1 and 2. Play the recording and get students to compare answers in pairs before checking with the class.

**1** Profits are the easiest to measure.
**2 Profits:** examples include a company's income, its costs, growth, the taxes it pays and employees' income.
**People:** the number of hours of training employees receive, equality and diversity in the workplace, e.g. the percentage of female workers, health and safety, and the well-being of staff. Social measures also extend to relationships with stakeholders: suppliers and partners, the local community and anyone who is affected by the company's activities. An organisation can also show its social integrity by organising philanthropic activities.
**Planet:** energy consumption, the use of natural resources like water, waste management, carbon emissions and the impact of a company on the environment – its carbon footprint.
**3** Different bottom lines can be connected, e.g. profits and planet: by reducing packaging you can also reduce costs, so that's a measure that's good for the environment and good for profits.

## Notes

A person's or an organisation's *carbon footprint* (mentioned in audio 6.01) is the amount of carbon dioxide that the person/organisation produces by the things they do.

**4** 🔊 6.02 Explain the task and give students a minute to read the information in the three lists. Ask them if they have heard of any of the companies (1–3) or if they can guess the business sector (a–c) for each one. Play the recording, then check answers with the class.

> **1** c, ii  **2** a, iii  **3** b, i

**5** 🔊 6.03 Explain that students are going to listen to the final part of the interview. Go through the points with the class and check they understand *corruption*. You could ask students to predict which ones they think Katrina will mention. Play the recording, then check answers with the class.

> points mentioned: 1, 4 and 5

**6** Put students in pairs. Set a time limit of 2–3 minutes for them to discuss the questions, then open up the discussion to the class.

### Extra activities 6.2

**A** 🔊 6.02 This activity provides students with extra listening practice. Put students in pairs and give them a minute to read through the sentences and discuss possible answers. Play the recording while they check. With weaker classes, play the recording again and pause to elicit answers.

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

**B** 🔊 6.03 Ask students to do the activity individually. Give them time to read through the sentences before playing the recording. Get them to compare their sentences in pairs before class feedback.

> **1** difficult to measure; profits
> **2** their homes; slowed down; climate change
> **3** education; working in factories
> **4** put a price
> **5** performance and sustainability
> **6** everyone's interest; socially responsible

## Grammar: Third conditional

**Students study and practise the third conditional.**

**7A** 🔊 6.04 Before students do this exercise, briefly explain or elicit the concept of the third conditional. Write the following example sentence on the board: *If they had been more transparent about their finances, they would have avoided many problems.* Ask: *Were they transparent?* (no) *Did they avoid problems?* (no) *Is this a real or hypothetical situation?* (hypothetical) *Does it refer to the past or the present?* (the past). Give students 1–2 minutes to match the

sentence halves, then play the recording for them to check their answers. You could write some of the completed sentences on the board to help students when they do Exercise 7B.

> **1** d  **2** c  **3** a  **4** b

**7B** At this point, you could explain or elicit that different verb forms are used with each type of conditional sentence, depending on whether the situation is real or imaginary and also on whether the sentence refers to the past, present or future. You could also remind students of the zero, first and second conditionals: write one example sentence for each conditional on the board, ask students to identify the conditional type and check they remember the form and function (possible example sentences: *If I ask my boss for a raise, he always says no. If I ask my boss for a raise, he'll say no. If I asked my boss for a raise, he'd say no.*). Contrast these with the examples of the third conditional in Exercise 7A. Refer students to the Grammar reference on page 122, go over the explanations with them and answer any questions they may have. Then do this exercise as a whole class, checking and explaining answers as you go.

> **1** We use the third conditional for speculating about the past.
> **2** *if* + Past Perfect Simple (e.g. *If they **had grown** faster …*)
> **3** We can use the modals *could* or *might* instead of *would* when speculating about the past, when we are less sure about the hypothetical past results.

**8A** Students could do this individually or in pairs. Remind them to refer to the Grammar reference on page 122 if they need help. Check answers with the class, going over any grammar points again if necessary.

> **1** wouldn't have paid, had given
> **2** hadn't taken on, wouldn't have had
> **3** could have reduced, had sourced
> **4** might have developed, had done
> **5** had taken, would you have retained
> **6** Would we have saved, had recycled

**8B** If students are already in pairs, they stay with their partner for this exercise. Otherwise, put them in pairs before they begin. Give them 2–3 minutes to discuss the question, then elicit answers around the class.

> **1** profits and people  **2** people  **3** profits and planet
> **4** people  **5** people  **6** profits and planet

### Extra activities 6.2

**C** Students can do this exercise individually as consolidation. Remind them that they can use the Grammar reference on page 122 if they need help. Monitor and note any areas to go over again with the class. You could get them to compare answers in pairs before checking with the class. During feedback, use your notes to explain anything that needs clarification.

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

❯ **Pronunciation bank**
**p.116: Contractions and weak forms in third conditionals**

**Warm-up**
Write the following example sentences on the board:
*We wouldn't have missed our flight if my colleague hadn't insisted on taking the bus to the airport.*
*If he'd listened to me, we'd have taken the train.*
Underline the contractions in both sentences (*wouldn't, hadn't, he'd, we'd*) and ask students to say the full forms (*would not, had not, he had, we would*). Refer students to the box and go through the explanation with them. Model the pronunciation of the contracted forms and of the strong and weak forms of *have* (strong /hæv/, weak /əv/) and drill them around the class.

**1** ◀》P6.01  Go through the instructions with students and play the recording. Check answers with the class.

> **1** We **wouldn't have** /əv/ paid such a high tax bill last year if we**'d** given some of our profits to a charity for the homeless.
> **2** If they **hadn't** taken on employees with disabilities, **they wouldn't have** /əv/ had diversity in the workplace.
> **3** We **could have** /əv/ reduced both our transport costs and carbon emissions if we**'d** sourced all of our raw materials locally.

**2** Model the sentences in Exercise 1 or let students listen again. Then put them in pairs to practise saying the sentences. Monitor and correct their pronunciation as necessary.

## Speaking
**Students discuss the ethics of an organisation or company.**

**9** Put students in small groups. Explain the task, go through the information in question 1 with the class and answer any vocabulary questions they may have. If time allows and if your students have access to the internet, you could ask them to research their chosen organisation or company online before the discussion. Set a time limit and get students to discuss question 1. Monitor and help as necessary. When the time is up, go through question 2 and the examples with students. Again, set a time limit and ask students to continue their discussion while you monitor and help as necessary. Encourage them to use the third conditional in their answers. You could extend the activity by asking students to present their findings to another group.

**MyEnglishLab:** Teacher's resources: extra activities
**Grammar reference:** p.122 Third conditional
**Pronunciation bank:** p.116 Contractions and weak forms in third conditionals
**Teacher's book:** Resource bank Photocopiable 6.2 p.145
**Workbook:** p.30 Exercises 1–3, p.31 Exercises 1–3

# 6.3 ❯ Communication skills
## Transparency in business

> **GSE learning objectives**
> * Can extract specific details from a TV programme on a work-related topic.
> * Can recognise that a speaker is expressing concerns in a formal discussion.
> * Can justify and sustain views clearly by providing relevant explanations and arguments.
> * Can express specific concerns about a work-related issue.

**Warm-up**
Write on the board: *I couldn't do business with someone who is …* and *I'd prefer to do business with someone who is …* Complete each sentence with your own ideas to give students an example, then explain that they have 1 minute to write as many endings as possible for each sentence. Put students in pairs to compare and discuss their ideas and finally, elicit a few ideas around the class. If time allows, you could also encourage pairs to summarise similarities or differences in their sentences.

## Lead-in
**Students discuss transparency in business relationships.**

**1** Put students in pairs, explain the task and give them 1–2 minutes to read the text. Answer any questions they may have and then let them discuss the statements in their pairs. Encourage them to give reasons and examples. Get brief feedback from the class.

## Video
**Students watch a video about transparency and its importance in managing business relationships.**

**2A** ▶ 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 students, play the video and check answers with the class.

> **1** Emma has heard that SendAll, the pan-Asian distributor they recommended to EN-Tek, is having financial issues. They are struggling with cash flow and debts, and are looking for a business partner.
> **2** No, it hasn't. She says, 'It's only a rumour, after all.'
> **3** She advises him to keep quiet – the information is just a rumour, it might worry Sanjit unnecessarily and reflect badly on Go Global.
> **4** He doesn't feel comfortable about keeping this news from Sanjit. He says it would feel dishonest.

**2B** Put students in pairs to discuss the question. Open up the discussion to the class and encourage students to give reasons.

**3A** Explain to students that Claudio has two options: to be indirect and not give all the information to Sanjit or to be direct and share all the information with him. Go through the details of Options A and B with the class and 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 Exercise 3A and get them to compare answers before checking with the class. Do the same for the second video.

> **Option A**
> **1** They can benefit a lot from having SendAll as more of a strategic partner and not just their distributor.
> **2** He suggests waiting and hints at possible new issues that might come to light, without offering specific details.
> **3** Sanjit probes for details of the possible issues and judging from the message he sends to Katie, he suspects that Claudio is withholding information and he feels suspicious/frustrated/confused.
>
> **Option B**
> **1** He says that things are running really smoothly.
> **2** He is open with him and shares all the information that he has and apologises.
> **3** No, he doesn't. He thanks Claudio for being open.
> **4** He is obviously very stressed/worried/anxious about the news as he calls for an emergency meeting.

**4** Put students in pairs to discuss the learning points from the video. Round up their ideas in a class discussion.

> The risks of withholding information or hedging is that others may see through this and become frustrated that you are clearly holding something back or not being open. This may damage trust.
> The risk of being open and transparent is that you may damage your business prospects, or even your relationships, by communicating information which was either too early or not meant for the recipient.

**5** ▶ 6.3.4 Students should do this in the same pairs as Exercise 4. Explain that they are going to watch the last section of the video, where the speaker discusses the two approaches and comments on their results. Play the video and give pairs a few minutes to compare what is said on the video with their answers to Exercise 4. Invite different students to share their views with the class.

> In Option A, Claudio decides not to tell Sanjit in an attempt to avoid worrying him. He is vague, which arouses Sanjit's suspicions. He senses that Claudio isn't being open and he may develop some trust issues.
> In Option B, Claudio's transparency strengthens their relationship, and Claudio emphasises that he isn't worried. However, we see that Sanjit has interpreted this news with more concern than Claudio, and has called an emergency meeting for the next day.

## Reflection

**Students think about their own approach to managing business relationships and reflect on the learning points from the video.**

**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: Voicing and responding to concerns

**Students look at useful language for expressing and responding to concerns.**

**7A** This exercise can be done individually or in pairs. Check that students understand *voicing and responding to concerns*. You could go through the words in the box with them or ask them to use their dictionaries to check any unknown words and clarify meanings during feedback. Note that voicing concerns does not need to be confrontational and that in more formal situations, it can often open the way for a negotiation or meeting to proceed more smoothly once the concern has been discussed or resolved. However, it can also be useful to voice concerns in more informal situations as many are easier to resolve if discussed in a neutral way.

> **1** confirmed **2** loud **3** important **4** entirely **5** light
> **6** worry **7** advocate **8** thought

**7B** Do this as a whole class. Elicit ideas from different students and write them on the board.

> **Possible answers**
> I'm a little concerned about …
> Don't you think that … might be an issue?
> There's a chance that … could be a problem.
> It might be nothing, but there's a chance that …

**8** Put students in pairs to do the exercise. To check answers, get pairs of students to take turns to read each question and response aloud to the class.

> **1** e **2** d **3** b **4** c **5** a

> **Extra activities 6.3**
>
> **A** Students could do this individually or in pairs. If you choose the first option, you could get them to compare answers in pairs before class feedback. After checking answers, you could ask students to practise the dialogue in their pairs.
>
> > **1** It could be good to
> > **2** it's important to be open, so I
> > **3** There might be some
> > **4** To be honest, I don't
> > **5** it might be a better idea
> > **6** I don't want to worry you, but I feel
> > **7** The information isn't confirmed, but

**9** Put students in pairs and go through the situations with them. Remind them to use phrases from Exercise 7A in their responses and give them 2–3 minutes to do the exercise. As feedback, invite different pairs to practise the conversations, including their suggestions.

## Task

**Students practise the functional language from the lesson by roleplaying situations in which they voice and respond to concerns.**

**10A** Put students in pairs and go through the instructions with them. Refer them to their role cards and explain that they need to work individually first, to plan what they will say. Remind them to use phrases from Exercises 7A and 8 and set a time limit for the preparation stage. Monitor and help students as necessary. Make sure students swap roles for each situation, so that they have a chance to practise both persuading and objecting.

**10B** In their pairs, students practise their conversations. Again, set a time limit before they begin. Monitor during the activity and note down any points to highlight during feedback. If there is time and your students need more practice, you could ask them to swap roles and roleplay the situations again.

**10C** Students now give each other feedback. Monitor and note down any concerns or difficulties they had. Go through them and the points you noted in Exercise 10B during feedback.

**MyEnglishLab:** Teacher's resources: extra activities; Interactive video activities
**Workbook:** p.32 Exercise 1

# 6.4 ❯ Business skills

## Sales and selling

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### GSE learning objectives

- Can identify the main reasons for and against an argument or idea in a discussion delivered in clear standard speech.
- Can describe objects, possessions and products in detail, including their characteristics and special features.
- Can clearly and concisely describe a product or a service within their field.

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### Warm-up

Put students in pairs where one is the buyer and one is the seller. Get the seller in each pair to choose an item in their bag or in the classroom and try to sell it to their partner. After 2 minutes, ask students to swap roles, select a different item and sell that to their partner. Have a feedback session and ask: *Which role was more difficult: buying or selling? Why?* Elicit or explain the difference between *soft sell* (encouraging someone to buy but not pushing) and *hard sell* (pressurising someone to buy). Ask: *Have you experienced either of these selling techniques? Which do you think is more effective?*

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## Lead-in

**Students discuss selling and what makes a good salesperson.**

**1** Go through the questions with students. Give them 1–2 minutes to think about their answers individually first, then put them in pairs to discuss the questions. During feedback, elicit ideas from different students for question 3. List all suggestions on the board. Get students to say why these qualities are important in a good salesperson.

---

**1** It's essential for everyone, not just specialist salespeople.
**2** Students' own answers
**3** Possible answers: relationship building; the ability to listen (and ask questions); the ability to present information; topic expertise is important but secondary to emotional factors

---

## Listening

**Students listen to the owner of a company promote his software services.**

**2A** 🔊 6.05  Go through the instructions and questions with students and check they understand the context. Play the recording, twice if necessary, and get students to compare answers in pairs before checking with the class. After feedback, ask what they think of Luigi's sales technique so far.

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**1** He asks an informal question to break the ice, 'Hello, having fun?'
**2** He knows that Macklin Tours was set up over a year ago.
**3** They provide software solutions for small and medium-sized companies.
**4** better relationships and more sales

---

**2B** 🔊 6.06  Students should do this individually. Play the recording and get them to note down their answers, then check them with the class.

---

**1** finance tracking
**2** He says it is 'fully customisable' and can be tailored to suit your specific needs.
**3** He says they can provide intensive onsite training to make sure people can use the software.
**4** Luigi can't answer yet. He needs to know what precise solution is needed and how much consulting work is needed. However, he says that the cost is competitive.

---

**2C** Put students in pairs or small groups to discuss the question, then open the discussion to the class. Would students like to be in a sales situation where costs are discussed in this way? Why? / Why not?

---

**Possible answers**

**Advantages**
He doesn't give an estimated sum, which may be far off the final cost once the client's needs have been assessed. He presents the product and convinces the client of how good and necessary it is before revealing the cost.

**Disadvantages**
A client may not want to take it further without having a rough idea of how much it will cost.

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## Functional language: Selling a product or service

**Students look at useful phrases for promoting a product or service.**

**3A** Go through the words in the box and the functions in the table with students. Ask them to do this exercise individually and remind them that they can use the audioscripts on page 147 to help them if necessary. Get students to check answers in pairs before class feedback. You could go through the answers with the class or play the recording again for students to listen and check.

> **1** medium  **2** expertise  **3** enable  **4** benefit  **5** price
> **6** cost  **7** solution  **8** certain

**3B** Do the activity with the class, checking answers as you go. With stronger classes or if your students have experience in sales, you could get them to consider a–f and suggest what sales skills the questions might be used for.

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

**3C** Put students in pairs and explain the activity. If time is short, students could select just two or four items from the list to sell. Make sure they understand that they need to pause after each conversation and give each other feedback, and remind them to use phrases from Exercises 3A and 3B. During the activity, monitor and check students are using the phrases correctly. As feedback, you could ask them which products or services were the most challenging to sell. What sales skills did they use?

### Extra activities 6.4

**A** This activity provides students with additional practice in the functional language from the lesson. Get them to do it individually and then to compare answers in pairs before class feedback.

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

**B** Explain the activity and go over the categories in the table with the class. Check they understand *personal conviction.* Students can then do the activity individually and compare answers in pairs before class feedback. Alternatively, with weaker classes, you could let students categorise the sentences in pairs, then check answers with the class.

> Introduce what your company sells: 3, 5
> Explain how the product helps clients: 6
> Comment on costs: 2
> Show personal conviction in the product: 1, 4

## Task

**Students practise the functional language from the lesson by roleplaying promoting a product or service.**

**4A** Ask: *Have you ever been to a networking event?* If students have, ask them to say what the event was like. If not, ask them to say why these events can be useful professionally. Put students in pairs and explain that they are going to roleplay being a customer and salesperson at a networking event. Go through the information with them and give them 1–2 minutes to select their product or service.

**4B** Refer students to the template and give them time to prepare the customer profile. As they will be working with another pair in Exercise 4C, ask them to make sure they both have copies of the information in the profile. Monitor and help students with any vocabulary they may need. Allow 3–5 minutes for this stage.

**4C** Join pairs together to make groups of four. Explain the activity and set a time limit. First, each pair should describe their product or service, then they should swap customer profiles. Give students time to read and/or ask questions about each other's customer profiles to clarify. Once groups have had time to prepare, they split into new pairs (of one student from each original pair) and roleplay the conversation. Encourage them to use phrases from Exercises 3A and 3B. After a set time, get students to swap roles and do the roleplay again.

**4D** Students now evaluate their conversations. They could do this in their current pairs or in their groups of four. Have a brief feedback session to see whether the salespeople achieved a positive result from the conversations.

**MyEnglishLab:** Teacher's resources: extra activities; Functional language bank
**Workbook:** p.32 Exercise 2

# 6.5 ❯ Writing
## Company newsletter

### GSE learning objectives

- Can infer the meaning of words from context in work-related documents or publications on unfamiliar topics.
- Can express news and views effectively in writing and relate to those of others.

### Warm-up

Ask students: *Have you ever read or written a newsletter? Why do you think people write newsletters?* Elicit ideas around the class, then ask: *Think of an organisation. What type of information would you expect to see in their newsletter?* This could be discussed with the whole class, eliciting ideas from different students, or you could get students to discuss in pairs/groups first and then get feedback from the class.

## Lead-in

**Students read and complete a newsletter.**

**1** Get students to do the activity individually and then compare answers in pairs before class feedback. At this point, you may wish to elicit or briefly explain the structure of the newsletter – how the information is organised (first paragraph: recent news and 'hero of the month'; second paragraph: current news – details about the programme being established by the company and invitation to employees to participate; third paragraph: future plans – next month's competition and incentive for employees).

> **1** for  **2** of  **3** with  **4** to  **5** into  **6** in  **7** for  **8** in  **9** for  **10** for

## Functional language

**Students analyse a model answer and look at tenses commonly used for the different sections of a newsletter.**

**2A** Depending on the level of your class, students could do this individually or in pairs. Remind students to refer to the model answer if they need help. Check answers with the class, clarifying any points as necessary. You may wish to point out the importance of using the correct tenses for each of the three sections of the newsletter. However, do not focus on grammar in detail at this stage as students will look at tenses in Exercise 2C.

> **1** has formed (and) coached  **2** have (just) won  **3** has had  **4** is  **5** are (currently) establishing  **6** grow  **7** is going to start  **8** are going to run

**2B** You could do this as a whole class, checking answers and clarifying meaning as you go.

> **Recent news**
> One of our new projects has been filmed for television.
> We introduced a new holiday strategy two months ago.
>
> **Current news**
> A school is being built in South Africa.
> Employees can now take advantage of extra discounts.
>
> **Future plans**
> Only eco-friendly products will be sold.
> Staff will have extra holiday for time spent on community work.

**2C** This can be done in pairs or as a whole class. You could write the sentences on the board and invite students to underline the verb forms, identifying the tense each time. If necessary for your class, use this as an opportunity to help students with any difficulties with the different tenses, their forms and/or their uses.

| Recent news | Current news | Future plans |
|---|---|---|
| Present Perfect | Present Simple | *going to* |
| Past Simple | Present Continuous | *will* |
| | *can* | |

**A** Explain the activity and point out that more than one answer may be possible in some cases. Get students to complete the text individually and then to compare answers in pairs before checking with the class. During feedback, note any variations in answers on the board. Ask: *Would you be interested in an opportunity like this? Would you prefer to apply for the building or teaching position?* Elicit a few answers around the class.

> **1** have been fundraising  **2** have raised  **3** work / are working / have been working  **4** has finally received  **5** are now looking  **6** will be paid / are going to be paid  **7** will be / are going to be  **8** comes / will come / is going to come / is coming / will be coming  **9** have worked / have been working

**Optional grammar work**

The newsletter in Exercise 1 contains examples of linking words for causes and results, 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.

❯ **Pronunciation bank**
**p.116: Chunking, pausing and stress when reading aloud**

> **Warm-up**
> Read the first paragraph of the newsletter on page 66 in a monotone, without dividing it into chunks or using word/sentence stress. Ask the class to say whether it was easy or difficult to listen to and follow. Get them to suggest ways that you could improve the delivery. Then refer them to the information in the box and go through it with them. Check that they understand *chunks*.

**1** Put students in pairs and give them 2–3 minutes to complete the task. Encourage them to read the text aloud so that they can hear how it sounds. Do not go through the answers yet as students will check and discuss them in the next exercise.

**2** 🔊 P6.02  Keep students in the same pairs and explain that they will hear two versions of the text in Exercise 1. Play the recording, twice if necessary, while students compare with their version. Get them to discuss the questions with their partner and then, as a class, discuss ways that students' versions differed from the recorded versions. You could ask individual students to read their version to the class.

**Version 1**

Salvador Fidalgo | is our 'Hero of the month' | for his work on our local community programme. | He has formed and coached | a football team of local teenagers | and the youngsters have done so well | that they have just won a regional football competition. | Salvador says he has had such a rewarding time | working with these youngsters, | that he is going to start a second team.

**Version 2**

Salvador Fidalgo is our 'Hero of the month' for his work on our local community programme. | He has formed and coached a football team of local teenagers | and the youngsters have done so well that they have just won a regional football competition. | Salvador says he has had such a rewarding time working with these youngsters, that he is going to start a second team.

## Task

**Students write a newsletter.**

**3A** This activity is best done in two stages. Start by putting students in pairs and asking them to categorise the notes on page 134. Check answers with the class. Then give pairs 1–2 minutes to decide on a title for their newsletter.

**Recent news:** 2, 5, 8
**Current news:** 3, 6
**Future plans:** 1, 4, 7
**Possible titles:** Reducing waste; Eco-friendly competition; Waste not, use less; Targeting waste; Doing more to create less

**3B** Explain the writing task and remind students to refer to the notes on page 134. Give them plenty of time and point out the word limit before they begin. While students are writing, monitor and help as necessary. If time is short, this exercise can be set for homework.

**3C** If students write their newsletters for homework, you could do this exercise in the next lesson. Put students in pairs and ask them to read each other's newsletters and think about whether their partner has (a) included all the necessary information and (b) used tenses correctly.

**Model answer**

Doing more to create less

As we have had problems achieving our environmental targets and reducing waste in the company, we need to rethink our strategy. It appears that some people are still using plastic coffee cups which cannot be recycled, and figures show that at least 50 percent of waste paper is not being recycled. Lights have also been left on in empty offices and, in some, they have not even been switched off at the end of the working day.

We are therefore working with everyone to look at ways of improving our systems and reducing waste. We are currently investigating more eco-friendly systems but would also like you to put forward any ideas that you may have to meet our environmental targets and eliminate as much waste as possible.

As a result, we are going to have a competition, and the people who suggest the best two ideas will win an extra week's holiday. We will also be putting in new lighting systems over the next few weeks and are hoping to have a paperless office by this time next year. But we still need to implement other measures to ensure that we are the most eco-friendly offices in town.

**MyEnglishLab:** Teacher's resources: extra activities; Interactive grammar practice; Writing bank
**Grammar reference:** p.122 Linking words for causes and results
**Pronunciation bank:** p.116 Chunking, pausing and stress when reading aloud
**Workbook:** p.33 Exercises 1–4

# Business workshop ❯6

## AFhomes, Tanzania

**GSE learning objectives**

- Can scan a long text or a set of related texts in order to find specific information.
- Can understand most of a radio programme aimed at a general audience.
- Can extract the main points from news items, etc. with opinions, arguments and discussion.
- Can give the advantages and disadvantages of various options on a topical issue.
- Can discuss options and possible actions.

## Background

**Students read about AFhomes, a construction company which builds low-cost housing for cities and rural areas.**

**1** As a brief lead-in, you could ask students about housing in their country/-ies: *Do most people rent or buy? Are rents and house prices affordable?* Then put students in pairs and give them time to read the background and discuss the questions. Monitor and help students with any unknown vocabulary. Check answers with the class.

1 a construction company, mainly low-cost housing; its customers are people living in both cities and rural areas
2 to provide his fellow citizens with modern, well-built homes with cheap electricity from solar panels on the roof
3 solar panels on roof = sustainable energy, pays employees above minimum wage, provides families with health care and education, works with conservation agency
4 The partnership with the conservation agency has caused concerns about Mr Ndege's ethical judgment.

## Trouble ahead

**Students read articles on the ethics of AFhomes.**

**2A** Explain to students that they are going to read two articles about problems AFhomes is facing. Put them in two groups, A and B, and refer them to their articles. Give them time to read the texts and discuss the questions in their groups. Do not check answers at this stage but monitor and provide help if necessary. If you have a large class, you could divide the A and B groups into smaller 'sub-groups' (e.g. three A groups and three B groups), so that the discussions can be managed more easily and everyone gets a chance to speak.

> **Possible answers**
>
> **Article A**
> 1 Wildlife agencies and local people are unhappy about the Dodoma site, the fact that a conservation agency is involved in building houses on questionable land, locals are worried that their only water supply, the water hole, will be destroyed, providing a new water supply infrastructure.
> 2 He needs to look after the environment if he wants to have an ethical company, providing water for wildlife and local farmers is vital and they may try to stop the project.
> 3 to build the water and sanitation infrastructure for the offices and homes and local inhabitants
>
> **Article B**
> 1 He says that he is going to do what he promised and that he has found an eco-friendly solution to the elephant problems. He says that he is doing his best to stick to his beliefs even when there is conflict.
> 2 They stop the elephants walking through the fences and they provide employment for some of the local people.
> 3 Farmers are unhappy that they will be charged for water which has been free up to now.

**2B** Put students into A/B pairs, mixing the two groups. Explain the activity and point out that students should use their own words rather than read from the article. If they are struggling, allow them to refer to the text, but they should not read from it. After they have told each other about their articles, they should say what, if anything, they found surprising about their partner's article. Ask a few students to share their responses with the class, giving reasons.

**2C** Put students in small groups to discuss the question. If time allows, get them to share their ideas with another group, then elicit ideas around the class.

> **Extra activities Business workshop 6**
>
> **A** In this activity, students look at key vocabulary from the article on page 98. Encourage them to refer to the text to see the words in context before they choose their answers. Monitor and help where necessary and get students to compare answers in pairs before checking with the class. During feedback, clarify meanings as necessary.
>
> > **1** a  **2** b  **3** b  **4** a  **5** a  **6** b  **7** b  **8** c
>
> **B** Students now do the same with the article on page 136. If time allows, you could get them to select five or six words from Exercises A and B and use each one in a sentence. They could do this in class or as homework.
>
> > **1** c  **2** a  **3** b  **4** a  **5** c  **6** c

## Where has AFhomes gone wrong?

**Students listen to an investigative radio programme about AFhomes.**

**3** 🔊 BW 6.01   Give students time to read the notes before they listen. To help them, you could tell them that they cannot write more than two words in each gap. Play the recording, twice if necessary, and get students to compare answers in pairs before class feedback. After checking answers, help students with any vocabulary questions they may have.

> **1** educational purposes  **2** corruption  **3** funding
> **4** transferred  **5** carpenter  **6** accidents  **7** promised
> **8** involvement  **9** future generations  **10** practices

**4** Put students in small groups. Explain that they are going to read the AFhomes code of ethics. Ask them what information might be found in a code of ethics (e.g. the company's mission and values; specific policies about ethical conduct towards employees/customers/suppliers; the company's broader goals for social responsibility). Give the groups plenty of time to read the information and before they discuss, answer any vocabulary questions they may have. During the discussions, monitor, helping as necessary. Invite students from different groups to share their ideas with the class.

## Extra activities Business workshop 6

**C** This activity is best done in two stages. First, put students in pairs and give them 3–4 minutes to discuss the meaning of the principles in the box. Allow them to use dictionaries if necessary. Check the meanings as a class, then give pairs a few minutes to discuss the questions. Invite a few students to share their ideas with the class.

**D** Explain the activity and go through the list with students. Put them in pairs or small groups and give them 3–4 minutes to have a discussion, then invite different students to share their ideas with the class. Alternatively, if time is short, you could do this as a whole-class activity.

> **suppliers:** not paying suppliers on time, demanding they only supply you, driving prices down because you are their only customer
> **employees:** making them work long hours, not following health and safety procedures, not adhering to employee legislation, paying below minimum wage, not allowing them to have breaks, etc., using child labour
> **charity donations:** giving to unscrupulous charities who do not use the money for what they say they will, donating to charities which are political organisations
> **marketing:** misleading advertisements, e.g. saying a product is organic when it isn't
> **competitor's secrets:** stealing or using confidential information from a competitor to enhace your own business
> **accounting:** making the accounts look healthier than they are, hiding sums of money given to people as bribery
> **staff and customer data:** not protecting customer data, sharing it with other companies

**E** 🔊 BW 6.01  This activity provides students with extra listening practice. Give them time to read the questions before they listen, then play the recording, twice if necessary. Check answers with the class.

> **1** his charity work and his support for the underprivileged
> **2** build schools and give children an education
> **3** very well; they paid him well and looked after his family
> **4** Because he needs the job and the money.
> **5** They are confident that he is behaving ethically.

## Task

**Students hold a meeting on how to maintain the company's ethical reputation and prepare an action plan.**

**5A** Students should do this in the same groups as Exercise 4. Explain that they are going to hold a meeting and go through the instructions and options with them. Answer any questions they may have and check they understand *pull out of, deny* and *allegations*. Encourage groups to discuss the pros and cons of each option and to add ideas of their own. Point out that they can combine options or adapt them as needed. Tell them that they should take notes or nominate a person in each group to keep notes on the main ideas and decisions. Allow plenty of time for the meetings.

**5B** Groups now share their ideas with the class, referring to their notes if necessary. Encourage different people from each group to speak, highlighting similarities and differences between the ideas. As a class, they then decide on an action plan for AFhomes. Alternatively, if time is short, students can write the action plan for homework.

**MyEnglishLab:** Teacher's resources: extra activities

# Review ◀ 6

> **1 1** fashion industry  **2** tough conditions  **3** low pay
>   **4** clothing brands  **5** fair-trade cotton  **6** ethically sourced
> **2 1** of  **2** for  **3** against  **4** of  **5** on
> **3 1** had used  **2** would have been  **3** might not have had
>   **4** hadn't tried  **5** hadn't been  **6** would/could/might have found
> **4 1** for  **2** confirmed  **3** concerned  **4** thought
>   **5** honest
> **5 1** specialise  **2** useful  **3** enable  **4** major  **5** come
>   **6** answer
> **6 1** d  **2** a  **3** e  **4** c  **5** b

# 7 > Time management

## Unit overview

| | CLASSWORK | FURTHER WORK |
|---|---|---|
| **7.1 >**<br>**Managing time** | **Lead-in** Students discuss different aspects of time management.<br>**Video** Students watch a video about time management.<br>**Vocabulary** Students look at vocabulary and phrases related to time management.<br>**Project** Students prepare arguments and debate for and against a proposal. | **MyEnglishLab:** Teacher's resources: extra activities; Reading bank<br>**Teacher's book:** Resource bank Photocopiable 7.1 p.146<br>**Workbook:** p.34 Exercises 1–3 |
| **7.2 >**<br>**Smart work** | **Lead-in** Students talk about ways of prioritising workload.<br>**Reading** Students read an article on cutting overtime in Japan.<br>**Grammar** Students study and practise adverbials and time expressions.<br>**Speaking** Students practise adverbials and time expressions by discussing their time management abilities. | **MyEnglishLab:** Teacher's resources: extra activities<br>**Grammar reference:** p.123 Adverbials and time expressions<br>**Pronunciation bank:** p.117 Stress in adverbials and time expressions<br>**Teacher's book:** Resource bank Photocopiable 7.2 p.147<br>**Workbook:** p.35 Exercises 1–3, p.36 Exercises 1–3 |
| **7.3 >**<br>**Communication skills:**<br>Dealing with urgency | **Lead-in** Students discuss response times to emails.<br>**Video** Students watch a video about dealing with urgency and timelines.<br>**Reflection** Students think about their approach to response times and how they can deal with urgency more effectively.<br>**Functional language** Students look at useful language to discuss priorities.<br>**Task** Students practise the functional language from the lesson by roleplaying follow-up telephone calls. | **MyEnglishLab:** Teacher's resources: extra activities; Interactive video activities<br>**Workbook:** p.37 Exercise 1 |
| **7.4 >**<br>**Business skills:**<br>Difficult negotiations | **Lead-in** Students are introduced to the four negotiating dimensions.<br>**Listening** Students listen to a meeting in which a team leader is faced with difficulties in negotiations.<br>**Functional language** Students look at useful phrases for dealing with difficulties in negotiations.<br>**Task** Students practise dealing with difficulties in negotiations by roleplaying three different scenarios. | **MyEnglishLab:** Teacher's resources: extra activities; Functional language bank<br>**Pronunciation bank:** p.117 Intonation when negotiating<br>**Workbook:** p.37 Exercise 2 |
| **7.5 >**<br>**Writing:**<br>An email giving reasons | **Lead-in** Students read and correct an email giving reasons and outlining required action for a problem.<br>**Functional language** Students look at useful phrases for dealing with difficulties in negotiations.<br>**Task** Students write an email giving reasons for missing a deadline and outlining action required. | **MyEnglishLab:** Teacher's resources: extra activities; Interactive grammar practice; Writing bank<br>**Grammar reference:** p.124 Prepositions of time<br>**Workbook:** p.38 Exercises 1–4 |
| **Business workshop 7 >**<br>Planning for a trade fair | **Listening** Students listen to two conference calls about an upcoming trade fair.<br>**Task** Students create a plan to exhibit at a trade fair.<br>**Writing** Students write a summary of successful participation in a trade fair. | **MyEnglishLab:** Teacher's resources: extra activities |

**Business brief**

The main aim of this unit is to introduce students to the concept of **time management**.

Time management means allotting a given time for a certain job in order to be able to predict how long it will take to complete a task or group of tasks. Setting goals to be achieved within a period of time might include meetings, lunch breaks, vacations and travel time. Time management is an effective organisational tool to **maximise efficiency** and ensure that **production targets** and project **deadlines** are achieved. This allows team leaders, individuals and corporations to **identify key priorities** and **schedule** accordingly.

A key skill in effective time management is the ability to **prioritise** urgent tasks. The modern workplace is often deadline-driven and this can mean that those who shout loudest get their tasks completed first. However, prioritisation means that tasks which are important but **non-urgent** can be scheduled behind those that are important and **urgent**. The working day may also require employees to make time for frequent or **lengthy meetings** or complete routine **administrative duties** which may conflict with high-priority tasks.

Modern technology can both help and hinder effective time management. Today people are contactable outside work hours, which can lead to the expectation that work emails or calls should be answered during unsociable hours, often without being paid **overtime**. Some countries, such as France, instituted regulations to reduce the expectation that workers should be contactable outside of their contracted hours. The fact that an email inbox or answerphone is constantly registering new requests can make it easy to lose sight of which new tasks actually need immediate attention and which can, and should, wait. In addition, **distractions** such as social media and games can provide many opportunities to **waste time**. However, technology also offers some powerful time management apps and tools, including **digital calendars**, which enable a group of people to identify when a particular element of a task is to be resolved, by whom and if the deadline has been achieved.

There are a wide range of strategies to help maximise efficiency in time management. Some of the most effective are also some of the most basic, such as checklists and to-do lists, whether electronic or in pen and paper, which are regularly updated as tasks are completed or added.

**Time management and your students**

Pre-service students are likely to already have a concept of time management through dealing with project, exam and homework deadlines. In-service students may need to deal with deadlines. Both will already deal with everyday aspects of time management – getting to appointments or meetings on time, deciding how and when to spend time on different activities. Different cultures may not have the same concept of time; for example, whether it is acceptable to arrive late or early, whether social interactions should be leisurely or time-driven. In business terms, it is important to understand some of these potential differences in order not to give or take offence when doing business internationally.

## Unit lead-in

Elicit a brief description of the main photo and then look at the quote with the class. Check whether students have heard of Peter Drucker and give them 2 minutes to discuss in pairs or small groups what they think the quote means. Do they agree? Once students have discussed in their pairs/groups, you could broaden this into a class discussion.

# 7.1 ❯ Managing time

### GSE learning objectives

- Can extract specific details from a TV programme on a work-related topic.
- Can identify the main reasons for and against an argument or idea in a discussion delivered in clear standard speech.
- Can use language related to the working day.
- Can bring relevant personal experiences into a conversation to illustrate a point.
- Can justify and sustain views clearly by providing relevant explanations and arguments.

### Warm-up

Dictate the following questions or write them on the board: *When you arrange to meet with a friend, how do you react when they are late? How do you feel when you are late for an appointment? If you were arranging a social gathering, would you prefer that people were early or late? Why?* Put students in small groups and get them to discuss the questions. The aim is to highlight that people may have differences in their opinions regarding how time is viewed. You could then return to a business context by asking: *Would you expect a business meeting to start on time? Why?* Ask groups to contribute some of their ideas and highlight similarities or differences in opinion.

## Lead-in

**Students discuss different aspects of time management.**

**1** Go through the questions with students, check they understand *prioritise* and, for question 4, refer them to the illustrations of the time management methods. You could give students a few minutes to discuss in pairs or small groups first, then discuss as a class.

## Video

**Students watch a video about time management.**

**2A** Explain that students are going to watch a video about time management in the next exercise. Go through the questions with them and check they understand *assembly line* and *freelance*. Put students in pairs and give them 2–4 minutes to discuss the questions, then open up the discussion to the class. Note any aspects that are mentioned as being unique to each situation on the board.

**2B** ▶ 7.1.1  Play the video, twice if necessary, for students to check their ideas. Discuss the answers with the class.

Students' own answers, but the video gives the following information:
**a** Henry Ford was one of the first to measure and manage the amount of time spent on individual tasks, an approach known as 'Fordism'.
**b** Modern warehouse workers make use of the concept of Fordism as they have to pick and pack goods as quickly as possible.
**c** Team leaders organise schedules, allocate resources and set goals for a team but also let the team members decide on their own how to organise their days. An important factor in international teams is keeping track of time zones and knowing where everyone is and when they can be reached.
**d** People who work freelance have more time as they don't have to commute to work but need to stay focused on what they need to do and reach their own targets.

**3** ▶ 7.1.1  With stronger classes, you could get students to try to do the exercise first and then watch the video again to check their answers. Otherwise, play the video first, then get students to compare answers in pairs before class feedback.

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

**4** Put students in pairs to discuss the question. After 2–3 minutes, open the discussion to the class. To extend the activity, you could ask students to suggest ideas about how they might resolve some of these problems. With students who have work experience, you could ask whether they have worked on projects with people located in different countries. If so, how did they manage time differences and communication on the project?

### Extra activities 7.1

**A** ▶ 7.1.1  This activity provides students with extra listening practice from the video. Give students a minute to read the statements and answer any vocabulary questions they may have. Play the video, then check answers with the class.

**1** F (Over a hundred years ago, when carmaker Henry Ford pioneered the industrial assembly line …)
**2** T (Today the Fordist concept of time management still operates in some places. At many distribution warehouses, for example, workers are required to pick and pack orders at lightning speed.)
**3** F (… if the team takes longer than expected, it has an impact on the budget, and therefore the company loses money.)
**4** T (I prefer them to decide how they prioritise their time and also to communicate to the rest of the team on their progress and any issues they may have.)
**5** T (I use a digital calendar and I use different colours to identify what is meeting time and what is desk time.)

6 F (So, for calls with Australia, Asia, India, I aim for very early in my morning … and then calls to America tend to happen at the end of my day.)

7 T (Certainly there are times, particularly during busy periods, where it feels like there aren't enough hours in the day.)

8 F (I do have to stay focused, so my strategy tends to be to commit myself to an hour, to see how much I can do …)

## Vocabulary: Managing time

**Students look at vocabulary and phrases related to time management.**

**5** Students could do this individually or in pairs, depending on the level of your class. Check they understand the words in the box before they begin or encourage them to use their dictionaries. Check answers with the class, clarifying meanings as necessary.

1 measure   2 set   3 maximise   4 schedule   5 allocate
6 identify   7 use   8 take

**6** Explain that when students complete the puzzle, it will reveal an expression in the purple boxes. Get a student to read out the first clue and look at the example with the class. If necessary, do question 2 as an example. Get students to complete the puzzle individually and then to compare answers in pairs. Check answers with the class and elicit the expression in the purple boxes (*time is money*). Check students understand what the phrases mean and encourage them to record the phrases in their notebooks, with example sentences. Ask students to say what they think the expression in the purple boxes means in their own words. (Time is valuable, so it is a good idea to do things as quickly as possible. / If you waste time, you waste money.) The phrase is attributed to American statesman Benjamin Franklin.

2 at a time   3 at the same time   4 make time for
5 overtime   6 waste time   7 in time   8 out of time
9 spend time   10 ahead of time   11 by the time

**7** This exercise practises collocations from Exercises 5 and 6, so students should be able to do it individually. To extend the activity, you could put students in pairs or small groups and ask them to choose different phrases from Exercises 5 and 6 and create a matching exercise like Exercise 7 for their partner / another group. They then swap exercises with their partner / another group, complete them and check each other's answers.

1 d   2 a   3 e   4 b   5 c

### Extra activities 7.1

**B** This activity practises collocations with *time* from the lesson. Get students to do it individually and compare answers in pairs before checking with the class. With stronger classes, you could go over the collocations in the box as a class and then ask them to cover the box as they complete the activity.

1 out of time   2 waste time   3 at the same time
4 ahead of time   5 on time   6 overtime
7 by the time   8 make time for   9 spend time
10 at a time   11 in time

**C** This activity practises other collocations from the lesson. Students should do it individually, as consolidation. Again, you could get them to compare answers in pairs before class feedback.

1 measure (the) time   2 waste time   3 by the time
4 digital calendars   5 at the same time
6 global projects

**8** Put students in pairs with someone with the same level of work experience (studying/pre-work or in-work). Direct students to the statements applicable to their group. Set a time limit for discussion, then invite different students to share their answers with the class.

## Project: The working from home debate

**Students prepare arguments and debate for and against a proposal.**

**9A** You could start with a brief lead-in to the project. Write the following sentence stems on the board: *It can be difficult to work in an office because … The advantages of working in an office are …* Allow 1–2 minutes for the class to suggest ways to compete both sentences. Then go through the instructions and management proposal with the class. Ask: *Do you think staff will be happy with the proposal?* Put students in groups and get each group to read one of the cards, Group A or Group B. Go through the steps they need to follow, checking they understand the words in the box for the first step. Also refer students to the example. Give groups plenty of time for each step while you monitor and help as necessary. If your students need support, you could spend some time brainstorming phrases to introduce arguments and counter arguments and list them on the board (e.g. *It could be argued that … , Some people think that … , One view is … ; Nevertheless … , Even so … , That's true but … , Another way of looking at it is …*).

**9B** Depending on the size of your class, students could have the debate as a whole class or in groups. Set a time limit for the debate and encourage everyone to put forward an argument. Explain that students should vote to reflect their real opinion rather than the opinion on their role card. You can do the vote as a show of hands. Alternatively, write on the board *Work from home?* And ask students to write 'Yes' or 'No' on pieces of paper. Nominate one or two students to count the votes and announce the result. To extend the activity, or as homework, you could ask students to write an email to management to describe the result of the vote and summarise opinions.

**MyEnglishLab:** Teacher's resources: extra activities; Reading bank
**Teacher's book:** Resource bank Photocopiable 7.1 p.146
**Workbook:** p.34 Exercises 1–3

# 7.2 ⟩ Smart work

## GSE learning objectives

- Can make inferences or predictions about the content of newspaper and magazine articles from headings, titles or headlines.
- Can extract key details from an article on a business-related topic.
- Can summarise, comment on and discuss a wide range of factual and imaginative texts.
- Can correctly place adverbs of frequency in longer sentences.
- Can ask questions about challenges someone may be facing in their job.

### Warm-up

Put students in pairs or small groups. Ask them to list some things they need to get done this week; they should include work/study tasks as well as tasks they need to complete in their own time. Write on the board: *Which are most urgent? Which will take longest?* Ask students to say how they will make sure they have enough time to get the most important tasks done.

## Lead-in

**Students talk about ways of prioritising workload.**

**1** Put students in pairs or small groups and go through the instructions with them. Give pairs/groups a few minutes to discuss. Elicit ideas from different students and focus on their tips for question 3 – invite as many students as possible to share their tips with the class.

**2** Students should do this in the same pairs/groups as Exercise 1. Check they understand the phrases in the box. To help them, you could write one of the phrases on the board and discuss it as a class before they discuss in their pairs/groups. After 3–5 minutes, open up the discussion to the whole class.

## Reading

**Students read an article on cutting overtime in Japan.**

### Notes

Recruit Staffing Co. Ltd provides employment services. The company was formerly known as Seeds Staff Co. Ltd and changed its name to Recruit Staffing Co. Ltd in 1999. The company was founded in 1987 and is based in Tokyo, Japan.

Job information from across Japan is updated in real time. In addition to searching for jobs, this site (www.recruit-holdings.com) allows users to book registration sessions and view a wide variety of training information. Information can also be accessed from smartphones. After registering on the site, users can set their individual preferences, view jobs according to search criteria and apply for job opportunities. The site also allows users to view their pay slips, apply for career counselling and more.

**3A** Put students in pairs and give them 2 minutes to discuss ideas. Encourage them to make notes or elicit ideas around the class and list them on the board, so students can refer to them when they check their predictions in the next exercise.

**3B** Ask students to read the article individually and explain that they do not need to read the text in detail at this point; they should scan to see if any of their ideas are mentioned. Remind them to refer to their notes (or the list of ideas on the board). Get brief feedback from the class.

**4** Explain that students will need to read the article in more detail this time. Get them to complete the sentences individually and to compare answers in pairs before class feedback.

> **1** 7 p.m.   **2** basing it on what (how much) needs to be done
> **3** more efficiently   **4** increase in productivity
> (of 4.5 percent)   **5** information sessions for staff
> **6** reduce the average length of the workday

**5** Put students in pairs to discuss the questions. Encourage them to give examples from their personal experience where possible. When the pairs have finished, get feedback from the class. If students have already completed lesson 7.1, remind them of the phrase 'Time is money'. Ask them to find examples in the text, other than reducing overtime, that support the saying (e.g. limits the time each employee may speak at status update meetings; It's important to reduce what needs to be done and be aware of the time work takes; asking for ideas about how to cut lengthy meetings).

### Extra activities 7.2

**A** This activity practises and extends key vocabulary from the reading text. You could ask students to complete it individually, using their dictionaries if necessary. Alternatively, if time is short, you could do it as a quick whole-class activity: copy the table onto the board, elicit the correct words and write them in the gaps (or invite students to come up and write them).

> **1** administrator   **2** administration   **3** administrative
> **4** announce   **5** announcement   **6** efficient
> **7** manager   **8** management   **9** produce
> **10** production   **11** productivity   **12** productive
> **13** reduce   **14** reduced   **15** resist   **16** resistance

**B** This activity practises the words students looked at in Activity A. Ask students to do it individually, then get them to compare answers in pairs before class feedback.

> **1** efficient   **2** announce   **3** administration
> **4** resisted   **5** reduction   **6** produce   **7** manager(s)

## Grammar: Adverbials and time expressions

**Students study and practise adverbials and time expressions.**

**6** Explain the activity and give students a moment to look at the diagram. Refer them to the underlined adverbials in the article and do the exercise quickly as a whole class.

Then refer students to the box on the left and go through the information with them. Ask them where they would put 'sometimes' on the adverbials line (under 'occasionally'). You could also refer them to the Grammar reference on page 123 at this point, and go through the explanations as a class.

> *Almost never* and *hardly ever* are placed below 'rarely' and 'seldom' (d).

**7** Again, this can be done as a whole-class activity: note meanings 1–4 on the board and get students to say which expression in bold matches each explanation and whether it refers to the past or the future. Alternatively, ask students to complete the exercise individually and check answers with the class.

> **1** at first (past)  **2** at the latest (future)  **3** recently (past)
> **4** in a few … (future)

**8** Put students in pairs. Explain the activity and check they understand the order in which they need to do things: 1 match the expressions with their meanings; 2 scan the article for an expression to replace *every day*; 3 discuss where the four expressions are placed in a sentence. You may wish to check answers after each step rather than at the end of the activity.

> **1** c  **2** a  **3** b
> every day = on a daily basis (lines 11–12)
> *All day* and *any day* can be in mid position or at the end of the sentence. *Every day* can come at the beginning or the end of the sentence. *On a daily basis* usually comes at the end of the sentence.

**9** Get students to do the activity individually, then check answers in pairs. Point out that in questions 5 and 7 they should *not* change the order of the adverbials in brackets, and that more than one answer may be possible in some sentences. Check answers with the class. Try to elicit both/all possible answers for questions 2–4 and 6.

> **1** They <u>almost never</u> leave the office before 7 p.m.
> **2** <u>From time to time</u> he goes to visit customers. / He goes to visit customers <u>from time to time</u>.
> **3** <u>Occasionally</u> we take clients out for dinner. / We <u>occasionally</u> take clients out for dinner. / We take clients out for dinner <u>occasionally</u>.
> **4** <u>At first</u>, they didn't like the idea, but now they think it is an excellent one. / They didn't like the idea <u>at first</u>, but now they think it is an excellent one.
> **5** You can find me at work <u>any day</u> from Monday to Thursday, but remember I don't <u>normally</u> work on Fridays.
> **6** <u>In a few days</u> we should have more information. / We should have more information <u>in a few days</u>.
> **7** Because meetings <u>usually</u> last about three hours, they have <u>recently</u> started to look into making them shorter.

**Extra activities 7.2**

**C–D** These activities provide further practice and consolidation of the language from this lesson. Ask students to complete all exercises individually and get them to compare answers in pairs before checking with the class. Remind them that they can refer to the Grammar reference on page 123 if they need help. During the activities, monitor and note down any points to highlight in feedback after Exercise D.

> **C 1** d  **2** g  **3** a  **4** c  **5** f  **6** b  **7** h  **8** e
> **D 1** usually  **2** recently  **3** every day  **4** always
>    **5** Now and then  **6** at first

**Pronunciation bank**
**p.117: Stress in adverbials and time expressions**

> Refer students to the explanation in the box and go through it with them. Copy the example onto the board, model the stress pattern and invite a few students to repeat the sentence. Draw students' attention to the circles used to illustrate the stress pattern and make sure they understand how they work as students will need to draw them in Exercise 1 (one big circle for each stressed syllable; one small circle for each unstressed syllable). If necessary, use the following sentence to do another example with the class, inviting a student to draw the circles for *normally* on the board: *Normally, we leave at 5 p.m.* (Ooo)

**1** Put students in pairs for this activity. Alternatively, you could ask them to work individually first, and then get them to compare their answers in pairs. Do not confirm answers yet as students will check them in the next exercise.

> **1** Usually (Oooo)
> **2** From time to time (oOooO)
> **3** Occasionally (oOooo)
> **4** In a few days (ooOO)
> **5** Recently (Ooo)

**2** 🔊 P7.01  Play the recording for students to check their answers, then go through the answers with the class. Invite different students to draw the circles for each adverbial on the board.

**3** Students could do this in the same pairs as Exercise 2 or in new pairs. If necessary, let them listen again before they practise saying the sentences. During the activity, go round monitoring and correcting students' pronunciation as necessary.

## Speaking

**Students practise adverbials and time expressions by discussing their time management abilities.**

**10** Ask students to read the questions individually first and think about their responses. Check they understand *put off*, *overwhelmed, crisis* and *judge*. Then put them in pairs and point out that in addition to questions 1–8, they should ask follow-up questions. Monitor and check students are using adverbials and time phrases correctly; note down any errors to highlight during feedback. When pairs have finished, go over any points you noted while monitoring and invite a few students to share with the class what they have learnt about their partner. If your class would be comfortable, an alternative approach for this activity would be to ask students to say how they think their partner will respond to the questions first and then ask the questions to check, noting any surprising information and then sharing it with the class.

**MyEnglishLab:** Teacher's resources: extra activities
**Grammar reference:** p.123 Adverbials and time expressions
**Pronunciation bank:** p.117 Stress in adverbials and time expressions
**Teacher's book:** Resource bank Photocopiable 7.2 p.147
**Workbook:** p.35 Exercises 1–3, p.36 Exercises 1–3

# 7.3 ❯ Communication skills
## Dealing with urgency

### GSE learning objectives

- Can extract specific details from a TV programme on a work-related topic.
- Can recognise that a speaker is expressing concerns in a formal discussion.
- Can bring relevant personal experiences into a conversation to illustrate a point.
- Can ask for a detailed update on a work-related project.

### Warm-up

Discuss the following questions as a class, eliciting answers from different students: *How quickly do you usually respond to emails, texts and messages? When you send an email or message, do you expect a quick reply? How long would you wait before sending a follow-up message?*

## Lead-in

**Students discuss response times to emails.**

**1A** Put students in pairs and give them 3–4 minutes to discuss the questions. Get brief feedback from the class.

**1B** Keep students in the same pairs and give them 3–4 minutes to think about their responses. Get brief feedback from the class, asking how the original writer might respond to some of the comments. You could also ask students to suggest issues that might occur with times when people are working in international teams.

## Video

**Students watch a video about dealing with urgency and timeliness.**

**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 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 Sanjit has found out that their distributor has expanded too quickly and is now in financial trouble.
> 2 He's surprised that he hasn't had a response from Emma yet when it's obvious that the situation is urgent.
> 3 She suggests that (a) he should trust that Emma has read the mail, sees the urgency and will get back to him as soon as she can, (b) he should push Emma for a response and be clear about his (Sanjit's) expectations for a timely response, or (c) he should go over Emma's head and go directly to Claudio to both get clarification on the issue and to complain about the lack of a timely response from Emma (though this would need to be handled sensitively).

**3A** Explain to students that Sanjit has two options when he follows up with Emma 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 students in the same groups as Exercise 3A and get them to compare answers before checking with the class. Do the same for the second video.

> **Option A**
> 1 She suggests an email as it is less imposing than a phone call and may be perceived as less pushy.
> 2 Go Global may have different or other information than they have and don't think the issue is urgent.
> 3 She responds almost immediately by email to say all is OK and she'll reply tomorrow. So, it perhaps shows a level of respect for Sanjit's urgency.
>
> **Option B**
> 1 within a few hours of his email; because it's really urgent
> 2 She seems surprised as he only sent the email yesterday afternoon. She says she hasn't had time to go through it in detail because she's juggling a lot of work. She says she isn't ignoring him, she's just busy.
> 3 Emma doesn't directly answer his questions about SendAll and looking for another distributor, but in the end he gets reassurance that everything is fine and that there is no need to worry. Emma also commits to responding by tomorrow morning.
> 4 Sanjit is frustrated as he feels Emma is not assigning an appropriate level of urgency to the situation. Emma is frustrated because Sanjit calls at a bad time and is only focused on his own concerns without appreciating Emma's workload. She also gives the impression that she doesn't see the problem as being as serious as Sanjit does.

**4** Put students in small groups and give them 3–4 minutes to brainstorm ideas. Encourage them to make notes. Get feedback from the class and if possible, list students' tips on the board so they can refer to them when they do Exercise 5.

**5** ▶ 7.3.4 Students should do this in the same groups as Exercise 4. Explain that they are going to watch the last section of the video, where the speaker gives tips for dealing with urgency and timeliness. Play the video and give students 3–4 minutes to discuss. Get feedback from the class and ask if any students use the strategies mentioned in the video. Invite individual students to share their opinions with the class.

> Like Sanjit and Emma, people have different opinions on how quick a response to an urgent issue should be and of what 'urgent' actually means. To improve clarity and understanding:
> **1** Write the word *urgent* in the subject line and mark the mail with high priority as a sending option. Also indicate by when you need or expect a response.
> **2** When receiving such emails, quickly acknowledge that you have received the mail, even if you're busy, and indicate when the sender can expect a response.
> **3** Follow up quickly, from either side, if the response date is missed. Focus on the information needed and not specifically on the delay or reasons for it.

## Reflection

**Students think about their approach to response times and how they can deal with urgency more effectively.**

**6** Allow students to work individually on this so that they can reflect on their own preferences and ideas. Then put them in pairs to discuss their answers. As feedback, elicit ideas from different students for each question and encourage brief class discussion.

## Functional language: Discussing priorities

**Students look at useful language to discuss priorities.**

**7A** Ask students to complete this exercise individually, using a dictionary if necessary, and get them to compare answers in pairs before checking with the class. During feedback, clarify meanings as necessary and encourage students to record the phrases in their notebooks.

> **1** prioritise **2** response **3** information **4** sorry
> **5** overloaded **6** respond

**7B** Do this as a quick whole-class activity.

> **1** Defining priorities **2** Responding **3** Requesting an update: high priority **4** Defining priorities

**8** Explain that students will roleplay telephone conversations to follow up on business communications. Put them in pairs and read through the scenarios with them. Ask them to think about how they would respond as the person making and taking the call, and encourage them to use phrases from Exercises 7A and 7B. Students could roleplay the calls by sitting back to back. After the roleplays, briefly discuss the calls with the class and ask students whether they found it easier to be the person making or taking the call.

> **Extra activities 7.3**
>
> **A** This exercise practises functional language from the lesson. It is a consolidation exercise, so you may prefer students to do it individually and compare answers in pairs before class feedback.
>
> **1** d **2** a **3** e **4** c **5** g **6** f **7** h **8** b

## Task

**Students practise the functional language from the lesson by roleplaying follow-up telephone calls.**

**9A** Put students in pairs but clarify that they should work individually for this stage. Explain the activity, making it clear to students that they will be roleplaying two different calls. Refer them to the scenarios on pages 129 and 132 and give them time to read the information. Remind them that they should use phrases from Exercises 7A and 7B and set a time limit. During the activity, monitor and help as necessary.

**9B** In their pairs, students first look at the scenarios again and check if there are any details they could add to make the situations more realistic for them. Allow 2–3 minutes for this, then ask students to roleplay their calls. If possible, ask them to record their conversations – they can use their recordings when they do Exercise 9C. During the roleplays, monitor and note down any errors in the use of the functional language phrases to highlight during feedback, but do not interrupt the calls.

**9C** Students discuss the questions in their pairs, using their recordings if they have them. Allow 3–5 minutes for this, then get feedback from the class and also highlight any points you noted during Exercise 9B.

**MyEnglishLab:** Teacher's resources: extra activities; Interactive video activities
**Workbook:** p.37 Exercise 1

# 7.4 ❯ Business skills
## Difficult negotiations

> **GSE learning objectives**
>
> - Can recognise indirect disagreement expressed through modifiers used during a negotiation.
> - Can propose action to be taken to resolve a conflict in a simple negotiation using fixed expressions.
> - Can understand factual details in work-related emails.

> **Warm-up**
>
> Ask students to think of a negotiation they have had recently; it can be in a work/study or free-time situation. Put them in pairs and ask: *Did the negotiation go the way you planned? Were there any difficulties?* Invite brief feedback from the class. Ask students to suggest some things they would find difficult in a negotiation. How would they deal with some of the problems?

## Lead-in

**Students are introduced to the four negotiating dimensions.**

**1** Put students in pairs. Go through the instructions and text with them, check they understand *dimensions* and give them 3–4 minutes to discuss in their pairs. Monitor and note down any interesting points or comments. Then open up the discussion to the whole class, highlighting any points you noted while monitoring.

> *Notes*
>
> **Question 1**
> What is important in any answer to this question is that students have considered the options and can give reasons to support their choices. The idea here is to identify risks of forgetting one of the four dimensions in your preparation.
>
> **Question 2**
> It is important to note here that when we experience others as being difficult, it may just be our subjective perception and not a universal truth because their thinking and ours are not aligned or because the other person feels their views and preferences are not being taken into consideration.
>
> **Question 3**
> What is important here is to get students reflecting on how and when others may perceive them as being difficult. Ideally, they will draw on the answer from question 2 and start thinking about also applying it themselves, realising that they too can be seen as being 'difficult'.

## Listening

**Students listen to a meeting in which a team leader is faced with difficulties in negotiations.**

**2A** 🔊 7.01  Explain that students are going to hear the first part of a negotiation where the team leader needs to talk about a difficult topic. Give them a moment to read the questions and point out that there are no right or wrong answers to questions 3 and 4, but students should support their answers with reasons. Play the recording, then check answers with the class. Note that question 4 is a lead-in question for the next sections of the lesson and so it is probably best to elicit students' own ideas but not give them a specific answer at this point.

> **1** The project is behind schedule. Haruki wants Javier in Japan to support the local team and make sure they finish their part of the project on time. He later adds that Javier's expertise is the most relevant.
> **2** No, he doesn't and he says it's too short notice.
> **3** Possible answers: There are a number of things Javier does (or doesn't do) which could be interpreted as 'difficult': he uses negative/confrontational language and tone; he doesn't acknowledge the point Haruki makes about expertise; he doesn't engage in dialogue or try to understand if and where Haruki's flexibility may lie; he doesn't ask any questions, like how long Haruki wants him to go for.
> **4** Students' own answers (see Notes above)

**2B** 🔊 7.02  Explain that you are going to play the next part of the conversation. Give students a moment to read the questions. Ask: *Do you think the conversation will go well? What do you think will happen?* Elicit ideas from a few students. Play the recording, then check answers with the class.

> **1** because he feels that Haruki has already made his decision
> **2** time differences
> **3** Yes, they do. Haruki says, 'We're both on the same wavelength about their experience.'
> **4** two weddings and his father's 60th birthday
> **5** that he doesn't speak Japanese

**2C** 🔊 7.03  Tell students that they are going to hear the final part of the conversation. You could ask them to predict the answers before listening and then play the recording for them to check. After checking answers with the class, ask: *Do you think that Haruki managed the conversation well?*

> **1** d  **2** a  **3** b  **4** c

**3** You could copy the tips onto the board and do this as a whole-class activity. Alternatively, ask students to do it individually. After checking answers, ask the class if they can suggest any other tips for managing difficulties in negotiations. Have they ever used any of these strategies?

> **1** take  **2** check  **3** set, process  **4** remain
> Haruki did all of them.

## Functional language: Dealing with difficulties in negotiations

**Students look at useful phrases for dealing with difficulties in negotiations.**

**4A** Read through the categories with the class and check they understand *acknowledge*. Give students 1–2 minutes to read the extracts from the recordings. You could ask them to complete the exercise individually and then compare answers in pairs before class feedback. Alternatively, if time is short, do the exercise with the whole class, checking answers as you go. Clarify any vocabulary as necessary.

> **a** 2, 4  **b** 1, 3  **c** 6, 8  **d** 5, 9  **e** 7, 10

**4B** Ask students if they find dealing with confrontation difficult. What strategies do they use? Give them a minute to read the statements and point out the suggested strategies in brackets. Nominate two students to read out the example statement and response. Can students think of any other responses? Ask students to complete the rest of the exercise individually or, in weaker classes, in pairs. When checking answers, you could nominate pairs of students to read out the statements and responses. With stronger classes, you could ask students to suggest other strategies (in addition to those suggested in brackets) and/or different responses.

**Possible answers**

**2** I understand your position, but we're all going to have to go the extra mile to make the deadline.
**3** I can understand that will be a long time for you. How long could you go for?
**4** How about if we think of some way of innovating?
**5** In other words, you do think it might work some other way?
**6** So what you're saying is, you don't like it. Can you tell me specifically what you don't like about the idea?

---

**Extra activities 7.4**

**A** Get students to do the exercise individually and compare answers in pairs before checking with the class. With stronger classes, you could ask students to cover the box and see how many of the gaps they can complete on their own.

**1** understand **2** mean **3** look **4** know **5** think
**6** take **7** opinion **8** explain **9** have **10** agree

**B** Still working individually, students match the sentences to the strategies. If they need more support, you could refer them back to Exercise 4A on page 75.

**a** 2, 8 **b** 4, 10 **c** 1, 7 **d** 3, 5 **e** 6, 9

---

> **Pronunciation bank**
> **p.117: Intonation when negotiating**

Say the example sentence from the box twice: the first time use no intonation and the second use a wide voice range as shown in the box. Ask students which version they think sounds more helpful and cooperative. Elicit opinions from different students. Point out that intonation can be important to show cooperation in negotiations. Refer students to the explanation in the box and drill the intonation shown in the example.

**1** 🔊 P7.02 Do this as a quick whole-class activity. Explain that students need to listen for the version which makes the speaker sound more cooperative and willing to negotiate. Play the recording, pausing after each sentence and eliciting the answer.

The second versions sound more cooperative and willing to negotiate.

**2** 🔊 P7.03 Play the recording for students to listen and repeat.

**3** Put students in pairs and give them 3–4 minutes to write their sentences. Monitor and check their sentences are correct before they practise saying them to each other. Then give students 2–3 minutes to practise saying their sentences while you monitor and correct their intonation as necessary.

---

## Task

**Students practise dealing with difficulties in negotiations by roleplaying three different scenarios.**

**5A** Put students in groups of three. Explain the task and give students time to read the scenarios. Point out that there will be three different discussions, each between two students. The third student will be the observer. Make sure students understand that they will be rotating roles and that they are clear about their roles for each scenario (refer them to the information in brackets in the scenarios).

**5B** Refer students to their role cards and give them time to read the information. Remind them that they should use phrases from Exercises 4A and 4B and point out that the observer needs to make notes on two things while listening: (a) how the discussion is managed and (b) which functional language phrases are used. Allow plenty of time for students to prepare while you monitor and help as necessary.

**5C** Before students begin, make sure they understand that they need to pause between roleplays to discuss the questions. Set a time limit for each roleplay and for each discussion. Monitor and note down any points to highlight during feedback but do not interrupt the roleplays or the discussions. Allow plenty of time for class feedback: ask students how the negotiations went. *How were they managed? What functional phrases did students use? What did they find most challenging?* Invite the observers to share with the class any points they noted while listening and highlight any points you noted while monitoring.

**MyEnglishLab:** Teacher's resources: extra activities; Functional language bank
**Pronunciation bank:** p.117 Intonation when negotiating
**Workbook:** p.37 Exercise 2

# 7.5 ❯ Writing
## An email giving reasons

**GSE learning objectives**

- Can infer the meaning of words from context in work-related documents on familiar topics.
- Can write a brief standard report conveying factual information, stating reasons for actions.
- Can support a main idea with examples and reasons.
- Can use a range of prepositions of time, such as *before*, *during*, *since*, *till/until*.

**Warm-up**

Write the following questions on the board: *1 Have you ever had to write an email to someone explaining why you couldn't meet a deadline? What was the response? 2 Why is it important to tell people when you are behind with work?* Put students in pairs or small groups and give them 3–4 minutes to discuss the questions. Get brief feedback from the class.

## Lead-in

**Students read and correct an email giving reasons and outlining required action for a problem.**

**1** Ask students to do the exercise individually and then compare answers in pairs before class feedback. After checking answers, you could get students to read the email again and ask them a few check questions: *What's the problem?* (An electrical failure has resulted in possible schedule delays.) *What solution is suggested?* (changing location to complete filming) *What difference will the location changes make?* (background scenery won't be exactly as planned) *If the changes are acceptable, when will the video be ready?* (by next Friday).

> **1** which **2** in **3** of **4** not **5** for **6** on **7** will **8** it
> **9** very **10** have **11** at

## Functional language

**Students look at useful phrases for introducing, giving reasons and outlining required action for a problem.**

**2A** Ask students to complete the table individually, using the email in Exercise 1 to help them if necessary. Check answers with the class and go through the phrases in the table with them. Check that students understand the phrases. You could point out or elicit the formal register and apologetic tone.

> **1** sorry **2** hit **3** Unfortunately **4** unforeseen **5** efforts
> **6** arisen **7** failure **8** because **9** caused **10** main
> **11** therefore **12** latest **13** re-assess **14** solve

### Extra activities 7.5

**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. Check answers with the class.

> **1** circumstances **2** hit **3** meet **4** reason
> **5** major **6** because **7** propose **8** solve
> **9** re-assess **10** inconvenience

### Optional grammar work

The email in Exercise 1 contains examples of prepositions of time, 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 email giving reasons for missing a deadline and outlining action required.**

**3A** Put students in pairs, refer them to the information on page 130 and answer any questions they may have. Check the answers to the matching task before students write their sentences. Remind pairs to use phrases from the table in Exercise 2 and allow them plenty of time to write their

sentences. Monitor and check/correct students' sentences as necessary. If time allows, invite a few students to share some of their sentences with the class. With weaker classes, you may wish to do an example with the class after checking answers to the matching task. With stronger classes, you could ask students to work individually.

> **1** c, iv **2** d, i **3** b, iii **4** a, ii
> **Possible answers**
>
> Unfortunately, we are unable to pay you on time due to a delay in payment from one of our customers. We are chasing this customer for payment and assure you that we will pay your invoice within two weeks.
>
> I am sorry to inform you that the work won't be completed on time because of an accident. We would therefore like to ask you for a short extension of a week to complete the job.
>
> Unexpected problems have affected our sales figures dramatically. We have received some bad publicity due to faulty products. We are therefore issuing a product recall and are planning a new marketing campaign to repair the brand image.
>
> Despite our best efforts, we are unable to complete your order at the moment. The problem is that we do not have enough items in stock. However, we are trying to source the items from other suppliers for you.

**3B** Ask students to turn to page 129 and give them time to read the notes. Explain the task and let students ask you any questions they may have. Tell them that they can use the model answer in Exercise 1 to help them, and that they should include phrases from Exercise 2 in their email. Also remind them how they need to organise the information in their email *(introduce the problem → give reasons → outline suitable action).* Set a time limit and while students are writing, monitor and help as necessary. If time is short, the writing task can be set for homework.

**3C** If students write their email for homework, you could do this exercise in the next lesson. Put students in pairs and ask them to read each other's emails and think about the question. You may wish to list the points they need to check on the board:
• *problems presented clearly?*
• *reasons given?*
• *suitable action outlined?*
You could also ask students to check the following: Did their partner use phrases from Exercise 2? If yes, how many? Did they use them correctly? Did they use the right register? Students could then rewrite their emails taking in their partner's feedback.

> **Model answer**
> From: Project Manager
> To: Production Director
> Subject: Unexpected problem
> Hi Sofia,
>
> I'm really sorry to tell you that an unexpected problem has arisen with the equipment we ordered for the new factory.
>
> The main reason for this problem is that the supplier we chose has gone bankrupt. I received a letter this morning informing me of this. As a result, we won't receive our order. Unfortunately, this leaves us in a very difficult situation because we do not have the machines we need.

Consequently, if we do not get the equipment, the factory opening will be seriously delayed, which we cannot afford. There is also a problem with the fact that we paid a deposit to the supplier when we ordered the equipment and it is unlikely that we will ever get it back.

I therefore propose that I investigate alternative suppliers and see if anyone can supply the equipment as soon as possible at a reasonable cost. Unfortunately, we will probably have to pay more for other equipment. I'll have information about the costs, delivery times and equipment specifications on your desk by the end of the week. Hopefully we can then make a decision and re-assess our schedule if necessary.

**MyEnglishLab:** Teacher's resources: extra activities; Interactive grammar practice; Writing bank
**Grammar reference:** p.124 Prepositions of time
**Workbook:** p.38 Exercises 1–4

# Business workshop ❯7
## Planning for a trade fair

### GSE learning objectives

- Can understand in detail work-related phone messages.
- Can recommend a course of action, giving reasons.
- Can discuss details of a work-related task (e.g. deadlines, specifications).
- Can write an effective and informative summary.

## Background

**Students read about Khilauna, Inc., a toy manufacturer in India.**

**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 It is a toy manufacturer. It produces fun and innovative toys for children. Its product range includes educational and musical toys and toys for outdoors.
2 It is planning for its participation at one of the most important toy trade fairs in Asia, which will be held in Hong Kong. It wants to guarantee its place in retail shops and chains.
3 Students' own answers

### Notes

*Khilauna* means 'toy' in Hindi. There are a number of Indian companies producing toys of all sorts sold around the world. There are also industrial areas set aside for factories as mentioned in the background information. One of the most important trade fairs in Asia is held every year in Hong Kong.

## Conference calls

**Students listen to conference calls about an upcoming trade fair.**

**2** ◀) BW 7.01 Ask students if they have ever taken part in a conference call. *How did it go? Was it easy to understand everyone? Were there any problems?* Explain that they are going to listen to a conference call at Khilauna, Inc. and go through the instructions with them. Also refer them to the photos and explain that they show the three people that will be taking part in the conference call. Give students a minute to read the notes, then play the recording. With 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 Games and toys for all  2 Tuesday  3 Friday  4 four
5 five  6 Monday  7 Saturday  8 five  9 seven
10 tomorrow morning / the next morning

**3A** Explain the activity and ask students to complete it individually. Get them to compare answers in pairs, then elicit a few ideas from students but do not confirm answers yet; students will check them in the next exercise.

**3B** ◀) BW 7.02 Play the recording for students to check their predictions from Exercise 3A, then check answers with the class.

1 Varinder  2 Aarav  3 Divya  4 Aarav  5 Divya
6 Varinder

**3C** ◀) BW 7.02 You could ask students to try to answer the questions before listening again, then play the recording for them to check/complete their answers. Check answers with the class.

Divya: have contracts prepared and brought along; put together lists of retail chains who will be at the fair

Varinder: invite buyers to the stand, organise a raffle, vouchers, an event and some catering

### Extra activities Business workshop 7

**A** This activity practises key vocabulary from the recordings. Ask students to do it individually, using their dictionaries to look up any unknown words. Check answers with the class, clarifying meanings as necessary. Encourage students to record the vocabulary in their notebooks, with example sentences.

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

## Prioritising tasks

**Students listen to answerphone messages and note the problems and action required.**

**4** ◀) BW 7.03 Explain that students are going to hear seven answerphone messages Rahul received after the conference call. Play the recording, twice if necessary, and get students to compare their notes in pairs. With weaker classes, you may

need to pause the recording after each message to allow students enough time to complete their notes. Check answers with the class, making sure students complete/correct their notes as they will need them for the next exercise. You could also write the answers on the board in note form for students to refer to during Exercise 5.

> **1** Divya: wants to know plans for kick-off meeting and daily meetings in Hong Kong
> **2** Aarav: he isn't happy with the sales contracts Divya wants to prepare and says she keeps bothering his staff
> **3** Divya: contracts aren't finished and Aarav is being difficult – wants Rahul to do something
> **4** Varinder: needs the client list in order to send out tickets; wants to check if they're giving out vouchers, if the website has been updated and if a decision was made about the raffle; has heard the stand will be small, which affects catering; wants Rahul to tell her what to do and says it's urgent
> **5** Varinder: not enough single rooms at hotel – wants to know if she should start looking for another hotel
> **6** Aarav: courier company doesn't have correct paperwork to get into conference centre – needs to know who to phone
> **7** Divya: flight has been cancelled – needs to know if she can rebook another flight or if she has to contact the travel department; says it's really urgent

**5** Put students in pairs and go through the instructions with them. Explain what a matrix is (see Notes below) and tell them that the table here includes the main information that would usually be found in one. Remind students to refer to their notes or the notes on the board to prioritise the messages. Get them to use notebooks or give them paper to copy the grid on a larger scale so that they can fit in the information. Point out that there is no need to classify the tasks in boxes 3 and 4: box 3 is mainly for tasks that could be carried out by other people rather than yourself, and box 4 is for tasks which are not important and not urgent and so do not require action.

> *Notes*
>
> The information shown in the table is a variation on a way of organising and prioritising information referred to as the *Eisenhower matrix* (named after the former president of the USA) or the *Urgent-important matrix.* The quadrants in the table indicate tasks that should be prioritised in the following way:
>
> **1** are important and need to be done first or the same day.
> **2** are important but not as urgent and should be scheduled or put into a calendar.
> **3** although urgent, these are less important for you and could be delegated to others.
> **4** are neither urgent nor important and do not require action.
>
> As opposed to a to-do list, which simply lists tasks that need to be completed, this type of matrix allows the user to differentiate activities which are both important and genuinely require urgent action as opposed to those which can be deferred. As a result, it is easier to identify which tasks should be focused on immediately and which are longer-term goals.

> **Extra activities Business workshop 7**
>
> **B** This exercise practises key vocabulary from the lesson. Ask students to do it individually, then get them to compare answers in pairs before checking with the class. During feedback, clarify meanings as necessary.
>
> **1** prioritise  **2** categorising  **3** matrix  **4** cut
> **5** estimate  **6** complicated  **7** deadlines
> **8** interruptions  **9** multi-tasking

## Task

**Students create a plan to exhibit at a trade fair.**

**6A** Put students in small groups and explain that they are going to create a plan to exhibit at a trade fair. Explain the activity and give students time to read the advert and answer the questions.

> **1** It is sponsored by the Alliance of Industrial Partners to encourage new ideas and innovation.
> **2** 150
> **3** Send in your application by 10 January and describe your product or idea as clearly as possible.
> **4** by 8 February

**6B** Go through the instructions with students and make sure they understand the scenario: they are going to take part in the trade fair they read about in Exercise 6A, presenting a time management app. They need to work on a two-month timetable for the tasks listed. They need to discuss the various tasks, prioritise them, put together their to-do lists and then work through the time management tips given in Exercise 5 to produce their timetable. Give students 2 minutes to read through the list of tasks and let them ask you any questions they may have. Set a time limit and ask them to begin. Encourage them to use computers or other devices to construct the timetable or provide paper and coloured pens to allow colour-coding. During the activity, monitor and help as necessary. When groups have finished, get feedback from the class. Did students use the tips in Exercise 5 to prioritise the tasks? Were there any difficulties? If time allows, you could ask groups to present their timetables to the class.

## Writing

**Students write a summary of successful participation in a trade fair.**

**7** This exercise can be done in class or for homework. Explain the scenario and writing task to students: the trade fair was a success and they have been asked to write a summary for colleagues wishing to take part in the fair in the future. They need to explain how they set up a realistic timetable which enabled them to complete a major task and its subtasks successfully. You may wish to let students discuss in their groups from Exercise 6 first, and then ask them to plan their summaries individually. If students write their summaries in class, you could encourage some peer feedback afterwards: put them in pairs with someone who worked in a different group in Exercise 6 and get them to (a) suggest improvements for their partner's summary and (b) identify differences in the approach to prioritising between their own group and their partner's group.

**Model answer**

At the beginning of February we were notified that we had a place at the fair. We then began to decide on our overall goals and the subtask: the message we wanted to get across. The second step was designing our stand, including two subtasks: finding someone to build it and choosing its location. In step three, we decided who was going and booked flights and hotels. These tasks were finished by the end of February.

In March, we got the list of participants and in step four, we decided who to contact and began to email them to set up a timetable of meetings. Subtask one was designing business cards and finding a print shop. In subtask two, we also designed and printed posters, and subtask three was about our use of social media. In our last step, we purchased the supplies we needed for the stand.

**MyEnglishLab:** Teacher's resources: extra activities

# Review ◀ 7

**1 1** allocate  **2** priorities  **3** goals  **4** schedule
   **5** maximise  **6** break
**2 1** for  **2** ahead  **3** out  **4** wasted  **5** on  **6** spend
   **7** at
**3 1** all day  **2** latest  **3** a daily basis  **4** never  **5** rarely
   **6** occasionally  **7** usually  **8** any day  **9** time to time
**4 1** overloaded  **2** prioritise  **3** priority  **4** deadline
   **5** response  **6** feedback  **7** update
**5 1** e  **2** c  **3** d  **4** b  **5** a
**6 1** sorry  **2** due  **3** hit  **4** Despite  **5** efforts  **6** caused
   **7** failure  **8** therefore  **9** solve  **10** re-assess

# 8 ▸ Change

## Unit overview

| | CLASSWORK | | FURTHER WORK |
|---|---|---|---|
| **8.1** ▸ **Change at Brompton Bikes** | **Lead-in** | Students discuss their views on change in the workplace. | **MyEnglishLab:** Teacher's resources extra activities; Reading bank |
| | **Video** | Students watch a video about introducing and managing change in the workplace. | **Teacher's book:** Resource bank Photocopiable 8.1 p.148 |
| | **Vocabulary** | Students look at vocabulary related to change management. | **Workbook:** p.39 Exercises 1–3 |
| | **Project** | Students do a quiz to find out how adaptable they are. | |
| **8.2** ▸ **Managing change** | **Lead-in** | Students discuss changes at different life stages and their own attitude to change. | **MyEnglishLab:** Teacher's resources: extra activities |
| | **Listening** | Students listen to someone talking about changes in their life and their reactions to these changes. | **Grammar reference:** p.124 Reported speech and reporting verbs |
| | **Grammar** | Students study and practise reported speech and reporting verbs. | **Pronunciation bank:** p.117 /s/, /z/, /ʃ/, /tʃ/ and /dʒ/ |
| | **Speaking and writing** | Students talk and write about major changes in their lives. | **Teacher's book:** Resource bank Photocopiable 8.2 p.149 |
| | | | **Workbook:** p.40 Exercises 1–3, p.41 Exercises 1–3 |
| **8.3** ▸ **Communication skills:** Coaching and mentoring | **Lead-in** | Students discuss the function of coaching and mentoring. | **MyEnglishLab:** Teacher's resources: extra activities; Interactive video activities |
| | **Video** | Students watch a video about different approaches to supporting colleagues. | **Workbook:** p.42 Exercise 1 |
| | **Reflection** | Students reflect on the main points and conclusions from the video and discuss their own approach to coaching and mentoring. | |
| | **Functional language** | Students look at useful language for coaching and mentoring. | |
| | **Task** | Students practise offering support to colleagues using a mentoring or coaching approach. | |
| **8.4** ▸ **Business skills:** Brainstorming | **Lead-in** | Students discuss brainstorming. | **MyEnglishLab:** Teacher's resources: extra activities; Functional language bank |
| | **Listening** | Students listen to a brainstorming meeting. | **Pronunciation bank:** p.117 Voice range |
| | **Functional language** | Students look at useful language for leading brainstorming sessions. | **Workbook:** p.42 Exercise 2 |
| | **Task** | Students take part in a brainstorming session. | |
| **8.5** ▸ **Writing:** Press release | **Lead-in** | Students read a press release and practise checking written work for mistakes. | **MyEnglishLab:** Teacher's resources: extra activities; Interactive grammar practice; Writing bank |
| | **Functional language** | Students look at useful language for press releases. | **Grammar reference:** p.125 Passive voice with reporting verbs |
| | **Task** | Students write a press release. | **Workbook:** p.43 Exercises 1–3 |
| **Business workshop 8** ▸ Chillhot Sauces, Malaysia | **Reading** | Students read an article about tyre manufacturer Michelin and changes that were made to the way the company is run. | **MyEnglishLab:** Teacher's resources: extra activities |
| | **Reading and listening** | Students read a text and listen to a conversation about the reaction of Chillhot Sauces employees to news about the company. | |
| | **Task** | Students roleplay a meeting to discuss rumours about a company. | |

**Business brief**

The main aim of this unit is to introduce the concept of **change** in the workplace and in professional life.

Change is inevitable, both in the context of life and business. Most workers can expect to experience a number of changes during their career. Often the **stage in life** reflects some of the changes that may be experienced; for example, changing university to study for **professional qualifications** may happen early in a career whereas **retirement** would be later. In the middle, employees might encounter **promotion**, **redundancy**, **retraining** and **relocation**.

Businesses also **evolve** and change in order to **keep growing**. Generally, the aim of many changes within an organisation will be to **cut costs**, move **location** or improve **efficiency**. It may be necessary to **weigh up** both **benefits** and **risks** for the organisation, customers and employees.

Any **successful** change requires good **communication** before **implementation**. Staff need to be **consulted** about **plans** for change as they may be **apprehensive**. It can therefore help **morale** to be given the opportunity to ask questions about why, how and when this change will occur and how it will affect them – for example, where roles might be **amalgamated** or disappear altogether.

During times of change, an organisation might offer **careers advice** or **counselling** in order to help people work out how to navigate the process. During times of **transition**, career **coaching** or **mentoring** can be helpful in identifying how to embrace change or where change might be needed.

Major changes may encourage people to **re-evaluate** their **work–life balance** or direction. This might involve moving away from having a regular salary and starting their own business or becoming a **freelancer**. This might involve working for companies on **short-term** or **long-term contracts** without being an employee. In these situations the move away from **job security** might be rewarded with greater **flexibility**.

**Change and your students**

Pre-service students need to be aware of the concept of change during their studies (changing schools or locations, changes to course content as their studies progress, new teachers and friends, etc.). In-service students should be more aware of professional changes and may have experienced some in their own working life. Point out to students that change is often part of modern working life and being able to adapt to change and new circumstances is a key skill.

## Unit lead-in

Elicit a brief description of the photo and ask students how they think it might be related to the unit title, *Change*. Students could discuss the quote in pairs, small groups or as a whole class: Do they agree with the quote? Why might people fight change? Is it always best to focus on building the new? Check if students have heard of Socrates and get them to share anything they know about him (he was an ancient Greek philosopher who is often credited as being one of the founders of Western philosophy).

# 8.1 ❯ Change at Brompton Bikes

### GSE learning objectives

- Can extract specific details from a TV programme on a work-related topic.
- Can follow a wide range of factual and creative texts and summarise themes and opinions.
- Can describe their reasons for resisting a change.
- Can express understanding about someone's reaction to change.
- Can describe in detail why they agree or disagree with a suggested work-related change.

### Warm-up

Ask students if they know any companies that make bicycles. Do they know where they are based? Then ask the following questions around the class: *Is cycling popular in [the students' country/-ies]? What type of bicycles do you see when you're in the city? Do people use safety equipment when they cycle?*

## Lead-in

**Students discuss their views on change in the workplace.**

**1** Put students in pairs to discuss the questions for 3–4 minutes and then broaden into a class discussion. If your students have work experience, you could ask if they have ever worked for a company that has moved location. What was the experience like? If your students have not had work experience, you could ask them if they know any companies that have moved location. Do they think the move was a good idea?

## Video

**Students watch a video about introducing and managing change in the workplace.**

**2A** ▶ 8.1.1   Explain that students are going to watch the first section of a video about a company called Brompton bikes. Ask if anyone has heard of the company. Then draw students' attention to the photo and ask students why they think Brompton bikes might be unusual. Elicit ideas around the class, then play the video (from 0:00 to 0:39) for them to check their ideas.

> Brompton bikes are unique because they can be folded and unfolded easily.

**2B** ▶ 8.1.1   Give students a minute to read the questions and play the rest of the video. With weaker classes, you may need to play it a second time or pause briefly after answers are given, to allow students time to process the information and make notes. Get students to compare answers in pairs, then check with the class.

> **1** In order to keep growing, the company needed more space (and to have all staff on one site).
> **2** The move was successful because they only lost two days' production in each department and they only lost six members of staff (out of 230).
> **3** Staff seem quite happy overall, or at least Tommy does. He was able to move house, so it only takes him 40 minutes to cycle to work. He also says the working conditions on the new site are much better.

**3** ▶ 8.1.1   Play the the video again from 0:00 to 0:26. Check answers with the class and check students understand *improve efficiency*, *adapt to* and *uncertainty*.

> **1** fact of life   **2** moving house   **3** new job
> **4** constantly face   **5** improve efficiency   **6** adapt to
> **7** uncertainty   **8** careful management

**4** ▶ 8.1.1   Ask students to do this individually. Give them time to read through the statements before playing the video (from 0:27 to the end). 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. Get students to compare answers in pairs before checking with the class.

> **1** T (80 percent of the bikes are exported, mainly to Japan, East Asia and Europe.) (Presenter)
> **2** F (we are now nearly 230) (Greg)
> **3** T (We considered that the biggest risk to the business was losing the staff that we'd spent many years training.) (Greg)
> **4** F (it was already an hour and a half by tube or a 45-minute cycle) (Tommy)
> **5** F (We made sure we consulted with all our staff and told them about the potential location, before we actually signed the lease.) (Greg)
> **6** T (We moved some departments before Christmas 2015 and others during January 2016.) (Greg)
> **7** T (The working conditions in the new site are much better. It's much more open, there are a lot more windows, which actually makes it a much nicer view altogether.) (Tommy)

**5** Put students in pairs to discuss the question. After 2–3 minutes, open the discussion to the whole class. Invite a few students to share their views with the class, then ask: *What would make the change better or worse for you?*

## Extra activities 8.1

**A** ▶ 8.1.1 This activity provides students with extra listening practice. Give them time to read through the extract before playing the video again. To help them, you could tell them that they need to use 1–4 words in each gap. Get students to compare answers in pairs before checking with the class.

> **1** production **2** six people **3** move back home
> **4** 40 minutes **5** much more open
> **6** canteen **7** a lot more space **8** major benefits
> **9** site **10** improved enormously

## Vocabulary: Change management

**Students look at vocabulary related to change management.**

**6A** This exercise can be done individually or in pairs. Check answers with the class but do not focus on meaning yet; students will discuss the meaning of the words in bold in the next exercise.

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

**6B** Put students in pairs. Allow them to use dictionaries if necessary. If there is time, you could then join pairs into groups of four to compare ideas. Discuss and clarify meanings with the class, and elicit ideas about how the words might relate to change management.

> **Possible answers**
>
> **1e** keep growing = continue expanding or increasing in size and strength
> to move = go to work in a different office or place
> **2f** weigh up = consider something carefully so that you can make a decision about it; assess or evaluate
> risk = something or someone that is likely to cause harm or danger
> benefit = an advantage, improvement or help that you get from something
> **3a** apprehensive = worried or nervous about something that you are going to do, or about the future
> the move = the act of going to work in a different office or place
> **4d** consult = to discuss something with someone so that you can make a decision together
> **5b** efficient = if someone or something is efficient, they work well without wasting time, money or energy
> **6h** cope (well) with something = to succeed in dealing with a difficult problem or situation
> **7g** adapt (well) to something = to gradually change your behaviour and attitudes in order to be successful in a new situation
> **8c** morale = the level of confidence and positive feelings that people have, especially people who work together, who belong to the same team
>
> The words relate to change management because they are all about assessing the advantages and disadvantages of change, adapting to new or different situations and making change more successful by discussing change and working together.

**7** You could do this as a whole-class activity, eliciting the answers and inviting students to come up and write the correct words on the board. Alternatively, let students work individually and get them to compare answers in pairs before checking with the class. During feedback, clarify meanings as necessary.

> **1** plan **2** communicate **3** teamwork **4** engage
> **5** implement **6** improve **7** measure **8** success

**8** Make sure students are aware that they will need to change the form of the word in brackets and also use different parts of speech. You may wish to do the first item as an example. Get students to do the exercise individually, then check answers with the class. If there is time for discussion, ask: *Do you agree with the tips? Are there any other tips you would add to the list?*

> **1** adapt **2** implement, efficiency **3** successful, improvements **4** planning, apprehension **5** weigh, risks

**9** Put students in pairs and set a time limit for the discussion. If students do not wish to use a personal example or talk about someone they know, you could encourage them to think of a company that has recently undergone a change and answer the questions as though they were one of the employees. After students have discussed in their pairs, get brief feedback from the class.

## Extra activities 8.1

**B** This activity practises and extends key vocabulary from the lesson. You could ask students to complete it individually, using their dictionaries if necessary. Alternatively, if time is short, you could do it as a quick whole-class activity: copy the table onto the board, elicit the correct words and write them in the gaps (or invite students to come up and write them). Do not focus on meaning yet as students will do this in the next exercise.

> **1** adapt **2** adaptable/adapted **3** benefit
> **4** engage **5** improvement **6** implement
> **7** measure **8** planning **9** risk **10** successful

**C** Students could do this individually, checking answers in pairs before class feedback. Alternatively, if time is short, you could do it with the whole class by reading out the definitions and eliciting the correct words and parts of speech from students.

> **1** engage **2** improvement **3** benefit (n)
> **4** measure (n) **5** succeed **6** risk (v)
> **7** adaptable **8** implement (v)

## Project: Adaptability quiz

**Students do a quiz to find out how adaptable they are.**

**10** This project consists of five stages: reading the quiz questions on adapting to change, having a discussion about three personality types, writing a short personality description, creating a few additional questions for the quiz and testing

out the complete quiz on a classmate. Start by telling students that they are going to do a quiz to find out how adaptable they are. Ask: *What sort of questions do you think the quiz might include?* Put students in pairs and ask them to turn to page 135. Explain that as they do the quiz, they should keep a note of their answers: As, Bs or Cs. Allow plenty of time for students to read and complete the quiz, and then to discuss what they think their answers say about them.

**11A**  Check in open class how many students were 'Mostly As', 'Mostly Bs' or Mostly Cs'. Explain that the results describe three personality types. Ask students to look at the A answers in the quiz again and describe the type of person that might choose them, for example: *someone who is very flexible, perhaps too flexible, and is usually happy to go along with other people's decisions.* Direct students to page 131 to read the description and say whether they think it is accurate.

**11B**  Put students in groups of four, each consisting of two sub-pairs, and explain the activity. One pair writes a short description of the personality type that would answer 'Mostly Bs', and the other pair writes a short description of the personality type that would answer 'Mostly Cs'. Tell students that they can use the example phrases and the description for 'Mostly As' to help them. Highlight, or ask students to notice, some of the structures for describing people (e.g. *You can sometimes be too / a little … ,  You often …*) and for giving advice using the imperative and modal verbs (e.g. *Start with … , It might be helpful to … , You could consider -ing.*).

**11C**  Students now rejoin their group of four, compare descriptions for personality types B and C and discuss whether the other pair's description is accurate. Ask for students' reactions to these types of psychological/magazine-style quizzes.

**12A**  Students should do this in the same pairs as Exercise 11B. Explain that they are going to write 2–3 more questions for the quiz. Make sure it is clear that the replies should reflect the three personality types, A, B and C. If time is short or with weaker students, write the possible questions below on the board and ask students to write suitable replies for A, B and C.

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**Possible questions**

**6** Why is change important to you?
  **A** I haven't really thought about it.
  **B** Because I don't want to keep doing the same old things.
  **C** Because I want to grow and learn new things.
**7** When you think about your problems now, do you:
  **A** blame yourself and feel bad?
  **B** blame other people and feel angry or frustrated?
  **C** accept responsibility and think about how you can change things?
**8** What do you usually think when things don't go as planned?
  **A** I've been lucky or unlucky.
  **B** People are responsible for their own luck.
  **C** People can learn from their errors.
**9** How do you see your future?
  **A** I don't know. I prefer to live in the moment.
  **B** My future is clearly planned out for the next five years. I like to plan ahead.
  **C** I have certain goals and there are different ways of achieving those goals.

---

**12B**  Students now work in new pairs (from their group) and test out the complete quiz – the questions in Exercise 10 and their own questions. Finally, they talk about the results and whether they agree with the personality descriptions.

**MyEnglishLab:** Teacher's resources: extra activities; Reading bank
**Teacher's book:** Resource bank Photocopiable 8.1 p.148
**Workbook:** p.39 Exercises 1–3

# 8.2 ❯ Managing change

**GSE learning objectives**

- Can understand main points and check comprehension by using contextual clues.
- Can understand the speaker's point of view on most topics delivered at natural speed and in standard language.
- Can describe the personal significance of events and experiences in detail.
- Can narrate a story in detail, giving relevant information about feelings and reactions.

---

**Warm-up**

Write the following on the board: *20s, 30s, 60s.* Ask: *What life changes might happen at these ages? What professional changes might happen?* Put students in pairs or small groups to discuss the questions. Open the discussion to the class and ask: *At what age in life are the greatest number of changes likely to occur?*

---

## Lead-in

**Students discuss changes at different life stages and their own attitude to change.**

**1**  Go through the instructions and phrases in the box with students. Check they understand *disruptive*. Put them in pairs and give them 3–4 minutes to discuss, then elicit ideas from different students on each of the changes in the box.

## Listening

**Students listen to someone talking about changes in their life and their reactions to these changes.**

**2A**  🔊 8.01  Students should do this individually. To help them, you could tell them that they need to listen for four options. Play the recording, then check answers with the class.

---

Igor had four options:
**1** His teacher advised him to follow his passion – music.
**2** His parents told him to study accountancy.
**3** His friend Piotr suggested doing architecture together.
**4** His brother suggested he swapped subjects and studied physics and played music part-time.

---

**2B** 🔊 8.02  Explain that students are now going to hear Igor talking about his decision. Whose advice did he follow? Was it a change for the better? Play the recording, then check answers with the class.

> He listened to his brother's advice. It was a change for the better. He's enjoying studying physics and he gets to play in his band at weekends.

**3** 🔊 8.03  Explain the activity and give students a moment to read the questions. With weaker classes, you may need to play the recording a second time for students to complete their answers.

> **Possible answers**
>
> **Ethan**
> 1 Ethan's boss told him she was leaving.
> 2 Ethan was upset. He's working long hours and is finding it difficult to cope. He's thinking of finding a new job or changing departments.
> 3 It was a change that made things worse.
>
> **Pranali**
> 1 Pranali was made redundant / lost her job.
> 2 Pranali's good at adapting to change but at first she felt very low and didn't know what to do with herself. However, she set up her own business as a management consultant and is very happy now.
> 3 It was a change for the better.
>
> **Boon Tek**
> 1 Boon Tek had to move laboratories / move to a different city for work.
> 2 He seems annoyed because management hadn't consulted staff about the relocation: it was an upheaval, not well planned, they didn't anticipate risks and it was chaotic. He says it's very important to have a shared purpose and for everyone to be informed. In the end, he settled into the new laboratories and can see that he's better off than before.
> 3 He thinks it was a change for better, but it took time to adapt.
>
> **Leticia**
> 1 Leticia retired early / took early retirement.
> 2 She thought she would enjoy retirement but she missed work and her colleagues. Her husband, Juan, suggested going back to work, so she decided to become a tai-chi instructor.
> 3 It was a change for the better.

**4** 🔊 8.03  Give students time to read through the questions and options, then play the recording again, twice if necessary. Check answers with the class.

> **1** a  **2** b  **3** c  **4** c

**5**  Put students in pairs and give them 3–4 minutes to discuss the question. Get brief feedback from the class.

## Extra activities 8.2

**A** 🔊 8.03  This activity practises key vocabulary from recording 8.03. Give students time to read through the summaries before attempting the exercise. If necessary, they can listen to the recording again. Check answers with the class, clarifying meanings as necessary.

> **1 Ethan**
>   **1** got upset  **2** smooth transition  **3** get on with
>   **4** cope with  **5** changing departments
> **2 Pranali**
>   **1** flexible  **2** good at adapting  **3** stressful
>   **4** comfort zone  **5** support
> **3 Boon Tek**
>   **1** move  **2** consulted  **3** relocation
>   **4** be informed  **5** change for the better
>   **6** planned well
> **4 Leticia**
>   **1** retirement  **2** product manager  **3** retrain
>   **4** stress  **5** purpose  **6** part-time

# Grammar: Reported speech and reporting verbs

**Students study and practise reported speech and reporting verbs.**

**6**  Ask students what they can remember speakers saying in Exercise 4. Choose one or two suggestions and write the information on the board as direct speech. Ask students to help you rewrite the statements in reported speech. Elicit why reported speech is used and what changes students can see in the reported statements on the board. You may wish to refer students to the Grammar reference on page 124 at this point, and go through the first two sections with them before they complete the exercise. Do not focus on the *Reporting verbs* section yet – students will look at these in the next exercise. Ask students to complete the reported statements individually and get them to compare answers in pairs before class feedback.

> **1** didn't like, made (*doesn't like* and *make* are also possible as this is still true)
> **2** (had) lost, was / had been, came / had come
> **3** was able to, were
> **4** was looking / had been looking, (had) missed, would give

**7A**  Students can look at the Grammar reference on reporting verbs (page 124) before or after this exercise. Go over the grammar with them and answer any questions they may have. The exercise can be done individually or as a whole class, checking and explaining answers as you go.

> **1** advised  **2** insisted  **3** confirmed  **4** informed
> **5** complained  **6** suggests  **7** suggested  **8** promised
> **9** promised  **10** promised

**7B** Point out that some reporting verbs can be matched with more than one structure. Ask students to complete the exercise individually, using the Grammar reference on page 124 to help them if necessary. Check answers with the class.

> **verb (*that*) + clause:** insist, confirm, complain, promise*, suggest*
> **verb + *-ing*:** suggest*
> **verb + *to* + infinitive:** promise*
> **verb + someone (*that*) + clause:** inform, promise*
> **verb + someone + *to* + infinitive:** advise
> *Note that *suggest* has <u>two</u> possible structures and *promise* has <u>three</u> possible structures.

> **Pronunciation bank**
> **p.117:** /s/, /z/, /ʃ/, /tʃ/ **and** /dʒ/
>
> **Warm-up**
> Dictate the example words: *promised – price, advised – size*. Ask students to say which letters are different but pronounced the same in each pair (/s/: *s* and *c*; /z/: *s* and *z*). Elicit more words where the two consonant sounds are spelled in different ways (e.g. /s/: *device, voice, customer, miss*; /z/: *easy, revise, prize, zone*). Go through the explanation in the box with students and model/drill the consonant sounds.

**1** Put students in pairs and explain that they need to categorise the words according to the pronunciation of the letters in bold. Encourage them to say the words aloud in order to decide. Do not confirm answers yet – students will check them in the next exercise.

> /s/ decision, insisted, offices
> /z/ business, lose, prices
> /ʃ/ anxious, appreciate, passion
> /tʃ/ actually, changes, questions
> /dʒ/ changes, management, suggests

**2** 🔊 P8.01  Play the recording for students to check their answers to Exercise 1. Go over the answers as a class and if necessary, drill the words around the class to making sure students are pronouncing the consonant sounds correctly.

**3** Students can do this in the same pairs as Exercise 1. Explain the activity and do an example with a stronger student. During the activity, monitor and correct any errors in the pronunciation of the consonant sounds.

**8A** Explain the activity, give students 1–2 minutes to read the statements and point out that some can be matched to more than one person in the box. Put students in pairs to complete the exercise, then check answers as a class. Elicit all the possible answers for each statement.

1 a brother or sister (or a classmate)   2 a classmate
3 an employee (or a new work colleague)
4 an administrator   5 a technician
6 a new work colleague (or a brother or sister)

**8B** Go through the instructions with students and draw their attention to the example. Point out that words have been left out and remind students that they shouldn't report the information word for word. Also tell them they need to be careful with changes to personal pronouns (e.g. *your tablet – my tablet*), changes with time expressions (e.g. (*tomorrow – the next day*) and changes with demonstrative pronouns (e.g. *this form – the form*). Get students to do the activity individually or in pairs, depending on the level of your class, then check answers with the class. Point out any differences where more than one way of reporting is possible.

> **Possible answers**
> **2** My classmate suggested moving the desks so that we could work in a group. / My classmate suggested (that) we move the desks so that we could work in a group.
> **3** The employee promised to send me last month's figures (first thing) the following Monday.
> **4** The administrator insisted that I send/sent her a copy of my passport with the/my application.
> **5** The technician has confirmed that they will be installing the new equipment tomorrow at 8.30 a.m. (and asked me/us to make sure I/we would be in at that time). / The technician confirmed that they would be installing the new equipment the next day at 8.30 a.m. (and asked me/us to make sure I/we would be in at that time).
>
> **6** My new colleague promised not to use my coffee cup again. / My new colleague promised (that) he/she wouldn't use my coffee cup again. / My new colleague promised me (that) he/she wouldn't use my coffee cup again.

> **Extra activities 8.2**
>
> **B** Ask students to do the activity individually, as a consolidation exercise. You could get them to compare answers in pairs before checking with the class. Remind them that they can refer to the Grammar reference on page 124 to help them.
>
> **1** b  **2** c  **3** a  **4** c  **5** d  **6** b  **7** c  **8** b  **9** d  **10** a

## Speaking and writing

**Students talk and write about major changes in their lives.**

**9A** Explain the activity, go through the questions with students and give them time to prepare what they are going to say. Monitor and help as necessary.

**9B** Put students in pairs to talk about their experiences. Remind them that they need to take notes as they listen to their partner.

**10A** Put students in new pairs. Explain the activity and remind them to use their notes from Exercise 9B. Monitor and note down any errors students make with reporting verbs. Highlight these during feedback.

**10B** Students can do this in class or for homework. Point out the word limit and remind students that they need to include at least six reporting verbs in their story.

---

**Model answer (based on Igor's story in Exercise 2)**

Igor [1]told me that when he was at school, he didn't know which degree to do. His teacher [2]advised him to follow his passion and study music, but his parents [3]told him to study accountancy because he would get a better job. Then his best friend, Piotr, [4]suggested doing architecture with him and he took his friend's advice. Igor [5]said the first year had been awful because it was challenging and competitive. He [6]complained that he had found out too late that you had to study and work long hours. Igor became demotivated and he was going to drop out of university, but then his older brother [7]suggested he swapped subjects and studied physics instead and played music part-time. However, his parents still [8]insisted that he should study accountancy. In the end, he followed his brother's advice. He [9]told me it was definitely a change for the better. Now, he's enjoying studying physics and he still has time to play in his band at weekends. He [10]says they will probably have a gig at a festival this summer.

---

**MyEnglishLab:** Teacher's resources: extra activities
**Grammar reference:** p.124 Reported speech and reporting verbs
**Pronunciation bank:** p.117 /s/, /z/, /ʃ/, /tʃ/ and /dʒ/
**Teacher's book:** Resource bank Photocopiable 8.2 p.149
**Workbook:** p.40 Exercises 1–3, p.41 Exercises 1–3

# 8.3 ❯ Communication skills
## Coaching and mentoring

**GSE learning objectives**

- Can extract specific details from a TV programme on a work-related topic.
- Can justify and sustain views clearly by providing relevant explanations and arguments.
- Can ask open-ended questions to better understand the specific details of a problem.
- Can give advice on a wide range of subjects.
- Can give detailed feedback about someone's performance on a familiar task or project.

**Warm-up**

Write *sport*, *work* and *study* on the board. Ask the following questions around the class, eliciting ideas and reasons from different students: *What help might people who are starting a new sport, job or course need? Who might help them? What characteristics would the person helping need? If someone was helping you, would their level of skill or their personality be most important? Why?*

## Lead-in

**Students discuss the function of coaching and mentoring.**

**1A** Give students 2 minutes to read the definitions of *coaching* and *mentoring*. Check understanding and let them ask you any vocabulary questions they may have. Put students in pairs, give them 3–4 minutes to discuss the questions, then get feedback from the class.

---

**1** In general, the key difference is that coaching does not give advice. Mentoring does.
**2–3** Students' own answers

---

**1B** This can be done as a quick whole-class activity or you may prefer to let students discuss in their pairs first before checking answers with the class.

---

**1** mentoring **2** coaching **3** mentoring **4** coaching

---

## Video

**Students watch a video about different approaches to supporting colleagues.**

**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. 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** Sanjit wants Katie to lead on EN-Tek's partnership opportunity with a distributor in Vietnam.
**2** He is concerned because he knows Katie was looking forward to expanding the Bangladeshi market. He's also concerned about the best way to convince her to step out of her comfort zone: whether to take a direct or indirect approach.
**3** She thinks Sanjit will want her to grow the Bangladesh market further.
**4** She would be comfortable with that and thinks she'd be really good at it.

---

**3A** Explain to students that Sanjit has two options when he discusses future projects with Katie and go through the details of Options A and B with the class. Check students understand *directive*. Make it clear that they 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** ▶ 8.3.2 ▶ 8.3.3 Give students time to read the information in the table. Point out that for some options, students will need to tick *both* A and B in the table. Play the videos in the order the class has decided, then check answers with the class.

---

**1** B **2** A **3** A, B **4** A, B **5** B **6** B

---

**4** You could discuss the questions with the class or let students discuss in pairs first. Encourage students to take notes.

> **1a** At the end of Option A, Katie feels unsure and apprehensive about the new role – she feels she 'might be in over [her] head'. She feels more positive at the end of Option B: although it is still 'a leap into the unknown', she says 'it doesn't seem so daunting now' and recognises that it is a great opportunity'.
> **1b** At the end of Option A, Katie feels disappointed that Sanjit didn't listen properly to her concerns. We don't hear directly how she feels about communication with Sanjit at the end of Option B, but she responds positively to his communication style in this option. She seems reassured by talking through the concerns she raises in this option and by the fact that Sanjit will 'always be on call' to support her.
> **2** Students' own answers

**5** ▶ 8.3.4 If students did Exercise 4 in pairs, keep them in the same pairs for this exercise. Explain that they are going to watch the last section of the video, where the speaker talks about the advantages and disadvantages of the coaching and mentoring approaches they looked at in Options A and B. Play the video. If students are working in pairs, give them 3–4 minutes to discuss with their partner before class feedback.

> It can be tricky to decide whether to take a coaching or mentoring approach.
>
> In Option A, Sanjit takes a mentoring approach. He tells Katie what he thinks she should do and what he thinks is good for her. Katie, however, feels that he hadn't really heard, or listened to, her concerns. As a result, she doesn't seem too positive at the end.
>
> In Option B, Sanjit takes a coaching approach and asks Katie a number of questions to help her think about how she would like to approach the new role and what she feels she needs in order to succeed. She is apprehensive at the end of this version also, but is more positive overall about the challenge.

## Reflection

**Students reflect on the main points and conclusions from the video and discuss their own approach to coaching and mentoring.**

**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: Coaching and mentoring

**Students look at useful language for coaching and mentoring.**

**7A** Ask students to complete this exercise individually and get them to compare answers in pairs before checking with the class. During feedback, highlight the difference in the type of *language* for each approach (coaching: mostly questions; mentoring: more direct language, e.g. *you need to*, advice), which highlights the different *function* of each approach – you could refer them again to the definitions in Exercise 1.

> **1** feel **2** approach **3** should **4** tell **5** should **6** make **7** were

**7B** Get students to work individually, then check answers with the class. If time allows, put students in pairs to practise the dialogue.

> **1** support **2** options **3** opportunity **4** considered **5** good idea **6** mind up

**8** Go through the instructions with students and check they understand *coachee*. Put them in pairs and let them select their roles. Give students a little time to think about which department they want to change to and from. Set a time limit and remind students to use language from Exercise 7. If time allows, you could get students to swap roles and repeat the roleplay. During feedback, ask a few students to report the questions they were asked and the guidance they were given, and whether they found them helpful.

> ### Extra activities 8.3
>
> **A** This activity practises functional language from the lesson. Students could do it individually or you could do it as a class, checking answers as you go.
>
> > **1** e **2** g **3** c **4** b **5** h **6** a **7** f **8** d
>
> **B** Put students in pairs to discuss the question. With stronger classes, you could encourage students to comment and give each other advice. If students are pre-service, ask them to think about a job, profession or industry that they would like to work in and discuss options to achieve their goal.

## Task

**Students practise offering support to colleagues using a mentoring or coaching approach.**

**9A** Give students 1–2 minutes to think about the problem/challenge they would like to talk about. If you think some of your students might not be comfortable sharing a personal problem, you could tell them that it does not have to be real: for example, they could think of someone famous and a problem/challenge they might be facing, and answer questions as though they were that person.

**9B–C** Put students in groups of three, explain the activity and go through the GROW model as a class. Elicit why it is called the GROW model (the first letters of the headings spell *grow*). Point out that there will be three different roleplays, each between two students (the mentor/coach and the coachee). The third student will be the observer, who needs to take notes in order to give feedback after the roleplay. Make sure students understand that they will be rotating roles, and that they need

to pause between roleplays to discuss the observer's feedback. Set a time limit for each roleplay and discussion, and remind students to use phrases from Exercise 7. Tell groups when the time is up and get them to change 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 all three roleplays and discussions.

**MyEnglishLab:** Teacher's resources: extra activities; Interactive video activities

**Workbook:** p.42 Exercise 1

# 8.4 〉 Business skills

## Brainstorming

### GSE learning objectives

- Can understand most of a linguistically complex podcast.
- Can lead a discussion, expanding and developing ideas, if given time in advance to prepare.
- Can lead a discussion so that the group is able to make a decision.
- Can evaluate the advantages and disadvantages of different options during a discussion.
- Can encourage discussion by inviting others to join in, say what they think, etc.

### Warm-up

Put students in small groups and write the following questions on the board: *How do you generate ideas in a group? What steps do you take?* Set a time limit of 2–3 minutes and ask groups to share their strategies with the class. Ask if any of the class have used these ideas. Were they useful?

## Lead-in

### Students discuss brainstorming.

**1A** 🔊 8.04   Put students in pairs. Explain that they are going to hear a podcast about brainstorming. You could ask students what they know about brainstorming, list their ideas on the board and then play the recording for them to check if any of their ideas are mentioned. Then play the recording again for students to complete the flow chart. Check answers with the class.

> **1** goal   **2** question   **3** evaluating   **4** group   **5** details
> **6** build on   **7** decisions (and action points)
> **8** participating

**1B** Put students in pairs to discuss the questions, then get brief feedback from the class.

### Pronunciation bank
### p.117: Voice range

#### Warm-up
Go through the explanation in the box with the class and check they understand *authority*, *completeness* and *finality*. Give an example using the following sentence: *Feel free to make suggestions.* Say it using falling intonation, emphasising the fall at the end of the statement and stressing *suggestions*. Drill the intonation and point out again that the falling tone conveys security and confidence about the statement, along with a sense of finality or completion.

**1** 🔊 P8.02   Ask students to do the exercise individually and play the recording. To check answers, play the recording again, pausing after each sentence and eliciting the main stress with falling intonation.

> **1** There is no right or <u>wrong</u>.
> **2** How would you like to <u>categorise</u> them?
> **3** Could you <u>expand</u> on this point for us?
> **4** These statements highlight the <u>issues</u> we're facing.
> **5** What does everyone think about <u>that</u> as an option?

**2** 🔊 P8.02   Play the recording for students to listen again and repeat. If your students need more practice, put them in pairs to practise saying the sentences while you monitor and correct their intonation as necessary.

## Listening

**Students listen to a brainstorming meeting.**

**2A** 🔊 8.05   Explain that students are going to hear the first part of a brainstorming meeting and play the recording for them to answer the questions. Check answers with the class.

> They are there to address challenges resulting from the fast growth they have been having. The organisation is still very flat, but now needs a little structure to help teams and individuals stay focused. At the end of the session they want to have some clear actions or next steps they can take.

**2B** 🔊 8.06   Tell students that they are going to hear the next part of the meeting and give them a minute to read the sentences. Check they understand *cuts* and *contributing*. Play the recording and get students to compare answers in pairs before checking with the class. During feedback, you could play the recording again, for students to identify the strategies as they occur.

**3, 4, 5**

The things she doesn't do:

1 She interrupts the brainstorming phase to bring her group back together.
2 She doesn't cut any ideas and wants to first explore everyone's ideas.
6 She gets the group to decide (Lisa and Sven about rotating team leaders). This way they will individually feel more ownership over the ideas and are more likely to accept future changes based on these ideas.

**2c** 🔊 8.07  Explain that students are going to hear the last part of the brainstorming meeting and note the things Sophia does to bring it to a close. To help them, you could tell them that they need to listen for five things. With weaker classes, you may need to play the recording a second time and/or pause at regular intervals to allow students time to write their answers.

She brings it to a close by:
· referencing the allocated time and that it is almost up.
· thanking everyone for their input.
· summarising the decisions made.
· assigning clear tasks to others before the next meeting.
· deciding on the time/date of the next meeting.

**2d** If time allows, let students discuss the questions in pairs or groups before opening up the discussion to the class. Encourage students to give reasons for their opinions.

## Functional language: Leading a brainstorming session

**Students look at useful language for leading brainstorming sessions.**

**3a** Students could do this individually or in pairs. Weaker classes can refer to the audioscripts on page 149 if they need help. Check answers with the class, clarifying meaning as necessary.

1 address  2 session  3 statements  4 opening
5 expand  6 idea  7 agreed  8 go

**3b** Explain to students that 1–8 are the steps they need to follow when leading a brainstorming session. Check they understand *build on* in 2. Get them to work individually and then to compare answers in pairs before class feedback.

a Define the goal
b Start with questions and statements about the issue
c Collect as many ideas as possible
d Ask for ideas about procedure
e Ask people to give more details
f Build on the ideas of others
g Discuss and evaluate
h Make a decision

**Extra activities 8.4**

**A** This exercise can be done individually or in pairs. The second option may be easier for weaker classes.

1 outline  2 session; input  3 elaborate  4 progress
5 follow  6 action

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

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

## Task

**Students take part in a brainstorming session.**

**4a** Put students in small groups and read through the scenarios with them, clarifying as needed. Give groups a moment to choose a scenario.

**4b** Refer groups to the flow chart in Exercise 1 and explain that they need to follow these stages for their brainstorming session. Let groups decide who will lead the session, and set a time limit for both the preparation stage and the brainstorming session. Stop students when the preparation time is up and ask them to hold their brainstorming session. During the activity, monitor and make a note of any points to highlight during feedback, but do not interrupt students.

**4c** Get students to discuss their brainstorming sessions briefly in their groups, then open up the discussion to the class. If your students need more practice and there is time, you could put them in new groups and ask them to hold a brainstorming session for the second scenario.

**MyEnglishLab:** Teacher's resources: extra activities; Functional language bank
**Pronunciation bank:** p.117 Voice range
**Workbook:** p.42 Exercise 2

# 8.5 ❯ Writing

## Press release

**GSE learning objectives**

· Can check and correct spelling, punctuation and grammar mistakes in long written texts.
· Can write a detailed summary of work-related information.
· Can paraphrase the main idea of a linguistically complex quotation to support a line of argument.

**Warm-up**

Dictate or write the following questions on the board:
*What is the purpose of a press release?* (to communicate announcements or news about a company to the media)
*Have you ever had to write one? If so, what was it about?*
Put students in pairs or small groups and give them a few minutes to discuss the questions. Then invite different students to share their answers with the class.

## Lead-in

**Students read a press release and practise checking written work for mistakes.**

**1** Before students correct the mistakes in the press release, you may wish to ask them to read it quickly for gist and ask a few questions, e.g. *What was the issue with the customer bags?* (they were transported to the wrong destinations) *What did the customers complain about?* (not being able to contact customer services) *What does the company intend to do about the problem?* (look into the situation and ensure all affected customers are compensated). Then ask students to read the press release and find the mistakes. Draw their attention to the example and if necessary, give an example of each type of mistake on the board. Get students to compare answers in pairs before checking with the class. After checking answers, you may wish to draw students' attention to the structure of the press release. Ask: *What type of information is included in each paragraph?* (Paragraph 1 explains the problem. Paragraph 2 gives further details about what happened. Paragraph 3 contains an apology. Paragraph 4 contains promises and information about what will happen next.) Also point out the contact information at the bottom of the page.

> **1** independent~~ly~~  **2** occ~~ur~~red  **3** ~~meeting~~ met
> **4** everything ~~he~~ it  **5** ~~there~~ their  **6** ~~who~~ what  **7** sorry ~~about~~  **8** ~~successful~~ success  **9** ~~has~~ is expected
> **10** ~~providing~~ provide / be providing

## Functional language

**Students look at useful language for press releases.**

**2** Explain to students that these are useful phrases they can use in press releases. Ask: *Are the phrases more formal or informal?* (formal). Encourage students to say why they think a more formal register is appropriate. Students can complete the table individually or in pairs, using their dictionaries if necessary. During feedback, you could point out / elicit the use of the passive in some of the phrases to create a more distant, formal tone.

> **1** announced  **2** transported  **3** complaining  **4** replies
> **5** viral  **6** sorry  **7** regretted  **8** everything  **9** key
> **10** will be  **11** assured  **12** announcements

### Extra activities 8.5

**A** This activity gives further practice of useful language for press releases. Ask students to complete it individually, then check answers with the class. This press release can be used as an additional model answer for students to refer to for help if necessary, when they do the writing task in Exercise 3B.

> **1** announced  **2** complained  **3** independently
> **4** went  **5** key  **6** regretted  **7** assured
> **8** compensate  **9** announcements  **10** progressing

### Optional grammar work

The press release in Exercise 1 contains examples of the passive voice with reporting verbs. Refer students to the Grammar reference on page 125 and use the exercises in MyEnglishLab for extra grammar practice.

## Task

**Students write a press release.**

**3A** Put students in pairs and refer them to the press release on page 133. Allow pairs 3–4 minutes to discuss improvements, then get feedback from the class. Students could be asked to rewrite this press release for homework.

### Improvements required

- The title isn't very catchy or clear. Suggestions: *Big win for Dingbell, Dingbell's future in Africa*.
- There isn't much information. Everything needs to be expanded and linked more clearly.
- We don't know when the contract is going to start or how many local staff will be recruited.
- There are few facts: we need to know how much the contract is worth.
- The language isn't very formal (e.g. *this is big for the company, watch this space*).

**3B** Refer students to the notes on page 130. Set a time limit for the writing task and remind students to use phrases from Exercise 2. With weaker classes, you could allow students to write their press release in pairs and then work with a different partner for Exercise 3C. If time is short, students can write their press releases for homework.

### Model answer

#### Move to Mumbai

Now that Hasfell Supplies is part of a multinational group, it has announced plans for the relocation of its headquarters to Mumbai, in order to take advantage of the growing markets in South East Asia. Unfortunately the media believes the company is causing huge job losses in the UK, but this is far from the truth.

The move, which is expected to take place in December when the new office building is ready, may result in job losses in the UK, but all employees have been offered work in other parts of the UK organisation. Several staff have already indicated they are happy to take voluntary redundancy.

Mr Raj Singh, the CEO, informed staff about the relocation before going public and regretted the negative reaction to the announcement. He assured staff this expansion would bring more business and offer new and exciting opportunities for promotion and career development within the company.

The company management team will meet all current staff next week to discuss their future career options. Interviews for jobs in Mumbai will take place next month.

Hasfell said there would be regular announcements on the progress of the move. For further information, contact Anika Chadha on AnikaChadha@Hasfell.com.

**3C** If students do the writing task for homework, you could do this exercise in the next lesson. Put students in pairs and ask them to read each other's press release and think about the organisation, level of formality and functional language phrases from Exercise 2. Students could then rewrite their press releases, based on their partner's feedback.

**MyEnglishLab:** Teacher's resources: extra activities; Interactive grammar practice; Writing bank
**Grammar reference:** p.125 Passive voice with reporting verbs
**Workbook:** p.43 Exercises 1–3

# Business workshop 8

## Chillhot Sauces, Malaysia

### GSE learning objectives

- Can summarise, comment on and discuss a wide range of factual and imaginative texts.
- Can identify the main conclusions in a text that presents and contrasts arguments in a clearly signalled way.
- Can identify the main reasons for and against an argument or idea in a discussion delivered in clear standard speech.
- Can give detailed opinions during work-related meetings if provided with sufficient background information.
- Can recommend a course of action, giving reasons.
- Can report the opinions of others.

## Background

**Students read about Chillhot Sauces, a Malaysian company that needs to expand its manufacturing capability.**

**1** As a lead-in, elicit/introduce the word *condiment* (something used to flavour food). Ask: *What supermarket sauces and condiments are popular in [the students' country/-ies]? What food do people use them with? Can you describe the taste? Which brands are most popular?* Then put students in pairs and ask them to read the background and discuss the questions. Explain that the questions require students to generate their own ideas and opinions as well as using information from the text. Check answers with the class.

> **1** a food manufacturing company / It makes spicy organic, gluten-free and Halal sauces.
> **2** to produce a range of home-style sauces like the ones their mothers made
> **3** Chillhot is a medium-sized company employing 50 staff.
> **4** It is a culture of mutual respect between management and workers.
> **5** It needs to expand its manufacturing capacity to fulfil a large order from Europe and does not have the funds.
> **6** Possible answers:
> • job – salary might decrease, might be asked to work longer/fewer hours
> • benefits – holiday allowance might change, travel allowances
> • colleagues – might have to work with people they don't like
> • management style – might have to get used to a new style of management
> • rules and regulations – might have to get used to new rules which go against their current culture
> • career path – might be stopped from getting expected promotion, might have to get used to new career structure

## How a large manufacturing company changed

**Students read an article about tyre manufacturer Michelin and changes that were made to the way the company is run.**

**2A** Refer students to the title of the article and ask if any students know anything about Michelin. Explain the activity, put students in pairs and give them time to read the text and discuss the question. Get brief feedback from the class.

**2B** Explain that students will need to read the article in more detail this time. Get them to answer the questions individually and to compare answers in pairs before class feedback.

> **1** formal and paternalistic
> **2** to take on a less formal coaching role, to trust their staff more and give them more responsibility
> **3** It wants to be more agile and responsive to customers.
> **4** that management doesn't transmit the urgency strongly enough by explaining the situation and training the staff
> **5** He was uneasy, possibly because he was no longer in control.
> **6** Student's own answers

**3** Put students in pairs. Ask them to turn to page 136 and give them time to read the comments and discuss the questions. Go over the answers with the class. Do students know any other companies that might have experienced similar changes?

> **Possible answers**
> • The team member says that in the past the team leader gave them orders. Now the team does the planning and solves any problems.
> • The manager says that in the past he used to solve problems, but now his job is to give the staff challenges.
> • The team leader says that he used to just follow rules whereas now the team makes the rules.
> • The technical secretary says that in the past she didn't feel she could say what she wanted.
> • The worker says that in the past they were given instructions on a daily basis but now the team leader gives them the targets and the team does the planning.

## Unexpected news and rumours

**Students read a text and listen to a conversation about the reaction of Chillhot Sauces employees to news about the company.**

**4A** Refer students to the heading and check they understand *rumours*. Ask: *How can rumours affect people who work for a company?* Elicit ideas around the class. Then put students in small groups and give them time to read the information and discuss their views. Invite a few students to share their ideas with the class.

> **Possible answers**
> • The company culture is different.
> • The company is known for asset-stripping.
> • Pay is low.
> • People are unhappy working for the company.
> • They will lose their jobs.
> • They have not been told about this.

**4B** ▶ BW 8.01 Ask: *Where might employees gather to chat in a workplace?* Try to elicit *drinks machine.* Ask: *What sort of things might they talk about?* Elicit a few ideas, then explain that students are going to hear a conversation between employees about things they are worried about. Play the recording, twice if necessary. Put students in pairs or small groups to compare their notes and discuss the question, then open up the discussion to the class. Ask: *What would you think if you were an employee at Chillhot Sauces? What would you do?*

> • a ridiculous attendance policy leading to warnings if staff are a few minutes late
> • managers don't respect the staff
> • contracts that make people work overtime for no money
> • they might lose their jobs because Osbruk-Basri get rid of staff in the companies they buy

## Task

**Students roleplay a meeting to discuss rumours about a company.**

**5A** Draw students' attention to the cartoon and ask them to explain what is happening. Then put them in small groups and explain the activity. Encourage them to assign their own roles but provide help for groups where they would prefer you to nominate roles. Give students plenty of time to read the role cards and prepare. Point out that the CEOs will chair the meeting and 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, manage interruptions, help participants keep to the point). Point out

that everyone in the group needs to take notes of what is said at the meeting as they will be discussing the outcomes with a person from another group in Exercise 5B. Set a time limit for the meeting and ask students to begin. Monitor and help during the preparation stage but do not interrupt the meetings.

**5B** Students now form pairs with someone from another group. Give them time to summarise what was said at their meetings, using their notes from the previous stage.

**5C** Join pairs together into groups of four and set a time limit for students to discuss their ideas. You may wish to ask groups to present their ideas to the class or write up a summary for homework.

**MyEnglishLab:** Teacher's resources: extra activities

# Review ◀ 8

> **1 1** efficient **2** weigh **3** apprehensive **4** consult
> **2 1** implementation **2** successful **3** measured
> **4** beneficial
> **3 1** promised (that) she wouldn't be late again / promised not to be late again / promised me/him/her/us/them (that) she wouldn't be late again
> **2** advised him to look for another job
> **3** suggested that they should sell a part of the company / suggested selling a part of the company
> **4** insisted (that) she wouldn't leave until the job was finished
> **5** informed me/him/her/us/them (that) they had just signed a new contract
> **4 1** feel **2** tell **3** considered **4** support **5** were
> **6** should, make
> **5 1** e **2** f **3** a **4** h **5** b **6** c **7** g **8** d
> **6 1** announced **2** went **3** complained **4** regretted
> **5** assured **6** do **7** key **8** expected
> **9** announcements

# Resource bank

## Photocopiables

## 1.1 ❭ Vocabulary

**1A** Number these aspects of company culture in order of importance for you (1 = the most important). Write your answers in column A.

|  | A | B |
|---|---|---|
| dress code |  |  |
| good atmosphere |  |  |
| open-plan office |  |  |
| pay structure |  |  |
| company hierarchy |  |  |
| values |  |  |
| flexibility |  |  |
| employee input in strategy |  |  |

**1B** Work in pairs and compare your answers. Complete Column B by asking your partner questions to find out how he/she numbered the aspects in Exercise 1A.

*Was pay structure the most important aspect for you?*

*Did you think that dress code was more important than a good atmosphere?*

*Which aspects of company culture were the most and least important for you?*

**2A** Decide if the following statements are *true* (T) or *false* (F) for your partner. Do not show your partner your answers yet.

**1** I prefer a casual dress code and would wear jeans to work if allowed.

**2** For me, a good atmosphere at work is one where employees can work quietly at their desk without interruption.

**3** When talking to senior staff, I would be more comfortable using a person's title and surname rather than their first name.

**4** I would be quite relaxed in a meeting with the CEO and would speak to them in the same way that I would speak to a colleague.

**5** I think the pay structure should be determined by how good you are at your job rather than how long you have been with the company.

**6** I would enjoy working in an open-plan office more than having an office to myself.

**7** I couldn't work for a company if I disagreed with their values even if they paid a high salary.

**2B** Ask your partner and check your answers to Exercise 2A. Were your guesses correct?

**2C** Ask additional questions to find out reasons for your partner's opinions. Have you found out anything which has surprised you?

*So, what would you like about working in an open-plan office?*

## 1.2 > Grammar

**A**

| From next week | Within a few months | By the end of the year | In August | Before next summer |
|---|---|---|---|---|
| Next month | By 2030 | Within the next decade | In just a few years' time | Within eighteen months |
| By the end of next month | By this evening | Tomorrow | Before the next board meeting | Before the end of the week |

**B**

| allow staff to take paid sabbaticals | reduce working hours by … | implement a range of work-life balance initiatives | increase salaries by … percent | offer flexible working hours |
|---|---|---|---|---|
| arrange free medical and dental care for employees | improve training and development | include staff representatives on the board | change the dress code to … | **(make a promise)** |
| improve staff retention by … | start fast-track promotions | **(make a promise)** | carry out regular staff satisfaction surveys | move to new head offices |

## 2.1 ❯ Vocabulary

**A**

| |
|---|
| induction |
| blended |
| skills |
| needs |
| staff |
| career |
| emotional |
| analytical |
| face-to-face |
| delivery |

**B**

| |
|---|
| programme |
| learning |
| set |
| analysis |
| member |
| development |
| intelligence |
| thinking |
| session |
| method |

## 2.2 ❯ Grammar

**1** Look at the notes from a brainstorming meeting about how to reduce stress and improve health and well-being at work. Add one more idea under each heading.

| Essential | Recommended |
|---|---|
| time away from screen training – stress management | canteen: healthy menu staff survey |
| **Possible?** lunchtime yoga sessions company gym | **Able to do now** walk round car park regular coffee break |
| **Not required** sleep pod longer holidays | **Prohibited** work 3+ hours without break smoking on site |

**2** Read the statements from the meeting and check the notes. Correct any factual or grammatical mistakes.

1 Employees mustn't be ask to work four hours or more without leaving their desk.
2 At present, short walks can be taking on company grounds, but only in the car park.
3 Staff don't really need to be gave extra holiday; they need to be provided with a better work environment.
4 A staff survey should to be organised in order to identify the main causes of stress for our staff.
5 Workers know they can't smoke inside the building but they have to been told that it's also forbidden in the grounds.
6 Maybe yoga or relaxation sessions could be arranging over the weekend.
7 The board might convinced that a fitness area or gym is a good investment for staff because exercise boosts productivity.
8 The canteen ought to be provided cheaper meals and snacks.

**3** Have another meeting to discuss which suggestions to explore further. Include the ideas you added to the notes in Exercise 1.

## 3.1 ❯ Vocabulary

**Start**

**1**
Name two verbs that mean 'decrease'.

**2**
When a company doesn't have enough money to pay what it owes, it goes _____.

**3**
Complete this sentence: *The company asked the bank for a €20,000 l_____ to cover payroll.*

**4**
The stock market falls by five percent. **Go back two spaces!**

**5**
A quick increase in business activity.

**6**
Name one verb that means 'go up'.

**7**
Complete this sentence: *Following the crash, the markets took a long time to r_____.*

**8**
A recent investment increases sharply in value. **Roll again!**

**9**
When borrowing becomes difficult because banks reduce lending and put interest rates up.

**10**
Money you put into a company to get a profit.

**11**
The place where stocks and shares are bought and sold.

**12**
You have just paid off your business loan. **Move forward two spaces!**

**13**
A phrasal verb meaning 'help (someone) out of trouble'.

**14**
A loan you get from a bank to buy something like a house.

**15**
Complete this sentence: *A lot of banks are unwilling to l_____ money to new businesses.*

**16**
Your country experiences a recession. **Miss a turn!**

**17**
Name one verb that means 'get better'.

**18**
All the money you put in the bank.

**19**
The stock market falls by ten percent. **Go back four spaces!**

**20**
A period when there is very little economic activity and many people are poor or unemployed is an economic _____.

**Finish**

## 3.2 ▶ Grammar

**1** Work in groups and discuss. Do you agree with these statements? Why? / Why not?

**1** There probably won't be a major financial crisis in my country within the next ten years.

**2** It is unlikely that English will be the most useful language to learn fifty years from now.

**3** There will definitely be a world currency one day.

**4** It is certain that people who invest in electric cars will make a profit by 2025.

**5** There is likely to be less pollution in the world in the next ten years.

**6** By the year 2100, most jobs will be done by computers and robots.

**7** The housing market is due to crash in the near future.

**8** The price of petrol probably won't increase any time soon.

**9** In the future, it will be common for people to live to 100 years old and this will cause financial problems.

**10** In general, people are going to be wealthier in the future.

✂ - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

**2** Complete the sentences with things you think will be true about your work, studies or free time in the near future.

**Name**: _____

**1** I'm due to _____ .

**2** I'm unlikely to _____ .

**3** I probably won't _____ .

**4** I'll definitely _____ .

**5** I'm going to _____ .

**6** It's certain that _____ .

# 4.1 ➤ Vocabulary

✂

| | | | | |
|---|---|---|---|---|
| **analysis**<br>(adjective) | **anticipated**<br>(noun) | **conversion**<br>(verb) | **disrupt**<br>(adjective) | **innovate**<br>(adjective) |
| **personal**<br>(verb) | **predict**<br>(noun) | **visualise**<br>(adjective) | **disruption**<br>(noun) | **irritate**<br>(noun) |

✂

**Write the words in the circles in the correct group according to their stress pattern.**

analyse
analysis
analytics
analyst
analytical

anticipate
anticipation
anticipated

convert (v)
conversion
converted

disrupt
disruption
disruptor
disruptive

innovate
innovation
innovator
innovative

irritate
irritation
irritable
irritated
irritating

personalise
person
personality
personal
personalised

predict
prediction
predictable
predictive

visualise
visualisation
visual

| | |
|---|---|
| **Oo** | *person,* |
| **oO** | *convert,* |
| **Ooo** | *analyse,* |
| **oOo** | *conversion,* |
| **Oooo** | *innovator,* |
| **oOoo** | *analysis,* |
| **ooOo** | *analytics,* |
| **oOooo** | *anticipated* |
| **ooOoo** | *analytical,* |
| **oooOo** | *anticipation,* |

## 4.2 › Vocabulary
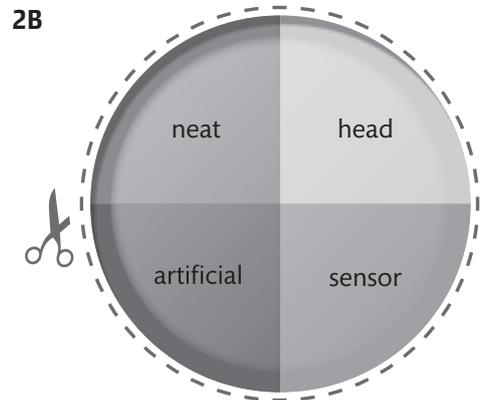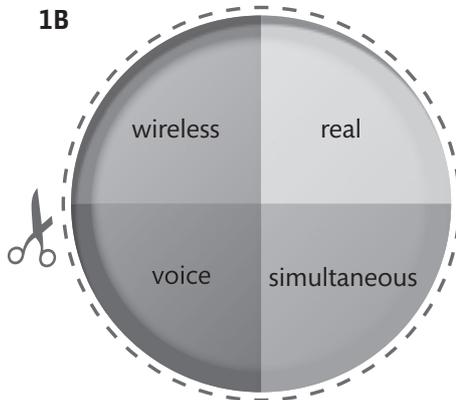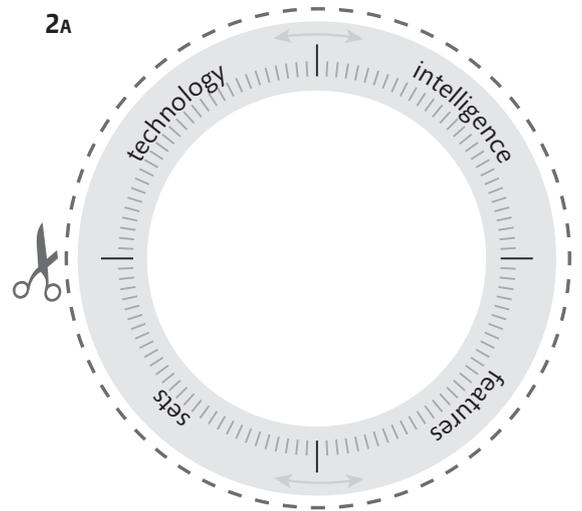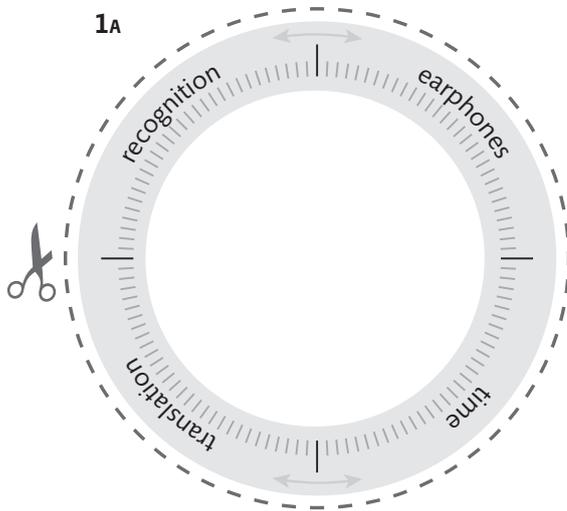
**1A**

recognition · earphones · time · translation

**2A**

technology · intelligence · features · sets

**1B**

| | |
|---|---|
| wireless | real |
| voice | simultaneous |

**2B**

| | |
|---|---|
| neat | head |
| artificial | sensor |

---

### Student A

Work in pairs. Choose one dial each and make a gap-fill exercise with the collocations to test your partner.

1 _____
  _____
  _____
2 _____
  _____
  _____
3 _____
  _____
  _____
4 _____
  _____
  _____

### Student B

Work in pairs. Choose one dial each and make a gap-fill exercise with the collocations to test your partner.

1 _____
  _____
  _____
2 _____
  _____
  _____
3 _____
  _____
  _____
4 _____
  _____
  _____

## 5.1 ❯ Vocabulary

**1** Complete the questionnaire with the correct form of the words in brackets. Then answer the questions in your own opinion.

### Rewarding performance

**1** One of the most important factors in career _____ (succeed) is
   **a** luck – being in the right place at the right time.
   **b** who you know rather than what you know.
   **c** recognising opportunities when they occur.

**2** The main considerations regarding employee _____ (promote) should be
   **a** length of service and experience.
   **b** talent and results.
   **c** effort and potential.

**3** The most important part of an _____ (appraise) is the time spent identifying
   **a** what has gone well.
   **b** what has gone badly.
   **c** goals for the future.

**4** The most useful way to view _____ (fail) is to see it as an opportunity to
   **a** learn from mistakes and move on.
   **b** understand that everyone's skills are limited.
   **c** discover who's to blame.

**5** The most valued approach to effort _____ (recognise) by managers is to
   **a** say 'thank you' in person.
   **b** send an email to the member of staff.
   **c** note it for an appraisal at a later date.

**6** The best approach to goal _____ (achieve) is to
   **a** listen to feedback, both positive and negative, and learn from it.
   **b** have a clear vision of where you want to be and believe in yourself.
   **c** identify the steps needed and plan how to achieve each goal.

**7** In general, career _____ (advance) should be
   **a** slow, in order to give the employee time to learn skills before they move on.
   **b** quick, otherwise talented staff might move to another company.
   **c** steady, with a series of small advancements rather than big promotions.

**2** Work in small groups. Compare and discuss your answers to the questionnaire.

**3** Work in pairs. Write two or three more multiple-choice questions about rewarding performance. Give your questions to another pair to answer.

## 5.2 > Grammar

**1** **Complete the sentences with suitable linking words/phrases of contrast. There may be more than one possible answer.**

   **1** At my employee appraisal, I set certain targets with my boss. They were, _____ , impossible to meet.

   **2** _____ , she has achieved a great deal in the company, but _____ , there have been a number of problems that her staff have had to deal with.

   **3** We have looked into faster advancement for young people. _____ , it is not always possible to set a policy which is fair to all.

   **4** They have lowered their profit expectations _____ launching a new and innovative product line.

   **5** His leadership of the project helped him to advance to a senior role _____ he had been with the company for less than a year.

   **6** _____ her career being so successful, she decided to try a new area of business and left the company.

**2** **Work in pairs and compare your answers. Identify as many alternative linking words/phrases for each sentence as possible.**

**3** **Complete the email with words/phrases from Exercises 1 and 2. Identify as many alternative linking words/phrases as possible for each gap.**

Hi Chris,

As requested, here is a summary of the performance of Joy Davis during her time as an intern in the department. Joy became a valued member of the team, [1]_____ that she was only with us for six weeks. She is a quick learner and was able to work on a range of projects while she was with us, [2]_____ some supervision was required. [3]_____, Joy demonstrated excellent communication skills, but [4]_____, a little too much time was sometimes spent conversing with colleagues. [5]_____ , she always completed tasks on time. She often worked longer hours than required and was always helpful and enthusiastic. We would have no hesitation in offering her a permanent role with the team. [6]_____ , additional training and support would be required.

Best wishes,

Amy

**Answers**
**1** despite the fact / in spite of the fact
**2** although / though / even though
**3** On the one hand
**4** on the other hand
**5** Nevertheless / However
**6** However / Nevertheless

# 6.1 > Vocabulary
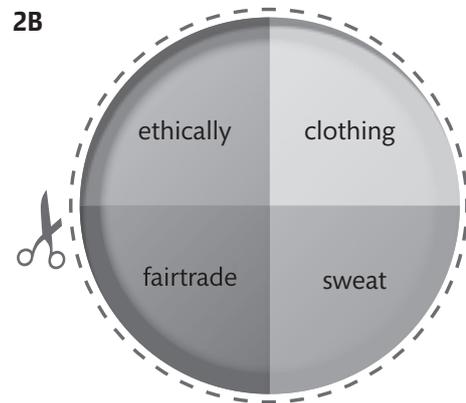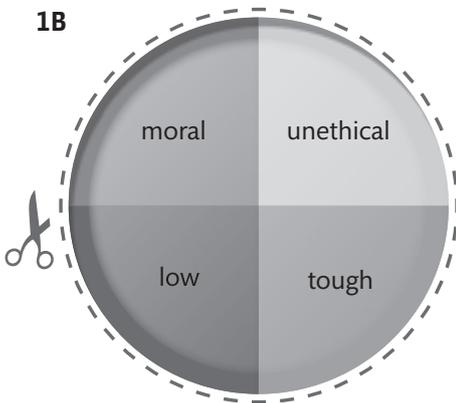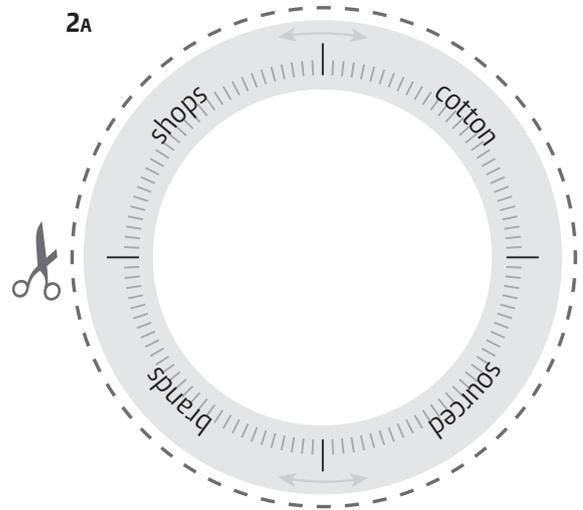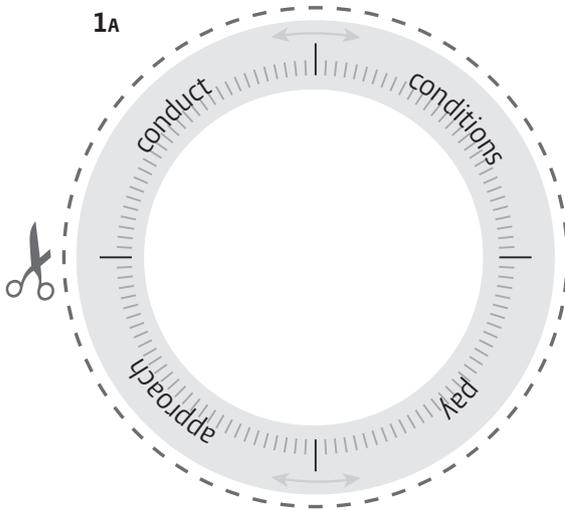
**1A**

conduct · conditions · pay · approach

**2A**

shops · cotton · sourced · brands

**1B**

| moral | unethical |
| low | tough |

**2B**

| ethically | clothing |
| fairtrade | sweat |

## Student A

Work in pairs. Choose one dial each and make a gap-fill exercise with the collocations to test your partner.

1 _____

2 _____

3 _____

4 _____

## Student B

Work in pairs. Choose one dial each and make a gap-fill exercise with the collocations to test your partner.

1 _____

2 _____

3 _____

4 _____

## 6.2 ❭ Grammar

| | | Correct? | Risk |
|---|---|---|---|
| **1** | If you reduced the number of international meetings, you could have cut your carbon emissions. | | |
| **2** | They wouldn't have lost the trust of their users if they haven't sold data to third party organisations. | | |
| **3** | If they had acted promptly to inform the public about health and safety issues, they might not have had such bad publicity about the faulty washing machines. | | |
| **4** | If my employers knew that a client had given me a free luxury holiday, they would have made me refuse the gift. | | |
| **5** | If they had looked after the safety and well-being of employees, there wouldn't have been so many accidents at the factory. | | |
| **6** | One of our employees might have told us about the problem sooner if we would have created a system to help staff report unethical procedures. | | |
| **7** | If they had been transparent about income tax and payments, they hadn't have had to face those heavy financial penalties. | | |
| **8** | You would have got the best deal for consumers if you had negotiated lower than market prices with small suppliers. | | |
| **9** | I'm sure we could have cut costs if we had consulted with them on a regular basis. | | |
| **10** | You would have had better employee retention rates if you have set up a policy for equality in the workplace. | | |
| **11** | People had considered them more ethical if they had avoided the use of palm oil in their products. | | |
| **12** | If they hadn't donated ten percent of their profits to charity, they might not have been listed as one of the country's most ethical companies. | | |
| | | **Total** | |

## 7.1 ⟩ Vocabulary

| at the correct time or by the arranged time<br><br>(two words) | doing things one after the other<br><br>(three words) | simultaneously<br><br>(four words) |
|---|---|---|
| on time | at a time | at the same time |
| arrange your schedule so that you have time to do something<br><br>(three words) | time you spend working in addition to your normal working hours<br><br>(one word) | spend time doing something that is not worth it as there is little or no result<br>(two words) |
| make time for | overtime | waste time |
| before the time by which it is necessary for something to be done<br><br>(two words) | when you have no more time available to do something<br><br>(three words) | use time to do a particular thing or pass time in a particular place<br><br>(two words) |
| in time | out of time | spend time |
| much earlier than the time by which something is needed or scheduled<br><br>(three words) | not later than a particular time<br><br><br>(three words) | arrange your time efficiently, in a way that everything that needs to be done gets done<br>(two words) |
| ahead of time | by the time | manage time |

**1** **Complete the sentences with phrases from the cards.**

   **1** We will have finished decorating your office _____ you get back from holiday.

   **2** I left the office late but luckily, the traffic was good so I got to the airport _____ to catch my plane.

   **3** Claudia prefers to identify key priorities because she doesn't like to _____ on unnecessary tasks.

   **4** They need staff to work late tonight to finish the designs, but they don't want to pay us any _____ , which doesn't seem reasonable.

   **5** When I'm not working, I like to _____ at the beach with my friends.

   **6** Kate was sure that she'd finish the article by the competition deadline but she ran _____ because she had some technical problems with her computer.

## 7.2 ❭ Grammar

**1** Read the sentences about time management below and choose the word/ phrase from the box that indicates how frequently each sentence applies to you. Complete each sentence to make it true for you, adding the time word/phrase you chose in the correct place.

> always  frequently  normally  usually  often  from time to time  now and then
> occasionally  rarely  seldom  almost never  never

| Me | My partner | Someone who agrees with me |
|---|---|---|
| **1** I go to bed at the same time every evening because _____ _____. | | |
| **2** I get up early because _____ _____ _____. | | |
| **3** I use apps to help improve my productivity because _____ _____. | | |
| **4** I write lists and prioritise tasks because _____ _____. | | |
| **5** I respond to emails immediately because _____ _____. | | |
| **6** I arrive for lessons/work early because _____ _____. | | |
| **7** I study/work late because _____ _____ _____. | | |
| **8** I think it's a good idea to work from home because _____ _____. | | |
| **9** I get stressed by deadlines because ____ _____ _____. | | |
| **10** I plan what I'll do at the weekend because _____ _____. | | |

**2** Work in pairs and compare your answers. Note whether your partner has an opinion that is similar to or different from yours.

**3** Talk to other students in the class. Ask questions and find someone who agrees with you.

## 8.1 ▶ Vocabulary

**1** Complete the results of the quiz 'How adaptable are you?' on page 133 of the Student's Book with the words in the box. There are two extra words you don't need to use.

adapting   apprehensive   benefits   communicate   consult   cope
engaging   implementing   improvement   teamworking   weigh

## Quiz: How adaptable are you?

### What your answers say about you

**Mostly As**

Your answers suggest that you can sometimes be too flexible or too dependent on others. You often feel you are not in control, you are rather ¹_____ when change occurs, and whatever you do, you think you probably won't be successful. Remember, whatever you want to change will remain just a daydream unless you take action. To change things in your life, start with small, achievable goals in your work or personal life and then build up your experience of planning and ²_____ bigger changes in your life. Reading about how successful people changed their lives might help you ³_____ better, or you could consider seeing a life coach.

**Mostly Bs**

Your answers suggest you are extremely motivated, but a bit of a perfectionist. Try not to be so hard on yourself! You don't like losing and usually make yourself deal with any challenges both at work and in your personal life. However, achieving your goals is sometimes less satisfying than you thought. Remember, change usually involves others, so make sure your colleagues, family or friends are on board with all your brilliant suggestions. Focus on improving your ⁴_____ skills, ⁵_____ with others and try to be a little more flexible to make sure any changes you want to make are an ⁶_____ for all the team!

**Mostly Cs**

Your answers suggest you have a positive approach to change and are good at ⁷_____ when necessary. You usually take responsibility for your own actions and are generally clear about what you want in life. You ⁸_____ up all the risks and ⁹_____ ; you think about the knock-on effects at the workplace or in your life and how change will affect others. However, make sure that you are not over-analytical about your goals because this can sometimes lead to a lack of motivation. To stay motivated and be able to motivate others, try to focus on what is important to you or your organisation, and try new experiences from time to time.

**2** Work in pairs. Look back at your answers to the quiz in the Student's Book and check your results. How accurate are they? Do you agree with them?

**3** Which personality type is least like you? Discuss with your partner. What changes would you both need to make to be able to work together successfully?

## 8.2 ❭ Grammar

✂

**During your lunch break, you overheard two colleagues having a conversation.**
- Put the parts of the conversation in the correct order.
- Work with Student B. Use reporting verbs to summarise the conversation you heard. You can only use the verb *say* twice.
- Report your conversation first.

*I overheard an interesting conversation the other day …*

**Jo:** Have you heard the latest news? Apparently, they're not going to pay us our bonus.

**Sam:** Really? Where did you hear that?

**Jo:** Two of the Finance Directors were talking about it in the lift this morning.

**Sam:** That sounds like a private conversation. You shouldn't tell anyone else until we have more information.

**Jo:** But people have a right to know! I won't be able to go on holiday now – it's not fair.

**Sam:** Listen, I promise I'll speak to the CEO and clarify what's happening with the bonus. Till then, please don't discuss this with anyone else. You could get into trouble.

✂

**You are a manager and have had a meeting with the CEO.**
- Put the parts of the conversation in the correct order.
- Work with Student A. Use reporting verbs to summarise the conversation you had. You can only use the verb *say* twice.
- Listen to Student A, then report your conversation.

*That's interesting. Well, I was in a meeting this morning with …*

**CEO**: Thank you for coming to this emergency meeting. I have some important information to discuss with you.

**Manager:** Is it about the bonus? All the staff are worried that they won't get a bonus this year.

**CEO:** The bonus? No, all employees will certainly get paid their bonus – that isn't the issue.

**Manager:** Oh, that's great. So, what did you want to see me about?

**CEO:** We'll be moving offices at the end of next year. I don't have all the details yet, but I guarantee that all jobs are safe.

**Manager:** We should call a meeting with all staff to announce the news as soon as possible!

## 1.1 ❯ Vocabulary

- Tell students that they are going to talk about aspects of workplace culture and practise vocabulary from Lesson 1.
- If you think students might not be sure about the meaning of some of the words in the table, write them on the board first and check as a class or get students to check in their dictionaries before they start.
- Go through the instructions for Exercise 1A and give students time to number the aspects of company culture in order of importance. They should do this individually.
- Put students in pairs for Exercise 1B. Explain the activity and go through the examples with the class. Students should now complete column B with their partner's answers.
- You could extend Exercise 1 by doing a quick mingling activity: students mingle and ask each other questions similar to those in Exercise 1B to find out who has similar preferences to them.
- Move on to Exercise 2A, keeping students in the same pairs. Give them time to read the statements and ask you about anything they don't understand. Students then try to guess whether the statements are true or false for their partner. Explain that they should not talk to or share their answers with each other at this point.
- For Exercise 2B, students ask their partner questions to find out if their guesses were correct. At this point, they should not discuss the statements in detail – they will do this in the next step.
- Ask students to discuss their answers to Exercise 2B, giving reasons for their opinions. If necessary, do an example with a stronger student. At the end of the activity, invite students to share with the class anything they found surprising or interesting.

## 1.2 ❯ Grammar

- Tell students that they are going to practise using the Future Continuous and Future Perfect Simple.
- Put students in pairs and explain that they will have one pile of time phrase cards (A) and another pile of action cards (B).
- Hand out the cards to each pair and ask them to shuffle each set and put the cards in two piles face down on their desks.
- Explain the context: each student is the CEO of a company that prides itself on attracting the best staff. The CEOs use the cards to make statements about their own company. They each want to persuade the other CEO that they offer the best initiatives to retain staff.
- Each student turns over a time phrase card and an action card, and makes a statement using the Future Continuous or Future Perfect Simple (e.g. *From next week, we will be allowing staff to take paid sabbaticals.)*. Before taking a turn with the cards, their partner can comment on the statement they have just heard or ask a question (e.g. *Really? How much will that cost the company?*).
- Explain or show students that some action cards have the phrase *make a promise*. If students pick up one of these cards, they have to make a promise about their company using their own ideas (e.g. *In August, we will be introducing workshops to help employees increase their knowledge in their field.*). If you prefer to keep the activity more controlled

or feel that your students may struggle to come up with their own ideas, the 'make a promise' cards can be left out of the activity.
- At the end of the activity, you could ask students whether they would like to work for their partner's company and why / why not. Which of the promises their partner made would be most important for them?
- **Alternative:** Hand out the worksheet to each pair without cutting up the cards. Students make statements as before, but rather than turning the cards over, they simply select a time phrase from A and an action from B. They can use each time phrase/action only once.

**Possible answers**
From next week, we will be allowing staff to take paid sabbaticals.
By the end of the year, we will have implemented a range of work-life balance initiatives.
In August, we will be increasing salaries by ten percent.
Before next summer, we will have arranged free medical and dental care for employees.
By the end of next month, we will have improved training and development.
Before the next board meeting, we will have carried out regular staff satisfaction surveys.
Next month we will be moving to new head offices.

## 2.1 ❯ Vocabulary

- Tell students that they are going to play *Snap* with vocabulary from Lesson 1. Explain that they will have two sets of cards (A and B) and that the aim is to make collocations from the lesson by pairing cards from each set.
- Put students in pairs and give each pair two sets of cards, A and B. Explain that set A, the white cards, has the first word in each collocation and set B, the grey cards, has the second word. Point out that students should form collocations they learned in Lesson 1. They should not pair words they <u>think</u> can be used together.
- Students put the cards in two shuffled piles (A and B) and take it in turns to pick up a card from each pile. If the cards aren't a match, they return them to the bottom of each pile. If the cards are a match (e.g. *blended learning*), the student who shouts *Snap!* first must then make a sentence using the collocation (e.g. *Blended learning combines online courses with traditional face-to-face sessions.*). If the sentence is correct, the student who made it keeps the cards. If it is incorrect, the other student keeps the cards. If there is any doubt, students should ask you for help. The student with the most cards at the end wins.
- Check as a class that students have made all the collocations correctly and write them on the board.
- Follow up by asking students to share some of their sentences with the class.

induction programme, blended learning, skills set, needs analysis, staff member, career development, emotional intelligence, analytical thinking, face-to-face session, delivery method

## 2.2 ❯ Grammar

- Tell students that they are going to practise modals in the passive voice from Lesson 2.

- Put students in pairs and hand out the worksheets. Explain that Exercise 1 shows notes from the brainstorming meeting of the training and development team in their company. The notes show ideas for reducing employee stress and improving health and well-being at work.

- In their pairs, students brainstorm and add one more idea under each heading. With weaker classes, you could do Exercise 1 as a whole-class activity, eliciting ideas for each heading from different students.

- Move on to Exercise 2. Explain the activity and give students time to read through the statements before they begin. Explain that there are two steps to this exercise: students should correct the grammatical errors first. They then look back at the notes in Exercise 1 and find three factual errors in the statements. Check answers to the grammar exercise before students look for the factual errors.

- Put pairs into groups of four or six for Exercise 3. As members of the training and development team within their company, they will now have a follow-up meeting to discuss the suggestions further. They should include in their discussions the ideas they added to the notes in Exercise 1. Set a time limit for the meeting and encourage students to use passive modal verbs as far as possible – refer them to the statements in Exercise 2 for examples.

- Monitor students as they are speaking and check that they are using passive modals correctly. Make a note of mistakes and go over them as a class at the end of the activity.

**Grammatical errors**
1   Employees mustn't be ~~ask~~ **asked** to work four hours or more without leaving their desk.
2   At present, short walks can be ~~taking~~ **taken** on company grounds, but only in the car park.
3   Staff don't really need to be ~~gave~~ **given** extra holiday; they need to be provided with a better work environment.
4   A staff survey should **to** be organised in order to identify the main causes of stress for our staff.
5   Workers know they can't smoke inside the building but they have to ~~been~~ **be** told that it's also forbidden in the grounds.
6   Maybe yoga or relaxation sessions could be ~~arranging~~ **arranged** over the weekend.
7   The board might **be** convinced that a fitness area or gym is a good investment for staff because exercise boosts productivity.
8   The canteen ought to ~~be provided~~ **provide** cheaper meals and snacks.

**Factual errors**
1   Employees mustn't be asked to work ~~four~~ **three** hours or more without leaving their desk.
6   Maybe yoga or relaxation sessions could be arranged over ~~the weekend~~ **lunchtime**.
8   The canteen ought to provide ~~cheaper~~ **healthier/ healthy** meals and snacks.

## 3.1 ❯ Vocabulary

- Tell students that they are going to practise using vocabulary related to finance and the economy by playing a board game.

- Put students in small groups and hand out one copy of the worksheet to each group. Students will also need dice (one per group) and counters (one per player – they could use a small object like a coin).

- Explain the game. Students place their counters on the 'Start' square and roll the dice to move their counters round the board. When they land on a square, they have to say the correct word or follow the instructions on that square. If a student's answer is correct, play continues as normal. If their answer is incorrect, the student misses a turn.

- The winner is the first player to reach the 'Finish' square. Before students begin, decide on the finishing rules as a class: do they need to throw the exact number to land on the final square or can they finish by throwing any number larger than the number of squares remaining?

- During the game, monitor and check that students are answering correctly. Go over the answers and any difficulties at the end.

- **Alternative:** If time is short, you could play a shorter version of the game, where the first player to get five correct answers is the winner.

**1** drop / fall / go down   **2** bankrupt   **3** loan   **5** boom
**6** rise   **7** recover   **9** credit crunch   **10** investment
**11** stock market   **13** bail (someone) out   **14** mortgage
**15** lend   **17** improve   **18** savings   **20** depression

## 3.2 ❯ Grammar

- Tell students that they are going to practise expressing certainty and probability about the future.

- If necessary, do a quick review of the grammar from Lesson 2 or refer students to the Grammar reference on page 120 of the Student's Book.

- Put students in small groups and hand out one copy of the top half of the worksheet to each group.

- Give students 1–2 minutes to read the statements and ask you about anything they don't understand. Set a time limit for the activity.

- In their groups, students discuss the statements, saying whether they agree or disagree with them. Remind students to give reasons for their answers and encourage them to try to reach a consensus.

- When they have finished, invite students from different groups to share their ideas with the class.

- Now hand out a copy of the second half of the worksheet to each student and explain that they will need to work individually.

- Give students 4–6 minutes to complete the sentences. Monitor and help/correct students' work as necessary.

- When they have finished, make sure students have written their names on the worksheets and collect them. Explain that you are going to read out sentences from each worksheet. The class has to guess who wrote the sentences. Explain that they do not need to wait until you've read all the sentences to make a guess. Encourage them to give reasons for their guesses.

- You could make this part of the activity a competition: the student with the most correct guesses wins.
- At the end of the activity, you could ask students if they found any of their classmates' sentences surprising.

## 4.1 ❭ Vocabulary

- Tell students that they are going to practise vocabulary related to digital business and technology from Lesson 1.
- Put students in pairs and hand out one set of cards to each group. This is a quick game where students take turns to pick a card, read the word and say what part of speech it is. They then have to give the form of the word indicated in brackets. For example, if a card says *analysis* and *(adjective)*, the student must say that *analysis* is a noun and then say the adjective form, *analytical*. If a student gets both answers right, they keep the card. If not, their partner can claim the card by giving both answers correctly. The winner is the student with the most cards at the end.
- In the second activity, students practise the pronunciation of the words from this lesson. Keep students in the same pairs and hand out one copy of the second part of the worksheet to each pair.
- Explain the activity and refer students to the examples. If necessary, do a few more examples before they begin. You might like to tell students that there is one group they won't need to add any words to (*oOooo*).
- While pairs are working, copy the table on the board.
- Check answers by inviting different students to write the words in the correct group on the board. Model and drill the pronunciation of each word as necessary.

> analysis: noun; adjective: analytical
> anticipated: adjective; noun: anticipation
> conversion: noun; verb: convert
> disrupt: verb; adjective: disruptive
> innovate: verb; adjective: innovative
> personal: adjective; verb: personalise
> predict: verb; noun: prediction
> visualise: verb; adjective: visual
> disruption: noun; noun: disruptor
> irritate: verb; noun: irritation
> **Oo**: *person*, visual
> **oO**: *convert*, disrupt, predict
> **Ooo**: *analyse*, analyst, innovate, irritate, personal, visualise
> **oOo**: *conversion*, converted, disruption, disruptor, disruptive, prediction, predictive
> **Oooo**: *innovator*, innovative, irritable, irritated, irritating, personalise, personalised
> **oOoo**: *analysis*, anticipate, predictable
> **ooOo**: *analytics*, innovation, irritation
> **oOooo**: *anticipated*
> **ooOoo**: *analytical*, personality
> **oooOo**: *anticipation*, visualisation

## 4.2 ❭ Vocabulary

- Tell students that they are going to practise technology collocations from Lesson 2.
- Hand out a copy of the first part of the worksheet to each student. Ask students if these diagrams look familiar and elicit or explain that they are the dials they looked at in Lesson 2.
- To make the dials, students cut along the dotted lines round each wheel and place 1B over 1A and 2B over 2A. Students will also need two split pins each, which they then insert through the middle of the two wheels. They should now be able to move the wheels clockwise or anti-clockwise.
- Explain to students that by turning the dials, they can match the words in the inner and outer wheels to make collocations. Depending on the strength of your class, students could do this individually or in pairs.
- Check answers with the class and write (or invite students to write) the collocations on the board. Check that students understand the meanings.
- Put students in A and B pairs and hand out the second part of the worksheet to each pair.
- Explain that students are now going to create a gap-fill exercise to test their partner's understanding of the collocations from the dials. Assign one dial to each student or let students choose in their pairs.
- Students write four sentences using their collocations and then take out the collocations to make a gap-fill exercise. They exchange exercises with their partner, who must complete the gapped sentences. They then return the completed exercise to their partner, who checks their answers.
- If time is short, students can complete the gapped sentences for homework, and do the peer correction in the next class.

> **Dial 1**: wireless earphones, real time, simultaneous translation, voice recognition
> **Dial 2**: neat features, headsets, sensor technology, artificial intelligence

## 5.1 ❭ Vocabulary

- Tell students that they are going to practise vocabulary related to performance and rewards by completing a questionnaire.
- Hand out a copy of the worksheet to each student and give them time to read through the questionnaire. Set a time limit and ask students to complete the gapped questions individually.
- Tell students to compare their answers in pairs, then check as a class.
- Give students 4–6 minutes to answer the questions individually. Monitor and help them with any words they may not know.
- Move on to Exercise 2. Put students into small groups to compare and discuss their answers to the questionnaire. Set a time limit and remind them to give reasons for their opinions.

- When the time is up, invite a few students to share their answers with the class.
- Put students into pairs for Exercise 3. Explain the activity and, again, set a time limit. While students are writing their questions, monitor and help as necessary.
- Put pairs into groups of four. Pairs swap questions and, when they have decided on their answers, they discuss them in their groups. If there is time, invite a few students to share their answers with the class.

> **1** success **2** promotion **3** appraisal **4** failure
> **5** recognition **6** achievement **7** advancement

# 5.2 ❯ Grammar

- Tell students that they are going to practise using linking words and phrases to express contrast and concession.
- If necessary, briefly review the linking words/phrases: ask students what words/phrases they know which express contrast and concession, and list these on the board. Review the 'word grammar' for each linker and/or refer students to the Grammar reference on page 121 of the Student's Book.
- Cut off the answer key from the bottom of each worksheet. Hand out a copy of the rest of the worksheet to each student and ask them to complete Exercise 1 individually. Do not confirm answers yet as students will check them in the next exercise.
- Move on to Exercise 2. Put students in pairs and ask them to compare their answers. Point out that they should identify as many possible answers to each question as possible. When they have finished, check answers as a class.
- Refer students to the email in Exercise 3 and go through the instructions as a class. This time, students should work individually to find as many alternatives as possible for each gap. Set a time limit and, during the activity, monitor and help students as necessary but do not confirm the answers.
- Put students in pairs and ask them to compare their answers. Then hand out the answer key for them to check/confirm.

> **1**
> **1** however/nevertheless **2** On the one hand, on the other hand **3** However/Nevertheless **4** despite / in spite of
> **5** although / even though / though / despite the fact that / in spite of the fact that **6** Despite / In spite of

# 6.1 ❯ Vocabulary

- Tell students that they are going to practise collocations related to business ethics from Lesson 1.
- Hand out a copy of the first part of the worksheet to each student. Ask students if these look familiar and elicit or explain that they are the dials they looked at in Lesson 1.
- To make the dials, students cut along the dotted lines round each wheel and place 1B over 1A and 2B over 2A. Students will also need two split pins each, which they then insert through the middle of the two wheels. They should now be able to move the wheels clockwise or anti-clockwise.

- Explain to students that by turning the dials, they can match the words in the inner and outer wheels to make collocations. Depending on the strength of your class, students could do this individually or in pairs.
- Check answers with the class and write (or invite students to write) the collocations on the board. Check that students understand the meanings.
- Put students in A and B pairs and hand out the second part of the worksheet to each pair.
- Explain that students are now going to create a gap-fill exercise to test their partner's understanding of the collocations from the dials. Assign one dial to each student or let students choose in their pairs.
- Students write four sentences using their collocations and then take out the collocations to make a gap-fill exercise. They exchange exercises with their partner, who must complete the gapped sentences. They then return the completed exercise to their partner, who checks their answers.
- If time is short, students can complete the gapped sentences for homework, and do the peer correction in the next class.

> **Dial 1:** moral approach, unethical conduct, tough conditions, low pay
> **Dial 2:** ethically sourced, clothing brands, sweatshops, fairtrade cotton

# 6.2 ❯ Grammar

- Tell students that they are going to practise the third conditional by playing a game.
- If necessary, review how third conditional sentences are formed and/or refer students to the Grammar reference on page 122 of the Student's Book.
- Put students in pairs or small groups and hand out a copy of the worksheet to each pair/group.
- Tell students that the table has twelve third conditional sentences, some of which contain a grammatical mistake, and explain the object of the game: to win as many points as possible by staking points on whether the sentences are correct or incorrect.
- In their pairs/groups, students first decide if each sentence is correct or incorrect and put a tick or a cross in the *Correct?* column of the table. They then decide how many points to stake on each sentence, depending on how certain they are of their answer, and write the number in the *Risk* column. They can stake 1, 3, 5, 8 or 10 points on each sentence.
- Give pairs/groups 5–8 minutes to rewrite the sentences they think are incorrect in the spaces provided.
- When they have finished, read out the first sentence from the table and invite a pair/group to give their answer by correcting the sentence (or not) and saying how many points they put in the *Risk* column. Then confirm the answer.
- If a pair/group is wrong, they lose that number of points and put a minus sign next to the number they wrote in the *Risk* column. If they are right, they win that number of points and put a plus sign next to the number.
- Repeat the procedure for the rest of the sentences, with pairs/groups adding plus or minus to their score each time.
- Students add up their total. The pair/group with the most points at the end are the winners.

1 If you **had** reduced the number of international meetings, you could have cut your carbon emissions.
2 They wouldn't have lost the trust of their users if they ~~haven't~~ **hadn't** sold data to third party organisations.
3 correct
4 If my employers ~~knew~~ **had known** that a client had given me a free luxury holiday, they would have made me refuse the gift.
5 correct
6 One of our employees might have told us about the problem sooner if we ~~would have~~ **had** created a system to help staff report unethical procedures.
7 If they had been transparent about income tax and payments, they ~~hadn't~~ **wouldn't** have had to face those heavy financial penalties.
8 correct
9 correct
10 You would have had better employee retention rates if you ~~have~~ **had** set up a policy for equality in the workplace.
11 People ~~had~~ **would have** considered them more ethical if they had avoided the use of palm oil in their products.
12 correct

# 7.1 ❯ Vocabulary

- Tell students that they are going to practise vocabulary related to time management from Lesson 1.
- Put students in pairs or small groups and hand out one set of cards to each group. Make sure that each card is folded where indicated so that students cannot see the answers. Ask students to place the cards in a pile face **up** on their desks and cover them (e.g. with a book).
- Explain that the phrases the cards describe all use the word *time*. In their pairs/groups, students take it in turns to pick a card, read the definition and say the correct time phrase. Students check their answer by unfolding the card. If they have answered correctly, they keep the card. The student with the most cards at the end wins.
- **Alternative:** With weaker classes, you can cut along the fold lines too and ask students to match the definition cards with the time phrase cards. Again, the student with the most pairs of cards is the winner.
- Hand out one copy of the gap-fill exercise to each student and ask them to complete it individually. You could get them to compare answers in pairs before checking as a class.

1 by the time   2 in time   3 waste time   4 overtime
5 spend time   6 out of time

# 7.2 ❯ Grammar

- Tell students that they are going to practise using adverbials and time expressions from Lesson 2 by doing a quick class survey.
- Hand out one copy of the worksheet to each student and go through the instructions for Exercise 1 with the class. If necessary, do an example on the board, by completing sentence 1 about you. Give students time to complete the exercise individually, while you monitor, making sure they are using the adverbials and time expressions correctly.
- Put students in pairs and go over the instructions for Exercise 2 as a class. Encourage students to give reasons/further details as they share their answers with their partner. Explain that they do not need to write their partner's complete sentence in the *My partner* column, just the adverbial/time expression their partner chose.
- Set a time limit and, when pairs have finished, invite a few students to share any interesting or surprising information they found out about their partner.
- Move on to Exercise 3. Go over the instructions as a class. Students now mingle and, for each sentence, try to find someone who used a similar adverbial/time expression to the one they used. When they find someone, they write that student's name in the third column of the table. Again, monitor and check students' use of adverbials and time expressions.
- Set a time limit and stop the activity when the time is up. Ask students if they managed to find someone for all ten statements (and tell them that it's OK if they didn't). Go over any errors you noted while monitoring.
- If there is time, you could put students back in their pairs from Exercise 2 and ask them to report some of their findings from Exercise 3 to their partner.

# 8.1 ❯ Vocabulary

- Tell students that they are going to practise vocabulary related to change management.
- Hand out a copy of the worksheet to each student and refer them to the quiz results in Exercise 1. Explain that they are the results of the personality quiz they did in Lesson 1, but do not refer them to their Student's Books yet.
- Ask students to complete Exercise 1 individually and then tell them to compare answers in pairs. Check answers with the class. Make sure students understand all the gapped words, and answer any other vocabulary questions they may have.
- Move on to Exercise 2. Refer students to the quiz on page 133 of the Student's Book and ask them to look at their answers and check their results in Exercise 1. Then put students in pairs to discuss. How accurate do they think the results are? What do they agree/disagree with? Invite a few students to share their ideas with the class. Ask them if there is anything they would add to the results.
- Keep students in the same pairs for Exercise 3 and give them 4–5 minutes to discuss the questions. At the end of the activity, invite a few pairs to share their ideas with the class.

1
1 apprehensive   2 implementing   3 cope
4 teamworking   5 communicate   6 improvement
7 adapting   8 weigh   9 benefits
Extra words: consult, engaging

# 8.2 ❯ Grammar

- Tell students that they are going to practise using reported speech and reporting verbs from Lesson 2.
- If necessary, review reported speech and refer students to the Grammar reference on page 124 of the Student's Book.
- Put students in A and B pairs and hand out one set of cards (A or B) to each student.
- Ask students to pull out the grey card and then shuffle the rest of their cards and put them in a pile face down on their desks.
- Explain that the grey card has the instructions, and go through them with the class. Make sure students understand the context for each conversation and what they have to do.
- Give students time to complete the first step. They should do this individually. Circulate and help if needed.
- Confirm the correct order for each conversation before moving on to the next step. (The conversations are given in the correct order on the worksheets.)
- **Alternative:** With weaker classes, you could ask students to order the conversations in groups (groups of Student As and groups of Student Bs) and then put them in pairs for the next step.
- Give students 2–3 minutes to read the conversation and decide on the reporting verbs they will use. Clarify that they do not need to report the questions in each conversation, and that they need to make any other necessary changes. Encourage them to use the verb *say* no more than twice. If necessary, before students report the conversation, elicit different reporting verbs and list them on the board.
- Students work in their pairs and take turns to summarise the conversations using reporting verbs. Student A starts. During the activity, monitor and make a note of any mistakes with reported speech and/or reporting verbs. Go over them as a class at the end of the activity.

**Possible answers**
**Student A**
I overheard an interesting conversation the other day. Jo told Sam that they weren't going to pay us our bonus. She confirmed that two of the Finance Directors had been talking about it in the lift that morning. Sam said that it sounded like a private conversation and advised Jo not to tell anyone else until they had more information. Jo insisted that people had a right to know. She also complained that she wouldn't be able to go on holiday, which wasn't fair. Sam promised to speak to the CEO and clarify what was happening with the bonus. Until then, he advised Jo not to discuss it with anyone else because she could get into trouble.

**Student B**
That's interesting. Well, I was in a meeting this morning with the CEO. He thanked me/us for coming and said he had some important information to discuss with me/us. I told him that all the staff were worried that they wouldn't get a bonus this year. He promised that all employees would certainly get paid their bonus and that it/the bonus wasn't the issue. He informed me/us that we would be moving offices at the end of next year. He said he didn't have all the details yet but confirmed that all jobs were safe. I suggested calling a meeting with all staff to announce the news as soon as possible.

# Unit 1 ❯

**1** Before you read, check that you know the meaning of the words in the box. Match them with their definitions (1–7). Use a dictionary if necessary.

> constricted   influx   poach   rigid   transformation   tribe   window dressing

**1** a complete change in someone or something _____

**2** not flexible _____

**3** large quantity of people/things arriving at the same time _____

**4** group of people with similarities _____

**5** try to attract employees from other companies _____

**6** attractive but less important than other factors _____

**7** limiting someone's freedom to do what they want _____

**2** Read the text and complete the information in the table.

| Name | Currently works for | Role/Title | Previously worked for |
|---|---|---|---|
| **A Ron Knapp** | Citi FinTech | 1 _____ | 2 _____ |
| **B Max Johnson** | Robert Walters | 3 _____ | unknown |
| **C Faye Woodhead** | 4 _____ | director of global employer brand and graduate recruitment | unknown |
| **D Elly Hardwick** | Deutsche Bank | 5 _____ | unknown |
| **E Carey Kolaja** | 6 _____ | global chief product officer | 7 _____  8 _____ |

**3** Match the statements (1–5) with the people in Exercise 2 (A–E).

This person:

**1** had never considered working for a bank before. _____

**2** thinks other factors are more important than dress code when recruiting. _____

**3** points out that banks can now offer more interesting technical roles. _____

**4** proposed changing the dress code in their job. _____

**5** believes salary is likely to be the main attraction for tech professionals. _____

**4** Decide if these statements are *true* (T) or *false* (F).

**1** Roy Knapp made a formal presentation to his company, asking to wear more informal work clothes.

**2** Max Johnson states that banks have been looking for established tech professionals for a very long time.

**3** He thinks that in order to attract tech experts, changes in the formal corporate culture of banks are necessary.

**4** In Britain, tech industries usually pay higher salaries to new recruits compared to banks.

**5** Recruitment from the tech industry has also benefited existing staff in banks, by introducing different ways of working.

## Banks are on the hunt for tech veterans

When Ron Knapp joined Citigroup's *FinTech unit as head of technology, he sent a note to his new managers with a suggestion: 'Given what we're trying to achieve, I think I should come in wearing my boots and jeans.'

Mr Knapp joined Citi FinTech to build a team of technology specialists. He spent sixteen years at
5    Amazon, including working in software development, but now he had joined a tribe which he says will become increasingly valuable to big banks: established tech professionals.

According to Max Johnson, manager at the recruitment agency Robert Walters, financial institutions started poaching professionals from the tech world a few years ago. But to convince tech people to work for them, banks have had to change. 'Banks have very rigid structures in a corporate lifestyle
10   kind of way,' Mr Johnson says. 'These [tech] people want to be creative; they want to be in an environment that is not constricted.' Small changes, such as relaxing the dress code, can help. But in the end, Mr Johnson says, it comes down to pay. 'Banks have had to compete with very competitive salary structures for tech,' he says. In the UK, starting salaries for technology roles are higher at banks than at tech firms.

15   But salary is only one attraction, says Faye Woodhead, one of Deutsche Bank's recruitment directors. 'Opportunity and ability to make a difference, be challenged and learn is as important. Dress code may help, but it is window dressing.'

Most importantly, banks are offering roles that did not exist in the industry a few years ago, according to Elly Hardwick, head of innovation at Deutsche Bank. 'There are so many opportunities in
20   artificial intelligence, machine learning and distributed ledger technology,' she says. And banks have something tech companies do not: financial data.

'Five years ago, I never thought I would be at a bank,' says Carey Kolaja, Citi FinTech's global chief product officer. Previously, Silicon Valley had been the centre of her professional life after years at eBay and PayPal. She switched because she wanted a role serving people who did not have access to
25   financial services. 'It is about the type of problems you can solve at a bank,' Ms Kolaja says.

The influx of tech professionals means banking staff are developing, too. 'Exposing internal people to new ways of doing things is just as important,' Ms Hardwick says. 'When tech and business sit together at the table, that is when you get the real culture transformation.'

*FinTech = short for 'financial technology'; refers to providing financial services by making use of software and modern technology

# Unit 2 ❯

**1** **Before you read, check that you know the meaning of the words in bold. Choose the correct definition, a or b, for each word. Use a dictionary if necessary.**

**1** Through structured classroom teaching and a series of online activities, the course develops strong **theoretical** knowledge of the topic.

   **a** relating to the study of ideas rather than practical experience

   **b** relating to real situations and practical experience rather than ideas

**2** Specialised training allows students the opportunity to learn a range of **competencies**.

   **a** degrees             **b** skills

**3** Another reason that the scheme **thrives** is the support it gets from the government.

   **a** is very successful         **b** exists

**4** Most of the apprentices are **loyal** to the company they train with and choose to work for them long term.

   **a** remaining faithful to and supporting someone or something

   **b** grateful because someone has done something kind for you

**5** **Vocational training** is extremely important for career opportunities and growth.

   **a** training that is based on ideas and theories rather than practical knowledge

   **b** training that teaches you the skills you need for a particular job

**6** Researchers tried to **replicate** the original experiment, but failed.

   **a** copy exactly           **b** understand

**7** The company has just launched a campaign to **promote** awareness of environmental issues.

   **a** help people understand something    **b** help something to happen or develop

**2** **Read the text quickly and decide which section (A–E) has information to answer each question.**

**1** Can the programme be implemented in other countries?        Section _____

**2** How did a car company react to changing skills requirements?    Section _____

**3** Why is the programme important in today's industry?      Section _____

**4** What is the dual vocational training programme?       Section _____

**5** How does the unemployment rate in Germany compare to the rest of Europe?   Section _____

**3** **Decide if these statements are *true* (T), *false* (F) or if the text doesn't give this information (NG).**

**1** The dual vocational training programme was first introduced for factory workers.

**2** It is likely that a number of the tasks currently performed by workers will be performed by machines in future.

**3** The problem with BMW Group's vocational scheme is that you can't study for a degree.

**4** Commitment to vocational schemes is one of the reasons that Germany has a lower unemployment rate among young people.

**5** Helmut Schweiger has been head of Gerresheimer's largest plant for three years.

**6** In Horsovsky Tyn, parents were more enthusiastic about the scheme than their children were.

**4** **Choose the correct option (a or b).**

**1** An advantage of the dual vocational system is that it provides an opportunity to

   **a** meet people from a range of industries.

   **b** combine practical work experience and studying.

**2** Advances in technology mean that

   **a** workers will not need to be qualified.

   **b** employees will be required for more complex tasks.

**3** When technology advances, companies such as BMW

   **a** adapt their training courses.

   **b** identify candidates who already have these skills.

**4** In Germany, young people are more likely to

   **a** apply for a vocational course after graduation.

   **b** prefer an apprenticeship over university.

**5** Helmut Schweiger set up the training scheme because

   **a** young employees needed to be taught skills they had not learned at school.

   **b** he wanted to prove to families that vocational training was important.

**5** Put the letters in brackets in the correct order to complete the paragraph. The words are from the reading text. The first letter of each word is given.

Despite concerns regarding technological advances, it is clear that the workforce of the future will still be required when dealing with ¹c_____ (pmoelxc) products. In factories throughout the world, robots are already being used to ²a_____ (bassemel) various components and put the products together. However, robots are unlikely to completely ³r_____ (arpecle) a skilled workforce. A more intuitive range of skills would be required to ⁴m_____ (amtianni) modern machinery in order to keep it in top condition. This would include training employees to ⁵s_____ (sreivce) equipment regularly and to strict standards. As technology develops, workers will have to adapt their skills, but the factories, offices and laboratories of tomorrow will still be run by people – that is, ⁶q_____ (lqueaiifd) individuals working alongside intelligent machines.

## Importing the German vocational training system

**A** Germany's apprenticeship programme, called the 'dual vocational training programme', gives students theoretical education in the classroom, together with real-world experience on the factory floor. And this is why it is highly recognised and admired worldwide – because of its combination of theory and training in a real-life work environment.

5 **B** With the shift to software and robotics, many see Germany's education programme becoming even more important. 'Automation and robots will primarily replace simple tasks,' says Hermann Simon, founder of consultancy Simon-Kucher & Partners. 'But you still need workers who can make, assemble, maintain and service complex products,' he adds. 'You could even say that the more complex the products get, the more qualified workers have to be.' So, it is important to ensure that the
10 programme stays up-to-date, and that graduates are skilled workers the industry will want to hire.

**C** Take BMW, for example. It has 4,600 apprentices training at nineteen locations, each learning one of thirty competencies. Konstanze Carreras-Solé, head of apprentice training at the BMW Group academy, says the programme is constantly changing to teach students new skills in areas such as IT and 3D printing. Soon, BMW will even offer apprentices the ability to earn a bachelor's degree,
15 without cost, as part of their training.

**D** The fact that vocational schemes can keep up with the times is one reason Germany has a 6.4 percent unemployment rate for people under twenty-five, compared with an average of 19 percent across Europe. Mr Simon warns that this success is not easy to replicate. One reason it thrives is because of its roots in the German culture: more students choose vocational training than go to university. The
20 programme also fits into a wider cultural model that promotes social unity.

**E** So what does this mean for countries that are considering importing the German model? Horsovsky Tyn is a small town in the Czech Republic where Gerresheimer, the German pharmaceuticals packaging group, has its largest plant, with nearly 700 employees. Helmut Schweiger, head of the plant, learned early on that hiring undereducated young people would not work. So he set up a joint
25 venture to provide free classroom and factory floor training, as in Germany. 'It took us three years to get young people interested,' he recalls. 'The problem was not girls and boys from school, but parents and grandparents.' Mr Schweiger had to convince entire families that learning skills would pay off in the long term.

Asked what he thinks about the German model being implemented in other countries, he says that
30 it's more about creating an environment that promotes social unity. 'You can buy everything in a company: the best materials, the best machinery. But you can never buy the best employees. You need to make them loyal, proud and happy.'

# Unit 3

**1** Read the title of the text. What do you think *VC* stands for? Read the first paragraph quickly to check. Then read and complete the definition of *VC* below.

   **a** virtual communication

   **b** venture capital

   **c** vice chancellor

**VC** (abbreviation for _____ _____): money lent to someone so that they can start a new business

**2** Before you read the rest of the text, check that you know the meaning of the words in bold. Match 1–10 with a–j to complete the definitions.

| | | | |
|---|---|---|---|
| **1** | If you **close in** on someone, | **a** | it attracts a lot of people or things. |
| **2** | If something **doubles**, | **b** | is a group of companies or organisations who are working together to do something. |
| **3** | If something is a **magnet** for someone/something, | **c** | has money or goods that can be sold to pay debts. |
| **4** | If something **pours** into a place, | **d** | you move closer to them. |
| **5** | A **consortium** | **e** | it exists or is available in large quantities. |
| **6** | A **domestic investor** | **f** | you cause them to do an activity or be in a situation. |
| **7** | **Liquidity** is when a business | **g** | it comes quickly and in large amounts. |
| **8** | If something is **abundant**, | **h** | invests in their own country rather than abroad. |
| **9** | When you **propel** someone or something, | **i** | is the study of genes and their functions (DNA). |
| **10** | **Genomics** | **j** | it becomes twice as big or twice as much in size, value, etc. |

**3** Find the numbers (1–5) in the text and match them with the information they relate to (a–e).

| | | | |
|---|---|---|---|
| **1** | 11,042 | **a** | rise in financing in Europe |
| **2** | 17% | **b** | investment in genomics in the US |
| **3** | 40% | **c** | estimated value of Didi Chuxing |
| **4** | $56 billion | **d** | global VC deals |
| **5** | $2.5 billion | **e** | increase in funding in the US |

**4** Complete the paragraph summarising part of the text with the companies in the box.

Didi Chuxing   Meituan-Dianping   SoftBank   Tencent

A competitor to taxi firm Uber is the Chinese company [1]_____. The company has attracted investment from a number of sources, including [2]_____, a Japanese company. Another successful start-up from China is [3]_____ , which offers a range of services via an app. Some unicorns are making the move to public markets and are experiencing an increase in value. Examples include successful technical companies such as [4]_____, which are now investing heavily in Asian start-ups.

**5** Complete the sentences with the correct form of words from Exercise 2.

1 Last year investment across a range of industries nearly _____ .

2 Technical firms have become a _____ for investors, but the risks remain high.

3 _____ still prefer to put money into traditional sectors such as manufacturing.

4 The three companies formed part of a _____ which specialised in funding start-ups.

5 New companies can experience problems when they don't have enough _____ available to cover costs.

## Asia close to taking over US as world's biggest VC market

Asia is **closing in** on the US as the biggest home for venture capital, with total funding reaching $70.8bn last year compared to America's $71.9bn, according to a recent report.

5  Global VC funding increased nearly 50 percent year on year to more than $164bn invested across 11,042 deals, according to the report. In Asia, funding more than **doubled**, while in the US it rose 17 percent year on year, but deal numbers fell to 5,052, the lowest level in years. Europe remained the world's smallest VC market, despite a 40 percent rise in financing to $17.6bn across 2,483 deals.

China is proving a **magnet** for capital, with money **pouring** into everything from
10  vehicle sharing apps to artificial intelligence and car-charging stations.

Didi Chuxing, the Chinese ride-sharing, artificial intelligence and autonomous technology giant, recently announced a $4bn investment from a **consortium** that included Japan's SoftBank and Abu Dhabi state fund Mubadala Capital, as well as **domestic investors**. That valued Didi Chuxing at $56bn, making it the world's
15  second biggest *unicorn behind US rival Uber.

Other top-ranking Chinese unicorns, including Meituan-Dianping, an app that enables users to book and buy meals, manicures and many other services, raised $4bn late last year for a valuation of $30bn.

Some one-time start-ups such as handset maker Xiaomi are now looking at the
20  public markets, where **liquidity** is **abundant,** and tech companies in particular, including China's tech giants Tencent and Alibaba, are seeing their prices **propelled** higher. Tencent and Alibaba are also big investors in start-ups in Asia.

Corporations, including their VC arms, were involved in more than a third of last year's deals in Asia.

25  Artificial intelligence attracted increasing financing, up to $5bn in the US last year, while $2.5bn went into **genomics** in the US.

*unicorn = a private start-up valued at $1 billion or more

# Unit 4 ❯

**1** **Read the text quickly and match the subheadings (1–4) with the sections (A–D).**

    **1** Digital twins     **2** Supply chain tracking

    **3** Cobots     **4** The internet of things

**2** **Choose the sentence which best describes the writer's attitude in the text.**

    **A** The writer has a negative attitude to technology, believing that it is likely to reduce the number of jobs in the future and contribute to rising unemployment.

    **B** The writer has a positive attitude to the topic, listing only positive points about the technological advances discussed.

    **C** The writer uses a neutral and factual tone, describing the technological changes and reporting other people's statements, attitudes and feelings.

**3** **Choose the correct option (a, b or c).**

    **1** One definition of 'the internet of things' would be a digital connection between

        **a** factories and workers.

        **b** different computing devices.

        **c** physical objects and humans.

    **2** A difference between traditional industrial robots and cobots is that

        **a** cobots can be used to do a range of tasks.

        **b** traditional robots are less expensive.

        **c** cobots are heavier.

    **3** Digital twins technology means that when designing a car,

        **a** it is no longer necessary to build a physical prototype.

        **b** fewer physical prototypes are required.

        **c** physical prototypes will require less material.

    **4** Use of digital technology in the supply chain has been positively affected by

        **a** a reduction in the cost of power.

        **b** a reduction in the size of computers.

        **c** a reduction in the price of hardware.

**4** **Decide if these statements about sections B–D are *true* (T) or *false* (F).**

    **B** **1** A cobot can learn a task by copying the action that a human carries out.

        **2** It would usually take less time to program a traditional industrial robot.

    **C** **3** CAD is used to test whether a design specification is successful.

        **4** The technology helps to improve and speed up the design process.

    **D** **5** The technology tracks the goods from the warehouse to the customer.

        **6** It also provides information about the temperature of the computers collecting the data.

**5** **Match the words from the text (1–7) with their definitions (a–g).**

    **1** mobile       **a** goods being transported by road, rail, sea or air

    **2** adaptable     **b** produce a computer model of something that has the appearance or feeling of being real

    **3** repetitive

    **4** prototype     **c** easy to move

    **5** simulate     **d** a device that detects or measures the presence of light, heat, movement, etc.

    **6** freight

    **7** sensor     **e** a model of something such as a machine, used to test the design before it is produced

        **f** able to change in order to be successful in different situations

        **g** done many times in the same way, and boring

**6** Complete the sentences with the words in Exercise 5.

1 The robots can do the dangerous or _____ tasks rather than human workers.

2 Computer software can now _____ a range of flight conditions and improve aircraft design.

3 When testing the _____ , the engineer discovered that the mechanical arm couldn't function due to an error in the computer code.

4 The new machinery is smaller and more _____ , which means that it can be moved to the factory or the warehouse as required.

5 We realised that the temperature of the goods was too high during transit because the _____ sent the data to our computer in the factory.

6 This type of aircraft can carry passengers as well as _____ .

7 A business cannot be successful unless it is highly _____ to economic change.

## Connected devices bring sweeping changes to the factory floor

**A** _____

There is a constantly increasing growth in the number of physical objects that have a computer device which enables them to connect with each other and to exchange flows of data. This is transforming factory floors around the world. From robots that work with humans to tracking components throughout the logistics system, the internet of things (IoT) is changing the way products are
5 designed, manufactured and distributed – and the role of humans in manufacturing.

**B** _____

Unlike traditional industrial robots, collaborative robots work alongside humans and have been spreading across production lines. They are usually smaller, flexible and mobile, and cheaper than traditional industrial robots. They are also slower, but they are highly adaptable and can perform different tasks.

10 'Cobots can learn by imitation. They usually have cameras with vision recognition software. You can move the hand of the robot, you do a task and after a few minutes the robot is programmed,' says Jonathan Cohen of the RoboCap UCITS Fund. 'This compares with 50 to 200 hours to program larger industrial robots,' he adds.

While many fear that cobots will steal people's jobs, there are also those who support the idea. They
15 say that cobots can improve health and safety conditions for humans by performing repetitive tasks that require uncomfortable movements – such as twisting or lifting heavy objects.

**C** _____

This term refers to a virtual model of a process, product or service and is sometimes described as a bridge between the physical and digital world. Jan Mrosik, chief executive of German engineering group Siemens' digital factory division, explains: 'In the past, you would have built a prototype of a
20 car body, and crashed it and deformed it, in order to find out whether your design met specifications. With the digital twin, we take this CAD (computer-aided design) data and simulate crash properties and deformation – everything around the mechanical part of this product.' This can make the design process quicker and less expensive by reducing the number of physical prototypes needed.

**D** _____

The ability to trace items sent by suppliers from truck to ship, train to warehouse and eventually
25 production line is becoming more sophisticated as the cost of hardware falls and computing power rises.

Connected freight and logistics systems used to track at the ship or truck level, but sensors can now be placed on individual pallets of goods. Separate sensors inside transport vehicles and the final destination factory detect the movement of goods. Data from these sensors is collected by computers, showing the location of a shipment, as well as other factors during transit that affect the goods, such
30 as temperature.

# Unit 5 ❯

**1** **Before you read, check that you know the meaning of the verbs in italics. Choose the correct option to complete the sentences. Use a dictionary if necessary.**

**1** The manufacturers *anonymise / claim* that the product is safe to use for an extended period.

**2** A new training programme might *gather / boost* employee performance.

**3** Every shipment is *tracked / spied* by computer.

**4** The employees *gathered / snooped* 250 signatures to support their demand.

**5** The company aims to *lift / gather* sales by 6 percent this year.

**6** Technology is making it easier to *snoop / track* on just about anybody these days.

**7** All the data from the survey was *anonymised / claimed*, to protect the participants' privacy.

**8** I soon realised that my boss had asked Evans to *spy / lift* on me.

**2** **Read the whole text quickly. Which title could replace the current title of the text?**

**A** Workers without checks perform better

**B** Smart office technology improves line management

**C** Spying on staff at work increases revenues

**3** **Read the first paragraph of the text quickly and number the actions (a–g) in the order that the writer does them (1–7).**

**a** checks emails _____

**b** starts computer _____

**c** arrives at work _____

**d** begins working _____

**e** talks about a film _____

**f** has a cup of tea _____

**g** has something to eat _____

**4** **Decide if these statements about paragraphs 2–7 are *true* (T), *false* (F) or if the text doesn't give this information (NG).**

**1** The writer's company knows everything its staff does from the moment they arrive at work.

**2** The technology used by Humanyze can record conversations.

**3** The conference Mr Waber spoke at was held on a Friday.

**4** According to Mr Waber, Humanyze's services helped the bank improve employee motivation.

**5** The writer can see why companies are interested in the technology but would want more proof of its claims.

**6** The ID card supplier Mr Waber has agreed to work with was founded fifteen years ago.

**7** Mr Waber claims that the names of employees are removed from the data before it is given to employers.

**8** If asked by her employers, the writer would be happy to wear the tracking technology.

**5** Complete the sentences with the words/phrases in bold in the text.

**1** The company makes claims for the new technology yet there is no _____ that it works.

**2** When staff have worked together for a long time, they might not welcome new recruits and may leave them out _____ .

**3** The Milan branch has been the company's _____ performer for the last three years.

**4** Improvements to staff performance don't always need large changes; sometimes small _____ to working hours or office environment can be effective.

**5** One of the reasons that the project was a success was because we have a _____ team and work well together.

**6** The employees were _____ to find out that their ID badges were actually tracking devices.

**7** The candidate acted _____ and admitted he did not have the right qualifications for the job.

**8** It turned out that Amy had _____ about the meeting – no one had told her.

## Can office snooping improve employee performance?

I had breakfast the other day at a London restaurant with a man I recently met at a conference. I arrived at the office some time after 10 a.m. and switched on my computer. Having checked a few emails and scrolled through Twitter, I headed to the office kitchen for a cup of tea, where I bumped into a colleague and we stopped to have a conversation. Then I started chatting with another colleague
5 about a film we had both seen. Eventually, I sat down to work.

My employers had **no clue** about any of this useless office activity. Nor would most large companies. Yet I wonder how long it will be until they do. The man I met at the restaurant was Ben Waber, chief executive of a Boston company called Humanyze, which claims it can boost a company's revenues by tracking what its employees actually do all day. It gathers data from ID badges hung around people's
10 necks, which have microphones and sensors that know where you are and who you are talking to – though not what you are saying.

I arranged to meet Mr Waber because although I knew companies had been testing worker-tracking technology for years, I had not heard anyone describe its financial benefits. At a conference on the modern workplace in London this month, Mr Waber described Humanyze's work for a large European
15 bank that wanted to know why people selling loans in some of its branches were performing better than those in other offices with similar types of customers.

Humanyze discovered the **star** branches had **close-knit** sales teams who worked well with each other. Teams in the less successful branches were separated on different floors or got on so well they left new employees out **in the cold**. The bank made some simple **tweaks**, moving staff around different floors
20 or giving managers €100 a week to take new employees out to lunch with longer-serving workers. This helped lift the bank's overall performance by more than 10 percent, according to Mr Waber.

This sounds very large to me and, if I were in a position to hire a company such as Humanyze, I would want to see **hard evidence**. But the point is, it is easy to see why more employers are considering snooping on their staff, and that is worrying.

25 Today, Humanyze has fewer than forty employees, but Mr Waber is hiring about eight people a month and has just agreed to a partnership with a big ID card supplier, which means his systems should soon spread to many different companies. I believe him when he says his company anonymises its data, only gives its badges to employees who agree to wear them and only wants to make people more productive, not **outraged**.

30 But Humanyze is just one of many companies entering this field, and it is hard to imagine all acting **honourably**. And I know I will not be alone when I say that the day my badge starts spying on me is the day I start looking for another job.

# Unit 6 ❯

**1** **Before you read, check that you know the meaning of the words in bold. Choose the correct definition, a or b, for each word. Use a dictionary if necessary.**

**1** The investigators found that financial **corruption** had taken place over a long period of time.
  **a** dishonest or illegal behaviour
  **b** a series of serious mistakes

**2** The president was involved in a major financial **scandal**.
  **a** an event that shocks people because it is illegal
  **b** an idea that leads a company to success

**3** The employee was **prosecuted** for posting private data online.
  **a** suspected of a crime
  **b** charged with a crime

**4** The parents were so desperate for the students to pass the test that **bribery** was not uncommon.
  **a** buying illegal material from the internet
  **b** illegally offering money or gifts in return for services

**5** Finally, the product is sold to the end user through an **intermediary**.
  **a** a person/company that sells goods or services to the public
  **b** a person/company that acts as a means of communication between other people/companies

**6** The bank had **manipulated** figures to make it look as though the investments were doing well when, in reality, they weren't.
  **a** change or edit data in order to misinform
  **b** steal money and then replace it

**7** Employees are often influenced by **peer pressure** from colleagues.
  **a** a feeling that you must do the same things as other people
  **b** a time when you feel you are not doing as well as other people

**8** If they continue to act illegally, they will lose their **liberty**.
  **a** respect for someone's feelings or rights
  **b** freedom

**2** **Read the text and complete the gaps (1–5) with the sentences (A–E).**

**A** People who are new to an organisation, and who might be surprised at unethical behaviour, come to assume it is acceptable.

**B** How can companies ensure they behave properly while still meeting sales targets, especially in industries where bribery and payments to intermediaries are common, even when they are illegal?

**C** It has also set up a 24-hour ethics hotline, which is available to staff worldwide.

**D** They need to start with the values: how they want to do their business.

**E** Or the Wells Fargo fraud, in which employees set up fake customer accounts.

**3** **Match the organisations (1–3) with the illegal activities mentioned in the text (a–d). There is one extra activity which you do not need to use.**

| | | | |
|---|---|---|---|
| **1** | Rolls-Royce | **a** | presented false technical results |
| **2** | Volkswagen | **b** | opened illegal accounts without client permission |
| **3** | Wells Fargo | **c** | avoided paying tax |
| | | **d** | changed financial records |

**4** Choose the sentence which best summarises paragraphs 3 and 4 of the text.

  **a**  When staff are put under pressure, they will usually act illegally.

  **b**  A company with a bad reputation is more likely to be corrupt.

  **c**  A mix of factors can create a working climate where illegal actions may occur.

  **d**  There is no way to stop corruption in a global company.

**5** Complete the sentences with these words from the text.

> cost   incentives   lines   pressure   status

  **1**  Fear of missing out on financial _____ , such as large bonuses, may encourage the manipulation of data to make profits appear better.

  **2**  When a company demands unrealistic targets, it puts staff under _____ to perform.

  **3**  Ambition is positive until the desire for _____ and professional titles becomes more important than ethics.

  **4**  Davies was determined to get the bonus at any _____ .

  **5**  A good manager is one that can be trusted not to cross ethical _____ .

## Corruption scandals show why leaders should highlight ethics

Recently, Rolls-Royce agreed to pay £671m to the authorities in the UK, the US and Brazil. In return, the company will not be prosecuted for a number of charges, including corruption and false accounting. The case, which is still continuing with the investigation of individuals, raises important questions. [1]_____

5  For Rolls-Royce, the answer lies in various changes. The company has introduced a staff training programme on its policies on bribery, gifts and hospitality. It has reduced the number of intermediaries it uses around the world, and says those it has kept understand what is expected of them. [2]_____

Is this enough? Why 'good companies' do bad things is one of the most complex questions in business. Take the Volkswagen diesel scandal, for example, in which the carmaker manipulated emissions tests.
10  [3]_____ They both involved highly respected companies. In the case of Wells Fargo, staff were under pressure to hit targets. The push to make up the numbers often causes unethical behaviour.

The reason employees behave badly is usually more complicated, however. It is often a combination of financial incentives, desire for status among colleagues and peer pressure that pushes employees to cross ethical lines. They think that because everyone is doing it, it must be right. Whatever doubts
15  they have about what they are doing disappear if they notice not only that the practice is considered 'normal', but also that it is encouraged by those at the top. [4]_____ 'If it is wrong,' they think, 'someone would have put a stop to it.'

In the above cases, someone did eventually put a stop to it. There were fines and penalties and employees' liberty was removed. For companies to ensure they do not reach that point, their boards
20  and leaders must make firm decisions. [5]_____ When it comes to financial targets, the board needs to say, 'We will not reach the numbers at any cost.'

# Unit 7 ❯

**1** Before you read, check that you know the meaning of the words in bold. Match them with their definitions (a–h). Use a dictionary if necessary.

1 How much **spam** do you receive each day?

2 Do you use any strategies to **filter** unwanted emails?

3 Is your inbox **packed with** hundreds, even thousands, of old emails?

4 Do you know anyone who has a **compulsion** to check messages very frequently?

5 Do you ever ask anyone to check and reply to your emails **in your absence**?

6 Do you feel **out of the loop** if you don't check your messages regularly?

7 How long would you be happy **unplugging** from any electronic communication?

8 How long does it take you to **reorient** yourself after stopping work to check emails?

a while you are away

b not kept informed

c completely full of

d organise your thoughts again

e unwanted emails

f a strong desire – almost an addiction

g block, remove or delete

h not being connected to the internet

**2** Answer the questions in Exercise 1 about yourself.

**3** Read the text quickly and choose the sentence which best describes the main idea.
The writer:

a describes serious issues that can occur when staff do not have access to the internet.

b describes a new theory about how often employees should check their emails in order to be more productive.

c notes that an old concept related to how often emails are read might be useful when used in the modern workplace.

**4** Read sections A and B and decide if these statements are *true* (T), *false* (F) or if the text doesn't give this information (NG).

1 Research carried out by Dan Russell showed that people usually responded to emails within sixty seconds.

2 The writer usually sends at least eighteen emails during a working day.

3 Research suggests that people receive between eighty and ninety emails a day.

4 The writer thinks that thanks to smartphones, we now tend to check emails less often.

5 The writer's colleagues email him about unimportant matters at least twice a day.

6 After an interruption, some people may take as long as thirty minutes to get back into a task.

**5** Read section C and answer the questions.

1 What were Mark and Voida trying to find out with the experiment?

_____

2 What methods did they use to observe the participants?

_____

**6** Choose the option (a or b) which can replace the words/phrases in italics. The correct words/phrases are in section C of the text.

1 When analysing the data, it'll be important to *consider* how many responses were received.

   a keep a note of     b bear in mind

2 When the researchers *conducted* the experiments, they were surprised by the results.

   a analysed     b carried out

3 The *participants in* the sleep experiment were men aged thirty to fifty.

   a subjects of     b researchers doing

4 The exam is unlikely to take a *complete* day, so she should be back in the office by 12 p.m.

   a full     b working

**7** Complete the sentences with the correct form of the answers to Exercise 6.
1 Scientists had never _____ this type of experiment before and they were eagerly anticipating the results.
2 The data was easy to collect but it took a _____ year of analysis before it was ready to publish.
3 For this experiment, the scientists need female _____ between the ages of twenty and twenty-five.
4 Staff need to _____ that sales are lost if customer emails are not responded to quickly.

## Control your inbox

**A** More than a decade ago, Dan Russell, a researcher at IBM, won attention for his email signature: 'Join the slow email movement! Read your mail just twice each day. Recapture your life's time and relearn to dream.'

That was unrealistic even then. While some people are slow to respond to email,
5 most of us are quick to check it. A 2003 study found that the typical email was read within six seconds of arrival. Another study, from 2006, by computer scientist Karen Renaud and colleagues, found that people would check their email eighteen times an hour.

When I think about my own behaviour, eighteen times an hour sounds about
10 right. It's like a nervous twitch, with the bonus that I can tell myself and others that I'm being professional. It's also insane: most of us do not actually receive eighteen emails an hour. I don't – not after filtering spam. One estimate of the typical load is eighty to ninety emails a day, which suggests that half the time Professor Renaud's subjects checked email, they would have found nothing there.

15 **B** Smartphones, packed with e-messaging alternatives, can only have worsened the compulsion to check for new messages. Nevertheless, Mr Russell was right: there are ways in which email might be a lot more useful if we slowed it down.

If you check email no more than twice a day, problems solve themselves in your absence. When a colleague emails the entire company asking whether anyone
20 has seen his coffee mug, the treasure will be found before anything hits your inbox. Meetings will be announced, withdrawn because of a typo in the date, then reannounced. It's so much easier to wait.

And slow email should mean more time concentrating on a single task at a time. We will no longer set aside important work to open the email browser tab, and
25 then on to Facebook, Twitter, Wikipedia or wherever. It takes time to reorient ourselves after these self-interruptions; estimates vary from a few seconds to half an hour.

**C** Bearing all this in mind, one might ask: What happens when our email is turned off? Researchers Gloria Mark and Stephen Voida carried out just this
30 experiment, observing what happened to thirteen office workers when the researchers disconnected their email for a week. The subjects were being watched, electronically tracked and were even wearing heart monitors. They became less stressed, stayed on task for longer and spoke to their colleagues more. They sometimes felt a little out of the loop, but they survived the experience.

35 Unplugging for a full working week might be too much for most of us. It's certainly too much for me. So twice a day it shall be.

# Unit 8 〉

**1** Before you read, check that you know the meaning of the words in bold. Match them with their definitions (1–8). Use a dictionary if necessary.

1 real or of a good standard _____
2 aware of something _____
3 a strategy or method _____
4 having lost your job because your employer no longer needs you _____
5 added to something _____
6 made a promise _____
7 an activity that you do as well as your main job _____
8 older _____

**2** Read the text quickly and complete the subheadings (A–C) with the missing information (1–3).

1 Stay-at-home parent to lawyer
2 Professional musician to coder
3 Corporate employee to freelance marketing consultant

**3** Match the statements (1–8) with the people from the text (A–C).

This person:
1 is starting their first career role. ____
2 finds it difficult to estimate the time needed for a task. ____
3 started university as an adult to study for a professional qualification. _____
4 used artistic talent to earn money. ____
5 sometimes applied for the same jobs as other students. ____
6 finds networking a challenge. ____
7 used less formal ways to approach companies. ____
8 isn't always confident when making presentations. ____

**4** Decide if these statements are *true* (T) or *false* (F).

1 The writer believes that due to a number of factors people are likely to have multiple careers during their working life.
2 The people the writer follows are changing direction early in their career.
3 Mr Rondinone has not worked as a software engineer before.
4 His new position will pay slightly less than what he earned in the past.
5 Ms Davenport's aim for the coming year is to set a rate for her time.
6 As far as she is aware, the rest of the students on Ms Altaparmakova's course do not balance study with caring for a young family.

**5** Complete the sentences with these words/phrases from the text.

| cold calling come naturally frustrating fulfilled nervous on track |
| --- |

1 She wants a change because she's no longer satisfied in her current role and doesn't feel _____.
2 Most people feel _____ when speaking in public, but there are a number of strategies which can help.
3 My previous job mostly involved _____ – we were given a list of people to phone and we had to try to sell them financial products.
4 One of the most _____ aspects of job hunting is when a company ignores your application and doesn't even send an email to let you know you weren't successful.
5 Over the years, his interview skills have improved but it still doesn't _____ to him.
6 Are you still _____ to finish the report by the end of the week?

## Big year ahead: the career changers

As we live longer, retire later and employment becomes less secure, it seems likely future workers will have two, three or even more careers over their lifetimes. Last year, I began following some people as they changed careers in the middle of their working lives. I caught up with them this month to find out whether they were still
5 on track, and their hopes and fears for the coming year.

A **Anthony Rondinone, 33 –** _____
Former saxophonist, Mr Rondinone finished his coding training at App Academy in New York at the end of September. Then he started his job hunt, which at times was frustrating, particularly when a fellow student landed a job that he wanted.
10 With no computer science degree or previous industry experience, the thirty-three-year-old has found the best **tactic** to secure interviews is to request informal meetings with potential employers. Mr Rondinone **supplemented** his savings by selling artworks – a **sideline** he developed over the years. He was offered a job as a software engineer at Persado, a marketing technology company, which will pay 43
15 percent more than his previous salary. He starts this week.

B **Kimberley Davenport, 45 –** _____
Since she was made **redundant** last year, Ms Davenport has learned to be confident in her abilities. She worked for J Sainsbury's, the supermarket, for twenty-two years, most recently in marketing. 'When you work for a big
20 company, you have the power of their name behind you, but when you're out in the world alone, it can be pretty daunting,' she says. Setting a price for her time has been one of the most difficult tasks. 'I've set myself a day rate and an hourly rate, but it's hard knowing how long a job will take until you've done it.' Ms Davenport has been nervous when presenting to big organisations: 'What if I say
25 something and they all laugh?' In the new year, she has **pledged** to be braver. 'I am not very good at cold calling, but I've had to make myself approach people and offer my services, which doesn't come naturally.'

C **Collette Altaparmakova, 39 –** _____
As a **mature** student, Ms Altaparmakova believes she is the only person on
30 her course who has had to handle revision at the same time as children's plays and violin exams. But she is **conscious** that next year, when she starts work as a trainee lawyer, she will have even less control over her time. She will start working at Linklaters in March. 'This will be my first **proper** job. And I will turn forty. It's a big year. I feel fulfilled, I feel happy,' she says.

35 Have you changed careers? Tell us about your experiences in the comments below.

## Unit 1 ❯

**1 1** transformation
  **2** rigid
  **3** influx
  **4** tribe
  **5** poach
  **6** window dressing
  **7** constricted
**2 1** head of technology
  **2** Amazon
  **3** manager
  **4** Deutsche Bank
  **5** head of innovation
  **6** Citi FinTech
  **7** eBay/PayPal
  **8** PayPal/eBay
**3 1** E **2** C **3** D **4** A **5** B
**4 1** F **2** F **3** T **4** F **5** T

## Unit 2 ❯

**1 1** a **2** b **3** a **4** a **5** b **6** a **7** b
**2 1** E **2** C **3** B **4** A **5** D
**3 1** NG **2** T **3** F **4** T **5** NG **6** F
**4 1** b **2** b **3** a **4** b **5** a
**5 1** complex
  **2** assemble
  **3** replace
  **4** maintain
  **5** service
  **6** qualified

## Unit 3 ❯

**1** b, venture capital
**2 1** d **2** j **3** a **4** g **5** b **6** h **7** c **8** e **9** f **10** i
**3 1** d **2** e **3** a **4** c **5** b
**4 1** Didi Chuxing
  **2** SoftBank
  **3** Meituan-Dianping
  **4** Tencent
**5 1** doubled
  **2** magnet
  **3** Domestic investors
  **4** consortium
  **5** liquidity

## Unit 4 ❯

**1 A** 4 **B** 3 **C** 1 **D** 2
**2** C
**3 1** b **2** a **3** b **4** c
**4 1** T **2** F **3** T **4** T **5** F **6** F
**5 1** c **2** f **3** g **4** e **5** b **6** a **7** d
**6 1** repetitive
  **2** simulate
  **3** prototype
  **4** mobile
  **5** sensor
  **6** freight
  **7** adaptable

## Unit 5 ❯

**1 1** claim
  **2** boost
  **3** tracked
  **4** gathered
  **5** lift
  **6** snoop
  **7** anonymised
  **8** spy
**2** C
**3 1** g **2** c **3** b **4** a **5** f **6** e **7** d
**4 1** F **2** F **3** NG **4** F **5** T **6** NG **7** T **8** F
**5 1** hard evidence
  **2** in the cold
  **3** star
  **4** tweaks
  **5** close-knit
  **6** outraged
  **7** honourably
  **8** no clue

## Unit 6 ❯

**1 1** a **2** a **3** b **4** b **5** b **6** a **7** a **8** b
**2 1** B **2** C **3** E **4** A **5** D
**3 1** d **2** a **3** b
**4** c
**5 1** incentives
  **2** pressure
  **3** status
  **4** cost
  **5** lines

## Unit 7 ❯

**1 1** e **2** g **3** c **4** f **5** a **6** b **7** h **8** d
**2** Students' own answers
**3** c
**4 1** F **2** NG **3** T **4** F **5** NG **6** T
**5 1** what happens when our email is turned off
  **2** The participants were watched, electronically tracked and wore heart monitors.
**6 1** b **2** b **3** a **4** a
**7 1** carried out
  **2** full
  **3** subjects
  **4** bear in mind

## Unit 8 ❯

**1 1** proper
  **2** conscious
  **3** tactic
  **4** redundant
  **5** supplemented
  **6** pledged
  **7** sideline
  **8** mature
**2 1** C **2** A **3** B
**3 1** C **2** B **3** C **4** A **5** A **6** B **7** A **8** B
**4 1** T **2** F **3** T **4** F **5** F **6** T
**5 1** fulfilled
  **2** nervous
  **3** cold calling
  **4** frustrating
  **5** come naturally
  **6** on track

# 1 › Blogs and newsletters

**Lead-in**   Company blogs and newsletters can be a useful way to communicate with staff. Here are some guidelines to consider before you write material for inclusion in a blog or newsletter:

1   Company blogs and emails are often for internal communication but are sometimes seen by people outside the company. Language can be informal or semi-formal but should always take the audience into consideration.

2   Both blogs and newsletter articles should contain the key information you wish to communicate but are not extended pieces of writing. Descriptions and details can be included but are best when kept brief.

**Model answers**   Newsletter

### Brazil awaits!

I'd like to make all teams aware of an excellent opportunity that we hope you'll be excited to hear about. Mentor for Success is a charity which sends international teams to locations all around the world to help young people develop career skills. The charity recently approached our organisation to enquire whether any of our employees might be interested in taking part in its next project.

You will all be aware that we have recently started a new initiative for staff to have paid sabbaticals to take part in approved voluntary projects. So, we will be working together with Mentor for Success to arrange for one of our teams to travel to Brazil for two weeks, to work with young people and offer coaching and career support. Full training will be given during work hours and all flights and accommodation will be covered.

To apply, make a video presentation with your team, explaining why you would like to be considered for this opportunity and outlining the skills of different team members. This does not need to be serious – make your presentation fun and interesting and capture our attention.

You will all receive an email in the next week with full details of how to apply. In the meantime, take a look at the Mentor for Success blog for some feedback from one of the participants from a previous scheme.

### Blog

### Opportunity of a lifetime

I was fortunate to be selected as a member of the team for a Mentor for Success project in Indonesia. I can genuinely say that it was one of the best experiences that I have ever had.

We were given excellent training, which was not only useful for the project, but can also be applied to your own career goals. We all arrived feeling fully prepared and supported.

When we arrived in Ubud in Bali, we had a team-building day with participants from Germany, Japan and Uzbekistan. During the day, we worked with local schools to run workshops on a variety of business topics. The young people who attended made us feel very welcome and were focused and attentive during the seminars.

In the evenings and at the weekends we had many opportunities to travel and explore the beautiful countryside. By the time our visit came to an end, we had gained confidence by sharing our knowledge and skills and made wonderful new friends, and we returned to our organisations with new energy. This really is a once in a lifetime opportunity – best of luck to all those applying for the next project!

Click on the link below to view a video of the Indonesia project.

## Functional language

### Blogs and newsletters

| Section | Examples | |
|---|---|---|
| | **Blogs** | **Newsletters** |
| **Title** | Opportunity of a lifetime<br>Two weeks in Indonesia! | Brazil awaits!<br>Mentor for Success Brazil project<br>New opportunity for all staff! |
| **Introduction** | I was fortunate to be selected as a member of the team for a project in …<br>As some of you may know, I recently joined an international team … | Want some time off work? Then you'll be delighted to hear about this amazing opportunity.<br>I'd like to make all teams aware of an excellent opportunity.<br>We are happy to announce that our company …<br>Staff are sure to be delighted to learn that … |
| **Main information** | We were given excellent training.<br>We all arrived feeling fully prepared and supported.<br>During the day, we worked with local schools to run workshops.<br>In the evenings and at the weekends we had many opportunities to travel. | We are offering employees the opportunity to join an international team to …<br>The charity recently approached our organisation to enquire … and …<br>We are offering you the chance to join an international team …<br>To apply, make a video presentation with your team, explaining why you would like to be considered.<br>You will all receive an email in the next week with full details of how to apply. |
| **Conclusion** | This really is a once in a lifetime opportunity.<br>I can genuinely say that it was one of the best experiences that I have ever had.<br>Best of luck to all those applying for the next project! | If you want to participate, then act now!<br>For more information on how to apply, contact Ian White in Marketing.<br>If you are interested in joining, contact HR. |
| **Linking to additional content** | Click on the link to view a video of the Indonesia project.<br>Read about another participant's experience here. | Email us if you would like a brochure.<br>Join our LinkedIn page for more information on programmes.<br>In the meantime, take a look at the Mentor for Success blog for … |

### News and plans

| | |
|---|---|
| **Recent news** | Last month, the Sales team organised a quiz night, which was a great success.<br>We have recently started a new initiative for staff to have paid sabbaticals to take part in approved voluntary projects.<br>The staff summer party in July was a spectacular event. |
| **Current news** | Employees can now take advantage of extra discounts.<br>We are sad to say goodbye to one of our longest-serving team members.<br>The employee survey contains very positive feedback.<br>The new international menu in the canteen is proving popular. This week the theme is Mexican dishes. |
| **Future plans** | The IT department will be running workshops to help us all update our computer skills.<br>We will be working with the organisation to arrange for one of our teams to assist in the project.<br>From next month, all employees will be offered the opportunity to work from home one day a week. |

# 2 ❯ Emails

The content and style of emails may differ from country to country. Here are some questions to think about before you write work-related emails:

1  Who will read your email? In general, emails are either informal (more like spoken English) or formal/semi-formal (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  What style and tone do you need to use? Remember that this sometimes depends on the recipient's country/culture.

3  How will you organise the information in your email? Always remember to check that the end result is polite and clear.

**Model answers**  **Informal email**

Hi Alicia,

I wanted to apologise for the problems on our recent project. I'm sorry that we missed the agreed deadline of Friday 19th.

This was because of problems with our supplier, which we were informed about at very short notice. I've now managed to source alternative materials that match the quality and price required.

The completed design will be with you by Monday 22nd. We've made contact with another supplier to make sure that these problems don't occur again with future prototypes.

Thanks for your patience and understanding while we resolved the issue and I'm sorry for any inconvenience this may have caused.

Do let me know if you have any queries. The revised schedule is attached.

Best wishes,

Kasia

**Formal email**

Dear Mr Evans,

I would be most grateful if you would consider putting forward my application for a place on one of the training courses that are currently being arranged for September.

Please find below details of the requested course:
Course number: AV12/20
Course title: Coaching and mentoring

The course would be most useful as my role has recently been expanded and now includes creating mentoring programmes for our interns and graduate trainees.

Would you be able to let me know if funding for the course is available as I would need to confirm my place by Thursday 18th?

Sincere thanks for considering my request. You will find my completed application form attached.

Please do not hesitate to contact me if you need any additional information.

Yours sincerely,

Stefan Nowak

Induction Manager

**Functional language**

## Opening and closing an email

|  | Formal/Semi-formal | Informal |
|---|---|---|
| **Greeting** | Dear Sir or Madam,<br>Dear Ms/Mrs/Miss/Mr/Dr, | Hi/Hello Lee, |
| **Concluding** | Please do not hesitate to contact me if you need any additional information.<br>Please let me know if you have any queries.<br>Sincere thanks for considering my request.<br>I look forward to hearing from you. | Do let me know if you have any queries.<br>Feel free to contact me if you have any questions.<br>Hope to hear from you soon.<br>Thanks for your patience and understanding. |
| **Signing off** | Yours sincerely,<br>Kind regards,<br>Sincerely,<br>Regards,<br>Yours, | Best wishes,<br>All the best,<br>Best, |
| **Referring to attachments** | Please find attached …<br>You will find attached …<br>You will find … attached.<br>Please review and sign the contract attached. | I've attached …<br>You'll find the … attached. |

## Requests

| Function | Formal/Semi-formal | Informal |
|---|---|---|
| **Making a request** | I would be most grateful if you would consider my application.<br>Would it be possible to request funding for this programme?<br>I am writing to request your assistance concerning the matter of our business communication.<br>I would appreciate it if you could send me a brief update on the project. | I'd really appreciate it if you'd let me know your opinion of the course.<br>Can you tell me if there are still places available?<br>I was wondering if you could confirm the date for our next meeting.<br>Would you mind re-sending the project update? |
| **Responding to a request** | I would be delighted to put your name forward.<br>I regret that we will not be able to run the course due to reduced funding. | I'd be happy to help with this.<br>I'm afraid that won't be possible at the moment. |
| **Giving reasons for a request** | The coaching would be most useful in my new role.<br>The most important reason is that it would enhance the team's skill set.<br>It is vital to finalise the report by the end of the week so that it can be reviewed by Mr Harris.<br>As we are preparing for our next review meeting, it would be very helpful if you could send me this month's figures. | It'd be of practical use because the focus is on programming skills.<br>This could help with the project management issues that we've had recently.<br>I've only just received the report, so there's been a slight delay. |

## Problems, reasons and required action

| Function | Formal/Semi-formal | Informal |
|---|---|---|
| **Introducing a problem** | I regret to inform you that we are unable to deliver the products on the agreed date. <br><br> Despite our best efforts, we are sorry to inform you that your order may be delayed. <br><br> Unfortunately, unexpected problems have arisen with your order. | Unfortunately, we won't be able to send you the final report before Friday. <br><br> I'm afraid there's been a delay with the project. |
| **Apologising** | I would like to offer my sincere apologies for the late delivery. <br><br> Please accept our apologies for the recent issues with your order. | I wanted to apologise for the problems on our project. <br><br> I'm really sorry that we missed the deadline. |
| **Saying what went wrong** | This was due to problems with our contractor. <br><br> The issue was caused by a breakdown in communication. <br><br> There seems to have been a change of direction regarding materials. <br><br> There were three main issues. … | This was because of problems with our supplier. <br><br> We were let down by one of our buyers. <br><br> It was mainly down to a misunderstanding about schedules. |
| **Outline action points** | In order to resolve the issue, we have adjusted the schedule. <br><br> We have now taken steps to improve communication. <br><br> The issue will not occur again as the technology has been updated. <br><br> We will endeavour to send you the completed documents by the end of the week. | We've made contact with another supplier to make sure that this doesn't happen again. <br><br> This won't happen again as we've replaced the equipment. <br><br> We'll get the outstanding information to you by Friday. |

# 3 ▶ Annual reports – summaries

**Lead-in**

An annual report gives information about a company's activities throughout the year. It may contain information about financial performance and the success and challenges that an organisation has experienced. Annual reports are often long documents, so the main information is often paraphrased in the executive summary. Longer official reports may also contain executive summaries. The style, layout and content may differ from company to company. The documents may be seen by shareholders and stakeholders outside of the company.

**Model answer**

### Executive summary

This report provides an overview of the past year in our organisation. There have been major changes in our industry, which have created challenges not only in terms of profit, but also in terms of manpower.

The report finds that prospects for the company in its current position remain positive. Recent audits revealed areas of weakness, which will require further investigation and action by management. However, investigation revealed that timely and appropriate action was carried out to prevent any negative impact on the company and its finances. The ethos of this company is that we communicate transparently and learn from mistakes. In the spirit of this, in this annual report we publish for the first time all figures relating not only to profit and loss but also to salaries and bonuses for the senior management team and board of directors. All tables and data relating to these figures can be found in the appendices.

One of the key highlights of the year has been the ongoing efforts of staff, shareholders and stakeholders to work together to create a closer relationship between the company and the community. As well as taking part in educational programmes and offering information workshops to present key projects, employees have also raised over €70,000 for local projects. We will continue these initiatives in the coming year and would like to thank all those who have supported and taken part in these efforts.

This has been a challenging and a rewarding year and we remain in a strong position thanks to each and every one of you.

## Functional language

The executive summary is found at the start of an annual report. It summarises key information from the report.

| Section | Example |
|---|---|
| **Introduction/ Overview** | The purpose of this report is to outline the successes and challenges of the last year. |
| | The aim of the report is to explore some of the changes our industry is currently experiencing. |
| | 2018 was a year of very significant changes within Media Solutions. |
| | The last year has seen some very positive changes at WANSA. |
| **Financial results** | Profits showed no sign of slowing despite a difficult year for the industry. |
| | The price of oil increased, which had an impact on results for the first quarter. |
| | Sales revenues rose by 2 percent in the third quarter. |
| | Exchange rates remained steady for most of the last quarter. |
| **Success** | We are pleased to report that this has been an excellent year. |
| | The marketing campaign was a great success. |
| | Customer satisfaction reached an all-time high. |
| | Staff responded well to the challenges and helped us succeed in a difficult climate. |
| | Despite a difficult first quarter, we have ended the year with record profits. |
| | After a steady recovery over two quarters, we achieved good results. |
| | We were able to raise our sales revenues by 4 percent. |
| | Each and every one of you has contributed to our ongoing success. |
| **Challenges** | Our industry has faced many challenges over the last twelve months. |
| | The main problem was the volatile market. |
| | The change of legislation meant that amendments needed to be made to policy. |
| | The drop in revenue was because of changes in the exchange rate. |
| | There were two main reasons for the disappointing results. |
| | Production was held up due to mechanical problems. |
| | As a result, the supplier was unable to meet the deadline. |
| | The consequence of this was that interest rates rose by 2 percent. |
| | This adverse publicity had an impact on brand loyalty. |
| | The launch date had to be postponed. |
| **Recommendations** | To improve customer satisfaction, we should employ more call centre workers to cut down on wait times. |
| | The warehouse needs to be moved to a location where it will be able to utilise the excellent transport links. |
| | It is therefore suggested that recruitment procedures are reviewed. |
| **Future outlook** | The forecast for the coming year looks promising. |
| | The outlook gives us cause to be optimistic. |
| | We need to prepare ourselves for difficult times. |
| | We remain in a strong position, but we also need to be aware that we are in an industry where it will be necessary to be flexible and adaptable. |
| | We will continue these initiatives in the coming year. |

# 4 ❯ Proposals

**Lead-in**

Proposals are a form of formal correspondence and their format and style may vary from company to company. An internal proposal can be brief and may be presented in an email or as part of a report. Proposals sent to organisations outside of the company are generally longer and more detailed as they may be used to apply for money in the form of grants, loans or funding for a project or to provide information for shareholders or stakeholders to enable them to make decisions. Both shorter and longer proposals would contain an outline of the purpose of the proposal and summarise key information such as plans, costs and schedules.

**Model answer**

### Proposal to reduce waste in the office environment

This proposal aims to recommend strategies to promote waste reduction within the office environment. During the last year we have taken significant steps to reduce waste in the warehouse and factory areas. However, recent research indicates that as a company, we have been less successful in meeting our targets within our offices.

To rectify this, we suggest reorganising the office layout in order to create dedicated recycling areas in each department. To avoid disruption to our staff, the most efficient time to schedule this would be during the weekend. We recommend that a test department is selected and the work carried out within the next month.

It is expected that initial costs would be less than €3,000 and we would see further reductions in waste should we commit to reorganising the remaining departments.

Therefore, we propose that work on the initial department proceeds within the next month. In conclusion, we would recommend that the results should be monitored prior to proceeding with the remaining offices in the building.

**Functional language**

| | |
|---|---|
| **Introduction/ Purpose statement** | This proposal aims to recommend strategies to reduce waste. |
| | This proposal evaluates the use of robotic equipment on the factory floor. |
| | This proposal is intended to present a lower-cost alternative to our current product line. |
| | I propose that we carry out market research to identify areas to improve in our current range. |
| **Problems and solutions** | Recently, there have been complaints about unreturned phone calls. |
| | Recent research suggests we have been less successful in meeting our targets. |
| | The most efficient option would be to update the computer software. |
| | To rectify this, we suggest reorganising the office layout. |
| | We recommend that a test department is selected. |
| **Plan, costs and schedule** | It is expected that initial costs would be less than €3,000. |
| | Despite the high cost, it is anticipated that we would be able to cover our investment within six months. |
| | We suggest that work on the initial department proceeds within the next month. |
| | The contractors have guaranteed that they can complete the extension by the end of June. |
| **Conclusion** | I therefore propose we purchase new generators for the plant. |
| | In conclusion, we would recommend that the results should be monitored. |
| | To sum up, we feel that due to the current economic climate, this would not be the best time to invest. |
| | Therefore, we propose that work on the initial department proceeds within the next month. |

# 5 ❱ Performance review summaries

**Lead-in**

A performance review summary may be communicated in an email, letter or other forms of formal correspondence. The information provides a summary of the key points from an appraisal or performance review meeting and will usually include useful feedback such as highlighting areas of strength or achievement as well as those where further training or support might be required. Here are some questions to think about before you write a performance review summary:

1 What format is usually used for this form of communication?
2 What style of communication (neutral, friendly, formal) would be expected by the reader?

**Model answer**

Further to our performance review meeting on Friday, please find below a summary of the main points discussed.

I am pleased to report that you have performed well during your internship with the company. You have contributed well to the team, and feedback from your colleagues has been exceptionally positive. You have demonstrated an ability to show initiative, and some of your suggestions have significantly improved project management procedures in the department. It has also been observed that your timekeeping and ability to meet deadlines have been very good.

Nevertheless, areas for improvement have been noted. These include extending computer-coding skills and improving knowledge of how your present role interacts with other departments within the company. This can easily be resolved with additional training – please find attached details of suggested courses.

Overall, this has been a very positive start with the company and I have no hesitation in offering you a permanent role with the department.

**Functional language**

| Introduction | Further to our performance review meeting, please find below a summary of the main points discussed. |
|---|---|
| Positive comments | I am pleased to report that you have performed well during your internship. |
| | You have contributed well to the team. |
| | Feedback from your colleagues has been exceptionally positive. |
| | You have demonstrated an ability to show initiative. |
| | Some of your suggestions have significantly improved project management procedures. |
| | It has been observed that your timekeeping and ability to meet deadlines have been very good. |
| | You delegate work to match people's skills. |
| | You adapt well to changes and show a flexible attitude. |
| | Your work indicates a good knowledge of marketing strategy. |
| Constructive criticism | Nevertheless, areas for improvement have been noted. |
| | These include extending computer skills and improving knowledge of other departments within the company. |
| | This can sometimes lead to communication problems. |
| | Despite the good results, there has been some conflict within the team and this has not always been addressed effectively. |
| | You always complete the tasks quickly. However, accuracy needs to be improved. |
| | Unfortunately, the results indicate that time management may be an issue. |
| | There are three main areas where we would expect improvement: … |
| Suggested action | This can easily be resolved with additional training. |
| | We feel you would benefit from a training programme to improve your skills. |
| | We will monitor progress over the next three months. |
| Conclusion | Overall, this has been a very positive start. |
| | We are very pleased with your performance. |
| | We are confident that we will see an improvement in your next review. |
| | Keep up the good work! |

## 6 ❯ Press releases

**Lead-in** Press releases are documents produced to communicate information to the media. They can be used to inform the media of changes and new ventures or to respond to recent positive or negative developments relating to a company. Language would normally be formal, but the writing style should also present information in an interesting way.

**Model answer**

> ## Press release
>
> ### Atel and Yewserv in joint venture to expand global virtual service
>
> Atel and Yewserv have announced that they are entering into a joint venture to expand their operations in Asia.
>
> 'Two market leaders in the virtual assistant service industry are joining together to create a luxury concierge service,' said Kejld Moller, CEO of Atel. The move follows months of speculation that this could be the first step in formalising a merger between the two companies. Mr Moller refused to confirm or deny the rumours. 'We are all expecting great things from this partnership,' he said.
>
> The new concierge service is aimed at the luxury travel market and includes tie-ins with top hotel chains around the world. Mr Moller commented, 'Our clients are high-achieving professionals who expect the best and who believe that business and pleasure can work together. Our new service will make that a reality wherever you are on the planet.'
>
> The launch of the new venture was originally scheduled for February, but has now been moved to April. Mr Moller apologised for the delay, stating that it was essential to get all the details right before taking such an important step.
>
> There is already considerable excitement around the eagerly anticipated online marketing campaign. A buzz has been created using short previews of the ads on social media. Previews will be available to the media from 2 April prior to the main launch on 4 April. The official launch will be followed by a star-studded celebration dinner.
>
> For more information about the launch, click on the link below.

**Functional language**

| | |
|---|---|
| **News/Key facts** | Atel and Yewserv have announced that they are entering into a joint venture to expand their operations in Asia.<br>The company has announced an independent review in January.<br>More than 200 holidays were cancelled and a further 300 were affected by travel delays. |
| **Further details** | The new service is aimed at the luxury travel market.<br>Previews will be available to the media from 2 April prior to the main launch on 4 April.<br>The new logo will feature Atel's green and yellow tree design alongside Yewserv's vibrant orange background. |
| **Quoting and reporting** | 'Two market leaders are joining together to create a luxury concierge service,' said Kejld Moller, CEO of Atel.<br>The CEO assured customers that compensation claims would be dealt with quickly.<br>Ms Ross pointed out that the company has one of the best safety records in the industry. Nevertheless, shareholders have been promised a full investigation.<br>Mr Moller apologised for the delay, stating that it was essential to get all the details right before taking such an important step. |
| **Creating interest** | Ms Anand, famed for her action-packed lifestyle, recently coordinated part of the project using virtual assistants while climbing one of the highest mountains in the world.<br>There is already considerable excitement around the online marketing campaign.<br>A buzz has been created using short previews of the ads on social media.<br>The news has generated speculation that the company may be planning a move into the technology sector.<br>There has been anticipation amongst fans following news that the final novel in the series will be published this September. |
| **Contact details** | For more information about the launch and to obtain high resolution images of the new logo, contact: Lukas Moran, Press Office.<br>Further information is available on our website. |

# 1 › Networking skills

**Lead-in**

Some business practices may differ from country to country. Here are some questions to research before you meet business contacts:

**1** When presenting yourself to new people, how much information would you expect to include? Is it usual to list achievements as well as experience?

**2** At networking events, would it be usual to take the opportunity to talk in detail about products and services or would the initial discussion focus on small talk?

**Introductions**

| Introducing yourself | Responding to an introduction |
|---|---|
| Hi/Hello, my name's Martin. Can I introduce myself? I'm Chris. I'm Sam, from the London office. | It's a pleasure to meet you. Pleased/Good/Nice to meet you. |

**Presenting yourself**

Sometimes it is necessary to present yourself to new colleagues or a team and share some information about your experience and position.

| | |
|---|---|
| **Greeting** | I'm very happy to be working with you all. It's great to be part of the team. I'm delighted to be here in the Tokyo office. |
| **Background** | I was born in France and raised in Beijing, so I speak French and Mandarin as well as English. I studied in the USA and Australia before settling in Dubai. I joined the company in March. Before that I worked at OJD Electronics for three years in Accounts. I'm usually based in Berlin but I'll be working with you in the Rio office for the next six months. |
| **Role and responsibilities** | My current role is in training. I'm responsible for implementing the new computer system. |
| **Interests** | When I'm not working, I enjoy skiing and travelling. I was delighted to hear that there's a company football team because I'm keen on playing football when not working. In my free time I like going to concerts and plays. |
| **Referring to others** | Like Katrina, my background is in statistics. Like all of you, I want to find the most effective way to communicate our findings. My experience is similar to Harry's in that I was an intern at the company before joining full time. I worked with Chloe in the Gdansk office. |
| **Referring to the company/project/ team** | I've heard great things about this department. It's an honour to be working on this project. |
| **Closing** | If you need anything, just let me know. Thanks for listening to me and I'm looking forward to getting to know all of you over the coming days and weeks. |

**Showing interest**

There are different strategies for showing interest during a conversation. It is polite to keep your attention focused on the speaker and to use body language (make eye contact, nod, smile, etc.) as well as words to show that you are paying attention.

| | |
|---|---|
| **Commenting** | Really?<br>That's interesting!<br>Right.<br>OK.<br>I see. |
| **Asking questions** | Can you tell me more about the project?<br>Do you work with the PR team? |
| **Clarifying** | Did you say that you used to work in Singapore?<br>So, the team has weekly meetings. Is that face-to-face or teleconferencing? |
| **Showing your research** | I noticed on your website that you've opened an office in Geneva.<br>Your company brochure was very informative. |
| **Repeating back** | So you have a team-building course twice a year.<br>It's interesting to hear that you used to work in marketing. |
| **Body language** | nodding<br>smiling<br>facing the person speaking<br>making occasional eye contact |

**Sales**

| | |
|---|---|
| **Showing customer knowledge** | So, I hear that you've branched out into events management.<br>I noticed on your website that you're extending the product range.<br>You've recently moved offices, haven't you? |
| **Introducing your company** | We specialise in logistics solutions for small to medium-sized companies.<br>My company builds websites for the events industry.<br>Our expertise is in digital strategy and live events. |
| **Explaining how your product or service can help** | Our services can help you to settle into your new offices quickly and efficiently.<br>Our products enable you to optimise your network to improve performance and minimise costs.<br>We provide solutions for transport and delivery problems to help you improve customer satisfaction.<br>Your business will benefit if you can find more efficient vendors before you lose customers. |
| **Talking about details** | There are a variety of packages to fit different budgets.<br>We can install a new system within five days.<br>Our team works closely with you to monitor quality control. |
| **Asking questions** | Does that sound like it might be of interest?<br>Can your current supplier offer similar delivery dates? |
| **Showing conviction** | I really believe that this could help your profit margin.<br>I am convinced that this would work well for your company.<br>There's no doubt in my mind that this is the best product on the market and I'd love you to see it in action.<br>I am absolutely certain that we can offer exactly what you are looking for. |
| **Suggesting next steps** | Would you be willing to talk about this further?<br>Perhaps we could set up a meeting to discuss this next week.<br>Can I arrange a product demonstration so that you can see how this would benefit your company? |

# 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 How formal will the meeting be? Some meetings can be more informal, similar to discussions, while others will be clearly structured with a clearly defined focus and written agenda.

2 How will the meeting take place? When teams work in different geographic locations and time zones, meetings might be a mix of using teleconferencing, telephone and face-to-face interaction. In these scenarios, it is particularly important to make points clearly and to seek clarification when needed.

**Introductions and opening**

| | |
|---|---|
| **Welcoming participants** | Thank you all for coming today.<br>It's great to see you all here today.<br>Thank you all for coming at such short notice. |
| **Introducing participants** | Does everyone know each other?<br>Could we go round and say a little about our roles?<br>Most of you know each other, but I'd also like to welcome Hannah from Marketing, who has kindly agreed to join us today. |
| **Opening the meeting** | If we're all here, let's get started.<br>Since everyone is here now, let's begin.<br>OK, let's start by looking at the first point on the agenda. |
| **Stating the meeting objectives** | We're here to discuss the new delivery software.<br>The main focus/goal of this meeting is to hear your ideas about ways to improve customer care.<br>You'll see from the agenda that we are here to agree changes to the ordering process.<br>Has everyone had a chance to look at the agenda?<br>By the end of this meeting, we should have ideas for our new advertising campaign. |

**Participation**

| | |
|---|---|
| **Encouraging participation** | Kayo, you have experience with this market. What are your thoughts?<br>Klaus, it'd be useful to have your opinion on this.<br>What do you think, Luiz?<br>Christina, would you be able to explain the aim of the project?<br>We'd like to hear everyone's ideas.<br>Does anyone have anything to add?<br>Could you expand on this point for us?<br>Can you elaborate on that? |
| **Brainstorming ideas** | How about considering flexitime?<br>Why don't we open the sales lines an hour earlier?<br>It might be worth running a competition.<br>Maybe we could carry out a survey?<br>Have you considered speaking to the supplier?<br>One/Another thing to consider is the quality of the product.<br>One option might be to increase prices.<br>Adding to that idea/what Amy said, we could also focus on locally grown products more. |
| **Agreeing/ Disagreeing** | That's a good point.<br>That could work.<br>That could be worth a try.<br>We could give it a go.<br>That's an interesting suggestion. Let's keep it in mind.<br>I can see your point, but that would be very difficult to implement.<br>An alternative view is that the team performed well in difficult circumstances.<br>I'm not keen on the idea of replacing all our equipment.<br>I'm not sure that would work.<br>We seem to have agreement on some of the key points but not on all the details.<br>We can all agree that (we want the project to be successful). |
| **Clarifying and asking for clarification** | By that, I mean we need to increase the budget.<br>What I'm trying to say is, I'm not sure that would work.<br>To put it another way, we need to cut costs.<br>Can I check what you mean by 'extend the schedule'?<br>Sorry, I didn't catch that. Could you go over that again, please?<br>Can I check that I understood that point correctly? |

## Managing a meeting

| | |
|---|---|
| **Keeping to the point** | We seem to have moved away from the subject.<br>Let's get back to the main topic, shall we?<br>So what's your main point, Ana?<br>Let's talk more about that next time we meet.<br>This is not on today's agenda, so let's leave it for our next meeting.<br>I'm afraid we'll have to come back to this later. |
| **Managing time** | We're running out of time, so we need to move on to the next point.<br>Perhaps we need to discuss that topic in a separate meeting?<br>Time is pressing, so let's make a decision.<br>That's all the time we have on this topic.<br>We have a lot to discuss, so can we keep to the agenda and save any additional points for the end? |
| **Managing interruptions** | Let's hear some other views on this.<br>We'll come to you next, Sonja. Amal, please continue with what you were saying.<br>We'll come to that point in a moment, Mario.<br>Let's let Ben finish his point. |

## Discussing performance

| | |
|---|---|
| **Discussing what went well** | Let's start with the positives.<br>Overall, it's been a very good year.<br>On the whole, it turned out to be a success.<br>Generally speaking, we are very pleased with the progress.<br>We were particularly impressed with how the project was managed.<br>I was pleased with the results.<br>I thought it went well.<br>I managed to get the supplier to agree to a revised delivery schedule.<br>As a result, we cut costs by 15 percent. |
| **Discussing what didn't go well** | What areas do you think need to be improved?<br>So, what was the issue with the production line?<br>Can you tell me exactly what went wrong?<br>Why didn't we contact the client?<br>The main issue was changes in the exchange rate.<br>The problem was due to misunderstanding the schedule.<br>Speaking openly, I think we should have planned better.<br>My big challenge was meeting the deadlines. |
| **Focusing on lessons learned** | How can we organise things differently next time?<br>What measures can we take to stop this happening again?<br>Next time we need to improve communication.<br>Next time I would arrange a briefing meeting at the start of the project.<br>We now know that we need to plan more carefully.<br>I'm confident that we can learn from this. |

## Closing a meeting

| | |
|---|---|
| **Summing up** | That's all we have time for today. Let's sum up the main points.<br>To recap, we've agreed to work on the project for six months and then review.<br>We've discussed budgets and schedules, and agreed on the way forward. |
| **Referring to action points and next steps** | We'll meet again next week to discuss progress.<br>We look forward to hearing updates at the next meeting.<br>Is everyone clear on what they need to do?<br>James, could you get a copy of the report to everyone by Thursday? |
| **Closing** | Thank you for coming, everyone. It was a very productive meeting.<br>We made good progress today.<br>Thank you for your contribution and ideas.<br>Thank you all for your input today. |

# 3 ❯ Telephoning skills

**Lead-in**

Here are some questions to consider before participating in a business call:

1 What is the purpose of the call?
2 Who will I be speaking to?
3 What will I be expected to say/ask/contribute?
4 How long will the call last?

When exchanging complex information, it can be useful to make brief notes before the call, which detail the aim of the conversation and key information that is required. Some business practices may differ from country to country, so here are some questions to research before you make telephone calls:

1 Should language be formal or informal? Is it more usual to use titles (Mr/Ms/Dr/Professor) and surnames or first names?
2 Are business calls usually brief and fact-based or is some small talk expected?

**Getting through**

| | |
|---|---|
| **Making a call** | Hello, my name is Hugo Ruiz from Danbro Marketing. Can/May I speak to the Sales Director, please? |
| | Good afternoon, this is Ewan Davies from the London office. I'd like to speak to Mr Filinnesi, please. |
| | Hi, Roberto. It's Natasha from Finance here. |
| | Hi, this is Alice. Is Marcus there? |
| **Receiving a call** | Hello. You're through to Ross Industries. How can I help? |
| | Good morning. Danbro Marketing, Jill Hunter speaking. How may I help you? |
| **Saying why you are calling** | I'm calling to arrange a meeting to present our new product range. |
| | Would it be convenient to discuss the data from the research project? |
| | I'm calling about the new price list. |
| | I have a quick query about the new software. |
| | Do you have a moment to go over the sales figures? |

**Clarifying and asking for clarification**

| | |
|---|---|
| **Asking for clarification or repetition** | Sorry, I'm having trouble following these figures. Can you go over them again? |
| | I'm not sure I follow. Is the problem the delivery dates or the project deadline? |
| | Are those figures in dollars or euros? |
| | When you say 'red button', do you mean the one on the top or the one on the side? |
| | Sorry?/Pardon? |
| | Could you repeat that, please? |
| | I'm sorry, I didn't catch what you just said. |
| **Asking for specific details** | What exactly does the information on page 3 refer to? |
| | More specifically, what's your margin on this? |
| | Could you spell that for me, please? |
| **Checking** | Can I double check that I've understood correctly? |
| | So, if I understand correctly, the temperature needs to be set at twenty-one degrees? |
| | Did you say 6.15? |
| | Let me see if I got that right. |
| | So, those were last year's figures. Is that right? |
| | I wrote down 4.3 percent. Is that correct? |
| | Let me repeat the last point to make sure I got it right. |
| **Dealing with technical problems** | I lost you for a moment. Could you repeat the last point? |
| | Sorry, I can hardly hear you – could you say that again? |
| | The line's really bad – did you say 6.15 or 6.50? |
| | There's a lot of background noise. Would you like me to go over any of that again? |

**Taking or leaving a message**

| | |
|---|---|
| **Taking a message** | Sorry, Nadia isn't in the office today. Can I take a message? |
| | The Accounts Manager isn't here at the moment. Would you like to leave a message? |
| | I'm afraid Mr Bower is not available at the moment. May I ask who's calling? |
| | I'll give her your message as soon as she returns. |
| | He'll call you back as soon as he returns. |
| | He's in meetings all day. Would you like to speak to someone else about this? |
| **Leaving a message** | Can I leave a message, please? |
| | Could you give him a message, please? |
| | Could you tell him that Justine called about the sales seminar? |
| | Can you ask him to call me back this afternoon? |
| | Do you know when he's expected back? OK, could you ask him to call me back this afternoon? |
| | Could you tell Khalid that it's urgent, please? |
| **Responding to a message** | This is Dr Aziz returning Professor Blake's call. |
| | Hi Caro, this is Austin from Media Solutions. I got your message about the brochures. |
| | Hi Ellie, I'm calling about your voicemail message. |
| **Promising action** | I'll send you an email to confirm the figures. |
| | I'll call you back a little later. |
| | I'll ask Ms Veits to call you as soon as she gets back. |
| | If you give me your phone number, she'll call you back. |

**Closing the call**

| | |
|---|---|
| **Ending the call** | Thank you (very much) for your help. |
| | Thanks for calling. |
| | Thank you for your time. |
| | Looking forward to seeing you at the conference. |
| | Let me know if there's anything else I can help with. |

# 4 ❯ Negotiation skills

**Lead-in**  Some business practices may differ from country to country. Here are some areas to research before you prepare for a negotiation:

1 Ways of expressing agreement and disagreement or decision-making can differ from culture to culture. Check that your understanding is the same as the person that you are negotiating with.

2 How do negotiation styles differ? If there are difficulties in the negotiation, what can you expect to happen? Would the negotiation continue or would it be better to have a break reschedule? How can you find areas of common interest to move forward?

**Opening**

| Welcoming | Thank you for coming today. |
|---|---|
| | It's a pleasure to meet you. |
| | Good to meet you/see you again. Are you well? |
| | How's business? |
| | Can I get you anything? |
| | How was your journey? |
| | Thanks for agreeing to meet today. |
| **Outlining objectives** | We're here to discuss the new construction project. |
| | What I'd like to discuss today is transport and delivery of the products. |
| | We thought that we could begin by looking at delivery schedules. |
| | Can I suggest that we start by looking at the project outline? |
| | OK, let's start by looking at the agenda. |
| | Shall we have a look at the main points of today's discussion? |

**Proposals/ Discussion**

| Making a proposal | We think the best way is to reconsider the unit price. |
|---|---|
| | It might be possible to extend the service contract. |
| | Would it help if we reviewed the monthly payment terms? |
| | If we increased the volume, perhaps you could agree to a 5 percent discount? |
| | How do you feel about increasing the discount? |
| | Do you think you could consider reducing the unit price? |
| | We propose/suggest a two-year contract. |
| | As we see it, the main issue is quality, so … |
| **Requesting a proposal** | Would you like to outline your proposal? |
| | What do you have in mind? |
| | Do you have any suggestions? |
| | Would you like to suggest a course of action for us to consider? |
| | We welcome any offer/suggestion that you would like to make. |
| **Asking questions/ Checking for agreement** | What about the delivery date? |
| | How about increasing the quantity? |
| | Would you be prepared to reconsider the payment terms? |
| | How would you feel if we extended the deadline? |
| | What do you see as the most important point? |
| | What are your views on the delivery terms? |
| | How does that sound? |
| | Does that sound reasonable? |
| | What do you think? |
| **Agreeing to a proposal** | That seems reasonable/acceptable. |
| | We can work with that. |
| | I'm happy to agree to those terms. |
| | We are happy to accept these terms. |
| | I believe we have an agreement. |
| | I can agree to that. |
| | I think we have a deal. |

| Refusing a proposal | That won't be possible, I'm afraid. |
|---|---|
| | I'm sorry, we can't accept that. |
| | I'm afraid we can't agree to that (unless you increase the volume of the order). |
| | We'd find it difficult to complete the project by your proposed deadline. |
| | No, that's out of the question. |
| | Unfortunately, our position is different from yours. |
| Explaining concerns | My main concern is that the schedule is unrealistic. |
| | Another issue is the transportation costs. |
| | It's important that we consider the time frame for the project. |
| | I have some reservations about the workflow. |

**Dealing with difficulties**

| Clarifying and checking | Just to clarify, you mean the price would increase? |
|---|---|
| | What do you mean by 'upgrading the materials'? |
| | So are your main reservations related to quantity? |
| | I'm not sure I understand your position. Do you mean you are prepared to offer us a discount? |
| | Let me see if I understand what you're saying. |
| | I'm not sure I fully understand your point. |
| | Could you be more specific? |
| | Could you clarify the last point for me? |
| | Am I right in thinking that the schedules would also have to change? |
| Exploring options | I understand your reservations. |
| | Would you be willing to extend the deadline? |
| | Could we look at this from another perspective? |
| | Perhaps there's another way to approach this? |
| | How would you feel about changing the site location? |
| Referring to common interest and understanding | How can we identify a mutually acceptable outcome? |
| | I think we can both agree on the excellent quality. |
| | Our companies have the greatest respect for each other. |
| | We have always had a good working relationship. |
| | We both want to find a solution to this issue. |
| | I know we're both on the same wavelength about deadlines. |
| Compromising | It might be possible to extend payment terms. |
| | Would it help if we paid invoices after thirty days? |
| | If we lower the price, perhaps you could agree to increase the volume? |
| | Some movement might be possible on price. |
| | If you were prepared to increase your order to 50,000 units, we might be able to offer you each component at €3. |
| | We are ready to accept your offer. However, there would be one condition. |
| Describing the limit to concessions | That's the highest/lowest we are prepared to go. |
| | We can't move on the delivery date. |

**Closing a negotiation**

| Agreement has been reached | It's been a pleasure doing business with you. |
|---|---|
| | This is a very positive outcome. |
| Agreement has not been reached | I'm sorry that we couldn't reach an agreement this time. |
| | Perhaps we can discuss this again at a later date. |
| | Unfortunately, we haven't been able to reach an agreement. Perhaps … |
| Outlining next steps | We'll be in touch to discuss how to proceed. |
| | So, we'll send you a contract by email. |
| | We'll put in writing the terms and conditions we agreed today. |
| | I'll be in contact in the near future. |

### 1.1.1

**P = Presenter   K = Korinne Ward   D = Dan Price**
**A = Alyssa O'Neal   M = Michael Wheeler**
**T = Tom Osborn**

**P:** Different businesses have different styles. We talk about the 'culture' of a company – and this might mean its dress code, or the way in which its staff communicate with their managers. Gravity Payments is a credit card processing company based in Seattle. It organises the authorisations of fund transfers for credit card transactions. Its clients are retailers who accept card payments for purchases, and it aims to cut the cost of processing card payments.

**K:** Gravity Payments, this is Korinne.

**P:** Gravity Payments has grown quickly from a small start-up to a profitable mid-size operation. Company culture changed for the hundred employees of Gravity Payments when their boss, Dan Price, announced the company's minimum salary would go up to 70,000 dollars a year.

**D:** Effective immediately, we are gonna put a scaled policy into place, and we are gonna have a minimum 70,000 dollar pay rate for everyone that works here.

**P:** And he cut his own salary from one million dollars a year to 70,000.

**D:** Curious if anyone has any questions?

**K:** Let me see if I can find that for you.

**P:** Korinne Ward, in customer support, used to have a long commute. Now she can afford to live close enough to walk to work.

**K:** I'm able to afford, you know, the cost of living in Seattle, which is incredible.

**A:** Gravity Payments, this is Alyssa.

**P:** Alyssa O'Neal, used to make 21,000 dollars a year before coming to Gravity Payments. Now she makes almost 60,000 a year as a customer support representative. She's paid off her car loan, credit card debt, and moved into a better home.

**A:** It's something I never … never could've imagined.

**P:** Following the announcement, Dan Price was praised as 'America's best boss' and the company received a flood of job applications and new client enquiries.
But there were negative effects as well. Gravity lost a few of its most senior staff. They felt their skills and experience were not recognised in the new more equal pay structure.
Over time, however, Gravity reported a 75 percent increase in revenue and 67 percent increase in new clients. Harvard Business School researched the changes at Gravity Payments.

**M:** Some of their success might be attributed to increased productivity on the part of the workers now, who, you know, feel respected and understand that they are gonna have a hard time finding another job that pays so well, but it also has generated a lot of publicity, and that has been good in terms of pulling in business.

**P:** Tom Osborn is a client of Gravity Payments.

**T:** To me, if they're running their business in a way that their…that their staff feel better about being part of the company, work harder with their customers, to me as a vendor, that's a good thing.

**P:** And another good thing seems to be happening at Gravity's headquarters. The staff are up to something.

**A:** We had tried to think of a way that we could thank Dan for what he's done for us.

**P:** Customer support representative Alyssa O'Neal got the ball rolling.

**A:** We have one more gift for you.

**D:** All right …

**A:** Um, it's outside, though.

**P:** Alyssa convinced the other employees to contribute hundreds of dollars each. They bought Dan a Tesla car worth 90,000 dollars.

**D:** Are you kidding me?

**A:** No …

**A:** What happened it was … it was like it was meant to be.

**D:** Oh my gosh!

**A:** I'm really surprised by his reaction.

**D:** Thank you!

**P:** In the short term, Dan Price's strategy seems to have been a success, particularly in creating a new culture at Gravity Payments. And only time will tell if it's going to be a long-term success or whether other companies will take the same approach.

### 1.3.1

**K = Katie   S = Sanjit**

**K:** Careful. You're overflowing.

**S:** Yeah. Thanks.

**K:** Something on your mind?

**S:** Some things. Mainly about this meeting with Claudio today. It's just that I don't really know Claudio or Emma very well, or the whole Go Global set up for that matter. Things have gone so fast these last five weeks and it's such a big, big step to go in with these guys and commit to the finance. They come from a very different world. Different values. And well I'm worried they're going to take over the project completely. Their number one priority will always be maximising profits, and that isn't always the case with us.

**K:** So you don't trust them.

**S:** Is that a bad thing? I guess it is. I'm just trying to figure out how to handle things properly. I want to do things our way. EN-Tek stands for something.

**K:** Even if you don't trust them, pretend you do. Otherwise, they may well just walk away from the deal.

**S:** And if we make the wrong choice?

**K:** At least we tried to make the right one. That counts for something. Ah … I gotta deal with this. Let me know how it goes. See you at five. OK?

**S:** OK, and thanks. Appreciate all your advice!

**K:** Here's a bit more advice. Have some coffee instead. Perk up!

### 1.3.2

**C = Claudio   S = Sanjit   K = Katie   E = Emma**

**C:** So, there's been lots of discussion with our management here at Go Global and, I'm pleased to say, they loved the proposal. I think we both want to go forward with this project. There's just a couple of issues we need to nail down. Firstly there's the production location – China or Bangladesh? Secondly there's the feasibility of using the local distributors you've suggested.

**S:** Well, Claudio, firstly, let me say that I really appreciate the effort you've made to drive this forward. A great product is nothing without a great partner. I understand what you're saying about the distributors. Katie, you've been in touch with them recently, haven't you?

**K:** Yes. We're working hard to get the information we need. You'll appreciate, these are small companies with very few people: they will struggle to put together all that documentation you've asked for. How soon do you need the data, and how much detail do you need?

**E:** Well ideally, we need full annual reports for the companies – for regulatory reasons. But, maybe one way to solve this is to send our financial risk analyst.

**K:** OK, that sounds more realistic.

**C:** Great. Erm … then there's the production location issue. What's the deal there?

**S:** To be honest, I feel a little worried about some aspects of your proposal to go with China. Locating things in Bangladesh would both support local jobs and keep the end price down.

**E:** Mm look, there are major issues here with quality and reliability. Our auditors have looked at local production as an option and they say there are numerous risks. We'll get a full report next week.

**S:** I respect that. But … for me … the issue is a wider one. It's connected to the values of EN-Tek, and who we are. Based on your experience, how do you think we can address these issues with the local producer?

**C:** OK. Here's my suggestion. I think we wait for the detailed quality report and then we discuss that and decide next week.

**S:** OK. If this makes most sense, let's wait.

**K:** I like your suggestion to get more data. That's fine.

### 1.3.3

**C = Claudio   S = Sanjit   K = Katie   E = Emma**

**C:** So – as you can imagine, there's been lots of discussion with our management here at Go Global around the financing of the project. I'm pleased to say they loved the proposal. I think we both want to go forward with this project …

**S:** That's great news Claudio. If I may? Well, to come straight to the point, I think there are only really two key topics to focus on today – production location and the choice of distributors. Right now, we need to know if our position to go with local people is being considered.

**C:** Erm … yes, well, both topics did come up in discussions …

**S:** So, what's the feedback? Sorry. But you must understand, these are very important issues to us.

**E:** Sanjit. It seems like we have two main problems here. The product is excellent, yes – but if you produce locally we feel you risk quality issues. Producers in China can guarantee better standards. As for the distribution partners you want to work with, we just don't think they're good enough. They're small. Limited finances. Frankly, a risk to sales.

**S:** But have you fully analysed these risks? Where's your data? We know these markets and partners very well, and we're confident.

**C:** That's true, yes. We do have less experience in this market – which is precisely why we're being so cautious. We're happy to take a look at any numbers you might have.

**K:** I can't give you any financial information from the partners at the moment. The data you need is very difficult for them to put together. They're not used to these kinds of management processes. They need more time.

**E:** And in the meantime? What do we do? We need the data to make decisions.

**C:** OK, look, these are not easy discussions, but they are useful. EN-Tek clearly has a focus on local partners … and we're open to that, in principle.

**S:** Good.

**C:** But we do need that data. What shall we do? I actually emailed a couple of times last week. No response.

**K:** OK, could we help you with that? Let me call them. I'll see what we can realistically get for next week.

**C:** OK, that would be useful. By next week we'll also have the auditors' report on quality at the local production site. Then we'll be better placed to discuss this again. Right, moving on … I had some questions about sales forecasts …

### 1.3.4

In Option A, Sanjit has more of a 'trust first' approach and he decides to be very collaborative and respectful and he openly shows his appreciation. This helps to create a good atmosphere and to establish a positive working relationship quickly. The disadvantage, however, is that the important topics are not really dealt with and the decisions regarding the distributors and production location get postponed.
In Option B, Sanjit is less focused on developing trust with his partners and is more interested in pushing forward his own objectives. And we see the risks of this approach; the conversation gets a little heated, there's an uncomfortable atmosphere and the relationship is put at risk. However, this tension allows people to be honest, to talk about real concerns openly with each other and then to cooperate on finding solutions, which is another way to develop trust.

## 2.1.1

**P = Presenter  LG = Laura Guttfield  L = Lucrece
D = Dale Thoroughgood  K = Kina  A = Ashley**

**P:**  In the world of work, training is important for companies and for employees. For companies, good training ensures that their staff have up-to-date skills and knowledge. For employees, training can drive career development and open up new opportunities. Let's have a look at the most common types of training and development. This international company has recently hired five new team members. They will be working in a variety of roles across the organisation. Before they start in their individual jobs, they are undertaking induction training together.
Induction training, which is sometimes called onboarding, helps new staff members get to know the company and its systems as well as their new colleagues.

**LG:** A key part of our induction programme, and the importance of it, is to help new members of the team understand and feel a part of our company's culture. We structure the programme in a way to give them the skills and the knowledge to do this. And our aim is that they can become effective team members as quickly as possible.

**P:**  Induction training usually includes learning about company policies and procedures. It may also provide information about how the business operates and its key markets.

**L:**  The induction was just amazing. We were able to meet all the key people in the company. And able to ask them questions and for them to ask us about ourselves. So there was a real sense of belonging.

**P:**  Mentoring can be a very successful way of helping individuals develop their careers. A mentor is an experienced professional, either from inside or outside the company, who develops a relationship with a more junior member of staff.
The mentor is there to act as a guide and offer support, usually on a one-to-one basis.

**D:**  We think mentoring is really valuable. With so much great experience in the company, it is important we find ways to pass that on. It is a very personal and focused form of staff development and it is great at building confidence. It shows them that we are willing to invest time and expertise in them and their career.

**P:**  Mentoring can be used for specific, job-related training or more general career development.

**K:**  What's great about a mentor is that they were once in my position and so they can advise me as to what the best skills would be to learn and the best departments would be to work in, in order for me to progress in my career.

**L:**  The biggest benefit of mentoring for me is being able to measure your progress and to come up with solutions for your problems.

**K:**  One of the really useful things about being a mentee is that my mentor introduces me to very important people within the British broadcast industry, and as I am just starting out in my career, that's really important for my personal network and to sort of keep my eyes open for further opportunities.

**P:**  More and more training is being conducted online using e-learning technology. It allows people to learn at their own pace and in a more flexible timetable.

**D:**  Online training has become popular because it is so flexible - staff members can access it anytime anywhere. They can access it from home or whilst travelling and use the time that otherwise would have been wasted. It is also very cost-efficient.

**A:**  I had to do an online course which covered health and safety. Um … it mainly covered the health and safety regulations that the company had, as well as … um … telling you about what different health and safety signs in the building actually meant … um … so that way, in the example of a fire, we'd know exactly where we needed to go. For me, the best thing about online training is that it's completely flexible. You can do it on

any device – on a computer at home, on a mobile phone maybe when you're on the bus or the train, um … and it means that you can really approach your training when it's suitable for you.

**P:**  Many companies offer programmes that mix online with face-to-face sessions. This is known as 'blended learning'. Whatever the type or delivery method, training and development is a critical function in a modern business. As the world changes, we all need to adapt and learn to stay effective and efficient.

## 2.3.1

**E = Emma  C = Claudio**

**E:**  So the auditor's quality report has come in and the message is very clear. Local production is not an option; their facilities are too poor. We need to go with production in China for this. We can't put product quality at risk like that.

**C:**  Sanjit won't be happy.

**E:**  Well … well, he should be happy – happy I've indulged him this far. We have to take the lead here. It's our money behind the project, and we know the production chain like the back of our hands.

**C:**  Yes, we are the experts … but Sanjit looks at this very much as a kind of partnership. He likes to be involved, to pitch ideas around, to collaborate. It's the EN-Tek team culture. We've seen this from day one so I think the best approach here is to be consultative and include Sanjit in the decision-making.

**E:**  Yes. But we can't get production location wrong, Claudio. We just can't. It's been a major project risk from day one. A wrong decision will kill this whole thing.

**C:**  OK, gotta go. But think, Emma. And think carefully. It's your call on how to handle this in the meeting tomorrow.

## 2.3.2

**E = Emma  C = Claudio  S = Sanjit  P = Paweł**

**E:**  You might not like what I'm about to say, but there are major concerns here. You asked me to analyse the two production site options. I did that and came to a very simple conclusion; we have to go with China as a production location. Sanjit, I agree that the local company is very capable … but not capable enough for this project. My role in the project is to give the best advice on finance and quality, and as such, I am saying this loud and clear; China is the only option.

**C:**  OK, thanks, Emma, for your openness. Sanjit, any thoughts on the matter?

**S:**  Emma. Erm, I'm sure you've guessed that I'm disappointed by your recommendations. Er but … I understand. Really, er … Paweł and I have gone through the report – and your conclusions are sound. I was wondering, however – is there some way of coaching the people working locally? You know er training them, developing their skills …?

**P:**  If I can add to that, it will ensure that quality is implemented. We've done this in other projects.

**E:**  I don't think that makes sense. It adds time and money that we just don't have. Also, who knows what the end result will be? It just creates more risk.

**S:**  OK … I understand. It's just that it was part of the vision to have the local community involved as much as possible.

**C:**  Emma, can you walk us through the report step-by-step? Just to take a look at the numbers and make sure everything's clear?

**E:**  Sure. Let's start on page three.

**C:**  Happy overall?

**E:**  They agreed to go with China, so … yes. I'm happy.

**C:**  It's strange. They weren't exactly thrilled but they did warm to the idea, more so than I expected.

**E:**  Great. They saw sense … finally.

**C:**  Just remember – it's their product and concept and we need to respect that. Sanjit in particular is very sensitive about the idea of losing control. I'll probably call him later just to check in. Good job today by the way.

**E:**  Thanks.

## 2.3.3

**E = Emma  S = Sanjit  C = Claudio  P = Paweł**

**E:**  You might not like what I'm about to say, but there are major concerns here. You asked me to analyse the two production site options. I did that and came to a very simple conclusion; we have to go with China as a production location. Sanjit, I agree that the local company is very …

**S:**  Sorry to interrupt, Emma, but I'm not happy with it. I don't know what data the auditor's working from but to date we've had very good experiences with the local producers in Bangladesh. I have a lot of trust in their abilities.

**E:**  Sanjit. We all want the same thing here: efficient production, good product quality, a successful project. Now – there are pros and cons of both production locations: China and Bangladesh. I'm sure you'll agree. All of which makes this decision a complex one for everyone here.

**S:**  Absolutely.

**C:**  So, Sanjit, what do you think we should do?

**S:**  Well er Paweł had a great idea earlier. Paweł?

**P:**  Yes er, one option could be to create a clearer and more detailed set of requirements for production.

**S:**  If we do that, then it will lead to higher standards of production.

**P:**  I think it makes sense to have a look at the requirements again.

**E:**  Do we really want endless paperwork holding things up?

**C:**  No one wants that, I agree. Sanjit, what's the best way to handle this? I am always willing to listen to new ideas. Try me.

**S:**  OK, well, just picking up on what Paweł said, why don't we let my local guys try using the more detailed requirements? Give them an opportunity to prove themselves. Let them do a small production run. At the same time, do the same with the guys in China, as is recommended in this report. Then we check the results and we decide.

**E:**  Sounds fair. So shall we try that? Do we all agree with the idea to run two pilots in parallel?

**C:**  Yep.

**E:**  Fine. Let's flesh this out …

**C:**  Happy overall?

**E:**  Seriously? No. Anything but. Now we have another delay. So much for effective teamwork, Claudio. I mean, I did the whole 'listening' thing. I tried not to be pushy. And now what? Now we're stuck with this double production pilot idea. And we all know what the result will be, don't we? China will come out on top. A total waste of time.

**C:**  We don't know that. Look, it was a good meeting. People listened. The team is together. You handled it well.

**E:**  We can't do everything by committee, no matter how much those guys wish we could. *We* have to lead this project.

**C:**  Let's pick this up tomorrow. You … *we* did well.

## 2.3.4

In Option A, Emma is very direct, and pushes her ideas very strongly. She reminds Sanjit and Paweł that her role is to give the best advice on finance and quality, and basically says that China is the only option. Sanjit, surprisingly, agrees – the data is clear – but it goes against his core values and the vision he had to help the local community in Bangladesh. So, while Emma is very happy at the end, Sanjit isn't fully convinced and the team is a little divided.

In Option B, Emma is more collaborative; she stresses a common interest and is more open to ideas from Sanjit and Paweł. It's this openness that gets the team to a creative place as they agree to set up two pilots to see if production could run in Bangladesh. Emma is not happy with the outcome and with the delay it will cause. But Claudio points out that the result is good from a team point of view, the approach was collaborative, and new ideas were produced.

## 3.1.1

**P = Presenter   D = Des Dearlove**
**H = Howard Stringer**

**P:**  Stock markets can go down as well as up, and that's something every investor should know. There will always be movement in a market, but what are the effects on business and the real economy when the stock market suffers a devastating drop in value? And for that, we need to look at the past.

The Wall Street crash of 1929 led to at least ten years of worldwide economic depression. It was the most severe financial crisis of modern times. It came after a period when markets had been booming and shares had been steadily increasing in value.

**D:**  So on Black Tuesday, the 29th of October 1929, the 'good times' came to an end. As more and more people sold their shares, the New York stock market went into freefall. By the end of the day, it had lost 12 percent of its value. By the time it stopped falling the Dow Jones had lost 90 percent of its value. It meant that banks failed across America, companies went bankrupt, and individuals lost their investments and sometimes their life savings.

**P:**  The effects were not only felt in America. Stock markets in Europe and around the world also fell. What followed became known as the Great Depression. Production slowed, factories were closed and staff laid off. Construction and manufacturing went into decline.

**D:**  No part of the western world was left unaffected by the depression. It lasted all the way through to the Second World War. Luckily, there's never been a global depression as severe as that since then.

**P:**  However, stock market crashes don't always lead to economic depression. On Black Monday, October 19th 1987, a rapid fall in the Hong Kong stock market spread to Europe and then the United States, where five hundred billion dollars were lost in a day.

**D:**  In 1987, the market losses were the biggest in history, by percentage, but the markets recovered quite quickly. So there was no economic depression.

**P:**  In contrast, in 2008 a different type of economic crisis occurred – a banking crisis that went on to affect financial markets and the global economy. For a number of years, banks in the United States and elsewhere had been giving loans to buy houses to people with poor credit ratings.

When high numbers of people were unable to pay their mortgages, banks and their investors suffered losses, and ordinary people lost their homes. This meant banks stopped lending more money. It became known as the 'credit crunch' and its effect was global.

**D:**  A lack of credit – to banks, companies and individuals – has the effect of freezing the economy. Investment and growth slow or stop, which means recession, job losses and bankruptcies. Many economies around the world were badly hit. Portugal, Italy, Ireland, and Greece were very badly affected.

**P:**  Governments around the world were forced to bail out their financial institutions. But it wasn't enough to prevent a global economic downturn. Business leaders were concerned.

**H:**  We are in the worst economic depression in my lifetime; *economic recession*, we're not supposed to call it a *depression* yes, but it feels pretty depressing.

**P:**  Movements in financial markets are part of the normal operation of the economy. When falls are severe, they can have a lasting effect on people's lives. But share prices and effects across the whole economy are not always directly linked.

**D:**  If you look at the history, you see that there've been more crashes than there have economic depressions. The reality is that the financial markets don't always predict how the real economy behaves. By 'real economy', we mean the parts of it concerned with the production of goods and services, rather than the buying and selling on financial markets. One thing you can be sure of, in your working lifetime, is that you will experience a crash of one kind or another.

## 3.3.1

**P = Paweł   K = Katie**

**P:**  Did you get a text from Barsha? Not good. Not good at all. Go Global won't be happy.

**K:**  Relax. It sounds worse than it is. We've dealt with worse.

**P:**  20 percent over budget? I think Claudio will see that as a major problem. He's a cautious guy, especially when the numbers don't work in his favour.

**K:**  I'm meeting him in half an hour. I'll talk him round. The numbers aren't that bad.

**P:**  To you they're not. To Claudio it will be the end of the world. We're the ones who insisted on doing the production pilot in Bangladesh. Any more figures like this and there are going to be problems – like Go Global stepping in, stopping local production and going straight to the China option.

**K:**  OK …

**P:**  Just try to tone down the 'glass half full' approach a little.

**K:**  What do you mean?

**P:**  You can't just focus on the positives. I'm just saying – I know none of us here are ready to give up on Bangladesh, but convincing Claudio won't be easy. Try to see it from his point of view – and maybe reign in some of your optimism. Think about the issues he's likely to bring up – you're going to need a good alternative plan to keep him on board. I need to take this. Think about it. OK?

**K:**  OK. Will do.

## 3.3.2

**C = Claudio   K = Katie**

**C:**  So. How do we move forward? I am very disappointed with the first quarter numbers. I think we need to bring them up at the next full project meeting – as well as a recommendation to confirm that we will work with the producers in China. I'm afraid trying local production has turned out as Emma and I expected it might. Now it's time to get things back on track.

**K:**  Erm, to be fair, we're only a little over budget. It's not a bad result. And I'm happy to say we are on schedule, at least. Give these guys a chance. I'm sure we can turn this around and get local production up to standard. These figures are just due to project start-up problems which we've now overcome.

**C:**  Katie, we can't run projects like this. This budget is simply too high. I can't justify these costs to my management. We can salvage this – but only if we act now. That means acknowledging the truth. Clearly, mistakes were made with the budgeting and planning. I don't think you can say it's just because of start-up problems. We have to change our strategy on this.

**K:**  Alright. It's true, we didn't manage to reach all our targets. But the earthquake led to a lot of problems last month. I think we should continue to help the guys locally and give them a chance. The culture there is different and the project just needed more time to get going.

**C:**  Going where, Katie? Bankruptcy? We have to find a new approach to this.

**K:**  Claudio, please. I'm going out there in a week or so. I can help turn things around, I know it.

**C:**  OK. Say that's true. When will we see improvements exactly? End of this month?

**K:**  Yes. Yes.

**C:**  OK. Here's the deal. If we have things back on track inside four weeks, I can sell that internally. If not … I honestly don't know. I'll be very open, I'm not sure that we'll be able to continue with the local production idea.

**K:**  OK Claudio, that's fair enough.

**C:**  OK, see you at this week's project meeting.

**K:**  Yes, see you then.

**C:**  Bye. End of the month, Katie. I'm counting on you.

**K:**  End of the month. No problem.

## 3.3.3

**C = Claudio   K = Katie**

**C:**  So. How do we move forward? I am very disappointed with the first quarter numbers.

**K:**  I understand. It isn't good enough. We won't reach our targets unless we change something.

**C:**  I'm not sure that we'll be able to continue with the local production idea. I think we're going to have to go with China.

**K:**  I see where you're coming from. 20 percent over budget is too high, but, I'm really happy with the progress we've made in a number of areas. I mean, we are on schedule and the quality report is very positive. I just feel that if we give up now, we may miss an opportunity to set up a new production centre not only for Bangladesh but also for the wider region.

**C:**  Perhaps – but this is costing us a lot of money.

**K:**  Maybe we should offer them more support? That would be more cost-effective than shutting down production.

**C:**  Maybe. What support did you have in mind?

**K:**  Send a couple of technical people down there, just for a week or so, just to see what's going on. Let them help. I think it would bring about the turnaround we're looking for …

**C:**  Interesting. That would help us keep an eye on people …

**K:**  Well … yes and hopefully motivate people to perform better. This would be about *support* …

**C:**  Of course … OK, leave it with me. I'll talk to Emma and give you a call later.

**K:**  Fine. Bye.

**C:**  Bye.

## 3.3.4

In Option A, Katie is herself – optimistic, kind and maybe a little naive – she wants to give the guys in Bangladesh a second chance. This approach of focusing on the positives can be very motivational in projects but it can seem to others, in this case Claudio, that the real issues aren't being acknowledged. But, ultimately, when Katie guarantees to deliver in four weeks, Claudio becomes calmer. It's the results that matter to him. However, Katie now has to deliver on her promise. In Option B, Katie is more careful. By acknowledging the fact that costs are 20 percent too high, she gives Claudio the impression that she's practical and this makes him more open to her suggestions. The result of this approach is that they find a way to agree on managing the risks effectively, and together decide to send experts to the local area to monitor the situation.

## 4.1.1

**T = Toon Vamparys   F = Frank Verbist**
**I = Ian Maude   E = Eileen Burbidge**

**T:**  Today everybody is almost carrying a smartphone. Smartphone has a lot of nice tools in it, a lot of sensors. We try to make those smartphones more intelligent by mining the data, meaning getting all the data in one platform, looking for patterns and so we can find out if you are moving on a bike or on a – walking or on a tram or on a train or in a car and you can see where you are, you can see how fast you move, and those patterns give a good visualisation of what you are as a person and our clients can use that to offer you a better mobile experience.

**F:**  So let's say we have a client that has a coffee shop and wants to sell more coffee. And as a promotion he offers a brownie with every coffee, so he wants to target people commuting to work. He would isolate in our audience all people that work in the city close to the shop that come by public transportation and walk the last mile to their work, that is not enough. Now you need to find the right time to target these people and the right time is just before they will arrive at work, getting out of their commute. The early people that I identified will now get a trigger right at this moment, which is the promotion from the coffee shop.

What's important here is that a morning routine is different for everybody, at different times, we call that semantic time.

**T:** Semantic time is important; mobile interactions need to be spot on, if you want to have a positive reaction. If you do that at the wrong moment, then you irritate; irritation is not good for customer engagement. In semantic time, the right moment is gonna become crucial. Customers should not be afraid of the data that is being gathered around them and from them, they should be afraid of who's using them and for what are they used. I'm in start-ups already for more than 30 years – 20 years ago we were talking bits and bytes, ah, on a … on a tape or so, today we are talking about terabytes in, in the cloud.

**I:** It's essentially a really new thing because it's only made possible by the fact that we now have smartphones in our pockets all the time and we carry them around with us. So it's a, it's a whole new field, but it is, it's very competitive. Sentiance are one of a number of companies in this space and, um, they have an interesting take on it but then, you know, they're not the only game in town.

**E:** The challenge for Sentiance is to deliver actionable insights, um and not just more data for marketers. Marketers want to have really useful data if it's going to help them with conversion and with transactions, and frankly in making more money and getting more commerce out of users. But if what Sentiance does is just deliver more data, more data dumps, oh now we're able to break down your customer segment by this time, by this journey and by this location, that may in and of itself not be of value to marketers. If it can actually say this offer's gonna be more interesting and there's more take-up as a result, that's hugely interesting.

**T:** It's all about personalisation, anticipation and prediction, and the use of that will increase immensely in, in the next coming years. Disruptive means that you approach a problem in an industry or a sector completely from a different angle: you have an idea, you have a dream about approaching that, and then you go for it and you dream big.

### 4.3.1
**S = Sanjit  C = Claire  P = Paweł**
**S:** I'd better take this. Claire, how are you doing?
**C:** Good, you?
**S:** Good, good. I'm just here with Paweł, putting our heads together.
**C:** Well, I won't keep you long. Just to let you know, Claudio asked me to arrange a conference call with Gary Roach, an independent marketing expert we sometimes work with, to discuss the recent marketing campaigns.
**S:** OK.
**C:** Gary's been brought in as an expert and he's got some new thoughts on how to improve branding and where we advertise. Just a word of warning – Gary is always full of ideas but … how can I put this? He can be very direct and not always easy to handle.
**S:** I'll manage.
**C:** OK well I'll be on the call as well so, see you later.
**S:** OK.
**P:** All good?
**S:** Yes, I have a meeting with Gary Roach later.
**P:** Gary? Good luck with that. He's a nightmare.
**S:** So I've been told.
**P:** I can't work with him. He thinks he always knows best.
**S:** I've worked with people like that before. I might take control of the conversation or let him speak freely; I'll see how it goes. I'll also have Katie on the call with me.
**P:** Trust me, though … it still won't be easy.

### 4.3.2
**G = Gary  C = Claire  S = Sanjit  K = Katie**
**G:** Hi.
**C:** Hi? Gary?
**G:** Yeah, hi, hi.

**C:** I'm here with Sanjit and Katie.
**S:** Hi.
**K:** Hi.
**G:** OK, Sanjeet, Claire has filled me in, so no need for hello-how-are-yous. Let's go through the branding document I sent you. It's really important you rethink the branding.
**S:** I actually had an agenda I thought we could stick to …
**G:** Can I go on?
**S:** Yes. Your document. OK Gary, carry on.
**G:** As you'll see, I've proposed some changes. There's a load of ideas you should look at – really good stuff, even if I say so myself. One key thing. I've done some detailed analysis of your potential customers. Interesting results, very interesting. And so I've put together a few marketing ideas on page … 23. Got that?
**G:** Anyway, and I know you're not gonna like this but, you know, the little product logo, the one with the sun you've gone for – awful. Customers hate it. It simply has to be changed. Pronto.
**S:** Can you elaborate on that?
**G:** Yeah, yeah, I will come to that. I'm also worried about the marketing budget. It's totally unrealistic, so I've created a new budget which when you take a look at the …
**S:** OK, OK, but if we could focus back on the logo …
**G:** Just let me finish.
**S:** Alright. Brand and marketing spend. Go on then.

### 4.3.3
**G = Gary  C = Claire  S = Sanjit  K = Katie**
**G:** Hi.
**C:** Hi? Gary?
**G:** Yeah, hi, hi.
**C:** I'm here with Sanjit and Katie.
**S:** Hi.
**K:** Hi.
**G:** OK, Sanjeet, I've been briefed by Claire, so no need for hello-how-are-yous. Let's go through the branding document I sent you.
**S:** Er, Gary, it's Sanjit actually. Er, can I stop you for a second? I'd like to stick to the agenda and discuss the advertising concept first. I think it's very interesting and we can come back to the brand topic later.
**G:** Erm, OK. I mean, I don't have much time – and I really want to talk about changing the marketing budget. It's a disaster.
**S:** Can we slow down a little? Gary, I think that's really outside the scope of the meeting today. As I said, I want to stick to the agenda. So, coming back to the advertising concept …
**K:** Yes, we have some ideas we want to run past you.
**C:** Gary, I think Sanjit has some …
**G:** Fine, fine, whatever, but …
**S:** Gary, let her finish what she's saying, please. Her views are important.
**C:** Gary, I think Sanjit has some good points which you'll be very happy with so I agree: it's probably best to start there.
**G:** OK. Shoot away.
**S:** I actually had a look through your branding document before the call. Some great ideas, thanks Gary. It really matches with some of my own ideas for promotion using local sporting events as a media platform.
**G:** OK. Great. This is all budgeted?
**S:** Yes, I'll come to that in a second. Let's first talk about …

### 4.3.4
In Option A, Sanjit adopts an 'accept and adapt' approach which gives Gary the opportunity to express his concerns, to challenge the team and offer creative solutions. However, by being allowed to speak so freely, Gary ends up dominating the others and makes them frustrated. The advantage is that his ideas, which could help to innovate, are heard by everyone straight away.

In Option B, Sanjit is more assertive. He decides to intervene and insists on a more structured approach. He stops Gary interrupting and controls the meeting. This approach is collaborative; he acknowledges Gary's ideas; the discussion is more focused and the meeting isn't so one-sided, and everyone is allowed to contribute more freely. However, Gary's ideas do not get heard.

### 5.1.1
**P = Presenter  TO = Takato Oku**
**TS = Tetsuhito Soyama  E = Expert**
**P:** Out on the street, 29 year old, Takato Oku has got his groove on, but in the corporate world he had a frustrating start. He knew that his turn for promotion and pay rise was decades away. There was a long line of older workers the company needed to reward first.
For Japan Inc., that's been the tradition for over half a century, so he quit his first job and joined an online media and advertising firm in 2013. Within two years, he rose through the ranks to become a manager.
**TO:** Initially, I was surprised to have staff who were older than me, or to have a boss who was younger than me, but I like the fact that CyberAgent rewards its workers based on our performance, not our age.
**P:** Tetsuhito Soyama is in charge of human resources at CyberAgent.
**TS:** Many of our executives worked at companies where the oldest got the biggest salary, and we all felt that was unfair; our model means more competition, it's natural for older staff to feel awkward to see their younger colleagues being promoted first, but because it's been our policy from the start, I think it was easier for us, compared with older companies.
**P:** During Japan's economic boom of the 80s and 90s, companies could afford to keep raising salaries for all the workers as a reward for their loyalty. But since the economic bubble burst, even household names, such as Sony and Panasonic had to reconsider their policies. Jobs were cut, which came as a shock to Japanese workers who were expecting the guarantee of lifelong employment.
**E:** It's like a couple who just found out that your partner was cheating on you. They are feeling betrayed but companies which revise their policies have not all been successful, because unless you can turn your business around, you are just creating unhealthy competition among your employees.
**P:** For young companies like CyberAgent, the new salary model has, so far, paid off, and its success is what the rest of Japan Inc. is also hoping to achieve. But it's much trickier for bigger and older companies to adjust to the new economic reality.

### 5.3.1
**Cr = Claire  Cd = Claudio  S = Sanjit  K = Katie**
**Cr:** Claudio.
**Cd:** Hey.
**Cr:** Have you see the latest sales figures from Sanjit?
**Cd:** Yeah. Not what we expected, right? What happened?
**Cr:** Their marketing campaigns. They happened. We shouldn't have trusted them to handle the campaigns themselves. I mean, did you see them? Really badly designed. And now sales haven't taken off.
**Cd:** Well … are we sure that's the reason for the poor sales?
**Cr:** I'm sure it is. I think we should pull the plug and do a full re-design from this end. Top to bottom.
**Cd:** I'll need to think about that … I know we're concerned but we have to stand by the decision we made to let them do it.
**Cr:** I still disagree, but keep me posted. Whatever you decide.
**Cd:** Sure
**S:** Hey Katie.
**K:** So … I just had an 'interesting' chat with Claire.

She thinks I owe you an apology.

**S:** What?

**K:** She told me my marketing campaigns shared a lot of the blame for low sales figures and that I'm not doing my job properly.

**S:** Oh.

**K:** Which isn't fair. I mean we knew there was a risk of lower numbers from Bangladesh this quarter. And analytics say they'll pick up in the next few months anyway.

**S:** Claire may be stressed about the sales figures, but that doesn't mean she can talk to you like that. Well, I'm having a meeting with Claudio later today. Things should be clearer after that, but I'm sure he won't be in a good mood either.

**K:** I know. Sorry.

**S:** Not as sorry as I'll be feeling later.

## 5.3.2

**C = Claudio   S = Sanjit**

**C:** I've pretty much got two reactions to these sales figures. First: surprise. Second: disappointment.

**S:** I understand. Er, there's often a mismatch between forecasts and actual results –

**C:** That may be, but if there's a difference in figures it should be with *higher* sales, not *lower*. We can't go on like this.

**S:** I'm afraid you're not seeing the big picture here, Claudio. The market has been slow to respond to new environmental initiatives by the government. We thought more people would be buying our product by now.

**C:** And we're only hearing about this *now*? You told me that Katie had this under control; that she made realistic estimates.

**S:** She does. I assure you.

**C:** Sanjit, if this is 'under control', I'd hate to see what 'out of control' looks like.

**S:** Well, you have to remember that we predicted this might happen. This should not come as a surprise. We expected lower figures this quarter and warned you about them. Katie is very good at what she does and she is very close to the market in Bangladesh. She's very confident that Bangladesh will be a huge success. We just need to give it a little more time to pick up.

**C:** Really?

**S:** Come on Claudio. We've talked about this before. We just need a little patience … and maybe a little more respect, too.

**C:** Excuse me? 'Respect'?

**S:** We're all professionals here. We all care about the quality of our work. We're very passionate about it – sometimes it even causes arguments. You know, Claire confronted Katie earlier today and suggested that her marketing campaigns are to blame for the poor sales.

**C:** Claire may have a point, if you ask me.

**S:** Well I'm not sure what you're saying is necessarily accurate. You know we implemented your expert Gary's new ideas on those campaigns. That still didn't help. Nothing changes the fact that Bangladesh takes a little more time to react to marketing. We shouldn't change the campaign now.

**C:** So you're telling me that sales will increase … just very slowly.

**S:** That's right. Everything will be OK.

**C:** If you say so. We'll hold off on any changes to the campaign for now.

## 5.3.3

**C = Claudio   S = Sanjit**

**C:** I've pretty much got two reactions to these sales figures. First: surprise. Second: disappointment.

**S:** Er, why so?

**C:** Why do you think? They're way too low. I think we should consider redesigning the marketing campaign … the whole thing.

**S:** OK. I understand what you're saying, and why, but you also have to acknowledge there's often a mismatch between forecasts and actual results.

**C:** Yet the situation stays the same. If there's a

difference in figures, it should be with *higher* sales, not *lower*. This can't continue.

**S:** I can see your point. I'll be honest. We'd really hoped sales would pick up faster following the new government environmental initiatives.

**C:** Hope all you like, Sanjit – they haven't. You told me that Katie had this under control. You told me that she made realistic estimates. Are you sure she's the right person for the job?

**S:** I'm happy to accept *what* you're saying; I appreciate the point you're making, but not necessarily *how* you're making it.

**C:** What do you mean?

**S:** There's room for improvement. I agree. But I can assure you, Katie is very good at her job. She wouldn't work for us otherwise. And she's also very close to the market in Bangladesh. She's very confident that Bangladesh will be a huge success. It'll pick up. We just underestimated how long it would take to see the benefits from the marketing campaign.

**C:** Sanjit. I'm worried that your team is seeing this too much from a local perspective. Maybe there are opportunities for you and your team to learn from the experience we have in other countries and markets.

**S:** That's useful to think about. Look, we can always learn more. Nobody is perfect. Katie is great – but, thinking about it, maybe we can all benefit from what you've done in other countries in the region. How about this? Before proceeding any further, we set up another meeting between Katie and Claire. We can bring all the information and our perspectives together.

**C:** OK. Fine. But we need to do it quickly. We can't afford to waste any more time.

**S:** I take on board what you're saying. We'll hurry this along, I promise. I just wanted to get some feedback from you first.

**C:** I appreciate that.

**S:** Perhaps we also need to communicate better in this team, especially when the pressure's on.

**C:** Agreed. Stress never brings out the best in anyone, does it? Look, I'll get in touch with Claire now to see what time she can make tomorrow. Can you do the same for Katie?

**S:** Yep, sure. I'll do that now.

## 5.3.4

In Option A, Sanjit politely but firmly pushes back against Claudio's critical feedback, and stands up for Katie when suggesting that Claire may need to be more respectful, especially in her own feedback delivery style. It's a little tense, which could negatively affect their relationship, though Sanjit has stood his ground and protected his team member Katie, both of which are positive things. In Option B, Sanjit also stands up for Katie and her experience, but this time is more accepting of the overall feedback, and shows openness to learn more, though could he be perceived as being a bit too quick to accept criticism?

In both options the marketing campaign will remain unchanged for now, and the team will work on their communication and collaboration, so the outcomes are the same. But the team relationships are impacted differently in each option.

## 6.1.1

**P = Presenter   I = Interviewer   M = Maxine Bédat**

**D = Domenica Delfini Arroyo   MB = Mike Barry**

**A = Alienor Taylor   PI = Peter Ingwersen**

**P:** Many companies like to claim they are ethical businesses. This can be because they believe in a moral approach to commerce. It might also be because ethical is a label that helps them increase sales.

How can we discover if a business is ethical? We've been looking into the fashion industry – and why your clothing has become an ethical matter. In the fast fashion industry, clothing brands compete to offer new trends as quickly and cheaply as possible.

Pressure on time and cost is intense: it means tough working conditions and low pay rates for factory workers.

**I:** Let's start off by talking about, what is 'Fashion Revolution Day'?

**M:** Fashion Revolution Day is a global movement; over 70 countries are participating; it's citizens around the world asking what should be a very basic question: who made my clothes – using the hashtag 'who made my clothes'.

**P:** Protest movements like Fashion Revolution Day start because of scenes like this. In 2013 a factory building, the Rana Plaza, collapsed and killed over a thousand workers. This tragedy made the public aware of the dangerous conditions the victims had been facing at work.

**D:** The Rana Plaza case made consumers really want to know where their clothes were coming from and how they were made. Um, critics accused fashion brands and consumers of being responsible for the deaths. Many brands felt they had to guarantee their products were not coming from Rana Plaza style sweatshops.

**P:** British fashion designer Katherine Hamnett was one of many who campaigned against the clothing industry for its unethical conduct.

**D:** The campaigns against unethical fashion started a movement where some labels and designers began to try to brand themselves as ethical. Um it's been popular to focus on the environmental side of ethics – 'green' and 'natural' is a nice message for consumers.

**P:** Fashion retailer Marks & Spencer would like to sell its customers more ethical clothing but sourcing enough fair-trade cotton to produce the garments is a problem.

**MB:** The amount of fair-trade cotton in the world is … available … it's tiny. There's probably less than a thousand tonnes actually available at the moment.  M&S's total use of cotton at the moment is fifty thousand tonnes, so even if we took every piece of fair-trade cotton in the world, it wouldn't even touch the amount we actually need as a business.

**P:** At the London College of Fashion, the students who'll be the next generation's designers are reacting to the problem. They are trying to use only ethically sourced materials.

**A:** The more I found out about the fashion industry, the more I kind of, I thought it was really horrible, the environmental and ethical impacts that has on the world, I just … I just don't think are acceptable. You know I wanted the products to be beautiful in every aspect of them, so not only do they look good, but … the … when you look behind the scenes they're good as well.

**D:** The ethical debate in the fashion business has created a tension between the top priced labels and the mainstream brands. So the top designer labels can usually pay good wages, so they will sell you an item and might also try to convince you that no one got harmed for you to get that shirt. But high volume brands need the garments to be inexpensive and some of them prefer you close your eyes to whatever harm might have been done. So looking across the whole of the industry, we don't have an ethical solution yet.

**P:** But fashion now has strongly ethical players. After his range of ethical clothing was shown at a fashion show, Danish designer Peter Ingwersen told news cameras that fashion will become an ethical business.

**PI:** In the future I actually believe that we won't see any separations between ethical fashion and more mainstream fashion, I think it's all gonna be one. Anything that you wear will actually come under the same umbrella with very high standards, I think that's the way it's gonna go.

**P:** Ethics in fashion might be a genuine moral effort to abolish bad practices and make more ethical products. Or it could be just a kind of marketing. But if consumers become more responsible, the ethical dimension of fashion looks set to grow.

## 6.3.1

**E = Emma  C = Claudio**

**E:** Just in time! Got a minute?

**C:** Sure.

**E:** I've heard some news that might not be good.

**C:** Go on.

**E:** Well, I have this friend in finance in the South East Asian region who told me SendAll are in trouble.

**C:** SendAll? The distributor we recommended to EN-Tek?

**E:** Apparently they're struggling with cash flow and debt and are quietly looking for a business partner.

**C:** Right. Right. I suppose I should warn Sanjit next time I see him.

**E:** No, no, no – I'm not convinced that's a good move. *We* recommended SendAll as the distributor … so that might not reflect very well on us and we don't want to unnecessarily concern him at this stage. It's just a rumour, after all.

**C:** You may have a point but, frankly, I'm not entirely sure I'd feel right keeping this from him. It feels dishonest.

**E:** Your call. But if I were you, I'd keep this quiet.

## 6.3.2

**S = Sanjit  C = Claudio**

**S:** Hi there, Claudio, it's good to see you again.

**C:** Good to see you, too. How are things?

**S:** Great. Yeah – thanks again for suggesting SendAll. Those guys are the best! We couldn't have asked for a better distributor.

**C:** That's … great. Really.

**S:** Just thinking out loud here … but maybe we can benefit a lot from having them as more of a strategic partner and not simply our distributor. What do you think?

**C:** I'm not entirely sure at this stage, Sanjit.

**S:** Er, but …

**C:** I don't think we should do that at the moment. We're still in the early stages of working together. They're good, yes, but it could be good to wait for a while

**S:** But everything's going so well! Why shouldn't we give them a little more incentive? You know, a good sign? I'm absolutely certain that this will be a long and successful relationship. Aren't you?

**C:** Just hear me out. Yes, maybe I'm playing devil's advocate here, but I'm not sure that would be a good idea. There might be new issues that come to light. It's just a thought. I could be wrong.

**S:** Hold on. Back up. What sort of new issues?

**C:** Sorry, I have to take this.

**S:** Yeah, sure …

## 6.3.3

**S = Sanjit  C = Claudio**

**S:** Hi there, Claudio, it's good to see you again.

**C:** Good to see you, too. How are things?

**S:** Great. Hey – thanks again for suggesting SendAll. Those guys are the best. Things are running really smoothly. In fact, you know what? I strongly believe we can benefit a lot from having them as more of a strategic partner and not simply our distributor. What do you think?

**C:** Well, I don't want to worry you, but I feel I have to tell you this.

**S:** What's up?

**C:** Well, I'm sorry to say that I've heard SendAll might be having some financial difficulties.

**S:** Really?

**C:** I know, I'm still processing the information myself, but it's important to be open, so I want to let you know what I've heard.

**S:** I appreciate that. So what do you know?

**C:** Well, apparently they're now having cash flow problems. They're quietly looking for a business partner. I'm not saying I agree, but some people think this is a sign that the company is in trouble. I'm sorry about this. I know it was us who suggested them and I'm aware this may cast us in a bad light. This information isn't confirmed, but I think you should know.

**S:** That's OK, Claudio. I appreciate the honesty. Now, correct me if I'm wrong, but … shouldn't we be pre-emptively looking for another distributor?

**C:** To be honest, I don't think it'll be a problem either way. I'd say hold off on that for the moment, until we know more.

**C:** Sorry, I have to take this.

**S:** Yeah, sure …

## 6.3.4

By now Claudio has built a good working relationship with Sanjit. It's understandable that he doesn't feel good about keeping the information from him.

In Option A, Claudio decides not to tell Sanjit in an attempt to avoid any concerns that Sanjit may develop. He's vague and he talks around the topic, which in itself arouses Sanjit's suspicions. He senses that Claudio isn't being fully open with him, and may develop some trust issues.

Option B is almost the opposite. Claudio's openness and transparency strengthens their relationship, and Claudio emphasises that he isn't currently worried about the situation with their distributor. However, we can clearly see that Sanjit has interpreted this news with more concern than Claudio, and has called an emergency meeting for the next day.

## 7.1.1

**P = Presenter   A = Agata Wisniewska
E = Eleonora Pessina   M = Matthew Dickin
EM = Eben Maasdorp**

**P:** Time is money goes the saying and this is especially true in the business world. With production targets and project deadlines to meet, effective time management is a top concern for business leaders.

Over a hundred years ago, when carmaker Henry Ford pioneered the industrial assembly line, he realised the connection between the time taken to make each car and company profits. Measuring and managing the time spent on tasks became part of a management approach known as Fordism.

Today the Fordist concept of time management still operates in some places. At many distribution warehouses, for example, workers are required to pick and pack orders at lightning speed.

Elsewhere in the workplace time management, in the sense of setting goals, prioritising and scheduling in order to maximise efficiency, is an important feature. At this publishing company there's a weekly team meeting to discuss and schedule all the jobs that have to be done. Agata Wisniewska is the Content Development Manager.

**A:** This week we'll probably need to deal with er second proofs first. … My main role in the team is to organise a schedule, to allocate resources and set the goals for the team members. Time management is very important for our business because, if the team takes longer than expected, it has an impact on the budget, and therefore the company loses money. When it comes to managing the time of each of the members of my team, I do not get involved too much. I prefer them to decide how they prioritise their time and also to communicate to the rest of the team on their progress and any issues they may have.

**P:** One member of the team, Eleonora Pessina, is an Instructional Designer. How does she manage her time?

**E:** I work across many different projects. So, what really helps me is … um … making a to-do list at the beginning of the week … um …where I really jot down everything that I need to do for that week. But then I also identify key priorities, key tasks that I want to get done. I use a digital calendar and I use different colours to identify what is meeting time and what is … uh … desk time. Another thing I use to manage my time is post-it notes … um … and I use them just to remind myself of things that I wouldn't normally do, so that they're there on my desktop looking at me.

**P:** Time management for employees of global companies brings new challenges. Matthew Dickin is the Director of Design and Production.

**M**: I work with teams and stakeholders spread all around the globe. So the first thing to say is I have to be very aware of where everybody is and that I have to be very aware of what that means in terms of time zone. So, for calls with Australia, Asia, India, I aim for very early in my morning, which is afternoon or early evening for them. And then calls to America … um … tend to happen at the end of my day which is very early in the morning for them. Certainly there are times, particularly during busy periods, where it feels like there aren't enough hours in the day. Um … so I have to be very careful to try and manage that within my own diary to make sure that that's not too often.

**P:** There's a growing demand from employees for more flexibility in their work schedules, and some people like Eben Maasdorp, a translator, are choosing to work on a freelance basis.

**EM:** As a freelance you actually have more time to work because you don't have to commute to work, for example. You also have more time to spend with your family because you can work in the evenings or early mornings depending on what suits you best. I do have to stay focused, so my strategy tends to be to commit myself to one hour, to see how much I can do in one hour – so, don't take any breaks before the 60 minutes are up. And then sit down the next 60 minutes and see if I can hit the same target.

**P:** Organising one's own time as a freelance is worlds away from the experience of workers on Henry Ford's assembly lines. But whatever the role and whatever the industry, good time management will continue to be essential to business profitability and an individual's career success.

## 7.3.1

**K = Katie  S = Sanjit**

**K:** You look worried, Sanjit. What's the matter?

**S:** Well, you know how we heard that SendAll, our regional distributor, may be having financial problems … I've been looking into it. It's worse than we thought. They've expanded too quickly and are in trouble now.

So I collected the financial details and any other information I could find and sent them over to Emma Berg, the Financial Analyst at Go Global. I did that yesterday and even though this is obviously urgent, I still haven't heard back from her yet.

**K:** OK. The way I see it, I'd say you have three options here. First up, you could trust that she's seen the mail, understands the urgency and will get back to you as soon as she can.

**S:** Or?

**K:** Push her for a response, like with a call or an email, and be clear about your expectations for a timely response.

**S:** Right. I like that better. I don't want to just sit and wait. Wait – that's only two. What's the third option? Did you leave the best until last?

**K:** You tell me. The third option is you could escalate it and go over her head.

**S:** You mean go straight to Claudio?

**K:** Yes – to get clarification on what's going on with SendAll, and to raise the issue of responsiveness. It would need to be handled sensitively though.

**S:** Sounds risky. I'll think I'll get in touch with her. Thanks.

## 7.3.2

**S = Sanjit  K = Katie**

**S:** What should I say?

**K:** A friendly email ought to do it. Something like, 'Let me know when you'll get a chance to send me the information.' Email's definitely the best option. A phone call with no warning can be a bit of an imposition – she'll see the email as less pushy.

**S:** Sounds good. Erm, 'Hi Emma, I'm just resending my mail from yesterday. I'm worried that if SendAll goes bankrupt we'll have a big problem. When do you think you'll be able to get back to me? Thanks, Sanjit.'

**K:** OK, good. Now let's see what happens. I mean, we're their business partners. They really should be getting back to us, especially with something important like this. I'd be surprised if there was a further delay.

**S:** Me too.

**K:** Then again, they're very busy, so they may have a different perspective than we do. Maybe they have different or more information and don't think that this is urgent.

**S:** Oh, she's just replied.

**K:** And?

**S:** Hi, I saw your original email, but I'm overloaded at the moment. Nothing to worry about. All is OK. Can I get back to you by tomorrow morning?

**K:** Great.

**S:** Absolutely. Just the reply I needed. Thanks for your help.

**K:** It's no worries.

### 7.3.3
**S = Sanjit  E = Emma**

**S:** I'll call her now. No point waiting any longer.

**E:** Hi, Sanjit.

**S:** Emma. Hi. I'm just calling about my mail from yesterday. Did you get it?

**E:** Your mail? Erm, yes, I got it.

**S:** Well I'm just wondering why I haven't heard back from you yet. I was expecting to hear from you within a few hours of my mail. It's really urgent.

**E:** Huh? You only sent it yesterday afternoon. Well, I didn't get back to you because I haven't had time to go through it in detail. Sorry. No offence, Sanjit, but I'm juggling a lot of work right now.

**S:** So is there any more news on SendAll? Should we be looking for another distributor?

**E:** Sanjit. Slow down. Take a breath. I've been travelling since Monday, I'm running on zero sleep right now, and I have another meeting in about two minutes. I'm not ignoring you, I'm just busy. OK? I've seen your email and I will respond by tomorrow morning. I assure you.

**S:** OK, sorry. Please prioritise this. It's urgent. And yes, I need a response ASAP.

**E:** I didn't mean to react like that. Sorry. And I'm sorry for not getting back to you earlier Sanjit, but everything is fine. No need to worry. You have my word.

**S:** OK, thanks.

**E:** Bye!

**S:** Bye!

### 7.3.4

In this scene, Sanjit and Emma clearly have different opinions of how quick a response to an urgent issue should be and of what 'urgent' actually means.

To help improve clarity and understanding, here are three tips for dealing with urgency. One: write the word 'urgent' in the subject line and mark the mail with high priority as a sending option. Also indicate by when you need or expect a response. Two: when receiving such emails, quickly acknowledge that you have received the mail, even if you're busy, and indicate when the sender can expect a response. And three: follow up quickly, from either side, if the response date is missed. Focus on the information needed and not specifically on the delay or reasons for it.

### 8.1.1
**P = Presenter  G = Greg Smith  T = Tommy Bryant**

**P:** Change is a fact of life for everyone, whether it's starting school or college, moving house or beginning a new job. Companies also constantly face the need to change. It may be to improve efficiency, increase profits or to adapt to new regulations. Whatever the reason, change can bring uncertainty and risk, so it needs very careful management. Brompton Bicycle is the UK's largest bicycle manufacturer. The company designs and makes a rather special kind of bike – one that

can be quickly folded up, which makes it ideal for commuters. Eighty percent of the bikes are exported, mainly to Japan and East Asia, and to Europe. A few years ago, it became clear that in order to keep growing, the company would have to move to a much larger site. Greg Smith is the head of Health, Safety and Facilities and was one of the team managing the change.

**G:** Brompton Bicycles has been growing ever since I joined in 1998. There were 24 people in the company at that point, we're now nearly 230, so as we expanded we needed more and more space.

**P:** The company formed a team of six people, to plan and manage the change. One of the main tasks was to weigh up the risks and benefits of different locations.

**G:** We considered that the biggest risk to the business, was losing the staff that we'd spent many years training, so we concentrated our efforts in looking for sites in West London, rather than elsewhere in the country. We've ended up six miles or approximately 10 kilometres away from where we were.

**P:** It's important for any company introducing change to make sure all the staff are onboard. Tommy Bryant is the Trade Marketing Executive.

**T:** I was quite apprehensive at first, when the company first informed us about the move. One of the main issues was the journey time; um … it was already an hour and a half by tube … um or a 45-minute cycle, which was quite long. And moving to the new site um, caused me some concern 'cause I didn't want to extend that journey time.

**G:** We made sure we er consulted with all our staff and told them about the potential location, before we actually signed the lease. So we brought all our employees to the new site in buses, so they could see the local area and see the new factory and the much better facilities that this site has. The moves themselves were actually quite quick. Er we split it up over a period of months. We moved some departments before Christmas 2015 and others during January 2016.

**T:** When the company actually moved it was a very quick and efficient process, and we were very excited about the new site as well. A big change to what we were used to.

**P:** The company measured the success of the move in two main ways.

**G:** We only lost two days production for each of the departments as we moved them. And in personnel terms, we lost approximately six people out of the total 230.

**T:** I'm coping well now with the … the journey time. Initially when I was living um in my house share, er the commute to our new site was er very difficult. So I had to move back home with my parents, which reduced the journey time by quite a bit, so now it takes me um around er 40 minutes to cycle, or even 40 minutes part by bicycle part by bus.

**G:** So we've been at the new site for 18 months and people really have adapted well to this new location.

**T:** The working conditions on the new site are much better. It's much more open, er there's a lot more windows, which actually makes it a much nicer view altogether. We have a canteen where everyone can sit together and have lunch. And as a whole, there's just a lot more space.

**G:** One of the major benefits of moving to the new factory site, is that we've now got all our employees working on one site and the morale of the staff has improved enormously as a result.

### 8.3.1
**P = Paweł  S = Sanjit  K = Katie**

**P:** You're looking happier than the last time I saw you!

**S:** I'm feeling great. We've had a successful launch, the product is selling well in Bangladesh now. Everything's going brilliantly, both in the market and our cooperation with Go Global.

**P:** It's great, isn't it? So what now?

**S:** Well a partnership opportunity has arisen in Vietnam with a key distributor. I'd like Katie to lead on this and work with them.

**P:** Sounds like a good opportunity, both for EN-Tek and Katie.

**S:** Exactly. I'm a little concerned though, as she was really looking forward to expanding the Bangladeshi market as it's her specialist area, but we can't miss this opportunity in Vietnam. She's a good fit and certainly capable – she just needs to be convinced to step out of her comfort zone.

**P:** Agreed. How are you going to tell her?

**S:** Well … I'd better do it sensitively. I'm just trying to decide here: should I take a direct approach and tell her it's a good career move? Or should I gently try to coax her towards the idea …

**P:** … and see how keen she is?

**S:** Mm … I'll figure it out.

**K:** I'm just about to head into a meeting with Sanjit. Bangladesh was a success … so I have a feeling he's gonna ask me to grow the Bangladeshi market further. I'd be quite comfortable doing that and it's definitely something I know how to do. In fact … I think I'd be really good at it!

### 8.3.2
**S = Sanjit  K = Katie**

**S:** Thanks again for all your support on the launch in Bangladesh. Your hard work really paid off.

**K:** No problem … really enjoyed it.

**S:** Well, that's good to hear – 'cause I've got a new opportunity you might also enjoy.

**K:** Great. What is it?

**S:** We've got a great opportunity to partner with a leading distributor in Vietnam to launch our products there and I'd like you to lead the initiative.

**K:** Vietnam?

**S:** That's right. It'll be great.

**K:** Oh. Right. I just … I mean … I'm really familiar with the Bangladeshi market, but Vietnam is … It's really not a market I know anything about.

**S:** Well, you would need the relevant market intelligence and maybe you should get some further training as well. You'll be fine.

**K:** I'm not sure. It's all very sudden …

**S:** If I were you, I'd take this opportunity. Just think of what this will do for your career. The only way is up.

**K:** I guess, but … there's a lot to think about, Sanjit. It'll mean more travel, won't it? Maybe even moving there for a while?

**S:** Yes, it will – and I understand. It's a big choice to make. But I'm sure you'll be great at the job. Tell you what – I think it would be best for you to sleep on it, mull it over, and get back to me later in the week. I don't want to pile on too much pressure, but you need to make a decision about this soon.

**K:** OK. Will do.

Wow. *That* was unexpected. I'm really not sure about this. I think I might be in over my head. And I'm a bit disappointed that Sanjit didn't really hear my concerns.

### 8.3.3
**S = Sanjit  K = Katie**

**S:** Thanks again for all your support on the launch in Bangladesh. Your hard work really paid off.

**K:** No problem … really enjoyed it.

**S:** Well, that's good to hear – 'cause I've got a new opportunity you might also enjoy.

**K:** Great. What is it?

**S:** Well, we've got a great opportunity to partner with a leading distributor in Vietnam to launch our products there and I'd like you to lead the initiative.

**K:** Me? In … Vietnam?

**S:** Yes. How would you feel about the idea of going abroad for a while or, if not, going on lots of business trips there?

**K:** Er … I'll be honest, Sanjit, this is a lot to take in. I mean, what do I know about the Vietnamese market?

**S:** Let's see that as a challenge to overcome, rather than a barrier stopping you. How do you think you

could best approach this? Do you think you should look at what made Bangladesh a success?

**K:** Well … I could see which of the strategies I used in Bangladesh would also work in Vietnam and then decide what further training I might need.

**S:** Perfect.

**K:** What do you think I should do then?

**S:** Well I can't tell you what to do, but I can help you decide. Bear in mind this would mean a pay rise and a massive boost to your career.

**K:** I like the sound of that. I could start by doing some research and learning about the market as I did for Bangladesh.

**S:** Absolutely, and what kind of support would you need?

**K:** Well … a local expert would be ideal. But we would also be in touch regularly, wouldn't we?

**S:** Of course. I'll always be on call. And we can look into trying to find a local expert.

**K:** OK. I really need to think about this, Sanjit. It doesn't seem as daunting now, I suppose … but it's still something of a leap into the unknown.

**S:** It's a great opportunity.

**K:** I know!

### 8.3.4

The concepts of coaching and mentoring have become increasingly important at all levels in organisations. It can be tricky to decide which approach to take.

In Option A, Sanjit is direct and encouraging. As a mentor, he tells Katie what he thinks she should do and what he thinks is good for her. Katie, however, feels that he hadn't really heard, or listened to, her concerns. As a result, she doesn't seem too positive at the end.

In Option B, Sanjit takes a coaching approach and asks Katie a number of questions to help her think about how she would like to approach the new role and what she feels she needs in order to succeed. She is apprehensive at the end of this version also, but is more positive overall about the challenge.

**1.01** **S = Sue  M = Martin  A = Angela**

**S:** Is that coffee?
**M:** Yes, it is. You want some?
**S:** Yes, thanks.
**M:** Here you go.
**S:** Thank you. Let me introduce myself. I'm Sue, from the London office.
**M:** Martin Kabatnik, from Germany. This is Angela.
**A:** Hello.
**S:** And where are you from, Angela?
**A:** Portugal.
**S:** Are you based in the Lisbon office?
**A:** No, Porto.
**S:** So do you both work in local finance teams?
**A:** Yes. Er, for one year.
**M:** Yes, finance. One year.
**S:** Oh really? Me, too – I joined the company last year. So how have you found it so far?
**M:** Hah – well it's certainly been a learning curve. In such a big company there are so many different systems and every team seems to have its own way of doing things, you know?
**S:** Yeah, I know what you mean! But I have to say in general people have been pretty supportive and patient while I've been getting up to speed.
**M:** Yes, same for me, actually.
**S:** So I guess we'll all be together in the finance part of the meeting this afternoon. Should be interesting, I think.
**M:** Yes, I think so.
**S:** OK, I think we're going to start soon. I'll talk to you later. I just want to meet a few of the others quickly. It's important to say hello. See you later.

**1.02** **T = Team lead  S = Sue  A = Angela M = Martin**

**T:** So, er to start … could you all say a few words about yourself as a short personal presentation to the team? Er, who wants to begin?
**S:** Sure, I'm happy to start. I'm Sue Jacobs, and based in the London office. I've worked in this industry for ten years now. I was with a competitor for many years and then I joined Hansens at the beginning of last year. My background is in finance. My current job is Head of Financial Controlling in the UK and I report to Mike Keats, who's the Head of Group Finance. I've worked a lot on international projects which is why I am here – full time on the project. I'm really delighted to be part of this team and think we can achieve a lot in this project. It's important to create a common platform for finance across Europe. Happy to be here.
**T:** Thanks, Sue. Er, Angela.
**A:** OK. Angela from Porto. Er, been in the company a short time. I am only 50 percent on the project with my colleague who is not here. And also finance, yes.
**T:** OK. Er, Martin?
**M:** Er, Kabatnik. Martin Kabatnik. I'm Head of Finance in Germany, and will work on the project 20 percent. I studied finance in Berlin so worked in finance all my life. I agree. I think this is an important project for the company.
**T:** OK, so can we now hear a little from …

**1.03** **S = Sue  A = Angela  M = Martin**

**S:** OK, Angela, lovely to meet you today. Really looking forward to working with you.
**A:** The same for me. It was a pleasure to meet you.
**S:** Yes, and I really liked what you said about your approach to projects in Portugal. Can you send me the slides you used in the afternoon?
**A:** Sure. I have your card.
**S:** Great. And Martin, also very nice to meet you.
**M:** Nice to meet you.
**S:** If you need any help with tickets for the theatre in London, just let me know. I can help.
**M:** I will be in touch. I promise.
**S:** OK, bye. See you next month. And I'll bring some tea for you from London. Only the best.
**M:** Ah, don't forget!

**2.01** **T = Teresa  M = Mike**

**T:** Welcome to Brazil, Mike. I hope you are settling in comfortably.

**M:** Thanks. It's great being here. I'm still waking up very early but I guess that's just the time difference.
**T:** Yes, I have the same problem when I travel. Has everyone been helpful so far?
**M:** Yes, they have and I appreciate it. This is my first trip here so everything is new.
**T:** I know the feeling! So, tell me what I can do to help you.
**M:** OK. Well, as I think you know, I've been asked to start work on a global strategy for training and development across the whole company. It's a big initiative and I want it to be based on best practices that are already in place. Every country has a different approach at the moment so I'm visiting our biggest sites to find out more about the different approaches and if there's anything that ought to be done that we are not doing at the moment. I'm starting here in Brazil and then I'll be heading to Asia on Wednesday.
**T:** OK, well the way we do things here works well for us – I'm very happy to talk about it.
**M:** Great. So um, let me check, are you the HR Director for all of Brazil or just for this plant?
**T:** Um, I'm actually in charge of all the HR Departments throughout the country. We feel it's important to have one strategy for both long-term and short-term goals regarding training and development.
**M:** Thanks. That clarifies that for me. I'm really interested in your input on both training and development and what you consider to be the main differences between them.
**T:** Um well, training for us means looking at areas specific to a job. It's a functional approach, meaning it's used in one job or department. These training sessions are used to make sure that employees have the skills they need to do their job. These types of courses are job- or task-oriented with short-term goals.
**M:** Can you give me an example?
**T:** Um sure. If we hire a newly-graduated engineer to work with suppliers, we may have to give him or her some specialised training on autoCAD drawing programs. The supplier might ask how a part could be improved, so the engineer has to be taught how to use these 3D computer programs or be brought up-to-date on the latest version.
**M:** Of course, that makes sense. But what about deciding whether a large group should be trained or just a few people? How is that done?
**T:** Training a small group versus a larger group is a strategic decision every company has to make. This would be considered carefully as it depends on the available budget. We might want to train a large group, but the budget doesn't provide for this, so smaller groups may be less costly. We, of course, look carefully at who exactly needs the skill in question for their role.
**M:** Mm that's clear. And what other factors have to be taken into account?
**T:** Well, there are often materials that need to be handed out so they have to be prepared in advance. It also has to be decided where the training should be held and who the trainer should be. We have to consider if it's better to do this in-house with one of our own employees or rent a space outside and bring in an expert from the field. It may also be possible to do a form of blended learning, some of it online and some of it with a trainer, or a mentor. There are lots of possibilities now.
**M:** So, in general, you're in favour of this type of job-oriented training on skills?
**T:** Absolutely. I would say that specific skill training is always seen as worthwhile. Whether it's skill training for a new program or new equipment I believe it's valuable. It's also important for the organisation that the training be successful. I guess I would say that skill training is pretty cost effective.
**M:** And general development of staff?
**T:** OK, now that's another story. When we look at development in business theory and skills that can be used across departments, it may only be beneficial if the trainee has the proper

mindset for growth. It mustn't be decided without thinking carefully about a number of aspects first. Development is an important part of company strategy and long-term goals.
**M:** I'm not sure I follow you.
**T:** Um, let me give you an example. If we take an experienced manager and give them training on how to provide motivation for their staff, that may not be worthwhile because this person almost certainly has the skills to do their job already. Training for a young and inexperienced manager, however, might be very helpful as development deals with preparing employees for future challenges and fits well into our long-term goals of developing talent. It's also a cross-functional approach meaning that we might develop someone who is currently in one department with the idea that the person might be moved to another department if we needed to replace a manager for any reason.
**M:** So, what you're saying is that development is really helping employees gain general business skills or concepts they can use elsewhere in the company and for their future careers. Did I understand that correctly?
**T:** Exactly right. And we still have the option of using the same methods of delivery as we have for training, namely in-house courses and blended learning, mentoring or finding an external trainer. The difference would only be in content.
**M:** And how do you decide then who gets training and who gets developed?
**T:** Um, that depends on who needs to be developed and how this will help the company. In the end, we need to make sure that the subject matter is relevant to their level of experience and knowledge.
**M:** OK…Thanks so much, Teresa. That's clarified quite a few things for me and I've made a note of everything you said. If I have any follow-up questions after I get back, I'll get in touch.

**2.03** I've worked a lot with teams in my professional life, and, you know, there are a lot of problems caused by different approaches to teamwork. In the end, I think there are two very different team cultures; one is more focused on the individual, each person having a clear and specific role and place in the team – this is team culture A. People like this because it's, well, clear roles – people know what they have to do and what the other does, and then they communicate like this – they have clear personal objectives, they make clear recommendations to the team based on their expertise – simple. And, there's a leader role, who can confirm any final decision. For Team culture B, this isn't actually a team. What this culture values is interaction and collaboration – working together to offer and share ideas, to have a lot of discussions and take creative decisions. In these teams, roles overlap with each other; there are no clear borders for roles; lots of discussion. And you see no separate leader role. Yes, of course, there is a leader, but shared leadership is more important to have a culture where everyone is responsible for the final decision. Which is better? Well, that is a whole other question. All I will say is that people often have very strong beliefs about this, which can make it difficult for people from these different cultures to work together.

**2.04** **T = Takeshi  S = Sam  St = Steve**

**T:** OK, let's get started. So, just to confirm, we have Sam and Paula here in the room, and Steve joining from the USA. As you know, what we are looking to do here today is to decide how to digitalise the training and learning we do in the company, moving away from traditional classroom training, which still dominates the way we do learning here. This means finding ways to bring in new technologies, to become more flexible, and more efficient and effective in the way we do learning. Now, you all had the task of preparing a few ideas based on your country needs. Just to ensure everyone can say something, can we quickly

go around the table, and hear everyone one by one, and then discuss?
**All:** Fine.
**S:** Takeshi, can we talk about budget as I really think this has a massive impact on what we can and can't do?
**T:** Sam, er I agree budget is really important, but I want to come to that a little later. I really want to focus on hearing the country presentations and getting a clear picture of the needs we have in the countries first; then we can think about the budget constraints.
**S:** OK.
**T:** Great. And just to say, we have Steve dialling in today but as we discuss things, it's important for everyone to speak up, give your ideas and get involved. I really want us to share the facilitation so everybody – step in, clarify, summarise – this is a team meeting.
**St:** OK, no problem.
**T:** Great, well, let's begin with you then, Steve. Can you kick us off with …

**2.05** **T = Takeshi  S = Sam  St = Steve  P = Paula**
**T:** Thanks for that, Paula. So, er we've now heard from everyone on their country needs. Where does that leave us in terms of next steps? Anyone got any thoughts on this?
**S:** Listening to what people have been saying, it seems that there's a consensus to reduce spending on soft skills training. That technical training is the main demand from the company.
**T:** What do you mean by that? Which soft skills?
**S:** I guess it's the usual things like presentation skills, negotiation skills, time management, and all that. Probably some of the leadership training, too, we could push to e-learning and save money.
**St:** Steve here. If I can just come in on that. I actually really disagree, particularly on the leadership side of things and e-learning. Of course, people always look at technical training as the priority, but I think it's our job to defend soft skills and leadership. And I really don't think it's the training to digitalise. It needs a classroom situation so people can reflect and experience things together. If we do change, we need to be very careful. Sorry, I don't want to be negative, but I really feel strongly about that.
**T:** No, thanks, Steve. Um, feel free to say what you really think because it'll help us to be creative. Um, how do others feel about this? Paula, you have some experience of developing e-learning leadership training from your last company. What do you think?
**P:** Actually, we had an effective blended solution with a mix of e-learning and classroom training. But in that case we were able to implement it carefully over several years, to create a learning culture where that worked. We don't have that here. People expect classroom training, and don't want e-learning.
**T:** OK, so that's important. So, just to recap everything. Sam, you feel we have an opportunity to move to more e-learning. Steve, you are sceptical. Paula, you have seen this work in your previous company, but it needs to be done carefully. So, listening to you all, I think we actually agree that there are good options for change here, but there are still a lot of details to work out and we need to be careful how we do things. Perhaps the next step would be to look carefully at some of the risks of using e-learning in soft skills and …

**2.06** **S = Sam  T = Takeshi  St = Steve**
**S:** So, what we're doing in my area is to hold in-depth discussions with heads of all departments to gauge their response to e-learning. As I said, this is really important because it helps us to …
**T:** Sam, can I stop you there? Buy-in from department heads is definitely important, but I'm afraid time is pressing and we need to come to a decision on next steps so we can move forward. I realise that we still have different views on some points. So, Sam and Steve, my proposal would be

that you two work together on this for the next few weeks and come up with a plan on how we move forward. I think with more thinking, we can take a final decision. Sam? How does that sound to you?
**S:** I agree.
**St:** Fine with me.
**T:** Great. Sorry, but I need to rush to my next call. Thanks very much for this. I think we have made really good progress. I'll email round some possible timings for the next meeting very soon. And also, thanks to all of you for being so proactive and sharing the facilitation. As I said at the beginning, it makes a big difference if everyone steps in and clarifies, summarises and so on. And it really helped me and the discussion a lot this time. Good stuff.
**All:** Great. / Fine. / Thanks. Speak to you soon.

**3.01** **P = Pat  S = Sam**
**P:** Hello, Pat speaking.
**S:** Hi Pat, it's Sam calling. I'm just looking at what I need to prepare for the test next week and I was wondering if you could help me with a couple of things because you know more about this area.
**P:** Sure, no problem.
**S:** I'm having a little difficulty understanding the concept of overall strategy and would like to understand it better. This is all new to me.
**P:** Oh, OK. How can I help?
**S:** Well, there are a couple of things I'd like to clarify regarding specific figures in a financial forecast. When I better understand them, I'm sure I'll be able to get the bigger picture too. I've emailed you the file that I'm trying to make sense of.
**P:** OK, well I'm happy to help. And perhaps I can send you a couple of printouts that I have with a list of words and expressions used in finance.
**S:** OK. Great. Thanks. Can I talk you through the points I'm unsure of?
**P:** Sure. I've just downloaded the attachment you sent me.

**3.02** **P = Pat  S = Sam**
**P:** Right, I've got it open. Where should we start?
**S:** Well, can you look at the section on the top right? Specifically the total projected sales figures for each product line and each quarter.
**P:** Right.
**S:** I'm looking at column J. Are those figures gross or net?
**P:** They're gross. They're the total revenue you expect to get from each product.
**S:** OK, thanks. And tell me, what exactly do the figures in column L refer to? What's EBIT?
**P:** They're the margins on each product line.
**S:** Sorry, I don't follow. What are margins?
**P:** Margins show us how profitable the various product lines are. We calculate that by subtracting the operating costs from the revenue to get the operating profit. The operating profit is our margin.
**S:** I see.
**P:** We often use the term EBIT when thinking about the operating profit. It stands for earnings before interest and taxes.
**S:** Thanks, I've heard that before when people are talking about finance, sales and profits. Also, I don't know if my notes from the lecture are right. I wrote down that the figures in row 48 are averages. Is that correct?
**P:** Yes, you're right. They're averages of all of the products in each category, A, B and C.
**S:** Hmm. Can you go over that again for me?
**P:** Sure. So, for example, we add up the projected revenue from the six products in category A and then divide that number by six. That gives us the average revenue for each product in that category.
**S:** So you mean that you get the averages to see how profitable, on average, that overall category is?
**P:** Yes, that's it.
**S:** And if I remember correctly, I think we use the combined totals in each category to see where we should concentrate our sales effort? Is that right?
**P:** Exactly.

**3.03** **S = Sam  P = Pat**
**S:** Thanks for your help, Pat. It's been really useful to speak to you. I often find it difficult to keep up with all the terminology, there's so much of it.
**P:** Would you like me to share with you a glossary of standard terms for you to use as a reference? I'll send you the link.
**S:** Yes, that would be great, but can I not find it in one of the books I am reading?
**P:** No, this is my own live glossary that I have been developing since I was in your year.
**S:** Really? What do you mean by live?
**P:** Oh, when I say live, I mean that it's cloud based. I share it with my study group so that they can update it too. Of course, we now know what words like margins mean but we haven't deleted them from the glossary. Everything you are learning about now is still in there.
**S:** Oh, thank you Pat. That's really kind of you.

**4.01** **L = Lina  J = Jimena  MB = Multi-Babel**
**L:** The Multi-Babel app translates your conversations in real-time. The Multi-Babel app is great if you want to network at conferences with people who don't speak your language, if you need to have business conversations, or if you want to socialise with people of different nationalities. Forget about spending hours on learning grammar. If you wear these wireless earphones, which are connected to the app, you'll be able to understand instantly with simultaneous translation using voice recognition.

If you click here, you'll see all the language options. At the moment we have English, Spanish, Portuguese, Italian, French, and Cantonese Chinese but later this year we'll also be offering Arabic, Hindi, Japanese, Korean, German, Polish and Russian.

Unless you use it through the earphones, everyone else will be able to hear your conversation! But, if you use the mute function, you can hear the translation through your earphones not the speaker.

There is also another neat feature if you make a mistake – here, you can pause it and it won't translate the words that you said in the last three seconds. It's extremely useful if you accidently say the wrong figure, or when you get a new client's name wrong. Cool, isn't it?

You're probably wondering, 'All this is great, but how much will it cost me?' The Multi-Babel app with earphones retails at only 250 euros. But we're offering a special promotion this week for all participants at the trade show: you can purchase three apps with headsets for the price of two. Earphones are available in a range of colours: black, white, blue, purple and red.

This app is really best used for one-to-one conversations. It isn't suitable for meetings with lots of people. However, I would recommend it for networking, daily conversations and smaller meetings. When you've tried it, you won't be able to live without it! And you'll want to get one for all your family and friends. I'm sure they won't be disappointed. The technology is changing so fast, we'll be able to offer you more languages and faster translations next year with the help of more advanced voice recognition, sensor technology and improved artificial intelligence. Let me just add that the whole process is done remotely in the cloud so it doesn't slow down your device, but you do need to be online.

Who would like to try it? Any volunteers? Yes, you, madam. Can you um put on these earphones? That's right. What's your name?
**J:** Jimena.
**L:** What nationality are you, Jimena?
**J:** Mmm, española.
**L:** Right, let's choose Spanish–English then. I'll turn the mute function off so that everyone can hear. I promise you, you'll be amazed! Start talking when you hear the beep, OK?
**J:** Qué tengo que hacer?
**MB:** What do I have to do?

**J:** Qúe maravilloso!
**MB:** How marvellous!
**J:** Quiero tres!
**MB:** I want three of them!

### 4.02  E = Eamon  C = Chris

**E:** So, what's new with our smartphones? At Dawnbreakers, we've developed a phone that's way smarter than any phone anywhere, combining the latest artificial intelligence, voice recognition technology and the ultimate digital personal assistant. But more of that later.

Since our last smartphone model, I'm pleased to tell you that we've upgraded pretty much everything: we've improved connectivity, we've upgraded the camera, and increased the pixel count. If you've seen the new screen, you'll notice it goes to the very edge of the phone. And of course if it didn't have high definition screen resolution, we wouldn't see video images so clearly. What else? We're currently developing the remote control function for interconnected home devices. This means you'll be able to operate all your home devices from your lights to the air conditioning, using your phone. And next year we'll be supporting more virtual reality content with 'wearables'. So, if I were wearing goggles now, I could see the images in virtual reality. We're also going to be adding an improved 'priority' function. At the moment, unless I prioritise events carefully, the assistant over-rides my work schedule with my social engagements! My boss might not be very pleased if he found out about that!

We're already making smartphones more like robots. Let me show you a demonstration of how. My new personal assistant can help me with booking appointments and managing my schedule. Some of you will remember our demonstration last year with a prototype of the digital personal assistant. Since then, I'm very pleased to announce, we've improved battery life for voice recognition to work more effectively. … Ladies and gentlemen, I'd like to present my assistant, … Chris! Say hello to everyone.

**C:** Hi everyone, I'm Chris, Eamon's digital personal assistant.
**E:** Chris, you can help me with a number of tasks, can't you?
**C:** That's correct, Eamon.
**E:** Just give us three examples please.
**C:** I can search for stuff on the internet. If you like, I can control your home devices remotely, and I can remind you of important meetings or birthdays.
**E:** So, when's the next birthday I need to remember Chris?
**C:** Oh, that's easy, it's yours! Next week, on the 8th of March.
**E:** Mmm, I'd like to celebrate that. What about an Italian restaurant in Dublin? For Wednesday the 8th of March at 7p.m.
**C:** OK, that's the 8th of March at 7p.m. For how many people, Eamon?
**E:** A table for six.
**C:** Searching … for … you … now… I've just found … five options within 30 minutes from you. Let me know which one you prefer and I'll book a table.
**E:** Great thanks. I'll let you know when I've finished the presentation.
**C:** Sure. At 12…15.
**E:** You can take a break now, thanks.
**C:** Thanks. I will!

### Ext4.01

**1** You'll be able to understand instantly with simultaneous translation using voice recognition.
**2** You can pause it and it won't translate the words that you said in the last three seconds.
**3** You can purchase three apps with headsets for the price of two.
**4** Earphones are available in a range of colours.
**5** The whole process is done remotely in the cloud.
**6** We've developed a phone that's way smarter than any phone anywhere.
**7** You'll be able to operate all your home devices from your lights to the air conditioning, using your phone.
**8** Next year we'll be supporting more virtual reality content with 'wearables'.
**9** If you like I can control your home devices remotely.
**10** Let me know which one you prefer and I'll book a table.

### 4.04  M = Mandy  I = Isabella

**M:** Hi Isabella. You wanted to see me? What's up?
**I:** Hi, Mandy. Well, I'm not happy about this new policy of not being able to access our work emails after 8 p.m.
**M:** Uh huh.
**I:** We're a digital agency with clients all over the world. It's simply not reasonable to expect me to do my job and then limit me like this. I have to be able to access my emails in the evenings.
**M:** OK, hold on a moment, Isabella. You have to understand that the company policy is for everyone. This new system has been put in place for the benefit of the employees. There's an unhealthy culture of people still working electronically long after they have left the office and sometimes into the night.
**I:** Yes, but for some of us it's necessary, especially when our customers are on different continents. The servers are now holding incoming and outgoing emails after 8 p.m. until the following morning. You need to unlock my emails in the evenings.
**M:** Yes, but can't you just send your outgoing mails before you leave the office around 6 p.m., and then reply the next morning to any that come in during the night?
**I:** I can, but I need to leave earlier than 6 p.m. every day, and it also means I lose a day when communicating with some of our clients.
**M:** OK.
**I:** And it also means my inbox is already filling up by 8 a.m. each morning.
**M:** I see.
**I:** I need you to get the IT team to lift that blockage on my account. This change has to happen if you still want me to manage our customers.
**M:** Well, hold on a moment. Let's think about how to manage this and find a way that works for you while still ensuring you have a healthy work-life balance.
**I:** Well, you know I have small kids and it's important for me to have dinner with them and put them to bed every day. That's why I leave at 5 p.m. I don't mind if I then have to work from home for a few hours in the evenings.
**M:** OK, I understand that. But … I can't completely lift the blockage for you. You don't need to be emailing through the night, right?
**I:** No, I don't, but I do need some flexibility and to be able to access my emails after 8 p.m.
**M:** How about if we lift the blockage until 10 p.m. Would that work?
**I:** Yes, I suppose I can agree to that, but it still limits me a bit. Oh, and I need access to our virtual meeting software from home in the evenings too, but I'm happy to also limit that to 10 p.m. if I have to.

### 4.05  B = Barbara  D = Daniel

**B:** Hi, Daniel. You wanted to see me? What's up?
**D:** Hi, Barbara. Well, I'm not happy about this new policy of not being able to access our work emails after 8 p.m.
**B:** I see. Let me make sure I fully understand your perspective. Firstly, tell me about how this situation affects you.
**D:** Well, I have many clients in other continents and we often need to communicate in the evenings. Why was it introduced in the first place?
**B:** Well, you know this new system has been put

in place for the benefit of the employees. There is an unhealthy culture of people still working electronically long after they have left the office and sometimes into the night. It's a priority for us that our team has a good work-life balance. It's not specifically about the email block.
**D:** OK, I understand that, but I don't work into the night, and I'm happy with the level of flexibility I usually have in my job. I have a good work-life balance.
**B:** OK, well, what are your priorities?
**D:** Well, you know I have small kids and it's important for me to have dinner with them and put them to bed every day. That's a key priority for me. That's why I leave at 5 p.m. every day. I don't mind if I then have to work from home for another hour or so in the evenings.
**B:** How would you feel about having an extension on email accessibility in the evening but only for another hour or two? What do you think of that?
**D:** Well, the kids are in bed by 8 p.m., so it would be good to just have another hour or two in the evening to email and maybe have some virtual calls.
**B:** Yes, I think I can make that happen. But we should talk regularly about this. I don't want you to get snowed under or to be working too much at home in the evening.
**D:** It's OK, I'll let you know if I'm struggling. Thanks.

### 5.01  C = Carlota  H = Hanna  A = Antoni

**C:** So, as you can see from the agenda, what I want to do today is take time to think about how we are doing things. So just generally speaking, what do you think about where things have gone well and where the problems were, and how to change things going forward? Starting with Hanna: tell us, from your side, personally speaking or about the project, where have things gone well? What do you need to improve?
**H:** I think, overall, it's been good. I mean, in terms of my main success, I managed to complete the first two phases of my side of the project within budget. I had to be very careful with spending but managed it; no extra resources were needed. I guess, as you all know, my big challenge was in the early phases with production. We had some real time and quality issues with our production in Poland.
**C:** Which aspects of the project were the most problematic exactly?
**H:** Well, speaking openly, the first designs which I produced were not high quality. This led to production issues. We lost some time at the beginning. I got it right in the end with a rework of the design.
**C:** What was the main cause of this? Why were there design mistakes?
**H:** Good question. Unfortunately, the designs had mistakes because I tried to do things too quickly. I had too much to do and tried to do things too fast. And then, the colleagues in Poland didn't see the problems until they produced prototypes. Yes, Antoni?
**A:** I think you're right.
**H:** They just worked with what I gave them. It got very messy. I should have planned more carefully. If I'd planned more carefully at the beginning, I could have produced a better design, and avoided time delays.
**C:** But I don't understand. We are all experienced. We always work under time pressure.
**H:** I think I just underestimated the complexity.
**C:** So, how do we plan to do things differently next time?
**H:** Yes, I've talked to my team and next time we will insist on having more time for the initial design stage and, ideally, a prototype stage too. It will pay off.
**C:** Yes, this has actually been useful. We now know we need to give ourselves realistic deadlines.
**H:** Yes, sometimes, slower is better.

**C:** Great! OK, Antoni, how about you?
**A:** Well. As far as I'm concerned …

**5.02  C = Carlota  A = Antoni  H = Hanna**
**C:** OK, maybe just before we wrap up, I'd like to hear your comments on successes, things that have gone well, what we can do more of. On the whole, it turned out to be a success and I actually want to start here with a big thank you to Antoni for leading the production side so well. The production team has been amazing, so collaborative and they've produced excellent quality, and come up with quite a few design ideas.
**A:** Thank you, Carlota.
**H:** Yes, I can echo that. Your team has been so proactive, Antoni. A pleasure to work with. Please keep it up.
**A:** We will, we will. I'll pass on the feedback. And I'll invest the same time in positive collaboration in the future … . Same from our side, it's been great that the design team has travelled so much to see us in Poland. Having you present, face to face in meetings, that has really helped.
**C:** Yes, I think face to face always works better than working remotely. We have to thank our project sponsor, Gina, as she agreed quite a high travel budget. Without Gina, travel would have been very difficult in the current financial climate. So again, well done.

**6.01  R = Richard  K = Katrina**
**R:** Katrina Sands is the best-selling author of *Essential Ethics*, which features on the reading list of business degree courses around the world. She's also an ethics consultant to major corporations. Many thanks for being with us today, Katrina.
**K:** My pleasure Richard.
**R:** I'd like to start by asking you to define a key concept in your book for our listeners. Can you tell us what is meant by the term, 'triple bottom line'?
**K:** Yes. The triple bottom line is essentially a framework, or structure, if you like, for measuring how ethical an organisation is in terms of three ideas: profits, people and planet. The problem is the TBL is difficult to measure.
**R:** But we can measure profits, can't we?
**K:** Well that's right. Financial profits are obviously the easiest to measure. Typical ways include looking at concepts such as a company's income, its costs, growth, the taxes it pays, employees' income, and so on.
**R:** How about measuring ethics in terms of people?
**K:** Social measures include, for instance, the number of hours of training employees receive, equality and diversity in the workplace, say, the percentage of female workers. Then there's health and safety, but, and this is where things get complicated, there is also the general physical and psychological well-being of staff. For example, a Human Resources manager can count the number of days taken for sick leave, but it's more difficult to measure how healthy and happy employees are. Social measures in the TBL also extend to relationships with stakeholders: suppliers and partners, the local community, and anyone else who is affected by a company's activities. And beyond that, an organisation can show its social integrity by organising philanthropic activities.
**R:** I see. And what about the planet?
**K:** Well, environmental measures in ethics include company policy on things such as its energy consumption, the use of natural resources like water, waste management, as well as carbon emissions and the impact of a company's carbon footprint, …
**R:** Which is?
**K:** Oh by carbon footprint I mean the overall impact of a business on the environment. Of course many of these different measures are connected. To give you an example of profits and planet: by reducing packaging, you can also reduce costs, so that's a measure that's good for the environment and good for profits.

**6.02  R = Richard  K = Katrina**
**R:** What kind of companies can use the TBL model? Are we really talking here about the big multinationals?
**K:** Businesses, non-profit and government organisations can *all* use the TBL model. But we need to take into account all three categories – financial, social and environmental. *All* three areas need to be integrated.
**R:** So could you give us a few examples of companies that are considered 'ethical'?
**K:** Sure. There's Natura Cosméticos, which sells cosmetics and personal-care products, and has been in the list of the World's Most Ethical Companies since 2011. It is the only Brazilian company this year, and one of the few companies in the health and beauty industry.
**R:** I've read that Natura was awarded a certificate for sustainability. How exactly has it been ethical?
**K:** There were a variety of reasons. In financial terms, three percent of company profits at Natura were invested back into the communities. Over 75 percent of employees participated in the company's profit-sharing program. Natura also produces an annual report that is reviewed by a third party and is available to the public, so it's transparent about its profits.
**R:** Could you give us an example of its ethical conduct regarding people?
**K:** Sure, ah let me see … well, more than 50 percent of Natura's managers are women. They would have had inequality in the workplace if Natura hadn't taken on female managers. And there wouldn't have been diversity in the organisation.
**R:** And how can we measure what is considered ethical conduct where the planet is concerned?
**K:** Many of Natura's products are based on natural ingredients: indigenous, Brazilian vegetables and fruits, such as passion fruit, that are produced by farmers in small communities. In addition, Natura gives details on its energy consumption, water use and waste production. Those are just some examples.
**R:** It's interesting to see that some companies have appeared in the world's ethical companies list *every* year. I see these include General Electric, PepsiCo, Starbucks, UPS, Xerox and Kao Corporation. The Japanese company Kao has received recognition for being in the World's Most Ethical Companies list for well over a decade.
**K:** That's right.
**R:** I'd like to know why you think the Kao Corporation has been on the list for so long?
**K:** For a number of reasons. Kao specialises mainly in beauty and health care products, but the group also has two other businesses: home care products and chemicals. What's interesting is that its CEO, has said that integrity is a *core* value of the company. The Kao way is not just a philosophy: it is supported by a sustainability statement which focuses on three specific areas: conservation, community and culture. If they hadn't developed the Kao way, they might not have been listed as one of the world's most ethical companies. Kao has not only been recognised for its contribution to preserving the environment, but also for promoting diversity and for getting involved in social issues. For instance, their employees do voluntary work in local communities. You could argue Kao could have had a good relationship with local people if they had simply donated money to the community but in this case, employees got involved directly.
**R:** But Kao and Natura are both big multinationals, aren't they? Can you give us an example of a smaller organisation that isn't top of the list but is an ethical company?
**K:** Well, I'd like to mention a cooperative called La Fageda, a company that produces dairy products and is based in Catalonia, Spain. They employ staff with mental health problems. In La Fageda, at least 70 percent of positions are held by people

with disabilities, so it's a good example of social integration and diversity in the workplace. What's more, they source their own milk, in contrast with the big multinationals. At first, they distributed their yoghurts through hospitals and schools. Then they moved to the general food market and became commercially successful. But this kind of success poses a dilemma. It's the same dilemma for any responsible business: will they be able to manage growth without endangering their commitment to their users and customers? And we can also ask a similar question about a company's past. If they had grown faster, would they still have been a responsible business?

**6.03  R = Richard  K = Katrina**
**R:** It's fascinating to hear about all the good stuff that companies are doing in terms of ethics. Nevertheless, isn't it extremely difficult to measure the triple bottom line?
**K:** It is certainly difficult to measure how an organisation affects the planet and people in the same terms as profits. The full cost of an oil disaster, for example, is huge and immeasurable in terms of money. However, Richard, to give you some more examples: if multinationals hadn't cleared huge areas of forests in the Amazon, they wouldn't have moved whole communities from their homes; and we could have slowed down the effects of climate change. If clothing manufacturers hadn't used child labour in sweatshops, those children could have continued with their education, instead of working in factories. It's totally impossible to put a price on these kinds of things.
 On balance though, the TBL has fundamentally changed the way organisations measure performance and sustainability. It's in everyone's interest for companies to be ethical, transparent and socially responsible. Customers, employees, shareholders and the public expect it and, generally speaking, successful companies nowadays are looking further than just making a profit.
**R:** OK, many thanks Katrina. And we'll be back next week to discuss another business issue.

**6.05  L = Luigi  C = Caroline**
**L:** Hello, having fun?
**C:** There are a lot of people, but it's interesting, yes.
**L:** Luigi Moretti from Romtek.
**C:** Caroline Macklin, Macklin Tours.
**L:** Macklin Tours? I know the name. You've been in business for over a year now,
 haven't you?
**C:** Very good, I'm impressed. Yes, we set up just eighteen months ago.
**L:** I've heard great things about you. You have a good reputation.
**C:** Thank you. But what do you do exactly?
**L:** Um, we specialise in software solutions for small and medium-sized companies. Our expertise is in providing the correct support for each client. Um, which systems are you using at the moment?
**C:** Oh, for now we just use the standard spreadsheet and database software we could download for free, but they're not great really.
**L:** I can imagine. Our solutions enable you to manage and communicate with clients more effectively. Er, so basically what we offer is better relationships and more sales, which I think everyone wants. Would you like me to talk through what we have?
**C:** Yes, thank you. Maybe this is something we need to look at now that we're growing.
**L:** Sure, shall we grab a coffee first?
**C:** Good idea. I think there is somewhere over there where we can go …

**6.06  C = Caroline  L = Luigi**
**C:** So, tell me a bit more about this software and how it could help us.
**L:** OK, basically, it's software that we install on your company computers but host remotely on our server, er which helps you to organise and store

customer data in a clear way. Your business will benefit when you can track sales, send out emails and mailshots to support marketing, and there's a useful finance element which you can use to track profitability per customer. Er, could that be useful for you?

**C:** Yes, finance tracking sounds really useful. And just what we need now we're growing and becoming more established. We need to stay on top of our numbers.

**L:** Well, the final price will depend on which solution you need. So we should come to that later. But I really believe it's a perfect solution for small businesses looking to become more professional.

**C:** How flexible is it, though?

**L:** It's fully customisable. With our support, you can tailor this to suit your specific needs.

**C:** Good. But it's not too complex, is it? Some of our people are a little older and not so confident with new systems.

**L:** Not a problem. We also provide intensive onsite training to make sure your people can use the software. How does that sound?

**C:** Sounds good. So, in principle, it sounds great, and what we've been talking about internally for some time to be honest.

**L:** Are there any other questions I can answer right now?

**C:** Well, of course, there's cost, and I think we need to see the product in more detail.

**L:** Absolutely. On the cost side, I think we need to see what precise solution you need, how much consulting work is needed from our side. I can't really give you a number at the moment. But it's very competitive. Is budget a major consideration for you?

**C:** It's an issue, of course, but we are growing, so it's more about what the software can deliver that is probably most important.

**L:** OK. So, what would be a useful next step?

**C:** I guess I need to see the product.

**L:** Yes, so how about if I come over, show you the product, talk to you more about what is right for you … ? I am absolutely certain that we have exactly what you need.

**C:** That sounds great.

**L:** OK … would something in the afternoon next Wednesday work for you?

**C:** Yes, let me just take a look at my schedule here and see what we can …

### 7.01  H = Haruki  J = Javier

**H:** Hi, Javier. Thanks for coming to see me at such short notice.

**J:** Sure. No problem. What's up?

**H:** Well, it's good you asked that, but I'm also surprised that you've had to ask that. As you know, we're quite behind on this project and really need to catch up.

**J:** Yes, we do. We're all working flat out.

**H:** I know. But this also means we're all going to have to go beyond the scope of our usual roles. We're going to have to go the extra mile to support everyone on the project and get finished on time.

**J:** OK, so what exactly does that mean?

**H:** Well, what that means exactly is that I need you to go to Japan to support the local team and make sure they are able to finish their part of the project on time.

**J:** That's not possible. I can't go.

**H:** I'm sorry, Javier. I know the timing of this might not be great for you, but you have to understand the project needs your expertise and we need you in Japan to provide support. You don't have to go for two to three weeks, but you do need to be there by the end of the month. OK?

**J:** The end of the month?!? That's simply unreasonable. It's far too short notice. No. I can't do it.

**H:** But Javier, we both know that your expertise is the most relevant in this situation.

**J:** I'm sorry but I don't think expertise is the deciding factor here. You know everything I do.

You should go instead of me. After all, you're the project leader and if the project is late, it's up to you to get it back on track.

**H:** OK, Javier. I'm sorry it's come to this. Let's take a break and then meet again in the café in … fifteen minutes and see what solution we can find.

**J:** Yeah. Whatever!

### 7.02  H = Haruki  J = Javier

**H:** Hi Javier, I'm sorry about earlier. Can we talk?

**J:** Why, what's the point? It seems to me that the decision has already been made.

**H:** So what you're saying is you definitely won't go?

**J:** Well, I still don't think it's necessary for someone to go. We can just monitor the situation from here.

**H:** Yes, we *could* do that, but I think we can both agree that it is always better to offer real-time support in person in situations like this. And there won't be any delays due to time differences. You know we often lose a day just replying to an email.

**J:** OK, fine. But it doesn't have to be *me* that goes. Why can't Mia or Julio go instead?

**H:** Maybe, but I know we're both on the same wavelength about their experience. Yours is a lot better, both technically and also in driving local teams to hit productivity targets.

**J:** In other words, you don't want to send either of them, and still want me to go?

**H:** Yes, that would be my preference.

**J:** I see. But it's unreasonably short notice. I have a lot of personal plans in the next month. There are two weddings I have to attend as well as my father's sixtieth birthday.

**H:** Fine, I see. Well, I understand your position, and reluctance, a bit more now. You usually enjoy travelling and experiencing new countries. I thought you'd jump at this chance when I first mentioned it.

**J:** That may be true, but Japan? I don't speak Japanese, and being there for a few days' business trip might be OK, but for any length of time, I don't see how I could manage without Japanese.

**H:** Hmmm.

### 7.03  J = Javier  H = Haruki

**J:** … And anyway, a business trip of this length and importance would normally be planned months in advance.

**H:** That may be a fair point, Javier, but the situation is what it is now, and we need to talk about it and work out a way to make sure the project gets back on track.

**J:** OK. So what do you want to do?

**H:** So, tell me your overall opinion about this issue the project is facing.

**J:** Well, I can see that it would help to have someone in Japan to offer support locally. And you're probably right that I'm the best person for the job. But it's just really inconvenient for me at the moment. How long do you have in mind anyway?

**H:** I don't know. What do you think?

**J:** I'm not sure. Definitely a few weeks, maybe a month.

**H:** OK. So from your point of view, it should take around a month of local support. Right?

**J:** Yes, I should think so.

**H:** Let's talk through these personal events you have and see what we can work out.

**J:** OK.

**H:** Well, let me first check a few of the things you've said.

**J:** Uh-huh.

**H:** So you've got two weddings and your father's sixtieth coming up, right?

**J:** Yes.

**H:** When are they?

**J:** Well, the first wedding is at the beginning of next month, on the 2nd, my father's sixtieth is on the 22nd. And the second wedding is a few days later, on the 25th.

**H:** OK, let's work together and try to find a solution.

**J:** How can we? You want me to go there for a month.

**H:** Yes, but of course you won't be there for a full month without a trip home. How about if we postpone your departure by a few days so you can go to the first wedding?

**J:** OK, that would be really helpful.

**H:** Good. And I'm open to other suggestions about how we can make the rest of it work for you.

**J:** Thanks. Well, if I get there by the 5th, that gives me about two and a half weeks before my father's birthday.

**H:** Right. So what are you suggesting?

**J:** Well, what if I work really fast and hard and put in some long days, and aim to have them back on track within two and a half weeks, and then I come back home.

**H:** OK, that works for me. But do you think it's feasible?

**J:** I'm not sure. I need to look into the exact problems and reasons for the delay more. But I think so. And if they're not ready, I'll go back out around the 27th for another week or so.

**H:** OK, so what you're saying is you're willing to go back out there after the second wedding if necessary.

**J:** Yes, I'm only willing to go out there if I can make all three personal events I have coming up. They're really important to me.

**H:** Sure. But you have to manage your time and tasks for the team in Japan so that they can manage without you there for the week in the middle.

**J:** OK.

**H:** And about the language issue. We already have an interpreter based in the local office who is always available to support. And you'll have your own office in the main department so you'll be close to everyone, and also to the General Manager there.

**J:** That sounds good. Thanks. But it'll be jumping in at the deep end. I really can't speak any Japanese.

**H:** That's great, Javier. Thanks a lot. I really appreciate your support with this.

**J:** And er I'll appreciate you remembering this when it comes to my performance review at the end of the year.

**H:** Ha! Don't worry. I will. This is a good thing that can lead to more opportunities in future. You'll have good visibility with senior management, both here and in Japan.

**8.01**  My trouble is I'm quite good at a lot of things. When I was studying at school, I didn't know which degree to do. My teacher advised me to follow my passion and study music, but my parents told me to study accountancy because I'm good at maths and I would have a better chance of getting a steady office job. Then my best friend, Piotr, who wanted to be an architect, suggested doing architecture with him so that we could study together. So I decided to go for architecture. The thing is, the first year was awful: it was really challenging and extremely competitive. To top it all, I found out too late that you had to study for ages before you qualified and were expected to work long hours. I was going to drop out of university altogether, but my older brother suggested I swapped subjects and studied for a degree like physics and played my music part-time. But my parents insisted that I should do accountancy.

**8.02**  It was a tough decision but in the end I took my brother's advice because he knows me best. It was definitely a change for the better. Now, I'm enjoying studying physics and I still get to play in my band at weekends. We're working on our first album and we'll probably have a gig at a festival this summer.

**8.03  E = Ethan  P = Pranali  B = Boon Tek
L = Leticia**

**E:**  I'm the kind of person who likes to plan everything in advance. I don't like to leave my comfort zone, so I don't like changes. They make me very anxious. So, when my boss told me she was leaving, I was upset. She was a great manager: very encouraging and very reliable. The company didn't replace her for a few months, although they'd promised us that it would be a smooth transition. I hate the feeling of uncertainty, you know? Eventually, management informed us that there wouldn't be a replacement and we had to share out the work in the IT department between us! They told us that we just had to get on with it! Frankly, I'm working long hours every day. I have more responsibility but I'm not getting paid for it. I have to say I'm finding it difficult to cope. To make things worse, nobody cares if you're doing a good job. They tell us we shouldn't be so 'resistant to change'. At this rate, I'm going to have to find a new job, or ask to change departments.

**P:**  My friends tell me I'm a very flexible person and I think I'm pretty good at adapting to change. I just get on with things and I don't mind leaving my comfort zone. However, some changes are obviously more stressful than others, like moving house, or having children. I had been working as a marketing director but suddenly a lot of us were made redundant due to restructuring in the company. That was a major change for me and it came at a bad time because we had just got a mortgage for our house. I was very low and I didn't know what to do with myself for several months. Then my best friend suggested that I reinvent myself – he advised me to get a completely new career and get out of my comfort zone. So I decided to set up my own business as a management consultant! The first year was incredibly difficult but I'm really happy because it's going so well. But I wouldn't have been able to do it if I hadn't had the support of my family and friends at the time.

**B:**  We had to relocate university laboratories to a different city. It was a real upheaval, not well-planned at all. They had not anticipated the risks involved. It was chaotic: we had to move delicate equipment, things got lost, and we were expected to do everything overnight. There was some kind of plan for relocation but they sent it to us too late and there were loads of last minute changes. I could go on and on. Basically, management had not consulted us. I realise change is sometimes necessary, but it's extremely important to have a shared purpose and for everyone to be informed. So, it came as no surprise when students and technicians complained that the new location was in the middle of nowhere, and clients were also annoyed. I have to admit, now that we've settled into the laboratories, I'm able to appreciate we're better off than before. We've got more light and space and the equipment is all up-to-date. It takes time to adapt, doesn't it?

**L:**  I was really looking forward to early retirement and then when it actually happened it was very disappointing. I used to enjoy my work – I was a product manager for household products. I suddenly missed my colleagues and many of my friends were still working, so they didn't have the time to be with me. My husband, Juan, suggested going back to work. He suggested going back to work because I was becoming impossible to live with! It was then that I decided to retrain, so I became a tai-chi instructor. I want to help people cope with stress. In fact, I've already promised my colleagues I'll give classes at my old company! Juan says it's given me a new purpose in life. It's great because I only work part-time and still have time to help look after our grandchildren.

**8.04  P = Presenter  A = Alessia**

**P:**  Welcome back everyone. This morning, my first guest is Alessia Russo, a team leader in a major multinational company. She's here to talk to us about brainstorming. Good morning, Alessia.

**A:**  Hi. Thanks for having me.

**P:**  So Alessia, what is brainstorming?

**A:**  Well, it's a process for generating ideas collectively and spontaneously.

**P:**  And why is it useful?

**A:**  Brainstorming generates ideas which other methods do not, due to the freedom it gives people to think creatively.

**P:**  OK. And can you tell our listeners how best to do it? Are there any best practice guidelines for brainstorming?

**A:**  Well, there are no 'golden rules' as such, but these eight stages can definitely help you to have a successful brainstorming meeting.

**P:**  Great. Let's hear them.

**A:**  So, number 1: Define the goal, and 2: Start with a question.

**P:**  Just the one?

**A:**  No, it could be several questions.

**P:**  OK.

**A:**  Number 3: Collect as many ideas as possible, without evaluating them or commenting other than to thank each person for their ideas.

**P:**  OK. Don't evaluate or comment on them.

**A:**  4: Put all of the ideas somewhere everyone can see them, for example on a board. Then you all decide how to group the ideas.

**P:**  Uh huh.

**A:**  5: Ask people to give more details about their ideas before evaluating any of them.

**P:**  That's so you don't discount them before you understand the ideas fully, right?

**A:**  Exactly. So, 6: Only at this point should you start to discuss, evaluate and build on the ideas. You will then be able to discard ideas and this will lead to the next step, which is 7: Always end with some clear decisions.

**P:**  Great. Clear action points.

**A:**  And finally, 8: Thank everyone for participating. Even if some individuals didn't come up with the final idea, their presence helped to create the atmosphere that led to the outcome.

**P:**  That's excellent. Thanks very much, Alessia.

**A:**  It's been my pleasure.

**8.05**  We're here today to address the challenges presented by the fast growth in our organisation. As you know, we've grown from having fifty employees three years ago and largely having a national focus to now having around 200 employees and more and more international clients. These statements highlight the issues we're facing: we still have a very flat hierarchy and people have a lot of autonomy. But we need to introduce some structure in the way we manage our work, our teams and our reporting lines. Let me outline the structure of this brainstorming session before we begin. I'll write up a series of questions around these issues for you to think about. For example, how can we bring more structure and focus to the way we work in teams and across teams without losing flexibility and spontaneity? These opening questions will help us to think about the main challenges ahead. After a phase of collecting ideas, we'll group them on the board here, so we can bring them together. At the end of the session it would be great if we could have a clear idea of some steps we can take. Let's see what progress we can make in 45 minutes. OK? Let's get started …
Remember, we're going for quantity of ideas here. The key is that we collect as many ideas as we can without judging or criticising them. So, feel free to introduce any idea or make any suggestion you like.

**8.06  S = Sophia  M = Marco  L = Lisa  Sv = Sven**

**S:**  OK, everyone. I can hear that you're all still going strong and coming up with a lot of ideas, but I need us to keep an eye on the timing so I have to stop you there. Can you please come up here with your ideas on the sticky notes and stick them to the board? Can we include them all at this point? And there's no right or wrong way to group them. Just

do what you think fits best.

**M:**  OK, thanks, Sophia. Like this here?

**L:**  No, over here. Put that one together with my one. We can start to form groups of topics.

**S:**  Thanks, Lisa. Just so everyone's clear. Let's think about process for a moment. How would you like to group them?

**L:**  Well I was thinking that if we see topics that are similar, we can start to group them together.

**M:**  Sure. That's a good idea.

**S:**  Firstly, thank you all for your ideas. It's great to see so many all grouped like that on the board. I don't want to assume what your ideas mean, so let's discuss them to help me understand your thinking better.

**All:** Great. / OK. / OK.

**S:**  Can we start with this group here? Whose idea is this one here?

**Sv:** That's my one.

**S:**  Thanks, Sven. Could you expand on this point for us? What do you mean by 'Daily stand-up'?

**Sv:** Well, I mean that we could have a short meeting every day with all team members in a particular department. We keep the meeting quick, and do it standing up. Everyone says what they're working on, if they need support, or have capacity to support others. And then we're finished after ten to fifteen minutes. I've seen this done in other companies.

**S:**  That's a really interesting idea, Sven. Thanks. Let's go with that … and maybe try it out next month.

**M:**  Great, and adding to that idea, we could also update these tasks on the team status board for those who can't make the meeting.

**S:**  Good idea Marco. Let's have a look at some more … How about this one? Whose is this?

**L:**  That's mine.

**S:**  Thanks, Lisa. So, 'Rotate team leaders'. What does everyone think about that as an option? Does it need further discussion at this point?

**Sv:** I'm not sure. We tried that before Lisa joined us, so she couldn't have known. It was difficult and didn't really work, though that doesn't mean it won't if we try it again.

**L:**  OK, let's park it for now, Sophia. And Sven, let's meet and you can tell me how it went last time.

**Sv:** Sure Lisa.

**8.07  S = Sophia  M = Marco  Sv = Sven  L = Lisa**

**S:**  So, we've almost reached forty-five minutes and I'd like to finish on time, as I know you're all busy. It's been a great session. Thanks everyone for your input.

**M:**  Thank you, Sophia. It's been useful to think about these things.

**Sv:** Yes, thanks.

**L:**  From me too.

**S:**  Great. So to review our main decision, are we all agreed that we're going to try the 'Daily stand-up' idea and also these two other ones over here. We need to research the point about rotating team leadership a bit. Lisa, can you look into this and find some examples of how it can work in practice? Let's also do some further work on this middle group of ideas as a priority. Marco, can you look into that?

**M:**  Sure. Happy to.

**S:**  Great. So let's meet again in two weeks and you can report back on these various actions. I'll send out a calendar invitation.

**BW1.01  J = Johannes  M = Martina**

**J:**  Hi Martina, do you have a minute? I wanted to speak to you about some problems I'm having in the Sales Department.

**M:**  Sure, … I wonder if they are the same problems we are having in Finance.

**J:**  Well, my biggest worry is finding staff to fill some empty positions. I've had over ten interviews and have now contacted some of the local employment agencies but haven't found anyone who matches the job description. On top of that, I'm also concerned about keeping the people I

already have. I don't know if you have heard, but Emma is leaving at the end of the month and that is a big problem for the department. I don't know how we are going to replace her and none of the people working for us already are interested in the position.

**M:** Johannes, I have exactly the same problem. The staff turnover has really increased in the last year – I think we must be doing something wrong. I've lost two of my key people in the last six months and when I hold interviews, candidates don't seem very enthusiastic about working for us. We've even had people leave without giving enough notice as they have found better jobs elsewhere.

**J:** I think we need to change the way we do things around here. I've got some ideas I would like to discuss with you, if that's OK. Then, maybe we could present them to the board together?

**M:** Sounds good to me. I've been thinking as well. At my last company one thing we did was to make sure the atmosphere in the departments was positive and supportive. We also did our best to be transparent about decisions when it was possible. Employees today seem to think that's really important.

**J:** I agree with you Martina. Everyone here works hard so I think we need to find a way to recognise that. It's important that all our employees feel respected and are told when they do a good job. We may even need to set up a proper system for doing this. I know that salaries are important too, but we just can't compete with really large multinational firms. That's why we have to stress the work-life balance that we can offer.

**M:** You are right. Let's fix a time to talk about this in more detail. But before we do, perhaps we could talk to some of the people in our teams to get their views? What do you think?

**J:** Good idea. I'll chat with some of my staff this week … you do the same … and then we can compare notes. OK?

**M:** Perfect!

**J:** Have a good day.

**M:** You too.

## BW1.02
### One
**J = Johannes   T = Tomasz   C = Carolina**

**J:** Hi Carolina, Hi Tomasz. Thanks for making time for this chat. I've arranged it because I'd like to get your views, informally, on a few issues that have come up recently.

**T:** OK sure, what can we help you with?

**J:** Well, I am sure you have noticed that a number of people have been leaving the company. We are trying to figure out what the problem is. Tomasz, do you have any ideas?

**T:** Well … I guess one thing might be the hours, um … although we have flexi-time for office staff, we don't for the field sales teams or in the production area. We try to help out when people have problems with shift work by moving them to different shifts, but it isn't always possible. Flexi-time makes a big difference to people who have to travel a long way to work or for people who have to take their kids to school before they come in. I know there are still some people who aren't happy about their hours though. Carolina, have you heard that, too?

**C:** Well, yes, but to be honest I hear more complaints about the fact that people feel that they don't earn enough. And then we have a few who complain about meals. The subsidised canteen is a good perk and it's cheap, but there are still a number of people who say the quality of the food isn't very good. Things have improved, though, since we started offering discounts for local restaurants and a lot of people seem willing to pay a bit more for their meals. What else? Can you think of anything else, Tomasz?

**T:** Yes. Some of the newer staff like me find that it can be difficult to work with other departments. I get the feeling my ideas are not always taken seriously. But it seems that people who have been

here a long time don't have that problem. I'm not sure what I'm doing wrong.

**J:** I'm very sorry to hear that Tomasz. Anything else?

**T:** Ah … yes … Emma told me that one reason she was leaving was that she felt she didn't get support to help her develop her career and move to a better position.

**C:** Yes, I've heard this as well from a few colleagues. They said they didn't feel the courses we offer were very helpful and felt we should make sure all staff got the training and development they needed for their jobs … and for future careers too.

**J:** That's a really interesting point. We have a number of courses and training options but perhaps we need to see what improvements we can make. Some of our courses are very popular but maybe we need to find out why some people aren't happy with the programme. Well, thanks both of you for your input. I'll think about what you've told me and see what we can do about the issues.

**C:** Thanks for listening to us, Johannes. It's good to be involved.

**T:** Yes, absolutely.

### Two
**M = Martina   S = Sirina   A = Andy**

**M:** Good morning, both of you. Come in, make yourselves comfortable. Now, there's nothing to worry about. I've called you in because … well, I am sure you have noticed that several people have been leaving the company …

**S:** Yes, we have, Martina. I think everyone has!

**M:** Yes, it's unfortunate, and I'd like to ask you some questions about why it might be happening … so we can address any issues. Please, you can speak freely.

**S:** OK, well, for one thing, I don't understand why we need to dress so formally when we're in the office and not meeting customers. Buying business clothes is expensive especially for junior staff. Andy, what do you think?

**A:** Well, I can see that might be a problem but I don't think it's the main issue. I have more of a problem with the other members in our department. Each person is just interested in their own job and they don't seem to want to work together, or collaborate very much. People don't socialise either, not even to get a coffee or have lunch together.

**M:** Thanks Andy, I have noticed that as well. We certainly need to do something about the lack of team spirit. Sirina, do you have anything to add?

**S:** Yes, I would also like to say that I prefer to be independent and organise my day as I think best. I find it very hard to work when someone else tells me what to do and when to do it, but that seems to be the culture here. I have been here long enough to know what needs to be done and always finish my work on time – I should be trusted by now. Do you agree, Andy?

**A:** That hasn't been a problem for me personally, but I have heard other people in the office say similar things. There is another thing though, I seem to spend a lot of my salary on my monthly train ticket. It would be good if the company could help me out somehow with a discounted travel card for the train or bus – I got that in my last company. And on that subject, the amount we get for fuel when we use our cars for business really isn't enough. Sorry, er one more thing! As I spend most of my day sitting, I would also really appreciate something like subsidised gym membership which would make it cheaper for us or offer discounts for activities that we could do after work or on weekends. We do get some vouchers but they're not very interesting for me.

**S:** And, Martina, my last company rewarded us with a bonus when we reached our goals or when the company did really well. I think that can be very motivating for staff – money isn't everything, I know, but a little extra to say 'well done' sometimes would be great. At the moment only management and some people in certain departments get bonuses, which I have heard are fairly small. But I really think we need a bonus

scheme that includes everyone.

**M:** OK, well thank you for all of that! It sounds as if we have a lot to think about, but that's been really helpful. Perhaps a good next step would be to put together a survey for staff. I imagine we'll be asking you for more information soon!

**S:** Good idea.

**A:** Course, happy to help!

## BW2.01   **K = Karen   A = Akito   F = Frederik   V = Victoria**

**K:** Hi everyone, it's Karen here. I know for some of you it's very early or very late so thank you for making the time. How is everyone?

**All:** Fine. / OK. / Good, thanks.

**K:** Great. So first, I want to say I appreciate the feedback you've sent me over the last few months. It's been really helpful. Based on that, I'd like to discuss the difficulties we seem to be having with training and development worldwide. After reading your reports it's becoming clear that we have different problems in different regions and I'd like to talk to you about some ideas for how to solve this. Akito, I know you've had concerns about what's happening in Asia. Er, can you give us some more details?

**A:** Thanks for asking, Karen. We've tried several different programmes but they don't seem to be very successful. There are aspects of the business that work very well but we need more support in others in order to help our staff do their jobs well. They don't feel that the training we offered them is practical enough to help them in their day to day work. I would be very happy to get some help with this problem.

**K:** Thanks Akito, we definitely need to work on that. Frederik, you also mentioned that we need to find new training options in Europe, is that right?

**F:** Absolutely. We are having problems making training both interesting and cost-effective. Our courses cost us quite a lot of money but are not showing the results we'd hoped for. Staff also complain that they last too long which makes it difficult for them to keep up with their workload. From what we've seen the results have not been very positive so it seems to us that it's not worth spending so much on these training sessions.

**K:** Thanks Frederik, that's certainly something we need to look at carefully, too. Now, Victoria, would you like to add anything about South America here?

**V:** Well, at the moment we keep trying to interest our staff in the programmes we have but most of them just don't want to take part or drop out before they're over. They're so busy with other things and don't seem interested in spending more time at the office. Our courses have been voluntary but we often have to cancel them because so few employees sign up for them.

**K:** Well, thanks for the information – that's not terribly good news! Now, I have an idea about setting up global e-learning or blended-learning courses which include both online and face-to-face elements but I need your input on what exactly the staff in your area feel they need to work on. I'd say that we can teach information about the products online. However, when we teach a skill like customer service or rapport, I mean understanding another person and their point of view, we need to do this in person. Can each of you do some more research and then put together a short report for me? Then we can meet again to start working on this concept. How does that sound?

**All:** Good. / Great. / Good.

**K:** Can you get me these reports within the next two weeks? I'll then send you some ideas and we'll set up another call to discuss them.

**V:** Sounds like a good idea. I'll get on it right away.

**F:** Yes, I agree.

**K:** OK with you as well, Akito?

**A:** Of course, I'll start as soon as we finish the call.

**K:** Great, glad we all agree on this. And now, I'd like to go on to the second point on our agenda, our …

## BW3.01  H = Hannah   J = Jo   A = Alex

**H:** Eh, morning everyone. First thing on the agenda this morning is the information sheet we need to produce for the local university business school ... about what venture capital companies do and how we do it.

**J:** That's for the lecture they want us to do about VC investment, right?

**H:** Yep, and we're offering two student placements in our organisation next year.

**A:** Oh right, I'd forgotten about that. We'd better draft something out quickly though, 'cause we need to talk about new investments today.

**H:** Don't stress, Alex! This shouldn't take too long. Come on ... do you want to start?

**A:** OK, well, I think we need to remind the students why we exist and not to believe all the bad press we get, especially when we invest in established companies.

**J:** You mean the stories about asset-stripping and not caring about the future of employees?

**A:** Absolutely. We need to dispel that idea immediately and show that we can also be a force for good in the economy.

**H:** That's a good point. We should make the point that we are often the last resort for good businesses who've been turned down by traditional lenders.

**A:** Exactly. And also that we're giving them much more than money: that we also provide experience, advice and contacts. We should give examples to show how many successful companies today wouldn't be here if a venture capital company hadn't got involved.

**J:** Too right. Where would companies like Google have been without its VC backers?

**H:** To name but one. OK, so the next thing we need to explain is how we choose the companies we invest in. How do we know they're going to succeed?

**A:** Well, of course, we don't, do we?

**H:** Precisely but we do our best to limit the risk by checking them out as thoroughly as we can.

## BW3.02  J = Jo   H = Hannah   A = Alex

**J:** It'd be a good idea to have some sort of guide about what to look for when considering how to invest – that we can hand out at the lecture.

**H:** Good idea. Well ... I think we'd all agree that the most important thing is the management of the company.

**J&A:** Yeah.

**J:** People often think we only look at the financials. Of course the figures are really important but they're one dimensional and won't really tell us if the company is going to be successful in the future.

**A:** A company won't succeed without good leaders. We need to know that the management team will be capable of carrying out the business plan successfully.

**H:** That's right, the whole management team must have relevant experience with a good track record.

**J:** And if it doesn't, the company needs to recognise that and be ready to recruit managers from outside the organisation.

**A:** So true – do you remember that great little company last year we looked at? The CEO was also the founder and his ideas were fantastic but he flatly refused to take our advice to employ outside experienced managers. That could be an example of a situation where we decided not to invest.

**H:** And he went bankrupt six months later, didn't he? We could've turned that business into something remarkable.

**J:** But because we did our checks, we didn't waste our time fighting a losing battle with the CEO.

**A:** Such a shame! It was an amazing idea and shouldn't've failed.

**J:** And that's the next thing - the product or service itself has to have a competitive edge. It's

got to have legs and not be a short-lived wonder.

**H:** Yes, we like the ideas that can solve real-life problems in a cost-effective way and which can generate sales before the competitors have realised what's happening.

**A:** That's why we've got to study the market carefully. Is the business targeting the right market and is the market big enough to generate millions so that we get the returns we need on our investment?

**H:** Or even billions.

**A:** Ideally, yes. So the business plan must have a detailed market analysis.

**J:** And finally don't forget the risk assessment. Obviously it's our job to take on risky businesses, that's why we need to do due diligence and evaluate potential problems, such as legal issues.

**H:** Yes, and it's important to ensure that there's a foreseeable exit from the business so that we can see the return on our investment.

**J:** And that the funding we offer must be enough to take the business to the level we expect it to reach.

**H:** That sounds great Jo. Can you draft out the document for the next meeting?

**J:** No problem.

**H:** Alex, can you outline our lecture?

**A:** Leave it to me.

**H:** Thanks. OK, now let's move on to the new investment opportunities ...

## ExtBW3.01  As you can see from this pie chart here, our biggest export market is India, where around 60% of all sales revenues are generated. Our second most important export market is North America, which generates 25% of all sales revenues for the company. This is growing and should be nearer 30% next year. The final two sections of the pie chart are 10% for Europe and 5% from Australia.

## ExtBW3.02  Now let's look at the sales figures month on month compared to last year. In January total revenues were 5.6 million dollars, 6% up on the same time last year and more than we expected. Unfortunately, there were problems in February and sales fell by 1.52 million dollars to 4.08 million. This was because of supply problems and transport strikes. March saw an upturn in sales which reached 6.4 million, right on target and April was even better when sales soared to 8.75 million. This is mainly due to the launch of the new product line, which has proved to be very popular. During the next three months sales rose steadily to reach 10.8 million in July and then in August they went up to 12 million. September saw sales slow a little and in October, revenues once again returned to the August level. In November and December revenues increased by 2.1 and 2.5 million to reach 14.1 and 16.6 respectively so the year ended on a high as we surpassed our annual target.

## BW4.01

**1** This is Matteo Blinksmann. I want to complain about one of your robots: the security guard. I've just been pushed over by it and then it grabbed me by the arm to stop me getting up. It also shouted at me and told me to get out of the hall. This robot needs to be stopped.

**2** Mr Hideaki Egami here. That's E-G-A-M-I. I've just checked in with your receptionist robot, Mayumi, and er I must tell you that her Japanese skills are terrible. I won't tell you what she said but I was extremely offended by it. I think you need to look at the programme again. I'm happy to meet you in person to discuss the problem.

**3** Hi, Mark Steadman here. Er, just thought you should know that although the coffee robot, Bob, is fantastic and makes the best coffee I've ever tasted, unfortunately he managed to spill hot coffee over me and ruined my suit jacket. He said sorry but it could have been really dangerous. As it is, I'll need to have the jacket cleaned as soon as possible. As I

say, he did apologise profusely for the accident, so er good speaking skills I guess!

**4** Hello this is Wei Ling. I must complain about your security robot. He's completely mad. He confiscated my bag when I went in to a presentation and wouldn't let it go. He seems to be rather over-enthusiastic. He has now walked away with my bag and refused to let me have it. I don't want to miss the presentation and now I have to follow the robot because my laptop is in it.

**5** Sarah Buchanan. Your robot café is a total disaster. What a stupid idea. The food was good but there were some problems with serving it. The idiot robot managed to drop my plate on the floor and the food went over my very new and expensive shoes. I demand compensation immediately and that you put real people in as waiters.

**6** This is Aleksander Baron. I think you ought to know that the driver robot, Oskar, took me to the wrong destination three times. You've got some problems with him. I thought at first it was my accent that he didn't understand, but this seems to have happened to quite a few other people too, not just me.

## BW5.01  C = Clara   F = Felipe   J = Juliana   D = Diego

**C:** Hello everyone. I'm Clara and I'll be here for the next six months in the HR Department. I'm really pleased you could all make it here today in person. There are several issues we're dealing with at the moment and I'd very much like to get your feedback on them. Felipe, I believe you're one of the regional managers, right?

**F:** Yes, I manage staff in some of the northern areas of the country.

**C:** Uh huh and Juliana, you're also a regional manager but in the south I believe?

**J:** Yes, that's right.

**C:** Diego, great to have you with us. I really feel that a good working relationship with the union is vital when we deal with issues around performance and rewards.

**D:** Thanks for inviting me. I'd also like to find ways to work together on this.

**C:** Well, let me start with the background. As you all know, the field of renewable energy needs to stay up-to-date and innovative. In the past we always found recent university graduates to be the ones who can best help us reach these goals. However, it seems now that the grads we hire don't stay very long, which is a problem for us. On the one hand, we need people we can rely on to take ideas forward, but on the other hand, we are not happy about them taking what they have learnt about the business to our competition. That's why we need to discuss this problem and brainstorm some ideas. What do you say, Diego?

**D:** I agree, Clara. The problem for young staff is that they expect to be treated differently than the people we hired even ten years ago. Many of them wait longer to rent or buy their own apartments. That means that they often don't have the pressure of high living costs so if they aren't happy they go elsewhere. In many cases, the work–life balance is also more important for them than lifelong employment or spending hours at work to get ahead. Have you seen this as well?

**J:** Absolutely. Many of the expectations they talk about in their entry interviews never used to come up so are a bit surprising to hear. Some of them may be viable but I think we need to discuss these carefully and think about them before we start making major changes. What do you say Felipe?

**F:** I agree as well. I've been in the business a long time and years ago people were just happy to have a job. Today, young people see things very differently. They want time for families, friends, hobbies and seem to forget that they are just at the start of their careers. I think they need to put in a few years before they can ask for certain things. Some benefits they mention are ones we haven't

even considered and others are not the ones we usually offer to employees who are just starting out. As Juliana mentioned however, some of these could be put into practice and some would be impossible to do. Clara, how would you like to take this forward?

**C:** I am mostly concerned about the reputation of the company, which is another reason I called this meeting. If we change things too quickly, it could have a negative effect on how we are viewed in the business community. This could really hurt us in the future. I also don't think it's fair to those employees who've been with us for many years to suddenly change the way we measure performance. Nevertheless, I also think that we need to take this situation seriously.

**F:** Mm hmm, what do you suggest?

**C:** Well, you're all going to be here at head office for a couple of days. How about if each of us thinks about this and notes down which particular changes might be necessary? I'd also like to think about how we can look at goals to make them measurable so that we can decide how and when to reward performance. Does that make sense?

**D:** Interesting idea. I suspect that we may have very different ideas.

**J:** Yes, we probably will, but it seems like a good way to approach this. What do you think, Felipe?

**F:** Let's give it a try.

**C:** Thanks everyone. So, let's meet again tomorrow morning and see what we've come up with. I'll put something in our calendars …

### BW5.02  C = Clara  J = Juliana  D = Diego  F = Felipe

**C:** Good morning everyone. How are you doing?

**J:** Fine.

**D:** Glad to be here.

**F:** Fine, thanks.

**C:** Great. Coffee, anyone?

**J:** I'd love some.

**F:** Yes please. Thanks Clara.

**C:** So, if everyone is set, let's get started. I'm really looking forward to hearing the ideas you've come up with. Juliana, do you want to begin?

**J:** Sure. Um, this was really an interesting exercise. I did some research and some thinking and have a couple of suggestions. First of all, as you know we have a number of projects which we assign to different groups of people. So far, we have mostly looked at whether or not they were completed on time but I think what we are missing is a quality check. We need to see if the projects meet the goals that were set and if the project teams are submitting follow-up reports that are clear and well written.

**C:** Good idea. Would these be checked by the bosses in the departments?

**J:** Yes, or even at the regional level. The goals also need to be monitored and those who manage to finish on time and deliver the quality we are looking for could be next in line for pay rises or even promotions.

**D:** Even if they haven't been with the company very long?

**J:** Er actually, the projects I'm thinking of normally take some time to complete but yes, it could include those who have recently joined us. I think it could be very motivating for staff.

**C:** I think it's worth trying, Juliana. Felipe, what do you think?

**F:** Sounds good to me. I'm curious about how it will work in practice.

**C:** Me too, but I like the idea. Er, and Felipe, what's your suggestion?

**F:** I was thinking of something like 360 degree feedback so that they get feedback from different people they work with. A survey of our business partners and clients could help us find out how staff are performing. We shouldn't forget that personal relationships are also necessary to our business and we need people who work well with others.

**C:** Great idea, Felipe. This is certainly something we can try. Er, Diego, any comments from you?

**D:** As I represent the workers here, I think anything we do has to take their needs into account. In the research I did, I found a number of articles that say it's important for employees to see a connection between their personal work goals and the overall goals of the company. I think we need to be more transparent and let everyone know what we are trying to achieve. Then we need to find ways to show staff how their jobs and tasks support our overall strategies. This might mean looking again at the company's key performance indicators and making them clear to everyone.

**C:** Good idea. Thanks, Diego.

**D:** Glad to help.

**C:** Does anyone else have any comments to make?

**F:** Not at the moment.

**J:** No, it's all clear to me.

**C:** Then I think we can wrap this up. We've made a good start this morning, thanks everyone. I would suggest that we make sure that all staff meet regularly with their line managers to discuss what they're working on. Then they could talk about any problems they might have and any suggestions they have to improve the process. Do please send me any other ideas you have so that we can discuss them next time. Have a good day everyone.

### BW5.03  C = Clara  D = Diego

**C:** Diego, I thought it would be helpful to speak to you alone about some of the expectations that our new employees have. I understand you've been in touch with the interviewers as well as employees who've been with us only a few years so I guess you've been hearing quite a bit about what they feel they need. So, what can you tell me?

**D:** Well, first of all, our younger workers are frustrated by the length of time it takes to get promoted. Many of them feel that they are bringing in fresh and important ideas to drive the business and then they feel left out when promotions are announced. These always seem to go to people who have been with us a long time, no matter whether or not they are really contributing to the business.

**C:** I see. I've heard this as well. Is it the same problem with pay rises and bonuses?

**D:** Yes, if the promotion comes with an automatic pay rise. The bonuses seem to be less of a problem as we have given bonuses for ideas to younger staff. They find that to be very motivating and I would suggest we continue doing that.

**C:** I agree. In a business like ours, we are dependent on these new and innovative ideas and they are worth paying for. Anything else?

**D:** I've been hearing from younger staff that they aren't very happy that parking isn't provided if they drive to work and we don't offer any subsidised public transport tickets. They see that older staff members have their own free parking spaces and they don't understand why they are treated differently. Some of them have also mentioned the fact that they work a lot of hours and feel that discounts to a gym or even a free fitness facility on site would be greatly appreciated.

**C:** Mm interesting, I'll look into the gym discounts and the fitness facility although I can't promise anything. Free parking is another matter, however. As you know, we have limited space for cars in many of our locations and this is a privilege we have given to staff based on length of service. But perhaps we can do something about subsidies for those using public transport.

**D:** As long as we're discussing this, I'd like to just mention some of the other things I've heard from junior staff.

**C:** Yes, please.

**D:** There have been complaints about doing overtime as this means they work many hours in the week. They would either like to see overtime pay increased or get time off to make up for it. Younger staff members also feel that pay rises are not regular enough, they'd like more career skills seminars or other skills training sessions to help them with their day-to-day jobs, a limit on the number of business trips they need to take, flexible hours, and more social events to get to know their colleagues. Many of them said they are happy about the bonus system we have in place which rewards ideas and not just goals but they feel that we could do more to keep them happy.

**C:** Thanks, Diego. This is really helpful. I will have to think about this and get back to you when I have more information.

### BW6.01  P = Presenter  R = Reporter

**P:** One of the success stories out of Africa recently has been that of Josef Ndege, who's built a successful construction business with strong ethical principles. He's famous for his charity work and support of the underprivileged in his country. However, recent newspaper reports claim that funds destined for educational purposes have disappeared and found their way into local businessmen's pockets. This kind of corruption is something that Mr Ndege has strongly criticised all his working life. So, to understand the situation better, I've been talking to a local journalist, Precious Otieno.

**R:** Yes, thank you. I've now spoken to several people involved with Mr Ndege. One was Eunice Mazula, who is CEO of an educational charity here called HappyEd, which Mr Ndege has supported for many years. Ms Mazula pointed out to me that they have managed to build several schools and give thousands of children an education and that many of these children wouldn't have had an education without the funding from Mr Ndege.

**P:** And has everyone you've spoken to been so positive about Mr Ndege, Precious?

**R:** No, absolutely not. I also spoke to two of AFhomes employees about their experience working for the company, Julius and Nkomo.

Julius has worked for AFhomes for ten years. He began by saying that the company had always paid staff well and looked after their families. However, two months ago he was transferred to the Dodoma project and, since then, he hasn't been paid and is naturally becoming very worried.

Nkomo is employed as a carpenter by AFhomes working on the houses here in Dodoma. He claims that the work site isn't safe and that there have been several accidents. The company also promised to pay for his kids to go to school, but he hasn't received anything they promised so far. Like many others though, Nkomo can't leave because he needs the job and the money.

**P:** Aha, so a mixed picture locally. And I think you've also received a statement from the Land Conservation Agency, is that right?

**R:** Yes, the Land Conservation Agency has been very quick to support Mr Ndege and their joint partnership. Their statement says that despite recent negative press reports, they would like to assure the public that their involvement in the Dodoma project was agreed because they believe that this is the best way of protecting our environment and wildlife for future generations. Furthermore, they have every confidence in Mr Ndege, whose actions have always been above board and ethical and they believe that any investigation will bear this out.

**P:** And breaking news is just coming in. Apparently the AFhomes' Dodoma project has been closed down while the government investigates accusations of wrongdoing and unethical business practices. This is a severe blow for Josef Ndege, the flag bearer for ethical business in Africa.

### BW7.01  R = Rahul  D = Divya  V = Varinder  A = Aarav

**R:** Thanks everyone for joining us today on this call. As I'm out of the office for the next week, it seemed the best way for us to go over the final details for the trade fair called 'Games and toys for all' which is taking place in Hong Kong next week. Divya, I guess you have been arranging most of the details, is that right?
**D:** Yes, I have, with the help of my staff. As you all know, it's a four-day fair from Tuesday to Friday. Varinder and Aarav, are you clear on the arrangements for flights and hotels?
**V:** Yes, a staff member and I are flying on Sunday and one more from the marketing department is joining us on Monday. The centre will be open on Monday so that we can set up our stand. Those of us flying on Sunday will be working on this. Aarav, I think some of your staff from the product development department will also be there then, is that right?
**A:** Absolutely. Some of the toys are still in the development phase so we wanted to make sure they were displayed correctly at the stand. I have two staff members coming with me on Sunday and another one joining us on Monday. How many are coming from sales, Divya?
**D:** I am going myself, of course, and bringing four staff members with me. We are leaving here very early on Monday and arriving early afternoon. We'll go to the hotel and then come by the centre to see how everything is going.
**V:** Sounds good. So Rahul, just to confirm – all the travel plans have been approved, right?
**R:** Yes, all taken care of. And you are all returning on Saturday when the fair is over. Some are on the early flight and those who need to take down the stand will be on the late afternoon one. We have arranged with the hotel for single rooms for five people from Sunday to Saturday and for an additional seven from Monday to Saturday. Unfortunately, I will be abroad at this time but I am sure you will all manage wonderfully. Thanks everyone for your time this morning. Could we set up another short call tomorrow morning to discuss any other last minute details that may come up? I would also like to have some time to talk about what you are hoping to get out of the trade fair. Is that OK with everyone?
**D, V, A:** Fine. / Sure. / Fine.
**R:** Great, till tomorrow then.

**BW7.02**  **R = Rahul   D = Divya   V = Varinder   A = Aarav**
**R:** Good morning everyone. Is everything still going smoothly? Has anything else come up that we need to deal with urgently?
**D, V, A:** No. / Everything's fine. No problems.
**R:** Now this is a really important event for us as it is the first time we are doing something like this. Now that you have all had time to plan the practicalities, I would like to know more about your goals in attending and how these can help us in the future to be more efficient and successful. Divya, can you fill us in on what the sales department hopes to achieve there?
**D:** I hope we will be able to come back from this trade fair with some sales contracts. I have heard there will be a number of buyers from large retail chains there. We need to have staff who can convince them to sell our products in all their stores. Contracts should be prepared and brought along so that buyers can sign up on the spot. This will also save us time later as we won't need to contact so many retailers.

**R:** That sounds very sensible. So are your staff working on the contracts?
**D:** Yes, they are. They are also putting together lists of some of the retail chains who will be represented there.
**R:** Thanks, Divya. And Varinder, what about the marketing department? What are your main goals?
**V:** In my opinion, we need to be looking into marketing our company and creating a network of people who know about us. We have sent out invitations to buyers to come to our stand, and we're organising a raffle, some vouchers for our visitors, and an event we can invite them to. The stand also has to have a place for us to sit and talk to visitors and where we can have some catering. Making sure we get our message out will be a time-saver in the future and help us achieve a successful image as we will have the chance to reach so many people at this fair.
**R:** That all sounds very positive, Varinder. Thanks. And Aarav, what about product development?
**A:** Mm, I would like to take the chance to talk to buyers who come to the stand and get feedback from them. I think this is an excellent opportunity to find out what is in demand in the market, informally, before we start work on our new product lines. It will help us to know what direction we should take. When we have an idea, we never know for sure if it will sell or not. This way we don't need to spend time manufacturing a product that the retailers are not interested in, giving us the chance to be successful from the beginning with product launches.
**R:** Excellent. It sounds like you all have this under control. I'm looking forward to reading your reports when you return. Have a good trip everyone. I'm going to be quite tied up for the next few days, but just send me an email or leave a voicemail if you have any problems or need anything from me. I'll get back to you as soon as I can.

**BW7.03**  **R = Rahul   D = Divya   A = Aarav**
**V = Varinder**
**D:** Rahul, this is Divya. Who's organising the kick-off meeting? Will it be here or in Hong Kong? And what about the daily meetings there? Who's in charge of them? I'm getting nervous as I really think we need a plan! Who should be doing what?
**A:** Rahul, this is Aarav. I really need to talk to you about the sales contracts Divya wants to prepare for the fair. They are totally different from anything we've done so far and I don't think they are appropriate for our purposes. I think we need to discuss this. And I also want to talk to you as she keeps bothering my staff. I've asked her to stop but she doesn't listen to me.
**D:** Rahul, it's Divya again! The contracts we agreed on aren't finished and I need to take them along for clients to sign at the fair. And Aarav is being rather difficult about all this and I don't understand the problem. Can you do something?!
**V:** Rahul, this is Varinder. We need to get those tickets out to our major clients. Do you have the list for me? And are we also giving them vouchers for some of our toys? Oh … and has the website been updated? And what about the raffle we discussed? Was a decision made about that? And today I heard the stand has to be smaller, which affects our catering. Can you let me know what to do? This is really urgent!
**V:** Rahul, it's Varinder here again. We just got a call from the hotel and they don't have enough single rooms. We may have to find another hotel and I would need to start looking immediately! What do you think we should do? Can you let me know as soon as you can?

**A:** Rahul, it's Aarav. The courier service we hired to get all the samples and materials to the fair can't get into the Hong Kong Fair Centre because they don't have the correct paperwork with them. What should I do? Is there someone I need to phone who can take care of this?
**D:** Hi Rahul, it's Divya. I'm at the airport with the sales team and we've just found out that our flight has been cancelled. Can we rebook another flight right away? Is it OK if I do that or do I need to contact our travel department? This is really urgent! Thanks. Please call me when you get this message.

**BW8.01**
**A:** Eh, have you heard about the takeover?
**B:** Yeah, I read it in the newspaper. Why weren't we told? Osbruk's a terrible company to work for. I've got a friend who said that they have a ridiculous attendance policy. If he's just two minutes late for work, even if it's not his fault, he gets a warning. Can you imagine that? At least here, the managers respect us and we respect them so they trust us.
**A:** I know, I think our business culture is very different from Osbruk-Basri's. I also heard that they make you work overtime most days without paying you extra.
**C:** But that's illegal, isn't it?
**B:** Well apparently there's something in the contract that says they can do that.
**C:** I don't like the sound of this company at all. What're we going to do?
**A:** I can't understand why Ms Khan didn't tell us about this. She wouldn't do anything that would damage the company, would she?
**C:** She didn't say anything because she knows we'd be unhappy. If things get bad, I'll move back to Australia.
**B:** I bet we'll all lose our jobs. Every time OB takes a company over, they get rid of everyone. They're all about the bottom line. They don't care about the staff.
**A:** That's why I am so surprised. We've always been looked after well here. We're like a family. The company is doing well, isn't it?
**C:** I think so. But I know we need a bigger factory for the new export orders. Maybe this is the only way Chillhot can afford to expand.
**B:** What, by selling us out to Osbruk-Basri? That's not Ms Khan's style. She wouldn't do this, surely?
**C:** Anyway, do you always believe everything you read in the newspaper?
**A:** No, but why would they write it if it wasn't true? I don't want to work for a company that doesn't care about its employees at all.
**C:** Well I think we need to have a meeting with the boss and find out why she didn't tell us.

**P6.02**
**1**  Salvador Fidalgo | is our 'Hero of the month' | for his work on our local community programme. | He has formed and coached | a football team of local teenagers | and the youngsters have done so well | that they have just won a regional football competition. | Salvador says he has had such a rewarding time | working with these youngsters, | that he is going to start a second team.
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